Standard II.B: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Submit comments

Description

Skyline College has an open-access policy. The institution continually evaluates student access and satisfaction with services - most recently with a Campus Climate Survey which gave us valuable feedback. Feedback indicated a medium high to high satisfaction with the support services provided. Admissions applications have evolved from paper only to paper, phone and web, to, now, paper and web. Admissions applications are currently available in English and Spanish. The College employs staff members who are proficient in Spanish, Chinese and Tagalog to assist families with translations in those languages and provide direct assistance with web applications and registration in the College's One Stop Center. A Student Equity Report prepared in 2005 assessed two very important aspects of student life—success and retention. The report was distributed to all College administrators and College committees who would benefit from the knowledge in the report to evaluate and modify programs as needed. Admissions, the Assessment Center, Counseling, and Financial Aid were critical areas that instituted efforts to meet student and community needs. The Financial Aid Office initially created an Outreach team in 2004 to disseminate information about financial resources available to all students. The Outreach function later migrated to become a part of the Information Center staff functions. A full-time Coordinator was hired to meet the in-reach and outreach needs of the campus. Testing practices and availability have been modified to better serve students. Counselors provide support with academic success programs and individual appointments to develop Student Education Plans. Each department reviews internal and external needs and developed annual departmental workplans for the last five years. Student Learning Outcomes (SLO) have been developed over the past two years. Issues are also discussed in Student Services Council meetings held monthly since 2000. The Student Services managers have monthly meetings to review needs and plans for student support services. The Student Services Outreach Committee invites counselors from area high schools to campus twice a year to share updates and information, but most importantly, to get feedback from them about services that are needed. The committee has extended that type of communication to the District administrative staff during the past three years.

Submit comments

(Note from Steering Committee: The following two sections still need to be written.)

Self Evaluation

Planning Agenda

Standard II.B.1.
The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.[1, 2] (Note from Steering Committee: Please provide references by name instead of footnotes.)

To support the mission of the College, Skyline provides comprehensive student support services to students:

Submit comments

Admissions: The College provides admission applications either online or hard copy to accommodate all types of students and their needs. Paper applications are currently available in English and Spanish. The College is preparing to access the Spanish CCCApply form to provide an additional language resource for students. Assistance is provided via computer, phone and in person to help students at any time. The diversity of Skyline's enrolled students attests to the accessibility of the College to the public (see Skyline Almanac demographics). The application is a "lesson" in online processing that is a key to a rapidly changing world.

Assessment: Assessment tests are provided both online and on paper. To provide easy access to testing, Skyline has developed a testing center that provides online, self-paced testing. This has provided a great benefit of time to many students who find it difficult to schedule around fixed testing times. Students who are not comfortable taking the online may take the test on paper. The College offers some group testing at various times of the year to accommodate students who need testing before a registration period.

Associated Students Organization: Skyline has an active Associated Student Government whose president and vice president sit on the College's shared governance committee. Efforts are continually made to increase the participation of student leaders. The recent move to a modern space in the new Student and Community Center is expected to promote and to facilitate more active leadership participation by students.

ASTEP (African American Success Through Excellence and Persistence): The program is designed to provide African American students with greater opportunities for remaining and succeeding in college and directly supports the College Mission.

Submit comments

CalWORKS/CARE Program: These programs are state funded programs that provides assistance to low-income students who are or were receiving TANF benefits. Direct support is provided for childcare, books, parking permits, bus passes and career counseling to support student learning and enhance achievement for these students.

Career Center: The Center offers a wide variety of services and activities to assist students with their specific career needs. Resource materials, inventory tools and web access are readily provided to all students who wish to utilize this service.

Counseling: A variety of counseling services are offered to assist student in reaching their educational goal, help through personal counseling, career counseling, immediate academic planning as well as transfer options. E-counseling is service that was instituted a year ago to provide the vital link to the people "on the go" who cannot come to counseling for a one-on-one counseling appointment. This has proven to be a popular service for off-campus students.

Submit comments

Disabled Students Program and Services: Many services and academic accommodations are available to students with verified disabilities. Assistive Technology, Learning Differential assessment, Workability services provide a much needed link for disabled students to access the college and the learning experience.

