FOCUSED INTERIM REPORT

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

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Focused Midterm Report

Theme I-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.

College Response

Skyline makes every effort to review and update all publications on a regular basis. Included are publications intended for public usage, as well as those intended for internal use. Skyline regularly conducts surveys and reports the resulting data to its stakeholders.

Governance Documentation

The most recent emphasis has been on governance documentation with the need to clarify and document in a single source the composition, responsibilities, and inter-working relationships of the various committees on campus. Customarily, the President's Office publishes a hardcopy report on governance committees primarily focusing on committee membership and meeting location and times. This document, the Compendium of Committees, is updated with the names of appointees at the beginning of each semester. Currently, the Compendium of Committees is being revised into two separate documents. The first, the Governance Organization, describes the College's council and committee organization and includes descriptions, authority, and member positions (see Appendix A: Governance Organization). The second document, the Term Compendium of Committees, replaces the old Compendium of Committees, and identifies current appointees to the various councils and committees (see Appendix B: Term Compendium of Committees).

During 2001-02 the Office of Planning and Research conducted two surveys, the first on governance documents and the second on planning documents, where planning processes were identified and mapped (see Appendix C: Office of Planning and Research Surveys). In compiling and reviewing the governance documents, we found that many documents were missing, and the ones that existed were merely compendiums of names of committees or councils and meeting days and times. What was lacking was a clear authority to establish the need for the committee or council as well as a clear description of its charge. A review of planning documents, such as the Matriculation Plan, the DSP&S Plan, the Student Success Plan, etc. revealed fragmentary planning processes. Although many plans existed to govern a given function, there was no apparent connection among them. In particular, the processes for planning and budgeting were not connected. There was a lot of individual planning, but no coordination of planning within the governance organization.

To address this problem, in August 2003, the Skyline College Council established the Institutional Planning Committee (IPC) whose overall responsibility has been to integrate, coordinate, and communicate all planning and budgeting at the college (see http://www.smccd.net/accounts/skycouncil/minutes/03/min03.html for College Council Minutes). Based on the previous research on planning and existing documentation, the IPC began in fall 2003 to examine the current governance organization and documentation and began to redesign the governance organization, committees, and planning work at the college. The final plan will be reported to the College Council in April 2004 for implementation in the fiscal year 2004-05 (see http://www.smccd.net/accounts/skypro/IPC/03/index.html for minutes of the IPC).

Research Component

Since the Office of Planning and Research was created in spring 2001, it has been fully integrated into the Skyline College governance structure see http://www.smccd.net/accounts/skypro/home.html). Through standard and ad hoc reports, surveys, program review reports, and enrollment management projections (EMIS), the office provides institutional reporting and research to the College administration as well as to its various governance committees/councils. The information flowing from the Office of Planning and Research forms the basis for much of the decision-making of the College. The office provides leadership in the planning process and is responsible for preparing the Strategic Plan, Annual Work Plans, and Year-End Work Plan Reports. And, as Chair of the newly formed IPC, the Director of Planning and Research provides the consistency of coordination of planning at the institutional level.

The Director of the Office of Planning and Research is a member of numerous college and district committees and councils:

- District
  - District Shared Governance Council
  - District Information Technology Council
  - District Research Council

- Skyline College
  - Cabinet
  - College Budget Committee
  - College Council
  - Institutional Planning Committee (Chair)
  - Instructional Leadership Team
  - Management Council
  - Strategic Planning Taskforce (Chair)
  - Student Access and Success Committee
  - Technology Advisory Committee

Since the last Accrediting Team visit in 2001, Skyline engaged in a Strategic Planning Process that included all stakeholders: the faculty, staff administration, students, District personnel, and the local business community. The Strategic Planning Taskforce, led by the Director of Planning and Research, met over the course of three semesters to ensure a thorough, collaborative process to develop Skyline's current Strategic Plan. The Plan includes new mission, vision, values,

strategic issues and goal statements (see Appendix D: Strategic Plan). Communication of the Strategic Taskforce progress and its resultant components were both written and sent by e-mail to the entire college community. Progress reports were posted on the college website on a regular basis (see http://www.smccd.net/accounts/skypro/planning/index.html). In addition to the web posting, public forums were held to solicit comment from the entire college community. The new college goals were integrated into the Annual Work Planning process for the 2003–04 fiscal year (see http://www.smccd.net/accounts/skypro/workplan/index.html for instructions and planning sheets for Annual Work Plan for 2004-2005).

Faculty Handbook

Policies, procedures, research data, and other pertinent information are communicated in several ways. Previous to November 2003, Skyline faculty were given a written handbook, which Skyline attempted to update on an annual basis. Now, the Faculty Handbook is available online and is updated on a real-time basis as policies and other information warrant (see http://www.smccd.net/accounts/skyfaculty/index.html). Contained within the online Faculty Handbook are links to pertinent policies and procedures, committee information, and to the web publication, *Skyline Notes*, an internal resource for Skyline faculty and staff.

Student Handbook

Students additionally receive a free written student handbook that contains all student-related policies. Since July 2000, students also have access to an online version of the Student Handbook (see http://www.smccd.net/accounts/skyline/sts/handbook.html). As in the Faculty Handbook, changes are now made in real time.

Skyline Notes

Of major import has been the development and increased usage of *Skyline Notes*. In 2003 the web publication was created in response to a request for resource information by faculty and staff. The site contains committee information, membership lists, and committee responsibility descriptions. Committee minutes are in the process of being added to the website. *Skyline Notes* has improved overall communication within the College community as well as the District and can be found at http://www.smccd.net/accounts/skyline/faculty/resources.html or at http://www.smccd.net/portal/default.aspx.

Theme I-4: Clarifying Communication Processes

> ### 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-term planning.*

College Response:

Since the Interim Accreditation Report was completed in October 2002, the College has made significant changes to clarify, coordinate, and realign the decision-making bodies and decision-making processes. The wide participation and collaborative, collegial nature of the decision-making process has led to a better understanding on the part of the entire college community as to how planning and budgeting decisions are made. A once-broken climate of trust between the college's administration and its constituents has been re-established. In spring 2003, the Academic Senate presented Dr. White a plaque in recognition of her commitment to shared governance.

In September 2001, the Strategic Planning Taskforce was launched by the Office of Planning and Research. Meetings and public forums were held regularly over the next four semesters. The charge of the Strategic Planning Taskforce was to create and implement a long-term strategic plan as the basis for our educational, developmental, and operational decisions. This plan was to provide the College with a standard for a consistent response to internal and external community needs and to enable us to meet our reporting responsibilities. In March 2003, the work of the Taskforce culminated in a strategic plan for the College (see Appendix D: Strategic Plan).

The taskforce membership included Skyline faculty, students, classified staff, and administrators; SMCCD personnel; SMCCD Foundation members; San Mateo political representatives; community members; and business and industry representatives from San Mateo County (see Appendix E: Taskforce Membership List).

Annual Planning

At the beginning of each fall semester, a Planning Calendar for the next fiscal year is distributed to administrators and managers and provides a month-by-month timeline with due dates for all related planning documents, budgets, and reports (see Appendix F: College Planning Calendar).

College planning and decision-making begins with the five long-term College goals, developed in the strategic planning process. Managers begin early in the fall semester requesting faculty and staff in their departments and/or divisions to identify goals in a format based on the College's five goals (see Appendix G: 2004-2005 Work Plan Planning Documents).

The managers develop the proposed Work Plan through coordination with their staff and faculty at the department and division levels. The Work Plans are then submitted to the Office of Planning and Research, which assembles and distributes a draft of the College Work Plan to all constituencies for further review. The Draft Work Plan is posted on the Skyline Planning and Research website (see http://www.smccd.net/accounts/skypro/home.html). Program reviews, which have been considered by the Curriculum Committee in the prior year, are used as a resource by managers in determining divisional planning and budgeting decisions. The program

reviews are posted on the Curriculum Committee website (see http://www.smccd.net/accounts/skycurr/PROGREV.HTM).

The Governing Councils of the Academic Senate (ASGC), Associated Students of Skyline College (ASSC), and classified employees (Classified Council) each review and make recommendations to the Work Plan for the next fiscal year. Managers then make final revisions to the Work Plan as needed and submit the final draft to the Director of the Office of Planning and Research. The Director assembles the final draft that is reviewed and ultimately approved by the College Council, the shared governance body of the College, before the end of the fall semester (see Appendix H: 2004-2005 Work Plan).

At the start of the following school year, the goals and outcomes of the previous year's Work Plan are reviewed by the faculty and staff from each department, and managers create a Year-End Divisional Report, which compares the actual performance to the goals established by the College during the previous academic year. The Year-End Divisional Reports are submitted to the Office of Planning and Research and a draft is prepared and submitted to the college constituencies for review and comment. The Year-End Report is published on paper and copies are provided to all constituencies. It is also posted to the Office of Planning and Research website (see http://www.smccd.net/accounts/skypro/planning/index.html). As in the Annual Work Plan cycle, the final Year-End Plan is submitted to the College Council for its review and approval (see Appendix I: 2002-2003 Year-End Report). Shortly following the submission of the Year-End reports, each manager begins the process again to prepare the College Work Plan for the next fiscal year.

The Institutional Planning Committee

The Strategic Planning Taskforce recognized the need for an overall body to institutionalize the integration of the annual planning and budgeting processes with the Strategic Plan. A recommendation from the Taskforce to the College Council led to the formation of the Institutional Planning Committee (see College Council Minutes, September 24, 2003, at http://www.smccd.net/accounts/skycouncil/minutes/03/min03.html).

As a Committee of the College Council, the IPC was established to formulate and recommend to College Council a plan and implementation timeline for coordinating, communicating, and integrating College-wide planning at Skyline (see Appendix J: IPC Charge). This shared governance body is composed of all college constituencies, including faculty, classified staff, students, and administration (see Appendix K: IPC Membership List).

The first task of the committee is to identify and clarify the current organizational structure of College committees and councils. The second task is to develop a plan to reorganize and integrate these groups into the planning and budgeting processes of the College for the fiscal year beginning July 2004. At the first meeting of the IPC, work began by assembling governance documents and categorizing Skyline's numerous councils and committees. Specifically, the members began to:

- Identify explicitly responsibilities and composition of committees and functional units;

- Clarify the decision-making processes and align the relationships between and among various decision-making bodies in order to support short- and long-range planning;

- Assure that program review recommendations are clearly integrated into planning processes, linked with the resource allocation process, and used as the basis for program improvement. (see Appendix L: IPC Meeting Summaries/Handouts)

In later meetings, the IPC continued to clarify the current and desired organizational bodies and the relationships among the bodies. Specifically, the IPC discussed developing a strong connection between planning and budgeting and integrating the annual planning with the Strategic Plan. The models proposed in the fall meetings will streamline the committee structure at the College, thereby strengthening the connection and integration of individual committees to College Council and to the overall budgeting process.

Budgeting

Prior to the 2003-2004 school year, the primary College budget body was the Planning & Budget Committee. This committee was responsible for reviewing the Annual Work Plan in concert with budget requests for discretionary funds. Over time this Committee struggled with ways to reconcile planning and budgeting, and it became apparent that, at times, the budgeting process occurred independent of the planning process of the College. Attempts were made to integrate the two processes—planning and budgeting—by synchronizing the annual work plan cycle and budget cycle into a single calendar. However, several problems, conceptual and practical, prevented the Budget Committee from doing an effective job:

- The Committee dealt with discretionary funds only;

- The College had no strategic plan to prioritize budgeting;

- The Planning and Budget Committee did not coordinate all planning at the College.

In fall 2002 President White formed the Strategic Alternatives for Institutional Funding Taskforce (SAIF) to meet the 2003-2004 budget crisis. This Taskforce was charged with reviewing the entire College budget and recommending initiatives to meet the budget shortfall. The membership of SAIF included representatives of all College constituencies and was co-chaired by President White and the Academic Senate President. SAIF successfully completed its task in May 2003; the success of the process revealed lessons in managing the budget process at the College (see Appendix M: SAIF Charge & Appointee List).

