SKYLINE COLLEGE EDUCATION MASTER PLAN

Academic Years 2018/19 – 2022/23

Prepared by:

Office of Planning, Research and Institutional Effectiveness (PRIE)

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Executive Summary

Skyline College seeks "to empower and transform a global community of learners." As such, the College aspires to be the community and cultural center for academic, career, and personal growth in northern San Mateo County. To meet the changing and future needs of students and the community for the next five years, this Education Master Plan provides a blueprint of expansion areas for the college and a guide to achieve the college's strategic goals. It pulls together information gathered through planning documents, research, and discussions and articulates a comprehensive plan for educational programs and services. The successful implementation of the innovative, student-centered strategies outlined in this plan will contribute to Skyline College meeting its goal that students "get in, get through, and graduate on time."

This Education Master Plan was developed in consultation with both internal and external stakeholders and is informed by multiple sources. It provides an analysis of the student demographic and labor trends in relationship to the service area and suggests implications for both program and service development, implementation, evaluation and modification. It also aligns with the California Community College Chancellor's Office Vision for Success 2022. Central to this plan's implementation is an integrated planning, resource allocation and assessment cycle.

Ultimately, this Education Master Plan will provide guidance for the College's Comprehensive Redesign rooted in the Skyline College Promise, which aims to develop a "student ready" institution that addresses the diverse needs of students as they work to achieve their academic and career goals. It will serve as a purposefully driven blueprint to achieve the aspirational institutional goal of 75% of students meeting their educational goals.

Over the next five years, the college will work to improve student outcomes utilizing the following strategies:
- Guided Pathways: Implement an academic offering of certificates and degrees organized into Meta Majors that integrate thematic general education bundles, and incorporate wrap-around academic support services to facilitate goal completion.
- High Impact Practices: Identify and implement high impact practices that support student learning and promote timely completion of their educational and career goals.
- Championing of Equity: Expand activities and efforts that promote equity and an inclusive campus environment by promoting activities and programs that continue to develop the cultural fluency of students, staff, faculty, administration, and community partners as educators.
- Promise Scholars Program: Expand the Promise Scholars Program to provide financial, academic, and career development support to full-time enrolled students with the goal of increasing two and three year completion rates. The PSP replicates the City University of New York's Accelerated Studies in Academic Programs (CUNY ASAP).

- Customer Relationship Management system: Fully implement a Customer Relationship Management (CRM) system as a means for faculty, staff and students to analyze student progress toward their educational goals and evaluate efficient use of resources. Faculty and staff as a result will have the information they need to provide a level of service which is impossible otherwise.
- Affordable Course Materials: Expand Online Educational Resources (OER) and Zero Textbook Cost (ZTC) Resources to remove the common barrier of students not being able to afford books and materials for college courses.
- Computer Access: Increase rentals of Chromebooks for students who do not own a computer or do not have access to a computer in their home.
- Online Instruction: Identify programs in the college which can be offered fully online to increase access to education and boost enrollment.
- Access for Non-traditional Students: Establish Skyline NOW – Nights, Online and Weekends – to cater to the adult population who does not have the time to attend school during the day and could benefit from an accelerated, cohort-based model.
- Labor Market Informed Programming: Strategically look at program prioritization and elimination utilizing labor market statistics.
- Job Placement Services: Develop a comprehensive infrastructure to offer job placement services to current and former students as well as the community.
- Dual Enrollment Expansion: Expand dual enrollment offerings to increase access to education at the high school level and facilitate degree completion by creating a pipeline to Skyline College.
- Early College: Establish an Early College with Jefferson Union High School District.

This Education Master Plan will enable Skyline College to meet its Mission-Vision-Values. Analysis of relevant information and considerable input from stakeholders ensures that Skyline College not only will meet student needs but also remain firmly committed "to empower and transform a global community of learners."

Introduction

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

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

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

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

- Each academic year, only about 58% of Skyline College part-time first-time students are retained from fall to subsequent fall.
- On average, Skyline College students attempt 100 units, complete 80 units and only need 60 units to graduate or transfer.

- After three years, approximately 16% of full-time first-time Skyline College students graduate, an increase over the past few academic years, but still woefully low.

To confront these brutal facts, we've made the Skyline College Promise an institutional priority. The Skyline College Promise is our commitment to empower students to find success at every point in their educational journey, so that they can get in, get through, and graduate on time. By implementing the Skyline College Promise through its three signature components: Meta-majors and Guided Pathways, the Promise Scholars Program and Transformative Teaching and Learning, the college is embarking on a Comprehensive College Redesign that challenges the traditional "college-ready" student framework and replaces it with a "student-ready" institutional approach.

