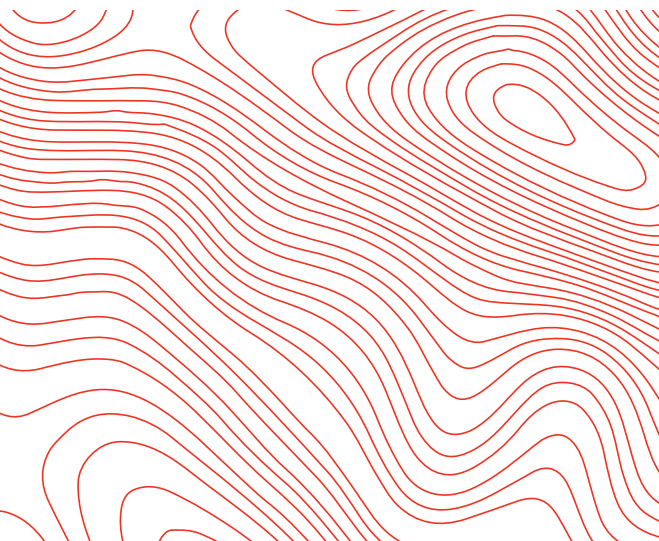
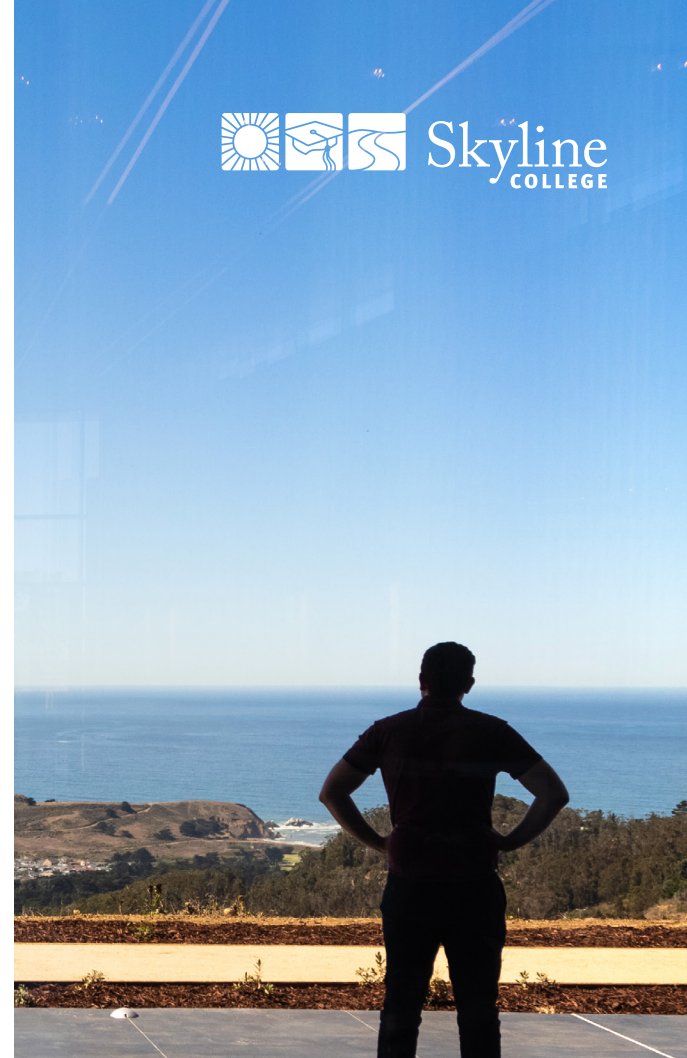




THE PEOPLE'S PLAN

SKYLINE COLLEGE EDUCATION MASTER PLAN

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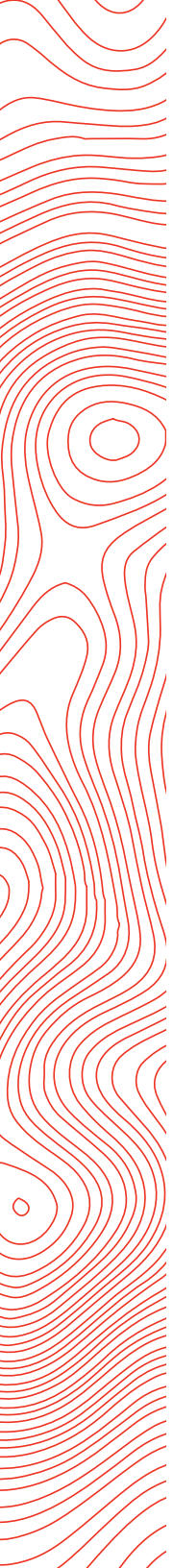
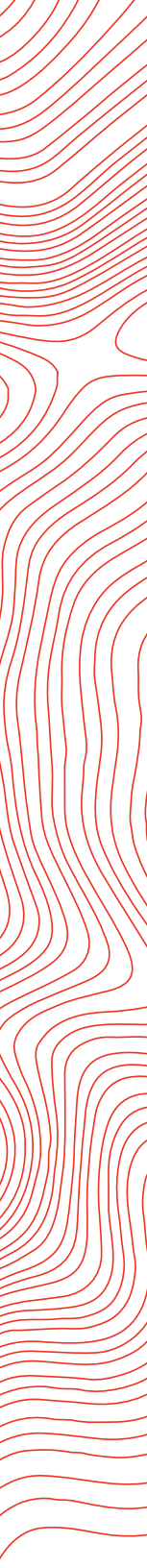


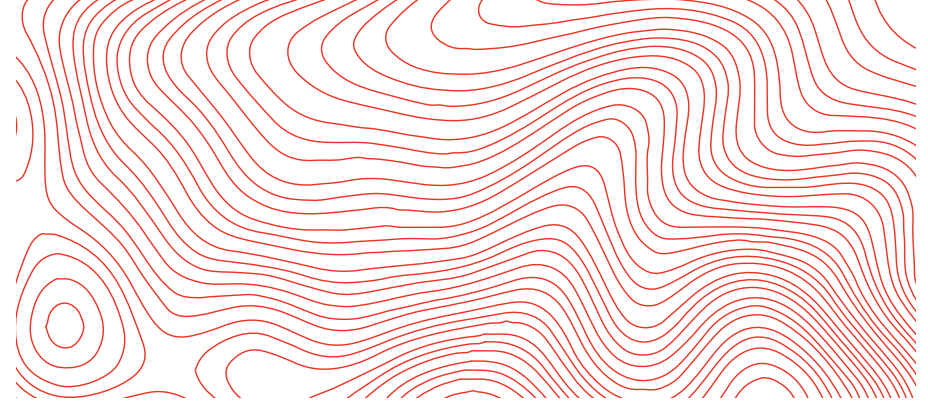
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ABOUT SKYLINE COLLEGE



Opened in 1969, Skyline College is located just south of San Francisco in San Bruno on a site overlooking the Pacific Ocean. The College serves a diverse population, drawing a wide ethnic and socio-economic range of local and international students to its dynamic campus. Skyline College is committed to developing culturally rich and globally informed educational opportunities for an annual population of over 14,000 students.

Students can choose from more than 100 degree and certificate programs to achieve their educational goals in an affordable and supportive environment. Key transfer agreements set with a wide range of public and private colleges including UC Berkeley, UCLA, UC Davis and San Francisco State University make Skyline College a top destination for students hoping to transfer to a four-year college or university.

Skyline College is also committed to preparing a highly skilled workforce and has been recognized nationally for its efforts. Skyline College and the Workforce Investment Board (WIB) have worked with Genentech and other biotechnology companies to place workers trained by the College in jobs formerly limited to those with four-year degrees.

Our College mission to empower and transform a global community of learners informs our campus-wide “Call to Consciousness” that highlights the value of examining everything we do through the lens of social justice, both as educators and as students. Educators at Skyline College are committed to a culture of inquiry and innovation that continually surfaces new ways of enhancing academic excellence through campus diversity and equity.



MISSION, VISION AND VALUES

In 2017-2018, the College reviewed the Mission, Vision and Values Statement to assure we still adhered to the same institutional principles and commitments, but also to add new developments such as our new Baccalaureate Degree in Respiratory Care. Below is the revised Mission, Vision and Values, which are the guiding principles of Skyline College.

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."

PROCESS

FOR DEVELOPING THE PEOPLE'S PLAN

The education master planning process involves a great deal of assessing, critical reflection, discussion, listening and visioning. The College's Strategic Planning and Allocation of Resources Committee (SPARC), whose members include faculty, classified professionals, students, managers and administrators, began work in summer 2021 with a two-day workshop led by the Society for College and University Planning (SCUP). In Fall 2021 SPARC reviewed the outcomes of the Education Master Plan (EMP) for 2018-2023 and assessed the College's internal and external landscape in preparation to identify the areas the College would need to focus on for the next 5 years. SPARC found that the College had made significant gains through the 2018- 2023 EMP, particularly to improving student success via the Comprehensive College Redesign. Institutionalization of Transformative Teaching and Learning and of the Promise Scholars Program have contributed to dramatic improvement in course success rates, degree completion and transfer to a four-year College. This work has transformed from being a College initiative, to becoming part of the Skyline College DNA. SPARC understood that the work of the next Education Master Plan was to address the College's current challenges in order to build a stronger future. An obvious place to start was to address declining enrollment. The equity gaps that have persisted despite improving outcomes across all student groups



emerged as another priority area. Increased national attention to racism and all forms of discrimination, combined with the crisis in democracy, focused our attention on the antiracism and equity work still to be done at the College, plus the need to cultivate civic-mindedness in our students and ourselves. Campus climate and participatory governance also rose to the top as areas needing more focused attention. Thus, our conversations progressed in public Zoom meetings, and we began the iterative work of drafting high-level strategic goals, which SPARC members shared with their constituents beginning in March 2022. SPARC also collected community input via focus groups and Flex Day Workshops in April 2022. In May 2022, SPARC consolidated feedback into a set of tentative strategic goals which it brought to the College Governance Council (CGC) for approval by the leaders of the College's constituent groups.

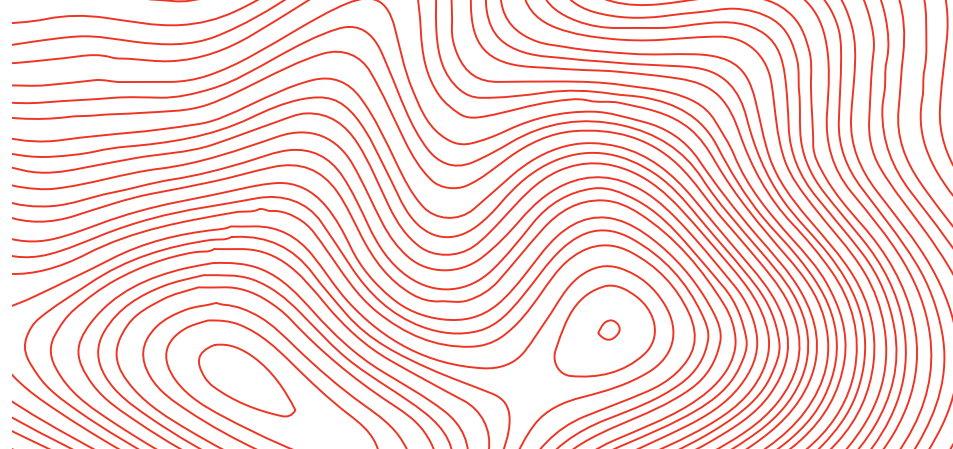
To allow the work to continue throughout summer 2022, SPARC put out a call to the College Community for participation in an EMP Task Group to develop draft strategies for each of the six goals. The EMP Task Group consisted of six faculty members, five classified



professionals, one student and two administrators who together drafted strategies for further consideration by SPARC and the College Community.

In Fall 2022, work continued with a two-day Integrated Planning Leadership Summit in October where Skyline College's student leaders played a central role in setting the context for a series of planning exercises. It was at this Summit that the idea of moving away from the Education 'Master' Plan terminology first arose, and in recognition that the draft plan's strategic goals represented the institutionalization of College President Melissa Moreno's People's College Initiative, summit participants proposed a variation of that name for the new title.

SPARC and PRIE representatives led planning workshops with every College instructional and non-instructional division throughout November and into December. The PRIE team consolidated this input for SPARC review, and in January 2023, the first draft of the EMP was posted to the Skyline College website. The College Community was invited to provide comments and feedback through an online form open through February 15, 2023.



In addition to collecting feedback via the College's public website, community members and the general public were invited to join the January 26, 2023 SPARC meeting for a town-hall discussion of the EMP draft. In February, SPARC representatives collected feedback at both division and constituent group meetings, and PRIE staff consulted with SPARC and with the pertinent area experts throughout the College to develop the EMP metrics and goals.

This last round of community input was integrated into a second draft EMP and posted to the College website ahead of the SPARC vote on April 27, 2023. From there, the SPARC-approved EMP went on to College Governance Council and the College President for approval. The last step in the creation of "The People's Plan" was the Board of Trustees meeting in June 2023. ■

Note: Throughout this document 'EMP' is used as the generic term for Education Master Plan, and "The People's Plan" as the title of the Skyline College EMP for AY2023/24-AY2027/28.

Who develops the Skyline College EMP?

Strategic Planning and Allocation of Resources Committee (SPARC)

- Constituent committee with representatives from each of the College's constituent groups (Academic Senate, Associated Students, Classified Senate, and Management Council) plus the College's Instructional and Student Services Divisions
 - Oversees and coordinates the EMP process; Votes to recommend to CGC
-

Office of Planning, Research, and Institutional Effectiveness (PRIE)

- Carries out research to inform the EMP (External scan, internal scan, surveys)
 - Consolidates community input and develops EMP drafts for SPARC and community review
-

Skyline College Community (students and employees)

- Generates ideas via workshops, Town Halls, and Division Meetings
- Gives input via their SPARC reps (divisional and/or constituent group)
- Provides feedback on EMP drafts posted to the public website

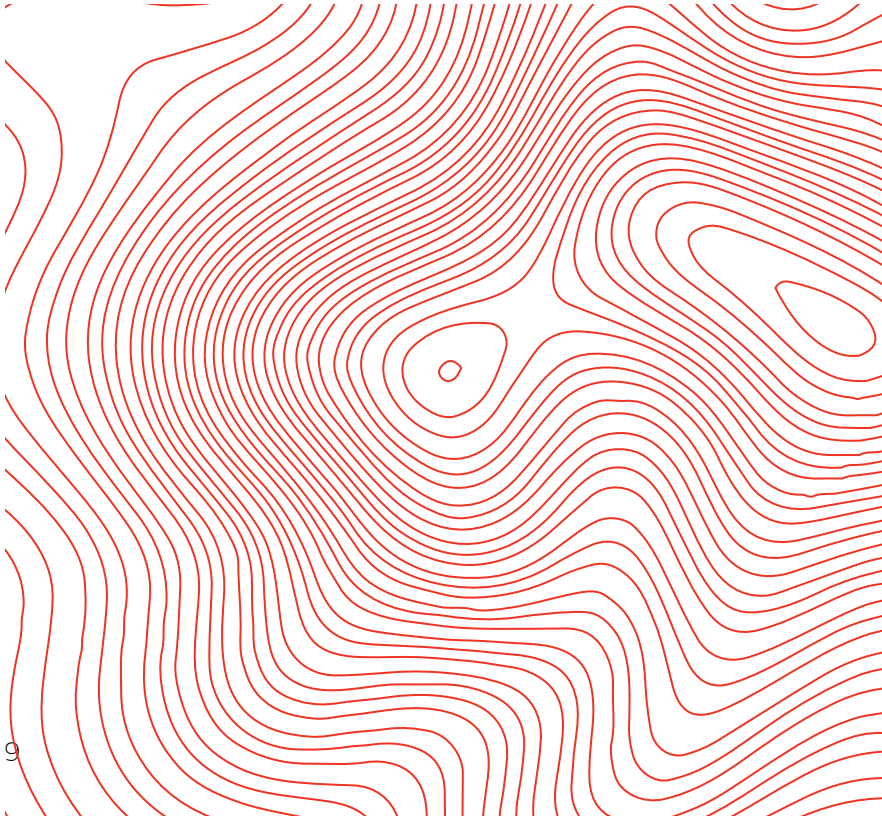


The People's Planning Timeline

Steps in the EMP Process

Jun 14-15, 2021	Strategic Planning Training – SCUP workshop for SPARC members
Oct 28, 2021	SPARC reviews current EMP Strategic Goals and Outcomes
Dec 9, 2021	Environmental Scan in SPARC (external opportunities and threats)
Jan 27, 2022	SPARC reviews SMCCCD Strategic Plan to inform EMP goal alignment
Feb 10, 2022	Internal Scan in SPARC (student enrollment and outcome trends)
Feb-Mar 2022	SPARC develops initial draft of EMP Strategic Goals
Mar-Apr 2022	SPARC Members solicit constituent feedback on EMP draft strategic goals
Mar-Apr 2022	Student input on EMP strategic goals and strategies – ASSC & Focus Group
Apr 21, 2022	Flex Day EMP Workshops on draft strategic goals & strategy development
Apr 28, 2022	SPARC reviews and incorporates community input on draft strategic goals
May 12, 2022	SPARC Approves tentative EMP strategic goals
May 25, 2022	College Governance Council (CGC) approves EMP strategic goals
Summer 2022	EMP Task Group drafts strategies for EMP strategic goals
Aug 25 2022	First read of draft strategies in SPARC
Sep 2022	SPARC Members solicit constituent feedback on EMP draft strategies
Oct 18 & 22, 2022	Constituent group leaders engage in EMP exercises at Integrated Planning Summit
Nov 3, 2022	Progress shared out at all-College Integrated Planning Town Hall
Nov-Dec 2022	PRIE staff lead EMP exercises at Division Meetings
Dec 8, 2022	SPARC reviews and revises draft strategies
Dec 2022 - Jan 2023	PRIE Office consolidates community input into a first EMP draft
Jan 19, 2023	EMP draft posted to Skyline College website for public comment through Feb 15
Jan 26, 2023	SPARC welcomes community for review and discussion of draft EMP
Feb 2023	SPARC members and PRIE staff collect feedback on first draft
Mar 2023	SPARC members and PRIE staff review feedback to finalize EMP draft
April 7-20, 2023	Final EMP draft posted to public website with last call for essential edits
April 27, 2023	SPARC votes to send the draft EMP to CGC for approval
May 24, 2023	Skyline College CGC Approves EMP; Forwards to President for approval
Jun 28, 2023	Skyline College 2023-2028 EMP presented to SMCCCD Board of Trustees for approval
Aug 2023	Skyline College 2023-2028 EMP goes into effect

STRATEGIC GOALS





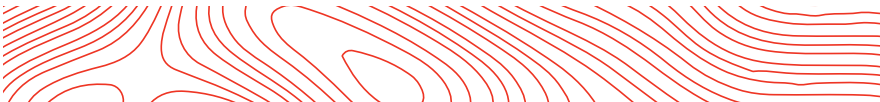
STRATEGIC GOAL 1: **Be an antiracist and** **equitable institution**

Skyline College has long been a leader in demonstrating a commitment to equity. With antiracism and equity as our number one goal, the College is taking this commitment to a new level via an intentional effort of consecutive steps toward specific strategic goals. We are moving from understanding where we are, to defining a common language and shared framework, to building and honing our skills and tools, to implementation of those tools to transform administrative practices and student learning. The College's equity goal incorporates respect and equitable treatment for all gender identities, sexual identities, different abilities, ages, religious beliefs, citizenship status, race/ethnicities and all of the diversity found on campus and in our communities.

Strategies for Goal 1:

- A. Conduct iterative Campus Climate reviews to identify strengths and challenges to inform training and professional development
- B. Develop common definitions and a shared framework for strengthening our dialogue and vision for antiracism and equity at Skyline College
- C. Build skills and tools needed to incorporate antiracism and equity mindedness into our curriculum, programs and practices
- D. Identify and address inequitable structures and procedures that have disproportionate impacts on students and employees
- E. Enhance academic curriculum and student programs to strengthen their role in supporting community values of antiracism and equity

Sample Activities for Goal 1: See Appendix A
Metrics for Goal 1: See Appendix C



STRATEGIC GOAL 2:

Increase student enrollment by being responsive to the communities we serve

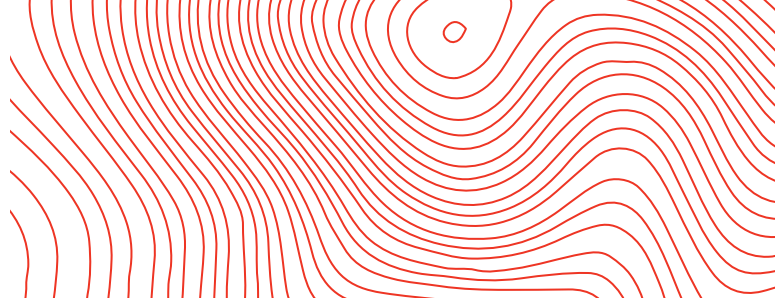
To stem the decline in enrollment impacting community colleges nation-wide, Skyline College is responding to the challenge by making changes that will serve the evolving needs of current and prospective students. First, we will expand engagement with local communities and deepen community partnerships to learn how the College can best serve our surrounding communities. The College will offer programs and services that meet local needs, effectively communicate what we offer, facilitate registration and financial aid processes, and then support and inspire students to persist in reaching their goals.

Strategies for Goal 2:

- A. Understand the needs and goals of potential students in our surrounding communities
- B. Remove barriers and provide tailored support to facilitate student registration and enrollment
- C. Create clear pathways to and through Skyline College to support enrollment and retention
- D. Inspire and motivate prospective and current students to pursue degree attainment and career paths
- E. Retain Skyline College students through completion and/or transfer to a 4-year college

Sample Activities for Goal 2: See Appendix A
Metrics for Goal 2: See Appendix C





STRATEGIC GOAL 3: **Ensure that all** **students have the** **support and resources** **needed to achieve** **their educational goals**

Skyline College is committed to educational advancement for all of our students. That means improving outcomes for all, while reducing the gaps among student demographic groups. To accomplish this, the College must provide equitable supports appropriate to each student's educational goal, unit load, and program of study, and ensure that students are aware of and able to access those supports. To narrow gaps, the College will continue to help students meet their basic needs, and focus student services and retention efforts on marginalized and disproportionality impacted student groups.



Strategies for Goal 3:

- A. Raise student awareness of and connection to existing Skyline College support services and resources
- B. Facilitate student access to basic needs including food, shelter, mental health and safety
- C. Eliminate institutional barriers to equity ensuring that ALL students have the support they need
- D. Upgrade educational technology and facilities with state-of-the-art tools, equipment and spaces for learning
- E. Complete and Institutionalize the Comprehensive College Redesign to continue to leverage the combined impact of its components

Sample Activities for Goal 3: See Appendix A

Metrics for Goal 3: See Appendix C



STRATEGIC GOAL 4: Cultivate civic-mindedness to empower self and strengthen society

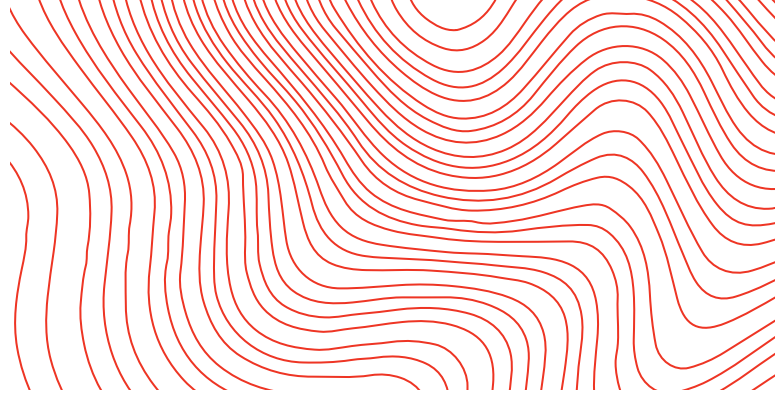
Skyline College's Institutional Learning Outcome (ISLO) on Citizenship states that upon completing an A.A./A.S. degree and/or transfer preparation "students will be able to use knowledge acquired from their experiences at this college to be ethically responsible, culturally proficient citizens, informed and involved in civic affairs locally, nationally, and globally." Our (soon to be revamped and renamed) Citizenship ISLO predates the 2012 National Task Force on Civic Learning and Democratic Engagement's call for the country to "Reclaim and reinvest in the fundamental civic and democratic mission of schools and of all sectors within higher education."¹ Yet, of the 5 College ISLOs, this has proven the most challenging to integrate into the curriculum and student programs. This EMP goal represents the College's renewed commitment to making civic-mindedness and civic engagement a vital part of student learning.

Strategies for Goal 4:

- A. Create democratic engagement opportunities that empower students and employees to create the world they want to live in
- B. Connect students with real-world, experiential opportunities to promote increased participation and connection with society
- C. Develop social knowledge and advocacy skills for supporting our local and global communities
- D. Strengthen the Citizenship ISLO to ensure a sense of social responsibility among Skyline College graduates
- E. Build a Civic Engagement infrastructure to strategically plan and coordinate the work envisioned under this goal

Sample Activities for Goal 4: See Appendix A
Metrics for Goal 4: See Appendix C

¹The National Task Force on Civic Learning and Democratic Engagement. 2012. *A Crucible Moment: College Learning and Democracy's Future*. Washington, DC: Association of American Colleges and Universities.



STRATEGIC GOAL 5:

Foster a thriving learning and work environment

Skyline College is dedicated to fostering a thriving campus climate where all college community members experience a welcoming, collaborative, innovative and inspiring environment. To achieve the The People's Plan's strategic goals, employees and students alike need to have a strong sense of community and shared purpose. The College will work toward creating a more colorful, vibrant and inviting campus to help deepen student engagement and sense of connectedness. By prioritizing the well-being and morale of employees, investing in their professional and leadership development, and embracing the true tenets of participatory governance, Skyline College will establish the necessary foundation for best serving our students.



