



President's Report to the Board of Trustees

Dr. Regina Stanback Stroud



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DR. STANBACK STROUD FEATURED IN FORBES ONLINE

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Civic NationVoice Contributor

Regina Stanback Stroud, Ed.D

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Skyline College President, Dr. Regina Stanback Stroud was recently featured in Forbes magazine’s Civic Nation column as a guest contributor. The article, in full, is below:

The Skyline College Promise Is Helping More Students Complete Their Education. Here’s How.

At Skyline College, we understand and fundamentally believe completing college is the most significant step people can take to improve their life circumstances. We know that the basics of higher education can pose big challenges—paying for college, choosing a major, sequencing courses into a successful pathway—these are all barriers that can throw students off. The truth is, fewer than half of the students who start college with the intention to complete their education ever finish.

That’s an unacceptable reality. The Skyline College Promise is our commitment to directly address that reality and deliver an education experience designed for students to finish college.

To do that, we are redesigning our processes, programs, and services, so applying will be streamlined, students will get proactive academic and social support as they progress through college, and the path to completion will be clear and efficient. Our Promise means more people will be able to pursue education as a means to personal agency, enfranchisement, and prosperity for themselves, their families, and their communities.

And we are making this commitment to ALL students.

We began this work in the same way we advise students to begin: by doing research. Skyline College found inspiration in the incredible work being done at the City University of New York (CUNY) through their Accelerated Study in Associate Programs, the ASAP program. That work, launched 10 years ago and designed to streamline student pathways to success, has doubled graduation rates for students enrolled in the program.

Those results speak clearly—something is working. Luckily, the innovators at CUNY recognize that great ideas shouldn’t live in silos. We studied their model, traveled to New York, and partnered with a CUNY team to understand their vision and were chosen to replicate the proven model. Thanks to their transparency, Skyline College didn’t need to reinvent the wheel; we were able to begin the work of repurposing it to fit the needs of our own institution with the support of a grant from the Arnold Foundation.

For us, that means a comprehensive redesign of our college—creating signature approaches that actively remove student barriers to success through intentional and impactful design. It’s a three-pronged approach that looks like this:

1) The Promise Scholars Program



The Promise Scholars Program is designed to eliminate barriers that often keep first-year students from the strong start associated with completing college. Students’ college fees are covered, they have access to

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laptops, a lending library, and an intensive summer bridge program, and they receive dedicated counseling support throughout the year.

We're already seeing results in students like Naomi Quizon who acknowledged that the question of how she was going to pay for college weighed heavily on her during high school.

“With the Scholars Program,” says Naomi, “we can go to class, study, meet new friends, find faculty mentors, and do all this without having to worry about how we are going to pay that first year of fees.”

In its first year, the program served 140 students who demonstrated an 86.3% persistence rate, significantly higher than the 62.4% persistence rate of the comparison group.

2) Contemporary Teaching

Students who love their classes stay in school, and teachers co-create the attraction. So we're integrating equity-centered teaching strategies—relevant teaching built on best practices and critical consciousness—to make classes more engaging and effective.

New training for faculty and staff infuses our approach to pedagogy with cultural fluency and digital savvy. And our comprehensive diversity framework applies an equity lens to our teaching practices, strengthening connections across the diverse Skyline College student population.

3) Guided Pathways

Guided pathways support students in declaring a major, encouraging them to connect their studies to careers, and providing simple and clear requirements to finish their education. Guided pathways solve a common community college problem: too many programs with unclear completion tracks that inevitably lead to students taking more time, spending more money, and

taking more classes than necessary.

By organizing education and career options within broad fields called meta-majors, we can make it easier for students to explore directions based on their interests and abilities. By mapping the way through programs, we optimize time and money so students can finish college.

Our actions create transformational opportunities that we're seizing upon to make impactful changes to our college and eliminate barriers to success. This challenging and ongoing work is about intentionality and accountability, and at its heart, it constitutes the very root of our mission to put students first.

Article by Dr. Regina Stanback Stroud | Photo by Will Nacouzi

SKYLINE COLLEGE SCORES #1 RANKING FOR SUSTAINABILITY



Skyline College is firmly committed to sustainability, a fact recently recognized in an international ranking. In the latest Universitas Indonesia (UI) GreenMetric World Universities Rankings 2017, Skyline College stands out

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as being the #1 community college in the world!

The UI GreenMetric Rankings is an international ranking that measures and scores an institution's sustainable educational programs, facilities, and practices. Scoring categories include: Setting and Infrastructure, Energy and Climate Change, Waste, Water, Transportation, and Education. Globally, Skyline College ranked #360 out of 619 international participants from 75 countries.

