Education Master Plan

ACADEMIC YEAR 2018-19 THROUGH 2022-23

Office of Planning, Research, and Institutional Effectiveness
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Executive Summary

Skyline College is committed to being the community and cultural center for academic, career, and cultural growth in Northern San Mateo County and this Education Master Plan seeks to articulate the foundation to meet the changing and future needs of students and the community for the next five years. It provides a blueprint of expansion areas for the college and a guide to the college’s strategic goals for the future. It pulls together information gathered through planning documents, research, and discussions and articulates a comprehensive plan for educational programs and services. The successful implementation of the innovative and student-centered strategies outlines in this plan will contribute to Skyline College meeting its goal that at least 75% of students will Get in, Get through, and Graduate….On time.

This Education Master Plan provides an analysis of the student demographic trends in relationship to the service area and suggest implications for both program and service development, implementation, evaluation and modification. The data explores the projected community college needs for Northern San Mateo County and enables Skyline College to meet the needs for education through programs, support services and organizational development.

This plan was developed with consultation from both internal and external sources and identifies top priorities for the college, including a comprehensive strategic plan with recommendations for future programs and initiatives. The plan examines the integrated budget, planning and assessment processes necessary for the college to meet its Mission-Vision-Values.

Ultimately, the Education Master Plan will provide guidance for our Comprehensive Redesign, which aims to develop a Student Ready institution that addresses the diverse needs of students as they work to achieve their academic and career goals. It will serve as a critically analyzed account of how Skyline College seeks to achieve the strategic goal of 75% completion for our students. Although this is an aspirational goal, Skyline College will meet this challenge aggressively.

Over the next 5 years, the college will work to improve student outcomes utilizing the following strategies:

- Implement an academic offering of certificates, degrees, and programs organized into Meta Majors and integrated with a comprehensive general education to meet students’ educational and career goals and with comprehensive student and academic support.
- Identify and implement high impact practices that support student learning and promote timely completion of their educational and career goals.
- Expand activities and efforts that promote equity and an inclusive campus environment by promoting activities and programs that continue to develop the cultural fluency of students, staff, faculty, administration, and community partners as educators.
• Expand the Promise Scholars Program to provide the financial, academic, and career development support to full-time enrolled students with the goal of increasing two and three year completion rates (ASAP-CUNY replication).

• Implement a Customer Relationship Management system and integrate it into the college fully so that it becomes the way we record and analyze student data and a vehicle for effective communication and student service. Faculty and staff as a result will have the information they need about a student at their fingertips to provide a level of service which is impossible otherwise.

• Implement the Library Management System recommended by the California State Chancellors Office to provide students more academically appropriate materials and integrate with the California State University system.

• Expand Online Educational Resources (OER) to remove the common barrier of students not being able to afford books and materials for college courses.

• Increase rentals of Chromebooks for students who do not own a computer or have access to a computer in their home.

• Identify programs in the college which can be offered fully online to increase access to education and boost enrollment.

• Establish Skyline NOW, Nights, Online and Weekends to cater to the adult population who does not have the time to attend school during the day and could benefit from an accelerated, cohort-based model.

• Strategically look at program prioritization and elimination utilizing Labor Market Statistics.

• Develop a comprehensive infrastructure to offer Job Placement services to current and former students as well as the community.

• Expand dual enrollment offerings to increase access to education at the high school level and facilitate degree completion creating a pipeline to Skyline College.

• Establish an Early College with Jefferson Union High School District.

This Education Master Plan pulls together information gathered through planning documents, processes, and discussions and articulates a comprehensive plan for educational programs and services. This Education Master Plan:

• Provides an analysis of the student demographic trends in relationship to the service area and suggests implications for both program and service development, implementation, evaluation and modification.

• Explores the projected community college educational needs for Northern San Mateo County.

• Enables Skyline College to meet the needs for education through programs, support services, and organizational development.

• Consults with both internal and external sources to identify top priorities.

• Examines integrated budget, planning and assessment processes necessary for the
college to meet its Mission-Vision-Values.

- Provides a comprehensive strategic plan with recommendations for future programs and initiatives.
- Provides guidance towards our strategic goal of 75% completion.
- Provides an introduction to our Comprehensive Redesign.

Introduction

Skyline College has a mission “To empower and transform a global community of learners.” Skyline College has a long history of working through a lens of critical consciousness, praxis, and leadership rooted in equity and social justice. Evident throughout the culture and practices at all levels of the institution is a firm belief that social justice, diversity, and equity are essential to providing access to academic excellence. As such, the faculty, staff, administration, and students worked over 3 years to establish the Comprehensive Diversity Framework in 2013, which outlines the College’s commitment to diversity and academic excellence.

Through the lens of the Comprehensive Diversity Framework, Skyline College continuously examines itself, our institutional structures, processes, and practices to address issues that impact students’ ability to access, enter, progress through, and successfully achieve their educational goals. Through our work, we have recognized that effective equity-minded efforts must intersect all aspects of the institution; that responsibility for identifying barriers and transforming structures must be both coordinated and shared; and that shifting this paradigm begins with creating an institutional culture that is reflective, self-knowing, engages a listening stance, and practices critical inquiry. It is from this space that we partner with students from a strengths-based perspective, where we recognize and honor the cultural wealth, character, skills, and talents that students bring to the campus community. These intersecting practices promote deeper engagement, more innovative approaches, a constantly evolving consciousness, and a greater likelihood for praxis and transformation, to be an institution that is Student Ready.

Honoring the communities from which students come is a paramount value and practice for Skyline College. The diversity of the student body and all of the rich cultural and historical stories that enrich the College teach us how to be humble and grounded in the local community. With recognitions as an Hispanic Serving Institutions (HSI) and an Asian American Native American Pacific Islander (AANAPISI) institution, it is with great pride that Skyline College seeks to develop academic programs that promote the educational and career aspirations that are rooted in these distinctions to increase student success and completion rates for diverse student populations.

As educators, we believe that every faculty, staff, and administrator plays a critical role in engaging in critical reflection and evaluation of our policies, practices, and procedures. Driven by data informed practices, we analyzed the data to begin to
understand how students were experiencing Skyline College, which led to confronting the brutal truths.

When confronting our institution’s brutal truths, we realized that:

- Each year, only about 50% of Skyline College first-time, full time students persist from Fall to Spring.
- On average, Skyline College students attempt 100 units, complete 80 units and only need 60 units to graduate or transfer.
- After 3 years, approximately 16% of Skyline College students graduate.

For these reasons, we’ve made the Skyline College Promise an institutional priority. The Skyline College Promise is our commitment to empower students to find success at every point in their educational journey, so that they can get in, get through, and graduate on time. As such, we have set the following goals:

- Using multiple measures assessment, increase placement rates into transfer level coursework in Math and English for incoming students by 50% by the 2020-2021 academic year.
- 75% of Skyline College students will achieve on-time degree and certificate completion, and/or transfer according to their educational goal, by the 2020-2021 academic year.

To achieve these goals, and fulfill the Skyline College Promise, the college is embarking on a Comprehensive College Redesign that challenges the traditional “college-ready student” framework and replaces it with a “student-ready” consciousness by implementing three signature components: Meta-majors and Guided Pathways, Promise Scholars Program and Transformative Teaching and Learning.

The College is approaching this effort via a college-wide networked community of practitioners (Design Team) to reduce duplication and contradiction of efforts, improve communication and understanding of efforts, and create important "cross-functional" opportunities to strengthen our efforts and bring them to scale as part of a transformation of "business as usual".
ASPEN PRIZE
As an institution, we are committed to meeting the eligibility for the Aspen Prize, which is awarded every two years since 2011. The Aspen Prize recognizes institutions that achieve high and improving student outcomes, selected from over 1,000 community colleges nationwide. Focused solely on student access and success, the Aspen Prize recognizes community colleges with exceptional achievements in four areas:
- Student learning;
- Certificate and degree completion while in community college and after transferring to a four-year institution;
- Employment and earnings rates after graduation; and
- Access for and success of students of color and low-income students

Planning Assumptions
Planning assumptions use the information from the environmental scan and the college’s Mission-Vision-Values to establish a foundation for the Education Plan. The assumptions developed below will help guide Skyline College’s efforts to respond to changes in its internal and external environments.

- Planning is integral throughout all aspects of the institution and is necessary for the College to approach its future effectively. Planning will place the needs of students and potential learners first. Skyline College’s planning efforts will occur through the lens of social justice and student equity.
- Planning documents should be clear, concise, coherent, and available to all major stakeholder groups so as to facilitate integration across the institution. All plans should have measureable outcomes that stakeholders can evaluate progress and act on those findings to engage in continuous quality improvement.
- Surveys of students point to areas where access and support are necessary for students to reach their potential to succeed. The College should use the data to determine what programmatic areas to invest in that assist students the most (e.g., transportation, food insecurity, housing insecurity, etc.)
- Skyline College will continue to assess and analyze student learning outcomes data, and incorporate the data into program planning to strengthen student learning.
- To meet our students’ and communities’ needs, the College will continue to prioritize transfer and general education programs as well as career and technical education and multiple measures placement into transfer level courses.
- Skyline College will continue to develop career pathways to increase its capacity to improve student access, retention, achievement, and college completion goals toward career technical education certificates, associate degrees and transfer to four-year institutions.
Skyline College will continue to engage in a comprehensive redesign that integrates the development of guided pathways, enhanced student support services, transformative teaching & learning, and financial assistance to achieve its completion agenda.

The College will continue to integrate student friendly technology to increase efficiency, broaden student learning and knowledge as well as student access to anytime, anywhere support services and resources.

Learners must be prepared to meet the rigors of a highly competitive global marketplace. The College will seek to establish multiple pathways to meet this challenge, including internationalization of the educational experience by enriching the college with a diverse community of learners and curriculum design.

Growth in the use of technology will make processes more efficient, automated, and user friendly.

Diverse learners will continue to represent a high proportion of the College’s population in the future, and their needs and interests must be considered fully and addressed appropriately.

The College will continue its commitment to reach out to minoritized populations and to provide support with appropriate services and programs.

Skyline College will maintain its “culture of evidence" while growing its “culture of inquiry" in which practitioners use data more effectively and efficiently to improve student learning.

The need for workforce development programs, skills certificates, and other programs with fewer general education requirements will increase. Those who have obtained these skills may seek opportunities for career development, general education and lifelong learning that can lead to higher levels of degree attainment.

Skyline College will continue to form community partnerships with local industry, service providers, high schools, community-based organizations, and governmental organizations.