Extended Opportunity Program and Services (EOPS): A state-funded program, EOPS provides an avenue for access, retention and completion of educational goals for students who are both low income and educationally disadvantaged students. One-on-one tutorial services, counseling, transfer assistance, bilingual services, book vouchers and calculators are all made available to students to support learning and achievement.

Financial Aid: Most federal and all state grant, workstudy and loan programs are readily available to students at the college. Much outreach is performed to encourage students to apply and assistance with the applications is always available. All applications are available online and on paper in English and Spanish.

Health Center: The Center provides emergency and non-emergency medical services, crisis counseling, individual health counseling and education, and a variety of other services. The services are accessible to all students.

International Student Program: Assistance is available to non-immigrant international students who possess an F-1 student visa. Academic and personal counseling is available to the students. The existence of the program enhances the cultural diversity of the campus.

Puente Program: The program is geared to support transfer and academic success for Chicano/Latino students who are currently attending. A program offering Math and English to this group of students provides vital learning support to assist these students in achieving their academic goals.

Submit comments

STAARS Program: This is a federally funded TRIO program designed to provide a supportive environment for students who are low-income, first generation and/or disabled. Counseling, financial aid and scholarship assistance, academic support, and cultural enrichment activities all contribute to a rich and supportive learning environment for these students.

Student Activities: The office is the hub for extracurricular and leadership activities on campus. Support is provided for student government, club-sponsored events coordination and vendor services. Participation in a multitude of activities developed and

implemented by students directly supports a learning opportunity for the students involved as well as the attendees.

Student Success Program: This program is designed to provide support for students who are experiencing academic difficulties. Students have an opportunity to have very personalized counseling to assist them in developing an educational plan that meets their goals. This is often the first step to getting "on track" or back on track when students have had problems.

Submit comments

Transfer Opportunity Center: Comprehensive transfer services, resources and activities are available to students who want to explore the wealth of transfer opportunities. University representatives visit campus, university tours are planned, transfer workshops are provided and guaranteed transfer admissions agreements are in place to support students in every way upon completion of their undergraduate coursework at Skyline.

Veterans Services: All services to assist veterans with access to benefits that support them as they attend college are readily available.

Additional services that interface with Instructional Programs include:

Athletics - Intercollegiate
Child Care Center
Honors Transfer Program
Kababayan Program
Learning Center (Instructional Support)
Learning Skills Program
Math Assistance Lab
MESA Program
Women in Transition Program
Writing and Reading Lab
Basic Skills Program

Student Services are available to students on-line (e.g., e-counseling) and in person. Matriculation services (e.g., testing and orientation) are conducted in high schools.

Submit comments

Self Evaluation

The requirements for this standard have been met. The following Student Services programs have undergone program reviews within the last six years: Assessment Center, Career Center, Counseling, Student Activities, Transfer Opportunity Center, EOPS, International Students program, and Admissions and Records (in progress).

The following documents represent self evaluations and needs: The Campus Climate Survey-Spring 2006, The Student Equity Plan – 2005, Annual Workplans for each department, feedback from staff at Student Services Retreats, Vision Committee minutes, Student Services Council minutes, and Student Learning Outcomes assessments.

Planning Agenda

Implementing, tracking, and assessing Student Learning Outcomes is the priority for all student services in the next two years. Some departments have SLOs in place and are capturing feedback. All departments must move to implementation. The next critical step is to consolidate the feedback and assess the results to as basis for implementing needed changes and ongoing program improvements.

(Note from Steering Committee: All Planning Agenda items need to reflect a specific plan for and commitment to action. Please revise.)

Submit comments

Standard II.B.2.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- ***Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution***
- ***Educational Mission***
- ***Course, Program, and Degree Offerings***
- ***Academic Calendar and Program Length***
- ***Academic Freedom Statement***
- ***Available Student Financial Aid***
- ***Available Learning Resources***
- ***Names and Degrees of Administrators and Faculty***
- ***Names of Governing Board Members***

b. Requirements

- ***Admissions***
- ***Student Fees and Other Financial Obligations***
- ***Degree, Certificates, Graduation and Transfer***

c. Major Policies Affecting Students

- ***Academic Regulations, including Academic Honesty***
- ***Nondiscrimination***
- ***Acceptance of Transfer Credits***
- ***Grievance and Complaint Procedures***
- ***Sexual Harassment***
- ***Refund of Fees***

Submit comments

d. Locations or Publications Where Other Policies May be Found

Description

Skyline College supports student retention and success by providing a broad array of responsive student support services.

