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## Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

**B** **Improving Institutional Effectiveness:** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**B.1** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

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### Description

Skyline is committed to an ongoing inclusive process of collegial dialogue focused on the improvement of student learning and institutional processes. This dialogue takes place in various College councils, committees, administrative and division meetings, College forums, focus groups and program reviews. During the past two years, the College has been actively engaged in dialogue regarding student learning outcomes. Activities that have promoted this dialogue are varied:

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- The establishment of the Student Learning Outcomes Assessment Cycle. The SLOAC Committee, meeting once or twice a month over the last year, has developed a Student Learning Outcome philosophy and framework which has been presented to faculty and staff, and is now being implemented. SLOAC has developed a schedule for developing outcomes and assessments over the next 10 years which will align with the Program Review Cycle.
- An ongoing series of email communications from the SLOAC chair to faculty and staff to promote awareness of student learning outcomes. The SLOAC framework is being distributed as a printed manual.
- Training by members of the SLOAC committee to faculty and staff at division meetings.
- The development of a SLOAC website to provide information and resources for faculty and staff.

- 5381 • Participation by faculty and staff in student learning outcomes training workshops  
5382 sponsored by the district and at the College. Follow-up discussions at division  
5383 meetings to engage faculty in the student learning outcome dialogue and  
5384 emphasize the value of student learning outcomes in shaping pedagogy.  
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5386 The College has also initiated the following activities designed to engage the College  
5387 community in dialogue for the improvement of student learning and institutional  
5388 processes:

- 5389 • The development of the Balanced Scorecard, available on the web, which  
5390 provides an opportunity for periodic and systematic assessment of institutional  
5391 effectiveness. The Scorecard provides trend data regarding programs and service  
5392 outcomes, as well as establishes benchmarks in many areas.
- 5393 • The reorganization of the Institutional Planning (IPC) and College Budget  
5394 Committees (CBC), which resulted in the development of an improved and  
5395 integrated institutional planning process. The Institutional Planning Committee is  
5396 the primary group that leads the development of the institutional planning process.  
5397 During Fall 2005, IPC modified its by-laws to reflect a focus on research as an  
5398 integral part of planning. Ongoing and expanded information on a variety student  
5399 data from the Office of Planning, Research and Institutional Effectiveness,  
5400 including enrollment trends, student retention, persistence and success which are  
5401 presented to the Instructional Leadership Team (ILT), College Council, Cabinet,  
5402 Program Review Workshops and Management Council. The San Mateo District  
5403 has developed an online decision-making support system with the assistance of a  
5404 district-wide advisory committee made up of representatives from all three  
5405 colleges. The data-driven decision support system is composed of query-able  
5406 reports regarding productivity—at the course, department, and division level—  
5407 that provide comparative information, all of which is can be used to evaluate  
5408 student learning.
- 5409 • Information and training for various groups by the Director of the Office of  
5410 Planning, Research, and Institutional Effectiveness (PRIE) regarding the changes  
5411 in the format of the annual work plans and the planning calendar. The division  
5412 work plans themselves are tools of dialogue as each division identifies its goals  
5413 for student learning and its strategies for reaching those goals.
- 5414 • Dialogue on the accreditation process and review of accreditation standards at  
5415 several College meetings. Accreditation co-chairs have made presentations at  
5416 numerous College and departmental meetings. Dialogue about accreditation has  
5417 included discussions revolving around student learning and institutional  
5418 processes.
- 5419 • The integration of student learning outcomes with the program review process.  
5420 Assessments will be reported as part of program review. This effort has been  
5421 accomplished through dialogue between Student Learning Outcomes Assessment  
5422 Cycle (SLOAC) members and the Curriculum Committee.
- 5423 • The formal presentations of program review results to the College community  
5424 which (*Evidence: Sample Program Review Presentation Program*) provide a  
5425 forum for critical dialogue. There is also an improved system of providing  
5426 feedback by Curriculum Committee and Vice Presidents to the divisions and the

5427 establishment of a schedule for follow up on any recommendations that are  
 5428 identified in the process.  
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 5431 • Discussions among the deans, faculty, Institutional Planning Committee (IPC),  
 5432 College Council, President’s Cabinet, College Budget Committee (CBC) Student  
 5433 Access and Success Committee, and other councils and committees regarding the  
 5434 effectiveness of current institutional processes.  
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5436 Several other projects or committees also serve to enhance the dialogue about the  
 5437 improvement of student learning and institutional processes:

