

From the Peer Review Team:

We are still having discussions on this topic; however, we have identified a few standards requiring further clarification. The standards are:

- Standard II, A.5.
- Standard II, A.7.
- Standard III, A.14.
- Standard IV, A.7

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (Eligibility Requirement 12) **(Academic Degrees and Programs)**

Evidence of Meeting the Standard

Skyline College follows practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning, in the development of degrees and programs. The College ensures that approved programs meet the minimum degree requirements to earn either an associate or bachelor's degree.

The Skyline College Curriculum Committee, a standing committee of the Academic Senate comprised of faculty, administrators, classified staff, and students, maintains a rigorous curriculum course and program approval process. The curriculum review and approval process ensures compliance with state standards, including CCR Title 5 policies.

San Mateo County Community College District (SMCCCD) Board Policies define policies and procedures that, in compliance with Title 5 and other state standards and regulations, address curriculum development, program review, and program viability. Board Policy 6.11 Requirements for Degrees and Certificates states that students must meet requirements set forth in Title 5 to earn an associate degree. An associate degree requires the completion of a minimum of 60-semester units ([SMCCCD-BoardPolicy6.10-201204](#), Philosophy Criteria AS GE; [SMCCCD-BoardPolicy6.11-201504](#), Requirements for Degrees and Certificates; [SMCCCD-BoardPolicy6.12-201204](#), Definition Credit Courses; [SMCCCD-BoardPolicy6.13-201701](#), Curr Dev, ProgRev, ProgViability).

To assure that courses and programs meet the quality standards identified in the COR, each course and program goes through an extensive review process. At the course and program development stage, both receive a three-level review: Curriculum Committee division representative review, technical review, and lastly Curriculum Committee review and approval. Through the CPR process ([SC-](#)

[Website-ProgramReview-20190206](#)), courses and programs are reviewed every six years (every two years for CTE programs). The CPR allows faculty to intentionally assess the viability and effectiveness of programs and courses. The SLOAC process ([SLOAC-Framework-AssessmentPlanning-Fall2018](#)) includes an assessment and analysis of course, program, and institutional learning outcomes. Findings from participation in the process are used to modify curriculum, programs, and teaching methods.

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Care undergoes the same process of review as all other programs, though with additional consideration for its upper division coursework ([SC-Website-RCBS-UpperDivisionCourseCharacteristics-20190314](#)). The program was established based on standards established by ACJCC and the CCCCCO, as outlined in the Baccalaureate Degree Pilot Program Handbook ([CCCCO-Handbook-BSDegreePilotProgram-2016](#)), including the minimum unit requirement of 120 units.

The Bachelor of Science in Respiratory Care program enables current students and recent graduates a pathway to complete a four-year degree without having to transfer. The program also enables licensed Respiratory Care Practitioners to return for degree completion.

Skyline College currently offers a well-established associate's degree program in Respiratory Care that is externally accredited by the Committee on Accreditation for Respiratory Care (CoARC). Lower division coursework requires 48.5 major units and a minimum of 19 units of general education in alignment with CSU G.E. requirements ([SC-Website-Catalog-RCAS-Courses-2018-19](#)).

The Bachelor of Science in Respiratory Care was developed by discipline faculty with input from the Respiratory Care Advisory Committee, industry employers, and region practitioners. A minimum of 26.5 units of upper division major course work builds upon the lower division major course work. The degree also includes a minimum of 15 units of upper division general education courses in alignment with CSU guidelines. Courses require students to engage in greater depth of study and focus on theory and methods with greater specialization within discipline areas, integrate knowledge and experience gained from earlier studies, and complete assignment that emphasize synthesis and critical thinking. As mentioned previously, students complete coursework through a capstone project developed in collaboration with faculty and community members and aligned with student areas of interest ([SC-Website-Catalog-RCBS-Courses-2018-19](#)).

Skyline College's Curriculum Committee, a subcommittee of the Academic Senate, researched other accredited four-year universities and developed guidelines and requirements for upper division coursework. These guidelines and requirements, once approved, were utilized in development of curriculum for the Bachelor of Science in Respiratory Care. Consultation from the Academic Senate Curriculum

Committee was provided throughout the process of development to final approval ([SC-Website-RCBS-UpperDivisionCourseCharacteristics-20190314](#)).