Facilities will need to be scheduled accordingly as old buildings come off-line and new buildings are being built. All avenues to maintain enrollment and offering of classes should be utilized to encourage our strategic goal of student completion.
Since overall enrollment at Skyline College has fluctuated the last few years, the District, working with the colleges, needs to embark on a comprehensive Enrollment Management Plan.

Although residents of San Mateo County have, on average, high levels of income and education, there are areas of the county in Daly City and South San Francisco where the opposite is true. As a result, Skyline College must continue its efforts to ensure that its community has the opportunity to access higher education and succeed in their educational goals to increase their opportunities for long-term financial sustainability.

California community college allocations have been cut drastically over the last several years, including significant cuts to categorical programs such as collapsing Student Equity, Student Support and Success Programs and Basic Skills funding into one categorical fund, the Student Equity & Achievement Program. This synthesis should not change the intention behind utilizing equity funds to close achievement gaps and decrease disproportionate impact. Skyline College has an innovative, creative, entrepreneurial spirit that is evident throughout the institution in the form of unique model programs and services dedicated to providing every student with an avenue to success. The college should continue to cultivate the culture of innovation leading to exemplary programming and find additional fiscal resources from external sources.

Mission, Vision and Values

In Academic Year 2017-18, the College reviewed the Mission, Vision and Values Statement to assure we still adhered to the same principles, but also to add areas such as our new Baccalaureate Degree and our renewed commitment to seeing all students reach their educational goals. Below is the revised Mission, Vision and Values, which are the guiding principles that Skyline College operates by.

**Mission Statement**

To empower and transform a global community of learners.

**Vision Statement**

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

**Values Statement**

Education is the foundation of our democratic society.
Thus:

**Social Justice:** We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedures, and practices of the College.

**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 preparedness, socio-economic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

**Student Success and Equity:** We value students’ success in achieving their goals, on-time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

**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, a baccalaureate degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula 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 Partnerships:** We value a deep engagement with the community we serve through collaborating with local school districts, industry, non-profits, government and the arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

**Participatory 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 is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, “To meet present needs without compromising the ability of future generations to meet their needs.”
Strategic Goals and Initiatives
Skyline College participated in updating its Strategic Goals and Initiatives in Spring 2018. The following is the comprehensive work of participatory governance in creating and approving new strategic goals and initiatives that support the San Mateo County Community College District’s Strategic Goals. The Strategic Goals are measured by metrics in the Skyline College Scorecard.

Skyline College is committed to our strategic goals being grounded in equity-mindedness, social justice, and diversity work. Our approach to teaching and learning is to be transformative in the education and lives of our students. Transformative teaching and learning is evident in all of Skyline College’s processes such as how we realize our Institutional Student Learning Outcomes and drive our Professional Development, Comprehensive Program Review Process and Resource Allocation. Skyline College develops the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services, to lead the San Francisco Bay region in transferring students, awarding degrees and certificates, and reflecting social and educational equity.

Strategic Goal 1: Student Completion
Skyline College provides a comprehensive and individualized experience to support students so that at least 75% of students complete their educational goals on time.

Strategies
- Comprehensive redesign
- Guided pathways and meta majors
- Transformative teaching and learning
- Promise scholars program
- Multiple measures placement
- Major exploration
- Career center and job placement
- Open educational resources (e.g. Zero cost textbooks)
- Transportation initiatives
- Food and housing insecurity initiatives
- Women’s mentorship and leadership academy

Success Factors measured in the Scorecard:
- Increase in student success
- Retention and
- Completion

Strategic Goal 2: Transformative Teaching and Learning
Skyline College’s approach to teaching and learning has a transformational impact on students’ educational experience and lives.

Strategies
- Innovative pedagogy
- High impact practices
- Student-centered, culturally relevant curriculum
- Learning communities
- Comprehensive professional development
- Center for Transformative Teaching and Learning
- Equity training series
- Guided pathways design
- Communities of practice

**Success Factors measured in the Scorecard:**
- Closing Achievement Gaps in the Equity Report
- Professional Development metric in Scorecard

**Strategic Goal 3: Technology and Facilities**
Skyline College implements comprehensive technological solutions that enable students to have agency over their educational experience and empower faculty and staff with the resources to foster student success.

**Strategies**
- Implementation of a Customer Relationship Management (CRM) System
- Contemporary learning spaces
- Upgrade to smart classrooms
- Capital improvement projects (Building #1-Social Science and Creative Arts Complex, Building #2-Admissions and Records, Building #5 Academic Support and Learning Technologies, Building #12-Environmental Science Building, Building #14-Children’s Center)
- Support services
- Online tutoring
- Universal design
- Improved accessibility for students with disabilities

**Success Factors measured in the Scorecard:**
- Building completion
- Technology support as measured in the Employee Voice
- Survey results re: students and technology

**Strategic Goal 4: Internationalized Campus Community**
Skyline College expands international student programs and develops curriculum that reflects global perspectives to promote a global consciousness.

**Strategies**
- General education redesign
- African Diaspora program
- Ethnic studies classes
- Associate Degree for Transfer for social justice
- New Global Learning Programs and Services Division
International business classes
- Study abroad programs
- Community travel
- Center for International Trade and Development
- International student outreach/recruitment

**Success Factors measured in the Scorecard:**
- Number of International Students
- Number of participants in study abroad
- Campus Climate Survey

**Strategic Goal 5: Strong and Effective Community Partnerships**
Skyline College pursues a comprehensive approach to establishing and strengthening K-12, higher education, and community-based partnerships that increase educational access and equity. Skyline College also plays a central role in the preparation of the region's workforce and expands networks and partnerships with businesses, the community and non-profit organizations.

**Strategies**
- K-12 and High School Partnerships
- Dual and concurrent enrollment
- Outreach efforts
- Middle College
- Dream Center
- Program advisory committees
- President’s Council
- Success Summit
- President’s breakfast
- SparkPoint
- New Student Equity and Support Program Division
- Bay Area Entrepreneur Center
- Business and industry partners

**Success Factors measured in the Scorecard:**
- MOUs with Local School Districts
- Fundraising for scholarships
- Concurrent Enrollment

**Strategic Goal 6: Fiscal Stability**
Skyline College maintains sound fiscal stability and strong fiscal reserves.

**Strategies**
- Align resource allocation to District Strategic Plan
- Effective and productive enrollment management
- Strategic revenue increasing strategies
- Strategic Planning On-Line (SPOL) implementation
- Fiscal management accountability system
- Proactive and strategic budget forecasting and management
- Proactively inform district allocation process
Proactive and transparent communication of budget processes
Comprehensive Program Review (CPR) connected to resource allocation

Success Factors measured in the Scorecard:
Balanced Budget
Enrollment Management Plan
Increased funding for Innovation

Strategic Goal 7: Professional Recruitment and Retention
Skyline College is a first-choice institution for students, faculty, staff and administration, who reflect the diversity of California and are committed to academic excellence.

Strategies
Culture of innovation
Commitment to social justice and equity
Intentional recruitment strategies
Clear and transparent leadership
Communication around governance
Leadership standards of excellence
New faculty academy
Adjunct symposium
Academic excellence in degrees and certificates
Guided pathways and focus on completion
Caliber and quality of faculty and staff
Staff housing

Success Factors measured in the Scorecard:
Professional Development metric on Scorecard, % utilized
Employee Voice Survey Results

Alignment of Program Reviews to Strategic Goals
Recommendations from the Annual Program Plans, Comprehensive Program Reviews and Administrative Leadership Unit Reviews align with our strategic goals and initiatives. The following are areas that faculty, staff and administrators have identified as opportunities to enhance educational programming for our students, aligned with our strategic areas.

Strategic Goal 1: Student Completion
- Create a transfer pathway for health science students
- Create a new Advanced Accounting Certificate
- Lead and support textbook affordability, Zero Textbook Cost, and Open Educational Resources programs and initiatives
- Offer fully online certificates and degrees to support student access
- Expand online course offerings in literature, English, and communications
- Increase equitable outcomes in online courses compared to face-to-face courses
- Ensure the long-term goal of all courses adopting textbook affordability solutions
• Expand the Promise Scholars Program to serve more first time full time students at Skyline College and support the technical assistance to scale the program across the SMCCCD
• Complete curriculum design for global trade and logistics
• Develop an Elementary Education Associate Degree for Transfer

Strategic Goal 2: Transformative Teaching and Learning
• Implement the Sustainability Plan and Climate Action Plan and coordinate sustainability related events on campus
• Support efforts to implement AB 705
• Sustain transformative initiatives include Service Learning, Communities of Practice, Lecture Capture and BluePulse
• Ensure professional learning and development support campus efforts that value diverse communities of learners at Skyline College
• Collaborate with faculty and administrators to ensure the success of the Transformative Teaching and Learning component of the comprehensive redesign
• Promote STEM and CTE innovation in the context of the College’s comprehensive redesign

Strategic Goal 3: Technology and Facilities
• Train students in advanced mechanical ventilation applications in Respiratory Care
• Create a library of the future with modern facilities and technology
• Create a welcoming environment in the Veteran’s Center
• Create more smart classrooms

Strategic Goal 4: Internationalized Campus Community
• Increase the number of districtwide participants both faculty and students in Study Abroad

Strategic Goal 5: Strong and Effective Community Partnerships
• Increase career-focused dual enrollment across partner high schools
• Increase feeder high school enrollment
• Strengthen connections with workforce development and career pathways
• Initiate new ESOL relationships in feeder high schools
• Continue to develop, implement, and assess a comprehensive dual enrollment program with Jefferson Union High School District, South San Francisco Unified School District, and associated high schools
• Work with Fortune 500 technology companies to develop pathways in cyber security
Strategic Goal 6: Fiscal Stability

- Provide adequate resources and guidance to launch the general education redesign to support guided pathways
- Design and implement the Equity Institute at Skyline College as a revenue-generating enterprise that supports the continued development of cultural fluency for community college educators and community/industry partners

Strategic Goal 7: Professional Recruitment and Retention

- Increase engagement of part-time faculty in leadership activities and professional development opportunities

Recommendations, Suggested Strategies, and Success Factors

The Education Master Plan enables the College to create priorities for stakeholders by managing growth and aligning new strategic priorities and initiatives. The recommendations below are intended to support the College in engaging in this work. Each initiative below is part of Skyline College’s Strategic Goals to help our students achieve academic success.

