

ARCC 2010 Report: College Level Indicators

Canada College

San Mateo County Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	51.3%	53.1%	49.0%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	71.5%	72.3%	73.8%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	67.2%	65.1%	67.3%



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College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	78.2%	77.1%	77.3%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	59.2%	60.2%	57.3%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	42.4%	40.8%	39.5%
Basic Skills Improvement Rate	48.7%	53.5%	50.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



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Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	10,104	10,355	10,865
Full-Time Equivalent Students (FTES)*	4,551	4,018	4,703

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	19.6%	20.3%	22.2%
20 - 24	23.4%	22.8%	22.8%
25 - 49	44.3%	43.8%	42.9%
Over 49	12.7%	13.1%	12.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	63.7%	62.5%	63.1%
Male	34.2%	34.7%	34.7%
Unknown	2.1%	2.7%	2.2%

Source: Chancellor's Office, Management Information System



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College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.4%	3.4%	3.4%
American Indian/Alaskan Native	0.4%	0.3%	0.4%
Asian	8.1%	7.8%	7.2%
Filipino	3.7%	3.9%	3.7%
Hispanic	40.6%	40.4%	41.4%
Pacific Islander	1.7%	1.6%	1.7%
Unknown/Non-Respondent	8.6%	9.4%	10.6%
White Non-Hispanic	33.5%	33.1%	31.7%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.0	42.5	26.0	54.1	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	73.8	74.6	69.7	77.8	<i>B6</i>
C	Persistence Rate	67.3	71.1	48.0	78.8	<i>C6</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.3	75.1	63.6	87.3	<i>D1</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.3	63.8	55.0	74.0	<i>E1</i>
F	Improvement Rate for Credit Basic Skills Courses	50.4	55.0	44.0	65.0	<i>F5</i>
G	Improvement Rate for Credit ESL Courses	39.5	33.8	0.0	67.0	<i>G1</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



Canada College

San Mateo County Community College District

College Self-Assessment

Students Served

Cañada College is one of the fastest growing community colleges in the San Francisco Bay Area, now serving approximately 11,700 students per year. During this period of accelerated growth Cañada has made similarly impressive gains in operational efficiency while maintaining high levels of student achievement. The college's Silicon Valley service area is expected to fully recover from the current recession next year and experience 5% growth in overall employment over the subsequent five years. The largest job gains are projected to be in the professional and technical services industries. Cañada's portfolio of courses and programs are well positioned to support this growth in our community.

Despite its location in one of the most affluent communities in the state, Cañada serves a diverse and largely underserved student population. Given our service area demographics, Cañada enrolls disproportionately high levels of both Hispanic and Filipino students as well as first generation college students and those from low income households. Cañada supports the needs of these students through high quality, adaptive academic programs and robust service support.

Mission and Programs

Cañada's mission is tightly focused on student learning. The college has established a planning system designed to integrate and align institutional planning process toward the goal of achieving sustained improvements in student learning. Program innovation is a big part of this strategy. Cañada has developed several creative learning community programs designed to leverage unique capabilities in both instruction and student services. In recent years the college has developed a fast growing Honors Program and enjoyed steady growth in transfers to CSUs and UCs. In response to students with developmental needs, Cañada has made innovations to its Basic Skills and ESL curriculum, creating formal linkages to vocational programs as a model to increase student persistence and success.

ARCC Metrics

Cañada's performance in the 2010 ARCC Report highlights steady gains in the year-to-year percentage of students who have earned at least 30 credits and a 2.2% gain in student persistence over last year. Cañada scores well above the peer group average in both metrics. Increasing the persistence rate for first-time students has been a point of emphasis for the college. The college invested significant resources into support systems to help identify warning signs that alert college professionals that students may be facing challenges and to help them respond to those challenges in an effective and timely manner.

One area of concern in the ARCC report is the one year decline in the student progress and achievement rate. In recent years, the college has worked to strengthened its transfer program and improve sequence completion rates for students in basic skills courses. We expect to observe improved performance over the next reporting cycle.

The report also identifies a modest drop in improvement rates for ESL students. While the college's performance still exceeds its peer group average, the college has embarked on efforts to completely revamped its ESL programming and we anticipate a reversal in this trend next year.



