



SKYLINE COLLEGE INSTRUCTIONAL AND STUDENT SERVICES ANNUAL PROGRAM/UNIT PLANNING DOCUMENT

INTRODUCTION

The Skyline College faculty, staff and administration support the evaluation of programs and services through the Annual Program planning process as the College continually strives to demonstrate and improve institutional effectiveness and student outcomes. The Skyline College Community embraces the concept that only through authentic, deep and on-going evaluation and assessment can institutions improve their programs and services to meet the evolving needs of students. Annual Program Planning and Comprehensive Program Review are intended to provide every program and service area with the opportunity to review and assess itself in relation to its mission, its goals and objectives, and its relationship to the mission of the College and the District, as well as fulfillment of needs presented by students and the local community.

The Skyline College Annual Program Plan is an integral piece of the planning and budget processes. The Skyline College model is an integrated one, used by instructional programs and student services. The integrated model is one that allows each Program and Service Area to maintain its identity and uniqueness, while creating a standardized approach to annual planning.

The purpose of the Annual Program Plan is to collect information to be used by the college planning bodies IPC (Institutional Planning Committee), ILT (Instructional Leadership Team), SSLT (Student Services Leadership Team), CBC (College Budget Committee), Full-Time Faculty Allocation Committee (FTEFAC) and may be used for Program Improvement and Viability (PIV). Through this process, faculty/staff have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. Annual program plans are completed by each program/department/unit yearly. The Annual Program Planning document can serve as the basis for completing the six-year Comprehensive Program Review.

PURPOSES

- ❑ To develop, maintain, improve and promote quality instruction and support services in order to optimize student learning outcomes and access
- ❑ To promote dialogue and collaboration among faculty, administrative and classified staff, and students
- ❑ To enhance interaction among programs, instruction, and student support services
- ❑ To ensure the effective and efficient utilization of the College's human, financial physical, and technology resources
- ❑ To ensure a process in accordance with Accreditation Standards consistent with the District and College vision, mission and goals

SUGGESTED TIMELINES FOR ANNUAL PROGRAM PLANNING

PLANNING AND REVIEW OF DATA NEEDS:

NOVEMBER DEPARTMENT OR DIVISION MEETING

- ❑ Program/Unit teams are identified and organized. Departments or programs are urged to include part-time faculty and appropriate classified staff in the review process.
- ❑ Planning team reviews the instrument.
- ❑ Basic enrollment, retention data, and other pertinent data will be provided by the Office of Planning, Research and Institutional Effectiveness (PRIE). (Change to the active tense to stay consistent with the other statements) The Office of Planning, Research and Institutional Effectiveness (PRIE) provides basic enrollment, retention data, and other pertinent data.
- ❑ Planning team collects data including course and program student learning outcomes from Tracdat.
- ❑ Initial findings are discussed with the entire department and Division Dean/Administrator. The entire department and Division Dean/Administrator discuss initial findings.
- ❑ Additional data requested from PRIE as needed. Teams request additional data as needed from PRIE.

PROGRAM/UNIT ANALYSIS DATA:

JANUARY/FEBRUARY DEPARTMENT OR DIVISION MEETINGS

- ❑ Planning team analyzes data, including course and program student learning outcomes, student success and retention data, and other data as needed.
- ❑ Planning team reviews all courses for currency and assures course outlines are correctly formatted to the most current course outline of record template, and ensures they are accurately input into CurricUNET.
- ❑ Planning team completes program/unit data analysis/assessment and summarizes findings.
- ❑ Programs/units start to update annual planning report.

PROGRAM/UNIT DEVELOPMENT OF ACTION PLAN AND RESOURCE NEEDS:

MARCH DEPARTMENT OR DIVISION MEETING

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- ❑ Program/unit faculty/staff develop action plan and resource needs in response to assessment of program data.
 - ❑ Program/unit faculty/staff finalize the Annual Program Planning self-study and in the first week of April submit one electronic and one paper copy of the planning self-study to the Office of Planning, Research and Institutional Effectiveness for distribution to the Institutional Planning Committee (IPC).
 - ❑ The Institutional Planning Committee reviews all submitted annual program plans and distributes requests for allocations through the approved college processes.
 - ❑ Program/Unit planning resource recommendations are placed into existing college resource recommendations for the subsequent academic year. (This sentence also is written in the passive, but I wasn't clear on who "places" these recommendations.)

SKYLINE COLLEGE ANNUAL PROGRAM PLANNING

INSTRUCTIONS FOR COMPLETION OF SELF STUDY

The forms to complete the self-study can be obtained on the Program Review website at <http://www.skylinecollege.edu/programreview/directionsandforms.php>. The site provides links to the Annual Program/Unit Planning document. You can complete the self-study form on your computer. You will need Adobe Acrobat Professional or the newest version of Reader in order to complete your form. Computers configured since 2011 should have Adobe Pro – for those with an older version of Adobe Acrobat Reader, please submit a work request with IT to be upgraded to Pro or the newest version of Reader. This upgrade can only be placed on SMCCCD issued computers. Save your form as a PDF format. Save and name your file as “Program Name_AP_Year” (e.g., Mathematics_AP_2013).

