Midterm Report

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Submitted by:

Skyline College
3300 College Drive
San Bruno, CA 94066

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date Submitted: October 6, 2023

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Newin Orante, Acting President
Skyline College
3300 College Drive, San Bruno, CA 94066

I certify there was broad participation and review by the campus community, and I believe this report accurately reflects the nature and substance of this institution.

Signatures

Lisa Petrides, *President, Board of Trustees,* *San Mateo County Community College District*	**Date**
Melissa Moreno, *Interim Chancellor,* *San Mateo County Community College District*	**Date**
Newin Orante, *Acting President,* *Skyline College*	**Date**
Win Shwe Yee, *Associated Students Skyline College President*	**Date**
Lindsey Ayotte, *Academic Senate President,* *Skyline College*	**Date**
Martín Marquez, *Classified Senate President,* *Skyline College*	**Date**
Chris Gibson, *Management Council Chair,* Skyline College	**Date**
Ingrid Vargas, *Accreditation Liaison Officer,* *Skyline College*	**Date**

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Report Preparation

The Skyline College Accreditation Oversight Group (AOG), made up of the College's Executive Council, members of the Office of Planning, Research and Institutional Effectiveness (PRIE), and representatives from each employee constituent group, prepared this Midterm Report on behalf of the College. AOG membership includes persons with expertise in the areas of focus for the improvement plans and each of the three quality focus projects outlined in the College's 2019 Institutional Self-Evaluation Report (ISER). Beginning in the Spring 2023 semester, one-on-one interviews were conducted with project point persons involved in the College Redesign work which was the focus of Skyline College's Quality Focus Essay (QFE). The Midterm Report was finalized through iterative review and feedback in AOG throughout the Summer 2023 semester. The College Governance Council (CGC), which is made up of campus participatory governance constituent groups including the Associated Students of Skyline College (ASSC), Academic Senate (AS), Classified Senate (CS) and Management Council (MC), approved the final Midterm Report on August 23, 2023, and submitted it to the San Mateo County Community College District (SMCCCD) Board of Trustees for review at the September 13, 2023 Board of Trustees meeting.

Table 1: Accreditation Oversight Group (AOG) Membership

Name	Relevant Title(s)	Division
Herlene Grace Beltran	Faculty, Guided Pathways Faculty Co-Coordinator	Business, Education & Professional Programs (BEPP)
Cherie Colin	Director, Marketing, Communications and Public Relations (MCPR)	President's Office
Luis Escobar	Acting Vice President of Student Services (VPSS)	Student Services
Ricardo Flores	Instructional Technologist, Center for Transformative Teaching and Learning (CTTL)	Academic Support and Learning Technologies (ASLT)
Ernesto Hernandez	Transfer Program and Services Coordinator; Interim Guided Pathways Coordinator (2020-2021)	Counseling
Jessica Hurless	Faculty, Guided Pathways Faculty Co-Coordinator	Language Arts (LA)
Dr. Vinicio Lopez	Vice President of Instruction (VPI)	Instruction
Martin Marquez	Dream Center Program Services Coordinator; Classified Senate President	Counseling
Dr. Rolin Moe	Dean of Academic Support and Learning Technologies (ASLT)	Academic Support and Learning Technologies (ASLT)
Zahra Mojtahedi	Senior Planning and Research Analyst (PRIE); AOG Co-Chair	President's Office
Joseph Jr. Morello	Vice President of Administrative Services (VPAS)	Administrative Services
Melissa Moreno	College President through June 2023	President's Office

Ellen Murray	Director of Promise Scholars Program (PSP)	Counseling
Dr. O'KenZoe Selassie-Okpe	Executive Director, Equity Institute (EI) through August 2023	President's Office
Dr. Newin Orante	Acting College President (July 2023-Present); Vice President of Student Services through June 2023	President's Office; Student Services
Bianca Rowden Quince	Faculty, Instructional Designer, Center for Transformative Teaching and Learning (CTTL)	Academic Support and Learning Technologies (ASLT)
Ingrid Vargas	Dean of PRIE; AOG Co-Chair; College Accreditation Liaison Officer (ALO)	President's Office
Karen Wong	Faculty, Institutional Effectiveness Coordinator (PRIE)	President's Office

Plans Arising from the Self-Evaluation Process

The following three improvement plans were included in Skyline College's 2019 Institutional-Self Evaluation (ISER) Report (SkylineCollege-ISER-2019):

Improvement Plan #1: Standard IIA7: Effective Teaching Methodologies
Improvement Plan #2: Standard IIIA14: Professional Development
Improvement Plan #3: Standard IVA7: Participatory Governance Evaluation

The following section provides an update on the improvement plans outlined in Skyline College's most recent Institutional Self-Evaluation Report.

Table 2: Progress Update on Improvement Plans Submitted in 2019 ISER

Improvement Plan	Status Updates and Next Steps
Standard IIA7: Effective Teaching Methodologies The College will advance high impact practices integral to the Comprehensive College Redesign to support the institutionalization of reflective and thematic pedagogy and	**Status Update: In Progress** The CTTL has continued working internally and across the District on one-time and longitudinal training on topics identified as integral to the Comprehensive College Redesign, thus supporting implementation of high impact practices, including but not limited to: equity-focused assessment strategies; decolonizing the syllabus; ensuring equity practice in assignments; regular substantive interaction; and equity-focused online instruction (CTTL-FlexDaySessions-2023; CTTL-FlexDaySessions-20230420; CTTL-FlexDaySessions-20221012; CTTL-FlexDaySessions-20220815; Website-AdjunctSymposium-20230706). In the Spring of 2022, the CTTL launched a *Grading for Equity* series that began with book circles and critical dialogues based on Joe Feldman's book, *Grading for Equity: What it is, Why it Matters, and How it Can Transform Schools and Classrooms* (Newsletter-Ad-BookCircle-

other high impact practices, as addressed in the Quality Focus Essay. **Original Timeline:** Fall 2019 - Ongoing **College Lead(s) (Updated 2023):** Center for Transformative Teaching and Learning (CTTL)	20230711). The goal of the series was for faculty and classified professionals to engage in reflective dialogue to explore how traditional grading practices may inadvertently perpetuate achievement and opportunity gaps among students. Additionally, participants continued their work through individual and small group consultations with instructional designers, post-series, to reflect upon current grading philosophies and implement and assess new equitable grading strategies, such as zero-sum grading, and contract grading (CTTL-EquitableGradingStrategies-2022). To facilitate faculty learning beyond the Flex Day trainings held over six days each semester, the CTTL launched a pilot series of single-topic microcourses for faculty to complete online at their own pace. Microcourse topics have included "Instructor Feedback," "Reimagining the Syllabus," and "Ungrading" (CTTL-SMCCCD-Microcourses-20230717). Additionally, to facilitate faculty learning and use of just-in-time strategies, the CTTL developed a repository of resources, examples, and past training materials for faculty to access and utilize to strengthen their awareness, knowledge, and skills of high impact practices (CTTL-SMCCCD-FacultyRepository-20230816). The Skills In Multimodal Pedagogy & Learning (SIMPL) pilot training was a district-wide collaboration between distance education (DE) coordinators, instructional technologists, and District Information Technology Services (ITS) to create a pilot training for faculty interested in multimodal teaching and learning as an option when returning from the height of the COVID-19 pandemic (SMCCCD-CanvasCourse-SIMPLTraining-20230706). The SIMPL pilot started in July 2022, and continued through the fall of that year. Grounded on four pillars (1. Pedagogy, 2. Technology, 3. Practice, and 4. Demonstrations) the SIMPL pilot served 15 faculty from across the District who volunteered to participate, including four Skyline College faculty. In the August 2022 District Distance Education Advisory Committee (DEAC) meeting, the Committee discussed the SIMPL Pilot training and concluded it to be an overall successful, but did not require 25-hours of training in addition to the Quality Online Teaching and Learning (QOTL) training. All three ASLT deans agreed that the funding was not available (contractually) and the Committee agreed that campus leads should encourage faculty interested in teaching multimodally to complete the QOTL 1 training and be embedded in the SIMPL Canvas Shell (designed by each SMCCCD college). **Next Steps**: The CTTL will continue to offer programming and one-on-one support that foster faculty use of high impact strategies in the design and facilitation of their courses. Programming to support integration of high impact practices will be expanded by offering "Lunch and Learn" professional showcase opportunities, critical dialogues, and enhanced faculty repository samples to aid in the adoption and implementation of high impact strategies. Additionally, the microcourse pilot will move into Phase II with eight additional microcourses to be launched in the 2023-2024 academic year and the completion of microcourses will be integrated into the Canvas Badging system. Faculty who complete individual microcourses will earn badges in the chosen high impact practice areas. Badges will be tied to

faculty Canvas accounts and visible to students and colleagues. Lastly, for SIMPL, the District Distance Education Advisory Committee will discuss at one of the monthly meetings in Fall 2023 the results and findings from the SIMPL pilot, and will decide whether to continue, suspend, or revise and reiterate the process.

The College and District are awaiting guidance from the California Community College Chancellor's Office (CCCCO) regarding multimodal courses. In the meantime, Skyline College has indicated in its latest iteration of its Distance Education Handbook that deans and faculty are required to consult and work in tandem with the Distance Education Coordinator to ensure optimal instruction, flexibility, and alignment with accreditation (SkylineCollege-DistanceEducationHandbook-23-24).

