San Mateo County Community College District   December 15, 2010

BOARD REPORT NO. 10-12-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Tom Mohr, President, Cañada College, 306-3238
                       Michael Claire, President, College of San Mateo, 574-6222
                       Victoria Morrow, President, Skyline College, 738-4110

**PRESENTATION TO THE BOARD BY COLLEGE PRESIDENTS AND APPROVAL
OF PLANS FOR MEASURE G MONIES AT CAÑADA COLLEGE,
COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

In June 2010, voters passed Measure G, the District's parcel tax measure. The three Colleges have spent the past several months developing their initial plans for utilization of the Measure G funds. The three college presidents will present and discuss these plans with Board of Trustees. Approximately $6,000,000 will be generated each of the next four years from the Measure G special tax. After the plans were developed by the Colleges, the Presidents further discussed these plans in the Chancellor's Cabinet. In the process of working with faculty and staff each of the colleges has striven to develop a plan that responds to the expectations for the use of funds as put forward in the language of the Measure G ballot. The plans at each of the colleges:

- Add class sections to the college schedule that enable students to progress toward the completion of their majors, degrees, and certificates.

- Develop student support programs that ensure the presence of necessary counseling, tutoring, and other forms of support that are fundamental to high levels of student success.

- Develop programs that address identified student needs and enable the College to move forward toward meeting its mission and goals.

The plans are attached to this report as follows:

       Exhibit A – Cañada College
       Exhibit B – College of San Mateo
       Exhibit C – Skyline College

RECOMMENDATION

It is recommended that the Board of Trustees approve the plans for the use of Measure G funds and direct the Chancellor to prepare budget revisions necessary to reflect these plans.

Cañada College

OFFICE OF THE PRESIDENT

Date: December 17, 2010

To: Governing Board of the San Mateo County Community College District

From: Thomas C. Mohr, President
        Cañada College

Re: Use of Measure G Funds

Cañada is immensely pleased to bring forward a plan for the expenditure of almost two million dollars of Measure G funds. These expenditures address substantially the most urgent academic and personal support needs of the 7500 students enrolled in the College. Particular attention has been paid to making it possible for students to enroll in courses appropriate to their academic preparation and goals and their advancement through the pathways that lead to completion of their majors and/or CTE certificates. Student support systems known to be critical to student success and completion of programs have been significantly strengthened and initiative taken to expand or develop programs where there are clear, identified, but unmet needs.

The process for the delineation of planned Measure G expenditures began immediately after Measure G was approved by the electorate and adhered closely since then to the college's formally adopted structures and processes for planning throughout the college. Deans, faculty and staff of each division revisited program reviews, discussed gaps in programs and developed recommendations to be considered by the two major planning bodies of the college, the Instruction Planning Council and Student Services Planning Council. Formal presentation of the plan was made and discussion conducted at general meetings of every division of the college. The College Budget Committee reviewed at numerous meetings all suggested expenditures before passing the plan forward to the College Planning Council for its final review and endorsement.

Information is provided below that gives perspective to the redemptive impact of Measure G funding and the strategies employed to bring redress to the problems engendered by the severe reductions imposed on the college by the State of California.

On behalf of the entire Cañada College community may I convey our deep gratitude to the electorate of the county for approving Measure G and to the Governing Board for its leadership and persistence in bringing the critical need for funding to public attention. The educational well being of Cañada students is greatly affected.

Sincerely,

Thomas Mohr
President

Background
Over the past 2.5 years, Cañada College experienced overall budget reductions of over 22% resulting in a decrease in faculty and staff and over 40% reduction in adjunct faculty.   These reductions had significant impact on the number of sections offered as well as causing a decrease in student services at the college.

 The California State Community College System handed down significant reductions in student service support areas including: EOPS, DSP&S, Matriculation and CalWORKs – with some programs experiencing an over 50% reduction in funding. This reduction in services for students and the concurrent increase in demand for support left new students without the support they need to be successful.

Effective Practices:
Student access, Success and Persistence: Research indicates that large numbers of students entering the community colleges require developmental education. And, for these students to be successful, we need to provide them with the necessary courses and critical support services. Among other activities, this includes:
- Offering sufficient developmental English, reading and math course sections and other courses for student to progress (e.g. transfer, career and technical education)
- Creating individual student education plans to keep students on track
- Creating and maintaining clear transfer pathways and clear Career/Technical pathways for students
- Providing mandatory orientation sessions which are in-depth and address needs of subgroups of students
- Creating an early alert system for students experiencing difficulty
- Establishing learning communities and promoting student engagement
- Expending our strong honors program that outreaches to all eligible students
- Developing a case-management system for advising for the highest risk students (e.g. low income, veterans)
- Implementing bridge programs (e.g. Math Jan, LEAP) and mentoring programs
- Offering tutoring and supplemental instruction opportunities

By implementing these strategies, we hope to be able to significantly improve their fall to spring persistence rates.