The College is approaching this effort via a college-wide networked community of practitioners (Design Team) to reduce duplication and contradiction of efforts, improve communication and understanding of efforts, and create important "cross-functional" opportunities to strengthen our efforts and bring them to scale as part of a transformation of "business as usual".
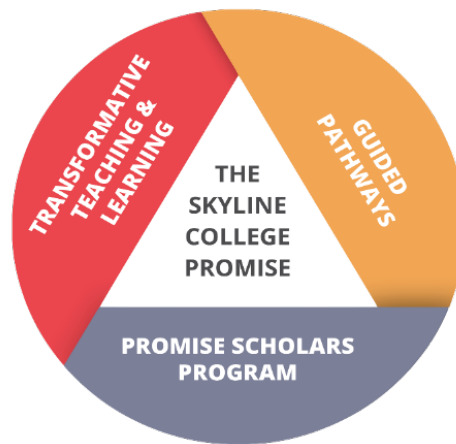
Figure 1: The Skyline College Promise Diagram

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."

Strategic Goals and Initiatives

Skyline College is committed to our strategic goals being grounded in equity-mindedness, social justice, and the valuing of diversity. In Spring 2018, the Skyline College campus community participated in updating its Strategic Goals and Initiatives. The College's Strategic Goals and Initiatives align with the San Mateo County Community College's District Strategic Plan (https://smccd.edu/strategicplan/) and the California Community College Chancellor's Office Vision 2022 Goals (https://vision.foundationccc.org/).

In June 2018, the Governor and the Legislature established a new funding formula for the California Community Colleges (AB 1809, Chapter 33, Statutes of 2018). In that Statute, colleges/districts are required to establish the following:

1. Local goals that are aligned with the system-wide goals in the Vision for Success
2. Local goals that are numerically measurable
3. Local goals that specify the timeline for improvement

Colleges are required to align their Strategic Goals with the Vision 2022 Goals, as exemplified in Skyline College's alignment with our Strategic Goals below. The Vision 2022 Goals will be measured through metrics in the Skyline College Scorecard. For more information on the Scorecard, see page 48-49.

Our Strategic Plan incorporates our approach to teaching and learning, which is to be transformative in the education and lives of our students. Transformative teaching and learning is evident in all of Skyline College's processes, such as how we realize our Institutional Student Learning Outcomes and drive our professional development, comprehensive program review process and resource allocation. Skyline College develops the scope, quality, accessibility and accountability of instructional and student

service offerings, programs and services, to lead the San Francisco Bay Area region in transferring students, awarding degrees and certificates, and reflecting social and educational equity.

Strategic Goal 1: Student Completion

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

Strategies

- Comprehensive redesign
- Guided pathways and meta majors
- Transformative teaching and learning
- Promise Scholars Program
- Multiple measures placement
- Major exploration
- Career center and job placement
- Open educational resources (e.g. zero cost textbooks)
- Transportation initiatives
- Food and housing insecurity initiatives
- Women's Mentorship and Leadership Academy

Success Factors measured in the Scorecard

- Increase the number of CCC students annually who acquire associates degrees, credentials, certificates, or special skill sets that prepare them for an in-demand job (Vision 2022 Goal 1)
- Increase the number of CCC students transferring annually to a UC or CSU (Vision 2022 Goal 2).
- Decrease the average number of units accumulated by CCC students earning associate's degrees. (Vision 2022 Goal 3)
- Increase the percent of exiting Career Technical Education (CTE) students who report being employed in their field of study. (Vision 2022 Goal 4)
- Reduce and close equity gaps across all of the above measures through improvements among traditionally underrepresented student groups.(Vision 2022 Goal 5)
- Skyline College Shuttle Ridership
- Promise Scholarships

Strategic Goal 2: Transformative Teaching and Learning

Skyline College's approach to teaching and learning has a transformational impact on students' educational experience and lives.