Standard IIIA14: Professional Development The College will provide professional development (PD) central to the Comprehensive College Redesign as outlined in the Quality Focus Essay. **Original Timeline:** Ongoing **College Lead(s) (Updated 2023):** Center for Transformative Teaching and Learning (CTTL)	**Status Update: In Progress** Distance Education: Significant investment has been made in ensuring instruction meets the objectives of the Comprehensive College Redesign, most notably through a district-wide Quality Online Teaching & Learning 25-hour certified course of study for instructors funded by $1.4 million in federal Coronavirus Aid, Relief, and Economic Security Act (CARES) Act and District funds. Skyline College's CTTL designed and led the course for 650 faculty members district-wide during Summer 2020, ensuring that SMCCCD instructors were prepared for the shift to online learning during the COVID-19 pandemic (SMCCCD-BoardReport-202009). QOTL has continued beyond the COVID-19 pandemic, and as of April 2023, 97% of active faculty have completed the course. To offer opportunities for faculty to continue enhancing and refining their online teaching pedagogy, Skyline College's CTTL, in partnership with its sister colleges' Distance Education teams, developed Quality Online Teaching & Learning, Level 2 (QOTL2), an additional 25-hour certified course of study for faculty three years or more past certification of QOTL. QOTL2 offers customized learning paths where faculty choose content from a selection of choices based on their interest and individual learning goals. QOTL2 was piloted district-wide in Summer 2021. To date, QOTL2 has been completed by 30% of faculty who regularly teach online at Skyline College (CTTL-QOTL2 TrainingOverview-20230816). CTTL has continued working internally and across the District to offer professional development opportunities that support the Comprehensive College Redesign. The CTTL worked to leverage professional development resources (human, technology, and fiscal) across the District to ensure that faculty and other employees could participate in professional development offerings district-wide beyond those offered solely at their home campus. Through the increased programming offered in multiple modalities (e.g., face-to-face, hybrid, hyflex, synchronous, and asynchronous), faculty learned alongside colleagues both inside and outside of their institution and gleaned interdisciplinary expertise (SMCCCD-DistrictPDFlex-Jan2022-20230816).

In Fall 2020, the CTTL implemented the Equity Scholars pilot project, a faculty peer-coaching program to support implementing equity-minded principles and critical reflection into practice. Funded by the President's Innovation Fund (PIF), the purpose of the Equity Scholars Project was to develop a faculty mentoring project that supported addressing issues of inequity (race, ethnicity, culture, gender, class, etc.) in teaching and learning, and supported intentional instructional innovations as part of the transformative teaching and learning component of the Comprehensive College Redesign.

Equity Scholars project participants included six peer faculty coaches and nine peer faculty mentees who engaged in structured coaching interventions that built the capacity of individuals to create greater equity in action in support of student success. Peer coaches attended *Instructional Coaching for Equity* training offered by the National Equity Project to learn tools and frameworks to plan, implement, assess, and improve coaching. Coaches and mentees were paired and engaged in three to six coaching sessions depending on identified goals. Peer mentees outlined specific areas for growth and enhancement in equity-minded practices which became the topic of their coaching sessions. Peer coaches met regularly with CTTL colleagues to debrief and plan out coaching strategies needed to support mentees' progress (CTTL-EquityScholarsSamples-20230816).

To foster the transformative teaching and learning portion of the Comprehensive College Redesign, the CTTL expanded the New Faculty Academy (NFA), a customized, iterative, and ongoing cohort-based professional development program centered on the needs of the new faculty within the context of their role in supporting student success and completion. The NFA is intended for newly hired full-time tenure-track faculty, with a duration of one semester up to one year.

The expansion of NFA supported new cohorts of tenure-track faculty with meeting the following program goals:

1. Successful First Year Tenure, inclusive of portfolio and teaching demonstration
2. Increasing knowledge of students (*who* we teach + *how* we teach > *what* we teach) and the resources available for students on campus
3. Preparation to work at Skyline College as a faculty in and out of the classroom
4. Increasing connection to supports for faculty, especially Academic Senate and American Federation of Teachers, as well connections to peer partners who are not on the tenure committee
5. Transformative pedagogy (student ready)

To date, three interdisciplinary new faculty cohorts have completed the enhanced version of NFA. With eight, eight, and ten full-time faculty participants in the 2020-2021, 2021-2022, and 2022-2023 cohorts, respectively (CTTL-NewFacultyAcademySamples-20230816).

	Next Steps: The CTTL will continue to regularly offer Quality Online Teaching & Learning to faculty as a required 25-hour pre-training for teaching in online and hybrid courses. Offerings of the Level 2 Quality Online Teaching & Learning (QOTL2) will be expanded to two cohorts per semester (fall and spring) as well as two cohorts during the summer. This expansion will support more faculty teaching online and hybrid courses with enhancing their knowledge, skills, and strategies for designing and facilitating equity-centered online learning. The Equity Scholars Project applied for the FY 2023-25 Culturally Responsive Pedagogy & Practices (CRPP) Innovative Best Practices Grants from the CCCCO to implement and expand peer coaching and mentoring supports addressing issues of inequity in teaching and learning and intentional instructional innovations as part of the transformative teaching and learning aspect of the Comprehensive College Redesign. The CTTL received confirmation for intent to fund from the CCCCO. Once funding is received, the Equity Scholars Project will continue its expansion. In Fall 2023, the CTTL launched its fourth cohort of the year-long New Faculty Academy. The current cohort has ten new full-time faculty participants.
Standard IVA7: Participatory Governance Evaluation The College will complete the participatory governance evaluation process currently underway, and through discussions resulting from the Governance Evaluation Survey, an action plan will be developed to inform how the College proceeds and implements any recommended changes.	**Status Update: Complete** In Fall 2019, the College Governance Council (CGC) created the "President's Work Group (PWG) on Participatory Governance and Committee Structure" chaired by Interim President Jannett Jackson (CGC-Minutes-20190828). The PWG, composed of representatives from each of the College's four constituent groups, met twice monthly throughout Fall 2019 and Spring 2020. The PWG reviewed and reported on the Fall 2018 Employee Voice Survey, which included questions on participatory governance, and presented a final report and recommendations to CGC. CGC unanimously approved the PWG recommendations on May 22, 2020 (CGC-Minutes-20200520). Among the approved recommendations was that the work of the PWG continue during the 2020-2021 academic year. In Fall 2020, entering College President Melissa Moreno asked that CGC rename the Work Group from "President's Work Group" to the "Participatory Governance Work Group (PGWG)." The PGWG, chaired by President Moreno, met throughout the 2020-2021 academic year and presented its final recommendations to CGC in May 2021. The PGWG recommendations, unanimously approved by CGC, included a new set of definitions and reclassifications for committee work, recognition of Management Council as a constituent council, and a revision to the CGC bylaws creating a more representative membership and voting structure (CGC-Minutes-20210519). The implications of the new CGC structure are significant. Previously, the CGC membership and voting structure consisted of ten voting members:

Original Timeline: 2019-2020 **College Lead(s) (Updated 2023):** College Governance Council (CGC); Office of Planning, Research, Institutional Effectiveness (PRIE)	two representatives from each of the three constituent groups: Academic Senate, Classified Senate, and Associated Students of Skyline College, plus four voting members from senior administration: the College President and the three Vice Presidents. The PGWG recommended that a body making recommendations to the College President not include the President nor members of the President's Cabinet as voting members. The new structure approved in May 2021 eliminated the four votes held by executive administration and added two new voting members from Management Council, a pre-existing body made up of managers, directors and deans, which did not previously have representation on CGC. The new structure includes eight voting members (two from each constituent group), with Executive Council (President's Cabinet) included as non-voting members. The College President only votes in the case of a tie. In 2021, President Moreno introduced the People's College Initiative (PCI) with one of the four major goals being to strengthen the transparency and effectiveness of participatory governance at the College. In September 2021, CGC authorized the creation of four People's College Initiative Work Groups, with one of them focused on participatory governance, to ensure that the PGTW recommendations be implemented, and to continue the work of advancing democratic and transparent Participatory Governance (CGC-Minutes-20210922). The Peoples' College Initiative (PCI) Participatory Governance Task Group reviewed practices and made recommendations to College Governance Council. In 2022-2023, the PCI Participatory Governance Task Group began drafting a new College Participatory Governance handbook to clarify participatory governance processes (PGTG-ParticipatoryGovernanceGuideDraft-20230803).

Table 2 Source: Center for Transformative Teaching and Learning (CTTL)

Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

Response not applicable based on no improvement recommendations arising in the January 2020 Accrediting Commission for Community and Junior Colleges (ACCJC) Reaffirmation Letter to Skyline College (ACCJC-SkylineCollegeReaffirmationLetter-2020).

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." The following section contains reflection on assessment processes since the last comprehensive peer review:

1. Student Learning Outcomes (Standard I.B.2)

1.a. What are the strengths of the process that help the college to improve teaching and learning?

Skyline College continues to abide by the processes articulated in its 2019 ISER, I.B.2 (SkylineCollege-ISER-2019). All instructional and student/learning support services programs define and assess outcomes on a three-year cycle. Faculty and classified professionals document key findings, strengths and areas of improvement in program review, thus enabling a continuous quality improvement process.

The rapid shift to remote instruction in response to the COVID-19 pandemic made outcomes assessment more challenging during the last three-year cycle, but also presented opportunities. For example, the in-person Student Learning Outcomes Assessment Cycle (SLOAC) Academy, which aims to provide foundational skills for faculty engaging in outcomes assessment, shifted to an online, asynchronous format. This online format continues to be offered and has improved accessibility for adjunct faculty and other members of the campus community who are unable to attend in-person training. Of the ten faculty that completed the online SLOAC Academy in 2021, 80% were adjunct faculty from different disciplines, and they're now empowered to participate in outcomes assessment activities within their programs (PRIE-SLOACAcademyFlyer-2021).

Secondly, the program review process redesign that took place during 2019-2021 provided for more intentional attention to the curriculum review process, as it is the faculty's primary locus of control in impacting learning (CPRRedesignTaskForce-Recommendations-2020). The Comprehensive Program Review (CPR) now takes place over three semesters to enable a sustained analysis of courses' alignment with program level outcomes, course sequencing, course content and pedagogy, assessment practices, as well as typical texts. This introspection is supported by a partnership between the Curriculum Committee chair(s), instructional designers, and the coordinator of institutional effectiveness. The work is sustained over the summer via the Summer Curriculum Institute in which participating faculty receive compensation.

In addition, the College purchased an upgrade of the Nuventive Improvement Platform in 2021 enabling an integration of outcomes assessment with program review. To report on assessment progress and results in program review, college employees have access to outcomes dashboards that help them to identify unmet outcomes and courses of concern. The program review questions prompt programs to analyze outcomes results and propose action plans that aim to improve results (IEC-InstructionalCPRTemplate-2022; IEC-StudentServicesCPRTemplate-2022).

