Skyline COLLEGE
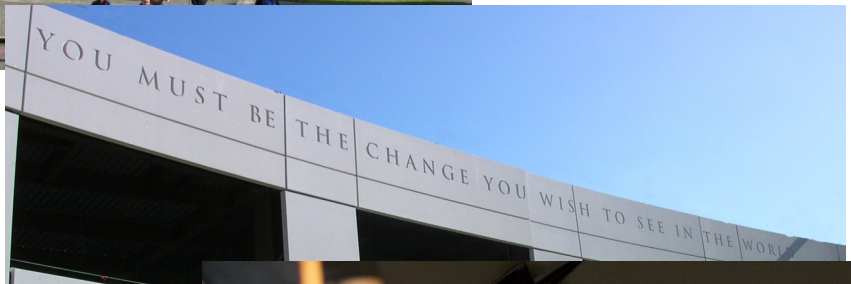ACHIEVE

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September 2010

Accreditation Midterm Report

Skyline College
Accreditation Midterm Report

Submitted to the Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges

September 15, 2010
Skyline College
3300 College Drive
San Bruno, CA 94066

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Preparation of the Report

This Midterm Report addresses the college specific recommendations made to Skyline College by the evaluation team that visited the campus in October, 2007 and the planning agenda recommendations that the college developed during the accreditation self study process.

Responses to the individual recommendations were prepared by the administrators and coordinators identified in the Skyline Workplan as responsible for the area. With the help of many others, principal writers included:

- Dr. Victoria P. Morrow, President
- Dr. Lori Adrian, Vice President of Student Services
- Dr. Regina Stanback Stroud, Vice President of Instruction
- Karen Wong, SLOAC coordinator
- Tom Hewitt, Director of Library Services
- Dr. Rob Johnstone, Dean of Planning, Research and Institutional Effectiveness
- Ray Hernandez, President of the Academic Senate
- Sherri Hancock, Dean of Enrollment Services.

These responses were sent in April, 2010 to Skyline's accreditation liaison officer, Rob Johnstone, and the co-chairs of the accreditation steering committee that produced the 2007 report - Donna Bestock for the administration and Ray Hernandez for the faculty – who were given the task of compiling and editing the report and seeing it through the shared governance process.

In the first weeks of spring semester 2010, consultations about the timeline and process took place with each of the shared governance constituents the Academic Senate, the Associated Students, the Classified Council and the Management Council. Each of these bodies approved the timelines and process. Dr. Johnstone, Ms Bestock and Mr. Hernandez then made a presentation to the Skyline College Council on February 24, 2010, at which they outlined the process and timeline to be followed and reported the constituent consultations. College Council consists of the college president, the two vice presidents, and the presidents and vice presidents of the Academic Senate, Classified Council and Associated Students. The Council approved the proposed process.

The first draft of the Report was made available to the constituent groups on April 19, 2010. Feedback on the draft was received over the next two weeks. The second draft of the Report, incorporating the feedback, was sent to the constituent groups on May 7. The draft document was also made available to the entire community by posting it on the accreditation website and inviting feedback. Comments and suggestions gathered from all of these consultations were then used to prepare the final draft. After approval of the constituent groups, the final draft was presented to College Council on May 26. After being signed by the college president, the report was sent to the Board of Trustees for approval at their meeting September 22, 2010.

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Victoria Morrow, College President

Visiting Team Recommendations

Recommendation #1: The team recommends that the District develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes.

In the fall of 2009, the Vice Chancellor of Human Resources and Employee Relations proposed to the American Federation of Teachers (AFT) adding a statement regarding SLO's in the evaluation procedures for faculty. The AFT response was to reconstitute the Trust Committee and provide six faculty 3 units of paid release time to rewrite the entire faculty evaluation procedures. The cost of doing this is prohibitive and the District had proposed providing a stipend to each faculty member of $1,500 to work on the rewriting of the faculty evaluation procedures, which was rejected by the AFT. The AFT is adamant about not adding a statement in the evaluation tool that states the faculty member participates in the development and evaluation of Student Learning Outcomes (SLO's). As a result, it was determined by the District that as a part of the Dean's assessment of the faculty member, complete, accurate and timely submission of grades and other information would include the participation in the development and assessment of SLO's. Attached is a draft memorandum to Deans clarifying the completion of the Dean's assessment.

Current Status:

This major recommendation is in process.

Evidence:

- Draft memorandum to the deans, August 2010:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec1_SLO_Eval_Memo.pdf

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Recommendation #2: In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents; therefore, the district should develop rules and regulations for the evaluation of college presidents.

This recommendation has been fully addressed and was documented in October 2009 in the Colleges' Progress Reports that were submitted to and accepted by the Commission.

Current Status:

This major recommendation has been addressed.

Evidence:

- Skyline College Fall 2008 Follow-Up Report:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec2_
  Follow-Up_Report.pdf

Recommendation #3a: The board should regularly evaluate its "Rules and Regulations" and revise them as necessary.

As noted in the October 15, 2009 Follow-Up Report, the Board of Trustees adopted the amended version of District Rules and Regulations Section 2.08 which established a two-year schedule for review of each of the eight chapters in Rules and Regulations. In collaboration with the Academic Senate, a decision was made to start with Chapter Six (Academic Programs).

Chapter 6, Academic Programs: The October 15, 2009 Follow-Up Report stated that the District Academic Senate had completed its review of 26 sections of Chapter 6, out of a total of 37 sections, and the remaining 11 sections continued to be reviewed. It was expected that these remaining sections would be ready for Board approval in fall 2009 or early spring 2010. Since that time, the Academic Senate has completed review of 5 of the 11 sections, which were reviewed by the District Shared Governance Council and subsequently approved by the Board of Trustees at meetings of October 28, 2009; June 23, 2010; and May 12, 2010. The remaining six sections are currently undergoing review by the Academic Senate. The review of these sections has been delayed because the Academic Senate was forced to focus on issues of staff and program reductions due to State budget cuts.

In addition, three sections of Chapter 6 were listed in the October 15, 2009 Follow-Up Report as awaiting approval by the District Shared Governance Council. These sections have been approved by the Council and by the Board of Trustees at its meeting of October 28, 2009.

Chapter 7, Student Services: As reported in the October 15, 2009 Follow-Up Report, Chapter 7 of District Rules and Regulations underwent review by the District Academic Senate and Vice Presidents of Student Services. At that time, it was noted that eight sections were awaiting approval by the District Shared Governance Council. Subsequently, seven of the eight sections were approved by the Council and by the Board of Trustees at meetings on October 28, 2009 and January 27, 2010. The other section which was awaiting approval is delayed due to concerns raised by a bargaining unit.

In addition, two sections of Chapter 7 were approved for deletion at the January 27, 2010 meeting of the Board of Trustees, and one new policy was approved by the District Shared Governance Council and by the Board of Trustees at its meeting on May 12, 2010. One additional section was reviewed by the Vice Presidents of Student Services and is currently awaiting approval by the District Shared Governance Council.

There are three remaining sections in Chapter 7 which are currently undergoing review by the Vice Presidents of Student Services. The review of Chapter 7 was delayed because of a change of Vice Presidents at one of the colleges and increased workloads for the Vice Presidents due to budget cuts at the Dean level.

Chapters 3 (Certificated Personnel), 4 (Classified Personnel) and 5 (Non-Represented Personnel): These chapters were due to be reviewed following Chapters 6 and 7. However, the Vice Chancellor, Human Resources was forced to focus on significant staffing reductions, including a managed hiring process, due to state budget cuts. One section of Section 3 was amended and was approved by the District Shared Governance Council and the Board of Trustees at its meeting on May 12, 2010.