In fall 2003, President White recommended to the College Council a new College Budget Committee. The CBC is a merger of the Planning & Budget Committee with the SAIF Taskforce, the group which had been formed to deal with the budget crisis of the 2003-2004 school year in addition to appointments from constituent groups (see Appendix N: College Budget Council Appointees). The formation of the CBC was approved by the College Council along with the Institutional Planning Council on August 27, 2003 (see College Council Minutes, August 27, 2003, at http://www.smccd.net/accounts/skycouncil/minutes/03/min03.html). The CBC is now the primary budget recommendation group for the College. The CBC is a shared governance body, with representatives appointed from all College constituencies and divisions.

The problems inherent in the Planning & Budget Committee have been addressed:

- The CBC considers the entire college budget instead of just the discretionary funds;
- The budgeting process is now clearly linked to the five college goals in the Strategic Plan.

The CBC activities are coordinated with the IPC, which is responsible for coordinating all institutional planning. The main work of the CBC occurs in the spring semester when the Committee considers the following:

- Budget allocation requests made by division deans and area managers based on Work Plan goals;
- Full-time faculty hiring priorities, as determined by the Full-Time Equivalent Faculty Allocation Committee and approved by the Academic Senate and College Council;
- Administrative and staff hiring priorities;
- Needs arising from program review documents; and
- Budget review of General Fund and categoricals.

Thus, budgeting priorities are based on the College goals as expressed in the Strategic Plan, are set by a shared governance body, the College Budget Committee, and are reviewed and approved by the College Council after consultation with the various constituent groups.

The District Committee on Budget and Finance was formed during fall 2002 by the District Chancellor. The Chief Financial Officer chairs the Committee, whose members include an Academic Senate faculty appointee from each campus, each college's business officer, a representative from the faculty collective bargaining agent, a representative from the Buildings and Grounds bargaining agent, a representative of classified employees, a vice president of instruction (ex-officio), and student representatives. Faculty appointees sit on their respective college budget committees. The Committee was formed to better align District budgets with the three local college budgets and to increase communication between the District and the colleges with regard to budgets. The District is developing processes for strategic planning that will result in a cohesive plan for decision-making processes within the District. The committee work will be ongoing and the development process is dynamic, fluid, and evolutionary as well as integral to the District's planning and shared governance process (see the District Committee on Budget & Finance website at http://smccd.net/portal/dcbf/default.aspx).

Theme II-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 continuous assessment, especially with regard to enrollment management, program development and learning resources.

College Response:

Institutional data is fully integrated in the planning, development, implementation, and evaluation of the instructional programs and services in the following ways:

- Enrollment Management Process
- FTEF Allocation Process
- Program Development and Scheduling Process
- Program Review Process

Each of these components is integrated into a comprehensive instructional planning and implementation process. For example, the recommendations of the FTEF Allocation Committee are determined by the enrollment management process, the results of the program review process, and the allocation of human resources. The development and scheduling process is driven by the recommendations from the FTEF Allocation Committee and program review. Also, scheduling and rotation decisions are informed by the allocation of FTEF, the recommendations of program review, and the results of the institutional data available from the Office of Planning and Research.

Enrollment Management Process

The Instructional Leadership Team, made up of the Instructional Deans, the Vice President of Instruction, the Director of Planning and Research, and the Academic Senate President (upon invitation), use institutional data to inform decisions regarding class offerings. The Office of Planning and Research produces the Enrollment Management Information System (EMIS), which provides information on current enrollment, student demographics, and projected indicators while registration is in progress. This information allows the Instructional Leadership Team to coordinate, communicate, and effectively manage class enrollment. Course frequency and schedule sequencing is also provided to the instructional administrators by the Office of Planning and Research. The information is used to insure appropriate course rotations in the schedule development process.

The synchronization of multiple factors including increasing access, ensuring an appropriate time to degree, ensuring appropriate course and major sequencing, meeting college enrollment goals, and ensuring a comprehensive curriculum must be informed by accurate institutional data in the EMIS, including weekly student contact hour equivalents (WSCH), full-time equivalent students (FTES), course, department, and division load, which is the ratio between WSCH and the full-time equivalent faculty (FTEF) and student outcome data (see Appendix O: EMIS Report Sample – Spring 2004).

FTEF Allocation Process

The faculty and administration determine the allocation of FTEF through a comprehensive, coordinated process that is integrated in the overall college budget and planning process. Institutional data related to instructional service and productivity are central criteria used in the application/allocation process. Consequently, the Director of Planning and Research works with every department interested in applying for priority in the FTEF allocation process to consider the quantitative measures that need to be included in the proposal for prioritization and allocation (see Appendix P: FTEF Proposal & Timelines).

Program Development Processes

The faculty and deans use institutional data to determine needs related to program development and scheduling. Information such as the success, persistence, and retention rates provide information related to the need for a specific concentration of courses or the development of a remedy to enhance the outcomes of a particular program or course.

Though there are others, two major examples of this program development and scheduling process are the activities of the Math and English Departments. The Math and English Departments are both engaged in activities to address issues of student success, retention, and completion. The Math Department held an initial department retreat to develop a strategy for addressing the low student success rates. The Department is considering strategies that include examining developmental education programs, creating or incorporating existing learning community strategies (MESA, ASTEP), implementing course prerequisites, and evaluating the assessment and placement processes and tools used at the college.

In fall 2001, the English Department engaged in a FIPSE grant-funded partnership, currently in its third and final year, with San Francisco State University. The activities looked at student success data and developed strategies for enhancing success, persistence, and retention. Integrated course curricula were developed which modified the sequencing of the course of study for students that chose the integrated course approach.

Program Review Process

The program review process has a minimum set of institutional data (FTE, FTES, WSCH and load) required to be incorporated into the review. The programs have historically included the data and used them to substantiate or validate the reviews. This year the process has been strengthened in the following ways:

- Departments are expected to incorporate the use of more student data in the review process. Factors related to student equity are expected to be incorporated such that consideration is given as to how the programs are serving all students by considering their ethnic/cultural, language, gender, and age backgrounds. Reviews performed and submitted without the consideration of such data are considered incomplete and are not advanced along the review process path, such as incorporating findings in the budget allocation process.

- The Office of Planning and Research works with each program review team to customize information beyond the standard required. The director works with each team to design information reports and surveys specific to the program.

- Departments are expected to not only identify strengths and weaknesses of the program, but are now expected to develop a program plan that will enhance the performance of the students in the program (see Appendix Q: Program Review Response Form).

- Pre-workshops have been implemented to clarify the purpose and process of program review. Access to and uses of institutional data are stressed in the workshop (see Appendix R: Program Review Workshop Agenda).

- The Office of Planning and Research now has a calendar of Program Reviews that extends to the year 2016. The Director is able to anticipate which departments will be asking for support. The Director is also aware of the minimum level of research needed by each department undergoing review and has developed a calendar for distributing the data (see Appendix S: Program Review Calendar 2004-2010).

- The District Instructional Council is considering a two-year review process for all occupational programs which includes the consideration of institutional enrollment data and student outcomes data. This process will be implemented this academic year.

Learning Resources

The Library uses a variety of methods to assess and evaluate its services to students and its resources, which include books, periodicals, and subscription databases. Each month the Library sends to all College employees a list of new books, arranged by subject. These lists are also posted permanently on the Library's website. The librarians stay current on topics for materials selection by updating the list of subject headings, which is based on course offerings in the College catalog and schedules. When a new program is being developed, the Library director signs off on required resources and collaborates with instructors and administrators to acquire these materials and make them available to students. The staff continually reviews the book and periodical collections and eliminates items that are no longer useful for course-related research. In terms of services, librarians educate students in the use of library resources through class research presentations, credit courses, and one-to-one instruction. The librarians also consult with instructors to tailor research presentations based on student needs and class project considerations. All instructional approaches generate feedback and evaluation from students and faculty. Finally, students complete library services questionnaires on a regular basis (see Appendix T – Library User Survey).

The Learning Center uses institutional data to monitor and revise student support services including instructional software and hardware, lab-based support courses and workshops, and tutorial assistance. The Office for Institutional Research has implemented a student login system (SARS) within the Learning Center to track student usage of the various components of learning lab services. Data from this system are reviewed on a continuous basis to determine the curricular areas and times in which additional support services are needed. For example, the Learning Center recently increased its staff of statistics tutors based on student use in this area and on a request made by the Math Department following a departmental retreat. The lab-based support courses are also evaluated and revised on a regular basis as part of the program review process in the academic departments. In addition, student satisfaction surveys are used on a continual basis to help determine which workshops have been perceived as most useful to

students, and this information is used as part of planning and development (see Appendix U – The Learning Center (TLC) Student Evaluation). Finally, the Learning Center houses a federally-funded TRIO Student Support Services Grant that relies upon institutional data regarding project participants' rates of graduation, retention, and persistence to evaluate the effectiveness of the services provided. Both the Learning Center and the Library participate in the program review process.

Additional Recommendation

> ### Recommendation #1
> *The district should conduct regular training for supervisors of classified staff and meet the obligation to initiate and guide staff evaluation processes so that they are timely and consistent, and the college administration should follow through in conducting those evaluations.*

College Response:

The District Office of Human Resources has implemented a systematic and comprehensive notification system for all supervisors of classified employees for staff performance evaluations based on hire dates using monthly e-mail notifications (see Appendix V: Notification of Classified Evaluations Due). Internet downloads from the Human Resources website include Classified Performance Evaluation Booklets, Administrative and Academic Supervisor Performance Evaluations and Procedures, and Performance Self-Assessment Forms (see http://smccd.net/portal/Human%20Resources/Forms/AllItems.aspx).

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

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

Theme III: Completing the Development of the Physical Environment

Recommendation #2:
The College and District jointly need to address issues related to the scheduled maintenance and operation of the campus by identifying ways to provide adequate services along with access to sufficient resources and equipment to support the college priorities and its educational plan.

College Response

The College and the District Facilities Department have jointly worked together to begin to address some of the issues related to scheduled maintenance and operations of the campus in two ways: 1) establishing the Facilities & Event Support Funds and 2) addressing the impact of custodial staffing reduction on the custodial service levels. The two activities are a beginning step to addressing some of the campus concerns. They provide an initial approach that will need continuous assessment and evaluation by the College to determine that the maintenance and operation support the College in fulfilling its educational mission.

Facilities & Event Support Funds

The College and District Facilities Department staff went through a process of identifying College events and the resources necessary to support the events with maintenance staff. The College was provided an allocation based on the available fiscal resources, the required hours of support, and the nature of the events. Though there are insufficient resources to support all events, the College identified a process to prioritize and allocate the use of the funds. The year's end provided the College with an opportunity to assist the District Facilities Department in correcting its processes of levying the charges at the end of the year.

Custodial Service Levels

The College staff received notification from the District Facilities Department that the custodial service levels would need to be reduced. With the notification, the College received a recommendation from the District Facilities Department on the specific reductions and modifications. The College administrative staff provided comments of support and objections with a priority toward safety, instructional mission, student service, and campus climate. The District Facilities Department assured the College that the recommended reductions and modifications of services are only to serve as a guideline. This approach has been in effect for a portion of the academic year. The College will be in a better place to evaluate it once a full academic cycle has occurred.

District Response

Since the Interim Report of October 2002, the District Facilities Department has made the following changes to address the concerns of the College regarding the centralization of facilities:

- Prior to fiscal year 2001-02, the Supervisor of Campus Facilities was required to pass all expenditure requests through the former Director of Facilities, Planning & Operations. However, with the establishment of a Skyline Facilities Operations & Maintenance

budget, the Campus Facilities Supervisor is now able to respond to local conditions and requests.

