Part G: Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A. **Mission**

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (Eligibility Requirement 6) **(Mission Scope)**

Evidence of Meeting the Standard
The Skyline College Mission-Vision-Values (MVV) Statement clearly articulates the College's educational purposes, the students it serves, and its commitment to student learning and student achievement. Integrated within the mission statement are the College's vision and values statements—collectively they create one comprehensive statement of purpose, vision and values that guides direction, planning and decision-making. The MVV and strategic goals are stated below:

Mission Statement

To empower and transform a global community of learners.

Vision Statement

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

Values Statement

Education is the foundation of our democratic society.

Thus:

Social Justice: We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedures, and practices of the College.

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

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socio-economic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability

status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

Student Success and Equity: We value students' success in achieving their goals, on-time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

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

Community Partnerships: We value a deep engagement with the community we serve through collaborating with local school districts, industry, non-profits, government and the arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

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

Sustainability: We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, "To meet present needs without compromising the ability of future generations to meet their needs."

The MVV reflects the College's educational purpose as a California Community College guided by the California Education Code which serves the residents of northern San Mateo County while welcoming a global and diverse community of learners. The MVV reflects the College's commitment to all members of the community—regardless of level of preparedness, socio-economic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status—and to providing students with open access to programs and responsive student services, both in person and online, that enable them to advance steadily toward their goals.

The College offers lower-division academic and vocational instruction to its diverse student population. The types of degrees the College offers include associate degrees, certificates and one baccalaureate degree (SC-Website-MVV-20180913). The MVV expresses a commitment to student learning through both instruction and student services and affirms the College's commitment to providing academic rigor, excellent facilities and a climate of creativity, innovation and intellectual exploration.

Respiratory Care Baccalaureate Degree
The Bachelor of Science in Respiratory Care aligns with the MVV, not only empowering students, but furthering their education toward the fulfillment of their personal and professional goals. Begun in fall 2016, the Respiratory Care BS is designed to respond to the needs of a changing industry in which respiratory care practitioners increasingly take on responsibilities formerly conducted by physicians, requiring a greater level of critical thinking and analytical skills. In addition, the BS offers students a greater ability to advance to management and leadership roles within the profession, to become advanced caregivers, to conduct health-related research, and to become educators in the field (SC-Website-RCBS-20190310).

As part of the regular review of the MVV, the Values section was modified to include, among other changes, the addition of the baccalaureate degree as one of the College's programs supporting Academic Excellence. See I.A.4 for details on the MVV review and approval process.

Evaluation
The College meets the standard. The Skyline College MVV Statement clearly identifies the educational purpose, intended student population, and commitment to achieving student learning as is appropriate for an institution of higher learning committed to student success. The MVV Statement and goals of Skyline College demonstrate the institution's ongoing commitment to its educational purpose and the students it serves.

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. **(Mission Accomplishment)**

Evidence of Meeting the Standard
Skyline College uses data to determine how effectively it is accomplishing its mission in meeting the educational needs of students. Through the analysis of data in the program review process, the College regularly reviews its programs and services to ensure they reflect the MVV and the College's commitment to student learning, identifying areas for program improvement and innovation, which in turn guide College planning and resource allocation (SC-Website-ProgramReview-20190206; I.A.3; I.B.5). One key source is program review data generated and posted online by the Office of Planning, Research and Institutional Effectiveness (PRIE) that include enrollment, retention, success and transfer data, disaggregated by gender and race/ethnicity (SC-Website-PRIE-ProgramData-20180524). The second key source is student learning outcomes assessment results. Course-level assessment is on a three-year cycle, and program-level assessment is integrated into the six-year Comprehensive Program Review (CPR) (SC-Website-SLOAC-Department3YearAssessmentPlans-20180328). Both key sources of data inform objectives and resource requests that are reviewed by the Strategic Planning and Allocation of Resources Committee (SPARC).

Through the Institutional Effectiveness Committee (IEC) (SC-Website-IEC-20180914), made up of representatives from the faculty, administration, students, and classified staff, the College regularly reviews its MVV and goals that drive planning and resource allocation. The IEC also analyzes data that assesses how effectively the College is accomplishing its mission and goals and broadly communicates these results to ensure the College creates a shared understanding of its strengths and weaknesses and sets appropriate priorities. One key source of data is the Scorecard.

The Scorecard is the College's strategic management tool that translates the College's MVV into meaningful indicators that are directly linked to College's Strategic Goals and Initiatives. It is referenced in the College's Education Master Plan, which provides a guiding foundation for how the College will pursue its mission. (SC-EdMasterPlan-2018-22). The Scorecard is revisited periodically to see if revisions are needed to better align with the College's Strategic Goals and Initiatives, and last academic year several of the metrics did change to better align with the new Strategic Plan and its priorities. The Scorecard is completed annually and posted for the College's reference. The IEC is charged with the annual assessment of the institution's effectiveness. Stakeholders discuss the effectiveness of the process and the need to reconsider any of the specific benchmarks. In this way, the College ensures broad input into the periodic development and modification of the MVV Statement and coordinated assessment in the College's Scorecard, incorporating it into all of the institution's efforts to achieve student learning (IEC-Minutes-20180319; SPARC-Minutes-20180510).

To ensure that Skyline College establishes and supports student learning programs and services aligned with its purposes, character, and student population, PRIE creates and maintains current research and promotes a "culture of inquiry" in a variety of ways. Distribution and web availability of research reports, facilitated discussions on the research findings, educational and facilities master planning, and program review coordination ensure that evidence informs program planning that meets student needs. Examples of data sources include the assessment of Institutional Student Learning Outcomes (ISLOs), environmental scans, surveys such as the Student Campus Climate Survey and the Community College Survey of Student Engagement (CCSSE), demographic and economic data, the California Community College Student Success Scorecard and automated enrollment reports through the business intelligence platform SAP BusinessObjects that are delivered into the email boxes of the administration on a daily basis for decision making (SC-Website-PRIE-StudentFeedback-20190206; CCCCO-Website-ScorecardResources-20190206; SC-Website-SLOAC-ISLOAssessmentResults-20180529; SC-EdMasterPlan-2018-22). Data is also provided to inform campus equity efforts, basic skills integration, student equity, and student success and support programs (SC-SEP-FA2015; SC-CDF-FA2013).

Respiratory Care Baccalaureate Degree
The Bachelor of Science in Respiratory Care participates in the same program review and assessment processes described in the aforementioned. Program data is provided for both the associate and baccalaureate programs (SC-ProgramData-RCBS-2013-18; SC-Website-ProgramData-RC-20190310). Analysis of achievement and outcomes assessment data is captured in program review (SC-Website-ProgramReviewSubmissions-RC-20190310; RC-CPR-2016).

Evaluation
The College meets the standard. The College's Education Master Plan, comprised of extensive data and information-gathering processes, provides a guiding foundation for how the College pursues its mission. For the 2018-2022 cycle, the Master Plan highlights specific goals and metrics. The latter are reviewed by PRIE and the IEC to evaluate how effectively the College is in accomplishing its mission and goals and the data is shared with the campus community through the Skyline College Scorecard. The College further promotes a culture of inquiry and improvement through its regular use of program planning and review cycles, which draw from assessment, program review data, and other data as needed and help direct institutional priorities based on the educational needs of students.

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. **(Alignment with and Guidance of Mission)**

Evidence of Meeting the Standard
The College has a comprehensive program review (CPR) process that ensures programs and services are aligned with its MVV. The CPR involves a thorough analysis of a program and its environment every six years (SC-CPRPrompts-2016). The Annual Program Plan (APP) is a more focused annual update to the CPR (SC-APPPrompts-2016). CPRs and APPs are completed by departments within the unit and inform the Administrative Leadership Unit Review (ALUR) (SC-ALURPrompts). Units' analysis of data informs proposed program objectives and identifies needed resources. Through the relevant committees, requests made in the APPs, CPRs, and ALURs are considered for allocation of resources when they align with the College's Strategic Goals and Initiatives. This process which serves as the basis for the following year's plans and budget is mapped in the Integrated Planning and Resource Allocation Cycle (IPRAC) (SC-IPRACModel-2017-19)

In addition, the College has completed several plans tied to achieving the MVV: the Education Master Plan 2018-2023 (SC-EdMasterPlan-2018-22), the Technology Plan 2017-2022 (SC-TechnologyPlan-2018-22), and the Comprehensive Diversity Framework (CDF) (SC-CDF-Fall2013). Modifications are identified through an ongoing process of data collection and analysis, research, dialog and assessment. The Education Master Plan encompasses the Strategic Goals and Initiatives of the institution pertaining to student achievement.

Finally, the MVV guides the program review and assessment processes. Program review is integrated with the assessment process and draws from the results to develop plans for improvements. The Office of PRIE provides leadership, coordination, training, and support for the College's student learning outcomes assessment for all instructional, academic support, and student services divisions. As part of the Student Learning Outcomes and Assessment Cycle (SLOAC) process, the College developed and is assessing ISLOs. All instructional and student service programs align their course-level outcomes to ISLOs. These are based on the College's commitment, as informed by the MVV, to prepare students to be critical thinkers, effective communicators, culturally proficient, socially responsible lifelong learners, and informed participants of a democracy in an increasingly global society. This process makes explicit the purposes of the institution and have helped guide the formulation of more specific student learning outcomes for the institution, programs, and courses (SC-Website-ProgramReview-20190206).

Respiratory Care Baccalaureate Degree
The Bachelor of Science in Respiratory Care aligns with and is explicitly referenced in the MVV as indicated in I.A.1. The program abides by the same program review process as described in the aforementioned. In addition, needs

particular to the Respiratory Care program are noted in the College's Strategic Goals and Initiatives—for example, for technology and facilities—and its program reviews (SC-EdMasterPlan-2018-22, p. 15; SC-Website-ProgramReviewSubmissions-RC-20190310; RC-CPR-2016).

Evaluation

The College meets the standard. The College effectively aligns its student learning programs and services with its MVV through a continuous process of assessment, analysis, reflection and adjustment as appropriate. To fulfill its mission and maintain a high level of institutional integrity, the College modifies its program offerings as the need arises. Ongoing dialog is held among key constituencies regarding the relevance and effectiveness of College programs and services in promoting student learning. See I.B.1 for specifics.

I.A.4   The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (Eligibility Requirement 6) **(Mission Statement)**

Evidence of Meeting the Standard
The current MVV Statement was approved by the San Mateo County Community College District (SMCCCD) Board of Trustees on December 12, 2018 (SMCCCD-BoardAgenda-20181212) after undergoing an extensive participatory governance process leading to recommended approval of the statement to the President by the College Governance Council (CGC) (CGC-Minutes-20180523). It has been published in numerous institutional documents, including the Education Master Plan 2018-2023, the Annual Report, faculty handbook, and College website. (SC-EdMasterPlan-2018-22, p 8-9; SC-AnnualReport-2017-18, SC-FacultyHandbook-2018-19, p.11; SC-Website-MVV-20180913)

Participatory governance channels ensure that the MVV is periodically reviewed and updated. One of the IEC's main charges is to regularly review the MVV, and recommendations are forwarded to SPARC and then to the CGC. The three committees have representatives from areas across campus, including key leadership positions, who are encouraged to solicit input from those they represent. This process ensures that the MVV reflects current priorities and practices across the College. (CGC-Minutes-20180523; SPARC-Minutes-20180510; IEC-Minutes-20180129; CGC-Minutes-20160127; IEC-Minutes-20150928).

Evaluation
The College meets the standard. The MVV Statement is Board-approved, published widely, and reviewed and updated regularly.

I.A.   Conclusion

Skyline College is strongly committed to a mission that emphasizes student learning and achievement, as evidenced from its MVV and the central role it plays in guiding institutional decision-making, planning and resource allocation. Both quantitative and qualitative data are used to determine how effectively the College is in accomplishing its MVV and determining institutional priorities. This evaluation takes place at the college and unit level, with programs and services aligned with the MVV.

STANDARD I.A ACRONYMS

ALUR	Administrative Leadership Unit Review
APP	Annual Program Plan
CCSSE	Community College Survey of Student Engagement
CDF	Comprehensive Diversity Framework
CGC	College Governance Council
CPR	Comprehensive Program Review
IEC	Institutional Effectiveness Committee
IPRAC	Integrated Planning and Resource Allocation Cycle
ISLO	Institutional Student Learning Outcome
MVV	Mission-Vision-Values
PRIE	Office of Planning, Research and Institutional Effectiveness
SLOAC	Student Learning Outcomes and Assessment Cycle
SMCCCD	San Mateo County Community College District
SPARC	Strategic Planning and Allocation of Resources Committee

STANDARD I.A EVIDENCE LIST

Evidence Short Name	Section Used	Evidence Full Name
CCCCO-Website-ScorecardResources-20190206	I.A.2	California Community Colleges Chancellor's Office (CCCCO) Scorecard Resources Page
CGC-Minutes-20160127	I.A.4	Skyline College College Governance Council (CGC) Minutes [2016.01.27]
CGC-Minutes-20180523	I.A.4	Skyline College College Governance Council (CGC) Minutes [2018.05.23]
IEC-Minutes-20150928	I.A.4	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2015.09.28]
IEC-Minutes-20180129	I.A.4	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2018.01.29]
IEC-Minutes-20180319	I.A.2	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2018.03.19]
RC-CPR-2016	I.A.2, I.A.3	Skyline College Comprehensive Program Review (CPR) on Respiratory Care [2015-2016]
SC-ALURPrompts	I.A.3	Skyline College Administrative Leadership Unit Review (ALUR) Prompts
SC-AnnualReport-2017-18	I.A.4	Skyline College Annual Report [2017-2018]
SC-APPPrompts-2016	I.A.3	Skyline College Annual Program Plan (APP) Prompts
SC-CDF-Fall2013	I.A.2, I.A.3	Skyline College Comprehensive Diversity Framework (CDF) [Fall 2013]
SC-CPRPrompts-2016	I.A.3	Skyline College Comprehensive Program Review (CPR) Prompts
SC-EdMasterPlan-2018-22	I.A.2, I.A.3, I.A.4	Skyline College Education Master Plan [2018-2022]
SC-FacultyHandbook-2018-19	I.A.4	Skyline College Faculty Handbook [2018-2019]
SC-IPRACModel-2017-19	I.A.3	Skyline College Integrated Planning and Resource Allocation Cycle [2017-2020]
SC-ProgramData-RCBS-2013-18	I.A.2	Skyline College Program Data on Respiratory Care Bachelor of Science (RCBS) [2013-2014 through 2017-2018]
SC-SEP-FA2015	I.A.2	Skyline College Student Equity Plan (SEP) [Fall 2015]
SC-TechnologyPlan-2018-22	I.A.3	Skyline College Technology Plan [2018-2022]
SC-Website-IEC-20180914	I.A.2	Skyline College Institutional Effectiveness Committee (IEC)
SC-Website-MVV-20180913	I.A.1, I.A.2	Skyline College Mission-Vision-Values (MVV)
SC-Website-PRIE-ProgramData-20180524	I.A.2	Skyline College Planning, Research, Institutional Effectiveness (PRIE) Program Data
SC-Website-PRIE-StudentFeedback-20190206	I.A.2	Skyline College Planning, Research, Institutional Effectiveness (PRIE) Student Feedback Page
SC-Website-ProgramData-RC-20190310	I.A.2	Skyline College Planning, Research, Institutional Effectiveness (PRIE) Program Data on Respiratory Care
SC-Website-ProgramReview-20190206	I.A.2, I.A.3	Skyline College Program Review Website