Because of the delay in the review of the chapters regarding personnel, staff decided to accelerate the review of Chapters 1 and 2 which originally were to follow the chapters having to do with personnel. Therefore, instead of completing the review of the three personnel chapters, the District completed a review and revision of Chapters 1 and 2.

Chapter 1, Board of Trustees: In the October 15, 2009 Follow-Up Report, there was one section listed as awaiting approval by the District Shared Governance Council. This section was subsequently approved by the Council and by the Board of Trustees at its meeting of January 27, 2010. The review of Chapter 1 is complete.

Chapter 2, Administration: Nine sections of Chapter 2 were listed in the October 15, 2009 Follow-Up Report as awaiting approval by the District Shared Governance Council. Approval of five of these sections has been delayed because of concerns expressed by a bargaining unit. The remaining four sections were approved by the District Shared Governance Council and by the Board of Trustees at its meetings on October 28, 2009 and January 27, 2010. One additional section was reviewed by staff and it was determined that no changes were needed. With this, staff has completed its review of all sections of Chapter 2.

Chapter 8, Business Operations: It was reported in the October 15, 2009 Follow-Up Report that four sections in Chapter 8 had been revised and approved. Since that time, staff has revised two additional sections and the revisions were approved by the Board of Trustees on January 27, 2010 and July 28, 2010. One section was reviewed and staff determined that no changes were needed. In addition, one section is awaiting approval by the District Shared Governance Council, four are undergoing review by the Chief Financial Officer, two are undergoing review by the Director of Public Safety, and one is undergoing review by the Vice Presidents of Student Services. There are 23 remaining sections to be reviewed. Staff is committed to completing the review but has been delayed due to staffing reductions and consequent workload increases.

Current Status:

This major recommendation is in process.

Evidence:

- Status of Policy Updates:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3a_Board_Policy_Updates.pdf

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Recommendation #3b: The district and colleges should collaborate to implement process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success.

The Vice Chancellor of Educational Services and Planning proposed a Process for Evaluating Delineation of Functions in 2008 and vetted the process with appropriate shared governance groups in the colleges and at the district level. The District Shared Governance Council approved the proposed process in late 2008 (Approved Delineation of Functions Process). The process calls for a three-year review cycle commencing in spring 2010.

Based on the outlined process, the Vice Chancellor formed the Delineation of Functions Review Committee consisting of the ALO from Cañada College, the Vice President of Students Services from College of San Mateo and the ALO from Skyline College. The Committee is chaired by the Vice Chancellor. The Committee brought the actual Delineation of Functions document to their respective college community for review and comment. In April 2010, the committee met formally for an update on the progress of the review process. In June 2010, the committee met again to collect the review results. Consistent across the three colleges, the groups reviewing the Delineation of Functions followed the process and purpose as approved by the District Shared Governance Council. As of June 2010, the following results from the reviews are documented as follows (as approved by the Delineation of Functions Review Committee):

Cañada's College Planning Council, Instructional Planning Council & Student Services Planning Council all reviewed the functional map on the agenda for their final meeting of the spring. While each body examined the map and felt it was generally satisfactory, all of them felt it is appropriate to revisit the document at the first fall meeting when attendance would be larger and support a more thorough dialogue and review.

CSM College Council reviewed the document at two meetings. Constituency representative were asked to obtain feedback from their respective constituencies. Student Senate and Classified reps had no objections and felt the map generally satisfactory. The Academic Senate had concluded its meetings for the spring semester and would like to review the document in the fall. Among the six items in Standard 3, Area B, Physical Resources, CSM's College Council requested a recommended change; specifically, change 1.a and 1.b to SH (Shared).

Skyline's various constituent groups reviewed it separately and brought it back to the College Council. The groups were the academic senate, classified council, student senate,

and management council. The College Council acknowledged the review and left the document as is at its May 26 meeting.

In fall 2010 the Committee will meet again to work on a statement that will be used to communicate the results of the review to various constituent groups on the college campuses.

Evidence:

- Approved Delineation of Functions Process:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3b_Delineation_Functions_Meeting_Process.pdf

- Approved Accreditation Function Map:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3b_Delineation_Functions_Meeting_Map.pdf

- Meeting notes of the Delineation of Functions Review Committee:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3b_Delineation_Functions_Meeting_Notes_041210.pdf ;
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3b_Delineation_Functions_Meeting_Notes_060810.pdf

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Recommendation #4: Skyline College has developed and offers a significant program of online courses with 14 associate degree and 17 certificate programs constituting 50 percent or more of the requirements online. As a result of this finding, the team recommends that the college notify the Accrediting Commission and submit a substantive change proposal that will validate the program's adherence to the accreditation standards.

The Substantive Change Application was completed and submitted to the Accrediting Commission on April 29, 2009. The Commission approved the application and asked for an addendum with modifications on September 17, 2009. The addendum was developed and submitted. Skyline College received notification that all submissions were accepted and met the requirements identified by the Commission.

Current Status:

This major recommendation has been addressed.

Evidence:

- Copy of sub change proposal:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Submitted.pdf

- Email from Susan Clifford indicating initial approval with additional information requested:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Letter_from_ACCJC.pdf

- Copy of sub change addendum submitted to ACCJC:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Addendum.pdf

- Email from Susan Clifford indicating final approval after addendum:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Approval_from_ACCJC.pdf

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Recommendation #5: The team recommends that the college build on the structure established for the development and review of student learning outcomes and accelerate the full implementation and integration of student learning outcomes into the institution's instructional and student services programs, and utilize these assessment findings to guide future decision-making and institutional improvements.

Since receiving recognition by the visiting team in Fall 2007 for its SLOAC infrastructure, the college has continued to evolve its historically strong efforts in the SLO arena. In the subsequent time period, the college has revisited and revised its SLOAC Framework, which is a 74-page nuts-and-bolts implementation guide for campus practitioners that can be viewed at http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/framework.html.

The college is proceeding on parallel trajectories to achieve the proficiency level of ACCJC's SLO rubric by the deadline of Fall 2012. With a focus on designing authentic SLO assessment paradigms that provide faculty with valuable information to create more powerful learning environments, the college seeks to not only meet the "requirement" but more importantly emphasize and maintain focus on improving the outcomes of our students. The college's plan to achieve and surpass the ACCJC proficiency level can be viewed at http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec5_SLOAC_Rollout_Timeline_Spring_2010.pdf.

In a recent organizational process step, the college purchased TracDat in Spring 2010 to help provide a technological framework for its SLOAC efforts. In addition, the transparency and continued interest that TracDat enables will cement the notion of SLOAC work leading to action and improvement. The TracDat work is ramping up at the writing of this report, with numerous campus faculty, staff, and administrators participating in a Spring 2010 Flex Day TracDat training.

Below are excerpted highlights from the past two years of SLOAC work; further accomplishments can be viewed at

http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/assets/newsletters/SLOAC_Accomplishments_09.pdf

- SLOAC steering committee members presented Rollout II: The SLOAC Framework, with an emphasis on creating an assessment plan, in departmental, division, and campus-wide meetings.
- Implemented the CCSSE, and identified key items that were mapped to institutional SLOs; ultimately formed scaled scores for each iSLO based on CCSSE data. Results were shared at SLOAC and Institutional Planning Committee meetings, with reflection on results and further refinements suggested to the process.
- Created an annual reporting template for assessment results that was adopted by the Curriculum committee.
- Created an assessment flowchart and checklist for faculty and staff to track their progress.
- Student Services leaders have implemented SLO assessment paradigms in nearly all areas, with a number of units having completed at least one full assessment cycle.