- 5438 • The establishment of the Degree Audit Steering Committee charged with  
 5439 coordinating and implementing the Degree Audit System. An Academic  
 5440 Subcommittee has been established to ensure faculty input and decision making  
 5441 with respect to components of the system under their purview. Presentations  
 5442 regarding the status of the project are routinely made to the Instructional  
 5443 Leadership Team (ILT), the Student Services Leadership Team (SSLT), and the  
 5444 Educational Policy Committee. These processes ensure continued dialogue  
 5445 between and among different College constituencies who are invested in this  
 5446 important project.
- 5447 • An expanded College Matriculation Advisory Committee re-established to  
 5448 coordinate and provide input regarding all matriculation components, develop  
 5449 annual goals and monitor effectiveness of the College’s matriculation plan.
- 5450 • The establishment of the Student Access and Success Committee to oversee the  
 5451 development and implementation of the Student Equity Plan.
- 5452 • The establishment of the Fresh Look Project designed to examine and improve the  
 5453 College’s image to the community, via various publications and communications  
 5454 (e.g. College web site, logo, catalog, schedule of classes). Focus groups  
 5455 comprised of students, faculty and staff have been appraised of and involved in  
 5456 the project.
- 5457 • Annual management retreats, such as the student services retreats and classified  
 5458 retreatsduring which institutional effectiveness, student learning and ongoing  
 5459 review of institutional processes are discussed.
- 5460 • College-wide forums to discuss a variety of topics related to student learning and  
 5461 institutional effectiveness (e.g. college-wide forum on raising graduation  
 5462 requirements in English and mathematics).
- 5463 • Academic Senate meetings in which discussions regarding institutional  
 5464 effectiveness take place (e.g. raising graduation requirements in English and  
 5465 mathematics, degree audit recommendations, accommodation policies and  
 5466 procedures for students with disabilities).
- 5467 • Pre- and post-registration meetings among student services personnel to review  
 5468 institutional processes related to matriculation and registration.
- 5469 • Establishment of an ESOL task force comprised of faculty and staff to address  
 5470 barriers of access, retention and success for second language learners.
- 5471 • Weekly publications of “Skyline Shines” from the President to encourage and  
 5472 support ongoing dialogue regarding institutional effectiveness.

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- Participation in the Foundations of Excellence in the First Year Experience, a national project that involves a one-year self study to assess its effectiveness in promoting a successful first year student experience. The College, one of only two community colleges in California to be chosen, was motivated to participate in this project in order to engage in critical self study regarding its programs and services for first year students (those with 0-30 units). The results of this one-year self-study will be used in planning an intentional and integrated program that enhances the success of first year students at Skyline College ([Evidence: First Year Experience Project Overview, First Year Experience Steering Committee](#)).

5483 **Self-Evaluation**

5484 **The College meets this standard.** There has been significant progress made in this  
5485 standard since the last accreditation visit. The continuous communication among faculty  
5486 and staff has resulted in increased participation by members of constituent groups on  
5487 committees working to achieve the College’s mission and goals ([See compendium of](#)  
5488 [committees](#)). The review of the specific charge of each of the College’s shared  
5489 governance committees has resulted in greater awareness and understanding of College  
5490 processes. There exists a collegial spirit at the College that has increased the level of trust  
5491 and camaraderie among faculty and staff. The employee voice survey, administered in  
5492 Fall 2006 indicated that “numerous comments described the environment at Skyline as  
5493 collegial and collaborative, with adequate opportunities to participate in college-  
5494 planning and decision-making processes” (p. 3, [Employee Voice Survey Executive](#)  
5495 [Summary](#)). Through the work of College committees and other activities described  
5496 above, all constituent groups have the opportunity to be engaged in dialogue and  
5497 participate in decision making, which was not the case in the past.

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5499 Program Review has effectively served as an inclusive and systematic evaluation and  
5500 planning process at the department or program level. Its direct link to the College’s  
5501 resource allocation process, both in terms of the College Budget Committee and the  
5502 FTEF allocation, has strengthened the College’s efforts in streamlining and integrating  
5503 planning, evaluation, and resource allocation, all of which are key institutional processes.

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5505 The master planning process has helped faculty and staff gain a greater awareness of the  
5506 connections between the master plan and the resource allocation model. Data provided by  
5507 the Office of Planning and Institutional Effectiveness has enabled divisions and  
5508 committees to identify and address issues to improve student learning and institutional  
5509 effectiveness. Data regarding current and historical enrollment, productivity and  
5510 outcomes data is available for review on the PRIE website. Faculty have been provided  
5511 with important student data which is now used in the Program Review Process, making it  
5512 a richer and more meaningful, reflective and planning process than in years past.

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5514 There exists a college-wide understanding of the value of SLO’s for students, as well as  
5515 faculty and staff, with great emphasis being placed on dialogue of SLO’s and how they  
5516 can affect teaching and learning. ([Substantiate with employee voice survey results, #60](#)  
5517 [and #64](#)).