Students entering the Associate of Science in Respiratory Care program complete the program within two years once accepted. The Bachelor of Science in Respiratory Care program is a degree-completion program. Eligible students enter as juniors and must have completed a CoARC accredited Respiratory Care program equivalent to an Associate of Science in Respiratory Care and a minimum of 30 units of the CSU or UC general education pattern ([SC-Website-Catalog-RCBS-Eligibility-2018-19](#)). The degree completion program is delivered in 7 terms and completed within two years ([SC-RCBS-Calendar-2018-20](#)).

Evaluation

The College meets the standard. All Skyline College's degrees and programs follow practices and standards common to American higher education. These standards are codified in the SMCCCD Board Policies and the Skyline College Curriculum Handbook.

- II.A.7** The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. **(Delivery Modes, Teaching Methodologies, and Support Services)**

Evidence of Meeting the Standard

Skyline College addresses the diverse and changing needs of students by effectively using delivery modes, teaching methodologies and learning support services in support of equity in success for all students. In accordance with the College MVV, the College is committed to the availability of quality educational programs and services for every member of the community regardless of level of preparedness, socio-economic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. The College is also committed to providing students with open access to programs, as well as responsive student services both in person and online, that enable them to advance steadily toward their goals ([SC-Website-MVV-20180913](#)).

Delivery modes: Skyline College offers courses in a variety of delivery modes and times, including face-to-face classes offered in the morning, afternoon, evening, and on weekends. Online education includes two types of online courses: fully online or hybrid learning environments. Diverse delivery modes offers students greater flexibility in scheduling in order to better balance their educational responsibilities with family, work, and other off-campus obligations. Enrollments by term from 2013 to 2018 for face-to-face courses and online courses indicate a decrease in face-to-face courses and an increase in online course offerings ([SC-ProgramData-Collegewide-2013-18](#)).

Table 25: College-Wide Enrollment in Face-to-Face Courses

Term/ Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Summer	6,812	6,603	6,423	5,548	5,126
Fall	23,259	22,1700	21,233	20,783	19,408
Spring	22,569	21,768	20,606	19,845	18,278
Total	52,640	50,541	48,262	46,176	42,812

Table 1 Source: Skyline College Institutional Data

Table 26: College-Wide Enrollment in Distance Courses

Term/ Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Summer	1,994	2,456	2,607	2,332	2,082
Fall	2,723	3,073	3,121	2,700	2,831
Spring	3,124	3,220	3,353	2,911	3,523
Total	7,841	8,749	9,081	7,943	8,436

Table 2 Source: Skyline College Institutional Data

Students take online courses using the Canvas Learning Management System. All instructors, both part-time and full-time, who teach online or hybrid courses must take Canvas and online pedagogy training through the CTTL. The training is offered online in fall, spring and summer. Upon completion of Canvas online training, instructors who plan on teaching an online or hybrid course must develop a course and receive CTTL team consultative review and approval for the course the semester before teaching online. Online education resources available to support students with Canvas include the following: Getting to Know Canvas-Student Log-in, Complete Canvas Guide, and Technical Requirements ([SC-Website-OnlineEducation-20181101](#)). Other online teaching resources on the CTTL website for faculty include such things as course design tools, online readiness modules, and Canvas support ([SC-Website-CTTL-OnlineTeaching-20180522](#)). The College is in the initial stages of planning a program called Skyline NOW (Nights, Online and Weekends), an accelerated, cohort-based model that would target students who cannot attend school on weekdays during the day ([SC-EdMasterPlan-5YearPlan-2018-22](#)).

The Curriculum Committee approval process ensures that all courses approved whether traditional or distance education delivery meet the same course standard quality and rigor. Distance education courses undergo a required separate review process to ensure they are taught to the COR, including regular and effective instructor-student contact, and achievement the same objectives and outcomes as the face-to-face modality. Distance education courses and instructors are subject to the standard practices, procedures, and oversight established for traditional face-to-face courses ([SMCCCD-DEReport-BUS100-20181020](#)).

To that end, the CTTL created the Faculty Handbook for Online and Hybrid Instruction in May 2016. Guidelines about regular effective contact in online and hybrid course, amongst other things, were outlined in compliance with Title 5, Section 55204 ([CTTL-DEHandbook-201605](#)).

