



Standard II Student Learning Programs and Services

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Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A **Instructional Programs:** The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

In keeping with its mission to be “a comprehensive, open access community college that provides student-centered education leading to transfer, career advancement, basic skills development, and personal enrichment,” faculty and staff at Skyline College offer courses and programs which are reviewed and refined to reflect a curriculum that meets the needs of its students and the needs of the business and public sector. Program, course and service development is tied to the mission and goals through the planning process and the development of annual plans. Additionally, through an extensive education master planning process, Skyline College identified future program development needs in order to meet the changing demands of the service area and community in the context of the mission.

The quality of programs and services is ensured by the daily and ongoing professional work of the faculty and staff, the pervasive culture of interdisciplinary faculty dialogue, the strong connection of industry through advisory boards, a rigorous yet responsive curriculum development and approval process, and an extensively integrated and meaningful program-review process.

In addition to the traditional on-campus and in person courses, Skyline College also offers technology mediated instruction in keeping with the college mission to ensure open access, provide “advanced technology,” and prepare students to be “proficient users of

technology.” (IIA.1.1) This kind of instruction also undergoes the curriculum review processes that ensure appropriate rigor and student support services. The process requires divisional and discipline expert consultation. Assurances are required for objective and content level, evaluation methods, equipment and materials, and training of faculty for teaching online. Additionally, extensive online student services ranging from counseling to financial aid is available online.

Skyline College is engaged in essential thinking about its future and its contributions to its service area, the state of California, the nation, and an increasingly global world. In December 2005 the college embarked on the development of an Education Master Plan. This plan assessed Skyline College’s environment and made recommendations on instructional programs and support services that will meet the changing demands of the community.

Self-Evaluation

The college meets this standard. Skyline College has been thorough in ensuring quality programs through quality processes. The Curriculum Committee annually reviews its processes and goal and modifies them to be responsive to issues/needs and will implement the revised program review process beginning fall 2007. The college is increasingly serving students through technology mediated instruction in line with its mission statement.

Effective fall 2006, the district established goals to increase and expand distance education offerings. This initiative is spearheaded by the Vice Chancellor for Educational Services and is coordinated through the District Instructional Technology Council (DITC). The district has sponsored two pilot projects for faculty across the district to evaluate several course management systems, including Moodle and eCollege. In addition, DITC is preparing for a discussion regarding ways in which the district can increase FTES through the use of online instruction and distance education.

Planning Agenda

None.

Evidence:

IIA.1.1	College mission statement	http://www.smccd.edu/accounts/skypro/planning/Mission-Vision-Values-Goals-Strategies-05.pdf
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A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

Skyline College has a very culturally diverse student population and offers a wide variety of courses and programs to meet their needs. Skyline offers 45 associate degree programs and 44 certificate programs. The college serves multiple purposes in the community: transfer opportunities to four-year institutions with or without an associate degree; two-year associate without transfer, vocational certificate without transfer; discovery of and preparation for advancement of career interests or prospects; maintenance of certificate or license; educational development; basic-skills improvement; completion of credits for high school diploma; educational opportunities for lifelong learners; and classes for those who are undecided about their goals.

Ethnically, the 2005-2006 enrollment is consistent with trends seen over the past five years. The four largest ethnics groups are Asian (29 percent), White (21 percent), and Filipino (19 percent), and Hispanic (18 percent). Females continue to outnumber male students by 53 to 46 percent (IIA.1.a.1).

The college uses a variety of data and research to determine the educational needs of the community it serves, such as labor market information for surrounding counties and the state, employment projections by industry and occupation, and population projections by the Association of Bay Area Governments.

The Education Master Plan includes an environmental scan for the college service area. Assessing Skyline College's environment, the Education Master Plan makes recommendations as to how instructional programs and support services can keep pace with the changing demands of the community. The Education Master Plan offers a framework and focused guidance for the college as it faces the future, but does not replace other types of planning that must occur.

Skyline College is in the process of implementing the Student Learning Outcomes Assessment Cycle (SLOAC). The committee has developed an integrated and comprehensive framework for measuring student learning outcomes at the course, program, division, and institutional levels (IIA.1.a.2). Efforts are currently in the beginning stages of implementation with faculty developing student learning outcomes at the course level following with assessment.

Recognizing a diverse student population, Skyline provides cohort type studies and support for students through learning communities (IIA.1.a.3). Learning communities are two or more classes, often in different departments, designed to be taken together by the same group of students in each class of the learning community. They are designed to

connect students to each other, to their teachers, to the college, and to student learning. Among the learning communities that exist at Skyline are the following:

- **African American Success Through Excellence and Persistence (ASTEP)**, which offers a variety of support services, such as academic counseling, group tutoring, priority registration and academic skills workshops;
- **Honors Transfer Program**, which provides enhanced transfer and educational opportunities by providing special honors sections of regular courses and seminars;
- **Kababayan Program**, which is open to all students and focuses on encouraging Filipino students to attend and stay in college;
- **Puente Program**, which means “bridge” in Spanish and is open to all students, but focuses on Hispanic students, and has improved the college-going rate of thousands of California’s educationally underrepresented students; and
- **Women in Transition Program (WIT)**, which is designed to help women make the transition back into the academic environment (IIA1.a.4).

Several other learning communities are also underway, including one for scholar athletes, one for anthropology students, and another for those engaged in career technical education programs.

To access student perceptions regarding their learning needs and how well they are achieving these needs, Skyline College administered the Student Campus Climate Survey to a representative sample of students early spring semester 2006 (IIA.1.a.5). This survey is intended for collegewide assessment and planning initiatives including the education and facilities master plans. Among the significant findings of the survey for instructional programs were the following:

- When asked about fair and unbiased treatment of the students by faculty, students ranked this question highest in both importance and satisfaction.
- On the Instructional Effectiveness scale, students ranked the quality of instruction highest on both importance and satisfaction.
- Early notification of poor performance in class had one of the largest performance gaps in the survey.
- Importantly, the college experience at Skyline exceeded the expectations of 42 percent of the students, while 70 percent were satisfied with their experience at the college thus far, and 63 percent said that if they had to do it over, they would probably or definitely enroll again.
- Finally, students believed that the college was responsive to the diverse needs of its students (IIA.1.a.5).

To further assess the college’s ability to respond to student learning needs, the college applied for and was chosen to be part of a Foundations of Excellence in the First Year Experience project. The purpose of the Foundations of Excellence grant is to encourage colleges to engage in a comprehensive process that acknowledges both institutional strengths and needs for improvement related to the new student experience. Skyline will systematically evaluate its level of achievement in nine dimensions (philosophy,

organization, learning, campus culture, transitions, all students, diversity, roles and purposes, and improvement), identifying those areas in which an actionable change in policy or practice could yield improvement in institutional intentionality, efficiencies, student learning, and retention. Skyline will prioritize desired changes in an implementation plan for campus improvement, a strategic working document that will guide the institution’s present and future approach to working with new students.

Self-Evaluation

The college meets this standard. Skyline seeks to meet the educational needs of students and effectively integrates research and analysis in identifying student learning needs. The development of the Education Master Plan has provided of wealth of information and suggested strategies to inform the college of student learning needs. Faculty and staff have begun to incorporate the recommendations in the planning processes. Skyline is currently utilizing information and incorporating the recommendations in the planning processes. (This plan serves as a foundation to program development, grant pursuits and partnership development.)

Skyline College must continue to research student needs and interests as well as reflect the needs and interests of the business and public sector communities. For example, field immersion programs, intern programs and/or work-experience programs with the public and private sector can provide students with a concrete sense of the employment market as well as the day-to-day realities of their careers of interest. Such programs can be integrated into course curriculum and can be part of student learning outcomes.

The college is developing assessment of student learning outcomes (SLO’s), with the SLOAC committee developing a framework for this assessment. The committee has recently proposed and gained approval for the timeline of implementation by Academic Senate (IIA.1.a.6).

Planning Agenda

- Implement a technologically based Academic Early Warning System.
- Integrate the First Year Experience Plan recommendations in the overall college governance processes.

Evidence:

II.A.1.a.1	College Almanac 2005-2006	http://www.smccd.edu/accounts/skypro/institutional_almanac.pdf
IIA.1.a.2	Student Learning Outcomes Assessment Cycle website	http://www.smccd.edu/accounts/skysloac/index.htm
IIA.1.a.3	2005-2006 Skyline College Catalog	http://www.smccd.edu/accounts/skyinstruct/catalog_archive/index.html
IIA.1.a.4	2005-2006 Skyline College Catalog, pp. 40-42	http://www.smccd.edu/accounts/skyinstruct/catalog_archive/skycatalog05/Sky_0506_pages_1-42.pdf
IIA.1.a.5	Student Campus Climate Survey Comprehensive	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-

	Report	%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf
IIA.1.a.6	Student Learning Outcomes Assessment implementation schedule	http://www.smccd.edu/accounts/skysloac/slocalendar.html

A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

Structurally and in practice the faculty and staff at Skyline College develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services. The discussion emanates from the department level as to how the delivery of instruction fits the objectives and content of its courses, as well as the current and future needs of the college’s students. The delivery systems and modes of instruction offered are also influenced by transfer institutions, student requests, employee and advisory committees, and survey results from the programs themselves. An instructor proposing a new course completes a Form D-New Course Request (IIA.1.b.1) along with a proposed course outline. The proposed course outline guide requires instructors to describe and explain all methods of instruction and how they may reflect an understanding of students’ different learning styles. The Curriculum Committee then reviews the course content—including delivery methods—and provides feedback to ensure the instruction is appropriate to the students’ learning objectives.

Skyline offers instruction in the following modes: semester-length lecture/lab courses, short courses, independent study courses, off-campus courses, courses offered in a language other than English, telecourses, hybrid courses (technology and on-campus), and online instruction. On campus offerings also include many courses for nonnative speakers of English. These courses are important to the community, since San Mateo County has the fourth highest percentage of foreign-born residents in the state, and has the third highest percentage of households speaking an Asian language at home (San Francisco is first). The percentage (41.5 percent) of households in San Mateo County speaking a language other than English, Spanish, or an Asian language ranks second in the state, while San Francisco ranks fourth (IIA.1.b.2). These courses include instruction in reading and writing, public speaking, and listening and pronunciation skills. Also, to respond to the diverse geographical area, Skyline College offers off-campus courses in South San Francisco, San Bruno and Daly City. The classes include courses in early childhood development (offered in both English and Spanish), psychology, English for Speakers of Other Languages, Chinese, and Tagalog. The college’s telecourses are offered through the College of San Mateo, and include offerings in the social sciences and creative arts, business, foreign languages, the sciences and more.