Workforce Development: The #1 reason most students give for attending college is "to get a good job". An organized method of connecting Cañada College to the local business and industry is essential to help students make the connection between college and career skills/opportunities. The college needs to be able to provide learning opportunities for students which meet the employers' needs.

Problems Being Addressed Through Measure "G":
- Reduced Course Availability:
  o Limited course availability for some basic skills students (e.g. math, English, ESL, and Reading sections were previously closed for 5 weeks)
  o Limited general education/transfer course availability for day and evening students (almost half of our students attend in the evening). For example, BIO 130 sections were completely full and there were only 2 sections of ENGL 100 and 1 section of Speech offered in the evening.
  o Limited career and technical education pathways due to declining section availability.

- Distance Education: Need to expand opportunities for additional sections, faculty development, and coordination
- Counseling: A lengthy waiting time for walk-in counseling services
- Articulation: Lack of articulation agreements with many of our primary transfer universities causing problems with students who are transferring
- Orientation: Limited up-front orientation and advising opportunities for new students (e.g. large orientation sessions with only one or two counselors providing limited advising)
- Special Populations: Lack of targeted support services for the students at highest risk of failure
- Bridge Programs: Limited space in our bridge programs (Math Jam, LEAP)
- Tutoring Support: Has had significant reductions both in staffing and in tutoring hours
- Workforce Development: A coordinator to develop programming and work with local business and industry to address workforce issues and meet with employers

Resource Plan	Amount	Type	Measure G Criteria	Percent of Total
Instruction: One of the largest reductions was the number of sections. We increased the number of sections by over 21 for Fall 2010 and are planning to increase the number of sections by at least 53 sections for Spring 2011 as well as increase summer sections. These sections will open opportunity for studetns to take needed basic skills and general education courses. Having this access to courses increases opportunity for students to complete educational goals. In addition to these extra sections, we are developing a Friday night/Saturday College. Classes will be offered in 8 weeks using a hybrid format. In addition, distance education is increasing - particularly high quality coursework, and we will be expanding this area of instruction as well as well as workforce curriculum.	$957,350	Faculty	Restoring funding to offer an adequate number of classes & labs to meet growing student demand	50%
Student Support: The additional student support will expand our library hours, increase the limited counseling services, address a critical need to improve our articulation with other colleges, expand our new student orientation program, provide necessary support for veterans, increase the number of students who complete the FAFSA and thus receive financial aid, expand tutoring, and further develop student communication.	$577,175	Faculty and staff	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs / Keeping libraries open and maintaining library services	30%
Course and Program Innovation: The MATH JAM and LEAP programs, Workforce Development, Basic Skills Success Programming, Leadership Development, and Adjunct Faculty Professional Development are all necessary programs to improve access and success for our students.	$380,080	Faculty and Staff	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting Preparing students to transfer to four-year colleges & universities Maintaining Core Academics	20%
Total Measure G Request	**$1,914,605**			**100%**

Resource Request	Amount	Type	Measure G Criteria	category
Additional Sections: The largest budget reduction was reducing the number of sections. We incresed the number of sections by over 21 for Fall 2010 and are planning to increase the number of sections by at least 53 sections for Spring 2011 and increase sections in the summer. These sectinocs added will open opportunity fo students to take needed basic skills and general education courses and will provide them with the access to complete their educational goals.	$819,250	Staffing	Restoring funding to offer an adequate number of classes & labs to meet growing student demand	**1310**
CAC - Canada Accelerated College: to better serve our student needs regarding scheduling (particularly working adults), we are developing a Friday night/Saturday college. Classes will be offered in 8 weeks using a hybrid format (e.g. 4 hours in-person instruction and 2 hours on-line). This programming will allow greateer access for students into general education courses and into pathways for transfer certification. It will also facilitate decreasing time to completion and will support students' ability to finish a transfer certificate or degree.	$38,700	Staffing	Maintaining core academics including science, English and mathematics; Restoring funding to offer an adequate number of classes and labs to meet growing student demand	
Distance Education: distance educaiton is increasing - particularly high quality coursework. In ordr to improve our offerings, including online degrees and certificates, it is essential to have both coordination of the activities and training for faculty. The access to course offerings on-line will be increased significantly which will assist students who cannot make traditional schedules work.	$99,400		Maintaining core academics including science, English and mathematics; Restoring funding to offer an adequate number of classes and labs to meet growing student demand	
Total for 1310	**$957,350**			