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5519 The College has adopted a culture of inquiry in which continuous evaluation is part of the  
5520 normal way of operating. As a result, the College will continue to evaluate the quality  
5521 and effectiveness of its processes and programs including but not limited to Program  
5522 Review, Scorecard, and SLOAC. Through IPC, the College Council, and the other  
5523 shared governance committees and processes, Skyline will continue to look at additional  
5524 ways of improving communication in order to achieve full transparency of all  
5525 institutional planning processes, so that these are widely and clearly understood by all  
5526 members of the Skyline community.

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### 5528 **Planning Agenda**

5529 None.

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**B.2** The Institution sets goals to improve its effectiveness consistent with its stated purposes. The Institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

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### 5533 **Description**

5534 Skyline has developed broad institutional goals that are guided by the College's vision  
5535 and mission statements. These institutional goals are aligned with goals established by  
5536 the San Mateo County Community College District. As well, the College has developed  
5537 college-wide strategies that encompasses within and across instructional, student  
5538 services, and administrative division and/or departments.

5539

5540 During Fall 2002 Skyline College began work on a new strategic and operational  
5541 planning process. The process began with a strategic analysis of the internal and external  
5542 environment to determine trends that could impact enrollments, programs, services,  
5543 staffing and facilities planning decisions. In Fall 2005 the Institutional Planning  
5544 Committee (IPC) began to revise the planning process in an effort to more closely link  
5545 the strategic planning activities to the budget planning process. In addition, the IPC led an  
5546 effort to develop strategies as part of the work plan that are aligned to overarching  
5547 College goals so that departments and divisions could develop objectives in response to a  
5548 concrete set of guideposts.

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5550 Effective Fall 2006, the Office of Institutional Planning, Research and Institutional  
5551 Effectiveness coordinated a new work plan initiative as part of the Education Master  
5552 Planning process. Skyline has produced, for the first time, a three year, rather than one  
5553 year, college-wide work plan. This work plan is the result of thoughtful consideration by  
5554 members of the College community. The work has been informed through experience in  
5555 the field and collective expertise, as well as information from a recent environmental scan  
5556 and newly developed program planning questionnaires that are part of the Education and  
5557 Facilities Master Planning effort. The work plan includes:

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- **Goals:** Overarching goals for achieving the stated vision within the framework of the College’s mission and values.
- **Strategies:** Programs, services, markets and resources that are needed in order to leverage changes in the environment and meet intended goals.
- **Objectives:** Directions for achieving, coordinating, tracking and measuring activities that help to implement strategies and achieve goals.
- **Measurement Criteria:** Clearly defined indicators of institutional effectiveness that can be measured, tracked and benchmarked.
- **Resources Needed:** Resources that may be part of budget decisions to support for unit objectives.

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A Balanced Scorecard has been developed to measure and to communicate the extent to which the College meets its goals and strategies. The Balanced Scorecard (BSC) is a strategic management system that uses of a set of core indicators that define and measure institutional effectiveness. This effectiveness is viewed from four perspectives, each with a balance of financial and non-financial indicators and measures: Internal Stakeholders, External Stakeholders, Financial and Operational Performance, and Growth and Innovation. The BSC translates the College vision and mission into meaningful indicators which are directly linked to College goals and strategies. The BSC provides a vehicle for collaborative decision-making by measuring, tracking and communicating performance of goals and strategies. The Scorecard uses benchmarks that are established through a collaborative process of research, analysis and negotiation among the various constituency groups across the College. These benchmarks provide the means for assessing goals and adjusting strategies for meeting these goals ([www.smccd.edu/accounts/skypro/balancedscorecard/home.htm](http://www.smccd.edu/accounts/skypro/balancedscorecard/home.htm)).

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All instructional and student services units develop unit work plans that which are aligned with the College’s mission and goals. At the end of each year, the accomplishment of unit works plans are assessed and communicated through the completion of year-end reports (**Evidence: Balanced Scorecard, Unit Work Plans, Year-end Reports**).

5591 **Self-Evaluation**

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**The College meets this standard.** It is anticipated that the revised work plan process will result in a more useful document to guide College efforts for improving institutional effectiveness, provide for an extended cycle of planning, and an improved process for linking institutional goals and objectives to the budget process. The plan has been developed to provide for annual reviews and revisions as needed. A year-end report provides an update regarding the extent to which the objectives have been met or are being met.

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Presentations regarding the new process for development of the College’s work plans were shared at College Council, College managers meeting and division meetings throughout the Fall 2005 semester. All divisions at the College have greater

5603 understanding and awareness of the College’s planning and budget process, especially the  
5604 way in which the three-year work plan ties into the overall planning and budget process.

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5606 The three-year work plan has been broadly disseminated to the College community via  
5607 the Office of Institutional Planning, Research and Institutional Effectiveness (PRIE) and  
5608 discussed in a variety of shared governance committees, as well as division meetings.  
5609 The program planning questionnaire process (See IPC website) has also provided for  
5610 greater participation by all constituent groups in the planning process and in the  
5611 development of the three-year work plan.