The college also delivers instruction using online methods. If students have e-mail or Internet access, they have the opportunity of enrolling in online courses. This allows students the benefits of a traditional classroom education in a non-traditional way. Students are able to enter the “virtual classroom” at any time and participate in class

discussions, access course information and lectures, work on assignments, and take part in group activities. Prior to taking online courses, students are asked to complete a self-assessment to determine whether distance learning is compatible with their lifestyle. The assessment is self-scored and allows the student to consider the differences between traditional classroom learning and distance learning (IIA.1.b.3).

The district's Centers for Teaching and Learning website provides support for instructors who wish to develop online courses, including comprehensive instructions, guidelines and online workshops. There were 35 online courses offered in fall 2006 (IIA.1.b.4).

Currently, the college is engaged in a district-level process to increase distance learning. The Distance Learning Advisory committee is on track for developing policies related to resources, property rights, technological platforms and service needs, and faculty development. Skyline College has incorporated plans for increased distance learning in the facilities plan. The proposed multicultural technology administration building is intended to house the technology support department and the educational services center.

In the meantime, Skyline College targeted key general education areas in the degree requirements in order to increase students' opportunities and access to degrees and certificates. Online courses such as the History of Jazz and Music History were developed and offered to meet the Humanities requirements. Math 200: Probability and Statistics was developed and offered to meet the analytical-thinking component of the Language and Rationality section. English 100: Composition and English 165: Critical Thinking and Advanced Composition were developed and offered to meet the composition, communication and analytical-thinking requirements of the Language and Rationality section.

As a result of these focused efforts, students may now meet more than 50 percent of the requirements online for 14 associate degree programs and 17 certificate programs at Skyline College.

Associate Degree Programs

Accounting
Administrative Assistant
Business Administration
Business Information Systems
Computer Information Specialist
International Trade
Legal Secretary
Marketing
Medical Transcriptionist
Office Assistant
Office Information Systems
Paralegal, Legal Assistant
Retail Management
Web Developer

Certificate Programs

Accounting
Accounting Computer Specialist
Administrative Assistant
Business Administration
Business Information Systems
Computer Information Specialist
General Supervision
Global Business Practices
Import & Export
International Business
International Trade
Legal Aspects of International Business
Legal Secretary
Marketing
Office Assistant
Office Information Systems
Web Developer

Skyline is currently institutionalizing the Student Learning Outcomes Assessment Cycle. This process will serve to enhance effective assessment of delivery systems and modes of instruction facilitating student learning.

Self Evaluation

The college meets this standard. Delivery of instruction is adequately evaluated. Results from the Student Campus Climate Survey revealed instructional effectiveness ranked second most important overall and third highest on satisfaction compared to all categories (IIA.1.b.5). The development and integration of the SLOAC will enhance the evaluation of student learning.

The college is still in the process of developing good practices guidelines for online courses, in regards to assessing the authenticity of student work. Also, the college needs to compare telecourses and on-campus courses in terms of pedagogy and student learning.

A very small percentage of the college FTES is in online instruction. Of the online courses offered, the demand is typically high and the classes appropriately fill. In response to needs articulated by business and industry, the international business program has developed online classes. The enrollment in the program was dwindling and has enjoyed a healthy enrollment with the online courses.

Planning Agenda

- Instigate a technological infrastructure to support faculty and staff development and implementation of more online instruction, including assessment of instructional effectiveness.

Evidence:

IIA.1.b.1	Official course outline template	http://www.smccd.edu/accounts/skycurr/forms/Course_Outline_Master_05.doc
IIA.1.b.2	U.S. Census Bureau, 2000, California Department of Finance population projections	Hard copy only
IIA.1.b.3	Distance learning webpage	http://www.smccd.net/accounts/skyline/inst/distlearn_qu.html#top
IIA.1.b.4	Online classes webpage	http://www.smccd.edu/accounts/skyinstruct/online.html#fall2006
IIA.1.b.5	Student Campus Climate Survey Comprehensive Report	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf

A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description

Skyline College is in the process of implementing the Student Learning Outcomes Assessment Cycle (SLOAC). In spring 2005, a SLOAC Steering Committee Chair was appointed by the Skyline Academic Senate and Vice President of Instruction (VPI), and working in tandem with the VPI, established a SLOAC Steering Committee with representatives from every division on campus (IIA.1.c.1-2). The SLOAC Steering Committee members fulfill two roles, one to help to shape the process, and the other to develop their expertise and experience in the SLOAC so as to serve as resources for other members of campus as trainers and sounding boards.

In spring 2005, the SLOAC Steering Committee created an infrastructure for implementation. To set a positive tone for the SLOAC initiative, members helped to shape the campus' philosophy about the purpose and uses of the SLOAC, as did the Academic Senate, the Curriculum Committee, and administrators. (IIA.1.c.3) This philosophy was eventually adopted by the campus, with representatives from key constituencies signing. The philosophy was then distributed to the campus via e-mail (IIA.1.c.4). Next, in fall 2005, the SLOAC Steering Committee focused its efforts on creating a framework with which to implement the SLOAC. The framework consists of three sections: a) A Model for College Implementation, b) Creating Student Learning Outcomes, and c) Outcomes Assessment Planning and Implementation (IIA.1.c.5). This framework was created after significant research and dialogue (IIA.1.c.6- 9). In its beta stage, the SLOAC Steering Committee disseminated the framework throughout spring and fall 2006 as a resource to faculty via departmental and division presentations, and will revise it once it has been sufficiently beta tested (IIA.1.c.10-11). In fall 2006, the SLOAC Steering Committee began focusing on drafting degree-level outcomes and a

model timeline for assessment (IIA.1.c.12-14). Degree-level outcomes were approved in spring 2007. Program outcomes need to be drafted. Program outcomes will be deferred until faculty and staff gain some experience with course-level outcomes and assessment.

Because the SLOAC Steering Committee decided to start assessing on the course level, faculty are focusing their efforts on drafting course-level outcomes and assessments to get them to think beyond conventional grading. To help faculty make the transition from objectives to outcomes-based thinking, the SLOAC Steering Committee hosted workshops (IIA.1.c.15-17). These workshops, in turn, have generated much dialogue about student learning outcomes (SLO's) within departments, who recognize that these SLO's will be embedded in official course outlines (IIA.1.c.18-19). To facilitate these efforts, the Curriculum Committee formally adopted a new course outline template requiring SLO's which they piloted in fall 2005 and fully implemented in spring 2006 (IIA.1.c.20-22). Thus far, the Curriculum Committee has approved 232 course outlines with SLO's (IIA.1.c.36).

Vocational courses already use outcomes-based measures of student success. For example, competency-based education is employed in the allied health, cosmetology, and automotive programs which require external accreditation (IIA.1.c.29).

To make the SLOAC relevant to the campus, the steering committee created a model for assessment that integrates assessment with decision making (IIA.1.c.30). The most direct connection with decision making and program improvement is through program review. Thus, the SLOAC Steering Committee is serving as an advisory to the Curriculum Committee to integrate the SLOAC into the existing program-review process (IIA.1.c.31).

Self Evaluation

The college meets this standard. The college is on track with the development of the SLOAC. Currently approximately one-third of the courses have SLO's developed (IIA.1.c.36).

The institution is engaged in identifying student learning outcomes for courses, programs, certificates, and degrees. In the fall 2006 Employee Voice Survey, 76 percent agreed that Skyline is taking a positive approach toward implementing student learning outcomes and assessment (IIA.1.c.32). This feedback validates the SLOAC Steering Committee's approach, one element of which was to immediately craft a philosophy that cast the SLOAC as a means to optimize learning, and just as importantly, sought to address faculty concerns regarding accountability, academic freedom, and shared governance. Another element was to put into practice the central role of faculty and staff in establishing a process to implement the SLOAC. On the departmental level, faculty and staff are responsible for articulating SLO's and creating related assessment plans for their areas. On the institutional level, faculty on the SLOAC committee determined the qualities of well written SLO's and best practices in assessment in the SLOAC Framework. They disseminated this information through department or division level presentations, which in turn sparked dialogue within departments on course level SLO's (IIA.1.c.18-19).

With this widespread dissemination, faculty and staff recognize the SLOAC initiative's importance to the college overall. In the fall 2006 Employee Voice Survey, 78 percent believe the college has made student learning outcomes and assessment a focus for the college. Further reinforcing this notion are the continual references through the Professional Development E-Newsletter and the college ranking it as one of the priorities for 2006-2007 (IIA.1.c.34).

In addition to workshops, faculty and staff are encouraged to refer to the SLOAC Framework and models on the SLOAC website. The framework in large part consists of explanations and templates, the latter of which are available for downloading from the SLOAC website (IIA.1.c.5). Also available on the website are drafts of SLO's and relevant websites. The relative usefulness and ease of use of the Skyline framework is presently undetermined since Skyline is just beginning assessment.

Continual efforts need to be directed to integrating the SLOAC into the existing program-review process. On advice from the SLOAC Steering Committee, the Curriculum Committee requires SLO's for all new course outlines and newly revised course outlines that are submitted as part of program review. The SLOAC Steering Committee also recommended a timeline for the rollout and to what degree formal assessment, evaluation, and reporting needs to take place. The timeline model was adopted by the Curriculum Committee, but the other items are still under discussion (IIA.1.c.31). Going beyond retention and success data, outcomes-based assessment in program review will enable faculty to reflect on the efficacy of their program and to make a case for needed resources to strengthen their programs.

Planning Agenda

None.

