Education Master Plan
2013-2019

Approved by the Board of Trustees of the San Mateo Community College District on April 24, 2013.

Skyline College
ACHIEVE
3300 College Drive
San Bruno, CA 94066

Office of Planning, Research & Institutional Effectiveness

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CONTEXT FOR EDUCATION PLANNING

Located on the San Francisco Peninsula, in San Bruno, Skyline College is a public Associate's degree granting institution. The College primarily serves northern San Mateo County and residents drawn from the southern portion of San Francisco whose boundary is five miles north of the College. The campus consists of 111-acres bounded by residential developments and the Golden Gate National Recreation Area. Brisbane, Colma, Daly City, Millbrae, Pacifica, and South San Francisco are the closest communities to Skyline College. The City of San Bruno is adjacent to San Francisco International Airport. Although served by the San Mateo Transportation District buses, the campus is not situated near major transportation corridors.

Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD), a district that enrolls approximately 40,000 students each year. During the 2011/12 academic year, approximately 45 percent of these students enrolled at Skyline College, 42 percent enrolled at the College of San Mateo, and 29 percent enrolled at Cañada College[1]. The district is governed by a five-member District Board of Trustees that operates independently from County government and whose membership is elected at large by County voters every four years.

San Mateo County is situated between San Francisco County to the north, Santa Cruz to the south, and Santa Clara to the east. The northern portion of Santa Clara county and east side of the San Francisco Peninsula are often referred to as the Silicon Valley, home to many of the world's high technology companies including Adobe Systems, Apple Computer, Cisco Systems, Google, eBay, Oracle and Yahoo! The boundaries of Silicon Valley are not easily fixed; it is more a regional state of mind than a geographical location. The result is that intellectual capital in the Peninsula is considerable, lending itself to new products and innovations including the Bay Area's emerging biotechnology industry.

Taken as a whole, San Mateo County is remarkably affluent and well-educated. Median family incomes ($101,578) outstrip both California ($57,708) and the nation as whole ($50,046). Twenty-seven percent of adults possess a bachelor's degree and 17 percent have graduate or professional degrees. The escalating housing market in the county produced a median house price of $784,800 in 2010. These statistics, however, belie a more complete picture of the challenges facing both the county and the College. There are neighborhoods within San Mateo County where median family incomes are lower, less than $30,000 annually, when Bay Area sustainable wage data require an income of $65,000 for a family of four. In these areas fewer adults have earned bachelor's degrees. Approximately one-fifth of San Mateo County residents cannot pay for basic necessities. Although surrounded by affluence in one of the wealthiest counties in California, some families have been hit harder than others. These economic disparities impact Skyline College's highly diverse student population. As a result, a better life through higher education is too often out of reach for those who need higher education to achieve financial self-sufficiency. Thus, Skyline College must work harder and better to ensure that its community has the opportunity to access higher education for a better life. The college's Mission-Vision-Values and goals statements set a path to meeting this need.

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[1] Percentages add to more than 100 because students may enroll in courses at multiple colleges.

Distribution of Households Earning Under $30K
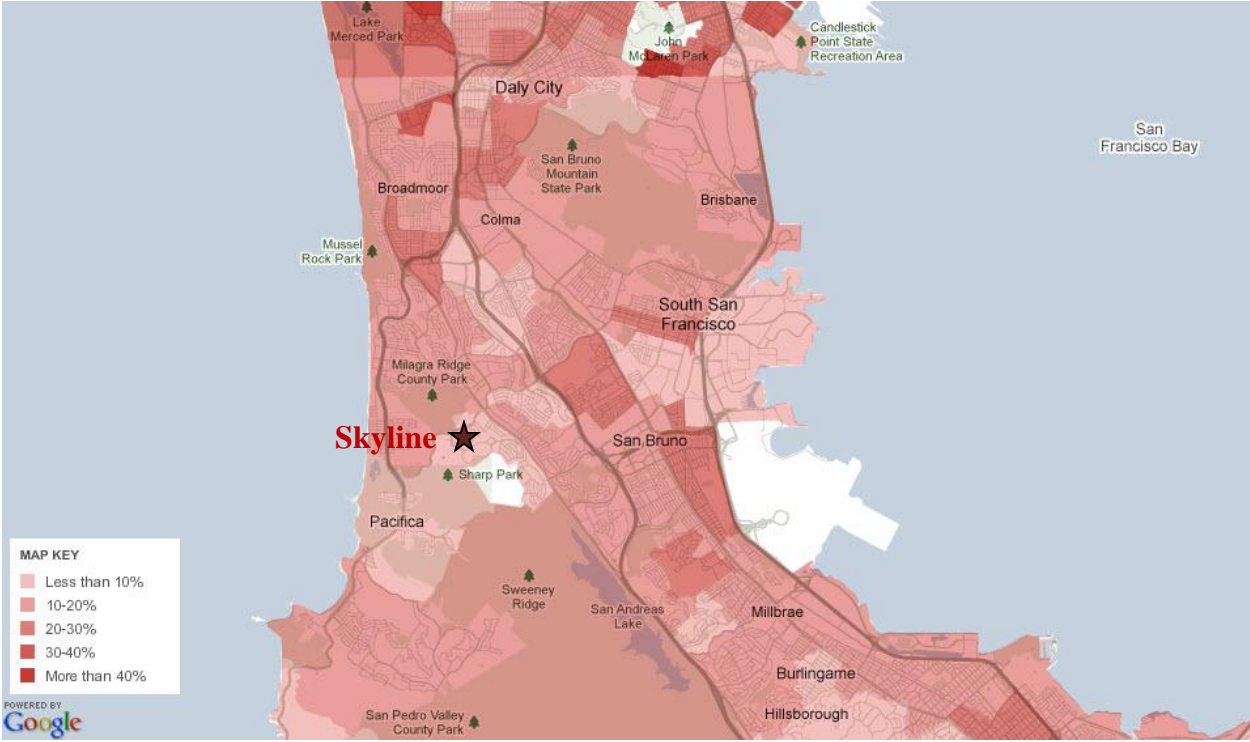
(Source: 2010 Census Data, San Mateo County Demographics Web Page and New York Times online resource titled: *Mapping America: Every City, Every Block*.)

Distribution of Racial and Ethnicity Groups
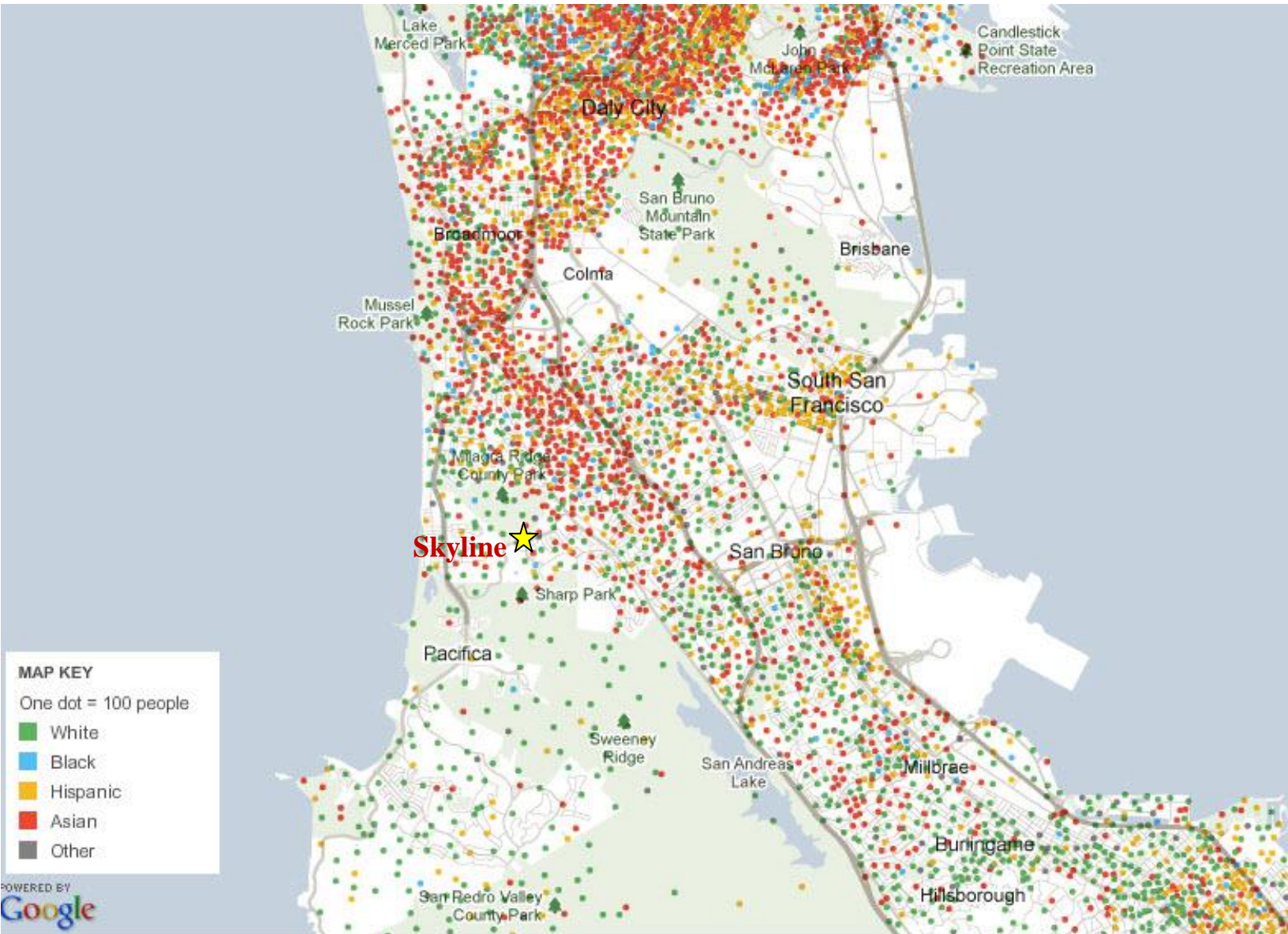
(Source: Fall 2010 as reported in Skyline College's Annual Report 2011-2012.)

As shown in the previous graphic, an analysis of the racial and ethnic distribution shows that Skyline College is located in a particularly diverse population characterized by clustering by ethnicity group. From this population, the college enrolls a student body comprised of 23% Asian/Pacific Islander, 21% White, 19% Hispanic, 17% Filipino, 12% Multi-ethnic, 5%

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Other/Unreported, 4% African American. The Enrollment and Student Demographics section of this plan provides a more detailed analysis of the college changing demographics and enrollment trends.

The Skyline College Annual Report 2011-2012 indicates that 42 associate degrees and 52 certificate programs are offered by the college. Nine hundred and ninety two course sections were offered in fall 2012 almost all of which were convened at its main campus at 3300 College Drive in San Bruno. In fall 2012 the college offered 78 online courses and 10 Hybrid courses (combining online and on campus instruction) as well as 10 Learning Communities serving specific populations. Seven course sections are planned in five off-campus locations for the Fall 2012 term.

The College has been accredited by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC-ACCJC) since 1971. Skyline College also holds specialized accreditation for many of its programs: Automotive Technology-National Automotive Technicians Education Foundation (NATEF); Business Programs including degrees in Accounting, Business Administration, Business Management, International Logistics, International Trade, Lawyers Assistant, Multimedia Technology and Office Management-Accreditation Council of Business Schools and Programs (ACBSP), Cosmetology-approved program by the Board of Barbering and Cosmetology, Consumer Affairs Division State of California; Emergency Medical Technician-San Mateo County Emergency Medical Services Agencies (local); Massage Therapy-National Certification Board for Therapeutic Massage and Bodywork (NCBTMB)–assigned school; Respiratory Therapy-Committee on Accreditation for Respiratory Therapy; and Surgical Technology-Commission on Accreditation of Allied Health Education Programs. The College does not operate not-for-credit programs.

Over the past decade, Skyline College has undergone extensive construction and modernization to meet the needs of the educational and facilities master planning program. An extensive "access" plan was developed and the college site was reconfigured to address access and mobility needs of the community. In November 2001, the voters of San Mateo County passed Measure C, authorizing SMCCCD to issue $207 million in general obligation bonds to fund facilities capital improvements. Subsequently, in November 2005, Measure A was passed, authorizing the District to issue an additional $468 million in general obligation bonds to continue to execute facilities capital improvements. The capital improvements funded with these resources have enabled Skyline College to provide students with state-of-the-art facilities for many programs. In June of 2010 voters approved a parcel tax, Measure G, which provided the colleges with additional operating funds necessary to continue services in the face of continuing State budget cuts. This enabled the college to support additional class sections, additional student support services, extended library hours, Transfer Initiatives, and Basic Skills/College Success Initiatives. The parcel tax is limited to a four-year period, but is renewable if the board of trustees pursues it with the voters of San Mateo County.

Skyline College engaged in an extensive planning process to develop the education master plan. An independent consultant supported the effort beginning with interviewing key stakeholders at Skyline College. Extensive campus, district and community wide dialogue with College administrators, faculty, staff, and students guided the development of this report. Data and information were drawn from Skyline College internal sources, community needs assessment research, President's Council meetings, Success Summit meetings, joint district-Workforce Investment Board (WIB) survey research, the California Community College Chancellor's Office, the California Postsecondary Education Commission, the California Department of Labor, and from local, state, and federal databases available through the Internet. Additional input is gathered from the community through a series of President's Breakfasts and a Chamber Mixer held on campus during which members completed a Chamber Mixer Survey. Other surveys conducted by the Office of Research and Planning such as the Employee Voice Survey and the Community College Survey of Student Engagement (CCSSE) Survey added both qualitative and quantitative data to the formulation of this plan. Additionally, board goals, board values, district strategic plan and college strategic priorities were all considered in the development of this plan. Internal planning processes, annual planning, program review and Annual Administrative Leadership and Unit Review were all part of the development process. Collectively, these data and information-gathering processes converge in this document with the intent of providing the College guidance about new opportunities to serve its many communities.

CURRENT STATUS

Environmental Scan

Demographics

- Population in California will increase by 41 percent from the year 2010 to 2060. San Mateo County's predicted growth rate (29 percent) is nearly three-quarters that of the states forecasted growth. San Francisco County is estimated to grow by 15 percent during this time period.[1]

- Between 2010 and 2020, the number of 18-24 year olds in San Mateo County is projected to increase by 9 percent—growing from 55,643 in 2010 to 60-836 in 2020.[2]

- San Mateo County is projected to see a change in its demographics by 2020. Between 2010 and 2020, the county's White population is projected to decrease by 10 percent. This is the only group projected to decrease in population. Increasing populations are Black (13 percent), American Indian (11 percent), Asian (12 percent), Native Hawaiian and other Pacific Islander (14 percent), Hispanic (14 percent), and Multi-Race (36 percent).[3]

- From 2008/09 to 2010/11, San Mateo County has seen a slight increase in the number of high school graduates. Specifically, the number of graduates has increase from 5,366 to 5,839, respectively—an increase of approximately nine percent.[4]

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- From 2008/09 to 2010/11, the number of high school graduates in San Francisco County has remained fairly consistent. There was an increase of nearly 400 between 2008/09 and 2009/10 but then a decrease of over 200 in the subsequent year where there were a total of 3,874 graduates. [4]

- The race/ethnicity of high school graduates in both San Mateo and San Francisco counties has remained fairly consistent from 2008/09 to 2010/11. The largest change is a four percent decrease in White graduates and a four percent increase in Hispanic graduates.[4]

Employment

- Over 40 percent of projected job openings in San Mateo County in 2017 require an education level of a postsecondary vocational award or higher.

- For 2017 projected job openings in San Mateo County that require an Associate's Degree, 40 percent come from *newly created* jobs.

- The top five occupations segments driven by new job growth in San Mateo County are: business and financial operations; Computer and mathematical science; life, physical and social science; arts design, entertainment, sports and media; and health care support.

- These five segments represent: 28 percent of current jobs, 32 percent of projected job opening in San Mateo County, and 48 percent of projected job opening from new growth.

Secondary Schools

- Nationally, the percent of high school completers who enrolled in a 2-year college increased from 21.4 percent in 2000 to 26.7 percent in 2010. During this time, the number of associate's degrees awarded increased by over 50 percent (564,933 in 1999/00 to 849,952 in 2009/10).[5]

- The number of first-time freshmen entering Skyline College has increased over time—by over 200 from 2001 to 2010.

- Enrollment from the top 10 feeder high schools has been at least 10 percent between 2005 and 2009.

- El Camino High and South San Francisco High, the top two "feeder" high schools to Skyline College, obtained API (Academic Performance index) scores of 799 and 785, respectively, in 2011. The statewide API performance target is 800.[6]

Technology and Learning

- Incoming students to higher education are increasingly computer literate and carry expectations for colleges to enhance their access to new technology. Technology-based course delivery will require increased resources.