Skyline College provides catalogs to students for free during orientation. The catalog is also easily accessible on-line. The college catalog provides precise, accurate, and current general information, requirements, and policies and procedures as listed above, as well as other information that allows students to be well-informed about college academic and student support programs requirements and services. Parts of the catalog are written in Spanish, in addition to English.

Evaluation

Submit comments

The College meets this standard.

Planning Agenda

None.

Standard II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to meet address these needs.

Description

Support needs for students are identified in a variety of ways. A number of needs are identified through formal processes at the College, including the development the annual work plans prepared by all student services departments, program reviews, and the Student Equity Plan. Ongoing student surveys (e.g. Campus Climate Survey, EOPS survey) also provide information regarding student needs which then are incorporated, as appropriate, into planning documents. State mandates for various programs (e.g. Matriculation, EOPS, DSPS) ensure that services, deemed important for student success, are delivered according to state regulations. These services all meet student needs. Skyline also has a Puente, MESA, Honors Transfer and African American Success Through Excellence and Persistence (ASTEP) Programs which provide additional support services for enrolled students.

In addition to these formal processes, there are a variety of informal mechanisms by which student needs are identified. Student services retreats provide a forum to discuss and share ideas for improving the delivery of services; ongoing focus groups with students provide valuable information to the college regarding students needs and ideas for delivering those; regular meetings of individual departments (e.g. admissions, counseling, EOPS, DSPS) provide opportunities in continuing to determine student needs and explore strategies for delivering them; one on one interactions with students and student services personnel also provide a venue for gathering information regarding student needs. Each year, the Outreach Committee hosts high school counselor breakfasts. Student needs are frequently identified at those meetings and collaborations result between high school and college personnel in order to provide the services identified. This past year, the College has embarked on the information self-study stage Foundations of Excellence in the First Year Experience Project. One of the anticipated

Submit comments

outcomes of this project will also be to identify student support needs and assess how well the college is addressing them.

Evaluation

The College meets this standard. The College has well developed processes, both formal and informal, for identifying the support needs of its students. In response, the College had developed a variety of programs and services to respond to those identified needs. The following provides some examples of programs and/or services that have been developed in response to the identification of student needs:

Submit comments

- **Learning Communities:** Each of these programs has integrated instruction and student support services. Counselors are assigned to each of these programs.

  Puente Program
  MESA Program
  ASTEP Program
  Honors Transfer Program
  Kababayan Program

- **Jump Start Program** - A summer bridge program to provide high schools students with deficient gpa's an intensive 6 week program of basic skills instruction in English and Math, college success strategies and self-esteem building.

- **Hermanos Program** – a partnership program with South San Francisco High School to provide support services to Latino males. The program provides a college success course taught at the high school by college faculty and a cadre of support services (e.g. mentoring, bonding exercises, family involvement) to help students achieve success.

- **Courses Taught at Local Feeder High Schools** – a number of partnerships have been developed with Skyline's feeder high school. The college is offering English, Tagalog, ESOL and College Success/Career Exploration courses at the high school.

- **A task force of the Counseling Division** has been working to strengthen the in-person orientation for matriculating students.

Submit comments

- **The Assessment Center produces regular reports regarding placements.** This information has proved useful to the Office of Instruction and Instructional Deans in offering sufficient sections of non-degree applicable, degree-applicable and transfer level courses in English and Math.

- **The ESOL faculty is revising its curriculum** to better meet the needs of a diverse, ESOL student population.

•

(Note from Steering Committee: The following two items need to be completed or deleted.)

- Library has…. (

- Learning Center has….

Submit comments

Students who completed the Student Campus Climate survey indicated that the College was responsive to their diverse student needs, that the college's offering met the varied needs of students (Campus Climate Survey, Spring 2006)

Planning Agenda
None.