Current Status:

This major recommendation has been addressed.

Evidence:

- Skyline SLOAC Committee Homepage:
  http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/index.html

- Skyline SLOAC Framework:
  http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/framework.html

- Skyline SLAOC Accomplishments 2009-10:
  http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/assets/newsletters/SLOAC_Accomplishments_09.pdf

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Recommendation #6:   The team recommends that the college develop, approve and publicize a code of professional ethics that applies to all college personnel.

Ethics codes for all personnel were adopted by the Board of Trustees in June 2008 as Rules and Regulations number 2.21. Each employee group has prepared a distinct Code of Professional Ethics for their respective constituencies, which, as a whole, comprise the Districtwide Policy on Ethical Behavior adopted by the Board.

Current Status:

This major recommendation has been addressed.

Evidence:

- Board's Rules and Regulations 2.21:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec6_SMCCD_Board_Policy_2-21.pdf

- Faculty Code of Ethics:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec6_SMCCD_Code_of_Ethics.pdf

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Recommendation #7: The team recommends that the college, in collaboration with district IT services, integrate technology planning with institutional planning, in order to assess and implement the most effective use of technology and to develop a stable, long-term plan to meet the ongoing need for renewing and upgrading technology resources in campus computer laboratories and for faculty, staff, and administrative functions.

The Information Technology Services department has completed an initial assessment of the status of the IT hardware and software installed at the three colleges and the District office. Historically, the colleges have been responsible for funding the replacement of computers, printers and other parts of the technological resources used to support instruction and services. The issue of replacement has grown significantly over the past few years due to the impact of the extensive acquisition of technology through the Capital Improvement Project (CIP) as the district deploys approximately one billion dollars in the construction and modernization of buildings. As these buildings are equipped with the technological infrastructure all at this point in time, the life cycles will cause the need for extensive replacement of it at a single point in time.

The growth in technology at Skyline College includes more than 1000 additional computers, 1000 additional printers, 12,000 student email accounts and 13,500 text messaging subscribers, a new learning management system for online instruction and a growth in smart classrooms from 38 to 229 rooms (each equipped with a projector, screen, sound amplification system, dvd player and wireless network). All of this culminates in the fact that the estimated value of IT equipment in the district is approximately 22 million dollars and increasing as more new buildings are brought on line.

With a 5-year computer replacement schedule (typically a 3 or 4 year replacement cycle is used), ITS estimates the cost of maintaining the technological standards would be approximately 1.7 million dollars per year. Therefore this issue is being addressed from a district perspective. The Colleges and the District Office are pursuing three major strategies designed to generate revenues and minimize costs.

- Strategy 1: allocate bond money to update specified labs across the district. This one-time funding was used to renew labs that had the oldest personal computers that are most heavily used and have proven to require the most repairs. At Skyline College the Center for Advanced Learning and Technology lab and lab classroom received a total of 51 new

computers. Across the district more than $200,000 was invested in updating the technology in 2010.

- Strategy 2: The district is piloting virtualization technology. This technology is expected to reduce the cost of equipment, labor and replacement costs by creating versatile labs that can run different applications specific to multiple disciplines through the use of servers and virtualized desktops. The life of the technology is anticipated to be increased by 50% and there is an anticipated reduction in energy utilization in the labs. The labor savings from the decreased need for the technicians to re-image the computers at the start of the each semester is expected to be more than $100,000 per year once fully deployed. The pilot project will be evaluated during Summer 2010 to determine proof of the concept.
- Strategy 3: Consideration is being given to the identification of local dollars or dollars acquired with the support of the county voters to be positioned to generate interest which would be used to support technology replacement. This strategy is very early in its deliberations and would require the support of local voters.

Current Status:

This major recommendation has been addressed.

Evidence:

- Skyline College 2009 Technology Plan: http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec7_Skyline_Technology_Plan.pdf

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Recommendation # 8: The team recommends that the college implement a policy that specifically evaluates the institution's governance and decision-making structures on a regular basis to assure their integrity and effectiveness. The results of these reviews should be widely communicated to the college community and used as the basis for continuous improvement.

These items were addressed jointly through a review of the college's Shared Governance process, undertaken the spring following the fall 2007 comprehensive visit to the college. The structure of that review is described in a document entitled "Shared Governance Review Spring 2008." The subsequent discussions and conclusions are detailed in the College Council Annual Reports for the years 2007-08 and 2008-09. The committee structure was revised and simplified, and is defined in the Compendium of Committees. The college president provides synopses of the work of the college's three broadest committees—College Council, College Budget Committee and Institutional Planning Committee—in her weekly e-newsletter *Skyline Shines.*

Current Status:

This major recommendation has been addressed.

Evidence:

- All of the review and discussion documents mentioned above are available at http://www.skylinecollege.edu/facstaff/GovCommittees/collegecouncil/index.html

- The President's e-newsletter, *Skyline Shines,* is available at http://www.skylinecollege.edu/facstaff/PresidentsOffice/index.html

Standard II Planning Agendas

II.A.1.a: Implement a technologically-based Academic Early Warning System.

Skyline College implemented the Early Alert System in 2008 in collaboration with Instruction to identify, refer and contact students who are not succeeding in their classes for intervention and follow-up. The College has also reviewed its implementation and approach through its College Success Initiative Coordinating Committee, and continues to make improvements based on feedback.

Current Status:

This planning agenda has been addressed.

Evidence:

- Early Alert Forms:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIA1a_EarlyAlertForm.pdf

- College Success Committee Minutes:
  http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/csi_minutes.html

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II.A.1.a: Integrate the First Year Experience Plan recommendations in the overall college governance processes.

Skyline College was selected as one of only two California Community Colleges to participate in the national Foundation of Excellence in the First Year Experience program in 2006. The one year self study process was critical and robust, involving faculty, staff, students, and administrators at the college and guided by evidence related to the ten aspirational dimensions of excellence. Presentations and updates were presented to the college community and to the Board of Trustees.

The conclusion of the FYE self study was followed by the Basic Skills Initiative self study. The latter was informed and guided by both the processes and recommendations from the FYE self study. Both processes have resulted in the formation of the College Success Initiative (CSI), led by a coordinating committee which has broad representation from all college constituencies, especially faculty who work with first year and basic skills students. A CSI Plan has been developed and updated annually. The implementation, coordination, and updating of the plan is the responsibility of the CSI Coordinating Committee. A CSI steering committee has also been formed, responsible for policy and resource allocation decisions. The CSI Coordinating Committee is co-chaired by a faculty leader and the Vice President of Student Services. The CSI steering committee is co-chaired by a faculty leader and the president of the college.

The CSI initiatives have produced outcomes identified in both the FYE and BSI self-studies, for example: an orientation program for first time college students (Career 650), a revised on-line orientation that parallels the in-person orientation (which would be live by summer 2010), the FYE learning community, and supplemental instruction.

Current Status:

This planning agenda has been addressed.

Evidence:

- http://sharepoint.smccd.edu/SiteDirectory/skyfye/default.aspx

- http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/mission_goals.html

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II.A.1.b: Instigate a technological infrastructure to support faculty and staff development and implementation of more online instruction, including assessment of instructional effectiveness.

The district budgeted resources to support faculty development and curriculum redevelopment for teaching online courses. Initially $50,000 supported faculty participation, development and certification. A taskforce of the district's Distance Education Advisory Committee (DEAC) develops, reviews, and coordinates the district-wide Structured Training for Online Teaching (STOT) program. Four STOT classes have been offered to the district faculty. The faculty can participate based on space available and recommendations from the deans. Close to 30 Skyline online faculty have participated in STOT. DEAC is planning for additional training opportunities, including peer to peer support forums, to further advance the knowledgebase and skills of the online faculty in the district. Another round of development is being considered and is pending budget allocation.