- Over 6 million students enrolled in one or more online courses in the Fall of 2010.[7]

- Reports suggest that enrollment in distance learning at community colleges grew between 17 and 22 percent in the 2007-08.[8] Moreover, one survey indicates an 8.2 percent enrollment increase in distance education from Fall 2010 to Fall 2011—nationally.[9]

<u>Enrollment and Student Demographics</u>

Enrollment History

Over time, enrollment levels at Skyline College - as measured by counts of unique students and full-time equivalent students (FTES) - have varied considerably in the past ten years, as seen in Figure 1. After a downward trend from a previous high point of unduplicated headcount in 2002/03 of 18,121, Skyline College had its lowest count of unique students in the past decade in 2005/06 with 15,533 students. In the subsequent four years, Skyline College increased its headcount by over 3,500 students (or 24 percent) to a new high point of 18,021 students in 2009/10. Over the same three-year period, FTES increased 29 percent from 6,807 to 8,809. Although both measures experienced a four-five percent decrease in 2010/11 due to restrictions associated with a lower funded enrollment cap, the fact that the decrease in FTES was less than the number of unique students (421 vs. 714) suggests that much of the decrease comes from part-time students, and that there continues to be an increase in the number of full-time students enrolling at the college.

Figure 1
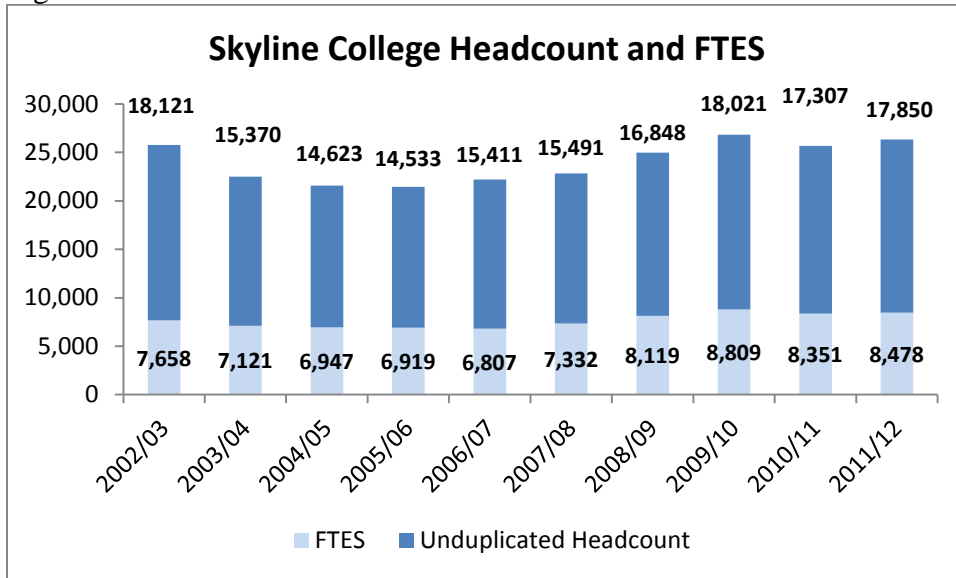
Figure 2 supports the conclusion that over time, full-time enrollment during the fall and spring semesters has increased while part-time enrollment has decreased. Specifically, the percent of students enrolled part-time at Skyline College *decreased* by seven percentage points from 2001/02 to 2011/12 (from 76 percent to 69 percent) while the percent of students who are full-time *increased* by seven percentage points over the same period of time (from 24 percent to 31 percent).

Figure 2 - Fall and Spring only
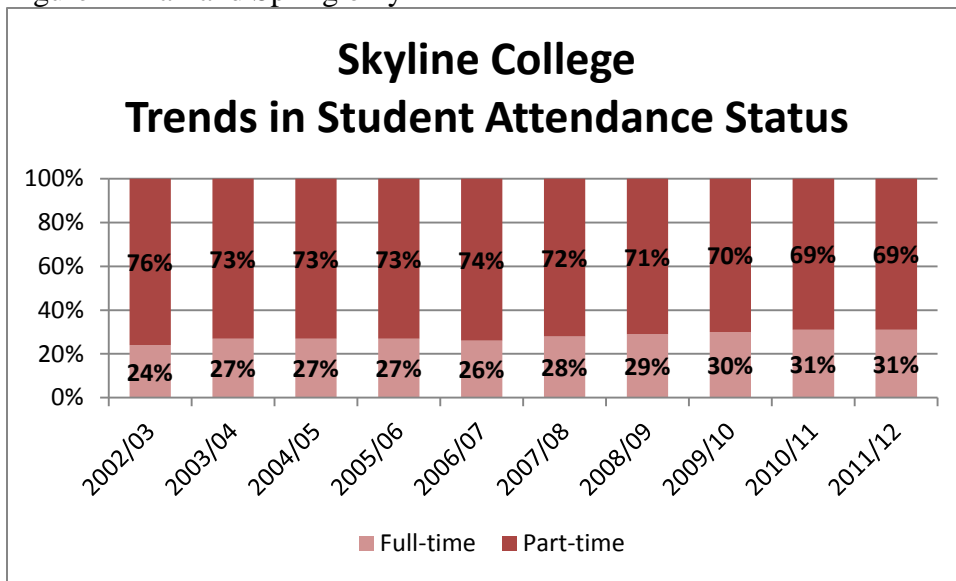
Providing a further foundation to understanding the increase in full-time student enrollment, younger students (ages 18-24) now make up a larger share of the total enrollment in

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2011/12 than they did four years prior (Table 1). Moreover, the increase in 18-24 year-olds was large enough that even when other age groups (e.g. 25-29, 30-39) experienced raw headcount increases, their relative share of the college's overall student population actually decreased slightly.

Table 1 Skyline College Shifts in Age 2007-08 to 2011-12		
Age Range	Change in Share	Change in Headcount
<18	0.0%	250
18-24	6.0%	3199
25-29	-1.0%	763
30-39	-1.0%	593
40-49	-1.0%	105
50+	-2.0%	-73

Disaggregating the enrollment data by race/ethnicity reveals interesting trends in the last ten years. All groups, except for African-American, decreased in enrollment during this time period. After starting as the largest ethnicity group in Fall 2002, the White student population became the second largest group on the campus in 2004 and then once again became the largest group in Fall 2011.   It is also important to note that the difference between the top four groups in 2012 (approximately 600) is less than it was in 2002 (approximately 1,100). This indicates that while the overall enrollment of the college has increased over these ten years (Figure 1), the different race/ethnicity groups are becoming more evenly distributed.

Figure 3

Skyline College, Student Race/Ethnicity Enrollment Trends
Fall 2002 to Fall 2012
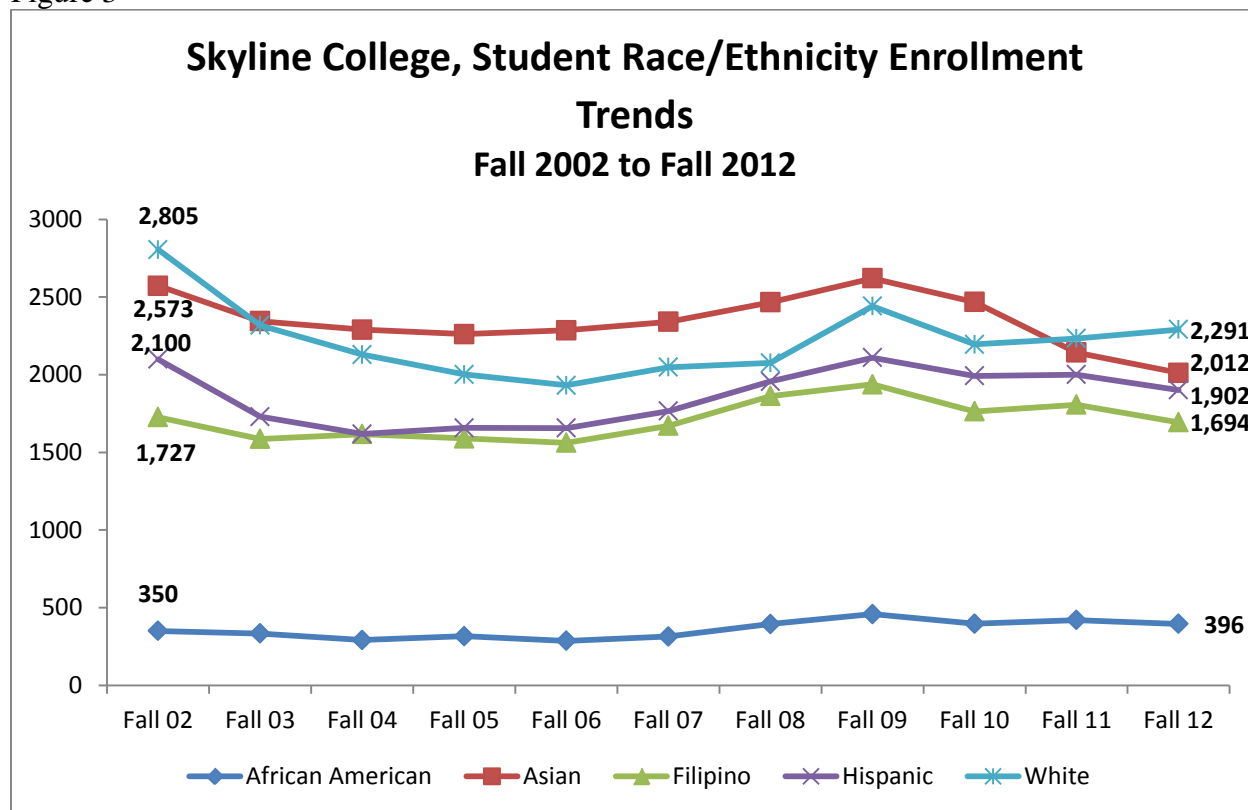
Table 2 provides the number of students in each cell of the gender by age cross-tabulation, and Figure 4 provides the relative increase or decrease of each gender / age group between 2008/09 and 2011/12. Taken together, they show that not only did males and females of ages 18-24 constitute the largest student group in 2008/09, but they significantly increased their relative share of the student population in 2011/12. In 2008/09, 13,978 18-24 year-olds enrolled at Skyline College. In 2011/12, 15,738 18-24 year-olds were enrolled, representing a 13 percent increase of 1,760, which is nearly four times greater than the increase in headcount made by the next largest group of 25-29 year-olds (although this relative increase was also 13 percent).

Combined with the findings discussed previously in this section, the trends suggest that Skyline College's increase in student population is most notably due to an increase in 18-24 year-old students who are more likely to enroll full-time. Moreover, the student population is now more diverse as race/ethnicity is more evenly distributed throughout the population than they were a decade ago.

Table 2 – Number of students by gender and age cross tabulation			
Gender	Age group	2008/09 # of students	2011/12 # of students
Female	<18	697	610
Male	<18	476	462
Female	18-24	7,064	7,998
Male	18-24	6,914	7,740
Female	25-29	2,099	2,317
Male	25-29	1,577	1,837
Female	30-39	1,911	1,922
Male	30-39	1,231	1,440
Female	40-49	1,206	1,249
Male	40-49	695	714
Female	50+	1,287	1,170
Male	50+	745	782

Figure 4

Skyline College Enrollment Differences by Gender and Age from 2008/09 to 2011/12
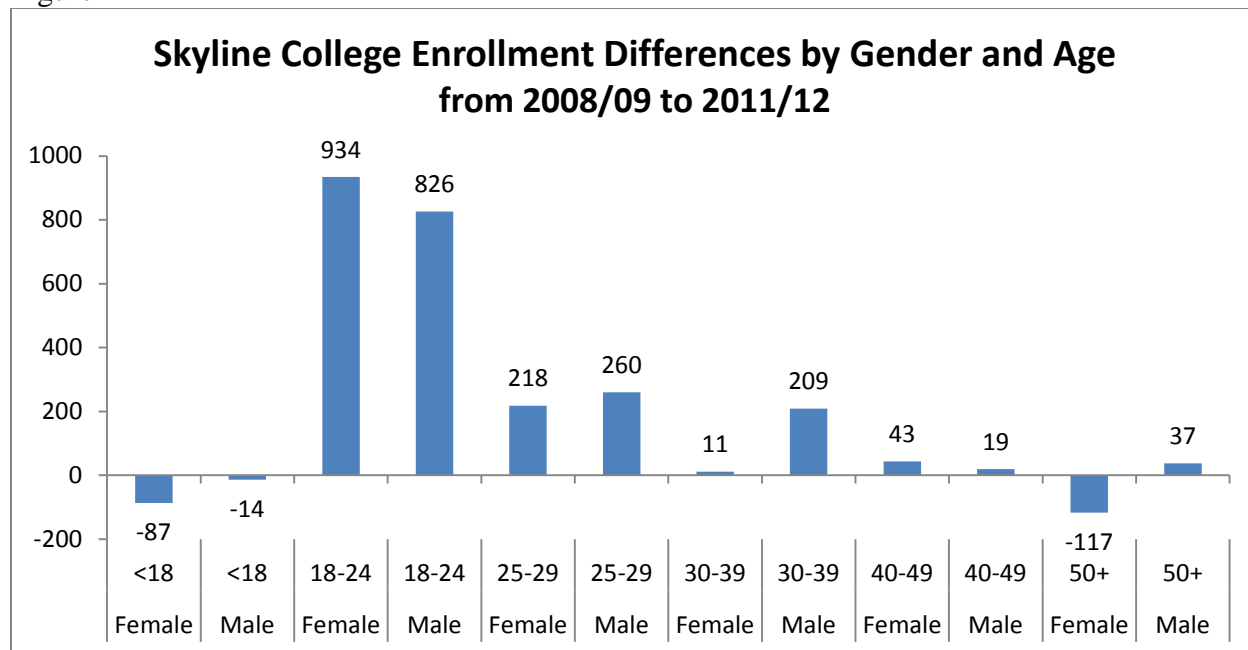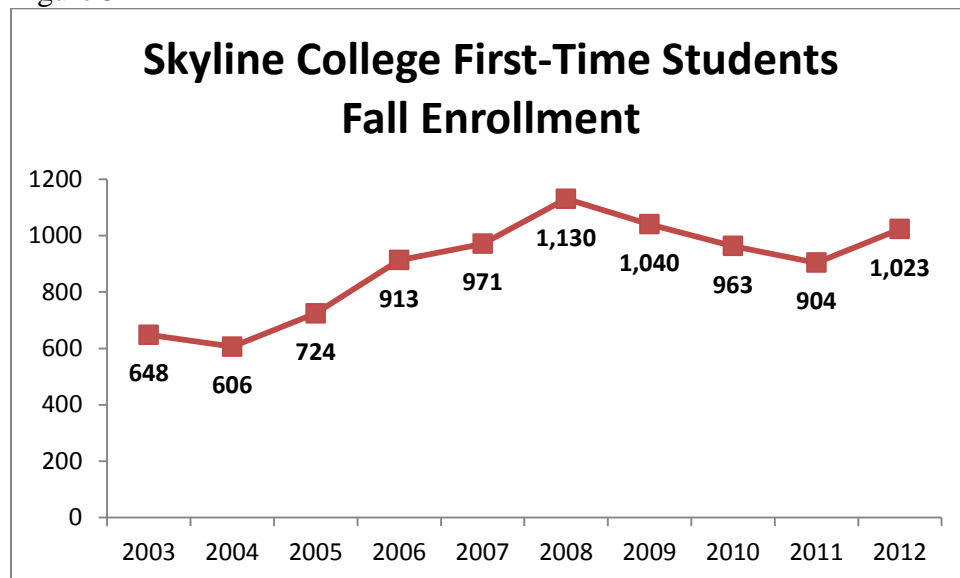
Secondary Schools

Because more 18- to 24-year-olds are enrolling at Skyline College, the most likely explanation for the increase in student enrollment is that more students are enrolling immediately after high school. Figure 5 illustrates that over time, the number of first-time students who enroll

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at Skyline College has increased by 375 from 648 in 2003 to 1,023 in 2012. Enrollment of first-time students peaked in 2008 with 1,130 students and then decreased over the next two years with the aforementioned constriction of offerings due to the decreased enrollment cap. Nevertheless, the 1,023 first-time students enrolled in the fall of 2012 is only 107 less than 2008 and represents a 36 percent increase from the previous fall. From the low in 2004 of 606 first-time students, this group increased 86 percent to the high of 1,130 in 2008 and nearly 70 percent to 1,023 in 2012.

Figure 5

The increase in first-time students, however, may not be attributable to more students coming from Skyline College's top feeder high schools. Using the most recent data available from the California Postsecondary Education Commission, the estimated number of graduates from the top ten feeder high schools who subsequently enroll at Skyline College has been fairly consistent over five years shown in Figure 6, with the exception of 2007 where there was a slight decrease. Consequently, the increase in first-time Skyline College students is coming from either an increase in students from feeder high schools not among the top ten and/or an increase in the number of high schools from which students come. Given enrollment constraints at neighboring colleges such as City College of San Francisco, it is likely that at least some of the increase is coming from students from out-of-district high schools.

