



**2015 Annual Report
REVIEW**

Skyline College
3300 College Drive
San Bruno, CA 94066

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Aaron D. McVean
3.	Phone number of person preparing report:	6507384454
4.	E-mail of person preparing report:	mcveana@smccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.skylinecollege.edu/catalogschedule/assets/documents/Skyline%20College%202014-15%20Full.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.skylinecollege.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2014: 10,419 Fall 2013: 10,814 Fall 2012: 10,411

7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	10,009
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,209
9.	Number of courses offered via distance education:	Fall 2014: 83 Fall 2013: 80 Fall 2012: 75
10.	Number of programs which may be completed via distance education:	19
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,403 Fall 2013: 3,113 Fall 2012: 2,658
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	70 %
14b.	Successful student course completion rate for the fall 2014	70 %

	semester:																																
	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p>																																
15.	<table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>1245</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>589</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>602</td> </tr> </table>	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1245	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	589	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	602																							
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16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,394																															
16b.	Number of students who received a degree in the 2013-2014 academic year:	778																															
16c.	Number of students who received a certificate in the 2013-2014 academic year:	616																															
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	458																															
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	590																															
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes																															
18b.	If yes, please identify them:	Asian Studies Chinese Studies																															
19a.	Number of career-technical education (CTE) certificates and degrees:	77																															
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	6																															
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4																															
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2																															
20.	<p>2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Surgical Technology</td> <td>51.09</td> <td>national</td> <td>70 %</td> <td>78 %</td> </tr> <tr> <td>Cosmetology</td> <td>12.04</td> <td>state</td> <td>75 %</td> <td>73 %</td> </tr> <tr> <td>Respiratory Therapy</td> <td>51.09</td> <td>national</td> <td>80 %</td> <td>100 %</td> </tr> <tr> <td>EMT</td> <td>51.09</td> <td>national</td> <td>80 %</td> <td>85 %</td> </tr> <tr> <td>Ethetician</td> <td>12.04</td> <td>state</td> <td>75 %</td> <td>92 %</td> </tr> </tbody> </table>			Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Surgical Technology	51.09	national	70 %	78 %	Cosmetology	12.04	state	75 %	73 %	Respiratory Therapy	51.09	national	80 %	100 %	EMT	51.09	national	80 %	85 %	Ethetician	12.04	state	75 %	92 %
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21.	2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:		
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)
	Respiratory Therapy	51.09	70 %
	Surgical Technology	51.09	80 %
22.	Please list any other institution set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).		
	Skyline College uses a well-defined process for establishing institution-set standards that are then used to evaluate college performance related to student achievement. The Skyline College Balanced Score Card (BSC) is a comprehensive measure of institutional effectiveness that is widely distributed and discussed. A review of the BSC was initiated in 2013-14 in order to ensure the continued relevancy and comprehensive nature of the robust set of metrics. The Student Learning Outcomes and Assessment Committee (SLOAC), a sub-committee of the Strategic Planning and Allocation of Resources Committee (SPARC), made recommendations for the expansion of the BSC. The SPARC will make a final recommendation to the College Governance Committee (CGC) at the end of the current academic year for the proposed revisions. Establishing the standards identified in the BSC is a transparent and collegial consultation process that engages several faculty members, staff, managers, and administrators in an overarching conversation about institutional effectiveness.		

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	784
	b.	Number of college courses with ongoing assessment of learning outcomes	740
		Auto-calculated field: percentage of total:	94.4
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	57
	b.	Number of college programs with ongoing assessment of learning outcomes	57
		Auto-calculated field: percentage of total:	100

Student and Learning Support Activities			
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	21
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	17
	Auto-calculated field: percentage of total:		81
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.skylinecollege.edu/annualprogramplanning/annualworkplans2014.php , http://www.skylinecollege.edu/programreview/submissions.php , http://www.skylinecollege.edu/prie/serviceareas1314.php	
28.	Number of courses identified as part of the general education (GE) program:	320	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	320	
32.	Number of Institutional Student Learning Outcomes defined:	5	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	92 %	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %	
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>As reported in 2014, the five ILOs are assessed directly and indirectly: directly though applying a rubric to a course embedded assignment, and indirectly though relevant Community College Survey of Student Engagement items. This report will highlight effective practices for direct measures regarding being meaningful and sustainable. First is professional development: faculty reflect on how their course supports students in mastering the ILO, learn from colleagues about how the ISLO manifests itself and is evaluated in other disciplines, and participate in a norming session to refine their understanding of the criteria. Second is results to inform practices: the data is aggregated and disaggregated demographically for equity efforts, and at the departmental and division level to inform program self-evaluation. Third is sampling: only faculty whose courses map up to the ILOs are invited to participate, for which</p> </div>		

they receive a stipend. Fourth is assessing at least two levels when possible: for example, the Library Program coordinated the assessment of Information Literacy, collecting information for both program and college evaluation purposes.
<http://www.skylinecollege.edu/sloac/isloassessments.php>

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).