Strategies for Goal 5:

- A. Create a more welcoming campus environment to increase students' and employees' sense of belonging
- B. Enhance participatory governance to promote broad and robust engagement in College leadership
- C. Support student and employee wellness including physical fitness, stress reduction and mental health
- D. Cultivate partnerships and collaboration across programs and services to better serve students
- E. Empower faculty members and classified professionals to hone their expertise and expand leadership skills

Sample Activities for Goal 5: See Appendix A
Metrics for Goal 5: See Appendix C

STRATEGIC GOAL 6:

Ensure fiscal stability to support the College mission and maintain public trust

The fulfillment of Skyline College's Mission to empower and transform a global community of learners and the realization of this People's Plan requires sound finances and stable resources. The College is confident in its financial situation and responsible stewardship of public funds. Beyond continuing to reinforce best practices, the College will improve communication of those practices, and increase the transparency of budget administration to ensure that the College community and County taxpayers are assured of the College's proper execution of its fiduciary responsibility.

Strategies for Goal 6:

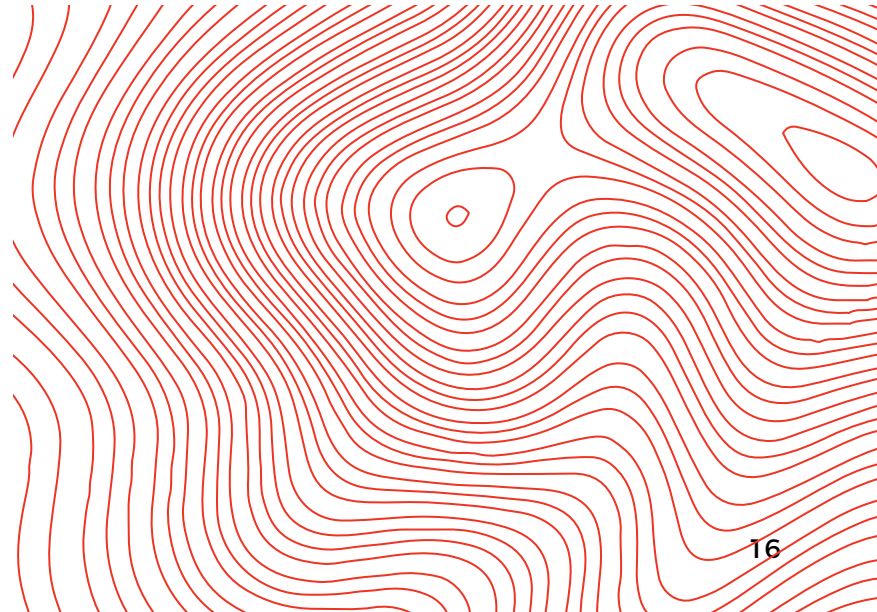
- A. Reinforce prudent stewardship of publicly-funded resources
- B. Promote community knowledge and understanding of College business practices and financial decision-making
- C. Leverage grant and private funding opportunities in alignment with College M-V-V and Educational Master Plan
- D. Improve budget transparency and communication to promote internal community and public understanding of how funding is allocated

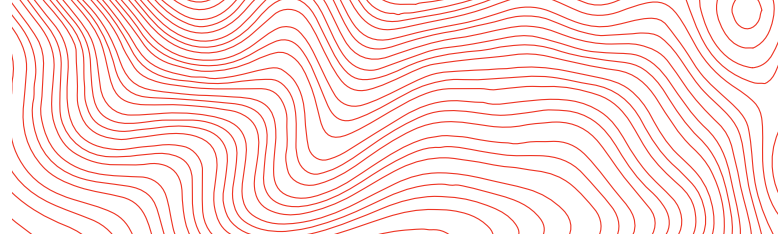
Sample Activities for Goal 6: See Appendix A
Metrics for Goal 6: See Appendix C





APPENDICES





APPENDIX A

Sample Activities for each Strategic Goal

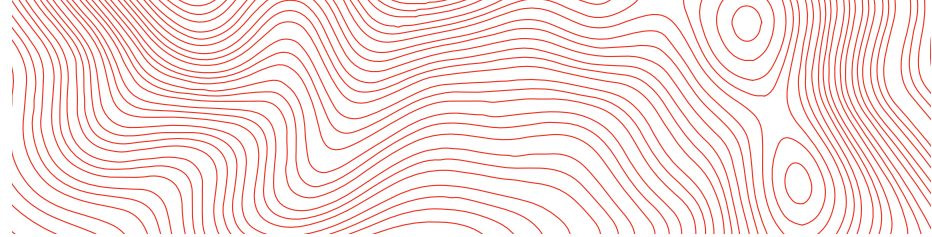
STRATEGIC GOAL 1: Be an antiracist and equitable institution

Strategies with *sample* Activities Already Doing and Proposed Activities

Outcome metrics for each strategic goal are detailed in Appendix C

STRATEGY A	STRATEGY B
Conduct iterative Campus Climate reviews to identify strengths and challenges to inform training and professional development	Develop common definitions and a shared framework for strengthening dialogue and vision for antiracism and equity at Skyline College
ACTIVITIES ALREADY DOING ■ Design student and employee surveys centered on antiracism and equity ■ Promote climate surveys to maximize participation ■ Disaggregate and study all survey results by gender, race/ethnicity, age and other relevant factors depending on survey questions	ACTIVITIES ALREADY DOING ■ Intergroup Dialogue training series for students, faculty, staff, managers and administrators ■ People's College Initiative (PCI) Antiracism and Equity Task Group developing a set of definitions for the College and completing an inventory of equity initiatives at the College ■ Equity Institute (EI) Master Class ■ EI Equity Academy for employees ■ Learning, Equity & Growth Series (LEGS), formerly known as Equity Training Series
PROPOSED ACTIVITIES ■ Share survey results broadly and create opportunities for community reflection, discussion and response ■ Conduct student and employee focus groups to better understand any areas of concern that surface ■ Use community feedback to create recommendations for action to CGC ■ Implement changes informed by participatory governance and approved by CGC ■ Establish a climate review calendar to repeat these activities on an ongoing cycle	PROPOSED ACTIVITIES ■ Increase coordination of DEI work taking place throughout the College ■ Develop new trainings that address gender, LGBTQI+, disabilities and other forms of diversity subject to inequity ■ Draft and publish a Skyline College commitment statement on antiracism and equity ■ Explore options for supporting part-time faculty participation in equity workshops and trainings

	STRATEGY C	STRATEGY D	STRATEGY E
g our nd	Build skills and tools needed to incorporate antiracism and equity mindedness into our curriculum, programs and practices	Identify and address inequitable structures and procedures that have disproportionate impacts on students and employees	Enhance academic curriculum and student programs to strengthen their role in supporting community values of antiracism and equity
s for nd	ACTIVITIES ALREADY DOING ▪ Stewardship for Equity, Equal Employment and Diversity Committee (SEED) recognized as a Constituent Committee reporting to and making recommendations to the College Governance Council (CGC) ▪ Curriculum Design /CTTL training on how to incorporate antiracism and equitable design into courses ▪ Skill-building opportunities for students to recognize and address microaggressions	ACTIVITIES ALREADY DOING ▪ Student Equity Plan includes a review of how existing structures and practices support or impede student success ▪ Exercise Skyline College voice on District Participatory Governance Committee which informs Board policy ▪ The PCI Antiracism and Equity Task Group is identifying best practices among Skyline programs doing internal reviews	ACTIVITIES ALREADY DOING ▪ Center for Transformative Teaching and Learning (CTTL) faculty workshops and programs ▪ Summer Curriculum Institute for faculty undergoing CPR ▪ Program Review requires faculty and staff to apply critical inquiry using an equity lens and to establish improvement plans
o is the ory . Series	PROPOSED ACTIVITIES ▪ Inventory and evaluate equity and antiracism tools used at other higher education institutions ▪ Create or adapt an antiracism and equity rubric to assess internal structures, practices and procedures ▪ Develop new equity training on identifying and implementing antiracism skills and tools for enhancing equitable practices ▪ Identify ways to expand support for faculty and staff participation in continued equity work	PROPOSED ACTIVITIES ▪ Communicate and implement the Student Equity Plan recommendations ▪ Empower the Stewardship for Equity, Equal Employment and Diversity Committee (SEED) to regularly review College structures, practices and procedures, and bring recommendations to CGC ▪ Complete the Campus Pride Index, the national standard for improving the quality of life for LGBTQI+ and ally people on college/university campuses	PROPOSED ACTIVITIES ▪ Further Curriculum Committee and faculty training on culturally relevant pedagogy ▪ Examine content and focus of general survey classes and make recommendations on how to de-colonize content through Program Review and the Curriculum Committee ▪ Reexamine prerequisites and course requirements for each academic program to root out inequities, via Program Review and the Curriculum Committee ▪ Consider a new Institutional Learning Outcome (ISLO) to ensure that students graduate with the knowledge and skills to promote equity and social justice



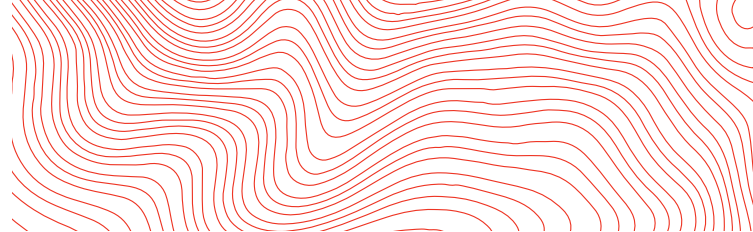
STRATEGIC GOAL 2: Increase student enrollment by being responsive to the communities we serve

Strategies with *sample* Activities Already Doing and Proposed Activities

Outcome metrics for each strategic goal are detailed in Appendix C

STRATEGY A	STRATEGY B
Understand the needs and goals of potential students in our surrounding communities	Remove barriers and provide support to facilitate student and enrollment
ACTIVITIES ALREADY DOING ▪ High School Counselors breakfast and lunch events to build and strengthen relationships ▪ Outreach Office and Student Ambassador visits to local high schools ▪ Skyline College Neighborhood Center pilot program in Daly City helps to build connections with our local community, including Adult Education programs ▪ Environmental study of San Mateo County and our local service area ▪ President's Council ▪ Strategic Partnerships and Workforce Development's Industry Leadership Council	ACTIVITIES ALREADY DOING ▪ Free College for Spring 20 possible by SB 893 ▪ Outreach Office and Student Ambassador Program ▪ Financial Aid support ▪ Free shuttle service to campus ▪ Priority Enrollment Program ▪ ESL Connect helping non-speakers apply to SKY ▪ Dream Center supports to undocumented students ▪ Learning Disabilities (LD) ▪ Step-by-step registration through on-demand video
PROPOSED ACTIVITIES ▪ Deepen our relationships with community partners and seek out new connections ▪ Conduct local community focus groups to learn more about unmet needs (PRIE) ▪ Continue to investigate and address transportation barriers to reaching campus ▪ Evaluate the Neighborhood Centers pilot program for feasibility of expanding to serve additional local communities	PROPOSED ACTIVITIES ▪ Draft and Implement a Strategic Enrollment Management Plan ▪ Consider reallocation of resources to prioritize the work of the Outreach Office ▪ Employ student ambassadors through the matriculation process, freeing up staff to answer questions requiring specialized knowledge ▪ Host more open-house events surrounding high schools and education schools ▪ Create supports designed to register adult students

	STRATEGY C	STRATEGY D	STRATEGY E
le tailored registration	Create clear pathways to and through Skyline College to support enrollment and retention	Inspire and motivate prospective and current students to pursue degree attainment and career paths	Retain Skyline College students through completion and/or transfer to a 4-year college
IC	ACTIVITIES ALREADY DOING	ACTIVITIES ALREADY DOING	ACTIVITIES ALREADY DOING
23 made	- Guided Pathways ongoing work including Program Mapper tool - Relationships with High School partners through campus events and HS site visits - Skyline College partnership with Adult Education at Jefferson HS - Transfer Center helps students to continue on to a 4-year college	- Professional marketing campaign launched - Discovery Days for high school students to observe Skyline College classes - Jump Start summer program - Program-specific events, including panel presentations by Skyline College graduates, faculty and industry professionals - uSOAR Undergraduate Symposium of Academic Research at Skyline College - Student trips to college campuses (HBCUs in Spring 23)	- Creation of the Enrollment Strategy Committee to developing a Strategic Enrollment Management Plan (SEMP) - Guided Pathways ongoing work - Launch of Program Mapper student-facing tool - Student support programs, including Promise Scholars Program (PSP), TRIO and EOPS - Learning Communities - Honors Programs - Support District implementation of CRM
ent			
ampus			
am			
native English			
enroll			
Program guidance	PROPOSED ACTIVITIES - Research and improve transition from HS Dual Enrollment to College Enrollment - Expand relationships with adult education programs - Develop cross-divisional strategies to engage students in major and career exploration - Commit to student-centric scheduling in multiple modalities to meet student demand for degree completion within 2-3 yrs - Work toward offering all GE courses in both face-to-face and online modalities - Explore the feasibility of offering non-credit courses to serve more students - Integrate existing virtual student services with the CRM/student success link (e.g. Chatbots)	PROPOSED ACTIVITIES - Share Skyline student and graduate success stories via marketing videos - Raise visibility of our athletic teams to boost college spirit and increase community awareness - Identify and invite graduate speakers to share transfer experiences and career paths - Create a motivational student “road-show” to visit local high schools - Build a Skyline College alumni network to serve as a resource for current students and recent graduates	PROPOSED ACTIVITIES - Approve and implement a Strategic Enrollment Management Plan (SEMP) to guide College efforts - Offer program pathways for completing either fully online, fully in-person or hybrid - Commit to using block scheduling to limit overlapping class schedules - Leverage the new CRM capabilities to improve completion and degree audit
Strategic Plan			
sources to Outreach			
adors to help articulation address			
lized			
ents for and adult			
to help			(See Goal 3 for additional activities to aid retention and completion)



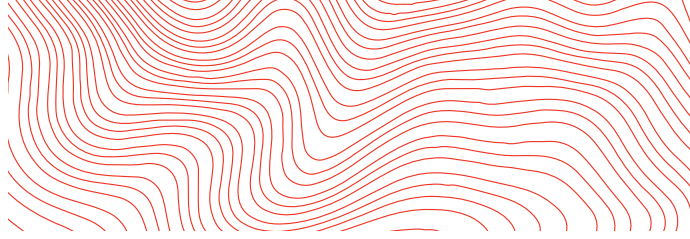
STRATEGIC GOAL 3: Ensure that all students have the support and resources needed to achieve their educational goals

Strategies with *sample* Activities Already Doing and Proposed Activities

Outcome metrics for each strategic goal are
detailed in Appendix C

STRATEGY A	STRATEGY B
Raise student awareness of and connection to existing Skyline College support services and resources	Facilitate student access to basic needs including food, shelter, mental health and safety
ACTIVITIES ALREADY DOING ▪ Welcome Week connecting students to peers, learning communities and support programs ▪ Virtual Campus Support Center one-stop webpage for student services and resources ▪ "I Belong at Skyline" webpage ▪ ASSC programming showcasing student resources and services ▪ Individual program outreach ▪ Use of social media to raise awareness of resources	ACTIVITIES ALREADY DOING SparkPoint services, including: ▪ On-campus food pantry for students ▪ Free drive-thru food distribution local community including students ▪ Emergency housing assistance for students ▪ Student Food Grant program ▪ Free Immigration Legal Clinic ▪ Education and coaching to help achieve financial stability ▪ Grove Scholars Program Health & Wellness Services, including: ▪ Free Personal Counseling Services for students ▪ Free Health Services ▪ TimelyMD virtual mental health and medical care for students
PROPOSED ACTIVITIES ▪ Coordinate and map student communication using the CRM ▪ Increase student touch points throughout semester (First Year Experience/Orientation type) ▪ Employ student ambassadors to spread the word about available resources and encourage use ▪ Educate all employees about student resources and services so they can easily direct students ▪ Revamp the College website to make it easier to find information and resources	PROPOSED ACTIVITIES ▪ Expand SparkPoint services and outreach to more students ▪ Extend collaboration with local community services ▪ Leverage partnership with the District Basic Needs Task Force ▪ Explore expansion of shuttle service on campus

	STRATEGY C	STRATEGY D	STRATEGY E
Needs th	Eliminate institutional barriers to equity ensuring that ALL students have the support they need	Upgrade educational technology and facilities with state-of-the-art tools, equipment and spaces for learning	Complete and Institutionalize the Comprehensive College Redesign to continue to leverage the combined impact of its components
nts for ts r	ACTIVITIES ALREADY DOING ▪ Student Equity Plan developed ▪ Educational Access Center (EAC) ▪ The Learning Center (TLC) and embedded tutors program ▪ STEM Center ▪ Zero textbook cost (ZTC) courses ▪ Library Resources, e.g., lending textbooks and technology ▪ Learning Communities, e.g., Umoja-ASTEP, Kababayan, Puente, CIPHER, First Year Experience (FYE), Biology & Chemistry Scholars (BCS), Engineering & Technology Sch (ETS) ▪ Student support and enrichment programs, e.g. TRIO, EOPS, Promise Scholars, Project Change, Brothers Achieving Milestones (BAM), Women's Mentoring and Leadership Academy (WMLA), Guardian Scholars Program (GSP)	ACTIVITIES ALREADY DOING ▪ New Environmental Science Building with 4 state of the art classrooms ▪ Building 2 remodeling ▪ Ongoing creation of hy-flex classrooms (21 so far) ▪ laptops and hotspots provided free to students	ACTIVITIES ALREADY DOING Transformative Teaching and Learning ▪ CTTL supports a culture of innovation and continuous pedagogical development ▪ Faculty Professional Development ▪ Instructional Design & Technology Promise Scholars Program (PSP) ▪ Serving ~770 Promise Scholars ▪ Wrap-around supports dramatically improve student completion rates Meta Majors and Guided Pathways ▪ Completing program mapping and launched Program Mapper tool ▪ New faculty coordinators to drive completion of Guided Pathways
g: s for nd		PROPOSED ACTIVITIES ▪ Offer students lending laptops with up-to-date technology and software ▪ Invest in new technology to improve cellphone reception ▪ Update lab, classroom, and athletics equipment to match industry standards ▪ Equip more classrooms with whiteboards or smart boards on all walls (360°) to encourage students' creative participation	
trict ice to	PROPOSED ACTIVITIES ▪ Ensure all students have equitable access to counseling, student support resources, and campus services, including part-time and evening students ▪ Develop ZTC degree pathways with zero or low textbook costs ▪ Explore adoption of collegewide equitable grading best practices	▪ Refurnish classrooms, adding movable desks to increase student comfort and interaction ▪ Add wayfinding signage throughout campus ▪ Increase campus lighting for a safer night-time environment	PROPOSED ACTIVITIES ▪ Explore expansion of Promise Scholars Program eligibility to part-time students ▪ Review the Meta Majors terminology and groupings ▪ Refine career and academic benchmarks for each degree program ▪ Evaluate and report on the College Redesign impacts by Fall 2023 ▪ Expand successful practices and components of the College Redesign to extend the impact



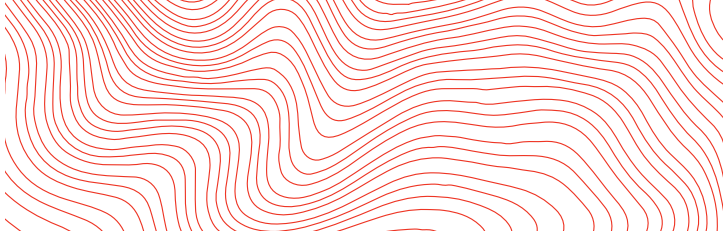
STRATEGIC GOAL 4: Cultivate civic-mindedness to empower self and strengthen society

Strategies with
sample Activities Already Doing
and Proposed Activities

Outcome metrics for each strategic goal are
detailed in Appendix C

STRATEGY A	STRATEGY B
Create democratic engagement opportunities that empower students and employees to create the world they want to live in	Connect students with real-world, experiential opportunities to promote increased participation and connection with society
ACTIVITIES ALREADY DOING ▪ Voter registration events ▪ Journalism Program ▪ The Skyline View student newspaper ▪ Democracy Series guest lecturers ▪ Debate watch parties ▪ Field trip to Sacramento	ACTIVITIES ALREADY DOING ▪ Day of Service ▪ SparkPoint volunteering opportunities ▪ Study Abroad program ▪ Expanding Your Horizons student conference ▪ Rock the School Bells student conference ▪ La Raza Youth Conference ▪ Empty Bowls Project ▪ COOP 670 course
PROPOSED ACTIVITIES ▪ Support ASSC role in participatory governance through training and mentorship ▪ Launch community dialogues on the historic foundations and modern understandings of democratic values ▪ Empower students to take a more active role in College decision-making ▪ Build robust relationships with local government, civic partners and nonprofits that engage students and employees in volunteerism and civic participation	PROPOSED ACTIVITIES ▪ Extend President's Innovation Fund to student proposals supported by faculty mentors ▪ Create an online service-learning and community service hub ▪ Host a community service/ civic engagement fair bringing community partners to campus ▪ Engage students with Skyline College Neighborhood Centers ▪ Leverage BAEC to seek local service learning opportunities

STRATEGY C Develop social knowledge and advocacy skills for supporting our local and global communities	STRATEGY D Strengthen the Citizenship ISLO to ensure a sense of social responsibility among Skyline College graduates	STRATEGY E Build a Civic Engagement infrastructure to strategically plan and coordinate the work envisioned under this goal
ACTIVITIES ALREADY DOING ▪ Social Justice Studies program ▪ Critical Global Citizenship Education project ▪ International Education program ▪ ASSC Heritage History months ▪ Events and exhibitions (e.g. Stories of Transformation, Banned Books Week, UndocuWeek, SESP speaker series, etc.) ▪ Dream Center events ▪ Sponsoring student and employee participation in NCORE Conference ▪ Alcatraz Sunrise Ceremony for Indigenous People's Day PROPOSED ACTIVITIES ▪ Host a social justice student conference at Skyline College where students present research ▪ Establish a more intentional connection between President's Council and Skyline College students	ACTIVITIES ALREADY DOING ▪ Citizenship ISLO is one of 5 Institutional Student Learning Outcomes expected of all Skyline College graduates ▪ Social Justice Studies ▪ uSOAR Student Conference ▪ Student Ambassador program PROPOSED ACTIVITIES ▪ Citizenship ISLO scope and rubric undergoing a comprehensive review and update in 2023 ▪ Create and promote a civic-mindedness themed curricular path ▪ Engage CTTL to train faculty on designing assignments that promote engagement ▪ Embed community service activities into courses ▪ Create a service-learning module ▪ Incorporate community engaged research into the curriculum	ACTIVITIES ALREADY DOING ▪ Creation of the PCI Civic-Mindset Task Group (CMTG) ▪ Inventory of civic engagement activities on campus by CMTG ▪ Research on best practices in student learning about democracy and civic engagement by CMTG PROPOSED ACTIVITIES ▪ Identify a point person or office to coordinate a hub for community service opportunities and campus activities ▪ Develop library collection of articles/books about democracy and civic mindset ▪ Explore possibilities for the creation of a student-centered center for democracy and civic engagement at Skyline College



STRATEGIC GOAL 5: Foster a thriving learning and work environment

Strategies with *sample* Activities Already Doing and Proposed Activities

Outcome metrics for each strategic goal are detailed in Appendix C

STRATEGY A

Create a more welcoming campus environment to increase students' and employees' sense of belonging

ACTIVITIES ALREADY DOING

- New **Intercultural Center** for students
- **"I Belong at Skyline"** webpage with links to learning communities, student clubs, affinity groups, and support services
- New **Ethnic Studies** Program
- Beautiful and **well-maintained grounds** throughout campus
- **Adjunct Symposium** and **New Faculty Academy**
- **Culturally relevant events** sponsored by ASSC and Learning Communities

PROPOSED ACTIVITIES

- Commission **culturally representative murals** to create a more colorful, vibrant and welcoming campus
- **Improve support for LGBTQIA+** professionals and students
- Create more **inviting spaces for people with disabilities**
- Promote attendance at **Skyline Athletics events**
- Employ **student ambassadors to staff information booths** and guide new community members and visitors
- Launch campaigns **to increase participation in Student Clubs and Learning Communities**

STRATEGY B

Enhance participatory governance to promote broad and robust engagement in College leadership

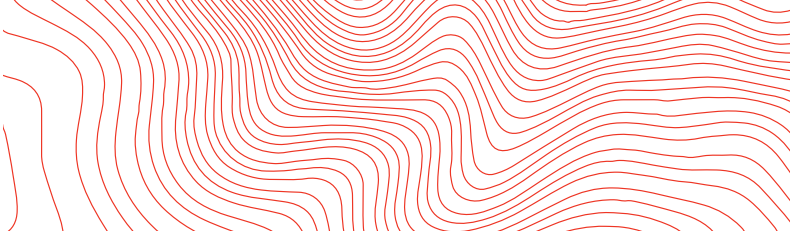
ACTIVITIES ALREADY DOING

- **College Governance Council (CGC) voting structure changed** to increase power of constituent group votes by eliminating senior administrator votes
- **CGC meetings opened to public participation**
- **Peoples' College Initiative (PCI) Participatory Governance Task Group** reviewed practices and made recommendations to CGC
- PCI Participatory Governance TG drafting a **new College handbook to clarify processes**
- **Integrated Planning Summit**

PROPOSED ACTIVITIES

- Democratize the committee membership assignment process to **promote broader representation**
- Explore creating **term limits** for committee leadership and membership
- Ensure training and **onboarding of new committee members**
- Assign committee member **mentor to student representatives**
- Regularly create and **communicate opportunities for engagement**
- Close College offices to allow all classified professionals to **participate in Opening Day plenary**