Strategies

- Innovative pedagogy
- High impact practices

- Student-centered, culturally relevant curriculum
- Learning communities
- Comprehensive professional development
- Center for Transformative Teaching and Learning
- Equity Training Series
- Guided pathways design
- Communities of Practice

Success Factors measured in the Scorecard
- Professional Development

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

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

Success Factors measured in the Scorecard
- Building completion
- Technology support as measured in the Employee Voice Survey results
- Number of smart classrooms
- Number of accessible classrooms
- Number of Annual Program Reports (APP)/ Comprehensive Program Reviews (CPR)/ Administrative Leadership Unit Reviews (ALUR) submitted through SPOL

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

Strategies

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

Success Factors measured in the Scorecard

- Number of International Students
- Number of participants in study abroad
- Curriculum that has integrated global consciousness

Strategic Goal 5: Strong and Effective Community Partnerships

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

Strategies

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

Success Factors measured in the Scorecard

- MOUs with Local School Districts
- Fundraising for scholarships
- Concurrent Enrollment
- Community Partnerships

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

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

Success Factors measured in the Scorecard
- Balanced Budget
- Enrollment Management Metrics
- SPOL Implementation of APP, CPR and ALURS
- Fiscal budget model that aligns planning and resources

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

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

Success Factors measured in the Scorecard
- Professional Development
- Increased funding for innovation
- Employee Retention

The preceding section examines the College's strategic goals and the success indicators associated with those goals. The following section outlines the programmatic initiatives that are either underway or forthcoming in support of the college's strategic goals.

Alignment of Program Review Objectives to Strategic Goals

As part of our internal institutional effectiveness measures, our campus programs and services engage in Annual Program Review (APP), Comprehensive Program Review (CPR) and Administrative Leadership Unit Reviews (ALUR). The objectives from these reviews also align with the College's Strategic Goals and Initiatives and are considered in the resource allocation process. The data below is an amalgamation of the reviews.

The following are areas that faculty, staff and administrators have identified as opportunities to enhance educational programming for our students, aligned with our strategic goals.

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

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

Strategic Goal 3: Technology and Facilities
- Create a library of the future with modern facilities and technology
- Create a welcoming environment in the Veteran's Center
- Create and maintain a STEM Center and FAB lab
- Train students in advanced mechanical ventilation applications in Respiratory Care

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

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

Strategic Goal 6: Fiscal Stability
- Provide adequate resources and guidance to launch the general education redesign to support guided pathways
- Design and implement the Equity Institute at Skyline College as a revenue-generating enterprise that supports the continued development of cultural fluency for community college educators and community/industry partners

Strategic Goal 7: Professional Recruitment and Retention
- Increase engagement of part-time faculty in leadership activities and professional development opportunities

Skyline College Student Success Initiatives

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

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

1. **Skyline College Promise: Promise Scholars Program**
   The Promise Scholars is a comprehensive student support program for first-time, full-time students that provides financial support during the first two years of college in the form of fee waivers, book vouchers, and transportation incentives, and also supports students through graduation with intentional counseling and career development. The program replicates the Accelerated Studies in Associate Programs (ASAP) model, first developed in the City University of New York System, and aims to dramatically increase two-and-three year graduation rates for participating students.

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

3. **Skyline College Promise: Meta Majors**
   One manifestation of guided pathways are meta-majors, which are groups of majors that require similar coursework and are easy for students to navigate when they haven't decided on a major yet. Students can pick an umbrella or group of majors and later decide on an exact major. These meta-major groupings enable them to explore their interests while taking classes that they need for their eventual major and fulfillment of general education. The four meta-major areas are: Arts, Language and Communication; Business, Entrepreneurship and Management; Science, Technology and Health; and Society and Education. By helping students clarify their major and career goals, meta-majors should help students to more efficiently reach their educational goals.

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

5. **Equity Training Series (ETS)**

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

6. **Concurrent Enrollment**

   Skyline College continues to build relationships with local feeder high school districts to create a seamless pipeline from concurrent enrollment at the high school to enrolling at Skyline College.

7. **International Student Program (ISP)**

   Skyline College's International Student Program (ISP) continues to recruit international students to study at the college and to support their educational journey once they initiate their studies. The ISP Program also encourages local students to study abroad.

8. **Workforce and Strategic Partnerships**

   Skyline College is restructuring services, bringing key career and workforce efforts across campus together. This new unit provides leadership across the Strong Workforce Program, Carl Perkins and CTE Transitions Federal Grant efforts, K-12 Pathway Development, Adult Education, Career Services, Career Development as part of Guided Pathways and SAP replication, Job Placement by Meta Major, Cooperative Work Experience, Employer Engagement, the Bay Area Entrepreneur Center, and Regional and Statewide Workforce and Economic Development Grant efforts.