1.b. What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

Past practices related to the assessment of Institutional Student Learning Outcomes (ISLOs) were limited. While faculty from across disciplines were involved, the aggregate data was a sample that could have been more representative of practices across the College. Thus, the Institutional Effectiveness Committee (IEC) voted to adopt a new framework of ISLO assessment in which all degree bearing programs are expected to assess at least one course that maps up to the ISLO(s) (IEC-Minutes-20201026; PRIE-ISLOMappingProposal-2020). The assessment of ISLOs was also slowed to one per year so as to afford a collective attention to fostering that competency, in part through professional development (SC-Website-April20FlexDaySession-20230505).

These ISLO discussions led to a deeper dive into the ISLOs themselves. The language on the ISLO rubrics was changed to reflect a growth mindset, thus necessitating a revision of the criteria articulated in the rubrics. In addition, critiques were made about the absence of creativity as a competency, as well as the need to update information literacy to reflect 21st Century needs. As a result, all of the ISLOs and their rubrics have been undergoing a revision. Thus far, the Critical and Creative Thinking, Effective Communication, Information Literacy and Lifelong Wellness ISLOs were approved for adoption by the College Governance Council (CGC-Minutes-20220427; CGC-Minutes-20221116; CGC-Minutes-20230426).

The implementation of the upgraded Improvement Platform also presented opportunities to both support the changes underway with the ISLOs and allow for Canvas integration of assessment results. A pilot is underway that supports faculty on integrating the relevant parts of the ISLO rubric into their Canvas course shells in which approximately twenty faculty members are currently participating (PRIE-PilotingSLOAssessmentInCanvasFlyer-2023). In the future, those assessment results will be accessible within the Improvement Platform, thus enabling faculty to assess course-level and institutional-level SLOs while also grading student work.

1.c. Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

From the aforementioned improvements, promising assessment practices have emerged, including but not limited to:

- **Creating authentic learning opportunities aligned with equitable initiatives:** Through the Canvas pilot noted in the proceeding section (1.d.) in which faculty concurrently assess course SLOs and ISLOs, mathematics faculty are assessing the Effective Communication ISLO through students' final projects (using an online graphic calculator to solve a problem).

Students' submissions are placed within a Google doc which becomes a course resource for all. This assessment complements the math department's response to AB 705 and their effort to manifest zero textbook cost, as all instructional resources are digital and free.

- **Providing options for demonstrating competencies**: A geography instructor who participated in the in-person SLOAC Academy offers three options for students to demonstrate their abilities in meeting the course outcomes for all lecture-based courses: the traditional multiple choice/true-false exam, an essay, or artistic story mapping. The instructor provides the latter two options out of concern towards students who have high test anxiety. Anecdotally, the instructor reports that students seem to do better with the artistic story map and the instructor continues to engage in continuous assessment improvement.
- **Fostering metacognitive awareness**: A photography instructor who participated in the online SLOAC Academy assigns reflective writing with projects. Students reference the outcomes and go beyond the technical aspects of photography by also articulating and reflecting on their processes.
- **Surfacing alignment of course outcomes with program outcomes**: While attending to the curricular aspect of CPR and participating in the Summer Curriculum Institute, physics/astronomy faculty revised their Program Student Learning Outcomes (PSLOs) to include core competencies including ethics, and revised the course SLOs to align clearly to the PSLOs in terms of how the PSLOs manifest within each course.

1.d. In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

During the last three-year assessment cycle from 2019-2022, the College fell behind on SLO assessment as it prioritized supporting students amid rapidly shifting instruction and student services online in response to the COVID-19 pandemic emergency. With the gradual easing of emergency conditions brought on by the COVID-19 pandemic and with the beginning of a new three-year assessment cycle from 2022- 2025, faculty and classified professionals are now afforded a fresh start.

The upgraded Improvement Platform is intended to support faculty and classified professionals in documenting and tracking outcomes assessment with its dashboards to support the timely completion of assessments. Deans also can access a dashboard at the division level, which enables them to track progress on outcomes assessment. Through the annual Administrative Leadership Unit Review (ALUR), deans are prompted to review this dashboard so that they identify programs that may be falling behind and offer timely support (LA-ALUR-2023-24). These process changes through the Improvement Platform are intended to support instructional and non-instructional areas in remaining in alignment with the College's SLO assessment schedules.

2. Institution Set Standards (Standard I.B.3)

As part of annual reporting to ACCJC, Skyline College sets floor standards and stretch goals related to course completion, certificate, completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students.

2.a. Has the college met its floor standards?

Following a multiyear period of exceeding set-standards for most metrics, the College established more ambitious set-standards and aspirational goals (ACCJC-Annual-Report-2023). The higher goals coincided with the disruptions of the COVID-19 pandemic, and the College uncharacteristically missed meeting its set-standards across multiple metrics. Table 3 shows the recent mixed results in meeting institution-set standards. To address licensure exam pass rates for cosmetology and esthetician students, the College has created a new three-unit course to prepare students for the California State Board of Barbering and Cosmetology written exams (SC-Website-CollegeCatalogCOSM-20230731; SC-Website-CollegeCatalogESTI-20230731). Going forward, the College is maintaining its high set-standards and aspirational goals and anticipates meeting those goals with the many initiatives outlined in Skyline College's Education Master Plan (EMP) for 2023/24-2027/28 (EducationMasterPlan-2023-2028).

Table 3: Progress on Meeting Institution Set-Standards

ACCJC Metric	2019-2020	2020-2021	2021-2022
Course Completion	X	✓	X
Certificate Completion	✓	✓	X
Associate Degree Completion	✓	✓	✓
Bachelor's Degrees (B.A./B.S.)	X	X	✓
Transfer	✓	✓	X
Licensure Examination Pass Rates: Automotive Technology	N/A	N/A	✓
Licensure Examination Pass Rates: Cosmetology	N/A	X	✓
Licensure Examination Pass Rates: Emergency Medical Technology	✓	✓	✓
Licensure Examination Pass Rates: Respiratory Therapy	✓	✓	✓
Licensure Examination Pass Rates: Esthetician	N/A	X	X
Job placement rates: Automotive Technology	✓	X	✓
Job placement rates: Cosmetology	✓	X	✓
Job placement rates: Respiratory Care/Therapy	✓	✓	✓
Job placement rates: Surgical Technology	✓	✓	✓
Job placement rates: Early Childhood Education	✓	✓	✓

Table 3 Source: Skyline College ACCJC Annual Reports; ✓ = Met Institution Set-Standard; x = Not Met

2.b. Has the college achieved its stretch (aspirational) goals?

Skyline College has set ambitious stretch goals representing the very high standards that the College aspires towards. When institution set-standards have been consistently met over a period of two to three years, the College has increased both its set-standards and stretch goals to reflect an expectation of continual improvement. For example, when the College exceeded its stretch goals for certificate completion and for associate degree completion in the 2020-21 academic year, it established new, considerably higher stretch goals for each. The following academic year, the College did not meet the new stretch goals for either metric but met the new set-standard for associate degrees and just missed its much higher 48% aspirational goal (previously set at 42%) for certificate completion.

The College's aspirational goals for licensure exam pass rates are set at 90% across all programs. During the three years covered in the most recent ACCJC Annual Report, Respiratory Care/Therapy exceeded its stretch goals for all three years, and Central Services Technology met or exceeded the stretch goal for two of the three years.

The aspirational goal for CTE program job placement is set at 85%. Again, the best performing program was Respiratory Care/Therapy, exceeding the stretch goal for all three years. Surgical Technology, Cosmetology and Early Childhood Education exceeded the stretch goal for two of the three years.

2.c. What initiative(s) is the college undertaking to improve its outcomes?

The College is taking a number of actions and engaging in multiple initiatives to improve its outcomes as outlined in its Education Master Plan (EMP) for 2023/24-2027/28. These actions and initiatives include, but are not limited to, continued implementation of guided pathways, expanding student support programs, SparkPoint services and outreach to support more students with basic needs and financial literacy and assistance, as well as implementing anti-racist and other equity-focused measures. The College has also launched a new Enrollment Strategies Committee (ESC) to increase outreach and retention to address enrollment declines and increase student completions.

The College's Strategic Goals outlined in its latest EMP each have associated metrics, several of which overlap with the ACCJC metrics. The EMP for AY2023/24 – AY2027/28 was approved by the College Governance Council in May 2023 and SMCCCD Board of Trustees approval in Fall 2023. For a full list of activities underway and proposed activities, see Appendix A of the latest Skyline College EMP (EducationMasterPlan-AppendixA-2023-2028).

2.d. How does the college inform its constituents of this information?

Prior to submission to ACCJC in the spring semester, the PRIE Office presents the draft institution set-standards to the campus community in the preceding fall semester through 1) the Institutional Effectiveness Committee (IEC) for feedback and 2) College Governance Council (CGC) for final approval of metric goals in the spring semester of report submission (CGC-Minutes-20230524).

The College also publishes a public-facing Skyline College Scorecard dashboard which is found on the PRIE Office website. This dashboard contains cohort-based outcomes of interest (e.g. fall to spring persistence, three-year graduation rates, etc.) to the campus community and general public, and allows for filtering based on student unit load and other key demographics. Beyond the ACCJC metrics, the College regularly references the Scorecard metrics in campus dialogue on institutional data outcomes and publishes course success rates and degrees and certificates completion data through its public-facing dashboards posted on the PRIE website (SC-Website-SkylineCollegeTableauDashboards-20230801).

C. Report on the Outcomes of the Quality Focus Projects

Skyline College dedicated its Quality Focus Essay (QFE) to scaling the work of its Comprehensive College Redesign launched in 2017-2018 with the goal of reducing barriers to success and improving student completion rates by replacing processes rooted in 'college-ready' mental models with 'student-ready' institutional structures and culture. With the basic scaffolding of the Comprehensive Redesign already in place, the College's Quality Focus Projects centered on further developing and fully implementing the three signature components of the Comprehensive College Redesign: 1) Meta Majors and Guided Pathways, 2) Transformative Teaching and Learning, and 3) the Promise Scholars Program (PSP).