	STRATEGY C	STRATEGY D	STRATEGY E
ent	Support student and employee wellness including physical fitness, stress reduction and mental health	Cultivate partnerships and collaboration across programs and services to better serve students	Empower faculty members and classified professionals to hone their expertise and expand leadership skills
se / es	ACTIVITIES ALREADY DOING ▪ Public Safety team keeps campus community safe and secure ▪ Wellness courses, incl Stress Management Techniques ▪ Kinesiology courses, incl Health-related Fitness and Wellness and a range of physical education ▪ Dance courses, incl Cardio Dance and numerous dance styles ▪ Health & Wellness Services, incl: ▪ Free Personal Counseling Services for students ▪ Free Health Services for students ▪ TimelyMD virtual mental health and medical care for students	ACTIVITIES ALREADY DOING ▪ Comprehensive Program Review campus-wide share-outs help identify potential collaborations ▪ EOPS/PSP/TRIO partner to streamline support resources ▪ Faculty support each other in developing Zero Textbook Cost (ZTC) materials ▪ Faculty collaboration on review and revision of Institutional Student Learning Outcomes ▪ Only Fog campaign	ACTIVITIES ALREADY DOING ▪ Center for Transformative Teaching and Learning (CTTL) engages and inspires the enrichment of teaching and learning practices across campus ▪ Flex Days & Adjunct Symposium ▪ Funding for Faculty and Classified professional dev opportunities ▪ Classified Leadership Institute launched and funded ▪ Classified Senate leadership of Caring Campus Initiative ▪ President's Innovation Fund provides seed funding for initiatives originating with faculty and staff (and now student) ideas
er	PROPOSED ACTIVITIES ▪ Offer series of free drop-in dance and kinesiology workshops open to students and employees ▪ Explore options for facilitating student and employee access to affordable childcare ▪ Increase awareness of Skyline College personal counseling and external resources available to students ▪ Promote team self-care best practices for employees being piloted by Student Services offices ▪ Review procedures to remove unnecessary steps and ease workload demands	PROPOSED ACTIVITIES ▪ Formalize cross-functional collaboration to help students complete transfer level Math and English ▪ Build a closer relationship between Outreach Office and Dual Enrollment work with high school partners ▪ Increase instructional dean collaboration to limit overlapping courses across divisions ▪ Encourage grant projects and initiatives that cut across programs and divisions ▪ Organize college-wide brown-bag lunches for faculty to share research and projects	PROPOSED ACTIVITIES ▪ Sponsor faculty forums for sharing teaching & learning strategies, challenges and solutions ▪ Develop Classified Leadership Institute curriculum and schedule through Classified Senate ▪ Extend communication of Classified PD funding availability ▪ Work with Faculty Senate to explore models for development of a Faculty Mentoring Program ▪ Work with Classified Senate to explore models for development of a Classified Mentoring Program
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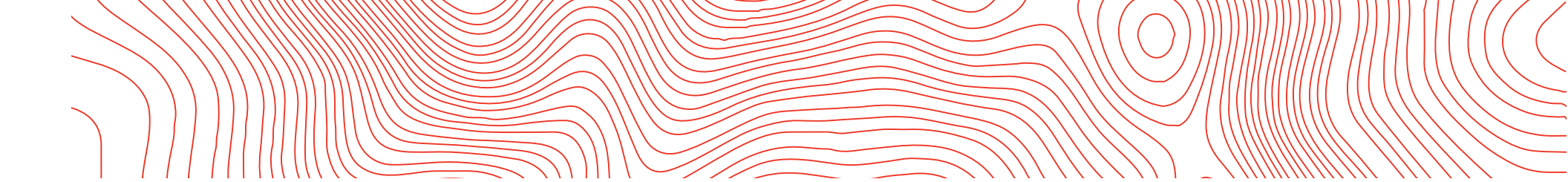
STRATEGIC GOAL 6: Ensure fiscal stability to support the College mission and maintain public trust

Strategies with *sample* Activities Already Doing and Proposed Activities

Outcome metrics for each strategic goal are
detailed in Appendix C

STRATEGY A	STRATEGY B
Reinforce prudent stewardship of publicly-funded resources	Promote community understanding of Sk practices and financial
ACTIVITIES ALREADY DOING - Continual review and updating of financial controls and accountability practices - Include college community in continuous improvement of all functions and processes	ACTIVITIES ALREADY DOING Post and update no depictions of how funds are budgeted and used
PROPOSED ACTIVITIES - Realign resources with shifting College needs and priorities to maximize use of available funds - Work towards best practices and alignment of procedures between and among the Colleges and the District Office - Conduct Return on Investment (ROI) impact analyses to measure the impact of funded programs and initiatives	PROPOSED ACTIVITIES Promote awareness of financial information - Create and post a financial glossary that demystifies public accounting to the College and District Office - Share out state budget more broadly and provide discussion of implications - Further College communication of state and federal financial

Knowledge and Skyline College business decision-making	STRATEGY C Leverage grant and private funding opportunities in alignment with College M-V-V and The People’s Plan	STRATEGY D Improve budget transparency and communication to promote internal and public understanding of how funding is allocated
WHAT WE ARE DOING Non-technical visual financial resources are (in progress) STATUS of existing posted Finance and accounting justifies financial and terminology used by the Budget communications promote community community understanding categorical funding	ACTIVITIES ALREADY DOING ▪ Skyline College faculty and staff secure millions of dollars each year in competitive grant funding. Recent grants have funded the STEM Center, innovative models for hands-on learning and workforce training, student scholarships, and more. ▪ Created grants webpage detailing the grants process and serving as one-stop shop for all required steps and forms PROPOSED ACTIVITIES ▪ Better leverage the District’s grants professional to help identify and apply for state and federal grant opportunities ▪ Work with District Foundation to identify and apply for grants from philanthropic and research foundations ▪ Enhance the process for ensuring that the College align funding with our Mission-Vision-Values and with The People’s Plan’s strategic goals	ACTIVITIES ALREADY DOING ▪ Enhance Program Review software with the ability to submit and track resource requests via online portal ▪ “Close the loop” on all resource requests by communicating budget decisions at the end of each cycle PROPOSED ACTIVITIES ▪ Improve codification and communication of Skyline College processes ▪ Make available easy-to-use reference material, flow charts, and process matrices that map how to purchase, hire, request additional funds, propose or create a new program



APPENDIX B

EMP Student Outcome Metrics

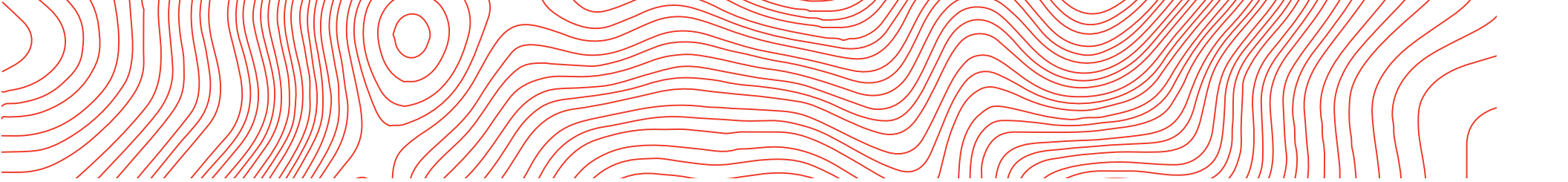
The People's Plan lays out a five-year strategy for enhancing the work of the College in pursuit of its mission. Ultimately, this plan is about improving student success, and the College will measure the success of the plan against the SMCCCD Strategic Plan Metrics, and California's Vision for Success Metrics. Additionally, the College will follow the success of each of the six EMP Strategic Goals along a set of goal-specific metrics. Each of these metrics will be monitored and reported on separately by student demographic groups to identify and address disproportionately impacted groups with the goal of reducing equity gaps.

Student Outcome Metrics

The Student Outcome metrics are divided between cohort-based metrics aligned with the SMCCCD Strategic Plan and the overall student success metrics based on the CCCCO's Vision for Success. Historical progress along these metrics is included in Appendix D.

Cohort-Based Metrics for First-Time, Full-Time Students

Cohort-based metrics are used by the U.S. Department of Education to allow for “apples to apples” comparisons. The cohorts are limited to first-time students who have no previous college experience before enrolling at Skyline College in a given fall semester. To level the field further, the cohorts are limited to students who begin at Skyline College as full-time students (enrolled in 12 or more units). Each fall semester, a new full-time, first-time student cohort begins, and we track the progress of those students from second semester retention to degree completion or transfer to a 4-year college. The “snapshot” metrics for the start of the EMP baseline and the end of the EMP final outcomes look at different fall cohorts, depending on the metric, in order to access the most recently available data. For historical trend data and demographic disaggregation, see the interactive Skyline College Scorecard at <https://skylinecollege.edu/prie/tableau.php>.



COHORT METRICS FOR FALL FIRST-TIME, FULL-TIME SKYLINE COLLEGE STUDENTS*	Cohort Start Term for Baseline**	Baseline	Midterm Goal	EMP 5-Year Goal	Cohort Start Term for Final Goal
		AY21-22	AY24-25	AY26-27	
% of SSSP non-exempt students completing SEP	FA21	91%	95%	98%	FA26
Fall-to-Spring persistence	FA21	87%	92%	94%	FA26
Fall-to-Spring-to-Fall persistence	FA21	73%	78%	82%	FA26
% of students earning 20+ units in first year	FA21	61%	65%	68%	FA26
% of students earning 30+ units in first year	FA21	26%	29%	33%	FA26
% completing transfer level MATH within first year	FA21	50%	52%	54%	FA26
% completing transfer level ENGLISH within first year	FA21	60%	63%	66%	FA26
% of students completing an associate degree within 2 years	FA20	16%	20%	25%	FA25
% of students transferring (with or without a degree) to a 4-year university within 2 years	FA20	22%	25%	30%	FA25
% of students completing a degree and/or transferring to a 4-year university within 2 years	FA20	27%	31%	35%	FA25
% of students completing an associate degree within 3 years	FA19	32%	36%	40%	FA24
% of students transferring (with or without a degree) to a 4-year university within 3 years	FA19	41%	44%	48%	FA24
% of students completing a degree and/or transferring to a 4-year university within 3 years	FA19	48%	50%	52%	FA24

*Outcomes are for students who start at Skyline College in a fall semester as first-time, full-time students. Persistence, unit accumulation and degree completion include student activity district-wide.

**Aligns with the most recent data available

Success Metrics for All Students

These success metrics show institution-wide outcomes for all students in a given academic year, regardless of how long ago they entered Skyline College or whether they attend full-time or part-time. For example, the completion metrics report the total number of students who earn an award or transfer to a 4-year college in a given academic year, rather than the percentage of a student cohort that completes within a specific time period. Note that completion counts are highly dependent on student enrollment trends and tend to be more variable than cohort-based metrics.

SUCCESS METRICS FOR ALL SKYLINE COLLEGE STUDENTS	Baseline Metric	Midterm EMP Goal*	Final EMP Goal
	AY21-22	AY24-25	AY26-27
Course success rates (College-wide average)	75%	77%	80%
# of students completing a certificate	265	280	300
# of students completing an associate degree	703	750	800
Median number of units attempted by first associate degree completers	86	84	82
Median number of units earned by first associate degree completers (Degree completion requires 60 units.)	79	76	74
Average time to completion of first associate degree (semesters*)	8.4	8.2	8.0
# of students transferring to a California State University (CSU)	481	500	550
# of students transferring to a University of California campus (UC)	139	150	175
# of students transferring to UC or CSU	620	650	725

* Summer = 0.5 semesters



1ST
IN THE
FAMILY TREE

TO GET
A
COLLEGE
DEGREE

APPENDIX C

Outcome Metrics for each Strategic Goal

EMP Strategic Goal Metrics

In addition to high-level student success metrics, the College will also be tracking success for metrics specific to each of the EMP goals. Some of those metrics will be measured annually, but others, including the survey metrics, are captured every 2 to 3 years. The survey questions are indicators of the college community's experience and perceptions, and will be repeated verbatim in subsequent survey administrations to allow for measuring change over time. These metrics include a milestone goal to be achieved by year 3, a final goal to be met by the end of the 5-year EMP period, along with an indication of our ultimate goal beyond the term of the current EMP. The baseline and goal figures shown in the tables are aggregate or overall figures. The College will also be tracking metrics disaggregated by demographic groups and employee categories.



Strategic Goal 1: Be an antiracist and equitable institution

Metric	Baseline* 2022-23	Midterm Goal 2025-26	5-Year Goal 2027-28	Ultimate Goal
Narrowing of gaps in course retention rates across student race/ethnicity groups*	6 pp	5 pp	4 pp	No gap in course retention rates between student race/ethnic groups
Narrowing of gaps in course success rates across student race/ethnicity groups*	12 pp	10 pp	8 pp	No gap in course success rates between student race/ethnic groups
SVQ: "Students of my race/ethnicity are more likely to experience discrimination than other students at Skyline College." [†]	22.2%	16%	10%	No student feels that they are more likely than others to experience discrimination.
SVQ: "I feel that my racial/ethnic identity is adequately represented among instructors at Skyline College." [†]	77.5%	79%	82%	All students feel that their race/ethnic group is adequately represented among faculty.
SVQ: I feel uncomfortable discussing racially sensitive topics with Skyline students of other racial/ethnic backgrounds. [†]	25.6%	22%	20%	All students have the knowledge and tools to engage in culturally sensitive dialogue.
SVQ: Course content includes and respects the perspectives of people of my racial and/or ethnic identity. [◇]	85.8%	88%	90%	All students see their racial or ethnic identity included and respected in the curriculum.
SVQ: Course content includes and respects the perspectives of people of my gender identity. [◇]	86.3%	89%	91%	All students see their gender identity included and respected in the curriculum.
Proportion of full-time employees who have completed Skyline College equity training (LEGS/ETS, EI Academy or Intergroup Dialogue) by employee classification and demographic groups.	30.8%	35%	40%	All employees have completed Skyline College equity training
EVQ: "Employees of my race/ethnicity are more likely to experience discrimination than other employees at Skyline College." [‡]	29.0%	25%	20%	No employee feels that they are more likely than others to experience any type of discrimination.
EVQ: "I feel that I have fewer opportunities for career advancement at Skyline College due to racial or ethnic bias." [‡]	25.0%	20%	15%	No employee feels that they have fewer opportunities for advancement due to bias.
EVQ: "I feel that I have fewer opportunities for career advancement at Skyline College due to gender-related bias." [‡]	18.5%	16%	12%	No employee feels that they have fewer opportunities for advancement due to bias.
EVQ: "I feel that I have fewer opportunities for career advancement at Skyline College due to age-related bias." [‡]	26.9%	23%	18%	No employee feels that they have fewer opportunities for advancement due to bias.

SVQ = Student Voice Survey Question (1,170 students responded to the 2022 SV survey.)

EVQ = Employee Voice Survey Question (228 employees responded to the 2023 EV survey.)

*Percentage point (pp) difference of Non-BIPOC rate minus BIPOC rate

[†]Agreement rate by student demographic groups.

[◇]Rate of students responding affirmatively for "all" or "most" of my courses by student demographic groups.

[‡]Agreement rate by employee classification and demographic groups.

Strategic Goal 2: Increase student enrollment by being responsive to the communities we serve

Metric	Baseline Fall 2022	Midterm Goal Fall 2025	5-Year Goal Fall 2027
<i>Additional and more specific enrollment metrics to be included in the Skyline College Enrollment Management Plan</i>		<i>Goals are % increase from baseline</i>	
Growth in applicants	4,944	12%	15%
Growth in applicant conversions to registered students	3,298	15%	20%
Growth in student enrollments	17,915	22%	25%
Growth in full-time equivalent students (FTES)	2,218	22%	25%
Growth in number of students (unique headcount at census)	8,601	20%	22%
Growth in number of continuing students	4,713	22%	24%
Growth in number of new students	1,500	15%	18%
Growth in number of returning students	425	15%	18%
Growth in number of high school students	1,963	18%	20%

Strategic Goal 3: Ensure that all students have the support and resources needed to achieve their educational goals

Metrics	Baseline 2022-23	Midterm Goal 2025-26	5-Year Goal 2027-28	Ultimate Goal
Student support program (PSP/TRIO/EOPS) participants as % of students enrolled at least half-time (Fall semesters)*	25.0%	27%	30%	All certificate, degree or transfer-seeking students are connected with a student support program.
Enrollment in courses with zero textbook costs (ZTC) as % of total Fall enrollments*	40.0%	44%	46%	All Skyline College courses have zero textbook costs.
Number of unique students borrowing library technology devices as % of total student headcount (Fall semesters)*	7.7%	10%	12%	All students are aware of technology borrowing options and how to access devices.
Number of unique students accessing The Learning Center services as % of total student headcount (Fall semesters)*	6.8%	8%	10%	All students are aware that tutoring and other supports are available and how to access them.
SVQ: "Skyline College demonstrates a commitment to removing barriers to success for all student populations."^	92.1%	94%	96%	All students affirm that Skyline College demonstrates a commitment to removing barriers to success for all student populations.
SVQ: "Skyline College offers the support I need to achieve my educational goals."^	93.2%	95%	97%	All students feel appropriately supported to meet their educational goals.
SVQ: "My Skyline College student educational plan (SEP) supports my personal educational and career goals. Agreement rate by student demographic groups.^	85.0%	90%	95%	All students feel that their SEP is tailored to their personal educational and career goals.
SVQ: "I am confident that I will achieve my educational goal (e.g., certificate, degree, and/or transfer) at Skyline College."^	94.2%	95%	96%	All students feel confident that they will achieve their educational goal.

SVQ = Student Voice Survey Question (1,170 students responded to the 2022 SV survey.)

* By student demographic groups.

^ Agreement rate by student demographic groups.

Strategic Goal 4: Cultivate civic-mindedness to empower self and strengthen society

Metric	Baseline 2022-23	Midterm Goal 2025-26	5-Year Goal 2027-28	Ultimate Goal
Community Engagement* ISLO assessment rate (% of programs that have assessed this ISLO for a required course within the prior 3 years)	NA*	75%	85%	All programs are up to date with the 3-year assessment cycle for the Community Engagement ISLO.
Community Engagement ISLO competency rates (% of assessed courses with a set standard % of students achieving competency).	NA*	80%	90%	All programs are able to demonstrate student mastery of the Community Engagement ISLO.
SVQ: "Skyline students have a voice in College decisions that affect students."^	65.7%	75%	82%	All students understand and exercise their role in participatory governance.
SVQ: "The courses I have taken at Skyline College raised my awareness of social issues (such as racism, poverty and inequality, etc.)"^^	82.0%	85%	88%	All students experience growth in awareness of social issues.
SVQ: "The courses I have taken at Skyline College have helped me become a more active citizen (for example, voting, community service, political activism, etc.)"^^	71.2%	75%	78%	All students are prepared to become more active community members.
SVQ: "Events or activities at Skyline College have helped me become a more active citizen (for example, voting, community service, political activism, etc.)"^^	65.8%	70%	78%	All students are prepared to become more active community members.
Skyline College student voter registration rates per the National Study of Learning, Voting, And Engagement (NSLVE)^^	NA	TBD	TBD	All students are registered and prepared to exercise whatever voting rights are available to them.
Skyline College student voting rates per the National Study of Learning, Voting, And Engagement (NSLVE)^^	NA	TBD	TBD	All students are informed of local, state and national issues, and exercise their legal voting rights.
Volunteer or community service participation rates (To be included in future surveys.)	NA	TBD	TBD	All students engage in a volunteer or community service experience.

SVQ = Student Voice Survey Question (1,170 students responded to the 2022 SV survey.)

*A revised Citizenship Institutional Student Learning Outcome (ISLO) tentatively renamed the Community Engagement ISLO is under development.

^Agreement rate by student demographic groups.

^^Skyline College will be participating in NSLVE in alignment with AB963, the Student Civic and Voter Empowerment Act.

Strategic Goal 5: Foster a thriving learning and work environment

Metric	Baseline 2022-23	Midterm Goal 2025-26	5-Year Goal 2027-28	Ultimate Goal
SVQ: "Skyline College provides a welcoming environment." [†]	94.6%	97%	99%	All students perceive a welcoming environment at Skyline College.
SVQ: "I feel safe at Skyline College." [†]	94.9%	97%	99%	All students feel safe at Skyline College.
SVQ: "I feel that I belong at Skyline College." [†]	83.4%	88%	94%	All students feel that they belong at Skyline College.
SVQ: "Skyline students have a voice in College decisions that affect students." [†]	65.7%	75%	85%	All students understand they their voice counts at Skyline College.
SVQ: "I feel I need to minimize or hide various characteristics of my personal identity (e.g., nationality, language, dress, gender presentation, etc.) to be able to fit in at Skyline College." [†]	22.3%	18%	15%	No student feels that they need to hide aspects of their personal identity at Skyline College.
EVQ: "I feel that I belong at Skyline College." [✘]	75.3%	80%	85%	All employees feel that they belong at Skyline College.
EVQ: "I am provided adequate opportunities to participate on college participatory governance groups (e.g., committees, councils, task groups, etc.)." [✘]	83.5%	86%	90%	All employees who wish to serve on college governance groups are afforded that opportunity.
EVQ: "I am able to have a healthy work life balance as a Skyline College employee." [✘]	53.5%	59%	65%	All employees are able to have a healthy work life balance.
EVQ: "I feel there are sufficient opportunities to connect and collaborate with colleagues across departments/functions." [✘]	48.8%	60%	70%	All employees have ample opportunity to connect and collaborate with others across the College.
EVQ: "My supervisor supports my participation in professional development opportunities." [✘]	78.5%	85%	90%	All employees feel supported to pursue professional development opportunities.

SVQ = Student Voice Survey Question (1,170 students responded to the 2022 SV survey.)

EVQ = Employee Voice Survey Question (228 employees responded to the 2023 EV survey.)

[†]Agreement rate by student demographic groups.

[✘]Agreement rate by employee classification and demographic groups.

Strategic Goal 6: Ensure fiscal stability to support the College mission and maintain public trust

Metric	Baseline 2022-23	Midterm Goal 2025-26	5-Year Goal 2027-28	Ultimate Goal
External financial audit results (material findings of an independent external opinion regarding the College's reporting of internal finances, federal awards and state awards)	Clean audit*	Clean audit	Clean audit	The College continues to demonstrate sound internal control over financial reporting without material weaknesses or significant deficiencies.
Ending balance (annual budget minus expenditures) as a measure of fiscal health and stability	>= \$0	>= \$0	>= \$0	The College continues to maintain a balanced budget each year.
FTES/FTEF (full-time equivalent students per full-time equivalent faculty [^]) as a measure of institutional productivity and efficient use of public resources	15.2	16.7	17.5	FTES/FTEF are maintained at a level that supports fiscal stability, is responsive to student needs, and meets district and state directives and initiatives
FTES/FTE Permanent Employee (full-time equivalent students per full-time equivalent permanent employee ^{^^}) as a measure of institutional productivity and efficient use of public resources	18.8	22.6	22.8	FTES/FTE Permanent Employee ratios are maintained at a level that supports fiscal stability, provides responsive student services, and meets district and state directives and initiatives.
EVQ: "I have a sufficient understanding of how the College resource allocation process works." Agreement rate by employee classification and demographic groups.	43.4%	60%	70%	All employees are aware of how the College uses the program review and participatory governance processes to equitably allocate resources.
Dollar amount of current competitive grant funds available to support new and ongoing designated projects in alignment with the College Mission and EMP Goals.	\$11.2M	\$11.8M	\$12.3M	The College appropriately leverages grant resources in support of its mission and goals.

*An "unmodified report finding" indicates a "clean audit."

[^]Full-Time Equivalent Faculty include both full-time and part-time faculty, with the FTE calculation based on workload.

^{^^}Permanent employees include permanent faculty, classified staff and administrators.

EVQ = Employee Voice Survey Question (228 employees responded to the 2023 EV survey.)



APPENDIX D

STUDENT OUTCOME TRENDS

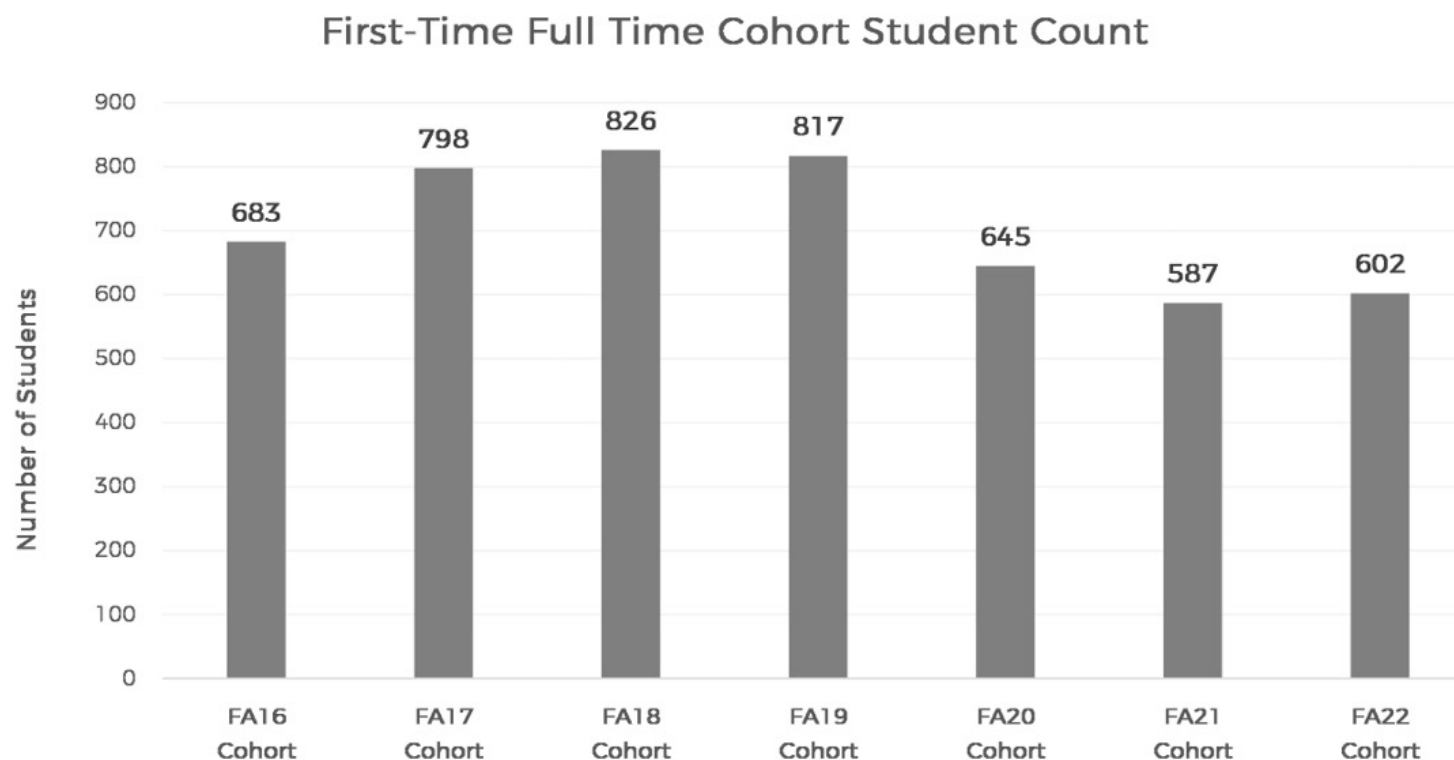
Cohort-Based Metrics for First-Time Full Time Students

For detailed tables and disaggregations by student demographics, please see the Skyline College Tableau Dashboards at <https://skylinecollege.edu/prie/tableau.php>.