The handbook was developed and updated to be a resource about other regulations and best practices for online and hybrid teaching. The handbook lists guidelines, the support available through the Skyline College CTTL, and information on policies and procedures such as the following: faculty role in course development and course approval, the assignment of online instructors, and the oversight of online courses to ensure quality and conformity with institutional practices and procedures ([SC-Website-CTTL-20180418](#)).

Because significant student success and equity gaps exist with online education at the College, the Administration and Academic Senate recommend that all online course instructors adopt the following standards for teaching online at Skyline College. These standards were approved by the Skyline College Academic Senate on November 19, 2015 ([CTTL-DEHandbook-OnlineCourseStandards-201605](#)).

Teaching methodologies: The CTTL serves as the hub for innovation and professional development for faculty, staff, and administrators to find resources and opportunities that will help them strengthen student learning, engagement, support, and success. Through the integration of pedagogy, technology, and innovation, the CTTL provides an environment for all faculty to collaborate, discuss pedagogical best practices, and exchange best practices for teaching and learning. The CTTL offers workshop information on the CTTL web calendar of workshops, Brown Bags and presentations ([SC-Website-CTTL-20180418](#)).

Workshops that relate to teaching methodologies, pedagogy and best practices are offered during the College's Flex Day trainings. Each academic year, Skyline College full-time faculty members have a total of six days (30 hours) of Flex obligations to complete, while part-time obligations vary based on semester assignments. Titles of some of the Flex activities include: Culturally Relevant Teaching and Learning Online, and Teaching for the Head and Heart: Unpacking the Affective Domain ([CTTL-FlexDayProgram-20181010](#)).

Learning support: In addition to traditional course options for students, Skyline College provides cohort type studies and support for students through learning communities, with dedicated counselors to each. Learning communities enable students to enroll in a preset group of classes with other students who share the same passions, interests, or specific field of study. Some of the learning communities include Engineering and Technology Scholars, African American Success Through Excellence and Persistence (ASTEP), Puente, and Teacher Track ([SC-Website-LearningCommunities-20190319](#)).

Skyline College offers many learning support services to support equity and academic success for all students. [II.B.1](#) provides a comprehensive list and description of learning support services, but some are highlighted below.

To support equity, services include:

- academic support through tutoring/ workshops/ mentors, counseling, assistance in the transfer process, financial assistance, and cultural enrichment activities for first-generation students, low-income students and/or students with physical or learning disabilities by TRiO Student Support Services ([SC-Website-TRiO-20181101](#)).
- accommodations, counseling, and tutoring for students with documented disabilities by the Disability Resource Center (DRC) ([SC-Website-DRC-20181101](#));
- counseling, financial assistance, and academic support for students who are transitioning out of the foster care system by the Guardian Scholars Program ([SC-Website-GSP-20181101](#)); and
- academic support through tutoring/ workshops, assistance in the transfer process, and career advising and internships for educationally disadvantaged students to excel in math and science by the Math, Engineering, Science Achievement (MESA) Program ([SC-Website-MESA-20190320](#));

The Learning Commons, which encompasses TLC and the Library, support student learning and achievement both in person and online. For students using Canvas, they provide workshops, which supplement the web resources available by the District ([SC-Website-Library-Calendar-20190301](#); [SMCCCD-Website-StudentTutorials-Canvas-20190320](#)). For TLC services, students can access tutoring in person and through the online Net Tutor that is available for students enrolled in the free LSKL 803 course ([SC-Website-SkylineShines-LearningCenterOnlineTutoring-20170817](#); [SC-Canvas-LSKL803-20190307](#); [NetTutor-OnlineTutoringService-2016](#)). For library resources, students can access librarian assistance through remote live chat and online databases for reference materials ([SC-Website-Library-OnlineServices-20180503](#); [SC-Website-Library-LiveChat-20190320](#)).

Evaluation

The College meets the standard. The many different delivery modes, teaching methodologies, and learning support services the College offers meet the diverse and changing needs of students, and address equity and success for all students. The College offers diverse delivery modes including face-to-face, online, and hybrid classes and learning support services to give students greater flexibility in scheduling. While these practices facilitate student learning, the Comprehensive College Redesign has expanded the College's repertoire, such as the development of pathways.