Evidence:

IIA.1.c.1	Annual plan worksheet for reporting SLO's	http://www.smccd.edu/accounts/skysloac/sloac%20docs/407%20Course%20Outline%20Inventory.xls
IIA.1.c.2	Prospectus on student learning outcomes coordination	http://www.smccd.edu/accounts/skysloac/index.htm
IIA.1.c.3	SLOAC Steering Committee members	http://www.smccd.edu/accounts/skysloac/resources.html
IIA.1.c.4	Skyline's SLOAC philosophy	http://www.smccd.edu/accounts/skysloac/sloacphilosophy.doc
IIA.1.c.5	Email update on the SLOAC initiative, May 16, 2005	http://www.smccd.edu/accounts/skysloac/sloacsecondupdate.doc
IIA.1.c.6	SLOAC Framework	http://www.smccd.edu/accounts/skysloac/framework.html
IIA.1.c.7	SLOAC Steering	http://www.smccd.edu/accounts/skysloac/calendar.html

	Committee minutes, September 12, 2005	
IIA.1.c.8	SLOAC Steering Committee minutes, October 17, 2005	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.9	SLOAC Steering Committee minutes, November 21, 2005	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.10	SLOAC Steering Committee minutes, November 21, 2005	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.11	SLOAC Steering Committee minutes, April 17, 2006	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.12	SLOAC Steering Committee minutes, October 16, 2006	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.13	SLOAC Steering Committee minutes, May 1, 2006	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.14	SLOAC Steering Committee minutes, August 28, 2006	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.15	SLOAC Steering Committee Minutes, November 13, 2006	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.16	SLOAC Flex Workshop Report, August 15, 2005	Hard copy only
IIA.1.c.17	SLOAC Flex Workshop Report, September 23, 2005	Hard copy only
IIA.1.c.18	SLOAC Flex Workshop Report, August 16, 2005	Hard copy only
IIA.1.c.19	SLOAC Steering Committee minutes, August 28, 2006	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.20	SLOAC Steering Committee minutes, February 13, 2006	http://www.smccd.edu/accounts/skysloac/calendar.html
IIA.1.c.21	Official course outline template	http://www.smccd.edu/accounts/skycurr/forms/Course_Outline_Master_05.doc
IIA.1.c.22	Official course outline template guidelines	http://www.smccd.edu/accounts/skycurr/forms/Couse_Outline_Guidelines_%209-5.doc
IIA.1.c.23	Skyline Curriculum Committee minutes,	http://www.smccd.edu/accounts/skycurr/agendas%20minutes.html

	May 3, 2006	
IIA.1.c.24	Assessment workshop report, October 27, 2005	Hard copy only
IIA.1.c.25	Assessment workshop report, February 2, 2006	Hard copy only
IIA.1.c.26	Rubrics workshop report, March 27, 2006	Hard copy only
IIA.1.c.27	Research design workshop report, September 25, 2006	Hard copy only
IIA.1.c.28	Trustees' / Partnership for Excellent Grant for Articulating Student Learning Outcomes	Hard copy only
IIA.1.c.29	Piloting Parameters	Hard copy only
IIA.1.c.30	Respiratory Therapy report to accrediting agencies, 2005	Hard copy only
IIA.1.c.31	SLOAC college implementation model	http://www.smccd.edu/accounts/skysloac/SLO%20Documents/fa06timeframe.doc
IIA.1.c.32	Skyline Curriculum Committee agenda, November 15, 2006	http://www.smccd.edu/accounts/skycurr/agendas%20minutes.html
IIA.1.c.33	Employee Voice Survey results on SLO's, fall 2006	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20employee%20voice%202006%20survey%20exec%20sum.pdf
IIA.1.c.34	Curriculum Committee minutes, April 5, 2006	http://www.smccd.edu/accounts/skycurr/agendas%20minutes.html
IIA.1.c.35	Skyline College Initiatives, 2006-2007	http://www.smccd.edu/accounts/skypro/planning/Initiatives%2006-07%20Overview%20vr4.pdf
IIA.1.c.36	Annual report 2006-2007 update on SLO's	http://www.smccd.edu/accounts/skysloac/sloac%20docs/407%20Course%20Outline%20Inventory.xls

A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

Skyline College uses several procedures in constructing and evaluating its courses and programs, which for instruction are presently defined as traditional academic disciplines

or certificate bearing. The quality and improvement of the college's curricula depends upon the collaboration between the faculty and the Skyline Curriculum Committee, which consists of representatives from every division, the campus articulation officer, the Dean of Enrollment Services, and the Vice President of Instruction (VPI).

The curriculum review and approval process occurs in identifiable stages and is faculty driven. Faculty with subject matter expertise develop curriculum and work with the Curriculum Committee representatives to prepare the materials for committee review. The review process ensures that the new curricula reflect the college's mission as well as the quality, currency and rigor of the course itself. A well-developed website contains resources supporting all aspects of curriculum development and review (IIA.2.a.21). The new or modified curriculum is then placed on a SharePoint website for technical review by a subcommittee composed of representatives with expertise in Title 5 regulations, matriculation requirements, prerequisites policies, degree requirements, and articulation requirements. The technical review subcommittee reviews the curriculum, makes comments, and follows up with faculty members to assist them in preparation for Curriculum Committee discussion. Faculty developing the curriculum then present it to the Curriculum Committee where questions are addressed and the items are approved with a vote.

The institution administers and delivers its courses and programs by implementing several division processes as part of the shared-governance agreement. An adequate budget is allocated, and faculty with the appropriate qualifications are assigned proportional to student demand.

The program-review process is a primary way of evaluating programs and courses. As to the purpose and implementation of program review, the Curriculum Committee adopted as its guiding principles the Academic Senate for California Community College's recommendations in 1996 to make the process faculty driven (IIA.2.a.1).

To assure the quality of programs, faculty undertake a self study of their program every six years (IIA.2.a.2). Faculty are central to this process, as they revise and update course outlines, and analyze data provided by the Office of Planning, Research and Institutional Effectiveness, as well as write and present their findings to the Curriculum Committee. Among the factors identified on the program-review template that faculty must address are (IIA.2.a.3):

- A Program Review Executive Summary which identifies strengths of the program and suggestions for improvement;
- A self study of the program including goals, whether the program contributes to the mission and priorities of the college, interdisciplinary coordination, use of advisory boards, and how the program addresses the needs of a diverse community;
- An analysis that asks for areas of improvement, future directions regarding curriculum and program, staffing, equipment, facilities, and budget requests; and
- A summary of curriculum components, including response to course-outline updates incorporating student learning outcomes.

The self study enables faculty to identify their program's strengths as well as needed resources and areas of improvement. To sustain a dialogue about program improvement between the faculty and the Curriculum Committee, the program-review process was revamped in 1999 to provide for written feedback from the Curriculum Committee and VPI; faculty are given the opportunity to respond in writing to any concerns (IIA.2.a.4). The process is cyclical in nature, not linear, prompting in some cases the redesign or addition of courses in a given program which are then assessed and evaluated in the next cycle.

In fall 2006, all faculty undertaking program review were required to update course outlines with student learning outcomes (SLO's). To facilitate this process, the college provided three flex workshops on how to write SLO's (IIA.2.a.6-8), and the Student Learning Outcomes Assessment Cycle (SLOAC) Steering Committee created a framework, of which one of the three major sections is focused on how to write SLO's (IIA.2.a.9). In addition, after considerable discussion and input from the SLOAC steering committee, the Curriculum Committee crafted and adopted a revised course-outline template that includes SLO's and guidance on filling in the course-outline template (IIA.2.a.10-12). The campus was made aware of this revision through the bi-yearly program-review workshops (IIA.2.a.13) and SLOAC email updates (IIA.2.a.14).

The Curriculum Committee and the Office of Planning, Research and Institutional Effectiveness provide support to faculty throughout the program-review process. A schedule of all programs rotating through the cycle is posted on the Curriculum Committee website. Since fall 2004, the Curriculum Committee has been hosting program-review workshops to support faculty as they move through the process. Topics include the purpose of program review, forms, process and timelines, course-outline updates, prerequisite validation, and data collection and assessment. (IIA.2.a.13).

Faculty have yet to draft program-level outcomes as the SLOAC Steering Committee decided to have the SLO's drafted at the course level. The committee felt course-level assessments would be most relevant to faculty, though eventually program-level and institutional-level assessment will be phased in.

Self Evaluation

The college meets this standard. Faculty at Skyline College are involved at all stages of course and program design, approval, delivery and evaluation. The college uses program review as a means to systematically evaluate programs and support strategic program planning, with faculty being central to this process. By analyzing data and assessing general observations, faculty discover gaps in curriculum, equipment, staffing, and the like, which are reported during program review and then addressed by the college. Some also revisit critiques from their last program review to determine if they have adequately addressed them.

In the fall 2006 Employee Voice Survey, only 52 percent of faculty agreed that program review helps to promote positive change on campus (IIA.2.a.17). The Curriculum Committee has been working to ensure the process is more effective. Faculty

undertaking program review complete an evaluation form about the process (IIA.2.a.3), and the Curriculum Committee conducts post-interviews with these faculty to determine how effective the process is (IIA.2.a.1). Moreover, a Curriculum Committee program-review task force has been meeting since fall 2005 to improve the effectiveness of program review. Amongst their recommendations are to integrate a midterm report by programs at the three-year mark, to provide a summary report linking program-review results to the four accreditation standards, and revising the program-review cycle to better coincide with the budget and planning committees (IIA.2.a.20). These recommendations were approved by the Curriculum Committee in fall 2006 and will be implemented beginning the 2007-2008 program-review cycle (IIA.2.a.4,18).

The Curriculum Committee is moving in the right direction, but will also need to determine how to integrate the SLOAC into the existing program-review instrument. The Curriculum Committee program-review task force entrusted with this task is working in consult with the SLOAC Steering Committee (IIA.2.a.16). Thus far, a model timeline recommended by the SLOAC committee was approved. Other key decisions, such as how program and institutional outcomes will be assessed, still need to be made.

The SLOAC Steering Committee and program-review task force will continue to evaluate the instrument and methodology to incorporate the assessment of SLO's.

Planning Agenda

None.