9. **Comprehensive Dual Enrollment Program**

   Skyline College launched a Comprehensive Dual Enrollment Program in fall 2018 across four high school districts in San Mateo County, including Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District and Sequoia Union High School District. Pathways as part of this launch include Automotive, Education/Child Development, Introduction to STEM, College and Career Readiness, Biotechnology, American Sign Language, Small Business Development/Entrepreneurship, Construction Management, Business Development/Entrepreneurship, Construction Management, Solar Design Estimation and Sales and Allied Health. Dual enrollment courses are being delivered at 14 high schools in San Mateo County.

10. **Bay Area Entrepreneur Center (BAEC)**

The Bay Area Entrepreneur Center (BAEC) is an off-site location that serves Skyline College students, San Bruno and surrounding communities by developing and strengthening access to start up resources, business essentials and educational resources for entrepreneurs and small business owners while increasing student success in the entrepreneurship pathway. Programs such as the start-up incubator program, small business expo week and the bi-annual network and resource summits are all designed to build community and provide guidance and support for entrepreneurs across San Mateo County. The BAEC maintains a strong relationship with the San Bruno Chamber of Commerce and local businesses to provide community members and students with direct access to valuable resources. The BAEC develops a dynamic online presence via its website and several social media platforms. Revenue from client memberships, workshops and funding from grant initiatives assist with supporting the BAEC in its delivery of Skyline College's programs.

11. **Zero-Textbook Cost (ZTC)**

One of the principle strategies for lowering book costs is through the adoption of zero-textbook costs (ZTC) options, primarily using free open educational resources (OER). Increasing the use of ZTC books at Skyline College will involve two approaches: 1) on an individual course-by-course basis; and 2) on a program level basis (i.e. where all courses in a particular degree or certificate are ZTC). Beginning in 2018, Skyline College began its ZTC Early Adopters Program. The focus of the ZTC Early Adopters Program is to increase the number of open textbooks and electronic Skyline College Library resources used at Skyline College in an effort to reduce students' costs associated with textbooks and help address college affordability for students. The five-year goal is to have 100% of all online courses be ZTC, and 75% of face-to-face courses.

12. **Online Education**

Skyline College is committed to increasing the number of courses offered online and converting face-to-face degrees and certificates to 100% online. Providing online courses and degrees brings a college education to those that could not otherwise have access to one.

13. **General Education**

General Education will be made cohesive and meaningful for students by grouping GE courses into themes and contextualizing courses to those themes. In this way, students will be able to engage in learning that is centered on real-world issues (for example: sustainability, identity or social justice) and have the opportunity to explore the interdisciplinary nature of modern real-world issues. Through this contextualization, students will have

the opportunity to derive greater meaning from the GE courses and will ideally understand the relevance of GE to their educational goals.

14. **STEM Center**

    The Skyline College STEM center is a full service hub for the Science, Technology, and Health Meta Major and will bring together academic and student support services in a central area where students can easily access resources for success through their STEM pathway. Services and resources proposed are academic tutoring, counseling services, resource depository for STEM pathways and transfer, hub for internships and work-based learning opportunities, as well as a place where students, staff, and employers can collaborate and build community and supportive connection. All aim at supporting successful academic completion, transfer, and/or industry placement opportunities.

15. **Associate Degrees for Transfer**

    Associate degrees for transfer provide guaranteed admission with junior-level standing into the California State University system for students who wish to complete a Bachelor's Degree. Skyline College offers a total of 24 Associate Degrees for Transfer in various disciplines, and plans on increasing this number.

16. **Skyline College N.O.W.**

    Skyline College Night Online Weekend (N.O.W.) is a new program for working adults aged 25-46, that will be offered nights, weekends and online, beginning in fall 2019. There will be four Associate Degrees for Transfer for students in communication studies, computer science, psychology and business administration.

17. **Equity Institute (EI)**

    The Equity Institute (EI) administers institutional assessments, publishes research and facilitates professional development opportunities for organizations (educational, non-profit, corporate, government) committed to showing up differently in the areas of culture, race, gender and institutional equity. The EI leverages its relationships with Skyline College faculty, staff, administrators and colleagues throughout the nation to develop its evaluative instruments, publications and delivery of professional development experiences. Key Activities include: Equity Academies (4 per calendar year), The Cabinet Roundtable (Bi-Annually), The Equity Summit (Bi-Annually) and Publications.