Current Status:

This planning agenda has been addressed.

Evidence:

- STOT program summary:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIA1b_STOT_Program_Summary.pdf

- STOT 2009/10 schedule:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIA1b_STOT_2009-10_Schedule.pdf

- Sample STOT session:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIA1b_STOT_Sample_Agenda.pdf

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II.A.2.b: Complete the development and population of the advisory-committees website.

The advisory committee website contains the membership, agendas and minutes of the meeting for the following career technical education programs:
1.   Automotive Technology
2.   Computer Application and Office Technology
3.   Cosmetology
4.   Early Childhood Education
5.   Family Consumer Science
6.   Respiratory Therapy
7.   Surgical Technology
8.   Telecommunications and Network Information Technology

The website can be viewed at
http://www.skylinecollege.edu/combiz/servingbus/adviseCommittee/index.html.

Current Status:

This planning agenda has been addressed.

Evidence:

- http://www.skylinecollege.edu/combiz/servingbus/adviseCommittee/index.html

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II.A.2 c: Increase the number of smart classrooms.

San Mateo Community College District is currently engaged in a massive Capital Improvement Project (CIP) that will result in new and modified classroom buildings. At the time of the self study the number of smart classrooms was limited to a small number of rooms in what was then the newest building on campus (Building 5). Other rooms may have been considered smart by virtue of a roll-in media cart. However, the CIP process has resulted in modernization of Building 7 and Building 8, a smaller "facelift" of Building 1 and construction of new buildings 7A and 11. Building 4 is currently under construction, and will be finished in mid-Spring 2011 and in use by summer 2011. The standard adopted in the CIP process is that all affected

classrooms will be smart classrooms. Minimally, the power and data infrastructure would be included to allow for the eventual procurement of the equipment. However, we have found that in the course of the CIP process we have been able to not only build out the smart classroom infrastructure, but we are able to include the equipment such as plug and play stations, document cameras (in specified rooms), projectors and wireless networking. Skyline College now has a total of 77 smart classrooms.

Current Status:

This planning agenda has been addressed.

Evidence: Skyline College's smart classrooms are located as follows:

Building Number	Number of smart classrooms
1	9
2	7
3	3
4	7
5	5
6	5
7	12
7A	6
8	20
10	2
11	1
Total	**77**

II.A.2.i: Develop and implement a schedule for program-level SLO's, using the SLOAC process.

Much of our energy has been focused on course level assessment, which we will continue to evolve since because of its direct relationship to improving student success. Our acquisition of TracDat in Spring 2010 has enabled us not only to document assessment efforts, but to reinforce the notion of acting on the implications of the data. Discussion is presently underway to potentially revise the program review template and process to integrate TracDat reports.

The College also has assessed ISLOs by administering the CCSSE, which it will do for the second time in Spring 2011. Another means of assessing ISLOs will be by way of TracDat, as course level data can "roll up" to the pertinent ISLOs. Though departments have aligned courses with ISLOs, they will need to "map" this relationship in TracDat. This step of TracDat training will take place in 2010/2011. Rubrics to assess ISLOs were also created this year for faculty to use in the future.

The College will roll out program-level assessment in 2010/2011. To use the existing infrastructure afforded through program review, the SLOAC Steering Committee recommends that everyone scheduled for program review be asked to assess on the program level, but be provided with a "toolbox" as to what will suffice, such as course level assessments rolling up, mapping of courses to program level SLOs, surveys, performance on licensing exams, capstone projects, focus groups consisting of majors, etc. Departmental faculty and staff can then determine what is most pertinent to improving their overall programs.

Current Status:

This planning agenda is in process.

Evidence:

- Skyline College SLO Rollout Plan:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec5_SLOAC_Rollout_Timeline_Spring_2010.pdf

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II.A.6.c: Develop a policy and appoint a person responsible for faculty websites to ensure they remain current.

The college has not addressed this issue from a systemic level. Currently, the college is in the process of reorganizing the management of the college website. This issue of faculty websites will be a piece of the overall processes for the development of a webmaster position and its attendant responsibilities. While the currency of faculty websites has certainly improved in the last couple of years, the major complicating factor has been the shift of the college's website to a new content management system, *OmniUpdate*. The complete conversion of the 10,000+ web pages to the new system halted access to websites for an extended period of time while this was underway.

At this point, the new system has been up and running since late 2009. Faculty have had numerous opportunities to become trained on the new software, and many have afforded themselves this opportunity. In the near future, we expect a larger range of faculty to continue to become versed with the new approach.

In addition, a structural change has been made. The Communications Manager reported to the Director of Marketing, Development and Public Relations. As part of the college's budget reduction strategies, that latter position, responsible for oversight of the website, was eliminated. That function is now under the Dean of Planning, Research and Institutional Effectiveness, and the focus upon currency of faculty websites will be under his supervision henceforward.

Current Status:

This planning agenda is in process.

Evidence:

- Not applicable.

II.B.3.a: Through Skyline student services faculty and managers, participate in district efforts to identify and implement concrete strategies to ensure consistency and currency in student counseling.

The following strategies have been implemented by Skyline Student Services' faculty and managers as members of various college and district wide committees that monitor/evaluate strategies related to student counseling:

- Integrated the *SARS* scheduling system district wide so that counselors can access student information from any of the three colleges.
- Implemented the use of *WebSMART* as a central repository for counselors to use as an online vehicle for providing current and consistent information, resource and communication tool in working with students
- Held a district wide Counseling Conference to share ideas, learn about new programs and plan and strategize new counseling ideas and collaborative efforts. Will be reviewing CSM E-SEP system during the coming year.
- Implemented "E-Counseling" online counseling to assist students who cannot always meet with a counselor.
- Implemented the Early Alert System in collaboration with Instruction to identify, refer and contact students who are not succeeding in their classes for intervention and follow up.
- Implemented a Degree Audit application to provide counselors a more consistent and current evaluation in assisting students applying for AA/AS and Certificates.
- Clarified the concurrent enrollment process and application to assist high school students enrolling in courses.
- Conduct student success workshops for students on probation and subject to dismissal. Workshops, led by counselors, designed to provide information and help students develop appropriate strategies to improve their academic standing.
- Integrated Counselors into the various "learning communities" such as Puente, Gateway, TRIO, Hermanas/os, ASTEP to ensure that appropriate, linked and support counseling services were available to targeted student populations.

Current Status:

This planning agenda has been addressed.

Evidence:

- Concurrent Enrollment Website:
  http://www.skylinecollege.edu/highschool/getstartedhighschool/concurrent.html

- E-Counseling website:
  http://www.skylinecollege.edu/general/counseling/electronicCounseling.html

- Counseling Website:
  http://www.skylinecollege.edu/general/counseling/counselingResources.html

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II.B.3.a: Implement financial aid awareness strategies to increase Free Application for Federal Student Aid (FAFSA) completions and Board of Governor's Fee Waiver (BOGFW) applications.

The Financial Aid Office (FAO) has made great strides in implementing financial aid awareness strategies to increase Free Application for Federal Student Aid (FAFSA) completions and Board of Governor's Fee Waiver (BOGFW) applications. These strategies include the establishment of Financial Aid Awareness Week, an in-reach effort that takes place each fall and spring semester focusing on educating students after the semester has begun that financial aid is available and that it not too late to apply.