- In fiscal year 2002-03, the District's Facilities Department undertook a Custodial Program Review (see Appendix W: Custodial Program Review). The comprehensive analysis included:

  - quantification of the cleanable inventory,
  - restructuring to increase custodial team self-direction,
  - improved inventory and equipment management,
  - development of a comprehensive training program,
  - development of standard hiring and orientation procedures, operating procedures, and
  - development of construction specifications to ensure that durable and maintainable finishes are standardized when buildings are constructed or renovated.

- Although staffing has not been increased due to District budget reductions caused by the State budget crisis, other program review findings led to these changes in service:

  - cleaning productivity increased from 30% to 51%;
  - the major contributors to non-cleaning productivity have been identified, measured, and in certain instances administered differently in order to improve basic services;
  - improved procurement of custodial supplies;
  - implementation of weekly safety toolbox training sessions; and
  - implementation of monthly technical training sessions.

- Also in fiscal year 2002-03, the Facilities Department undertook an Engineering Program Review which resulted in the development of a Comprehensive Preventative Maintenance Program. A training program, including weekly safety toolbox training sessions and weekly technical training sessions, was implemented.

- To improve responsiveness at the local campus level, the Facilities Department underwent a second tier reorganization effective September 2003. New Chief Engineer positions in the engineering unit were created to put into place leadership for self-directed teams; additionally, utility engineer positions were created to develop promotional opportunities within the Facilities Department and to place at each campus entry-level engineering staff to respond to calls and service requests while the more technically proficient journey-level engineers focus on product preventative maintenance.

- Additionally, a lead custodian position was created for the swing shift at Skyline College, further enhancing the crew's capability for self-direction.

- Finally, internal departmental policy was revised, which empowers supervisors to hire temporary workers to fill vacant positions while the hiring process was completed.

The Facilities Department website was launched in 2003 and is linked to the District's website (see http://www.smccd.net/accounts/facilities/). The website is updated regularly with current information. This site was designed for the community to learn more about the services the Facilities team provides, important information about the buildings and grounds of the District's three campuses and off-site facilities, and the repair, renovation, and construction planned and in progress.

The Planning Summary of Skyline's self-study document, submitted in 2001, focused on two primary themes:

- The critical need for an organized, thorough, and comprehensive strategic plan to guide the College for the coming years, and

- The need for physical resources.

In the spring of 2003, the multi-constituency Taskforce completed the Strategic Plan for the College (see Appendix D: Strategic Plan). The Strategic Plan contains the College's vision, mission, and values statements. It identifies current strategic issues and the all-important College goals, which flow from the vision, mission, and strategic issues. The Taskforce formulated five long-range College goals, which are the foundation of all planning and budgeting for the College. This long-term strategic plan provides the College with a standard for a consistent response to internal and external community needs and enables us to meet our reporting responsibilities (see Appendix D: Strategic Plan, Section 5).

The second theme that emerged in the self-study was the need for physical resources. Many of these needs have been addressed in preceding pages in under Theme III, *Completing the Development of the Physical Environment*.

The College and the District continue to work together in an attempt to address and resolve the custodial issues. With the addition of the Campus Facilities Supervisor, local control of scheduled maintenance and operations has been restored and we will continue to work with them to identify issues. For specific responses to the concerns expressed in *Standard 8 Planning Items* of the original self-study, refer to Theme III - Recommendation 2, on page 13 of this report.

In response to the need to build a new student center/bookstore and develop a plan for the addition of space to meet program and office needs, the college has gone beyond the planning and design phases of major construction projects since the Interim Report of October 2002. The College will break ground for the new student union this summer (2004) with plans in progress for additional projects slated for construction and upgrades listed below:

- **Student Support & Community Services Center (Student Union):** This 38,000 square-foot facility will house the bookstore, food services, student government, student activities, a campus information station, and a campus conference center. A Skyline College-based selection committee selected the architect to design the project, and a campus-based selection committee is in the process of selecting the contractor to construct the facility.

- **Science Annex:** This new 29,000 square-foot facility will replace the wet science laboratories currently housed in Building 7.

- **Facilities Maintenance Center Shops and Warehouse Replacement:** This new facility will replace the remaining pre-WWII abandoned Coast Guard station buildings that are unsafe and unsuitable as shops and warehouse space for the Facilities Department's programs. The project includes custodial warehouse space, grounds keeping warehouse and equipment storage, an auto maintenance shop, a carpentry shop, a plumbing shop, an

electrical shop, a lock shop, and adequate enclosed storage for the fleet of vehicles and equipment.

- **Pac Heights Swing Space:** This one-story building, consisting of three wings, is currently vacant. This site was previously used to house an elementary school. The space will be modernized to provide spaces to temporarily house occupants of existing campus buildings that need to be vacated to allow for modernization and seismic upgrade projects.

- **Building 3 Seismic Upgrade and Modernization:** This two-story building currently contains classrooms, offices, and multi-purpose spaces for the Physical Education Division, including the main gymnasium. State funding has already been secured for the seismic upgrade of the building and the renovation of the existing restroom facilities. These funds will be combined with local bond dollars, which will fund the modernization work in the remainder of the building. In order to reduce the construction cost and the disruption to the campus, the seismic upgrade work and building modernization work will be bid together and the construction will occur simultaneously. Due to their adjacencies, the Buildings 7 & 8 modernization and seismic projects will be packaged together and bid as a single-phased project.

- **Building 7 Seismic Upgrade and Modernization:** This three-story building currently contains a mixture of classrooms, offices, and support spaces for the Science, Math, and Technology Division. This building also contains classroom and office spaces for Language Arts and general use. State funding has already been secured for the seismic upgrade of the building and the addition of a new elevator to serve both Buildings 7 and 8. These funds will be combined with local bond dollars, which will fund the modernization work in the remainder of the building. In order to reduce the construction cost and the disruption to the campus, the seismic upgrade work and the building modernization work will be bid together and the construction will occur simultaneously. Due to their adjacencies, the Buildings 7 & 8 modernization and seismic projects will be packaged together and bid as a single phased project.

- **Infrastructure Repairs and Energy Efficiency Projects:** HVAC system refurbishments, environmental controls upgrades, lighting retrofits, water line upgrades to support new construction, parking and roadway improvements, and storm and sanitary sewer systems improvements.

- **Athletic Facilities Upgrades:** The scope of this project includes conversion of the baseball and soccer fields to synthetic surfaces; this upgrade mitigates the labor-intensive nature of natural turf maintenance and allows for extended hours of field use for collegiate athletics, instructional programs, and community use. Additionally, this project includes upgrades to the tennis courts and track and field facilities.

Appendices

Website URLs

College Council Minutes
http://www.smccd.net/accounts/skycouncil/minutes/03/min03.html

IPC Minutes
http://www.smccd.net/accounts/skypro/IPC/03/index.html

Office of Planning and Research
http://www.smccd.net/accounts/skypro/home.html

Strategic Taskforce Progress Reports
http://www.smccd.net/accounts/skypro/planning/index.html

Annual Work Plan
http://www.smccd.net/accounts/skypro/workpplan/index.html

Faculty Handbook:
http://www.smccd.net/accounts/skyfaculty/index.html

Student Handbook:
http://www.smccd.net/accounts/skyline/sts/handbook.html

Skyline Notes:
http://www.smccd.net/accounts/skyline/faculty/resources.html; & http://www.smccd.net/portal

Skyline College Draft Work Plan
http://www.smccd.net/accounts/skypro/home.html

District Committee on Budget & Finance
http://www.smccd.net/portal/dcbf/default.aspx

Program Reviews
http://www.smccd.net/accounts/skycurr/PROGREV.HTM

Year-End Report
http://www.smccd.net/accounts/skypro/planning/index.html

Classified Performance Evaluations and Procedures and Self-Assessment Forms
http://smccd.net/portal/Human%20Resources/Forms/AllItems.aspx

Facilities Department
http://www.smccd.net/accounts/facilities

Governance Manual

Prepared by the Office of Planning and Research
February 2004

Table of Contents

Draft Version 4.0

A. COUNCIL = An elected or appointed advisory group

1. ACADEMIC SENATE GOVERNING COUNCIL
2. ASSOCIATED STUDENTS GOVERNING COUNCIL
3. CABINET
4. CLASSIFIED COUNCIL
5. COLLEGE COUNCIL
6. MANAGEMENT COUNCIL
7. PRESIDENT'S COUNCIL

B. COMMITTEE - a body of persons delegated to consider, investigate, take action on, or report on some matter.

1. AB 1725 STAFF DEVELOPMENT COMMITTEE
2. AUXILIARY SERVICES COMMITTEE
3. COLLEGE BUDGET COMMITTEE
4. COMMENCEMENT COMMITTEE
5. CURRICULUM COMMITTEE
6. EDUCATIONAL POLICY COMMITTEE
7. EMERGENCY OPERATIONS COMMITTEE
8. EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE
9. FULL TIME EQUIVALENT FACULTY ALLOCATION COMMITTEE (FTEFAC)
10. HEALTH AND SAFETY COMMITTEE
11. INSTITUTIONAL PLANNING COMMITTEE
12. PROFESSIONAL DEVELOPMENT COMMITTEE
13. PROFESSIONAL PERSONNEL COMMITTEE
14. RESEARCH COMMITTEE
15. SCHOLARSHIP COMMITTEE
16. STRATEGIC PLANNING COMMITTEE
17. STUDENT ACCESS AND SUCCESS
18. TECHNOLOGY ADVISORY COMMITTEE
19. VISION COMMITTEE

C. GOVERNANCE DOCUMENTS

Skyline College
Councils
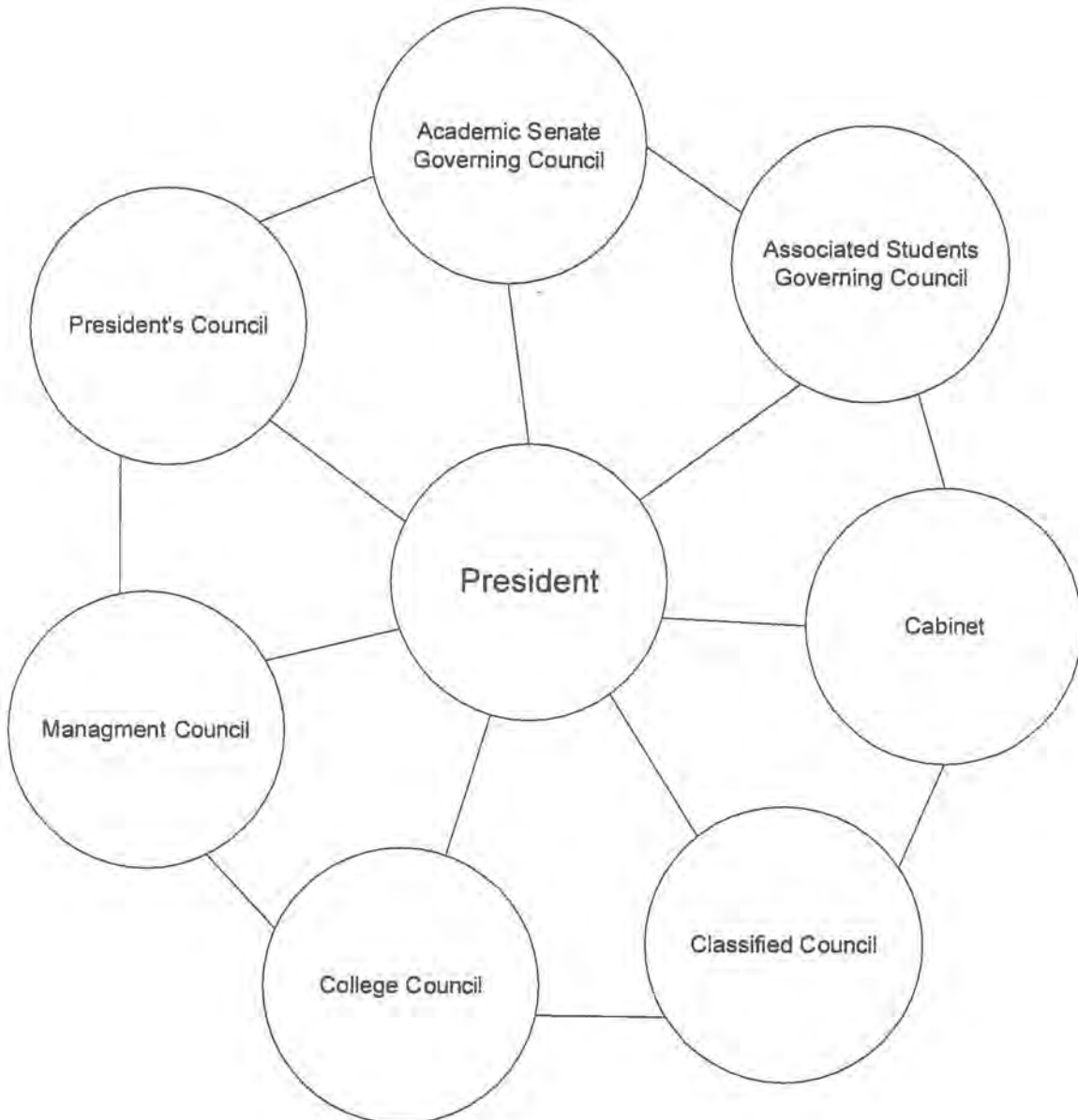
Academic Senate
Governing Council

Associated Students
Governing Council

President's Council

President

Cabinet

Managment Council

College Council

Classified Council

ACADEMIC SENATE GOVERNING COUNCIL

<u>Authorization</u>
Title 5 California Code of Regulations, Section 53200 and Section 53203; Education Code Section 70902(b)(7).