SC-Website-ProgramReviewSubmissions-RC-20190310	I.A.2, I.A.3	Skyline College Program Review Submissions on Respiratory Care
SC-Website-RCBS-20181101	I.A.1	Skyline College Respiratory Care Bachelor of Science (RSBS)
SC-Website-SLOAC-Department3YearAssessmentPlans-20180328	I.A.2	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) Department 3 Year Assessment Plans
SC-Website-SLOAC-ISLOAssessmentResults-20180529	I.A.4	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) Institutional Student Learning Outcomes (ISLOs) Assessment Results
SMCCCD-BoardAgenda-20181212	I.A.4	San Mateo County Community College District (SMCCCD) Board of Trustees Agenda [2018.12.12]
SPARC-Minutes-20180510	I.A.2, I.A.4	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Minutes [2018.05.10]

I.B.   Assuring Academic Quality and Institutional Effectiveness

I.B.1.   The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. **(Academic Quality: Institutional Dialogue)**

Evidence of Meeting the Standard
The College demonstrates a sustained, substantive, and collegial dialog on student outcomes, equity, academic quality, and institutional effectiveness, and continues to be proactive in its desire for improvement of student learning and achievement.

Through the program review cycle, instructional and student services departments regularly discuss how effective their programs are, what more they can do to foster student learning and achievement, and how these efforts support fulfillment of the College's Mission-Vision-Values (MVV) and strategic goals. (See I.B.5 for more details.) Many of these efforts are enhanced or connected to college-wide resources and initiatives, as elaborated on below.

- **Professional Development**: The Center for Transformative Teaching and Learning (CTTL) (SC-Website-CTTL-20180418), the College's center for professional development, hosts a series of ongoing faculty- and staff-led interactive workshops and trainings focused on equity-minded, transformative pedagogies and educational technologies. The CTTL makes open calls to solicit workshop organizers and thus has been central to providing a space for sustained peer-to-peer dialog on high-impact pedagogy and equity-minded classroom practices (SC-Website-CTTL-EventsWorkshops-20180522).

- **Student Learning Outcomes Assessment**: Student Learning Outcomes (SLOs) have been a strong priority for the College for over a decade. The Office of Planning, Research and Institutional Effectiveness (PRIE) oversees the Institutional Effectiveness Committee (IEC) as well as the Student Learning Outcomes and Assessment Cycle (SLOAC) in order to connect assessment to program review and, by extension, overall institutional effectiveness efforts. Critical to this process have been the various ways to actively engage and support campus constituencies: compensated SLOAC faculty coaches assist faculty and staff with developing, assessing, making meaning from the results, or revising SLOs (SC-Website-SLOAC-Coaches-20181019); PRIE regularly offers interactive workshops and informational sessions in various formats that support faculty in SLO assessment; and the PRIE faculty coordinator reaches out to faculty in different ways, including visiting division meetings, organizing college-wide SLOAC work sessions for faculty and staff to collaborate, and facilitating workshops that engage faculty in assessing and discussing results relating to the Institutional Student Learning Outcomes (ISLOs) (PRIE-AssuringAcademicQualityThroughSLOAssessment-2018; SC-Website-SLOAC-ISLOAssessmentResults-20180529).

- **Strategic Planning and Data-Based Inquiry**: PRIE provides data and supports departments in analyzing the data for program review discussions (SC-Website-PRIE-20181003). In addition, PRIE facilitates campus-wide discussions intended to enhance institutional effectiveness and student outcomes. For example, PRIE organized a campus-wide strategic planning forum to revisit the strategic goals that directly support the College mission and outline how current and future initiatives will help the College reach these goals. (SC-Email-StrategicPlanningForum-20180319). In addition, the IEC, directed by PRIE, hosts a Town Hall meeting open to the campus community every year. Each town hall meeting focuses on one of the ISLOs; participants discuss the results and brainstorm possible strategies to improve the results (IEC-Minutes-20180226). For more details on data-based inquiry, see I.B.4, I.B.6, and, I.B.8.

- **College Success Initiative (CSI)**: The College responds to state-initiated changes by organizing local task forces to better support faculty in transitions. The CSI task force is responding to changes in legislation, such as AB 705, and new initiatives on campus, such as the Comprehensive College Redesign and the Student Equity and Achievement Program (SC-Website-CSI-Mission-20190208). The task force meets monthly to engage in dialog about how the College can continually improve student learning and achievement, academic quality, student equity, and institutional effectiveness (CSI-Minutes-20170911). CSI plans to support faculty in AB 705 through professional development, open forums, and best practices to address strengths and areas of improvement with AB 705, and by running focus groups and conducting surveys to evaluate how academic support services (e.g., embedded tutoring) are helping students.

The College also demonstrates a sustained commitment to provide opportunities for campus dialog around equity issues, as evidenced by the following: The College infuses many multi-level, multi-faceted equity efforts across campus through the Student Equity & Support Programs Division (SESP), which took over organizing the Call to Consciousness Speaker Series, with thought leaders such as Cornel West, Dolores Huerta, Winona LaDuke, Lee Mun Wah, Angela Davis, and Sonia Nazario, among others, who engage the campus community in thinking and talking about issues of social justice (SC-PresidentReport-BOT-20120815). SESP also has been instrumental in either creating or advancing the following equity initiatives across campus:

- **Equity Training Series (ETS)**: Faculty and staff who applied and were accepted to the 2017 ETS engaged in a sustained, semester-long training that met for three hours on eight Friday afternoons, engaged in discussions and attended lectures by national experts on topics such as supporting men of color, whiteness and teacher education, and disability in higher education. At the culmination of the series, participants, working in teams, presented how they will incorporate the concepts and theories from ETS into their work (SC-

Website-SESP-ETS-20180522; YouTube-Website-ETS2017-20190208; SESP-ETS-RecognitionLuncheons-2017-19).

- **Communities of Practice (CoP)**: In collaboration with the CTTL, faculty and staff voluntarily join in a sustained work group that aims at advancing a specific pedagogical or co-curricular strategy to enhance student engagement and learning. Currently, the three CoPs are on Service Learning, Online Teaching and Learning, and Social Justice and Sustainability (SC-Website-CTTL-COP-20190208).

- **Stewardship for Equity, Equal Employment, and Diversity (SEEED) Committee**: SEEED was revised from a merely informational committee, to one that integrates training, information dissemination, and action taking. The Committee transformed the Comprehensive Diversity Framework (CDF) that was created six years ago to a living document that not only discovers, but addresses, issues around campus equity in a cyclical, iterative, and comprehensive manner (SEEED-CDFWorkplan-201712).

Finally, the Academic Senate (AS) has been a strong voice that addresses faculty concerns on the issues of equity. AS in fall 2017 passed a Resolution on Racial Equity and brought it to the Board of Trustees of the San Mateo County Community College District (SMCCCD) (AS-EquityResolution-20171019). This resolution has served as a symbol of the collective voices of, and the resource for, the faculty who are advancing the work on the integration of racial equity efforts into curriculum and co-curricular activities.

Evaluation

The College meets the standard. The College is engaged in collegial dialog regarding student success via a number of institutional mechanisms, including the Office of PRIE that provides data and support to assist programs and services with evaluating their overall effectiveness, and the CTTL that continuously provides opportunities for self-reflection, dialog, and peer-to-peer learning for faculty and staff to support student learning.

Equity is an essential part of the dialog that happens in the College, evidenced by the strong presence of the SESP office, and the series of events, workshops, and venues for deep conversations on educational equity and social justice that engage College employees in sustained conversations about and applications of the knowledge and commitment to empowering students that is cultivated in their workshops. SEEED further facilitates the exposure of students, faculty, and staff to the essential resources needed to advance equity across the College.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (Eligibility Requirement 11) **(Academic Quality: Student Learning Outcomes)**

Evidence of Meeting the Standard
Every course at Skyline College defines SLOs on the official Course Outline of Record (COR) (ACTG100COR-20170301). SLOs are also required on every course syllabus, as indicated on the syllabus checklist provided in Appendix C of the Curriculum Handbook (SC-CurriculumHandbook-AppendixC-2017-18).

The College defines Program Student Learning Outcomes (PSLOs) for all instructional programs and student and learning support services. The College Catalog lists instructional PSLOs for each academic program in the degrees and certificates section (SC-Catalog-PSLOs-2018-19). Likewise, each student learning and support service has PSLOs listed in the respective section of the College Catalog under student resources (SC-Catalog-SSPSLOs-2018-19). The Skyline College website also lists PSLOs on each academic program web page (SC-Website-PSLOs-Art-20190209) and student learning and support service web page (SC-Website-PSLOs-DRC-20190209). The full list of where to access PSLOs can be accessed on the SLOAC PSLO resource web page (SC-Website-PSLOs-20180328).

The program review process is the primary means by which SLOs are assessed. All courses, and instructional programs are assessed using Skyline College's SLOAC Implementation Model (SC-SLOAC-Framework-2012-13, pg. 10). All courses are on a three-year assessment cycle that is published on the program's three-year assessment calendar (SC-Website-SLOAC-Department3YearAssessmentPlans-20180328). Each program uses the assessment management system, TracDat (SC-Website-SLOAC-TracDat-20190209), to document the course assessment results, reflections, and action plans. Assessing PSLOs is primarily achieved by aligning and applying course-level assessment data to the PSLOs (a.k.a. "rolling up" course-level assessment results to the PSLOs) Course-level SLOs that are central to students achieving the PSLOs are mapped in TracDat to the PLSOs, providing data for how effectively course level outcomes help students to fulfill program level outcomes (SLOAC-TractDat5-Mapping-2016). Every instructional program completes an Annual Program Plan (APP) to assess course-level outcomes (SC-APPPrompts-2016). Comprehensive Program Review (CPR) occurs on a six-year cycle with annual planning taking place in the five years between the review cycle (SC-ProgramReviewSchedule-1998-22). A key component of the CPR process is to review reports generated on TracDat that show relevant course level assessment results rolling up to each of the PSLOs. Section II.A.2 of the CPR report requires programs to "describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed" (SC-CPRPrompts-2016).

The College also assesses SLOs for all student and learning support services. As with the instructional programs, all student support programs complete an APP to evaluate and assess if they are meeting their goals and learning outcomes. Students Service PSLOs are assessed within a three-year cycle (SC-APPPrompts-2016). Comprehensive Program Review occurs on a six-year cycle with annual planning taking place in the five years between the review cycle (SC-ProgramReviewSchedule-1998-22). Section II.A.I of the CPR report requires programs to describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed (SC-CPRPrompts-2016). Faculty and staff can draw from existing data, surveys, focus groups, and student work to assess the PSLOs for Student Services. One example is the Disability Resource Center (DRC) which has multiple assessment methods for one of their PSLOs: (1) aiming for 60% of returning DRC students with verified print disabilities submitting their alternate media request forms at least two weeks prior to the beginning of the semester, and (2) tracking the number of students using accommodations compared between the same semesters in the current and previous year (SC-Website-SLOAC-EvidenceBasedDecisionMaking-20180806). PRIE also assists as needed, for example providing data that can be automated (SC-Website-PSLOs-EOPS-20190209).

Respiratory Care Baccalaureate Degree
The Bachelor of Science in Respiratory Care abides by the aforementioned program review and assessment cycle. Assessment is mapped from the courses' SLOs to the PSLOs, with courses assessed within a three-year assessment timeline, and PSLOs assessed every six years, as prompted by the CPR (RC-ThreeYearAssessmentPlan-2016-19).

Upper division courses strongly emphasize higher levels of learning. Informed by theory, students in the Respiratory Care baccalaureate program apply knowledge from their coursework and in clinical settings, integrate knowledge and experience gained from earlier studies, and complete assignments that emphasize analysis, evaluation, and synthesis; as such, they have one or more of the following characteristics:

- They are built on a foundation of prerequisite lower division courses in a discipline or related field of study.

- They synthesize knowledge from several specific areas in a discipline or from related disciplines.

- They are courses designed to integrate knowledge and skills from different areas of a discipline.

Evaluation of student performance at this level stresses outcomes such as the ability to solve problems and to integrate knowledge. They are, therefore, well suited to serve as capstone coursework for concurrent assessment of the PSLOs, such as RPTH B90, Respiratory Care Capstone Project (RPTHB90-COR-20160504).

Students develop their capstone projects in collaboration with faculty and community members and aligned with their area of interest.

Also requiring the demonstration of higher ordered thinking, PSLOs are designed to extend the knowledge and intellectual maturity of students at the baccalaureate level (SC-Website-Catalog-PSLOs-RCBS-20190310). Upon completion of the baccalaureate degree requirements, students will be able to:
1. Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach.

2. Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care.

Completion of this degree provides advancement opportunities in positions such as advanced level practitioner, researcher, case manager, supervisor, manager, director, and/or educator.

