INTERIM REPORT

Submitted to the
Accrediting Commission for Community and Junior Colleges
of the
Western Association of Schools and Colleges

Prepared by

SKYLINE COLLEGE

3300 College Drive
San Bruno, CA 94066
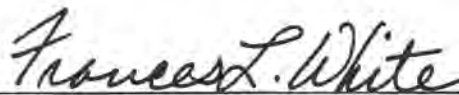
October 2002

CERTIFICATION OF THE INTERIM REPORT

TO: Accrediting Commission for Community and Junior Colleges,
        Western Association of Schools and Colleges

FROM: Skyline College
        3300 College Drive
        San Bruno, CA 94066

This Institutional Interim Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.
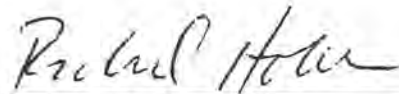
We certify that there was broad participation by the campus community, and we believe the Interim Report accurately reflects the nature and substance of this institution
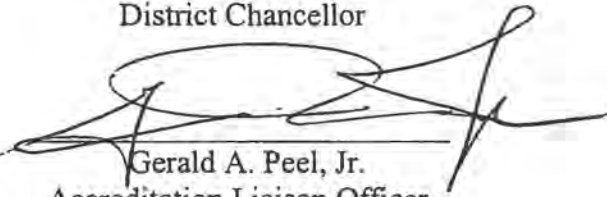
Frances L. White
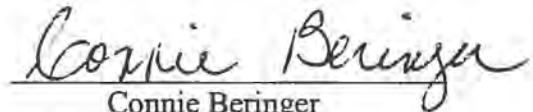Frances L. White, Ph.D.
College President

Ron Galatolo
District Chancellor

Richard Holober
President, Board of Trustees

Gerald A. Peel, Jr.
Accreditation Liaison Officer

Connie Beringer
President, Academic Senate

Phyllis Porcar
President, Classified Council

Krystal Gallagher
President, Associated Students

Interim Report Preparation

In spring 2001, Skyline College underwent a comprehensive site visit by a team from the Accrediting Commission for Community and Junior Colleges (ACCJC) for the purpose of re-accreditation. The letter of transmittal advising the College of its reaffirmed accreditation included a request for an Interim Report, responding to the team's recommendations. The recommendations centered on three themes: clarifying communication processes, conducting comprehensive, integrated planning, and completing the development of the physical environment. This Interim Report responds to the issues raised in the letter of transmittal.

This Interim Report was prepared by a writing team of thirteen, composed of faculty, staff, administration, and students. Each constituency chose its representation on the writing team. A complete draft of the Report was made available on the Web and at an Open Forum held at the college. The final version was approved by all constituencies including College Council, Academic Senate, and Classified Council.

WRITING TEAM MEMBERS:

Connie Beringer, President, Academic Senate
Bernie Blackman, Director, Planning and Research
Paula Bray, Supervisor, Campus Facilities
Eloisa Briones, College Business Officer
Krystal Gallagher, President, Associated Students (ASSC)
Anita Martinez, Dean, Language Arts Division
Margery Meadows, Dean, Business Division
Jerry Peel, Accreditation Liaison Officer and co-editor
Evelyn Seth, Matriculation Officer and Academic Senate
Regina Stanback-Stroud, Vice President, Instruction
Sandra Verhoogen, Academic Senate and co-editor
Frances White, President
Rosemary Ybarra-Garcia, Vice President, Student Services
Kathy Zbidowski-Taylor, Classified Council

The draft was submitted to the Board of Trustees on October 11

SKYLINE COLLEGE
Interim Report

Theme #1: Clarifying Communication Processes

Recommendation #1:
The college should gather current survey data, review policy manuals and handbooks, and update major written documents to identify more explicitly the responsibilities and composition of committees and functional units, especially with regard to the research component. (2.9, 3A1, 3B.1, 10B.2)

College Response:
Soon after being hired in January 2001, the Director of Planning, Research and Student Success conducted two surveys on governance and planning at Skyline College. The first survey investigated District and Skyline employee (faculty, staff and administration) perceptions and knowledge of current governance structure and process. The second survey collected and reviewed the current college policy manuals, handbooks, guidelines, and plans.

The Office of Planning and Research was then created, two temporary research associates hired, an institutional reporting system to provide timely standard and ad hoc reporting created, and research staff appointed to governance councils and committees. The involvement of the research staff in college governance has enabled the integration of research into decision-making at the college and has improved communication and coordination between governing bodies. (See Appendix 1 and 2)

In addition, two initiatives were begun. The first focused on integrating annual planning and budgeting processes, while the second focused on creating the first college strategic plan.

Currently, the Office of Planning and Research is in the process of: 1.Writing a report describing governance at Skyline and making recommendations for improving communication, planning and participation; 2. Improving the guidelines for a new annual planning process initiated for AY 2001-2002; and, 3. Developing new procedures for integrating annual planning and budget cycle.

Recommendation #2:
The college should explicitly clarify the processes for decision-making and more closely align the relationships between and among the various decision-making bodies in order to support short- and long-range planning. (3B.1, 9A.5, 10B.1, 10B.2, 10B.6, 10B.8)

College Response:
Since the Accreditation Team's visit, the College has created and implemented new forms, guidelines, and procedures for the Planning and Budget Committee; and new

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forms and processes for Annual Planning. (See Appendix 3) In addition, the College has engaged in training for management in the new formats. The College Planning and Budgeting Calendar and Timelines have been expanded, revised, improved, and combined with the Annual Planning process, so that there is an integrated process with a single timeline. (See Appendix 4) The Annual Planning process is in its second year of implementation.

An FTE Faculty Allocation Committee, composed of faculty and administration, has been created to coordinate and to recommend hiring priorities for faculty positions to the Annual Planning process. (See Appendix 5) This committee is currently in its second year of implementation.

The process for Annual Planning has been redeveloped to include planning terminology developed by the Office of Planning and Research which integrates goals and objectives with budgeting and assessment. (See Appendix 6) New guidelines and forms and means of distribution have been created that identify responsible authorities, timelines, and means of assessment. College managers complete the Annual Work Plan (See Appendix 7) and submit Planning and Budgeting Worksheets to the Planning and Budgeting Committee. (See Appendix 8)

In fall 2001, the College created a Strategic Planning Taskforce, composed of College and District administration, faculty, classified staff, students, and community members, to produce the College's first six-year plan. The Taskforce meets regularly and fully expects to present the plan in final report form in spring 2003. (See Appendix 9)

Theme #2: Conducting Comprehensive, Integrated Planning

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

College Response:
In spring 2001 the Office of Planning and Research was created, a Director and two temporary staff, a Research Associate and a Research Assistant, were hired to get the Office up and running. Currently, the two temporary positions have been replaced with a full-time Research Associate with the title Project Director.

The Office has created an institutional reporting system to provide timely standard and ad hoc reporting. The Office data management system provides enhanced reporting capabilities through the employment of state-of-art reporting tools.

The Office has updated and expanded its website to add planning to a research only website. (See Appendix 10) It currently plans to reorganize the research side of the website to reduce the distribution and dependence on paper reports, increase the quality and quantity of reports on the website, and provide more timely information for program review and institutional information.

The Office now conducts national standardized and customized surveys for management and faculty and program review. Beginning in fall 2002 and continuing each fall the College will administer a survey, "Faces of the Future," to collect student assessment of the college's programs, services and climate. Each spring, beginning with spring 2003, the results of the "Faces of the Future" survey will be available to the college community.

In summer 2002 the Planning and Research office created the Enrollment Management Information System (EMIS), which provides daily and weekly reports on enrollment (headcount, seat count, FTE, FTES, WSCH, LOAD, and student demographics) to the President, Vice Presidents, Deans and Managers, and Admissions and Records to improve decision making in enrollment management. (See Appendix 11)

Recommendation #2:
Unresolved from the 1995 recommendations, the current team encourages the college to address the appropriate sequencing of courses, especially those involving prerequisites, be consistent in applying them, and coordinate the process with the district. (4B.1)

College Response:
The College follows State and District policies for prerequisites. A district-wide Curriculum Committee exists to coordinate curriculum, share information and address District curriculum-related concerns. The College has addressed the sequencing of courses by requiring through the curriculum process that faculty proposing new courses with course prerequisites validate the prerequisites and document this validation before approval by the Curriculum Committee. In addition, the Program Review Process overseen by the Curriculum Committee requires that departments review course outlines, including the validity of course prerequisites. A number of courses have pre-requisites. Most courses have recommended preparation; these recommendations are advisory.

Each department continues to be responsible for the consistent application of prerequisites. With the exception of a few courses in the English Department, responsibility for the enforcement of prerequisites rests with each instructor checking each student status for the first two weeks of each semester. The English Departments district-wide have been instrumental in accomplishing the goal of computerized prerequisite checking for several courses.

The English Department has established and validated English and Reading district-wide prerequisites in concert with the faculties at our sister colleges. Course registration blocks to student enrollment in two levels of English (ENGL 836 and ENGL 100) were reviewed and approved by the District Prerequisite Task Force, thus ensuring consistency

in applying them. Skyline College members of the Task Force may be recommending that similar blocks be applied at two other levels of English.

The District Prerequisite Task Force was established to determine how computerized checking would operate with the primary goal of student access. Supported by the College faculty and Academic Senate and in line with Title 5, a course equivalency process and a reciprocity of placements policy have been formalized to enhance student access.

The College has established a fair and timely process for students to challenge course prerequisites and for the College to review and track such challenges. A study of the English composition and reading challenge process, conducted by the Matriculation Researcher in July 2002, concluded:

> Challenge outcomes for the three semesters for which we have data suggest that the challenge process is working as intended. The number of challenges appears to be manageable and students with sound bases to support their challenges may be encouraged by the 69% approval rate. Most importantly, the classroom performance of students placed through the challenge process indicates the standards we are using are a reasonable predictor of success.

Recommendation #3:
Program review recommendations should be clearly integrated into the college's planning process, formally linked with the resource allocation process, and serve as the basis for on-going and demonstrable program improvement. (4D.1)

College Response:
Skyline College revised its planning process to be integrated with its budget processes. In doing so, the program review process was incorporated. The information from the program review process is made available to the various committees involved in the development of the College's next fiscal year work plan. (See Appendix 7) The work plan is then used by the Planning and Budget Committee when developing budget priorities and allocation decisions for the divisions.

Scheduling decisions made by the division deans and the Vice President of Instruction use program review when determining the need for both increases and decreases in courses and sections.

The college created a new FTE Faculty Allocation Committee to make recommendations regarding priorities for faculty hiring. This committee uses the information generated through Program Review to determine college-wide hiring priorities for full time equivalent faculty. (See Appendix 5)

Recommendation #4:

The college should support a program review format suitable for student services programs and begin conducting the reviews in coordination with the established schedule for instructional programs. (5.5)

College Response:

The program review format has been modified to accommodate the evaluation of student services programs. Student services will be included in the cycle for program review beginning fall 2002. (See Appendix 12) The following changes were made to the current process. The instructions for the executive summary include a statement allowing the person preparing the report to use a self-study free form. The program review self study form has also been modified in various ways to be more relevant to student services. (See Appendix 13) Part B on curriculum now includes counseling and orientation. A section on retention and success has been added requiring the following: a) number of students served; b) number of educational plans; c) student contact hours for various services; d) student satisfaction survey results. (See Appendix 14)

Student services programs reviewed by outside agencies will highlight the results of those site visits and evaluations. The District Office and the College's Office of Planning and Research have provided data to the various programs in student services and these data will be included in their report as well.

Theme #3: Completing the Development of the Physical Environment

Recommendation #1:

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

College Response:

While the college and the district worked together to facilitate the passage of the Measure C facilities bond in order to address many of the scheduled maintenance needs, there is a remaining need for the college and district to identify ways to provide adequate services along with access to sufficient resources and equipment to support the college priorities and its educational plan.

The facilities department continues to be a function of the district which is funded off the top of the district funding allocation model. The facilities department has implemented program review and analysis on both the college and district level to determine the most effective and efficient use of facilities resources.

In the last few years the facilities department has made improvements in the overall aesthetics of the college. Graffiti has been removed and the grounds have been much improved with landscaping. The highly successful recycling program is an important factor in the beautification of the campus as well.

By distributing information emails, the facilities department keeps the College abreast of various conditions or situations related to the maintenance and operations issues. The College and facilities are working together to improve communication with each other in reference to decision making in the facilities, maintenance and operations areas that directly impact us.

Tension, however, still arises from the incongruence of the organization of the administrative structure and functions. Most functions at the College are decentralized, with local authority and responsibility. The only one that is centralized at the District Office is facilities. The District maintains that the facilities department is funded to maintain custodial services and status quo. The facilities department views many of the college needs as additional special projects that have to be funded by the College itself. The College, on the other hand, has an expectation that general facilities support could and should be available. Thus, this recommendation has not been adequately addressed.

Recommendation #2:
Flowing from the Educational Master Plan, the college needs to work with the district office to develop a comprehensive environmental Facilities Master Plan that addresses the campus' need for effective and adequate space utilization, including the need for office space; identifies sources of funds for repair and maintenance projects; and makes the most of the opportunities for institutional expansion resulting from the recent sale of land. (8.1, 8.3, 8.5, 9A.3)

College Response:
The college and the district have worked together to create a Facilities Master Plan. Representatives of faculty, staff and students worked on a planning committee to create Recommendations, Existing Analysis and Option Development for the Skyline College 2001 Facilities Master Plan. (See Appendix 15)

Approximately two-thirds of the projects identified by the facilities master plan will be funded by Measure C dollars. The college and the district continue to explore additional resource development opportunities to fund the remaining one-third projects.

Sugimura and Associates have been contracted to complete a space utilization analysis and programming plan. This plan will include all of the space of the college and of the newly acquired Pacific Heights property.

Adequate faculty office space remains a concern. There are currently faculty and staff members housed in janitorial closets, which is not a viable or acceptable long-term solution. Some faculty members are forced to consult with their students in public areas,

such as the cafeteria. This situation may be alleviated in part with the acquisition of the Pacific Heights property.

Additional Recommendation:

As an additional recommendation to the district administration – separate from the preceding recommendations – the district office needs to take seriously the obligation to initiate and guide staff evaluation processes so that they are timely and consistent, and the college administration should follow through those evaluations. (7B.1, 7B.2, 10C.4, 10C.5)

College Response:

Beginning with the Fall 2002 Semester, the Assistant Chancellor of Human Resources position, which had been vacant for six months, has been filled, thus providing for more supervision in this area.

The District Office of Human Resources improved its system of notifying evaluators of staff performance evaluation due dates through the District E-mail system (See Appendix 16) Classified Self-Assessment, Performance Evaluation and Special Recognition forms are now available on the District's Intranet system. Administrative and Academic Supervisory staff members continue to be evaluated on a regular basis, with appropriate evaluation instruments also available on the District's Intranet system.

During the current academic year, steps are being taken by the District Office of Human Resources to ensure timely submission of required evaluations through regular follow-up and the use of "staff evaluation" as one of the criteria used to evaluate administrative and supervisory staff.

The College makes every effort to evaluate all staff, including part-time faculty, in a timely manner, and is in compliance with District directives.

During the Fall Semester 2002, a Trust Committee, composed of members of both the American Federation of Teachers and the District Academic Senates, will revisit "Tenure Review Policy and Procedures," "Evaluation Policy and Procedures for Full-Time and Adjunct Faculty," and "Selection Procedures for Faculty Members."