Figure 6

Top 10 Feeder High School Graduates Enrollling at Skyline College in the Next Fall

Year	# of HS Grads	# of Skyline College Enrollments	Yield Rate
2005	3185	479	15%
2006	3410	489	14%
2007	3163	321	10%
2008	3309	457	14%
2009	3062	410	13%

Legend: # of HS Grads, # of Skyline College Enrollments, Yield Rate
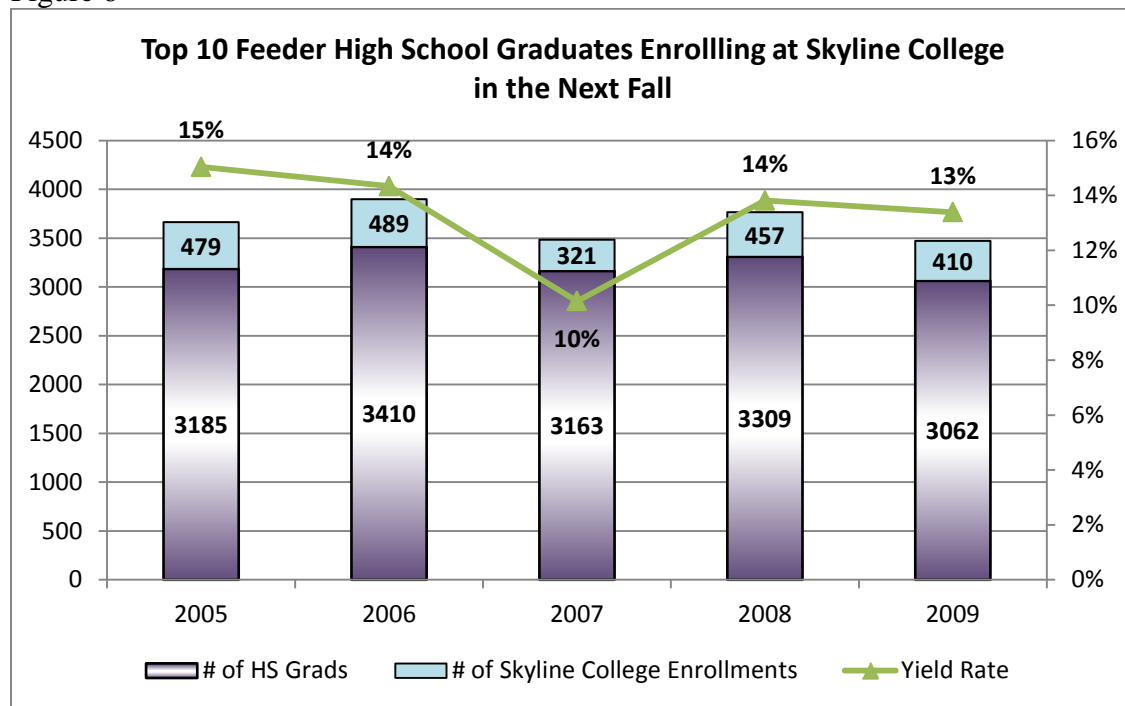
Degrees, Certificates and Transfer Outcomes

Degrees & Certificates

Figure 7 below provides the degrees and certificates granted by Skyline College from 2003 to 2012 and shows that there has been a notable increase in degrees earned and a decrease in certificates in the 10-year period. In 2012, 725 degrees were granted, representing an increase of over double the 2003 total of 346. For certificates, the 576 certificates granted in 2012 is 154 less than in 2003 but is the fourth largest total during this time period.

Figure 7

Skyline College Degrees and Certificates

Year	Certificates	Degrees
2003	730	346
2004	536	352
2005	515	375
2006	492	402
2007	451	450
2008	499	469
2009	534	471
2010	620	525
2011	608	522
2012	576	725

■ Certificates ■ Degrees
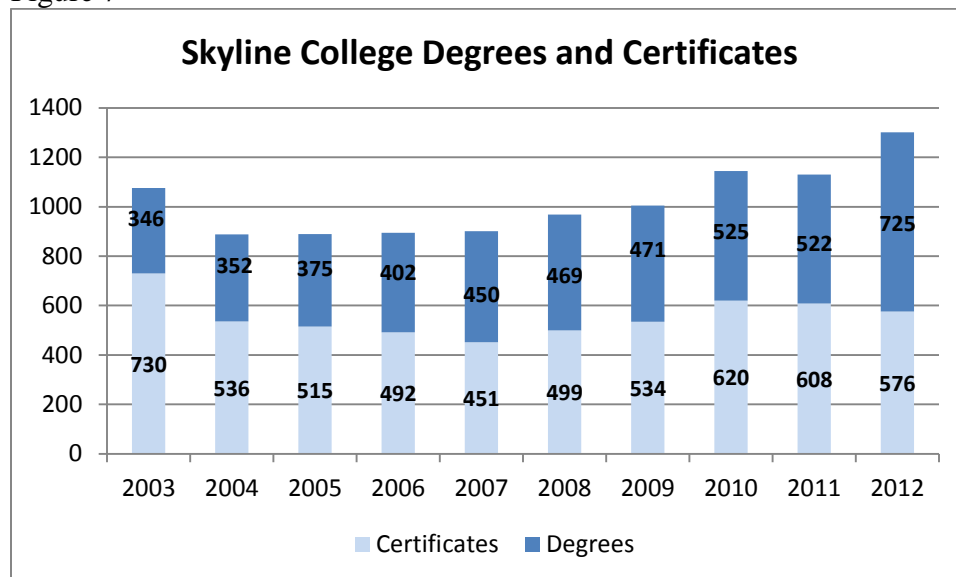
Transfer

The raw number of transfer students is an interesting metric to hold community colleges accountable for; while one of the community colleges' key missions is transfer to four-year institutions, successful transfer in California is highly dependent on the policies and conditions in existence in the California State University (CSU) and University of California (UC) systems. Figure 8 provides the 10-year history of transfer to the CSU and UC systems from Skyline College. UC transfers have ranged from 65 in 2001-02 to a high of 101 in 2010-11, representing a 55 percent increase over the time period. CSU transfers have varied from a high of 429 in 2002-03 to a low of 229 in 2009-10, when the CSU system experienced system-wide enrollment freezes. Skyline College's 2010-11 CSU transfer numbers nearly doubled from 2009-10, and rose back to levels not seen since 2002-03.

Figure 8

Skyline College UC & CSU Transfers
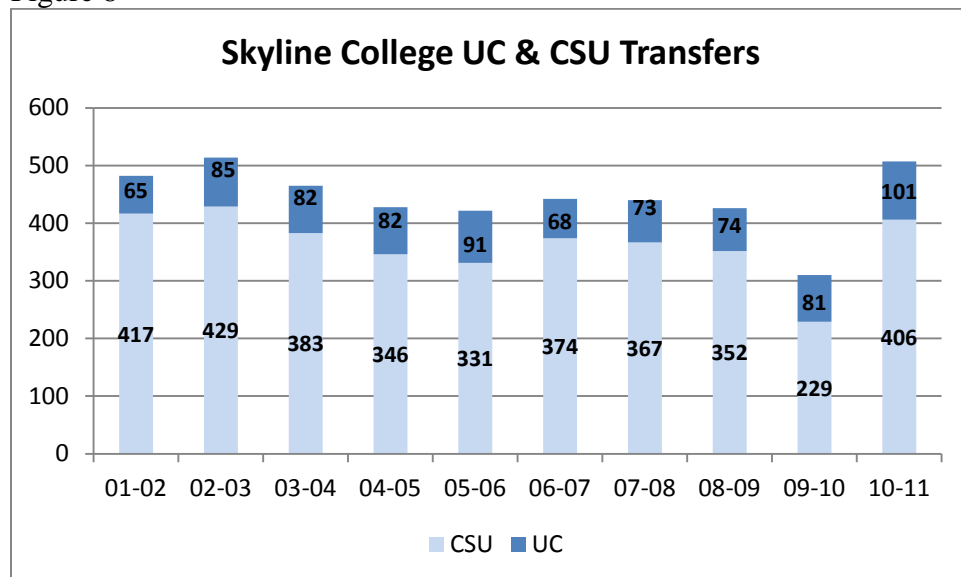
In terms of specific California public four-year colleges to which Skyline College students transfer, San Francisco State University (SFSU) has consistently been the top destination by a significant margin (see Table 3). From 2002-2009, the number of students who transferred to any one of the next four top destinations is approximately half or less than half of San Francisco State. In 2010, CSU enrollments were significantly constricted by state budget cuts, and this is evidenced by a marked drop in Skyline College transfer enrollments at both San Francisco State and San José State University (SJSU) when compared to previous years. Although overall degrees and certificates continued to increase in 2010 (see Figure 7), the drop in transfers to SFSU was 36 percent and to SJSU was 63 percent. In 2011, as the transfer milieu shifted back to increased access, the SFSU transfers rebounded to tie the highest number in the last ten years at 322. The story at the UC campuses has been less consistent, and Skyline College transfers students to these universities in smaller numbers.

Table 3 – Top destination trends										
	2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
San Francisco State University	297	322	285	257	227	264	245	249	159	322
San José State University	44	38	35	25	43	46	54	35	13	19
University of California, Davis	23	42	37	41	35	25	23	39	28	35
California State University, East Bay	23	26	29	24	22	18	28	36	32	30
University of California, Berkeley	22	23	18	19	12	8	18	15	26	26
Source: California Postsecondary Education Commission & California Community College Chancellor's Office										

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Students who do transfer to a four-year university are more likely to enroll in business management, marketing, and related support services courses than any other, with 20 percent of transfers enrolling (Figure 9). Social science is the discipline with the next highest enrollment rate (13 percent) and three disciplines each enroll six percent of transfers - security and protective services, biological and biomedical sciences, and liberal arts and sciences /general studies / humanities.

Figure 9

Skyline College Transfers by Most Popular Discipline Fall 2010
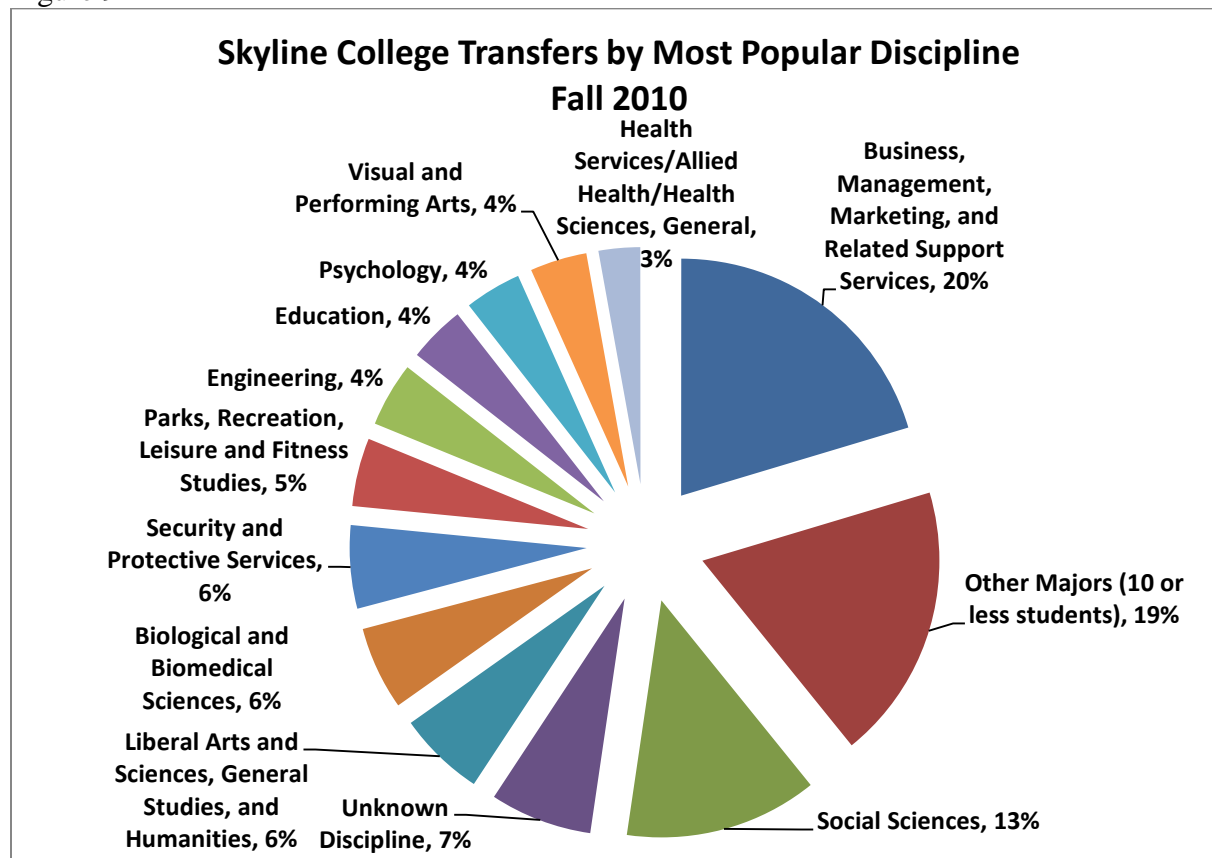
Student Financial Considerations

Cost of Attendance and Financial Aid

In 2008, the estimated cost to attend a California community college was one quarter of a family's income. As shown in Figure 10, this is, on average, less than families in New York but the same as, if not greater than, other states with similar characteristics (Arizona, Florida, and Texas). Furthermore, the cost for California's families is also slightly higher than the national state average.

Figure 10
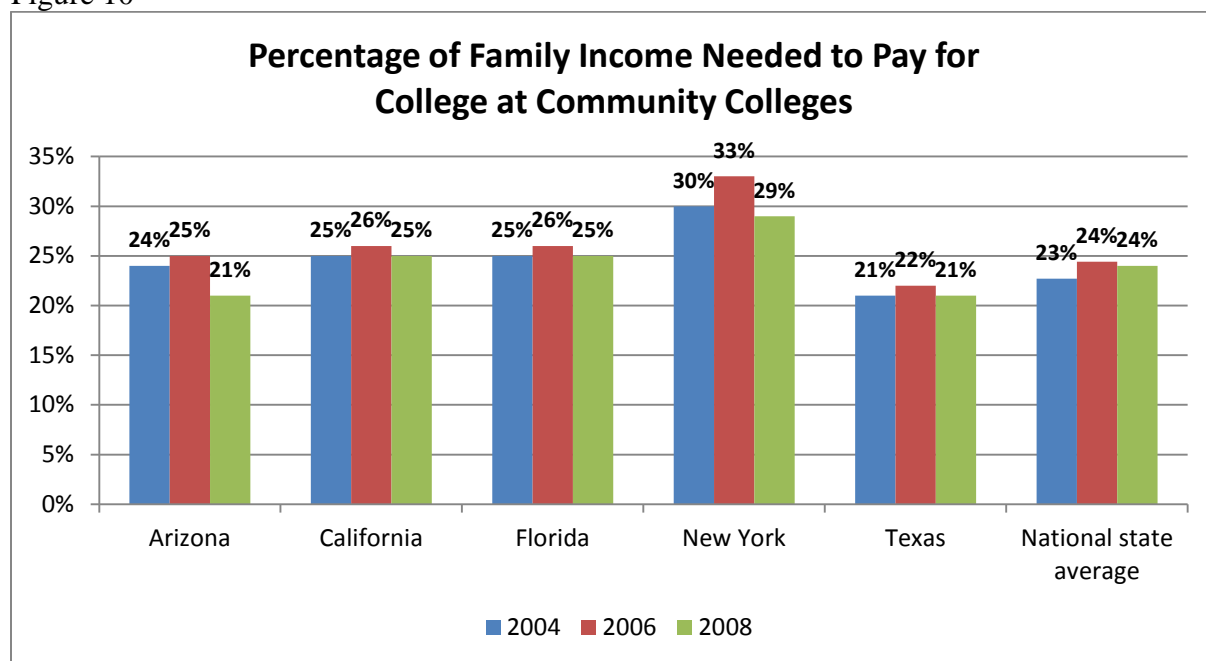
In addition to tuition and fees, estimated expenses for community college students include books and supplies, room and board, and other cost of living expenses. At Skyline College, the cost of attendance for a full-time California resident in 2011-12 who lived at home was an estimated $7,393 (Table 4). If the student lived off campus the cost increased to $18,151 and if the student was not a California resident the cost was an estimated $24,511.

Table 4 - Estimated expenses for full-time beginning undergraduate students at Skyline College.			
	2009-10	**2010-11**	**2011-12**
Tuition and fees			
In-state	$821	$811	$1,111
Out-of-state	$6,169	$6,169	$7,471
Books and supplies	$1,638	$1,638	$1,638
Off Campus			
Room and board	$11,160	$11,160	$11,160
Other expenses	$4,242	$4,242	$4,242
Off Campus with Family			
Other expenses	$4,242	$4,644	$4,644

In an effort to make college attendance affordable, students look to financial aid resources to offset costs. Table 5 demonstrates that in 2010-11, more Skyline College students received grant or scholarship aid or state/local government grant or scholarships than any other type of financial aid. Furthermore, the amount of aid in each of these categories decreased between 2009-10 and 2010-11 except for institutional grants or scholarships.