<u>Description</u>
This committee serves as policy making body for the Academic Senate. The committee promotes the general welfare of Skyline College, its faculty, and the San Mateo County Community College District; represents the faculty in making recommendations to the administration of the College and the District Board of Trustees with respect to academic and professional matters; works toward the development and improvement of professional standards; provides for continuous study of faculty and College problems.

<u>Membership</u>
Members are elected by the faculty for the following positions:

President
Vice President
Secretary
Treasurer
Professional Personnel Chair
Educational Policy Chair
Curriculum Committee Chairs
Research Committee Chair

ASSOCIATED STUDENTS OF SKYLINE COLLEGE GOVERNING COUNCIL

<u>Authorization</u>
Title 5 California Code of Regulations, Section 51023.7 (b); Education Code Section 70902(b)(7) and Section 76060.

<u>Description</u>
Represents all Skyline students; maintains student body facilities; plans activities; adopts and supervises the ASSC budget; participates in College committees; shares in the development of College policies.

<u>Membership</u>
Officers of the ASSC are elected by students according to ASSC constitution.

President
Vice President
Commissioner of Finance
Commissioner of Activities
Commissioner of Public Records
Commissioner of Publicity
Student Activities Coordinator, Advisor

CABINET

Authorization
The San Mateo Community College District Board of Trustees, Rules and Regulations 2.00(1) and 2.05(2).

Description
The Cabinet is an appointed advisory body to the College President. The Cabinet provides institutional oversight of operations.

Membership

      President, Chair
      Vice President, Instruction
      Vice President, Student Services
      College Business Officer
      Director, Development, Marketing, & Public Relations
      Director, Planning & Research

CLASSIFIED COUNCIL

Authorization
Title 5 California Code of Regulations, Section 52023.5; Education Code Section 70902(b)(7).

Description
Participates in the shared governance activities of the College, representing campus classified staff in all areas except collective bargaining areas; acts as a communication network for classified staff.

Membership
Officers are elected by classified employees according to the [what?]

> President
> Vice President
> Secretary
> Treasurer
> Archivist

COLLEGE COUNCIL

Authorization
Education Code Section 70902.

Description
The College Council serves as the umbrella shared governance committee for the College. It is the primary planning group for and a major participant in decision making for the College.

Membership

College President, Chair
Vice President of Instruction
Vice President of Student Services
Academic Senate President
Academic Vice President
Classified Council President
Classified Council Vice President
Associated Students President
Associated Students Vice President

Director, Planning & Research, Resource
Executive Administrative Assistant, Recorder

MANAGEMENT COUNCIL

<u>Authorization</u>
The San Mateo Community College District Board of Trustees, Rules and Regulations 2.00(1) and 2.05(2).

<u>Description</u>
The Management Council is an appointed advisory to the College President and primarily meets to facilitate communication among Managers regarding College operations.

<u>Membership</u>
The membership appointed by the College President consists of the management at the College which includes the Vice Presidents, Directors, Academic Supervisors, Deans, and Classified Supervisors.

> College President, Chair
> Vice President of Instruction
> Vice President of Student Services
> Dean, Business
> Dean, Counseling
> Dean, Enrollment Services
> Dean, Language Arts
> Dean, Instructional Technology & Resources
> Dean, Physical Education
> Dean, Science, Math & Technology
> Dean, Social Science and Creative Arts
> College Budget Officer
> Director, Center for International Development
> Director, Development, Marketing and Public Information
> Director, EOPS and Special Programs
> Director, Learning Center
> Director, Library Services
> Director, Planning & Research
> Director, Security
> Supervisor of Campus Facilities

PRESIDENT'S COUNCIL

Authorization
In 1999/2000, The San Mateo County Community Colleges Foundation encouraged each college to establish a President's Council and pursue a campus-based fundraising program. In October 2000, Skyline College's President's Council was established by the College President.

Description
The purpose of the President's Council is to provide community input, feedback and support for the resource development program at Skyline College.

Membership
Membership of the council includes representatives from business, industry, government, nonprofits and other organizations whose interest in a connection with Skyline College provides a strong base of knowledge and support for the President of the College.

> College President, Chair
> Director, Development, Marketing and Public Information

Meeting Date/Time/Location
Four times per year in Room 5131, in addition there is an annual President's Breakfast in March with a goal to raise support for the President's Innovation Fund and multi-Chambers of Commerce Mixer/Art Exhibit which is a community "Thank you" for donors and supporters of the college.

*Planning and Research
at Skyline College*

SKYLINE COLLEGE
Term Compendium of Committees
Draft Version 3.0

***Committee - a body of persons delegated to consider, investigate, take
action on, or report on some matter.***

This document lists alphabetically the current committees at Skyline College.
Each committee is described, membership designated, and meeting time and
place identified.

1	AB 1725 STAFF DEVELOPMENT COMMITTEE		
2	AUXILIARY SERVICES COMMITTEE		
3	COLLEGE BUDGET COMMITTEE	College Council	
4	COMMENCEMENT COMMITTEE	Student Services	
5	CURRICULUM COMMITTEE	ASG Council	
6	EDUCATIONAL POLICY COMMITTEE	ASG Council	
7	EMERGENCY OPERATIONS COMMITTEE		
8	EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE		
9	FULL TIME EQUIVALENT FACULTY ALLOCATION COMMITTEE (FTEFAC)		
10	HEALTH AND SAFETY COMMITTEE		
11	INSTITUTIONAL PLANNING COMMITTEE	College Council	
12	PROFESSIONAL DEVELOPMENT COMMITTEE		
13	PROFESSIONAL PERSONNEL COMMITTEE	ASG Council	
14	RESEARCH COMMITTEE	ASG Council	
15	SCHOLARSHIP COMMITTEE	Student Services	
16	STRATEGIC PLANNING COMMITTEE	College Council	
17	STUDENT ACCESS AND SUCCESS	College Council	
18	TECHNOLOGY ADVISORY COMMITTEE	College Council	
19	VISION COMMITTEE	Student Services	

Appendix C
Office of Planning and Research Surveys

Survey information
may be accessed at the
Skyline College
Office of Planning and Research

Charting *the* **Course...**
A voyage of discovery

Strategic Planning at
Skyline College

Skyline College
Strategic Plan

Approved by

College Council

March 18, 2003

Vision Statement

Knowledge, leadership, and community...Skyline College opens doors!

Mission Statement

Skyline College is a comprehensive community college that provides learner-centered education in a culturally rich and socially responsible environment. The College is proud of its tradition of open access and its climate of innovation. Technology, community partnerships, and economic development are hallmarks of the College. Skyline offers an array of services and instructional programs to support students in achieving their educational goals and to prepare them for a rapidly changing world.

College Values

Education is the foundation of our civilized democratic society. Thus:

Campus Climate

We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access

We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and services that enable them to advance steadily toward their goals.

Academic Excellence

We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through vocational programs and certificates, Associate of Arts and Associate of Science degrees, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to providing education in a climate that values innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas for all.

Community Connection

We value a deep engagement with the community we serve and our role as an academic and cultural center for business, industry, labor, non-profits, government and the arts.

Shared Governance

We value just, fair, inclusive, and well-understood governance processes based upon open and honest communication.

Strategic Issues

1. Budget constraints imposed by reductions at state level and potential litigation.

2. Economic change requiring additional workforce development in partnership with industry and the community.

3. Building construction, physical reorganization, and the resulting chaos.

4. State funding formulae and their impact on growth, enrollment, and access.

5. Changing demographics in our student population and its impact on curriculum.

6. Emerging pedagogies, their appropriateness and application.

7. Accountability and documentation requirements, especially in the new accreditation standards.

8. Globalization of information and disappearance of traditional boundaries.

College Goals

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.

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

3. Fulfill the college's role as a leading academic and cultural center for the community through partnerships with business, the community, and non-profit organizations.

4. Provide adequate human, physical, technological and financial resources to successfully implement educational programs and student services in order to improve student learning outcomes.

5. Offer faculty and staff opportunities for professional growth and advancement.

Strategic Planning Taskforce
February 2002

Membership Summary

1	Community	8
2	District	5
3	Skyline	41
	Total	54

Community
1. President's Council
   a. Strategic Planning Subcommittee
      i. Bonnie Wells (PG&E), (Council Chair),
      ii. Ron Barels (Foundation Member)
      iii. Cyd Crampton
      iv. Mike Crilly (Superintendent, Jefferson Union HS District)
      v. Bob George (San Bruno Rotary)
      vi. Susan Brissenden-Smith (District Representative)
2. Other
   a. Kuyen Yip, Service Training Specialist, Toyota Motor Sales
   b. Genetech Representative TBA

District Resource
   a. Richard Gilliland, Interim Assistant Chancellor, Educational Services
   b. Jose Nunez, Executive Director, Facilities, Maintenance & Operations
   c. Frank Vaskalis, Director of Information Technology Services
   d. Eric Raznick, Associate Director, Information Technology Services
   e. Paula Bray, Supervisor of Campus Facilities for Skyline

Internal

2. Academic Senate (*Approved*)
   a. Connie Beringer, President, Instructor, English, Language Arts
   b. Linda Whitten, Instructor, Business
   c. Sandra Verhoogen, Associate Professor, English, Language Arts
   d. Katherine Harer, Instructor, English, Language Arts

3. Classified Council
   a. Kathy Zbikowski-Taylor, President, Central Duplicating
   b. Feliz Perez, Tutor Coordinator/Basis Skills Specialist, Instructional Technology & Resources
   c. Kathy Fitzpatrick, Staff Assistant, Language Arts
   d. Tiffany Reardon, MESA Director

4. Student Government
   a. Kellie Chu, President
   b. Luzmaria Maldonado, Vice President
   c. Jennifer Tsan, Commissioner of Publicity

5. Faculty (*Approved*)
   a. Nick Kapp, Instructor, Biology, Science, Math & Technology
   b. Tony Jackson, Instructor, Psychology, Social Science & Creative Arts
   c. Dennis Wolbers, Librarian, Skyline Library, Instructional Technology & Resources
   d. Margie Meadows, Technical Coordinator, Business
   e. Bess Chandler, Instructor, Physical Education
   f. Linda Rosa Corazon, Transfer Center Counselor, Counseling/Transfer Center
   g. Tom Sullivan, Professor, English Language Arts