Quality Focus Projects' Impact on Student Learning and Achievement

The Comprehensive College Redesign originated in response to Skyline College's "brutal truths" of low completion rates, persistent equity gaps and excessive unit accumulation among degree earners. The anticipated impact of the Quality Focus Projects on student learning and achievement was ambitious yet realistic. Skyline College's Quality Focus Essay stated:

> _The three components of the Comprehensive Redesign are designed to have a far-reaching impact on student learning and achievement. The combined effect of Meta Majors and Guided Pathways, Transformative Teaching and Learning, and the Promise Scholars Program will be to enhance student learning, increase overall completion rates, reduce time to completion, and reduce equity gaps in student achievement. Improvements are expected to be gradual, but steady, with the first changes being to course success rates, and significant reduction of equity gaps taking at least several years._ (SkylineCollege-ISER-QFE-2019, pg. 415).

Improvements in the following areas are the primary outcomes by which the impact of the quality focus projects are measured:

Course Success Rates

College-wide course success rates had been trending up until the start of the COVID-19 pandemic. Trends were either up or flat across all race/ethnicity groups, with Asian students and Black and African American students seeing the greatest gains from 2017-2018 to 2019-2020. However, the COVID-19 pandemic disruptions had a disproportionate impact on Black and African American students, not only erasing, but reversing the gains made up to 2020. (EducationMasterPlan-AppendixD-2023-2028, pg. 48). The College will be redoubling its efforts to reduce equity gaps through continued implementation of its Student Equity Plan (SkylineCollege-StudentEquityPlan-2022-2025).

Two-Year and Three-Year Completion Rates

The College's completion rates for full-time first-time students increased dramatically in recent years. For example, the percentage of students completing a degree and/or transferring to a four-year college within two years grew from 17% for the Fall 2016 cohort to 30% for the Fall 2019 cohort, before dropping slightly to 27% for the Fall 2020 cohort (EducationMasterPlan-AppendixD-2023-2028, pg. 45). The percentage of students completing a degree and/or transferring to a four-year college within three years increased from 36% for the Fall 2016 cohort to 48% for the Fall 2019 cohort, the most recent cohort data available. It is too soon to

gauge the impact of the QFE Projects on completion rates, but the College is confident that the additional supports created for students will enable continued upward trends.

Median Units Attempted and Earned by Associate Degree Completers

The Comprehensive College Redesign, and the Meta Majors and Guided Pathways component, in particular, has had a marked impact on reducing excessive unit accumulation. Before the Comprehensive College Redesign launch, Skyline College graduates had been accumulating nearly 50% more units than the 60 units required for associate degree completion. In 2017-2018, associate degree graduates had attempted a median of 101 units and earned 89 units. By 2021-2022, median attempted units were down to 86, and graduates earned a median of 79 units, amounting to 15% and 11% declines, respectively (EducationMasterPlan-AppendixD-2023-2028, pg. 50). The impact on students of reduced units attempted has included a shorter time to completion coupled with cost savings.

In addition to these primary metrics, Skyline College's QFE outlined a new set of metrics to be added to its standard Skyline College Scorecard Metrics (SkylineCollege-ISER-QFE-2019, pg. 415). Since 2020, the PRIE Office has been monitoring and publishing these metrics via the Skyline College Tableau Dashboards (SC-Website-TableauDashboards-20230801). The dashboard most pertinent to the Comprehensive College Redesign is the expanded Skyline College Scorecard Dashboard (SC-Website-SkylineCollegeScorecard-20230801). These interactive dashboards allow for easy tracking of metrics disaggregated by race/ethnicity and other key student demographics.

Additionally, a report on ten-year trends for Skyline College's EMP metrics (a subset of the Skyline College Scorecard Metrics), published as an appendix to the latest Skyline College EMP charts the impact of the Comprehensive College Redesign (EducationMasterPlan-AppendixD-2023-2028).

A progress update on the implementation, work completed and next steps on each of the three QFE Projects is addressed below based on the QFE implementation plan.

Quality Focus Project 1: Meta Majors and Guided Pathways

Work on the Meta Majors and Guided Pathways signature component of the Comprehensive Redesign continues following significant interruption during the COVID-19 pandemic when the institution had to shift its focus and resources towards moving instruction and services online to best support students. With shifting conditions, the scope of the Guided Pathways project, some of the entities identified to complete the work, and the timelines have been modified or discontinued (as detailed in the Table 4). Under the direction of the College President, two faculty Guided Pathways Co-Coordinators were appointed in Spring 2023 term to reinvigorate and oversee the modified projects through Fall 2023. While some project activities and goals have evolved, institutionalizing the work in a fiscally sustainable, integrated, and measured way remains a college priority.

Table 4: Implementation Status Update: Meta Majors and Guided Pathways

Activity	Description of Work	Status Updates and Next Steps
Activity: Continue to develop intentional course sequences **Intended Timeline:** Fall 2019 **Responsible Parties (Updated 2023):** Vice President for Instruction	**Description:** Map GE courses into intentional course sequences informed by student feedback and GE efforts.	**Status Update: In Progress** In the 2019-2020 academic year, the Director of Comprehensive College Redesign and Guided Pathways worked independently to refine the original program maps that faculty created in 2017 (which only included the core required courses) into a second iteration that added General Education (GE) areas and identified the BSTEM (Business & STEM) and SLAM (Statistics & Language Arts) pathways in preparation for the Customer Relationship Management (CRM) implementation. The San Mateo County Community College District purchased the Program Mapper software in February 2021 (SMCCCD-ConcentricInc.-ProgramMapper-Contract-2021). This tool provided a space for the institution to enter the program maps and begin using them while marketing to students and onboarding them. In the 2022-2023 academic year, to complete the entry of the intentional course sequences into Program Mapper and take them live, the Dean of Academic Support and Learning Technologies hired short-term temporary faculty and employees for data entry. This produced the latest iteration of program maps and led to a collaboration between instructional faculty and counseling faculty to review the maps and ensure their accuracy (GuidedPathways-ProgramMappingProject-Fall2022-Sheet1; SC-Website-ProgramMapper-20230720). Then, the guided pathways faculty co-coordinators were hired (GuidedPathwaysFacultyCoordinatorPosition-Email-20221004) to oversee the finalization of the project and work with the Office Marketing, Communication and Public Relations (MCPR) to re-format the Skyline College Meta Majors webpage to include a link to the Program Mapper maps in Spring 2023 (SC-Website-MetaMajorsScienceTechnologyHealth-20230808). **Next Steps:** In completing this work with a focus on institutionalizing it, the guided pathways faculty co-coordinators uncovered the need to develop an institutional process and identify an existing shared governance committee(s) that could be tasked with the review, modification, and update/input of the program maps each academic year. The co-coordinators plan on making a recommendation

| **Activity:** Establish a continuous review and update process for Meta Majors and Guided Pathways

Intended Timeline: Fall 2019

Responsible Parties (Updated 2023): Curriculum Committee; Institutional Effectiveness Committee (IEC); Instructional Deans | **Description:** Determine the processes and structures to ensure:
• Continued placement of degrees/certificates into Meta Majors
• All parts of the intentional course sequences are up-to-date
• Names and groupings of degrees /certificates are relevant to students
• Meta Major and Guided Pathways supports are updated and integrated with new initiatives | **Status Update: In Progress**
With the implementation of the Salesforce CRM, the need for the Office of Instruction to document the math pathway and Meta Major for each program became more apparent. Thus, in Spring 2020, the Curriculum Committee worked to create a formalized process for placing degrees and certificates into Meta Majors and math pathways (CurriculumCommittee-Agenda-20200304); (CurriculumCommittee-MeetingPacket-20200415). When a new program is proposed, the Curriculum Chair completes a review using the CurricUNET Proposed Impact Report for the required major courses included within the program. This report identifies the other degrees and certificates that would share the same required course. The goal of this new process is to determine which Meta Major has the largest amount of overlapping coursework with the new program. The faculty proposing the new program are then presented with a recommendation and asked to decide, based on their discipline expertise, if they agree, and to record the Meta Major and math pathway on the program outline of record in CurricUNET (SMCCCD-Curricunet-BasicProgramInformationScreen-Summer 2022). This field was added to CurricUNET in the Summer of 2022.

In terms of the review and update of intentional course sequences/program maps, the Curriculum Committee decided in 2021-2022 to make it a part of the curriculum component of Comprehensive Program Review (CPR), so that instructional faculty are responsible for verifying the maps' accuracy every six to seven years (CurriculumCommittee-ComprehensiveProgramReviewCurriculumChecklist-2021). Additionally, instructional faculty proposing new degree or certificate programs are required to outline the |

		two-year and/or three-year sequence of required courses and submit documentation of the sequence to the Curriculum Committee.
		Next Steps: Due to disruptions stemming from the COVID-19 pandemic, the first full assessment of the effectiveness of the Meta Major names and groupings is planned to be completed by the Guided Pathways Faculty Co-Coordinators in the 2023-2024 academic year.
Activity: Redesign marketing efforts for Meta Majors and Guided Pathways **Intended Timeline:** Fall 2019 – Spring 2020 **Responsible Parties (Updated 2023):** Guided Pathways Faculty Co-Coordinators; MCPR	**Description:** Review current marketing materials and incorporate student feedback/design ideas to create new marketing efforts (e.g., website, apps, flyers) that ground the students' experiences in the framework of Meta Majors and Guided Pathways.	**Status Update: In Progress** In Spring 2023, the Guided Pathways Faculty Co-Coordinators met with MCPR to organize an update of each program website to a format that includes the Meta Major (SC-Website-EducationChildDevelopment-April2023) as an improvement upon the older website format (SC-Website-WorldLanguages-April2023). In response to the increased share of students attending more than one SMCCCD college, the Guided Pathways Faculty Co-Coordinators initiated institutional conversations with MCPR and the College President and Vice Presidents on moving from "Meta Majors" to "Interest Areas" to align with the naming conventions of Skyline College's sister colleges. Additionally, with the introduction of Program Mapper, the sister colleges adopted the Program Mapper icons as their Interest Area icons, and in Spring 2023, Skyline College did the same (UpdatedMetaMajorIcons-RedactedEmail-20230517). **Next Steps:** With the new round of Guided Pathways funding from the CCCCO, the Guided Pathways Faculty Co-Coordinators will continue to work with ASSC to explore Meta Major communication pieces to purchase materials in the Fall 2023 term for a Spring 2024 launch (ASSC-FeedbackforProgramMapperWebsite-2023). If approved, the change to "Interest Areas" would require an update to all current websites and marketing materials. The Guided Pathways Faculty Co-Coordinators will make this recommendation to Cabinet and other constituent groups by the end of Fall 2023. Additionally, the Guided Pathways Faculty Co-Coordinators are working with MCPR to redesign the Meta Major landing page to include Program Mapper and links to the new program websites. In the next update of the Skyline College homepage (Fall 2024), the