Coupled with Financial Aid Awareness Week, the "FAFSA Tuesdays Campaign" has been implemented, in which workshops are held on Tuesdays throughout the semesters that enable students to get assistance when completing the FAFSA application. Campus Ambassadors are available to help students needing individualized attention when completing the FAFSA on any day during the week, and they make in-reach presentations to classes to spread the word about financial aid, along with conduct tabling activities promoting financial aid.

To enlist faculty in promoting financial aid, staff made a presentation during the fall 2009 Flex Day activities resulting in over 30 requests to make presentation to classes, and each fall the "Pass it On" letter campaign takes places where faculty and staff are asked to let students know that financial aid is available and that assistance is available to complete the applications. Financial Aid staff also makes presentations during college and program orientations, and are bilingual in at least three languages so that they can assist students with the financial aid process.

These varied activities have led to an increase in the number of financial aid awards made by the Skyline FAO. The 2009-10 academic year, is on track to be a banner year for the financial aid office with well over 1,600 Pell awards to date. This exceeds the previous high number of roughly 1,200 in 2005-06, and all indications are that 2010-11 will also be a banner year.

Current Status:

This planning agenda has been addressed.

Evidence:

- Financial Aid Events Report:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_Spring_2010_Financial_Aid_Events.pdf

- Flex Day Presentation:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_Financial_Aid_Presentation.pdf

- FAFSA Flyer:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_FAFSA_Workshop_Flyer.pdf

- Pass it On Letter:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_Financial_Aid_Pass_It_On_Flyer.pdf

- Financial Aid Awareness Week Flyer:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_FA_Awareness_Week_Flyer.pdf

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II.B.3.a: Review the registration process to facilitate student access.

The following changes and improvements have been made in the student registration process to improve student access.

- Instruction pages have been reviewed and language modified to provide better registration instructions (see attachment). A District Enrollment Services Committee meets monthly to collaborate with our Technology Department to improve processes.
- A dynamic search function has been added to web pages to provide more specific and direct search capabilities: https://websmart.smccd.edu/webschedule/default.php
- All students are assigned a district email address to ensure delivery of all emailed material. All registration information, student services notifications and class information from instructors are sent to this email address.
- Matriculation requirements are now automatically "satisfied" with a feed from our assessment center to clear the Placement test requirement and a feed from SARS to clear Orientation, if the student attended an orientation workshop, and the Counseling requirement after the student has met with a counselor.

- Waitlists were added for most classes. Waitlist information and instructions are available on the Registration page. Students are automatically notified if a seat becomes available in a closed class. Students have 72 hours to register for the class. The Waitlist also provided a mechanism to assist faculty in equitably distributing authorization codes allowing students to register during late registration.
- Students are instantly provided with an emailed Schedule/Bill to confirm a registration when the registration process has been completed on WebSmart.
- Students are notified immediately after grades are rolled if they failed to complete a pre-requisite requirement for a class they are enrolled in for the subsequent term. This notification allows them time to re-register in the failed class.
- Assistance with navigating online registration is available through Help information on the WebSmart registration site, by phone or with assistance at the computer terminals located in the One Stop Student Center. Currently, approximately 95% of student registration is done online. The 5% of registration activity that is done manually generally is caused by computer system restrictions that block students from performing certain transactions themselves.

Current Status:

This planning agenda has been addressed.

Evidence:

- Websmart site: https://websmart.smccd.edu/webschedule/default.php

- MySMCCD site: click on tab for Email at http://my.smccd.edu/default.php

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II.C.1.a: Institute the library peer group comparison process recommended by the Association of College and Research Libraries.

Standard IIC pertains to the provision and assessment of library resources and services. Although Skyline College met this standard, it was felt that the library's evaluation of its resources would be improved if it were to undertake the peer group comparison process recommended by the Association of College and Research Libraries (ACRL). Therefore, in September 2009 Skyline Library conducted an informal peer group comparison project by means of a brief survey sent to ten California Community College libraries. This survey gathered data in three areas: 1) expenditures for print and online research materials, 2) library resources and equipment, and 3) library staffing.

A complete description of the survey methodology, along with a summary and discussion of the gathered data, can be found in *A Planning Agenda Item Report from Skyline College Library for the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges -- October 2009. Standard II: Planning Agenda Item C1.a.*

The data gathered through this project proved to be valuable, primarily because it resulted in a significant reallocation of collection development funds among books, print periodicals, and database subscriptions in order to better meet the research needs of Skyline students and faculty. This planning agenda item has been met.

Current Status:

This planning agenda has been addressed.

Evidence:

- A Planning Agenda Item Report from Skyline College Library for the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges -- October 2009. Standard II: Planning Agenda Item C1.a: http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1a_Library_Group_Peer_Review.pdf

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II.C.1.b: Through the Library and Information Competency Committee, develop a college wide plan to teach and assess a comprehensive set of information competency skills as set forth in the college's proposed information competency student learning outcomes. This plan will ultimately go through Curriculum Committee for approval.

In September 2009, the Curriculum Committee formed an Information Literacy Subcommittee which was charged with determining an effective approach to establishing an information literacy graduation requirement at Skyline College. The subcommittee's work culminated in a proposal to "infuse" information literacy instruction in all sections of English 100, a required course for all those seeking an Associate degree.

In March 2010, the Language Arts Division voted to participate in a year-long pilot project to infuse information literacy instruction in selected sections of English 100 starting in fall 2010. On March 31, 2010, the subcommittee and representatives of the Language Arts Division met with the Curriculum Committee to discuss the launching of the pilot project.

In March 2011, the Information Literacy Subcommittee plans to return to the Curriculum Committee to report on the results of the pilot project. Based on the subcommittee's recommendations, the Curriculum Committee will decide whether or not to establish an information literacy graduation requirement based on the infusion approach piloted in 2010-11.

A full description of the infusion proposal can be found in *Infusing Information Literacy Instruction in ENG 100 – A Draft Proposal – March 2010.*

Significant progress has been made in the last seven months to develop a college wide plan to teach information competency skills. This planning agenda item has been met.

Current Status:

This planning agenda has been addressed.

Evidence:

- Infusing Information Literacy Instruction in ENG 100 – A Draft Proposal – March 2010: http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1b_Information_Literacy_Proposal.pdf

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II.C.1.d: Propose specific strategies for addressing the library's security and public safety concerns to the appropriate college or district bodies.

Since Skyline Library had been experiencing an increasing number of incidents involving belligerent and/or illegal behavior in recent years, it was felt that serious discussions and action regarding enhanced public and staff safety were warranted.

Significant progress has been made on this agenda item, including the following:

- The library staff met with the Vice President of Student Services, the Chief Public Safety Officer, the Director of Counseling Services, the DSPS Director and the Director of Admissions and Records on May 14, 2008 to discuss a wide range of issues and challenges regarding safety and security in the library. The main points and action items from that meeting were recorded by Lori Adrian, the Vice President of Student Services, and sent to all library staff via email. (See Lori Adrian email of May 15, 2008.)
- A security camera was installed in 2009 to monitor the entrance to Building 5, which houses the library.
- A campus-wide emergency text-messaging system went into effect in 2009. The system enables all library staff to be quickly informed about campus-wide emergencies.
- The Chief Public Safety Officer reported in March 2010 that security cameras would be installed in the near future both outside and inside the library.
- A systematic, formal method for creating a written record of disruptive student behavior was established in March 2010.
- The library was given a new campus radio in March 2010, further enhancing the staff's ability to send and receive emergency information.

Due to the above discussions and actions, the library is much better prepared to respond to disruptive patrons and emergency situations. This planning agenda item has been met.

Current Status:

This planning agenda has been addressed.