Evidence:

IIA.2.a.1	Interview with Skyline Curriculum Committee Chair, Christine Roumbanis, October 6, 2006	Hard copy only
IIA.2.a.2	Program review schedule	http://www.smccd.edu/accounts/skycurr/Forms/Program%20Review%20Schedule%201998-2016%20revised%2010%204%2005.htm
IIA.2.a.3	Program review template	http://www.smccd.edu/accounts/skycurr/forms/Self_study_form.doc
IIA.2.a.4	Program review packet	http://www.smccd.edu/accounts/skycurr/Program_Review/Directions%20and%20forms.html
IIA.2.a.5	Skyline College SLOAC philosophy	http://www.smccd.edu/accounts/skysloac/sloacphilosophy.doc
IIA.2.a.6	Flex workshop handout, August 16, 2005	Hard copy only
IIA.2.a.7	Districtwide workshop on writing SLO's, September 23, 2005	Hard copy only
IIA.2.a.8	Flex workshop report, August 15, 2006	Hard copy only
IIA.2.a.9	SLOAC Framework	http://www.smccd.edu/accounts/skysloac/framework.html

IIA.2.a.10	Skyline Curriculum Committee agenda, September 21, 2005	http://www.smccd.edu/accounts/skycurr/agendas%20minutes.html
IIA.2.a.11	Official course outline template	http://www.smccd.edu/accounts/skycurr/forms/Course_Outline_Master_05.doc
IIA.2.a.12	Guidelines for preparing course outlines	http://www.smccd.edu/accounts/skycurr/forms/Course_Outline_Guidelines_%209-5.doc
IIA.2.a.13	Program-review workshop, September 15, 2005	http://www.smccd.edu/accounts/skycurr/Program_Review/program_review_workshop%20fall%2005.pdf
IIA.2.a.14	Email campus update, October 12, 2005	Hard copy only
IIA.2.a.15	Skyline College Implementation Model of the SLOAC (Framework, p.9)	http://www.smccd.edu/accounts/skysloac/Framework%20Beta%20Version2.pdf
IIA.2.a.16	Skyline Curriculum Committee Agenda, November 15, 2006	http://www.smccd.edu/accounts/skycurr/agendas%20minutes.html
IIA.2.a.17	Employee Voice Survey about program review	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%employee_voice_2006_survey_exec_sum.pdf
IIA.2.a.18	Skyline Curriculum Committee agenda, September 6, 2006	http://www.smccd.edu/accounts/skycurr/agendas%20minutes.html
IIA.2.a.19	Skyline Curriculum Committee Goals and Projects, 2005-2006	Hard copy only
IIA.2.a.20	Skyline program-review task force minutes, March 2, 2006	http://www.smccd.edu/accounts/skycurr/Program%20Review%20Subcommittee/minutes%203-2-06.doc
IIA.2.a.21	Curriculum Committee website	http://www.smccd.edu/accounts/skycurr/

A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

Faculty are responsible for maintaining the integrity of each program, including updating all course outlines and devising student learning outcomes (SLO's) to reflect student competency. A Student Learning Outcomes Assessment Cycle (SLOAC) has been instituted to assist faculty in developing and assessing SLO's. Using the established SLOAC Framework, faculty actively monitor the progress of students in meeting course and program objectives. Faculty include full-time counselors who also oversee the progress of individual students.

To further enable this process, the vocational programs at Skyline College have advisory committees. These advisory committees actively support programs through internships, the donation of equipment, the development of resources, and guest lecturing. The division dean or department head appoints a coordinator from the department to establish committee members and schedule meetings. Members are typically departmental faculty and administrators, representatives of the constituency served by the program, and students. Skyline has approximately 10 advisory committees serving in partnership with its programs.

A website is currently being created to serve as a central depository and resource for advisory-committee membership lists, meeting dates and minutes (IIA.2.b.1). Evidence of the examples listed below will be posted on this site.

An example from the Business Division is the advisory committee of the Automotive Technology Department which meets each semester. The members include the faculty of the Automotive Department, service managers of auto dealerships, managers of independent repair shops, students, and consumers. Input is utilized to ensure that graduates meet college and community expectations (IIA.2.b.2).

As another example, the Respiratory Therapy Advisory Committee meets quarterly (IIA.2.b.3). Members include clinical staff and administrators, Skyline College departmental faculty, and students from the program. The committee promotes active community support which provides an opportunity for real-world clinical experience. The advisory committee participates in a yearly professional program accreditation and gives constructive feedback to improve student success. As a further result of the involvement with the committee, Skyline graduates are sought after, with some receiving multiple job offers before completing the program.

Self Evaluation

The combination of the use of defined student learning outcomes with input from the members of advisory committees has ensured that graduates meet industry expectations. Currently, a collegewide advisory-committees website is being created.

Planning Agenda

- Complete the development and population of the advisory-committees website.

Evidence:

IIA.2.b.1	Advisory-committees website	http://www.smccd.net/accounts/skyinstruct/TestSite/index.html
IIA.2.b.2	Automotive Technology Department Advisory Committee	Hard copy only
IIA.2.b.3	Respiratory Therapy Program Advisory Committee	http://www.smccd.net/accounts/hernandezr/advisory_committee.htm

A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

Skyline College has a mandatory process of ensuring high-quality instruction across the college as outlined in strict guidelines by the American Federation of Teachers contract. Instructor peer review and the faculty tenure process at Skyline College consist of performance evaluation including observations, a portfolio review, and student surveys (IIA.2.c.1).

At the departmental level, programs and departments engage in multiple measures of evaluation. A survey of randomly selected completed program reviews revealed that the program-review process and student surveys are the most common methods of ensuring high-quality instruction (IIA.2.c.2). In addition, some programs such as Early Childhood Education (ECE), Automotive Technology, and Respiratory Therapy have advisory committees consisting of school, community and county members who advise the programs on guidelines set down by state and/or national standards. Departments with a strong vocational focus, such as Cosmetology, use surveys from community members and stakeholders as well as state and national standards (IIA.2.c.3). Similar to advisory committees, another method of ensuring quality of teaching is involvement in the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project of California. Initiated by the Intersegmental Committee of Academic Senates (ICAS) and funded by a five-year grant, according to its website the IMPAC project “is a unique intersegmental, faculty-designed and faculty-run project to ensure that students transferring from the community colleges to UC and CSU are prepared for work in their chosen major and can avoid having to repeat coursework.” Departments such as Accounting, ESOL, and Foreign Languages make use of IMPAC’s regional and state conferences, research, and information regarding transfer improvement.

Skyline College ensures breadth and depth of instruction at the degree and certificate level by offering coursework in a wide range of knowledge and skills including languages, humanities, computation and critical thinking. (The college also offers a wide range of courses that serve to enhance its diversity; foreign languages, ethnic dance and studies, and a wide literature offering are several examples.) On a departmental level, ensuring breadth and depth of instruction is done in myriad ways. Advisory committees, the program-review process, adherence to state and/or national standards, and approval of curriculum according to transfer agreements and CSU/UC requirements all help to determine adequate breadth and depth of instruction.

Rigor is a crucial part of evaluating students and creating courses at Skyline College. By writing sequences in courses, a student-centered faculty ensure rigor in the evaluation of the students. Through program review, all course outlines are updated every six years, ensuring that course offerings are current and of high quality. The collegiality of departments determines recommendations and prerequisites prior to their presentation to

the Curriculum Committee. Placement testing plays a critical role, as the rigor of the course is inevitably tied to an accurate placement and articulation system. Skyline began a new placement test for ESOL in fall 2005 and is evaluating it for accuracy. Other placements include Math, English and Reading; there is no Foreign Language placement test.

Course sequencing is determined by faculty and their knowledge of what skills a student needs to have prior to taking each course in the department. Most departments have created their programs in close articulation with the CSU and UC requirements for transferability, and the sequencing in programs such as Biology, Chemistry, Art, Allied Health, etc. reflect the same sequencing indicated at the universities (A2.c.4). Statewide discipline discussions such as those conducted by IMPAC help to inform ways that the departments accommodate growth and change, and this can affect sequencing; however, the predominant factor in sequencing remains transferability (IIA.2.c.5). Vocational programs use their state and industry standards to inform their sequencing and pathways to certification. Some courses require prerequisites of a skill set best obtained through specific prior coursework.

From its last accreditation site visit, Skyline College received a recommendation to “address the appropriate sequencing of courses, especially those involving prerequisites, be consistent in applying them, and coordinate the process with the district.” The Curriculum Committee oversees the validation of prerequisites, corequisites, and recommendations for all newly proposed or modified courses and when updating course outlines during program review. Using the content-review form, faculty must provide documentation comparing course-outcome objectives from the recommended or required course and show how they are essential to success in the intended course. This process ensures that a prerequisite or corequisite is necessary and appropriate for achieving the purpose for which it has been established (IIA.2.c.6).

Courses are offered to provide students the opportunity to complete the associate degree in two years with attention to sequencing. As the schedule is developed, deans establish a usual pattern of offering courses. If there is sufficient demand, courses may be offered each semester. If there is less demand, a schedule is developed to ensure courses are offered at least once every two years. If enrollment management decisions result in a course having to be cancelled and students in the course are trying to finalize degree requirements, the dean works with the faculty in the department to identify substitutions or create independent-study options in order for students to satisfy degree requirements.

Regarding synthesis of learning, many programs have indicated that the current focus on student learning outcomes will help to refine the process of assuring synthesis of learning, and that their processes at present were being affected by the development of such outcomes.

Self Evaluation

The college meets this standard. On a broad scale, Skyline College provides sufficient capability to evaluate quality of instruction, breadth and depth of coursework, appropriate rigor, sequencing and time to completion, and synthesis of learning. However, the

collegewide annual success rate (percentage of students who complete a course with a passing grade of A, B, C, or CR) has dropped over the past five years from 71 percent to 69 percent; this is despite a retention rate that remains at around 84 percent (IIA.2.c.7). Some departments indicate student preparation is lower than optimal level, and that the college may need to focus on that more (IIA.2.c.2). While several programs indicated high-quality instruction was indeed being evaluated in their areas, some departments seemed to hope that the upcoming focus on student learning outcomes would provide guidance. As there are so many varied methods of evaluating high-quality instruction, student learning outcomes could help the college adopt a more comprehensive approach that allows vocational programs (which follow state/national standards) as well as academic programs (which adhere to transfer guidelines) and other departments and services to equally and critically evaluate the quality and rigor of instruction.

Quality of instruction is assured by the currency of the tools used in the classroom, and Skyline is making forays into the integration of technology into the classroom. This has implications for the staffing and response levels of the Instructional Technology Services department and Media Services, as well as the scheduling of smart classroom space. District coordination of this effort has proven to be insufficient to handle such growth, and it has been necessary to re-establish a local Technology Advisory Committee on each campus to ensure adequate support and response to the upcoming need. Furthermore, the effort to integrate technology in the classroom needs to be faculty-driven; instruction should direct the use of technology, not the converse.

