

A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

The college does not require conformity to specific codes of conduct nor does it seek to instill specific beliefs or worldviews.

Self Evaluation

Not applicable.

Planning Agenda

None.

A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Description

Skyline College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation

Not applicable.

Planning Agenda

None.

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.

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 provided valuable feedback (IIB.1). 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, and now to paper and web. Admissions applications are currently available in English and Spanish. The college employs staff

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 One-Stop Center. A Student Equity Plan prepared in 2004 assessed two very important aspects of student life: success and retention (IIB.2). 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. Financial Aid, Counseling, Admissions, and the Assessment Center 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 student services department reviews internal and external needs and has developed annual departmental work plans for the last five years. Student learning outcomes 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 needed services. The college has extended that type of communication to the district administrative staff during the past three years. Finally, student services have also instituted a Campus Ambassador program in which Skyline students conduct outreach to local high schools and communities.

Evidence:

IIB.1	Student Campus Climate Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf
IIB.2	Student Equity Plan	http://www.smccd.edu/accounts/skypro/

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.

Description

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

- **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, and 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 through a variety of outlets.

- **Assessment:** Assessment tests are provided both online and on paper. Skyline has developed a testing center that provides online, self-paced testing to make testing more accessible to 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 of Skyline College:** Skyline has an active Associated Students government whose president and vice president sit on the college's shared-governance committee, College Council. 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 facilitate more active leadership participation by students.
- **CalWORKS/CARE Program:** These are state-funded programs that provide assistance to low-income students who are or were receiving Temporary Assistance to Needy Families 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, excluding job placement, 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. The center also sponsors job fairs and conducts workshops.
- **Counseling:** A variety of counseling services are offered to assist students in reaching their educational goals, and to help through personal counseling, career counseling, and immediate academic planning as well as detailing transfer options. E-counseling is a service instituted several years ago to provide a link for people who find it more convenient. Other counseling programs that assist students include:
 - **International Students 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.
 - **Student Success Program:** This program is designed to provide support for students who are on probation. 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.
- **Disabled Students Program and Services:** Many services and academic accommodations are available to students with verified disabilities. Assistive

technology, learning differential assessment, and workability services help disabled students 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, work study and loan programs are readily available to students at the college. Outreach is performed to encourage students to apply, and assistance with the applications is 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 and staff.
- **Learning Communities:** Several exist at the college, including the following:
 - **African-American Success Through Excellence and Persistence (ASTEP):** This program is designed to provide African-American students with greater opportunities for remaining and succeeding in college and directly supports the college mission.
 - **Honors Transfer Program:** This program provides enhanced transfer and educational opportunities for highly motivated students who seek a challenging academic experience for intellectual and personal growth. The program provides special honors sections of regular classes and seminars and enriched cultural and leadership activities to help honors students achieve their academic and personal goals.
 - **Kababayan:** This program is designed for students of Filipino heritage and is intended to assist students in achieving their academic goals and in gaining a better understanding of Filipino and Filipino-American culture. This learning community offers counseling and classes in English, history, music and sociology.
 - **Puente:** This program is geared to support transfer and academic success for Chicano/Latino students. A program offering math and English to this group of students provides vital learning support to assist these students in achieving their academic goals.
 - **Women in Transition (WIT):** This program combines the rigors of an academic program with an integrated support network that helps women persist and succeed. This network includes pre-registration counseling, career and life planning courses, the Women in Transition seminar, Core WIT courses in English, history and math, in addition to information on transferability coursework and job placement.

- **STAARS Program:** This federally funded TRIO program is 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.
- **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:** This provides services to assist veterans with access to benefits that support them as they attend college.

Additional services that interface with instructional programs include the Children’s Center, the Differential Skills Program, The Learning Center (including the Basic Skills Lab, the Math Lab and the Writing and Reading Lab), and the MESA program.

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

One of the ways in which the college assures that student support services are of high quality, supporting student learning and the mission of the institution, is through program review. 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 program reviews include a section on how the program fits into the college and district missions and how the programs are related to other programs, both student services and instructional.