Table 5 - Student aid to full-time, first-time undergraduate students at Skyline College						
Type of Aid	**Percent of students**			**Average amount of aid received**		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Grant or scholarship aid	44%	45%	58%	$4,317	$4,605	$4,402
Federal grants	28%	33%	42%	$4,051	$4,942	$4,867
Pell grants	28%	33%	42%	$3,711	$4,721	$4,674
Other federal grants	N/A	12%	12%	N/A	$594	$594
State/local government grant or scholarships	44%	43%	57%	$788	$1,007	$884
Institutional grants or scholarships	40%	1%	1%	$1,141	$938	$1,284
Student loan aid	1%	1%	1%	$4,043	$4,474	$4,130
Federal student loans	1%	1%	1%	$4,043	$4,474	$4,130
Other student loans	0%	0%	0%	—	—	—

Skyline College Fiscal and Human Capital Considerations

Budgets and Resources

The tables in this section use data from the Integrated Postsecondary Data System (IPEDS) and Peer Analysis System operated by the National Center for Education Statistics. These data are reported annually to IPEDS by each institution. The compiling of such data is complex, and should be interpreted as one lens to provide a foundation for understanding Skyline College's budgets and resources, and not as irrefutable information. The revenues and expenditures for Skyline College as reported in IPEDS are summarized in Table 6.

Table 6 - Skyline College revenues and expenditures FY 2011	
Revenues	
Tuition and Fees	$3,445,293
State appropriations	$12,030,575
Local appropriations	$25,609,022
Government grants and contracts	$11,481,182
Other core revenues	$3,615,366
Expenditures	
Instruction	$23,445,817
Research	$0
Public service	$0
Academic support	$1,696,266
Institutional support	$9,480,614
Student services	$4,089,770
Other core expenses	$23,267,553

IPEDS data were also used to compare Skyline College with 26 institutions in California that were of similar characteristics.[2] In Table 7 and Table 8, the core revenues and expenses per FTE student are compared, respectively.

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[2] The comparison group includes: Canada College, College of Marin, College of San Mateo, College of the Desert, College of the Redwoods, Compton Community College Contra Costa College, Hartnell College, Imperial Valley College, Las Positas College, Los Angeles Southwest College, Los Medanos College, Mendocino College, Merced College, Miracosta College, Mission College, Napa Valley College, Ohlone College, Taft College, Victor Valley College, West Los Angeles College, Yuba College. These institutions are comparable in size to Skyline College and report their data to IPEDS according to GASB standards thereby permitting accurate comparisons. Convention holds that size is the first consideration when selecting comparative institutions. Other, subsequent selection criteria might include student demographics, total budgets, etc. A more detailed peer analysis is a direction the College may wish to pursue to confirm the initial data presented here.

Table 7 - Core revenues per FTE student by source: Fiscal year 2011		
Source	Skyline College	Median of comparison group
Tuition and fees	$583	$492
State appropriations	$2,036	$3,080
Local appropriations	$4,335	$3,067
Government grants and contracts	$1,943	$4,258
Other core revenues	$612	$604

Table 8 - Core expenses per FTE student, by function: Fiscal year 2011		
Category	Skyline College	Median of comparison group
Instruction	$3,968	$4,710
Academic support	$287	$954
Institutional support	$1,605	$1,659
Student services	$692	$1,355
Other core expenses	$3,938	$2,988

Tables 7 and 8 indicate that Skyline College receives less state appropriations and government grants and contracts than comparative institutions. This total difference (-$3,359) is not offset by the greater amounts of revenue received through tuition and fees, local appropriations, and other core revenues (+$1,367). These data also suggest that the college spends more per FTE on instruction than any other category. As discussed previously, these data should not be interpreted as the ultimate source for describing the revenues and expenditures of Skyline College, but rather be treated as a starting point for understanding college fiscal considerations.

Faculty Resources

During the fall semester of 2012, 132 full-time faculty members and 227 part-time faculty members delivered 994 sections of courses to a duplicated student count of 26,280 enrolled in one or more classes. Table 9 demonstrates that the number of sections taught in Fall 2012 is the second lowest in the most recent five Fall semesters as is the total census enrollment. Section reductions occurred in Fall 2010 not because of a reduction in demand but rather the aforementioned decrease in the funded enrollment cap, and thus the college's ability to offer such sections.

Table 9 - Section taught and enrollment					
	Fall 2008	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**
Total sections	1,020	1,059	908	999	994
Total census enrollment	24,935	28,315	26,598	27,448	26,283

Figure 11 shows that full-time faculty represent the majority of the instructors in sections taught between 10 a.m. and 2 p.m. While part-time faculty instructors are in the majority during other times of day. The latter is particularly true for course sections taught after 2 p.m., where part-time faculty members teach 73 – 83 percent of the course sections.

Figure 11

Class sections taught by faculty status by time of day, 2011-2012
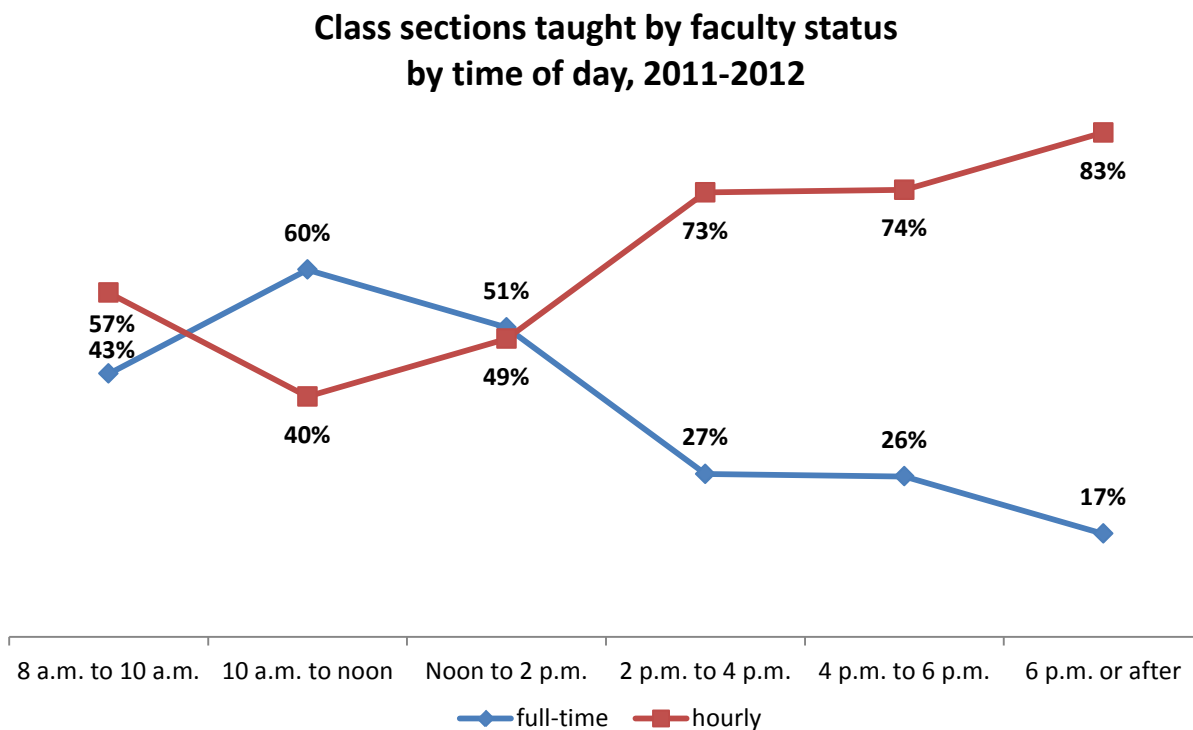
The combination of an increase in enrollment and decrease in course sections suggests that instructors are working with more students within the contexts of their classes. Table 10 shows that with the exception of 2009/10, the 2011/12 academic year shows the highest level of enrollment, FTES, and WSCH. This supports the conclusion that instructors at Skyline College are indeed working with a greater number of students than in past years.

Table 10 - Skyline College instructional productivity and efficiency							
Academic Year	Census enrollment	End of term enrollment	FTEF	FTES	WSCH	Load	Sections
2007/08	54,456	43,621	393.4	7,332	219,911	559	2,290
2008/09	60,512	49,195	414.0	8,120	243,585	589	2,450
2009/10	65,941	54,822	408.4	8,809	264,282	647	2,389
2010/11	63,618	52,082	395.8	8,388	250,540	636	2,196
2011/12	65,673	54,636	422.1	8,478	254,346	603	2,359
Totals & Average	310,200	254,356	2,034	41,127	978,318	608	11,684

Census: Number of duplicated headcount at final census.
FTEF: Total number of full time equivalent faculty assigned.
FTES: Total number of full time equivalent students enrolled at first census.
WSCH: Weekly student contact hours generated by census enrollments.
Load: The ratio of WSCH to FTEF, used to measure productivity.
Sections: Total number of sections offered per semester.

Additional Topics

Developmental Education Courses

Over time, enrollment in developmental education courses has slightly increased in mathematics, held fairly steady in English and ESOL, and seen a continuous decrease in reading. The decrease in reading is due to a restructuring of the English and reading course sequences. Specifically, English and reading development education courses were merged to create new integrated English courses that covered the previous English and reading developmental education curricula. Consequently, the stand-alone developmental education courses in reading were phased out. There is no corresponding increase in English due to the fact that students who enrolled in reading developmental education courses were already enrolling in English developmental education courses as well.

Figure 12

Skyline College Developmental Education Course Enrollments
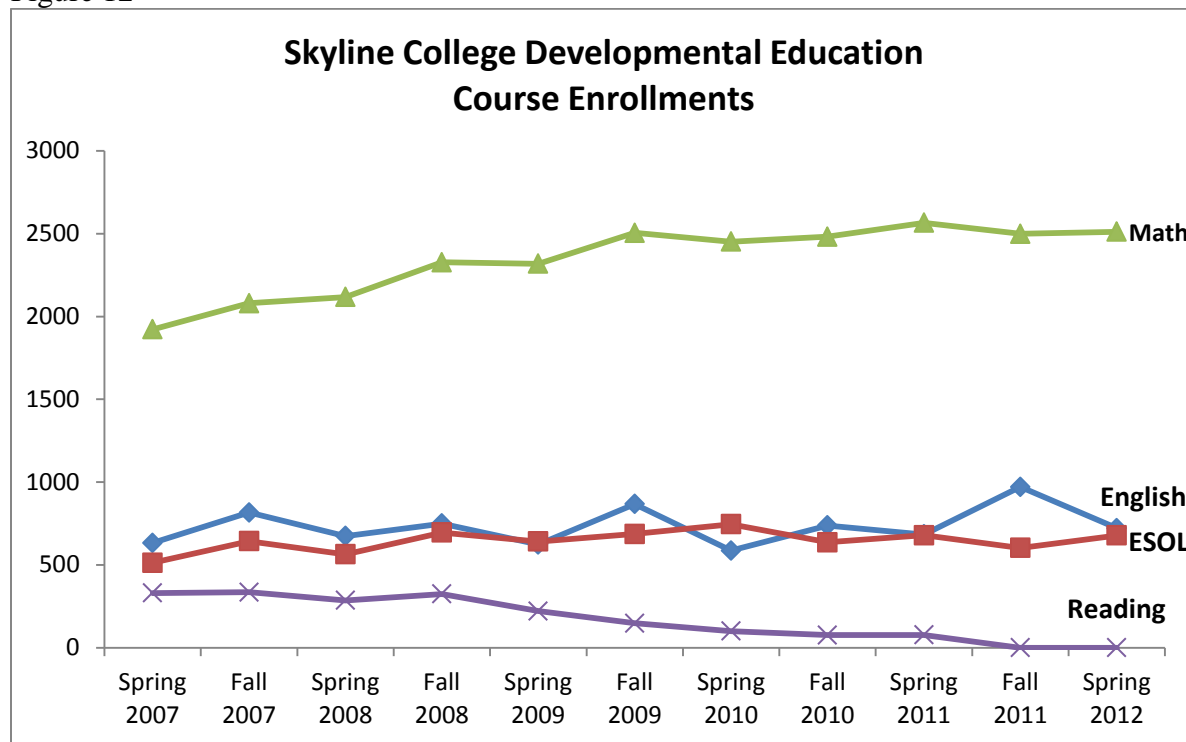
Center for International Trade Development

Skyline College addresses internationalism in three ways. The first is a non-instructional program in international trade (Center for International Trade Development), the second is an instructional program in international trade, and the third is its International Students program. In addition to an Associate's degree, four certificate options also are available including international trade, international business, import and export, legal aspects of international business, and global business practices. Four other community colleges in a 30-mile radius also host international studies programs, but they do not focus on trade issues to the same extent as Skyline College's program. This program befits California's ranking as the number one exporting state. The International Trade Development Center holds the promise of great synergies with the instructional program and has sponsored trips to international destinations, especially Brazil, in an effort to link local businesses in San Mateo with trade opportunities. The Center for International Trade is presently housed off-campus in the Chestnut Center.

Center for Workforce Development

Skyline College seeks business and industry partnerships through its Center for Workforce Development (CWD). The CWD collaborates with the San Mateo County Workforce Investment Board and the California Community College Chancellor's Office's Industry-Driven Regional Collaborative project to identify labor needs in the biotechnology area. The Center is also involved in other "career pathway" programs that seek to bridge gaps in college readiness,

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especially for English as a Second Language learners, and those seeking preparation to enter the medical field. CWD also is involved in promoting entrepreneurship and is currently partnering with the College's business division and the Daly City Enterprise Center to present a college credit course that teaches students the essentials of starting a business. Collaboration between CWD and the Center for International Trade Development produces many benefits for Skyline College.

Program Vitality

Over time, there have been fluctuations in enrollment levels within instructional departments. The subsequent tables show departments that have seen an increase in enrollment (Table 11) or a decrease in enrollment (Table 12) by ten FTES or more. Data here should be interpreted carefully as department size is not accounted for and thus there can be a large percent change with a relatively low change in FTES. For instance, astronomy experienced a significant percent increase in FTES even though the numerical change in FTES is not significant in comparison to the other departments included.

As discussed previously, the English and reading departments underwent a restructuring of their respective curricula. The impact of these changes is also seen here with a large decrease in the number of FTES as well as a large percent change in FTES. The large decrease in the number of FTES in English is due to the removal of Hours by Arrangement (HBA) in the Spring of 2009.

Table 11		
Departments Trending Upward from 2007/08 to 2011/12		
Department	Change in FTES	Percent change in FTES
Mathematics	183.78	21%
Psychology	131.82	63%
History	109.15	42%
Biology	91.12	17%
Art	69.39	22%
Cosmetology	62.43	29%
Chemistry	61.8	25%
Automotive Technology	54.81	18%
Physics	45.64	92%
Physical Education	39.11	7%
Business	38.26	19%
Early Childhood Education	33.91	24%
Music	31.23	13%
Sociology	30.19	62%
Counseling	27.96	37%

Astronomy	27.36	222%
Anthropology	26.69	58%
Economics	25.49	26%
Accounting	25.37	13%
Computer App/Office Tech.	25.2	19%
Health Sciences	19.42	29%
Administration of Justice	17.53	29%
Political Science	17.44	20%
Philosophy	16.30	21%
Cooperative Education	12.29	13%

Table 12 Departments Trending Downward from 2007/08 to 2011/12		
Department	Change in FTES	Percent change in FTES
Speech	-144.49	-84%
English	-78.88	-11%
Telecommunications	-70.72	-94%
Surgical Technology	-63.67	-91%
ESOL	-41.57	-17%
Foreign Languages	-30.00	-17%
Geology	-24.72	-57%
Real Estate	-10.92	-24%
Varsity Athletics	-10.07	-16%

Current Status of Distance Education

Figure 13 shows that enrollment in distance education courses has increased over time for Skyline College. Nevertheless, the levels of enrollment continue to represent a relatively small percent of the total enrollment at the college. Specifically, distance education enrollment represents anywhere from nine to 12 percent of the college's total enrollment during fall or spring semesters. Computer applications/office technology represents the largest subject area in which students enroll in distance education courses, followed by business, psychology, English, and math (Figure 14).

