



Welcome to the 2011-2012 Academic Year!

Welcome to all. This promises to be a great year. No doubt we will have challenges as the state budget theater leaves us with very little hope of prosperity. None-the-less, there is hope of being able to be the great institution of higher learning that we are with what we have until we get what we need.

I delivered an opening day address calling on us all to be our best selves and to reflect on our efforts and the results of those efforts—to be deliberate and intentional about increasing the student success in the developmental education program—to become known as a transfer institution because of the results of our transfer efforts—to lead the bay region in the number of degrees and certificates attained at Skyline College and to enrich the academic and cultural experiences of the college community through an expanded international students program. We will do many more things and accomplish many more notable achievements but you have my commitment to remain focused and diligent on the call to action on these items. If you have creative ideas on how we should go about accomplishing such goals, please don't hesitate to share them with me. Some of you have asked for a copy of the address so I have included it at the end of this issue.

Dr. Regina Stanback Stroud

President

Professor Pat Deamer Honored with Skyline Shines Award



Patricia Deamer was presented with the Skyline Shines Award for her dedication and commitment to students and student success. She has committed herself to teaching, learning, and advocacy for the benefit of her students and colleagues and has a steadfast commitment and dedication to students and her ongoing advocacy and efforts to promote equity and fairness in education.

Pat, along with other African American colleagues who were concerned about how African American students were faring at the college, created our notable African-American Success Through Excellence and Persistence (ASTEP) program. The creators also advocate and mentor for African American students, steering them toward scholarship and leadership opportunities, and helping them to mediate conflict when such occasions arise. Pat is a primary fundraiser for the Skyline scholarships designated for African American students.

In Fall 2006, Pat created the Math Academy that is open to all students interested in succeeding in Algebra. Proudly referring to this class as her private United Nations, she fosters a collaborative learning environment in which students can openly grapple with the problem sets both in class and study halls after class. Pat, not only uses untraditional methods in her classroom to teach students how “to do the math,” she also gets them to understand mathematical processes and “not to fear” the subject. As a result, her students succeed at a 15- 20% higher rate than the average math students.

Pat, however, does more than just teach mathematics; she instills in her students a sense of “community” in the way she encourages their involvement in campus, District, and community-wide efforts to support and promote ASTEP, Math Academy, other student programs, and Skyline College. Pat’s students not only see themselves as math students, they see themselves as artists, teachers, builders, scientists, doctors, advocates, activists, and the list goes on.

Pat is actively involved with many community organizations. In addition to raising scholarship monies for her sorority, she organized College Day for Black Expo, a major Bay Area event that connected African American students with colleges, and hosted an informational booth there for Southern University, her alma mater, and other Historically Black Colleges. She also served on former Oakland Mayor Ron Dellums’ Task Force on Education.

Last, but by no means least, Pat has devoted much of her time to faculty

advocacy. Pat promotes fairness and diversity as a College, District, and State-wide participant in the Academic Senate. She has also played key leadership roles in the American Federation of Teachers and the Faculty Association of California Community Colleges. Pat inspires her students and colleagues to explore and accept their potential and, with that, to strive towards making change in our world.

Congratulations to Pat Deamer.

Cherie Napier Honored with Community Member Skyline Shines Award



The President's Council is made up of community, civic, and business leaders who help us love Skyline College and the community we serve. They come from all walks of life and make contributions in the way of their time, energy, and connections to help Skyline College realize its goals and be the prize community resource and cultural center that it is.

This coveted support team does not exist serendipitously. It takes leadership that has a vision and conviction—leadership that understands and buys into the values of Skyline College. Today, I would like to ask you to join me in honoring the leader of the President's Council and 2011 recipient of the Community Skyline Shines award, Cherie Napier.

Cherie is the Marketing Manager for Serramonte Shopping Center. She consistently finds ways to connect Skyline College with the center to the benefit of both.

She is passionate about education and wasted no time in making a strong connection to the college.

Under her leadership, the council has grown into a coveted body of folks who have a sense of pride, ownership and investment in Skyline College. You looked at the video of all of the great and innovative things the PIF has supported. That PIF is made possible by the PC. Under Cherie's leadership the council has raised and allocated more than 100K in PIF funds so that you as a college committee may embark upon some of your most innovative ideas.

Whether it is making sure the college and its programs are connected to the recruitment activities and publicity at the Serramonte Shopping Center college days, or hosting a fashion show that also connects the cosmetology program and the Fashion Merchandising program to the community or participating in the green living fair.

