

Responses to Previous Self-Study Recommendations

Theme 1: Clarifying Communication Processes

- **The college should gather current survey data, review policy manuals and handbooks, and update major written documents to identify more explicitly the responsibilities and composition of committees and functional units, especially with regard to the research component. (2.9, 3A.1, 3B.1, 10B.2, 10C.5)**

Since the accreditation visit of 2001, the college has made significant improvements in the development of surveys, policy manuals, handbooks and documents identifying responsibilities and composition of committees and functional units. A Compendium of Committees and Membership document is updated by the President's Office the beginning of each academic year identifying members of these groups and clearly identifying their charges and responsibilities. Each committee is charged with review and responsibility for updating related policy manuals and handbooks. This document is available on the website for easy access (T.1.1).

The Office of Planning, Research and Institutional Effectiveness has effectively and systematically gathered, maintained and organized data from a variety of sources (state, district and institutional data including surveys, environmental scans, focus groups, etc.) to use in institutional planning and decision making. The Director of Planning, Research and Institutional Effectiveness regularly conduct workshops and presentations to disseminate research findings and to assist committees and departments in effective utilization of data. Institutional data is disseminated widely to the college community in easy-to-understand reports, both in hard copy and posted to the Office of Planning, Research and Institutional Effectiveness website.

- **The college should explicitly clarify the processes for decision making and more closely align the relationships between and among the various governance and advisory bodies in order to support short- and long-range planning. (9A.4, 9A.5, 10B.1, 10B.2, 10B.6, 10B.8)**

The college has worked diligently to clarify the processes for relational decision making among its various governing and advisory bodies for short- and long-range planning since the last accreditation site visit. Skyline's primary planning and policy formulation group, College Council, developed two graphic documents clarifying these relationships. The Committee Reporting Lines model demonstrates reporting responsibility while the Thematic Governance Model demonstrates the collegial relationship between and among the various constituency groups (T1.2). Employees at Skyline agree that participation in

short- and long-range planning effectively takes place through the shared-governance process (T1.3).

Through the shared-governance process a reorganization of the Institutional Planning and College Budget Committees was undertaken and has resulted in a more inclusive and effective institutional planning process.

T.1.1	Shared Governance and Compendium of Committees	http://smccd.edu/accounts/skynotes/governance/index.html
T1..2	Committee Reporting Lines and Thematic Governance Model documents	http://smccd.edu/accounts/skynotes/governance/index.html
T.3	Employee Voice Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf

Theme 2: Conducting Comprehensive, Integrated Planning

- **In order to plan effectively, the college should conduct objective research, identify institutional outcomes, and engage in systematic and continuous assessment, especially with regard to enrollment management, program development, and learning resources. (3A.1, 3A.3, 3C.1, 6.7)**

Objective research of various forms is effectively gathered, maintained and organized through the Office of Planning, Research and Institutional Effectiveness. Guided by a full-time researcher, the college is able to engage in systematic and continuous assessment in areas of enrollment management, program development, and learning resources. The research office is actively involved with departments and various committees and councils such as Student Learning Outcomes Assessment Cycle (SLOAC), Instructional Leadership Team, College Council, President’s Cabinet, Curriculum Committee, program review and Management Council to assist with effective utilization of applicable data (T2.1). The college has recently adopted institutional outcomes and through SLOAC will create a process for assessing their effectiveness.

- **Unresolved from the 1995 (Standard 5) recommendations, the current team encourages the college to address the appropriate sequencing of courses, especially those involving prerequisites, be consistent in applying them, and coordinate the process with the district. (4B.1)**

Through the Curriculum Committee, the college has addressed sequencing and prerequisite requirements of courses by requiring systematic validation of prerequisites, corequisites, and advisories of all proposed new courses and previously approved courses during the program review process. Following Title 5 regulation, a content-

review analysis is submitted to the Curriculum Committee for review and final approval (T.2.2). Documentation of validation resides within the Matriculation Office.

- **Program review recommendations should be clearly integrated into the college’s planning process, formally linked with the resource allocation process, and serve as the basis for on-going and demonstrable program improvement. (3B.2, 4D.1, 9A.1)**

Since the last accreditation site visit, the college has reassessed and modified the program review process to link results into planning and resource allocation processes, and to effectively promote program improvement. Overseen by the Curriculum Committee, the program review process has become integral to faculty and staff in improving programs and services. Each year, the Vice President’s Office compiles program review findings into a summary document for distribution to the college (I2.3).

Program review has effectively served as an inclusive and systematic evaluation and planning process at all levels. Its direct link to the college’s resource allocation process, both in terms of the College Budget Committee and the FTEF allocation, has strengthened the college’s efforts in streamlining and integrating planning, evaluation, and resource allocation, all of which are key institutional processes.