First-Time Full Time Student Cohorts

The College uses cohort-based metrics to track a specific group of students from the time they first begin their college journey to the time they graduate or transfer to a 4-year college. Cohorts are made up of students who begin at Skyline College as first-time college students (no prior college experience) and who first enroll during a Fall

semester with a full-time unit load (12 or more units). While these students account for just a portion of our student population, cohort-tracking allows the College to compare apples-to-apples over time and gauge the impact of its student support initiatives.

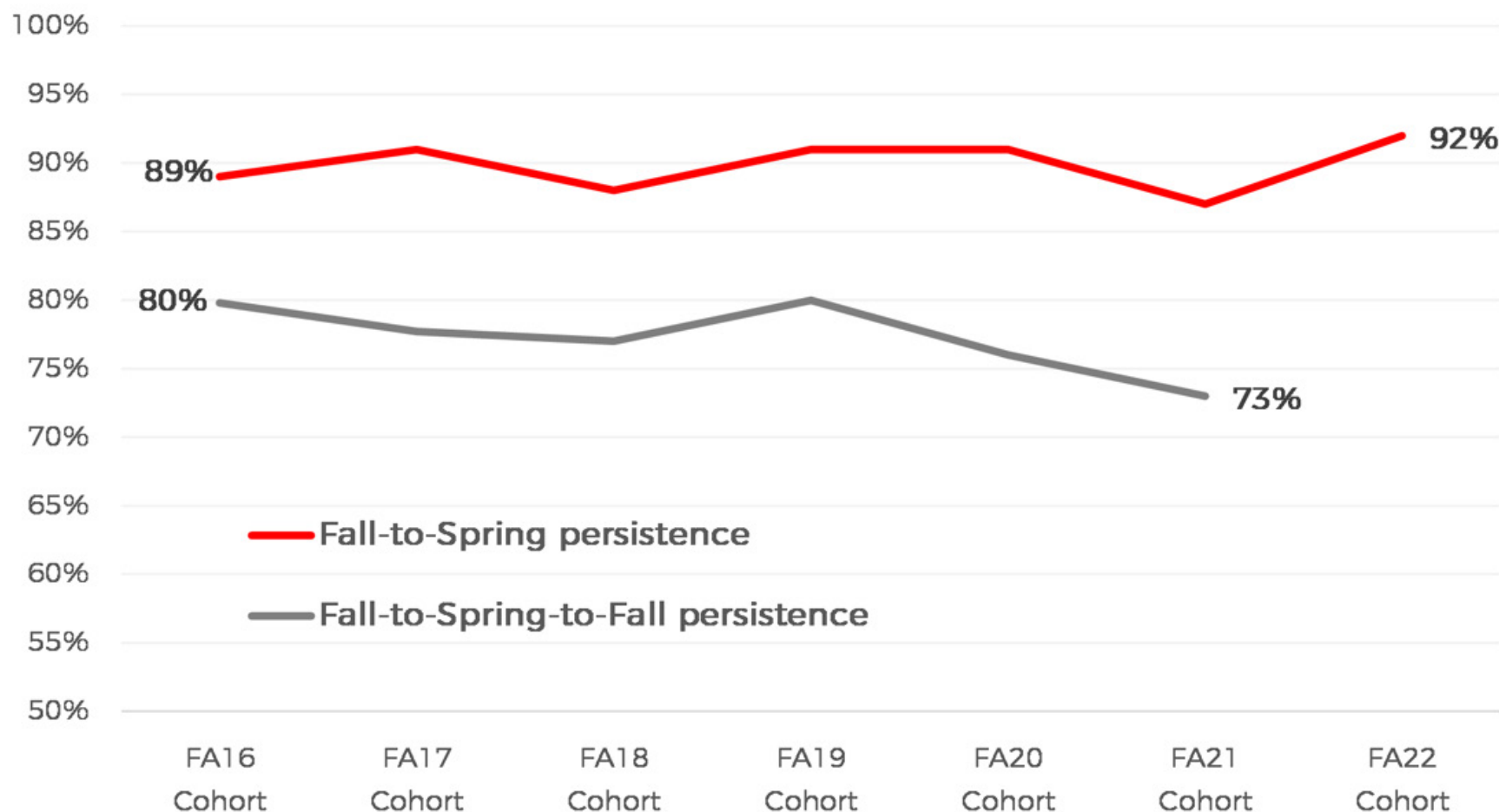


First-Year Persistence

Students who enter Skyline College as first-time full time students tend to persist into the Spring at a fairly steady rate of around 90%. Persistence here is defined as remaining enrolled at any SMCCCD college. Persistence through to the next fall has declined over recent years,

particularly during the COVID Pandemic. The marked increase in students who entered in Fall 2022 persisting to Spring 2023 bodes well for a return to higher persistence rates going forward.

Persistence Rates for First-Time Full Time Cohorts

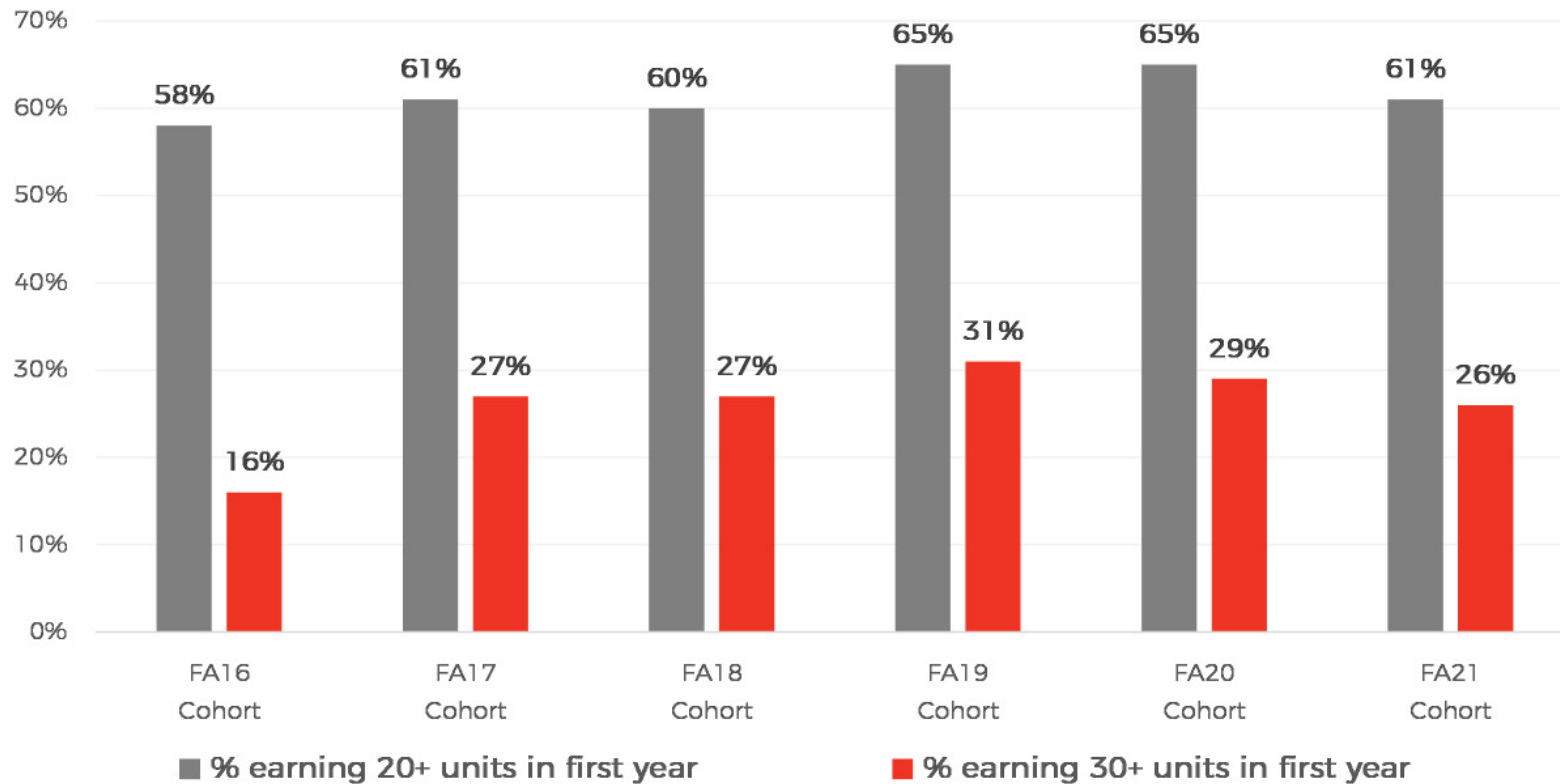


First-Year Unit Accumulation

The number of units earned by students in their first year is a predictor of timely completion. To graduate with an associate degree within two years, a student must earn an average of 30 units each year. To earn an associate degree with 3 years, a student must earn 20 units per year. Note

that while these first-time cohorts enrolled full-time (12 or more units) during their first Fall semester, students may drop down to lighter loads in subsequent semesters, but are still tracked as part of their original cohort.

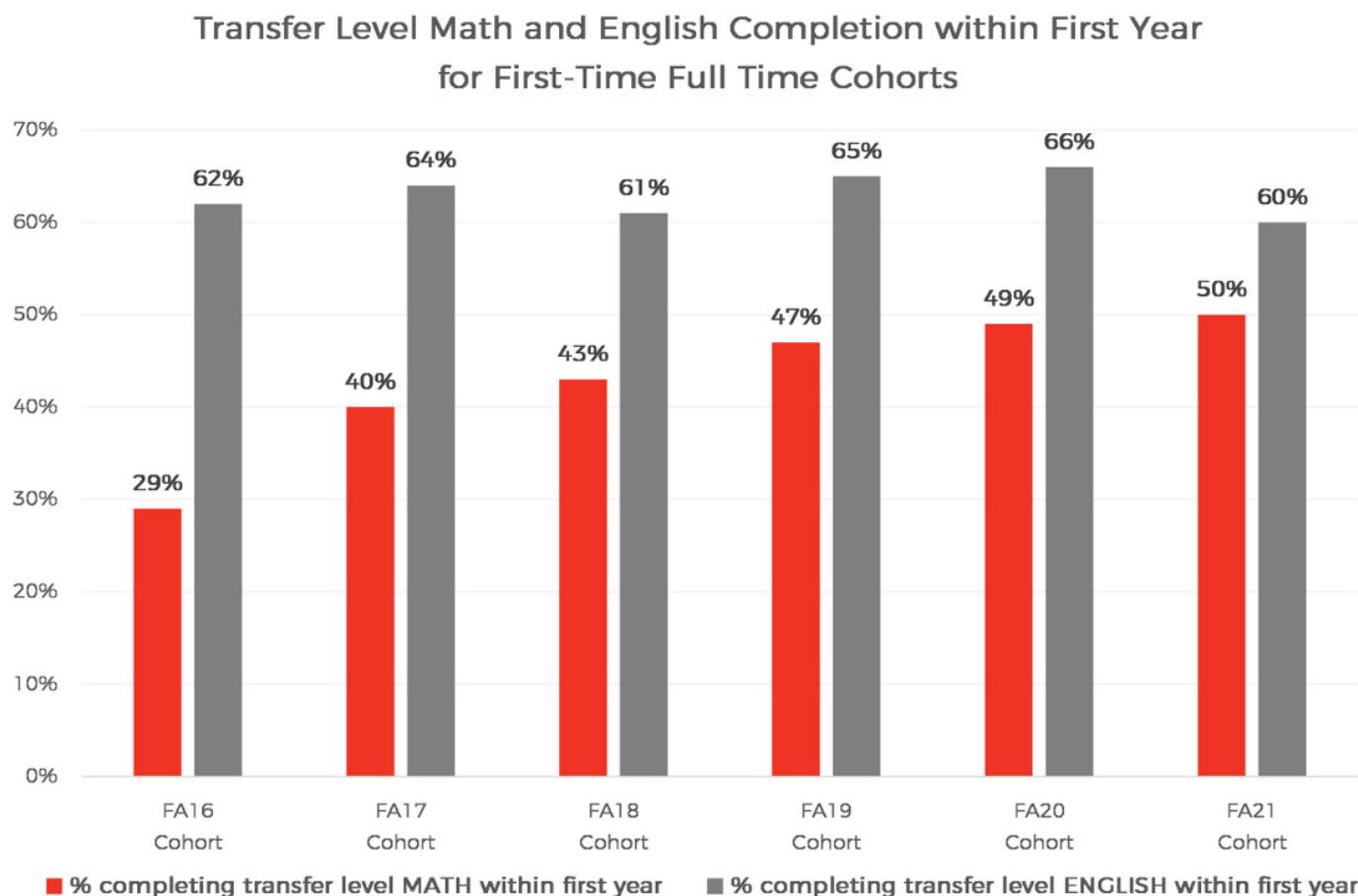
Unit Accumulation for First-Time Full Time Cohorts



Transfer Level Course Completion

Skyline College was an early adaptor of AB705, which encourages student entry directly into transfer-level math and English courses, bypassing preparation levels to succeed in transfer-level courses, with the goal of completing both transfer-level math and English during a student's first year of college. Skyline College showed early success with transfer-level English completion, and has maintained completion rates above 60% for many years.

Completion of transfer-level math, known to be a key predictor of degree-completion and successful transfer to a 4-year college, has improved significantly in recent years, increasing from 29% for the Fall 2016 cohort, to 50% for the Fall 2021 cohort. Basic level courses which can significantly lengthen time to degree completion. The College supports students of varying.

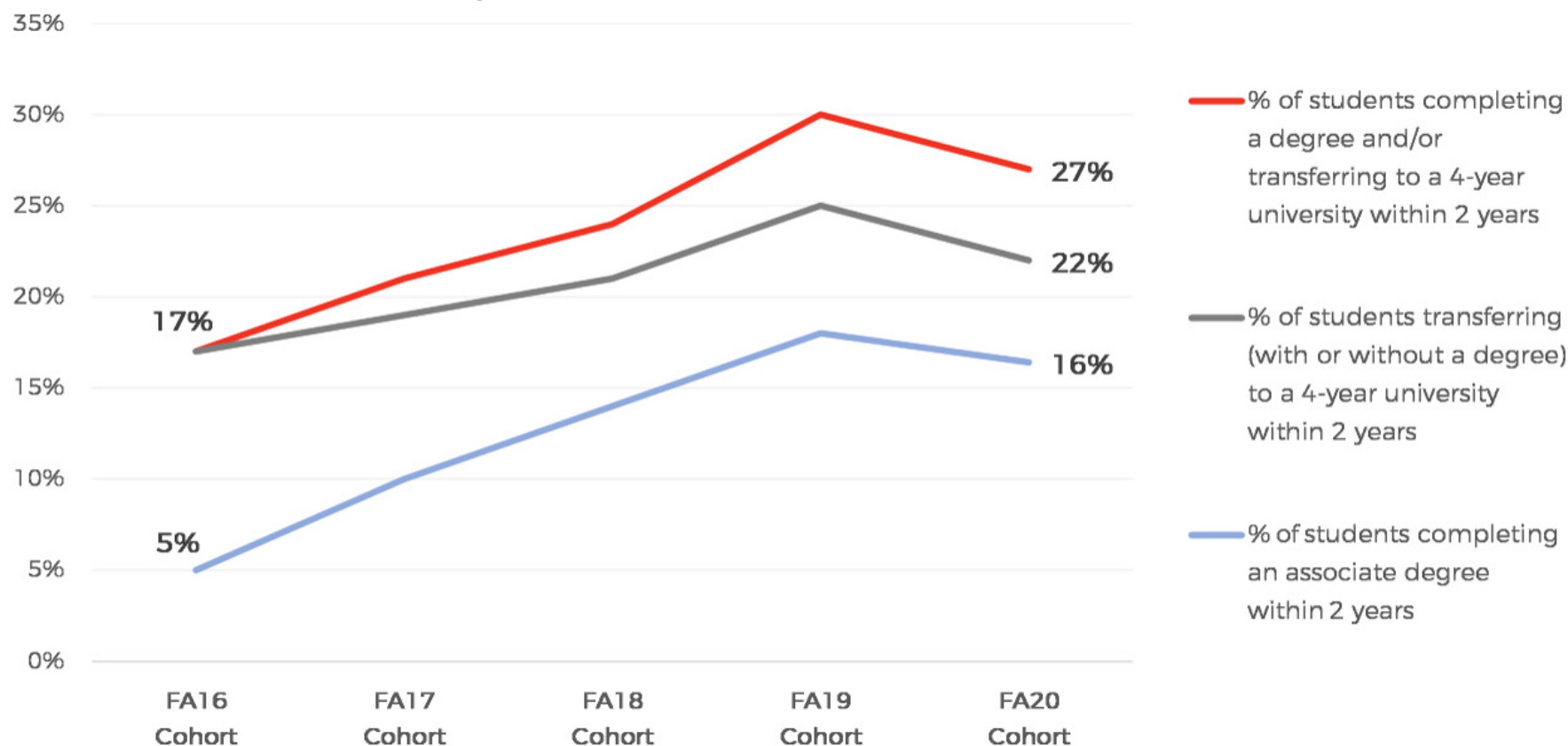


Degree Completion and Transfer Rates

Two year completion rates have increased dramatically, with the rate of associate degree completion more than tripling in just four years. The COVID Pandemic interrupted that trajectory. Students who entered in Fall 2019 faced upheaval at the start of their second semester, yet managed to complete three more semesters of largely remote learning with 18% graduating within two years. The Cohort that entered in Fall 2020, well into the Pandemic,

faced the challenges of ongoing pandemic impacts in their personal lives, along with a fully online first ever semester of college, with little to no face to face interactions with faculty, counselors and fellow students. It is a tribute to student perseverance that completion rates dropped only a few percentage points from the previous cohort.

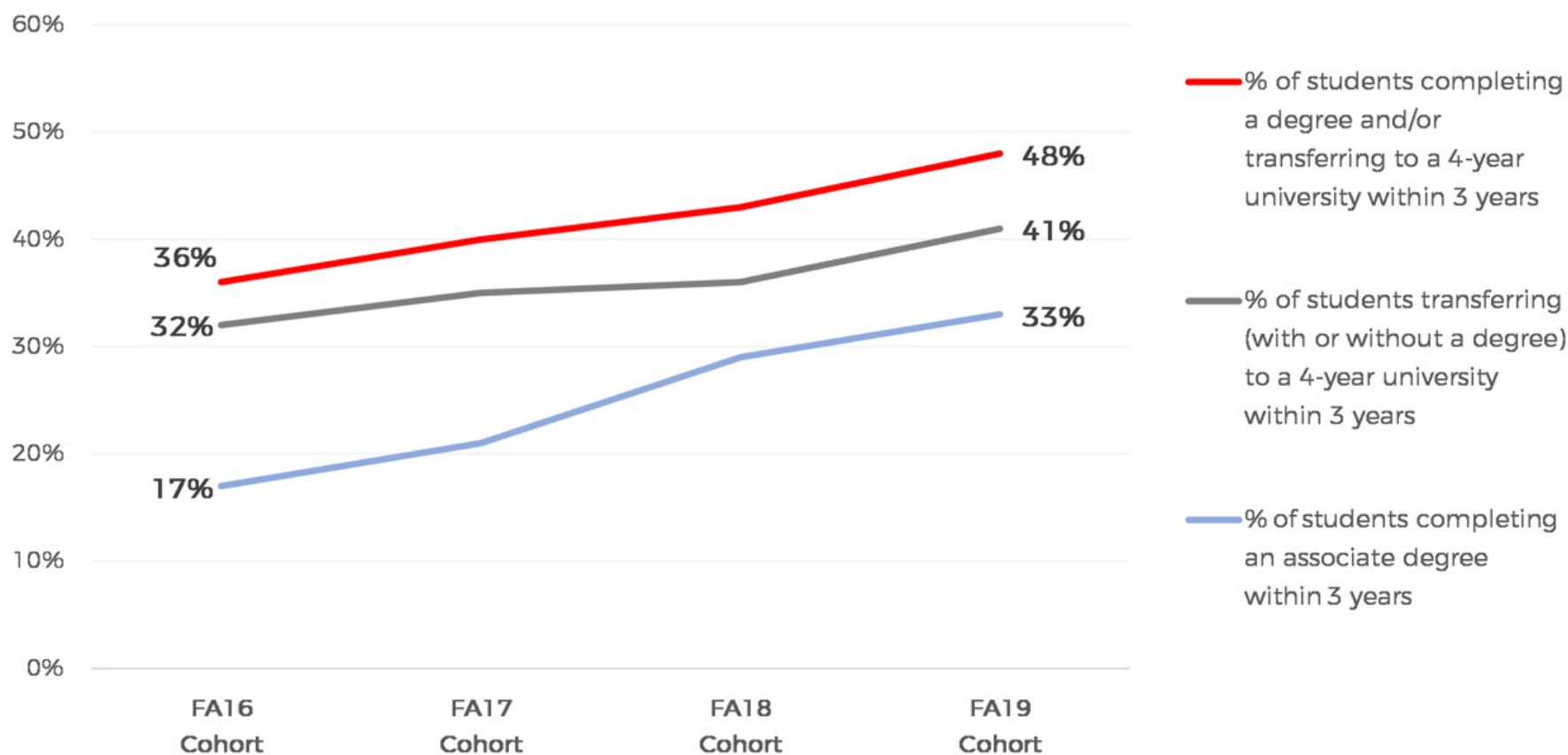
2-Year Completion Rates for First-Time Full Time Cohorts



Three year completion rates saw a steady rise from the Fall 2016 to the Fall 2019 cohorts, as predicted by the healthy 2-year completion rates. The 2-year completion rate drop for the Fall 2020 cohort will reverberate in next year's 3-year completion rates, but counselor and student support program interventions can help ameliorate the

impact of having begun the student journey in the midst of a pandemic. With the Pandemic impacting cohorts beginning in Fall 2019 through Fall 2021, and perhaps beyond, completion rates are expected to dip during the next several years, before resuming an upward trajectory.

3-Year Completion Rates for First-Time Full Time Cohorts



Non-Cohort Based Metrics for all Skyline College Students

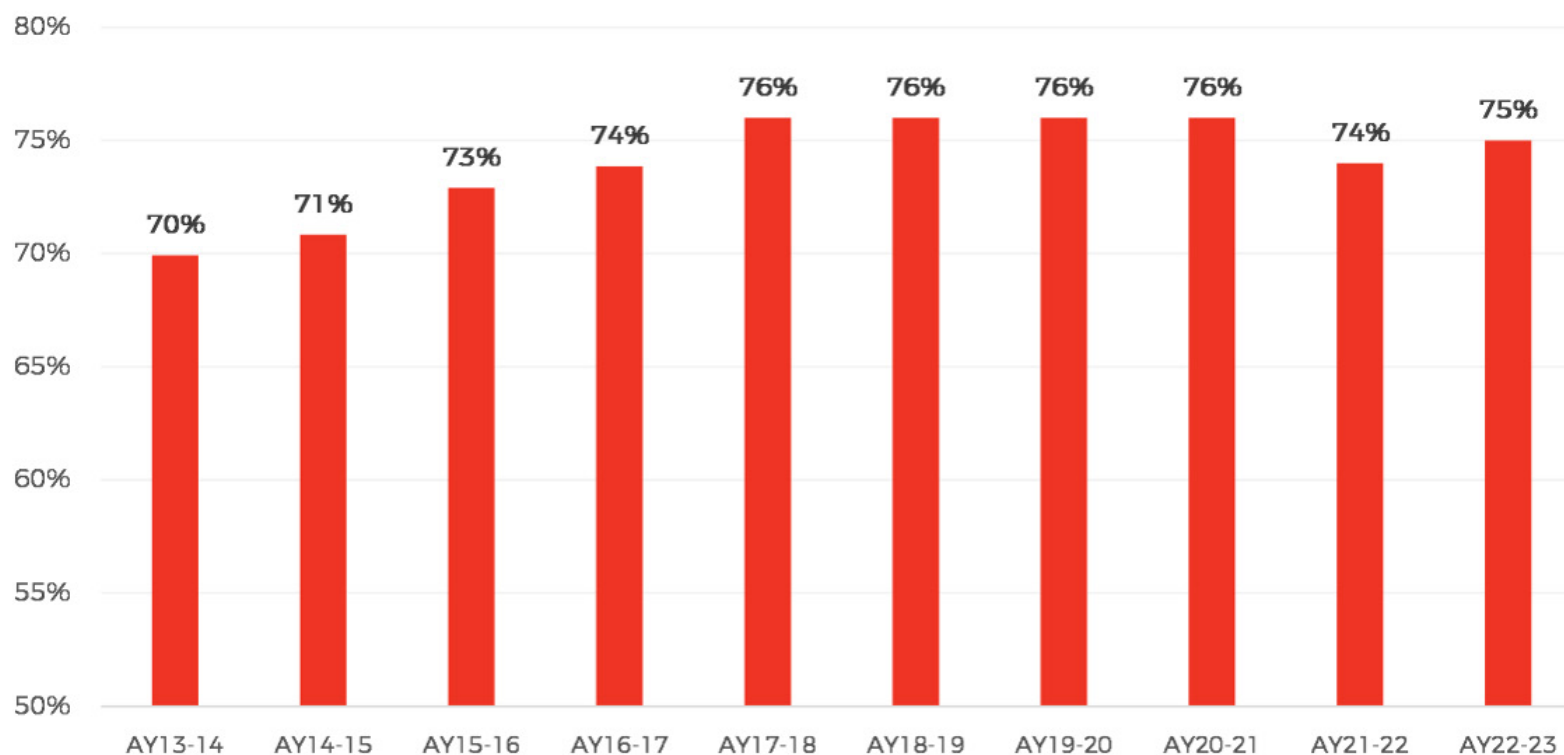
For detailed tables and disaggregations by student demographics, please see the Skyline College Tableau Dashboards at <https://skylinecollege.edu/prie/tableau.php>.