Evaluation
The College meets the standard. Through the course SLOs and program review process, the College defines and assesses outcomes for all instructional programs and student and learning support services. All courses at Skyline have SLOs on the CORs and syllabi. All programs have PSLOs published in the College catalog and program web pages. All student services and instructional programs are assessed using Skyline College's Student Learning Outcome Implementation Model. All course-level SLOs and student service PSLOs are assessed on a three-year cycle. Instructional and student support programs complete an APP, which builds to a CPR every six years. These yearly and comprehensive reviews include prompts that require faculty and staff to analyze course-level and program-level assessment data results, strengths, and areas of improvement, thus enabling a continuous quality improvement process.

I.B.3   The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (Eligibility Requirement 11) **(Academic Quality: Student Achievement Standards)**

Evidence of Meeting the Standard
Skyline College establishes and uses metrics appropriate to its mission to evaluate its performance in fostering student achievement. The Skyline College Scorecard, previously called the "Balanced Scorecard," serves as the primary means to measure institutional effectiveness on a set of core indicators. The original Balanced Scorecard implemented in 2005-2006 began to undergo review in 2013 (IPC-Minutes-20131113). The review was prompted in part by a desire to align with the newly created District Strategic Plan (DSP) adopted in fall 2015 that was informed by a student success, equity, and social justice framework. The implementation of the plan included the development of the DSP metrics, which were formalized and shared in campus participatory governance committees in the 2017-2018 academic year. Thus in spring 2018, a new set of simplified college-level metrics that align with the DSP metrics made their way through participatory governance for campus input in draft form and eventual approval in May 2018 (IEC-Minutes-20180319; SPARC-Minutes-20180426; CGC-Minutes-20180523). PRIE has continued to coordinate the finalization of the revised metrics to align with the DSP metrics, the newly revised Skyline College Strategic Priorities and Initiatives, and the California Community College Chancellor's Office (CCCCO) Vision for Success metrics (CCCCO-VisionForSuccess; CCCCO-Website-StudentSuccessMetrics-20190325; IEC-Agenda-20190422).

Like the previous Balanced Scorecard, the institution-set standards in the Skyline College Scorecard (SC-Scorecard-Draft-20190116) will continue to be regularly reviewed in relevant participatory governance committees, including IEC, Strategic Planning and Allocation of Resources Committee (SPARC), and College Governance Council (CGC), where feedback on the metrics are incorporated and improvements are made to the institution-set standards to best monitor progress towards fulfilling the College's mission. As the revised Scorecard is finalized and rolled out by the beginning of the 2019-2020 academic year, the College is taking a phased-approach to ensure broad feedback and dialog to inform the metrics that are considered and the institution-set standards and stretch goals that are set.

In addition to aligning with the College's Strategic Goals and Initiatives, the DSP, and CCCCO's Vision for Success metrics, the revised Skyline College Scorecard metrics are driven in large part through the operationalized definition of student success which was formalized and carried through campus participatory governance dialog in spring 2016 (SPARC-Minutes-20160324). As such, the metrics inspire and inform major campus efforts such as the Skyline College Promise, which focuses on improving students' timely achievement of their goals by way of curricular, student service and technological innovations (SPARC-

Minutes-20150911). Key metrics, particularly the three-year graduation rate for full-time first-time cohorts, are consistently cited in campus discussions surrounding the implementation of Guided Pathways and Meta Majors, including opening day presentations and campus meetings facilitated by the Comprehensive College Redesign co-leads (SC-Website-SkylineShines-MetaMajorsLaunchforFall2018-20180412). These key metrics will serve as one means to evaluate and inform the Skyline College Comprehensive Redesign, the focus of Skyline College's Quality Focus Essay.

The Office of PRIE publishes the Skyline College Scorecard on the website (SC-Website-PRIE-Scorecard-20190209).

Respiratory Care Baccalaureate Degree
While the Skyline College Scorecard captures college-wide metrics, the Skyline College Respiratory Care Baccalaureate program will use a program-specific Scorecard using a similar format to monitor both relevant overlapping metrics (such as successful course completion and degree completion rates) along with program-specific metrics including employment standards. The Baccalaureate Program Scorecard will be published on the Respiratory Care Program website in the 2019-2020 academic year (SC-Website-PSLOs-RCBS-20181217).

Evaluation
The College meets the standard. Institution-set standards for student achievement are in place in alignment with the College's mission. The College has made significant progress in overhauling the institution-set standards that were previously captured in the Balanced Scorecard, and is ensuring the metrics are monitored, discussed widely, and that the goal-setting process ensures broad feedback and engagement. The institution-set standards demonstrate appropriate alignment with strategic goals at the District-level and campus-level, are assessed for continuous improvement and are published for campus community and external access.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. **(Academic Quality: Supporting Student Learning and Achievement)**

Evidence of Meeting the Standard

Skyline College has a long history of using data and organizing its processes to support student learning and student achievement. PRIE provides a variety of quantitative and qualitative data to evaluate academic programs, services and initiatives. This data is readily available to faculty and staff (SC-Website-PRIE-Research-20180529; SC-Website-PRIE-ResearchRequest-20190209; SC-Website-SAPBusinessObjects-20180914).

Types of data include the following:

- **Scorecard Data**: Enhancing the existing college-wide planning process, the Scorecard (previously the Balanced Scorecard) translates the College MVV into meaningful indicators that are directly linked to the College's Strategic Goals and Initiatives. The Scorecard provides a vehicle for collaborative decision-making by measuring, tracking and communicating performance of goals and strategies so as to make adjustments as needed (SC-Website-PRIE-Scorecard-20190209). See I.B.3 for more information about the Scorecard.

- **Program Data Packets and Custom Reports**: Updated annually, this standard report highlights five years of enrollment, retention, and success data that are disaggregated by ethnicity, age, and gender, for analysis of overall trends and disproportionate impact, as well as productivity. Data is readily accessible on the PRIE website for each instructional department, and for broader categories such as basic skills courses, transfer courses, career and technical education courses, and courses by modality. Such data can provide a point of comparison for related departments (SC-Website-PRIE-ProgramData-20180524).

  Beyond the standard program data packets, departments may make further requests with PRIE. For example, the Paralegal Program requested data that supported the bid to be approved by the American Bar Association (SC-PressRelease-ParalegalABAApproval-20180827). Student Service programs also worked with PRIE to automate reports which they use for PSLO assessment. Extended Opportunity Programs and Services (EOPS) and the Guardian Scholars, for instance, arranged for data on course success, persistence into the subsequent semester, and completion which they can access via the SAP Portal (SC-Website-SAPBusinessObjects-20180914).

- **Data to Support New and Ongoing Initiatives**: While many initiatives are underway and supported by data, the Equity Plan and Skyline College Promise are two, in particular.

First, the Equity Plan, which has now been integrated into one comprehensive plan with the Basic Skills Initiative and Student Support Services Plan, was based on data that highlights achievement gaps (SC-SEP-FA2015).

Second, the most comprehensive plan to address student success and learning, the Skyline College Comprehensive College Redesign, is in response to both quantitative and qualitative data, the latter of which was collected in partnership with the Career Ladders Project (SC-CLPFocusGroups-StudentsPerpectives-20170525; SC-ComprehensiveRedesignPlan-20180508). The ongoing roll-out will be addressed in the Quality Focus Essay.

- **College-wide Surveys**: PRIE coordinates the administration, analysis, and subsequent dissemination and facilitation of results from college-wide surveys. To solicit student input, PRIE administers the Community College Survey of Student Engagement (CCSSE) and a Campus Climate Survey to gauge student awareness, use and satisfaction with the College resources as a whole. Another survey, the Student Voice Survey, is administered in partnership with the SEEED committee to gain insights about students' experiences with bias, affordability, and housing insecurity (SC-Website-PRIE-StudentFeedback-20190206). To solicit employee input, PRIE administers Employee Voice surveys (SC-Website-PRIE-EmployeeCommunityFeedback-20190212).

- **SLO Assessment Results**: SLO assessment results are used for course, department, program, and institutional improvement. SLO data are inputted into the College's assessment database, TracDat, at the course and program level, as are action plans intended to strengthen student learning. These action plans are then referenced in program reviews and are used to inform resource allocation decisions. See Standards II.A.3, II.B.3, and II.C.2 for additional discussion on SLO assessment.

Drawing from relevant data, Skyline College organizes its institutional processes to support student learning and student achievement. The program review process plays a central role, as College faculty, staff, and administration are prompted to evaluate programs and services and forge plans in response to the findings so as to strengthen student success and request resources needed to implement these plans (SC-Website-ProgramReviewSubmissions-20180529). For more information on the program review process, see I.B.5.

The APPs (each year except the CPR year) and CPRs (every six years), along with their resource requests, are reviewed by deans and forwarded to the administrative leadership for consideration. They also are used by multiple College planning bodies: Instructional Leadership Team (ILT), Student Services Leadership Team (SSLT), Full-Time Equivalent Faculty Allocation Committee (FTEFAC), and the Program Improvement and Viability (PIV) process if needed. The CPRs are reviewed by SPARC and IEC for further recommendations as needed

and to inform planning and resource allocation discussions (SC-ProgramReviewRefresher-2018).

In addition to discussions at the departmental level, data analysis to support student learning and achievement takes place in committees such as those cited in the aforementioned. See I.B.1 for venues where these discussions take place.

Evaluation
The College meets the standard. The College is deeply engaged in data-based inquiry to inform planning and resource requests so as to strengthen student learning and achievement. The program review process captures decisions resulting from these concerted discussions and informs decisions at the college level pertaining to strategic planning and resource allocation.

I.B.5   The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. **(Institutional Effectiveness: Program Review)**

Evidence of Meeting the Standard

Skyline College assesses accomplishment of its mission through program review and evaluation of goals and objectives, SLOs, and student achievement. The planning process at Skyline College begins with the creation of the Annual Program Plan (APP) or Comprehensive Program Review (CPR), which are completed by planning units (e.g. instructional disciplines or non-instructional programs). CPR is the most comprehensive and involves a thorough, longitudinal analysis of the program and its environment every six years. APP is a more focused annual update to the CPR. Completed CPRs and APPs then inform each Administrative Leadership Unit Review (ALUR), through which deans and vice presidents prioritize objectives and resource requests. The approach by which administrative units complete the ALUR varies based on unit structure but generally involves a summarized assessment of the unit as a whole by the Dean, and then by the Vice President, if applicable. APPs, CPRs, and ALURs all result in action plans and resource requests intended to enhance program, unit, and overall institutional effectiveness. See graphic below from the Skyline College Program Review website homepage (SC-Website-ProgramReview-20190206).

In fall 2016, Skyline College initiated a collaborative, cross-functional effort to assess and refine the program review process. The details of the refinement process are captured in the "Program Review Enhancement: 2016-17 memo that is linked in the task force section of the program review website (PRIE-ProgramReviewEnhancement-2016-17). The revamping of the program review process has included the following accomplishments: 1) transition of purview over the program review process from solely the Curriculum Committee to the Strategic Planning and Allocation of Resources Committee (SPARC), a more appropriate organizational structure, 2) improved alignment between planning unit objectives and college goals and the questions posed in the CPR and APP templates, and 3) the implementation of an online planning system, Strategic Planning Online (SPOL), to facilitate enhanced planning and resource allocation processes.

In the 2014-2015 academic year, Skyline College formed SPARC, which merged the Institutional Planning Committee (IPC) with the College Budget Committee (CBC), with the intention to more formally integrate planning and resource allocation and improve institutional effectiveness. At the time, program review was still under the purview of the Curriculum Committee (CC-Minutes-20180131). In spring 2018 (CC-CPRResolution-2018; AS-Minutes-20180201), the program review process began the transition to become coordinated by the Office of PRIE and overseen by SPARC which reviews and gives feedback on program reviews with the intent of

integrating program-level resource requests and planning with college-wide budget resource allocation and planning (SPARC-Minutes-20180208). A revised program review evaluation rubric, developed through IEC in spring 2018 (SC-CPRRubric-SP2018), was piloted on a limited basis with IEC in spring 2018 and SPARC in 2019 (IEC-Minutes-20180226; SPARC-StrengtheningCPRCycle-20190509).

Between December 2016 and January 2017, new CPR, APP, and ALUR instruments were translated from the paper version to the SPOL system (PRIE-ProgramReviewOverview-2016). SPOL, acquired in 2016 through Institutional Effectiveness Partnership Initiative (IEPI) grant funds in order to facilitate improved planning and resource allocation processes, supports the continuous improvement process by providing an integrated, centralized online system for programs to reflect on their progress and outcomes, express programmatic needs, and request resources to support meeting their objectives. When creating new planning objectives, programs are asked to align their programmatic objectives (desired future activities) to District and/or College goals (SPOL-CreatingAnObjective-2016). SPOL has since become the official platform for the creation and submission of APPs, CPRs, and ALURs.

Skyline College assesses accomplishment of its mission through each unit's evaluation of SLOs in the program review. The assessment and reflection upon SLOs is an explicit expectation of the APP (SC-APPPrompts-2016) and CPR (SC-CPRPrompts-2016) instruments. For instructional programs, course- and institutional-level assessment results are reported in the APP, while program-level assessment results are reported in the CPR. See I.B.2 for details. Student service programs report program-level assessment results, as well as share key findings, program aspirations, and intended long-term results for student learning outcomes and achievement (SC-CPRTraining-Revised-2018).

Evaluation of student achievement is also expected to occur in the program reviews. PRIE gathers and reports program review data to assist the College in fulfilling its mission through evidence-based decision-making. The program review data packets are disaggregated by program type and delivery (e.g. face-to-face vs. online vs. hybrid), race/ethnicity, gender, student unit load, and other key variables and are posted on the College's program review website (SC-Website-PRIE-ProgramData-20180524). Campus constituents also partner with PRIE to engage in qualitative research on programmatic needs, such as student feedback surveys, throughout the six-year CPR cycle.

Evaluation
The College meets the standard. The institution assesses accomplishment of its mission through the evaluation of institutional and programmatic goals and objectives, SLOs, and student achievement. Quantitative and qualitative data are incorporated as key components of the program review process, and include disaggregation by program type, mode of delivery, and key demographics. As

noted above, the program review process has undergone significant recent improvements based on collaborative campus efforts engaging key stakeholder groups to guide the process.

I.B.6   The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. **(Institutional Effectiveness: Equitable Outcomes and Achievement)**

Evidence of Meeting the Standard
Skyline College disaggregates and analyzes learning outcomes and achievement for subpopulations of students at the departmental and institutional level.