The college also assures this quality through other methods: The Campus Climate Survey conducted in spring 2006, the Student Equity Plan, annual work plans for each department, feedback from staff at student services retreats, Vision Committee minutes, Student Services Council minutes, and student learning outcomes assessments.

Self Evaluation

The college meets this standard. Many student support services exist at Skyline College to aid its student population, and the college utilizes a variety of methods effective at assuring the quality of these services, regardless of the location or form of delivery. Results from program reviews, the Campus Climate Survey and annual work plans all help ensure the services are aligned to the college's mission as well.

The Student Learning Outcomes Assessment Cycle process will also help to ensure the quality of student service programs. Implementing, tracking, and assessing student learning outcomes (SLO's) will be the priority for all student services in the next two years. Some departments already have SLO's 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 as a basis for implementing needed changes and ongoing program improvements.

Planning Agenda

None.

- 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

d. Locations or Publications Where Other Policies May be Found

Description

Skyline College provides catalogs to students for free during orientation. The catalog is also accessible online and is sold in the College Bookstore. The College Catalog provides precise, accurate, and current general information, requirements, and policies and procedures on all items 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.

Many of these policies and others are also to be found in the student handbook and in the schedule of classes.

Self Evaluation

The college meets this standard.

Planning Agenda

None.

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 of the annual work plans prepared by all student services departments, program reviews, and the Student Equity Plan. The application for admission to the college contains a section on student needs and interests. Ongoing student surveys (IIB.3.1-2) also provide information regarding student needs which then are incorporated, as appropriate, into planning documents.

Some of the appropriate services and programs the college has developed in response to the identification of student needs are the following:

- **Learning communities:** These include ASTEP, Honors Transfer, Kababayan, Puente, and Women in Transition. Each of these programs has integrated instruction and student support services. Counselors are assigned to each of these programs.
- **Services provided to high school students:** These include the Jump Start Program, a summer bridge program providing high schools students with deficient GPA's an intensive six-weeks of basic skills instruction in English and math, college success strategies and self-esteem building; the Hermanos Program, a partnership program with South San Francisco High School targeting Latino males through 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 these students achieve success; and courses taught at local feeder high schools, including

English, Tagalog, ESOL and college success/career exploration.

- **Counseling services:** Based on feedback, changes have been made to counseling services. These changes have resulted in a) a Counseling Division taskforce strengthening the in-person orientation for matriculating students, and b) the Assessment Center producing regular reports regarding placements, information that 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.

In addition to these formal processes, a variety of informal mechanisms identify student needs. 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 student 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; and 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 of the Foundations of Excellence in the First Year Experience project. One of the anticipated outcomes of this project will also be to identify student support needs and assess how well the college is addressing them.

The development of student learning outcomes for student services will also contribute to the information available on the learning support needs of Skyline students.

Self 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 successfully respond to those identified needs.

Students who completed the Student Campus Climate survey indicated that the college was responsive to their diverse student needs, and that the college’s offerings met the varied needs of students (IIB.3.1).

Planning Agenda

None.

Evidence:

IIB.3.1	Student Campus Climate Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf
IIB.3.2	EOPS Exit Survey	Hard copy only

- B.3.a** 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 equitably meet the needs of students. The Student Services One-Stop Center houses all student services departments, including financial aid. The center is open Monday through Thursday from 7:30 a.m. to 7 p.m., and Fridays from 7:30 a.m. to 4:30 p.m. Limited service is available on Saturdays from 8 a.m. to 2 p.m. during the semester. During the summer the center is open Monday through Thursday from 7:30 a.m. to 7 p.m. and on Fridays from 7:30 a.m. to 12:30 p.m. Many student services are available online for those students who may not be able to come to the college, including 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 also developed a Campus Ambassador program in which Skyline students conduct regular outreach to feeder high schools and at community sites.