The College supports ongoing professional development training activities for faculty, staff and administrators through the CTTL and Flex Day activities promoting strengthening of student learning, engagement, support and success, including significant training for faculty teaching online.

Improvement Plan

The College will advance high impact practices integral to the Comprehensive College Redesign to support the institutionalization of reflective and thematic pedagogy and other high impact practices, as addressed in the Quality Focus Essay.

- III.A.14** The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. **(Professional Development Opportunities)**

Evidence of Meeting the Standard

In accordance with Board Policy 2.11 ([SMCCCD-BoardPolicy2.21-201803](#)) the Board recognizes that the District's most valuable resource is its personnel and, therefore, provides appropriate group and individual development and training opportunities for employees on a continuing basis.

The District provides professional development opportunities on topics including, but not limited to, hiring committee training, unconscious bias, benefits of diversity and Title IX, and has established a professional development academy that provides a series of on-campus opportunities for all faculty and staff ([SMCCCD-Website-HR-TrainingProfessionalDevelopment-20180418](#)). Human Resources, through Community, Continuing and Corporate Education ([SMCCCD-Website-CCCE-20180418](#)), is the primary vehicle for identifying, programming, scheduling and accessing professional development activities at the District level.

In addition to District professional development opportunities, a number of well-defined campus-wide offerings are available to all faculty, administration and staff at Skyline College. The Center for Transformative Teaching and Learning (CTTL) ([SC-Website-CTTL-20180418](#)) is the primary vehicle for identifying, programming, scheduling and accessing professional development activities at Skyline College. Professional development requests are included in Annual Program Plans (APP) ([SC-APPPrompts-2016](#)), Comprehensive Program Reviews (CPR) ([SC-CPRPrompts-2016](#)) and in Administrative Leadership Unit Reviews (ALUR) ([SC-ALURPrompts](#)). These sources, along with information from CTTL Professional Development Needs Assessment surveys and workshop evaluations ([CTTL-PDSurveyResults-20171215](#); [CTTL-WorkshopEvaluation-20170801](#)) are used to assess and plan for future professional development programs. Additional

input is garnered from the needs of various College programs and divisions, and constituent groups, such as the Academic and Classified senates.

Professional development at Skyline College falls broadly into several categories.

- **The Center for Transformative Teaching & Learning (CTTL):** Skyline College's CTTL serves as a hub of innovation and professional development where faculty, staff, and administrators find resources and opportunities to help them strengthen student learning, engagement, support, and success. Skyline College employees may attend workshops and trainings offered throughout the academic year, or they may access alternative trainings via webinar referrals, one-on-one consultations with CTTL staff, and CTTL tutorials. The CTTL responds to the changing pedagogical, technological, and learning needs of the College by developing and offering a range of workshops, trainings, and activities through professional development support including, but not limited to, the following:
 - **A robust calendar of workshops/activities:** Workshop/activity programming is guided by the overall needs of the College and supports the College's mission, goals, and initiatives
 - Workshops, trainings, and activities range in topics, such as technology (accessibility, Adobe Acrobat, Office 365, Photoshop, and PowerPoint) to distance education (Canvas LMS, regular effective contact, course design, group work, and assessment) to health/wellness (stress management, walking for wellness, back health, and mindfulness) to culturally responsive pedagogy (active teaching strategies, assessment techniques, effective group work, affective domain, etc.) to cultural fluency and diversity (race and education, implicit bias, micro-aggressions, supporting LGBTQ+ populations, and Universal Design for Learning), and other topics ([CTTL-Calendar-201709](#), [CTTL-Calendar-201803](#), [CTTL-WorkshopSchedule-SP2018](#)).
 - **Communities of Practice (CoPs):** Small interdisciplinary teams meet throughout the academic year to address an academia-related problem of mutual interest ([SC-Website-CTTL-COP-20190208](#)). The planning and implementation of CoPs is a collaboration between the CTTL and the Student Equity and Support Programs Division. See [III.A.12](#) for more on CoPs.
 - **New Faculty Academy:** Created by the CTTL, this semester-long, onboarding and training program equips new full-time faculty with knowledge, skills, and tools to foster success in the classroom, while also acquainting them with culturally-responsive best practices for teaching and helping students achieve the Skyline College Promise

to “Get in, Get through, and Graduate...on time!” ([SC-Website-CTTL-NewFTFacultyCamp-20180615](#)).