Results for the five ISLOs have been disaggregated by ethnicity, age, and gender since 2014 (SC-Website-SLOAC-ISLOAssessmentResults-20180529; IEC-ISLOResults-EffectiveCommunication-FA2015, p. 3-5; IEC-ISLOResults-InformationLiteracy-FA2016, p. 3-5; IEC-ISLOResults-Citizenship-SP2017, p. 5-7). The results are reviewed by the IEC in "town hall" meetings that are open to the entire campus. See I.B.1 for ISLO dialogs. In some instances, certain groups appear to be disproportionately impacted, such as African American students, but the sample size is sometimes too small to draw any strong conclusions (IEC-Minutes-20161024, p. 2, V.; IEC-Minutes-20170925, p.3-4, VIII; IEC-Minutes-20180226, p.2, VI). Questions regarding the analysis of disaggregated results—such as what constitutes adequate sample sizes to draw conclusions and impact action plans (IEC-Minutes-20161024, p. 2, V.; IEC-Minutes-20170925, p.3-4, VIII)— as well the difficulty of translating high-level results into tangible actions, have led the IEC to explore other ways to disaggregate assessment results at the departmental level.

To aid in identifying equity gaps, the PRIE office annually updates and posts program data packets, which disaggregate student achievement data by ethnicity, age, gender, and unit load, and provides assistance in identifying disproportionate impact. In addition to demographic disaggregation, the PRIE office also provides program data packets for different modalities: face-to-face, online, and hybrid (SC-Website-PRIE-ProgramData-20180524; SC-ProgramData-ACTG-2013-18, p.2-3, 5-7).

Via program review, departments annually review outcomes and achievement data for disproportionate impact and are asked how they will address equity gaps in their action plans. Specifically, they are asked to highlight effective practices and identify critical support or resources to minimize disproportionate impact (SC-CPRPrompts-2016).

Action plans to mitigate the gaps at the departmental level may result in pedagogical and curricular changes, removal of barriers to success, partnerships with student service areas, different outreach strategies and promotional materials to recruit underrepresented students, outcomes assessment revisions, and resource requests (CHEM-CPR-2017, p.2; DANC-CPR-2018, p.5; ESOL-CPR-2018, p. 11; NETX-CPR-2017, p.2).

The College also operates with an equity mindset at the institutional level. Overall student achievement data is disaggregated in the aforementioned ways, and in other venues is further disaggregated by additional demographic markers such as foster or veteran status (SC-Website-PRIE-ProgramData-20180524; SC-SEP-FA2015). Different strategies to identify disproportional impact and college-wide efforts to address these gaps are operationalized in the CDF Workplan and the Equity Plan (SEEED-CDFWorkplan-201712; SC-IntegratedPlan-BSISEPSSSP-2017-19).

With oversight of the CDF and Equity plans, the College's SESP Division leads college-wide efforts. Among the many initiatives is the Equity Summit which attracts over 500 participants within and outside the College and features thought leaders and practitioners within the education field about effective, culturally relevant co-curricular programs, curriculum, and pedagogy (SESP-EquitySummitProgram-2016). See I.B.1 for more college-wide efforts to close the equity gap.

Professional development to meet the needs of the diverse student body is also readily available. The College's CTTL offers workshops throughout the year on topics such as supporting undocumented or mixed status family, queer, English-as-a-second-language and underrepresented students and discussions facilitated by faculty whose perspectives were shaped by attending the National Conference on Race and Ethnicity (SC-Website-CTTL-EventsWorkshops-20180522). Flex Days and the Adjunct Faculty Symposium feature nationally renowned speakers as well as in-house faculty and staff committed to increasing access and success for all students, with a focus on achieving equity (CTTL-FlexDayWorkshops-201801; CTTL-FlexDayWorkshops-201803; CTTL-AFTSymposium-FA2017).

In addition, the CTTL offers workshops to address the needs of the increasing number of students taking their courses online or in hybrid environments. Four staff are committed to supporting faculty in enhancing online teaching effectiveness (SC-Website-CTTL-OnlineTeaching-20180522). They lead workshops on Canvas and effective online teaching strategies throughout the year, with workshop materials readily downloadable (SC-Website-CTTL-SharepointTeachingOnlineHandouts-20180522).

Evaluation
The College meets the standard. The College disaggregates learning outcomes and achievement data for subpopulations of students, both by demographic markers and modality. Subsequent analysis of the data inform actions taken to mitigate equity gaps through concerted departmental and programmatic efforts and numerous professional development opportunities organized by the CTTL and the SESP Division. These intentional efforts and the needed resources to successfully implement these efforts are captured in the APPs and CPRs, which anchor the College's integrated planning and resource allocation process.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. **(Institutional Effectiveness: Evaluation of Policies and Practices)**

Evidence of Meeting the Standard
Program review is the primary means through which Skyline College regularly evaluates its policies and practices across all areas of the institution, including instructional, student and learning support services. Programs are prompted to reflect on program effectiveness and develop plans in response to key findings related to areas of challenge, concern, or further inquiry, so as to enhance policies and practices that support academic quality and the accomplishment of the College mission. See Standard I.B.5 for an overview of the program review cycle.

Two Academic Senate committees that play key roles in assuring effective policies and practices are the Curriculum and Educational Policy committees. The Curriculum Committee's role is to approve new and revised curriculum and academic policies to ensure compliance with Title 5 and the California Education Code (SC-Website-CC-20181001). The Educational Policy Committee is charged with considering recommendations on all matters of education policy, including but not limited to academic standards, probation, and matriculation (SC-Website-EPC-20190213).

As for policies and practices pertaining to student and learning support services, the Enrollment Services Committee, composed of campus representatives from all three SMCCCDs colleges, meets monthly and identifies ways to improve institutional practices within student services (e.g. college application, counseling, and course registration processes) (SMCCCD-Website-ESC-20180914). A major accomplishment is the student form simplification process initiated in spring 2015. The burdensome redundancies in student-facing paperwork across the SMCCCD colleges were creating barriers for students. Therefore, a form simplification process, led by Skyline College, was initiated and implemented in fall 2016, resulting in an overall reduction from more than 100 forms down to a streamline set of under 40 forms.

Policies and practices related to resource management are regularly evaluated through governance committees and the Employee Voice Survey. SPARC serves as a channel through which discussions about practices that affect planning, budget and resource allocation at the College level take place. As a result of the 2015 Employee Voice Survey, the program review cycle and instruments were revised to enhance the integrated planning and resource allocation cycle. The CPR is now overseen and reviewed by SPARC. See I.B.5 for details on the revision of the cycle. At the District level, the District Committee on Budget and Finance is the channel through which discussion and evaluation of resource allocation policies and practices are brought forth (SMCCCD-Website-DCBF-20180914).

As for evaluating policies and practices related to governance processes, the College administers the Employee Voice Survey which contains key questions about campus governance processes, the results of which inform improvements to increase institutional effectiveness (PRIE-EmployeeVoiceSurveyResults-SP2018). Additionally, the District Participatory Governance Council (DPGC) is composed of members from all three colleges and meets on a regular basis to support the review and creation of policies and practices as they relate to ensuring effective participatory governances at each SMCCCD college, including Skyline College (SMCCCD-Website-DPGC-20190213).

Additional SMCCCD Board Policies and Administrative Procedures, which cover all areas and programs within the institution, are reviewed regularly and updated as needed. The process of establishing SMCCCD policies and procedures posted on the District Board of Trustee's website (SMCCCD-Website-BoardPoliciesProcedures-20180914) is detailed in IV.C.5.

Respiratory Care Baccalaureate Degree
The Bachelor of Science in Respiratory Care abides by the program review cycle to evaluate all aspects of their program, as described in I.B.5. The baccalaureate program warrants particular focus, given the upper division coursework, general education courses that are contextualized to the baccalaureate, faculty minimum qualifications and staffing, facilities needs, and admissions practices and enrollment trends (RC-APP-2018; SC-Website-ProgramReviewSubmissions-RC-20190310). Additionally, the baccalaureate program will be required to participate in a separate program evaluation that is under development by the CCCCO.

Evaluation
The College meets the standard. The processes for regularly evaluating institutional practices across all areas of the institution occur through a variety of methods, most prominently the program review cycle, solicitation of campus feedback, and standing committees. Through the mechanisms described, policies and practices across instructional programs, student and learning support services, resource management, and governance processes are all evaluated, and policy-making is informed to assure success in supporting academic quality and meeting the College's mission.

I.B.8   The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. **(Institutional Effectiveness: Communication of Results)**

Evidence of Meeting the Standard
The College has a shared understanding of its strengths and weaknesses through assessment and evaluation activities and sets appropriate priorities based on alignment with the College's Strategic Goals and Initiatives. The program review process is the one of the main means by which assessment and evaluation results are shared broadly within departments and across campus as a whole. Program reviews are posted online, and CPRs are reviewed by SPARC, which is entrusted to make recommendations in light of college-wide priorities (SC-Website-ProgramReview-20190206). As such, objectives and related resource requests align with the College's Strategic Goals and Initiatives. The publication of completed APPs and CPRs on the Skyline College program review website are intended to communicate the institution's strengths and weaknesses at the planning unit level (whether instructional or non-instructional). In addition, SPARC hosts comprehensive program review presentations in the spring semester that are open to the college community (SPARC-Minutes-20190328; ATHL-CPR-Presentation-2019).

The IEC is an important vehicle through which the College broadly communicates the results of its assessment and evaluation activities. IEC is charged with fostering a culture of inquiry through regularly reviewing the College mission and goals, analyzing the research that assesses how effectively the College is accomplishing these, and broadly communicating the results so that the College has a shared understanding of its strengths and weaknesses in order to set appropriate priorities (SC-Website-IEC-20180914). The IEC analyzes a range of data (e.g., ISLO assessment results; student engagement/Campus Climate/Employee Voice Survey results, etc.) to inform program and institutional decision-making and planning. IEC also helps guide the process through direct input on rubrics and processes surrounding ISLO assessment (IEC-Minutes-20180226). Analysis of the ISLO results takes place in "town halls" hosted by IEC and the Academic Senate.

Campus feedback through student and employee surveys also form two of the key assessment and evaluation activities of the College. Most notably, PRIE coordinates the administration of major institution-level surveys, including the CCSSE, the Survey of Entering Student Engagement (SENSE), and the internally-created student voice and employee voice surveys on a cyclical basis. For example, the Skyline College Employee Voice Survey is designed to assess practices, processes, and procedures related to institutional effectiveness and employee satisfaction (PRIE-EmployeeVoiceSurveyInstrument-SP2018). A significant section of the survey is designed to assess the institutional planning and resource allocation cycle, addressing topics such as campus familiarity with the program

review process, the effectiveness of the process, and the timing and alignment of planning and resource allocation.

The results of the aforementioned surveys are shared widely through intentional opportunities to engage the campus. These opportunities have included presentations to newly hired tenure-track faculty in the CTTL's New Faculty Academy (PRIE-StudentProfilePresentation-FA2018), in division meetings, participatory governance committee meetings (IEC-Minutes-20161128), written articles in Skyline Shines (the campus newsletter) (SC-Website-SkylineShines-ForumInstitutionalResponsibilityforStudentSuccess-20180914), and incorporation into college opening day and campus-wide forums (SESP-EquityForum-20180912).

See I.B.1 and I.C.3 for the range of assessment and evaluation results that are readily accessible to both internal and external constituents.

Evaluation
The College meets the standard. The College has made an intentional effort, particularly in the past few academic years, to increase campus engagement and ownership over assessment and evaluation results, as evident in the activities described above. The College broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.9   The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (Eligibility Requirement 19) **(Institutional Effectiveness: Systematic Evaluation and Planning)**

Evidence of Meeting the Standard
The institution engages in continuous, broad based, systematic evaluation and planning through the program review processes, and includes both program review data that measures student learning and achievement and scorecard metrics that measure strategic goals. The program review process enables constituents to indicate the resources needed to meet their department, program, or division's short- and long-term needs, and allows, through SPOL, for the request of human, physical, technological, and financial needs. Resource requests and their related program planning objectives are mapped to the College's relevant Strategic Goals and Initiatives, part of the comprehensive process that makes explicit how the College is accomplishing the MVV and goals. Objectives and resource requests in the APP or CPR are reviewed by appropriate administrators and managers with this criteria in mind, and all that are approved are automatically populated into the ALUR via SPOL. Budget is allocated to provide resources to initiatives that are tied to the strategic goals and mission (SC-IPRACModel-2017-19). The Skyline College Scorecard then measures these strategic goals and indicates whether or not they were met. See I.B.5 for an explanation of the CPR cycle and I.B.3 for a description of the Skyline College Scorecard.

SPARC also was created in 2014 to strengthen the integration of planning and resource allocation. It is constituted from the previously separate IPC and CBC. The tri-chairs are the PRIE Dean, Administrative Services Vice President, and Academic Senate President, to ensure the agendas address planning and resource allocation to best support the College's fulfillment of the MVV (SC-Website-SPARC-20180418).

Evaluation
The College meets the standard. Through SPARC, the institution engages in continuous comprehensive planning and budget allocation that addresses both short- and long-term needs of the College to accomplish its mission.

I.B.   Conclusion

Skyline College continuously and systematically evaluates, plans, implements and improves the quality of its educational programs and services, both on the college and unit level. The Scorecard serves as the means through which the College analyzes its accomplishment of the Strategic Goals and Initiatives. College-wide surveys also yield insights about student engagement, use and awareness of resources, and institutional effectiveness. The improved program review cycle is the primary means through which units evaluate their program effectiveness, making use of quantitative and qualitative data, outcomes assessment, and other pertinent sources. The results of all of its assessment and evaluation activities are broadly communicated in multiple ways, though particularly for discussion in governance committees and posted on the College website for easy access by internal and external constituents.