APPENDICES

SKYLINE COLLEGE ORGANIZATIONAL CHART
2002-2003

FRANCES L. WHITE, Ph.D.
President

ELOISA BRIONES
College Business Officer

SANDY IRBER
Director, Development, Marketing & PR

JERRY PEEL
Public Information Officer

BERNIE BLACKMAN
Director, Planning, Research and Student Success

REGINA STANBACK-STROUD
VP INSTRUCTION

ROSEMARY YBARRA-GARCIA
VP STUDENT SERVICES

SHERRI HANCOCK
Acting Admissions and Records Dean

JENNIFER HUGHES
Counseling Dean

SHERRI HANCOCK
Director, Financial Aid

MARIA ESCOBAR
Director, EOPS and Special Programs

EVELYN SETH
Matriculation Coordinator

AMORY BUISCH
ASSC Coordinator

JIM HERNDON
Chief of Security

DONNA BESTOCK
Social Science/ Creative Arts Dean

MARGERY MEADOWS
Int. Business Dean

MIKE WILLIAMSON
Science/Math/ Technology Dean

ANDREAS WOLF
Physical Education Dean

DON SMITH
Instructional Technology Dean

ANITA MARTINEZ
Language Arts Dean

RICHARD SOYOMBO
CITD Director

TOM HEWITT
Director, Library Services

RAY JONES
Interim Director, Learning Center

Appendix 1

Charting *the* **Course...**
Planning and Research

List of Committee Assignments
Office of Planning & Research
2002-2003

The creation of the Office of Planning & Research in 2001 with two new positions, Director for Planning, Research and Student Success and Research Associate, has provided the college an opportunity to change the composition and process of college governance. The following lists the assignments for the Office of Planning & Research Director.

District Governance
- District Shared Governance Council – Skyline College Representative
- District Information Technology Advisory Committee – Skyline Representative
- District Research Council – Skyline College Representative

College Governance Committees
- Academic Senate Research Committee - Ex Officio Member
- College Council - Resource
- Instructional Leadership - Member
- Management Council - Member
- President's Cabinet - Member
- Planning and Budget Committee - Member
- Technology Advisory Committee - Member

Temporary Assignments
- Strategic Planning Taskforce - Chair
- Student Access & Success Committee – Co-Chair

PLANNING / BUDGET COMMITTEE
Description and Task Schedule
2002-2003

The Planning/Budget Committee at Skyline College is an advisory committee to the College President. This Committee was organized during the 1987-1988 academic year.

Membership of the Committee includes the College President, who acts as Chair, the Vice Presidents of Instruction and Student Services, one Instructional Dean or Academic Supervisor, one Student Services Dean or Supervisor, four faculty appointed by the Academic Senate, two classified employees appointed by Classified Council, and one student appointed by the Associated Students of Skyline College. The College Business Officer and Director of Planning and Research sit as non-voting members of the Committee. The appointed members serve a three-year term with new appointments occurring on a rotation basis to provide continuity on the Committee.

Meetings are held twice monthly and are scheduled on the first and third Thursdays of the month. During budget deliberations, additional and/or extended meetings are held.

The Planning/Budget Committee Task Calendar for the current fiscal year is summarized below. A detailed Calendar for 2002-2003 is provided in the next section:

Fall Semester

The Committee

- Orients new Committee members on processes and procedures

- Reviews the current District allocation and budget development process.

- Reviews the College Final Budget for the current year.

- Reviews categorical budgets, their method of allocation and use.

- Reviews Hiring Priorities, Instructional and Non-Instructional equipment priorities & Facilities and Capital Improvements projects (FCI's).

- Reviews the Prior Year End Report. The Year End Report compares the results of actual performance against goals established by the College during the previous academic year.

- Discusses criteria in establishing budget priorities to be used during the development of the following year budget.

Spring Semester

Divisions and Other Units

- Each Division and Management Unit develops their Goals and Objectives for the next budget year. These are embodied in the <u>Annual Work Plan</u>.

- Each Division and Management Unit prepares budget worksheets to support budget requests for presentation to the Planning & Budget Committee. Each requested increase to the previous years must be supported by a justification. Each request must correspond to goals and objectives identified in <u>Annual Work Plan</u>.

The Committee

- Reviews the College goals and planned activities enumerated in the proposed <u>Annual Work Plan</u> for the next budget year.

- Selects budget priorities from the <u>Annual Work Plan</u>. These priorities are used as guides for College units when developing their unit budget requests.

- Begins the budget allocation process for next budget year. Since the Committee usually begins its budget allocation discussions before the District has given the College its allocation, the Committee must develop assumptions and estimate what the College will receive.

- Meets with Deans and Managers to discuss their requests.

- Discusses Division and other unit requests, and then makes a budget recommendation to the President and Cabinet. The President does not attend these budget deliberation meetings.

- Develops a <u>Contingency Plan</u> if the College allocation is less than anticipated.

- Reviews and recommends revisions to the Committee's procedures where appropriate.

The President

- Reviews Committee recommendations and reports back to the Committee on any changes, then approves the College budget.

The Budget Office

- Enters the budget allocations on Banner.

- Distributes the final budget for the new year to the Committee, Divisions and other budget units.

The President's Office

- Prepares the Progress Report on the current year's Goals and Activities based on end-of-year reports submitted by "Persons or Groups Responsible" identified in the Work plan.

SKYLINE COLLEGE
PLANNING CALENDAR
2002-2003

July 2002

- Managers review **Fund 1 Year-End Budget Report for 2001-2002**.
- Managers create **2001-2002 Year End Divisional Reports**, which compare the results of actual performance against goals established by the College during the previous academic year.
- Managers submit their **2002-2003 Fund 3 budgets** to the Budget Office for the final budget load in August.
- Managers submit FCI projects to VP's.

August 2002

- Each Division reviews 2001-2002 goals and outcomes from previous years **Year End Divisional Report.**
- Division Deans, Managers, & Directors request faculty and staff goals for 2003-04.
- Each department in each division plans operational and developmental goals.
- Each Division initiates a **Division Work Plan for 2003-2004.**
- Curriculum Committee Submission Deadline for New or Modified Courses for Spring 2003.
- Management Appraisal.

September 2002

- Divisions continue planning annual **Division Work Plan for 2003-2004.**
- Cabinet & Budget Office begin listing **Facilities Capital Improvement Projects**.
- Instructional Deans, Student Services Deans, VPI and VPSS develop **Instructional Equipment Priorities** and allocate Instructional Equipment Funds.
- Managers finalize **Year End Report for 2001-2002**.
- College Council reviews and approves **Year End Report for 2001-2002**.

October 2002

- Divisions complete planning annual **Division Work Plan for 2003-2004.**
- Managers review and coordinate **Division Work Plans for 2003-2004.**
- Submission of Prior Year **Program Reviews.**
- Managers Review & Update **Administrative & Staff Hiring Priorities List for 2003-2004.**
- FTEF Committee identifies **Full time Faculty needs for 2003-04** & forwards to Division. ($2^{nd} - 4^{th}$ week)
- Budget Office distributes **End of Quarter Budget Review** (General Fund & Categoricals) to Cabinet, Deans, & Coordinators.
- **Instructional Equipment Priorities 2003-2004** submitted to Office of Instruction.
- Submission of 2002-2003 **Program Reviews** submitted to Office of Instruction.

November 2002

- Curriculum Committee Submission Deadline for UC Transfer Courses, CSU General Education and IGETC Courses.
- Deans forward Division **Faculty Hiring Recommendations** to FTEFAC (1st week)
- Deadline for **New or Modified Courses for Summer 2003** to the Curriculum Committee.
- Chancellor's Council reviews and revises draft of **District Budget and Planning Calendar**.
- Managers complete draft of **2003-04 College Work Plan** based on goals submitted by faculty and staff and Division Work Plans.
- Draft of **2003-2004 College Work Plan** submitted to all constituent groups for review.
- FTEFAC forwards **Faculty Hiring Recommends** to Academic Senate (4th week)

December 2002

- Academic Senate forwards **Faculty Hiring Recommendations** to VPI & VPSS & Governance Groups. (1st week)
- VPI forwards **Faculty Hiring Recommendations** to the President. (2nd week)
- President reviews **Faculty Hiring Recommendations** and forwards to College Council. (2nd –3rd week)
- College Council reviews and approves **Faculty Hiring Recommendations.**
- Personnel requisitions submitted to FTEF.
- College Council reviews and approves annual **College Work Plan for 2003-2004.**
- Managers finalize **College Work Plan for 2003-2004.**
- Plan Managers Retreat (The **mid-year progress review of 2002-2003**).

January 2003

- Managers: **Mid-year budget review** of General Fund & Categoricals. [Prepared by Budget Office]
- Chancellor's Council review of **budget development process.**
- Chancellor's Council discussion of **Governor's budget and District income assumptions.**
- Curriculum Committee submissions deadline **for new or modified courses for Fall 2003.**
- Managers review and update the **2003-04 Administrative & Staff Hiring Priority List.**
- FTEF forms **Faculty Hiring Committee.**
- P/B: **Mid-year budget review** of General Fund and Categoricals. [Prepared by Budget Office]
- P/B: Review prior year **Program Reviews.**
- P/B: Based on the annual allocation, and the identification of budget needs stipulated in the **College Work Plan,** identifies **criteria for establishing budget priorities** to be used in developing the 2003-2004 budget.
- Curriculum Committee Submission Deadline for New or Modified Courses for Fall 2003.

February 2003

- FTEF prepares Position Announcements. (1st week)
- Chancellor's Council continues discussions of budget strategies.
- Divisions refine **College Work Plan for 2003-2004** in regard to specific objectives, activities, and evaluative criteria, prior to submission of budget request to the Planning & Budget Committee.
- Divisions develop **budget allocation requests for 2003-2004** and submit requests to Budget Office.
- Tenure Review Report Summary.

March 2003

- FTEF Releases Position Announcements. (1st week)
- Begin tentative budget development at Colleges and District.
- P/B: Begin the budget allocation process for 2003-2004, based on estimated College allocation. Deans present their **Budget Requests for Discretionary Funds** to the Committee. Committee allocates dollars to divisions and submits its recommendation to Cabinet.
- The Cabinet/President approve tentative **Discretionary Budget for 2003-2004.**
- Curriculum Committee submission deadline for catalog changes.

April 2003

- Application deadline for Faculty Positions. (April 15)
- FTEF Paper screening and first level of interviews. (April 16- May 15)
- Continue tentative budget development at Colleges and District.
- College and District tentative **budgets completed.**
- P/B: **End of Quarter Budget Review** of General Fund & Categoricals. [Prepared by Budget Office]
- Curriculum Committee Submission Deadline for Catalog Changes.

May 2003

- FTEF second level of interviews.
- Prepare College **Year End Report 2002-2003**.
- Grant Coordinators prepare Grant Budgets for 2003-04 and submit these to Deans/VP's
- Faculty Evaluation Report Summary.

June 2003

- **Year-End Report**.
- Managers Retreat to discuss planning process for **College Work Plan 2004-2005**.
- FTEF Hiring recommendations to Board. (June & July)

Date: November 29, 2001

To: Dr. Fran White, President
Connie Beringer, Academic Senate President

From: Regina Stanback-Stroud, Chair of Full Time Equivalent Faculty Allocation Committee
(FTEFAC)

RE: FTEFAC Process Recommendations

Thank you for charging the FTEFAC with developing and recommending to the Academic Senate
for endorsement and to you for approval, a process to be used in the effective and strategic allocation
of *Full Time Equivalent Faculty* (FTEF) in order for the college to meet its mission of serving the
educational needs of the community.

The committee, composed of the following representatives, met weekly for two months and worked
through consensus to develop the attached recommendations.

Faculty Representatives

Name	Discipline	Division	Appointed by
Rosie Bell	History	Social Science/Creative Arts	Academic Senate
Eric Brenner	Library	ITR	Academic Senate
Terry Christman	Physical Education	IR/PE	Academic Senate
Patricia Deamer	Math	SMT	Academic Senate
Nina Floro	English	Language Arts	Academic Senate
Margery Meadows	Accounting	Business	Academic Senate
Virginia Padron	Counseling	Student Services	Academic Senate

Administrative Representatives

Name	Role	Division	Appointed by
Regina Stanback-Stroud	Vice President	Office of Instruction	President
Anita Martinez	Dean	Language Arts	VPI
Donna Bestock	Dean	Social Science/Creative Arts	VPI
Jennifer Hughes	Dean	Counseling	VPSS
Eloisa Briones	Resource	Business Office	President

Appendix 5

Recommendations

On the behalf of a very successful committee the following recommendations are respectfully submitted.

1. We recommend the attached process, timeline, and guidelines for the allocation of the full time faculty positions.
2. We recommend the process be reviewed in two years to determine effectiveness of the model.

I would like to express my sincere pleasure in working with all of the faculty and administrators in developing these recommendations. It was a hardworking and dedicated group from which I learned a great deal.

Attachment: Request Form
             Guidelines
             Process and Timeline

cc: Rosemary Ybarra-Garcia
             ILT
             Committee members

Date of Request _____ Division _____

Department/Program to which the position requested would be
allocated:_____

Please complete the following as concisely as possible. Additional data such as weekly student
contact hours full time equivalent, amount of reassigned time being used in department, and
percentage of courses being taught by full time vs. adjunct faculty, will be supplied to the allocation
committee via the Office of Research and Planning and the Business Office to supplement the
information provided with this request.

I.   **FACULTY STAFFING HISTORY**
      A.   Total full-time faculty currently teaching in the Department_____

      B.   Total FTE in the Department _____

      C.   This position will be:
            ☐   New
            ☐   A replacement. Please indicate person being replaced. _____

II.   **FUNDING SOURCE (Please indicate)**

            ☐   Vacant Position _____
                              Position Control Number

            ☐   Part-Time Conversion _____

            ☐   Other Sources (please explain) _____

            _____

II.   CRITERIA

    A.   How will the college and department be affected if the position **is not** approved?

    B.   How will the student service or instructional support area be affected if the position **is not** approved?

    C.   Which of the following factors did the department give high priority to in reaching the decision to request a full-time faculty position? Please elaborate as to why these factors were considered.

- Recommendations from Educational/Facilities Master Plan

- Recommendations from Program Review (list Program Review date)

- Recommendations from accreditation (institutional and programmatic).

- District, college, division, department goals.

- Demographics, community needs, job training needs, emerging trends, other colleges offering similar programs, etc.

- Availability and expertise of associate staff presently in the department. Probability of achieving goals in the Department as required by AB 1725 goals (i.e., full/part-time ratio, minority and gender equity, etc.).

- Anticipated retirements in the department.

- Recommendations of department's Advisory Board.

- Fit with PFE goals, if applicable.

- Impact on institutional effectiveness/student access and success

D. Please indicate the department/program WSCH/FTE (load) for previous 4 semesters

Program	Fall 99	Spring 00	Fall 00	Spring 01

E. If this is a new program for potential growth, please indicate anticipated weekly student contact hours equivalent (WSCHE) and WSCHE/FTE

F. Will the new position have a full load in the requesting department? Yes____ No____ (If "no", please explain.)

G.   Please indicate program 75/25 ratio (percent of **instruction** taught by fulltime/part-time faculty, <u>not the percent of ft/pt faculty</u>)

H.   What other pertinent factors not addressed above should be considered in this request? (i.e. positions required by certification, licensing or other external factors ; impact on instructional support or student service)

I.   Based on the above information, please summarize the most important reasons why the department feels this position should be approved.

Terms	
AB 1725	Assembly Bill # 1725 (1988)
FTEF	Full Time Equivalent Faculty
FTE	Full Time Equivalent
FTEFAC	Full Time Equivalent Faculty Allocation Committee
PFE	Partnership for Excellence
WSCHE	Weekly Student Contact Hour Equivalent

III. GUIDELINES

A. The process will be guided by a commitment to remain a comprehensive community college with high quality programs and services offered to meet the instructional and support needs of the community we serve.

B. Requests can be generated from departments, programs, individual or groups of faculty, administration, ASCC, projects, and or initiatives.

C. All requests will be considered at the appropriate division level. For these purposes Student Services will be considered a seventh Division. The Division Dean will forward written recommendations to the FTEAC.