Resource Request	Amount	Type	Measure G Criteria	category
Library Hours: Added hours to assist students with research projects will improve access and success.	$38,000	Staffing	Keeping libraries open and maintaining library services	
Adjunct Counseling/Case Management: Through careful planning, we will be able to improve our counseling services to students in varous groups where they have been reduced significantly. This includes counseling for basic skills students, disabled students, athletes, high school outreach and early alert interventions. Research indicates that more intensive counseling services, particularly with first generation students, has a positive impact on their success.	$132,480	Staffing	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs	stud svc
Articulation and Orientation: There is a critical need to improve both the articulation and orientation services provided for stduents. There are many courses which do not articulate to our primary feeder universities as we have not had the resources to work in this area. The improved articulation and orientation services will provide more complete information to students (i.e. about attending college, transferring) and will help them be more successful.	$115,432	Staffing	Preparing students to transfer to four-year colleges and universities	stud svc
Veterans Support Services: With additional veterans attending college, it is necessary for the campus to improve the services provided. This includes both coordination of services and benefits at the campus veterans center (V-ROC) and providing additional psychological services.	$53,789	Staffing	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs	
100% FAFSA Initiative: Through specific services targeted at students seeking financial aid, our goal is to increase the number of students (financial aid eligible) to 100%. A number of outreach and promotion efforts witll be made and specific counseling services for financial aid students will be provided. This initiative will increase accessibility to college through pairing students with appropriate aid.	$50,474	Staffing	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs	
Tutoring: The expansion of tutoring and creation of a peer mentoring program along with the addition of an instructional aide to help coordinate the program essential for student success. Tutoring supports access by provding academic support needed by students and the development of the peer mentoring program will be beneficial to the success of our students.	$127,000	Staffing	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs	
Student/College Communication Structure: It is critical that we maintain effective communications with our students and staff. This project will increase the ability for students to access information about college processes. Clear communication that is "user friendly" is cricial for student access to the college.	$60,000		Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs	
Total for Student Support	**$577,175**			

Resource Request	Amount	Type	Measure G Criteria	category
Instruction/Bridge Programs: The MATH JAM an LEAP programs have proven to significantly improve student success by providing more intensive orientation to students prior to the beginning of the semester. There has been concern about improving writing skills as well and plans are underway to create a WORD JAM. These types of programs improve access to math courses for students who need some refreshing - for example MATH JAM helps students place into higher math courses thus decreasing their time to completion.	$160,000	Faculty and Staff	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs; Maintaining core academics including science, math and English	cpi
Workforce Development: The college is missing out on numerous opportunities to expand workforce traiing for our students. This will provide a focus on the development of job training programs and create partnerships with area businesses. This will also assist in the development of curriculum for these courses. Because of the high demand in CTE areas, increasing student access to courses and programs is essential. Student success increases when programming meets both the student's needs and the community needs and students are able to obtain jobs as a result of their education.	$85,080	Faculty	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting	cpi
Basic Skills Success: The funding for our basic skills activities has been significantly reduced from our original allocation. It is important to maintain support services directed at improving the basic skills students - particularly those who are first generation.	$75,000	Faculty	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs	cpi
Student Leadership Program: Student engagement is an important aspect of student success. This Leadership Program will encourage our first generation students to become active in the campus community and provide skill development workshops where they can become successful.	$10,000	Staffing	Preparing students to transfer to four-year colleges & universities	cpi
Increasing Adjunct Faculty Participation: Many programs need the involvement of the adjunct faculty but there are no resources to support their participation. This request would provide stipends for adjunct faculty to meet with and work with the departments and divisions on various initiatives that require their participation and input, such as curriculum development, student learning outcomes, assessment cycle work and program review.	$50,000	Faculty	Attracting and retaining qualified instructors	
Total for CAN Innovation	**$380,080**			