The challenge process instituted by the college, as recommended in the last accreditation process, appears to be working as intended, being supported by the manageable level of prerequisite challenge requests, the approval rates, and the performance of students upon going through the challenge process and being placed accordingly (IIA.2.c.8). While the college has instituted validated prerequisites and aligned them where applicable with those of its sister colleges, many of these prerequisites are only advisory, which still allows students to enter courses for which they may not be prepared. The attrition rates in classrooms are generally high, especially in the English and ESOL departments where it can range from 25 percent to 40 percent (IIA.2.c.9). Even the learning communities, which in general show high gains in student performance, have high attrition that reduces the number of students who actually do make those gains—a poll of three learning communities showed an attrition rate of 31 percent (IIA.2.c.9), which is commensurate or even a little higher than the rate of regular classes. This poll only gathered information on three learning communities, so its ability to be generalized may be limited, but an overall view suggests a need to review the pathway to college academic proficiency and explore ways to ensure that students are indeed passing into higher levels with the requisite skills needed to complete those levels successfully.

The topic of student preparedness is of great concern to many instructors. A recent survey of teachers regarding student attrition and performance in learning communities showed that many underprepared students are thriving in specialized learning communities directed at their target group (Kababayan for Filipino students, ASTEP for African American students, etc.).

The issue of placement testing is a critical one to student success. A recurring discussion among language arts faculty is the need for a written portion of a placement test (IIA.2.c.9). Also, the high number of ESOL learners who are also taking Spanish to bolster their native literacy skills necessitates a placement test in foreign languages. ESOL placement has recently changed and is currently being evaluated.

Planning Agenda:

- Increase the number of smart classrooms.

Evidence:

IIA.2.c.1	AFT contract, app. G	http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf
IIA.2.c.2	Quality Assurance of Programs	Hard copy only
IIA.2.c.3	Cosmetology Program community surveys	Hard copy only
IIA.2.c.4	2006-2007 Skyline College Catalog; IGETC	http://www.smccd.edu/accounts/skyinstruct/catalog_archive/index.html
IIA.2.c.5	Intersegmental Major Preparation Articulated Curriculum project of California.	http://igetc.org
IIA.2.c.6	Content-review form	http://www.smccd.edu/accounts/skycurr/forms/Content_Review_Form.doc
IIA.2.c.7	College Almanac: Fingertip Facts and Figures. Spring 2006, p.18	http://www.smccd.edu/accounts/skypro/institutional_almanac.pdf
IIA.2.c.8	Focused Interim Report March 2004, p. 5	http://www.smccd.edu/accounts/skyaccred/focus_report2004.pdf
IIA.2.c.9	English/learning communities poll	Hard copy only

A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

Skyline College addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies and supports services that address the learning needs of its students. Instruction is offered in semester-length lecture/lab courses, short courses, independent study courses, off-campus courses, courses offered in a language other than English, telecourses, hybrid courses (technology-mediated and on-campus), and online instruction.

Skyline provides cohort type studies and support for students through earning communities. (IIA.2.d.1) Please see standard II A.1.a for a complete list of these

Standard IIA.2.d

communities. They are designed to connect students to each other, to their teachers, to the college, and to student learning. In addition to the common semester-long, lecture/lab class format, Skyline also offers telecourses in many disciplines through the College of San Mateo; courses for nonnative speakers, off-campus courses and online courses. Courses for nonnative speakers are designed for nonnative speakers of English and are important to the community, since San Mateo County has the fourth highest percentage of foreign-born residents in the state, and the third highest percentage of households speaking an Asian language at home. (San Francisco is first.) Skyline College offers off-campus courses in South San Francisco, San Bruno and Daly City. The college also delivers instruction using online methods.

Teaching methodologies are selected by faculty based on the appropriateness of course content and the diversity of student learning styles (visual, aural and kinesthetic). Instruction is offered across the curriculum to address these three basic modalities. Teaching methods employed by instructors at the college include demonstrations, experiments, field trips, guest speakers, hands-on learning, Internet enhancement, lectures and group discussions, tutors, portfolios, practicum/internships, research, service learning, student participation, student reports and projects, web research, collaborative learning, real-world experience, and problem-based learning. This list is far from exhaustive. The Curriculum Committee new course request form requires instructors to identify the teaching methodologies that will be used in a course and how these will be incorporated (IIA.2.d.2). This process allows the Curriculum Committee to review identified delivery methods and provides feedback to ensure the instruction is appropriate to the students' learning objectives. Teaching effectiveness is evaluated in the peer observation including appropriate methods of instruction and recommendations for improvement are made.

The Disabled Students Program and Services offers supported education services to students with various disabilities. Students are provided with the opportunity to experience a safe beginning or re-entry to college through attendance in specially designed courses on college orientation and study skills (CRER 650), disability management (CRER 665), and peer counseling (CRER 140). In accordance with federal legislation, Skyline provides reasonable academic adjustments to students with verified disabilities in order to create an educational environment where they have equal access to instruction. (IIA.2.d.3)

Skyline College offers the Differential Skills Program to ensure equal access to education by providing appropriate accommodations, auxiliary aides and services to eligible students upon request. Adaptive technology helps meet the needs of those students with motor or sensory deficits.

Students with learning disabilities/differences must provide documentation of disability and need for services. Eligibility for services is evaluated according to the criteria for determining learning disabilities approved by the California Community College Chancellor's Office. Skyline students taking DSKL 811: Differential Learning Skills Assessment, complete eight hours of group and/or individualized testing based on the

above criteria within a four-week time frame. Areas assessed include cognitive ability, academic performance and information processing. Criteria addressed include presence of significant discrepancies between ability and achievement and within or between the major modalities for learning.

For many students in the DSKL program, learning to use assistive technology related to reading, writing and study skills is strongly recommended. Eligible students may take classes taught by the Assistive Technology Specialist in which they are taught to use appropriate technology and encouraged to use it on a daily basis. The Alternate Media Specialist assists students in reformatting classroom texts and materials as needed.

Tutoring in The Learning Center and the TRIO/Student Transfer, Academic Achievement, and Retention Services (STAARS) program both serve to address the diverse needs and learning styles of their students. STAARS is a federally funded student support program designed to help first-generation, low-income, and students with disabilities who plan to transfer to a four-year college or university. In order to help students achieve their goals as quickly as possible, the TRIO/STAARS program provides students with a variety of services designed to create an academically focused environment. The program provides special courses focused on instruction and support. (IIA.2.d.4).

Self Evaluation

The college meets this standard. The many programs and services Skyline offers attests to the commitment Skyline has in meeting the diverse needs and learning styles of its students, providing a variety of delivery modes, teaching methodologies and support services that address the learning needs of all students. The Curriculum Committee monitors and evaluates appropriateness of teaching methods employed in the classroom. Faculty peer and student evaluations evaluate the effectiveness of these methods as well (IIA2.d.5). The integration of Student Learning Outcomes Assessment Cycle will also enhance the evaluation of teaching methodologies and delivery modes.

Planning Agenda

None.

Evidence:

IIA.2.d.1	2005-2006 Skyline College Catalog	http://www.smccd.edu/accounts/skyinstruct/catalog_archive/index.html
IIA.2.d.2	Official course outline	http://www.smccd.edu/accounts/skycurr/forms/Course_Outline_Master_05.doc
IIA.2.d.3	Disabled Students Program and Services website	http://www.smccd.net/accounts/skyline/sts/able.html
IIA.2.d.4	TRIO/STAARS Program website	http://www.skylinestaars.org/trio/index.cfm
IIA.2.d.5	AFT contract – tenure review process	http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf

A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

The college evaluates the effectiveness of its academic and student service programs and courses through program review, a joint responsibility of the Curriculum Committee and College Council, the primary shared-governance body of the college.

In addition to program review, vocational and technical courses have additional standards for curriculum review. Active advisory boards with respective industry partners are utilized. These close ties with respective industries help to assist programs to keep abreast of competency changes, and ensure that programs and course offerings reflect current industry technology and procedures for an educated and trained workforce. At these meetings, industry representatives review the curriculum and materials to identify areas that need to be changed or updated to maintain currency in the field and quality instruction. Students are certified either through program completion or by outside-agency licensing. Vocational programs funded by the Carl D. Perkins Vocational and Technical Education Act (VTEA) of 1998 (Tech Prep) are reviewed for curriculum integration, with courses reviewed for core competencies and validated for articulation within broad career clusters such as Accounting, Early Childhood Education, Computer Science, Telecommunications & Network Information Technician, Web Developer and Automotive Technology (IIA.2.e.1-3).

Since spring 2005 the college has been involved in the Student Learning Outcomes Assessment Cycle (SLOAC) initiative to improve student learning. Skyline College began with the development of student learning outcomes at the course level. The Curriculum Committee and SLOAC collaborated to revise the official course outline of record to include student learning outcomes. The Curriculum Committee has adopted a course outline that now requires the inclusion of student learning outcomes with the development of new curriculum and all programs undergoing program review. All course outlines are to be updated with student learning outcomes by fall 2010. A guide accompanies the official course outline template to assist faculty on how to fill in the course template (IIA.2.e.4-7).

Self Evaluation

The college meets this standard. Skyline evaluates its courses and programs by engaging in a six-year cycle program-review process (IIA.2.e.8).

Skyline College faculty are committed to teaching and learning, and Curriculum Committee members evaluate courses and programs in a committed professional manner. Thus, the programs reviewed since 2003 presented remarkable results in the presentations and thorough reports that show faculty competence in using up-to-date methodology, computer technology and multimedia teaching.

Planning Agenda:

None.

Evidence:

IIA.2.e.1	Tech Prep website	http://smccd.net/techprep/
IIA.2.e.2	Advisory board member lists and minutes	Hard copy only
IIA.2.e.3	Compendium of Committees	http://smccd.edu/accounts/skynotes/governance/index.html
IIA.2.e.4	Curriculum Committee minutes 3-15-06	http://www.smccd.edu/accounts/skycurr/Minutes_agenda/minutes/Minutes_03-15-06.doc
IIA.2.e.5	SLOAC team meeting 4-11-05	http://www.smccd.net/accounts/skysloac/sloac%20docs/agendas/405Agenda.doc
IIA.2.e.6	SLOAC steering committee meeting agenda 2-13-05	http://www.smccd.net/accounts/skysloac/sloac%20docs/agendas/206AgendaFifthMeeting.doc
IIA.2.e.7	Instructional Planning Assessment Cycle Time Frame Model: The Holistic Approach	Hard copy only
IIA.2.e.8	Program review website	http://www.smccd.edu/accounts/skycurr/Program_Review/prog%20review%20info.html

A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

Skyline College engages in ongoing, systematic evaluation and integrated planning for courses, certificates, and programs through the Student Learning Outcomes Assessment Cycle (SLOAC) initiative and program-review process. Summary sheets with a list of needs and program review self-study documents are provided to the following committees/councils:

- Full-Time Equivalent Faculty Allocation
- College Budget Committee
- Institutional Planning Committee
- Instructional Leadership Team (IIA.2.f.1-3)

The information obtained from the formal process of program review self study is utilized in continuous program evaluation, division administrative allocation, college budget and strategic planning, and to determine funding priorities to help with enrollment planning and management for courses and programs. The yearly unit work plans include

budgetary requests from the program review self study. New classified positions will be incorporated through the unit planning process and the college budget process (IIA.2.f.4).