D. All Division recommendations will be considered by the FTEFAC. The committee chair will forward the committee's written recommendation to the Academic Senate and Instructional Leadership Team (ILT).

E. The Academic Senate and ILT jointly will consider all FTEFAC recommendations and come to a consensus. The Academic Senate President will forward written recommendations to the Vice President of Instruction.

F. The Vice Presidents of Instruction and Student Services will consider all recommendations from the Academic Senate. The Vice President of Instruction will forward written recommendations to the President for approval.

G. The Vice President will inform the Academic Senate, ILT and FTEFAC of the recommendations forwarded to the President.

H. Faculty positions vacated in <u>less than 24</u> months of hire are not required to be placed back into the allocation process.

I. Faculty positions vacated <u>after 24</u> months of hire (separation, retirement, layoff, or termination) will go through the FTEF allocation process. Rehires/replacements are not automatic but may be made as approved through the FTEF allocation process.

J. Requesting divisions will follow through with associated budget and planning requests (i.e. through budget and planning process, make request for equipment, supplies, etc. associated with position.)

K. The FTEFAC will follow the attached timeline and will meet again in the spring to initiate process if emergency conditions necessitate.

L. Requestors will use the form provided but may attach additional data.

Skyline College FTEF Allocation Process and Follow-up
Process and Ideal* Timeline for Full-time Faculty Allocation
2001-2002 for Fall 2002 Hires

Step	Dates (No later than)	Activity	Notes
One	2nd – 4th week of October	Identify Full-time Faculty need and forward to Division.	Individuals, groups of faculty, administrators, ASCC, departments, programs, projects or planning entities can forward requests.
Two	1st week of November (revised for 01 -02 12/7/01)	Division Dean forward Division requests to FTEF Allocation Recommendation Committee (FTEFAC)	Forwarding requests and priority should be developed in consultation with division faculty.
Three	4th week of November -1st week of December (revised for 01 -02 12/12/01)	FTEFAC will forward recommendations to Academic Senate. The Academic Senate will consult with ILT representatives, forward a recommendation to the VPI and VPSS and communicate recommendation to governance groups	
Four	2nd week of December (revised for 01 -02 12/17/01)	VPI and VPSS will consider recommendations. The VPI will forward a recommendation to the president	
Five	2nd – 3rd week of December (revised for 01 -02 12/20/01)	President will consider recommendations, identify FTEF approved for hiring and communicate results to governance council	
Six	December 17, (revised for 01 -02 12/21/01)	Personnel requisitions will be submitted for approved FTEF	
Seven	1st week of February	Hiring Committee Formed	
Eight	2nd week of February	Announcements will be prepared	
Nine	March 1	Announcements will be released	
Ten	April 15	Application Deadline	
Eleven	April 16-May 15,	Paper screening and first level of interviews	
Twelve	May 16-30	Second Level Interviews	
Thirteen	June –July	Item to board docket and meeting	

*(The committee is developing this process for the first time. We are aware that part of the ideal timeline is past and we will need to play "catch-up" in the 01-02 year's process. The recommended timeline to "catch-up is marked as "revised for 01-02"calendar once the process has been approved. Future years will be positioned to follow the ideal timeline recommended by the committee. The committee recognizes that some of the timelines are past.)

Guidelines for Completing Annual Work Plan

The following instructions use LANG ARTS Division as an example.

1. Open "WORK PLAN TEMPLATE 02-03.doc"
2. Go to Header and change "Your Division" to the "LANG ARTS".
3. Save Document as "Work Plan Lang Arts 02-03.doc"
4. Using the Template provided enter Objectives, Activities, Budget Authority, Evaluation Criteria, Completion Date, and Resources Needed
5. Email completed template for your division to Bernie

6. Use the following number system under each Goal for Objectives and Activities
   a. Example:

Goal	1	2	3
Objective	1.1, 1.2, 1.3	2.1, 2.2, 2.3,	3.1, 3.2, 3.3
Activity	1.1.1, 1.1.2, 1.1.3	2.1.1, 2.1.2,	3.1.1, 3.1.2,

   b. Example

GOAL 1: ACADEMIC EXCELLENCE: TO ENHANCE THE QUALITY, SCOPE, ACCESSIBILITY AND SUCCESS OF OUR INSTRUCTION PROGRAMS	
Objective	**Activity**
1.2 Expand infusion of technology into the curriculum	1.2.1 Continue to upgrade technology for Reading Program to enable more flexible and varied modes of instruction: procure a scanner
	1.2.2 Launch SKYLAB (speech lab) in new location
	1.2.3 Utilize electronic classrooms to create a learning environment that addresses a variety of student learning needs and styles

Planning Terminology

On the following pages are definitions of Planning Terms used in Skyline planning. These are adopted from the *Planning Resource Guide*, <u>RP Group of California Community Colleges</u>, 1997.

- ❖ Goals
- ❖ Objectives
- ❖ Budget Authority
- ❖ Targets or Benchmarks
- ❖ Evaluation Criteria
- ❖ Completion Date
- ❖ Resources Needed

A Note on The Unique Role of Goals

Goals identify what the organization intends to accomplish. Goals are typically used in plans large and small, each time tailored to the needs of the group at hand. This paper proposes a unified, integrated model for the use of goals:

- A unique set of goals is developed by involving all members of the college community as part of the Strategic Planning process.
- These goals are adopted at all levels, from college down to individual units.
- The varied objectives at each level and for each group are organized under these overarching goals.
- These goals become unifying and integrating factors for all groups.

Goals:

- Are relatively permanent statements of the major accomplishments that the college will achieve. They are reviewed in the Strategic Planning cycle with 3 and 6 year reviews
- Reflect the entire scope of college activities
- Are reviewed annually for annual planning, reviewed more closely every third year but not changed frequently. Revised, renewed, or replaced every 6 years as part of Strategic Planning process
- Can be listed in the catalog with a brief mission statement and together are labeled "Mission and Goals"
- Are very useful in organizing the objectives in all levels of plans (Institutional, Subject and Unit Plans) to increase the integration of college planning. Examples of overarching goals include:
  - o "increase student access"
  - o "increase student success"
  - o "increase institutional effectiveness"

Objectives:

- Are created to achieve the college goals
- Are organized in written plans at all levels around college goals
- Direct action
- Connect a set of activities
- Are at a precise level specifically such as:
  - "Creating a computerized basic skills reading lab by the end of the Spring semester"
  - "Increasing the number of high school graduates in the college by 10% by the end of the next academic year"[1]
- Are often stated with timelines for achievement
- Should include the costs associated with them
- May be divided into short and long term
- Are often listed with a single person, committee or group to be held responsible for completion
- Are often prioritized according to their levels of importance, feasibility, etc.
- Are best reviewed annually but may be reviewed less often in plans having longer review cycles such as program review plans
- Are relevant objectives of the Division or Unit Plans that will be reviewed by the planning committees in a planning process that is well integrated
- Are most useful when stated in a way that completion can be demonstrated or observed

Budget Authority

- There are three types of authority where appropriate:
  - Objective Manager: Division or Unit manager
  - Activity Manager: Person(s) responsible for managing activity
  - Resource People: People the activity manager coordinates and works with
- These should clearly articulate chain of command in accomplishing Activity.
- Example

	Example 1	Example 2
OM:	LA Dean	Don Smith
AM:	Speech Faculty	Lana Nguyen
RP:	VPI, Curriculum Committee	Felix Perez, Jennifer Hughes, Bernie Blackman

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[1] Note that this objective incorporates a numerical *benchmark* outcome.

Activities

- Are the very specific steps to achieve an objective
- Use present tense – active verbs
- Are usually not a component of Master Plans but are an essential component of Strategic Plans and are especially useful for Subject Plans and Unit Plans
- Are at a level of, for example, who will prepare purchase orders to buy the equipment, or who will set up a meeting to get committee together, or who will do the research on a particular kin of software to o in the basic skills lab
- Usually contain a timeline for accomplishing the tasks
- Often contain benchmarks to gauge progress, such as:
  - o "Arithmetic faculty will hold one office hour per week in the tutorial center next semester and will compare performances of those who do and do not make use of tutorial services"[2]
  - o "The transfer center director and advisory committee will increase by 25% the number of colleges at Career Day and will measure student satisfaction among participants"[2]

Targets or Benchmarks

- Are an anticipated level of achievement associated with objectives, usually in numerically measurable terms
- Are specific outcomes that one is "aiming" for such as:
  - o "Increase the success rate in arithmetic classes by 10% by the end of the next academic year"
  - o "Increase the number of transfers by 100 by the end of the next academic year"
  - o "Increase the number of students enrolled in Web Site Construction 101 by 20% by the end of the next academic year"
- Can be included within an objective statement

---

[2] Note that these activities include an evaluation component

Evaluation Criteria

- Is an essential component of plans and the planning process at all levels
- Comprises the methods by which it will be determined that the goals, objectives and activities have been met or completed
- May include information from:
    o Focus groups
    o Presentations of completed documents
    o Memos or minutes verifying that some activity has been scheduled or has taken place
    o Data showing that something has happened more or less frequently
    o Documentation of physical equipment or purchases
    o Budget expenditure reports
    o Research demonstrating achievement of the projected outcome
- Will be used to influence new and revised/updated objectives in well-integrated planning process
- May take place in the forms of program review, institutional effectiveness assessment, and measurement of progress towards objectives

Work Plan
FY 2002-2003

Planning & Research Office
March 20, 2002

Table of Contents

Division	Code	Description	Pages
1	AR & FA	Admissions & Records and Financial Aid	5
2	BUS	Business	10
3	CONSEL	Counseling	15
4	DEV	Development	4
5	SS EOPS	Student Services: EOPS & Special Programs	4
6	ITR	Instructional Technology Resources	7
7	LA	Language Arts	11
8	ITR-LIB	Instructional Technology Resources: Library	7
9	DM&PR	Development, Marketing & Public Relations	5
10	PE	Physical Education, Athletics & Dance	9
11	PRO	Planning & Research Office	6
12	SMT	Science, Mathematics & Technology	10
13	SS&CA	Social Science & Creative Arts	6
14	SS SAO	Student Services: Student Activities Office	4
15	ITR-LC	Instructional Technology: Learning Center	6

DIVISION 5

Student Services
EOPS & Special Programs

GOAL 1: ACADEMIC EXCELLENCE: TO ENHANCE THE QUALITY, SCOPE, ACCESSIBILITY AND SUCCESS OF OUR INSTRUCTION PROGRAMS					
Objective	**Activity**	**Budget Authority**	**Evaluation Criteria**	**Completion Date**	**Resources needed**
1.1 Enhance ECE curriculum through the establishment of a field experience course.	1.1.1 Develop an ECE practicum course, and have students interns at Children's Center.	OM: Director, Special Programs, Business Dean AM: Children's Center Coordinator, ECE program coordinator RP: VPSS, VPI, ECE faculty, Coop	Course is established and offered.	June 2003	
1.2 Increase student access to Special Programs.	1.2.1 Hire a full-time EOPS/CARE, CalWORKs counselor for EOPS/CARE and CalWORKs programs.	OM: Director, EOPS & Special Programs AM: CalWORKs Director, EOPS Counselor/Coordinator, RP: EOPS staff; Director HR, Budget Officer	Approval, advertising, and hiring of position.	January 2003	$56,000 from EOPS/CARE, CalWORKs.
	1.2.2 Convert the two temporary full-time positions at the Children's Center to permanent status.	OM: Director, EOPS & Special Programs AM: Child Care Services Coordinator RP: Budget Officer; VPSS	Approval, advertising, and hiring of two positions.	June 2002	$40,000 Children's Center for position #1 $10,000 Children's Center for position #2 $30,000 General Fund for position #2
		OM: AM: RP:			
		OM: AM: RP:			

GOAL 5 – MARKETING AND OUTREACH: TO DEVELOP AND IMPLEMENT A COMPREHENSIVE PLAN TO RAISE AWARENESS OF AND PROMOTE SKYLINE'S VALUES, PROGRAMS, INITIATIVES, AND OPPORTUNITIES					
Objective	Activity	Budget Authority	Evaluation Criteria	Completion Date	Resources needed
5.1 Provide potential EOPS students with the ability to electronically apply to the program.	5.1.1 Include EOPS application on college website.	OM: Director, EOPS & Special Programs AM: EOPS Services Coordinator, Tutor Coordinator RP: ITS, Title III staff,	Active web page of EOPS application.	June 2003.	Title III.
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			

GOAL 7: - FACILTIES AND EQUIPMENT: TO IMPROVE AND EXPAND SKYLINE COLLEGE FACILTIES AND EQUIPMENT					
Objective	Activity	Budget Authority	Evaluation Criteria	Completion Date	Resources needed
7.1 Establish a zone for the drop-off and pick-up, at the Pacific Heights campus, for use by the parents of children enrolled at the college's Children's Center.	7.1.3 Designate drop off/pick-up zone for children enrolled at the college's Children's Center after the acquisition of Pacific Height Middle School.	OM: Director, EOPS & Special Programs AM: Child Care Services Coordinator, RP: Director of Security; Supervisor of Campus Facilities.	Construction and assignment of a specific pick-up/drop-of zone for use by parents the Children's Center.	June 2003	
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			

DIVISION 9

Development, Marketing & Public Relations

GOAL 5 – MARKETING AND OUTREACH: TO DEVELOP AND IMPLEMENT A COMPREHENSIVE PLAN TO RAISE AWARENESS OF AND PROMOTE SKYLINE'S VALUES, PROGRAMS, INITIATIVES, AND OPPORTUNITIES					
Objective	**Activity**	**Budget Authority**	**Evaluation Criteria**	**Completion Date**	**Resources needed**
5.1 Implement, evaluate and update current strategic marketing plan	5.1.1 Conduct a marketing audit, which will indicate the effectiveness the advertising media, promotional materials and college publications	OM: Dir. Dev. Mkg. AM: PIO RP: Dir. Research	Completion	Nov 2002	$800
	5.1.2 Evaluate the results from the marketing audit, and update the plan.	OM: Dir. Dev. Mkg. AM: PIO RP: Dir. Research	Plan updated	Dec 2002	
	5.1.3 Create a positive image and brand for Skyline College that is consistent with the updated marketing plan	OM: Dir. Dev. Mkg. AM: PIO RP:	Adopted by President's Cabinet and College Council	Dec 2002	$2,000
	5.1.4. Establish the Marketing & Public Relations Department as the "clearinghouse" for all marketing, advertising, and public relations efforts for the College so that a consistent and positive image is presented to the public.	OM: Dir. Dev. Mkg. AM: PIO RP: President, VPs, Deans	"no loose cannons"	Jun 2003	
	5.1.5 Establish Skyline College event calendar	OM: Dir. Dev. Mkg. AM: PIO RP: President, VPs, Deans, Managers, and all other event planners	Published master calendar	August 2002	

	5.1.5 Establish Skyline College event calendar	OM: Dir. Dev. Mkg. AM: PIO RP: President, VPs, Deans, Managers, and all other event planners	Published master calendar	August 2002	
	5.1.6. Establish a closer link with the Skyline View.	OM: Dir. Dev. Mkg. AM: PIO RP: Skyline View advisor	Make presentation to Journalism class on Public Relations	August 2002	
	5.1.7. Develop a prototype recruitment program for new programs and low-enrolled programs.	OM: Dir. Dev. Mkg. AM: PIO RP: VPI, Deans, Faculty	Successfully used a prototype recruitment program	Jun 2003	$11,500
	5.1.8 Collaborate with High School Relations/Outreach Program Services Coordinator to implement their plan.	OM: Dir. Dev. Mkg. AM: PIO RP:HS Relations Coordinator, Dean of Counseling, VPSS	Integrated approach to HS relations established	Dec 2002	$15,000
	5.1.9. Create a Skyline College marketing web site, which will support the "clearinghouse" concept of the Marketing & Public Relations Department	OM: Dir. Dev. Mkg. AM: PIO RP: President's Cabinet, Deans	Process for developing external communication materials	Dec 2002	$1,000
	5.1.10 Research e-marketing to see how it could fit into marketing plan.	OM: Dir. Dev. Mkg. AM: PIO: RP: District Marketing Committee	Analyze results	Jun 2003	