College of San Mateo
Plan for use of Measure G Funds
2010-11

Summary
Attached is College of San Mateo's plan for the use of Measure G funds for the 2010-11 year. The total amount of the plan is $1,860,000. I believe that the plan represents a balanced approach to provide resources to meet our most critical student needs. The college recognizes that Measure G funds represent one-time monies. Consequently, we have been very careful to ensure that we are investing in activities that can be scaled appropriately to meet future economic realities. The college's long-term goals with respect to Measure G funds are as follows:

- Use Measure G as operational "bridge funding" to maintain adequate course offerings and services and to grow offerings and services based upon budget availability.
- Preserve the current college ending balance for contingency purposes.
- Maintain a minimum LOAD of 570.
- Use Measure G to provide funding for expansion in strategic, high-priority areas as identified by the college's Institutional Planning Committee.
- Continue to make deliberate decisions about programs in accordance with the *Board Core Values and Principles* so that the college's fixed cost structure can ultimately absorb potential future budget reductions.

For the current year, the college proposes that the bulk of the funds be applied to maintain class offerings and to provide additional class sections in high-demand areas that are consistent with *Board Core Values and Principles*. Furthermore, student success is a key institutional priority for the college. As a result, some of the funding will be used to provide additional student services, which suffered dramatic reductions as a result of the latest round of budget cuts. The college also plans to use funds to make innovative, systemic changes that we believe will benefit students greatly. Finally, funds will be expended to provide a limited amount of supplies, particularly in instructional areas that have critical needs.

Process

The college used the following shared governance process to develop the proposal:

1) President's Cabinet requested that the instructional administrators add sections to the fall 2010 semester. The instructional administrators developed criteria which were based in part, upon broadly developed college "talking points" as well as waitlist and historical enrollment trend data.

2) The Budget Planning Committee (BPC) adopted a *Measure G Spending Framework* to help facilitate decisions about the expenditure of Measure G funds for the spring 2011 semester. This framework is consistent with the official Measure G criteria and was also reviewed by College Council.

3) The *Measure G Spending Framework* was distributed to all college employees and was also discussed at an all-college budget presentation in early November.

4) Specific proposals for additional course sections and other resources were developed at the division-level. These proposals were based upon the *Measure G Spending Framework*, the college's intuitional priorities, and program review.

5) After the proposals were developed at a division-level, the vice president of instruction and vice president of student services led joint discussions among the instructional and student services administrators and compiled a summary of all requests.

6) President's Cabinet reviewed all requests to ensure that the requests met the appropriate criteria. Based upon the requests, Cabinet developed an overall recommendation. Cabinet forwarded their recommendation to the Institutional Planning Committee (IPC). IPC is a shared governance committee with representation from all constituencies. IPC adopted the overall Measure G recommendation in late November.

The attached recommendation complies with the Measure G criteria as well as the college's *Measure G Spending Framework*. I concur with the attached recommendation and I am forwarding the recommendation to the chancellor and to the Board of Trustees for action.

College of San Mateo 2010-2011 Measure G Plan
Summary Page

Resource Plan	Amount*	Type	Measure G Criteria	% of Total
Maintain and increase course offerings: The college reduced sections in FY 10-11 in anticipation of additional budget reductions. Measure G funds were used to maintain and to add sections in the fall 2010 semester. Measure G funds be used to for the same purposes in the spring semester.	$1,479,000	Faculty Instructional Supplies Classified Staff	Restore funding to offer an adequate number of classes and labs to meet growing student demand.	79.5%
Student Services: The college has changed its student services model. However the current levels of services are not sufficient to meet student demand.	212,000	Faculty Classified Staff	Provide academic counseling programs and other student services to meet student demand and promote student achievement.	11.4%
Course and Program Innovation: The college has identified several innovative projects and also has provided funding for future innovative projects	169,000	Faculty	Preserving job training programs. Maintaining academic counseling programs and other student support services to promote student achievement, graduation, access to high-paying jobs	9.1%
Total Measure G Request	$1,860,000			

College of San Mateo
2010-11 Measure G Resource Requests

Resource Plan	Amount*	Type	Measure G Criteria	% of Total
Maintain and increase course offerings. The college will maintain its 2009/10 level of course offerings and also expand offerings in well-documented, high-demand areas that are consistent with Board core values. Expanded course offerings will include online sections to replace the telecourse offerings that have been eliminated. Some library services will be restored to meet student demand at peak times.	$1,365,000	Faculty	Restore funding to offer an adequate number of classes and labs to meet growing student demand. Preserving job training programs in nursing, healthcare, computers, engineering, green technology, police and fire fighting. Maintaining core academics including Science, English, and Mathematics. Attracting and retaining qualified instructors. Keeping libraries open and maintaining library services.	73.4%