- **The college should support a program review format suitable for student services programs and begin conducting the reviews in coordination with the established schedule for instructional programs. (5.15)**

The program review format has been modified to integrate student services programs. Student services program were included in the cycle for program review beginning fall 2002. Modifications to the forms were identified in collaboration with key personnel from Student Services and the Curriculum Committee (T.2.4). To date, nine student service programs have completed program reviews (T.2.5).

T.2.1	Office of Planning, Research and Institutional Effectiveness	http://www.smccd.edu/accounts/skypro/home.html
T2..2	Skyline College Content Review Form	http://www.smccd.edu/accounts/skycurr/forms/Content_Review_Form.doc
T2..3	Program Review Summary	http://www.smccd.edu/accounts/skycurr/Program_Review/Program%20reviews.html
T.2.4	Program Review Directions and Forms webpage	http://www.smccd.edu/accounts/skycurr/Program_Review/Directions%20and%20forms.html
T.2.5	Program Reviews webpage	http://www.smccd.edu/accounts/skycurr/Program_Review/Program%20reviews.html

Theme 3: Completing the Development of the Physical Environment

- **The college and district jointly need to address issues related to the scheduled maintenance and operation of the campus by identifying ways to provide adequate services along with access to sufficient resources and equipment to support the college priorities and its educational plan. (8.1, 8.2, 8.3, 8.4)**

The college and the district Facilities Department have jointly worked together to begin to address some of the issues related to scheduled maintenance and operations of the campus in two ways: 1) establishing the Facilities and Event Support Funds and 2) addressing the impact of custodial staffing reduction on the custodial service levels. The two activities are a beginning step to addressing some of the campus concerns. They provide an initial approach that will need continuous assessment and evaluation by the college to determine that maintenance and operation support the college in fulfilling its educational mission. The district Facilities Department has undergone a comprehensive program review and subsequently has done significant reorganization of its structure, its communication with the campus, and its way of receiving and processing work orders. Progress has been made and the campus is generally cleaner and better maintained than at the time of the previous self study. The addition of new buildings has resulted in increased custodial needs. This is a problem that has not yet been completely solved and hence there are planning agenda items in this self study to continue to make these needs a priority.

- **Flowing from the Education Master Plan, the college needs to work with the district office to develop a comprehensive environmental Facilities Master Plan that addresses the campus' need for effective and adequate space utilization, including the need for office space; identifies sources of funds for repair and maintenance projects; and makes the most of the opportunities for institutional expansion resulting from the recent sale of land. (8.1, 8.3, 8.5, 9A.3)**

In addition to the sale of property, Skyline has benefited from the passage of two bond measures and the receipt of state monies for seismic retrofitting that enable the college to address many of its needs for repair, renovation, modernization and new construction. Planning for the use of these funds has been comprehensive and inclusive. The district as a whole updated its Facilities Master Plan in January 2006. The district also engaged in a comprehensive physical survey of the three campuses, giving the college a much more accurate inventory of its space. As well, the college completed a combined Education and Facilities Master Planning Project in 2006.

Projects include a new Student and Community Center and the Science Annex—both opened in fall 2006—and the renovation and upgrading of building 8, completed in spring 2007. Plans are well underway for three additional new buildings—an administration and multicultural center, a wellness center, and an additional building for the automotive technology center—and the renovation of three more existing structures—buildings 7, 1 and 2. Construction and renovation priorities have included ADA

accessibility, new technology, security, infrastructure, maintenance, and adequate, appropriate classroom and office space.

Additional Recommendation

- **As a recommendation to the district administration, the district office needs to take seriously the obligation to initiate and guide the staff evaluation processes so that they are timely and consistent, and the college administration should follow through in conducting those evaluations. (7B.1, 7B.2, 10C.4, 10C.5)**

The district Human Resources Department has implemented a systematic and comprehensive notification system for all supervisors of classified employees for staff performance evaluations based on hire dates using monthly email notifications. Internet downloads from the Human Resources website include classified performance evaluation booklets, administrative and academic supervisor performance evaluations and procedures, and performance self-assessment forms (AR.1).

During new employee orientations, human resources personnel conduct training sessions for new supervisors and managers on evaluation procedures. The district holds at least one management meeting per year that includes training on the evaluation process and staff supervision. Since 2002, the district Human Resources Department requires evaluations through regular follow-up and the use of staff evaluation as one of the criteria used to evaluate administrative and supervisory staff.

The college has continued to make every effort to evaluate all staff in a timely manner. The President of Skyline College requires the Vice President of Instruction, the Vice President of Student Services, and other members of the President’s Cabinet to monitor deans and managers in their respective areas in order to complete evaluations in a timely manner. Completing evaluations in a timely manner is part of every supervisor and manager’s evaluation. Skyline employees are jointly responsible for implementing their evaluations by completing a self-evaluation as part of the process. The use of a self-evaluation tool has increased the relevance of the process.

AR.1	SMCCCD Portal: Human Resources website	http://smccd.net/portal/Human%20Resources/Forms/AllItems.aspx
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