Course Success Rates

Successful completion of college courses is the basic building block toward student success. Average course success rates grew steadily from 2013 to 2017, and then remained at a healthy 76% for the next several years. Following a pandemic-related dip in 2021, course success rates are again improving with the goal of reaching

80% within the next five years. Skyline College students who complete an associate degree within 3 years have consistently shown an average course success rate of 86%, and our ultimate goal is to make 86% the college-wide average to support more students in achieving their goal.

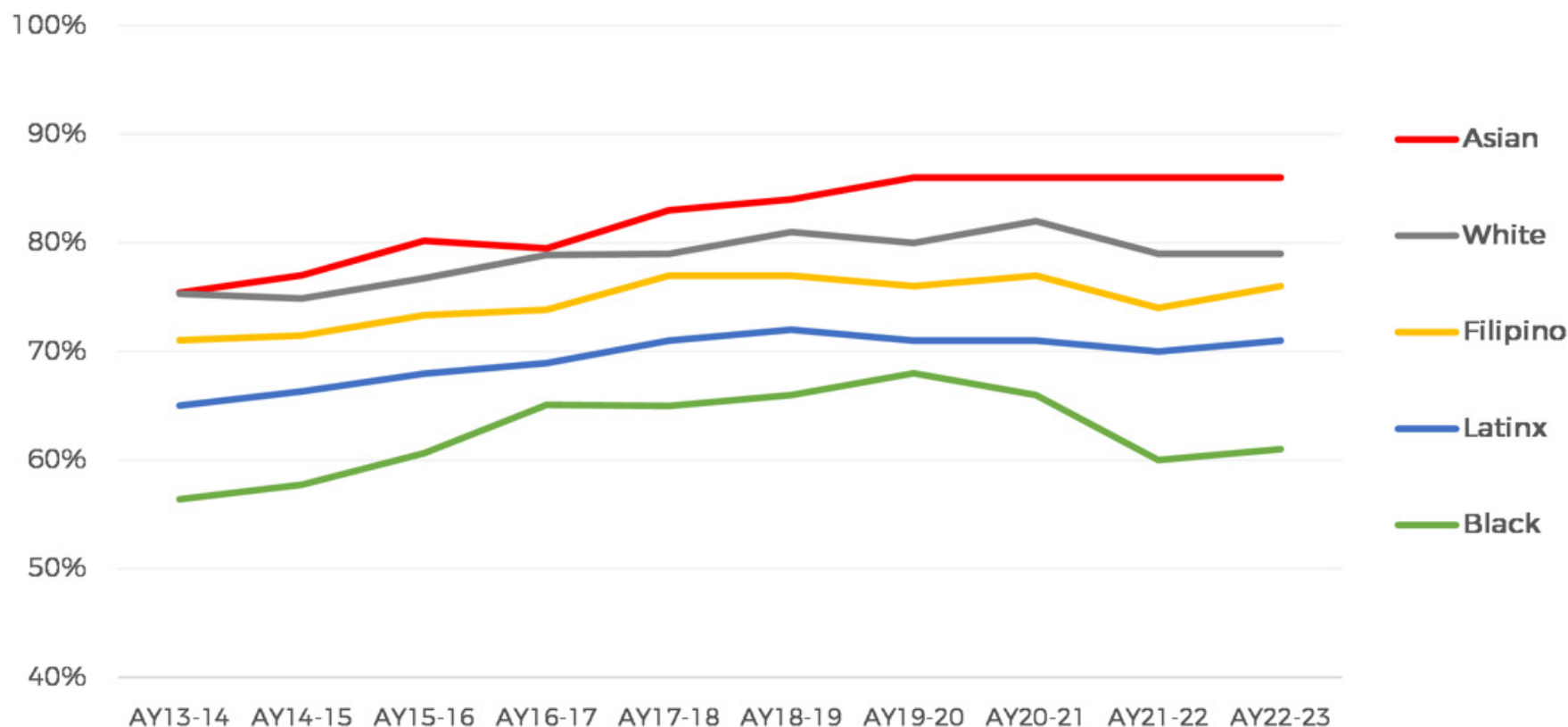
Average Course Success Rates for All Students



Course success rates have risen over the past decade across all race/ethnicity groups, but gaps persist. The impact of the COVID Pandemic is apparent among White students, Filipino students and, most dramatically, among our Black

and African American students. Addressing such disparities is a top College priority, and the EMP places antiracism and equity at the forefront of our strategic goals.

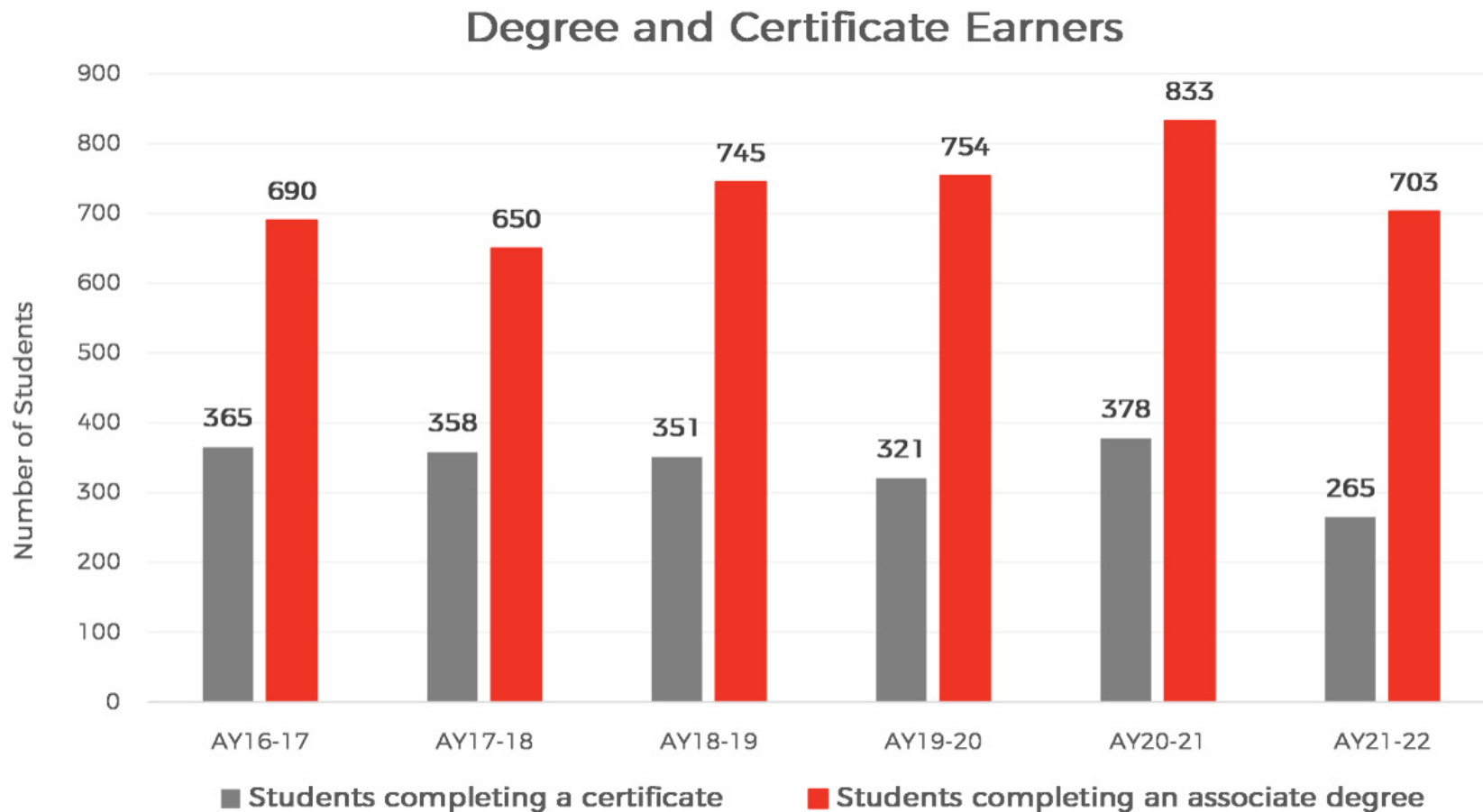
Average Course Success Rates by Student Race/Ethnicity



Degrees and Certificates

The number of students earning an associate degree climbed in recent years, even as enrollments declined. The drop in associate degree earners in AY2021-2022 is the result of improving completion rates no longer keeping up with declining enrollments. Increasing the number of graduates will require putting more students on the path

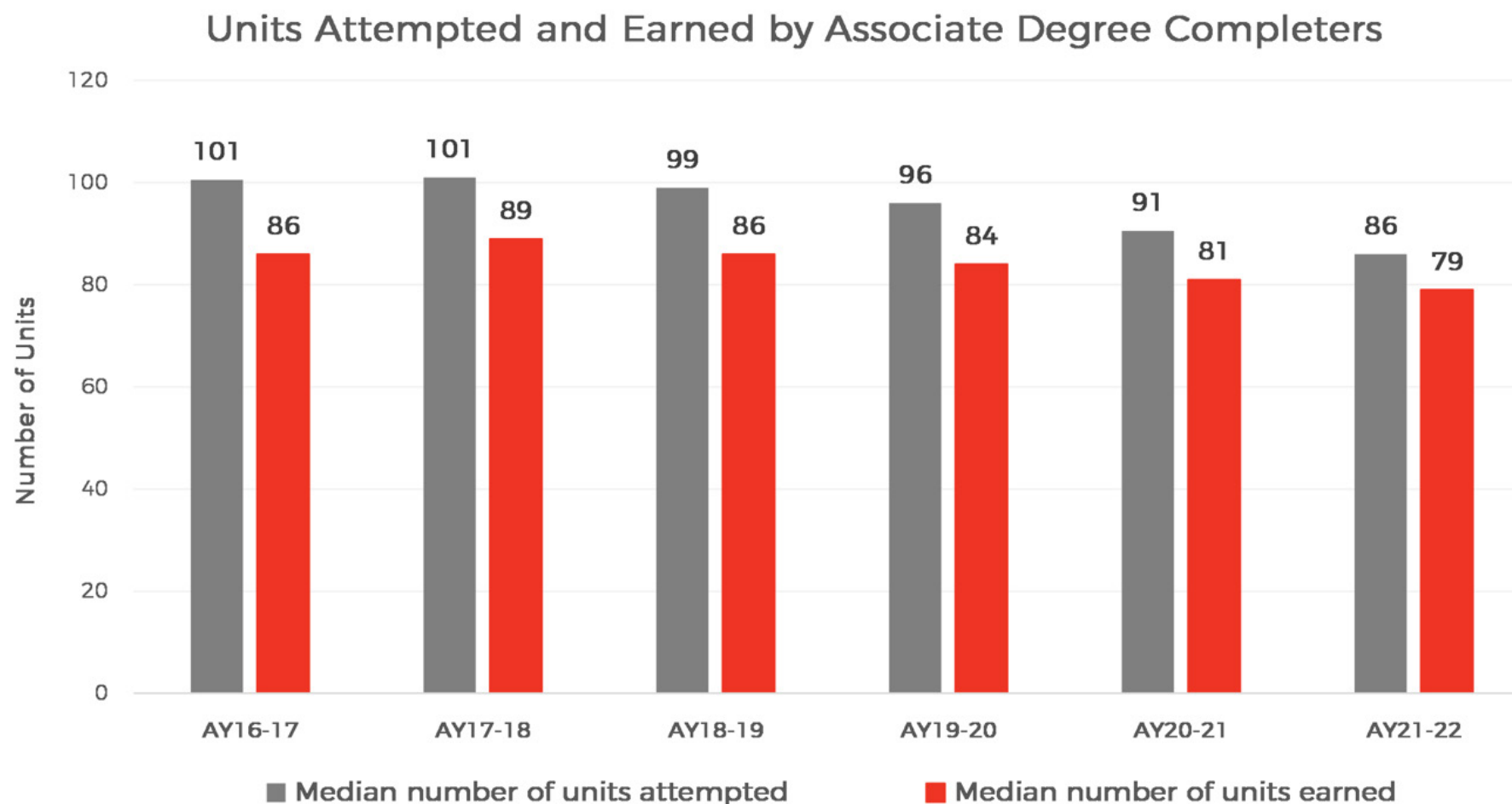
to completion, as envisioned in the College's goals for enrollment growth. Because an increase in the number of certificate and degree earners will lag several years behind enrollment growth, the five-year EMP goals for growth in these metrics are quite modest.



Units Attempted and Earned by Degree Completers

Just five years ago our students had been accumulating nearly 50% more units than the 60 units needed to graduate with an associate degree. The Guided Pathways initiative was introduced to make it easier for students to choose a major, and then to identify and register for the

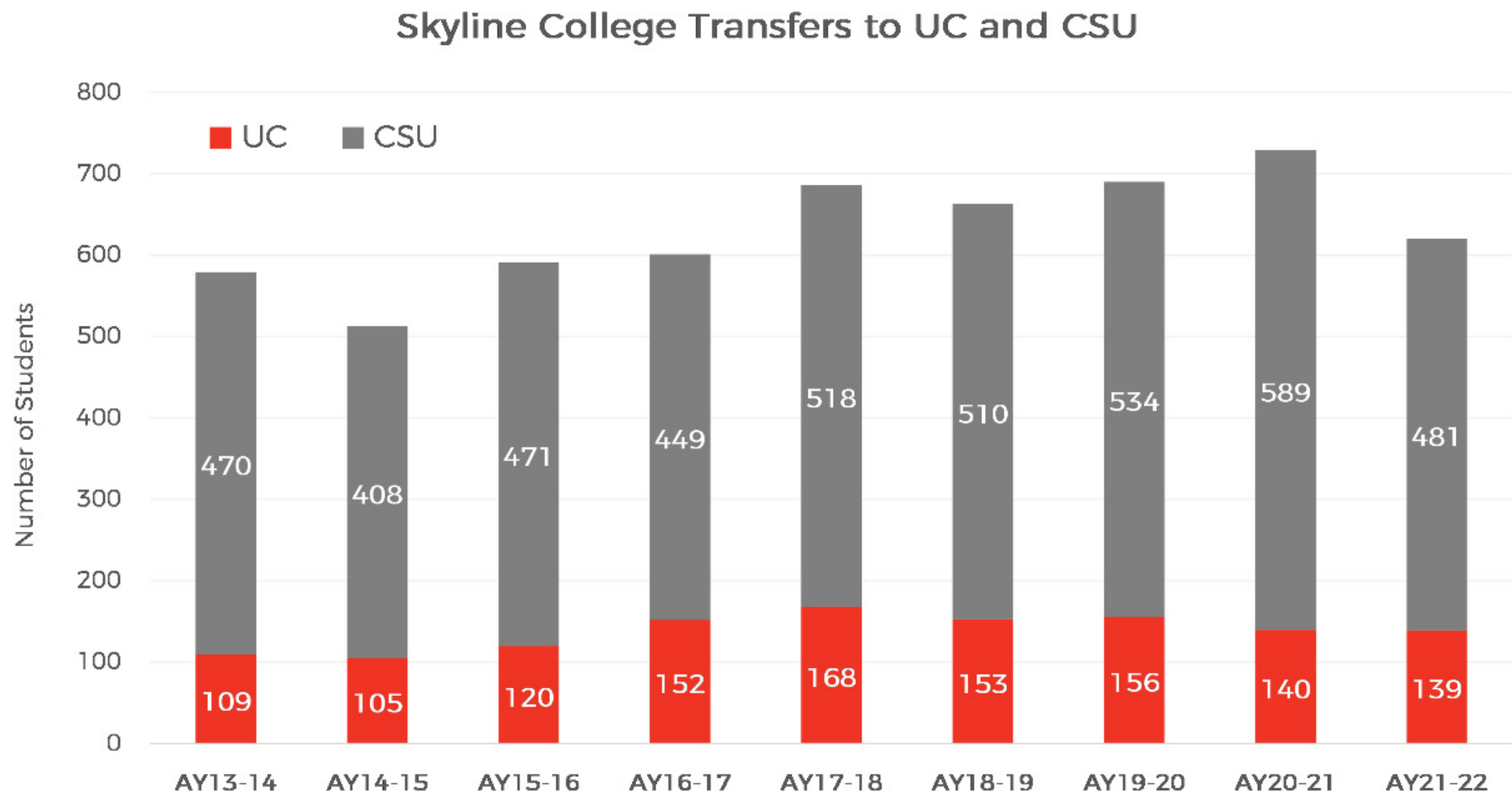
specific courses needed to reach their goal. Since 2017, median units attempted by our graduates is down 15% and earned units is down 11%, saving students both time and expense as they reach their goals.



Transfers to UC and CSU

The number of Skyline College students successfully transferring (with or without an associate degree) to a University of California (UC) Campus or to a California State University (CSU) Campus has remained strong, despite the

decline in Skyline College enrollment. Transfers dipped in AY2021-2022 due to delayed impacts of the Pandemic, and are likely to remain lower for the next few years before resuming an upward trajectory.





APPENDIX E

ENROLLMENT TRENDS IN ENVIRONMENTAL CONTEXT

Skyline College's recent enrollment level is the lowest it has been since the start of the century. This is a hard fact that we must face head-on. The College is designed and equipped to serve many more students than we currently welcome to our campus and online classrooms. The new Education Master Plan addresses

this fact by prioritizing areas of the College that need to be updated, improved upon and developed to ensure that the College meets the needs of current students, attracts new students, and is prepared to serve the next wave of enrollment growth.

Note: Student 'headcount' is a count of the unique number of students enrolled at the College. Student 'enrollment' refers to the total number of course registrations. A single student (1 headcount) may register in a single course (1 enrollment) or in multiple courses (for example, 5 enrollments). Enrollment is a more meaningful measure of the volume of college activity.

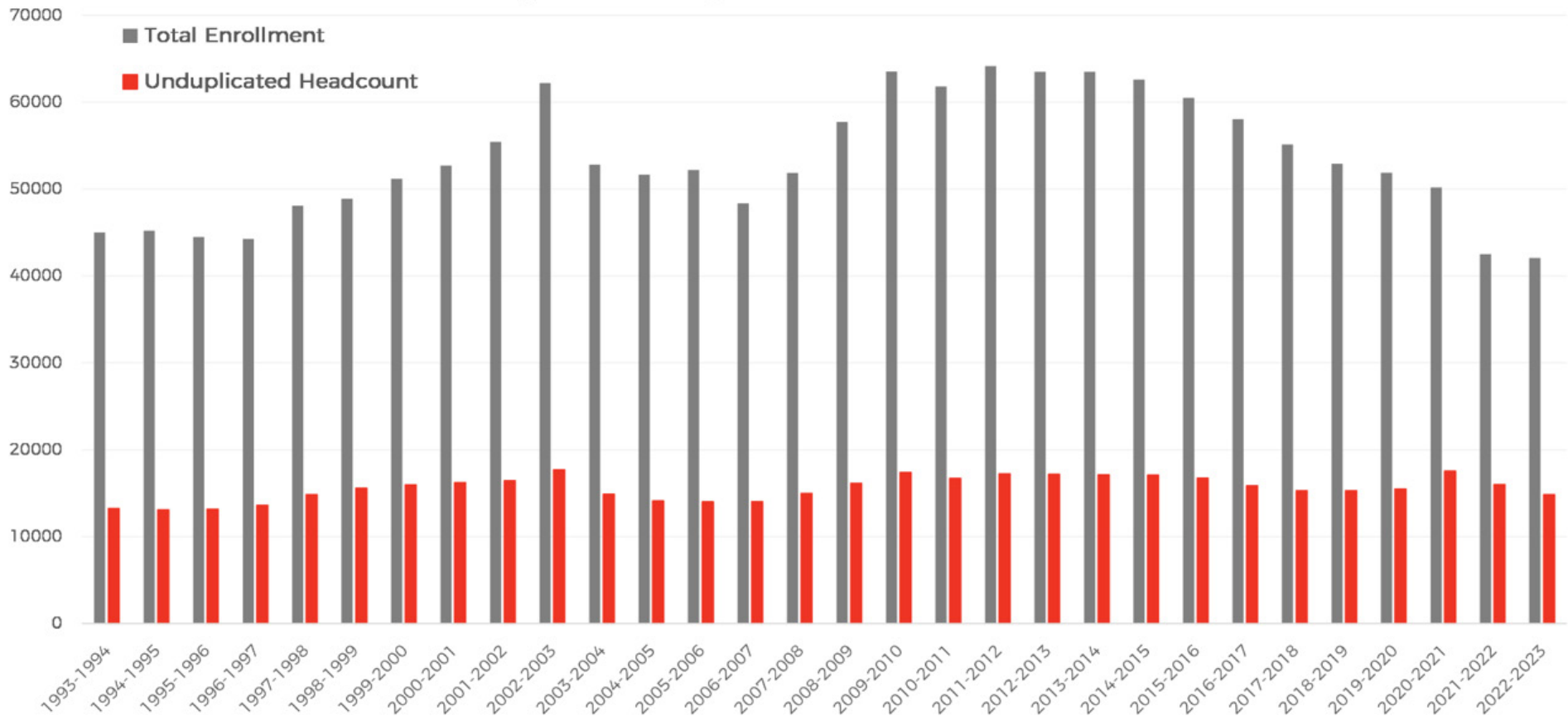


Long-Term Perspective

Skyline College has followed the familiar pattern of community college enrollments mirroring economic trends, particularly the unemployment rate. Skyline College enrollment and student headcount peaked in 2002-2003, following the “dot-com” crash, and again

in 2009-2010 following the “great recession.” Student enrollment has declined since 2012, during a long period of very low unemployment, recently compounded by the COVID Pandemic.

Skyline College 30-Year Enrollment Trend



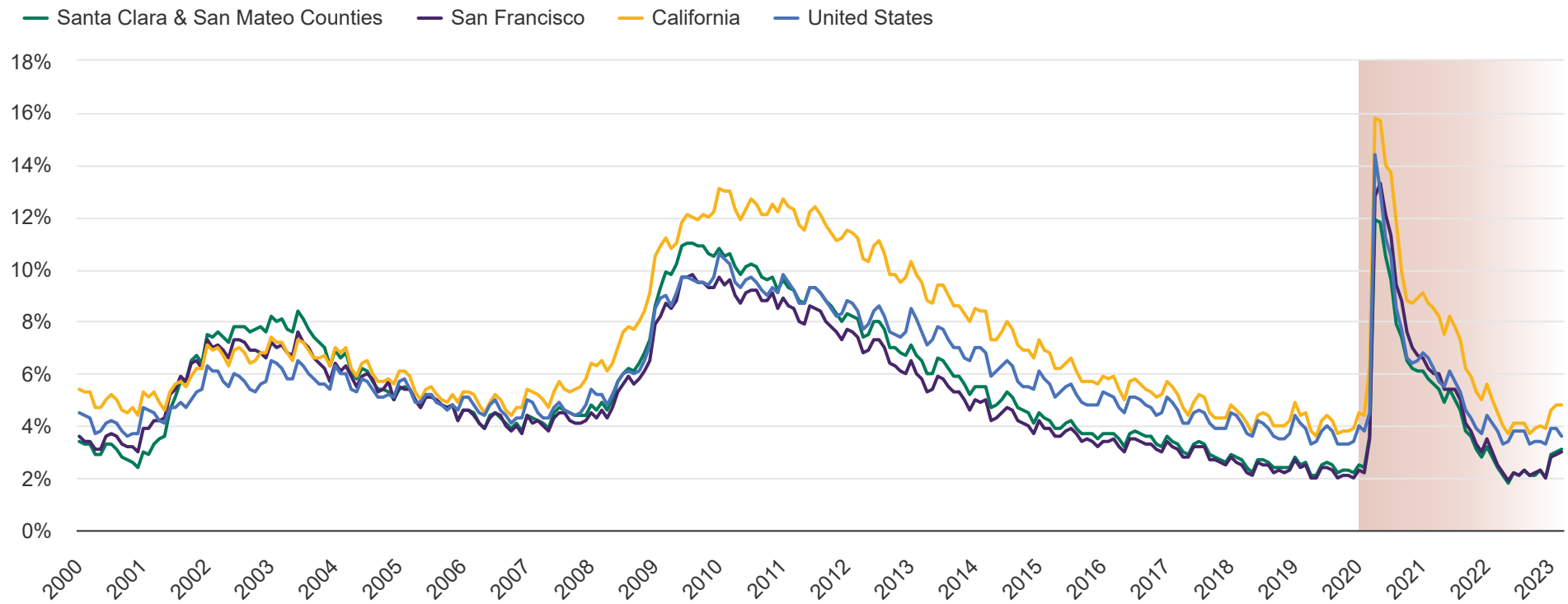
During years of strong economic activity and low unemployment, community college enrollments typically decline as the opportunity cost of education increases. For the past decade, the country, and especially the Bay Area, experienced great prosperity, with strong economic growth and low-unemployment, only briefly interrupted

by pandemic-related unemployment. When employment opportunities abound, would-be students often choose to enter or remain in the workforce, and sometimes seek quick solutions to building skills and credentials, rather than embark on a multi-year educational journey.