- **Skyline College National Conference on Race & Ethnicity (NCORE) Delegation and Power of NCORE Series:** Skyline College employees are invited to participate in critical conversations and activities centered on issues of race and ethnicity. Each year faculty, staff, and administrators are selected to represent Skyline College at NCORE as a team engaged in professional learning activities intended not only to transform and inform their own personal and professional practices, but also to encourage transformative dialog and engage in equity-based practices at the College. NCORE delegates lead a Power of NCORE at Skyline College Series workshop the following academic year ([CTTL-PowerofNCORESeries-SP2018](#)).

- **Flex Days:**

Under Article 7.11 of the San Mateo Community College Federation of Teachers Local 1493 contract ([SMCCCD-AFT-Contract-Article7.11-2016-19](#)), the District has staff development days or “flex days.” Under the current collective bargaining agreement, regular faculty participate in six flex days each academic year. Of the six flex days, two are required and four are flexible. Adjunct faculty participate in flex activities as part of their basic assignment if the flex day falls on a scheduled workday. Further, all employees—not just faculty—are invited to participate in flex day workshops and activities ([CTTL-FlexDayActivities-20171011](#); [CTTL-FlexDayActivitiesWorkshops-20180111-12](#); [CTTL-FlexDayActivitiesWorkshops-20180308](#)).

Skyline College’s flex day activities are planned by the CTTL coordinator in collaboration with the College, District, and Academic and Classified senates. Flex day programming is guided by the College’s Advisory Committee on Employee Development (ACED) and responds to the overall needs of the College by taking into consideration the College MVV and goals, the CTTL Professional Development Needs Assessment Survey results, and other District and College considerations. Flex day topics include such topics as teaching and learning, distance education, equity issues, student support services, health and wellness, institutional research, technology, and leadership skills, and more. All employees are invited to participate in Flex Day workshops/activities ([CTTL-FlexDayActivities-20171011](#); [CTTL-FlexDayActivitiesWorkshops-20180111-12](#); [CTTL-FlexDayActivitiesWorkshops-20180308](#)).

- **Faculty Professional Development Funding:**

In accordance with Article 13 of the San Mateo Community College Federation of Teachers Local 1493 contract ([SMCCCD-AFT-Contract-Article13-2016-19](#)), Faculty Professional Development provides long-term

and short-term funding for full-time and adjunct faculty members. The level of funding is one percent of the District budget for regular academic and third- and fourth-year tenure track academic employees at the College. The funds provide all faculty members the opportunity to participate in short-term workshops and conferences. It also provides funds for long-term projects for regular and third- and fourth-year tenure track academic employees for retraining, conducting research and participating in advanced study in accord with identified College priorities. Additionally, the funds provide the opportunity for full-time, tenured faculty to apply for Extended Professional Development Leave, or Sabbatical Leave, which is intended to provide full release from regular duties. Extended Professional Development Leave enables faculty to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent study, work experience, programs of study or research, and other beneficial activities that do not fall under regular faculty responsibilities.

Each faculty member who wishes to apply for funding must submit a request for funds to the Professional Development Committee ([SC-Website-CTTL-FacultyPD-20180418](#)). This committee consists of three faculty members appointed by San Mateo Community College Federation of Teachers Local 1493, one representative appointed by the Academic Senate Governing Council, and two administrators.

- **Classified Staff Professional Development Funding:**

The Classified Staff Development Program provides funding for classified staff to further their education and attend workshops, seminars and conferences ([SC-Website-CTTL-ClassifiedPD-20180418](#)). One of the main criteria for approving funding is the relevance of the training to the mission of the College and to the job requirements of the applicant. Permanent classified employees who have completed the required probationary period are eligible to participate and be reimbursed in professional development opportunities. Employees may request a maximum of \$1,000 per fiscal year.