STANDARD I.B ACRONYMS

ALUR	Administrative Leadership Unit Review
APP	Annual Program Plan
AS	Academic Senate
CBC	College Budget Committee
CC	Curriculum Committee
CCCCO	California Community College Chancellor's Office
CCSSE	Community College Survey of Student Engagement
CDF	Comprehensive Diversity Framework
CGC	College Governance Council
CPR	Comprehensive Program Review
COR	Course Outline of Record
CoP	Communities of Practice
CSI	College Success Initiative
CTTL	The Center for Transformative Teaching and Learning
DPGC	District Participatory Governance Council
DRC	Disabled Resource Center
DSP	District Strategic Plan
EOPS	Extended Opportunity Programs and Services
EPC	Educational Policy Committee
ETS	Equity Training Series
FTEFAC	Full-Time Equivalent Faculty Allocation Committee
IEC	Institutional Effectiveness Committee
IEPI	Institutional Effectiveness Partnership Initiative
ILT	Instructional Leadership Team
IPC	Institutional Planning Committee
ISLOs	Institutional Student Learning Outcomes

MVV   Mission-Vision-Values

PIV   Program Improvement and Viability

PRIE   Office of Planning, Research and Institutional Effectiveness

PSLO   Program Student Learning Outcome

SEEED   Stewardship for Equity, Equal Employment, and Diversity

SENSE   Survey of Entering Student Engagement

SESP   Division of Student Equity and Support Programs

SLOs   Student Learning Outcomes

SLOAC   Student Learning Outcomes and Assessment Cycle

SMCCCD   San Mateo County Community College District

SPARC   Strategic Planning and Allocation of Resources Committee

SPOL   Strategic Planning Online

SSLT   Student Services Leadership Team

TLC   The Learning Comnons

STANDARD I.B EVIDENCE LIST

Evidence Short Name	Section Used	Evidence Full Name
ACTG100COR-20170301	I.B.2	Skyline College Course Outline of Record (COR) for ACTG 100
AS-EquityResolution-20171019	I.B.1	Skyline College Academic Senate Equity Resolution
AS-Minutes-20180201	I.B.5	Skyline College Academic Senate Minutes [2018.02.01]
ATHL-CPR-Presentation-2019	I.B.8	Skyline College Comprehensive Program Review (CPR) Presentation on Athletics [2019]
CCCCO-VisionForSuccess	I.B.3	California Community Colleges Chancellor's Office (CCCCO) Vision for Success
CCCCO-Website-StudentSuccessMetrics-20190325	I.B.3	California Community Colleges Chancellor's Office (CCCCO) Student Success Metrics
CC-CPRResolution-2018	I.B.5	Skyline College Curriculum Committee Comprehensive Program Review (CPR) Resolution
CC-Minutes-20180131	I.B.5	Skyline College Curriculum Committee Minutes [2018.01.31]
CGC-Minutes-20180523	I.B.3	Skyline College College Governance (CGC) Council Minutes [2018.05.23]
CHEM-CPR-2017	I.B.6	Skyline College Comprehensive Program Review (CPR) for Chemistry (CHEM) Program [2016-2017]
CSI-Minutes-20170911	I.B.1	Skyline College College Success Initiative (CSI) Minutes [2017.09.11]
CTTL-AFTSymposium-FA2017	I.B.6	Skyline College Center for Transformative Teaching and Learning (CTTL) Adjunct Faculty Symposium 2017
CTTL-FlexDayWorkshops-201801	I.B.6	Skyline College Center for Transformative Teaching and Learning (CTTL) Flex Day Workshops [2018.01]
CTTL-FlexDayWorkshops-201803	I.B.6	Skyline College Center for Transformative Teaching and Learning (CTTL) Flex Day Workshops [2018.03]
DANC-CPR-2018	I.B.6	Skyline College Comprehensive Program Review (CPR) for Dance (DANC) Program [2017-2018]
ESOL-CPR-2018	I.B.6	Skyline College Comprehensive Program Review (CPR) for English

		for Speakers of Other Language (ESOL) Program [2017-2018]
IEC-Agenda-20190422	I.B.3	Skyline College Institutional Effectiveness Committee (IEC) Agenda [2019.04.22]
IEC-ISLOResults-Citizenship-SP2017	I.B.6	Skyline College Institutional Effectiveness Committee (IEC) Institutional Student Learning Outcomes (ISLOs) Results on Citizenship
IEC-ISLOResults-EffectiveCommunication-FA2015	I.B.6	Skyline College Institutional Effectiveness Committee (IEC) Institutional Student Learning Outcomes (ISLOs) Results on Effective Communication
IEC-ISLOResults-InformationLiteracy-FA2016	I.B.6	Skyline College Institutional Effectiveness Committee (IEC) Institutional Student Learning Outcomes (ISLOs) Results on Information Literacy
IEC-Minutes-20161024	I.B.6	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2016.10.24]
IEC-Minutes-20161128	I.B.8	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2016.11.28]
IEC-Minutes-20170925	I.B.6	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2017.09.25]
IEC-Minutes-20180226	I.B.1, I.B.5, I.B.6, I.B.8	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2018.02.26]
IEC-Minutes-20180319	I.B.3	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2018.03.19]
IPC-Minutes-20131113	I.B.3	Skyline College Institutional Planning Committee (IPC) Minutes [2013.11.13]
NETX-CPR-2017	I.B.6	Skyline College Comprehensive Program Review (CPR) for Network Engineering Technology Program [2016-2017]
PRIE-AssuringAcademicQualityThroughSloAssessment-2018	I.B.1	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Assuring Academic Quality Through Student Learning Outcomes (SLO) Assessment
PRIE-ProgramReviewEnhancement-2016-17	I.B.5	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Program Review Enhancement

PRIE-ProgramReviewOview-2016	I.B.5	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Program Review Overview
PRIE-StudentProfilePresentation-FA2018	I.B.8	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Student Profile Presentation
RC-APP-2018	I.B.7	Skyline College Annual Program Plan (APP) for Respiratory Care [2017-2018]
RC-ThreeYearAssessmentPlan-2016-19	I.B.2	Skyline College Three Years Assessment Plan in Respiratory Care [2016-2019]
RPTHB90-COR-20160504	I.B.2	Skyline College Course Outline of Record (COR) for RPTH B90
PRIE-EmployeeVoiceSurveyInstrument-SP2018	I.B.8	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Employee Voice Survey Instrument [Spring 2018]
PRIE-EmployeeVoiceSurveyResults-SP2018	I.B.7	Skyline College Employee Voice Survey Results [Spring 2018]
SC-APPPrompts-2016	I.B.2, I.B.5	Skyline College Annual Program Plan (APP) Prompts
SC-Catalog-PSLOs-2018-19	I.B.2	Skyline College Catalog [2018-2019], Program Student Learning Outcomes (PSLOs)
SC-Catalog-SSPLOs-2018-19	I.B.2	Skyline College Catalog [2018-2019], Student Services Program Learning Outcomes
SC-CLPFocusGroups-StudentsPerpectives-20170525	I.B.4	Skyline College Career Ladders Project Focus Groups on Students' Perspectives
SC-ComprehensiveRedesignPlan-20180508	I.B.4	Skyline College Comprehensive Redesign Plan
SC-CPRPrompts-2016	I.B.2, I.B.5, I.B.6	Skyline College Comprehensive Program Review (CPR) Prompts
SC-CPRRubric-SP2018	I.B.5	Skyline College Comprehensive Program Review (CPR) Rubric [Spring 2018]
SC-CPRTraining-revised-2018	I.B.5	Skyline College Comprehensive Program Review (CPR) Training
SC-CurriculumHandbook-AppendixC-2017-18	I.B.2	Skyline College Curriculum Handbook [2017-2018], Appendix C
SC-Email-StrategicPlanningForum-20180319	I.B.1	Skyline College Email on Strategic Planning Forum
SC-IntegratedPlan-BSISEPSSSP-2017-19	I.B.6	Skyline College Integrated Plan on Basic Skills Initiative (BSI), Student Equity Plan (SEP), and Student Support and Success Program (SSSP)

SC-IPRACModel-2017-19	I.B.9	Skyline College Integrated Planning and Resource Allocation Cycle [2017-2020]
SC-PresidentReport-BOT-20120815	I.B.1	Skyline College President's Report to Board of Trustees
SC-PressRelease-ParalegalABAApproval-20180827	I.B.4	Skyline College Press Release on Paralegal ABA Approval
SC-ProgramData-ACTG-2013-18	I.B.6	Skyline College Program Data on Accounting Courses
SC-ProgramReviewRefresher-2018	I.B.4	Skyline College Program Review Refresher
SC-ProgramReviewSchedule-1998-22	I.B.2	Skyline College Program Review Schedule [1998-2022]
SC-Scorecard-Draft-20190116	I.B.3	Skyline College Scorecard draft
SC-SEP-FA015	I.B.4, I.B.6	Skyline College Student Equity Plan (SEP) [Fall 2015]
SC-SLOAC-Framework-2012-13	I.B.2	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) Framework
SC-Website-Catalog-PSLOs-RCBS-20190310	I.B.2	Skyline College Catalog Program Student Learning Outcomes (PSLOs) of Respiratory Care
SC-Website-CSI-Mission-20190208	I.B.1	Skyline College College Success Initiative (CSI) Mission
SC-Website-CTTL-20180418	I.B.1	Skyline College Center for Transformative Teaching and Learning (CTTL) Website
SC-Website-CTTL-COP-20190208	I.B.1	Skyline College Center for Transformative Teaching and Learning (CTTL) Community of Practice (COP) Website
SC-Website-CTTL-EventsWorkshops-20180522	I.B.1, I.B.6	Skyline College Center for Transformative Teaching and Learning (CTTL) Events and Workshops
SC-Website-CTTL-OnlineTeaching-20180522	I.B.6	Skyline College Center for Transformative Teaching and Learning (CTTL) Online Teaching
SC-Website-CTTL-SharePointTeachingOnline-20180522	I.B.6	Skyline College Center for Transformative Teaching and Learning (CTTL) SharePoint Teaching Online
SC-Website-CC-20181001	I.B.7	Skyline College Curriculum Committee (CC) Website
SC-Website-EPC-20190213	I.B.7	Skyline College Educational Policy Committee (EPC) Website
SC-Website-IEC-20180914	I.B.8	Skyline College Institutional Effectiveness Committee (IEC) Website

SC-Website-PRIE-20181003	I.B.1	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Website
SC-Website-PRIE-EmployeeCommunityFeedback-20190212	I.B.4	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Employee and Community Feedback
SC-Website-PRIE-ProgramData-20180524	I.B.4, I.B.5, I.B.6	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Program Data
SC-Website-PRIE-Research-20190209	I.B.4	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Research Website
SC-Website-PRIE-ResearchRequest-20190209	I.B.4	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Research Request Website
SC-Website-PRIE-Scorecard-20190209	I.B.3, I.B.4	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Scorecard Website
SC-Website-PRIE-StudentFeedback-20190206	I.B.4	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Student Feedback Page
SC-Website-ProgramReview-20190206	I.B.5, I.B.8	Skyline College Program Review Website
SC-Website-ProgramReviewSubmissions-20180529	I.B.4	Skyline College Program Review Submissions
SC-Website-ProgramReviewSubmissions-RC-20190310	I.B.7	Skyline College Program Review Submissions on Respiratory Care
SC-Website-PSLOs-20180328	I.B.2	Skyline College Program Student Learning Outcomes (PSLOs) Website
SC-Website-PSLOs-Art-20190209	I.B.2	Skyline College Program Student Learning Outcomes (PSLOs) in Art
SC-Website-PSLOs-DRC-20190209	I.B.2	Skyline College Program Student Learning Outcomes (PSLOs) in Disability Resource Center (DRC)
SC-Website-PSLOs-EOPS-20190209	I.B.2	Skyline College Program Student Learning Outcomes (PSLOs) in Extended Opportunity Programs & Services (EOPS)
SC-Website-PSLOs-RCBS-20181217	I.B.3	Skyline College Program Student Learning Outcomes (PSLOs) of Bachelor of Science in Respiratory Care Program
SC-Website-SAPBusinessObjects-20180914	I.B.4	Skyline College SAP BusinessObjects login page
SC-Website-SESP-ETS-20180522	I.B.1	Skyline College Student Equity and Support Programs (SESP) Equity Training Series

SC-Website-Skylineshines-ForumInstitutionalResponsibilityforStudentSuccess-20180914	I.B.8	Skyline College Skyline Shines - Forum on Institutional Responsibility for Student Success
SC-Website-SkylineShines-MetaMajorLaunchforFall2018-20180412	I.B.3	Skyline College Skyline Shines - Meta Major Launch for Fall 2018
SC-Website-SLOAC-Coaches-20181019	I.B.1	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) Coaches
SC-Website-SLOAC-Department3YearAssessmentPlans-20180328	I.B.2	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) Department 3 Year Assessment Plans
SC-Website-SLOAC-EvidenceBasedDecisionMaking-20180806	I.B.2	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) Evidence Based Decision Making
SC-Website-SLOAC-ISLOAssessmentResults-20180529	I.B.1, I.B.6	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) Institutional Student Learning Outcomes (ISLOs) Assessment Results
SC-Website-SLOAC-TracDat-20190209	I.B.2	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) TracDat
SC-Website-SPARC-20180418	I.B.9	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Website
SEEED-CDFWorkplan-201712	I.B.1, I.B.6	Skyline College Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee Comprehensive Diversity Framework (CDF) Workplan
SESP-EquityForum-20180912	I.B.8	Skyline College Student Equity and Support Programs (SESP) Equity Forum
SESP-EquitySummitProgram-2016	I.B.6	Skyline College Student Equity and Support Programs (SESP) Equity Summit Program 2016
SESP-ETS-RecognitionLuncheons-2017-19	I.B.1	Skyline College Student Equity and Support Programs (SESP) Equity Training Series Recognition Luncheons [2017, 2018, 2019]
SLOAC-TracDat5-Mapping-2016	I.B.2	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) TracDat Mapping
SMCCCD-Website-BoardPoliciesProcedures-20180914	I.B.7	San Mateo County Community College District (SMCCCD) Board Policies and Procedures
SMCCCD-Website-DCBF-20180914	I.B.7	San Mateo County Community College District (SMCCCD) District

		Committee on Budget and Finance (DCBF)
SMCCCD-Website-DPGC-20190213	I.B.7	San Mateo County Community College District (SMCCCD) District Participatory Governance Council (DPGC)
SMCCCD-Website-ESC-20180914	I.B.7	San Mateo County Community College District (SMCCCD) Enrollment Services Committee (ESC)
SPARC-Minutes-20150911	I.B.3	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Minutes [2015.09.11]
SPARC-Minutes-20160324	I.B.3	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Minutes [2016.03.24]
SPARC-Minutes-20180208	I.B.5	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Minutes [2018.02.08]
SPARC-Minutes-20180426	I.B.3	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Minutes [2018.04.26]
SPARC-Minutes-20190328	I.B.5	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Minutes [2019.03.28]
SPARC-StrengtheningCPRCycle-20190509	I.B.5	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Strengthening Comprehensive Program Review (CPR) Cycle
SPOL-CreatingAnObjective-2016	I.B.5	Strategic Planning Online (SPOL) Creating an Objective
YouTube-Website-ETS2017-20190208	I.B.1	YouTube Equity Training Series (ETS) 2017

I.C.   **Institutional Integrity**

I.C.1   The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (Eligibility Requirement 20) **(Accuracy of Public Information)**

Evidence of Meeting the Standard

Skyline College assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel and all persons or organizations related to its mission statement, learning outcomes, educational programs and student support services primarily through the annual review and publication of the College Catalog (SC-Catalog-2018-19) and secondarily through its website.