		plan is to incorporate an "Interest Area" link for student recruiting purposes. Lastly, with the introduction of the Live Whale campus event software, Skyline College will also explore in the 2023-2024 academic year the ability to tag/filter campus events with a Meta Major to support students in finding applicable events.
Activity: Further refine career and academic benchmarks for each degree program **Intended Timeline:** Spring 2020 **Responsible Parties (Updated 2023):** Guided Pathways Faculty Co-Coordinators; Dean of Counseling	**Description:** Engage various stakeholders in review and continued conversation about specific career and academic benchmarks, events and supports for each program.	**Status Update: In Progress** In the 2021-2022 academic year, the Counseling Division began identifying key milestones in different student educational journeys to establish activity benchmarks (GuidedPathways-CounselingConsensusBenchmarkKeyActivitiesPlan-2021). Building on this work, in Fall 2022, the Counseling Division engaged in conversations and developed the Meta Major Counseling Guide outlining both academic and career benchmarks for students who have earned 0-12, 13-30, 31-45, and 46-60 cumulative units. The Guide was piloted in Spring 2023 for new incoming students starting in Fall 2023 (Meta-majorsStudentGuide-Spring2023). Additionally, in 2022-2023, career counselors further expanded the Explorers Program to help guide undecided and undeclared students through a series of career-focused workshops and experiences to understand career benchmarks and declare a major sooner (SC-Website-Explorers-April2023) Through a President's Innovation Fund grant awarded in 2020-2021 (PresidentsOffice-PresidentsInnovationFundAwards-2020-2021), the Counseling Division purchased and incorporated the *What Can I Do with this Major* software and complimented it with co-facilitated workshops with instructional and counseling faculty highlighting disciplines with highest number of degrees awarded in each Meta Major, such as Allied Health, Business, Communication Studies, Psychology, and Sociology (GuidedPathways-BEMMetaMajorWhatCanIDoWithThisMajorEventFlyer-April2023; Website-WhatCanIDoWithThisMajor-April2023). Lastly, the Society and Education Meta Major faculty decided to create a Social Science Unwrapped Speaker Series. This speaker series connects students three times throughout a semester with various faculty in the Social Sciences to discuss academic and career opportunities (SC-Website-SocialScienceUnwrapped-April2023).

		Next Steps: The Program Mapper software includes a "milestone" feature, which allows the career and academic benchmarks identified by counseling faculty to be added to each program map. With the entry of the 2023-2024 College Catalog into Program Mapper, Skyline College will explore adding this feature to specific programs.
Activity: Evaluate Meta Majors and Guided Pathways **Intended Timeline:** Fall 2019 - ongoing **Responsible Parties (Updated 2023):** Dean of Counseling; PRIE	**Description:** Determine data collection methods, analysis process, and reporting mechanisms that will be used to assess if Meta Majors, Guided Pathways and counseling redesign are meeting students' needs and leading to student success.	**Status Update: In Progress** To assist in the review and assessment of Guided Pathways outcomes, the Guided Pathways Faculty Co-Coordinators worked with PRIE to create a Guided Pathways Tableau Data Dashboard (SMCCCD-webssc-SkylineCollegeGuidedPathwaysDemographics-April2023). Additionally, in Spring 2023, the guided pathways faculty co-coordinators met with PRIE to discuss potential data queries that may guide institutional conversations about the effectiveness of various Comprehensive College Redesign efforts in meeting student needs. This work will continue in the 2023-2024 academic year. Through various required progress reports submitted to the CCCCO, the guided pathways faculty co-coordinators reviewed data and assessed progress on the Vision for Success benchmarks (GuidedPathways-VisionforSuccessGP-StudentSuccessMetric-CohortView-2023). **Next Steps:** The development of the Guided Pathways Tableau Data Dashboard has uncovered the need to further clarify Skyline College's internal guided pathways success benchmarks to assess progress on the various intended outcomes. The Guided Pathways Faculty Co-Coordinators are working with the college president, vice presidents, and PRIE Office to recommend updated Guided Pathways benchmarks, in alignment with the College's EMP and Student Equity Plan, to the College Governance Council (CGC) in the Fall 2023 term (SC-Website-GuidedPathwaysTableauDashboardDraft-20230807). The benchmarks of interest were reported in the Guided Pathways Work Plan – Phase 2 NOVA Report (GuidedPathways-CCCCOPhase2NOVAReport-2023). Additionally, a forthcoming Skyline College Guided Pathways Tableau Dashboard (which focuses on Meta Majors) will be informing operational decisions around

		guided pathway and meta major advising once released (SC-Website-GuidedPathwaysTableauDashboardDraft-20230807).
Activity: Integration of faculty around Meta Majors and Guided Pathways **Intended Timeline:** Fall 2019 - ongoing **Responsible Parties (Updated 2023):** Executive Council; Director of Promise Scholars Program; Professional Development Coordinator	**Description:** Engage both counseling and instructional faculty in conversations and professional development activities around the "student experience," support team concept, and Meta Major programming.	**Status Update: In Progress** Following the lead of the Counseling Division to identify meta major counselors, in the spring of 2021, instructional faculty leads were selected for the four Meta Majors (GuidedPathways-MetaMajorStudentSuccessTeamFacultyCoordinatorJobDescription-2021). In Fall 2021, the Meta Major Student Success Team counseling faculty leads, instructional faculty leads, Counseling Dean and Director of Comprehensive College Redesign and Guided Pathways met regularly to collaborate on projects and try to pilot parts of the proposed student success team model. However, the inability of the Meta Major Success Teams to pull student data reports from the Student Success Link (SSL), combined with fiscal sustainability concerns, has prevented the student success team model from being fully implemented. In Spring 2023, the Guided Pathways Faculty Co-Coordinators, in collaboration with the College President, began working on alternative ways to integrate parts of the Student Success Team model into how academic and Meta Major advising is conducted, so that it is not reliant on a guided pathways coordinator or specific faculty members. One example is incorporating a Meta Major day each week that brings different supports together in the center of campus focused on themes like completing the financial aid application, updating student education plans, transfer and degree advising, etc. At this point, the Guided Pathways Faculty Co-Coordinators are leading conversations with the campus through professional development workshops (GuidedPathways-ExistingBeyondTheWalls-20230420). This will move Skyline College away from a Success Team model, which changes this project scope and implementation timeline. The four Meta Major Student Success Team Instructional faculty coordinators have continued to work with the Center for Transformative Teaching and Learning (CTTL) to develop professional development opportunities around various aspects of becoming "student ready." (CTTL-DocumentationofPDActivitiesinsupportofGuidedPathwaysStudentFirst-2019)

		Next Steps: Since the Promise Scholars Program developed a home-grown data tracking system for its program participants, operates in a cohort model, and has designated Promise Scholars class sections, it provides a unique opportunity for this Guided Pathways project to shift towards integrating instructional faculty into the Promise Scholars Program. The Guided Pathways Faculty Co-Coordinators and Director of Promise Scholars will work in the Fall 2023 semester to bring the Promise Scholars Program instructional faculty to brainstorm how to use data and monthly meetings to create a proactive support model in the classroom space for PSP participants. Feedback gathered will subsequently be used to develop and pilot a monthly meeting comprised of PSP counseling faculty, retention specialists, instructional faculty, and the Director of Promise Scholars in the 2023-2024 academic year. Once the support model is developed, this group can start to collaborate on weaving in Meta Major event programming, as appropriate.
Activity: Continue to develop the Meta Major experience **Intended Timeline:** Fall 2019 - ongoing **Responsible Parties (Updated 2023):** Enrollment Strategies Committee; Executive Council	**Description:** Coordinate various stakeholders that offer current campus programming (e.g., transfer events, career nights, experiential events, etc.) and engage them in conversations and collaborative planning, scheduling, and budgeting, to create a holistic and integrated student experience.	**Status Update: In Progress** As stated above, the Meta Major Counseling Guide is the first step in a more holistic approach to meeting student needs across the different aspects of their educational journey (Meta-MajorsStudentGuide-Spring2023). Across the campus, various entities have aligned to the Meta Major framework such as the Counseling Division, The Learning Center, (e.g., tutors, peer mentor, etc.), the Library, career nights, transfer events, etc. The holistic institutional planning, scheduling, and budgeting to ensure a seamless experience for students is still in progress. **Next Steps:** In Spring 2023, the Enrollment Strategy Committee (ESC) started engaging in integrated planning discussions. These conversations and work will continue in the 2023-2024 academic year (SC-WebsiteEnrollmentStrategiesCommittee-20230801).

Table 4 Source: The Guided Pathways Faculty Co-Coordinators

Quality Focus Project 2: Transformative Teaching and Learning

The Skyline College Center for Transformative Teaching and Learning (CTTL) supports a culture of innovation as one of the main entities providing continuous professional development opportunities to the Skyline College campus community with a focus on instructional faculty professional development in the areas of curriculum, pedagogy, and instructional design. Collaborating cross-functionally on campus to host equity-focused trainings, scaling e-portfolio usage, and implementing thematic General Education (GE) course bundling are just some of the CTTL project activities outlined in the Quality Focus Essay submitted as part of Skyline College's 2019 ISER. By 2019, advancing high impact practices and strategies in these efforts and other related areas of focus was already well underway.

In response to the COVID-19 pandemic lockdowns in Spring 2020, the CTTL shifted its programmatic priorities and made supporting the campus community in transitioning to remote, online instruction its main priority. Among the CTTL's most significant accomplishments since 2019 was designing and leading the implementation of the district-wide Quality Online Teaching & Learning (QOTL) 25-hour certified course of study to prepare faculty for the shift to online learning. QOTL has continued beyond the acute phase of the COVID-19 pandemic, and as of April 2023, 97% of active faculty have completed the course.

The following section provides updates on the activities that were originally included in the Transformative Teaching and Learning Quality Focus Project described in Skyline College's 2019 ISER. The CTTL plays a key role in supporting the College in meeting the goals outlined in the College's newly approved Education Master Plan and the CTTL remains a critical part of the Comprehensive College Redesign. The future direction and operational priorities of the CTTL will be largely informed by the vision outlined by the newly hired Dean of ASLT (the hiring process is underway as of Summer 2023).