5612  
5613 Prior to Spring 2006, the College had developed annual work plans. However, the cycle  
5614 was not in alignment with the budget planning. Furthermore, the annual cycle was not as  
5615 effective for long-range planning.

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5617 The revised approach to the development of the three-year work plan will be reviewed by  
5618 the IPC and adjustments will be made as deemed necessary. As well, the Balanced  
5619 Scorecard will be reviewed and adjusted as necessary, e. g. adding or deleting indicators,  
5620 revising benchmarks, and developing cascading scorecards for specific programs/units.

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## 5622 **Planning Agenda**

5623 None.

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**B.3** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

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## 5626 **Description**

5627 The College has established a new strategic and operational planning process, including  
5628 the development of a revised work plan process, one more closely linked with  
5629 institutional planning and budget processes. The new process allows for the College to  
5630 better assess progress toward achieving its stated goals and making decisions regarding  
5631 the improvement of institutional effectiveness in a more systematic, integrated manner.

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5633 One of the ways in which the College assesses its progress in achieving its stated goals is  
5634 through the Balanced Scorecard, developed by the Office of Institutional Planning,  
5635 Research and Institutional Effectiveness. The Balanced Scorecard (BSC) is a strategic  
5636 management system adopted by the Institutional Planning Committee (a shared-  
5637 governance committee) as a way to enhance the existing College-wide planning process.  
5638 The BSC translates the College vision and mission into meaningful indicators directly  
5639 linked to College goals and strategies. The BSC provides a vehicle for collaborative  
5640 decision-making by measuring, tracking and communicating performance of goals and  
5641 strategies.

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5643 The Balanced Scorecard makes use of a set of core indicators that define and measure  
5644 institutional effectiveness. This effectiveness is viewed from four perspectives, each with  
5645 a balance of financial and non-financial indicators and measures: Internal Stakeholders,  
5646 External Stakeholders, Financial and Operational Performance, and Growth and  
5647 Innovation. The BSC incorporates a balance of lead indicators which identify what the  
5648 College puts into the system to drive performance, and lag indicators which identify  
5649 outputs or explanations of institutional performance. These outcomes are reported  
5650 through the Scorecard which tells how well the College is performing. The Scorecard  
5651 uses benchmarks which were established through a collaborative process of research,  
5652 analysis and negotiation among the various constituency groups across the College.  
5653 These benchmarks provide the means for assessing goals and adjusting strategies for  
5654 meeting these goals.

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### 5656 **Self-Evaluation**

5657 **The College meets this standard.** The Institutional Planning Council (IPC) has revised  
5658 the institutional planning process in an effort to more closely link the strategic planning  
5659 activities to the budget planning process. It has developed a Planning Calendar that  
5660 clearly shows the integration of planning, evaluation, and resource allocation. An  
5661 Educational Master and Facilities Planning Committee has been formed, with  
5662 representatives from all constituent groups, to oversee the College's planning efforts. The  
5663 newly developed three-year, rather than one-year, College work plan has resulted in  
5664 greater integration of the work plan with the budget allocation process.

5665

5666 The institutional planning process has been established with a formal system for the  
5667 evaluation of College programs and services. The Curriculum Committee has made  
5668 improvements in the Program Review Process, resulting in better integration of Program  
5669 Review with the overall planning process. A College budget and planning calendar has  
5670 been established to implement and evaluate the progress toward stated goals and  
5671 objectives. The three-year work plan has developed to provide for annual reviews and  
5672 revisions as needed. A year-end report on the objectives toward meeting the objectives  
5673 will continue as an annual update on progress made toward each goal area. These year-  
5674 end reports will be prepared by each division, compiled into a single report and  
5675 disseminated from the Office of Institutional Planning and Research.

5676

5677 The Office of Planning, Research and Institutional Effectiveness has provided valuable  
5678 data from a variety of sources (state, district and institutional data, environmental scans,  
5679 focus groups, etc.) to use in institutional planning and decision making. The Director of  
5680 Planning, Research and Institutional Effectiveness has conducted workshops and  
5681 presentations to disseminate research findings and to assist committees and departments  
5682 identify data that would be useful in the evaluation of their programs. Institutional data is  
5683 disseminated widely to the College community in easy to understand reports, in both hard  
5684 copy and posted to the Office of Planning, Research and Institutional Effectiveness  
5685 website. Requests from departments for additional data have increased significantly and  
5686 resulted in greater reliance by departments in data-driven decision making.

5687 The College is confident that the changes made in the institutional planning process will  
5688 result in greater participation by all constituent groups, improve linkages among the  
5689 planning and budget processes, and an evaluation process based on both quantitative and  
5690 qualitative data.

