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

## INTRODUCTION

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

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

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

## PURPOSES

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

# SUGGESTED TIMELINES FOR ANNUAL PROGRAM PLANNING

## PLANNING AND REVIEW OF DATA NEEDS:
## NOVEMBER DEPARTMENT OR DIVISION MEETING

- Program/Unit teams are identified and organized. Departments or programs are urged to include part-time faculty and appropriate classified staff in the review process.

- Planning team reviews the instrument.

- Basic enrollment, retention data, and other pertinent data will be provided by the Office of Planning, Research and Institutional Effectiveness (PRIE). (Change to the active tense to stay consistent with the other statements) The Office of Planning, Research and Institutional Effectiveness (PRIE) provides basic enrollment, retention data, and other pertinent data.

- Planning team collects data including course and program student learning outcomes from Tracdat.

- Initial findings are discussed with the entire department and Division Dean/Administrator. The entire department and Division Dean/Administrator discuss initial findings.

- Additional data requested from PRIE as needed. Teams request additional data as needed from PRIE.

## PROGRAM/UNIT ANALYSIS DATA:
## JANUARY/FEBRUARY DEPARTMENT OR DIVISION MEETINGS

- Planning team analyzes data, including course and program student learning outcomes, student success and retention data, and other data as needed.

- Planning team reviews all courses for currency and assures course outlines are correctly formatted to the most current course outline of record template, and ensures they are accurately input into CurricUNET.

- Planning team completes program/unit data analysis/assessment and summarizes findings.
- Programs/units start to update annual planning report.

## PROGRAM/UNIT DEVELOPMENT OF ACTION PLAN AND RESOURCE NEEDS:
## MARCH DEPARTMENT OR DIVISION MEETING

- Program/unit faculty/staff develop action plan and resource needs in response to assessment of program data.

- Program/unit faculty/staff finalize the Annual Program Planning self-study and in the first week of April submit one electronic and one paper copy of the planning self-study to the Office of Planning, Research and Institutional Effectiveness for distribution to the Institutional Planning Committee (IPC).

- The Institutional Planning Committee reviews all submitted annual program plans and distributes requests for allocations through the approved college processes.

- Program/Unit planning resource recommendations are placed into existing college resource recommendations for the subsequent academic year. (This sentence also is written in the passive, but I wasn't clear on who "places" these recommendations.)

# SKYLINE COLLEGE ANNUAL PROGRAM PLANNING

## INSTRUCTIONS FOR COMPLETION OF SELF STUDY

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

**Self-Study**
Submit the report including both questions and responses.

**Tracdat reports**
Attach your summary of assessment, analysis and action plans for the courses and/or program completed
during this academic year.
Tool: https://sanmateo.tracdat.com/tracdat/

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

# SKYLINE COLLEGE
# ANNUAL PROGRAM PLANNING SELF-STUDY

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

**Program Title:** Assessment Center      **Date Submitted:** May 13, 2014

**Key Findings:** The Assessment Center has performed above and beyond in providing quality student services to new and continuing Skyline College students. With one (1) classified staff supported by student assistants, the department has managed to execute the required matriculation step #2 professionally as well as assisting students personally in starting a new student life at a new college. The Assessment Center staff is the first and forth most important in-person contact representing the College's philosophy of "Student First".

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

List of names and positions:
Goldie Lee      (FT classified staff)
Hannah Phu    (student assistant)
Jacky Ip          (short-term student assistant)

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

Goldie Lee (leeg@smccd.edu, (650)738-4128)

## 3. Program Information

### A. Program Personnel
Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

Dr. Angelica Garcia, Dean of Counseling (administrator)
Goldie Lee, Program Services Coordinator (FT classified staff)
Hannah Phu, Testing Proctor (FWS Student Assistant)
Jacky Ip, Testing Proctor (short-term Student Assistant)

| | | | |
|---|---|---|---|
| **FT Faculty:** | 0 | **PT/OL Faculty (FTE):** | 0 |
| **FT Classified:** | 1 | **PT Classified (FTE):** | 0 |
| **Volunteers:** | 0 | **Student Workers:** | 2 |

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

Program Goals: As the first in-person point of contact to Skyline College, the Assessment Center strives to provide a professional encounter, experience, and environment for students to complete and to understand the matriculation process.