6. Administration
   a. Sandy Irber, Director, College Development, Marketing & Public Relations
   b. Eloisa Briones, Supervisor of College Business

7. Administration - Instruction
   a. Regina Stroud, Vice President, Instruction
   b. Donna Bestock, Dean, Social Science & Creative Arts
   c. Mike Williamson, Dean, Science, Math & Technology
   d. Linda Avelar, Dean, Business
   e. Don Smith, Dean, Instructional Technology & Resources
   f. Anita Martinez, Dean, Language Arts
   g. Andreas Wolf, Dean, Physical Education & Athletics

8. Administration - Student Services
   a. Rosemary Ybarra-Garcia, Vice President, Student Services
   b. Jennifer Hughes, Dean, Counseling
   c. Dennis Arreola, Dean, Admissions & Records

9. Student Services
   a. Evelyn Seth, Matriculation Coordinator

b. Maria Escobar, Education Opportunities Program Services (EOPS), Academic Supervisor
c. Linda Van Sciver, Disabled Students Program Services (DSPS) Coordinator, Counseling

10. Resources
    a. Fran White, President
    b. Betty Schlaepfer, Administrative Assistant
    c. Bernie Blackman, Director, Planning & Research, Facilitator
    d. Kenneth Jew, Research Assistant, Planning & Research
    e. Maya Hovey, Project Director, Planning & Research
    f. Sandra Kirkpatrick, Senior Library/Media Technician and Researcher, Planning & Research
    g. Jerry Peel, Public Information Officer
    h. Lana Nguyen, Director (TRIO), ITR

PLANNING CALENDAR
2003-2004

July 2003

- Managers review **Fund 1 Year-End Budget Report for 2002-2003**.
- 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 2003

- Each Division reviews **2002-2003** goals and outcomes.
- Managers create **2002-2003 Year End Divisional Reports**, which compare the results of actual performance against goals established by the College during the previous academic year.
- Curriculum Committee Submission Deadline for New or Modified Courses for Spring 2003.
- Management Appraisal.

September 2003

- Managers finalize **Year End Divisional Report for 2002-2003** and forward to Planning & Research Office.
- Division Deans, Managers, & Directors request faculty and staff goals for **2004-05**.
- Each department in each division plans operational and developmental goals.
- Each Division initiates a **Division Work Plan for 2004-2005**.
- Cabinet & Budget Office begins listing **Facilities Capital Improvement Projects**.
- Instructional Deans, Student Services Deans, VPI and VPSS develop **Instructional Equipment Priorities** and allocate Instructional Equipment Funds.

October 2003

- Office of Planning & Research prepares **Year End Report for 2002-2003** and distributes to all constituent groups for review.
- Divisions complete planning annual **Division Work Plan for 2004-2005**.
- Managers review and coordinate **Division Work Plans for 2004-2005** and submit draft plans to Planning & Research Office.
- Submission of Prior Year **Program Reviews**.
- Managers Review & Update **Administrative & Staff Hiring Priorities List for 2004-2005**.
- FTEF Committee identifies **Full time Faculty needs for 2004-05** & forwards to Division. (2nd – 4th week)
- Budget Office distributes **End of Quarter Budget Review** (General Fund & Categoricals) to Cabinet, Deans, & Coordinators.
- **Instructional Equipment Priorities 2004-2005** submitted to Office of Instruction.
- Submission of **2003-2004 Program Reviews** submitted to Office of Instruction.

November 2003

- College Council reviews and approves **Year End Report for 2002-2003.**
- Draft of **2004-2005 College Work Plan** submitted to all constituent groups for review.
- Managers finalize **2004-05 College Work Plan.**
- 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 2004** to the Curriculum Committee.
- Chancellor's Council reviews and revises draft of **District Budget and Planning Calendar.**
- FTEFAC forwards **Faculty Hiring Recommends** to Academic Senate (4th week)

December 2003

- College Council reviews and approves annual **College Work Plan for 2004-2005.**
- 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.
- Plan Managers Retreat (The **mid-year progress review of 2003-2004**).

January 2004

- 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 **2004-05 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 2004-2005 budget.
- Curriculum Committee Submission Deadline for New or Modified Courses for Fall 2004.

February 2004

- FTEF prepares Position Announcements. (1st week)
- Chancellor's Council continues discussions of budget strategies.
- Divisions refine **College Work Plan for 2004-2005** 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 2004-2004** and submit requests to Budget Office.
- Tenure Review Report Summary.

March 2004

- FTEF Releases Position Announcements. (1st week)
- Begin tentative budget development at Colleges and District.

- P/B: Begin the budget allocation process for 2004-2005, 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 approves tentative **Discretionary Budget for 2004-2005**.
- Curriculum Committee submission deadline for catalog changes.

April 2004

- 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 2004

- FTEF second level of interviews.
- Prepare College **Year End Report 2003-2004**.
- Grant Coordinators prepare Grant Budgets for 2004-05 and submit these to Deans/VP's
- Faculty Evaluation Report Summary.

June 2004

- **Year-End Report**.
- Managers Retreat to discuss planning process for **College Work Plan 2005-2006**.
- FTEF Hiring recommendations to Board. (June & July)

APPENDIX G

Annual Work Plan
Planning Documents

Table of Contents

Skyline College

Office of
Planning & Research

Home

Work Plans

- **Forms and Guidelines**
Guidelines for Completing Annual Work Plans
(04-05).pdf
Work Plan Key.pdf
Work Plan Template 04-05.doc
Work Plan Template 04-05 Example.pdf

- **2004-05**
Annual Work Plan (pdf) (2MB file)

- **2003-04**
Annual Work Plan (pdf) (2MB file)
Year End Report

- **2002-03**
Annual Work Plan (2MB file)
Year End Report (pdf)

Guidelines for Completing Annual Work Plan
2004-2005

The following instructions use LANG ARTS Division as an example.

1. Open "WORK PLAN TEMPLATE 04-05.doc"

2. Go to Header and change "Your Division" to the "Language Arts".

3. Save Document as "Work Plan LA 04-05.doc"

4. Using the "Initial 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: *Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.*	
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:
  o "Creating a computerized basic skills reading lab by the end of the Spring semester"
  o "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:
  o Objective Manager: Division or Unit manager
  o Activity Manager: Person(s) responsible for managing activity
  o 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	Martinez
AM:	Learning Center Director	Susan Andrien
RP:	VPI, Counseling Dean, Director- Planning & Research	Stroud, Hughes, 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:
  - "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]
  - "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:
  - "Increase the success rate in arithmetic classes by 10% by the end of the next academic year"
  - "Increase the number of transfers by 100 by the end of the next academic year"
  - "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

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[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:
  - Focus groups
  - Presentations of completed documents
  - Memos or minutes verifying that some activity has been scheduled or has taken place
  - Data showing that something has happened more or less frequently
  - Documentation of physical equipment or purchases
  - Budget expenditure reports
  - 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

Annual Work Plan
Key

Goals: Relatively permanent statements of major accomplishments the college will achieve; Reviewed in the Strategic Planning cycle with 3 and 6 year reviews.

Objectives: Created to achieve the college goals; Direct action; Connect a set of activities.

Budget Authority: There are three types of authority which should clearly articulate chain of command in accomplishing activity.

- **OM** Objective Manager: Division or Unit manager
- **AM** Activity Manager: Person(s) responsible for managing activity
- **RP** Resource People: People the activity manager coordinates and works with. (Cannot be OM or AM)

Activities: Are the very specific steps to achieve an objective.

Evaluation Criteria: Comprises the methods by which it will be determined the goals, objectives and activities have been met or completed.

Completion Date: Date activity expected to be completed.

Resources Needed: Identification of financial, human, facility or other resources needed to complete goal, objective, or activity.

GOAL 1: Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.					
Objective	Activity	Budget Authority	Evaluation Criteria	Completion Date	Resources needed
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	OM: LA Dean AM: Reading Faculty RP: TLC Staff	Funding is provided: Scanner is installed	June 2003	$800
	1.2.2 Launch SKYLAB (speech lab) in new location	OM: LA Dean AM: Speech Faculty RP: None	Depends on space being available	December 2002	Space in Building 1
1.3 Explore and develop new and/or interdisciplinary curriculum to enhance enrollment and community involvement.	1.3.1 Identify potential resources to more fully fund the extra-curriculum such as the student newspaper, the student poetry journal, the computer writing center, the cultural diversity speakers series.	OM. LA Dean AM: Faculty RP: Ambassadors	"Senior Spring Semester" is implemented	Ongoing	Meetings called with Ambassadors; assistance in identifying potential donors or funders (estimated initial need for all programs is $15,000)
	1.3.2 Develop and offer a "Senior Spring Semester" with developmental and orientation courses offered to high school seniors through concurrent enrollment.	OM: LA Dean AM: RP: VPI, Faculty	Funding is identified	Spring 2003	$6,600 (Cost of staffing 2 sections: 1 in composition, another in reading, without benefits.) (Other sections in other divisions may also be needed)
1.4 Increase enrollment through outreach, scheduling formats, offerings	1.4.1 Offer developmental English courses through concurrent enrollment to local high school students at least two high schools	OM: LA Dean AM: RP: VPI, Faculty	Concurrent enrollment English sections are offered at 2 high schools	Spring 2003	$13,200 (Cost of staffing 4 sections, without benefits) (One section of composition and one section of reading each to 2 high schools)
	1.4.2 Expand Foreign Language offerings; offer more courses in the community	OM: LA Dean AM: RP: VPI, Faculty	Identify need for additional courses: Arabic and Business Japanese	Fall 2002	$6,600 (Cost of staffing 2 new sections, without benefits)

GOAL 1: Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.					
Objective	Activity	Budget Authority	Evaluation Criteria	Completion Date	Resources needed
		OM AM RP			
		OM AM RP			
		OM AM RP			
		OM AM RP			
		OM AM RP			

GOAL 2: *Enhance institutional effectiveness in the planning and decision-making processes through cooperative leadership, effective communication, and shared governance.*					
Objective	Activity	Budget Authority	Evaluation Criteria	Completion Date	Resources needed
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			

GOAL 3: *Fulfill the college's role as a leading academic and cultural center for the community through partnerships with business, the community, and non-profit organizations.*					
Objective	Activity	Budget Authority	Evaluation Criteria	Completion Date	Resources needed
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			

GOAL 4: *Provide adequate human, physical, technological and financial resources to successfully implement educational programs and student services in order to improve student learning outcomes.*					
Objective	Activity	Budget Authority	Evaluation Criteria	Completion Date	Resources needed
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			

GOAL 5: *Offer faculty and staff opportunities for professional growth and advancement.*					
Objective	Activity	Budget Authority	Evaluation Criteria	Completion Date	Resources needed
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			
		OM: AM: RP:			

Appendix H
2004-2005 Work Plan

Can be accessed at the
Skyline College website

http://www.smccd.net/accounts/skypro/workplan/index.html

Appendix I
2002-2003 Year-End Report

Can be accessed at the
Skyline College website

http://www.smccd.net/accounts/skypro/workplan/index.html

Institutional Planning Council

Charge

As a committee of the College Council, the Institutional Planning Council will be governed by the Charter and Bylaws of the College Council.

The council will formulate and recommend to the College Council a plan and implementation timeline for the integration of the IPC into the governance structure of Skyline. This standing committee will coordinate, communicate and integrate College-wide planning at Skyline.

Chair

Director, Planning & Research

Target Dates

1. A written plan will be presented to the College Council in February 2004 for review in preparation of the March 2004 Accreditation Site Visit.

2. Implementation of the plan is targeted for FY 2004-2005.

Meetings

One per month. Second Wednesday, 2-3:30, Room 1107.
Fall 2003: October 8, November 12, December 10.
Spring 2004: January 14, February 11, March 10, April 14.

Membership

In the spirit and practice of shared governance the membership of the IPC will fairly represent the constituent groups at Skyline. Each constituent group will select representative to serve on the IPC.