A comprehensive array of instructional and academic support services is also available to students through The Learning Center, library, and the Center for Advanced Learning and Technology, including online tutoring and research assistance. 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 equitably and comprehensively 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 they might need. Online services have increased dramatically over time. Nearly 90 percent 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 webpages contain detailed information about programs and services, and many applications and forms are available online. Students are still not completely aware, however, of the availability for financial aid; as a result, some students are not receiving as much support as they are entitled to. Also, according to the Student Campus Climate Survey, students think registration is important, but they are not well satisfied with the process. Still, they find it easier to get to Skyline than other campuses in the area.

On Feb. 14, 2007, the Board of Trustees held a study session focusing primarily on counseling and secondarily on other matriculation areas. The focus was on finding flexible delivery systems and improving service continuity. One of the challenges discussed was how to meet multiple needs of a diverse student population with the current state allocation formula. It was recommended that there be a shift from access to success oriented approaches and that proactive prescriptive interventions be used. A variety of ways of using technology to address this challenge were discussed, including making it possible for students to make appointments via web, developing a system for electronic Student Education Plans and the implementation of an electronic early academic warning system for students who are in danger of failing a class. The electronic early warning system is currently being developed and implementation will begin in fall 2007. The board adopted the following goal as a result of this study session.

The Vice Chancellor of Educational Planning and Services will work with Vice Presidents of Student Services and Instruction, faculty senates, and staff to formulate an action plan in response to the board policy directions given at study sessions held in early 2007 on counseling. The goal is to identify and implement concrete strategies to ensure a consistency and currency in student counseling.

Planning Agenda

- Through Skyline student services faculty and managers, participate in district efforts to identify and implement concrete strategies to ensure consistency and currency in student counseling.
- Implement financial aid awareness strategies to increase Free Application for Federal Student Aid (FAFSA) completions and Board of Governor's Fee Waiver (BOGFW) applications.
- Review the registration process to facilitate student access.

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

Skyline College provides a co-curricular environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students through educational programming and activities. The Associated Students, various clubs, academic departments and other such organizations sponsor a variety of events and activities that meet this need. Programs and activities are designed to address current issues, promote participation in the Skyline community, or celebrate special events. Some programs are annual events, such as the student art shows and Black History Month events, while others are designed to address the current climate on campus. Examples of the latter include the speaker series celebrating 50 years of Brown vs. Board of Education and the forum held in response to 9/11. Voter registration drives are also held on a regular basis.

There are also three classes in the curriculum specifically designed to promote personal and civic responsibility. A two-semester sequence teaches members of the Associated Students Governing Council and other interested students about parliamentary procedure, applicable regulations such as open meeting requirements, and leadership skills. And the college offers a Community Service and Leadership Practicum for all students. Some programs, such as the Honors Transfer Program, require community service for graduation from the program.

The completion of the new Student and Community Center, building 6, also promotes involvement with its meeting spaces and amenities.

Self Evaluation

The college meets this standard.

Planning Agenda

None.

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 the Counseling Division regularly evaluates the effectiveness of these 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 2004, which included an evaluation of services. The evaluation process for faculty includes the administration of student questionnaires. Results of the program review will be used the counseling work plan.

The college also prepares counseling faculty for providing quality counseling services to students. Counselors provide the full range of counseling services to students, including academic, career and personnel counseling, as well as classes in academic and career counseling. They also participate in the delivery of matriculation services—particularly orientation and counseling—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. to 7 p.m. and on Fridays from 8:30 a.m. to 3 p.m. During peak registration periods, counseling services are extended to 8 p.m. Monday through Thursday and until 4:30 p.m. on Fridays. Limited counseling services are also available on Saturdays from 8:30 a.m. to 2 p.m.

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 counselor. This service allows students to pose their questions year round, seven 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.

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 midterm 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 a training session for all faculty is offered once a semester. New faculty are assigned a full-time mentor to provide ongoing training.

Self Evaluation

The college meets this standard. Counseling and advising programs are designed to support student development and success. These programs are maintained and regularly evaluated. For one, student input is valued for the information gained about services and accessibility. Student surveys and focus groups have been used to determine student satisfaction with services. Students are 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 or issues in using electronic services.

The Student Campus Climate Survey revealed important information regarding students' satisfaction with support services. 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.