18. **Global Learning Programs and Services (GLPS) Division**

    The Global Learning Programs and Services (GLPS) Division has three components. The first, the International Student Program, invites students from around the globe to enroll at Skyline College and contribute to the richly

diverse in-class and on-campus formal and informal educational opportunities. Secondly, Skyline College hosts the SMCCCD Study Abroad Program. Through the Study Abroad Program students at each of the colleges in SMCCCD may enroll in Semester Study Abroad, Short-term Study Abroad (approximately 2-week in-country programs), and the Global Internship Program where each student selected for the program spends the summer interning at a company located in one of a selected group of cities around the world. Third, Skyline College developed an instructional program in global trade and import operations. Additionally, GLPS houses the United States Passport Office at Skyline College, which provides members of the Skyline College, SMCCCD, and San Mateo County communities a friendly and efficient environment in which to complete and submit applications for a U.S. passport.

Aspen Prize

As an institution, we are committed to meeting the eligibility for the Aspen Prize, which has been awarded every two years to exceptional institutions since 2011. We will continue to pursue excellence in our ability to meet the Aspen Prize goals. The Aspen Prize recognizes high achievement and performance among community colleges, and recipients are chosen from over 1,000 community colleges nationwide. Focused solely on student access and success, the Aspen Prize recognizes community colleges with exceptional achievements in four areas:

- student learning;
- certificate and degree completion;
- employment and earnings;
- high-levels of access for and success for students of color and low-income students

Update of 2012 Education Master Plan

Skyline College engaged in an extensive planning process to develop the education master plan when it was originally created in 2012. This plan is an update of that process. The Strategic Planning and Allocation Resources Committee and the Office of Planning, Research and Institutional Effectiveness supported the effort beginning with the development of the College Strategic Goals and Initiatives in the 2017-18 academic year, aligning with the District Strategic Goals. Data and information were drawn from internal sources at Skyline College, including our Strategic Planning Online (SPOL) system which houses program review and planning processes and data, the California Community College Chancellor's Office, United States Census Bureau, California Department of Labor, California Department of Education, and other local, state, and federal sources available online. Other institutional surveys conducted by the Office of Planning, Research, and Institutional Effectiveness, such as the Employee Voice Survey, Student Voice Survey, and the Community College Survey of Student Engagement (CCSSE) through the Center for Community College Student Engagement, all inform the formulation of this plan.

Context for Education Planning

County Context

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

In the 2017-18 academic year, Skyline College made up approximately 39% of the District's 32,666 student population, with an annual count of 15,508 students, while enrolling over 9,700 students in fall 2017 (CCCCO Data Mart; accessed May 23, 2018). The College boasts a wide array of offerings including but not limited to: preparation for transfer to a four-year university; Associate of Arts and Associate of Science degrees, a baccalaureate degree in Respiratory Care, workforce and economic development through career technical education programs and certificates, basic skills development, and lifelong learning. (SMCCCD Fact Book, 2017-18.)

Table 1 – College-Wide Headcount by County of Residence

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

County	College-Wide Headcount	%
San Mateo County	7371	76.7%
San Francisco County	1466	15.3%
Alameda County	192	2.0%
Santa Clara County	157	1.6%
Contra Costa County	95	1.0%
Marin County	89	0.9%
Other	235	2.5%
Total	**9605**	**100%**

Table 1: Skyline College New Student Profile
Source: SAP BusinessObjects Report, accessed Summer 2018

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

As a whole, San Mateo County is remarkably affluent with relatively high levels of educational attainment, however, significant shares of the county experience a different socio-economic reality. While the median household income (in 2016 dollars) is approximately $99,000 and the median value of owner-occupied housing units is approximately $845,000, there are neighborhoods within San Mateo County where median family incomes are significantly lower and poverty rates are relatively high (US Census Bureau, 2016). Although surrounded by affluence in one of the wealthiest counties in California, some communities have been hit harder than others. These economic disparities impact Skyline College's highly diverse student population. Skyline College provides the opportunity through higher education to achieve self-empowerment, personal growth, and financial self- sufficiency. Amid these socio-economic realities, The College's Mission-Vision-Values and strategic goals set a path to meet these objectives.