The first four pertain to a comprehensive redesign of how the College can best serve students via the Skyline College Promise. The comprehensive redesign is guided by the principle that the campus should be a student-ready institution, which meets the needs of students so that they can succeed. The process of redesigning the campus has been many years in planning, and is coming to fruition. The college redesign, from a student perspective, should make college straightforward and students’ goals achievable. Ultimately more students should complete their degree/certificate and/or transfer goals in a timely manner.

1. Skyline College Promise: Scholars Program
   The Promise Scholars Program funds first-time, full-time students' first year of college, providing books, transportation, and intrusive counseling. The Skyline College Scholars Program is designed after the CUNY ASAP program, which has been successful in increasing outcomes for students in reaching their educational goals.

2. Skyline College Promise: Guided Pathways
   Guided Pathways provide a structure that ensures the most efficient, meaningful journey to graduation. It provides a path for getting into college, clarifying educational and career goals to create an educational plan, enrolling in intentional course sequences with clearly defined career goals and academic milestones, and accessing instructional and student services support to achieve educational goals.

3. Skyline College Promise: Meta Majors
One manifestation of guided pathways are meta-majors, which are groups of majors that require similar coursework and are easy for students to navigate when they haven’t decided on a major yet. They can pick an umbrella or group of majors and later on decide on an exact major. These meta major groupings enable them to explore their interests while taking classes that they need for their eventual major and fulfillment of general education. By helping students clarify their major and career goals, meta-majors should help students to more efficiently reach their educational goals.

4. Professional Development/ Skyline College Promise: Transformative Teaching and Learning
Professional Development is integral to all of Skyline College’s efforts to support students’ educational goals. Professional development strengthens faculty and staff’s ability to facilitate learning as well as enable them to engage in lifelong learning. In addition to flex day opportunities the Center for Teaching and Learning (CTTL) offers professional development throughout the year about topics such as online education, instructional design, high impact practices, culturally conscious teaching and learning models, innovative use of technology, and SLOs and assessment, and are the vehicle through which Communities of Practice confer. The CTTL will play a central role in supporting the college redesign efforts.

5. Equity Training Series
As equity-mindedness, social justice, and diversity work is at the core of Skyline College’s Values and mindset, the campus community continues to strengthen its capacity to incorporate these mindsets into our daily work in support of students. The Equity Training Series continues to educate our staff, faculty and administrators on these issues and how to improve our campus climate.

6. Partnerships with Local K-12.
Skyline College continues to build relationships with local feeder high school districts to create a seamless pipeline from concurrent enrollment at the high school to enrolling at Skyline College.

7. Globalization of the Campus
Skyline College’s International Student Program continues to recruit international students to study at the college and to support their educational journey once they initiate their studies. The ISP Program also encourages local students to study abroad. The Passport Office makes this dream a reality for the many students who haven’t had the opportunity to travel abroad.

In addition, Skyline College hosts one of the ten Centers for International Trade Development (CITD) that is funded by the Chancellor’s Office of the State of California. It provides education programs for businesses, entrepreneurs, and faculty interested in global business, and other related services. Skyline College
also offers an international business program that prepares students to obtain industry-certified credentials.

The Education Master Plan seeks to provide Skyline College with the foundation to meet the changing and future needs of students and the community for the next five years. It provides a blueprint of expansion areas for the college and a guide to the college’s strategic goals for the future. It pulls together information gathered through planning documents, research, and discussions and articulates a comprehensive plan for educational programs and services.

This Education Master Plan provides an analysis of the student demographic trends in relationship to the service area and suggest implications for both program and service development, implementation, evaluation and modification. The data explores the projected community college needs for Northern San Mateo County and enables Skyline College to meet the needs for education through programs, support services and organizational development.

This plan was developed with consultation from both internal and external constituents and identifies top priorities for the college, including a comprehensive strategic plan with recommendations for future programs and initiatives. The plan examines the integrated budget, planning and assessment processes necessary for the college to meet its Mission-Vision-Values.

Ultimately, the Education Master Plan will provide guidance for our Comprehensive Redesign as well as align our strategic goal of 75% completion for our students. Although this is an aspirational goal, Skyline College will meet this challenge aggressively.

**Context for Education Planning**

**County Context**
Established in 1969 and located on the San Francisco Peninsula, in San Bruno, California, Skyline College is one of three public comprehensive community colleges within the San Mateo County Community College District. The College primarily serves northern San Mateo County and residents drawn from portions of San Francisco whose boundary is five miles north of the College. The campus consists of 111-acres bounded by residential developments and the Golden Gate National Recreation Area. Brisbane, Colma, Daly City, Millbrae, Pacifica, and South San Francisco are the closest communities to Skyline College.

In the 2017-18 academic year, Skyline College made up approximately 39% of the District’s 32,666 student population, with an annual count of 15,508 students (enrolling over 9,700 students in fall 2017). The College boasts a wide array of offerings including but not limited to: preparation for transfer to a four-year university; Associate of Arts and Associate of Science degrees, a baccalaureate degree in Respiratory Care, workforce and economic development through career technical education programs and
certificates, basic skills development, and lifelong learning. SMCCCD Fact Book, 2017-18.

**Figure 1 – Headcount by County, College-Wide**

San Mateo County is situated between San Francisco County to the north, Santa Cruz to the south, and Santa Clara to the east. The northern portion of Santa Clara county and east side of the San Francisco Peninsula are often referred to as the Silicon Valley, home to many of the world’s high technology companies including Adobe Systems, Apple, Cisco Systems, Google, eBay, Oracle, Yahoo!, Facebook and YouTube.

Skyline College plays a key role in expanding postsecondary access and opportunity in the local community. In addition to being a top destination for local feeder high schools in northern San Mateo County, the College has an established Middle College program on campus for high school students and actively works to expand course offerings and strategic partnerships with local high school districts. CCCCO Data Mart; accessed May 23, 2018.

As a whole, San Mateo County is remarkably affluent and well-educated, largely due to its proximity to Silicon Valley. Median family incomes ($98,546) outstrip both the state of California ($63,783) and the nation as whole ($55,322). Forty-seven percent of adults possess a bachelor’s degree and twenty-one percent have graduate or professional degrees. The escalating housing market in the county produced a median owner-occupied house price of $845,300 in 2017. (US Population Survey, 2016). These statistics, however, belie a more complete picture of the challenges facing both the
county and the College. There are neighborhoods within San Mateo County where median family incomes are lower, less than $30,000 annually, where about 6.6% of residents live below the poverty line. In these areas fewer adults have earned bachelor’s degrees. Approximately one-fifth of San Mateo County residents cannot pay for basic necessities. (US Population Study, 2016). Although surrounded by affluence in one of the wealthiest counties in California, some families have been hit harder than others. These economic disparities impact Skyline College’s highly diverse student population. Skyline College provides the opportunity through higher education to achieve financial self-sufficiency. Thus, Skyline College remains committed to ensuring its community has the opportunity to access higher education in order to increase their socio-economic status. The college’s Mission-Vision-Values and strategic goals set a path to meeting this need.

**Figure 2 – Skyline College Median Income**

![Map of Skyline College Median Income](image)

*Figure 2: This map shows student population distribution and key high school and community demographics. Red indicates lower median household income and green indicates higher median household incomes in the college’s local service areas.*

Source: Dynamic Planning + Science
Skyline College High School Demographics (Map Excerpt), Fall 2016
Institutional Context
Skyline College has been accredited by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC-ACCJC) since 1971. Skyline College also holds specialized accreditation for many programs: Automotive Program by National Automotive Technicians Education Foundation (NATEF); Business Programs by Accreditation Council for Business Schools and Programs (ACBSP); Central Service Technology Program by International Association of Healthcare Central Service Material Management (IAHCSMM); Cosmetology Program by Board of Barbering and Cosmetology; Emergency Medical Technician Program by San Mateo County Emergency Medical Services Agencies; Massage Therapy Program by California Massage Therapy Council; Paralegal Student Program by American Bar Association; Respiratory Therapy Program by Committee on Accreditation for Respiratory Therapy (CoARC); and Surgical Technology Program by Commission on Accreditation of Allied Health Education Programs (CAAHEP). The College does not operate not-for-credit programs.

Skyline College offers 36 associate degree programs, 24 associate degrees for transfer (ADT), one Bachelor of Science degree and 62 certificate programs. Eight hundred and fifty-eight course sections were offered in fall 2018, almost all of which were convened at its campus at 3300 College Drive in San Bruno. In fall 2018, the college offered 91 online courses and 28 hybrid courses (combining online and on-campus instruction) as well as 10 Learning Communities serving specific populations.

Over the past decade, Skyline College has undergone extensive construction and modernization to meet the needs of the educational and facilities master planning program. One of the biggest changes coming to the heart of campus will be the demolition of Building 1, an original legacy building that no longer has the capacity to meet students’ needs. In its place, a Creative Arts Complex will become the centerpiece of Skyline College. The building will include over 94,000 square feet of music rooms, a ceramics facility, an art gallery, design studios, classrooms and instructional and support spaces. The Creative Arts Complex will also host first-rate performance spaces including a 520-seat performing arts theater and a recital hall. In addition, the Environmental Science Building will be the first building at Skyline College with a view of the Pacific Ocean. Its academic focus will center on the sciences. The new building will house two 56-seat classroom/laboratories, two 119-seat tiered lecture halls, academic offices, a catering kitchen, lobby and a gallery/event venue with commanding views of the ocean, all of which will create a shared space for educational activity and community events.

Skyline College engaged in an extensive planning process to develop the education master plan when it was originally created in 2012. This plan is an update of that process. The Strategic Planning and Allocation Resources Committee and the Office of Planning, Research and Institutional Effectiveness supported the effort beginning with the development of the College Strategic Goals and Initiatives in the 2017-18 academic year, aligning with the District Strategic Goals. Data and information were drawn from Skyline College internal sources, our Strategic Planning Online (SPOL) system which
houses our internal planning processes: Annual Planning, Comprehensive Program Review and Annual Administrative Leadership and Unit Review, which are completed on a yearly basis, the California Community College Chancellor’s Office, US Census Data, the California Department of Labor, and from local, state, and federal databases available through the Internet. Other surveys conducted by the Office of Research and Planning such as the Employee and Student Voice Surveys (deployed in Spring 2018) and the Community College Survey of Student Engagement (CCSSE-deployed in Fall 2017) added both qualitative and quantitative data to the formulation of this plan. Collectively, these data and information-gathering processes converge in this document with the intent of providing the College guidance by conducting educational planning to serve its many communities.

Environmental Scan

Demographics
- California: Population in California will increase by 41 percent from the year 2010 to 2060. San Mateo County’s predicted growth rate of 29% is nearly three-quarters of the states forecasted growth. San Francisco County is estimated to grow by 15 percent during this time period.