5.2 Develop a public relations/media package, which will tell the "Skyline story."	5.2.1 Create a Skyline College general purpose-recruiting piece.	OM: Dir. Dev. Mkg. AM: PIO: RP: President's Cabinet	Recruitment brochure published	Aug 2002	$6,500
	5.2.2 Update the media contact lists for PSAs and press releases.	OM: Dir. Dev. Mkg. AM: PIO: RP:	Media list developed for general and targeted purposes	June 2003	
	5.2.3 Convene meetings for all divisions/programs that are involved in public relations to coordinate the public relations activities and monitor the results	OM: Dir. Dev. Mkg. AM: PIO: RP:	Targeted PR plans created	June 2003	
	5.2.4..Increase the number of press releases distributed, which could be division/program specific.	OM: Dir. Dev. Mkg. AM: PIO: RP:	Comparison of baseline in marketing plan to actual results should show increase of at least 10%	June 2003	
	5.2.5 Set up a system to collect faculty/staff/student success stories in order to develop the "Skyline Story."	OM: Dir. Dev. Mkg. AM: PIO:: RP: District Marketing Committee	Plan implemented TBD website inclusion	June 2003	$500
	Utilize graduates to best advantage in telling the "Skyline Story."	OM: Dir. Dev. Mkg. AM: PIO:: RP:	Prototype alumni Association established; use of endorsements in printed materials	Jun 2003	
5.3 Develop a more cost effective publications program.	5.3.1 Comparative analysis of inside vs. outside graphic design and printing	OM: Dir. Dev. Mkg. AM: PIO:: RP: District Marketing Committee	Presentation of analysis to President's Cabinet	Nov 2002	

	5.3.2 Consolidate outside contracted services to create greater departmental funding efficiency	OM: Dir. Dev. Mkg. AM: PIO:: RP:	Update budget	Nov 2002	
	5.3.3 Explore cooperative advertising at District level.	OM: Dir. Dev. Mkg. AM: PIO:: RP: District Marketing Committee	Greater reach	Jun 2003	

Planning & Budgeting
Planning Worksheet

FY: 2002 -2003   **Date:**

Goal:

Objective:
Activity:

Budget Authority: 1. Objective Manager:
                          2. Activity Manager:
                          3. Resource People:

Evaluation Criteria:

Completion Date:

Resources Requested:
  1. Salaries   *Amount*
                  a. Permanent
                  _____   _____

                  _____   _____
                  b. Hourly
                  _____   _____

                  _____   _____

                                                Subtotal _____ $0

  2. Discretionary

Justification *Reference Number*	*Account Distribution*	*Amount*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

                                                Subtotal _____ $0

                                          GRAND TOTAL _____ $0

Justification: (Attach additional pages as needed)

Appendix 8

Planning & Budgeting
Year-End Evaluation

FY: 2002 - 2003   **Date:**

Funds Expended

1. Salaries

	Account Distribution	Approved Budget	Expenditures (6/30/03)
Permanent			
Hourly			
Subtotal		$0	$0

2. Discretionary

Ref #	Account Distribution	Approved Budget	Expenditures (6/30/03)
	Subtotal	$0	$0
	GRAND TOTAL	$0	$0

Accomplished: YES   NO   Partial

(Attach additional sheet(s) for Results, Outcome Assessment and Recommendations.)

Results Accomplished:

Outcomes Assessment:

Recommendations

WELCOME!

Strategic Planning Launch Meeting

November 14, 2001

Strategic Plan Launch Agenda

- ❖ The Voyage
- ❖ Q&A
- ❖ Break
- ❖ Crew Involvement
- ❖ Q&A
- ❖ Crew Sign-up

The Voyage

Desired Outcome

- ❖ Long-term Strategic Plan
  - ▪ Guiding light
  - ▪ Internal & External influence
  - ▪ Six year cycle of renewal
  - ▪ Three year midpoint assessment
  - ▪ Accreditation cycle

The Voyage

Desired Outcome

- ❖ Key Components
  - ▪ Strategic Issues
  - ▪ Vision
  - ▪ Mission
  - ▪ Values
  - ▪ Goals
- ❖ Living Document

The Voyage

Key Components

- ❖ Strategic Issues – what to focus on
- ❖ Vision – where we want to be
- ❖ Mission – purpose of Skyline
- ❖ Values – operational values
- ❖ Goals – desired accomplishments

The Voyage

Timeline Overview

- ❖ Spring '02 – Strategic Issues
- ❖ Fall '02 – Vision, Mission, Values, Goals
- ❖ Summer '02 – ZERO! ZIPPO! NADA!

The Voyage

External Environmental Scan Timeline

❖ February '02
- •2 hr.Open Public Forum
- •2 hr.Task Force meeting
- •2 hr. Subcommittee (crew) meeting

❖ March '02
- •2 hr.Open Public Forum
- •2 hr.Task Force meeting
- •2 hr. Subcommittee (crew) meeting

The Voyage

Internal Environmental Scan Timeline

❖ April '02
- •2 hr.Open Public Forum
- •2 hr.Task Force meeting
- •2 hr. Crew meeting

❖ May '02
- •2 hr.Open Public Forum
- •2 hr.Task Force meeting
- •2 hr. Crew meeting

The Voyage

Fall Timelines

❖ August '02 – Vision Statement

❖ September '02 – Mission Statement

❖ October '02 – Values Statement

❖ November '02 – Goals Statement

Crew Involvement

Roles and Responsibilities

❖ Facilitators – keep crews moving in the right direction

❖ Participants – discuss and select top three issues

❖ Bernie – Navigator

Charting *the* Course...
Planning and Research

Strategic Planning Taskforce

Membership Summary

1	Community		8
2	District		5
3	Skyline		
	Administration	10	
	Classified Staff	11	
	Faculty	13	
	Students	3	
	Resource Staff	4	
	Subtotal		41
	Total		54

Strategic Planning

Taskforce Presentation (9-11-02)
Spring 2002 Taskforce Schedule (pdf)
Spring 2002 Taskforce Members (pdf)
Strategic Launch Presentation, Nov. 14, 2001 (pdf)
President White's Opening Remarks (pdf)
President's Essay on Launch (pdf)

A Community College Offers Directions for Life (pdf)
"The Learning College," Dr. Richardt, April 2, 2002 - VIDEO available (pdf)

Crew News: Summary of 9-11-02 taskforce meeting
Crew News: Summary of 3-5-02 forum on Economic and Business Trends (pdf)
Crew News: Summary of 4-2-02 forum on the Learning College (pdf)
Crew News: Summary 4-10-02 taskforce meeting (pdf)
Crew News: Summary 5-15-02 taskforce meeting (pdf)

Vision, Values, Mission, & Goals Examples
Considerations for the Transformation of Community Colleges (pdf)
Victoria Richardt presentation on Learning College - 4-2-02 (ppt)
Taskforce 4-10-02 (pdf)
Strategic Issues and Themes, 5-8-02 (pdf)
Strategic Issues and Themes, 5-15-02,(pdf)
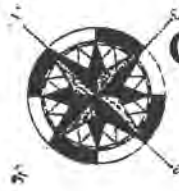
Ahoy Crew,

Smooth sailing with light winds through 2nd Public Forum
Please take a moment to catch up on this recent event and the next Taskforce meeting on Wednesday, April 10.

Public Forum: April 2
The Strategic Planning Taskforce held the second of two Public Forums on April 2, 2002. The guest speaker, Dr. Victoria Richardt, President of Cascadia Community College spoke on "The Learning College". Cascadia College is known as a pioneer in innovation. For example,

> In April 2000, Cascadia Community College was chosen by the National League For Innovation in the Community College, to be one of 12 Vanguard Learning Colleges. This prestigious award was bestowed upon colleges across the country that proved themselves to be focused on students, and always willing to strive for innovation and excellence.   http://www.cascadia.ctc.edu/about_Cascadia.htm

To introduce the audience to the concept and outcomes of a Learning College (LC) Dr. Richardt showed a short video about Pioneering Innovation created by students at Cascadia. Next, Dr. Richardt discussed Organizing Principles and Structures of a Learning College. After the video she presented the organizational and pedagogical principles underpinning a Learning College. Next, she described Cascadia College, as it exists today as a successful and evolving LC. The team approach, governance, evaluation and tenure processes are unique and thought provoking. Finally, her discussion on the underlying secrets of the LC's success proved original and stimulating.

Once again, the audience was attentive, thoughtful and inquisitive. The feedback heard revealed the audience found the presentation "excellent", "thought-provoking", "stimulating", "motivating", and, of course, "very interesting".

Video of the presentation is available at library reserve under Blackman.

Taskforce Meeting: April 10
2-4 p.m. at Municipal Service Building, South San Francisco. See ya there, Mates.

Bernie the Navigator

You are cordially invited to
the
Skyline College
Strategic Planning Taskforce

Public Forum

Entitled
" The Learning College"

Featuring:

Victoria Muñoz Richart, Ed.D.
President, Cascadia College

Tuesday, April 2, 2002

2:15PM to 4:00PM

Building Two, Room 2306

Video Available

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> In April 2000, Cascadia Community College was chosen by the National League For Innovation in the Community College, to be one of 12 Vanguard Learning Colleges. This prestigious award was bestowed upon colleges across the country that proved themselves to be focused on students, and always willing to strive for innovation and excellence.
> http://www.cascadia.ctc.edu/about_Cascadia.htm

To introduce the audience to the concept and outcomes of a Learning College (LC) Dr. Richardt showed a short video about Pioneering Innovation created by students at Cascadia. Next, Dr. Richardt discussed Organizing Principles and Structures of a Learning College. After the video she presented the organizational and pedagogical principles underpinning a Learning College. Next, she described Cascadia College, as it exists today as a successful and evolving LC. The team approach, governance, evaluation and tenure processes are unique and thought provoking. Finally, her discussion on the underlying secrets of the LC's success proved original and stimulating.

Video of the presentation is available at library reserve under *Blackman*.

Charting *the* Course...
Planning and Research

Ahoy Crew,

On September 11, 2002 the Strategic Planning met for the first meeting of the fall.

Dr. Frances White welcomed back returning taskforce members and new appointees. Dr. White revisited the taskforce's objective to develop Skyline's first Strategic Plan, which articulates Skyline's shared vision, mission, values and goals and institutes a renewable course coordinated with the accreditation cycle. Dr. White noted the Taskforce is the embodiment of Skyline values. The taskforce membership represents all the college constituencies – faculty, classified staff, administration, district representatives, community leaders, and students, working in concert as a team to meet the goals for the strategic plan.

Bernie Blackman, the taskforce navigator, spelled out the tasks and timeline for the team. In three meetings this fall the taskforce, building upon the work on strategic issues conducted in the spring, will articulate Skyline's mission (purpose of Skyline), vision (where we want to be), values (intrinsic operational values), and goals (desired outcomes). In September the focus is on values, in October mission and goals, and November vision.

Examples of visions, missions, values and goals were handed out, the taskforce divided into four subgroups, which each discussed and identified their view of the institution's core values. The taskforce reassembled and the results shared. Consequently, two workgroups were created to prepare for the next taskforce meeting. The first workgroup will combine the four value lists into one list, and the second will edit the Strategic Issues identified last spring. These lists, the values list and strategic issues will be communicated to the College for comment prior to the next taskforce meeting on October 9.

As the voyage is half over, the grog is bitter and the biscuits hard and scarcer than hen's teeth. However, as always, the discussions were lively and worthwhile, and the crew attentive, thoughtful, and good looking.

Time Line

Spring 02	Recognition of Strategic Issues facing college
Summer	Break
Fall 02	Identification of Vision, Mission, Values and Goals
Spring 03	Final Strategic Plan submitted to College Council & Taskforce ends

Bernie the Navigator

Skyline College

Office of
Planning & Research

District Research | Search   Skyline College

Welcome to The Office of Planning and Research (PRO). PRO provides services integral to and in support of decision making for Skyline College and the San Mateo County Community College District. We provide information to better understand and serve our community and our students.

ᴸ What we do

ᴸ Planning

    Accreditation
    Annual Work Plans
    Planning & Budget Committee
    Strategic Planning

ᴸ Requests for Information and Services
Bernie Blackman, Ph.D.
Director
Voice: 650-738-4454
Fax: 650-738-4338
Email: blackman@smccd.net

ᴸ Research

Environmental Scans
Enrollment Data & Student Characteristics
Student Outcome Measures
Categorical & Special Programs
Instruction
Student & Employee Survey Results
Partnership for Excellence
Faculty & Student Research
Research Links

Planning & Research Office
Skyline College
3300 College Drive
San Bruno, CA 94066

Appendix 10

Enrollment Management - Fall 2002

October 4, 2002

Fall 2002	Skyline Enrollment Trend								1st Census											2nd Census
	Tu	Mon	Fri	Fri	Mon	Th	Mon	W	Th	Tue	Th	Mon	Mon	W	Th	Fri	Mon	Tue	Tue	Fri
	23-Jul	5-Aug	9-Aug	16-Aug	19-Aug	22-Aug	26-Aug	28-Aug	29-Aug	3-Sep	5-Sep	9-Sep	16-Sep	18-Sep	19-Sep	20-Sep	23-Sep	24-Sep	30-Sep	4-Oct
Undup Cnt	4,960	6,203	6,838	7,936	8,101	8,342	8,545	8,857	8,961	9,227	9,326	8,875	9,076	9,197	9,221	9,233	9,232	9,265	9,213	9,268
F' 01 Census	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439	8,439
Difference	(3,479)	(2,236)	(1,601)	(503)	(338)	(97)	106	418	522	788	887	436	637	758	782	794	793	826	774	829
% Difference	-41%	-26%	-19%	-6%	-4%	-1%	1%	5%	6%	9%	11%	5%	8%	9%	9%	9%	9%	10%	9%	10%

Fall 2002	Skyline Enrollment Trend								1st Census											2nd Census
	Tu	Mon	Fri	Fri	Mon	Th	Mon	W	Th	Tue	Th	Mon	Mon	W	Th	Fri	Mon	Tue	Tue	Fri
	23-Jul	5-Aug	9-Aug	16-Aug	19-Aug	22-Aug	26-Aug	28-Aug	29-Aug	3-Sep	5-Sep	9-Sep	16-Sep	18-Sep	19-Sep	20-Sep	23-Sep	24-Sep	30-Sep	4-Oct
Dup Cnt	13,592	16,623	18,173	20,661	21,000	21,476	22,062	22,621	22,875	23,645	23,797	22,781	23,096	23,247	23,334	23,345	23,345	23,452	23,114	23,168
F' 01 Census	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,118	21,119	21,120	21,121	21,117	21,117	21,117
Difference	(7,525)	(4,494)	(2,944)	(456)	(117)	359	945	1,504	1,758	2,528	2,680	1,664	1,979	2,129	2,215	2,225	2,224	2,335	1,997	2,051
% Difference	-36%	-21%	-14%	-2%	-1%	2%	4%	7%	8%	12%	13%	8%	9%	10%	10%	11%	11%	11%	9%	10%

1st Census - 9/9/02

Census History Counts

	1997	1998	1999	2000	2001	2002	Diff 01-02
Canada	5,547	5,408	5,537	5,332	5,736	5,888	2 6%
San Mateo	11,681	11,602	11,318	10,872	11,749	10,785	-8 2%
Skyline	8,598	8,514	8,682	8,573	8,439	8,875	5 2%
Total	25,826	25,524	25,537	24,777	25,924	25,548	-1 5%

Census History Percents

	1997	1998	1999	2000	2001	2002
Canada	21%	21%	22%	22%	22%	23%
San Mateo	45%	45%	44%	44%	45%	42%
Skyline	33%	33%	34%	35%	33%	35%
Total	100%	100%	100%	100%	100%	100%

2nd Census - 10/4/02

Census History Counts

	1997	1998	1999	2000	2001	2002	Diff 01-02
Canada	5,547	5,408	5,537	5,332	5,736	6,534	13 9%
San Mateo	11,681	11,602	11,318	10,872	11,749	12,299	4 7%
Skyline	8,598	8,514	8,682	8,573	8,439	9,268	9 8%
Total	25,826	25,524	25,537	24,777	25,924	28,101	8.4%

Census History Percents

	1997	1998	1999	2000	2001	2002
Canada	21%	21%	22%	22%	22%	23%
San Mateo	45%	45%	44%	44%	45%	44%
Skyline	33%	33%	34%	35%	33%	33%
Total	100%	100%	100%	100%	100%	100%

*Note: Fall 2002 weekly enrollment numbers are compared to Fall 2001 enrollment numbers as of 1st Census Day.

