



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

| H

2014 Annual Report

Final Submission

04/14/2014

Skyline College
 3300 College Drive
 San Bruno, CA 94066

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	David D. Ulate
3.	Phone number of person preparing report:	(650) 738-7069
4.	E-mail of person preparing report:	ulated@smccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.skylinecollege.edu/catalogschedule/assets/2013_14_CatalogOnlineFinal.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.skylinecollege.edu/accreditation/index.php
6.	Total unduplicated headcount enrollment:	Fall 2013: 10,814 Fall 2012: 10,411 Fall 2011: 10,609
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	10,468
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,712
9.	Number of courses offered via distance education:	Fall 2013: 80 Fall 2012: 75 Fall 2011: 72
10.	Number of programs offered via distance education:	15
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,113 Fall 2012: 2,658 Fall 2011: 2,457

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	Yes

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2013 semester:	69%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>868</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>458</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>454</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	868	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	458	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	454
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	868									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	458									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	454									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	947									
16b.	Number of students who received a degree in the 2012-2013 academic year:	542									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	471									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	423									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	446									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Asian Studies Chinese Studies									
19a.	Number of career-technical education (CTE) certificates and degrees:	77									

19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	6			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Surgical Technology	51.09	national	70 %	78 %
	Cosmetology	12.04	state	80 %	88 %
	Respiratory Therapy	51.09	national	80 %	100 %
EMT	51.09	national	82 %	85 %	
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	
	Respiratory Therapy	51.09	80 %	88 %	
	Surgical Technology	51.09	80 %	72 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
	Retention Rate	The percentage of students who were enrolled in a course on census date and stayed through the end of the term to receive a letter grade (A,B,C,D,F), credit (CR), no credit (NC) or an incomplete.		84%	
	Term Persistence Rate	The percentage of first-time students who persist from a fall semester to a subsequent spring semester.		51%	
	Basic Skills Course Success Rate	The percentage of students who were enrolled in pre-collegiate basic skills developmental skills (DSKL), English, math or reading class at census date and received a grade of A, B, C or CR.		55%	
Student to Counselor Ratio	The number of counselors per credit student enrolled in fall and spring. All full and part-time general counseling are included - no special program faculty such as DSPS and EOPS are included.		900:1		

Financial Aid Recipient Rate	The percentage of students who received financial aid including: BOG fee waivers, Pell Grants, Scholarships, TRIO, EOPS, CARE and CalWorks.	28%
Student Satisfaction Overall Rating	The percentage of students who selected "Very Satisfied" or "Satisfied" on the question(s) that ask about overall satisfaction with the college from the student climate survey.	79%
Community Events	The number of community events and activities open to the public that promote the college.	60
Percentage of Program Reviews Completed	The number of completed program reviews in a given year, as a percentage of the number scheduled.	75%
Employee Overall Satisfaction Rating	The percentage of employees who selected "Very Satisfied" or "Satisfied" on the question(s) that ask about overall satisfaction with the college from the employee survey.	70%
Student Right to Know (SRTK) Crime Statistics (# Offenses)	In compliance with Federal Public Law 101-542, the Student Right-to-Know and Campus Security Act of 1990, Skyline College publicly reports campus crime statistics to students and staff. Pursuant to reporting guidelines, crime statistics are updated and po	10
FTES Trend - All Courses	Percent change of full time equivalent students (FTES) compared to collegewide FTES goal.	0%
Load	Load is one measure of efficiency and indicates the ratio of FTEF (Full-time Equivalent Faculty) to WSCH (Weekly Student Contact Hours).	525
Fill Rates	Census headcount divided by maximum enrollment. Calculation does not include positive attendance, open entry/open exit, or independent study classes. Maximum enrollment for cross-listed sections are combined to calculate a single fill rate.	83%
Number of New Courses Approved	The number of new courses reviewed and approved annually by the Curriculum Committee and the Board.	37
Percentage of of Technology-Mediated Instruction	The total number of sections offered through technology-mediated instruction, as a percentage of the total number of sections offered.	4%
Amount of Grant Allocations	The amount of local, state and federal grants procured annually.	4,244,133
Amount of Professional Development Funds	Amount that the college funds for academic employee professional development activities used for maintaining and enhancing educational programs.	1%
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>Skyline College uses a Balanced Scorecard (BSC) as it's primary tool for measuring</p>	

institutional effectiveness. Each of the 22 measures on the BSC has an institution set standard that is based on a historical average and/or institutional expertise. Descriptions of the specific measures and their associated standard are located in the BSC Data Dictionary. The BSC is reviewed annually relative to its outcomes and is currently undergoing a comprehensive review by the Institutional Planning Committee to assess the use of the measures included. At the program level, the College's Annual Program Plans and Comprehensive Program Reviews are examples of how assessment of student achievement happens. Using data on retention, persistence, and grades earned, programs evaluate how effective students are performing and develop strategies to address student needs. Moreover, data are disaggregated by student characteristics (e.g. race/ethnicity and gender) to assess performance by student groups. Changes that have happened as a result of the Comprehensive Program Review are additional faculty positions in music and paralegal, improved facilities and labs in science areas, and a centrally located Disability Resource Center.