Congratulations to Cherie Napier.

Phi Theta Kappans Teaching Older Adults



Skyline College's Phi Theta Kappa members developed a program called CLICS: Computer Literacy and Internet Competency for Seniors. The research that the students did earlier this year showed older adults can actually get some of the greatest benefits from computer use. The internet can prevent social isolation and provide mental stimulation. Moreover, people can remain independent because they can do many of their chores such as shopping and bill paying online.

In the spring our students developed one-hour training sessions to help get

older people online. The lessons include safety tips to avoid scams and spams. During the summer, our students visited senior centers almost daily to give their popular training.

Our students are doing a remarkable job: helping people and representing the College. More senior centers are requesting more: We've had requests for CLICS in Spanish too. No special knowledge or computer science is necessary. If you have students looking for community service or just wanting to contribute to society, please encourage them to contact our Phi Theta Kappa chapter Vice-president of Records Denice Sy dys2@my.smccd.edu or Chris Case case@smccd.edu .

Photo: Phi Theta Kappans and MESA students planning the lessons. From left: Kayla Aung, Elena Anuryeva, Richard Porter, Charity Walden, Anand Singh, and Julie Chou Inset: Katrina Cheung teaches her pupil how to take a self-portrait.

(Thanks to Dr. Christine Case for her contribution to this article.)

Fall 2011 Skyline College Opening Day Address Dr. Regina Stanback Stroud August 16, 2011

Yesterday Dr. Bacon, Mr. Steinberg and Ms. Minnijean Brown Trickey put out a call to consciousness about our opportunity to engage in innovative and provocative teaching that will interrupt the status quo. They challenged us to examine our notions of privilege and the ways in which we perpetuate the maintenance of that privilege whether through intent or benign neglect. And they reminded us and even cautioned us about making excuses for our persistent inability to successfully serve some students.

In light of their lesson, I am stating that **Success Matters**.... I recently wrote a president's message for the students and with a kind of "dysconscious" ease and facility (dysconsciousness is what Joyce King refers to as an uncritical habit of mind when she discusses dysconscious racism). I congratulate them for selecting one of the most exemplary, innovative and academically excellent community colleges in the state, Skyline College. But given our call to consciousness yesterday I want to invite you to engage in a bit of institutional self-reflection for a moment--And see if I hit the mark...

What are our students' chances for success? I asked the Research Office to share some information with me that would help us have a more explicit idea about how our students are doing and I am faced with the fact that for some, my student handbook president's message is quite true but not so much for some others.

For example we do show a familiar developmental education story that is shown across the state and the nation – those starting in developmental education math (thousands), rarely make it to the AA degree level math (13% for us) and almost never make it out of a transfer level math course (5% for us). And if you break that down by race, we are inconsistently successful depending upon the group of students. The English

story is a little better but that is only relatively speaking at Skyline College. Meaning only about a quarter of the students who start 2 levels below college level English, ever complete English 100. And we have the data that shows that more black and brown students assess at lower levels and once in those lower levels, they succeed at differentially lower levels.

So this information may also help us put how we are doing in terms of degrees completion because those English and math courses serve as gateway to the degree courses. For the past several years we have been hovering around 900-1000 – a pinch more and when we look at those numbers by ethnicity, only about a quarter of them go to African American and Latino students (3 and 20%).

And finally, in 1990 we transferred 308 students to CSU and UC. Ten years later we transferred 439 students and twenty years later we transferred 310 – 2 more than we did, twenty years ago.

Yes, Skyline College is a great school, innovative and exemplary but there is definitely an opportunity to do even greater things. This year I hope to engage your ideas and creativity about ways to do the following:

1. Engage in a College Graduation and Transfer Initiative

We have values that relate to access, academic excellence, community connection, and a student's first philosophy. These values position Skyline College to be successful with a college graduation and transfer initiative that increases the number of students that get in, get through and get out of Skyline College in order to enter the workforce or transfer and further their university studies.

I think Skyline College has the opportunity to be a major player in the national conversation on increasing the education of the nation and increasing the number of college graduates.

It is common wisdom to connect the overall economic vitality and the ability to sustain a democratic society to educational achievement of the nation. We need to take advantage of the focus on community colleges as a part of the solution.

President Obama's American Graduation Initiative has the goal of the USA once again having the highest proportion of college graduates in the world. Well Skyline College can do its part with the goal of having the highest proportion of college graduates in the region and making sure we are known as a major transfer institution.