*Amounts for staffing included estimated benefits

Resource Plan	Amount*	Type	Measure G Criteria	% of Total
Additional Counseling Support: The college has streamlined its counseling model to better serve students. However, the current levels of available counseling hours are not sufficient to meet student demand for services. The college plans to increase general counseling availability, provide improved services for veterans, and to increase services in the DSPS program.	$92,000	Faculty	Maintain academic counseling programs and other student services to promote student achievement, graduation, and access to high-paying jobs.	5.0%
Innovative Practices: Math Boost: Student success is a college institutional priority. One promising innovation to enhance student success is "Math Boost", which is a program designed to help students better prepare for the math placement exam. The college has had some success in a small pilot program. As part of the college's institutional planning process the college plans to expand this pilot study in the coming academic year.	44,000	Faculty	Maintain academic counseling programs and other student services to promote student achievement, graduation, and access to high-paying jobs. Preparing students to transfer to four-year colleges and universities.	2.3%
Critical Classified Staff Positions: The college de-funded 29.0 FTE classified staff positions in the 2009-10 year. The college has been able to respond to the staffing reduction by changing business practices and by reducing services. However, it is clear that the college is lacking in classified staff support in some key areas. These areas directly support students. Several requests have been submitted and the college has prioritized these positions through the college's planning processes. The college has identified approximately 3.0 FTE in classified positions in areas of student support and instructional program support.	192,000	Classified Staff	Preserving job training programs in nursing, healthcare, computers, engineering, green technology, police and fire fighting. Maintain academic counseling programs and other student services to promote student achievement, graduation, and access to high-paying jobs	10.3%

*Amounts for staffing included estimated benefits

Resource Plan	Amount*	Type	Measure G Criteria	% of Total
Unmet supply needs: The college supply budget has been reduced substantially. Several departments now have critical needs in order to continue to operate programs. At this point, only the most critical needs have been recommended for Measure G funding.	$42,000	Supplies	Preparing students to transfer to four-year colleges and universities. Preserving job training programs in nursing, healthcare, computers, engineering, green technology, police and fire fighting.	2.2%
Innovation Grants : Several innovative projects have been put on hold due to a loss of funds. These projects provide a direct benefit to students and enhance student learning in the areas of Basic Skills, Career and Technical Education, and Transfer.	15,000	Faculty	Preparing students to transfer to four-year colleges and universities. Preserving job training programs in nursing, healthcare, computers, engineering, green technology, police and fire fighting. Attracting and retaining qualified instructors	.8%

*Amounts for staffing included estimated benefits

Resource Plan	Amount*	Type	Measure G Criteria	% of Total
Build Distance Education Capacity: The college has developed a Distance Education Plan as part of its integrated planning process. The college has identified a number of support activities that must occur in order to develop and sustain distance education efforts. The college will continue to collaborate with the District and our sister colleges to avoid duplication of effort in order to provide the necessary support to faculty and students.	110,000	Faculty and Classified Staff		5.9%
Total Request:	$1,860,000			

*Amounts for staffing included estimated benefits

Skyline College 2010-11 Measure G Plan
Victoria P. Morrow
December 8, 2010

Summary
The attached Skyline College 2010-11 Measure G Plan encompasses $2,072,611. The plan represents a coherent approach to providing an excellent educational experience. The plan identifies the specific resources requested, the rationale for each and the Measure G criteria to which they relate. It includes a summary page, and then three major components: a component of instructional staffing for course sections; a component of support services to help students successfully secure and complete their needed courses, certificates and degrees; and a component of course and program innovation. The plan helps the college and its students to recover somewhat from the dire budget cuts made in the past two years, and at the same time to move forward on important work on student success.

Process used for developing the proposal
Late in the summer of 2010 when it was clear that Measure G had passed, some course sections were added to the fall schedule and resources were also designated for some urgently needed staffing in the One Stop. More significant numbers of additional sections were planned for the spring schedule, roughly an 8 percent increase, as well as continuation of the One Stop staffing.

Our approach to the remainder of the proposal was designed with the College Budget Committee (CBC). Over the course of five meetings in September, October and November, 2010, the Measure G ballot language was reviewed, guiding principles were established and it was agreed that the proposal process would mirror the college's usual budget process.