College of San Mateo

San Mateo County Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	61.0%	59.7%	62.5%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	73.4%	73.3%	74.4%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	74.0%	69.1%	74.9%



ARCC 2010 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	81.4%	80.4%	80.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	58.5%	63.5%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	62.4%	61.4%	58.7%
Basic Skills Improvement Rate	53.3%	50.0%	52.4%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



College of San Mateo

San Mateo County Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	17,725	18,094	18,647
Full-Time Equivalent Students (FTES)*	9,281	7,795	9,071

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	27.0%	27.8%	27.7%
20 - 24	25.2%	24.7%	24.3%
25 - 49	37.1%	36.8%	36.5%
Over 49	10.6%	10.7%	11.5%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	51.6%	50.6%	50.7%
Male	45.9%	46.8%	46.7%
Unknown	2.5%	2.6%	2.5%

Source: Chancellor's Office, Management Information System



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College of San Mateo

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College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.5%	3.6%	3.6%
American Indian/Alaskan Native	0.6%	0.5%	0.5%
Asian	19.0%	18.3%	16.9%
Filipino	6.2%	6.4%	6.1%
Hispanic	18.2%	18.4%	18.7%
Pacific Islander	2.1%	2.1%	2.2%
Unknown/Non-Respondent	12.0%	13.5%	15.6%
White Non-Hispanic	38.3%	37.2%	36.5%

Source: Chancellor's Office, Management Information System



ARCC 2010 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	62.5	55.7	42.3	67.3	A4
B	Percent of Students Who Earned at Least 30 Units	74.4	74.6	69.7	77.8	B6
C	Persistence Rate	74.9	71.1	48.0	78.8	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.9	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.4	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	58.7	41.5	0.0	100.0	G2

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2010 Report: College Level Indicators

College of San Mateo

San Mateo County Community College District

College Self-Assessment

College of San Mateo, the oldest of the three colleges in the San Mateo County Community College District, opened in 1922 with only 35 students. Located in a County with modest population growth, College of San Mateo's enrollment has slowly declined over the past few decades. More recently, student enrollments have increased. Between 2006-2007 and 2008-2009, the number of students enrolled (annual unduplicated headcount) increased +5.2%. During the same period of time, the number of Full-Time Equivalent students (FTES) at CSM decreased by -2.3%. These figures indicate that CSM students who enrolled in 2008 -2009 carried slightly lighter unit loads, on average, than their counterparts in 2006-2007. During this time, the demographic profile of CSM students has remained stable.

In terms of student success, CSM's performance on 6 of the 7 ARCC indicators has been noteworthy. Student progress and achievement have increased on the following: (1) First-time student progress and achievement rate; (2) Percent of first-time students who have earned at least 30 units; (3) Fall-to-Fall persistence rate; (4) Annual successful course completion rate for vocational courses; (5) Annual successful course completion rate for credit basic skills courses; and (6) Improvement rate for credit basic skills students. The only ARCC indicator that registered a modest decline was the overall ESL improvement rate. Comparatively speaking, CSM has performed above its peer group on 5 of the 7 ARCC indicators and above the Statewide average on 6 of the 7 ARCC indicators.

Although CSM ranks well above the Statewide average and its peer groups in terms on Fall-to-Fall persistence, the College remains keenly concerned that one-quarter (25.1%) of students are not returning and enrolling the subsequent year. The College has experienced an increasing number of students with skills below college-level and this population is at most risk to drop out. The College is vigorously addressing this issue through a variety of student learning and support efforts associated with its Basic Skills Initiative and Enrollment Management Plan. In addition, the College continues to use a series of external and internal indicators to introduce curricular and pedagogical innovations which will improve student academic achievement in below college-level coursework. As these statistics demonstrate, CSM's performance on has increased on nearly all ARCC accountability metrics. While CSM has a robust ESL curriculum, its progress is not consistently captured in the ESL improvement rate as defined by ARCC. ESL coursework with CSU transferable status is not included in the ARCC calculation.

Beyond the ARCC indicators, CSM is proud of its long tradition of preparing students for transfer. Each year, approximately 1,100 students transfer to the UC and CSU. Since 1995, CSM's transfer and degree/certificate completion rates are consistently equivalent to or above Statewide averages. Overall, CSM is proud of the success rates of its students and the quality of instruction and support provided by its faculty and staff.