The Office of Planning, Research and Institutional Effectiveness (PRIE) provides planning, research and assessment services to help better understand and serve the college community and support the planning and decision-making process at Skyline College. Institutional data accessible to all on the PRIE website has been analyzed and organized to make it easy to understand (IIA.2.f.5).

Self Evaluation

The college meets this standard. The institution effectively engages in ongoing, systematic evaluation and integrated planning of its programs and services and strives to improve outcomes.

Planning Agenda

None.

Evidence:

IIA.2.f.1	Program review website	http://www.smccd.edu/accounts/skycurr/Program_Review/Program%20reviews.html
IIA.2.f.2	College Budget Committee meeting minutes 9-29-05	http://www.smccd.net/accounts/skycbc/minutes/05/sp2905.pdf
IIA.2.f.3	FTEF Allocation Committee memorandum October 9, 2006	Hard copy only
IIA.2.f.4	College Budget Committee meeting minutes 1-26-06	http://www.smccd.net/accounts/skycbc/minutes/05/minutes012606.pdf
IIA.2.f.5	Office of Planning, Research and Institutional Effectiveness website	http://www.smccd.edu/accounts/skypro/home.html

A.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

Skyline College does not use departmental course and/or program examinations.

Self Evaluation

None.

Planning Agenda

None

A.2.h The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms

or equivalencies in higher education.

Description

The Curriculum Committee has adopted a course outline that now requires the inclusion of student learning outcomes with the development of new curriculum and all programs undergoing program review. All course outlines are to be updated with student learning outcomes by fall 2010. A guide accompanies the official course-outline template to assist faculty on how to fill in the course template. Examples of course outlines are provided as examples for faculty in updating their course outlines.

The 2005-2006 Catalog outlines to students the grading system in use, qualifications for honors, academic standards, policy on prerequisites, and the procedure and source for appeal and question of those policies (IIA.2.h.1).

The awarding of credit is based upon the student's successful demonstration of achievement of the course's stated learning outcomes. Skyline College courses are required to have a syllabus that outlines the course content and grading policy as they are stated in the course outline of record. The college ensures that units of credit awarded are consistent with its policies through institutional review by the Education Policy Committee, Curriculum Committee, and the Office of Instruction. The college follows accepted practice in defining the units of credit per the California Code of Regulations—Title 5. This code is consistent with what is commonly referred to as the Carnegie Unit standard, which is recognized by the Accrediting Commission for Community and Junior Colleges—Western Association of Schools and Colleges (IIA.2.h.2).

Self Evaluation

The college meets this standard. Skyline effectively monitors whether satisfactory completion of Skyline coursework satisfies other colleges as transferable. Student learning outcomes will be identified for all courses by fall 2010. The Curriculum Committee approved in fall 2006 a model timeline for assessing course level student learning outcomes. The assessment cycle will merge with the existing program-review cycle. Each department will aim to assess all core courses by the end of the program-review cycle.

Planning Agenda

None.

Evidence:

IIA.2.h.1	2005-2006 Skyline College Catalog, pp. 23-24	http://www.smccd.edu/accounts/skyinstruct/catalog_archive/skycatalog05/Sky_0506_pages_1-42.pdf
IIA.2.h.2	2005-2006 Skyline College Catalog, p. 19	http://www.smccd.edu/accounts/skyinstruct/catalog_archive/skycatalog05/Sky_0506_pages_1-42.pdf

A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

The college is currently in process of integrating the Student Learning Outcomes Assessment Cycle (SLOAC) initiative. Student learning outcomes (SLO's) are currently being implemented at the course level. The SLOAC Steering Committee has yet to develop an implementation schedule for SLO's at the program level.

Though SLO's have not been implemented at the program level, the program-review process at Skyline College assures that degrees and certificates are awarded based on the students meeting student learning outcomes for applicable coursework. All courses required for completion of a degree or certificate contribute to the mastery of the program's goals. Additionally, degree-level SLO's were generated in concert with the Curriculum Committee and the SLOAC Steering Committee in fall 2006. Both committees drew from existing accreditation standards, Title 5 requirements for general education, and the college's current requirements (competency, area requirements, and general-education requirements). The institutional-level SLO's continue to be refined with consultation from the rest of the campus (i.e., Academic Senate, Associated Students of Skyline College, Classified Council, College Council, Institutional Leadership Team, Institutional Planning Committee, etc.) (IIA.2.i.1). Institutional SLO's are being developed addressing the following areas:

- Critical thinking
- Effective communication
- Global citizenship
- Information and computer literacy
- Lifelong wellness

Furthermore, external examinations in many of the vocational programs such as Cosmetology, Early Childhood Education, Automotive Technology, Respiratory Therapy, Surgical Technology, and Emergency Medical Technician have validated the rigor of Skyline's programs. Some programs such as Respiratory Therapy rely on feedback from employers and graduates to assess outcomes of the program.

Self Evaluation

The College partially meets this standard. Skyline College is successfully awarding degrees and certificates based on student achievement of student learning outcomes of courses within the program. The College has yet to develop program SLO's. The SLOAC steering committee has already completed a plan for the development and inclusion of SLO's at the course level to be completed by Fall 2010.

Institutional-level SLO's were approved by all constituency groups in May 2007. The college intends to align course- to program- to institutional-level SLO's. The program-review process will be revised to include evaluation of program SLO's and their alignment at the institutional level.

Planning Agenda

- Develop and implement a schedule for program-level SLO's, using the SLOAC process.

Evidence:

IIA.2.i.1	Institutional-level outcomes draft	http://www.smccd.edu/accounts/skysloac/sloac%20docs/draft%20slos/sp07institutionaloutcomes.doc
IIA.2.i.2	SLOAC model timeline	http://www.smccd.edu/accounts/skysloac/slocalendar.html

A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a) An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
- b) A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.
- c) A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historic and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.

Description

A candidate for the associate degree must complete 18 units of general education selected from five areas: natural sciences, humanities, social sciences, language and rationality, and personal development. In addition, Skyline College requires that students satisfy competencies in reading, writing, mathematics/quantitative reasoning, American history and institutions, physical education, and ethnic and cultural diversity.

The humanities and fine arts area of knowledge is fulfilled through satisfying Area F.2 (humanities), which includes courses in art, foreign language, philosophy, music, literature, and humanities. The natural science area of knowledge is fulfilled through

satisfying Area F.1 (natural sciences), which includes courses in biological sciences, chemistry, geology, oceanography, and physics. The social science area of knowledge is fulfilled through Area F.3 (social sciences), which includes courses in history, political science, psychology, anthropology, and sociology (IIA.3.1).

Students have the opportunity to develop intellectual skills by taking courses in the areas listed above as well as other required areas of general education, such as English composition and communication and analytical thinking. Intellectual skills are also developed and strengthened through satisfying the required competencies in reading, writing, and mathematics/quantitative reasoning. Students have the opportunity to develop information-technology skills by selecting courses in business, computer applications, and library science, which fulfill general-education requirements in two areas—communication and analytical thinking and personal development. Information technology is readily available for student use throughout the campus in the Center for Advanced Learning and Technology, the library, The Learning Center, and computer labs, where instructional aides and tutors are available to assist students in using the technology to complete course assignments. The college does not currently have a specific information-competency requirement, but is doing significant development in this area. This work is discussed in Standard II.C.1.b of this document.

Graduation requirements for an associate degree require minimum competency levels in reading, writing, and mathematics. Graduation requirements also include minimum competency levels in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. Students may either pass the appropriate courses or obtain satisfactory scores on a Skyline-approved placement test. The College Catalog details the minimum requirements for the associate degree (IIA.3.1).

Degree requirements for Area 4, language and rationality, are designed to ensure that students meet the oral and written communication requirements. Two courses must be completed in Area 4—one from Group A must be an English composition course, and one from Group B is selected from courses in accounting, business, computer science, English, math, philosophy, psychology, reading, and speech. In addition to the language and rationality requirement, students must also meet reading and writing competencies. To meet the reading competency, students must either qualify for eligibility to a college-level reading course based on a Skyline-approved English placement exam or complete a reading course to bring skills up to college level. To meet the writing competency, students must either qualify for eligibility for English 100 or 105 Composition (transfer level) based on a Skyline-approved placement test or complete English 100 or 105 or equivalent course with a grade of C or better or complete English 400 or 800 (courses one level below English 100) with a grade of C or better (IIA.3.1).

The American history and institutions requirement and the ethnic and cultural diversity requirement have in their objectives that students will have the knowledge, skills and attitudes needed to be responsible and ethical citizens (IIA.3.1)

A complete listing of the designated courses that fulfill the courses requirements are listed in the College Catalog and the class schedule.

Skyline’s Curriculum Committee requires faculty to propose all new courses through a rigorous process and such courses are reviewed by faculty and administrators on the Curriculum Committee to ensure that courses meet the requirements for general-education requirements. See Standard II.A.2.a. for more information.

The Curriculum Committee is primarily responsibility for the evaluation, selection, and review of courses that constitute the general-education component. The committee reviews and follows carefully the standards for course selection set forth in Title 5, Section 55806. The standards are provided to all members of the Curriculum Committee as a part of their orientation, which includes discussion of the relevant parts of the 1995 edition of Curriculum Standards Handbook of the California Community Colleges. The college general education and specific area requirements are closely aligned with CSU requirements and meet the same objectives. Student learning outcomes and their assessment are being developed for all courses and will be used as part of the determination of whether or not a course is to be included in these requirements. The Curriculum Committee is currently involved in developing clearer guidelines for certifying a course as meeting a general-education requirement.

The purpose of the general-education requirement is clearly stated in the catalog (IIA3.2). The intent of general education is to “introduce students to areas of study, to develop a breadth of outlook, and to contribute to a balanced development.” Six specific goals are included in the statement of purpose.