Proposals were developed in the divisions based upon the college's Strategic Plan, Educational Master Plan, unit work plans, program reviews and the intended uses of Measure G specified in the ballot language. The proposals were submitted to the vice presidents. They reviewed them, discussed them with me, and then compiled a combined college-wide proposal which was sent to the College Budget Committee (CBC). The proposal was discussed in detail by the CBC at early November meeting, revised in response to their feedback and then the proposal was recommended to me.

I concur fully in the recommendation and am forwarding it to the chancellor and the board of trustees for action.

Skyline College 2010-11 Measure G Plan
Summary Page

Resource Plan	Amount	Type	Measure G Criteria	Percent of Total
1310-Additional Sections: One of the college's budget reduction strategies for FY 2010-2011 was to reduce the number of sections in the fall and spring. In anticipation of Measure G, some sections were restored in the fall. The budget for hourly instruction has been restored to allow the addition of more sections in Spring 2011 representing an 8% increase over Spring 2010.	$ 1,200,000	Faculty	Funding to cover an adequate number of classes & labs to meet growing student demand	**58%**
Student Services: meet student demand in areas of (1) registration and admission services so students may enroll in classes, (2) EOP&S and Transfer Center Services, (3) Counseling services, (4) Financial Aid services and (5) expanded Library Hours.	$ 394,125	Classified Staff	Provide academic counseling programs & other student services to meet increased student demand and promote student achievement, graduation & access to high-paying jobs / Keeping libraries open and maintaining library services	**19%**
Course and Program Innovation (CPI): Supplemental Instruction, program accreditation, Learning Communties, Math Academy, New Certificate Developmemt and Adjunct Faculty participation	$ 478,486	Faculty and Classified Staffing	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting Preparing students to transfer to four-year colleges & universities Maintaining Core Academics	**23%**
Total Measure G Request	**$ 2,072,611**			**100%**

Skyline College 2010-11 Measure G Plan
1310 Instructional Salaries

Resource Request	Amount	Type	Measure G Criteria	Category
Additional Sections: One of the college's budget reduction strategies for FY 2010-2011 was to reduce the number of sections in the fall and spring. In anticipation of Measure G, some sections were restored in the fall. The budget for hourly instruction has been restored to allow the addition of more sections in Spring 2011 representing an 8% increase over Spring 2010.	$ 1,200,000	Faculty	Funding to cover an adequate number of classes & labs to meet growing student demand	**1310**
Total for 1310	**$ 1,200,000**			

Skyline College 2010-11 Measure G Plan
Student Services

Resource Request	Amount	Type	Measure G Criteria	Category
Library: Expand hours and offer services to meet student demand.	$ 13,960	Faculty	Keeping libraries open and maintaining library services	**Student Services**
Student Services: The college experienced significantly decreased service due to the reduction in program staffing. As soon as Measure G funds became available, Cabinet approved funding for some urgently needed student support services that are already in effect in the fall and planned for the spring. This proposal will enable the college to provide (1) registration and admission services so students may enroll in classes, (2) EOP&S and Transfer Center Services, (3) Counseling services, and (4) Financial Aid services.	$ 380,165	Faculty and Classified Staffing	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs	**Student Services**
Total for Student Services	**$ 394,125**			

Resource Request	Amount	Type	Measure G Criteria	Category
Attracting Adjunct Faculty Participation: Many programs need the involvement of the adjunct faculty but there are no resources to support their participation. This request would provide stipends for adjunct faculty to meet with and work with the departments and divisions on various initiatives that require their participation and input, such as curriculum development, student learning outcomes, assessment cycle work and program review.	$ 50,000	Faculty	Attracting and retaining qualified instructors	**CPI**
Business Program Accreditation: Currently, no business program in the California Community Colleges is accredited by the Accreditation Council for Business Schools and Programs. This is a request to undergo the process for Accreditation. It is a two-year process that includes a self-study and a site visit. The cost would cover dues and membership application and faculty hours for the application process. According to their website, ACBSP is the only accrediting body to offer accreditation to associate degree institutions. There are multiple benefits of accreditation for the institution, programs, students and faculty. Accreditation reinforces a commitment to continuous improvement, innovation, and scholarship. Additionally the process of preparing an accreditation self-study enhances the focus on quality of student learning and renews a commitment to the educational mission. Accreditation could also have an impact on the ACCJC accreditation and program review in that it is a confirmation of quality programming in specific divisions. Accredited status creates greater visibility for the institution and accreditation provides prestige and credibility when seeking funding resources from donors, foundations and governments. Finally, accreditation leads to more successful articulation of business credits.	$ 3,400	Dues & Membership	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting Attracting and retaining qualified instructors	**CPI**