- San Mateo County:
  - Between 2010 and 2020, the number of 18-24 year olds in San Mateo County is projected to increase by 9 percent—growing from 55,956 in 2016 to 60,836 in 2020.
  - San Mateo County demographics are expected to remain steady, with Hispanic/Latinos comprising 25% of the county, Whites are 40% and Blacks are 2.3%. American Indians are .1%, Asians are 26.6%, Native Hawaiians and Pacific Islanders are 1.4% and two or more races are 3.7%.
  - From 2010/11 to 2015/16, San Mateo County has seen a 3% increase in the number of high school graduates, from 5,839 to 6,043.

- Skyline College:
  As shown in the map graphic below (Figure 3), an analysis of the racial and ethnic distribution shows that Skyline College is located in a particularly diverse population area characterized by clustering of ethnicity groups. This also allows the institution to own the status of recognition as an Hispanic Serving Institution (HSI) and an Asian-American, Native-American, Pacific Islander Serving Institution (AANAPISI). The population, the college enrolls a student body comprised of 21% Asian/Pacific Islander, 19% White, 31% Hispanic, 17% Filipino, 6% Multi-ethnic, 3% African American, and 3% other. The enrollment and student demographics section of this plan provides a more detailed analysis of Skyline College’s changing trends. Student Distribution, Heat Map, 2016, SMCCCD Fact book, 2017-18.
Figure 3: Distribution of Racial and Ethnic Groups. Yellow (or lighter color) contains less population of the listed ethnic group in the area; whereas, purple (or darker color) indicates more ethnic groups in the area.

Source: Dynamic Planning + Science Skyline College, Student Distribution (Map Excerpt), Fall 2016
Local High Schools:
- The race/ethnicity of high school graduates in both San Mateo and San Francisco counties has changed in the following ways between 2010 and 2015: Hispanic/Latino students have increased by 5% in San Mateo and 7% in San Francisco; Asian students have increased by 9% in San Francisco; and White students have decreased by 5% in San Mateo. San Mateo County High School graduates were 36% Latino, 13% Asian, 28% White, 12% Filipino, and less than 1% were American Indian or Pacific Islander.\textsuperscript{iv} The demographic shifts have created opportunities for Skyline College to be achieve the Designations of Hispanic Serving Institution (HSI) and Asian-American, Native-American, Pacific Islander Serving Institution (AANAPISI).

**Figure 4 – Demographics, San Mateo County, 2016**

*Figure 4: Demographics of San Mateo County in 2016.*

**Employment**
- Over 40 percent of projected job openings in San Mateo County in 2020 require an education level of a postsecondary vocational award or higher.\textsuperscript{v}

- For 2018 there were over 8,000 newly created jobs San Mateo County that require an Associate’s Degree.\textsuperscript{vi}

- The top occupations segments driven by new job growth from 2104-2024 in San Mateo County are: business and financial operations; computer and mathematical occupations; architecture and engineering occupations; life, physical and social sciences; community and social services; education, library and training; arts design, entertainment, sports and media; and health care support.\textsuperscript{vii}
These five segments represent: 28 percent of current jobs, 32 percent of projected job opening in San Mateo County, and 48 percent of projected job opening from new growth. viii

Matriculation to Community College
- Sixty percent of California undergraduates attend community colleges, 14% more than the national average.ix

The number of first-time freshmen entering Skyline College has increased over time—by over 200 from 2001 to 1210 in 2018. SMCCCD New Student Profile, SAP Report, 2018

Twenty-four percent of San Mateo County Public High School Graduates Enrolled at Skyline between 2011-12 and 2015-16. SMCCCD New Student Profile, SAP Report, 2018

Westmoor High School and South San Francisco High School, the top two “feeder” high schools to Skyline College, yielded 52% or 854 students between 2012-13 and 2016-17 from El Camino and 56% or 803 students from South San Francisco.x

Distance Education
- In 2017-2018, a total of 64,309 Full-Time Equivalent Students (FTES) statewide enrolled in distance education courses only in the California Community Colleges.xi

Distance Enrollment at Skyline College doubled from 2045 students in 2011-12 to almost double in 2016-17, and has been the largest source of increased enrollment at Skyline College. Online enrollment is up 23% for Fall 2018 from Fall 2017. This indicates that there are areas of growth available in online education. Skyline Daily Enrollment Report.

Skyline College Enrollment and Student Demographics
Enrollment History
- Over time, enrollment levels at Skyline College - as measured by counts of unique students and full-time equivalent students (FTES) – have decreased from 11,446 students and 7,939 FTES in 2013-2014 to 10,947 students and 7,107 FTES in 2017-18 as shown in Figure 5 and Figure 6.Productivity and Efficiency Report, SAP.
Figure 5 – Skyline College Unduplicated Headcount

![Unduplicated Headcount 2013-2018](image)

*Figure 5: Unduplicated Headcount from 2013-14 through 2017-18. Source: Skyline College Productivity & Efficiency Report, SAP, 2018.*

Figure 6 – Skyline College Full-Time Equivalent Students

![Full Time Equivalent Students 2013-2018](image)

*Figure 6: Full-Time Equivalent Students from 2013-14 through 2017-18. Source: Skyline College Productivity & Efficiency Report, SAP, 2018.*
Figure 7 – Skyline College Full-Time and Part-Time Enrollment

Figure 7: Skyline College Full-time versus Part-time Enrollment from Fall 2005 through Fall 2016.

This data supports the conclusion that over time, full-time enrollment during the fall semester has increased while part-time enrollment has decreased. Specifically, the percent of students enrolled part-time at Skyline College decreased by five percentage points from, from 43 percent to 37 percent from 2005 to 2016.

Table 1 – Age Distribution of Skyline College Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th></th>
<th>Fall 2014</th>
<th></th>
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<th></th>
<th>Fall 2016</th>
<th></th>
<th>Fall 2017</th>
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<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
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</tr>
<tr>
<td>&lt;20</td>
<td>2407</td>
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<td>2573</td>
<td>24.9%</td>
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<td>20-24</td>
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<td>38.2%</td>
<td>3906</td>
<td>38.2%</td>
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</tr>
<tr>
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<td>14.3%</td>
<td>1481</td>
<td>14.3%</td>
<td>1493</td>
<td>14.6%</td>
<td>1407</td>
<td>14.2%</td>
<td>1371</td>
</tr>
<tr>
<td>30-49</td>
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<td>1743</td>
<td>16.9%</td>
<td>1642</td>
<td>16.1%</td>
<td>1438</td>
<td>14.5%</td>
<td>1432</td>
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<tr>
<td>50+</td>
<td>757</td>
<td>7.2%</td>
<td>592</td>
<td>5.7%</td>
<td>521</td>
<td>5.1%</td>
<td>464</td>
<td>4.7%</td>
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<tr>
<td>Total</td>
<td>10581</td>
<td></td>
<td>10332</td>
<td></td>
<td>10213</td>
<td></td>
<td>9896</td>
<td></td>
<td>9613</td>
</tr>
</tbody>
</table>

Table 1: Age Distribution of Skyline College Students from Fall 2013 through Fall 2017.
Providing a further foundation to understanding the increase in full-time student enrollment, students in the 18-24 age range now make up a larger share of the total enrollment in 2016 than they did four years ago—59% versus 67%. (Table 1). Moreover, the increase in 18-24 year-olds was large enough that even when other age groups (e.g. 25-29, 30-39) experienced raw headcount increases, their relative share of the college’s overall student population actually decreased slightly. The trends suggest that Skyline College’s increase in student population is most notably due to an increase in 18-24 year-old students who are more likely to enroll full-time. This is due to all of the recruitment and outreach efforts at the feeder high schools to increase college-going rates of local high school students. The student population is now more diverse as race/ethnicity is more evenly distributed throughout the population than it was a decade ago.
Disaggregating the enrollment data by race/ethnicity reveals interesting trends in the last ten years. The demographics have been stable, yet all groups have declined in overall raw enrollment numbers, as enrollment has declined by 10%. The only demographic group to increase has been Hispanic/Latino students, which is indicative of our institution being an Hispanic Serving Institution.

Secondary Schools
More students are enrolling at Skyline College immediately after high school, therefore, the 18- to 24-year-old age range is increasing. Even though the number peaked in the 2015-16 year at 7411, we still had 6817 students from the three local high school districts enrolled in 2016-17. Nationally, the K-12 population is decreasing; therefore, one of Skyline College’s strategies is to work with the local school districts to increase the college-going rate of our local feeder high schools. This includes offering concurrent enrollment opportunities for high school students to receive college credits in high school, as well as encouraging them to continue their postsecondary education at Skyline College after high school. Skyline College launched the pilot program, Middle School Outreach Project (MSOP), which provides access to information for middle school students at Parkway Heights Middle School, supports them as they transition to South San Francisco High School, and eventually continue the pipeline support as they transition to Skyline College. In 2015, the Middle School Outreach Project received the J. Russell Kent Award from the San Mateo County School Board Association, for implementing creative leadership and community partnerships for empowering the young people of San Mateo County. In addition, the Hermanos/as program at the high schools, and the Puente Program at Skyline were the precursors to the Promise
Scholars Program, that currently supports efforts to encourage high school graduates to attend college.

Figure 10 – Local School District Enrollment at Skyline College

HEADCOUNT TREND BY DISTRICT

![Bar chart showing headcount trend by district from 2013-14 to 2017-18]

Figure 10: Local High School District Enrollment at Skyline College from 2013-14 through 2017-18

Figure 11 – Total Headcount by Feeder High School

HEADCOUNT BY HIGH SCHOOL

![Bar chart showing total headcount by feeder high school from 2013-14 to 2017-18]

Figure 11: Total Enrollment at Skyline College by high school from 2013-14 through 2017-18

Westmoor and South San Francisco High Schools are the top feeder schools for Skyline College. The San Mateo County Community College District has entered into Memorandums of Understanding to share data, create concurrent enrollment opportunities on the High School Campuses, and encourage postsecondary enrollment at Skyline College.
First-time fall enrollment has been increasing over the past few years and is expected to increase further as more recruiting for Skyline College’s signature Promise Scholar’s Program continues to increase opportunities for first-time students.