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	662
	b.	Number of college courses with ongoing assessment of learning outcomes	640
		Auto-calculated field: percentage of total:	96.7
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	56
	b.	Number of college programs with ongoing assessment of learning outcomes	55
		Auto-calculated field: percentage of total:	98.2
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	16
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	16
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://skylinecollege.edu/annualprogramplanning/annualworkplans.php ; http://skylinecollege.edu/programreview/submissions.php ; http://skylinecollege.edu/prie/formsandserviceareas.php	
28.	Number of courses identified as part of the GE program:	431	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	

30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	431
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>The five ISLOs are in the college catalog and website. Instructors map course SLOs to the ISLOs to identify how courses fulfill the ISLOs. A campaign to increase student awareness includes adding ISLO information to the Student Handbook. ISLOs are assessed directly and indirectly. Directly uses a common rubric so faculty has criteria around assessment. Instructors whose courses map to the ISLO use the rubric to evaluate students' work. They participate in two cross-disciplinary workshops. First, they discuss how courses support fulfillment of ISLOs and revise, or create discipline-specific assignments for ISLO assessment. Second, they participate in a rubric norming session to prepare to assess students' work. Assessments are entered online and the outcomes summarized. Indirectly uses the Community College Survey of Student Engagement (CCSSE) to measure how students perform relative to student engagement. For CCSSE items identified as relating to ISLOs, data are analyzed and findings summarized. For both measures, the Institutional Effectiveness Committee and the Academic Senate co-host an open Town Hall to discuss findings. Departments that participated in the assessments also analyze the data for their program review.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>In mapping course SLOs to PSLOs, departments such as English and Math revised SLOs and discovered that core competencies ran through the majority of courses. This resulted in more cohesive course and program SLOs, which inform instruction. The Math dept. condensed PSLOs to three. One shifted their orientation to instruction resulting from semesters of disappointing assessment results. No matter the instructor or teaching method, there was a negligible shift in assessment results. But they discovered what students do can have a significant impact. Thus, they plan to reinforce perseverance via increasing metacognitive awareness and teaching relevant strategies. The English dept. condensed Composition PSLOs</p>	

	<p>to three and designed a common rubric for all levels. Through assessment, they found students struggled with the thesis and developing their ideas. They used departmental meetings to discuss strategies and develop a department rhetoric that provides clear information on writing and reading skills and aligns instruction. Instructors are encouraged to employ more formative assessments to low stakes assignments. These assignments provide opportunities for practice and are not grade-centered but rather, process-oriented.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>On the website, the college makes available research and SLO assessments and both are integrated in Annual Program Plans, Comprehensive Program Reviews, and Administrative Leadership and Unit Reviews. These are used in planning at the program, division, and college levels. On the course level, SLOs are referenced in syllabi and rubrics are increasingly distributed with major assignments. Assessment results inform instruction. For instance, instructors may share formative assessment results using Angelo and Cross' classroom assessment techniques, which inform lesson plans. The Financial Aid (FA) department shows how assessment results impact practice. Initially they focused on raising students' awareness of financial aid. From this, more students receive financial aid than since they began assessing. FA now focuses on retaining the students through increased understanding of maintaining good academic standing and by decreasing loan debt. Through assessment of the latter, they learned that optional workshops are insufficient. Thus, they aim to increase financial literacy by collaborating with the College's on site Sparkpoint Center to embed information in required financial aid orientations.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Division meetings and retreats are designated for discussion on assessment analysis and planning. Outcomes are integrated in the Annual Program Plans and Comprehensive Program Reviews, which inform Administrative Leadership and Unit Reviews. These processes are central to college planning and budgeting and involve all program and administrative areas. In most instances, analyses result in robust conversations about pedagogy, curriculum, and research methodology. For example, when Accounting 100 students produced low results in "closing entries," faculty members across the district collaborated to improve teaching techniques. As a result, students improved in the next assessment cycle. In Student Services, counselors use assessment results to improve services, which inform program review, unit plans, and resource allocation. A small committee revised the Educational Planning SLO and implemented a new assessment method where they selected a random sample of students and looked at if they took courses outlined on their SEP. Data showed 70 percent of students followed the SEP requirements, validating their counseling approach. As they gain experience in assessment, they continue to update their SLOs and assessment processes.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>In Student Services, the Disability Resource Center (DRC) created a more accessible and transparent process for services. They found students were unaware of services offered and/or how to access them. In response, the DRC streamlined their process by removing steps and creating an online orientation. Via a college grant, a video was developed describing DRC services, how to identify accommodations and request textbooks in alternate format. These components will be integrated into the DRC's WebAccess with questions to assess knowledge and increase awareness and access. In Instruction, Kinesiology increased</p>

conditioning and reduced injuries. Assessments of athletic courses indicated students were not at sufficient fitness and motor development levels to compete. Faculty estimated that participating students' inability to practice/complete equated to losing over 3,000 hours of time. In response, they requested and received funding for a second athletic trainer, and increased instruction and activities on conditioning and recovering from injuries. Based on fall results, injuries and time lost decreased and skill development and conditioning improved. They continue to assess and hope to secure permanent funding for trainers.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 2 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We have a number of ADTs awaiting approval by the state. As soon as we receive that approval, we will be submitting a new substantive change proposal.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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