Standard II.B.3..
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery model.

Description
Skyline offers day, evening, weekend, and online services to meet the needs of students. The Student Services One Stop Center houses all student services departments. The Center is open Monday through Thursday from 7:30 a.m. to 7 p.m., Fridays from 7:30 a.m. to 4:30 p.m. Limited service is available on Saturdays from 8:00 a.m. to 2:00 p.m. during the semester. Many student services are available on line for those students who may not be able to come to the College. These include online applications and registration, online orientation and electronic counseling, and access to a variety of forms and application materials for special programs. A variety of services are offered at feeder high schools and community agencies, including application workshops, and portions of the matriculation process (e.g. placement testing, orientation). Student Services have developed a Campus Ambassador program in which Skyline students conduct regular outreach to feeder high schools and at community sites.

Submit comments

A comprehensive array of instructional and academic support services is also available to students through the Learning Center. These services include tutoring, library and computer support, and a writing lab. These services are described and evaluated in more detail in section II.C of this report.

Self Evaluation
The College meets this standard. Skyline services are offered in a variety of formats, both in person and online to meet student needs. Services have improved significantly since the College opened the One Stop Center. This resulted in more consistent hours of operation for all student services and improved efficiency in ensuring that students were able to access all services that they might need. Online services have increased dramatically over time. Nearly 90% of registration is done online; a drop-in Assessment

Center has increased availability of testing year round for students; both in person and online orientation is available to assist students in completing the matriculation steps and a successful electronic counseling service is in place to meet the needs of students who cannot come to the college. The student services web pages contain detailed information about programs and services and many applications and forms are available on line.

Student input is valued for the information that is gained about services and accessibility. Student surveys and focus groups have been used to determine student satisfaction with services. A cadre of students is asked to provide input throughout the year on what they observe and hear from students who call or visit the One Stop Center. Campus ambassadors assist students with online applications at student computer banks in the One Stop. This enables the College to react quickly to application and/or registration problems discovered on site. The College also responds to email from students regarding problems issues in using electronic services.

Submit comments

The Student Climate survey revealed important information regarding students' satisfaction with support services. These are summarized as follows:

- Students reported that counseling services were the most important to them, while student support services in general were the least important. Moreover, students were most satisfied with the registration process and least satisfied with safety and security.
- Academic advisors' knowledge about transfer requirements ranked highest in both importance and satisfaction on the Academic Advising and Counseling scale. Consistent with the focus group study from fall 2005, students believed that counseling services are critical to their success and an important element to the college experience. Consequently, students commented they would like more counselors available and more convenient appointment times.
- The adequacy of library resources and services ranked highest on both importance and satisfaction on the Academic Services scale. Students commented that they are pleased to have access to computers and labs. However, the availability of up-to-date equipment in labs had the largest performance gap, indicating that the college fell short of students' expectations in this area.
- The knowledge of admissions staff ranked highest in both importance and satisfaction on the Admissions and Financial Aid scale. However, there was a relatively large performance gap under the adequacy of financial aid, which was one of the top three factors students selected that influenced their decision to enroll.

Submit comments

- The caring and helpfulness of staff and enjoyable college experience received high scores on satisfaction. Similar to the results from the focus group study of fall 2005, many students commented that they liked the campus because it was small, cozy and conducive to learning. On the other hand, students said that the current building construction was a distraction and an inconvenience and made for an unpleasant atmosphere.
- The adequacy of career services ranked first on importance and second on

satisfaction on the Campus Support Services scale. The availability of child care facilities had the smallest performance gap in the survey, indicating that the college met students' expectations in this area.

Planning Agenda

None.

(Note from Steering Committee: The following items need to be completed.)

