



## SKYLINE COLLEGE ANNUAL PROGRAM PLANNING SELF-STUDY

*Note: To complete this form, SAVE it on your computer, then send to your Division Dean/VPI as an ATTACHMENT on an e-mail message.*

**Program Title**  **Date Submitted**

**Key Findings:**

**1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)

List of names and positions:

**2. Contact Person** (include e-mail and telephone):

**3. Program Information**

**A. Program Personnel**

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

**FT Faculty:**  **PT/OL Faculty (FTE):**

**FT Classified:**  **PT Classified (FTE):**

**Volunteers:**  **Student Workers:**

**B. Program mission and goals**

**State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit is recommended.)**

**4. Program/Service Area Student Learning Outcomes and Program Data**

**A. Summarize recent course (for instruction, including student service courses) or program (for student services and every three years, CTE programs) SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the last two years (prior to submission deadline of April 1<sup>st</sup>). (200 word limit is recommended.) Tool: <https://sanmateo.tracdat.com/tracdat/>**

**B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes. (200 word limit is recommended.)**

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

**C. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements etc.) (200 word limit is recommended.)**

## 5. Curricular Offerings

**A. Program Curriculum and Courses. If your program does not offer curriculum, please state “N/A”.** Tools: CurricUNET <http://www.curricunet.com/smcccd>; <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.
- Note that you’ve added new courses to the department’s three-year calendar of assessment and requested that they be added to TracDat.
- Note that you’ve done the following for new courses on TracDat:
  - Uploaded SLOs?
  - Mapped course-level SLOs to PSLOs (including relevant interdisciplinary degrees) and ISLOs?
  - Uploaded assessment method(s) (need not be specific)?

## **B. Identify Patterns of Curriculum Offerings**

Respond to the following:

- Identify the planning group's two-year curriculum cycle of course offerings by certificates and degrees.
- Describe the ideal curriculum cycle.
- Discuss any issues.

## **6. Response to Previous Annual Program Plan & Review**

**List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.**

## **7. Action Plan**

**Provide your action plan based on the analysis and reflections provided in the previous sections. Note: resource requests should be connected to action plans**

Respond to the following:

- Describe data and assessment results for SLO assessment on the course level (for instruction, including student service courses) or program level (for student services or every three years, career technical education programs). Analyze and reflect on SLO assessment results and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum and pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.



## **8. Resource Identification**

### **A. Professional Development needs**

### **B. Office of Planning, Research & Institutional Effectiveness requests**

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

### **C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests** **Complete the following table:**



**Annual Program Planning Resource Needs**  
**Program \_\_\_\_\_ Date \_\_\_\_\_**

	<b>Needs</b>	<b>How does this request align with your assessment of student outcomes</b>	<b>How does this request align with your action plan</b>	<b>Estimated cost for facilities and equipment</b>
<b>Personnel</b>	1. 2. 3.			
<b>Equipment</b>	1. 2. 3. 4.			
<b>Facilities</b>	1. 2. 3. 4.			

## APPENDIX A

### VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE

*Please check current catalog for most recent goal statements.*

#### **Vision Statement**

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

#### **Mission Statement**

To empower and transform a global community of learners.

#### **Values Statement**

Education is the foundation of our civilized democratic society.

Thus:

**Campus Climate:** We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

**Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

**Student Success:** We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

**Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

**Community Connection:** We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

**Shared Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

**Sustainability:** We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

## APPENDIX B

### Definition of Terms

- WSCH: Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census
- FTE: The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.
- LOAD: Teaching Load is taken as the ratio of WSCH to FTE
- N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)
- RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %
- SUCCESS: A+B+C+CR grades divided by N grades times 100, expressed as %