Figure 13

Skyline College
Number of Distance Education Enrollments

2,527   2,550   2,553   2,780   3,298   3,393

Fall 2009   Spring 2010   Fall 2010   Spring 2011   Fall 2011   Spring 2012

Figure 14

Skyline College
Distance Education Enrollments by Area

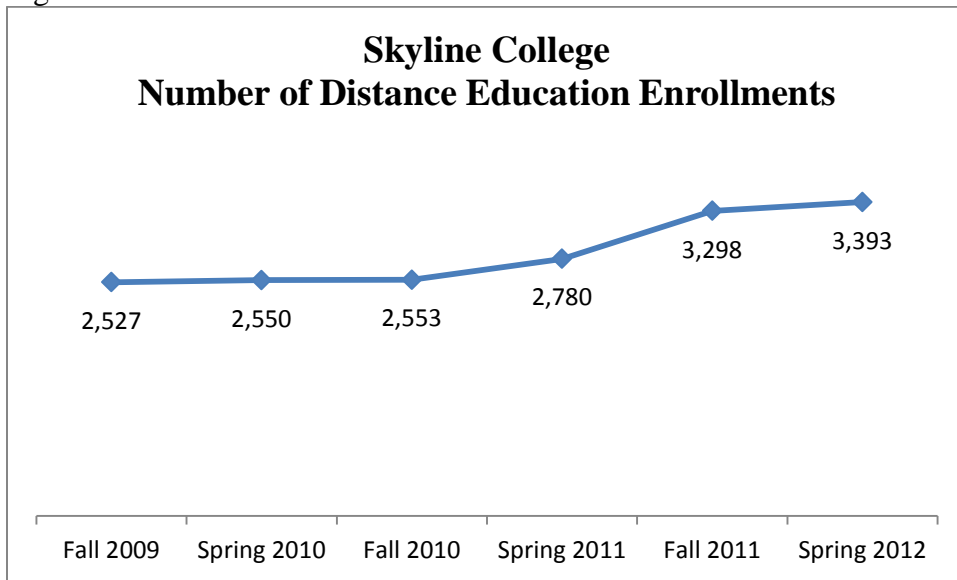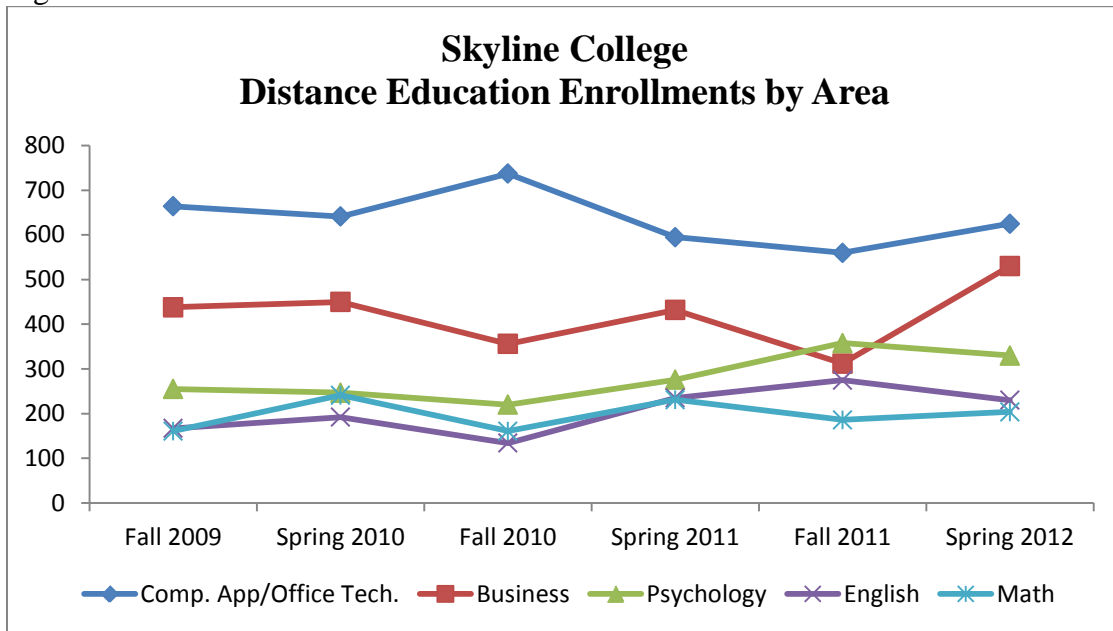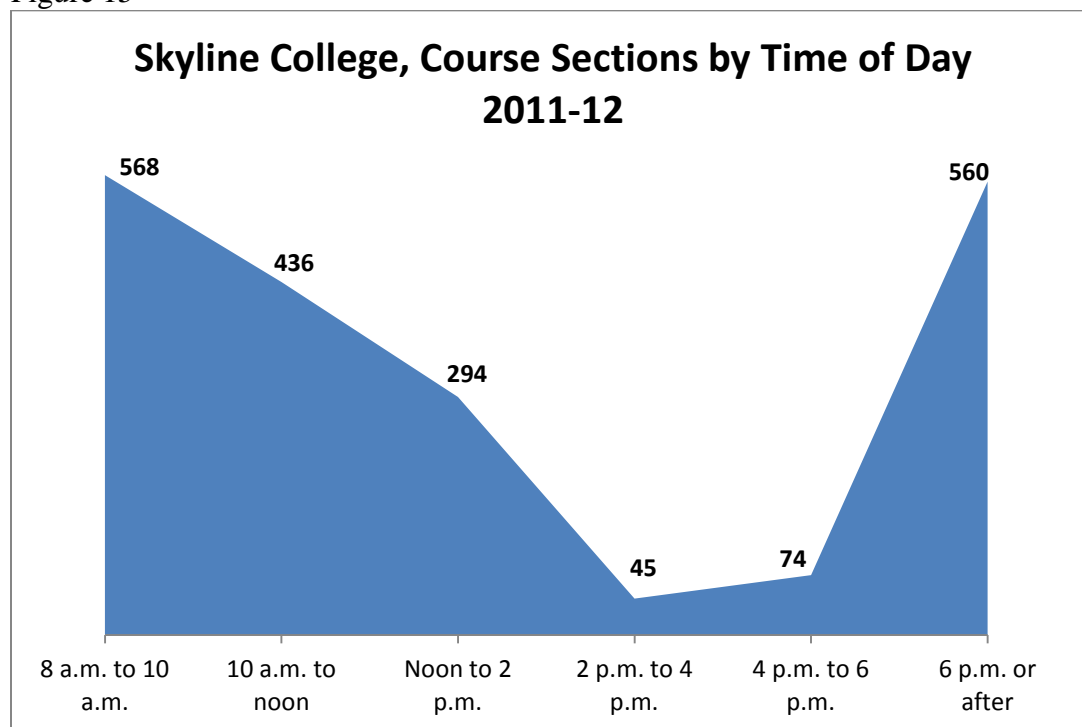◆ Comp. App/Office Tech.   ■ Business   ▲ Psychology   ✕ English   ✳ Math

Scheduling of Courses

It is common across higher education institutions that courses are scheduled for peak times in the morning and again in the evening to accommodate working adults and other students for whom morning attendance is not possible. Figure 15 shows how course sections at Skyline College follow this trend as over half of the course sections are taught between the hours of 8 a.m. and noon. In addition, of the courses that are taught in the afternoon/evening, the majority happen at 6 p.m. or after, with fewer courses taught between 2 p.m. and 6 p.m. This time slot between 2 p.m. and 6 p.m. is often seen as a promising slot to fill course sections when the college has facility capacity concerns; however, it is extremely challenging to find students to fill sections at these times when they are opened.

Figure 15

Skyline College, Course Sections by Time of Day 2011-12

8 a.m. to 10 a.m.	10 a.m. to noon	Noon to 2 p.m.	2 p.m. to 4 p.m.	4 p.m. to 6 p.m.	6 p.m. or after
568	436	294	45	74	560

Regional Labor Market Data and Project Needs

An analysis of the Economic Modeling Specialists International (EMSI) labor market data was conducted by a partnership between The San Mateo Community College District, The San Mateo County Workforce Investment Board, and the San Mateo County Economic Development Association in order to ascertain how college programs are addressing the occupation needs of the community. It produced occupational employment projections of San Mateo County for the period 2012-2017. The dataset included current employment levels, projected openings due to growth, retirements and turnover, median hourly wages and the education level associated with each detailed occupation. Table 13 depicts the framework used and the resultant occupational titles.

Table 13 – Highest Levels of Employment 2012			
Rank	Occupation Title	Currently Employed	Percent of County
1	Sales and related occupations	63,562	14%
2	Office and administrative support occupations	57,011	10%
3	Management occupations	44,507	9%
4	Business and financial operations occupations	38,441	9%
5	Food preparation and serving related occupations	28,911	8%
6	Computer and mathematical science occupations	26,029	7%
7	Transportation and material moving occupations	24,239	5%
8	Personal care and service occupations	20,652	5%
9	Arts, design, entertainment, sports, and media occupations	19,453	5%
10	Life, physical, and social science occupations	18,890	4%
---	…All other occupations (N=13)	18,488	23%

The analysis drilled down into the dataset and ascertained the percentage of projected job opening that are new and the percentage resulting from turnover. Those results are presented in Table 14.

Table 14 - Occupational Titles and Job Openings			
Major Occupation Title	Projected 2017 Job Openings	Percent that are New Jobs	Percent from Turnover
Sales and related occupations	11,601	28%	72%
Office and administrative support occupations	7,786	18%	82%
Management occupations	7,560	33%	67%
Business and financial operations occupations	7,510	54%	46%
Food preparation and serving related occupations	6,818	22%	78%
Computer and mathematical science occupations	5,505	62%	38%
Transportation and material moving occupations	3,999	19%	81%
Personal care and service occupations	3,990	39%	61%
Arts, design, entertainment, sports, and media occupations	3,972	40%	60%
Life, physical, and social science occupations	3,179	49%	51%
Education, training, and library occupations	2,615	37%	63%
Healthcare practitioners and technical occupations	2,504	36%	64%
Building and grounds cleaning and maintenance occupations	2,346	32%	68%
Production occupations	2,180	8%	92%
Construction and extraction occupations	1,984	18%	82%
Installation, maintenance, and repair occupations	1,799	24%	76%
Architecture and engineering occupations	1,160	31%	69%
Healthcare support occupations	1,152	54%	46%
Protective service occupations	1,045	20%	80%
Community and social services occupations	697	34%	66%
Legal occupations	652	39%	61%
Farming, fishing, and forestry occupations	201	19%	81%
Military occupations	153	6%	94%

The next table groups employment and wage profiles by worker education level. There is a bimodal distribution of worker education level—short term training and BA Degree workers. The more educated the worker the higher the hourly wage.

Table 15 - Education Levels for Employment					
Worker Education Level	Total Current 2012 Employment	Percent of Total Current 2012 Employment	Total Projected 2017 Openings	Percent of Total Projected 2017 Openings	Current Median Hourly Wage
Short Term Training	134,147	31%	24,006	32%	$14.90
Moderate Training	49,740	11%	6,602	9%	$15.00
Long Term Training	32,274	7%	5,094	7%	$21.80
Related Work Exp	54,315	12%	8,316	11%	$21.90
Post Secondary Voc Awarded	29,712	7%	4,795	6%	$21.64
AA Degree	16,579	4%	3,020	4%	$28.15
BA Degree	93,313	21%	18,608	25%	$31.92
Grad Degree	25,984	6%	4,625	6%	$36.51

Table 16 depicts the source of job openings for San Mateo by worker education level. Jobs at both ends of the skills spectrum have strong new job growth.

Table 16 - Education Level and Projected Openings			
Worker Education Level	Total Projected 2017 Openings	Percent that are New Jobs	Percent from Turnover
Short Term Training	24,006	34%	66%
Moderate Training	6,602	5%	95%
Long Term Training	5,094	20%	80%
Related Work Exp	8,316	32%	68%
Post Secondary Voc Awarded	4,795	5%	95%
AA Degree	3,020	40%	60%
BA Degree	18,608	33%	67%
Grad Degree	4,625	19%	81%

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Table 17 depicts the education level required for a broader array of occupational titles. Note the percentages of openings in the column labeled "Vocational Award or AA Degree".

Table 17 - Occupational Titles and Educational Requirements						
		Percent of Openings Requiring				
Occupational Title	Projected 2017 Openings	On the Job Training	Work Experience	Vocational Award or AA Degree	BA or Grad Degree	Degree plus Work Experience
Management	7,560	0%	30%	0%	19%	52%
Business and financial operations	**7,510**	**7%**	**0%**	**3%**	**68%**	**22%**
Computer and mathematical science	**5,505**	**0%**	**0%**	**18%**	**82%**	**0%**
Architecture and engineering	1,160	1%	0%	14%	85%	0%
Life, physical, and social science	**3,179**	**0%**	**0%**	**8%**	**92%**	**0%**
Community and social services	697	10%	0%	0%	90%	0%
Legal	652	13%	0%	13%	73%	1%
Education, training, and library	2,615	13%	6%	11%	69%	1%
Arts, design, entertainment, sports, & media	**3,972**	**47%**	**0%**	**5%**	**39%**	**8%**
Healthcare practitioners and technical	2,504	4%	0%	61%	35%	0%
Healthcare support	**1,152**	**71%**	**0%**	**29%**	**0%**	**0%**
Protective service	1,045	88%	11%	0%	0%	0%
Food preparation and serving related	6,818	97%	3%	0%	0%	0%
Building, grounds cleaning &maintenance	2,346	84%	16%	0%	0%	0%
Personal care and service	3,990	80%	5%	14%	0%	0%
Sales and related	11,601	40%	26%	18%	16%	0%
Office and administrative support	7,786	83%	16%	1%	0%	0%
Farming, fishing, and forestry	201	81%	16%	0%	0%	0%
Construction and extraction	1,984	87%	12%	0%	0%	0%
Installation, maintenance, and repair	1,799	45%	8%	47%	0%	0%
Production	2,180	90%	4%	5%	0%	0%
Transportation and material moving	3,999	86%	3%	0%	11%	0%

Using these data, the top five occupations being driven by new job growth were identified as: Business and financial operations; Computer and mathematical science; Life, physical and social science; Arts, design, entertainment, sports and media; and health care support.

Further data analysis produced additional closely related occupations to those depicted in Table 17. They are: Architecture and engineering and Healthcare practioners and technical.

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The analysis conducted by the partnership went on to identify possible occupational segments in order to refine the data so that specific occupations might be targeted for educational opportunities within the District. Figure 16 displays these possible occupational segments.

Figure 16

Possible Occupational Segments

1. Life, physical & social science
- 44 detail occupations
- Current Jobs = 12,177
- Projected Openings = 3,179
- Most jobs require Post Secondary Degree/Certificate

2. Healthcare*
- 61 detail occupations
- Current Jobs = 24,269
- Projected Openings = 3,656
- Jobs are a mix of training & Post Secondary Degree/Certificate

3. Business & Financial
- 30 detail occupations
- Current Jobs = 38,441
- Projected Openings = 7,510
- Most jobs require Post Secondary Degree/Certificate

4. Art, design & new media
- 42 detail occupations
- Current Jobs = 20,652
- Projected Openings = 3,972
- Jobs are a mix of training and Post Secondary Degree/Certificate

5. Computers Math & Engineering*
- 35 detail occupations
- Current Jobs = 31,007
- Projected Openings = 6,297
- Most jobs require Post Secondary Degree/Certificate

* Segments made up of two major occupational groups. Healthcare is the combination of Healthcare practitioners & technical occupations (SIC 29) and Healthcare support occupations (SIC 31). Computers Math & Engineering is the aggregate of Computer, math & science occupations (SIC 15) and Architecture & engineering occupations (SIC 17).

Figure 17 shows the number of jobs the five segments collectively account for. Note that these jobs pay an average wage of approximately 20% above the County average.

Figure 17

The five segments collectively account for
- 126, 000 current jobs (28% of county)
- 25,000 projected job openings (32% of county)
- 12,500 projected opening from new growth (48 % of county)
- Pay an average wage of roughly 20% above the county average
  (growth in this group raises county per capita income)
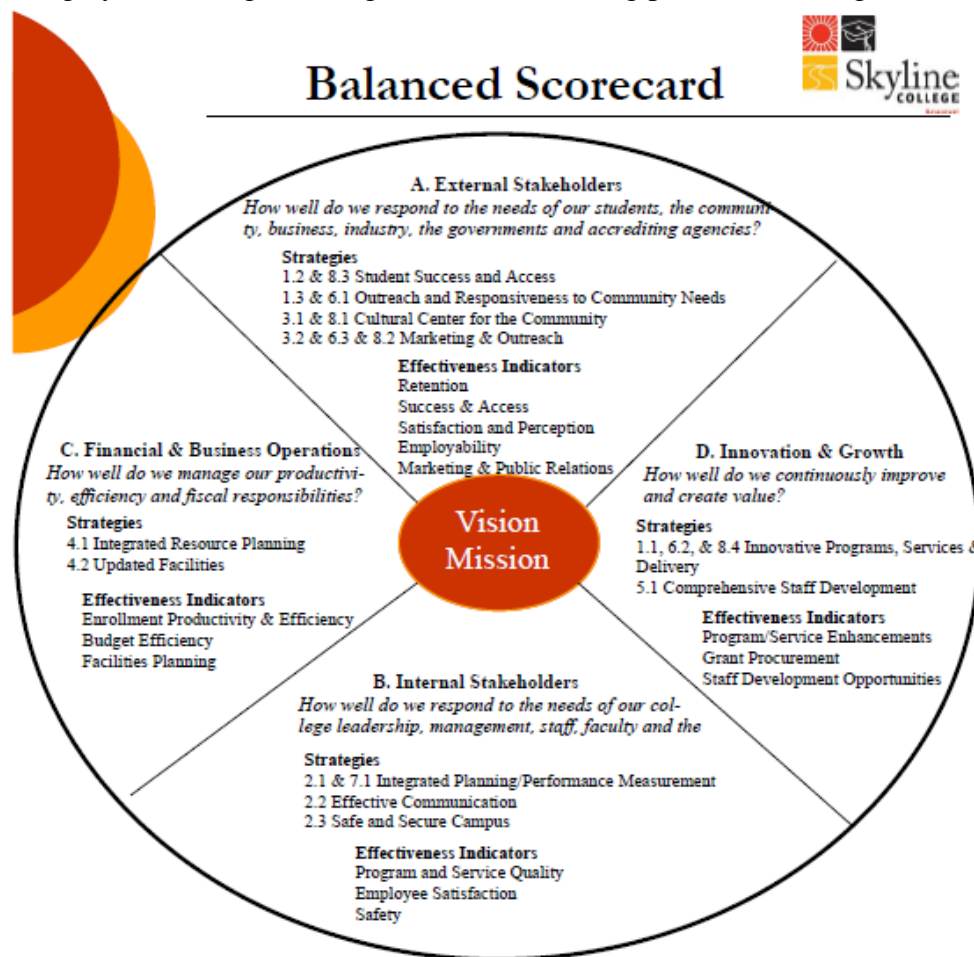
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INTEGRATION OF THE EDUCATION PLAN WITH EXISTING PLANNING

Skyline College presently benefits from planning that is both operational and strategic in nature. This Education Plan seeks to incorporate existing work at Skyline College by offering a fresh look at the realities in the College's internal and external environment and to offer a set of recommendations based on research. Recommendations emanating from this Education Plan will require additional consideration in the course of existing and future planning. Accordingly, this Education Plan offers a framework and focused guidance for the College as it faces the future, but does not replace other types of planning that must occur. This is particularly true in the development of new instructional programs where this Education Plan can assist in evaluating present programs and in making recommendations about new programs, but cannot substitute for the professional judgment and further research required to optimally align programs.