Skyline College's leadership and commitment to sustainability contributed to the college's scoring and ranking. Notable Skyline College sustainability initiatives included numerous educational programs and courses offered, public transportation and shuttle service, implementation of energy efficiency strategies, green building practices for renovation and new construction, greenhouse gas emissions inventory, Zero Waste Program, and Water Efficiency Program. "The dedication of faculty, staff, administration, and—most importantly—students to making campus more sustainable is how Skyline College earned this recognition," said Mary Thomasmeyer, the Sustainability Coordinator at Skyline College. "The results further establish this college as a front-runner in sustainability, which means students here have many opportunities to learn about sustainability in order to become well-rounded leaders."

Skyline College continues to innovate and improve strategies to establish a sustainable culture on campus for our current and future students, faculty, staff, as well as the wider community.

Visit the [UI GreenMetric](#) website to learn more about this incredible accomplishment.

Article by Connor Fitzpatrick | Photo by Gino De Grandis

CONGRATULATIONS TO OUR LATEST NEW FACULTY ACADEMY GRADUATES



Please join the Center for Transformative Teaching and Learning (CTTL) in congratulating seven recent graduates of Skyline College's New Faculty Academy: Cassidy Ryan (Cosmetology); Safiyyah Forbes (Chemistry); Nicole Porter (Early Childhood/Elementary Education); Alberto Santellan (Counseling); Jessica Truglio (Learning Disability Specialist, DRC); Kenyatta Weathersby (Math); Ching-Yi (Miranda) Wang (Math). New Faculty Academy (NFA) graduates received a certificate of completion during a celebratory lunch that brought together four cohorts of NFA faculty from academic years 13-14, 14-15, 15-16 and the current academic year, 17-18.

Previously known as BootUp Camp, NFA is a semester-long training program offered in the fall for recently hired full-time faculty. The training is designed to provide new full-time faculty with knowledge, skills, and tools that foster success in their roles as practitioners in the classroom and as College/District employees. NFA faculty commit to participating in two full-day sessions prior to the start of the Fall semester and six half-day sessions throughout the semester in which they explore and engage in transformative activities and assignments rooted in culturally relevant, equity-driven pedagogies and practices.

NFA instruction, activities, and assignments in areas

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such as active learning, collaborative/cooperative learning, assessment, universal design for learning, reciprocity, and educational technology, are grounded in the core of Arthur W. Chickering and Zelda F. Gamson’s seminal article, [“Seven Principles for Good Practice in Undergraduate Education”](#). The CCTL also partners with Student Equity and Support Services to include modules to provide training and resources specifically focused on equity, race, and diversity, including but not limited to topics such as unconscious bias and micro-aggressions. Additionally, NFA participants are introduced (or reintroduced) to key and critical campus academic and student support services, personnel, resources, and processes and procedures.

Graduates of NFA have reported successes both in the classroom and within the college community as a result of their NFA experiences. Furthermore, long-lasting connections and partnerships/collaborations developed during the semester-long training inspire faculty involvement in projects and initiatives that contribute to Skyline College’s commitment to innovation and excellence. Look out for the recent NFA graduates! They have already begun to make their mark in their departments and divisions and are shining ever-so-brightly in our Skyline College community!

Article and photo by Nina L. Floro

BETA THETA OMICRON HONORED BY CALIFORNIA PARK AND RECREATION SOCIETY



Beta Theta Omicron, the Skyline College chapter of the Phi Theta Kappa honor society, received an Award

of Excellence from the California Park & Recreation Society (CRPS) for its Computer Literacy and Internet Competency for Seniors (CLICS) program.

Beta Theta Omicron officers and members have been volunteering at the South San Francisco Senior Center for several years. Throughout the year our students teach senior citizens to use their smartphones, tablets, and laptops. One senior commended the students’ patience, appreciated their support, and was grateful that there are people dedicating their time for this cause.

“I haven’t heard my grandson’s voice for three months,” a senior said. “Thanks to you, I learned how to use FaceTime to talk with him. Today is a big day!”

South San Francisco nominated the chapter for this award. This statewide award recognizes the contributions of those who volunteer and provide support and services in their community that improves the quality of their community.

The CPRS award is the highest recognition CPRS can award and this honor is a credit to the Skyline College students who make CLICS happen.