5691  
5692 The revised institutional planning process is an evolving process and in a process of  
5693 continuous review and improvement. The process will be evaluated at least once every  
5694 three years and improvements will be made as needed.

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5696 **Planning Agenda**

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**B.4** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

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5700 **Description**

5701 During the 2001-02 year, Skyline College's (Was this the name of the office at the  
5702 time? Office of Planning and Research) conducted a survey on planning documents  
5703 where planning processes were identified and mapped. (From the Skyline Focused  
5704 Midterm Report of 30 January 06.) A review of many plans revealed incomplete  
5705 planning processes, and no connection between the various processes existed. Of notice,  
5706 there was no coordination between planning and budgeting within the governance  
5707 organization.

5708

5709 In August 2003, the Skyline College Council established the Institutional Planning  
5710 Committee (IPC) with the responsibility to integrate, coordinate and communicate all  
5711 planning and budgeting at the College. At that time the IPC examined the governance  
5712 organization and redesigned the governance organization, committees, and planning work  
5713 at the College.

5714

5715 After the 2001 visit of the Accrediting Team, Skyline created a Strategic Planning  
5716 Process that included faculty, staff, administration, students, district personnel, and the  
5717 local business community. The Strategic Planning Taskforce met over the course of three  
5718 semesters to develop a thorough and collaborative process to create Skyline's current  
5719 Strategic Plan. Progress reports were published on the College website and public forms  
5720 were held to solicit comment from all College constituencies-- administration, faculty,  
5721 staff and students.

5722

5723 The task of the IPC, as created in September 2003, is to formulate and recommend to the  
5724 College Council plans and timelines for coordinating, communicating, and integrating  
5725 college-wide planning at Skyline. The Strategic Planning Taskforce was incorporated  
5726 into the newly formed IPC at that time.. The IPC is a shared-governance committee,

5727 accepting input from all Skyline constituencies. IPC’s purpose is stated in its Charter and  
5728 Bylaws as follows:

5729  
5730 *The Institutional Planning Committee was created by the College Council in September*  
5731 *2003 and is governed by charter and By-Laws of the College Council. The Institutional*  
5732 *Planning Committee is the primary body responsible to coordinate, communicate and*  
5733 *integrate college-wide planning at Skyline College. In addition, it is the primary body*  
5734 *responsible for the development and implementation of the college-wide performance*  
5735 *measurement system (i.e. indicators, metrics and benchmarks) and the college-wide*  
5736 *research agenda.*

5737  
5738 Additionally, planning, evaluation, and resource allocation are increasingly integrated.  
5739 Skyline College’s Budget and Planning Calendar  
5740 ([smccd.edu/accounts/skypro/planning/planning\\_calendar\\_vr7.pdf](http://smccd.edu/accounts/skypro/planning/planning_calendar_vr7.pdf)) illustrates how this  
5741 integration is accomplished. The calendar directs and coordinates the development and  
5742 review of planning and budget activities. Resource allocation decisions are guided and  
5743 supported by plans and sources of evidence that show direct linkages to the College’s  
5744 mission and goals.

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#### 5746 **Self-Evaluation**

5747 **The College meets this standard.** The College governance process and the  
5748 reconstituted IPC provides a continuous institutional process reflecting the general  
5749 transparency of planning all matters throughout the Skyline College community with the  
5750 eye to informing and involving all constituencies.

5751

5752 The shared-governance framework from Skyline College operates engenders a collegial  
5753 environment, one in which there are numerous opportunities for faculty, staff, and  
5754 students to get involved in planning processes. Input is solicited from constituencies at  
5755 department/division meetings, committee meetings, open forums, program review, and  
5756 other college-wide communications. Inclusiveness and broad participation by all  
5757 constituencies is a strongly held value at Skyline.

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#### 5759 **Planning Agenda**

5760 None.

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**B.5** The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

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#### 5763 **Description**

5764 As indicated in previous sections of Standard I, the College has made a concerted effort  
5765 to increase and to improve its research capability, both in terms of expanding the Office  
5766 of Planning, Research and Institutional Effectiveness and in actively promoting a “culture  
5767 of inquiry” at all levels of the institution. The extent to which the institution has  
5768 succeeded in these efforts is evidenced by the quantity and quality of research initiatives

5769 in which the College has engaged and the research/assessment results these initiatives  
5770 have yielded in the last two years ([smccd.edu/accounts/skypro/home.html](http://smccd.edu/accounts/skypro/home.html)).

5771  
5772 Research initiatives to assess the quality of programs and services provided to students  
5773 and the community are developed and executed at the district and institutional level.  
5774 Skyline College, and the San Mateo County Community College District in general, is  
5775 committed to continuous improvement and to informing its internal and external  
5776 constituencies regarding institutional outcomes.