**Skyline College 2010-11 Measure G Plan
Course and Program Innovation (CPI)**

Resource Request	Amount	Type	Measure G Criteria	Category
Business Program Accreditation: Currently, no business program in the California Community Colleges is accredited by the Accreditation Council for Business Schools and Programs. This is a request to undergo the process for Accreditation. It is a two-year process that includes a self-study and a site visit. The cost would cover dues and membership application. ACBSP is the only accrediting body to offer accreditation to associate degree institutions. according to the ACBSP web site at there are multiple benefits of accreditation for the instition, program, students and faculty. Accreditation reinforces a commitment to continuous improvement, innovation, and scholarship. Additionally the process of preparing an accreditation self-study enhances the focus on quality of student learning and renews a commitment to the educational mission. Accreditation could also have an impact on the ACCJC accreditation and program review in that it is a confirmation of quality programming in specific divisions. Accredited status creates greater visibility for the institution and accreditation provides prestige and credibility when seeking funding resources from donors, foundations, governments. Finally, accreditation leads to more successful articulation of business credits.	$ 3,935	Faculty	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting Attracting and retaining qualified instructors	**CPI**
Innovation Projects: These projects will provide direct benefits to students by enhancing student learning and student success.	$ 35,000	Faculty	All Criteria included	**CPI**

Resource Request	Amount	Type	Measure G Criteria	Category
Business Entrepreneurship Certificate: The Business faculty would like to develop a Business Entrepreneurship Certificate Program in response to workforce demand. The Entrepreneurship Program would be both a certificate and an AS degree designed for students to understand how to start a small business and grow it. The capstone course is development of a business plan. Students who complete such degrees are also sought at by employers (not just individuals starting businesses) since they get a solid background in how small businesses are created and run from the product development, marketing, operations and finance prospective. In this current economic situation there is a great demand for entrepreneurial focused programs. We will partner with the National Association of Community College Entrepreneurs (NACCE), the Center for International Trade and Development (CITD) and the local Small Business Development Center (SBDC) to create a successful model that has ties with business, industry and local high schools.	$ 6,167	Faculty	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting Preparing students to transfer to four-year colleges & universities	**CPI**
Early Childhood Education Program: The ECE Program is in need of additional staff hours to provide services to the students. The additional hours requested would be added to the grant provided hours to support the temporary classified hours of direct student service. These hours of service would be consistent with the level of service provided in the Cañada College program.	$ 7,294	Classified Staffing	Maintaining core academics, including Science, English & Mathematics Preparing students to transfer to four-year colleges & universities	**CPI**

Skyline College 2010-11 Measure G Plan
Course and Program Innovation (CPI)

Resource Request	Amount	Type	Measure G Criteria	Category
Digital Communications Certificate: The Computer Applications Office Technology faculty would like to develop a Digital Communications Certificate Program in response to workforce demand. Digital Communications allows people to learn computer graphics software and utilize it on a basic level in the office. They will be more prepared to create and updating information on an office webpage, designing an office newsletter, developing presentations for professionals, preparing marketing pieces. Many office assistants are being asked for this skill level on a basic level with the software available today in both Microsoft and Adobe. This certificate will be added to the Computer Applications and Office Technology area and provide the community with greater workforce training options.	$ 3,000	Faculty	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting Preparing students to transfer to four-year colleges & universities	**CPI**
Basic Skills/College Success Initiative: funding has been significantly reduced from our original allocation. The coordinating committee has recommended that the programs be preserved to meet student demand in the areas of (1) Development and implementation of the Career 410 course - $6,000; (2) Hermanos/Hermanos learning community – $15,000 (3) First Year Experience Learning Community- $8,000 (4) OnCourse faculty coordination and development – $17,200; (5) Summer Counseling Institute – $13,000; (6) Early Alert - $18,000; (7) ASTEP Math Academy Counseling – $42,000, (8) Tutoring - $60,000; (9) Books for Developmental Education - $20,000.	$ 199,200	Faculty and Classified Staffing	Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs	**CPI**

Skyline College 2010-11 Measure G Plan
Course and Program Innovation (CPI)