Current Planning at the College is guided by the Institutional Planning Committee whose members are drawn college-wide from faculty, staff, and administrators. The flow chart below indicates the planning processes and how they are integrated with the budgeting and assessment processes.

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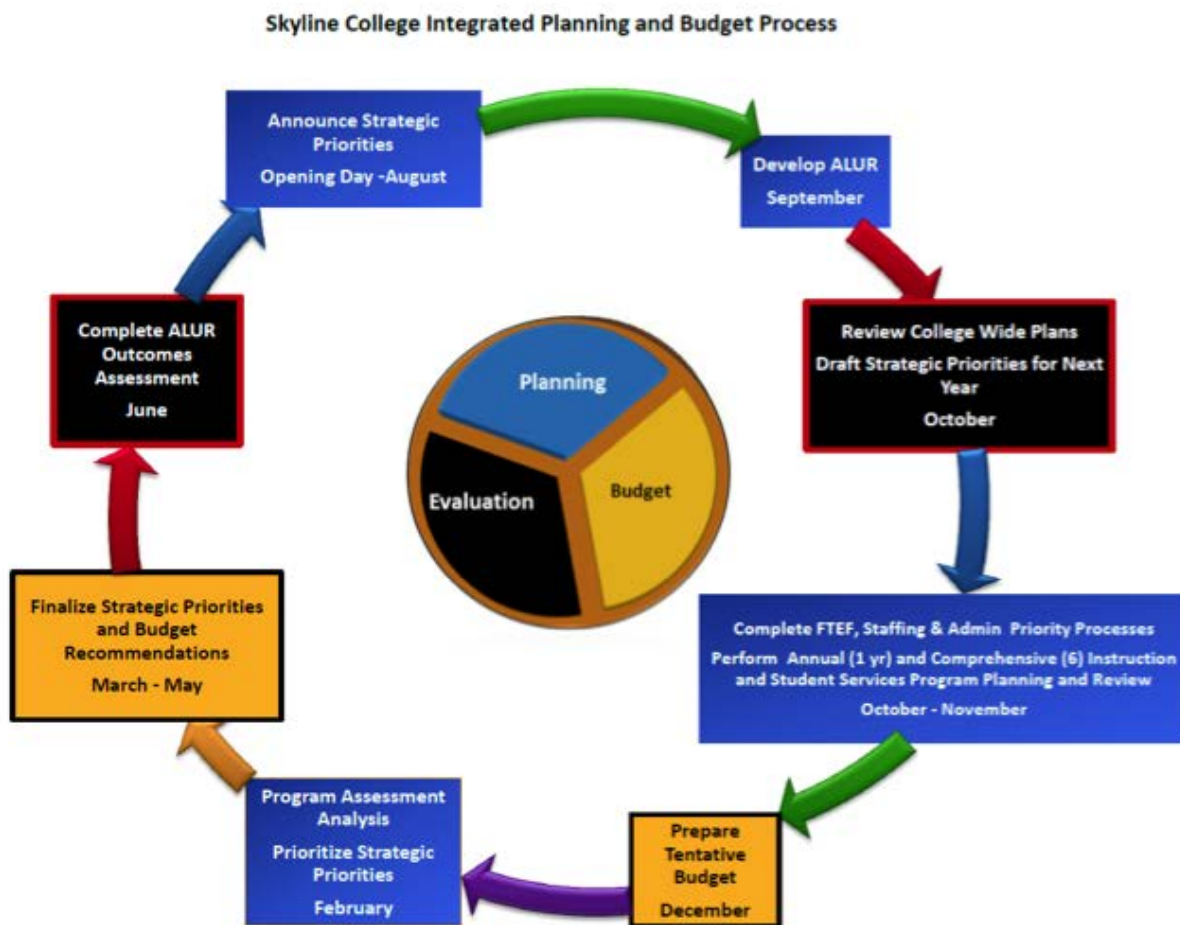
A Balanced Scorecard (BSC) was first implemented in 2005-06 to measure and communicate the extent to which the college achieves and implements its goals and strategies. The BSC is a strategic management system adopted by the Skyline College Institutional Planning Committee (a participatory governance committee) as a way to enhance the existing college-wide planning process. The BSC uses of a set of core indicators that define and measure institutional effectiveness and this effectiveness is viewed from four perspectives, each with a balance of financial and non-financial indicators and measures: Internal Stakeholders, External Stakeholders, Financial and Operational Performance, and Growth and Innovation. The BSC translates the college's Mission-Vision-Values into meaningful indicators which are directly linked to college goals and strategies. The BSC provides a vehicle for collaborative decision-making by measuring, tracking and communicating performance of goals and strategies. The Scorecard uses outcome measure goals that are established through a collaborative process of research, analysis and negotiation among the various constituency groups across the college. These outcome measure goals provide the means for assessing institutional goals and adjusting strategies for meeting these goals. The balanced scorecard is available via the web and provides a vehicle for collaborative decision making by measuring, tracking and communicating performance of goals and strategies.

Balanced Scorecard

A. External Stakeholders
How well do we respond to the needs of our students, the community, business, industry, the governments and accrediting agencies?

Strategies
1.2 & 8.3 Student Success and Access
1.3 & 6.1 Outreach and Responsiveness to Community Needs
3.1 & 8.1 Cultural Center for the Community
3.2 & 6.3 & 8.2 Marketing & Outreach

Effectiveness Indicators
Retention
Success & Access
Satisfaction and Perception
Employability
Marketing & Public Relations

C. Financial & Business Operations
How well do we manage our productivity, efficiency and fiscal responsibilities?

Strategies
4.1 Integrated Resource Planning
4.2 Updated Facilities

Effectiveness Indicators
Enrollment Productivity & Efficiency
Budget Efficiency
Facilities Planning

Vision Mission

D. Innovation & Growth
How well do we continuously improve and create value?

Strategies
1.1, 6.2, & 8.4 Innovative Programs, Services & Delivery
5.1 Comprehensive Staff Development

Effectiveness Indicators
Program/Service Enhancements
Grant Procurement
Staff Development Opportunities

B. Internal Stakeholders
How well do we respond to the needs of our college leadership, management, staff, faculty and the

Strategies
2.1 & 7.1 Integrated Planning/Performance Measurement
2.2 Effective Communication
2.3 Safe and Secure Campus

Effectiveness Indicators
Program and Service Quality
Employee Satisfaction
Safety

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Another element of the planning process is the Employee Voice Survey. The purpose of this survey is to measure employee perception and satisfaction with the Skyline College work environment as they related to the accreditation themes: 1) Institutional Commitment, 2) Dialogue, 3) Evaluation, Planning and Improvement, 4) Institutional Integrity, 5) Organization, and 6) Student Learning Outcomes. The results from the survey are used to inform responses to the accreditation standards and for other college-wide planning and improvement efforts. The survey will also be useful for establishing benchmarks for future studies and for evaluating the college's Mission-Vision-Values, goals and strategies.

The IPC has also implemented an extended cycle of planning requiring annual plans that also allow for a longer time horizon for complicated strategies as well as the opportunity to assess progress over multiple points of time. This has produced a noticeable clarity in the planning process. Ultimate oversight for planning and policy formulation is provided by the College Governance Council consisting of the College's president, vice presidents, and the presidents and vice presidents of the Academic Senate, Classified Council, and Associated Students. The Council is responsible for reviewing the progress and accomplishments of the units and committees and serves as the umbrella participatory governance committee for the College.

Current College Goals and Strategies

The goals and strategies of Skyline College represent the central focus of the institution's work and serve as the primary indicators of how the college is fulfilling its Mission-Vision-Values. College goals are aligned with the institution's strategic priorities (as outlined in the Skyline College Strategic Plan 2012 – 2017) in addition to the Skyline College Stewardship for Equity, Equal Employment, and Diversity (SEEED) committee's vision statements. This integration can be seen in the figure below.

Integration Matrix of College Goals, Equity Vision and Strategic Priorities

		STRATEGIC PRIORITIES						COLLEGE GOALS							
Goal, vision or priority #		1	2	3	4	5	6	1 ISLO 1-5	2 ISLO 1-5	3 ISLO 1-5	4 ISLO 1-5	5 ISLO 1-5	6 ISLO 1-5	7 ISLO 1-5	8 ISLO 1-5
STRATEGIC PRIORITIES	1							X		X	X	X		X	
	2							X		X	X	X			
	3								X	X		X	X	X	X
	4							X		X	X	X			
	5							X		X	X	X		X	X
	6								X			X	X		X
SEEED VISION	1	X		X		X	X				X			X	
	2		X	X	X	X	X				X				X
	3		X	X		X						X		X	
	4		X		X			X		X					
	5	X		X		X	X		X						X
	6	X	X		X	X		X		X	X				
	7			X	X	X		X		X	X				
	8		X		X	X						X		X	
	9	X		X		X	X	X		X					

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Skyline College goals and strategies were updated in 2012 and through the BSC are evaluated annually. The goals and strategies are as follows:

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.

   Strategy 1.1 INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

   Strategy 1.2 STUDENT ACCESS & SUCCESS & EQUITY IN OUTCOMES: Student access, success, and equity in outcomes through availability, quality and assessment of support services and student learning outcomes, for all student populations.

   Strategy 1.3 OUTREACH & RESPONSIVENESS TO COMMUNITY NEEDS: Broad outreach efforts that build partnerships and respond to educational community needs.

   Strategy 1.4 ASSESSMENT OF STUDENT LEARNING: Ensure that Skyline College assesses student learning at the course, program and institutional levels, engages in shared reflection on the results of these assessments, and uses the results to sustain or improve student learning.

2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication, and participatory governance.

   Strategy 2.1 INTEGRATED PLANNING & INSTITUTIONAL PERFORMANCE MEASUREMENT: An integrated planning system that responds to all stakeholders and tracks and measures college-wide performance indicators.

   Strategy 2.2 EFFECTIVE COMMUNICATION: Widespread, continuous and reliable communication that informs decision-making processes and ensures institutional effectiveness.

   Strategy 2.3 SAFE & SECURE CAMPUS: A safe and secure environment that includes staff trained in emergency procedures.

3. Fulfill the college's role as a leading academic and cultural center for the community.

   Strategy 3.1 CULTURAL CENTER FOR THE COMMUNITY: A position and presence in the community as a major cultural center.

   Strategy 3.2 MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES: Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

4. Provide human, physical, technological and financial resources to ensure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.

   Strategy 4.1 INTEGRATED & EVIDENCE-BASED RESOURCE PLANNING SYSTEM: A comprehensive, integrated and evidence-based resource planning system that responds to all stakeholders and is tied to budget, program and services decisions.

   Strategy 4.2 UPDATED FACILITIES: Updated facilities that include timely replacement of equipment.

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5. Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.

   Strategy 5.1 COMPREHENSIVE STAFF DEVELOPMENT PROGRAM: Unified and coordinated staff development programs that are dynamic, comprehensive and rich.

6. Play a central role in the preparation of the regions workforce and expand networks and partnerships with business, the community, and non-profit organizations.

   Strategy 6.1 OUTREACH & RESPONSIVENESS TO COMMUNITY NEEDS: Broad outreach efforts that build partnerships and respond to educational community needs.

   Strategy 6.2 INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

   Strategy 6.3 MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES: Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

7. Establish and maintain fiscal stability and alignment of programs and services to the core Mission-Vision-Values, of the college.

   Strategy 7.1 INTEGRATED PLANNING & INSTITUTIONAL PERFORMANCE MEASUREMENT: An integrated planning system that responds to all stakeholders and tracks and measures college-wide performance indicators.

8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

   Strategy 8.1 CULTURAL CENTER FOR THE COMMUNITY: A position and presence in the community as a major cultural center.

   Strategy 8.2 MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES: Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

   Strategy 8.3 STUDENT ACCESS & SUCCESS & EQUITY IN OUTCOMES: Student access, success, and equity in outcomes through availability, quality and assessment of support services and student learning outcomes, for all student populations.

   Strategy 8.4 INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

Strategic Priorities

The Skyline College Strategic Priorities for 2012-1017 are:

Facilities & Technology
  Skyline College will identify and scale technology-enabled approaches and upgraded facilities to improve teaching and learning. This strategic priority will extend our reach and multiply the benefit of interactive digital research and learning support through expanding our technological capacity. We will have the ability to focus on digital and web services and support for students, faculty and staff (eBooks, eAudio, eMagazines, online services for tutoring and supporting learning) shift our focus to web enhanced services across the college.

Student Services
  Skyline College will expand and enhance Student Services programs through innovation and the seamless delivery of services. This strategic priority includes intentional and systematic approaches that build strong collaborations with K-12 and four-year partners using the cohort model, non-traditional strategies to support veterans, military personnel and their families, and seamless linkages between instructional programs, job placement services and, business and industry.

Equity and Excellence
  Skyline College will develop and strengthen relationships both domestic and international to ensure excellence in practice for an increasingly diverse student population. This strategic priority will increase the number of international students through innovative outreach and increased capacity initiatives (e.g. residential agreements). Additionally, there will be a strong focus on improving student outcomes through a dedicated professional development center inquiry center, where research will serve as the foundation for improving institutional practice.

Comprehensive Community Connection
  Skyline College will engage in a comprehensive initiative to strengthen the community connections. This initiative will include an overarching outreach strategy that includes the development of a middle college and expanding concurrent enrollment. Finally, we will begin the discussions on the feasibility and benefits of a Vista Creative Arts Complex.

Instruction
  Skyline College will build on the strong educational foundations and college goals by enhancing accessibility, leading in workforce programs supporting the region, and providing learning opportunities that prepare students for their future. Skyline College faculty and staff keep abreast of emerging fields of study and engage in connecting academic programming with the needs of our students and community.

Fiscal Stability/Resource Development

Skyline College will maintain fiscal stability through strategic integrated planning and resource allocation and development. This strategic priority strives to maintain the sound fiscal health of the institution through a balanced general fund budget with a built-in reserve, ongoing resource development and revenue generation. The college aims to provide stable funding to be able to create permanent classified and administrator positions as well as develop initiatives to meet student and community needs.

SEEED Vision Statements

The Skyline College SEEED Committee Vision Statements are:

1.   Coordinated resources that work with the technology advisory committee and supports student and faculty through training, access and assessment.

2.   An institution devoted to global learning that draws on the collective resources of humanity and provides robust international and multicultural programs, services and initiatives.

3.   A transparent process reflecting the values of Skyline College serving our internal and external communities, promoting equity and cultural competency for all students staff and faculty through a lens of social justice and agency.

4.   Comprehensive community outreach and access with the promise of retention and success.

5.   A center for transformational inquiry that conducts, facilitates, and communicates research toward institutional effectiveness.

6.   A multiple points of entry online/offline model for students based on a distributed service online/offline model by staff and faculty. (SKYMAP/Path)

7.   Comprehensive and clearly defined educational pathways that bridge students' experiences from connection to completion and beyond.

8.   Holistic, seamlessly integrated guidance, planning, outreach, and instruction, designed and informed by the students' perspectives.

9.   A fully resourced, staffed, coordinated, integrated center for transformative scholarship, teaching, and learning that is both physical and web-based that positively affects student success.

Program Review and Annual Program Planning

The College also engages in program review and annual planning of all instructional and student services programs with integrated annual planning stacking up to a six-year comprehensive program review. The six-year comprehensive program review is coordinated through the Academic Senate and culminates in the preparation of a final report that integrates data acquisition with analysis of each program's strengths and challenges. All instructional and student services programs utilize data on enrollment, performance, and the ratio between weekly student contact hours (WSCH) and faculty full-time equivalent (FTE) assigned to that program provided by the Office of PRIE. The annual program planning provides information used in

annual college planning and resource allocation. This integrated approach to the planning process will provide the instructional and student services area a longer planning horizon for developing new programs and refining existing programs along with annual planning that informs annual college budget and planning.