Appendix 11

Enrollment Management - Fall 2002

October 04, 2002 (09:40 AM)
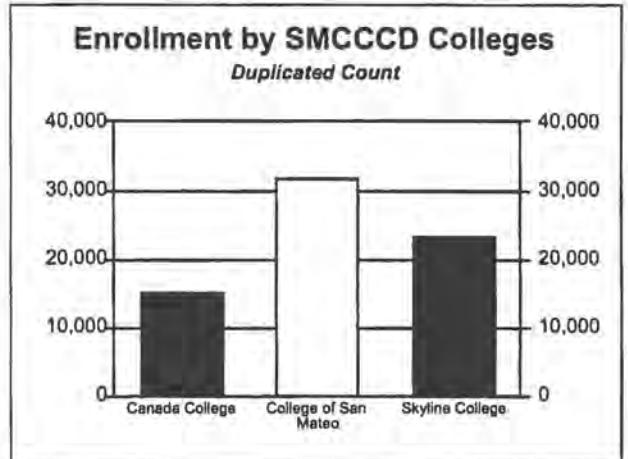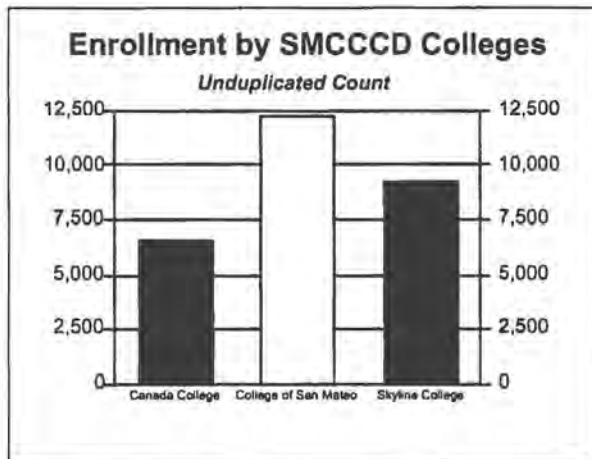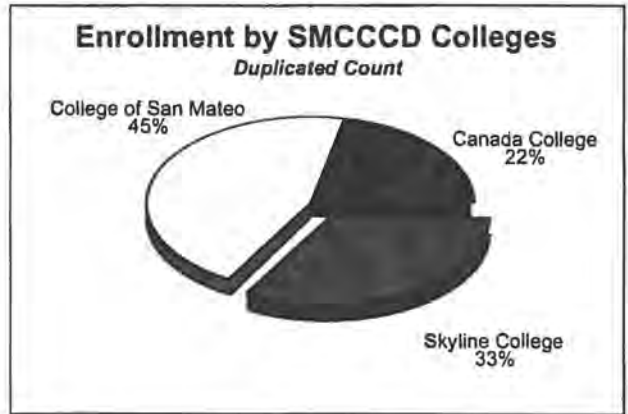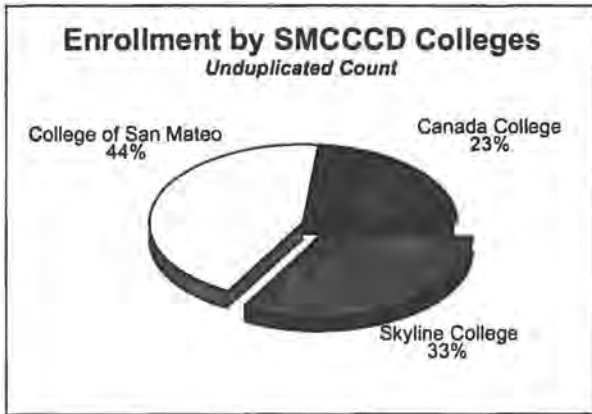
Enrollment by SMCCCD Colleges
Unduplicated Count

College of San Mateo 44%
Canada College 23%
Skyline College 33%

Enrollment by SMCCCD Colleges
Duplicated Count

College of San Mateo 45%
Canada College 22%
Skyline College 33%

Enrollment by SMCCCD Colleges
Unduplicated Count

Enrollment by SMCCCD Colleges
Duplicated Count

College	Cnt	Percent
Canada College	6,534	23%
College of San Mateo	12,299	44%
Skyline College	9,268	33%
Total	28,101	100%

College	Cnt	Percent
Canada College	15,266	22%
College of San Mateo	31,600	45%
Skyline College	23,168	33%
Total	70,034	100%

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Enrollment Trends
Unduplicated Count
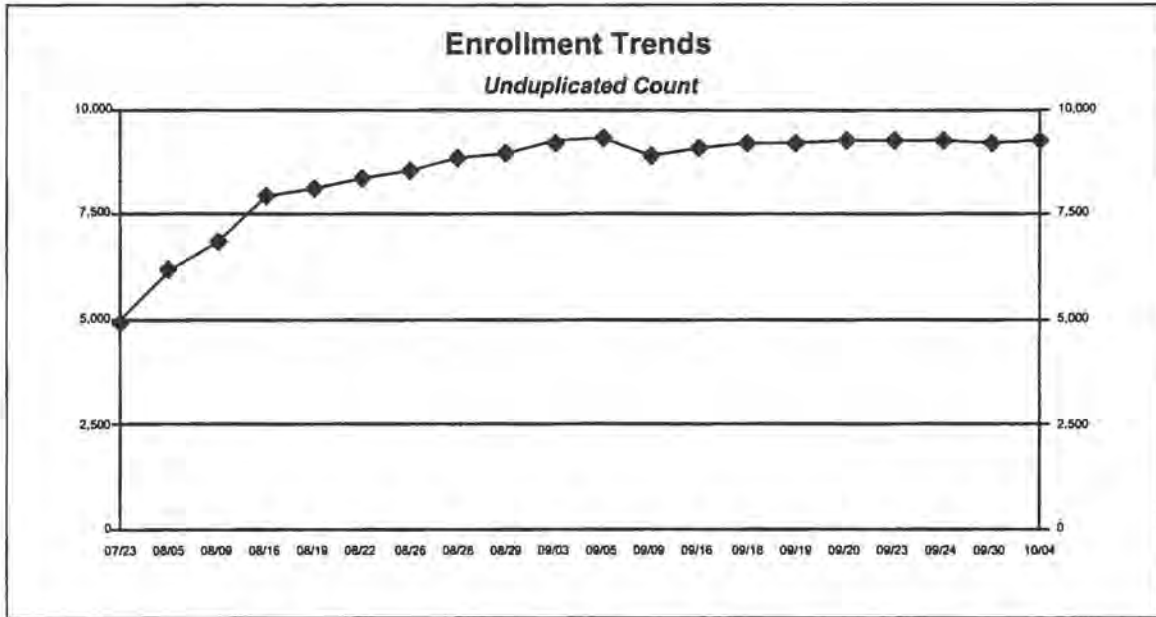
Dt Date	07/23	08/05	08/09	08/16	08/19	08/22	08/28	08/28	08/29	09/03	09/05	09/09	09/16	09/18	09/19	09/20	09/23	09/24	09/30	10/04
Term Dose	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt
Fall 2002	4,960	6,203	6,838	7,936	8,101	8,342	8,545	8,857	8,961	9,227	9,326	8,875	9,076	9,197	9,221	9,233	9,232	9,265	9,213	9,268

Enrollment Trends
Duplicated Count

Dt Date	07/23	08/05	08/09	08/18	08/19	08/22	08/26	08/28	08/29	09/03	09/05	09/09	09/16	09/18	09/19	09/20	09/23	09/24	09/30	10/04
Term Dose	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt	Cnt
Fall 2002	13,592	16,623	18,173	20,661	21,000	21,476	22,062	22,621	22,875	23,645	23,797	22,781	23,096	23,247	23,334	23,345	23,345	23,452	23,114	23,168

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Enrollment Management - Fall 2002   Unduplicated

October 04, 2002 (09:40 AM)

College	Cnt	Percent
Canada College	6,534	23%
College of San Mateo	12,299	44%
Skyline College	9,268	33%
Total	28,101	100%

Enrollment Status Desc	Cnt	Percent
Continuing Student	5,075	55%
First-Time Student	1,061	11%
First-Time Transfer Student	1,130	12%
Not Applicable, Currently K-12	184	2%
Returning Student	1,255	14%
Returning Transfer Student	563	6%
Total	9,268	100%

Skyline College Demographics

Gender	Cnt	Percent
Female	5,175	56%
Male	4,068	44%
Unknown	25	0%
Total	9,268	100%

Highest Education Level	Cnt	Percent
Associates degree	505	5%
Attending adult school	158	2%
Attending high school	187	2%
Bachelors degree or higher	1,480	16%
Cert. of H.S. proficiency	100	1%
Foreign secondary diploma/cert.	374	4%
GED or Cert. of H.S. proficiency	440	5%
High school diploma	5,616	61%
Not a high school graduate	408	4%
Total	9,268	100%

Student Status	Cnt	Percent
Full Time: 12 units or >	2,133	23%
Part Time: < 12 units	7,135	77%
Total	9,268	100%

Ed Goal Description	Cnt	Percent
Acquire Job Skills / New Career	558	6%
Complete Credits for HS Diploma	109	1%
Earn 2yr Certif w/out Transfer	515	6%
Earn AA/AS & Transfer to a 4 yr	3,408	37%
Earn AA/AS w/out Transfer	753	8%
Earn Voc Certif w/out Transfer	1	0%
Educational Development	1,114	12%
Transfer to 4 yr w/out AA/AS	1,015	11%
Uncollected / Unreported	12	0%
Undecided on goal	1,157	12%
Update Job Skills / Job Advance	626	7%
Total	9,268	100%

Student Age Group	Cnt	Percent
Under 18	190	2%
Age 18-22	3,585	39%
Age 23-28	2,002	22%
Age 29-39	1,615	17%
Age 40-49	972	10%
Age 50-59	590	6%
Age 60+	314	3%
Total	9,268	100%

Primary Language Description	Cnt	Percent
Chinese	623	7%
English Spoken Most Frequently	5,836	63%
NOT English	9	0%
Other	709	8%
Spanish	757	8%
Tagalog	412	4%
Unknown/Uncollected	922	10%
Total	9,268	100%

Ethnicity Description	Cnt	Percent
African American	320	3%
Asian	2,312	25%
Filipino	1,643	18%
Hispanic	1,956	21%
Native American	39	0%
Other	228	2%
Unknown	173	2%
White	2,597	28%
Total	9,268	100%

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Enrollment Management - Fall 2002 **Duplicated**

October 04, 2002 (09:40 AM)

Division - Subject by Age

Term Desc	Cnt	Percent
Fall 2002	23,168	100%

Division Description	Student Age Group / Subject Code	Under 18 Cnt	Age 18-22 Cnt	Age 23-28 Cnt	Age 29-39 Cnt	Age 40-49 Cnt	Age 50-59 Cnt	Age 60+ Cnt	Total Cnt	Percent Cnt
Business	ACTG		197	152	101	53	35	6	544	2%
	AUTO		196	182	189	116	36	5	724	3%
	BUS.	4	282	212	134	59	28	3	722	3%
	CAOT	7	325	317	371	320	187	77	1,604	7%
	COOP	2	235	63	44	23	3		370	2%
	COSM	5	109	102	81	28	5	4	334	1%
	ECE.	6	187	155	167	138	61	28	742	3%
	FASH		60	16	10	5	1		92	0%
	FCS	3	36	27	19	10	5	1	101	0%
	INTD		11	8	5	4			28	0%
	PNTR		25	31	39	8			103	0%
	R.E.		13	24	28	10	4	3	82	0%
	Total	27	1,676	1,289	1,188	774	365	127	5,446	24%
Language Arts	ARBC		7	3	2		2	1	15	0%
	ASL	7	41	12	7	7	1	1	76	0%
	CHIN		11	14	7	2	1		35	0%
	ENGL	24	1,339	326	181	89	29		1,988	9%
	ESOL	2	96	104	150	83	24	5	464	2%
	ITAL	1	4	1	7	2	2	3	20	0%
	JAPN	6	25	13	3	4		1	52	0%
	JOUR	1	46	18	3	1			69	0%
	LIT.		5	8	1	1	2		17	0%
	READ	11	519	78	65	26	4	3	706	3%
	SPAN	5	74	44	35	21	17	5	201	1%
	SPCH	4	345	114	63	40	14	1	581	3%
	TAGA		34	21	10	3	3		71	0%
	Total	61	2,546	756	534	279	99	20	4,295	19%
Learning Resources	LSCI		24	9	4	3			40	0%
	LSKL	1	11	10		6	5		33	0%
	Total	1	35	19	4	9	5		73	0%
PE	COMB		34	19	9	4	1	1	68	0%
	DANC	9	187	78	67	43	35	17	436	2%
	FITN	18	394	144	100	84	85	103	928	4%
	INDV	8	100	49	36	19	25	48	285	1%

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Planning and Research Office

Division Description	Student Age Group / Subject Code	Under 18 Cnt	Age 18-22 Cnt	Age 23-28 Cnt	Age 29-39 Cnt	Age 40-49 Cnt	Age 50-59 Cnt	Age 60+ Cnt	Total Cnt	Percent Cnt
	P.E.	1	29	12	9	5			56	0%
	TEAM	102	205	49	18	4	2	3	383	2%
	VARS	2	109	12	8	2			133	1%
	Total	140	1,058	363	247	161	148	172	2,289	10%
Science, Math and Technology	ANTH		22	15	2	3	1		43	0%
	BIOL	27	475	206	83	31	10	2	834	4%
	CAOT		10	3	1		2		16	0%
	CHEM	2	157	56	29	2	5		251	1%
	COMP	6	30	10	20	4	5	1	76	0%
	CRER	1	21	9	2				33	0%
	ELEC	1	8	4		2			15	0%
	EMC.	1	57	44	44	9	9	1	165	1%
	GEOL	3	159	43	18	6	4		233	1%
	HSCI	7	313	101	69	37	29	4	560	2%
	MATH	36	1,475	383	176	86	33	3	2,192	9%
	OCEN	1	67	39	12	3	4	1	127	1%
	PHYS	3	92	35	6				136	1%
	RPTH		4	16	24	16	8		68	0%
	SURG		8	11	19	10	2		50	0%
	TCOM	1	43	63	75	50	36	3	271	1%
	Total	89	2,941	1,038	580	259	148	15	5,070	22%
Social Sciences and Creative Arts	ADMJ		113	44	9	7	2		175	1%
	ANTH		81	13	3	2	4		103	0%
	ART	13	308	136	118	72	81	48	776	3%
	ECON	6	211	80	24	2	2		325	1%
	EDUC	1	17	4	2	4	6	2	36	0%
	FILM	1	41	5	3	1	1		52	0%
	GEOG	1	17	4		1			23	0%
	HIST	4	628	188	72	25	9		926	4%
	HUM.		68	31	14	7	1		121	1%
	LEGL	1	40	28	35	24	4		132	1%
	MUS.	16	384	120	88	71	58	38	775	3%
	PHIL	1	141	57	15	4	2		220	1%
	PLSC	4	178	53	22	9	1		267	1%
	PSYC	10	476	118	58	30	7		699	3%
	SOCI	2	105	24	13	3	2		149	1%
	SOSC		10	3	8	6	1		28	0%
	Total	60	2,818	908	484	268	181	88	4,807	21%
Student Services	CRER	23	630	134	153	58	28	4	1,030	4%
	DSKL		58	12	19	21	6		116	1%
	SGOV		29	3	7	2	1		42	0%
	Total	23	717	149	179	81	35	4	1,188	5%
Total		401	11,791	4,522	3,216	1,831	981	426	23,168	100%