UNEMPLOYMENT

Monthly Unemployment Rate

Santa Clara & San Mateo Counties, San Francisco, California, and the United States



Source: Silicon Valley Institute for Regional Studies, <https://siliconvalleyindicators.org/> accessed May 2023.

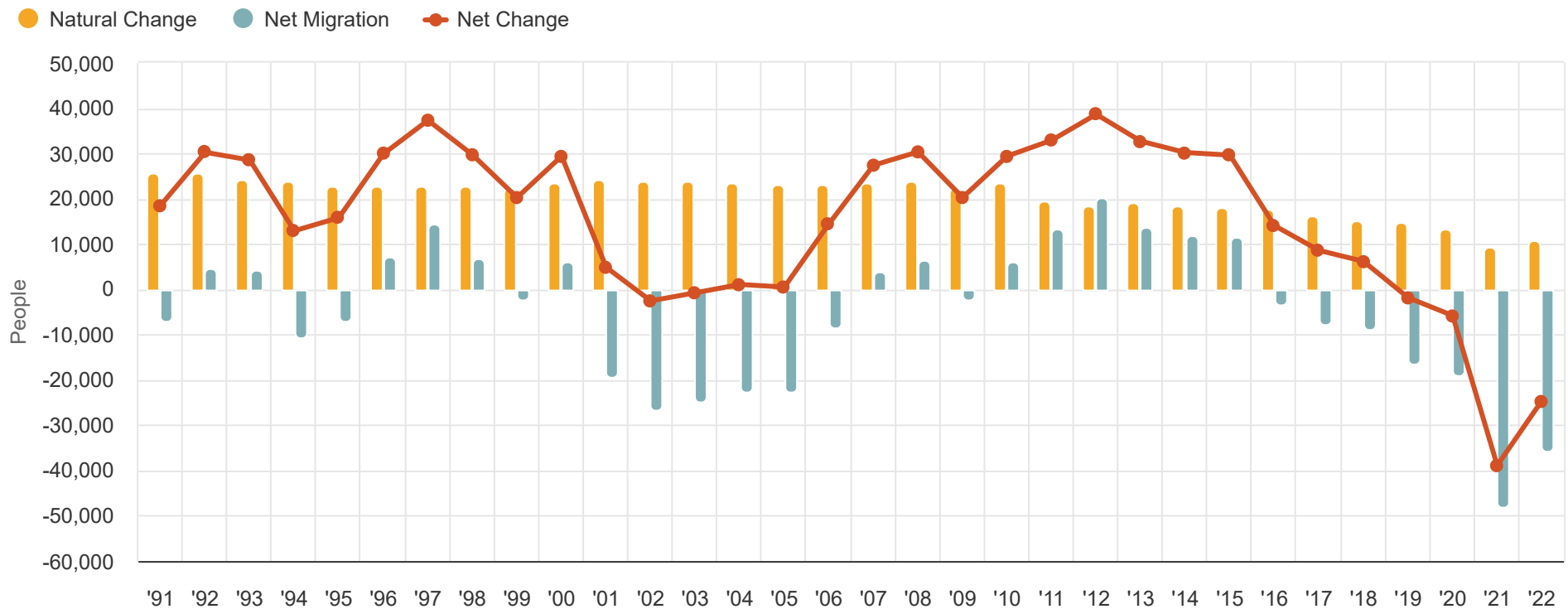
Population shifts, often following economic trends, directly impact community college enrollment. The Population Change chart shows the net change in Silicon Valley population, with periods of positive net change coinciding

with Skyline College enrollment peaks. Since 2012, net population change in our area has trended down, and so has community college enrollment.

POPULATION CHANGE

Components of Population Change

Santa Clara & San Mateo Counties



Source: Silicon Valley Institute for Regional Studies, <https://siliconvalleyindicators.org/> accessed May 2023.

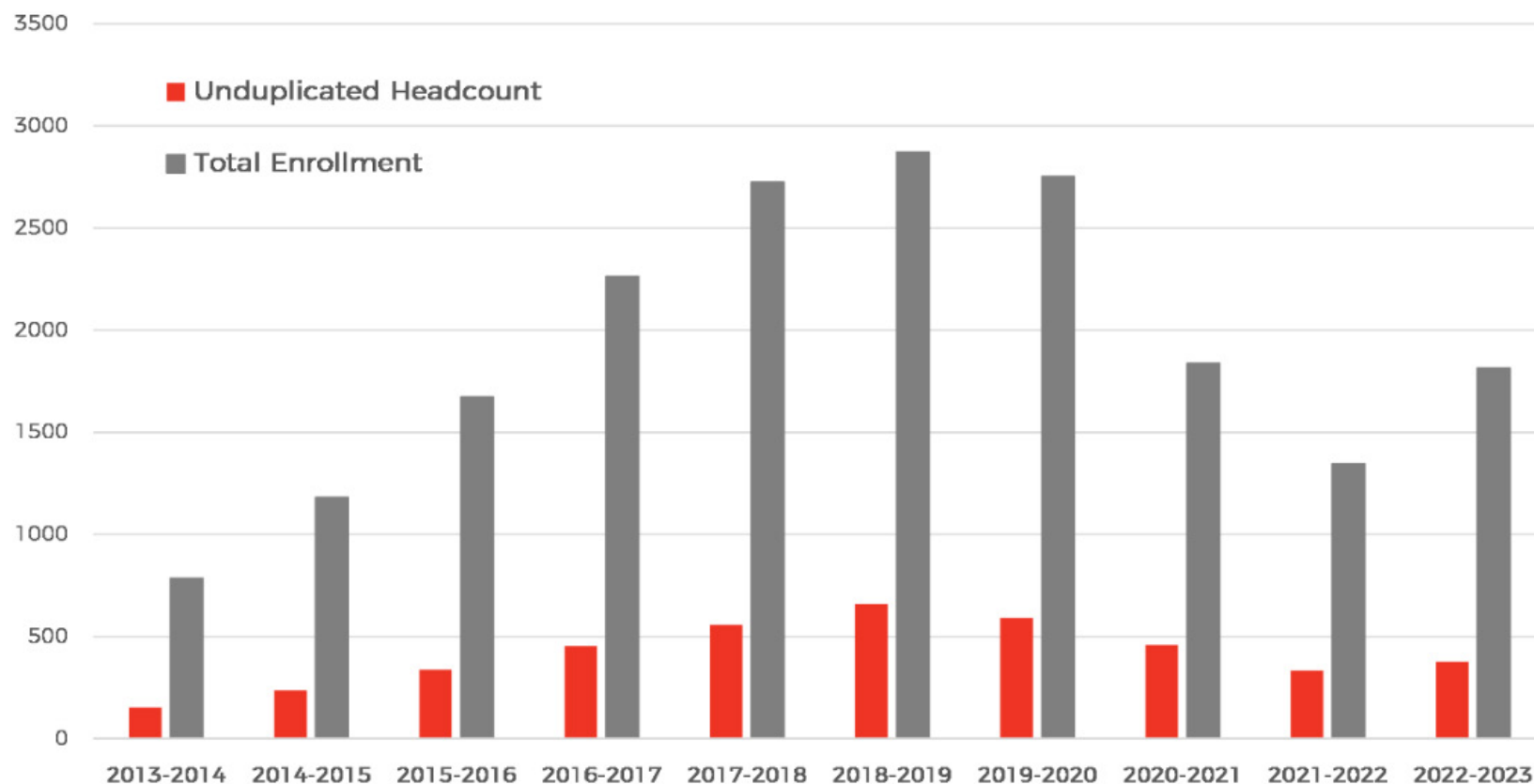
Ten-Year Trends

The impact of socioeconomic change goes beyond shrinking or expanding enrollments. The demographics, goals and needs of our students change as well, and the College must be responsive to those sometimes dramatic, and often subtle shifts.

Among the most salient changes of the past decade

have been the expansion in international students and high school students. International students are smaller in number, but typically enroll full-time to meet visa requirements, so generate a relatively large enrollment. International student enrollments dropped precipitously during the Pandemic, but appear to be slowly recovering. .

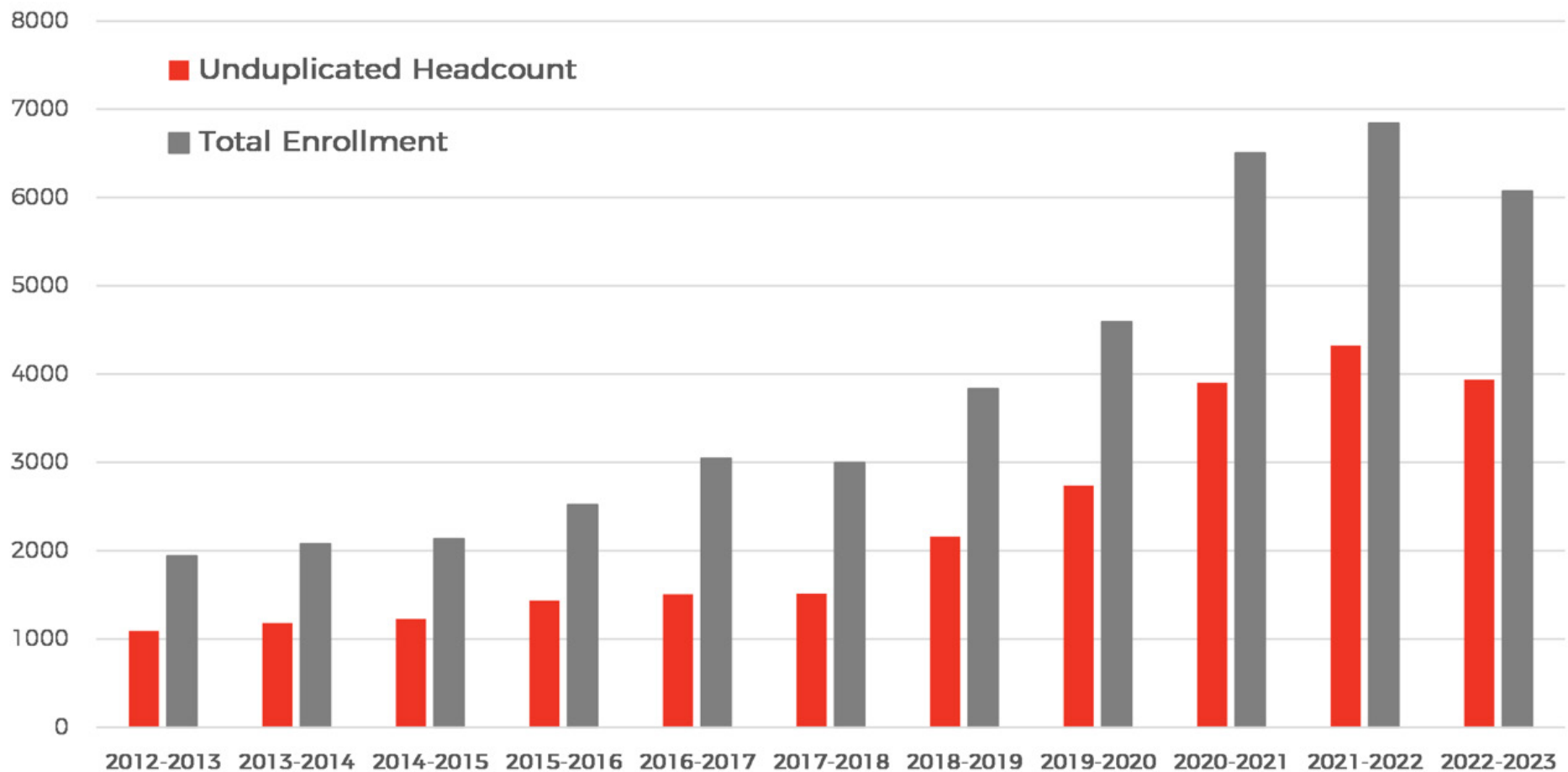
International Students at Skyline College



The growing number of high school students taking college courses (via Dual Enrollment, Concurrent Enrollment, Middle College and Jump Start), has bolstered Skyline student counts in recent years. With fewer than 20% of

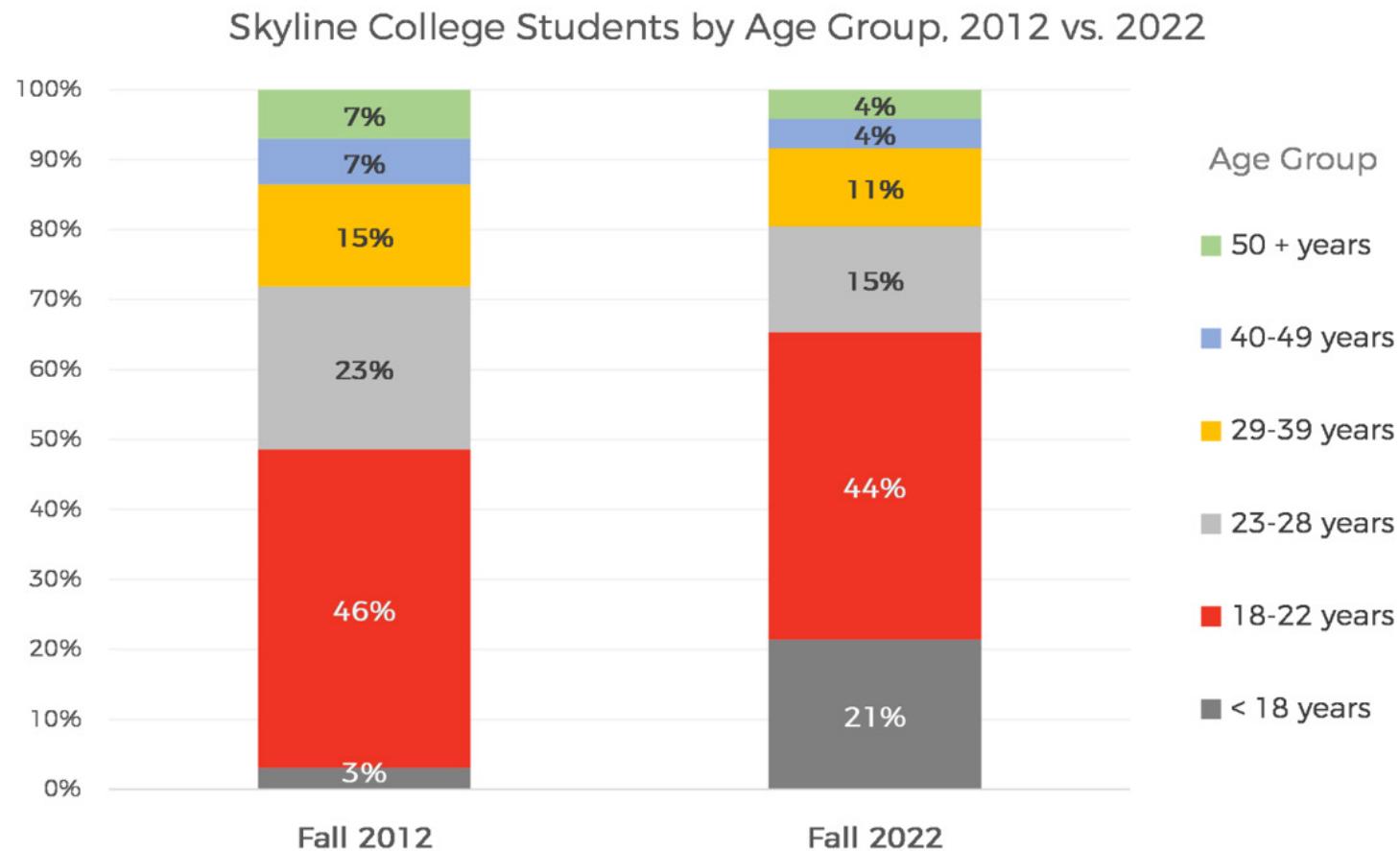
local high school students currently participating in a Dual Enrollment program, there is great potential for continued growth.

High School Students at Skyline College



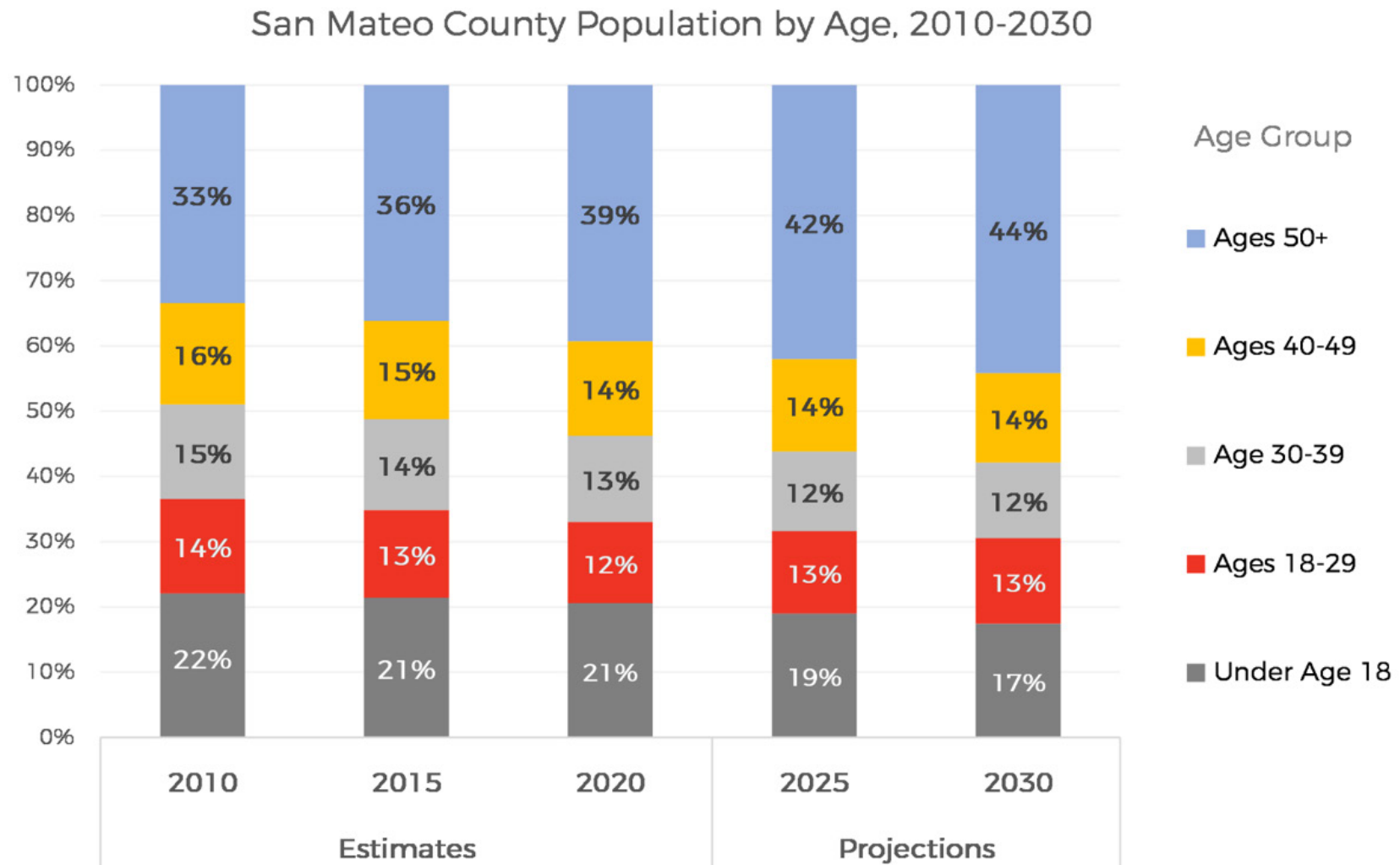
The past ten years has seen a shift in the age demographics of Skyline College students, driven largely by the increase in the under 18 age group, made up largely of high school students. The 23-28 year old group has experienced the greatest reduction, and in Fall 2022 made up just 15 %

of our student population. Note also that 10 years ago students aged 29 and older made up 30% of all students, and today the same group accounts for 20% of student headcount.



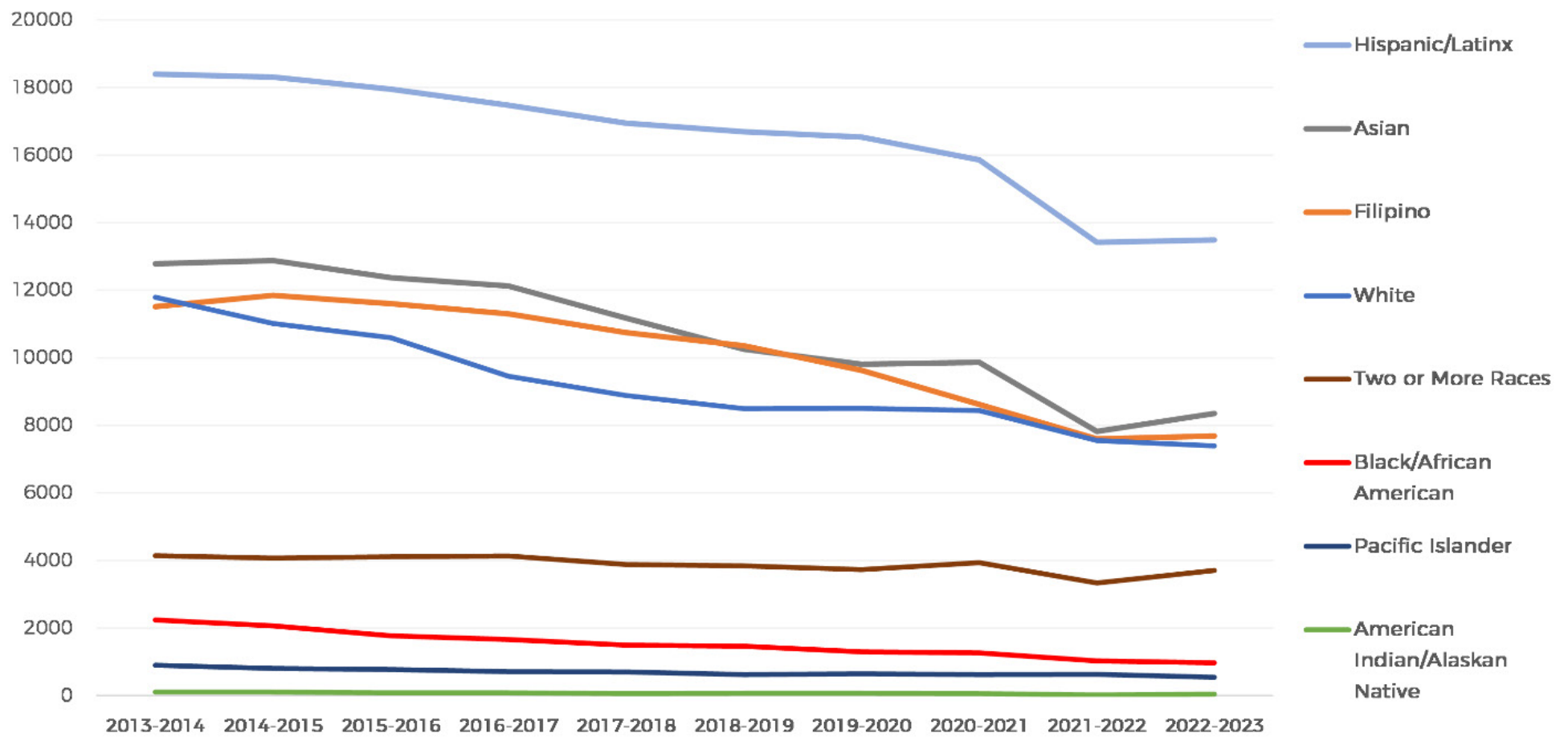
While Skyline College students are getting younger, San Mateo County residents are trending older. The aging population nation-wide is a fundamental demographic

shift that will continue to impact higher education enrollment throughout the country.



The decade-long enrollment contraction has impacted all race and ethnicity groups, with the biggest proportional decline coming among our Black and African American students whose enrollments are down nearly 60%.

Total Enrollment by Student Race/Ethnicity



Compared with the population of San Mateo County, Skyline College has a greater proportion of Latinx students, and of students who identify with two or more races. White students are underrepresented at Skyline College relative to the local population.