Article by Dr. Christine Case

EQUITY TRAINING SERIES 2018 KICK OFF



On January 26, the Division of Student Equity and Support Programs (SESP), hosted an experience that brought together a cohort of 40 Skyline College staff, faculty, and administrators. The afternoon commenced with welcoming remarks from Dean Lasana O. Hotep, President Dr. Stanback Stroud, and Vice President of Student Services, Dr. Angélica Garcia. Dr. Stanback

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Stroud shared, “When we have our own developed consciousness, when we have our own level of sophistication and cultural fluency, it improves and raises the standards of excellence of our institution of higher education.”

Every spring semester, the Equity Training Series (ETS) brings together a dedicated group of staff, faculty, and administrators, representing a variety of departments, to engage in a teaching and learning experience centered on equity. ETS is designed to equip participants with skills, strategies, and tools in the areas of pedagogy and cultural fluency to address the challenges that impact Skyline College’s diverse student populations. The ETS orientation marked the beginning of an eight-week experience where participants have the opportunity to learn from subject matter experts about various topics including: Critical Pedagogy, Whiteness and Teacher Education, Supporting Men of Color, and Disability in Higher Education. Throughout this experience, participants will develop projects that incorporate lessons learned from ETS into their daily work on campus.

Following welcoming remarks, the cohort engaged in a group activity to examine how race, gender, residency status, economic background, and being first-generation all play a role in shaping a student’s educational journey. The activity transitioned into a presentation, facilitated by Hotep, which provided the context for why our college has made a commitment to become more culturally fluent, racially literate, and knowledgeable about issues that affect our students. The presentation featured a number of interesting research studies, video clips, and theories that highlight the existing disparities in educational institutions. Hotep also explained how philosophies, such as Deficit Thinking and Color-Blindness, prevents educators from addressing the root causes of inequity.

“The natural inclination, based on the narrative in this country is, if you work hard, you can accomplish

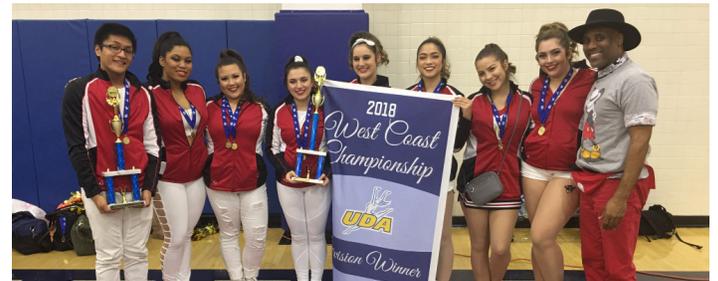
anything you want.” Hotep said. “But in our work, many of us don’t have the vocabulary, the orientation, the training, and the background to be able to navigate and address issues that have to deal with race, culture, and ethnicity in a way that continues to have harmonious human relationships.”

Throughout the presentation, participants actively engaged in group discussions and raised important questions.

Rick Hough, professor of mathematics shared, “The food and company were great. The presentation was fast-paced and engaging. I’m excited to keep discovering during the semester and hopefully will learn to put the theory into practice for our students.”

Article by Katrina Pantig

DANCE TEAMS WIN AWARDS AT NATIONAL CHAMPIONSHIPS



Our very own Competitive Hip Hop and Pom Dance teams have once again won big at the UDA West Coast National Championships.

They again took the first place title in the College Open Pom category! This means that they out-scored all thirteen other teams who competed in their category this year!

Our Competitive Hip Hop Team raised the bar this year and scored second place in the championship Open College level, and this was only their second year together!

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Congratulations to the wonderful team dancers, their skilled and talented lead coach, Gary Ferguson, and the President’s Innovation Fund for supporting our project for these last three years!

Article by Amber Steele

YOUTUBE HOSTS MIDDLE COLLEGE STUDENTS



Through the collaborative efforts of YouTube’s Tom Denton, Ph.D., Wu Yu, Ph.D. and Dean Tammy Robinson, Ph.D., 75 students from the Middle College along with staff toured the YouTube corporate headquarters in San Bruno.

The first-hand opportunity to visit a film production studio, observe the collaborative work environment, and participate in a panel discussion with current YouTube employees to learn about possible non-tech careers at technology companies was a real-life eye opening experience for our first-generation students (80%), especially the young women (70%) and racial-ethnic minorities (90%). Students were then divided into groups to participate in a YouTube “User Experience” interactive research project that critique YouTube consumer products, i.e., YouTube TV.

Acknowledging the difficulty in recruiting high school age participants to try out new YouTube features, the Director of User Experience Research extended

an invitation for students to register and be paid for their participation in future User Experience research projects. The half-day tour concluded with YouTube’s employees representing nearly every major and degree sharing a delicious lunch with students in small intimate conversation groups that let students ask questions about the YouTube’s culture, work environment and employment opportunities.