- **Mission-Vision-Values (MVV) Statement**: Information related to the mission statement is published in the MVV section of the College Catalog (SC-Catalog-MVV-2018-19) and on the College website (SC-Website-MVV-20180913).

- **Institutional Learning Outcomes**: Information related to learning outcomes is published in the Institutional Student Learning Outcomes (ISLOs) section of the catalog (SC-Catalog-ILOs-2018-19), throughout the student services section of the catalog under "Student Learning" (SC-Catalog-SSPSLOs-2018-19), and throughout the associate degree and certificate programs section of the catalog under "Program Learning Outcomes" (SC-Catalog-PSLOs-2018-19). The websites for each instructional and student services program correspond with the outcomes in the catalog.

- **Educational Programs**: Information related to educational programs is published in the Educational Programs in the Associate Degree and Certificate Program section of the catalog (SC-Catalog-DegreesCertificates-2018-19), and in the Course Descriptions section of the catalog (SC-Catalog-CourseDescriptions-2018-19). The websites for each degree and certificate correspond with the College Catalog.

- **Student Support Services**: Information related to student support services is published in the Student Resources section of the catalog (SC-Catalog-StudentResources-2018-19) and on corresponding web pages.

The information in the online catalog is the same as the print catalog. All information in the online catalog related to educational programs is sourced directly from CurricUNET. This information is updated by the Office of Instruction every year in spring and early summer. Concurrently, the Marketing, Communications, and Public Relations (MCPR) office sends an email (SC-Email-

CatalogChanges-20181220) that requests updates to any information not held within CurricUNET (e.g., information on Admissions, Financial Aid, Student Services etc.). Once the Office of Instruction has completed updates in CurricUNET, and the MCPR office has incorporated any edits received from administrators and deans, the "catalog rights" version of the Catalog is published online. The print version of the catalog is derived wholly from the published online catalog, thus assuring there are no discrepancies between the two at the time of publication.

Information about the accreditation status of the College is provided in the College Catalog (SC-Catalog-Accreditation-2018-19). Information about the accreditation status with all accreditors is provided on the College website (SC-Website-Accreditation-SpecificProgram-20190214).

Respiratory Care Baccalaureate Degree
As with other instructional programs, the Bachelor of Science in Respiratory Care information is published in the online catalog as well as the Respiratory Care website, ensuring clarity, accuracy, and integrity to current and prospective students. Linked web pages provide program learning outcomes, program and admissions requirements, and student support services supporting baccalaureate cohort students (SC-Website-Catalog-PSLOs-RCBS-20190310; SC-Website-RCBS-20190310).

The College maintains accurate and updated information regarding college and program specific accreditation. Skyline College was awarded reaffirmed accreditation by Accrediting Commission of Community and Junior Colleges (ACCJC) in February 2014 (SC-Website-Accreditation-20181221; SC-Website-RCBS-SubstantiveChange-20190310). The Associate of Science in Respiratory Care program maintains accreditation yearly (SC-Website-Accreditation-CoARC-20190310).

Evaluation
The College meets the standard. The College Catalog and relevant pages of the website contain clear and accurate information regarding its mission statement, learning outcomes, educational programs and student support services. This information is reviewed annually to ensure accuracy and is made publicly available to students and prospective students, personnel and all persons or organizations. Accurate information regarding the College's accreditation status with all its accreditors is delivered to students and the public through the College Catalog and the website.

I.C.2   The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (Eligibility Requirement 20) **(Institutional Catalog)**

Evidence of Meeting the Standard

Skyline College provides an online and downloadable print catalog (SC-Website-OnlineCatalog-20180916) for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements," enumerated below:

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (SC-Catalog-ContactInfo-2018-19)
- Educational Mission (SC-Catalog-MVV-2018-19)
- Representation of accredited status with ACCJC, and with programmatic accreditors, if any (SC-Catalog-Accreditation-2018-19)
- Course, Program, and Degree Offerings (SC-Catalog-DegreesCertificatesCourses-2018-19)
- Student Learning Outcomes for Programs and Degrees (SC-Catalog-SSPSLOs-2018-19, SC-Catalog-PSLOs-2018-19)
- Academic Calendar and Program Length (SC-Catalog-Calendar-2018-19)
- Academic Freedom Statement (SC-Catalog-AcademicFreedom-2018-19)
- Available Student Financial Aid (SC-Catalog-FinancialAid-2018-19)
- Available Learning Resources (SC-Catalog-StudentResources-2018-19)
- Names and Degrees of Administrators and Faculty (SC-Catalog-AdministratorsFaculty-2018-19)
- Names of Governing Board Members (SC-Catalog-BOTMembers-2018-19)
- Admissions Requirements (SC-Catalog-Admissions-2018-19)
- Student Tuition, Fees, and Other Financial Obligations (SC-Catalog-Fees-2018-19)
- Degrees, Certificates, Graduation and Transfer Requirements (SC-Catalog-GERequirements-2018-19)
- Academic Regulations, including Academic Honesty (SC-Catalog-StudentRights-2018-19)
- Nondiscrimination (SC-Catalog-Nondiscrimination-2018-19)
- Acceptance and Transfer of Credits (SC-Catalog-TransferPlanning-2018-19)
- Transcripts (SC-Catalog-Transcripts-2018-19)
- Grievance and Complaint Procedures (SC-Catalog-Grievance-2018-19)
- Sexual Harassment (SC-Catalog-SexualHarassment-2018-19)
- Refund of Fees (SC-Catalog-Refund-2018-19)
- Locations or Publications Where Other Policies may be Found (SC-Catalog-MapIndex-2018-19)

Evaluation
The College meets the standard. The online and downloadable College Catalog includes all facts, requirements, policies and procedures listed in the ACCJC "Catalog Requirements."

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (Eligibility Requirement 19) **(Communication of Student Learning and Achievement)**

Evidence of Meeting the Standard
With the help of the Office of Planning, Research and Institutional Effectiveness (PRIE), Skyline College systematically evaluates the academic quality of programs and services via assessment of student learning and evaluation of student achievement. These documented results are communicated to the appropriate constituents.

All instructional programs evaluate student achievement. Program data packets are updated and posted online annually by the PRIE office, including separate reports for different modalities: face-to-face, online, and hybrid (SC-Website-PRIE-ProgramData-20180524; SC-ProgramData-Online-2017-18; SC-ProgramData-Hybrid-2017-18). Student achievement data pertains to annual success and retention, and is disaggregated by ethnicity, age, and gender for consideration of equity gaps. Some programs also request ad-hoc data for further investigation, such as subsequent success in coursework (ESOL-CPR-2018, p.4) or response to local industry needs (LEGL-CPR-2017, p.9).

All instructional programs also regularly assess Student Learning Outcomes (SLOs). They document the analysis and implications of course- and institutional-level outcome assessment in the Annual Program Plan (APP) (SC-APPPrompts-2016) and the program-level outcomes in the Comprehensive Program Review (CPR) (SC-CPRPrompts-2016).

In addition to departments, data pertaining to academic quality is analyzed and discussed in committees and across the campus. For example, analysis of ISLO results take place in "town hall" meetings hosted by the Institutional Effectiveness Committee (IEC) and the Academic Senate (SC-Website-SLOAC-ISLOAssessmentResults-20180529; LIBR-ISLO-InformationLiteracy-FA2013). Departments whose faculty participated in the ISLO assessment also analyze their results and enter the findings in their APPs (KINE-CPR-2017, p.7-8; COMM-CPR-2016, p.8)

Data also was used, for example, as a cornerstone to communicate the initiatives that emerged from the Skyline College Promise: "Get in, Get Through, and Graduate on Time." Discussions and updates took place in governance committees such as the Strategic Planning and Allocation of Resources Committee (SPARC) and the IEC, as well as through forums open to the entire campus (SPARC-Minutes-20151210, p.2; PRIE-SkylineCollegePromiseSupportStudentSuccess-2016; SC-Website-SkylineShines-SkylineCollegePromise-20180529)

Published institutional reports related to student achievement are provided to faculty, staff, administrators, current and prospective students, and the public, and are downloadable from the PRIE website, including, but not limited to, the following:

- College-wide program data for basic skills, disaggregated by ethnicity, age, and gender (SC-ProgramData-BasicSkills-2017-18, p.5-7)
- Completion of degrees and certificates data (SC-DegreesCertificates-2013-18)
- Transfer data (SC-TransferData-2013-18)
- Skyline College Scorecard (SC-Scorecard-Draft-20190116)
- California Community College Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) Goals Framework (SC-Website-PRIE-IEPI-20180529)

The means by which the College makes public its data and analyses are as follows:

- CPRs and APPs posted online for access by faculty within each department, the dean and other interested individuals, and include program plans for improvement (SC-Website-ProgramReviewSubmissions-20180529; CHEM-CPR-2017, p.19-22; PHYS-CPR-2015, p.7-8; COMM-CPR-2016, p.14; NETX-CPR-2017, p.5-7; DANC-CPR-2018, p.10)
- College committee minutes (IEC-Minutes-20160926, p.1-2; IEC-Minutes-20180423)
- Campus-wide forums (SC-Website-SLOAC-ISLOAssessmentResults-20180529; LIBR-ISLO-InformationLiteracy-FA2013)
- Skyline Shines, a weekly message from the College President (SC-Website-SkylineShines-CCSSEISLOResultsActions-20180529; SC-Website-SkylineShines-CitizenshipISLOResults-20180529; SC-Website-SkylineShines-PTK-20180525)
- Campus publications (SC-FactSheet-2017-18)
- President's Board Reports (SC-PresidentReport-BOT-201805, p.4-6, 8-9, 11; SC-PresidentReport-BOT-201804, p.6; SC-PresidentReport-BOT-201802, p.6, 10).

Everything is readily accessible from the College website. An additional document, the Viewbook, is intended for outreach to high schools and is not on the College website. Print copies of the Annual Report (SC-AnnualReport-2017-18) are provided to all faculty and staff on Opening Day, and Skyline Shines is delivered weekly to their district emails, in addition to its availability on the College website. Individually or in combination with the aforementioned, the Fact Sheet (SC-

FactSheet-2017-18), Viewbook, and Board Reports provide further information for the community at large, such as principals from local feeder schools, the President's Council, the Board of Trustees, other elected officials, and various community leaders.

Respiratory Care Baccalaureate Degree
Consistent with College practices, the Bachelor of Science in Respiratory Care program publishes online the assessment results of student learning and achievement for the baccalaureate program (RC-APP-2018; SC-Website-ProgramReviewSubmissions-RC-20190310). Data specific to the baccalaureate program also is published with college-wide program data (SC-Website-ProgramData-RC-20190310).

Evaluation
The College meets the standard. Results pertaining to the assessment of student learning and evaluation of student achievement are readily accessible from the College website and communicated in departmental and committee settings, as well as presentations and publications. The CPR and APP templates ensure that staff regularly review such data for program planning purposes. The resultant analysis and action plans are posted on the College website for any interested parties, with special consideration to current staff and students. Print versions of publications are disseminated to both prospective students and staff at feeder schools. Skyline Shines and President's Board Reports are available both internally and to the public at large.

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. **(Description of Certificates and Degrees)**

Evidence of Meeting the Standard
The Skyline College Catalog (SC-Catalog-DegreesCertificates-2018-19) describes the certificates and degrees offered by the institution in alphabetical order of certificate or degree name and functions as an official record of the degrees and certificate available to students at the institution.

A two-letter abbreviation before the certificate or degree name indicates whether the offering is an Associate in Arts degree, an Associate in Arts for Transfer degree, an Associate in Science degree, an Associate in Science for Transfer degree, a Bachelor's in Science degree, a Career Certificate, a Certificate of Achievement, or a Certificate of Specialization.

At the beginning of a departmental section, the degrees and certificates are listed with the total unit count of their course requirements. The paragraphs immediately following the name of the certificate or degree specify the purpose of each certificate or degree and often provide students with career opportunities related to that degree or certificate. For each degree or certificate, the required course content is listed in boxes broken into core courses then electives.

The Skyline College Catalog also describes the College-specific course requirements (SC-Catalog-GERequirements-2018-19) including general education transfer pattern requirements (SC-Catalog-TransferPlanning-2018-19).

Expected Program Student Learning Outcomes (PSLOs), or "Program Learning Outcomes," are listed in the catalog for each program. For example, the Accounting program lists six PSLOs that students completing the program will have achieved. These Accounting Program PSLOs are titled (1) Critical Thinking (2) Accounting/Financial Accounting (3) Business Law (4) Intro to Business Information Systems (5) Business Communications and (6) Economics/Macroeconomics (SC-Website-PSLOs-ACTG-20190317).

Evaluation
The College meets the standard. The Skyline College Catalog effectively communicates the purpose, content, course requirements, and expected learning outcomes of the degrees and certificates offered by the institution in a complete and accurate manner.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. **(Representations of Mission, Programs, and Services)**

Evidence of Meeting the Standard
Skyline College regularly evaluates its institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

The College abides by Board Policy 2.07 which establishes policy development procedures at the District level. This policy ensures that all pertinent stakeholders are consulted and that procedures are publicized and comply with federal, state, and local laws and regulations (SMCCCD-BoardPolicy2.07-201707).

The MCPR office collaborates with relevant stakeholders to ensure a consistent and accurate representation of the College (SC-Website-MCPR-20190117). A prime example is the online and print College Catalog, which is updated annually and solicits wide-scale input. See 1.C.1 for an expanded explanation.