Skyline College

San Mateo County Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	58.9%	56.4%	54.9%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	69.3%	71.8%	74.2%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	77.0%	74.8%	73.4%



ARCC 2010 Report: College Level Indicators

Skyline College

San Mateo County Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	75.0%	73.5%	73.4%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	65.9%	67.3%	61.6%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	58.2%	50.5%	49.1%
Basic Skills Improvement Rate	55.2%	52.1%	63.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



Skyline College

San Mateo County Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	14,235	15,038	16,239
Full-Time Equivalent Students (FTES)*	7,408	6,497	8,076

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	25.3%	25.8%	26.5%
20 - 24	31.5%	31.1%	31.5%
25 - 49	35.0%	34.8%	34.0%
Over 49	8.2%	8.2%	8.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	52.6%	53.0%	53.3%
Male	45.8%	45.3%	44.6%
Unknown	1.6%	1.7%	2.1%

Source: Chancellor's Office, Management Information System



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College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.4%	3.6%	3.8%
American Indian/Alaskan Native	0.5%	0.5%	0.4%
Asian	25.4%	24.5%	23.6%
Filipino	17.6%	18.1%	17.9%
Hispanic	18.4%	18.4%	18.6%
Pacific Islander	1.9%	2.1%	2.2%
Unknown/Non-Respondent	9.4%	10.0%	11.4%
White Non-Hispanic	23.5%	22.9%	22.0%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.9	59.7	52.4	70.5	A2
B	Percent of Students Who Earned at Least 30 Units	74.2	68.3	52.2	77.3	B1
C	Persistence Rate	73.4	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.4	75.8	62.2	88.8	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.6	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	63.3	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	49.1	41.5	0.0	100.0	G2

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2010 Report: College Level Indicators

Skyline College

San Mateo County Community College District

College Self-Assessment

Located near San Francisco in San Bruno, Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD) and primarily serves northern San Mateo County. Skyline College is engaged in essential thinking about its future and its contributions to its service area, the State of California, the nation, and an increasingly global world. Skyline College enjoys a unique ethnic diversity in its student body, with its four main ethnic groups each near or above 20 percent of the student body - 24 percent Asian, 22 percent White, 19 percent Hispanic, and 19 percent Filipino in fall 2008. Skyline's Educational Master Plan suggests that the College will experience even more diversity in its service area in coming years, including growth from the Hispanic, Filipino and Asian/Pacific Islander populations. These populations disproportionately make up the extreme pockets of poverty in the county – and students from these communities who enroll at Skyline are clearly in need of services that would support economic sustainability.

Overall, Skyline's ARCC 2010 data suggest a strong, healthy campus, as evidenced by performance on the seven peer-grouped indicators. On four indicators – Percent of Students Who Earned at least 30 Units, Persistence Rate, Basic Skills Improvement Rate, and ESL Improvement rate, Skyline outperformed its peer average by six, seven, eight and eight percentage points, respectively. On two of the other three indicators - Vocational Course Completion & Basic Skills Improvement Rate - Skyline was within two points of the peer group average. Skyline's SPAR rate was five points below the peer group average, and its additional slight downward trend is discussed below.

The ARCC annual trend data reveal that the college is holding relatively steady on most of its indicators. Noted above is a now two-year downward trend on the SPAR rate, from 59% in the first cohort to 55% in the third. Given its longitudinal nature, the SPAR metric is sometimes hard to unpack; the campus is exploring possible hypotheses to explain the trend.

Our other notable trend for 2008-09 was that Basic Skills course success rates dropped from 67% to 61%. This shift is puzzling, as the Basic Skills improvement rate increased from 52% to 63% in the same time period. Internal campus research has determined that the success rates in the key Basic Skills courses in the English, Math, and ESL sequences actually increased from 2007-08 to 2008-09 – 53% to 59% in English, 57% to 60% in ESL, and 55% to 58% in Math. These course success results are in line with the increase in the Basic Skills improvement rate; we expect that this apparent ARCC drop in Basic skills course success rates is likely explained by the re-coding that has been taking place at the local and state levels.

In sum, Skyline is healthy and eagerly engaged in the process of further improving our student outcomes, and expects the college's innovative programs will continue to help our students meet their goals and drive our ARCC indicators in a positive direction.