“I was amazed that there are so many different non-tech career opportunities,” Erik, a Middle College student said. “I thought you had to be into sciences and math.”

Article by Dr. Raymond W. Jones | Photo by M. Center

HOSPITALITY AND TOURISM MANAGEMENT ADULT SCHOOL BRIDGE STUDENTS EARN GUEST SERVICE GOLD CERTIFICATE



On December 14, 22 students in the Hospitality and Tourism Management Adult School Bridge Experience received the Guest Service Gold certificate, an industry-recognized certificate that serves to accomplish the goal of creating guest service-oriented employees who know how to engage with their guests to provide memorable guest service.

Students in the bridge program came from South San Francisco and Jefferson Adult Schools and Peninsula Alternative High School. Now in its third year, students take a sequence of Skyline College courses taught by ESOL instructor, Serena Chu-Mraz, at South San Francisco Adult School where they learn contextualized English in subjects focused around hotel and restaurants.

This semester, students also had the opportunity to tour the Skyline College campus and take a field trip to AC

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Hotel in South San Francisco where they learned about prospective job opportunities and career pathways.

The Hospitality and Tourism Management Adult School Bridge Experience was developed by Career and Workforce Programs and expanded to serve as a pathway of ACCEL and deepen partnerships between South San Francisco Adult School, Jefferson Adult School and Skyline College.

Article by Stacy Nojima and Serena Chu-Mraz | Photo by Stacy Nojima

LIBRARY PROVIDES FREE, ONLINE ACCESS TO THE NEW YORK TIMES FOR SKYLINE COLLEGE COMMUNITY

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will provide access to NYTimes.com from any location and mobile devices.

INTRODUCING THE NEW CTTL LIBRARY COLLECTION



The Center for Transformative Teaching and Learning (CTTL) is pleased to introduce a new collection of books for instructors.

CTTL has partnered with the Skyline College Library to establish a new library collection that currently includes 45 books to support your exploration of best practices in teaching and learning.

We understand that teaching and learning is in a constant state of change, making it difficult for instructors to stay well informed of a wide variety of best practices and current issues in education.

Instructors are bombarded with new and ongoing education jargon; student-centered, active learning, equity across the curriculum; intrinsic motivation, formative assessment, OER, and the list goes on. Where should one begin their search for understanding the current best practices in teaching and learning? Wikipedia? We hope not! Google Search? Good luck with that search!

The CTTL Library Collection is available for faculty and staff to begin their search for best practices in teaching and learning, and a place to understand current issues in curriculum and content delivery.

Visit the CTTL (Building 1, Room 3-11F), and check out the [items in our new collection](#). For questions, contact the CTTL at skylinecttl@smccd.edu.

Article by Dr. Jim Houppis & Dr. Bianca Rowden-Quince

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SKYLINE COLLEGE RECEIVES ZERO TEXTBOOK COST DEGREE – IMPLEMENTATION PHASE II AWARD



Skyline College received close to \$150,000 from the Zero Textbook Cost Degree – Implementation Phase II 2017/18 program awarded by the California Community Colleges Chancellor’s Office. The Zero Textbook Cost (ZTC) Degree program aims to reduce barrier costs

for education and the time it takes for students to complete degree and certificate programs.

The California Community Colleges Chancellor’s Office defines a ZTC program as “a community college associate degree or career technical education certificate earned entirely by completing courses with no cost textbooks. The program uses alternative instructional materials and methodologies, including educational resources.” Alternative instructional materials are referred to as “Open Educational Resources” (OER) materials.

Skyline College proposed an implementation plan for its Associate of Science (AS) degree in Respiratory Care to become a ZTC program. This degree was identified as a priority program due to its high unit requirements for major completion, high textbook costs, and high demand from students. Additionally, the Respiratory AS degree is one of only 19 Respiratory Care California Community College programs across the state.

The development of the ZTC pathway will leverage and build on planning activities through an existing President’s Innovation Fund grant for the Open and Affordable Textbooks project (\$25,000) and the existing multi-member Steering Committee for the Respiratory Care Bachelors’ of Science of Pilot Program to ensure the better alignment of work and leveraging of existing OER materials. A ZTC Community of Practice that includes faculty from Respiratory Care and prerequisite courses, college, administrators and other content-focused staff will guide

ZTC content development and work together to accomplish the following objectives:

- Identify, develop, and compile OER materials;
- Review, refine, and adopt OER materials;
- Publish and pilot OER materials to be prepared for student enrollment in January 2019.