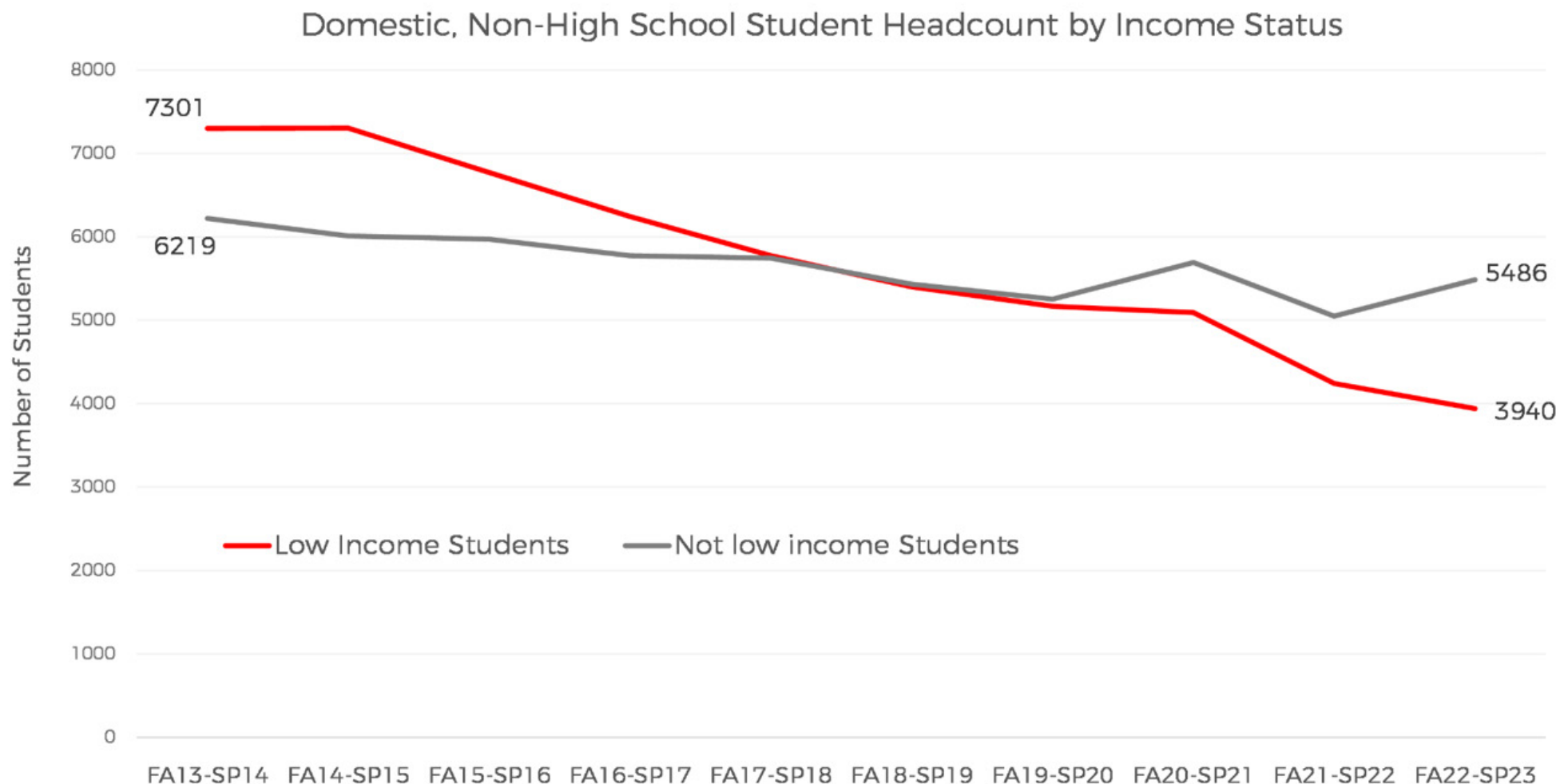
San Mateo County Population and Skyline College Students by Race/Ethnicity

	San Mateo County	Skyline College AY22/23
American Indian/Alaskan Native	0.9%	0.1%
Asian and Filipino*	31.8%	34.2%
Black/African American	2.8%	2.4%
Hispanic/Latinx	24.0%	31.5%
Pacific Islander	1.4%	1.2%
Two or More Races	1.7%	8.2%
White	37.4%	19.6%
Unknown	0.0%	2.8%

**Census data for SMC includes Filipinos in the Asian population counts.
Source for San Mateo County: U.S. Census Bureau, QuickFacts, V2022*

Perhaps the single most important Skyline College enrollment trend of the past decade is one that often goes under the radar because it is not readily apparent: the decline in low-income students. At the start of the past decade, Skyline College enrolled 7,301 low-income

students, accounting for 54% of domestic, non-high school students. This past academic year, the College enrolled 3,940 low-income students, making up 42% of domestic, non-high school students.



Note: This analysis defines a "low income" student as one who received any need-based financial aid during any term enrolled at an SMCCCD College. All other students are considered "not low income." International and high schools students are excluded from the analysis because they are not eligible to apply for financial aid.

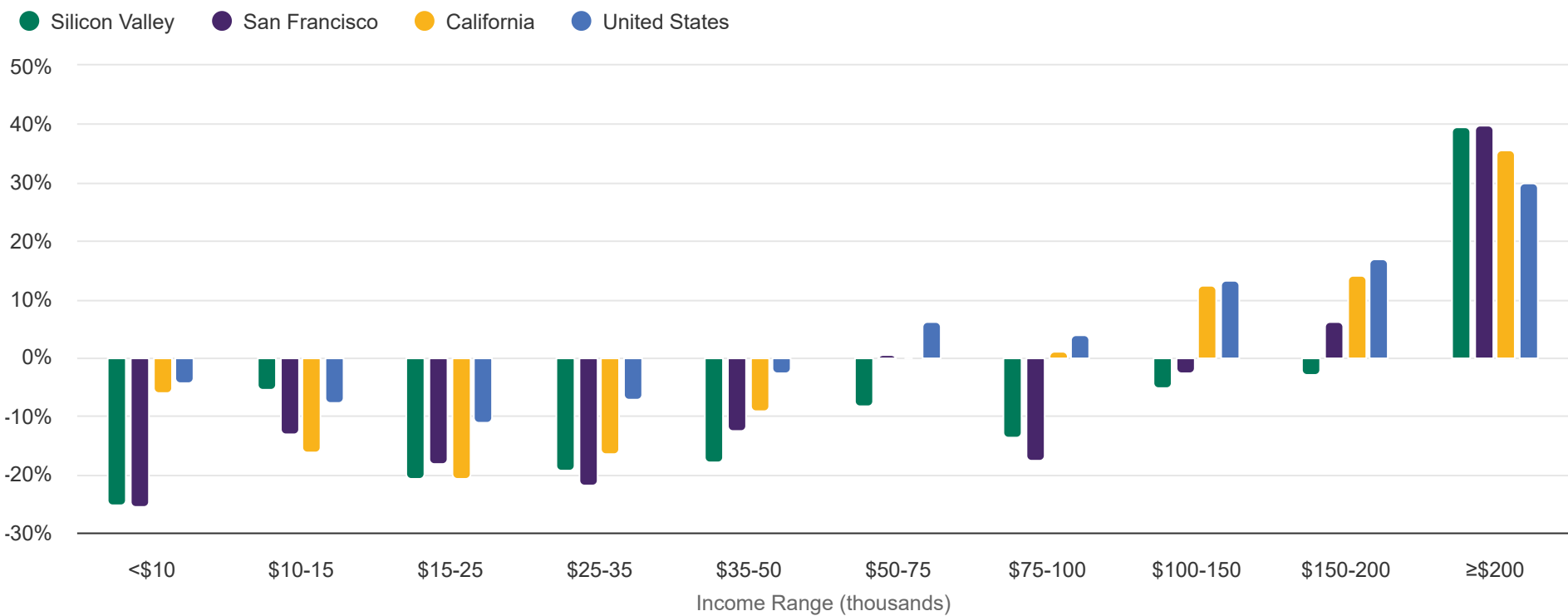
The shrinking size and proportion of our low-income student population requires further study to fully understand the causes and implications of this concerning trend. One

possible explanation is that the high-cost of living in San Mateo County has led lower income families to leave our area, a trend exacerbated during the pandemic.

HOUSEHOLD INCOME

Percent Change in the Number of Households by Income Range

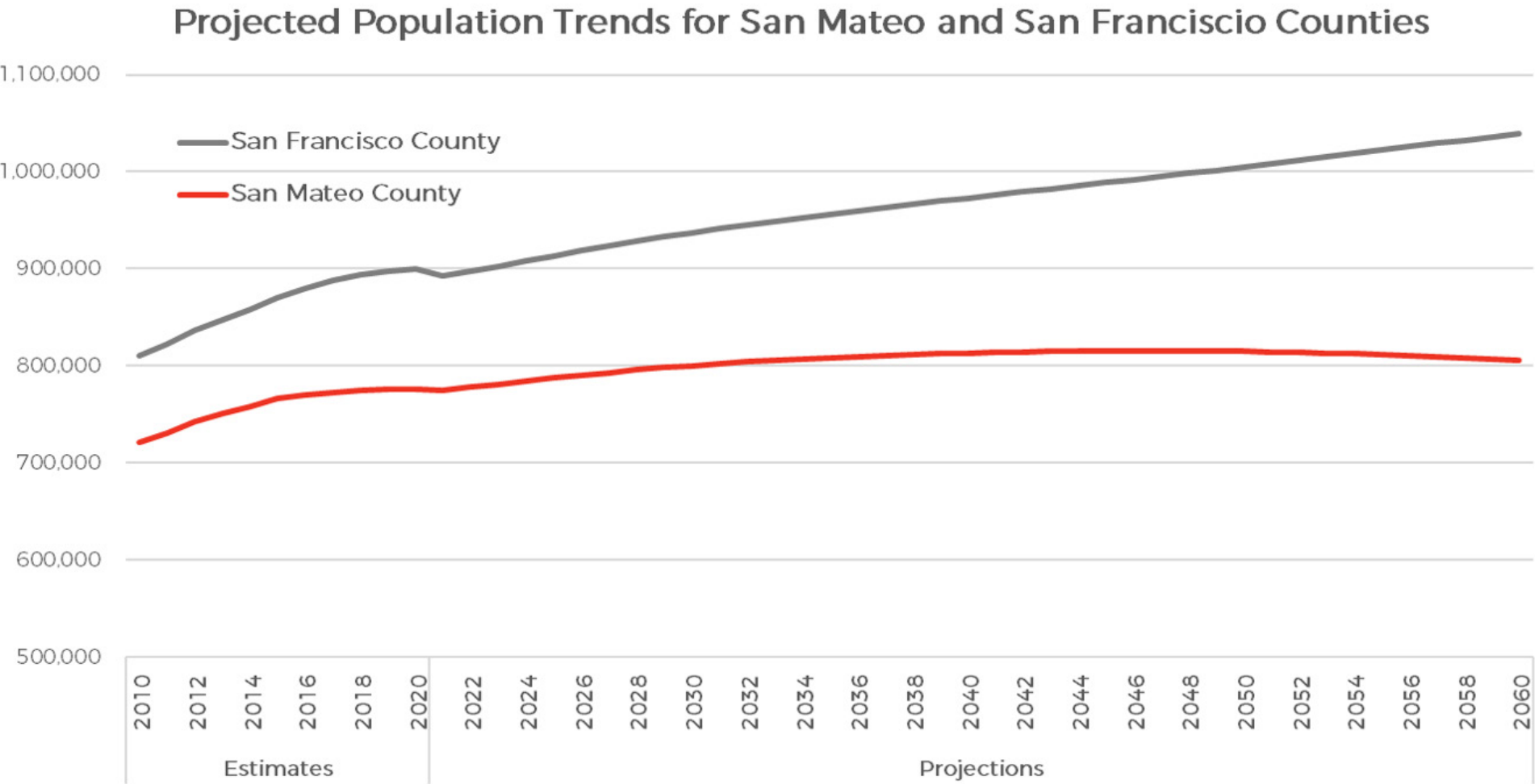
Santa Clara & San Mateo Counties, San Francisco, California, and the United States | 2015-2019



Source: Silicon Valley Institute for Regional Studies, <https://siliconvalleyindicators.org/> accessed May 2023.

Looking Ahead

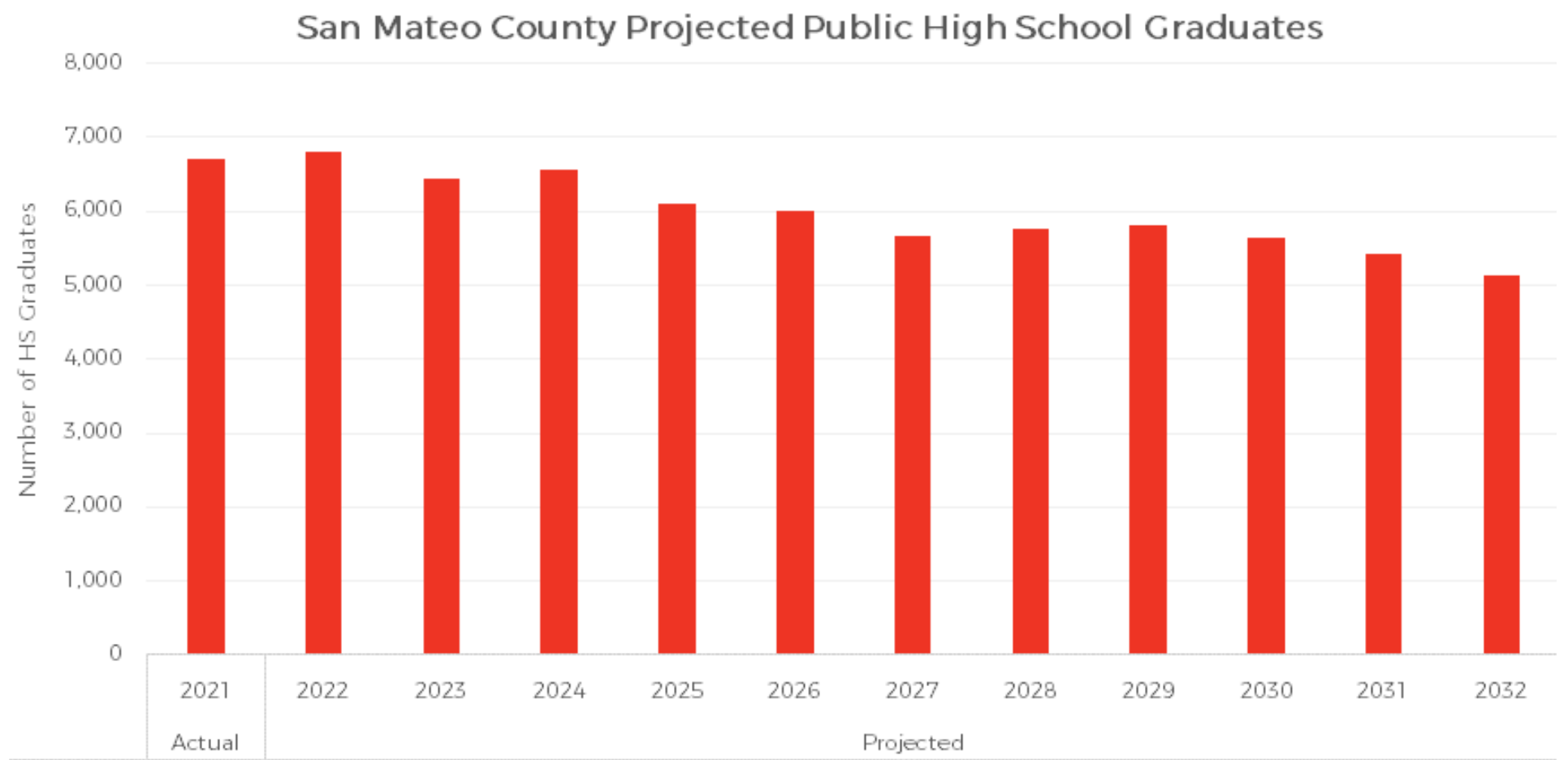
San Mateo County's population growth is expected to be relatively flat for the next several decades.



Source: State of California, Department of Finance

San Mateo County’s high cost of living is prohibitive for families raising young children, contributing to the ageing population trend and a projected decline in K-12 enrollments. Until recently, improving graduation rates

kept the size of local high school graduating classes stable, but smaller numbers of public high school graduates are projected.

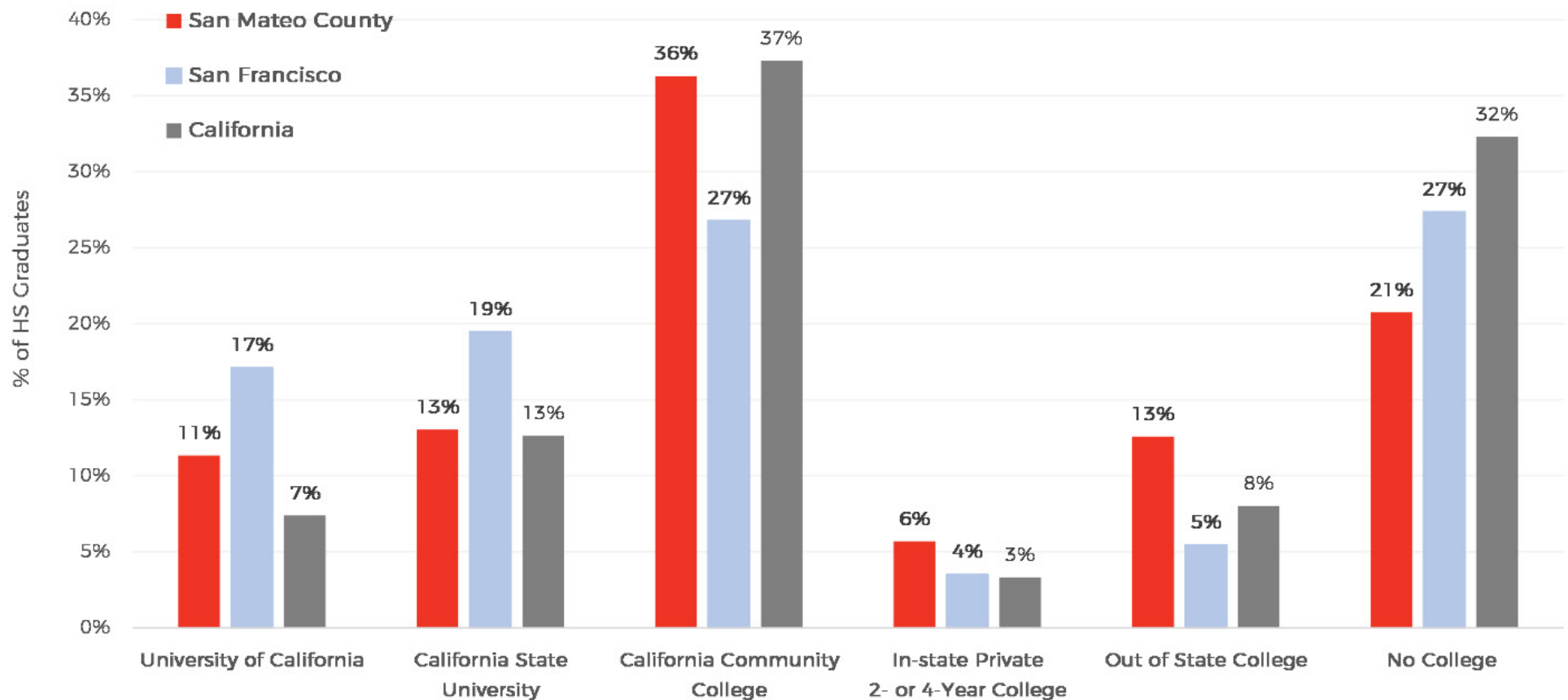


Source: State of California, Department of Finance

More than one third of San Mateo County high school graduates attend a community college within one year of graduation, accounting for SMCCCD's already high 'take-rate'. Approximately 40% of local public high school

graduates enroll in a UC, CSU, private in-state, or an out-of-state college or university. Only about 20% of a shrinking pool of local high school graduates are available for recruitment directly out of high school.

College Enrollment within 12 Months of Public HS Graduation

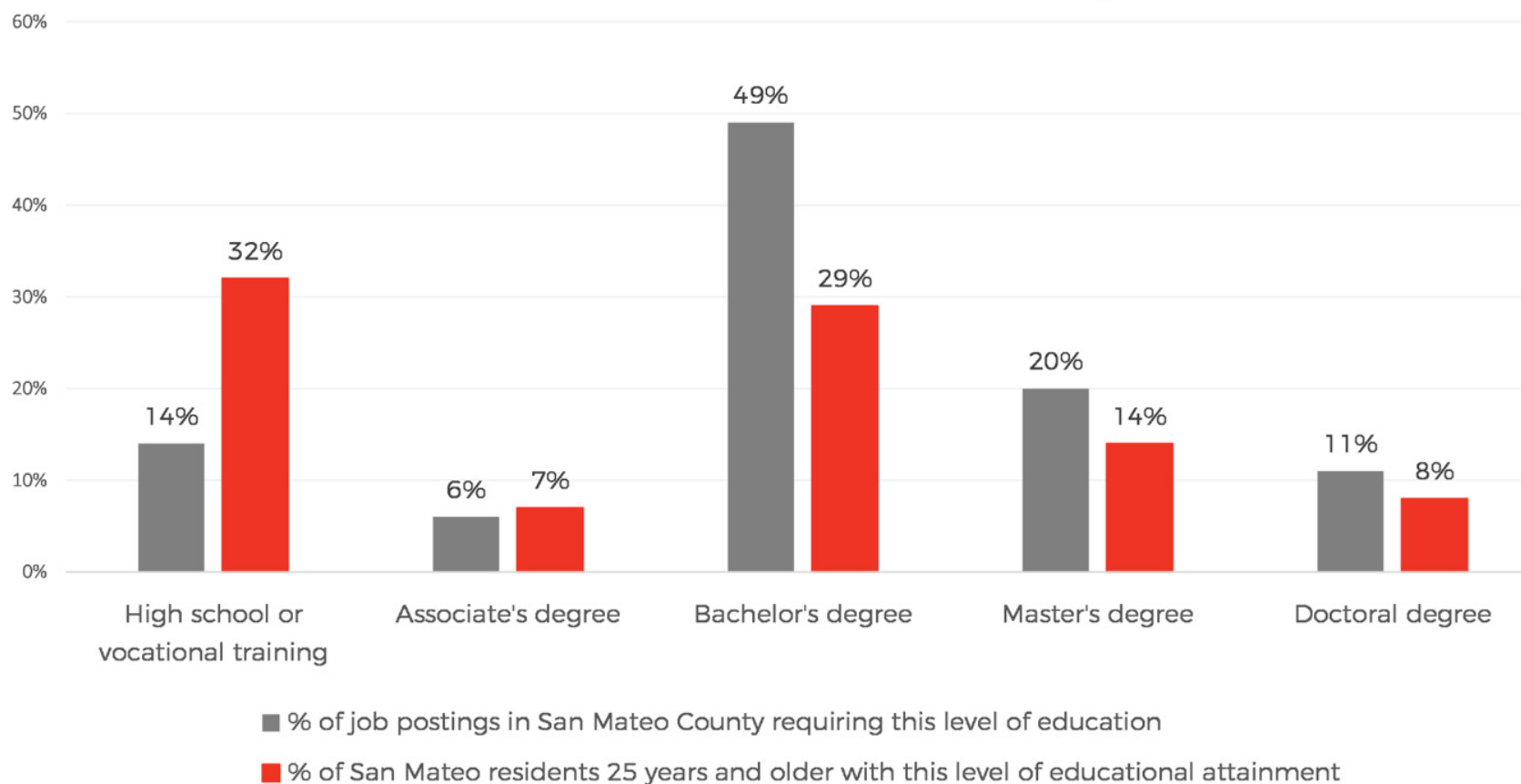


Source: California Department of Education

The local demand for a highly educated workforce, particularly in engineering and technology fields, outstrips the supply of workers with college degrees. San Mateo County has a large number of adult residents with less than a two-year college degree, and an abundance of jobs requiring a bachelors degree. The pathway to earn the bachelor degrees required by high-paying jobs goes through SMCCCD.

The potential for growing enrollment from the local public school system lies in the expansion of our dual enrollment partnerships and concurrent enrollment opportunities for students. These programs support local students on their journey to a 4-year college, whether enrolling in a university directly from high school or opting for the supportive and economical option of an SMCCCD college.

The Educational Requirements of San Mateo County Jobs vs.
The Educational Attainment of Adult San Mateo County Residents



Note: Population with educational level equal to "some college" (10%) not shown.
Sources: Burning Glass/EMSI 2020 and US Census Bureau, American Community Survey, 2019



Longer term, the College may also consider expanding programs and services for adult and immigrant students. Skyline College is already strengthening partnerships with local adult schools, and these partnerships will be critical to creating clear pathways to higher education for currently underserved community members. Observed trends and projections suggest that Skyline College's enrollment profile will gradually shift toward adult students resuming their education after years in the workforce, and to immigrants seeking a pathway to the higher paying jobs that will allow them to remain in the Bay Area. By meeting the needs of the next generation of students, Skyline College will continue to serve its mission to empower and support a global community of learners.





- For **additional enrollment data**, including desegregations by student demographics and other factors, please see the Skyline College Tableau dashboards at <https://skylinecollege.edu/prie/tableau.php>
- For **more information on environmental factors**, please see the San Mateo County Community College District External Environmental Scan, a joint report of the PRIE Offices of the SMCCCD colleges, found at <https://skylinecollege.edu/prie/emp.php>

APPENDIX F

2018-2023 EMP ACCOMPLISHMENTS AND HIGHLIGHTS

Below are selected highlights of achievements for each of the six strategic goals of the outgoing Education Master Plan. This is just a sample of what Skyline College has accomplished over the past 5 years - despite the COVID-19 pandemic!