	Group	Position	Member	Resource
1	Administration	VPI, VPSS, Dean from Instruction, Dean from Student Services	4	
2	Classified Staff	3 Classified staff	3	
3	Faculty	2 from each Division	12	
4	Students	2 Students, Coordinator of Student Services	3	
5	Chair	Director of Planning & Research	1	
6	Resource	Budget Director, Administrative Assistant		2
		Total	23	2

Planning and Research
at Skyline College

Institutional Planning Council (IPC)

Spring 2003

Membership

Chair
Bernie Blackman   Director, Planning & Research

Administrative Reps
Regina Stanback-Stroud   VP, Instruction
Rosemary Ybarra-Garcia   VP, Student Services
Fran White   President
Margery Meadows   Dean, Business

Faculty Reps
Chip Chandler   Faculty
Connie Beringer   District AS President
Dino Nomicos   Faculty
Evelyn Seth   Matriculation Coordinator
James Wong   Faculty
Linda Whitten   Faculty
Nick Kapp   President Academic Senate
Pat Deamer   Faculty
Rosemary Bell   Faculty
Sandra Verhoogen   Faculty
Soodi Zamani   Faculty
Tom Sullivan   Faculty
Virginia Padron   Faculty

Classified Reps
Anyta Archer   Centers for Teaching and Learning
Kathy Zbikowski-Taylor   Graphic Arts/Production
Tiffany Reardon   MESA Coordinator

Student Reps
Amory Buisch,   ASSC Advisor
Peter Monrroy   ASSC, VP
Tanya Johnson   ASSC, President

Resource People
Betty Schlaepfer   Administrative Assistant
Eloisa Briones   Budget Director

Appendix L
IPC Meeting Summaries/Handouts

Information can be accessed at the
Skyline College
Planning and Research Website

http://www.smccd.net/accounts/skypro/ICP/03/index.html

Skyline

TO: Strategic Alternatives for Institutional Funding (SAIF) Task Force

FROM: Fran White, President
            Connie Beringer, Academic Senate President

DATE: September 17, 2002

RE: Restructuring

BACKGROUND AND RATIONALE

The current fiscal picture for the State is bleak. Following the longest delay in State history, the Legislature approved a spending plan on August 31, 2002. Instead of tax increases, the spending plan required Governor Davis to reduce $750 million from unspecified government operations and called for a $681 million accounting deferral of some K-12 categorical programs. At this writing, a $23.6 billion deficit looms over the State and another $9.8 billion deficit is expected for next year. Needless to say, this portends serious problems for counties, schools and higher education.

The 2002-03 Community College budget encountered significant reductions. The summary below represents the Legislature's budget bill passed on August 31, and the Governor's additional reduction. The summary compares the 2001-02 funding level to the final 2002-03 budget signed by the Governor on September 5. (See attachment A).

On September 11, 2002, the San Mateo County Community College Board of Trustees adopted the 2002-03 Final Budget. As reflected in Board Report No. 02-9-101B, the site allocation for Skyline College is $18,541,607. This figure includes cost adjustments resulting from salary increases. A copy of the Final Budget will be distributed to each Task Force member.

Currently, Chancellor Galatolo has projected a $2.1 million shortfall for the coming academic year. In addition, there is concern that further cuts due to projected shortfalls in State revenues could lead to mid-year cuts in January. During the early 1990's, mid-year cuts brought on by State revenue shortfalls were common.

As a consequence of the above, Chancellor Galatolo has asked every college to restructure its funding priorities and establish cost savings for the coming year. The Chancellor is looking to a January date to present a "plan" to the Board of Trustees. For Skyline, the realignment of resources will require cutting approximately $530,000 to $750,000 permanently from our current budget. To that end, the Strategic Alternatives for Institutional Funding (SAIF) Task Force will recommend proposals for cost savings.

THE PROCESS

The SAIF Task Force will be comprised of campus representatives from the Academic Senate, Classified staff, administrators and students. This group will meet during the Fall semester with recommendations to be forwarded to the President by December. Each constituent group has recommended representatives who have actively served on college governance committees (e.g., Planning and Budget, Strategic Planning, Full-Time Faculty Allocation Committee, College Council, Classified Council, or Senate). The group will work as a committee of the whole, where each member has an equal voice and vote. The co-chairs are facilitators of the process and carry one vote each. The Task Force will be chaired by the President and the President of the Academic Senate. As in Planning and Budget, the President will not participate in deliberations to decide recommendations. During deliberations for the determination of which recommendations will be forwarded to the President, the meeting will be co-chaired by the Senate President and a designee chosen by the President.

The Task Force Committee will be comprised as follows:

Faculty	13
Classified	4
Administrators	5
Students	2
Co-Chairs	2

THE CHARGE

The Task Force will be responsible for reviewing various budget and other related data pertaining to the operation of the college. The budget data under consideration to this Task Force will include all data other than the discretionary budgets, as the college's Planning and Budget Committee has responsibility over these funds. The areas for review include Instruction, Student Services and College Operations. After a reasonable period of review, the Task Force will submit a recommendation to the President. The recommendations forwarded in December will be taken into consideration for a final recommendation to the Chancellor.

Recommendations to the President should consist of one to three recommendations which will equal the amount needed to achieve cost savings to the college. The Task Force is encouraged to consider the vision, values and mission of the institution while developing recommendations. All recommendations are advisory to the President.

GUIDING PRINCIPLES

The statements below represent guiding principles that will be important to the work of the Task Force.

- All Task Force members are expected to attend; substitutes are not permitted.

- If you cannot attend a meeting or need to resign from the Task Force, please notify the co-chairs.

- Professional courtesies should be in operation at all times during the meetings.

- There are no "dumb" questions.

- Each member has an equal say and deserves to be heard.

- Questions or concerns that can't be addressed at one meeting can be carried over to the next meeting with agreement from the Task Force.

- Task Force recommendations should take into consideration the good of the whole or entire institution, not just a singular (either department or division) wish.

- No layoffs of staff or personnel.

- The will of the minority is heard, but the will of the majority prevails.

- When making changes we will minimize disruption and do our best not to damage our core mission.

- We will work collaboratively with the other two colleges in the District on innovative ideas or combining programs.

- We will consider all resources in the District for closing the deficit including the District reserve.

  (the Task Force may choose to add others, if desired)

Finally, we recognize and acknowledge that these proceedings can be and will be portrayed as the "hard stuff" of institutional decision-making. But we also hold every confidence that we can develop a collective wisdom and come up with the best of ideas for the good of our students and the college.

Once again, we appreciate your willingness to help. Thank you.

STRATEGIC ALTERNATIVES FOR INSTITUTIONAL FUNDING (SAIF)
TASK FORCE MEMBERS

CO-CHAIRS

Fran White
Connie Beringer

FACULTY REPS

Kay Barchas
Ann Burns
John Chavez
Linda Rosa Corazon
Rick Escalambre
Jan Fosberg
George Goth
Betty Lindgren-Young
Virginia Padron
Cal Robinson
Tom Sullivan
Ed Wodehouse

AFT REP

Katharine Harer

ADMINISTRATIVE REPS

Rosemary Ybarra-Garcia
Regina Stanback-Stroud
Eloisa Briones
Bernie Blackman
Sandy Irber

CLASSIFIED REPS

Barbara Daley
Phyllis Porcar
Pablo Gonzalez
Kathy Zbikowski-Taylor

CSEA REP

Cathy Welch

STUDENT REPS

Krystal Gallagher
Peter Monrroy

COLLEGE BUDGET COMMITTEE

CO-CHAIRS

Regina Stanback-Stroud
Nick Kapp

ADMINISTRATORS

Rosemary Ybarra-Garcia
Jennifer Hughes
Andreas Wolf

FACULTY (2 from each division)

Pat Deamer
Soodi Zamani
Masao Suzuki
Rosie Bell
Connie Beringer
Sandra Verhoogen
Tom Broxholm
Rick Escalambre

Dino Nomicos
Mike Fitzgerald
Virginia Padron
Linda Rosa Corazon

CLASSIFIED (3)

Barbara Daley
Féliz Pérez
Salah Webb

STUDENTS (2)

Marilyn Mascarinas
Kyle Merellas

RESOURCE PEOPLE

Fran White
Eloisa Briones
Bernie Blackman

Planning and Research
at Skyline College

EMIS

Enrollment Management Information System

ETD Enrollment Trends & Demographics

EIE Enrollment Indicator Estimates

Fall 2003

As of September 2, 2003

Bernie Blackman, Ph.D., Director
650-738-4454
Blackman@smcccd.net

September 2, 2003

Table of Contents

EMIS: Enrollment Trends and Demographics (ETD)
September 2, 2003

Skyline Enrollment Trends*

Unduplicated Count	Tues 13-May	Mon 2-Jun	Mon 16-Jun	Tue 24-Jun	Tue 8-Jul	Tue 28-Jul	Wed 13-Aug	Mon 18-Aug	Thurs 21-Aug	Tues 26-Aug	Tues 2-Sep
Undup Cnt	1,998	3,857	4,347	4,782	5,310	6,438	7,319	7,592	7,883	8,181	8,416
Fall 02 Census	9,268	9,268	9,268	9,268	9,268	9,268	9,268	9,268	9,268	9,268	9,268
Difference	(7,270)	(5,811)	(4,921)	(4,486)	(3,958)	(2,830)	(1,949)	(1,676)	(1,385)	(1,107)	(852)
% Difference	-78%	-61%	-53%	-48%	-43%	-31%	-21%	-18%	-15%	-12%	-9%

Duplicated Count	Tues 13-May	Mon 2-Jun	Mon 16-Jun	Tue 24-Jun	Tue 8-Jul	Tue 28-Jul	Wed 13-Aug	Mon 18-Aug	Thurs 21-Aug	Tues 26-Aug	Tues 2-Sep
Dup Cnt	5,984	10,259	12,055	13,251	14,615	17,229	18,929	19,455	19,868	20,446	21,091
Fall 02 Census	22,699	22,699	22,699	22,699	22,699	22,699	22,699	22,699	22,699	22,699	22,699
Difference	(16,715)	(12,440)	(10,644)	(9,446)	(8,084)	(5,470)	(3,770)	(3,244)	(2,831)	(2,251)	(1,608)
% Difference	-74%	-55%	-47%	-42%	-36%	-24%	-17%	-14%	-12%	-10%	-7%

District Enrollment Trends
History Cnts as of 10/4/02   As of

Census History Counts							9/2/03		Diff. 02-03	% Diff. 02-03
Undup Cnt	1997	1998	1999	2000	2001	2002	2003			
Canada	5,547	5,408	5,537	5,332	5,736	6,534	5,895		(839)	-12.8%
San Mateo	11,681	11,602	11,316	10,872	11,749	12,299	11,067		(1,232)	-10.0%
Skyline	8,598	8,514	8,682	8,573	8,439	9,268	8,416		(852)	-9.2%
Total	25,826	25,524	25,537	24,777	25,924	28,101	25,178		(2,923)	-10.4%

*Note: Fall 2003 weekly enrollment numbers are compared to the Fall 2002 census enrollment number (source: final SWBXENR report for Fall 2002).