Classified employees may also apply for up to a maximum of \$1,400 per fiscal year for tuition reimbursement ([SMCCCD-CSDTuitionApplication-20180320](#)). Finally, classified employees are also eligible for the District tuition reimbursement program ([SMCCCD-TuitionReimbursementPilotProgramApplication-20180320](#)). There is no predetermined amount for this program as the funding available (and maximum amounts per degree) can change from year to year.

- **Administrator Professional Development:**

Funding and applications for Administrative Professional Development mirror what is available for classified employees. Management training

occurs in the area of expertise of the individual and in relationship to the institution ([SMCCCD-ManagementDevelopmentApplication-201606](#)). Training and leadership retreats for Skyline College managers are also held on a regular basis throughout the academic year covering a range of topics, such as emergency preparedness, equity, accreditation, and planning and assessment. Skyline College also has an annual retreat for managers as a means for providing uniform professional development opportunities. Finally, the District provides professional development opportunities for administrators through workshops provided by Corporate and Community Education ([SMCCCD-Email-CCCE-PDWorkshops-201902](#)) on a variety of topics.

Evaluation

The College meets the standard. The College, along with the District, identifies, plans, offers and assesses professional development opportunities for all employee groups that are consistent with the institutional MVV and strategic goals. While the CTTL has a strategic plan, it will need to be expanded to better align with the Comprehensive College Redesign in order to advance transformative pedagogical practices, one of the action plans identified in the Quality Focus Essay.

Improvement Plan

The College will provide professional development central to the Comprehensive College Redesign as outlined in the Quality Focus Essay.

- IV.A.7** Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. **(Evaluation: Governance and Decision-Making)**

Evidence of Meeting the Standard

Skyline College is committed to regular evaluation of the governance and decision-making structures and processes. The College widely communicates the results of these evaluations and uses them for improving institutional effectiveness.

As stated by the CGC Bylaws, all participatory governance go through an evaluation every six years ([SC-Website-CGC-CharterandByLaws-20180403](#)). The relationship between the various committees and shared governance bodies is illustrated in the Integrated Planning and Participatory Governance for Student Success ([SC-IntegratedPlanningandParticipatoryGovernanceforStudentSuccess-20121203](#), [SC-Website-ParticipatoryGovernance-20190221](#)). For purposes of transparency, all committees post agendas and minutes online within their respective websites.

The District Participatory Governance Committee (DPGC) reviews policies regularly and makes recommendations based on a district-wide constituency input process that assures integrity, effectiveness, and continual improvement of the District's processes and services. To that end, in response to a concern about faculty workload, the District convened a faculty workload committee which surveyed faculty on workload for the purpose of more clearly defining and streamlining committee work ([SMCCCD-FacultyWorkloadCommitteeProposal-20170419](#)).

College governance bodies are also evaluated. CGC states in Section VII of its Bylaws: "The College Governance Council will undertake a review of the College's governance and decision-making structures at least once every six years, as part of the accreditation self-evaluation process" ([SC-Website-CGC-CharterandByLaws-20180403](#)). Additionally, the Bylaws ensure wide communication via notification, reporting to constituents, and annual reports. The Skyline College Participatory Governance Evaluation Survey was deployed in December of 2018 ([PRIE-ParticipatoryGovernanceSurvey-Fall2018](#)). The survey results are discussed and result in an action plan to address needs, changes, and recommendations.

The Compendium of Committees is updated at the beginning of each academic year as members are approved by each governance body ([SC-CompendiumofCommittees-2018-19](#)). The College also evaluates the integrity and effectiveness of the governance and decision-making structures and processes through the Employee Voice Survey conducted by the PRIE office. The survey was deployed in the spring 2018 semester. The Employee Voice Survey results were made available to the campus community through the College website ([PRIE-EmployeeVoiceSurveyResults-Spring2018](#)).

The College distributes campus-wide a weekly newsletter, Skyline Shines ([SC-Website-SkylineShines-20181001](#)). Through Skyline Shines, as well as through the regular mass emails and communications sent by the MCPR office, the campus community is regularly informed of surveys, results, and calls for feedback and input.

Evaluation

The College meets the standard. The processes and reviews described above provide detailed data and information on the integrity of the College decision-making structures and participatory governance. The results of these evaluations are communicated to the campus community through the PRIE website, the MCPR tools and processes, and the Skyline Shines newsletter.

Improvement Plan

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.

