

## Part B: Presentation of Student Achievement Data and Institution-set Standards

### STUDENT ACHIEVEMENT METRICS

The Skyline College Scorecard is a frequently used tool that translates the College Mission-Vision-Values (MVV) statement into meaningful indicators that are directly connected to the College’s Strategic Goals and Initiatives. Updated annually and shared widely for the College’s collective reflection and input, the Scorecard makes use of a core set of metrics that operationalize and measure institutional effectiveness to set appropriate goals for student outcomes. The Scorecard metrics align with the San Mateo County Community College District (SMCCCD) Strategic Plan metrics, and are being updated to align with the California Community College Chancellor Office’s (CCCCO) Vision for Success goals.

The College Scorecard includes both cohort-based metrics and non-cohort-based metrics. Cohort-based metrics track first-time student persistence and outcomes from the time of entry to the College, in order to inform on the timeliness of student progress and completions. Non-cohort-based metrics report on overall outcomes for students enrolled in a given term or year, regardless of when the students entered the College.

#### Cohort-Based Persistence and Completion Metrics

Among Skyline College first-time students who entered with full-time status (enrolled in 12 or more units) in fall 2015, 79% persisted at Skyline College through the following fall. First-year persistence climbs to 84% if students who started at Skyline College and persisted at any one of the three District colleges are included. The three-year associate degree completion rate for the full-time, first-time 2015 Cohort stood at 17%. Students enrolled less than full-time reached those milestones at lower rates, with just 6.4% completing within three years.

**Table 9: First-time Students Persistence and Associate Degree Completion**

Unit Load	Skyline College Entering Cohort	Fall to Fall First-Year Persistence at Skyline College or at Any SMCCCD College		Completion Within Three Years
	First-Time Students Entered Fall 2015	Enrolled at Skyline Fall 2016	Enrolled in SMCCCD Fall 2016	Earned a Degree By Spring 2018
Full-Time	608	79.1%	83.7%	17.1%
Less than Full-time	342	62.3%	67.3%	6.4%
<b>Total</b>	<b>950</b>	<b>73.1%</b>	<b>77.8%</b>	<b>13.3%</b>

*Table 9: Source: Skyline College Institutional Data. First-time student cohort persistence and associate degree graduation data for fall 2015 cohort, filtered for students with an educational goal of degree, certificate, and/or transfer.*

Skyline College has made gradual but important progress in improving associate degree completion rates for degree and/or transfer-seeking students. Among first-time students with an educational goal of degree, certificate, and/or transfer, the College’s three-year associate degree graduation rate was 13% for the fall 2015 cohort. This represents a small but steady increase from 10% the graduation rate for the fall 2013 cohort.

Skyline College is actively addressing low completion rates, and is committed to closing outcome equity gaps, including the significant differences in three-year degree completion rates among ethnic/racial groups: Asian 17%, African American 3%, Filipino 12%, Hispanic 10%, Pacific Islanders 6%, White Non-Hispanic 15%, Multi-Ethnic 14%. Many of the Skyline College programs and initiatives focused on improving student outcomes and closing equity gaps are described throughout the ISER and detailed in the Quality Focus Essay.

## PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Skyline College has established institution-set standards appropriate to the College’s mission. The key metrics highlighted below include:

1. Successful Course Completion
2. Degree and Certificate Completion
3. Student Transfer to Four-Year Institutions
4. Job Placement Rates for Career Technical Education (CTE) Program Completers
5. Licensure/Certification Exam Success Rates

These metrics are non-cohort based, and are calculated for all students enrolled in a given term or year. The stretch goals below were established tentatively in the 2018-2019 academic year, and will be going through the College’s governance process in fall 2019 for finalization based on broad campus engagement and feedback.

### Successful Course Completion

Skyline College students have shown gradual but steady increases in course success rates over the past several years. Online and hybrid course completion has shown marked improvements, with both approaching face-to-face course success rates

**Table 10: Skyline College Course Success Rates by Modality**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average	Institution-Set Standard	Stretch Goal*
Course Completion Rate – Online	65%	69%	72%	68%	70%	72%
Course Completion Rate – Hybrid	68%	72%	78%	73%	73%	75%
Course Completion Rate – Face-to-Face	75%	76%	77%	76%	77%	79%
<b>Course Completion Rate – Overall</b>	<b>74%</b>	<b>75%</b>	<b>76%</b>	<b>75%</b>	<b>75%</b>	<b>77%</b>

*Table 10 Source: Table 11 Source: Skyline College Institutional Data. Stretch goals are tentative and will be formally determined through college governance process in fall 2019. Definition of the measure: Course Completion Rates; defined as the percentage of enrollments which earned final grades of A, B, C, or P; denominator includes withdrawals.*

**Table 11: Skyline College Course Success Rates by Gender**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average
Female	74%	76%	77%	76%
Male	73%	74%	75%	74%
Unreported	70%	70%	76%	72%
<b>Overall Course Completion Rate</b>	<b>74%</b>	<b>75%</b>	<b>76%</b>	<b>75%</b>

Table 12 Source: Skyline College Institutional Data. Definition of the measure: Course Completion Rates; defined as the percentage of enrollments which earned final grades of A, B, C, or P; denominator includes withdrawals.