Self-Evaluation

The college meets this standard. The college offers students a wide variety of appropriate courses in each of the areas mentioned in this standard. The courses are selected for inclusion in general education because they meet the objectives for inclusion in the area designated.

Planning Agenda

None.

Evidence:

IIA.3.1	2006-2007 Skyline College Catalog, p. 69-72	http://skylinecollege.edu/skycatalog/06-07_67-106.pdf
IIA.3.2	2006-2007 Skyline College Catalog, p. 70	http://skylinecollege.edu/skycatalog/06-07_67-106.pdf

A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

Skyline College offers both associate of arts and associate of science degrees. Each program leads to a degree and includes one area of focused study or interdisciplinary core:

Associate of Science		Associate of Arts
Accounting	Fashion	Administration of
Allied Health	Merchandising	Justice
Science	General	Art
Automotive	Merchandising	Dance
Technology	Image Consulting	English
Automotive	International Trade	International Studies
Technician	Information	Journalism
Japanese	Technology	Liberal Arts
Automotive	Network	Mathematics
Technology	Engineering	Music
Toyota Technical	Legal Secretary	Paralegal Legal
Education Network	Marketing	Assistant
Biotechnology	Medical	Physical Education
Administrative	Transcriptionist	Psychology
Assistant	Natural Science	Spanish
Business	Office Assistant	Speech
Administration	Office Information	Communication
Computer	Systems	University Studies
Information	Respiratory Therapy	
Specialist	Retail Management	
Cosmetology	Surgical	
Early Childhood	Technology	
Education	Web Developer	
Family and		
Consumer Studies		

A minimum of 18 units must be completed in the discipline or related disciplines. Students must maintain at least a 2.0 grade-point average in their major area of focus and complete a minimum of 50 percent of the units at Skyline to be awarded the degree.

Self Evaluation

The college meets this standard. All degree programs at Skyline College include focused study in at least one area of inquiry or in an established interdisciplinary core.

Planning Agenda

None.

A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for

external licensure and certification.

Description

All vocational programs at Skyline College adhere to a competency-based curriculum. The ability to demonstrate the technical and professional competency required by a licensing or certifying agency is stated in all course outlines as an expected student learning outcome. Certificates are awarded upon successful evaluation by written tests and practical demonstration of these abilities. Further, the curriculum is structured to prepare students for licensure or certification testing in their chosen field. Each vocational program follows the prescribed standards of instruction and course content required by the appropriate certification/licensing board and/or accrediting agency. Their advisory committees play an important role in ensuring these standards are met. See Standard II.A.2.b for more details.

Self Evaluation

The college meets this standard. Of the vocational and occupational programs that require licensing—such as Cosmetology, Emergency Medical Technician, Respiratory Therapy—the pass rate is consistently high (IIA5.1). Many of Skyline’s vocational and occupational programs are accredited by external agencies that continually monitor the student’s success to meet licensure and certification requirements such as Respiratory Therapy, Surgical Technology, Emergency Medical Technology, Cosmetology, and Automotive Technology. As part of the ongoing accreditation process, programs are required to submit enrollment, attrition, and certification/licensure data for evaluation (IIA.5.2). The college maintains ongoing relationships with organizations that require testing, ensuring that programs are updated as needed to stay current.

Planning Agenda

None.

Evidence:

IIA.5.1	Curriculum Committee program review website	http://www.smccd.edu/accounts/skycurr/Program_Review/Program%20reviews.html
IIA.5.2	Vocational programs yearly accreditation reports	Hard copy only

A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Description

Skyline College provides current and prospective students with accurate, accessible, and up-to-date information regarding educational courses and programs and transfer policies

to enable them to understand and meet requirements for degrees, certificates, and transfer. The institution provides extensive information through a variety of methods and media, including the catalog and the website (IIA.6.1). Course syllabi describe course methods and objectives and provide a contract between students and teachers.

The college verifies that individual sections of courses adhere to course learning objectives in a number of ways. Division deans and/or discipline-expert senior faculty carefully review course outlines and syllabi of new faculty and of those faculty teaching a new preparation. All course outlines and course syllabi are filed in division offices for review (IIA.6.6). The template for the Curriculum Committee-approved course outline is available online (IIA.6.2). A model course outline is demonstrated in a PowerPoint presentation shown at new faculty orientations, and adapted for presentation for some divisions. Peer evaluations, including evaluation of adjunct faculty (IIA.6.3), include review of course outlines and syllabi, as well as adherence to stated course learning objectives. Course sequencing ensures that students master certain knowledge, skills, and abilities—spelled out in course outlines—before moving on to the next course in the sequence. All departments are currently undergoing revision of course outlines to link student learning outcomes with specific course content and measurable outcomes (IIA.6.4). As departments propose new courses and undergo program review, they are required to integrate student learning outcomes into their course outlines.

Course syllabi, given to students in the first week of classes, describe operational details of each course, including learning objectives, pre- or co-requisites, required materials, assignments, and various class policies regarding grading, attendance, turning in work, etc. Requirements for course syllabi are delineated in the Skyline Faculty Handbook (IIA.6.5). The syllabus provides a contract between teacher and student. Departments and divisions review syllabi for consistency with appropriate standards, including student learning outcomes, content, methods, and college policies.

Self Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence:

IIA.6.1	Skyline College website	http://skylinecollege.edu/
IIA.6.2	Curriculum Committee Official Course Outline	http://www.smccd.net/accounts/skycurr/Forms/Course_Outline_Master_05.doc
IIA.6.3	Class Observation form, AFT Contract, Appendix G	http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf
IIA.6.4	SLOAC framework	http://www.smccd.edu/accounts/skysloac/framework.html
IIA.6.5	Skyline Faculty Handbook	http://www.smccd.net/accounts/skyfaculty/operations2.html
IIA.6.6	Emails from Division Deans to	Hard copy only

A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description

Students attending Skyline may use units earned at any accredited institution towards associate degree requirements. Student transcripts are evaluated by an evaluator in the Office of Admissions and Records, and credits granted are posted to the Skyline College transcript. Individual courses are the evaluated by counselors, in consultation with the College Articulation Officer and, if needed, subject matter experts, to determine applicability to general education, specific area, competency and transfer requirements.

Students who have earned credit at colleges and universities outside the United States may satisfy degree requirements with equivalent courses if their transcripts have been evaluated through a district-approved foreign credentials evaluation service and the courses have been deemed to be degree applicable (IIA.6.a.1).

The district Board of Trustees has adopted Rule 6.26 of the District Rules and Regulations which provides for reciprocity of course credit among the district's three colleges for the purposes of meeting graduation requirements.

Additional mobility is provided by acceptance of credits through use of Advanced Placement tests, College Level Examination Program (CLEP), military service credit and credit earned using our 2 + 2 high school articulation agreements.

All of these policies and procedures are available to students from counselors and the Office of Admissions and Records. The policy for intra-district reciprocity is also published in the College Catalog (IIA.6.a.2).

The Skyline College Articulation Officer is responsible for coordinating general-education requirements and major requirements with baccalaureate institutions. The college submits and updates its CSU General Education and Intersegmental General Education Transfer Curriculum (IGETC) courses on a yearly basis. These agreements are published in the catalog, schedules of classes, and on the college website (IIA.6.a.3).

The Articulation Officer maintains hundreds of course-to-course and major articulation agreements with many CSU and UC campuses and independent colleges. These agreements are available through Project ASSIST, the California articulation database, which can be accessed through the college website (IIA.6.a.4). In cases where

universities do not participate in Project ASSIST, hard copies of articulation agreements are maintained in the Transfer Center (IIA.6.a.5).

Courses which have been accepted for transfer to the CSU and/or UC systems are indicated in the catalog and schedule of classes.

Requirements for transfer the CSU and UC systems are clearly explained in specialized handouts (IIA.6.a.6) and are published in an orientation handbook (IIA.6.a.7) given to all new students. New students receive comprehensive orientations where associate degree and transfer requirements are clearly outlined.

Self-Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence:

IIA.6.a.1	District approved foreign credentials evaluation service list	Hard copy only
IIA.6.a.2	2006-2007 Skyline College Catalog, p. 68	http://skylinecollege.edu/skycatalog/06-07_67-106.pdf
IIA.6.a.3	2006-2007 Skyline College Catalog, p. 197	http://skylinecollege.edu/skycatalog/06-07_195-224.pdf
IIA.6.a.4	Transfer Center website	http://skylinecollege.edu/sts/transferCenter/tc.html).
IIA.6.a.5	Transfer articulation agreement records	Hard copy only
IIA.6.a.6	CSU/UC student handouts	Hard copy only
IIA.6.a.7	Student orientation handbook	Hard copy only

A.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

The district has a clearly defined policy to review programs that may need improvement or discontinuance (IIA.6.b.1). Skyline College adheres to board policy, Rules and Regulations 6.15, Curriculum Development, Program Review, and Program Viability (May 2004) when considering the viability of a given program. The policy affirms the board’s collegial consultation with the Academic Senate and primary reliance on the expertise of faculty in making recommendations in these academic areas.

The Skyline College’s program-viability process (IIA.6.b.2), approved by the Academic Senate Governing Council in spring 2003, can be initiated by any constituency or group, but the evaluation process is carried out by a subcommittee of the Curriculum Committee of the Academic Senate and is composed of effected constituencies, which may include administrators, faculty, staff, students, the employing business and industry (if applicable), the community, and others deemed necessary by the Curriculum Committee. Discussions include both qualitative and quantitative indicators.

A program may be recommended to continue, to continue with modifications, to consolidate, to relocate, to be put on hiatus, or to be discontinued. Final recommendations of the subcommittee are forwarded in writing to the Curriculum Committee of the Academic Senate for approval and are then forwarded to the appropriate offices, including the Office of Instruction, the College President and other appropriate administrators, the ASSC President, and the Board of Trustees (IIA.6.b.1).

If the recommendation is to discontinue a program, the signatures of the Vice President of Instruction, the College President and other appropriate administrators, the ASSC President, and the Academic Senate President are obtained before the recommendation is presented to the Board of Trustees for approval, if deemed necessary. All recommendations are maintained by the Academic Senate.

The written recommendation for discontinuance includes the criteria used to arrive at the recommendation, a plan and timeline for phasing out the program, and a plan for the implementation of all requirements of collective bargaining.