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Planning and Research Office

Enrollment Management - Fall 2002   **Duplicated**
October 04, 2002 (09:40 AM)

Division - Subject - Course by Age

Term Desc	Cnt	Percent
Fall 2002	23,168	100%

Division Description	Subject Code	Course Number	Student Age Group / Course Title	Under 18 Cnt	Age 18-22 Cnt	Age 23-28 Cnt	Age 29-39 Cnt	Age 40-49 Cnt	Age 50-59 Cnt	Age 60+ Cnt	Total Cnt
Business	ACTG	100	Accounting Procedures		81	42	23	12	7		165
		103	Ten-Key Skills		3	6	5	3	1		18
		121	Financial Accounting		66	45	14	6	2		133
		131	Managerial Accounting		27	24	9	3			63
		171	Federal Income Tax I		3	4	8	8	7	2	32
		194	Intro. Quickbooks/Quickbks Pro		8	14	20	13	7	2	64
		196	Inter Quickbooks/Quickbks.-Pro		4	5	11	3	3		26
		197	Computerized Accounting		3	7	6	3	5	2	26
		198	Adv. Computerized Accounting		2	5	5	2	3		17
		Total			197	152	101	53	35	6	544
	AUTO	665	Advanced Lab Scopes			2	4	1	1		8
			ASE Prep. ; A8 Eng. Performanc		5	5	3	4	1		18
			ASE Preparation: A6		2	3	4	5	1		15
			ASE Preparation: L1 Adv. Engin		3	1	3	4	1	1	13
			Bar L1 Alternative Training			2	14	3	1		20
			BAR L1Alternative Training		1	7	6	3	1	1	19
			Enhanced Clean Air Car			8	24	17	3		52
			Smog Check Exam Prep			3	1	2	2	1	9
			Smog Check Exam Prep.			1	2	2			5
			Smog Check Update 2003			1	10	8	3		22
			Smog Check Update OBD II			1	3	1			5
			Smog Check Update OBDII			3	8	12	4		27
		670	Automotive Work Experience		3	4	4				11
		690	Special Projects in Automotive		2	1			1		4
		708	Auto Principles Lab		13	7	4	2	1		27
		710	Fundamentals of Auto Mechanics		30	14	6				50
		713	Electricity		19	5	1	1			26
		721	Steering, Suspension & Brakes		14	7	2		1		24
		725	Toyota Brakes and Chassis		10	11	5				26
		727	Toyota Air Conditioning		10	11	5				26
		734	Auto Engine Diagnosis & Repair		17	3					20
		735	Transmissions and Drivelines		14	6	1				21
		751	Auto Engine Performance		11	7					18

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Division Description	Subject Code	Course Number	Student Age Group / Course Title	Under 18 Cnt	Age 18-22 Cnt	Age 23-28 Cnt	Age 29-39 Cnt	Age 40-49 Cnt	Age 50-59 Cnt	Age 60+ Cnt	Total Cnt
		758	Auto Computer Controls		1	3	10	2	2		18
		765	Ignition Systems I		2	3	4	1	1	1	12
		768	On-Board Diagnostics II(OBDII)			5	3	6			14
		769	Head and Valve Services		4	2	4	3			13
		771	Automotive Electrical II		3	2	5	4	3		17
		772	Clean Air Car I		1	10	8	8	1		28
		773	Automotive Electrical I		8	5	6	3	2		24
		775	Oscilloscopes/Exhaust Gas		1	1	1	4			7
		777	Automatic Transmissions I		1	2	4	1	1		9
		781	Electrical III		1	3	3	3	1		11
		786	Air Conditioning I		2	2	2	2	1		9
		787	Automatic Transmissions II		2	1	1				4
		792	Automotive Chassis I		4	2	2	3			11
		793	Engine Performance		2	5	4	2	2	1	16
		822	Head And Valve Service		1	1	3	3			8
		832	Automatic Transmissions I		2	5	3	1			11
		840	Electrical I		1		3	1			5
		842	Clean Air Car I				1				1
		846	Electrical II		1		1	1			3
		848	Oscilloscopes/exhaust Gas			2	1				3
		853	Automotive Chassis I		1	1	2				4
		858	Automotive Computer Controls		1	1	1				3
		860	Air Conditioning I		1	1	5	1	1		9
		865	Ignition Systems I		1	6	1				8
		868	OnBoard Diagnostics II(OBDII)			1					1
		881	Electrical III			2	1				3
		887	Automatic Transmissions II		1	1		1			3
		893	Engine Performance			2		1			3
		Total			196	182	189	116	36	5	724
	BUS.	100	Introduction to Business	1	47	12	4	1			65
		101	Human Relations at Work		5	12	1	1	1	1	21
		103	Intro. to Bus. Info Systems		33	12	2		1		48
			Intro. to Bus.Info Systems		11	17	6		1		35
		107	Dealing with Difficult People	1	6	9	7	3	2		28
		120	Math Analysis for Business		29	18	8	2	1		58
			Math Analysis for Business		20	4	2				26
		123	Statistics		44	21	11	2			78
		150	Small Business Management		7	8	5	2	2		24
		180	Fundamentals of Marketing	1	7	7	5	1	1	1	23
		183	Building High Performing Teams		1	1	2				4
		200	Intro International Business		12	5	1				18
		201	Business Law		23	21	11	3			58

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Planning and Research Office

Division Description	Subject Code	Course Number	Course Title	Under 18 Cnt	Age 18-22 Cnt	Age 23-28 Cnt	Age 28-39 Cnt	Age 40-49 Cnt	Age 50-59 Cnt	Age 60+ Cnt	Total Cnt
		227	Global Business Contracts		1	1	1	2			5
		230	Intro to Intn'l Marketing		5	3	7	1			16
		231	Marketing on the Internet		3	4	6	1	1	1	16
		242	Doing Business in Europe			2	1				3
		279	Import/Export Management		6	8	6	1			21
		400	Business English		6	11	4	6	1		28
		401	Business Communications		2	7	8	3	3		23
		485	Medical Terminology		2	5	3	3	3		16
		486	Medical Transcription		2	1	5	4	2		14
		487	Medical Transcriber Internship					1			1
		665	North County Leadership			4	7	5	4		20
			Personal Finance	1	6	10	6	5	2		30
			Prep for Real Estate Exam				1	1	1		3
		680	R.E. Mortgage, Loan, Brokering		4	9	14	11	2		40
		Total		4	282	212	134	59	28	3	722
	CAOT	100	Beginning Computer Keyboarding	1	23	9	14	5	4	1	57
		101	Cmputr Keyboarding Skill Build		8	1	4	3	3		19
		104	Intro to Computers w/Windows I	1	27	19	13	22	10	4	96
		105	Intro to Computers w/WindowsII			1	5	2			8
			Intro to Computers Windows II		13	8	8	10	3	1	43
		200	Intro to MS Office Suite		7	7	9	12	3	2	40
		214	Word Processing I: Word	1	21	10	16	24	11	5	88
		215	Word Processing II: Word		13	13	10	11	6		53
		220	Desktop Publishing: PageMaker		9	4	5	2	1		21
		222	Bus Presentations I-PowerPoint	1	4	7	8	6	5		31
			Bus. Presentation I PowerPoint		2	5	3	1	2		13
		225	Spreadsheets I		28	24	27	24	8	2	113
		226	Spreadsheets II		12	10	11	10	6	1	50
			Spreadsheets II: Excel		8	11	10	5	4		38
		230	Database Applications I Access		9	14	17	10	7	1	58
			Database Applications I Acess		2	3	13	9	3		30
		231	Database Application II Access		5	14	21	16	7		63
		235	Adobe Illustrator		4	4	6	4	1	2	21
		301	Professional Portfolio		1	8	3	1	1		14
		400	Internet I	1	5	10	10	8	3	2	39
		403	HTML & Web Authoring Apps I	1	8	17	20	13	7		66
		404	HTML & Web Authoring Apps II		8	11	16	10	3		48
		406	Multimedia for the Web I-Audio		8	9	2	5	1	1	26
		407	Multimedia for Web II-Video		9	9	1	5	1		25
		410	Web Graphics I		5	5		1	3		14
			Web Graphics I: Photoshop		4	3	6	4	4		21
			Web Graphics I:Photoshop		3	7	8	4	1	1	24

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Planning and Research Office

Division Description	Subject Code	Course Number	Student Age Group / Course Title	Under 18 Cnt	Age 18-22 Cnt	Age 23-28 Cnt	Age 29-39 Cnt	Age 40-49 Cnt	Age 50-59 Cnt	Age 60+ Cnt	Total Cnt
		883	Development of Self-Advocacy S		7	1	3	3	1		15
		Total			58	12	19	21	6		116
	SGOV	111	Student Government I		4	1	3				8
		115	Community Service & Leadership		25	2	4	2	1		34
		Total			29	3	7	2	1		42
	Total			23	717	149	179	81	35	4	1,188
Total				401	11,791	4,522	3,216	1,831	981	426	23,168

Note: The enrollment numbers reported in these Enrollment Management Reports are accurate as of the specified date and time (noted above). Since these numbers may change over the course of a day, this report is meant to provide a snapshot of student enrollment at one point in time.

Planning and Research Office

Estimated FTE, FTES, WSCH, and Load - Fall 2002   Duplicated

Estimate based on enrollment as of: October 04, 2002

College*

Term Desc	Fall 2002					
College Desc	Census Enroll Count Section	Enroll Count Section	Total Fte Asgn	Total Ftes	Total Wsch	Load
Skyline College	23,960	22,785	174.42	3,132.061	93,962	539

Division

Term Desc	Fall 2002					
Division Desc	Census Enroll Count Section	Enroll Count Section	Total Fte Asgn	Total Ftes	Total Wsch	Load
Business	5,649	5,377	41.35	735.713	22,071	534
Language Arts	4,427	4,205	37.47	634.391	19,032	508
Learning Resources	80	73	0.27	0.967	29	109
P.E.	2,431	2,246	13.23	262.733	7,882	596
Science, Math, and Tech.	5,093	4,840	44.96	858.525	25,756	573
Soc. Sci./Creative Art	5,088	4,808	34.74	623.800	18,714	539
Student Services	1,192	1,236	2.39	15.933	478	200
Total	23,960	22,785	174.42	3,132.061	93,962	539

Division - Department

Division Desc	Department Desc	Census Enroll Count Section	Enroll Count Section	Total Fte Asgn	Total Ftes	Total Wsch	Load
	Term Desc	Fall 2002					
Business	Accounting	603	544	2.89	74.724	2,242	777
	Automotive Mechanic Technology	733	724	10.04	156.007	4,680	466
	Business	754	714	5.14	89.841	2,695	525
	Comp. Appl. and Office Tech.	1,640	1,538	8.02	109.312	3,279	409
	Cooperative Education	384	370	2.10	37.933	1,138	542
	Cosmetology	337	334	6.85	166.872	5,006	731
	Early Childhood Education	778	747	4.19	71.460	2,144	512
	Family and Consumer Science	102	101	0.50	7.053	212	423
	Fashion Merchandising	99	92	0.83	10.060	302	362
	Interior Design	31	28	0.20	3.100	93	465
	Painting and Decorating	103	103	0.40	0.000	0	0
	Real Estate	85	82	0.20	9.350	281	1,403
	Total	5,649	5,377	41.35	735.713	22,071	534

Planning and Research Office

Division Desc	Department Desc	Term Desc	Fall 2002				
		Census Enroll Count Section	Enroll Count Section	Total Fte Asgn	Total Ftes	Total Wsch	Load
Language Arts	American Sign Language	86	76	0.60	12.027	361	601
	Arabic	19	15	0.20	2.723	82	409
	Chinese	40	35	0.20	5.333	160	800
	English	2,047	1,939	16.81	276.315	8,289	493
	English Second Language, Skyln	447	423	6.33	109.533	3,286	519
	Italian	22	20	0.20	3.153	95	473
	Japanese	54	52	0.40	7.740	232	580
	Journalism	73	69	0.80	8.385	252	314
	Literature	17	17	0.20	1.700	51	255
	Reading	735	706	4.93	92.510	2,775	563
	Spanish	213	201	2.00	32.577	977	489
	Speech	602	581	4.40	71.887	2,157	490
	Tagalog; Philippine Language	72	71	0.40	10.507	315	788
	Total	4,427	4,205	37.47	634.391	19,032	508
Learning Resources	Learning Skills	35	33	0.07	0.300	9	135
	Library	45	40	0.20	0.667	20	100
	Total	80	73	0.27	0.967	29	109
P.E.	Dance	495	436	2.25	53.137	1,594	708
	Phys Ed - Fitness	1,004	928	4.42	110.153	3,305	747
	Phys Ed - Individual Sport	292	285	1.50	35.680	1,070	714
	Phys Ed - Self Defense	80	68	0.38	8.033	241	643
	Phys Ed - Team Sport	412	383	1.65	54.863	1,646	998
	Phys Ed - Varsity Sports	135	133	2.90	0.000	0	0
	Physical Education - Theory	13	13	0.13	0.867	26	195
	Total	2,431	2,246	13.23	262.733	7,882	596
Science, Math, and Tech.	Anthropology	44	43	0.20	4.400	132	660
	Biology	865	834	6.95	178.405	5,352	770
	Career and Personal Develop	32	33	0.00	1.067	32	#INF
	Chemistry	268	251	3.60	69.683	2,091	581
	Comp. Appl. and Office Tech.	19	16	0.20	2.850	86	428
	Computer Science	55	49	0.80	9.250	278	347
	Electronics Technology	15	15	0.29	2.500	75	256
	Geology	240	233	1.28	27.200	816	638
	Health Science	585	560	1.87	35.677	1,070	573
	Learning Skills	0	0	0.00	0.000	0	
	Mathematics	2,331	2,193	19.27	410.890	12,327	640
	Oceanography	130	127	0.56	13.550	407	726
	Physics	149	136	1.47	25.133	754	514
	Respiratory Therapy	68	68	1.55	10.886	327	210
	Surgical Technology	52	50	1.76	19.588	588	334
	Telecommunications Technology	240	232	5.17	47.447	1,423	276

Planning and Research Office

Division Desc	Department Desc	Fall 2002					
	Term Desc	Census Enroll Count Section	Enroll Count Section	Total Fte Asgn	Total Ftes	Total Wsch	Load
	Total	5,093	4,840	44.96	858.525	25,756	573
Soc. Sci./Creative Art	Administration of Justice	187	175	1.20	19.110	573	478
	Anthropology	105	103	0.80	10.500	315	394
	Art	841	777	8.38	153.713	4,611	551
	Economics	339	324	1.60	35.280	1,058	662
	Education	40	36	0.40	4.180	125	314
	Film	57	52	0.20	6.270	188	940
	Geography	23	23	0.20	2.300	69	345
	History	967	926	5.40	99.363	2,981	552
	Humanities	124	121	1.00	12.910	387	387
	Music	831	775	5.70	111.100	3,333	585
	Paralegal Studies	139	132	1.30	14.790	444	341
	Philosophy	247	220	1.40	28.410	852	609
	Political Science	275	268	1.60	27.970	839	524
	Psychology	727	699	4.30	77.277	2,318	539
	Social Science	28	28	0.27	4.437	133	499
	Sociology	158	149	1.00	16.190	486	486
	Total	5,088	4,808	34.74	623.800	18,714	539
Student Services	Career and Personal Develop	1,049	1,099	1.90	15.933	478	252
	Developmental Learning Skills	100	95	0.35	0.000	0	0
	Student Government	43	42	0.14	0.000	0	0
	Total	1,192	1,236	2.39	15.933	478	200
Total		23,960	22,785	174.42	3,132.061	93,962	539