Furthermore, departments and student service units are prompted to review and update policies and procedures annually by the program review cycle. The APP and Administrative Leadership Unit Review (ALUR) take place annually, and the CPR every sixth year (in lieu of the APP). See I.B.5 for a description of the program review cycle.

Evaluation
The College meets the standard. All significant publications are produced in collaboration with MCPR to ensure the integrity of all forms of representation of the College's mission, programs, and services. This integrity is also ensured by a regular policy and procedural review cycle.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. **(Cost of Education Information)**

Evidence of Meeting the Standard
The College informs current and prospective students regarding the total cost of education, such as tuition and fees, primarily through the College Catalog (SC-Catalog-2018-19). The College also lists fee information on the registration website, WebSMART (SC-Website-Websmart-20180416).

Additionally, information about the costs associated with individual courses, such as lab fees or the price of textbooks and other instructional materials, is available in the course schedule (e.g. SC-Website-AUTOFAQ-20180518) and the bookstore website (SC-Website-Bookstore-20180416).

Evaluation
The College meets the standard. The College Catalog, WebSMART, the course schedule and the bookstore website all contain accurate information regarding the true expense of attending the College, including tuition, fees, and the cost of required materials.

I.C.7   In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (Eligibility Requirement 13) **(Academic Freedom and Responsibility Policies)**

Evidence of Meeting the Standard

The College has published and abides by the Board Policy on Academic Freedom (SMCCCD-BoardPolicy2.31-201306; SMCCCD-BoardPolicy6.35-201303). The Policy is published on the College website and in the printed and online versions of the College Catalog (SC-Catalog-AcademicFreedom-2018-19; SC-Website-StatementonAcademicFreedom-20180911). The policy states clearly the responsibility of the Board of Trustees, administration, faculty and staff to support academic freedom. The policy was also reinforced in a letter circulated by then College President Dr. Regina Stanback Stroud (SC-Email-NationalSchoolWalkout-20180314). The policy is designed to support rigorous debate, freedom of speech and dissemination of knowledge for all constituencies, including faculty and students.

Evaluation

The College meets the standard. Established policy and practices reflect the institution's commitment to intellectual freedom and are published on the College website and in the College Catalog.

I.C.8   The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty**. (Academic Integrity Policies and Procedures)**

Evidence of Meeting the Standard
The College publishes student conduct standards that promote honesty, responsibility and academic integrity, as outlined in various Board policies (SMCCCD-AdministrativeProcedure7.69.1-201601; SMCCCD-AdministrativeProcedure7.69.2-201602; SMCCCD-BoardPolicy7.73-201405; SMCCCD-AdministrativeProcedure7.73.1-201405). These policies define academic dishonesty and specify categories of misconduct and discipline. The College publishes these in the College Catalog (SC-Catalog-StudentRights-2017-18) and on the College website (SC-Website-CodeofConduct-20180913). All faculty are required to include information regarding the Student Code of Conduct and Academic Dishonesty in their course syllabi (PSYC-Syllabus-SP2018; SC-FacultyHandbook-2018-19).

If a student violates the Student Code of Conduct, the College Disciplinary Officer determines if the matter will go to an administrative conference or a student disciplinary hearing. If a hearing is deemed necessary, a Student Disciplinary Board is convened. This board includes a student selected from the pool submitted by the Associated Students of Skyline College (ASSC), a faculty member selected from the pool submitted by the Academic Senate and one staff member from a pool submitted by California School Employees Association (CSEA) and the Management Group. A judicial officer also is appointed to assure the process is followed. The board then recommends disciplinary sanctions to the Disciplinary Officer based upon its findings. Decisions can be appealed to the College President and, if necessary, the District Chancellor and Board of Trustees.

Evaluation
The College meets the standard. The College makes considerable efforts to communicate appropriate standards of conduct and discourage academic dishonesty, communicating its policies both in the student handbook and on the College website. Faculty include this information on syllabi, as well.

I.C.9   Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. **(Faculty Objectivity)**

Evidence of Meeting the Standard
The Statement of Professional Ethics of the American Association of University Professors, 1987, was adopted by the Governing Councils of the San Mateo County Community College District (SMCCCD) Academic Senates and is included in the Skyline College Faculty Handbook 2018-19 (SC-FacultyHandbook-2018-19). This policy on academic freedom and faculty obligations establishes guidelines for faculty to distinguish between personal conviction and professionally accepted views in a discipline. The policy requires intellectual honesty and obligates faculty to "exercise critical self-discipline and judgment in using, extending, and transmitting knowledge." This policy is supported by SMCCCD Board Policy for all District employees regarding political activity (SMCCCD-BoardPolicy2.30-201112). The policy requires that faculty maintain "a fair and impartial" approach when conducting class discussion or disseminating political information.

The fairness, objectivity, and intellectual honesty of faculty are supported by the periodic evaluation process in which students, peer faculty, and deans have the opportunity to evaluate and comment on the instructor. Faculty are expected to present data and information fairly and objectively. Regularly scheduled faculty evaluations, including observations of faculty in the classroom and/or online, ensure high standards of fairness and objectivity (AFTFacultyEvaluationProcedures-2016-19).

Evaluation
The College meets the standard. The District Board, Academic Senate, and the College have established clear policies and a code of professional ethics to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline. Faculty evaluation procedures are designed to identify areas of improvement, and additional training is offered when needed.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks. **(Codes of Conduct)**

Evidence of Meeting the Standard
Skyline College is a California Community College governed by the Board of Governors of the California Community Colleges and the SMCCCD Board of Trustees. As such, the College does not require staff, faculty, administrators, or students to conform to specific codes of conduct or beliefs beyond codes of conduct required by accreditation.

Evaluation
This standard does not apply to Skyline College.

I.C.11   Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location. **(Foreign Location Operations)**

Evidence of Meeting the Standard
Skyline College has no operations in foreign locations.

Evaluation
This standard does not apply to Skyline College.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (Eligibility Requirement 21) **(Compliance with the Commission)**

Evidence of Meeting the Standard
Skyline College abides by the accreditation standards set forth by the ACCJC in order to maintain its accredited status. The College creates an Institutional Self-Evaluation Report (ISER) every six years in order to remain accredited. The College conducted the last self-evaluation during academic year 2012-2013 which was approved by the Board of Trustees and submitted to the ACCJC in preparation for the site visit. The Commission reaffirmed accreditation while also requiring a midterm report that addressed recommendations. The College completed the midterm report in October 2016, which the Commission accepted in February 2017, reaffirming that the College had met the expectations of the Commission in addressing the College and District Recommendations from the 2013 site visit, and therefore fully met associated Standards. All of the aforementioned documents are available on the College's accreditation website (SC-Website-Accreditation-20181221); see the related I.C.1. In addition, various follow-up reports have been submitted on schedule, including substantive changes pertaining to the baccalaureate and distance education (SC-SubChangeProposal-RCBS-20150407; SC-SubChangeProposal-DE-20151104). Skyline College will demonstrate how the College sustained those changes during the next regularly scheduled visit by the ACCJC evaluation team in fall 2019.

To stay abreast of accreditation changes and communicate these changes to the impacted areas, Skyline College established the Accreditation Oversight Committee (AOC) in spring 2014. Its primary purpose is to support the College in keeping in compliance with Eligibility Requirements, Commission policies and Accreditation Standards (including federal requirements), and Skyline College's MVV (SC-Website-AOC-20181221).

Evaluation
The College meets the standard and related Eligibility Requirement 21. Skyline College abides by Eligibility Requirements, Accreditation Standards, and Commission policies and procedures, including disclosing the College's accreditation status.

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (Eligibility Requirement 21) **(External Agency Relationships)**

Evidence of Meeting the Standard

Skyline College advocates and demonstrates honesty and integrity in its relations with external agencies.

The College complies with Accrediting Commission Standards, policies, guidelines and requirements. The College publishes its accreditation status in the College Catalog and on the College website (See I.C.3). Self-evaluation documents, accreditation recommendations, and midterm and progress reports are available on the website and in the office of the Accreditation Liaison Officer. In addition, substantive change reports have been submitted in a timely fashion. (See I.C.12).

Several programs, such as Automotive Technology, Business, Central Service Technology, Cosmetology, Emergency Medical Technician, Massage Therapy, Paralegal Studies, Respiratory Care and Surgical Technology also undergo external accreditation or certification processes which may include self-study reports, on-site accreditation, and the submission of periodic reports of student access, success and job placement. External accrediting or certifying agencies include the National Automotive Technicians Education Foundation, the Accreditation Council of Business Schools and Programs, International Association of Healthcare Central Service Material Management, Board of Barbering and Cosmetology, San Mateo County Emergency Medical Services Agencies, California Massage Therapy Council, National Certification Board for Therapeutic Massage and Bodywork, American Bar Association, Committee on Accreditation for Respiratory Care, and the International Association of Healthcare Central Service Material Management (SC-Website-Accreditation-SpecificProgram-20190214; SC-Website-SkylineShines-LEGLABAApproval-20181018).

The College is affiliated with many external agencies ranging from federal and state agencies, to licensure organizations, to private foundations, most of which require that the College meet their guidelines, standards, and statutes, including requirements for the submission of various reports and assessments. For example, Skyline College manages, with the District Office, a number of local, state and federal grants meeting standards of compliance with the State of California and the US Department of Education regulations. Examples of grants include a TRiO grant, Industry Driven Regional Collaborative funding, a Center for International Trade Development grant (pending 2018-2019 funding), California College Promise Innovation Grant Program and most recently the California Community Colleges Chancellor's Innovation Awards in Higher Education, a $3 million grant to support high-impact practices like the Promise Scholars Program (CCCCO-InnovationAwardsWinners-20180514). To manage these grants and acquire new

ones, Skyline College maintains reporting ties and a working relationship with these external agencies (SC-Website-SkylineShines-1.5MSupportPromiseProgram-20181018; SC-Website-SkylineShines-3MExpandPromiseProgram-20181018).

Skyline College also maintains a number of external partnerships across four high school districts in San Mateo County, and four-year institutions. Examples of these partnerships include dual enrollment course alignment and program delivery with various high schools, industry recognized training program partnerships with Apple and Facebook technologies as well as an internship program in Biosciences with Genentech Foundation, and a bridge class for life science majors with San Francisco State University. Community partnerships include The Garden Project and the Future Scholars Camp which connect campus values with the local community through activities and workshops (SC-Website-FederalStateFunding-20190304; SC-Website-GenentechFoundationPartnership-20190304; SC-Website-AppleTechnologiesPartnership-20190304; SC-Website-CommunityPartnerships-20190304; SC-Website-RegionalLeadership-20190304; SFSU-Website-BridgesToBaccalaureate-20190304).

Last, the International Student Program at Skyline College is also Form I-17 certified to admit international students through the Student and Exchange Visitor Information System. All records and compliances issues with regards to the issuance of the I-20 Certificate of Eligibility have been met. Guidelines regarding federal regulations regarding the F-1 visa are being followed, monitored and enforced (SC-Website-ISP-F1Visa-20190304).

Evaluation
The College meets the standard. The College complies with Accrediting Commission Standards, policies and guidelines for public disclosure, working efficiently to provide information that is both timely and accurate. The College demonstrates similar integrity in its dealing with other agencies.

I.C.14   The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. **(Commitment to Education, Learning, and Student Achievement)**

Evidence of Meeting the Standard
Skyline College is a student-ready, public institution that is wholeheartedly committed to providing a high quality education, and supporting student achievement and student learning. Students as the College's priority is central to the College's MVV and Strategic Goals and Initiatives.

Specifically, the College's MVV Statement focuses entirely on empowering a global and diverse community of learners to achieve their educational goals. See I.A.1 for the MVV Statement.

The MVV Statement also lists eight collective values, seven of which directly or indirectly relate to the importance of a high-quality education, student achievement and student learning. Four values directly relate to high quality education, student achievement and student learning: campus climate, open access, student success and equity, and academic excellence. Three values indirectly relate but reinforce the significant role that education plays in a democratic society that fosters a civic consciousness: social justice, community connections (as it relates to the College serving as an educational and cultural center for the community), and sustainability (SC-Website-MVV-20180913).

The College realizes its MVV through its Strategic Goals and Initiatives. The College has seven goals, all of which speak to the means to foster student learning and identify relevant ongoing and current initiatives (SC-StrategicGoalsInitiatives-2018-23).

Finally, the Skyline College President advocates a student-centered campus that excels in high quality transformative education with the ultimate goal of students reaching their educational goals. This commitment to these goals is reflected, for example, in the President's "Welcome" message to students (SC-President Office-20180913).

Evaluation
The College meets the standard. As evidenced by the MVV and Strategic Goals and Initiatives, the College's main priority are students, particularly how to be a student-ready campus.

I.C.   Conclusion

The integrity of all policies, actions and communications for Skyline College is ensured via regular and ongoing procedural reviews. Integrity is further ensured by working in collaboration with MCPR to produce the college website and all significant publications. The administration, faculty, staff and governing board members act honestly, ethically, and fairly in performance of their duties, as exemplified by compliance to Eligibility Requirements, Accreditation Standards, policies and guidelines, the College's dealing with other agencies, the MVV, and the practice, reinforcement, and communication of policies that assure academic integrity.