**Degrees, Certificates, and Transfer Outcomes**

**Figure 13 – Skyline College Degrees and Certificates**

*Figure 13: Number of awarded degrees and certificates at Skyline College from 2009-10 through 2017-18. Source: SMCCCD Data Warehouse, Degrees and Certificated Awarded Report, SAP*
Figure 13 provides the degrees and certificates granted by Skyline College from 2008 to 2017 and shows that there has been a notable increase in degrees earned and a decrease in certificates in the 10-year period. In 2007-08, 417 degrees were granted and in 2016-17 that number increased to 686, a 65% increase. Certificates awarded declined from a high of 499 in 2009-10, to 364 in 2016-17, a 27% decrease. Skyline College has created Associates Degrees and Associate Degrees for Transfer to help increase degree completion and transfer options for Skyline College’s students.

Transfer
One of the California Community Colleges’ key missions is transfer to four-year institutions. Figure 10 below provides the 5-year history of transfer to the CSU and UC systems from Skyline College. UC transfers have ranged from 64 in 2011-22 to a high of 120 in 2015-16, representing a 50 percent increase over the time period. CSU transfers have varied from a high of 470 in 2013-14 to a low of 320 in 2015-16.

Figure 14 – Skyline College Transfers to UC and CSU

![Skyline College UC & CSU Transfers](image)

**Figure 14**: Total number of fall term transfers from Skyline College to California State University and University of California campuses from 2013-14 through 2017-18.

Source: The California State University Analytic Studies and University of California Transfer Fall Admissions Summary

San Francisco State University (SFSU) has consistently been the top destination of California public four-year colleges to which Skyline College students transfer by a significant margin (see Table 2). From 2013-14 to 2017-18, the total number of students who transferred to the next top four universities combined made up is almost half of Skyline College transfers to SFSU.
Table 2 – Top Five California State University (CSU) Transfer Destinations

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</thead>
<tbody>
<tr>
<td>San Francisco</td>
<td>326</td>
<td>288</td>
<td>303</td>
<td>291</td>
<td>346</td>
<td>1554</td>
</tr>
<tr>
<td>East Bay</td>
<td>48</td>
<td>39</td>
<td>60</td>
<td>65</td>
<td>58</td>
<td>270</td>
</tr>
<tr>
<td>San Jose</td>
<td>48</td>
<td>32</td>
<td>44</td>
<td>41</td>
<td>54</td>
<td>219</td>
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<td>Sacramento</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>56</td>
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<tr>
<td>Chico</td>
<td>2</td>
<td>3</td>
<td>12</td>
<td>11</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>

Table 2: Top five CSU Transfers from Skyline College from 2013-14 through 2017-18. Source: The California State University Analytic Studies Fall Admissions Summary

Table 3 – Top Five University of California Transfer Destinations

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>43</td>
<td>37</td>
<td>48</td>
<td>51</td>
<td>57</td>
<td>230</td>
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<tr>
<td>Berkeley</td>
<td>24</td>
<td>20</td>
<td>31</td>
<td>34</td>
<td>35</td>
<td>137</td>
</tr>
<tr>
<td>San Diego</td>
<td>14</td>
<td>5</td>
<td>12</td>
<td>12</td>
<td>19</td>
<td>65</td>
</tr>
<tr>
<td>Irvine</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>8</td>
<td>14</td>
<td>11</td>
<td>16</td>
<td>18</td>
<td>42</td>
</tr>
</tbody>
</table>

Table 3: Top five UC Transfers from Skyline College from 2013-14 through 2017-18. Source: University of California Transfer Fall Admissions Summary

Students who do transfer to a four-year CSU campus are more likely to enroll in business administration, with 24 percent of transfers enrolling in business (Table 3). Psychology is the discipline with the next highest enrollment rate (11%), followed by Public Affairs (10%), Education (9%), Communications (8%), and Information Sciences (8%).

Table 4 – Skyline College Transfers by Most Popular Discipline in 2017-18

<table>
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<tr>
<th>Discipline</th>
<th>Headcount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business-Management</td>
<td>74</td>
<td>22%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>40</td>
<td>12%</td>
</tr>
<tr>
<td>Education</td>
<td>28</td>
<td>8%</td>
</tr>
<tr>
<td>Psychology</td>
<td>26</td>
<td>8%</td>
</tr>
<tr>
<td>Communications</td>
<td>24</td>
<td>7%</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>21</td>
<td>6%</td>
</tr>
<tr>
<td>Engineering</td>
<td>20</td>
<td>6%</td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>17</td>
<td>5%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>17</td>
<td>5%</td>
</tr>
<tr>
<td>Information Sciences</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>15</td>
<td>4%</td>
</tr>
</tbody>
</table>

Table 4: Most popular discipline at CSU by Skyline College Transfers in 2017-18. Source: The California State University Analytic Studies
Cost of Attendance and Finance Aid
Table 5 – Student Estimated Expenses per Academic Year at Skyline College

<table>
<thead>
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<td><strong>AA/AS/Certificate</strong></td>
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<td>In-state Student</td>
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<td>$1,462</td>
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<td><strong>Bachelor Degree</strong></td>
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<tr>
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<td>-</td>
<td>-</td>
<td>$3,966</td>
<td>$3,982</td>
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</tr>
<tr>
<td><strong>Housing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Parents/Guardians</td>
<td>$4,518</td>
<td>$4,599</td>
<td>$4,770</td>
<td>$4,968</td>
<td>$5,247</td>
</tr>
<tr>
<td>Off Campus Housing</td>
<td>$7,605</td>
<td>$7,794</td>
<td>$8,190</td>
<td>$8,577</td>
<td>$9,270</td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Parents/Guardians</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Off Campus Housing</td>
<td>$3,663</td>
<td>$3,699</td>
<td>$3,780</td>
<td>$3,915</td>
<td>$4,023</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Parents/Guardians</td>
<td>$1,179</td>
<td>$1,134</td>
<td>$1,125</td>
<td>$1,107</td>
<td>$1,098</td>
</tr>
<tr>
<td>Off Campus Housing</td>
<td>$1,323</td>
<td>$1,278</td>
<td>$1,269</td>
<td>$1,242</td>
<td>$1,233</td>
</tr>
<tr>
<td><strong>Personal/ Miscellaneous</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Parents/Guardians</td>
<td>$3,096</td>
<td>$3,132</td>
<td>$3,159</td>
<td>$3,177</td>
<td>$3,276</td>
</tr>
<tr>
<td>Off Campus Housing</td>
<td>$2,844</td>
<td>$2,871</td>
<td>$2,898</td>
<td>$2,916</td>
<td>$3,006</td>
</tr>
</tbody>
</table>

Table 5: Student estimated expenses per academic year based on 15 units per semester or 30 units per Academic year.
Source: California Student Aid Commission

In addition to tuition and fees, estimated expenses for community college students include books and supplies, room and board, and other cost of living expenses. At Skyline College, the cost of attendance for a full-time California resident in 2017-18 who lived at home was an estimated $12,937 (Table 5). If the student lived off-campus the cost increased to $16,937 and if the student was not a California resident the cost was an estimated $26,037.
In an effort to make college attendance affordable, students look to financial aid resources to offset costs and mitigate financial barriers that impact students. Table 6 demonstrates that in 2015-16, more Skyline College students received grant or scholarship aid or state/local government grant or scholarship aid than any other type of financial aid. Furthermore, the amount of aid in each of these categories decreased between 2014-15 and 2015-16 except for institutional grants or scholarships. In addition to federal and state that is available to students, the Skyline College Community is engaged in raising funds to provide local scholarships to students for the Promise Scholars Program, totaling $204,00 in 2016-17 and $240,000 in 2017-18.

Table 6 – Student Aid to Full-time, First-time Students at Skyline College

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarship Aid</td>
<td>59%</td>
<td>62%</td>
<td>62%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>$1,172,938</td>
<td>$1,571,623</td>
<td>$1,261,336</td>
<td>$1,124,196</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>40%</td>
<td>40%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>$806,446</td>
<td>$1,027,122</td>
<td>$792,481</td>
<td>$673,561</td>
</tr>
<tr>
<td>Pell Grants</td>
<td>40%</td>
<td>40%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>$797,796</td>
<td>$1,016,522</td>
<td>$775,881</td>
<td>$655,473</td>
</tr>
<tr>
<td>Other Federal Grants</td>
<td>4%</td>
<td>4%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>$8,650</td>
<td>$10,600</td>
<td>$16,600</td>
<td>$18,088</td>
</tr>
<tr>
<td>State/Local Grants/Scholarships</td>
<td>58%</td>
<td>61%</td>
<td>60%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>$358,697</td>
<td>$528,901</td>
<td>$446,442</td>
<td>$420,397</td>
</tr>
<tr>
<td>Institutional Grants/Scholarships</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>$7,795</td>
<td>$15,600</td>
<td>$22,413</td>
<td>$30,238</td>
</tr>
<tr>
<td>Student Loan Aid</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>$35,664</td>
<td>$33,446</td>
<td>$19,075</td>
<td>$19,462</td>
</tr>
<tr>
<td>Federal Student Loans</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>$35,664</td>
<td>$33,446</td>
<td>$19,075</td>
<td>$19,462</td>
</tr>
<tr>
<td>Other Federal Grants</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Table 6: Student Aid to Full-time, first-time students at Skyline College from 2012-13 through 2015-16. Source: IPEDS Data Center

Skyline College Fiscal and Human Capital Considerations

Budgets and Resources

The tables in this section use data from the Integrated Postsecondary Data System (IPEDS) and Peer Analysis System operated by the National Center for Education Statistics. These data are reported annually to IPEDS by each institution. The compiling of such data is complex, and should be interpreted as one lens to provide a foundation for understanding Skyline College’s budgets and resources. The revenues and expenditures for Skyline College as reported in IPEDS are summarized in Table 7.
Table 7 – Skyline College Revenues and Expenditures

IPEDS data were also used to compare Skyline College with 26 institutions in California that were of similar characteristics¹. In Table 8 and Table 9, the core revenues and expenses per FTE student are compared, respectively.