Submit comments

Standard II.B.3.b.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

Self Evaluation

Planning Agenda

Standard II.B.3.c

The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description

Skyline has developed comprehensive counseling services to support student development and prepares faculty for providing quality counseling services to students. Counselors provide the full range of counseling services to students, including academic, career and personnel counseling. They also participate in the delivery of matriculation services, particularly orientation and counseling, teach courses, and coordinate special programs. Services are provided by both permanent and adjunct faculty year round, including during summer, winter and spring breaks. Counseling services are available to students Monday through Thursday from 8:30 a.m. 7:00 p.m. and on Fridays from 8:30 a.m. – 3:00 p.m. During peak registration periods, counseling services are extended to 8:00 p.m. Monday through Thursday and until 4:30 p.m. on Fridays. Limited counseling services are also available on Saturdays from 8:30 – 2: p.m.

Submit comments

Counseling services are available in a variety of formats, including appointments, drop in and electronic services. Appointments are 30 minutes in length and drop in services range anywhere from 5-15 minutes to respond to quick questions students may have. Drop in services are primarily available during peak registration periods only.

Electronic counseling services are provided by a faculty advisor. This service is available year round, 7 days per week, 24 hours per day.

Counseling faculty have also developed a comprehensive website to provide students with a variety of counseling related information online, including access to forms, degree and transfer information and responses to frequently asked questions.

Submit comments

Counselors coordinate the Student Success Program, an intervention program for students on probation and/or dismissal. The program requires students to complete a three hour workshop designed to provide success strategies, and to meet at least once a semester with a counselor to complete a mid-term progress report. Students' enrollment is limited to six semester units when in dismissal status.

Counselors provide in-reach and outreach services. They make classroom visits to inform students of counseling services, make presentations at high school events and serve as liaisons to instructional divisions.

Counselor training is provided in a variety of ways to ensure that accurate information is provided to students regarding degree and transfer requirements. Regular updates are provided at counseling division meetings; counselors attend annual statewide and regional counselor conferences, and training session for all faculty are offered once a semester. New faculty are assigned a full time mentor to provide ongoing training.

Self Evaluation

The Counseling Department regularly evaluates the effectiveness of its services in meeting student needs. Bi-monthly counseling meetings provide for ongoing dialogue regarding the effectiveness of the services in meeting student needs.

The Counseling Division completed a Program Review in 200?, which included an evaluation of services. The evaluation process for faculty includes the administration of student questionnaires.

- Students reported that counseling services were the most important to them, while student support services in general were the least important. Moreover, students were most satisfied with the registration process and least satisfied with safety and security.

Submit comments

- Academic advisors' knowledge about transfer requirements ranked highest in both importance and satisfaction on the Academic Advising and Counseling scale. Consistent with the focus group study from fall 2005, students believed that counseling services are critical to their success and an important element to the college experience. Consequently, students commented they would like more counselors available and more convenient appointment times.
- The adequacy of library resources and services ranked highest on both importance and satisfaction on the Academic Services scale. Students commented that they are pleased to have access to computers and labs. However, the availability of up-to-date equipment in labs had the largest

performance gap, indicating that the college fell short of students' expectations in this area.

- The knowledge of admissions staff ranked highest in both importance and satisfaction on the Admissions and Financial Aid scale. However, there was a relatively large performance gap under the adequacy of financial aid, which was one of the top three factors students selected that influenced their decision to enroll.
- The caring and helpfulness of staff and enjoyable college experience received high scores on satisfaction. Similar to the results from the focus group study of Fall 2005, many students commented that they liked the campus because it was small, cozy and conducive to learning. On the other hand, students said that the recent building construction was a distraction and an inconvenience and made for an unpleasant atmosphere.
- The adequacy of career services ranked first on importance and second on satisfaction on the Campus Support Services scale. The availability of child care facilities had the smallest performance gap in the survey, indicating that the college met students' expectations in this area.

Submit comments

In the last two years, the Counseling Division has been successful in advocating for counseling positions through the FTEF Allocation Process. Two additional full time counselors have been hired to provide additional services for students.

Planning Agenda

None.

Standard II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description

Skyline College has a highly diverse student population and is located in a community that is also very diverse. The understanding and appreciation of diversity, both in terms of multiculturalism and global awareness is an institutional student learning outcome as well as a Student Services division student learning outcome (Evidence: Institutional Student Learning Outcomes, Student Services Student Learning Outcomes).