Table 5: Implementation Status Update: Transformative Teaching and Learning

Activity	Description of Work	Status Updates and Next Steps
Activity: Further infuse equity pedagogy into instruction, academic services, and student services through equity training series **Intended Timeline:** Ongoing	**Description:** Provide all employees the requisite equity training needed to sustain the new institutional design and approach.	**Status Update: In Progress** The CTTL has entered into full partnership with the Student Equity and Support Programs (SESP) regarding the implementation not only of the Learning/Equity/Growth Series (LEGS) but in the development and facilitation of Equity Institute programming in a multitude of modalities (SMCCCD-Website-CanvasLEGSSeries-20230803; SMCCCD-Website-CanvasEquityAcademy-20230803). **Next Steps:** Skyline College has established becoming an antiracist and equitable institution as Goal 1 among its six Strategic Goals outlined in its newly updated Education Master Plan (EducationMasterPlan-2023-2028). The five primary strategies for Goal 1 include:

Responsible Parties (Updated 2023): Dean of ASLT: CTTL		1. Conduct iterative Campus Climate reviews to identify strengths and challenges to inform training and professional development 2. Develop common definitions and a shared framework for strengthening our dialogue and vision for antiracism and equity at Skyline College 3. Build skills and tools needed to incorporate antiracism and equity mindedness into our curriculum, programs and practices 4. Identify and address inequitable structures and procedures that have disproportionate impacts on students and employees 5. Enhance academic curriculum and student programs to strengthen their role in supporting community values of antiracism and equity.
Activity: Align CTTL strategic plan with College Redesign in order to advance transformative pedagogical practices **Intended Timeline:** Fall 2019 **Responsible Parties (Updated 2023):** Dean of ASLT; CTTL	**Description:** Coordinate with High Impact Practices (HIPs) & GE Teams, and service learning to develop a professional development plan to support the institutionalization of reflective and thematic pedagogy, and other related practices.	**Status Update: In Progress** Staffing changes and the desire to align the CTTL strategic plan updates to the College's Education Master Plan (EMP) have led to the re-adoption of the prior plan through 2023 and the process of identifying new partners to replace roles that no longer exist (e.g., HIPs team, Director of Guided Pathways). Furthermore, the service learning inquiry team was placed on hiatus in Spring 2019 in light of infrastructural adjustments needed to meet student remote learning needs. **Next Steps**: The hiring process for the Academic Support and Learning Technologies Division (ASLT) Dean is currently underway as of Summer 2023. The CTTL is housed within the ASLT Division; alignment of the CTTL's strategic plan with Comprehensive College Redesign efforts is slated to continue upon hiring of new Dean in Fall 2023.
Activity: Creation of student group **Intended Timeline:** Establishing in Fall 2019; Ongoing **Responsible Parties**	**Description:** Form a student group that is representative of the College demographics, whose role will be to collaborate on design, engage the student body for feedback, and support the implementation of	**Status Update: Revised** In Spring 2019, the Director of Comprehensive College Redesign and Guided Pathways secured funds to hire two student workers to serve in a feedback/support role for Comprehensive College Redesign work. Due to fiscal sustainability concerns, and disruptions stemming from the COVID-19 pandemic, these efforts were discontinued in Spring 2020. Beyond individual members serving on relevant campus committees related to Meta Majors and guided pathways development, the Associated Students of Skyline College (ASSC) has also become a sounding board for Meta Major

(Updated 2023): Dean of ASLT; CTTL	design components.	and Guided Pathways work (ASSC-FeedbackforProgramMapperWebsite-2023).
Activity: Scale e-portfolio **Intended Timeline:** Establishing in Fall 2019; Ongoing **Responsible Parties (Updated 2023):** Dean of ASLT; CTTL	**Description:** Select software, as well as determine where in the Meta Major/GE thematic model e-portfolio's will be utilized.	**Status Update: Revised** E-portfolio platforms were vetted and Portfolium was selected and purchased by Skyline College in Spring 2019. Faculty were trained in Fall 2019 term. The ePortfolio project was shuttered in 2021 for multiple reasons, including challenges in product integration with district technology infrastructure, lack of flexibility in student usage, and difficult engagement for faculty. Alternative solutions to localized needs (e.g. Webly, LinkedIn, etc.) have been deployed in a shift away from enterprise solutions to substitute for some of the key features that were desired in e-portfolio implementation.
Activity: Implement thematic GE bundles **Intended Timeline:** Fall 2021 **Responsible Parties (Updated 2023):** Not Applicable; On Pause	**Description:** Continue campus-wide engagement in determining themes, and identify courses associated with each theme.	**Status Update: On Pause** In Fall 2019, two faculty Design Team Co-Leads developed and led a semester-long experience for faculty interested in contextualizing their GE courses to the Sustainability Theme (Guided_Pathways-ThematicGEOpeningWorkGroup-PowerPoint-20190823;Guided_Pathways-ThematicGEWorkGroup2-20190920; Guided_Pathways-ThematicGEWorkGroup3-20191018). The Thematic GE work group had faculty participants from art, art history, communication studies, English, environmental science and technology, library sciences, history, math, philosophy, and physics (11 faculty in total). At the conclusion of the training, the faculty identified one course they teach (ThematicGE-Spring20ClassSchedule-2020) and developed class activities and assignments connected to the sustainability theme (GuidedPathways-ThematicGEStudentEngagementActivity-2019). These faculty members then had their courses designated via an icon in WebSchedule as contextualized GE and taught them in Spring 2020 (SMCCCD-WebscheduleWebsite-AdvancedSearch-April2023). This pilot cohort also developed a set of Skyline College standards for all contextualized courses moving forward (GuidedPathways-ThematicGEStructureTemplate-2019; GuidedPathways-

		ThematicGEContextualizedGECourseDesignPrinciples-20191018).
		At the conclusion of the spring 2020 term, faculty expressed not only a new level of engagement and excitement with the course content, but a positive student response. However, the COVID-19 pandemic and quick transition to online learning stalled the progress on continuing this training and development of new themes.
		The CTTL and Guided Pathways Faculty Co-Coordinators are conferring on whether thematic GE may reemerge as part of the 2023 Skyline College Faculty/Employee Professional Development (PD) Plan.

Table 5 Source: Skyline College Meta Majors and Guided Pathways Team

Quality Focus Project 3: Promise Scholars Program (PSP)

The Promise Scholars Program at Skyline College replicates the City University of New York's (CUNY) Accelerated Studies in Associate Programs (ASAP) model. The ASAP model, an evidence-based student completion model, provides comprehensive counseling, academic, and financial support to full-time students to increase two- and three-year graduation rates of participating students.

Skyline College was the first California Community College to attempt replication of the CUNY ASAP model. Since its launch as an ASAP replication program in Fall 2018, the Promise Scholars Program has become the largest student support program at Skyline College, and has scaled to support the vast majority of incoming, full-time students. Beginning as a one-year scholarship in Fall 2016 with less than 150 students, PSP has successfully scaled to a three-year support program providing comprehensive academic, counseling and financial support, serving over 950 new and continuing scholars, annually.

Due to the initial success of the Fall 2018 PSP cohort at Skyline College, the San Mateo County Community College District (SMCCCD) committed to replicating the ASAP model districtwide. PSP now serves upwards of 3,000 students, districtwide. So far, the Promise Scholars Program at Skyline College has shown considerable success, doubling graduation rates across all cohorts since Fall 2018.

Table 6: Implementation Status Update: Promise Scholars Program

Activity (Intended Timeline)	Description of Work	Status Updates and Next Steps
Activity: Establish evaluation of Skyline College's	**Description:** ASAP replication calls for continuous	**Status Update: Complete** Starting in Fall 2018, the Promise Scholars Program began formal ASAP replication. During the 2018- 2019 academic calendar, the PSP Director, PRIE team, and

PSP based on CUNY ASAP protocol **Intended Timeline:** Fall 2019-Spring 2020 **Responsible Parties (Updated 2023):** PSP Director, Dean of PRIE, Vice President of Student Services	evaluation of student progress and program.	CUNY ASAP Replication partners developed a student data tracking plan to ensure fidelity to the ASAP evaluation model. Furthermore, the College PRIE Office proceeded to develop a variety of student-level and outcomes reports in SAP BusinessObjects to support the PSP program in operational needs and long-term decision making (PSP-SampleReportList-20230801). In 2020, SMCCCD conducted a Request for Proposals (RFP # 86818 - Development of Evaluation Plan for the Promise Scholars Program Replication) and retained WestEd for the external evaluation support from 2020-2021 for the evaluation of the PSP program (WestEd-EvaluationofthePSPatSMCCCD-2021).
Activity: Compare program participants' results with non-participants' results to determine program impact. **Intended Timeline:** Establish comparison group Summer 2019; Ongoing evaluation **Responsible Parties (Updated 2023):** PSP Director, Dean of PRIE	**Description:** Develop criteria for a meaningful comparison group for PSP participants, and compare student success indicators, including: 1. Retention rate 2. Graduation rate 3. Academic measures, including GPA and course success rate	**Status Update: Complete** As of the Summer 2019, Skyline College PRIE had been providing an initial full-time first-time student comparison group for Skyline College's Promise Scholars Program. A more refined comparison group was created by an external independent researcher using Propensity Score Matching (PSP-PropensityScoreMatchingFullReport-20190806). In Fall 2019, Skyline College's sister colleges began formal CUNY ASAP replication, as well, and PSP increased capacity across all three campuses. As a result, a new comparison group was needed, and the PRIE Offices across the district collaborated and established a new comparison group. The current comparison group for districtwide Promise Scholar Programs are non-participant SMCCCD students who were enrolled in the same term of entry as the PSP cohort, and it was their first non-summer term of enrollment as a first-time college student with an enrollment in the term of entry of 12 or more units districtwide (excluding international students). As the Promise Scholars Program evolves and expands – for instance, with the implementation of a part-time Promise Scholars Program – the College and District PRIE teams will continue to update comparison groups in collaboration with PSP, as needed. PSP is able to track all academic measures, retention and graduation outcomes across PSP participant and non-participant comparison group cohorts. Reporting allows for disaggregation by student demographics, to allow programs to assess and better address equity gaps across multiple academic measures and outcomes.

| Activity: Collaborate with Categorical Programs & Learning Communities to provide a more integrated PSP experience for students.