Our friendly staff  provides general college information including, but not limited to: campus directions, program services, department locations, and background information of student life at Skyline College.  Our well-trained staff also acts as proctors who administers the college placement English/ English Speakers of Other Languages and/or the Math test(s).  Skyline College students departs the Assessment Center well informed of their placement results and the next step in the matriculation process.

We strive for a positive student experience in a conducive comfortable testing environment, which will promote a positive image of self-empowerment and sustainability in serving the community.

College Mission: To empower and transform a global community of learners.

District Mission:  In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs.

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

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

Assessment Center staff have identified the following Student Learning Outcomes (SLOs) for the various services provided by Assessment Center:

"Students will understand their English ESOL, and/or Math placement results."

Student Learning Outcomes (SLOs) will be assessed using:
•Student Surveys
•Review of collected data

[ISLO: Communication]

2012-2013 Findings: 95.21% students surveyed understood their placement results.
2013-2014 Findings: 99% students surveyed understood their placement results.

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

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

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2013-2014 Number of students served:

Month/Year    English  ESOL   Math   Pre-Reg  Make-up  Total
Fall 2013      1369     893    1593     10       30     3,895    (7/1/13-12/31/13)
Jan 2014        208      73     270      2        0       553
Feb 2014         55      14      73      0        5       147
Mar 2014        108      13     125      1        1       248
Apr 2014        385      11     464      1        0       861

Testing Hours
Mondays         9:00 am - 3:00 pm
Tuesdays        9:00 am - 7:00 pm
Wednesdays      9:00 am - 3:00 pm
Thursdays       9:00 am - 1:00 pm
Fridays         closed
Saturdays       one Saturday per month
special testing by arrangements only
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**C. Explain how other information may impact the Program (examples are business and employment needs, new technology, new transfer requirements etc.)**

1. Understaffed Department / SB1456 Student Success & Support Program (SSSP)
This is a high traffic office throughout the year. Overflow testing may reach up to 125 appointments a day, requiring the minimum of three (3) staff members for checking in, setting up the test administration, proctoring, discussing placement results, and informing students on the following matriculation steps prior to class registration. We are currently seeking priority assistance from the SSSP funding to reinstate the 2009 defunded Instructional Aide position to focus on the vital roles of assessment and matriculation.

2. Test Appointment Scheduling
SARS, eSARS, SARStrak, and Websmart are heavily used for scheduling testing appointments. The lack of a user-friendly touch screen monitor frustrates the student or student-parent in scheduling their placement appointments.

3. Testing Environment/ Relocation of Assessment Center
The high traffic building 2 hallway has been used as a common corridor for both private and public conversations of student records.  The testing center and office are both affected by the ongoing noise factors of student traffic during class transitions and ongoing use of the restroom all student and staff. The current testing area is not conducive to a productive and private testing experience. Current efforts are made to relocate and expand the Assessment Center by Summer 2014.

4. Disability Resource Center (DRC)Collaboration
Ongoing efforts have been made to assist the students with special accommodations.  Testing instruments and equipment have been a challenge to offer visually-impaired students alternative testing options.

### 5. Curricular Offerings

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

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

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.

- If you have not done so already, please email the TracDat Coordinator to request that these courses to be added to TracDat.

-  Have you uploaded SLO's for your new courses in TracDat?

- Have you mapped course-level SLOs to PSLOs and ISLOs?

- Have you uploaded an assessment method (need not be specific) for each course?

not applicable- no course offered

**B. Identify Patterns of Curriculum Offerings**

Respond to the following:

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

- What is the ideal curriculum cycle?

- Discuss any issues.

not applicable- no courses offered

## 6. Response to Previous Annual Program Plan & Review

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

Annual Program Plans and Program Reviews for the Assessment Center is included in the Counseling and Matriculation Program Reviews, which is under the responsibility of the Dean of Counseling/Advising and Matriculation. However, reporting data and feedback will be elicited from the Program Services Coordinator when conducting Annual Program Plans.

**7. Action Plan**

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

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Respond to the following:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.

- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.

- Identify questions that will serve as a focus of inquiry for next year.

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1. Testing Environment (please refer to item no. 4C herein)
Current testing center located between a high traffic staircase and the 2nd floor men's restroom. Test takers can hear the flushing of toilets and opening/ closing of entrance doors.  Due to space restriction, the following duties are conducted in the hallway, outside of the testing center:
   - answer general incoming questions
   - appointment check-in
   - photo identification verification
   - explanation of placement score and sequence
   - matriculation instructions
In addition, the testing office is located across the hall from the testing center.  Any and all administrative duties can only be conducted in the hallway and the testing center will be left unattended.  Without student assistants help, coverage for both testing location will not be possible.   The office is located next to the building's entrance making it a prime information hub.  Staff and assistants are overwhelmed with general campus questions. (ie: why is the health center always closed, where can I get my student ID, where can I find my professor, how do I apply to Skyline, where is room 2217, etc.)