[1](9/3) Last day to ADD Sem Lngth Crse & to DROP Sem Lngth Crse w/ Elig For Partial Refund
[2](9/12) Last Day to DROP Sem Lnth Crse w/o Appearing on Record
[3](TBD) District produces Census Statistics Report

Enrollment Trend - Unduplicated Count

Enrollment Trend - Duplicated Count
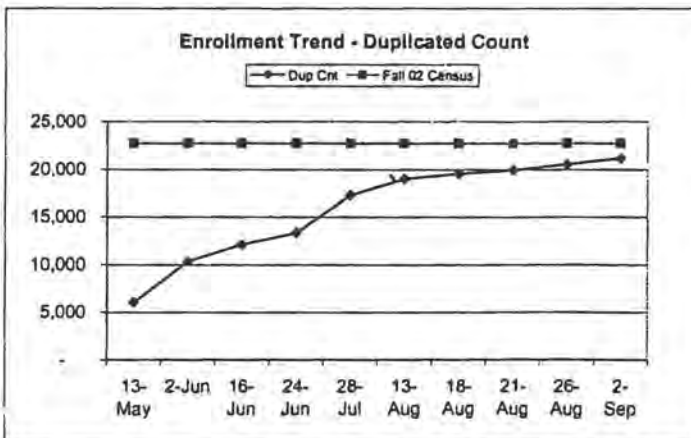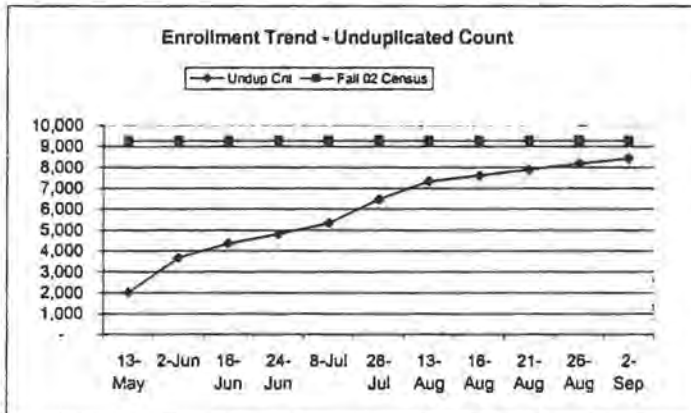
Enrollment Trends and Demographics (ETD)

Term: Fall 2003   September 02, 2003

District

Unduplicated Count

College Description	Cnt	Percent
Canada College	5,695	23%
College of San Mateo	11,067	44%
Skyline College	8,416	33%
Total	25,178	100%

Duplicated Count

College Description	Cnt	Percent
Canada College	13,651	21%
College of San Mateo	29,073	46%
Skyline College	21,091	33%
Total	63,815	100%
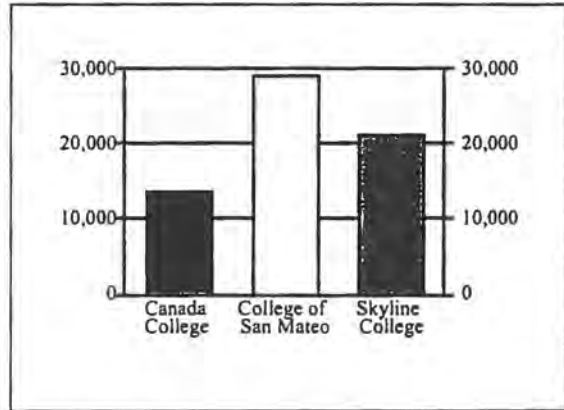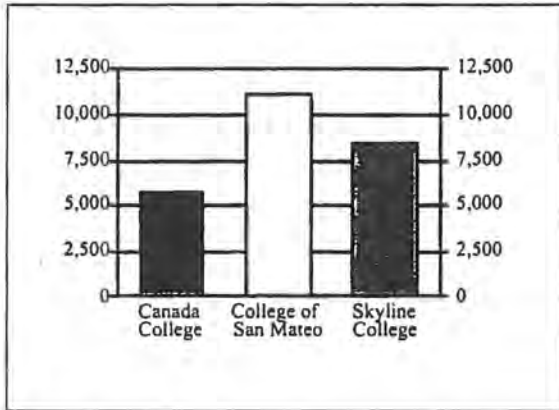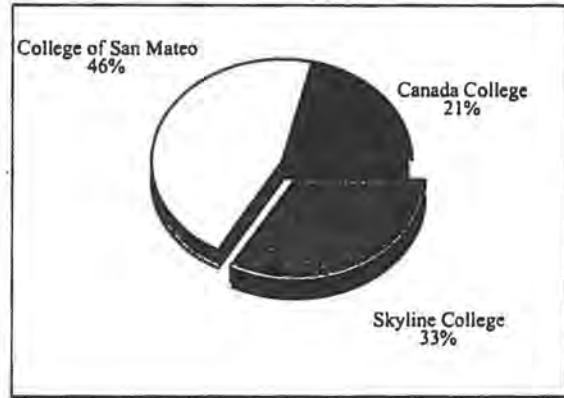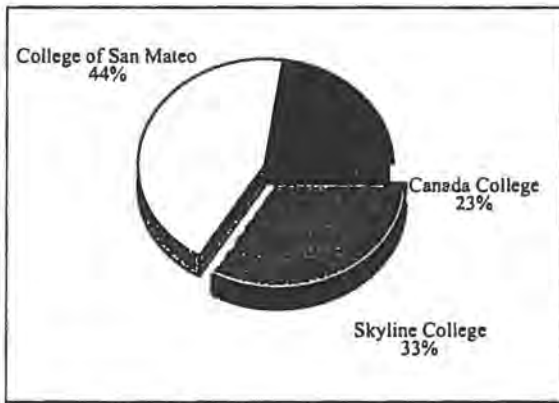
Enrollment Trends and Demographics (ETD)

Unduplicated

Term: Fall 2003   September 02, 2003

College Description	Cnt	Percent
Canada College	5,695	23%
College of San Mateo	11,067	44%
Skyline College	8,416	33%
Total	25,178	100%

Enrollment Status Desc	Cnt	Percent
Continuing Student	5,273	63%
First-Time Student	847	10%
First-Time Transfer Student	807	10%
Not Applicable, Currently K-12	72	1%
Returning Student	977	12%
Returning Transfer Student	443	5%
Total	8,419	100%

Skyline College Demographics

Gender	Cnt	Percent
Female	4,689	56%
Male	3,709	44%
Unknown	21	0%
Total	8,419	100%

Student Status	Cnt	Percent
Full Time: 12 units or >	2,296	27%
Part Time: < 12 units	6,123	73%
Total	8,419	100%

Highest Education Level	Cnt	Percent
Associates degree	431	5%
Attending adult school	119	1%
Attending high school	80	1%
Bachelors degree or higher	1,189	14%
Cert. of H.S. proficiency	97	1%
Foreign secondary diploma/cert.	339	4%
GED or Cert. of H.S. proficiency	404	5%
High school diploma	5,418	64%
Not a high school graduate	342	4%
Total	8,419	100%

Student Age Group	Cnt	Percent
Under 18	85	1%
Age 18-22	3,631	43%
Age 23-28	1,893	22%
Age 29-39	1,395	17%
Age 40-49	782	9%
Age 50-59	435	5%
Age 60+	198	2%
Total	8,419	100%

Ed Goal Description	Cnt	Percent
Acquire Job Skills / New Career	475	6%
Complete Credits for HS Diploma	75	1%
Earn 2yr Certif w/out Transfer	443	5%
Earn AA/AS & Transfer to a 4 yr	3,720	44%
Earn AA/AS w/out Transfer	669	8%
Educational Development	704	8%
Improve Basic Skills	1	0%
Transfer to 4 yr w/out AA/AS	962	11%
Uncollected / Unreported	7	0%
Undecided on goal	992	12%
Update Job Skills / Job Advance	371	4%
Total	8,419	100%

Ethnicity Description	Cnt	Percent
African American	305	4%
Asian '	2,214	26%
Filipino	1,562	19%
Hispanic	1,692	20%
Native American	42	0%
Other	235	3%
Unknown	165	2%
White	2,204	26%
Total	8,419	100%

Primary Lang Desc	Cnt	Percent
***** INVALID REQUEST *****	584	7%
Chinese	627	7%
English Spoken Most Frequently	5,389	64%
NOT English	5	0%
Other	633	8%
Spanish	614	7%
Tagalog	392	5%
Unknown/Uncollected	175	2%
Total	8,419	100%

Enrollment Indicator Estimates (EIE)

Duplicated

Term: Fall 2003   September 02, 2003

*See last page for notes.

District

College Desc	Census	Enroll	Total Fte Asgn	Total Ftes	Total Wsch	Load
Canada College	12,427	12,416	101.53	1,707.248	51,217	504
College of San Mateo	27,700	27,621	189.70	3,842.198	115,266	608
Skyline College	20,196	20,131	137.64	2,989.634	89,689	652
Total	60,323	60,168	428.88	8,539.079	256,172	597

Skyline College

Division

College Desc	Skyline College				
Division Description	Enroll	Total Fte Asgn	Total Ftes	Total Wsch	Load
Business	4,616	31.60	640.679	19,220	608
Language Arts	3,773	30.15	583.787	17,514	581
Learning Resources	19	0.07	1.140	34	513
PE	1,449	6.60	192.941	5,788	877
Science, Math and Technology	5,170	42.49	952.241	28,567	672
Social Sciences and Creative Arts	4,886	25.22	602.724	18,082	717
Student Services	218	1.52	16.121	484	319
Total	20,131	137.64	2,989.634	89,689	652

Division - Department

Division Description	College Desc	Skyline College				
	Department Desc	Enroll	Total Fte Asgn	Total Ftes	Total Wsch	Load
Business	Accounting	514	2.37	67.727	2,032	858
	Real Estate	217	0.40	23.870	716	1,790
	Family and Consumer Science	116	0.90	11.967	359	399
	Fashion Merchandising	94	0.50	9.660	290	580
	Early Childhood Education	663	3.05	65.512	1,965	645
	Comp. Appl. and Office Tech.	1,189	4.95	81.082	2,432	491
	Cosmetology	243	5.81	124.062	3,722	641
	Cooperative Education	223	1.47	19.200	576	393
	Business	788	4.07	92.737	2,782	684
	Automotive Mechanic Technology	516	7.90	139.033	4,171	528
	Interior Design	53	0.20	5.830	175	875

Division Description	Department Desc	College Desc	Skyline College			
		Enroll	Total Fte Asgn	Total Ftes	Total Wsch	Load
	Total	4,616	31.60	640.679	19,220	608
Language Arts	American Sign Language	67	0.40	9.143	274	686
	Literature	29	0.20	2.900	87	435
	Tagalog; Philippine Language	36	0.20	5.160	155	774
	Journalism	68	0.60	7.833	235	392
	Arabic	43	0.20	6.163	185	925
	English Second Language, Skyln	327	4.60	87.567	2,627	571
	Spanish	176	1.80	30.610	918	510
	Reading	659	4.47	90.063	2,702	605
	English	1,738	13.68	267.790	8,034	587
	Speech	630	4.00	76.557	2,297	574
	Total	3,773	30.15	583.787	17,514	581
Learning Resources	Library	19	0.07	1.140	34	513
	Total	19	0.07	1.140	34	513
PE	Dance	212	0.90	28.267	848	942
	Phys Ed - Fitness	760	2.92	97.727	2,932	1,002
	Phys Ed - Individual Sport	258	1.27	31.413	942	739
	Phys Ed - Team Sport	219	1.50	35.535	1,066	711
	Total	1,449	6.60	192.941	5,788	877
Science, Math and Technology	Anthropology	55	0.20	5.500	165	825
	Surgical Technology	107	1.76	58.639	1,759	1,000
	Telecommunications Technology	212	4.03	38.670	1,160	288
	Respiratory Therapy	105	1.35	16.724	502	371
	Physics	149	1.47	25.633	769	524
	Oceanography	144	0.56	15.020	451	805
	Mathematics	2,414	16.60	408.202	12,246	738
	Health Science	351	1.40	35.550	1,067	762
	Geology	210	1.12	26.740	802	716
	Electronics Technology	21	0.27	4.200	126	461
	Career and Personal Develop	23	0.00	0.767	23	#INF
	Computer Science	154	1.88	30.583	917	488
	Chemistry	324	3.40	82.057	2,462	724
	Biology	879	7.99	196.975	5,909	740
	Emergency Medical Care	22	0.47	6.981	209	449
	Total	5,170	42.49	952.241	28,567	672
Social Sciences and Creative Arts	Administration of Justice	168	0.70	16.800	504	720
	Geography	47	0.20	4.700	141	705
	Social Science	12	0.07	0.421	13	189
	Sociology	144	0.70	14.860	446	637
	Psychology	685	3.50	72.990	2,190	626
	Political Science	284	1.20	28.940	868	724
	Philosophy	235	0.80	27.457	824	1,030
	Music	656	3.68	87.303	2,619	712

Planning and Research Office

Division Description	Department Desc	College Desc	Skyline College			
		Enroll	Total Fte Asgn	Total Ftes	Total Wsch	Load
	Paralegal Studies	146	0.60	16.060	482	803
	Humanities	99	0.40	10.380	311	778
	History	1,095	4.60	112.817	3,385	736
	Economics	383	1.80	40.250	1,208	671
	Art	706	5.98	146.137	4,384	733
	Anthropology	166	0.80	17.010	510	638
	Film	60	0.20	6.600	198	990
	Total	4,886	25.22	602.724	18,082	717
Student Services	Career and Personal Develop	179	1.23	15.050	452	366
	Developmental Learning Skills	39	0.28	1.071	32	113
	Total	218	1.52	16.121	484	319
Total		20,131	137.64	2,989.634	89,689	652

* The "Census Enroll Count Section" column indicates the number of enrolled students in each section as of the section's particular census date. Census enrollment numbers as provided reflect either of the following:

1) If the census date for a section has passed, the particular census enrollment count reflects the number of students enrolled in that section as of the census date.