Intended Timeline: Fall 2019 – Spring 2020

Responsible Parties (Updated 2023): PSP Director, Directors of Categorical Programs & Learning Communities; Vice President of Student Services | Description: Develop protocol for ensuring program compliance across EOPS, TRiO and PSP to allow students the opportunity to participate in and benefit from all programs they are both eligible for and willing to participate in. Categorical, PSP and Learning Communities leadership will meet regularly to establish protocols and troubleshoot challenges as they arise. | **Status Update: Complete**
Skyline College's Promise Scholars Program (PSP), Extended Opportunity Programs and Services (EOPS) and TRiO Student Support Services (TriO) leads have established a joint counseling and engagement plan to ensure a streamlined approach to supporting students participating in multiple success programs (PSP-CollaborativeEffortsMemo-Spring2023).

Program leads have identified five counselors across the TRiO/EOPS/PSP counseling teams that served as "shared" counselors to students eligible for multiple programs. Students receive one set of engagement requirements and meet with the designated counselor, which helps keep the student in good standing across multiple programs. The PSP, EOPS and TRiO program leads meet biweekly to discuss continued coordination and meet monthly during PSP's selection and onboarding cycles to identify and onboard eligible students into multiple programs. EOPS, TRiO and PSP are currently working district-wide on a shared success program application operated through the Student Success Link (SSL) to eliminate the need for students to apply to programs separately (EOPS-PSP-TRIO-SSL-Minutes-20230519). The ultimate goal at Skyline College is to serve all full-time eligible students across these success programs through an opt-out model. |
| **Activity:** Build technological capacity for data tracking, enrollment, engagement, & student progress toward completion.

Intended Timeline: Fall 2019 – Fall 2022

Responsible Parties (Updated 2023): | **Description:** Develop system for reliably analyzing student-level and cohort-level data, based on counseling engagement, and course success. This includes developing a short-term plan for combining student data from SARS and Banner, and a long-term plan for building relevant dashboards for | **Status Update: Complete**
The PSP administrative team regularly tracks and synthesizes academic and counseling engagement and provides visual dashboards to PSP counseling teams to monitor the academic and engagement progress of students in their caseloads. Furthermore, the Counseling Division moved away from the SARS platform. Current counseling data, including counseling appointment attendance data, is housed in Student Success Link (SSL) and workshop attendance data is housed in Formstack.

Academic outcomes of interest are accessible to appropriate program point persons through SAP BusinessObjects and Banner. The PSP administrative team merges these various reports and shares with counselors. PSP has submitted a request to the District for the customization of the SSL to function as the |

		primary, centralized place for tracking both academic and counseling engagement data.
PSP Director, Dean of PRIE, Dean of Enrollment Services; District ITS; District VP of PRIE	the PSP during CRM implementation.	
Activity: Scale impactful features and components of PSP counseling model to the general student population. **Intended Timeline:** Ongoing **Responsible Parties (Updated 2023):** PSP Director; Dean of Counseling	**Description:** Work in conjunction with the Counseling Division to scale tiered-support model, and develop strengthened coordination between instruction and student services.	**Status Update: In Progress** The Counseling Division has fully developed a tiered support counseling approach for Meta Major counseling based on the PSP tiered-support model (PSP-CSSO Presentation-SkylineCollegeRedesign-20200910). **Next Steps:** Additional technical capabilities within the CRM, as well as improved integration between the CRM, DegreeWorks, and Banner platforms must be developed in order for the Counseling Division to fully implement a tiered support counseling model for all Skyline students, The Counseling Division is working alongside college leadership as well as SMCCCD ITS to develop a timeline for focusing on these necessary integrations and improvements in order to move into the implementation phase of institution-wide tiered-support counseling.

Table 6 Source: Skyline College Promise Scholars Program

D. Fiscal Reporting

Skyline College is meeting its fiscal goals and is not on enhanced fiscal monitoring; a copy of its most recent ACCJC Annual Fiscal Report (AFR) is provided as evidence (ACCJC-Annual Fiscal Report-2023).

Appendix A: List of Evidence Cited

Evidence Short Name	Sections Used	Evidence Full Name
ACCJC-AnnualFiscalReport-2023	D	Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Fiscal Report [2023]
ACCJC-AnnualReport-2023	B	Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report [2023]
ACCJC-SkylineCollegeReaffirmationLetter-2020	A	Accrediting Commission for Community and Junior Colleges (ACCJC) Reaffirmation Letter - Skyline College [2020]
ASSC-FeedbackforProgramMapperWebsite-2023	C	Associated Students of Skyline College (ASSC) Student Feedback for Program Mapper Website [2021]
CGC-Minutes-20190828	Plans Arising from the Self-Evaluation Process	Skyline College Governance Council Meeting Minutes [2019.08.28]
CGC-Minutes-20200520	Plans Arising from the Self-Evaluation Process	Skyline College Governance Council Meeting Minutes [2020.05.20]
CGC-Minutes-20210519	Plans Arising from the Self-Evaluation Process	Skyline College Governance Council Meeting Minutes [2021.05.19]
CGC-Minutes-20210922	Plans Arising from the Self-Evaluation Process	Skyline College Governance Council Meeting Minutes [2021.09.22]
CGC-Minutes-20220427	B	Skyline College Governance Council Meeting Minutes [2022.04.27]
CGC-Minutes-20221116	B	Skyline College Governance Council Meeting Minutes [2022.11.16]
CGC-Minutes-20230426	B	Skyline College Governance Council Meeting Minutes [2023.04.26]
CGC-Minutes-20230524	B	Skyline College Governance Council Meeting Minutes [2023.05.24]
CPRRedesignTaskForce-Recommendations-2020	B	Comprehensive Program Review (CPR) Redesign Task Force Review Cycle and Calendar [2020]
CTTL-DocumentationofPDActivitiesinsupportofGuidedPathwaysStudentFirst-2019	C	Center for Transformative Teaching and Learning (CTTL) - Documentation of Professional Development Activities in Support of Guided Pathways Student First [2019]

CTTL-EquitableGradingStrategies-2022	Plans Arising from the Self-Evaluation Process	Skyline College Center for Transformative Teaching and Learning (CTTL) Grading Strategies Workshop Slides [2022]
CTTL-EquityScholarsSamples-20230816	Plans Arising from the Self-Evaluation Process	Skyline College Center for Transformative Teaching and Learning (CTTL) Equity Scholars Samples [2023.08.16]
CTTL-FlexDaySessions-20220815	Plans Arising from the Self-Evaluation Process	Skyline College Flex Day Sessions [2022.08.15]
CTTL-FlexDaySessions-20221012	Plans Arising from the Self-Evaluation Process	Skyline College Flex Day Sessions [2022.12.10]
CTTL-FlexDaySessions-2023	Plans Arising from the Self-Evaluation Process	Skyline College Flex Day Sessions [2023.07.06]
CTTL-FlexDaySessions-20230420	Plans Arising from the Self-Evaluation Process	Skyline College Flex Day Sessions [2023.04.20]
CTTL-NewFacultyAcademySamples-20200813	Plans Arising from the Self-Evaluation Process	Skyline College Center for Transformative Teaching and Learning (CTTL) New Faculty Academy Samples [2020.08.13]
CTTL-QOTL2-TrainingOverview-20230816	Plans Arising from the Self-Evaluation Process	Skyline College Center for Transformative Teaching and Learning (CTTL) Quality Online Teaching and Learning (QOTL) Training Overview [2023.08.16]
CTTL-SMCCCD-FacultyRepository-20230816	Plans Arising from the Self-Evaluation Process	Skyline College Center for Transformative Teaching and Learning (CTTL) Faculty Repository [2023.08.16]
CTTL-SMCCCD-Microcourses-20230717	Plans Arising from the Self-Evaluation Process	Skyline College Center for Transformative Teaching and Learning (CTTL) Microcourses Slides [2023.07.17]
CurriculumCommittee-Agenda-20200304	C	Skyline College Curriculum Committee Agenda [2020.03.04]
CurriculumCommittee-ComprehensiveProgramReviewCurriculumChecklist-2021	C	Comprehensive Program Review (CPR) Curriculum Checklist [2021-2022]
CurriculumCommittee-MeetingPacket-20200415		Skyline College Curriculum Committee Meeting Packet [2020.04.15]
EducationMasterPlan-2023-2028	B, C	Skyline College Education Master Plan (EMP) AY 2023/2024 - 2027/2028
EducationMasterPlan-AppendixA-2023-2028	B	Skyline College Education Master Plan (EMP) AY 2023/2024 - 2027/2028 - Appendix A

EducationMasterPlan-AppendixD-2023-2028	C	Skyline College Education Master Plan (EMP) AY 2023/2024 - 2027/2028 - Appendix D
GuidedPathways-BEMMetaMajorWhatCanIDoWithThisMajorEventFlyer-April2023	C	Guided Pathways - 'What Can I Do with This Major' Event Flyer [April 2023]
GuidedPathways-CCCCOPhase2NOVAReport-2023	C	Guided Pathways Work Plan - California Community Colleges Chancellor's Office Phase 2 NOVA Report [2023]
GuidedPathways-CounselingConsensusBenchmarkKeyActivitiesPlan-2021	C	Guided Pathways Counseling Consensus Benchmark Key Activities Plan [2021]
GuidedPathways-ExistingBeyondTheWalls-20230420	C	Guided Pathways Existing Beyond the Walls Flex Day Presentation [2023.04.20]
GuidedPathways-FacultyCoordinatorPosition-Email-20221004	C	Guided Pathways Faculty Coordinator Position Description [2022.10.04]
GuidedPathways-MetaMajorStudentSuccessTeamFacultyCoordinatorJobDescription-2021	C	Guided Pathways Meta Major Student Success Team Faculty Coordinator Position Description [2021]
GuidedPathways-ProgramMappingProject-Fall2022-Sheet1	C	Guided Pathways Program Mapping Project [Fall 2022]
GuidedPathways-ThematicGEContextualizedGECourseDesignPrinciples-20191018	C	Guided Pathways Thematic GE Course Design Principles [2019.10.18]
GuidedPathways-ThematicGEOpeningWorkGroup-PowerPoint-20190823	C	Guided Pathways Thematic GE Work Group PowerPoint Presentation [2019.08.23]
GuidedPathways-ThematicGEStructureTemplate-2019	C	Guided Pathways Thematic GE Structure Template [2019]
GuidedPathways-ThematicGEStudentEngagementActivity-2019	C	Guided Pathways Thematic GE Student Engagement Activity [2019]
GuidedPathways-ThematicGEWorkGroup2-20190920	C	Guided Pathways Thematic GE Work Group 2 PowerPoint Presentation [2019.09.20]
GuidedPathways-ThematicGEWorkGroup3-20191018	C	Guided Pathways Thematic GE Work Group 3 PowerPoint Presentation [2019.10.18]
GuidedPathways-VisionforSuccessGP-StudentSuccessMetric-CohortView-2023	C	Guided Pathways Student Success Metrics [2023]