5777  
5778 Published institutional reports related to the quality of programs and services that are  
5779 provided to students, available both in print and posted on the IPC website, include the  
5780 following:

- 5781
- 5782 • Transfer rates
  - 5783 • Completions of degrees and certificates data
  - 5784 • Completion of career and vocational certificates data
  - 5785 • Semester enrollment and productivity data
  - 5786 • Student satisfaction surveys
  - 5787 • Campus crime statistics
  - 5788 • Success and retention rates
  - 5789 • Campus safety survey
- 5790

5791 Institutional reports related to self-assessment include, but are not limited to:

- 5792 • Employee surveys
  - 5793 • Faculty surveys
  - 5794 • Program review
  - 5795 • Unit work plans
  - 5796 • Fresh Look project
  - 5797 • Departmental assessment plans
  - 5798 • Student learning outcomes
- 5799

5800 Some of the ways that planning processes and assessment results are communicated to  
5801 the internal (e. g., faculty, staff) and external constituencies (e. g., students, parents,  
5802 community in general) are as follows:

- 5803
- 5804 • District website
- 5805 • Skyline College website
- 5806 • Office of Planning and Research website
- 5807 • District and College Council and committee agendas and minutes
- 5808 • Announcements from the Public Information Office
- 5809 • Campus-wide forums
- 5810 • Visitations to the community
- 5811 • Invitation to the community for campus events (e.g. tours of the campus,  
5812 informational workshops for students and families, orientation for new students,  
5813 etc.)

- 5814 • Annual reports of the district and College (e.g. annual budget report)
- 5815 • Departmental and divisional newsletters
- 5816 • Skyline Shines, a weekly message from the President
- 5817 • President's board reports

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5819 **Self-Evaluation**

5820 **The College meets this standard.** Skyline College's commitment to a systematic  
 5821 evaluation of its programs and services using a variety of qualitative and quantitative  
 5822 research/assessment methods is evidenced by the research initiatives that have been  
 5823 completed and produced. With the support of an expanded Office of Planning, Research  
 5824 and Institutional Effectiveness (PRIE) and the leadership of the Institutional Planning  
 5825 Committee (IPC), a systematic and integrated planning framework is firmly in place. As  
 5826 well, assessment results are communicated effectively and efficiently through focused  
 5827 briefings/forums (e. g., workshops regarding student survey results and employee voice  
 5828 survey results), publications (e.g., College Almanac), and the College/IPC website. It  
 5829 should be noted that the College website is currently undergoing a redesign in order to  
 5830 improve communication to both internal and external constituencies.

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5833 **Planning Agenda**

5834 None.

5835

**B.6** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

5836

5837 **Description**

5838 Since the time of the last accreditation, an extensive review of the effectiveness of the  
 5839 planning and resource allocation processes has taken place. It was determined that a  
 5840 substantive revision of the planning and resource allocation process was needed. The  
 5841 Institutional Planning and College Budget committees, once a single committee, were  
 5842 established as distinct committees with specific charges. The Institutional Planning  
 5843 Committee (IPC) amended its by-laws to include the review of data for decision making.  
 5844 This new process provides the College with an ongoing source of data for systematic,  
 5845 continuous assessment with respect to enrollment management and program  
 5846 development. There is now an ongoing effort to integrate the research function on  
 5847 campus with the different structures and processes to provide for more comprehensive  
 5848 planning.

5849

5850 A Budget and Planning Calendar was established to better integrate institutional planning  
 5851 with the allocation of College resources. Processes for developing hiring priorities for  
 5852 faculty and classified staff were developed and aligned with the master planning  
 5853 calendar. Effective Fall 2005, modifications were made to the division work plans,  
 5854 including the development of college-wide goals and strategic themes. The work plans

5855 now incorporate objectives and activities over a three, rather than one year, period.  
5856 Finally, the Program Review process has been reviewed and modified which has resulted  
5857 in greater integration with the Budget and Planning Calendar. An improved method of  
5858 feedback to the divisions undergoing Program Review by the appropriate Vice President  
5859 and Curriculum Committee Co-Chairs has been developed, which includes an action plan  
5860 to guide divisions in following up on identified recommendations.

5861  
5862 A Skyline Balanced Scorecard has recently been developed and posted to the College's  
5863 website to provide opportunities for faculty, staff, students and the community to give  
5864 input to the institutional planning processes. A Budget and Planning Calendar has been  
5865 developed which includes evaluation periods for review of Program Reviews and Work  
5866 Plans.