WSCH = Weekly Student Contact Hours
FTES = Full-Time Equivalent Student
FTE = Full-Time Equivalent Faculty Workload
Load = WSCH/FTE

Sample - Partial

Estimated FTE, FTES, WSCH, and Load - Fall 2002   Unduplicated

Estimate based on enrollment as of: October 04, 2002

Division - Department - Section*

Division Desc	Department Code	Term Desc → Section	Census Enroll Count Section	Census Date Section	Enroll Count Section	Total Fte Asgn	Total Ftes	Total Wsch	Load
Business	ACTG	100AV	41	09/09/02	38	0.20	6.833	205	1,025
		100BV	21	09/09/02	21	0.20	3.500	105	525
		100CV	29	09/09/02	27	0.20	4.833	145	725
		100KV	48	09/09/02	45	0.20	8.480	254	1,272
		100SVH	36	09/09/02	34	0.20	6.600	198	990
		103JS	25	09/04/02	18	0.03	1.143	34	1,030
		121AA	44	09/09/02	42	0.20	5.867	176	880
		121AB	26	09/09/02	22	0.20	3.467	104	520
		121JA	27	09/09/02	22	0.20	3.870	116	581
		121JB	51	09/09/02	47	0.20	7.310	219	1,097
		131AA	21	09/09/02	20	0.20	2.800	84	420
		131JA	48	09/09/02	43	0.20	6.400	192	960
		171JSH	32	10/05/02	32	0.25	4.041	121	480
		194JSH	31	09/24/02	26	0.07	1.801	54	810
		194OLH	49	08/19/02	38	0.07	3.136	94	1,410
		196OLH	26	10/14/02	26	0.07	1.664	50	748
		197USH	31	08/25/02	26	0.10	2.186	66	656
		198USH	17	10/20/02	17	0.10	0.793	24	238
		690AV	0	09/09/02	0	0.00	0.000		
		Total	603	10/20/02	544	2.89	74.724	2,242	777
	AUTO	665JSH	18	10/26/02	18	0.03	0.000	0	0
		665MS	27	10/23/02	27	0.08	1.440	43	531
		665OLH	5	09/09/02	5	0.07	0.000	0	0
		665UCH	15	10/06/02	15	0.03	0.000	0	0
		665UDH	13	10/27/02	13	0.03	0.000	0	0
		665UEH	0	11/02/02	0	0.07	0.000	0	0
		665UFH	5	12/14/02	5	0.07	0.000	0	0
		665UGH	6	12/14/02	6	0.07	0.000	0	0
		665UHH	19	11/23/02	19	0.09	0.000	0	0
		665UIH	27	09/21/02	27	0.07	0.000	0	0
		665UJH	9	10/12/02	9	0.07	0.000	0	0
		665UKH	16	10/05/02	16	0.07	0.000	0	0
		665UMH	5	10/12/02	5	0.07	0.000	0	0
		665UNH	20	09/09/02	20	0.09	0.000	0	0
		665UPH	20	08/24/02	20	0.07	0.000	0	0
		665VSH	8	11/25/02	8	0.08	0.402	12	160
		670BVH	11	09/09/02	11	0.00	0.400	12	#INF

Planning and Research Office

Division Desc	Department Code	Section	Census Enroll Count Section	Census Date Section	Enroll Count Section	Total Fte Asgn	Total Ftes	Total Wsch	Load
		Term Desc			**Fall 2002**				
		690AV	4	09/09/02	4	0.00	0.200	6	#INF
		690BV	0	09/09/02	0	0.00	0.000		
		690CV	0	09/09/02	0	0.00	0.000		
		690DV	0	09/09/02	0	0.00	0.000		
		690EV	0	09/09/02	0	0.00	0.000		
		690FV	0	09/09/02	0	0.00	0.000		
		690GV	0	09/09/02	0	0.00	0.000		
		708SAH	30	09/09/02	27	0.14	3.600	108	771
		710AB	24	09/09/02	24	0.28	4.827	145	517
		710JA	26	09/09/02	26	0.28	5.720	172	613
		713AA	26	09/09/02	26	1.00	18.720	562	562
		721AA	24	09/09/02	24	1.00	17.280	518	518
		725AS	26	10/22/02	26	0.70	18.720	562	802
		727AS	27	08/28/02	26	0.29	19.440	583	1,988
		734AA	20	09/09/02	20	1.00	14.400	432	432
		735AA	21	09/09/02	21	1.00	15.120	454	454
		751AA	18	09/09/02	18	1.00	12.960	389	389
		758PS	18	09/05/02	18	0.19	2.359	71	380
		765PS	12	11/18/02	12	0.10	0.679	20	204
		768PS	14	10/31/02	14	0.19	1.835	55	295
		769PS	13	11/04/02	13	0.14	1.307	39	280
		771PS	17	10/31/02	17	0.14	1.710	51	366
		772PT	30	08/26/02	28	0.10	3.017	91	905
		773PS	24	08/27/02	24	0.20	2.414	72	362
		775PS	7	10/16/02	7	0.10	0.352	11	106
		777PS	9	08/27/02	9	0.20	0.905	27	136
		781PS	11	08/26/02	11	0.20	2.420	73	363
		786PS	9	09/05/02	9	0.14	0.905	27	194
		787PS	4	10/22/02	4	0.20	0.402	12	60
		792PS	11	10/22/02	11	0.20	1.106	33	166
		793PS	19	08/26/02	16	0.20	1.911	57	287
		822PS	8	11/04/02	8	0.00	0.000	0	
		832PS	11	08/27/02	11	0.00	0.000	0	
		840PS	5	08/27/02	5	0.00	0.000	0	
		842PT	1	08/26/02	1	0.00	0.000	0	
		846PS	3	10/31/02	3	0.00	0.000	0	
		848PS	3	10/16/02	3	0.00	0.000	0	
		853PS	4	10/22/02	4	0.00	0.402	12	#INF
		858PS	3	09/05/02	3	0.00	0.393	12	#INF
		860PS	9	09/05/02	9	0.00	0.000	0	
		865PS	8	11/18/02	8	0.00	0.000	0	

Planning and Research Office

Division Desc	Department Code	Section	Census Enroll Count Section	Census Date Section	Enroll Count Section	Total Fte Asgn	Total Ftes	Total Wsch	Load
				Term Desc		Fall 2002			
		868PS	1	10/31/02	1	0.00	0.000	0	
		881PS	3	08/26/02	3	0.00	0.660	20	#INF
		887PS	3	10/22/02	3	0.00	0.000	0	
		893PS	3	08/26/02	3	0.00	0.000	0	
		Total	733	08/24/02	724	10.04	156.007	4,680	466
	BUS.	100AA	44	09/09/02	37	0.20	4.400	132	660
		100JA	29	09/09/02	28	0.20	3.190	96	479
		101JA	21	09/09/02	21	0.20	2.100	63	315
		103AA	24	09/09/02	23	0.20	4.800	144	720
		103AC	26	09/09/02	25	0.20	5.200	156	780
		103JA	36	09/09/02	35	0.20	7.560	227	1,134
		107JSH	30	09/26/02	28	0.07	0.943	28	424
		120AA	28	09/09/02	26	0.20	3.733	112	560
		120AB	32	09/09/02	31	0.20	4.267	128	640
		120JA	33	09/09/02	27	0.20	4.730	142	710
		123AA	31	09/09/02	30	0.20	4.133	124	620
		123JA	22	09/09/02	22	0.20	3.153	95	473
		123OLH	27	09/09/02	26	0.20	3.870	116	581
		150JA	26	09/09/02	24	0.20	2.860	86	429
		180JA	25	09/09/02	23	0.20	2.750	83	413
		183SAH	4	10/19/02	4	0.10	0.000	0	0
		200AA	18	09/09/02	18	0.20	1.800	54	270
		201AA	27	09/09/02	24	0.20	2.700	81	405
		201JA	35	09/09/02	34	0.20	3.850	116	578
		230JSH	19	08/20/02	16	0.10	0.977	29	293
		231JA	16	09/09/02	16	0.20	3.520	106	528
		279JS	21	10/22/02	21	0.10	2.100	63	630
		400JA	29	09/09/02	28	0.20	3.190	96	479
		401JA	24	09/09/02	23	0.20	2.400	72	360
		485JX	17	09/09/02	16	0.10	1.870	56	561
		486JV	14	09/09/02	14	0.24	3.080	92	390
		487JVH	1	09/09/02	1	0.00	0.000	0	
		665BSH	20	09/11/02	20	0.00	1.333	40	#INF
		665JZH	12	10/23/02	12	0.07	0.377	11	170
		665KZH	19	08/22/02	18	0.07	0.597	18	269
		665SSH	3	10/19/02	3	0.10	0.140	4	42
		680JBH	41	09/09/02	40	0.20	4.217	127	633
		Total	754	09/09/02	714	5.14	89.841	2,695	525
	CAOT	100AU	21	08/26/02	14	0.00	0.900	27	#INF
		100AX	14	10/22/02	14	0.00	0.640	19	#INF
		100BX	14	10/21/02	14	0.00	0.600	18	#INF

Program Review Schedule for Student Services

For 2002-03

Transfer Center
Student Activities
Cal Works

For 2003-04

EOPS/CARE
Career Center
International Students

In response to a recommendation made by the 2001 Accreditation Visitation Team, Student Services will participate in the campus wide Program Review Process beginning 2002-03. The format currently used for instructional program review has been modified to accommodate student services programs. A copy of the format is attached.

A:\Directions and Introduction.doc

A:\Self study free form.doc
A:\Self study A:\Self study free form.doc
form.doc

SKYLINE COLLEGE
PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

4. Explain how this program meets the needs of our diverse community.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

PART B: Curriculum (Counseling & Orientation)

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

2. State how the program has remained current in the discipline(s).

3. If the student population has changed, state how the program is addressing these changes.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

6. Discuss plans for future review and program modification.

PART C: Faculty and Staff

1. List major professional and staff development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

4. Include orgaizational chart.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

2. List projected needs.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

(Optional)
4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

RETENTIION AND SUCCESS

a) Number of Students Served
b) Number of educational plans
c) Student contacts hours for various services
d) Student Satisfaction Survey results

Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH   *(Counseling and Orientation)*

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	19	19	19
WSCH			

Please comment on program enrollment and expected tends.

FTE and WSCH/FTE (LOAD)   *(Counseling and Orientation)*

Report the previous 3 Fall semesters with the most recent on the right

	19	19	19
FTE			
WSCH/FTE			

Please comment on the comparison of this program to College trends.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	19	19	19
Retention			
Success			

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	19	19	19
Retention			
Success			

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Examples:
- a.
- b.
- c.
- d.

Skyline College
2001
Facilities Master Plan

Planning Participants

Barbara Applegate, *Childcare Services Coordinator*
Linda Avelar, *Dean, Business*
Ed Azar, *ASSC*
Connie Beringer, *Academic Senate*
Donna Bestock, *Dean, Social Science/Creative Arts*
Bernie Blackman, *Director of Planning & Research*
Maria Escobar, *EOPS & Special Programs*
Stanley Garriott, *Classified Council*
Lourdes Gomez, *ASSC President*
Sherri Hancock, *Student Services, Financial Aid*
Sandy Irber, *Development Director*
Tom Hewitt, *Library*
Edwin Johnson, *Dean, PE/Athletics/Dance*
Marilyn McBride, *Dean, Math/Science/Tech*
Chris Place, *Facilities*
Susanne Stevens, *Vice President, Instruction*
Fran White, *President*
Larry Williams, *Interim Dean, Language Arts*
Mike Williamson, *President Academic Senate*
Rosemary Ybarra-Garcia, *Vice President, Student Services*
Kathy Zbikowski-Taylor, *Classified Council*

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I. **RECOMMENDATIONS**

II. **EXISTING ANALYSIS**

III. **OPTION DEVELOPMENT**

José D. Nuñez, *District, Executive Director of Facilities, Operations & Maintenance*
Linda da Silva, *District, Director of Facilities & Maintenance*
Walter Zander, *District, Director of Facilities Planning & Capital Construction*

Appendix 15

Letter from the President

The Facilities Master Plan for Skyline College has been updated to reflect the College's educational mission and goals. Since its beginning in 1969, Skyline College has enjoyed a rich history of excellence in teaching and learning, as well as a dynamic culture that embraces innovation and diversity.

The Facilities Master Plan will guide us into the next five years. The Plan is the result of numerous planning meetings over a period of six months that included faculty, classified staff, administrators, and students. This collaborative effort supports a collective vision to guide the future development of Skyline College and reflects future educational objectives.

As we look toward the future, the Facilities Master Plan will provide new opportunities for Skyline to continue its strong tradition of excellence, quality, access, and student success.

Frances L. White, President
September 2001
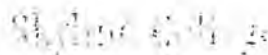
Skyline College

2001 Facilities Master Plan Recommendations

RECOMMENDATIONS

The Facilities Master Plan Recommendations for Skyline College present an overall picture of the future developed campus and includes proposed sites for new facilities, recommendations regarding renovations of existing facilities, and site development projects.

While drawings in the Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs.

The Recommendations are presented in a series of illustrations, which are included in this section and described below.

Recommended Master Plan

The Recommended Master Plan Drawing is an illustration of the proposed Facilities Master Plan recommendations. The graphic illustrates all of the site development and facility projects identified in the plan.
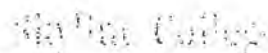
The recommendations incorporate the goals identified during the Planning Process, including:

- Renovate existing facilities to support current instructional needs.
- Create a welcoming, identifiable entrance for the College.
- Welcome students with a new Student Center in a highly visible, central location.

- Return the main quad to the College as the "heart of the campus" - a dynamic outdoor space to be used for a variety of activities.
- Develop a new north-south axis to tie in the newly acquired property to the north into the main campus.

Design Images

The Design Images identify the key concepts and elements discussed in the planning process as they relate to proposed projects. These images serve as a guide to future building and site development.

Childhood Development
Center

Student Support
& Community
Services
Center

Occupational
WorkForce
Development
Center

Pacific Heights Campus
Redevelopment

Future Facility

Physical Education
Renovation &
Expansion

Automotive
Technology-
Transmission
Facility

Building Legend

▨ Existing

▨ Reconstruction

☐ New Construction

South
Entrance

Maintenance Complex

Skyline College Recommended Master Plan

Recommendations

MASTER PLAN PROJECTS

Facilities Renovations

Repair and renovation to existing facilities are planned in order to address current deficiencies at the college. Projects will address ADA compliance concerns, fire and safety code requirements, emergency preparedness and security.