STANDARD I.C ACRONYMS

ACCJC   Accrediting Commission of Community and Junior Colleges

ALUR   Administrative Leadership Unit Review

AOC   Accreditation Oversight Committee

APP   Annual Program Plan

ASSC   Associated Students of Skyline College

CCCCO   California Community College Chancellor's Office

CPR   Comprehensive Program Review

CSEA   California School Employees Association

DE   Distance Education

IEC   Institutional Effectiveness Committee

IEPI   Institutional Effectiveness Partnership Initiative

ISER   Institutional Self-Evaluation Report

ISLOs   Institutional Student Learning Outcomes

MCPR   Marketing, Communications, and Public Relations

MVV   Mission-Vision-Values

PRIE   Office of Planning, Research and Institutional Effectiveness

PSLOs   Program Student Learning Outcomes

SLOs   Student Learning Outcomes

SMCCCD   San Mateo County Community College District

SPARC   Strategic Planning and Allocation of Resources Committee

STANDARD I.C EVIDENCE LIST

Evidence Short Name	Section Used	Evidence Full Name
AFTFacultyEvaluationProcedures-2016-19	I.C.9	San Mateo County Community College District (SMCCCD) Tenured, Tenured Track, and Adjunct Faculty Evaluation Procedures
CCCCO-InnovationAwardsWinners-20180514	I.C.13	California Community College Chancellor's Office (CCCCO) Innovation Awards Winners
CHEM-CPR-2017	I.C.3	Skyline College Comprehensive Program Review (CPR) for Chemistry (CHEM) Program [2016-2017]
COMM-CPR-2016	I.C.3	Skyline College Comprehensive Program Review (CPR) for Communication Studies (COMM) Program [2015-2016]
DANC-CPR-2018	I.C.3	Skyline College Comprehensive Program Review (CPR) for Dance (DANC) Program [2017-2018]
ESOL-CPR-2018	I.C.3	Skyline College Comprehensive Program Review (CPR) for English for Speakers of Other Language (ESOL) Program [2017-2018]
IEC-Minutes-20160926	I.C.3	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2016.09.26]
IEC-Minutes-20180423	I.C.3	Skyline College Institutional Effectiveness Committee (IEC) Minutes [2018.04.23]
KINE-CPR-2017	I.C.3	Skyline College Comprehensive Program Review (CPR) for Kinesiology (KINE) Program [2016-2017]
LEGL-CPR-2017	I.C.3	Skyline College Comprehensive Program Review (CPR) for Paralegal (LEGL) Program [2016-2017]
LIBR-ISLO-InformationLiteracy-FA2013	I.C.3	Skyline College Institutional Student Learning Outcomes (ISLOs) on Information Literacy [Fall 2013]
NETX-CPR-2017	I.C.3	Skyline College Comprehensive Program Review (CPR) for Network Technology (NETX) Program [2016-2017]
PHYS-CPR-2015	I.C.3	Skyline College Comprehensive Program Review (CPR) for Physics (PHYS) Program [2014-2015]
PRIE-SkylineCollegePromiseSupportStudentSuccess-2016	I.C.3	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Presentation on Skyline College Promise Support Student Success

PSYC-Syllabus-SP2018	I.C.8	Skyline College Psychology Syllabus [Spring 2018]
RC-APP-2018	I.C.8	Skyline College Annual Program Plan (APP) for Respiratory Care [2017-2018]
SC-AnnualReport-2017-18	I.C.3	Skyline College Annual Report [2017-2018]
SC-APPPrompts-2016	I.C.3	Skyline College Annual Program Plan (APP) Prompts
SC-Catalog-2018-19	I.C.1, I.C.6	Skyline College Catalog [2018-2019]
SC-Catalog-AcademicFreedom-2018-19	I.C.2, I.C.7	Skyline College Catalog [2018-2019], Academic Freedom
SC-Catalog-Accreditation-2018-19	1.C.1, I.C.2	Skyline College Catalog [2018-2019], Accreditation
SC-Catalog-AdministratorsFaculty-2018-19	I.C.2	Skyline College Catalog [2018-2019], List of Administrators and Faculty
SC-Catalog-Admissions-2018-19	I.C.2	Skyline College Catalog [2018-2019], Admissions Requirements - How to Enroll
SC-Catalog-BOTMembers-2018-19	I.C.2	Skyline College Catalog [2018-2019], Board of Trustees Members
SC-Catalog-Calendar-2018-19	I.C.2	Skyline College Catalog [2018-2019], Academic Calendar
SC-Catalog-ContactInfo-2018-19	I.C.2	Skyline College Catalog [2018-2019], Contact Information
SC-Catalog-CourseDescriptions-2018-19	I.C.1	Skyline College Catalog [2018-2019], Course Descriptions
SC-Catalog-DegreesCertificates-2018-19	I.C.1, I.C.4	Skyline College Catalog [2018-2019], Degrees and Certificates
SC-Catalog-DegreesCertificatesCourses-2018-19	I.C.2	Skyline College Catalog [2018-2019], Degrees, Certificates, and Courses
SC-Catalog-Fees-2018-19	I.C.2	Skyline College Catalog [2018-2019], Student Tuition, Feeds, and Other Financial Obligations
SC-Catalog-FinancialAid-2018-19	I.C.2	Skyline College Catalog [2018-2019], Financial Aid
SC-Catalog-GERequirements-2018-19	I.C.2, I.C.4	Skyline College Catalog [2018-2019], General Education (GE) Requirements
SC-Catalog-Grievance-2018-19	I.C.2	Skyline College Catalog [2018-2019], Grievance
SC-Catalog-ILOs-2018-19	I.C.1	Skyline College Catalog [2018-2019], Institutional Learning Outcomes (ILOs)
SC-Catalog-MapIndex-2018-19	I.C.2	Skyline College Catalog [2018-2019], Campus Map and Index
SC-Catalog-MVV-2018-19	I.C.1, I.C.2	Skyline College Catalog [2018-2019], Mission-Vision-Values (MVV)
SC-Catalog-Nondiscrimination-2018-19	I.C.2	Skyline College Catalog [2018-2019], Nondiscrimination
SC-Catalog-PLOs-2018-19	I.C.1, I.C.2	Skyline College Catalog [2018-2019], Program Learning Outcomes

SC-Catalog-PSLOs-RCBS-20190310	I.C.1	Skyline College Catalog [2018-2019], Program Student Learning Outcomes on Bachelor of Science in Respiratory Care
SC-Catalog-Refund-2018-19	I.C.2	Skyline College Catalog [2018-2019], Refund Policy
SC-Catalog-SexualHarassment-2018-19	I.C.2	Skyline College Catalog [2018-2019], Sexual Harassment
SC-Catalog-SSPLOs-2018-19	I.C.1, I.C.2	Skyline College Catalog [2018-2019], Student Services Program Learning Outcomes
SC-Catalog-StudentResources-2018-19	I.C.1, I.C.2	Skyline College Catalog [2018-2019], Student Resources
SC-Catalog-StudentRights-2018-19	I.C.2, I.C.8	Skyline College Catalog [2018-2019], Student Rights and Responsibilities
SC-Catalog-Transcripts-2018-19	I.C.2	Skyline College Catalog [2018-2019], Transcript
SC-Catalog-TransferPlanning-2018-19	I.C.2, I.C.4	Skyline College Catalog [2018-2019], Transfer Planning
SC-CPRPrompts-2016	I.C.3	Skyline College Comprehensive Program Review (CPR) Prompts
SC-DegreesCertificates-2013-18	I.C.3	Skyline College Degrees and Certificates Report [2013-2014 through 2017-2018]
SC-Email-CatalogChanges-20181220	I.C.1	Skyline College Email on Catalog Changes
SC-Email-NationalSchoolWalkout-20180314	I.C.7	Skyline College Email on National School Walkout
SC-Factsheet-2017-18	I.C.3	Skyline College Factsheet [2017-2018]
SC-FacultyHandbook-2018-19	I.C.8, I.C.9	Skyline College Faculty Handbook [2018-2019]
SC-PresidentOffice-20180913	I.C.14	Skyline College President's Office
SC-PresidentReport-BOT-201802	I.C.3	Skyline College President's Report to Board Trustees (BOT) [2018.02]
SC-PresidentReport-BOT-201804	I.C.3	Skyline College President's Report to Board Trustees (BOT) [2018.04]
SC-PresidentReport-BOT-201805	I.C.3	Skyline College President's Report to Board Trustees (BOT) [2018.05]
SC-ProgramData-BasicSkills-2017-18	I.C.3	Skyline College Program Data on Basic Skills Courses
SC-ProgramData-Hybrid-2017-18	I.C.3	Skyline College Program Data on Hybrid Courses
SC-ProgramData-Online-2017-18	I.C.3	Skyline College Program Data on Online Courses
SC-Scorecard-Draft-20190116	I.C.3	Skyline College Scorecard draft
SC-StrategicGoalsInitiatives-2018-23	I.C.14	Skyline College Strategic Goals and Initiatives [2018-2023]
SC-SubChangeProposal-DE-20151104	I.C.12	Skyline College Substantive Change Program on Distance Education (DE)

SC-SubChangeProposal-RCBS-20150407	I.C.12	Skyline College Substantive Change Program on Respiratory Care Bachelor of Science
SC-TransferData-2013-18	I.C.3	Skyline College Four-Year University Transfer Data Report [2013-2014 through 2017-2018]
SC-Website-Accreditation-20181221	I.C.1, I.C.12	Skyline College Accreditation Website
SC-Website-Accreditation-CoARC-20190310	I.C.1	Skyline College Commission on Accreditation for Respiratory Care (CoARC)
SC-Website-Accreditation-SpecificProgram-20190214	I.C.1, I.C.13	Skyline College Accreditation on Specific Program
SC-Website-AOC-20181221	I.C.12	Skyline College Accreditation Oversight Committee (AOC) Website
SC-Website-AppleTechnologiesPartnership-20190304	I.C.13	Skyline College Apple Technologies Partnership
SC-Website-AUTOFAQ-20180518	I.C.6	Skyline College Automotive Technology Frequently Asked Questions
SC-Website-Bookstore-20180416	I.C.6	Skyline College Bookstore website
SC-Website-Catalog-PSLOs-ACTG-20190304	I.C.4	Skyline College Catalog Program Student Learning Outcomes (PSLOs) of Accounting
SC-Website-Catalog-PSLOs-RCBS-20190310	I.C.1	Skyline College Catalog Program Student Learning Outcomes (PSLOs) of Respiratory Care
SC-Website-CodeofConduct-20180913	I.C.8	Skyline College Code of Conduct
SC-Website-CommunityPartnerships-20190304	I.C.13	Skyline College Community Partnerships
SC-Website-FederalStateFunding-20190304	I.C.13	Skyline College Federal State Funding
SC-Website-GenentechFoundationPartnership-20190304	I.C.13	Skyline College Genentech Foundation Partnership
SC-Website-ISP-F1Visa-20190304	I.C.13	Skyline College International Student Program (ISP) Visa and Immigration Information
SC-Website-MCPR-20190117	I.C.5	Skyline College Marketing, Communications, and Public Relations (MCPR) Website
SC-Website-MVV-20180913	I.C.1, I.C.14	Skyline College Mission-Vision-Values (MVV)
SC-Website-OnlineCatalog-20180916	I.C.2	Skyline College Online Catalog
SC-Website-PRIE-IEPI-20180529	I.C.3	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Institutional Effectiveness Partnership Initiative (IEPI)
SC-Website-PRIE-ProgramData-20180524	I.C.3	Skyline College Planning, Research, and Institutional Effectiveness (PRIE) Program Data
SC-Website-ProgramData-RC-20190310	I.C.3	Skyline College Program Data on Respiratory Care Courses

SC-Website-ProgramReviewSubmissions-20180529	I.C.3	Skyline College Program Review Submissions
SC-Website-ProgramReviewSubmissions-RC-20190310	I.C.3	Skyline College Program Review Submissions on Respiratory Care
SC-Website-PSLOs-ACTG-20190317	I.C.4	Skyline College Program Student Learning Outcomes (PSLOs) on Accounting Courses (ACTG)
SC-Website-RCBS-20181101	I.C.1	Skyline College Bachelor of Science in Respiratory Care (RCBS)
SC-Website-RCBS-SubstantiveChange-20190310	I.C.1	Skyline College Substantive Change on Respiratory Care Bachelor of Science
SC-Website-RegionalLeadership-20190304	I.C.13	Skyline College Regional Leadership
SC-Website-SkylineShines-1.5MSupportPromiseProgram-20181018	I.C.13	Skyline College Skyline Shines - $1.5M to Support Promise Program
SC-Website-SkylineShines-3MExpandPromiseProgram-20181018	I.C.13	Skyline College Skyline Shines - $3M to Expand Promise Program
SC-Website-SkylineShines-CCSSEISLOResultsActions-20180529	I.C.3	Skyline College Skyline Shines - Community College Survey of Student Engagement (CCSSE) Institutional Student Learning Outcomes (ISLOs) Results Actions
SC-Website-SkylineShines-CitizenshipISLOResults-20180529	I.C.3	Skyline College Skyline Shines - Institutional Student Learning Outcomes (ISLOs) on Citizenship
SC-Website-SkylineShines-LEGLABAApproval-20181018	I.C.13	Skyline College Skyline Shines - Paralegal Program Received ABA Approval
SC-Website-SkylineShines-PTK-20180525	I.C.3	Skyline College Skyline Shines - Phi Theta Kappa (PTK)
SC-Website-SkylineShines-SkylineCollegePromise-20180529	I.C.3	Skyline College Skyline Shines - Skyline College Promise
SC-Website-SLOAC-ISLOAssessmentResults-20180529	I.C.3	Skyline College Student Learning Outcomes and Assessment Cycle (SLOAC) Institutional Student Learning Outcomes (ISLOs) Assessment Results
SC-Website-StatementonAcademicFreedom-20180911	I.C.7	Skyline College Statement on Academic Freedom
SC-Website-Websmart-20180416	I.C.6	Skyline College WebSMART Website
SFSU-Website-BridgesToBaccalaureate-20190304	I.C.13	San Francisco State University Bridges to Baccalaureate Program
SMCCCD-AdministrativeProcedure7.69.1-201601	I.C.8	San Mateo County Community College District (SMCCCD) Administrative Procedure7.69.1 [2016.01]
SMCCCD-AdministrativeProcedure7.69.2-201602	I.C.8	San Mateo County Community College District (SMCCCD) Administrative Procedure7.69.2 [2016.02]
SMCCCD-AdministrativeProcedure7.73.1-201405	I.C.8	San Mateo County Community College District (SMCCCD) Administrative Procedure7.73.1 [2014.05]

SMCCCD-BoardPolicy2.07-201707	I.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.07 [2017.07]
SMCCCD-BoardPolicy2.30-201112	I.C.9	San Mateo County Community College District (SMCCCD) Board Policy 2.30 [2011.12]
SMCCCD-BoardPolicy2.31-201306	I.C.7	San Mateo County Community College District (SMCCCD) Board Policy 2.31 [2013.06]
SMCCCD-BoardPolicy6.35-201303	I.C.7	San Mateo County Community College District (SMCCCD) Board Policy 6.35 [2013.03]
SMCCCD-BoardPolicy7.73-201405	I.C.8	San Mateo County Community College District (SMCCCD) Board Policy 7.73 [2014.05]
SPARC-Minutes-20151210	I.C.3	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Minutes [2015.12.10]