5867  
5868 Members of the College Budget Committee have been involved in a review and potential  
5869 modification of the District resource allocation model, which has not been reviewed in  
5870 many years. The District Committee on Budget and Finance, which is overseeing this  
5871 effort, is composed of representatives from all constituent groups at the three colleges and  
5872 district personnel. Various resource allocation models have been developed and presented  
5873 at various district and College meetings, providing ample opportunity for input to the  
5874 various models. It is anticipated that the resulting resource allocation model will provide  
5875 for greater equity of resources among the three colleges.

5876  
5877 **Self-Evaluation**

5878 **The College meets this standard.** The College has worked diligently over the past  
5879 several years to establish an effective institutional planning process. In the short time  
5880 since the Director of Planning, Research and Institutional Effectiveness has been at the  
5881 College, significant improvements have been made to systematically and effectively use  
5882 data in the decision making and planning processes. A thorough review and modification  
5883 of all major planning processes, outlined above, has been completed. Each of these  
5884 processes now includes an evaluation component, which will be utilized in the future to  
5885 continue to monitor the effectiveness of the planning processes.

5886  
5887 Because many of these processes have just recently been developed, it will be important  
5888 to evaluate the effectiveness of these efforts at the conclusion of the first cycle.  
5889 Modifications will be made in the evaluation processes as deemed necessary.

5890  
5891 **Planning Agenda**

5892 None.  
5893

**B.7** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

5894  
5895 **Description**

5896 The primary mechanisms for evaluation have been developed by several components of  
5897 the College community. The newly formulated Student Learning Outcomes Assessment  
5898 Cycle (SLOAC) provides a comprehensive and integrated framework for the review of all  
5899 institutional, academic and student services programs and processes. The flow chart of  
5900 the SLOAC review process incorporates all aspects of the College. Each component  
5901 contributes assessable data, information processing mechanisms and evaluative functions  
5902 that are integrated with each other. (Evidence: SLOAC Framework flow chart and  
5903 SLOAC Beta document, page 7, 8, 9, 10.)  
5904

5905 The Framework establishes an organizational structure that divides the various  
5906 components of the College community into three major "levels": the course level, the  
5907 program levels and the institutional level. The Framework delineates a cycle of  
5908 evaluative methods for each level. The effectiveness at each level is evaluated based on  
5909 several level-specific components. Each level provides evaluative feedback to other  
5910 levels, resulting in the overall evaluation of institutional effectiveness Skyline College.  
5911 Inclusive in these self-evaluations are considerations of each components'  
5912 implementation and realization of the objectives of the College's vision and mission  
5913 statements.  
5914

5915 Each level of the SLOAC process asserts a particular evaluative/assessment perspective.  
5916 At the course level, the students' classroom experience is evaluated in many ways. The  
5917 methods of evaluation, based upon a courses' specified student learning outcomes, helps  
5918 inform the course instructors of their individual effectiveness. Periodic student surveys  
5919 and student evaluations of instruction provide additional evaluative information.  
5920 Collective assessments and data analysis of a number of sections in a discipline provide  
5921 each discipline with an overview of the performance achievements (or lack of  
5922 achievements) at the course level. The interactions and potential impacts of Student  
5923 Services courses and programs with specific disciplines are also assessed.  
5924 (Evidence: Curriculum Committee Website: Official Course Outlines of Records. Office  
5925 OF PRI Effectiveness: Links to student's performance data and student surveys  
5926 [http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/  
5927 Noel%20Levitz%20-  
5928 %20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf](http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf)  
5929 [http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/  
5930 Focus%20Group%20Study%202005/focus\\_group\\_exec\\_sum.pdf](http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Focus%20Group%20Study%202005/focus_group_exec_sum.pdf)  
5931 [http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/  
5932 employee\\_voice\\_2006\\_survey\\_exec\\_sum.pdf](http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf))  
5933  
5934

5935 The extent to which the diverse motivations and objectives of the College's student  
5936 population are met effectively by Skyline College is also addressed by the SLOAC  
5937 Framework. The major student goals of academic degrees, vocational certifications,  
5938 academic transfer preparation, and personal development and enrichment, are separately  
5939 and integratively assessed.  
5940

5941 The interconnected nature of the all the components of the College community is  
5942 addressed and assessed-- for their respective contributions and supportive roles in  
5943 promoting the success of diverse student groups. The Institutional Planning Committee  
5944 and the Office of Planning, Research and Institutional Effectiveness provide leadership  
5945 and expertise in conducting institutional-level assessments relative to the College's  
5946 effectiveness in providing a diverse student body with a quality educational experience.  
5947 (In addition, adherence to and fulfillment of the College's Mission, Goals, Core Values  
5948 and Operating Principles are evaluated and assessed. Where is this located?) (The  
5949 SMCCCD Core Values and Operating Principles were reaffirmed 2/3/04

5950 (Evidence: SLOAC Framework flow chart and SLOAC Beta document. Office of PRI  
5951 Effectiveness website for BSC, Year-End Report, Ed Master Plan, Survey and Research  
5952 projects.)