<table>
<thead>
<tr>
<th>Revenues and Expenditures</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$5,845,762</td>
</tr>
<tr>
<td>State appropriations</td>
<td>$696,835</td>
</tr>
<tr>
<td>Local appropriations</td>
<td>$51,564,339</td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>$13,018,180</td>
</tr>
<tr>
<td>Investment income</td>
<td>$1,216,672</td>
</tr>
<tr>
<td>Other core revenues</td>
<td>$11,521,554</td>
</tr>
<tr>
<td><strong>Revenues Total</strong></td>
<td><strong>$96,881,522</strong></td>
</tr>
<tr>
<td>Instruction</td>
<td>$32,429,171</td>
</tr>
<tr>
<td>Research</td>
<td>$0</td>
</tr>
<tr>
<td>Public service</td>
<td>$0</td>
</tr>
<tr>
<td>Academic support</td>
<td>$3,832,830</td>
</tr>
<tr>
<td>Institutional support</td>
<td>$14,222,482</td>
</tr>
<tr>
<td>Student services</td>
<td>$10,841,839</td>
</tr>
<tr>
<td>Other core expenses</td>
<td>$10,603,807</td>
</tr>
<tr>
<td><strong>Expenditures Total</strong></td>
<td><strong>$71,930,129</strong></td>
</tr>
</tbody>
</table>

Table 7: Skyline College revenues and expenditures in 2016.
Source: IPEDS Data Center

¹ The comparison group includes: Canada College, College of Marin, College of San Mateo, College of the Desert, College of the Redwoods, Compton Community College, Contra Costa College, Hartnell College, Imperial Valley College, Las Positas College, Los Angeles Southwest College, Los Medanos College, Mendocino College, Merced College, Miracosta College, Mission College, Napa Valley College, Ohlone College, Taft College, Victor Valley College, West Los Angeles College, Yuba College. These institutions are comparable in size to Skyline College and report their data to IPEDS according to GASB standards thereby permitting accurate comparisons. Convention holds that size is the first consideration when selecting comparative institutions. Other, subsequent selection criteria might include student demographics, total budgets, etc. A more detailed peer analysis is a direction the College may wish to pursue to confirm the initial data presented here.
Table 8 – Core Revenues per FTE Student by Source: Fiscal Year 2016

<table>
<thead>
<tr>
<th>Source</th>
<th>Skyline College</th>
<th>Median of comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$1,027</td>
<td>$819</td>
</tr>
<tr>
<td>State appropriations</td>
<td>$122</td>
<td>$3,271</td>
</tr>
<tr>
<td>Local appropriations</td>
<td>$9,059</td>
<td>$4,061</td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>$2,287</td>
<td>$4,409</td>
</tr>
<tr>
<td>Other core revenues</td>
<td>$2,024</td>
<td>$291</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$14,519</strong></td>
<td><strong>$12,851</strong></td>
</tr>
</tbody>
</table>

Source: IPEDS Data Center

Tables 8 indicates that Skyline College receives less state appropriations and government grants and contracts than comparative institutions. This circumstance can be attributed to San Mateo County Community College District being a Community Supported District that doesn’t rely on state appropriations for its core funding. This total difference (-$5,271) is slightly offset by the greater amounts of revenue received through tuition and fees, local appropriations, and other core revenues (+$6,939).

Table 9 – Core Expenses per FTE Student by Function: Fiscal Year 2016

<table>
<thead>
<tr>
<th>Category</th>
<th>Skyline College</th>
<th>Median of comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$5,697</td>
<td>$5,526</td>
</tr>
<tr>
<td>Academic support</td>
<td>$673</td>
<td>$1,015</td>
</tr>
<tr>
<td>Institutional support</td>
<td>$2,499</td>
<td>$2,037</td>
</tr>
<tr>
<td>Student services</td>
<td>$1,905</td>
<td>$2,083</td>
</tr>
<tr>
<td>Other core expenses</td>
<td>$1,863</td>
<td>$2,762</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$12,637</strong></td>
<td><strong>$13,423</strong></td>
</tr>
</tbody>
</table>

Source: IPEDS Data Center

**Faculty Resources**

In fall 2017, 136 full-time faculty members and 221 part-time faculty members delivered 858 sections of courses to 14,070 students enrolled in one course or more. Table 9 demonstrates that census enrollment has been declining steadily since Fall 2013 and by Fall 2017 decreased by 13%.
Table 10 – Section Taught and Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sections</td>
<td>908</td>
<td>905</td>
<td>828</td>
<td>894</td>
<td>858</td>
</tr>
<tr>
<td>Total Census</td>
<td>26,475</td>
<td>25,566</td>
<td>24,759</td>
<td>24,083</td>
<td>22,976</td>
</tr>
<tr>
<td>Enrollments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Skyline College College-wide Program Data

**Student Traffic Flow**

Figure 15 shows that full-time faculty represent the majority of the instructors in sections taught between 10 a.m. and 2 p.m. while part-time faculty instructors are in the majority during other times of day. The latter is particularly true for course sections taught after 2 p.m., where part-time faculty members teach 73 – 83% of the course sections. In the Strategic Enrollment Management Plan, we will be exploring offering courses during times when students need them to maximize their ability to get in, get through, and graduate on time.

**Figure 15 – Full-time and Adjunct Faculty Teaching Hours**
Table 11 – Student Traffic Flow Chart

<table>
<thead>
<tr>
<th>Time Block</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 8AM</td>
<td>62</td>
<td>46</td>
<td>62</td>
<td>46</td>
<td>46</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8AM</td>
<td>1220</td>
<td>1516</td>
<td>1203</td>
<td>1535</td>
<td>877</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>9AM</td>
<td>2442</td>
<td>2893</td>
<td>2414</td>
<td>2872</td>
<td>1716</td>
<td>431</td>
<td>100</td>
</tr>
<tr>
<td>10AM</td>
<td>2719</td>
<td>2257</td>
<td>2728</td>
<td>2222</td>
<td>2030</td>
<td>431</td>
<td>100</td>
</tr>
<tr>
<td>11AM</td>
<td>2543</td>
<td>2259</td>
<td>2497</td>
<td>2211</td>
<td>1960</td>
<td>376</td>
<td>100</td>
</tr>
<tr>
<td>12PM</td>
<td>2435</td>
<td>2680</td>
<td>2388</td>
<td>2610</td>
<td>1500</td>
<td>376</td>
<td>100</td>
</tr>
<tr>
<td>1PM</td>
<td>1741</td>
<td>1538</td>
<td>1758</td>
<td>1560</td>
<td>909</td>
<td>281</td>
<td>100</td>
</tr>
<tr>
<td>2PM</td>
<td>1043</td>
<td>903</td>
<td>1085</td>
<td>936</td>
<td>457</td>
<td>226</td>
<td>87</td>
</tr>
<tr>
<td>3PM</td>
<td>557</td>
<td>714</td>
<td>623</td>
<td>793</td>
<td>117</td>
<td>203</td>
<td>87</td>
</tr>
<tr>
<td>4PM</td>
<td>339</td>
<td>454</td>
<td>405</td>
<td>527</td>
<td>113</td>
<td>203</td>
<td>87</td>
</tr>
<tr>
<td>5PM</td>
<td>390</td>
<td>336</td>
<td>358</td>
<td>378</td>
<td>60</td>
<td>194</td>
<td>87</td>
</tr>
<tr>
<td>6PM</td>
<td>911</td>
<td>1105</td>
<td>875</td>
<td>782</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7PM</td>
<td>1155</td>
<td>1303</td>
<td>1093</td>
<td>971</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>After 7PM</td>
<td>955</td>
<td>1132</td>
<td>923</td>
<td>865</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 11 is a visualization of student course-taking patterns at Skyline College. Each count represents the unduplicated number of students enrolled in a fall 2017 Skyline College course which meets at or overlaps with the corresponding day and time. For example, students taking a class which meets on Monday between 10:00AM and 11:15AM are counted in both 10:00AM and 11:00AM blocks. Time blocks with 1000-1999 unduplicated student headcounts are colored red. Time blocks with 2000 or more unduplicated student headcounts are colored yellow. Table 11 illustrates the concentration of student course-taking activity on campus occurs between Monday through Thursday from 9am to 12pm. Meanwhile, evening course activity is highest from Monday through Wednesday. It is important to note that primarily adjunct faculty are teaching late afternoon and evening courses. This will be explored further in the Strategic Enrollment Management Plan to determine meeting student need for completion.
Table 12 – Enrollment Productivity and Efficiency
Skyline College operates as efficiently as possible, measuring the following indicators of full-time equivalent faculty and full-time equivalent ratios. Load is an indicator of effectiveness, because it measures productivity.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Census Enrollment</th>
<th>FTEF</th>
<th>FTES</th>
<th>WSCH</th>
<th>Load</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>17,553</td>
<td>420</td>
<td>8,177</td>
<td>245,280</td>
<td>584</td>
<td>2,062</td>
</tr>
<tr>
<td>2013/14</td>
<td>17,461</td>
<td>431.3</td>
<td>7,939</td>
<td>238,077</td>
<td>552</td>
<td>2,153</td>
</tr>
<tr>
<td>2014/15</td>
<td>17,460</td>
<td>432.7</td>
<td>7,945</td>
<td>238,417</td>
<td>551</td>
<td>2,098</td>
</tr>
<tr>
<td>2015/16</td>
<td>17,054</td>
<td>416.6</td>
<td>7,649</td>
<td>229,546</td>
<td>551</td>
<td>1,963</td>
</tr>
<tr>
<td>2016/17</td>
<td>16,089</td>
<td>429.8</td>
<td>7,350</td>
<td>220,487</td>
<td>513</td>
<td>2,060</td>
</tr>
<tr>
<td>2017/18</td>
<td>15,498</td>
<td>408.2</td>
<td>7,182</td>
<td>215,529</td>
<td>528</td>
<td>1,932</td>
</tr>
<tr>
<td>Totals &amp; Average</td>
<td>16,852</td>
<td>423</td>
<td>7,707</td>
<td>229,452</td>
<td>547</td>
<td>2,044</td>
</tr>
</tbody>
</table>

Source: SAP Enrollment and Efficiency Report

Definition:
Census: Number of duplicated headcount at final census.
FTEF: Total number of full time equivalent faculty assigned.
FTES: Total number of full time equivalent students enrolled at first census.
WSCH: Weekly student contact hours generated by census enrollments.
Load: The ratio of WSCH to FTEF, used to measure productivity. Sections: Total number of sections offered per semester.