36.

Specific campus initiatives prompt curriculum alignment. For example, English and Math faculty for the Allied Health, Automotive Tech, and Early Childhood Education Career Advancement Academies contextualize their pre-transfer curriculum in each respective area. The courses also align with higher level coursework, serving as a launching point into the aforementioned programs and/or an Associate's degree. English and Math faculty also are working with feeder high schools to establish alignment between our curricula and their "common core" to better support incoming students. English faculty shared student learning outcomes and objectives, essay rubrics, and pedagogical approaches to test this alignment, and hope to conduct co-departmental norming sessions to ensure alignment. Efforts likely will inform course placement processes involving multiple measures. Discussion is underway to articulate thematic pathways: (1) A major component of the STEM transfer pod will be STEM oriented educational plan workshops. (2) To strengthen our general education program, we may forge thematic pathways to reinforce the relevancy of courses beyond fulfilling a requirement, and unify these pathways via "threshold concepts and wicked problems," thus making for a more coherent educational experience.

37.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).

[Faculty] On the website, the college makes available research and SLO assessments which are integrated in Annual Program Plans, Comprehensive Program Reviews, and Administrative Leadership and Unit Reviews. These are used in planning at the program, division, and college levels. The semester after an ILO assessment, the Institutional Effectiveness committee, Academic Senate, and Classified Senate co-host a town hall to discuss the results. The data is aggregated; it also will be disaggregated demographically for equity efforts, and at the departmental and division levels to inform program self-evaluation. [Students/ Faculty] Via syllabi and rubrics, students understand the course level competencies they're expected to demonstrate by the end of the semester, and how their performance will be evaluated. Through well-articulated rubrics, students gain a concrete understanding of what they did well and what they need to improve on, and faculty are less subjective when evaluating student work. [Professional Councils/ Faculty/ Students] Early Childhood Education faculty are working with childcare program directors to align their assignments with industry needs and SLOs. Faculty also are considering having students revisit SLOs as one means to compose their teaching philosophies to prepare for the job application process.

38.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).

Division and department meetings are partially designated for discussion on assessment analysis and planning. Results, action plans, and resource requests are integrated in the Annual Program Plans and Comprehensive Program Reviews, which inform Administrative Leadership and Unit Reviews. These processes are central to college planning and budgeting and involve all program and administrative areas. In most instances, analyses result in robust conversations about pedagogy, curriculum, and research methodology. Action plans may involve discussing teaching strategies and best practices such as reinforcing concepts via application, reviewing assessment tasks and instruments to ensure they measure the SLO

	and/or reflect industry expectations, and determining how to involve more adjunct faculty. Assessment may also prompt more research. For example, the United Way Sparkpoint Center provides services and resources to strengthen students' financial capability and further their economic and educational goals. Staff investigated whether fall-to-spring persistence could be correlated with the number of Sparkpoint services accessed. Partnering with the research office, they found that persistence was well above the College's, which ranged from 87% (one service) up to 93% (three services).
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <p>Typically about twenty faculty from different disciplines whose courses map up to the ILO participate in the assessment. However with the Lifelong Wellness ILO, primarily Counseling, Math and Kinesiology faculty assessed, thus enabling a critical mass from each discipline to collaborate. Kinesiology faculty created a physical fitness survey to administer across multiple courses, and Math faculty created metacognitive instruments to assess the growth mindset/grit/ resilience, their newest PSLO and therefore a professional development priority. Because the growth mindset is beginning to permeate disciplines beyond Counseling, and with the piloting of its assessment, it will be a proposed addition to the ILOs. The Career Center requested additional staffing to provide follow-up services to students due to the survey that raised students' awareness. With a record number of students accessing said services, the Career Center was granted more counseling hours and a coordinator to oversee work and internship opportunities. The latter has resulted in collaborations with career technical education faculty in areas such as allied health, energy systems technology management, hospitality and retail management, and paralegal studies.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 2 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	1. Skyline College was a successful applicant for the Baccalaureate Degree Pilot Program. 2. Additional Degrees/Certificates will become available more than 50% through distance education.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	none
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	none
43.	List all of the institutions instructional sites out of state and	none

outside the United States:

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. Regina Stroud). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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