PRIOR EMP ACCOMPLISHMENT HIGHLIGHTS

2018-2023 Strategic Goal 1: Student Completion

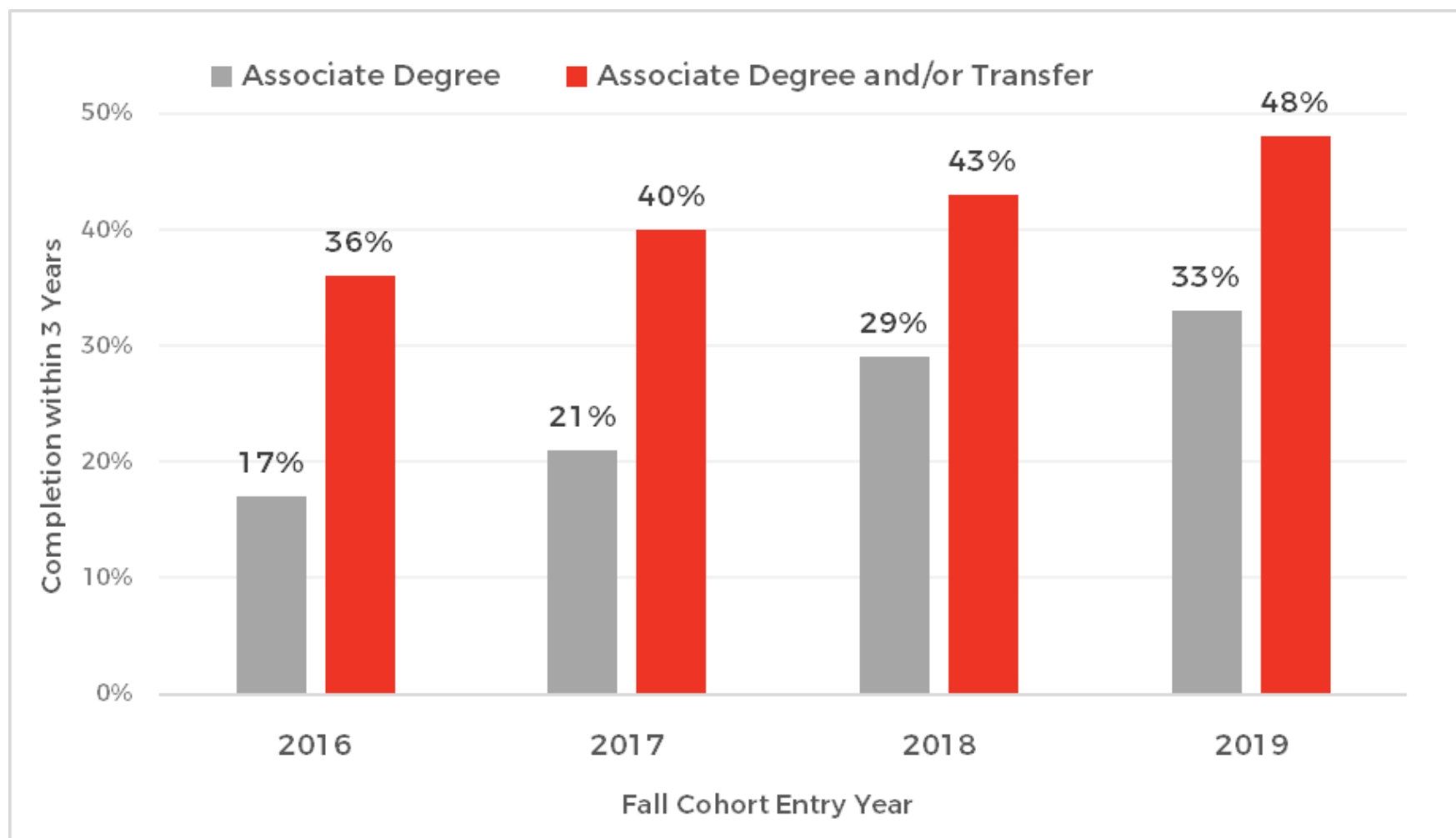
Student completion was the number one goal of the 2018-2023 EMP, and the Skyline College community delivered! Faced with the “brutal truths” of low retention rates, excessive unit accumulation extending time to completion, and just 17% of first-time full-time students completing an associate degree within three years, the College embarked on a Comprehensive Redesign putting “students first.”

Strategies to improve student completion included:

- Promise Scholars Program
- Guided pathways and meta majors
- Multiple measures placement
- Food and housing insecurity initiatives
- Student Support Programs
- Learning Communities

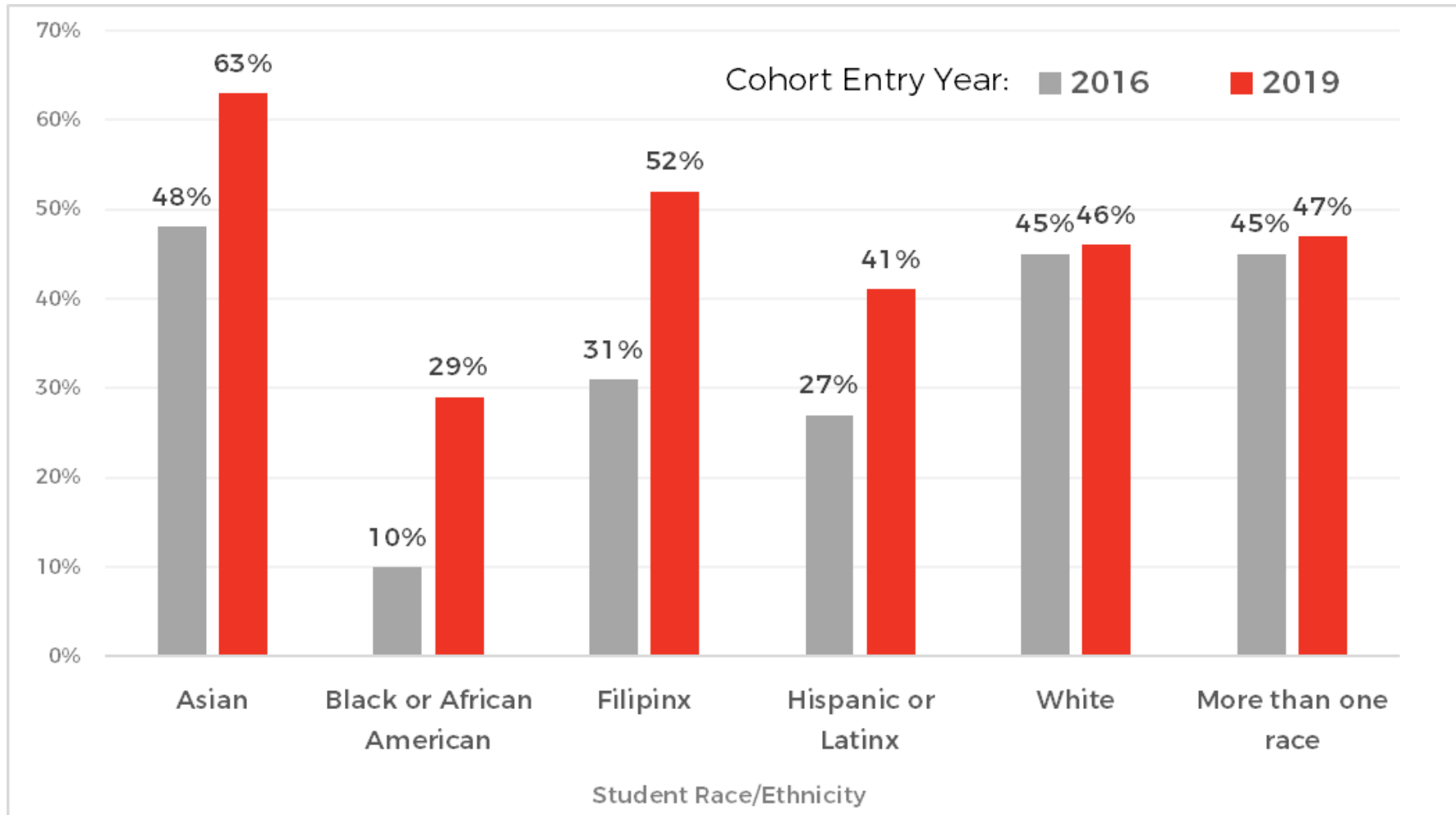
The outcome of these combined efforts has been to nearly double the College’s 3-year graduation rate to 33% (for the Fall 2019 full-time first-time student cohort, which is the most recent to reach the 3-year milestone). That means one-third of students earn an associate degree within three years, and when we combine that with successful transfer to a 4-year college, the 3-year completion rate rises to 48%.

Percentage of Full-Time First-Time Cohorts Earning an Associate Degree and/or Transferring to a 4-year College within 3 Years



Part-time students naturally take more time to complete, but we have seen significant improvement there as well, with 21% of the Fall 2019 part-time student cohort completing a degree or transferring to a 4-year college within 3 years, compared with 14% of the Fall 2016 cohort.

Percentage of Full-Time First-Time Cohorts Earning an Associate Degree and/or Transferring to a 4-year College within 3 Years by Race/Ethnicity



EMP Strategies to improve student completion positively impacted all student race and ethnicity groups, with students of color seeing the most dramatic gains. The success of the Comprehensive College Redesign is an enormous achievement that we must continue to build upon. The chart above shows that despite the gains, completion gaps among race/ethnicity groups persist. The work to narrow those gaps is a focus of The People's Plan for AY2023/24-AY 2027/28. ■

PRIOR EMP ACCOMPLISHMENT HIGHLIGHTS

2018-2023 Strategic Goal 2: Transformative Teaching and Learning

Over the last five years, Skyline College's Center for Transformative Teaching and Learning (CTTL) has transformed the landscape of pedagogy and professional development at the College. The CTTL has implemented multiple Flex Days every semester – meticulously planned professional development days that allow faculty and classified professionals to enhance their skills and explore new strategies that enhance student success. They also promote and support professional learning opportunities to enrich equitable teaching and learning all year long.

The CTTL was especially impactful during the COVID-19 pandemic when instruction swiftly switched to a fully online modality. Through the implementation of Quality Online Teaching & Learning courses, instructional designers at the CTTL spearheaded the monumental task of training nearly 100 percent of faculty in the basics of teaching online and transitioning in-person curriculum to remote modalities. That work has continued to shape the way faculty teach and how courses are offered at Skyline College.

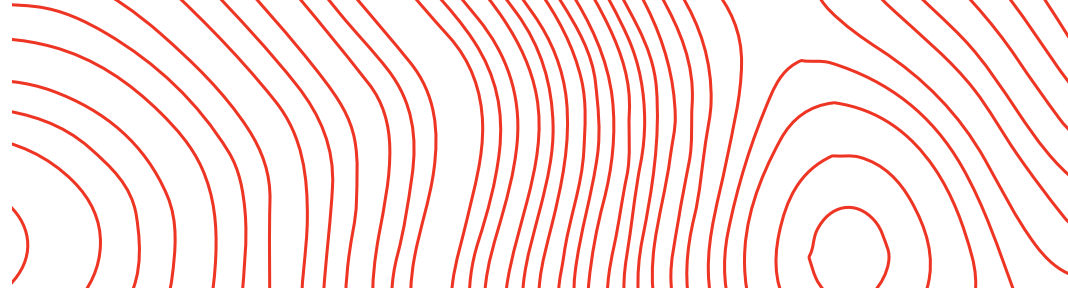


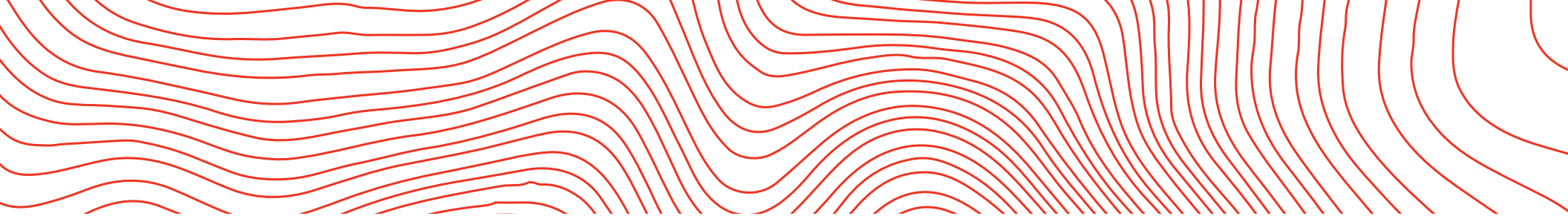
Investment in dedicated Instructional Designer, Instructional Technologist, Distance Education Coordinator, and Faculty Services Librarian positions over the last several years has led to increased focus on supporting faculty across the College, not only with online and in-person pedagogy, but also with shifting the way courses are taught. The Zero Textbook Cost initiative led by the CTTL has enabled many faculty members to offer classes with free or reduced-cost course materials, making it easier for students to afford college. ■

2018-2023 Strategic Goal 3: Technology & Facilities

The COVID-19 pandemic accelerated the College's use of technology, making it critical that laptops, tablets, and Wi-Fi hot spots were available for students to borrow so that they could continue learning online. As a result of the investment in additional technology resources during and prior to the pandemic, the College is now better equipped to meet the technology needs of the students we serve and support the higher number of online courses being offered.

College technology is also keeping pace with the most up-to-date teaching and learning techniques, including 'Hy-flex' classrooms which allow for real-time classroom interaction of in-person and remote students. These classrooms are outfitted with cameras, microphones, and other smart technology to facilitate learning in any modality, allowing students who are taking a course online, to see and interact with students taking the same course face-to-face. As of Spring 2023, Skyline College has 21 Hy-flex classrooms and meeting spaces in Buildings 1, 6, 7, 8, 12, and 14, with more planned for the coming years.





Additionally, Skyline College continues to invest in its physical facilities. One of the College's new cornerstone structures, the Environmental Science Building, was completed in 2019 and now overlooks the Pacific Ocean at the top of campus. It boasts a large, open student common space and reception hall along with faculty offices, four state-of-the-art classrooms, and a full catering kitchen to support college and community events. ■

PRIOR EMP ACCOMPLISHMENT HIGHLIGHTS

2018-2023 Strategic Goal 4: Internationalized Campus Community

Skyline College continues to forge deeper connections to the international community. International students represent such an important and engaged part of this institution, and over the last several years we've seen record numbers of international students join our campus community. Through investment in our International Students Program, and thanks to incredible staff and passionate international students, our campus has been enriched through events like International Education weeks, food fairs, cultural presentations, and incredible creative arts and dance.

The Study Abroad Program, hosted at Skyline College, continues to create amazing learning opportunities for students, and many of them have taken advantage of the Gilman International Scholarship to help make studying abroad a reality regardless of financial need. In 2019, Skyline College was named the Top Gilman Scholarship Producing Community College in California. In 2022, Skyline was named the top Gilman producer in the nation! These accomplishments underscore Skyline's commitment to provide access and equity to international experiences for all students. ■



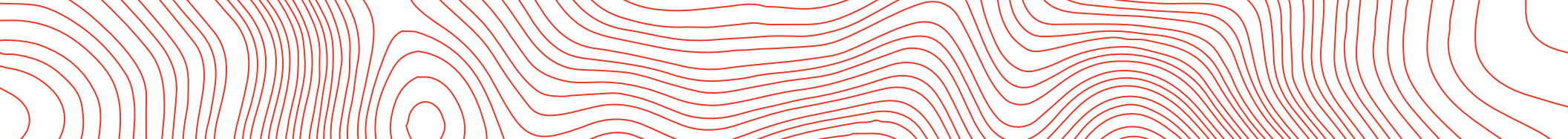
2018-2023 Strategic Goal 5: Strong and Effective Community Partnerships



An essential piece of Skyline's success over the past five years has been its community partnerships. Per the 2018-2023 Education Master Plan, the College has sought comprehensive relationships with K-12, higher education, and community-based partners and in this endeavor has been extremely successful! Some notable and highly successful strategies include the High School Dual Enrollment program, Middle College and the President's Council. These

programs and more like them have played a crucial role in contributing to the region's workforce and strengthening community bonds.

The Skyline College High School Dual Enrollment program focuses on providing high school students with an opportunity to gain college credit and familiarize themselves with the college course experience, at no financial cost to the student.



Skyline College dual enrollment students mirror the overall student demographics at their high school, giving students who otherwise may not be college bound the opportunity to earn college units and gain confidence in their ability to succeed in college. Dual enrollment also helps reduce the stress and anxiety associated with transitioning from high school to college. Between academic years 2018-2019 and 2021-2022, enrollment in the Dual Enrollment program has steadily increased. What began as a cohort of less than 900 has expanded to serve more than 2,700 students!

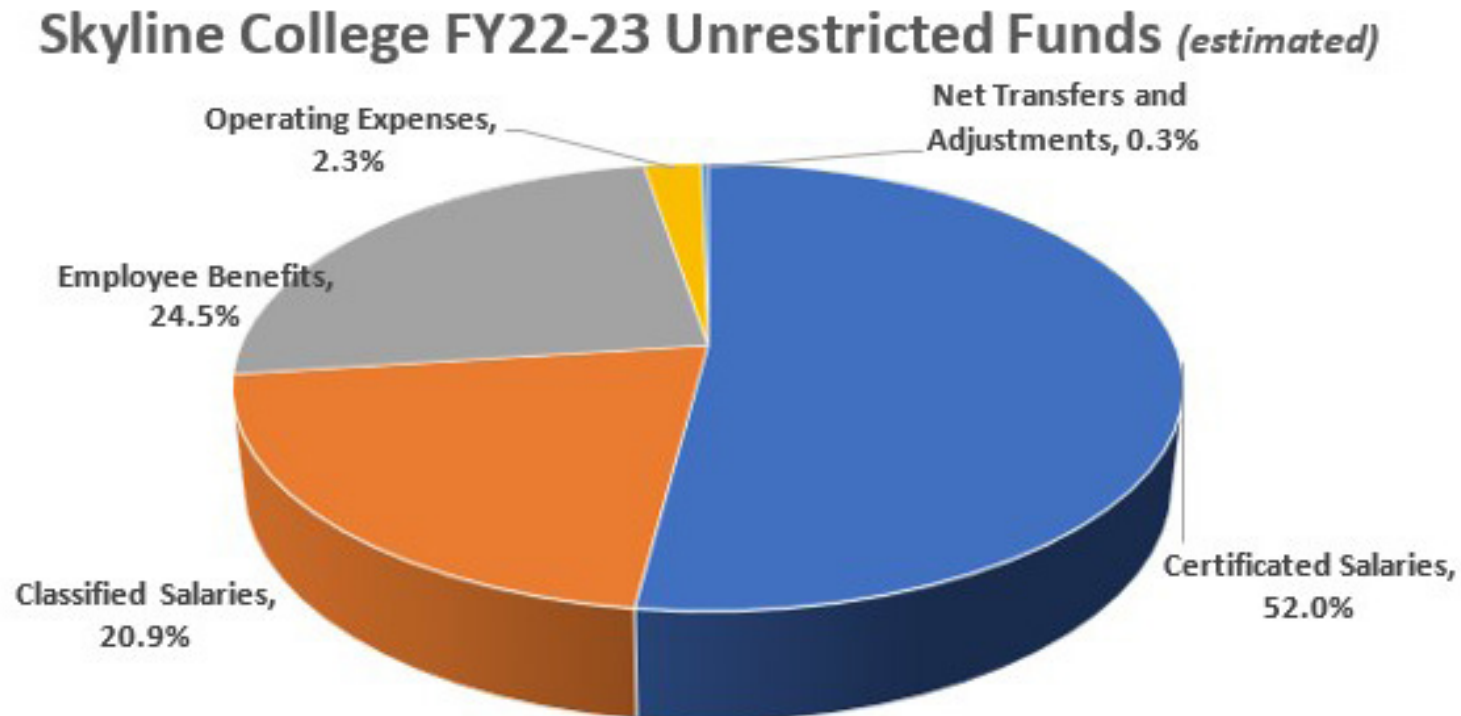
Middle College at Skyline College offers an exciting alternative to traditional high school which has attracted increasing numbers of students to our campus. The Fall 2022 enrollment of 112 Middle College students represents a 23% growth over five years. This alternative education program open to 11th and 12th grade students provides a unique and challenging learning experience for high school completion while earning college credits on the Skyline College campus. Students take control of their educational experience with projects that include delivering a student 'TED Talk' and creating C-Span Documentaries. Middle College students graduate having earned a minimum of 38 college units and as many as 60 units. Approximately 80% of Middle College graduates continue their education at Skyline College, while the rest typically attend 4-year institutions. Currently, 8 Middle College Alumni are attending UC Berkeley!

Another essential pillar in Skyline's community partnerships is our President's Council, made up of community leaders with backgrounds in business, education, healthcare, public service, and more. Charged with providing counsel to the President of Skyline College, the President's Council also plans and executes two key community-focused events—The President's Breakfast and the Success Summit. The President's Breakfast remains the main fundraising event for two vital Skyline College initiatives—the Promise Scholars Program and the President's Innovation Fund. The event brings together members from all segments of the community to raise funds and celebrate and highlight the accomplishments of Skyline College. The Success Summit similarly brings together community partners, but with a focus on challenges and barriers that local business leaders face. These leaders come together to mutually develop solutions to those challenges, developing creative and innovative strategies for the issues that affect our region. The essential work done by the President's Council truly underscores its strong commitment to Skyline College and its students, faculty, and staff. ■

2018-2023 Strategic Goal 6: Fiscal Stability at Skyline College

Vital support from San Mateo County taxpayers enabled Skyline College to provide access to high quality, affordable collegiate education to tens of thousands of full-time and part-time students over the past 5 years. The College maintained sound fiscal stability and prudently allocated public funds to serve our students.

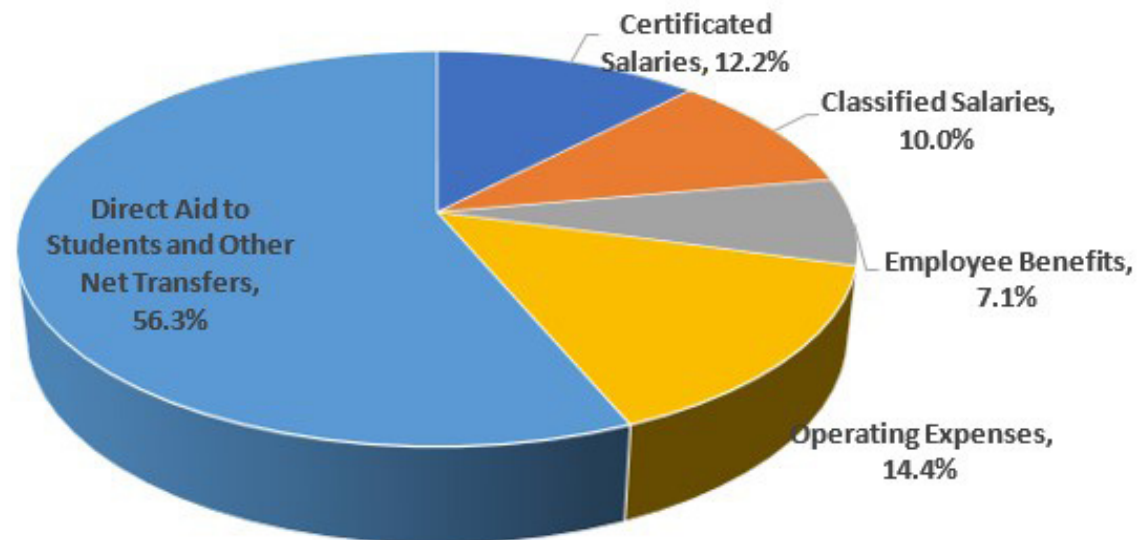
The COVID-19 Pandemic profoundly impacted College operations and finances. Lower expenses from partially reduced physical operations were offset by increased expenses associated with the transition back to campus, as well as substantially lower fee revenue deriving from campus services such as the Child Development and Learning Center (CDLC), facilities rentals, the Passport Office, and the Bay Area Entrepreneurship Center.



One-time federal aid in the form of Higher Education Emergency Relief Funding (HEERF) permitted the campus to expand opportunities and essential services that better equipped students to continue their education during the recovery period. HEERF I funds to Skyline College totaled \$2,491,579, of which \$1,893,701 was redistributed directly to students. HEERF II provided \$1,920,230 to Skyline College of which \$1,419,595 supported direct aid to students. HEERF III provided \$ 8,940,123 of which \$5,576,736 became direct aid to students. HEERF III will continue to facilitate student services and campus operations in FY2022-2023.

Implementation of the 2018-2023 EMP goals received a major financial boost in FY 2021-22, when at the direction of the SMCCCD Board of Trustees, Skyline College received \$2,768,767 to further establish three essential programs that directly benefit students as part of the SMCCCD Free College Initiative: Zero-Textbook Cost (ZTC), Promise Scholars Program, and Dual Enrollment. This transformational support helped the College create new positions serving those programs and which will further remove economic barriers for San Mateo County students, including those from local high schools. ■

Skyline College FY22-23 Grant, Categorical, Student Aid, and CIP Funds *(estimated)*



2018-2023 Strategic Goal 7: Professional Recruitment and Retention at Skyline College

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. The College prides itself on its commitment to recruiting and retaining a diverse workforce committed to social justice, equity, and academic excellence. Strategies to advance this goal have entailed a variety of approaches: from

building out onboarding experiences such as the New Faculty Academy and Adjunct Symposium, to expanding leadership opportunities for faculty and classified professionals alike. The College has demonstrated much success in institutionalizing efforts to strengthen its appeal as a great place to thrive professionally, not only regionally, but state-wide and nationally.



Among the most significant developments since the 2018-2023 Education Master Plan (EMP) is the substantial accomplishment of building employee housing, from a planned strategy outlined in the previous EMP to an implemented reality in 2022!

In October 2022, a ribbon cutting ceremony was hosted to mark the official completion of the new “College Ridge” housing development for San Mateo County Community College District employees just steps away from the Skyline College campus in San Bruno, CA. College Ridge is a three-story complex, 30 units project on a 2-acre site located

at Skyline College, offering one, two, and three-bedroom apartments spread across the development’s two 15-unit buildings.

The completion of Skyline College Ridge project not only supports Skyline College employees and colleagues across the District in experiencing an improved quality of life through reduced commute times, but also supports the equity goals of expanding affordable housing, with apartments being assigned at below market rates. ■





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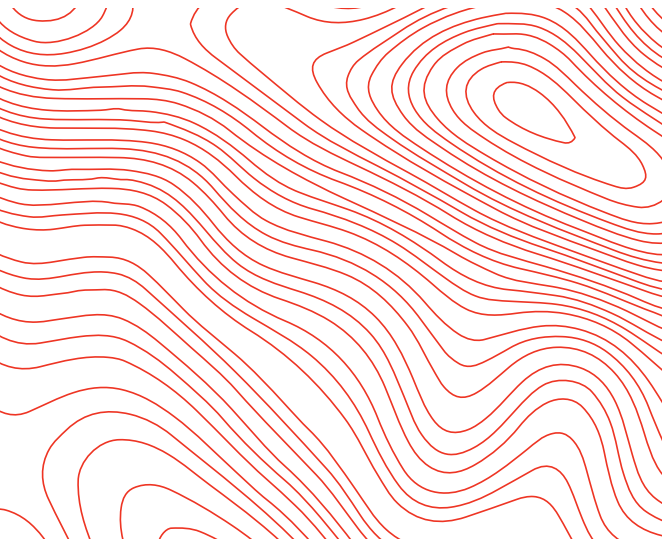
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