Since the district policy and Academic Senate process were approved in May 2004, no programs have been discontinued at Skyline College. However, previous to that date, two programs were discontinued in the Business Division: Hospitality Administration and Public Transit/Management. There were no students in either of the programs at the time. A memo was submitted to the Curriculum Committee by the Business Division Dean, asking that the two programs be deactivated.

If any college program undergoes a change which would affect the students enrolled in that program, every attempt is made to accommodate students in completing the program. Examples included are allowing a student currently in progress to complete his or her goals prior to discontinuation or ensuring satisfactory placement in a comparable program.

Self-Evaluation

This college meets this standard. The Curriculum Development, Program Review, and Program Viability process ensures that, first of all, the college won’t change or eliminate programs in ways likely to affect student access without substantial consideration and thought. But in the rare cases in which a program is discontinued or substantially altered, the college has an effective system for making arrangements for affected students to continue their education with minimal disruption.

Planning Agenda

None.

Evidence:

IIA.6.b.1	District Rules and Regulations 6.15	http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_15.pdf
IIA.6.b.2	Skyline College program viability process	http://www.smccd.edu/accounts/skycurr/documents/Suggested%20program%20discontinuance%20policy.doc

A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and the personnel through the catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description

Skyline College reviews its catalogs, statements and publications for accuracy and consistency concerning its mission, services and programs. Once a year, the Office of Instruction and the Student Activities Office send the catalog and student handbook information to division deans and program and activity coordinators for any changes that have occurred in the previous year. (IIA.6.c.1). Skyline's Public Information Officer, in turn, updates similar information on the website, as well as information about campus events and activities as needed (IIA.6.c.2). Program brochures and other information about specific programs and activities are updated as necessary by program directors. (IIA.6.c.4). The most up-to-day information about additions and deletions from a semester's class schedule and about number of spaces available in a class can be found on WebSMART (IIA.6.c.4).

The Fresh Look Project, begun in spring 2005, has been developing a plan to include specific standards for all written, printed, and electronic communication to the public, including major publications, such as the schedule and catalog, the website, signage, letterhead stationery (IIA.6.c.5). The reconstituted Technology Advisory Committee met in October 2006, to begin an overview evaluation of campus technology needs, including making recommendations for the college website about navigational ease, content, style, user friendliness, consistency, and accessibility (Agenda and Summary of meeting, October 3, 2006). A Media Preferences Survey was conducted in October 2006, to determine student preference for receiving information from Skyline College (IIA.6.c.6).

In terms of providing current and accurate information to the public about student achievement, Skyline College does so in many ways, both in aggregate data and on an individual basis. Information about events is published through flyers, posters, programs, emails, the weekly President's Skyline Shines update, articles in The Skyline View, and press releases to local papers.

Self Evaluation

The college meets this standard. Skyline College has regular procedures to update its catalog, schedule, courses, and programs, building into the processes the update of information to keep the public informed; the information, then, is generally accurate and up-to-date. Electronic representations of such publications as the catalog, schedule, and matriculation application, policies and procedures are updated annually with the print publications. Primary publications, such as the catalog and schedule, were under review in fall 2006, to meet the standards set out by the Fresh Look Advisory Group. To avoid online inconsistencies, faculty and staff are encouraged to link to official documents, such as the catalog or schedule, rather than to reword information, and such links are generally utilized. Skyline's Public Information Officer (PIO) monitors online information and notifies program managers and other responsible staff if it is out of date, but has no authority beyond that. Faculty web pages are not the purview of the PIO, and these more than other public pieces of information related to Skyline tend to be out of date (IIA.6.c.7). Through the Fresh Look Project and the Technology Advisory Committee, the information emanating from Skyline College to the public is being reviewed and upgraded to meet standards of consistency, accuracy and currency. The website is being redesigned, and new policies and standards for this update await the meeting with the Fresh Look Advisory Group in spring 2007.

Planning Agenda

- Develop a policy and appoint a person responsible for faculty websites to ensure they remain current.

Evidence:

IIA.6.c.1	Sample email from Office of Instruction to deans, and Student Activities Coordinator's message to program directors	Hard copy only
IIA.6.c.2	Sample email reminder from Public Information Officer, 2005 web report	Hard copy only
IIA.6.c.3	Sample program brochure	Hard copy only
IIA.6.c.4	WebSMART	https://websmart.smccd.edu
IIA.6.c.5	Freshlook Project website	http://www.smccd.edu/accounts/skypio/freshlook/index.html
IIA.6.c.6	Media Preferences Survey	http://www.interactresearch.org/mp13/index8.html
IIA.6.c.7	Sample faculty webpages	http://www.skylinecollege.edu/fachome.html

A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted

policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Description

The San Mateo County Community College District Board issued a board-approved statement on academic freedom that is published in the Skyline College Catalog (IIA.7.1). The statement expresses a commitment to maintaining a climate of academic freedom in order to encourage and cultivate a variety of viewpoints. It further states that academic freedom is necessary to provide students with a variety of ideas and to help them engage in critical thinking to understand conflicting opinions.

Skyline College provides faculty and students with clear expectations concerning the principles of academic integrity and the sanctions for violations in many publications such as the catalog (IIA.7.2), student handbook (IIA.7.3), and faculty orientation handbook (IIA.7.4). Many faculty include these statements in their course syllabi.

Self Evaluation

The college meets this standard. The board-approved policies on academic freedom and integrity are made widely and sufficiently available both to Skyline staff and students, as well as to the public at large, thereby making clear the institution's commitment to the free pursuit and dissemination of knowledge and academic integrity.

Planning Agenda

None.

Evidence:

IIA.7.1	Academic Freedom Statement	http://www.smccd.edu/accounts/skyline/catalog/cat1.html#top
IIA.7.2	2006-07 Skyline College Catalog, p. 38	http://skylinecollege.edu/skycatalog/06-07_1-66.pdf
IIA.7.3	Student handbook	http://skylinecollege.edu/sts/handbook/pdf_Files/StudentHandbookAcademicandAdministrativePolicies.pdf
IIA.7.4	Faculty handbook	http://www.smccd.net/accounts/skyfaculty/acaftreed.html

A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

Faculty are informed of the statement on academic freedom in a variety of ways. Faculty are provided the Skyline College Faculty Handbook (IIA.7.a.1) where the statement is published in the appendices. The academic freedom statement clearly recognizes faculty members' right to express their informed opinions, without being a license to do or say

whatever one wishes. Instead, professional competence, open inquiry and rigorous attention to the pursuit of truth are required (IIA.7.a.2) through the review and adherence of course outlines.

Prior to 2005-2006, the new faculty orientation agendas did not include explicit instructions or discussions about academic freedom or the issue of faculty distinguishing between personal conviction and professionally accepted views in a discipline.

In 2005-2006, the new faculty orientation agenda included the Student Learning Outcomes Assessment Cycle philosophy at Skyline College. Contained within the philosophy statement is a reference to academic freedom which reads "...Therefore, faculty must play a central role in developing explicit statements of what students will learn on the course, program, and institutional levels as well as interpreting and determining the implications of data. Secondly, the use of SLO's at the department or individual course level should not be prescriptive or intrusive on the principle of academic freedom" (IIA.7.a.3).

The success of this adherence is evaluated using student evaluations and peer evaluations. During the faculty-evaluation process (IIA.7.a.4), peers are asked to comment on whether faculty satisfactorily use methods of instruction appropriate to the subject matter, course level and the particular topic. Peers are asked to comment on the appropriateness of the subject matter and the assignments. Peers are asked to comment on whether faculty engage in effective communication and critical thinking skills. These criteria include listening to students, encourage students to participate and express divergent opinions, creating a classroom conducive to promoting respect and confidence, encouraging equal participation regardless of ethnicity, lifestyle, gender, race or cultural background. To stimulate critical-thinking skills, faculty are evaluated on whether they present the material inductively or otherwise promote independent thinking and the evaluation of ideas and principles.

Faculty are also evaluated by students (IIA.7.a.5). Students are asked specific questions related to the manner in which faculty present the subject material, whether tests are fair or not, and whether the instructor allows students to express a variety of opinions.

Self Evaluation

The college meets this standard. All faculty are expected to teach to the course outline. This expectation is reinforced in division hiring processes, faculty orientations, faculty-evaluation processes and faculty-development activities related to curriculum development.

Planning Agenda

None.

Evidence:

IIA.7.a.1	Skyline College Faculty Handbook	http://www.smccd.net/accounts/skyfaculty
IIA.7.a.2	Skyline College Online	http://www.smccd.net/accounts/skyline/catalog/cat1.html#t

	Catalog Academic Freedom Statement	op
IIA.7.a.3	ASCCC Resolution 2.01 F03 “Protection of Academic Freedom and Privacy of Students and Faculty”	Hard copy only
IIA.7.a.4	Faculty tenure-review classroom evaluation form, appendix G	http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf

A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Description

A statement indicating the expectations concerning academic honesty and the consequences of dishonesty is published in the Skyline College Student Handbook and Academic Planner. (IIA.7.b.1) The same statement on academic integrity and consequences of academic dishonesty is published in the College Catalog under student records, responsibilities and rights (IIA.7.b.2).

Self Evaluation

The college meets this standard. Neither cheating nor plagiarism, along with other types of academic dishonesty, is tolerated at Skyline College. Depending on the severity of the infraction, students may receive a failing grade on the specific assignment, have their entire course grade lowered or receive a failing grade for the course. Students have access to an appeals process.

Faculty have been very conscientious in placing statements related to academic honesty and the consequences of dishonesty on the course syllabus. (IIA.7.b.3) Certain tools are frequently used by the faculty such as subscriptions to plagiarism services or the use of Internet resources to identify writing obtained from works created for sale and distribution.

Planning Agenda

None.

Evidence:

IIA.7.b.1	Student Handbook and Academic Planner, p. 113-114	http://www.skylinecollege.edu/sts/handbook/pdf_Files/StudentHandbookAcademicandAdministrativePolicies.pdf
IIA.7.b.2	2007-2008 Skyline College Catalog	http://skylinecollege.edu/catalog/cat11.html#top
IIA.7.b.3	Course syllabus examples	Hard copy only

A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

The college does not require conformity to specific codes of conduct nor does it seek to instill specific beliefs or worldviews.

Self Evaluation

Not applicable.

Planning Agenda

None.

A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Description

Skyline College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation

Not applicable.

Planning Agenda

None.