Planning. One of the major tools to aid in planning and management is the Skyline College Balanced Scorecard. The Scorecard will provides a common language and methodology for the college to evaluate whether it is making appropriate progress against a set of defined outcome measure goals. Planning flows to the BSC through the Administrative Leadership Unit Reviews, human resources plan, technology plan and enrollment management plan.

Integration. This Education Master Plan seeks to provide a solid basis for Skyline College to approach its future. It pulls together all information gathered through planning documents, processes, and discussions and translates it into a comprehensive plan for educational programs and services. This Education Master Plan:

1. Provides an analysis of the student demographic trends in relationship to the service area and suggests implications for both program and service development, implementation and evaluation and modification.

2. Explores the projected community college educational needs for San Mateo County.

3. Examines programs, services and initiatives that enable Skyline College to meet the needs for education through programs, support services, and organizational development.

4. Expresses recommendations developed as a result for extensive internal and external campus and community interviews involving the public, students, employees, employers, community based organizations, local government agencies and constituent stakeholders.

5. Explores policies and marketing strategies needed to meet public demand for education and services.

6. Examines integrated budget, planning and assessment processes necessary for the college to meet its Mission-Vision-Values.

7. Provides a comprehensive plan with recommendations for future programs, programs to strengthen and future initiatives.

PLANNING ASSUMPTIONS

Planning assumptions use the information from the environmental scan and the college's Mission-Vision-Values to establish a foundation for the Education Plan. The assumptions developed below will help guide Skyline College's efforts to respond to changes in its internal and external environments.

➢ While overall enrollment at Skyline College has fluctuated the last few years, the College's recent status as a Basic Aid institution means the College will no longer have to rely on enrollment growth as a source of funding and less emphasis will need to be placed on high school recruitment. Campus community members who participated in the development of this Educational Master Plan stressed the importance of the fact that the College should not lose sight of serving those in the community who need the College's services most; however, the focus will lessen on "chasing enrollment".

➢ Although residents of San Mateo County have, on average, high levels of income and education, there are places within its borders where the opposite is true. As a result, a better life through higher education is too often out of reach for those who need higher education to achieve financial self-sufficiency. Thus, Skyline College must continue its efforts to ensure that its community has the opportunity to access higher education for a better life.

➢ Planning that is integrated throughout all aspects of the institution is a necessity for the College to approach its future effectively. Planning will place the needs of students and potential learners first. Planning will occur through the lens of social justice and student equity.

➢ Planning documents should be clear, concise, coherent, and available to all major stakeholder groups so as to facilitate integration across the institution. All plans should contain "success factors" for strategies that are developed so that stakeholders can measure progress.

➢ California community college allocations have been cut drastically over the last several years, including significant cuts to categorical programs, i.e. the recent systematic deconstruction of the categorical programs, programs traditionally developed to serve underrepresented/marginalized/disenfranchised students. The college values indicate a deep and continued commitment to providing educational opportunity and to equitably serving all students. Integrated planning and budget processes should continue to prioritize equitably serving all students whether categorical resources are available from the state or not.

➢ Skyline College has an innovative, creative, entrepreneurial spirit that is evident throughout the institution in the form of unique model programs and services dedicated to providing every student with an avenue to success. The college should continue to cultivate the culture of innovation leading to exemplary programming and additional fiscal resources from external sources.

➢ Previous interviews with students yielded important information for the College to consider, including the fact that most students indicated that they chose Skyline College because of convenience. After they arrived, however, most found unexpected opportunities including quality instruction in a caring atmosphere. The College will continue this tradition, however accommodating students from neighboring areas whose college is experiencing accreditation difficulties will be a challenge to the College's capacity.

➢ Skyline College will to continue to document and share outcomes measurements in the format that is required by the state and accrediting bodies, but will also need to demonstrate its contributions in new and creative ways that provide a longitudinal view of student success and value added to the community.

➢ To meet local needs, the college will continue to prioritize transfer and general education programs as well as career and technical education and basic skills initiatives.

➢ Skyline College will continue to develop career pathways to increase its capacity to improve student access, retention, achievement, and college completion goals toward career technical education certificates, associate degrees and transfer to four-year institutions.

➢ The College will continue to integrate student friendly technology to increase efficiency, broaden student learning and knowledge as well as student access to anytime, anywhere support services and resources.

➢ Learners must be prepared to meet the rigors of a highly competitive global marketplace. The College will seek to establish multiple pathways including internationalization of the educational experience by enriching the college with a diverse community of learners, to prepare students to meet this challenge.

➢ Growth in the use of technology and its rapid obsolescence will result in increasing challenges in the areas of cost while not shortchanging other critical campus areas.

➢ Diverse learners will continue to represent a high proportion of the College's population in the future, and their needs and interests must be considered fully and addressed appropriately.

➢ With the limited options in higher education for underrepresented and underprepared students, and reduced categorical funding for special populations, the College will need to identify comprehensive strategies to overcome these challenges and respond to the needs of these populations.

➢ The College will continue its commitment to reach under-served populations and to respond with appropriate services and programs.

➢ Skyline College will maintain its "culture of evidence" while growing its "culture of inquiry" in which practitioners use data more effectively and efficiently to improve student learning.

➢ The need for workforce development programs, skills certificates, and other programs with fewer general education requirements will increase. Those who have obtained these skills may seek opportunities for career development, general education and lifelong learning that can lead to higher levels of degree attainment.

➢ There continues to be a need to form community partnerships with local industry, service providers, high schools, community-based organizations, and governmental organizations.

➢ Existing facilities not renovated in the construction funded by the passage of general obligation bonds will need to be renovated to accommodate student need. However, maximizing present facilities with creative scheduling and course content should be the first order of business.

EXISTING PROGRAMS TO STRENGTHEN

Analyses of emerging demographics, community needs assessment, labor market projections, and enrollment trends leads to conclusions about which programs the College already operates that ought to be strengthened (Table 18). This strengthening can be accomplished in joint efforts by program faculty and instructional administrators to pursue curricular enhancements based on competencies, alterations to class scheduling, delivery formats, creation of classes that more closely meet labor market demands, and in hiring qualified part-time faculty to add additional classes in new locations.

Table 18 - Skyline College Existing Programs to Strengthen		
Program Area	**Rationale**	**Desired Outcome**
Acceleration Project	Students do not reach transfer-level courses due to the length of developmental education course sequences.	Rigorous accelerated academic pathways increasing access to transfer-level courses.
African Diaspora Program	Filling a need in San Mateo County for developing educational programming and in support of globalizing Skyline Campus	Build partnerships with area institutions; bring programming to campus; become educational leader on the Peninsula
Automotive Technology	Strong labor market demand.	Potentially expand program to feature expanded certificate in hybrid and electric cars. Possible bio diesel. Additional CAAs.
Biotechnology Technician	The Bay Area shows no signs of slowing down in Biotechnology. Signature program for Skyline College	Work with WIB and biotechnology industry to identify technician needs in Bay Area.
Business Computer Systems & Management (BCM)	Office jobs are predicted to be in demand in Bay Area.	Now have accreditation, next step is to adjust the curriculum to address needs.
Computer Science	Enrollment has been declining. Few 2nd semester courses offered to build on core areas.	Refresh curriculum, potentially integrate with other disciplines.
Concurrent Enrollment	Concurrent enrollment can increase college access rates and ease the transition to college experience.	Increase the rate with which high school students take course at Skyline College.
Developmental Skills/Learning Skills	Data shows students beginning two levels below collegiate level have greatly reduced chance of success.	Continue experimenting with accelerated classes and other proven strategies to insure student success.
Digital Art	Addressing business and industry in the San Mateo emerging market sector.	Develop curriculum for both fine and graphic arts.
Distance Education	Skyline College distance education options continue to grow and students continue to want flexible scheduling. Colleges will have to compete on the quality of their online academic experience.	The creating of a new Center for Transformative Teaching and Learning (CTTL) with a focus on supporting faculty in quality in distance ed.
Early Childhood Education	Labor market demand	Expanded enrollments and graduates.

English as a Second Language	Enrollments have trended downward, yet immigration to the Bay Area is constant. Need for ESL classes in the College's service area is localized to neighborhoods.	Developing programming for English Language school including supporting international students coming to study at the College.
Environmental Science	There is a need for environmental science programs in the area.	Develop additional environmental science courses and degrees/certificates.
Fashion Merchandising	San Mateo County is noted for upscale retail and affluent consumer purchases, especially for apparel.	More graduates, tighter connections with retailers and design industry.
Foreign Languages	Multilingual characteristics of Bay Area and the synergies that can result from tying languages together with the initiatives of the International Trade Center.	Robust programming on the credit and noncredit side. Possible focus on immigrant integration.
Health and Wellness	Increasing interest by all segments of the population due to increasing concern for community health issues.	Development of curriculum including certificates and degree. Need at least one full time faculty member.
International Trade	Market niche program with no identifiable competition	Further integration within business curriculum
International Students/Study Abroad	Opportunity to provide international experience for students.	In keeping with plans to internationalize the curriculum, study abroad is another avenue to achieve this goal.
Journalism	There is a local need for a journalism program.	Increase enrollment rates in journalism courses.
Learning Communities	Support for cohort based learning in CTE and transfer areas. Continue building support structure for learning communities.	Support faculty through professional development; building structure to support development of learning communities.
Medical Administrative Assistant	Strong labor market demand.	Align the program with Allied Health programs and move to SMT division.
Surgical Technology	Program represents market niche for Skyline College. Strong statewide employment outlook.	More enrollments. Better facilities and labs. Potential online collaboration with other community colleges.
Theater/Performing Arts	Continue supporting student and community interest in theater and performing arts	Development of curriculum including AAT in Theater
Warehousing and related programming	San Mateo County has increasing demands for career development in warehousing.	Certificate development stackable to a degree.
Youth Entrepreneurship Program (YEP)	YEP brings structured programming to underrepresented youth in San Mateo County leading to post-secondary education.	Continue to develop YEP and expand capacity to serve in neighboring communities.

RECOMMENDED NEW PROGRAMS

Through the participatory governance process, constituents discussed and developed the strategic priorities discussed previously. New programs and initiatives such as an online learning center, middle college, and ASL interpreter training also grew from these discussions. In addition, faculty, managers and staff members who were interviewed for the updating of this EMP suggested new programs in the areas of allied health, business and education. Developing new programs is neither easy nor inexpensive. The foregoing data and information in this Education Plan point to potential programs that Skyline College will want to consider in the short-term. It is beyond the scope of this plan, however, to recommend when and if these programs should be made available.

It is recommended that high costs programs be developed in conjunction with business, industry, or public sector partners. Several of the recommended programs can be built from existing programs and by combining faculty expertise. There are also programs that would be new endeavors for the College and ought to be pursued most logically when there are, or slightly ahead of, strong partnerships, especially in the medical field. All of these suggestions require further development and should be used only as a starting point in a rational process of program development. The College should also prepare for the introduction of other programs not on this list but which emerge as new opportunities that were unidentified by this Education Plan.

<u>American Sign Language and Interpreter's Program</u>

Responding to a local demand for American Sign Language and the elimination of ASL from neighboring colleges, Skyline College is well situated to develop a pathway for studying ASL with the possibility of developing a certificate. Additionally, initial research indicates a need for an interpreter program in the San Mateo County area. Both of these programs are currently understudy for possible further development.

<u>Anesthesia Technologist</u>

Technicians need formal training due to the complexity of computerized monitoring systems and the highly technical nature of the equipment used. Pasadena City College in partnership with Kaiser Permanente is the only community college in California with such a program. Preliminary investigations show there is a Bay Area job market for this occupation. The college currently possesses some of the needed equipment in conjunction with its surgical technician program which would reduce start up costs.

Educator Preparation Institute (EPI)

A new AA-Transfer degree in Elementary Education would allow students to explore teaching options at various levels at the beginning of their college experience. The ECE program at Skyline College proposes to expand its degree and certificate offerings to include 3 specific pathways related to teacher preparation that will be housed under one program, "Educator Preparation Institute" (EPI), in the Business Division. The 3 proposed pathways are pictured in the figure below, and involves 3 inter-related certificate and degree options: 1) Early Childhood Education (Certificate, AS degree, or AA-Transfer degree); 2) Early Childhood Special Education and Early Intervention (Certificate, AS/AS degree a future proposal); and 3) Elementary Education (School-age Certificate, AA-Transfer degree in Elementary Education). The goal is to establish "stackable" certificates across all 3 pathways.

Engineering/Physics

Many students who take Physics courses at Skyline do so on their path to completing an Engineering degree at other institutions. There has been an emphasis to increase the number of engineering and engineering related graduates nationally to meet the current and anticipated demands. With this growing demand, there is opportunity to expand Skyline's current programs to enhance educational pathways for engineering students and complement the current programs throughout the district. More students will be seeking these pathways at Skyline with the recent addition of a Physics AS-T.

New Business Certificates

The Business Division in considering new certificated to include a Lawyer's Assistant program and an Office Manager program. These titles more accurately reflect the job titles used in the field. Further, an entrepreneurship certificate is also under consideration.

Pre K through 16 Linkages

Closing the participation gap in higher education especially for low-income students and students of color is a Skyline College problem, a California problem, and a national problem. Any activities that bring about or strengthen collaborative relationships between and among families, middle schools, high schools, postsecondary institutions and business/industry should be pursued with vigor. In particular, the **early/middle college** model partners community colleges with high schools to create a five-year, seamless, accelerated program for secondary students to complete a college Associate's degree or certificate concurrently with a high school diploma. The College may wish to investigate ways to expand on the one extant early/middle college model in San Mateo County.

Skyline College Promise

The Skyline College Promise is a proposed program designed to increase student access, affordability, achievement and college completion for underrepresented high school students. The

program will increase college-going rates for high school students in San Bruno while removing economic barriers and creating a viable workforce. The program will have an early outreach component, pre-collegiate preparation options, financial incentives for program participation, priority registration, support services, supplemental instruction, and a prescriptive program which guarantees college completion and/or transfer readiness at the end of two years.

Urban Music Academy

The Urban Music Academy will be a certificated program within the Music Department that will offer classes in hip hop culture, performance in an urban music ensemble, and the business of independent music. It has two principal audiences, 1) students interested in going into the music business as performers, engineers, managers and so on, and 2) students who are part of the hip hop culture who are not comfortable in traditional academic pursuits. In the latter case, the UMA is a doorway for students who are attracted to the college by the courses in the certificate program and will be encouraged to stay for further studies. It will be both a CTE and a transfer program and is expected to be an attractive pathway to success for under-represented students.

ADDITIONAL INITIATIVES

This section of the Education Plan discusses broad initiatives that Skyline College might pursue. These initiatives should operate at a macro level since they do not fall exclusively in the domain of one, or even a handful of, instructional or student service programs. Further, several of these initiatives have previously been mentioned; their use to the College is further explored below. Each will require a strong partnership between student services and instruction and the office of Planning, Research and Institutional Effectiveness (PRIE). The launch of a new Action Research Center will assist individuals and departments in using research to achieve College goals. Their successful pursuit will shape the total College over the planning period and will, in turn, effect the future development all instructional and student support programs. While these initiatives are presented separately, they are interrelated.

Action Research Center (ARC)

Skyline College currently engages in a wide range of inquiry that often happens in isolation of each other and therefore can improve on the role of research throughout the campus. Development of the Action Research Center (ARC) will provide a more structured framework to how institutional research is conducted, how it is communicated, and how it contributes to the institution-wide dialogue focused on student success. Additionally the ARC will help researchers delve deeper into the assessment of academic programs, methods, etc. by introducing theoretical perspectives to the work and using this to help formulate strategic next steps based on the research findings.

Office of Planning, Research & Institutional Effectiveness

Center for Transformative Teaching and Learning (CTTL)

The Center serves as a hub of innovation and professional development where faculty, staff, and administrators will find resources and opportunities that will help them strengthen student learning, engagement, support, and success. Through the integration of pedagogy, technology, and innovation, the Center provides an environment and tools that support the transformation of teaching and learning needed to empower and transform a global, diverse community of learners.

Center of Hip Hop Arts, Scholarship & Education

The Center of Hip Hop Education of Skyline College was envisioned in 2013 to 1) provide alternate educational and career opportunities for current and prospective students utilizing Hip Hop as an educational foundation, 2) research, evaluate, and teach current Hip Hop pedagogies and best practices through our Center of Transformative Teaching and Learning (CTTL) for our staff and faculty, and 3) provide service learning opportunities to promote social change in our communities.

The Center of Hip Hop Education of Skyline College is intended to serve our students, faculty and staff, and our communities-at-large. It will also provide linkages to existing programs and services such as Rock The School Bells, Center of Transformative Teaching and Learning, the Career Center, Youth Entrepreneurship Program, Urban Youth Society, Center of International Trade, Urban Music Academy, and the Sparkpoint Center to promote open access, student success, academic excellence, and community connections.