Action Plan: Current efforts to relocate current Assessment Center is in progress.

2. Testing Equipment/ Furniture (please refer to item no. 4C herein)
Currently, the twelve (12) computer stations used for testing and one (1) proctor station are outdated, slow, and unsupported by ITS.  Keyboards, mice, and wrist pads are worn and torn.  Task chairs are broken with back support cracked. Only one printer is available to print all the testing results.  A backup printer is not available. The number of workstation limits the number of students we can serve.

Action Plan: Current efforts in replacing testing stations and increasing testing stations are in progress.

3. Staffing Needs
Currently, one (1) program services coordinator supervises one (1) federal work study student assistant and one (1) short-term student assistant operate the full testing schedule for the department serving up to two hundred (200) appointments per week.   Careful schedule planning has been critical to the testing operation with the limited number of staff and the increasing student population.  Testing hours, office hours, special events, program requested group testings have been difficult to manage.

Action Plan: Strongly requesting the reinstatement of unfunded Instructional Aide position to serve as a testing administrator backup and to cover the proctoring hours in the evening, Saturday, and/or special events and group testings.

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## 8. Resource Identification

### A. Professional Development needs

Currently, with one (1) classified staff, attending professional growth development activities have been limited due to the affects the testing operation.

Program Services Coordinator would like to be able to attend:

1. Testing Administration Conference
2. Assessment Center collaborative meeting/planning with other campus programs/ departments
3. Training Opportunities to promote efficiency of the testing practices
4. District Training Opportunities
5. Ongoing Meetings with sister colleges for collaborative efforts and streamline processes

### B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.

- Explain how the requests will serve the Student/Program/Division/College needs.

no request

### C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests
**Complete the following table:**

# Annual Program Planning Resource Needs

**Program** Assessment Center          **Date** 5/13/2014

| | What are the needs? | How does this request align with your assessment of student outcomes? | How does this request align with your action plan? | What is the estimated cost for facilities and equipment? |
|---|---|---|---|---|
| **Personnel** | 1. Reinstatement of Instructional Aide II position (80%)<br>2.<br>3. | - May provide permanent testing coverages, now staffed by student assistants<br><br>- May promote more collaboration with instructional departments | - Permanent Classfied Staff required to market and obtain confidence in offering MAKE-UP exams to the Instructional Faculty<br><br>-coverage required at a expanded lab and check-in area | to be determined |
| **Equipment** | 1. Upgrade PSC and Proctor Station Desktop<br>2. replace heavy duty printer<br>3. Headset for high call volume<br>4. Touchscreen monitor for student check-in | - to promote the "high tech, high touch" approach with student's first encounter at Skyline College<br><br>- college placement testing is a vital step in matriculation and student success<br><br>- incoming calls ranges from 1 minute to 10 minutes depeanding on the caller's needs. | - to expand testing environment and services<br><br>-to provide a comprehensive and user-friendly environment | to be determined |
| **Facilities** | 1. Private Office Space (current availability is a<br>2. closet only)<br>3.<br>4. | - to promote the "high tech, high touch" approach with student's first encounter at Skyline College<br><br>- student's understanding of their placement reculls and records is crucial to their enrollment and counseling sessions | - to expand testing environment and services<br><br>- allow one-to-one space required for confidentiality | to be determined |

## APPENDIX A

## VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE
*Please check current catalog for most recent goal statements.*

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

### Mission Statement
To empower and transform a global community of learners.

### Values Statement
Education is the foundation of our civilized democratic society.
Thus:
**Campus Climate:** We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.
**Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.
**Student Success:** We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.
**Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.
**Community Connection:** We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.
**Shared Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.
**Sustainability:** We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

**APPENDIX B**

# Definition of Terms

WSCH:      Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census

FTE:      The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.

LOAD:      Teaching Load is taken as the ratio of WSCH to FTE

N GRADES:      The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)

RETENTION:      The sum of all non-W grades divided by N grades times 100, expressed as %

SUCCESS:      A+B+C+CR grades divided by N grades times 100, expressed as %