Student Support & Community Services Center

A new Student Union is proposed along the Loop Road to serve as the welcoming gateway building for the College. The facility will house the Student Activities offices, Food Services, the Bookstore and additional student and community support services. Student fees will partially fund this project.
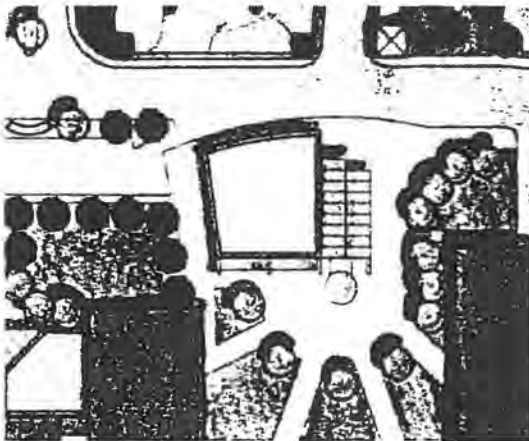
Occupational Workforce & Development Center

This project extends two adjoining buildings to create space for four high demand occupational programs: Biology/Biotechnology, Telecommunications, Respiratory Therapy and Emergency Medical Technician Training.

Automotive Technology - Transmission Facility

A new Transmission Facility is proposed to support the Automotive Technology program. The project would include the construction of additional service bays, outdoor covered units and a power train building.

Childhood Development Center

Renovation of the northern portion of the Pacific Heights Campus will include the development of a new Childhood Development Center. The location provides space for adjacent playgrounds, convenient parking and a newly established link to the main campus.
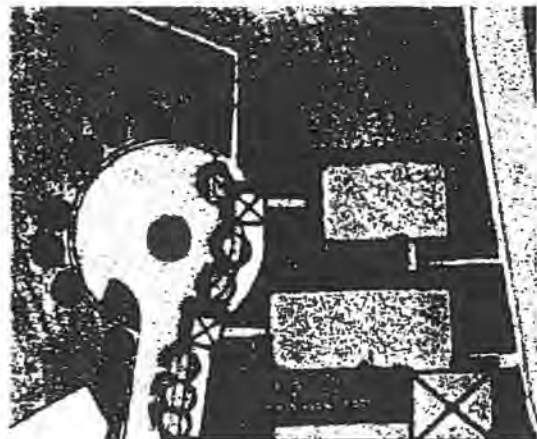
Recommendations

Pacific Heights Campus Redevelopment

The newly acquired Pacific Heights Campus will be developed to support the instructional programs of the College. Reconfiguration and expansion of the parking and playground areas will take place in order to establish a direct link to the main campus.
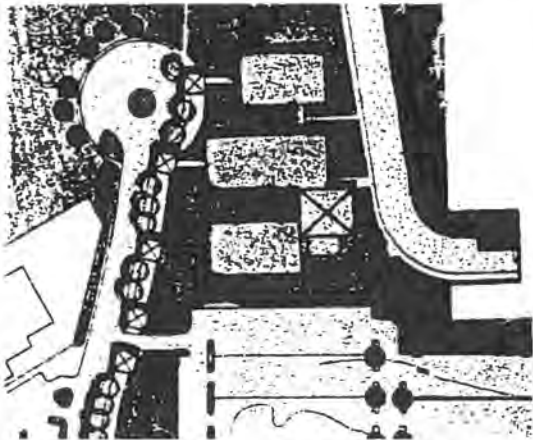
South Entrance

Access to the main quad will be improved with the development of the South Entrance. Parking will be expanded and a new bridge will be constructed in order to support the newly developed One Stop Shop in Building 2.
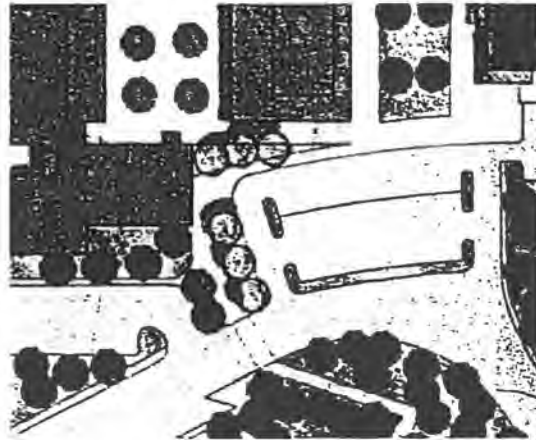
Maintenance Complex

A new Maintenance Complex is proposed to replace the existing facility, which is outdated, and requires major upgrading. The new 3,000 square foot facility along with a corporate yard will be constructed on the site of the existing facility.

Physical Education Renovations

A renovation and expansion to the existing Gymnasium is proposed to support the Physical Education programs and to address gender equity and adaptive physical education requirements. Reconfiguration of the existing fields will be part of this project and will allow for additional parking within the campus loop road.

Recommendations
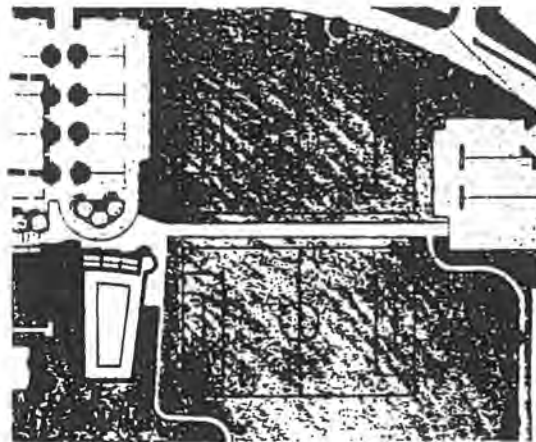
DESIGN IMAGES
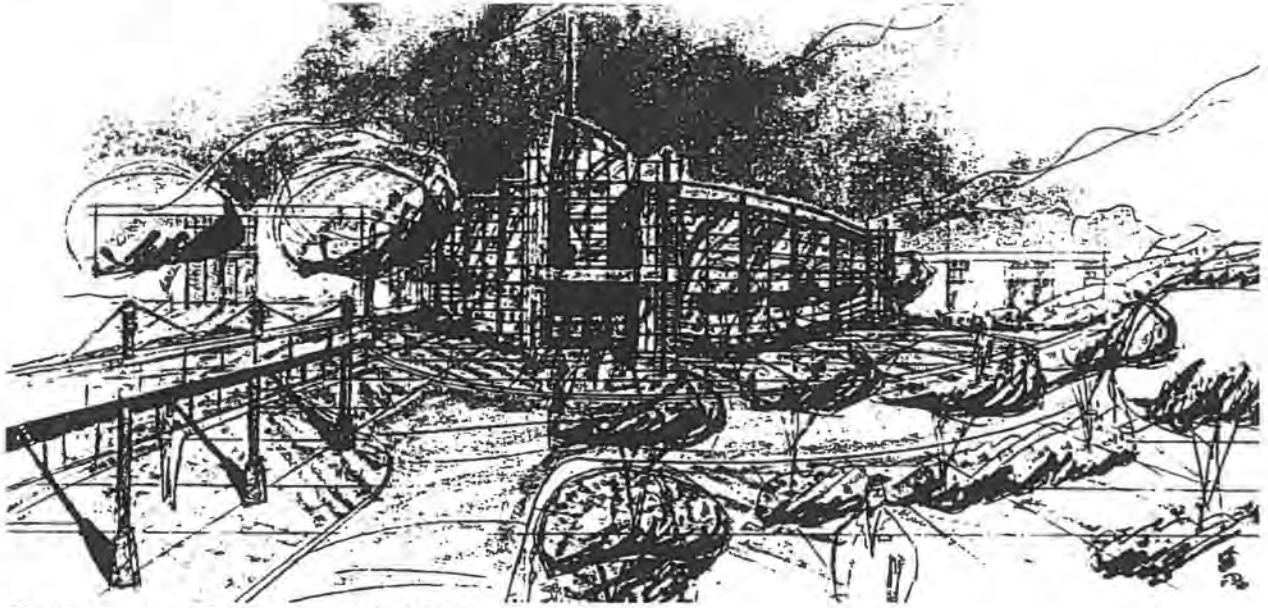
Student Support & Community Services Center - North Entry
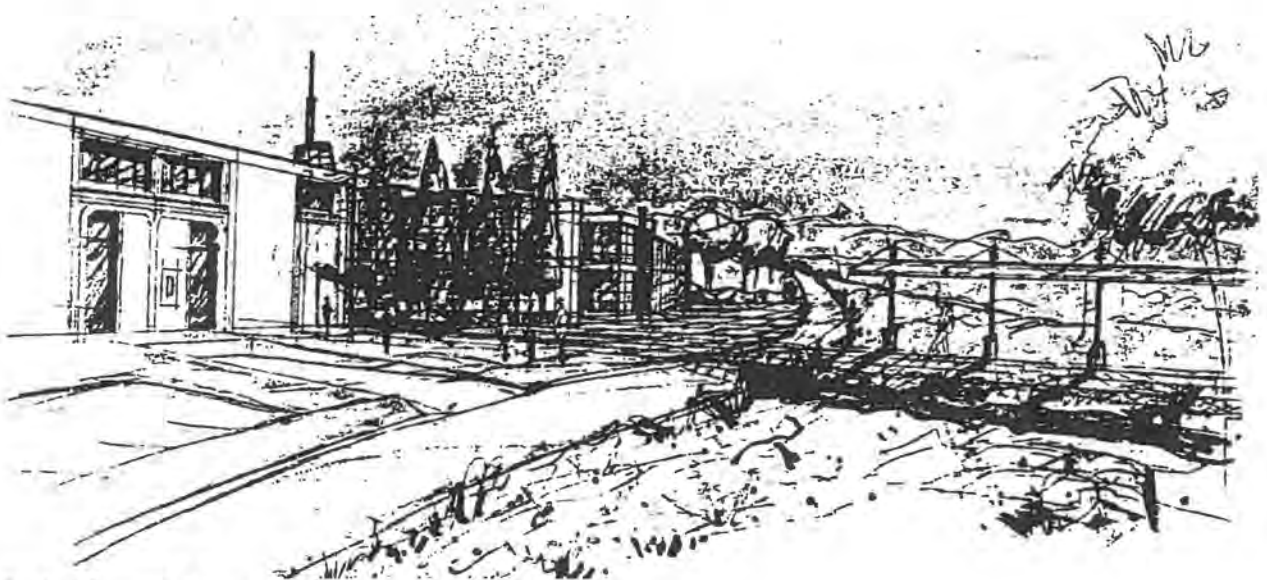
Student Support & Community Services Center - West Entry

TO: Jerry Peel

FROM: Carol Ann Green

RE: AACJC Interim Report – System for the Evaluation of Employee Performance

In response to your request for information about the District systems of evaluating employee performance, the following system was developed and implemented by the Office of Human Resources during the previous academic year:

I.   CLASSIFIED EMPLOYEE EVALUATIONS

The distribution schedule and documentation of classified performance evaluations had become problematic for the Office of Human Resources during the 1999-99 through 2000-01 academic years, primarily due to limited staffing and inefficient database management. The system deficiencies in classified performance evaluations were reflected in the accreditation reports.

During the 2001-02 academic year, the Office of Human Resources reviewed and then significantly improved its system of notifying evaluators (administrators and supervisory staff) of classified performance evaluation due dates on a monthly basis.

Corrections to Database Records
Human Resources staff reviewed and updated BANNER data for each classified employee in the District: staff viewed each classified assignment and employment screen in the database to audit the classification anniversary and reassignment effective dates, then made corrections where required.

Following that review, corrected dates were entered and staff were once again able to generate monthly reports that displayed the names, job titles and locations of classified staff who were due for performance evaluations.

Evaluator Notifications
The BANNER reports are again generated, by the Office of Human Resources, on a monthly basis to notify division / department administrators and supervisors of the names, titles and position numbers of employees who are due to have evaluations completed.

As a change in procedure, E-mail (see attached example) is now used to send out notifications to evaluators (management staff) on a monthly basis. In addition to listing the names of employees, the E-mail messages include reminders and information pertaining to the importance of completing evaluations and how to contact Human Resources managers for assistance.

Evaluation Forms Update
The previous system of sending out individual, blank classified performance evaluation forms to managers on a monthly basis has been replaced by the following new system:

Staff in Human Resources created the Classified Self-Assessment, Performance Evaluation and Special Recognition Forms in Microsoft Word formats and then added them, as part of the Human Resources section of the District Intranet system. Once the forms were added to Intranet and thereby made available for downloading, their availability was publicized to managers and all District employees in the bi-weekly HR NEWS! electronic newsletter.

In addition, staff in Human Resources have now converted the three evaluation forms to Adobe Acrobat format and have announced the availability of this alternate format to all managers and employees effective with the June 2002 notifications. The Adobe Acrobat format is convenient to all because it allows for electronic signatures.

Evaluation Review and Required Follow-up
The following two steps are taken when completed and signed classified performance evaluations are received in the Office of Human Resources:

1. The employee database information is updated to reflect receipt of the completed forms, the identity of the evaluator, and the overall rating given to each employee's performance. Staff then enter the due date for the next performance evaluation to enable it to print out on future monthly reports that are generated;

2. Information provided by the evaluator and evaluee on the forms are noted by Human Resources staff before the forms are filed in the employee's personnel file. If there are indications of current or potential performance problems, the evaluator is contacted for clarification and guidance regarding the District process for developing training and / or employee "work plans," the scheduling of "progress reports" or subsequent meetings, and information regarding District progressive discipline procedures.

   The employee (evaluee) is contacted for clarification and discussion of training needs, work environment changes requested (or other issues indicated on the Self-Assessment and / or Evaluation forms). The employee is encouraged to the dialogue with division / department managers in evaluation "follow-up" meetings, guided toward Classified Staff Development opportunities, and / or provided with information about progressive discipline procedures.

System Improvements Needed
During the 2002-03 academic year, Human Resources will undertake the following in order to improve the current system used for employee performance evaluations:

   a. implement a stronger system of identifying and then following up with those managers who are delinquent in returning staff performance evaluations. The "return rate" of completed performance evaluations remains lower than 50% of the monthly notifications that are sent out, and this is recognized by Human Resources as problematic but not uncommon in community college districts and other public agencies;

    b.   support the task of "staff evaluation" being used as one of several criteria to evaluate the performance of administrative and supervisory staff by senior managers.

II.   ACADEMIC PERFORMANCE EVALUATIONS

Pursuant to collective bargaining agreement and law, the Office of Human Resources does not play a role in the evaluation of academic employees except to receive and file the summary pages that are signed by evaluees, the evaluation committee representatives and College administrative staff. Summary forms are filed in the employees' personnel files in Human Resources.

Human Resources managers are actively involved in progressive disciplinary procedures that are borne out of the evaluation process. Administrative staff and employees consult Human Resources managers on a variety of issues related to professional development needs and procedures, follow-up documentation, legal staff input and the development of appropriate corrective actions.

III.   MANAGEMENT PERFORMANCE EVALUATIONS

Administrative and Academic Supervisory staff are evaluated annually during the month of August, and are scheduled to have a "Comprehensive" (peer review) evaluation completed every three years.

The Office of Human Resources has been responsible for creating, modifying and updating the evaluation "packet" of forms and instructions used for Administrative and Academic Supervisory employees, and for making updated versions available to College Presidents and Vice-Presidents.

The Office has also been responsible for distributing additional copies of the evaluation instrument to College Presidents and Vice-Presidents upon request, and has now made the instrument available to all as part of the Human Resources section of the District Intranet.

Human Resources managers are actively involved in progressive disciplinary procedures that are borne out of the management evaluation process. Management evaluators and evaluees consult Human Resources managers on a variety of issues related to management development needs and procedures, follow-up documentation, legal staff input and the development of appropriate corrective actions.

System Improvements Needed
During the 2002-03 academic year, Human Resources staff will enter and maintain all Administrative and Academic Supervisor Comprehensive Evaluation due dates and returns into the BANNER database so that reports can be generated annually and chief executive officers can be provided with the schedule of evaluations due in their respective units.

Other improvements will include the following:
    a.   implement a stronger system of identifying and then following up with those managers who are delinquent in conducting their Administrative and Academic Supervisor performance evaluations. The "return rate" of completed performance evaluations is the highest of all employee groups; however, there is room for improvement.

b. support the task of "staff evaluation" being used as one of several criteria to evaluate the performance of administrative and supervisory staff by senior managers.