Community Outreach

The Community Outreach Department is a comprehensive approach to collegiate outreach, in-reach and community involvement that supports Skyline College's enrollment management strategy. The Department is comprised of three components: 1) outreach and recruitment to K-12 local area feeder schools and adult schools; 2) in-reach to current students connecting them to programs and support services, and promoting student engagement, and; 3) participation in local community events to develop and strengthen community partnerships.

Developmental Skills

The ability for students to move through required development skill class in an expeditious, yet quality manner plays a significant role in the long-term viability of Skyline College's transfer and vocational programs. The College has chosen to embed developmental education within respective instructional disciplines. This spreads the importance of developmental education throughout the College and allows competencies to become integrated throughout instructional programs. It also minimizes the chances that developmental education is the responsibility of a single unit, or silo, within the College. The College has begun to

experiment with acceleration in developmental education courses, a strategy that has proven successful at other community colleges.

Global Learning Initiative

Building on Skyline College's commitment to globalizing the campus, the Global Learning Initiative will provide structure for the college community in building cultural competence through programming on campus and abroad. The initiative will focus on developing our abilities, skill and knowledge of effectively interacting in and between multiple cultures. The Initiative will include support for faculty and student opportunities to study and learn abroad.

Library/Learning Resource Center

The Library's ongoing commitment is to provide students and faculty with resources, services, and facilities that directly contribute to the achievement of student learning outcomes at the course, program, and institutional levels. The library succeeds in providing resources that are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities. This commitment to providing sufficient library resources directly supports the Skyline College Strategic Priority #1 – Facilities and Technology

The Learning Center serves as the academic support hub for the institution. It provides learning skills courses, workshops and tutoring for a wide array of Skyline College classes with individualized or group tutoring available in drop-in, scheduled appointments, or online. To access the Learning Center resources, students are required to enroll in one of many Learning Skills courses, including a free course for students seeking peer tutoring. In addition to tutoring in Writing/Reading, Math, Science and ESOL, the Learning Center has recently added Spanish, Economics and Accounting to the regularly offered tutoring.

Noncredit and Not-for-Credit Community Education Classes

Skyline College does not offer noncredit classes in adult education and all not-for-credit classes are coordinated throughout the District by its Office of Community Education located on the College of San Mateo campus. Both noncredit and not-for-credit classes may be service opportunities that the College could pursue in low-literacy areas (noncredit) and in contract training (not-for-credit), especially for businesses and industries whose employees may be more interested in skill acquisition than in earning college credit. Similarly, the College might consider a range of not-for-credit classes and programs directed at older citizens, an emerging demographic in its service area, to meet their personal enrichment needs. Not-for-credit classes that may be especially attractive for Skyline College may be an expanded menu of entrepreneurship-related classes including starting businesses, franchising, and writing a business plan. Noncredit, or adult education, classes could be offered in cooperation with Community Based Organizations many of whom are already engaged in assisting adult learners but who may lack a standardized curriculum and the resultant inability to translate their courses seamlessly with the College.

Service Learning

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service-learning students use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform. Service-learning can be applied in a wide variety of settings, and provides opportunities for Skyline College to extend its reach into the community. Students build character and become active participants as they work with others in their school and community to create service projects in areas such as education, public safety, and the environment. A survey of community and business people at a Chamber of Commerce mixer held on Skyline College's campus produced suggestions that Skyline College become more involved in the business community. Service learning would provide an avenue to accomplish this.

Stewardship for Equity, Equal Employment, & Diversity (SEEED)

As one of its primary responsibilities, the Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee is working on the development and implementation of a Comprehensive Diversity Framework for Skyline College. This framework is driven by the research question "How do our practices and processes in connection, entry, progress and completion impact campus equity and student success at Skyline College?" and is the result of work done over two years that focused on eight domains: Community Connections; Curricular and pedagogical approaches to equity; resources to succeed; student support services and processes; communication and dissemination of information; hiring/diversity; institutional climate; and leadership. The Comprehensive Diversity Framework will serve as the college's foundational document in understanding issues of equity, and its implementation will guide the institution's work in this area.

Strategic Enrollment Management

Overall enrollment planning and management is now being considered in the context of the college's new Basic Aid status. Strategic enrollment management involves close collaboration between instruction and student services in these areas: long-range planning, academic program development, marketing and recruitment, retention, and career planning and placement. The College is already engaged in significant retention strategies, including, among other efforts, learning communities, the Extended Opportunity Programs and Services (EOPS), and offering early registration to students who have completed an individual education plan. All staff interviewed in the course of this Education Plan clearly embrace the College's "Students First" philosophy. There is also a willingness to implement new procedures to help students and to provide longitudinal research that identifies student retention patterns by student demographics and experiences within the College. Collectively, the building blocks are in place for inserting new strategies within current enrollment management efforts.

Student Support Services

Skyline College provides a wide array of student support services and will continue to develop strategies to meet the diverse needs of the changing student population over the next several years as other initiatives are developed. For example, learning community programs that serve students of color--ASTEP, Kababayan, MESA, and Puente--will increase in volume with the success of enrollment management strategies. The need for further integration of these support programs with instructional divisions–already a College strength--also is likely to increase. Similarly, if more nontraditional students are attracted to the College because of enrollment management efforts, the expansion of alternative solutions will be needed in the area of support services will increase, with a focus in alternative scheduling, increased online offerings and face-to-face programming.

As part of its comprehensive community outreach and strategic enrollment management efforts, Skyline College will develop and implement partnerships and targeted activities that will position the College to become a Hispanic Serving Institution (HSI). Nationally and statewide, Hispanics are the fastest and largest growing minority. Skyline College is committed to increasing access and providing quality higher education opportunities for the Hispanic community while meeting the training needs of business and industry.

New initiatives will create new opportunities for student support services especially in distance education, K-12 outreach, campus in-reach and community partnerships. The College is committed to expanding its online programs presents opportunities for the continued development of a suite of technologies for student services as they explore efficient processes for electronic registration, advising, follow-up, and learning support in conjunction with instructional divisions. Focus will be on designing 24/7access to support services that are seamless and maximize efficiency in the delivery of services. The external outreach agenda will strengthen partnerships with K-12 schools and adult schools. Data sharing between segments creates a forum to dialogue on factors that influence student success at Skyline College. External outreach efforts also include building and fostering relationships with our local and international communities to respond to the needs of the workforce training needs in the area and educational training needs abroad.

Additionally, Student Support Services focuses on in-reach to current students to promote and instructional programs.

Transition Programs

Student completion and success are at the heart of what we do at the College. Providing summer bridge programs to help high school direct students, re-entering adults, and international students will help these new students transition into college successfully. Students will be introduced to college level thinking skills, interpersonal skills, and effective study skills necessary for academic success. Additionally, the program will include writing and/or math "brush-up" programming in a friendly, stress-free setting. Students will be able to work with a counselor to

develop their educational plan and start off their college experience with a clearer sense of direction and expectation.

Veterans Resource Center

The Skyline College Veterans Resource Center provides home base for Skyline College veterans, military personnel and their families. The center is also designed to provide activities that will support a successful transition for returning veterans. The goal of the center is to provide individual and group activities focusing on career exploration, education planning, cultural and wellness seminars, and peer counseling. The Center also provides a quiet study space with computers, campus resources and areas just for quiet time.

Workforce Literacy

Given the diversity of the Bay Area including the number of recent immigrants, English literacy will be the necessary first component of Workplace Literacy. Skyline College may wish to consider service to this segment of incumbent and/or transitional workers and their employers. Workers must be able to communicate in English while moving on to master more complex work-related skills. Workplace Literacy skills include mathematical computation, reading, and critical thinking. Employees can acquire these skills simultaneously with English fundamentals. Providing English as a second language (ESL) classes on the job for those who have problems accessing programs outside of work has been shown to be very productive in other settings. Learning in the context of work can simultaneously improve work skills while improving language skills to elevate overall levels of Workplace Literacy.

RECOMMENDATIONS, SUGGESTED STRATEGIES, AND SUCCESS FACTORS

Education plans frequently generate considerable work in their wake. The recommendations below are intended to support the College in engaging in this work while not creating another layer of planning activity. Skyline College already has the building blocks in place to pursue strategic actions laid out by this plan and, in this regard, it is far ahead of those community colleges that have only superficial planning structures in place. Following each recommendation below are suggested strategies and suggestions for success factors that can provide the College with a mechanism to know whether progress toward these recommendations are being made. The College is the best judge of what specific strategies support these recommendations and may wish to add or refine to the following framework.

1. *Increase learning alternatives for students and other potential learners.* Current and future students are technologically sophisticated. All learners value time and convenience, causing the College to re-examine the format and delivery options for all learning experiences.

    a.   Suggested Strategies:

        i.   Support the focus on quality enhancements for distance education courses, especially in general education areas, that are available asynchronously as well as in hybrid modes.

        ii.   Engage faculty in professional development aimed at using learning platforms and embedding technology in courses. Identify learning competencies, the unbundling of course content tied to these competencies, and the reuse of this unbundled content (learning objects) in other courses, both credit and non-credit.

        iii.   Consider the possibility of employing an instructional designer to work with faculty to create common course platforms and to ease the transition from face to face instruction to successful online delivery.

        iv.   Continue to express existing courses in competencies and share these competencies with current and prospective learners as well as employers. Use the language of competencies to drive college-wide discussions of learner needs. Synergies with Skyline College's progress in student learning outcomes provide a solid foundation for this strategy.

        v.   Engagement in increasing learner alternatives does not mean re-engineering the curriculum. Participation in one or more learning object repositories may pay large dividends to Skyline College's efforts to speed development of new learning opportunities.

    b.   Potential Success Factors:

        i.   Participation by distance education faculty in programs and services offered in the new Center for Transformative Teaching and Learning.

        ii.   Employment of an Instructional Designer.

2.   *Continue efforts to collaborate with K through 12 schools, especially at grade levels lower than juniors and seniors.* Skyline College has reinvigorated its relationships with local secondary schools recently. This will pay dividends as the College moves ahead and as the schools grapple with new "high stakes" testing standards. Research demonstrates that the first notions of attending college are formed in the junior high school and/or middle school years among both students and their parents.

    a.   Suggested Strategies:

        i.   Investigate actions necessary to expand early/middle colleges within the San Mateo Community College District with the support of the secondary school districts.

        ii.   Consider establishing a teacher assisting degree at the College to assist K through 12 districts to meet class size minimums.

        iii.   Investigate the possibility of offering alternative certification for prospective K through 12 teachers through the Educator Preparation Institute.

iv.   Conduct regular Skyline College faculty- and K through 12 faculty and administrator-to-administrator meetings to align curriculum, develop common assessments, and to develop programming to increase the awareness of secondary and middle school students about their career and further education opportunities.

b.   Potential Success Factors:

     i.   Presentations are made each year by College faculty and staff to students in all the middle schools in Skyline College's service area.

     ii.   Outcomes of regular meetings between Skyline College faculty and teachers from the local high schools to discuss curriculum alignment issues, particularly in math and English disciplines.

     iii.   Increase participation in Skyline College's Jump Start program which brings summer programs on campus for children from low-income families that are aimed at building expectations in these children that they can go to college. Develop wider mechanisms to make parents aware of various avenues that can be taken to give their children an education.

3.   *Accelerate the use of research and outcome data in making program decisions.* Skyline College has very good internal data capability which can be used to guide strategy. The College has developed a strong culture of inquiry over the past several years in terms of its use and application of data and information in planning and decision-making. Current efforts should continue to be supported and expanded including the use of the Balanced Scorecard to measure institutional level outcomes, as well as a process for assessing student learning outcomes at the course and program levels. Additionally, future efforts will include the launch of an Action Research Center (ARC) whose sole purpose is to assist faculty and staff to use existing research to help guide their work as well as conduct their own research.

a.   Suggested Strategies:

     i.   Harvest the data arising from the College's recent subscription to the National Student Clearinghouse which will help it to track former students' transfer patterns to both four-year public and private institutions as well as transfer to other community colleges.

     ii.   There are no higher education and K through 12 data sharing consortia operating in the San Mateo County. This constrains gathering rich data about students. Skyline College may wish to join forces with its education partners, perhaps under the auspices of the California Partnership for Achieving Student Success (CalPASS), to assess the feasibility of establishing such an entity.

        iii.   Create cohorts of students and track their progress through the institution, especially target groups that match emerging demographics in the College's service area.

        iv.   Use student progression data and transfer data in the program review processes.

    b.   Potential Success Factors:

        i.   Use of expanded outcome data in planning decisions to refine the picture of the progress made by student cohorts, such as developmental skills students referred to math, reading and English remedial courses.

        ii.   Publication of student outcome data that depict post-Skyline College experiences and the types of education students are engaged after attending the College.

4.   *Consider new programs for which there is no current competition. Strengthen programs with an identified market niche.* This Education Plan has made initial identification of programs that represent competitive advantage for Skyline College and those new programs that might be implemented that also appear to have a competitive advantage. These information sources should be used to align programs in view of market realities.

    a.   Suggested Strategies:

        i.   Develop a schedule prioritized new programs for development based on competitor analyses and upon feedback from industry contacts and supplementary market research.

        ii.   Strengthen existing programs that already possess a competitive advantage.

        iii.   Develop an academic plan that makes use of the College's Annual Administrative Leadership and Unit Review Plans.

        iv.   Continually scan local labor markets, labor market research, and business/industry contacts to contribute to organizational intelligence about program potential.

        v.   Examine the desirability of noncredit classes as a vehicle for delivering short-term training to business/industry.

    b.   Potential Success Factors:

        i.   Creation of a schedule of prioritized programs for development.

        ii.   Implementation of new programs during the upcoming academic year.

5.   *Review current programs for under-prepared students.* It is likely that the College will be doing more in this area, rather than less. Downward trends in enrollment are counterintuitive to what is now known about the preparation of high schools students and literacy levels in society in general.

    a.   Suggested Strategies:

        i.   Review enrollments in developmental education in closer detail to determine the reasons for enrollment declines. It would be helpful for future strategy to know whether declines are based on greater competition from other providers, changes in placement scores, the effect of secondary school reform, or other issues.

        ii.   Use ongoing contact with secondary schools to share information about competencies required for student success at Skyline College.

        iii.   Share the progress of developmental students with the secondary schools that they attended immediately before their enrollment at Skyline College.

        iv.   Address the potential competency gaps between the College's placement testing and the CAHSEE.

b.   Potential Success Factors:

        i.   Increased penetration of the developmental education market segment.

        ii.   Publication of data showing the demographics, past educational experiences, and progress of developmental students over a minimum of two fall terms.

        iii.   Commissioning of joint College-secondary school research that identifies skill gaps for students.

6.   *Seek ways to increase campus internationalization.* It is no secret to those in the Bay Area that they live in a global economy where knowledge of other cultures, languages, and laws is increasingly valued. Skyline College has a firm start in creating a holistic agenda for internationalization with its work in the International Student Program, the Study Abroad Program, the International Business program, cultural events, community outreach, student clubs, an international student center, the Center for International Trade, and efforts to integrate internationalization across the curriculum. An expanded or global perspective helps a student enter the work force with an ability to interact with people from all over the world and be open to a variety of ideas and world views. Further efforts to integrate this perspective within the total programming of the College will provide many advantages for students, faculty, and staff.

a.   Suggested Strategies:

        i.   Continue to sponsor cultural programs that make use of cultural expertise within existing communities located in Skyline College's service area including Filipino, Hispanic, Asian, African American communities.

        ii.   Explore funding to create Global Learning Initiative on campus that would promote diversity and knowledge about other countries and cultures through developing international initiatives such as studying abroad and student exchange.

        iii.   Synergistically build on the strength of existing programs that already seek to promote diversity: Kababayan, Puente, Math, Engineering, & Science Achievement (MESA), African-American Success Through Excellence and Persistence (ASTEP), and Women in Transition.

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       iv.   Recruit more international students under the International Student Program.

       v.   Explore the possibility of creating exchanges with other Colleges abroad for students, faculty, and staff. This might be accomplished through existing consortia sponsored by the National Association of Foreign Student Advisors or through Fulbright scholarships.

   b.   Potential Success Factors:

       i.   An increase in international student enrollment

       ii.   An increase in local cultural expertise brought to campus and integrated within academic coursework

       iii.   Existence of exchange networks.

       iv.   Increased synergy and interconnectedness between and among programs working to promote internationalization.

7.   *Seek new revenue sources through entrepreneurial actions.* Given the current state of funding, it is clear that Skyline College will only be able to partially meet the financial cost of innovative programs and services it wishes to provide. Therefore, thought needs to be directed toward increasing support from external resources and accelerated marketing of existing and future college services.

   a.   Suggested Strategies:

       i.   Accelerate fundraising efforts among key constituents. The College already has key supporters, many of whom are involved in the President's Council.

       ii.   Consider adding a position dedicated to grant seeking and development.

   b.   Potential Success Factors:

       i.   Increases in unrestricted revenue for strategic program implementation

       ii.   Expansion of fundraising and friend-raising networks

       iii.   Grants and contracts brought to the College as a direct result of the 501c3's standing with other foundations and nonprofit agencies.

ENVIRONMENTAL SCAN SOURCES

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