5953  
5954 Specific elements within the SLOAC that illustrate systematic evaluative processes  
5955 include: Program Review, the Balanced Scorecard, and the Year-End Report of Goals.  
5956 The SLOAC framework places Program Reviews at the intermediary level, whereas the  
5957 Balanced Scorecard and Year-End Report of Goals are concerned with institutional level  
5958 performance. Other assessment tools include the periodic Student and Employee Surveys  
5959 conducted by the Office of Planning, Research and Institutional Effectiveness (PRIE).  
5960 Although not presented as a specific instrument for review and evaluation, the  
5961 Educational Master Plan reflects the conclusions of existing assessment methods in its  
5962 delineation of strategies, expectations and plans of actions.

5963 (Evidence: Office of PRI Effectiveness website for BSC, Year-End Report, Ed Master  
5964 Plan:

5965 print outs from: <http://www.smccd.edu/accounts/skypro/IPC/index.htm>

5966 <http://www.smccd.edu/accounts/skypro/balancedscorecard/home.htm>

5967 [http://www.smccd.edu/accounts/skypro/Ed%20Facilities%20Master%20Plan%2006/education\\_and\\_facilities\\_master.htm](http://www.smccd.edu/accounts/skypro/Ed%20Facilities%20Master%20Plan%2006/education_and_facilities_master.htm)

5968 <http://www.smccd.edu/accounts/skypro/planning/Plans.htm>

5969 <http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Employee%20Voice%20Survey%20Briefing.pdf>

5970 [http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee\\_voice\\_2006\\_survey\\_exec\\_sum.pdf](http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf)

5971

5972  
5973  
5974  
5975 Coordinated through the College's Curriculum Committee, all academic, vocational and  
5976 student services undergo a process of self-evaluation through the Program Review  
5977 Process. Constructing analytical models that encompass related disciplines or service  
5978 activities enable the integration of the collective assessments of pertinent courses/services  
5979 to evaluate the performance at the Program level. The Framework indicates the  
5980 interconnected nature between and among academic and student support service  
5981 programs. The contributions and effectiveness of these interactions are examined  
5982 through the analysis of selected assessment strategies designated by each program.

5983 Assessments are designed to evaluate the student's learning outcomes in both academic  
5984 and personal development aspects, as outlined in the vision and mission statements.

5985 (Evidence: Curriculum Committee website: Program Review forms and time tables.  
5986 Office of VPI: completed Program Review documents.)

5987

5988 Currently, the College is also involved in the Foundations of Excellence in the First Year  
5989 Experience project. The one-year self study commenced in Fall 2006 and is anticipated to  
5990 be completed in May 2007. The project will produce an intentional and integrated plan  
5991 for strengthening programs/services to increase the success of students with 0-30 units.

5992

5993 The Office of Planning, Research, and Institutional Effectiveness (PRIE) serves as the  
5994 clearinghouse for questionnaires and surveys in order to maintain a form of consistency  
5995 in the assessment process. It also serves as the central point of communication regarding  
5996 research initiatives and assessment results.

5997

5998 With regards to the vision and mission statements, the primary entity for review and  
5999 revision will be the Institutional Planning Committee (IPC). However, as the IPC is a  
6000 reflection of most of the other components of the College community, its evaluations and  
6001 recommendations can arise from any segment of the College. The network and  
6002 interconnectivity of the IPC within the SLOAC Framework ensures that its  
6003 recommendations for review and possible revisions will engender a campus wide  
6004 dialogue.

6005 (Evidence: Office of PRI Effectiveness website for links to IPC, BSC, Year-End Report,  
6006 Ed Master Plan.)

6007

### 6008 **Self-Evaluation**

6009 **The College meets this standard.** The College has formulated and is in the process of  
6010 implementing an effective and integrated approach to a systematic review of the College  
6011 as a learning institution -- the SLOAC Framework. (Evidence: SLOAC Framework  
6012 Flow sheet and SLOAC Beta document, pages 7-10.) The faculty and staff are provided  
6013 with ongoing training and support related to the writing and assessment of student  
6014 learning outcomes (SLO Committee Activities, SLO Website). A number of  
6015 instructional and student services programs are in the process of being piloted for SLO  
6016 assessment.

6017

6018 Program reviews for both instruction and student services are on schedule. More  
6019 importantly, program review results have resulted in program improvements and  
6020 innovations (Program Review Website).

6021

6022 Institutional planning is firmly and effectively integrated with resource allocation.  
6023 Budget requests require evidence, ( e. g., from program reviews, unit work plans) and  
6024 must be centrally tied to the College's mission and goals.

6025

6026

### 6027 **Planning Agenda**

6028 None.

6029