The College's goal of promoting diversity awareness and appreciation is evidenced in college-sponsored multicultural events that include workshops, seminars, theater performing arts events, entertainment, food, and others (Evidence: Diversity Awareness events). Diversity and global awareness are incorporated into the curriculum in many courses (Evidence).

Submit comments

Within student services, diversity and global awareness is promoted during counseling sessions, program sponsored events (e. g., DSPS events), student clubs and student activities sponsored events, and_____. The Student Services faculty/staff is diverse and are multi-lingual. As such, they have the capability

to speak to students in their first language and understand the students' diverse perspectives and worldviews as articulated/expressed by the different languages they speak.

Currently, there are about 18 student clubs, representing diversity in terms of race/ethnicity, academic interests, gender orientation, and abilities/disabilities. In collaboration with their instructional advisors, these clubs sponsor various events that promote diversity and global awareness, e. g., Pilipino Cultural Night.

Student Services is also actively involved in the Stewardship for Equity, Equal Employment, and Diversity Advisory Committee (SEEED). In addition, it has a student equity plan that supports the goal of diversity.

Submit comments

Self Evaluation
The College meets this standard.

Planning Agenda
None.

Standard II.B.3.e
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description
Administering upwards of 5,000 tests per academic year, the Skyline College Assessment Center offers admissions placement exams in three areas: math, English/reading, and ESOL English for speakers of other languages (also known as ESL). For math, the assessment instrument is the MDPT Mathematics Diagnostic Testing Project. For English sentence skills and reading, it is Accuplacer on line and the Companion paper and pencil. ESOL students presently take the on-line Accuplacer LOEP Levels of English Proficiency that includes two subtests, Reading Skills and Language Use. Like English, ESOL students have the option to choose the Companion paper and pencil version of the same tests.

The Assessment Center also administers ATB ability-to-benefit tests for students who do not have a high school diploma or GED General Education Diploma and wish to apply for federal financial aid. The Wonderlic ATB is the test given to native speakers of English and CELSA Combined English Language Skills Assessment is used as the ATB test for ESOL students.

Submit comments

Admissions information must be based on the rules and regulations provided by Title 5 and the Education Code.

The paper application was developed in conjunction with state standards to capture required data from students. The application is available in English and Spanish.

Assistance is readily provided by staff in person, by phone, or email. Bilingual staff members are available during all office hours. The current application mirrors the state community college online application provided through CCCApply. The success of the application is reflected in the utilization rate of Skyline's student population. The first semester the College offered online applications (2003), approximately 55% of applicants used the online process. Since that time, the utilization rate has increased to 90% of the applications and 95% of the registration transactions. Students call and email questions to staff who respond immediately. Electronic applications are uploaded every 20 minutes, thus an exempt student may receive a registration appointment within an hour of applying.

Submit comments

After the first semester using the CCCApply application, a campus student focus group analyzed the online process after working with many students and identifying problem areas. A summary of issues was presented to the Admissions Office. The recommendations were submitted to the CCCApply vendor and many of the recommendations were implemented. This will be an ongoing process of evaluation.

The campus research, assessment and matriculation coordinators conduct placement instrument validation studies on a six year cycle in compliance with the standards set by the California Community College Chancellor's Office. For each instrument, the coordinators maintain a "Placement Test Validation Timeline" that maps out an assessment cycle plan extending through the year 2012. (see assmnt ctr, validation timelines) The validity studies in the cycle include content validity, consequential validity criterion validity, cut scores, bias, and disproportionate impact. (see validations, Engl/read, math, ESOL)

Self Evaluation

The requirements of this standard have been met. Assessment instruments and processes offer access for a diverse student population through the variety of tools available. Annual evaluations and upgrades will made as determined necessary.

Admissions applications are provided to the college and community through mailings of schedules and web access. The web application is continually evaluated for ease of use and accessibility.

Planning Agenda

Submit comments

Utilize Student Learning Outcomes for Admissions and Assessment by accessing feedback from students after using the instruments. CCCApply has recently added two SLO questions to the electronic application. This feedback will be compiled and analyzed within one year to determine whether adjustments or improvements need to be made.

(Note from Steering Committee: The following paragraphs seem to be addressing the II.B.3.e. description portion. The standard co-chairs need to evaluate this section for placement.)