Developmental Education Courses
Enrollment has been steadily decreasing in developmental courses. With the passage of Assembly Bill (AB) 705, all students are expected to reach college level mathematics and English within one year of starting college. Given the new directive by the California Community College Chancellor’s Office to use multiple measures and other methods of placement into college level mathematics and English, and acceleration efforts, the number of students taking developmental courses has been declining, and is expected to decline going forward.
Figure 16 – Developmental Education Course Enrollments at Skyline College

Source: California Community College Chancellor’s Office Datamart

Department Trends
The following tables represent changes in enrollment from 2012/13-2016/17. As an effective College, Skyline follow’s enrollment changes over time as well as market demand for jobs. The new Enrollment Management Plan will describe in detail the trajectory of enrollment patterns of students at Skyline College (see Enrollment Management Plan-2018-2025.)
Table 13 – Instructional Programs Trending Upward, 2012-13 through 2016-17

<table>
<thead>
<tr>
<th>Instructional Programs</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>340.62</td>
<td>334.13</td>
<td>325.27</td>
<td>332.49</td>
<td>353.34</td>
<td>6%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>327.51</td>
<td>329.33</td>
<td>310.1</td>
<td>254.64</td>
<td>259.42</td>
<td>2%</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>159.2</td>
<td>276.39</td>
<td>219.29</td>
<td>207.52</td>
<td>218.38</td>
<td>5%</td>
</tr>
<tr>
<td>Astronomy &amp; Physics</td>
<td>153.29</td>
<td>161.89</td>
<td>166.38</td>
<td>183.82</td>
<td>195.69</td>
<td>7%</td>
</tr>
<tr>
<td>Economics</td>
<td>130.89</td>
<td>122.14</td>
<td>114.34</td>
<td>107.25</td>
<td>126.93</td>
<td>18%</td>
</tr>
<tr>
<td>Counseling</td>
<td>59.86</td>
<td>80.83</td>
<td>100.45</td>
<td>100.32</td>
<td>106.31</td>
<td>6%</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>72.06</td>
<td>77.82</td>
<td>65.62</td>
<td>64.23</td>
<td>73.05</td>
<td>14%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>76.21</td>
<td>56.66</td>
<td>63.7</td>
<td>67.98</td>
<td>72.69</td>
<td>7%</td>
</tr>
<tr>
<td>Varsity Athletics</td>
<td>58</td>
<td>61.29</td>
<td>61.92</td>
<td>57.41</td>
<td>59.25</td>
<td>3%</td>
</tr>
<tr>
<td>Emergency Medical Care</td>
<td>70.34</td>
<td>70.84</td>
<td>56.56</td>
<td>56.93</td>
<td>59.98</td>
<td>4%</td>
</tr>
<tr>
<td>Paralegal</td>
<td>24.02</td>
<td>15.32</td>
<td>20.19</td>
<td>19.22</td>
<td>25.21</td>
<td>31%</td>
</tr>
<tr>
<td>Literature</td>
<td>16.35</td>
<td>11.25</td>
<td>16.32</td>
<td>17.28</td>
<td>20.28</td>
<td>17%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>10.83</td>
<td>5.35</td>
<td>16.35</td>
<td>16.25</td>
<td>17.52</td>
<td>8%</td>
</tr>
<tr>
<td>Energy Systems Technology Management</td>
<td>-</td>
<td>11.69</td>
<td>12.72</td>
<td>12.7</td>
<td>15.65</td>
<td>23%</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>36.5</td>
<td>20.27</td>
<td>20.26</td>
<td>9.5</td>
<td>10.73</td>
<td>13%</td>
</tr>
<tr>
<td>Humanities</td>
<td>11.67</td>
<td>16.07</td>
<td>9.55</td>
<td>1.19</td>
<td>2.86</td>
<td>-140%</td>
</tr>
<tr>
<td>Education</td>
<td>2.2</td>
<td>1.5</td>
<td>1.2</td>
<td>1.7</td>
<td>2.66</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: Skyline College Program Data
### Table 14 – Instructional Programs Trending Downward, 2012-13 through 2016-17

<table>
<thead>
<tr>
<th>Instructional Programs</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1,024.55</td>
<td>1,055.46</td>
<td>1,065.76</td>
<td>1,087.33</td>
<td>1,056.35</td>
<td>-3%</td>
</tr>
<tr>
<td>Biology</td>
<td>636.17</td>
<td>612.18</td>
<td>617.87</td>
<td>643.64</td>
<td>615.89</td>
<td>-4%</td>
</tr>
<tr>
<td>English</td>
<td>624.59</td>
<td>686.98</td>
<td>647.52</td>
<td>605.96</td>
<td>579.98</td>
<td>-4%</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>554.33</td>
<td>508.34</td>
<td>486.92</td>
<td>433.1</td>
<td>413.48</td>
<td>-5%</td>
</tr>
<tr>
<td>History</td>
<td>342.75</td>
<td>363.47</td>
<td>376.61</td>
<td>357.29</td>
<td>337.51</td>
<td>-6%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>276</td>
<td>272.45</td>
<td>301.06</td>
<td>308.08</td>
<td>294.95</td>
<td>-4%</td>
</tr>
<tr>
<td>Art</td>
<td>376.09</td>
<td>300.24</td>
<td>296</td>
<td>276.2</td>
<td>264.7</td>
<td>-4%</td>
</tr>
<tr>
<td>Accounting</td>
<td>219.63</td>
<td>200.95</td>
<td>220.12</td>
<td>212.21</td>
<td>185.55</td>
<td>-13%</td>
</tr>
<tr>
<td>Business</td>
<td>244.99</td>
<td>254.86</td>
<td>224.37</td>
<td>198.13</td>
<td>184.68</td>
<td>-7%</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>260.66</td>
<td>209.34</td>
<td>190.63</td>
<td>210.72</td>
<td>173.31</td>
<td>-18%</td>
</tr>
<tr>
<td>Music</td>
<td>248.86</td>
<td>253.87</td>
<td>240.94</td>
<td>199.48</td>
<td>167.83</td>
<td>-16%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>181.2</td>
<td>162.73</td>
<td>188.89</td>
<td>180.01</td>
<td>167.47</td>
<td>-7%</td>
</tr>
<tr>
<td>World languages</td>
<td>134.15</td>
<td>145.62</td>
<td>137.14</td>
<td>128.63</td>
<td>126.63</td>
<td>-2%</td>
</tr>
<tr>
<td>Political Science</td>
<td>100.25</td>
<td>93.37</td>
<td>101.45</td>
<td>94.63</td>
<td>85.25</td>
<td>-10%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>98.37</td>
<td>92.86</td>
<td>90.46</td>
<td>88.53</td>
<td>78.17</td>
<td>-12%</td>
</tr>
<tr>
<td>Dance</td>
<td>76</td>
<td>73.5</td>
<td>64.17</td>
<td>75.22</td>
<td>73.71</td>
<td>-2%</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>94.27</td>
<td>86.52</td>
<td>80.4</td>
<td>84.6</td>
<td>71.68</td>
<td>-15%</td>
</tr>
<tr>
<td>Environmental &amp; Earth Sciences</td>
<td>64.87</td>
<td>61.05</td>
<td>76.65</td>
<td>77.8</td>
<td>68.35</td>
<td>-12%</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>73.22</td>
<td>77.07</td>
<td>62.12</td>
<td>71.48</td>
<td>60.53</td>
<td>-15%</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>40.56</td>
<td>50.51</td>
<td>77.13</td>
<td>48.6</td>
<td>48.45</td>
<td>-0%</td>
</tr>
<tr>
<td>NETX, TCOM*</td>
<td>60.55</td>
<td>44.23</td>
<td>47.6</td>
<td>53.92</td>
<td>47.4</td>
<td>-12%</td>
</tr>
<tr>
<td>Health Science</td>
<td>98.76</td>
<td>68.17</td>
<td>63.19</td>
<td>65.24</td>
<td>41.32</td>
<td>-36.70%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>36.94</td>
<td>36.79</td>
<td>41</td>
<td>45.48</td>
<td>31.78</td>
<td>-30.10%</td>
</tr>
<tr>
<td>Geography</td>
<td>10.9</td>
<td>14.5</td>
<td>31.02</td>
<td>32.25</td>
<td>28.35</td>
<td>-12%</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>47.47</td>
<td>35.16</td>
<td>43.57</td>
<td>51.08</td>
<td>25.01</td>
<td>-51%</td>
</tr>
<tr>
<td>Business Computer Systems &amp; Management</td>
<td>105.11</td>
<td>80.07</td>
<td>54.27</td>
<td>36.15</td>
<td>23.83</td>
<td>-34%</td>
</tr>
<tr>
<td>Journalism</td>
<td>18.67</td>
<td>15.93</td>
<td>16.02</td>
<td>17.2</td>
<td>16.43</td>
<td>-4%</td>
</tr>
<tr>
<td>Electronics</td>
<td>24.73</td>
<td>25.36</td>
<td>24.37</td>
<td>23.62</td>
<td>16.2</td>
<td>-31%</td>
</tr>
<tr>
<td>Sociology</td>
<td>3.15</td>
<td>2.52</td>
<td>2.88</td>
<td>6.7</td>
<td>6.28</td>
<td>-6%</td>
</tr>
<tr>
<td>Drama</td>
<td>9</td>
<td>12.42</td>
<td>12.01</td>
<td>6.51</td>
<td>4.3</td>
<td>-34%</td>
</tr>
</tbody>
</table>

*Network Engineering Technology/ Telecommunications & Network Information Technology*

Source: Skyline College Program Data
**Distance Education**

Figure 15 shows that enrollment in distance education courses has decreased since Spring 2016 at Skyline College, yet nonetheless, distance education is the largest area of enrollment increase over the past. Specifically, distance education enrollment represents close to 30 percent of the college’s total enrollment. This allows for innovation in creating more online opportunities for students to take courses and complete programs of study. Skyline College will continue to be strategic about creating opportunities for students to study online. Psychology and Accounting are the areas in which students most sign up for distance education courses (figure 16). Figure 17 shows a drop in enrollment in mathematics distance education courses and consistent enrollment in English and Kinesiology distance education courses.

**Figure 16 – Distance Education Enrollments at Skyline College**

Source: Skyline College Program Data, Spring 2018
Figure 17 – Distance Education Enrollments by Area at Skyline College

Source: Skyline College Program Data, Spring 2018

Figure 18 shows that student enrollment has declined during evening courses since Fall 2013. Though there was a spike in student enrollment during day and evening courses in Fall 2015, the numbers have remained consistent in the last five years. Figure 18 also shows a decline in student enrollment in day courses, which can be attributed to the general decline in student enrollment.

Source: SMCCCD Fact Book 2017
Institutional Effectiveness
Integration of the Education Plan with Existing Planning
Skyline College presently benefits from planning that is both operational and strategic in nature. This Education Master Plan seeks to incorporate existing planning processes at Skyline College by utilizing the Comprehensive Program Review Process, the Annual Program Plans and the Administrative Leadership Unit Review.