2) If the census date for a section has not passed yet, the particular census enrollment count reflects the number of enrolled students in that section as of the current date - as posted in the title above.

Enrollment numbers may change accordingly each day and consequently result in changes to indicators data (i.e. FTE, FTES, WSCH, Load) .

3) PA (Positive Attendance), PO (Open/Entry/Open Exit), PQ (Apprentice-Positive Attendance) are excluded from this report.

4) Load = Total Wsch/Total Fte Asgn

Indicators - FTE, FTES, WSCH & LOAD
3 College Comparison by Division
As of 9-02-03

District

	Enroll	Total Fte Asgn	Total Ftes	Total Wsch	Load
Canada College	12,416	102	1,707	51,217	504
College of San Mateo	27,621	190	3,842	115,266	608
Skyline College	20,131	138	2,990	89,689	652
Total	58,277	429	8,251	247,537	577

Canada College

Division Description	Enroll Count	Total Fte Asgn	Total Ftes	Total Wsch	Load
Business and Workforce Development	4,576	30	520	15,586	514
Humanities	5,232	50	759	22,766	459
Office of the VP Stdnt Svcs.	168	1	10	287	430
Science and Technology	2,438	21	419	12,572	600
U.C. and Academic Support Services	2	0	0	6	2
Total	12,416	101.5	1,707	51,217	504

College of San Mateo

Division Description	Enroll Count	Total Fte Asgn	Total Ftes	Total Wsch	Load
Business	3,411	18	418	12,526	695
Creative Arts	2,630	22	466	13,984	648
Guidance/Work-Study	379	1	30	898	612
Language Arts	5,419	50	771	23,137	464
Mathematics and Science	6,437	49	1,081	32,421	661
Physical Ed/Athletics	1,966	8	219	6,559	836
Social Science	5,403	26	568	17,048	644
Technology	1,976	15	290	8,694	565
Total	27,621	190	3,842	115,266	608

Skyline College

Division Description	Enroll Count	Total Fte Asgn	Total Ftes	Total Wsch	Load
Business	4,816	32	841	19,220	608
Language Arts	3,773	30	584	17,514	581
Learning Resources	19	0	1	34	513
PE	1,449	7	193	5,788	877
Science, Math and Technology	5,170	42	952	28,567	672
Social Sciences and Creative Arts	4,886	25	603	18,082	717
Student Services	218	2	16	484	319
Total	20,131	138	2,990	89,689	652

FULL-TIME FACULTY REQUEST

<u>Request for Proposals</u>

Date: November 13, 2003

To: ILT
        Jennifer Hughes
        Nick Kapp, Academic Senate President

From: Regina Stanback-Stroud, Chair of FTEFAC

RE: FTEFAC RFP

The FTEF Allocation Committee is requesting proposals for filling full-time faculty positions should the opportunity become available. We understand that it is not certain that the college will have the opportunity to fill any positions vacated. However, should the opportunity arise, the committee is interested in going through the course of action to ensure deliberate consideration and implementation of the process that was developed and implemented by the college administration and Academic Senate in the past 2 years.

Please note the revised timeline below. It will require the submission of the request in a couple of weeks and a meeting of the FTEF Allocation Committee within the second week of December. This could greatly minimize the negative impact that the delay in starting may have had on this timeline.

Please engage the faculty in your division in a discussion of faculty hiring priorities such that you can submit the completed request form. Please stress the tentative nature of this request. Submission of RFP's and priority designation does not guarantee that the college will be able to hire fulltime faculty; it will only ensure our preparedness should we gain that opportunity.

Thank you.

Attachment: Request Form
             Process and Timeline
             Guidelines

Cc: Rosemary Ybarra Garcia
             Committee members

skyline
C O L L E G E

Date of Request _____ Division _____

Department/Program to which FTEF request would be allocated: _____

Please complete the following as concisely as possible. Additional data (WSCH/FTE, amount of reassigned time being used in department, percentage of courses being taught by FT vs. Associate faculty, etc.) will be supplied to the allocation committee via the research 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 Full-time FTE in the Department _____
   C. This position will be:
   ☐ New
   ☐ A replacement. Please indicate person being replaced and position control number. _____

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 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 indicated program 75/25 ratio (percent of **instruction** taught by fulltime/part-time faculty, not the percent of ft/pt faculty)

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.

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.

D. All Division requests will be considered by the FTEFAC.

E. The Academic Senate and ILT will consider all FTEFAC recommendations.

F. The VPSS and VPI will consider all recommendations from the Academic Senate and forward recommendations to the President for approval.

G. Faculty positions vacated in less than 24 months of hire will not be put into allocation process.

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

I. 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.)

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

K. Requestors will use the form provided.

Skyline College Program Review
Response Sheet

Program:

Thank you for your time and effort in preparing this program review. Your executive summary, with recommendations, has been sent to the Planning and Budget Committee and the Board of Trustees.

College President
Comments:

Signature: _____

College Vice President
Comments:

Signature: _____

Curriculum Committee
Comments:

Signature: _____

Meadows, Margery L.

From:	Hernandez, Raymond
Sent:	Friday, December 05, 2003 5:59 AM
To:	Hughes, Jennifer; Williamson, Michael; Martinez, Anita; Meadows, Margery L.; Bestock, Donna; Wolf, Andreas
Cc:	Takayama, Arthur; Norris, Maria; Stroud, Regina; Seth, Evelyn; Roumbanis, Christine; kutehpie@aol.com; Koenig, JoAnn; Hancock, Sherri; Fosberg, Jan D.; Corazon, Linda-Rosa; Taylor, Phyllis; Kapp, Nick; Beringer, Connie; Ybarra-Garcia, Rosemary
Subject:	Program Review Flex Day Workshop

Hello Deans,

Programs listed on the Curriculum Committee web page are due to complete and present Program Review by October 2004:   http://www.smccd.net/accounts/skycurr/progrev.htm

Would you please share the following information with your Faculty:

Curriculum Committee

Flex Day

Program Review Workshop

Friday, January 16, 2004

Room TBA

8:00am – 12:00pm

- These are a few of the topics which will be presented:

    o   Purpose of Program review

    o   Integration of Student Services Program Review

    o   Program Review obstacles and Faculty resources

    o   Forms and Process

    o   Data collection and assessment

Library User Survey

Please help us improve library services by answering a few questions:

Today's Date_____   Time_____

1. What did you do in the library today? Check as many as applicable. For each item checked, circle the number that best reflects how successful you were.

	Completely Successful	Successful	Somewhat Successful	Not at all Successful
_____ Looked for books	1	2	3	4
_____ Looked for magazines/newspapers	1	2	3	4
_____ Studied	1	2	3	4
_____ Did a computer search	1	2	3	4
_____ Asked a reference question	1	2	3	4
_____ Attended a library research presentation	1	2	3	4
_____ Browsed	1	2	3	4
_____ Returned books	1	2	3	4

2. Do you think our library collections are adequate for your needs?
                    (circle one)

Books: Yes   No   Comments: _____
Periodicals: Yes   No   _____
Online Resources: Yes   No   _____

3. Was the library easy to use?

_____Very easy
_____Easy
_____Somewhat easy
_____Not at all easy

4. Overall, how satisfied were you (check one) with today's visit?

_____Very satisfied
_____Satisfied
_____Somewhat satisfied
_____Not at all satisfied

5. What was your primary reason for visiting the library today?

_____Study
_____Assignment/Research
_____Other

_____Information
_____Personal

Suggestions:_____
_____
_____
_____

Thank you for your help!

THE LEARNING CENTER (TLC)
STUDENT EVALUATION

1. Please check all services you have used in The Learning Center.
_____ Counseling (STAARS)   _____ Computer Lab
_____ Math Assistance Lab (MAL)   _____ Tutorial Assistance Program
_____ English Assistance Lab (EAL)   _____ Media Services   _____ Learning Skills Program

2. Please check all the skills you have received assistance from The Learning Center.
_____ Basic Computer Skills _____ Grammar/Punctuation/Vocabulary/Spelling _____ Plato Computer Program
_____ Writing Essays/Reports   _____ Other (specify) _____
_____ Study Skills (Note/Test Taking, Time Management, Critical Thinking, etc.)

Using the following scale, please answer the next series of questions:
1 = always   2 = usually   3 = seldom   4 = does not apply

TLC Workshops:

3. Did you attend any TLC workshops?
If yes, which ones and by whom?_____

4. Did you feel the workshops were effective?   1 2 3 4

English Assistance Lab (EAL):

5. If you used the Plato Computer Program, was it easy to understand and helpful ?   1 2 3 4
6. Did you receive adequate assistance from the EAL to complete individual assignments?   1 2 3 4
7. Did you receive follow-up assistance from the EAL when needed?   1 2 3 4
8. Were tutors and/or professional staff in the EAL available at their posted times?   1 2 3 4

Math Assistance Lab (MAL):

9. Did you receive adequate assistance from the MAL to complete individual assignments?   1 2 3 4
10. Did you receive follow-up assistance from the MAL when needed?   1 2 3 4
11. Were tutors and/or professional staff in the MAL available at their posted times?   1 2 3 4

TLC Computer Lab:

12. Did you receive adequate assistance from TLC Computer Lab
to complete individual assignments?   1 2 3 4
13. Did you receive follow-up assistance from TLC computer Lab when needed?   1 2 3 4
14. Were tutors and/or professional staff in TLC computer Lab
available at their posted times?   1 2 3 4

Tutorial Assistance Program (TAP):

15. If you were assigned a tutor from the Tutorial Assistance Program,
did your tutor meet with you on a regular basis?   1 2 3 4
16. Did your tutor understand the course content?   1 2 3 4
17. Did your tutor communicate well?   1 2 3 4
18. Did your tutor keep appointments?   1 2 3 4
19. Did your tutor show up on time?   1 2 3 4
20. Did your tutor seem patient and understanding?   1 2 3 4
21. Rate your progress since you began using TLC services: ___ excellent ___ good ___ average ___ poor
22. The value of using TLC services for me was: ___ excellent ___ good ___ average ___ poor
23. Will you continue to use TLC services?   ___ Yes ___ No
24. Would you recommend TLC services to others?   ___ Yes ___ No
25. If you had not received assistance would you have dropped any of your classes?   ___ Yes ___ No
26. Your overall rating of The Learning Center is: ___ excellent ___ good ___ average ___ poor
27. Comments and suggestions for improving the services at The Learning Center:

Appendix W
Custodial Program Review

Can be accessed at the
Skyline College
Facilities & Operations Department