To check for bias, experts judge each test item for potential cultural misunderstandings. For disproportionate impact, placement results are statistically analyzed by gender, ethnicity, age, learning disability, and the categories of native/nonnative speaker. Test scores are adjusted with faculty-identified multiple measures criteria based on levels of education and high school grades. (see assmnt ctr, multiple measures)

On-line placement tests are offered on a drop-in basis on eleven computers at the Student Services One Stop Center and with paper and pencil for larger groups on regularly scheduled Saturdays, specially organized "Super Saturdays", and for off-campus sites at local high schools. Test proctors are trained with overheads and PowerPoint presentations and given proctor guides and testing protocols. One computer has been configured for disabled students and other accommodations are offered with the help of the DSPS office. (see assmt ctr, outreach accom)

Submit comments

Tests are administered by the Assessment Coordinator with the help of part-time bilingual office assistants and student workers who are trained and supervised by the Assessment Coordinator and the Matriculation Coordinator. Since 2005, the Dean of Counseling has performed the functions of the Matriculation Coordinator. Students can access placement recommendations on line through the campus WebSmart or by going in person to the Assessment Center.

In addition to validating the placement tests themselves, the coordinators and staff conduct regular program reviews. The most recent "Skyline College Program Review Self Study" was submitted on October 3, 2005 (see *Program Review*, *http://www.smccd.net/accounts/skycurr/Program_Review/2005/Assessment%20Program%20Review.pdf*). Included in the program review are the results of two student satisfaction Surveys (p. 11), one in 2002 and the other in 2003/2004. (see also assmnt ctr, placement test satisfaction; student satisfaction chart) Students showed a 90% level of satisfaction with Assessment Center staff courtesy and explanations and similar numbers for satisfaction with the testing environment and overall assessment process. Comparing the responses of native speakers to ESL students, there was no evidence of language barriers

Self Evaluation

In spite of a 2002 30% reduction in the statewide matriculation budget that has cut into Assessment Center funds for equipment, tests, proctors and advertising, the coordinators and the staff have increased student access to their services. The biggest step in this direction was the move to computerized testing. Switching to on-line placement tests has allowed students to take their placement tests at all times of the day and any day of the work week. Students cite convenience 59% of the time when asked why they chose the computer over paper and pencil. The number of Saturday test takers has shrunk from hundreds to around 60. (see *Program Review*, pp 6, 11).

Submit comments

The coordinators ensure the fairness and validity of the assessment instruments through regularly scheduled validity studies that include bias and disproportionate impact. To

ensure the quality of the student experience, every spring students are given a satisfaction survey.

One problem is eleven computers are not enough for the 3,000-4,000 students who take the tests every year, especially at the peak periods at the beginning of the term. Sometimes 30 students can spill out into the hallway waiting up to two hours to take their tests. (see "Peak periods" e-mail)

Planning Agenda

In the minutes for the March 24, 2006 Academic Senate meeting, a faculty member brought to the floor a proposal that a dedicated testing center be included in the facilities master plan. The suggestion was that Assessment Center's functions be expanded to include administering accommodation exams for students with disabilities. The 2005 Program Review (p 9) mentions a possible relocation to a larger room on the second floor of building 2 with enough room for 45 workstations. The Assessment Coordinator and Curriculum Coordinator should continue to pursue this goal with the idea of a bigger facility with more workstations. The 2005 Program Review also states the goal of a new testing center with the potential of income-producing administration of such tests as GED, CLEP, and SAT as well as proctoring services for students taking distance learning classes (p 10). Staff time should be allocated for establishing the feasibility of these goals and for making a proposal to the appropriate administrators and committees.

Submit comments

Even before the new facility is established, expanded hours of operation and off-campus test administrations can increase student success. The appropriate coordinator will continue to seek out opportunities for off-site testing in places such as adult schools and high schools and draw up proposals for the Skyline College Budget Committee for a permanent instructional aid position to help with the increased work load.

Summary planning agenda: Pursue the goal of a bigger testing facility. Hire the staff necessary to increase hours and off campus test administration. Continue to validate and monitor the assessment instruments and evaluate and act on any findings of disproportionate impact.