In the last two years, the Counseling Division has been successful in advocating for counseling positions through the Full-Time Equivalent Faculty Allocation Process. Two additional full-time counselors have been hired to provide additional services for students. The 2004 program review reflected this need, requesting the following: Two full-time counseling faculty to provide comprehensive counseling services, one full-time coordinator/counselor for the ASTEP program, and one full-time psychological services counselor to meet current student demand, as well as added space for counseling faculty offices, Career and Personal Development classes, orientations, and other student-related workshops. Other requests include a computer kiosk to address student questions and funds to produce materials in other languages.

Planning Agenda

None.

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 student learning outcome (IIB.3.d.1-2).

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 (IIB.3.d.4). Diversity and global awareness are incorporated into the curriculum in many courses, especially those that meet the ethnic and cultural diversity requirement for the associate degree (IIB.3.d.3).

Within student services, diversity and global awareness is promoted during counseling sessions, program-sponsored events (such as Disabled Students Program and Services events), student clubs and student activities sponsored events. The student services faculty/staff is diverse and are multi-lingual. As such, they have the capability to speak to many 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, such as Pilipino Cultural Night.

Student services is also actively involved in the Stewardship for Equity, Equal Employment, and Diversity Advisory Committee (SEED); this committee aims at promoting diversity for all campus constituents. In addition, student services is at the core of the Student Equity Plan that supports the goal of diversity by identifying differential impact within courses and programs, and seeking ways to overcome them.

Self Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence:

IIB.3.d.1	Institutional student learning outcomes	http://www.smccd.edu/accounts/skysloac/sloac%20docs/draft%20slos/sp07institutionaloutcomes.doc
IIB.3.d.2	Student services student learning outcomes	Hard copy only
IIB.3.d.3	2006-2007 Skyline College Catalog, p.70	http://www.smccd.edu/accounts/skyinstruct/catalog_archive/skycatalog06/06-07_67-106.pdf
IIB.3.d.4	Stewardship for Equity, Equal Employment, and Diversity website	http://smccd.edu/accounts/skyseed

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

Description

Complying with the California Community Colleges Chancellor’s Office, Skyline College regularly evaluates admissions and placement instruments and practices in an effort to validate their effectiveness and reduce bias.

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 English for speakers of other languages (ESOL). For math, the assessment instrument is the Mathematics Diagnostic Testing Project. For English sentence skills and reading, it is Accuplacer online and the Companion paper and pencil. ESOL students presently take the online Accuplacer 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 ability-to-benefit (ATB) tests for students who do not have a high school diploma or General Education Diploma and wish to apply for federal financial aid. The Wonderlic ATB test is given to native speakers of English and Combined English Language Skills Assessment is used as the ATB test for ESOL students.

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 by 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 evaluated in part by the utilization rate of the college's student population. The first semester the college offered online applications (2003), approximately 55 percent of the student population was using the online process. Since that time, the college has progressed to a utilization rate of 90 percent of the applications and 95 percent of the registration transactions. Students call and email questions to staff who respond promptly. Electronic applications are uploaded every 20 minutes, thus an exempt student may receive a registration appointment within an hour of applying.

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. CCCApply has recently added two student learning outcomes 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.

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 (IIB.3.e.1). The validity studies in the cycle include content validity, consequential validity, criterion validity, cut scores, bias, and disproportionate impact (IIB.3.e.7, 11-29).

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.

Online placement tests are offered on a drop-in basis on 11 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 Disabled Students Program and Services office (IIB.3.e.10).

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 online through the campus WebSMART or by going in person to the Assessment Center.

Self Evaluation

The college meets this standard. Skyline’s admission and placement instruments are regularly assessed and validated to assure their effectiveness and to ensure that bias is minimized.

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.

In spite of a 2002 30 percent 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 online 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 percent 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. (IIB.e.2 pp 6, 11).

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. Results of two of these satisfaction surveys were included in the 2005 Assessment Program Review, one survey from 2002 and the other from 2003-2004. (IIB.e.2 p.11) Students showed a 90 percent 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 ESOL students, there was no evidence of language barriers (IIB.e.2).