Evidence:

- May 15, 2008 email from Vice President of Student Services to College administration and library staff:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1d_Library_Security_Email.pdf

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II.C.1.d: Develop a collaboration between the Facilities Department and the Learning Center to create a plan to improve cleanliness of the Learning Center.

This recommendation to improve the cleanliness of the Learning Center was based on the need to replace dirty and worn carpets, replace soiled chairs, put a fresh coat of paint on walls, and establish a consistent schedule for vacuuming and cleaning the center.

Progress to date includes the following:
- The Learning Center and several adjoining classroom spaces in the Center were renovated during the summer break in August 2010. Renovations included: replacing the carpet in all the open lab areas as well as classroom 5102A, the TRIO Student Room, staff work room and Basic Skills Lab; repairing and painting some of the dirtiest walls and creating two color accent walls to add warmth to the space; removing some of the most soiled computer chairs and old computers.
- The Learning Center Director (Leslie Shelton) and Building Facilities Evening Supervisor (Manuel Granillo) met on March 17, 2010 to discuss a plan for ongoing maintenance of the center in terms of a schedule for vacuuming, dusting, cleaning tables on a regular basis.

Current Status:

This planning agenda has been addressed.

Evidence:

- Email communications regarding renovations in TLC:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1d_TLC_Renovations_Email.pdf

- Email communications regarding cleanliness in TLC:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1d_TLC_Cleanliness_Email.pdf

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II.C.1.d: Develop plans for installing extra shelving in the library.

The shelves containing our circulating collection of books have been impacted for quite a few years. In several sections, there is no remaining space. Our response has always been to weed (remove books no longer deemed useful), and to shift as much of the collection as possible, but that is a short term solution. We still estimate that shelving space will be exhausted in approximately three years. Thus, the best long term solution is the addition of 300-350 shelves which would give adequate space in which to spread out the existing collection, while at the same time plan for future acquisitions.

The Chancellor's Cabinet has charged the colleges with looking more comprehensively at the libraries through the lens of creating a "Library of the Future".   The district will be considering the role of a contemporary library and the type of facilities/technology investment that will be required in light of emerging technologies, changing demands, and the way we deliver instruction. The Vice Chancellor of Educational Services has been charged with identifying professionals who are on the forefront of conceptualizing such a building.   In the meantime, the library faculty and staff have modified the inventory using existing criteria for maintaining holdings in order to minimize space demand.

Current Status:

This planning agenda item has been postponed in order to be incorporated into broader discussions on the Library of the Future.

Evidence:

- Not applicable

II.C.2: Through the Library and Information Competency Committee, put in place an assessment plan for information competency and library services at Skyline College.

The assessment plan has been written and will be implemented in Fall 2010 with the launching of the information literacy pilot project, in which librarians will teach and assess information literacy student learning outcomes in selected sections of English 100. The complete assessment plan is entitled *SLO Assessment Plan for Information Literacy (Infusion Approach) – Pilot Project Implemented Fall 2010*.

Current Status:

This planning agenda item has been addressed.

Evidence:

- SLO Assessment Plan for Information Literacy (Infusion Approach) – Pilot Project Implemented Fall 2010: http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC2_Info_Literacy_SLO_Assessment.pdf

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Standard III Planning Agendas

III.A.1.d: Through the shared-governance process, develop ethics codes for all personnel.

Same as Major Recommendation #6

III.A.2: Use the Budget planning process, the FTE Allocation Process and the overall Staffing for Student Success process to increase access to counseling services.

In response to this item, the college has taken the following steps to increase student access to counseling services:

- Submitted a request for three FT counseling positions during the FTE Allocation Process in addition to a TRIO funded Counseling positions.   Only the TRIO funded position was approved.
- BSI and PIF funds augmented General Funds to provide counseling access, support and services to expand Hermanos/as Program; provided counseling services to Early Alert System; and expanded Outreach Efforts. Additionally more counseling related courses were offered at our feeder high schools that provided both career and college preparation to facilitate the transition to college.
- Connected and linked counselors in the various Learning Communities to Transfer, Career, Outreach and related Student Services areas to enhance the awareness of services for students, help ease the transition of students into the various services on campus, and to support the Learning Communities as a whole.

Current Status:

This planning agenda item has been addressed.

Evidence:

- Ranking of FTEF showing counselors priority:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA2_FTEF_Ranking_Jan_09.pdf

- BSI Action Plan showing Early Alert Support:
  http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/assets/planning/0910BSIActionPlan.pdf

- PIF Announcement & Program Description for Hermanos & Hermanas:
  http://www.skylinecollege.edu/facstaff/PresidentsOffice/awards/2006.html ;
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA2_Hermanos-Hermanas.pdf

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III.A.2: Seek additional resources to increase local computer technical support.

Resources of the three colleges and the district have been leveraged by centralizing Information Technology Services (ITS) support at the district level. Technical support for all campus technology is now provided by District ITS staff. In doing so, ITS provides technological support for computers, Banner, email, and phone services at Skyline College.

There are four full-time District technicians stationed at Skyline. In addition, Skyline employees are able to receive assistance through a District maintained Help Desk. This District-wide approach to technical services provides local Skyline technicians with an extensive knowledge base that extends beyond their individual experience and knowledge, as well providing Skyline with additional resources when needed. When it is required, additional technical resources are deployed from other sites to the college depending upon the demand.

A recent example of bringing additional resources to Skyline was during the winter break 2008/2009. The newly remodeled Science Building 7 was being prepared for occupancy. Four additional technicians from the District and CSM were dispatched to Skyline for several days to activate the network and setup equipment in offices, labs and classrooms. By having these additional resources, Skyline based technicians were able to provide uninterrupted service to Skyline employees during this period.

The centralized Help Desk system has the ability to measure technician performance. During the period of January 1, 2009 to July 1, 2009 there were 1,244 service request submitted to the Help Desk. The average time from submittal until the case was closed was 23.74 working hours. This time is consistent with District ITS goals and higher education accepted standards. This response time was achieved with a campus ratio of 1 technician for every 450 computers. This ratio of computers to technicians greatly exceeds the State Chancellor's Office guidelines of 100 computers per technician and national standards of one technician per every 150 computers.

Additionally, 1.8 FTE (staffing) supports the media services in providing technological audio-visual set-up, breakdown, maintenance and repair. Network maintenance and upgrades are also provided by District ITS network support staff housed at the District Office.

Finally, the district has adopted some technology standards that also minimize the demand for IT repair and service. Each time a machine is serviced, recommendations are made as to whether the cost of frequent service exceeds the cost of replacement. This ongoing communication and recommendation from the IT department has resulted in faculty computers and lab computers being replaced and taken out of the revolving service loop which significantly impacted demands on technology support staff.

Current Status:

This planning agenda has been addressed.

Evidence:

- Skyline College 2009 Technology Plan -
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec7_
  Skyline_Technology_Plan.pdf

III.A.5.b: Develop a systematic evaluation process for professional-development programs that includes all classifications of employee and all professional development-related activities.

Membership on the Professional Enrichment and Development Advisory Committee (PEDAC) includes all classifications of employees—faculty, staff, and administration. PEDAC members share in the decision-making when it comes to campus-wide professional development activity planning and the funding of professional development activities through PEF (Professional Enrichment Funds). These funds were established by PEDAC to help fund professional enrichment activities for all classifications of employees. PEDAC may respond to the professional development needs of employees noted through dialogue and evaluations that occur between those who engage in activities offered through the various professional development programs.