2. Globalize the College and Internationalize the College Experience

Skyline College strives to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment. The richness of diversity in the cultures, backgrounds, languages, experiences, histories and perspectives is a reflection of a larger world culture and we in this nation and this college have something to contribute to that picture.

We have the opportunity to enhance the international students program and link it to the rigorous programs of study in existence at skyline. An expanded international student program would enrich the college with access to global perspectives and experiences. It also supports the college in offering classes to domestic students because, in general, ever 2-2.5 FTES in international students supports and entire class of domestic students. The faculty and students of the college would have the

opportunity to expand their knowledge of cultures around the world and engage in international exchange with students or colleagues in their areas of study or teaching. By creating a space where the collective resources of humanity are in a vibrant dialogue, the college and community as a whole is enriched, curriculum that reflects the contribution of others engenders student perspectives that reflect an understanding of others. Skyline College is a place of scholarly excellence, intellectual breadth where there is an appreciation for the value of global participation and understanding.

3. Accelerate the Basic Skills Sequence

I would like to express my concern about the proposals that seem to be coming through the student success task force at the state level. The concern I have is that the proposed policies have become increasingly exclusionary and seem to have the effect of pushing students of color out of the community colleges. I have full confidence that the task force does not see it that way. So my comments are not about intent, they are about the impact and underlying racial dynamics (again) of the proposed policies. With the full support and resources of the system, prerequisites as a means of exclusion were made easier, basic skills coding was done and now it is being proposed to keep people out of college courses if they assess two levels below on their placement test. This aspect of the policy has been changing and is leaning more toward not allowing colleges to give credit for more than two levels below college level. In addition, the system “walked over” the notion of de-categorizing the categorical funds (in the name of flexibility). And to top it off mandatory assessment for all students is being proposed with the full knowledge that the assessments are not necessarily connected to the courses or predictors of success. All of this adds up to a very ominous future for so many students in general and students of color in particular.

If passed as initially proposed, I believe the policy is fundamentally harmful to student, particularly students of color because of the following reasons:

1. It locks students into a developmental education sequence that we know does not work.
2. It would preclude students from taking other college courses – which basically marginalizes students to basic skills, eliminates the ability to do any type of bridge program or career advancement academy. With that requirement, students wouldn’t even be able to complete a PE Pilates class because it is credit bearing and transferable.
3. Instead of examining the lengthy, ineffective sequences, it locks them in, makes them the gateway to even get to a college degree and positions the placement test as entry exams.

While the language includes homage to policies that are evidenced-based, the proposed policies are not consistent with any of the evidence or literature about what works. We know what does not work is the basic skills sequences at these colleges across the state and we also know that the placement tests have little to do with predicting student success. We know bridge programs work, Career Advancement Academies work and acceleration of basic skills sequences work. We also know that

basic skills in the context of career technical education and academic disciplines works far better than abstract basic skills classes. Yet, the proposed recommendations would reify (and deify) the ineffective sequences and lock students out until they complete the sequence or yet, marginalize them over in noncredit or a nonexistent, defunded adult education program that is not remotely connected to the colleges to enable matriculation from one area (noncredit or adult education) to college.

Whether through intent or benign neglect these policies are pushing black and brown students out and limiting their futures as it relates to accessing higher education. So we have to look at these proposals be discussed with a critical consciousness toward diversity, social justice and student equity.

In her book, “Race in the Schoolyard” Amanda Lewis discusses the ways in which racial inequality in terms of access to resources is reproduced in day-to-day life in schools. She says, *“It is about the racialization of people and schools and also about schools and people as racializing agents—as forces in the reproduction and transformation of race. Schools are arguable one of the central institutions involved in drawing and redrawing racial lines. They do not explicitly “teach” racial identity the way they teach multiplication or punctuation, schools are settings where people acquire some version “of the rules of racial classification and their own racial identity.”* While she is much more eloquent than I could ever dream to be, I would like to call on you to give serious consideration to this statement and reflect deeply on the impact of the proposed policies in this context. Reflect deeply on your role and the ways in which you could change the future of the state with a bit of equity mindedness.

We have to be careful with quick fix... all or nothing...lock'em in or lock'em out.....mentality when developing educational policy in the face of diminishing fiscal resources.