The current planning at Skyline College is guided by the Strategic Planning and Resource Allocation Committee, whose members are drawn college-wide from faculty, staff, and administrators. The flow chart below indicates the planning processes and how they are integrated with the budgeting and assessment processes.
**Scorecard**

The Skyline College Scorecard is the College’s strategic management tool that translates the College’s MVV into meaningful indicators that are directly linked to College strategic goals and strategic priorities. The Scorecard is revisited periodically to see if revisions are needed to better align with our strategic goals and priorities, and last academic year several of the metrics did change to better align with our new Strategic Plan. The Scorecard is completed annually and posted for the College’s reference. The Institutional Effectiveness Committee (IEC) is charged with the annual assessment of the institution’s effectiveness. Stakeholders discuss the effectiveness of the process and the need to reconsider any of the specific benchmarks. In this way, the College ensures broad input into the periodic development and modification of the MVV Statement and coordinated assessment in the College’s scorecard, incorporating it into all of the institution’s efforts to achieve student learning.

A Balanced Scorecard (BSC) was first implemented in 2005-06 to measure and communicate the extent to which the college achieves and implements its goals and strategies. Eventually, the scorecard was less “balanced” and more an assessment of institutional effectiveness measures and has come to be known as just “The Scorecard.” The Scorecard is also utilized as a way to enhance the existing college-wide planning process. The SC translates the college vision and mission into meaningful indicators that are directly linked to college goals and strategies. The SC provides a vehicle for collaborative decision-making by measuring, tracking, and communicating the performance of goals and strategies.

The Scorecard makes use of a set of core metrics that define and measure institutional effectiveness, taking into account student unit enrollment status (e.g. part-time vs. full-time) to set appropriate metrics. The metrics are regularly reviewed and discussed through participatory governance committees, primarily the Institutional Effectiveness Committee (IEC), where adjustments and improvements are made to support the College in working towards institutional goals. Metrics include but are not limited to: successful course completion; semester-to-semester persistence based on educational goals; and the rate of degree obtainment based on educational goal.

The most recent iteration of the Scorecard can be accessed on the Skyline College Prie Office website at [http://www.skylinecollege.edu/prie/balancedscorecard.php](http://www.skylinecollege.edu/prie/balancedscorecard.php).

**Employee Voice (Survey Data)**

Another element of the planning process is the Employee Voice Survey. The purpose of this survey is to periodically measure employee perception and satisfaction with the Skyline College work environment as they related to the accreditation themes: 1) Skyline College’s fulfillment of its mission, vision and values 2) College Governance and Planning, 3) San Mateo County Community College District’s support, 4) Professional Development, 5) Campus and Workplace Equity and Diversity, and 6) Student Learning Outcomes Assessment. The results from the survey, deployed in Spring 2018, are used
to inform responses to the accreditation standards and for other college-wide planning and improvement efforts. The survey will also be useful for establishing benchmarks for future studies and for evaluating the planning processes and the campuses engagement around planning.

**Integrated Planning and Resource Allocation Cycle**

The Comprehensive College-wide Planning Process is indicated in the graphic below, although this process will be updated in the near future to better reflect the planning
allocation cycle on campus moving forward. The process is driven by the Mission-Vision and Values statements, and then priorities are determined by the Strategic Goals and Initiatives.

**Figure 15 - Integrated Planning and Resource Allocation Cycle**

*The planning and resource allocation process which occurs in a specific fiscal year results in the plans and budget for the following year. For example, the 2017-18 process results in the 2018-19 plans and budget.*

Source: Skyline College, Office of Planning, Research and Institutional Effectiveness, Integrated Planning and Resource Allocation Cycle Model
Marketing Research into Strong and Emerging Markets

According to labor market statistics for San Francisco and San Mateo Counties, the following occupations are the fastest growing in this geographical area. These areas of growth might be areas to consider for new program development.

Regional Labor Market Data and Project Needs

An analysis of the Economic Modeling Specialists International (EMSI) labor market data was conducted by a partnership between The San Mateo Community College District, The San Mateo County Workforce Investment Board, and the San Mateo County Economic Development Association in order to ascertain how college programs are addressing the occupation needs of the community. It produced occupational employment projections of San Mateo County for the period 2012-2017. The dataset included current employment levels, projected openings due to growth, retirements and turnover, median hourly wages and the education level associated with each detailed occupation. Table 14 depicts the framework used and the resultant occupational titles.

Occupational Employment Projections (Segments)
The 5 employment segments with the highest employment projections within the San Francisco and San Mateo Counties are occupations within management, business and financial operations, computer and mathematical occupations, architecture and engineering, and occupations within life, physical, and social science. Table 14 provides further information on the five segments. Most of the occupations included within these segments required at least a post-secondary degree.

Table 15 – Occupational Employment Projections

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Occupations</td>
<td>35</td>
<td>90,410</td>
<td>99,930</td>
<td>9,520</td>
<td>10.5%</td>
<td>$69.46</td>
</tr>
<tr>
<td>Computer and Mathematical Occupations</td>
<td>19</td>
<td>73,540</td>
<td>92,670</td>
<td>19,130</td>
<td>26.0%</td>
<td>$53.56</td>
</tr>
<tr>
<td>Architecture and Engineering Occupations</td>
<td>26</td>
<td>21,980</td>
<td>23,780</td>
<td>1,800</td>
<td>8.2%</td>
<td>$48.41</td>
</tr>
<tr>
<td>Life, Physical, and Social Science Occupations*</td>
<td>26</td>
<td>21,270</td>
<td>27,260</td>
<td>5,990</td>
<td>28.2%</td>
<td>$45.95</td>
</tr>
</tbody>
</table>

*Examples of occupations included within life, physical, and social science occupations are: life scientist, microbiologist, chemist, materials scientist, economist, survey researcher, and psychologist.

Source: Regional Labor Market Assessment 2016
Fast Growing Occupations
Of these occupational segments, the 10 fastest growing job occupations are biomedical engineers, statisticians, biochemists and biophysicists, home health aides, interpreters/translators, biological technicians, microbiologists, operations research analysts, software developers, and medical scientists (except epidemiologists). Home health aides require the least amount of education, but also pays the lowest median annual salary. Table 15 demonstrates that the technical occupations with the fastest growth require post-secondary education and have high salary returns.

Table 16 – Fast Growing Occupations in San Francisco and San Mateo Counties

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Estimated Employment 2014</th>
<th>Projected Employment 2024</th>
<th>Percent Change 2014-2024</th>
<th>2016 First Quarter Wages</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Median Hourly</td>
<td>Median Annual</td>
</tr>
<tr>
<td>Biomedical Engineers</td>
<td>580</td>
<td>930</td>
<td>60.3%</td>
<td>$49.04</td>
<td>$101,997</td>
</tr>
<tr>
<td>Statisticians</td>
<td>590</td>
<td>900</td>
<td>52.5%</td>
<td>$59.11</td>
<td>$122,957</td>
</tr>
<tr>
<td>Biochemists and Biophysicists</td>
<td>1,160</td>
<td>1,670</td>
<td>44.0%</td>
<td>$52.96</td>
<td>$110,154</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>2,470</td>
<td>3,450</td>
<td>39.7%</td>
<td>$12.34</td>
<td>$25,667</td>
</tr>
<tr>
<td>Interpreters and Translators</td>
<td>870</td>
<td>1,210</td>
<td>39.1%</td>
<td>$26.58</td>
<td>$55,280</td>
</tr>
<tr>
<td>Biological Technicians</td>
<td>1,930</td>
<td>2,680</td>
<td>38.9%</td>
<td>$35.74</td>
<td>$74,342</td>
</tr>
<tr>
<td>Microbiologists</td>
<td>1,340</td>
<td>1,850</td>
<td>38.1%</td>
<td>$52.08</td>
<td>$108,338</td>
</tr>
<tr>
<td>Operations Research Analysts</td>
<td>1,070</td>
<td>1,460</td>
<td>36.4%</td>
<td>$44.37</td>
<td>$92,299</td>
</tr>
<tr>
<td>Software Developers, Applications</td>
<td>20,390</td>
<td>27,580</td>
<td>35.3%</td>
<td>$56.24</td>
<td>$116,991</td>
</tr>
<tr>
<td>Medical Scientists, Except Epidemiologists</td>
<td>4,180</td>
<td>5,630</td>
<td>34.7%</td>
<td>$57.62</td>
<td>$119,862</td>
</tr>
</tbody>
</table>

Source: Regional Labor Market Assessment 2016

Most Job Openings
On the other hand, table 16 reveals that most of the projected occupations with the most job openings do not require a formal educational credential. These occupations
also have lower median annual salaries than what was observed within the previous tables. Among these occupations, the highest paying occupations are software developers, general and operations managers, and lastly accountants and auditors. As we design new programs, we need to take into account opportunities for high salary jobs that allow students to complete programs and remain in the local community.

Table 17 – Occupations with Most Job Openings in San Francisco and San Mateo Counties

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings 2014-2024</th>
<th>2016 First Quarter Wages</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Median Hourly</td>
<td>Median Annual</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>13,350</td>
<td>$13.38</td>
<td>$27,829</td>
</tr>
<tr>
<td>Personal Care Aides</td>
<td>11,860</td>
<td>$12.13</td>
<td>$25,228</td>
</tr>
<tr>
<td>Software Developers, Applications</td>
<td>10,100</td>
<td>$56.24</td>
<td>$116,991</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>9,940</td>
<td>$11.45</td>
<td>$23,811</td>
</tr>
<tr>
<td>Cashiers</td>
<td>9,420</td>
<td>$12.10</td>
<td>$25,181</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>8,380</td>
<td>$13.53</td>
<td>$28,122</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>6,250</td>
<td>$65.95</td>
<td>$137,180</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>6,210</td>
<td>$40.71</td>
<td>$84,672</td>
</tr>
<tr>
<td>Cooks, Restaurant</td>
<td>6,080</td>
<td>$14.22</td>
<td>$29,572</td>
</tr>
<tr>
<td>Janitors and Cleaners, Except Maids and Housekeeping Cleaners</td>
<td>5,740</td>
<td>$13.03</td>
<td>$27,115</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>5,500</td>
<td>$20.01</td>
<td>$41,620</td>
</tr>
</tbody>
</table>

Source: Regional Labor Market Assessment 2016
Environmental Scan Sources


5. www.lao.ca.gov/Publications/Report/3372


11. http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx
**ADDITIONAL RESOURCES**


iii State of California, Department of Finance http://www.dof.ca.gov/Reports/Demographic_Reports/American_Community_Survey/#ACS2016x5


vi Refer to Endnote V.

vii Refer to Endnote V.

viii Refer to Endnote V.


x Refer to Endnote IX.