Multiple methods of evaluation have been devised by the individual programs that promote and fund various professional development activities. Some of these evaluation methods include workshop evaluation forms and simple surveys. Others include reports and/or summaries of activities and workshops. The outcome of the information gathered has led to an increase in workshops/sessions teaching strategies, student success, and employee wellness and an increase in collaboration and dialogue between the individual professional development programs.

Current Status:

This planning agenda item has been addressed.

Evidence:

- PEDAC Charge:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA5
  b_PEDAC_Charge.pdf

- PEDAC Faculty Survey Results:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA5
  b_PEDAC_Faculty_Survey_Results.pdf

- PEDAC Flex Day Evaluation Form:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA5 b_PEDAC_Flex_Day_Feedback.pdf

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III.B.1.a. Explore with the district changing the Facilities funding allocation model to provide more staffing.

The district resource allocation model is under discussion and consideration for revisions, beginning in the 2009-10 academic year. One of the topics receiving a focus in those conversations is the formula which establishes funding for Facilities.

Current Status:

This planning agenda item is in process.

Evidence:

- Skyline College Budget Committee (CBC) minutes at http://www.skylinecollege.edu/facstaff/GovCommittees/cbc/agenda_minutes.html. See minutes for March 25, 2010, for example: http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIB1a _CBC_Minutes_032510.pdf

- District Committee on Budget and Finance Committee minutes - see minutes for February 16, 2010, for example: http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIB1a _DCBF_Minutes_021610.pdf

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III.B.1.b: Incorporate campus security needs related to lighting, emergency phones, emergency announcement systems and parking lot safety in the facilities master planning process.

In the Fall of 2007, Skyline College completed its Accreditation Self Study and summarized a recommendation which addressed a planning agenda focusing on the incorporation of campus security needs in multiple areas. Those areas included lighting, parking lot safety, emergency announcement systems, emergency phones and overall public safety. Over the past couple of years, public safety has undergone substantial changes with a focus on the core areas of the self study. Below is a compilation of both the agenda items and an incorporation addressing a public safety first approach.

The first of the agenda items centered on parking lot safety. Skyline College has adopted a prevention-first approach within the public safety department. One of the first lines of defense for this approach starts with lighting for night time safety. Several parking areas like Lot A, C and R as well as a few sporadic interior locations have increased in both the amount and quality of interior lot and pathway lighting. These recent additions to the campus interior and parking lot layout have helped to prevent and combat criminal elements within the parking areas since 2008.

Another agenda item focused on Emergency phones for the campus parking lots. Currently, these have been deemed too costly to install. A secondary approach to help address this deficiency has come about through a multi level camera system which was recently installed. Although the use of this investigatory tool does not completely equate to a emergency contact system such as an emergency phone system would, the network of security cameras, as well as an increase in a physical presence of the Public Safety Department in the parking lots, act as a strong criminal deterrent that balances the limited function of a the phone system.

Another of the agenda items focusing upon public safety is the Emergency Announcement System (EAS). The current EAS system was installed, and upgraded on several levels to support multitude of informational and emergency situations. Similar to the lighting system, it is an invaluable tool that supports the public safety department and can act in unison with an ever expanding, campus-wide, security-camera, monitoring and recording system.

Finally, one item that is not on the agenda is the security camera system. This system along with the digital Emergency Announcement system, acts as part of a large scale network of emergency announcement devices. Additionally, a text message blast system and a Gwa-mail/email system add to it all giving Skyline College an early warning and reactive response system that helps maintain an ever vigilant response structure adding a necessary level to the college's emergency preparedness plan. Along with those tools for emergency response, the public safety department is currently investigating more tools that would add our current phone infrastructure and computer network to the choreographed web of Skyline's mass notification systems.

As a measure of both planning and success, Skyline College's parking lot safety has increased steadily over the last two years. This has been achieved with the help of a three-pronged approach in Public Safety. Increased visual deterrence has been implemented since 2008 by stepping up more vehicle and foot patrols from uniformed public safety officers in the surrounding parking areas. With the help of increased lighting and a safety awareness campaign, the Public Safety Department has reached out to students, staff, faculty and the general campus population in order to educate the campus public. A gamut of public safety awareness handouts, informative maps and improved signage, helps maintain a criminal deterrence that leads to a trickle-down effect into the parking areas. The combination of all these systems in place has led to a steady decrease in parking lot crimes such as vehicle theft, vehicle burglary, assaults in the parking areas and vandalism.

Current Status:

This planning agenda item has been addressed.

Evidence:

- The evidence of these agenda items can be seen in both the physical devices set in place via cameras, lighting, construction, signage and public safety literature, as well as the decrease in criminal activity within the campus interiors and parking lot areas. Past and continued planning support and will help ensure a solid downward trend for on-campus criminal activity and success in creating a safe educational environment. The agenda items addressed along with public safety as a whole are an ever increasing task we are striving to perfect within the public safety department.

- SRTK DATA on decrease in criminal activity:
  http://www.skylinecollege.edu/general/publicSafety/securityStatistics.html

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III.C.1: Through the Technology Advisory Committee, develop an annual report to assess effectiveness of technology in meeting institutional needs, including student learning programs and services.

The Skyline College Technology Advisory Committee is currently working with the Dean of Planning, Research and Institutional Effectiveness to develop an evaluation tool. The committee has reviewed sample surveys from adjacent colleges and has tentatively identified possible areas of information needed in a small 10-15 item survey. The results will be used to inform the annual report and the annual priority setting of the technology committee.

Current Status:

This planning agenda item is in process.

Evidence:

- Draft Survey from TAC from Spring 2010:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIC1_Draft_Technology_Survey.pdf

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III.C.1: Seek additional resources to increase local computer technical support.

Same as III.A.2

III.C.1: Work with District ITS to increase availability of technicians to serve on committees.

Skyline College underwent a governance review process to ensure an effective governance process. Faculty and staff raised concerns about the numerous committees and the overlapping committee scope. Consequently, committees were merged and charges were refined. At that time, each committee's representation list was reviewed to ensure the appropriate faculty, staff and student participation. ITS staff serves on the Technology Advisory Committee, College Success Initiative Coordinating Committee, Educational Master Plan Task Force, Standard II Accreditation Self-Study sub-Committee, the recently constituted Event Team and CIP user-group committees for the construction of new buildings 4 and 11.

Current Status:

This planning agenda item has been addressed.

Evidence:

- Compendium of Committees for ITS Staff Participation: http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIC1_ Compendium_of_Committees.pdf

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III.C.1: Facilitate the development of faculty webpages for all faculty.

Currently, 67 of the faculty have faculty websites. Of the 33 faculty who do not have their individual site, 19 are in departments that have extensive web presence using a department page. These departments include cosmetology, Child Development Center, Physical Education/Athletics, Counseling and Trio. One faculty member is retiring and the remaining 14 faculty have opted not to use a faculty web page.

The college is considering changes in the web mastering responsibilities and as new position duties are considered, enabling the capacity to support faculty development of web pages will be included.

Current Status:

This planning agenda item is in process.

Evidence:

- Faculty Website Homepage: http://www.skylinecollege.edu/facstaff/fachome.html

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III.C.1.a: Work with district technology groups to develop an infrastructure to support online instruction.

Skyline College and SMCCCD have a cadre of qualified faculty, staff and administrators supporting the development and implementation of online instruction. At the district level, the equivalent of 1 full-time equivalent staff member supports both platforms of offerings. One-half FTE is located at the campus to provide a technological liaison between the college and the Information Technology Services Department (ITS) at the district level.

ITS provides the programming services as required to support both course management systems (CMS). ITS provides on-campus support and training for online instruction through its technology liaison. Finally, one FTE assigned to the Vice Chancellor's office at the district level is responsible for training/professional development, course design, and providing support for eCollege.