**Table 13: Skyline College Course Success Rates by Race/ Ethnicity**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average
AI or AN	79%	54%	72%	68%
Asian	81%	81%	83%	82%
African-American	62%	65%	64%	64%
Filipino	74%	74%	77%	75%
Hispanic	68%	69%	70%	69%
Pacific Islander	56%	63%	70%	63%
Multi-Ethnic	73%	73%	73%	73%
White	79%	79%	79%	79%
Unreported	80%	78%	80%	79%
<b>Course Completion Rate – Overall</b>	<b>74%</b>	<b>75%</b>	<b>76%</b>	<b>75%</b>

Table 13: Source: Skyline College Institutional Data. Definition of the measure: Course Completion Rates; defined as the percentage of enrollments which earned final grades of A, B, C, or P; denominator includes withdrawals. AI or AN: American Indian/Alaska Native.

Course completion rates have increased since the 2015-2016 academic year, with nearly all ethnic groups either improving, or remaining steady.

### **Degree and Certificate Completion**

Recent declines in the counts of degree and certificate completers at Skyline College (based on the obtainment of at least one degree or certificate, respectively) is, in part, a reflection of declining annual enrollments. However, the share of first-time student enrollment has been slightly increasing over the last five years and improvements have been observed in graduation rates. Since 92% of degree earners in 2015-2018 began at Skyline College as first-time students, these trends, together with the initiatives described in the Quality Focus Essay, are expected to result in a growth in the number of associate degree earners within the next few years.

**Table 14: Skyline College Degree and Certificate Completion Counts and Goals**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average	Institution-Set Standard	Stretch Goal*
<b>Degree Completers</b>	581	651	637	623	671	703
<b>Certificate Completers</b>	368	382	333	361	398	417

Table 14 Source: Skyline College Institutional Data. Stretch goals are tentative and will be formally determined through college governance process in fall 2019. Definition of the measure: Degree/Certificate Completers; Unique count of students earning at least one associate degree/certificate at Skyline College in the academic year (non-cohort based); students are not double-counted if they completed multiple degrees or multiple certificates.

**Table 15: Skyline College Degree Completion Counts by Gender**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average
Male	249	279	243	257
Female	324	362	384	357
Unreported	8	10	10	9
<b>Degree Completers</b>	<b>581</b>	<b>651</b>	<b>637</b>	<b>623</b>

Table 15 Source: Skyline College Institutional Data. Definition of the measure: Unique count of students achieving at least one associate degree at Skyline College in the designated academic year (non-cohort based); students are not double-counted if they completed multiple degrees.

Note that while the number of male degree earners increased in 2016-2017, they experienced a sharp decline in 2017-2018. Meanwhile, the number of women earning an associate degree has steadily increased over the past three academic years.

**Table 16: Skyline College Degree Completion Counts by Race/Ethnicity**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average
AI or AN	0	-	-	-
Asian	94	101	112	102
African-American	14	13	11	13
Filipino	141	153	146	147
Hispanic	112	127	105	115
Pacific Islander	6	6	5	6
Multi-Ethnic	95	127	136	119
White	104	109	113	109
Unreported	15	15	9	12
<b>Degree Completers</b>	<b>581</b>	<b>651</b>	<b>637</b>	<b>623</b>

Table 16 Source: Skyline College Institutional Data. AI or AN: American Indian/Alaskan Native. Definition of the measure: Unique count of students achieving at least one associate degree at Skyline College in the designated academic year (non-cohort based); students are not double-counted if they completed multiple degrees.

**Table 17: Skyline College Certificate Completion Counts by Gender**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average
Male	200	203	149	184
Female	165	172	180	172
Unreported	3	7	4	5
<b>Certificate Completers</b>	<b>368</b>	<b>382</b>	<b>333</b>	<b>361</b>

Table 17 Source: Skyline College Institutional Data; Definition of the measures: Unique count of students achieving at least one Skyline College certificate in the designated academic year (non-cohort based); students are not double-counted if they completed multiple certificates.

Note that the number of male certificate completers decreased by 25% over the three-year period, while the number of female certificate completers increased steadily. By 2017-2018, more women than men earned a certificate.

**Table 18: Skyline College Certificate Completion Counts by Race/Ethnicity**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average
AI or AN	-	-	-	-
Asian	84	78	88	83
African-American	10	9	6	8
Filipino	38	40	28	35
Hispanic	71	86	65	74
Pacific Islander	3	2	5	3
Multi-Ethnic	69	70	62	67
White	88	94	70	84
Unreported	5	3	9	7
<b>Certificate Completers</b>	<b>368</b>	<b>382</b>	<b>333</b>	<b>361</b>

Table 18 Source: Skyline College Institutional Data. AI or AN: American Indian/Alaskan Native. Definition of the measure: Unique count of students achieving at least one Skyline College certificate in the designated academic year (non-cohort based); students are not double-counted if they completed multiple certificates.