Resource Request	Amount	Type	Measure G Criteria	Category
Construction Management Certificate: A Construction Management Certificate would provide training for individuals interested in taking on management responsibilities in the construction industry. According to CNNMoney.com (July 24, 2009), Construction Management is among the top 15 lucrative jobs in the nation. Currently, no community college offers the certificate. A certificate is available from CSU East Bay, UC Berkeley, SJSU, and UC Davis as part of their continuing education or extension certificates, costing the student several thousand dollars to complete.	$ 12,334	Faculty	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting Preparing students to transfer to four-year colleges & universities	**CPI**
English Speakers of Other Languages Certificate: The English Language Institute is interested in collaborating with the ESOL department to offer an ESL for Health Care Professions certificate. This certificate would use the existing Health Train curriculum in use by the Welcome Back Center of San Francisco, and it is geared towards developing the language proficiency used by health care professionals in a variety of health fields. The curriculum was designed specifically for holders of foreign medical degrees and is being used now by many foreign health professionals to forge pathways to rewarding careers in medical fields here in the U.S. The curriculum would comprise between 15 and 18 units. In addition to the curriculum, an additional course focusing on English for the professions (yet to be written) would be added. The certificate would demonstrate the holder's English language skills appropriate for the health care professions.	$ 12,500	Faculty	Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting Maintaining core academics, including Science, English & Mathematics	**CPI**

Skyline College 2010-11 Measure G Plan
Course and Program Innovation (CPI)

Resource Request	Amount	Type	Measure G Criteria	Category
The Leadership Academy – the Learning Center: The Leadership Academy is an innovative program designed to facilitate leadership skills amongst students. Using the concept of Theory to Practice, this initiative will be founded on the Social Change Model of Leadership Development (7 C's). This program will serve as a resource for students to build on their out-of-class experiences that many of the UC's and private schools look for. Having service learning be a component of the program will help create collaborative relationships on campus and in the community. The needs include (1) Workshop database services, (2) Certificates of Completion, (3) Medallions for graduation, and (4) general supplies.	$ 9,650	Classified Staffing	Preparing students to transfer to four-year colleges & universities	**CPI**
Learning Community: The Math Academy has been successful in increasing student success in moving through the Algebra sequence to transfer.The number of students and multi-disciplinary nature of the program requires intense coordination similar to that of other learning communities. To date, no compensation for coordination has been provided. Additionally, the high success rates in the program are attributed to the model which includes counseling in the classroom along with supplemental instruction. The counseling has been covered by basic skills funding but the funding is significantly less than the original allocations and is currently more than $80,000 under resourced. This is a request to continue with the Math Academy including the counseling portion. The cost for the counseling is included in the CSI/BSI request.	$ 12,150	Faculty and Classified Staffing	Maintaining core academics, including Science, English & Mathematics Preparing students to transfer to four-year colleges & universities	**CPI**
Distance Education Coordination, training, development and support to increase online degrees and certificates. Components of this initiative will inclue coordinaton, training for online instruction, instructional design and support.	$ 95,000	Faculty and Classified Staffing	Maintaining core academics, including Science, English & Mathematics Restoring Funding to offer an adequate number of classes and labs to meet growing student demand Preparing students to transfer to four-year colleges & universities	**CPI**

**Skyline College 2010-11 Measure G Plan
Course and Program Innovation (CPI)**

Resource Request	Amount	Type	Measure G Criteria	Category
Online Support Center - Center for Advanced Learning & Teaching (CALT): The college is in need of a technology center to assist faculty and students involved in on-line and hybrid courses. The center would offer testing services for on-line classes. The center would be supported by the requested hourly staffing and the existing CALT staff.	$ 15,345	Classified Staffing	Providing modern classroom technology & computer labs for students

Providing equipment and technology for science labs | **CPI** |
| **Physical Education:** Physical Education Program needs include equipment repair and additional equipment. (The additional equipment will be included in the overall equipment request.) The amount listed here addresses the equipment repair costs. | $ 3,000 | Equipment Repair | Providing modern classroom technology & computer labs for students

Providing equipment and technology for science labs | **CPI** |
| **Supplemental Instruction - English:** Supplemental instruction supports and enhances classroom instruction by continuing the instruction outside of the scheduled class time with a trained SI leader. This intervention with basic skills students aids student learning, retention and success. Without SI, student success in basic skills classes (especially Eng 828 level) will be negatively impacted. Students will suffer decreased progress toward completion of the English requirement needed for degree completion and transfer. | $ 10,511 | Classified Staffing | Maintaining core academics, including Science, English & Mathematics | **CPI** |
| **Total for Course and Program Innovation** | $ 478,486 | | | |