Self-Study

Submit the report including both questions and responses.

Tracdat reports

Attach your summary of assessment, analysis and action plans for the courses and/or program completed during this academic year.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Needs Summary Form

Briefly list your resource needs in the space provided and submit as part of your completed annual planning document.



SKYLINE COLLEGE ANNUAL PROGRAM PLANNING SELF-STUDY

*Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT** on an e-mail message.*

Program Title: Real Estate

Date Submitted: 15 April 2013

Key Findings:

Real Estate Principle and Practice are required courses from the Department of the Real Estate (DRE), which we offer at Skyline course. In order for students to sit for they must pass three courses of Real Estate. Principle and Practice are required and we offer during the regular semesters Mortgage Loan Brokering and Lending and during the summer months we offer Real Estate Finance.

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions:

Allan P. Nuttall, PT Instructors

2. Contact Person (include e-mail and telephone):

Allan P. Nuttall, Nuttalla@aol.com, (650) 994-8705

3. Program Information

A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

Allan P. Nuttall

FT Faculty:

PT/OL Faculty (FTE):

Allan P. Nuttall

FT Classified:

PT Classified (FTE):

Volunteers:

Student Workers:

B. Program Mission and Goals

State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit)

Allow students to absorb the information related to the profession of Real Estate. The classroom will always teach the theory of Real Estate, but since I am also within the profession, the real world situations come into place. There are also outside assignments that are required throughout the course. The purpose of these assignments are to get students outside their comfort zone and see which students have the potential to be Real Estate Salesperson or the Real Estate Broker License.

4. Program/Service Area: Student Learning Outcomes and Program Data

A. Summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the year (prior to submission deadline of April 1st)

Tool: <https://sanmateo.tracdat.com/tracdat/>

RE 100 Principle - Study real and personal property, joint tenancy, partnerships, sales contract, homestead, deeds and taxes. Also included are the basics in financing real estate practices and regulation of the real estate business.

RE 110 Practice - Real Estate Practice is the practical application of real estate skills in the field and office environments. The course presents the skills, knowledge and abilities needed to work with buyers, sellers, lessors and lessees to ensure success as a Realtor.

RE 130 Mortgage - Study the entire mortgage loan process from loan origination to underwriting, finishing with funding and servicing. The course also covers the marketing of oneself when entering the profession of mortgage loan brokering and lending.

RE 680 Finance - Compare and evaluate different loan types and terms. Build and strengthen students knowledge of the appraisal process, title and settlement, underwriting and closing loans.

Ultimate, the purpose of these courses is to prepare the students for real estate state exam.

B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes.

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

Students are broken into three groups, one third plans from the beginning to enter the Real estate profession. The other third is really not sure about entering the profession and the final third is there for the purpose of knowledge. Department of Real Estate (DRE-State) reports that overall the first time exam taker pass about 37%, based on our students, we achieve 60% of students who pass the state real estate exam for the first time.

C. Explain how other information may impact the Program (examples are business and employment needs, new technology, new transfer requirements etc.)

As most professions they tend to go up and down as the market moves, but real estate is always in demand. People use their real estate properties as their retirement account, paying credit cards, vacations and using the equity to pay for their children college.

5. Curricular Offerings

Tools: CurricUNET <http://www.curricunet.com/smcccd>; <https://sanmateo.tracdat.com/tracdat/>

A. Program Curriculum and Courses. If your program does not offer curriculum please state “N/A”.

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.
- If you have not done so already, please email the TracDat Coordinator to request that these courses to be added to TracDat.
- Have you uploaded SLO's for your new courses in TracDat?
- Have you mapped course-level SLOs to PSLOs and ISLOs?
- Have you uploaded an assessment method (need not be specific) for each course?

B. Identify Patterns of Curriculum Offerings

Respond to the following:

- What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees?
- What is the ideal curriculum cycle?
- Discuss any issues.

6. Response to Previous Annual Program Plan & Review

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

7. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections. Note – resource requests should be connected to action plans.

Respond to the following:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.

8. Resource Identification

A. Professional Development needs

NONE

B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

Allan P. Nuttall

C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests

Complete the following table:

Annual Program Planning Resource Needs
Program _____ Date _____

	What are the needs?	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	What is the estimated cost for facilities and equipment?
Personnel	1. 2. 3.			
Equipment	1. 2. 3. 4.			
Facilities	1. 2. 3. 4.			

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE

Please check current catalog for most recent goal statements.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement

To empower and transform a global community of learners.

Values Statement

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 responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

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 career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, 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 an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

APPENDIX B

Definition of Terms

- WSCH:** Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census
- FTE:** The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.
- LOAD:** Teaching Load is taken as the ratio of WSCH to FTE
- N GRADES:** The total number of grades awarded ($A+B+C+D+F+CR+NCR+I+W$)
- RETENTION:** The sum of all non-W grades divided by N grades times 100, expressed as %
- SUCCESS:** $A+B+C+CR$ grades divided by N grades times 100, expressed as %