IEC-InstructionalCPRTemplate-2022	B	Skyline College Institutional Effectiveness Committee (IEC) Instructional Comprehensive Program Review (CPR) Template [2022]
IEC-Minutes-20201026	B	Skyline College Institutional Effectiveness Committee (IEC) Meeting Minutes [2020.10.26]
IEC-StudentServicesCPRTemplate-2022	B	Skyline College Institutional Effectiveness Committee (IEC) Student Services Comprehensive Program Review (CPR) Template [2022]
LA-ALUR-2023-24	B	Administrative Leadership Unit Review (ALUR) for Language Arts Division [2023-24]
MetaMajorStudentGuide-Spring2023	C	Skyline College Meta-Major Student Guide [Spring 2023]
Newsletter-Ad-BookCircle-20230711	Plans Arising from the Self-Evaluation Process	Grading for Equity Book Circle Ad [2023.07.11]
PGTG-ParticipatoryGovernanceGuideDraft-20230803	Plans Arising from the Self-Evaluation Process	Skyline College Participatory Governance Guide Draft [2023.08.03]
PresidentsOffice-PresidentsInnovationFundAwards-2020-2021	C	Skyline College President's Innovation Fund (PIF) Awards [2020-2021]
PRIE-ISLOMappingProposal-2020	B	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Institutional Student Learning Outcomes (ISLOs) Mapping Proposal [2020]
PRIE-PilotingSLOAssessmentInCanvasFlyer-2023	B	Student Learning Outcomes (SLOs) Assessment in Canvas Pilot [2023]
PRIE-SLOACAcademyFlyer-2021	B	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) SLOAC Academy Flyer [2021]
PSP-CollaborativeEffortsMemo-Spring2023	C	Skyline College Promise Scholars Program Collaborative Efforts Memo [Spring2023]
PSP-CSSOPresentation-SkylineCollegeRedesign-20200910	C	Skyline College Promise Scholars Program CSSO Presentation College Redesign [2020.09.10]
PSP-PropensityScoreMatchingFullReport-20190806	C	Skyline College Promise Scholars Program Propensity Full Report [20190806]
PSP-SampleReportList-20230801	C	Skyline College Promise Scholars Program Sample Report List [2023.08.01]
SC-Website-April20FlexDaySession-20230505	B	Flex Day Session on Student Learning Outcomes (ISLOs) and Institution-Set Standards [2023.05.05]

SC-Website-CollegeCatalogCOSM-20230731	B	Skyline College Course Catalog page showing State Board prep course for Cosmetology [2023.07.31]
SC-Website-CollegeCatalogESTI-20230731	B	Skyline College Course Catalog page showing State Board prep course for Esthetics [2023.07.31]
SC-Website-EducationChildDevelopment-April2023	C	Skyline College Child Development New Website Format with Meta Majors [April 2023]
SC-Website-EnrollmentStrategiesCommittee-20230801	C	Skyline College Enrollment Strategies Committee Website [2023.08.01]
SC-Website-Explorers-April2023	C	Skyline College Explorers Program Website [April 2023]
SC-Website-GuidedPathwaysTableauDashboardDraft-20230807	C	Skyline College Guided Pathways Tableau Dashboard Draft Website [2023.08.07]
SC-Website-MetaMajorsScienceTechnologyHealth-20230808	C	Skyline College Science, Health, and Technology Meta Major Website [2023.08.08]
SC-Website-ProgramMapper-20230720	C	Skyline College Program Map Format - How to Use Mapper Software [2022-2023]
SC-Website-SkylineCollegeScorecard-20230801	C	Skyline College Scorecard [2023.08.01]
SC-Website-SkylineCollegeTableauDashboards-20230801	B, C	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Website - Tableau Dashboards [2023.08.01]
SC-Website-SocialScienceUnwrapped-April2023	C	Skyline College Social Science Unwrapped Speaker Series Website [April 2023]
SC-Website-WorldLanguages-April2023	C	Skyline College World Languages Old Website Format without Meta Majors [April 2023]
SkylineCollege-DistanceEducationHandbook-23-24	Plans Arising from the Self-Evaluation Process	Skyline College Distance Education Handbook [2023-2024]
SkylineCollege-ISER-2019	Plans Arising from the Self-Evaluation Process; B	Skyline College Institutional Self Evaluation Report (ISER) [2019]
SkylineCollege-ISER-QFE-2019	C	Skyline College Institutional Self Evaluation Report (ISER) Quality Focus Essay (QFE) [2019]
SkylineCollege-StudentEquityPlan-2022-2025	C	Skyline College Student Equity Plan 2022-2025

SMCCCD-BoardReport-202009	Plans Arising from the Self-Evaluation Process	San Mateo County Community College District (SMCCCD) Board Report [September 2020]
SMCCCD-CanvasCourse-SIMPLTraining-20230706	Plans Arising from the Self-Evaluation Process	SMCCCD Canvas Course - Skills in Multimodal Pedagogy & Learning (SIMPL) [20230706]
SMCCCD-ConcentricInc.-ProgramMapper-Contract-2021	C	San Mateo County Community College District (SMCCCD) Agreement with Concentric Sky, Inc. [2021]
SMCCCD-Curricunet-BasicProgramInformationScreen-Summer 2022	C	SMCCCD CurricuNET Basic Program Information Screen [Summer 2022]
SMCCCD-DistrictFlexDayPD-20220114	Plans Arising from the Self-Evaluation Process	San Mateo County Community College District (SMCCCD) Flex Day Professional Development [2022.01.14]
SMCCCD-PublicTableau-SkylineCollegeGuidedPathwaysDemographics-April2023	C	San Mateo County Community College District (SMCCCD) Skyline College Guided Pathways Public Tableau Website - Outcomes by Meta Major [April 2023]
SMCCCD-Website-CanvasEquityAcademy-20230803	C	San Mateo County Community College District (SMCCCD) Canvas Shell for Equity Academy [20230803]
SMCCCD-Website-CanvasLEGSSeries-20230803	C	San Mateo County Community College District (SMCCCD) Canvas Shell for Learning, Equity, and Growth Series [20230803]
ThematicGE-Spring20ClassSchedule-2020	C	Thematic GE Spring 2020 Class Schedule [2020]
UpdatedMetaMajorIcons-RedactedEmail-20230517	C	Updated Meta Majors Icons Redacted Email [2023.05.17]
Website-AdjunctSymposium-20230706	Plans Arising from the Self-Evaluation Process	Skyline College Adjunct Symposium Website [2023.07.06]
Website-WhatCanIDoWithThisMajor-April2023	C	What Can I Do with This Major' Website [April 2023]
WestEd-EvaluationofthePSPatSMCCCD-2021	C	WestEd Evaluation of the Promise Scholars Program at the San Mateo County Community College District [2021]

Appendix B: List of Acronyms

ACCJC	Accrediting Commission for Community and Junior Colleges
AFR	Annual Fiscal Report
ALO	Accreditation Liaison Officer
ALUR	Annual Leadership Unit Review
AOG	Accreditation Oversight Group
AS	Academic Senate
ASAP	Accelerated Study in Associate Programs
ASLT	Academic Support and Learning Technologies
ASSC	Associated Students of Skyline College
AY	Academic Year
BA	Bachelor of Arts
BEM	Business, Entrepreneurship, and Management
BOT	Board of Trustees
BS	Bachelor of Science
BSTEM	Business and STEM
CARE	Cooperative Agencies Resources for Education
CARES	Coronavirus Aid, Relief, and Economic Security
CC	Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CGC	College Governance Council
CoP	Communities of Practice
COSM	Cosmetology
CPR	Comprehensive Program Review
CRM	Customer Relationship Management
CRPP	Culturally Responsive Pedagogy and Practices
CS	Classified Senate
CTE	Career Technical Education

CTTL	Center for Transformative Teaching and Learning
CUNY	City University of New York
DE	Distance Education
DEAC	Distance Education Advisory Committee
EI	Equity Institute
EMP	Education Master Plan
EOPS	Extended Opportunity Programs and Services
ESC	Enrollment Strategy Committee
ESTI	Esthetics
ETS	Equity Training Series
GE	General Education
HIPs	High Impact Practices
IEC	Institutional Effectiveness Committee
ISER	Institutional Self-Evaluation Report
ISLO(s)	Institutional Student Learning Outcome(s)
ITS	Information Technology Services
LA	Language Arts
LEGS	Learning, Equity, and Growth Series
MC	Management Council
MCPR	Marketing, Communications, and Public Relations
NFA	New Faculty Academy
PD	Professional Development
PIF	President's Innovation Fund
PCI	People's College Initiative
PRIE	Office of Planning, Research and Institutional Effectiveness
PWG	President's Work Group
PSLO(s)	Program Student Learning Outcome(s)
PSP	Promise Scholars Program

QFE	Quality Focus Essay
QOTL	Quality Online Teaching and Learning
QOTL2	Quality Online Teaching & Learning, Level 2
SESP	Student Equity and Support Programs
SIMPL	Skills in Multimodal Pedagogy and Learning
SLAM	Statistics and Language Arts
SLO(s)	Student Learning Outcome(s)
SLOAC	Student Learning Outcomes and Assessment Cycle
SMCCCD	San Mateo County Community College District
SPARC	Strategic Planning and Allocation of Resources Committee
SSL	Student Services Link
TRiO	TRiO Student Support Services