### Student Transfers to Four-Year Institutions

One of Skyline College's key objectives is to support students' transfer to four-year institutions. University of California (UC) transfers have ranged from 105 in 2014-2015 to a high of 161 in 2017-2018, while California State University (CSU) transfers have varied from a low of 408 in 2014-2015 to a high of 518 in 2017-2018. San Francisco State University (SFSU) has consistently been the top California public four-year college to which Skyline College students transfer, by a significant margin. In any given year, approximately 84 students transfer to either an in-state private university or an out-of-state institution, which are not accounted for in the UC/CSU transfer metrics that are the focus of the College's institution-set standards for transfer. (Source: CCCC DataMart Student Transfer Volume to ISP/OOS; three-year average for 2015-2016 to 2017-2018 transfers).

**Table 19: Count of Skyline College Students Transferring to UC or CSU**

Data Element	2015-2016	2016-2017	2017-2018	Three-Year Average	Institution-Set Standard	Stretch Goal
<b>CSU Transfers</b>	471	449	518	479	471	494
<b>UC Transfers</b>	119	151	161	144	153	160

Table 19 Source: The California State University Analytic Studies and University of California Transfer Fall Admissions Summary. UC = University of California, CSU = California State University.

Table 20 below shows counts of unique student transfers to all types of four-year institutions, including in-state private and out-of-state institutions, disaggregated by race/ethnicity. The data are limited to students who indicated a goal of earning an associate degree or transferring to a four-year college in CCCApply.

**Table 20: Four-Year Institution Transfer Counts Among Degree/Transfer Seeking Students**

Race/Ethnicity	2015-2016	2016-2017	2017-2018	Three-Year Average
AI or AN	-	-	-	-
Asian	212	211	210	211
African-American	31	11	N/A	21
Filipino	149	158	145	151
Hispanic	159	201	201	187
Pacific Islander	-	-	12	12
Multi-Ethnic	35	47	39	40
White	172	166	146	161
Unreported	14	12	11	12
<b>Total</b>	<b>797</b>	<b>832</b>	<b>805</b>	<b>811</b>

Table 20 Source: CCC Student Success Metrics (CalPassPlus.org). Displays the count, among all degree/transfer-seeking students, who transferred to various types of postsecondary institutions (CSU/UC, any out-of-state, or in-state private colleges). AI or AN: American Indian or Alaskan Native. "NA" indicates data not available; sub-groups do not sum to total due to masked student data.

### Job Placement Rates for CTE Program Completers

Skyline College Career Technical Education (CTE) programs ensure maximal job placement and licensure/certification through the following mechanisms: collaboration with employers through local and regional advisory committees, preparing students for licensure/certification exams, providing work-based learning opportunities through internships and clerkships, and regularly assessing learning outcomes aligned with external accrediting bodies and industry standards.

**Table 21: Job Placement for CTE Program Completers**

CTE Program	2015-2016 Job Placement	2016-2017 Job Placement	2017-2018 Job Placement	Three-Year Average	Institutional Set Standard (%)	Stretch Goal
<b>Automotive Technology</b>	-	-	100%	100%	90%	100%
<b>Respiratory Care</b>	90%	89%	61%*	90%	75%	90%
<b>Massage Therapy</b>	-	-	57%	57%	-	59%
<b>Surgical Technology</b>	93%	63%	80%	79%	80%	79%

Table 21: Based on program data as of January 2018.

### Licensure/Certification Exam Success Rates for CTE Programs

**Table 22: CTE Program Licensure/Certificate Exam Pass Rate**

CTE Program	2015-2016 Exam Pass Rate	2016-2017 Exam Pass Rate	2017-2018 Exam Pass Rate	Three-Year Average	Institutional Set Standard (%)	Stretch Goal
<b>Esthetician</b>	90%	86%	70%	82%	75%	82%
<b>Cosmetology</b>	74%	86%	78%	79%	75%	79%
<b>Emergency Medical Technicians (EMT)</b>	85%	90%	85%	87%	80%	87%
<b>Respiratory Care (CRT)</b>	100%	100%	100%	100%	80%	100%
<b>Respiratory Care (RRT)*</b>	100%	100%	94%	98%	-	98%
<b>Surgical Technology</b>	68%	82%	75%	75%	70%	77%
<b>Massage Therapy</b>	-	100%	85%	-	75%	77%

Table 22: Based on program data as of January 2018. Note \*Respiratory Care has two types of exams: CRT = Certified Respiratory Therapist; RRT = Registered Respiratory Therapist; unweighted three-year averages.

## **PART B ACRONYMS**

CCCCO	California Community Colleges Chancellor's Office
CRT	Certified Respiratory Therapist
CSU	California State University
CTE	Career Technical Education
EMT	Emergency Medical Technician
ISER	Institutional Self-Evaluation Report
MVV	Mission-Vision-Values
RRT	Registered Respiratory Therapist
SFSU	San Francisco State University
SMCCCD	San Mateo County Community College District
UC	University of California