The 2005 program review also noted that the Assessment Center with only 11 computers was insufficient in size for current testing needs; plans are now underway to develop a new, larger facility. 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.

Planning Agenda

None.

Evidence:

IIB.3.e.1	Assessment Center validation timelines	Hard copy only
IIB.3.e.2	Assessment Program Review	http://www.smccd.edu/accoun/skycurr/Program_Review/2005/Assessment%20Program%20Review.pdf
IIB.3.e.7	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.	Hard copy only http://mdtp.ucsd.edu/approvalstatus.shtml
IIB.3.e.10	Assessment Testing website	http://www.smccd.edu/accoun/skyline/testing/index.html
IIB.3.e.11	Fall 2001 start-up validations: content and consequential	Hard copy only
IIB.3.e.12	Fall 2005 disproportionate impact	Hard copy only
IIB.3.e.13	English Evidence: English placement instruments: Accuplacer for online, Companion for paper and pencil. Two tests: Sentence Skills and Reading Comprehension	Hard copy only
IIB.3.e.14	Publisher's validation approved by the state Chancellor's Office, September 1999	Hard copy only
IIB.3.e.15	Preliminary Report on the Impact of the Companion Assessment Test for English and Reading Placement	Hard copy only
IIB.3.e.16	1999, 2001, 2005 Disproportionate impact analyses	Hard copy only
IIB.3.e.17	Fall 2001 start-up validations for Accuplacer Sentence Skills, and Reading	Hard copy only
IIB.3.e.18	Comprehension: content, cut scores, and disproportionate impact	Hard copy only
IIB.3.e.19	Fall 2005 content, cut scores, consequential, and disproportionate impact	Hard copy only
IIB.3.e.20	Spring 2006 consequential and final report	Hard copy only
IIB.3.e.21	ESOL Evidence: English for Speakers of Other Languages (ESOL)	Hard copy only
IIB.3.e.22	Secondary Level English Proficiency Test (SLEP)	Hard copy only
IIB.3.e.23	Listening Comprehension and Reading Comprehension 1991-2004: Locally managed	Hard copy only
IIB.3.e.24	August 1999, letter from Chancellor's Office granting full approval for Skyline's use of the SLEP until June 2005	Hard copy only

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IIB.3.e.25	July 2005 Accuplacer and LOEP on state Chancellor's Assessment Instrument Approval Status Summary	Hard copy only
IIB.3.e.26	Local validations for LOEP Reading Skills and Language Use, both online and paper and pencil	Hard copy only
IIB.3.e.27	In July 2005, Skyline switched to the Accuplacer/LOEP	Hard copy only
IIB.3.e.28	Spring 2005: Content and cut scores	Hard copy only
IIB.3.e.29	Planned for fall 2006: consequential and disproportionate impact	Hard copy only

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 to these records is limited. 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. The remodel of the student services area will provide a larger dedicated room for secure storage.

Privacy Act requirements are strictly followed. The Privacy Rights of Students are published in the Skyline College Catalog. Through established policies, students can 1) inspect their own records, 2) petition to amend a record, or 3) 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 in the catalog as well. The Dean of Enrollment Services works closely with the Public Information 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 college meets this standard. 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 record loss will be minimized significantly. Current records that need to be retained will be imaged within the semester they are received.

Planning Agenda

None.

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.

Description

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 (IIB.4.1). Many offices conduct surveys to continually assess their service and performance. Each department has developed at least one student learning outcomes, and many are in the process of assessing the outcomes (IIB.4.2). Evaluations will be used to improve or change the services.

Self Evaluation

This college partially meets this standard. Student support services are regularly evaluated to assure their adequacy in meeting identified student needs and the results of evaluations are used as the basis for improvements. The process of identifying and assessing student learning outcomes is well underway.

Planning Agenda

None.

Evidence:

IIB.4.1	Program review schedule	http://www.smccd.edu/accounts/skycurr/Program_Review/Program%20Review%20Schedule_1998-2016_rev%20%203-07.xls
IIB.4.2	Student Services Council meeting 3/28/07	Hard copy only

C **Library and Learning Support Services:** Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of