ITS is committed to supporting Skyline College's mission to utilize technology to provide online, hybrid and online supplemental instruction. The District currently funds the two course management systems (CMS) and support. The server hosting, maintenance and support for both platforms is outsourced.

Security is provided by two fully-secured datacenters, SSL and SFTP encryption, multiple firewall protection, a secure facility with power backups, intrusion detection, and quarterly security risk assessments. Reliability is provided with scalable storage space options; daily system backups; five redundant Tier-1 ISPs; scalable, Microsoft N-tier architecture; offsite disaster recovery system; constant data and content snapshots; daily, weekly and monthly tape backups; and scalable storage space options on multiple, highly redundant storage tiers. Availability is provided ensuring 99.97% minimum system availability, 24/7/365 system health and performance monitoring, 24/7/365 customer support , multiple VLANs, bandwidth on 1000 Mbps technology, and scalable storage space options on multiple, highly redundant storage tiers.

Students have access to support services and tutorials connected to the online platform of their class. Both eCollege and WebAccess platforms have access to tutorials on the use of the platforms. Additionally, support services are available by phone, Web and email at all times except federal holidays. SMCCCD is currently in the fourth year of a 5-year contract with eCollege. SMCCCD is in the second year of a three year agreement with Moodlerooms to provide server hosting, maintenance and support. Another vendor, AELearn, provides phone and online support for students and faculty 24 hours per day, seven days a week. Additional technical support is provided by ITS.

In addition to hosting the server, eCollege provides student and faculty support. Skyline College currently supports 25 online or hybrid courses with eCollege and 70 online or hybrid courses with Moodle (WebAccess)

The Skyline College Technology Advisory Committee recently recommended converting to a single platform system allowing resources to support faculty transition from one system to another.

Current Status:

This planning agenda item has been addressed.

Evidence:

- Distance Education Advisory Committee Homepage:
  http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/default.shtml

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III.C.2: Through the Technology Advisory Committee, develop an annual report to assess effectiveness of technology in meeting institutional needs, including student learning programs and services.

Same as III.C.1

Standard IV Planning Agendas

IV.A.1:   Develop strategies to better communicate the planning and budget processes.

IV.A.3:   Through College Council, evaluate the committee structure and number of initiatives undertaken in any one semester.

IV.A.3:   Through College Council, develop streamlined communication processes to keep college constituents informed.

These three topics were addressed jointly through a review of the college's Shared Governance process, undertaken the spring following the fall 2007 comprehensive visit to the college. The structure of that review is described in a document entitled "Shared Governance Review Spring 2008." The subsequent discussions and conclusions are detailed in the College Council Annual Reports for the years 2007-08 and 2008-09. The committee structure was revised and simplified, and is defined in the Compendium of Committees. The college president provides synopses of the work of the college's three broadest committees—College Council, College Budget Committee and Institutional Planning Committee—in her weekly e-newsletter *Skyline Shines.*

Current Status:

This planning agenda item has been addressed.

Evidence:

- College Council minutes
  http://www.skylinecollege.edu/facstaff/GovCommittees/collegecouncil/index.html

- The President's e-newsletter, *Skyline Shines*
  http://www.skylinecollege.edu/facstaff/PresidentsOffice/index.html

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IV.B.3.b: Provide facilities program-review data to the Executive Vice Chancellor to support and illustrate the need for additional staff in order to make significant improvements in the area of facilities cleanliness.

The Executive Vice Chancellor has utilized program review data to make a clear case for additional staff in order to improve facility cleanliness, as evidenced in the attached update to the Board of Trustees. Excerpts are included below:

Each program review involved an in depth analytical process that considered a comprehensive inventory of cleanable square footage by space type, staffing summary and minutes to clean analysis for the Custodial side; a comprehensive inventory of landscape types (to include hardscape, pedestrian walkways, roadways, lawns, athletic fields, heavily wooded assessable terrain, trees, etc.) and associated square footage for the Groundskeeping side; and a comprehensive review of reactive work orders and preventive vehicle and equipment

maintenance (to include filter replacements, oil changes, etc.) on the Engineering side. The program reviews also took into account findings from an analysis of Non-Classification Task and Leave/Absences created to qualify and quantify time spent on duties unrelated to each classification that are performed during shift hours as well as scheduled/unscheduled staff absences (due to vacation, holidays, workers compensation, sick time, etc.).

Given the existing conditions and square footage, the program reviews demonstrated that the Facilities Department is currently severely understaffed at each classification as well as quantified the department's additional staffing needs. Given the impending completion of CIP2, the updated reviews further substantiated the critical need for additional staffing. Since the last update in February 2009, the District was impacted with a severe budget deficit that caused a number of vacant Facilities positions to remain unfunded; thus, the real picture is even worse than shown above. The department struggles to do its best to maintain an acceptable service level to their constituents, given the limited staffing and resources made available. The department has communicated to its constituents that they will experience longer response times for scheduled and requested services, particularly on days when there is less staff on shift due to scheduled or unscheduled absences. Faculty, staff and students have been requested for minimal assistance to include, but are not limited to, ensuring that desks/tables/chairs in classrooms are put back in place for the next users of the space and, whenever possible, cleaning up spills with paper towels (available in a nearby restroom) and then placing a call immediately to Facilities for additional clean-up. The Facilities Department's priorities will continue to be safety, function and comfort.

Current Status:

This planning agenda item has been addressed.

Evidence:

- See Report on Capital Improvement Program to SMCCD Board of Trustees (Item 09-2-1C), February 7, 2009: http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIVB3b_CIP_Board_Minutes_020709.pdf

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IV.B.3.g: Through district processes, assess the newly created function map and evaluate its value as a tool in delineating governing and decision-making structures and processes and as a tool for communicating these processes district wide. The function map will be used as a means of identifying areas in need of improvement.

The district adopted a "Process for the Review of the Delineation of Functions" in November 2008. A Delineation of Functions Review Committee, comprised of a representative from each of the colleges and the district, was formed in February of 2010. The review work is taking place during the spring of 2010, with district-wide dissemination of the results in order to

improve institutional effectiveness. The next review process will be conducted in the spring of 2013 and every three years thereafter.

Current Status:

This planning agenda item has been addressed.

Evidence:

- Process for Review of the Delineation of Functions
  http://www.smccd.edu/edservplan/dac/default.shtml

- Delineation of Function Review Committee minutes:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIVB3 g_Delineation_Functions_Meeting_Notes_041210.pdf ;
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIVB3 g_Delineation_Functions_Meeting_Notes_060810.pdf

Update on Substantive Change Proposal
(Reprinted from Major Recommendation #4)

Recommendation #4: Skyline College has developed and offers a significant program of online courses with 14 associate degree and 17 certificate programs constituting 50 percent or more of the requirements online. As a result of this finding, the team recommends that the college notify the Accrediting Commission and submit a substantive change proposal that will validate the program's adherence to the accreditation standards.

The Substantive Change Application was completed and submitted to the Accrediting Commission on April 29, 2009. The Commission approved the application and asked for an addendum with modifications on September 17, 2009. The addendum was developed and submitted. Skyline College received notification that all submissions were accepted and met the requirements identified by the Commission.

Current Status:

This major recommendation has been addressed.

Evidence:

- Copy of sub change proposal:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Submitted.pdf

- Email from Susan Clifford indicating initial approval with additional information requested:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Letter_from_ACCJC.pdf

- Copy of sub change addendum submitted to ACCJC:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Addendum.pdf

- Email from Susan Clifford indicating final approval after addendum:
  http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Approval_from_ACCJC.pdf

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