The Respiratory AS degree program will serve 25 students per cohort beginning in spring 2019, serving approximately 125 degree students over a three-year period after implementation begins. ZTC sections will also be available for the degree’s prerequisite courses in other fields, serving an estimated 350 additional students per year.

To learn more about OER and Zero Textbook Cost activities at Skyline College, join us for on campus activities during Open Education Week, March 5-8th, 2018.

Article by Mara Mahmood, Dr. Jim Houppis & Dr. Bianca Rowden-Quince

FUNDS RAISED FOR PROMISE SCHOLARS PROGRAM



Last December, Skyline College was presented with a generous donation of \$50,000 to the Promise Scholars Program to support students interested in vocational training. The Promise Scholars Program is part of the students first priority for both Skyline College and the San Mateo County Community College District.

The program helps students achieve their dreams by removing financial barriers to achieving higher education and providing support services.

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Having initiated the Promise Scholars Program over two years ago, Skyline College has already seen a significant boost in first-year completion rates.

The San Mateo County Community Colleges Foundation is partnering with Skyline College and the District to raise funds for this important program. High school graduates and students who recently completed their GED/HSE and who enroll full-time to earn a certificate or a degree are eligible to apply for this exceptional program. \$1,200 can send a student to college for the year and the goal is to provide 500 Promise scholarships next year!

Skyline College and the San Mateo County Community Colleges Foundation wish to thank all the generous donors who have supported Skyline College's Promise Scholarship.

Article by Dafna Kapshud | Photo by Mia Coo

NEW SCHOLARSHIPS AWARDED FOR STUDY ABROAD



The Study Abroad Office would like to congratulate two more Skyline College students who have received scholarships to study abroad this summer!

Pearl Ibeanusi and Xueyan Cai have been awarded the Benjamin A. Gilman International Scholarship to study abroad, in addition to the IIE Generation Study Abroad

Travel Grant they received last November. Ibeanusi will be studying Intercultural Communication for two-and-a-half weeks in South Africa with Skyline Professor Danielle Powell, and Cai will be participating in the SMCCCD Global Internship Program for two months in Hong Kong this summer.

Both Ibeanusi and Cai submitted early applications for these scholarships; however, it is not too late for students who are considering studying abroad this summer.

Applications for both the Gilman Scholarship and the IIE Generation Study Abroad Travel Grant are now open for summer and fall 2018 programs! Applications close March 6, 2018.

The Study Abroad Office is collaborating with the Learning Center at Skyline to offer Scholarships for Study Abroad Workshops throughout the month of February. Students will learn about the SMCCCD Study Abroad Programs, scholarships they may be eligible for, and creating a strong personal statement and application.

Article by Stephanie Wells | Photos by Stephanie Wells and Emma Briones

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UPCOMING EVENTS

**WOW! VOICES NOW
WOMEN ON WRITING**
March 3, 2018
9:30 a.m. – 12:30 p.m.
Building 6, Room 6-202

BROTHERS AND SISTERS
March 9, 2018
9:00 a.m. – 3:00 p.m.
Building 6, Room 6-202

STANFORD HEALTH VAN
March 13, 2018
10:00 a.m. – 3:30 p.m.
Drop-off circle, Building 4

VETERANS RESOURCE EVENT
March 13, 2018
10:00 a.m. – 1:00 p.m.
Building 6, Fireside Dining Room

SPRING TRANSFER FAIR
March 14, 2018
9:30 a.m. – 12:30 p.m.
Building 6, Fireside Dining Room

CAREER TECHNICAL EDUCATION DAY
March 15, 2018
9:00 a.m. – 3:00 p.m.
Skyline College Theater, Building 1

**EQUITY TRAINING SERIES:
SUPPORTING MEN OF COLOR**
March 16, 2018
12:00 p.m. – 3:00 p.m.
Building 6, Room 6-202

COLLEGE & CAREER CONNECTION
March 21-22, 2018
9:00 a.m. – 2:00 p.m.
Skyline College Theater, Building 1

PRESIDENT'S BREAKFAST
March 22, 2018
7:00 a.m. – 8:30 a.m.
Lake Merced Golf Club,
2300 Junipero Serra Blvd,
Daly City, CA 94015
skylinecollege.edu/presidentscouncil/presidentsbreakfast.php

LA RAZA CONFERENCE
March 23, 2018
8:00 a.m. – 4:00 p.m.
Building 6, Room 6-202