(Note from Steering Committee: All Planning Agenda items need to reflect a specific plan for and commitment to action. Some planning items suggest the continuance of something we already do, rather than the implementation of something new; therefore, they may not be necessary.)

Assessment Program Evidence:

Submit comments

"Justification for Unused Matriculation Funds, 2005-06"
October 2005 Program Review for the Skyline College Assessment Program
Spring student satisfaction surveys.
"Peak periods", October 2006 e-mail saved as text**.**
"Equipment Request"
"Justification for Additional Testing Stations"

Math Evidence:
Math placement instruments: Mathematics Diagnostic Testing Project (MDTP) out of UC San Diego. These are Algebra Readiness, Elementary Algebra Diagnostic, Intermediate Algebra Diagnostic and Pre-calculus Diagnostic.
Chancellor's approval of publisher's validation:
http://mdtp.ucsd.edu/approvalstatus.shtml
Local validations
Fall 2001 startup validations: content and consequential
Fall 2005 disproportionate impact

Submit comments

English Evidence:
English placement instruments: Accuplacer for on-line, Companion for paper and pencil.
Two tests: Sentence Skills and Reading Comprehension

Publisher's validation approved by the Office of the State Chancellor
September 1999, Biederman. "Preliminary Report on the Impact of the Companion Assessment Test for English and Reading Placement"
1999, 2001, 2005 Disproportionate impact analyses

Fall 2001 start up validations for Accuplacer Sentence Skills, and Reading Comprehension: content, cut scores, and disproportionate impact
Fall 2005 content, cut scores, consequential, and disproportionate impact.
Spring 2006 consequential and final report

ESOL Evidence:
English for Speakers of Other Languages (ESOL). Secondary Level English Proficiency Test (SLEP). Listening Comprehension and Reading Comprehension1991-2004.
Locally managed

August 1999, letter from Chancellor's Office granting full approval for Skyline's use of the SLEP until June of 2005.

July 2005 Accuplacer and LOEP on State Chancellor's "Assessment Instrument Approval Status Summary"
In July 2005, Skyline switched to the Accuplacer/LOEP
Local validations for LOEP Reading Skills and Language Use, both on-line and paper and pencil
Spring 2005: Content and cut scores
Planned for Fall 2006: consequential and disproportionate impact

Submit comments

Standard II.B.3.f
The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files

are maintained. The institution publishes and follows established policies for release of student records.

Description

Student records are maintained by the Admissions and Records Office. The College abides by Title 5 regulations in regard to the type of records that must be retained. All Class A permanent records are kept in hard copy or in imaged format. The hard copy and imaged records are stored in a locked file room in the office area. Access is limited to the records. The records room is locked each night. The imaged records are stored on a server off-site to ensure that there will be no loss of records in the event of a disaster.

Submit comments

Privacy Act requirements are strictly followed. The Privacy Rights of Students are published in the Skyline College catalog on page 37. Forms are provided for students to complete to 1)inspect their own records, 2) petition to amend a record, or 3)to allow someone else to have access to a student's records. Personal identification with a picture is required when students pick up records.

Directory information is clearly defined on page 37. The Dean of Enrollment Services works closely with the Public Relations Office and other campus entities who wish to contact students using directory information. Full directory information is released to the U. S. Armed Forces as required by the Solomon Act.

Self Evaluation

The requirements of this standard are met.

Planning Agenda

The intent of the Records Office is to continue imaging the permanent archived records that existed before the computerization of records. When this is accomplished, the risk of loss of records will be minimized to be zero. Current records that need to be retained will be imaged within the semester they are received.

Standard II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Submit comments

Student Support Services participate in the Program Review cycle with all academic programs. As a result, each department/service is evaluated on a six year cycle. Many offices maintain surveys to continually assess their service and performance. Each department developed at least one Student Learning Outcome. Some offices are assessing the outcome this year; other offices plan to implement assessment of the outcome during the 2006-07 academic year. The evaluation will be used to improve or change the services.

(Note from Steering Committee: The above standard need to be completed to include a stated description, self evaluation, and planning agenda.)

Submit comments

Submit comments