At the beginning of this address, I told you that I started a message to the students in their handbook with a welcome to an exemplary institution. I end the message to the students and to you with this...

There was a time when California believed that education should not be preserved for the elite –that indeed, everyone who had the ability to benefit from an education should have access to higher education. That belief enshrined in the California Master Plan for Higher Education was the basis for the incredible economic advancement of the Golden State. It is in jeopardy, lest we as a public remain committed to the investment of public education even during austere times and lest you as students and potential students take this opportunity to study, learn and grow to be one of the most valued privileges on this planet. The esteemed faculty and staff are here to support you as you navigate this college on your educational journey.

We have to help students get an education as if the entire planet depended upon it—

because it does.
Thank you.

Guidelines Skyline Shines Submissions

Many of you submit material to be included in Skyline Shines. Thanks so much for taking to time to help me keep the college informed. Here are a few guidelines that will facilitate the publication of Skyline Shines each week.

• Send submission to skylineshines@smccd.edu

- Place your submission in a word document with your pictures pasted in the document.
- Use medium sized pictures that are equal to ¼ or ½ of a page.
- Use Times New Roman 12pt. font that is justified to the left for the body of the article.
- Don't forget to add a headline/title using 18 pt. bold font that is justified to the middle
- Use the following commonly accepted abbreviations: a.m. or p.m. (i.e. "The event will be held from 8:00 a.m. – 1:30 p.m." " The workshop is scheduled to run from 9:30 a.m. – Noon.")
- Spell out numbers of one or two words. Use figures for numbers that require more than two words to spell out. (i.e. "Almost eight years ago I began taking ceramics courses." And "I counted 176 records on the shelf.")
- If a sentence begins with a number, spell out the number or rewrite the sentence.
- Use the month, day, a comma and the year to indicate the date (i.e. "March 4, 2011" not "March 4th, 2011 or March 2nd, 2011")
- Add the word College when you refer to the name Skyline (i.e. Skyline College instead of Skyline)

Coming Up...

August 19, 2011

- 9:00 a.m. – Noon, FAFSA Workshop, Building 2 – Room 2122
- 11:00 a.m. – 1:30 p.m., "Welcome Week" BBQ sponsored by ASSC, Main Quad in front of Building 6

August 22, 2011

- 9:00 a.m. – 2:00 p.m., “Welcome Week” Program Services Fair sponsored by ASSC, Main Quad in front of Building 6
- 12:00 p.m. – 5:00 p.m., FAFSA Workshop, Building 2 – Room 2122

August 23, 2011

- 9:00 a.m. – 2:00 p.m., “Welcome Week” Club Rush sponsored by ASSC, Main Quad in front of Building 6
- 12:00 p.m. – 5:00 p.m., FAFSA Workshop, Building 2 – Room 2122

August 24, 2011

- 7:30 a.m. – 10:30 a.m., “Welcome Week” Pancake Breakfast sponsored by ASSC, Main Quad in front of Building 6
- 12:00 p.m. – 5:00 p.m., FAFSA Workshop, Building 2 – Room 2122

August 25, 2011

- 12:00 p.m. – 5:00 p.m., FAFSA Workshop, Building 2 – Room 2122

August 26, 2011

- 8:00 a.m. – 10:30 a.m., FAFSA Workshop, Building 2 – Room 2122

Future Events – Mark Your Calendar!

September 3 – 4, 2011

- Declared Recess

September 5, 2011

- Holiday – Labor Day

For the latest information on events and activities happening at Skyline College, please view our calendar at the following link:

http://www.skylinecollege.edu/current/calendarsandevents/news_events.html

If you would like to include your college event or activity on the calendar, please submit the information (event, date, time and location) to Christianne Marra in the Public Information Office via email at marrac@smccd.edu.

Do you have a suggestion?

One way to submit it is through our general **e-Suggestion Box**, via the hyperlink in the box below, or via the same box on the front page of our website at

<http://www.skylinecollege.edu/general/surveys/index.html>



For state level information on community colleges, see these websites:

- The California Community College Chancellor's Office in Sacramento: <http://www.cccco.edu/>
- The Community College League of California: <http://www.ccleague.org/>
- The Research and Planning Group: <http://www.rpgroup.org/>

Skyline Shines is archived at <http://www.skylinecollege.edu/facstaff/PresidentsOffice/skyshines/>

If you are receiving this newsletter and would like to discontinue receiving it, please notify us at skylineshines@smccd.edu and we will remove you from the distribution list.