Surrounding Communities
Figure 2 – Skyline College Median Income in Surrounding Communities

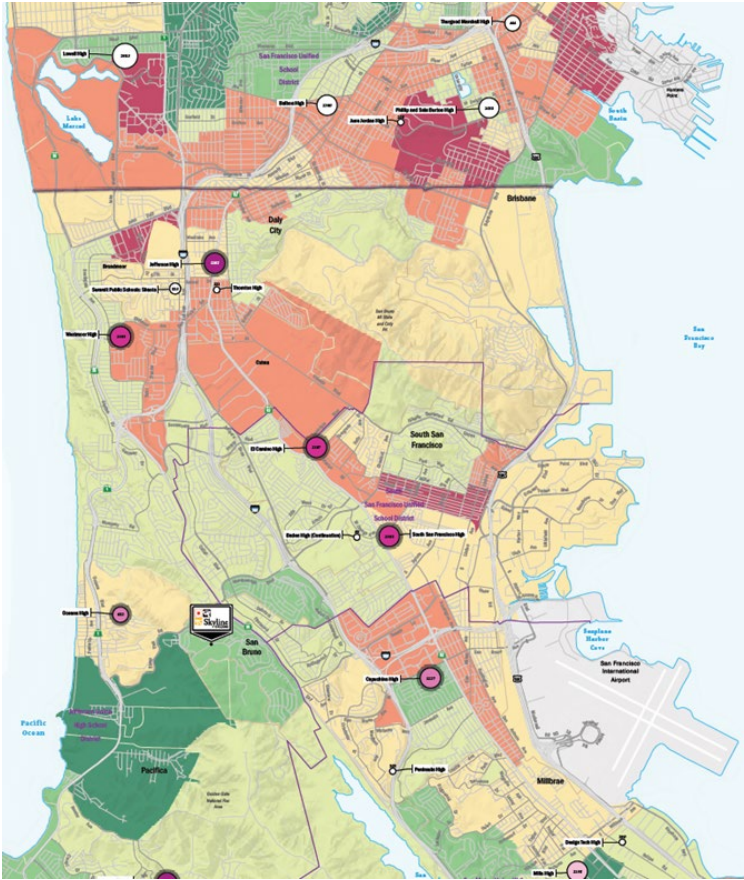Figure 2: Skyline College Median Income in Surrounding Communities. This map shows student population distribution and key high school and community demographics. Red indicates lower median household income and green indicates higher median household incomes in the college's surrounding communities.
Source: Dynamic Planning + Science Skyline College High School Demographics (Map Excerpt), Fall 2016

Institutional Context

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

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

Over the past decade, Skyline College has undergone extensive construction and modernization to meet the needs of the educational and facilities master planning program. The Environmental Science Building will be the first building at Skyline College with a view of the Pacific Ocean. Its academic focus will center on the sciences. The new building will house two 56-seat classroom/laboratories, two 119-seat tiered lecture halls, academic offices, a catering kitchen, lobby and a gallery/event venue with commanding views of the ocean, all of which will create a shared space for educational activity and community events.

Environmental Scan

County Demographics

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

- San Mateo County:
  - Between 2010 and 2020, the number of 18-24 year olds in San Mateo County is projected to increase by 9 percent—growing from 55,956 in 2016 to 60,836 in 2020[ii].

- San Mateo County racial and ethnic demographics are as follows: White alone 60.6%, African-American alone 2.8%, American Indian and Alaska Native alone 0.8%, Asian alone 29.6%, Native Hawaiian and other Pacific Islander alone 1.5%, two or more races 4.6%, Hispanic or Latino 24.5%, and White alone, not Hispanic or Latino 39.3% (US Census Bureau).

- From 2010/11 to 2015/16, San Mateo County has seen a 3% increase in the number of high school graduates, from 5,839 to 6,043[iii].

- Skyline College:
  - As shown in the map graphic below (Figure 3), an analysis of the racial and ethnic distribution shows that Skyline College is located in a particularly diverse population area characterized by clustering of underrepresented racial and ethnic groups. The ethnicity demographic at Skyline College is as follows: 16.3% Filipino; 18.3% Hispanic; 19.7% White Non-Hispanic; 19.3% Asian; 20.0% Multi-ethnic; 2.9% African-American, 1.4% Pacific Islander, 0.2% American Indian/Alaskan Native; 1.9% are unreported. The multi-ethnic category includes Hispanic students. These demographic characteristics allow the institution to own the status of recognition as a Hispanic Serving Institution (HSI) and an Asian-American, Native-American, Pacific Islander Serving Institution (AANAPISI).

Skyline College Distribution of Racial and Ethnicity Groups

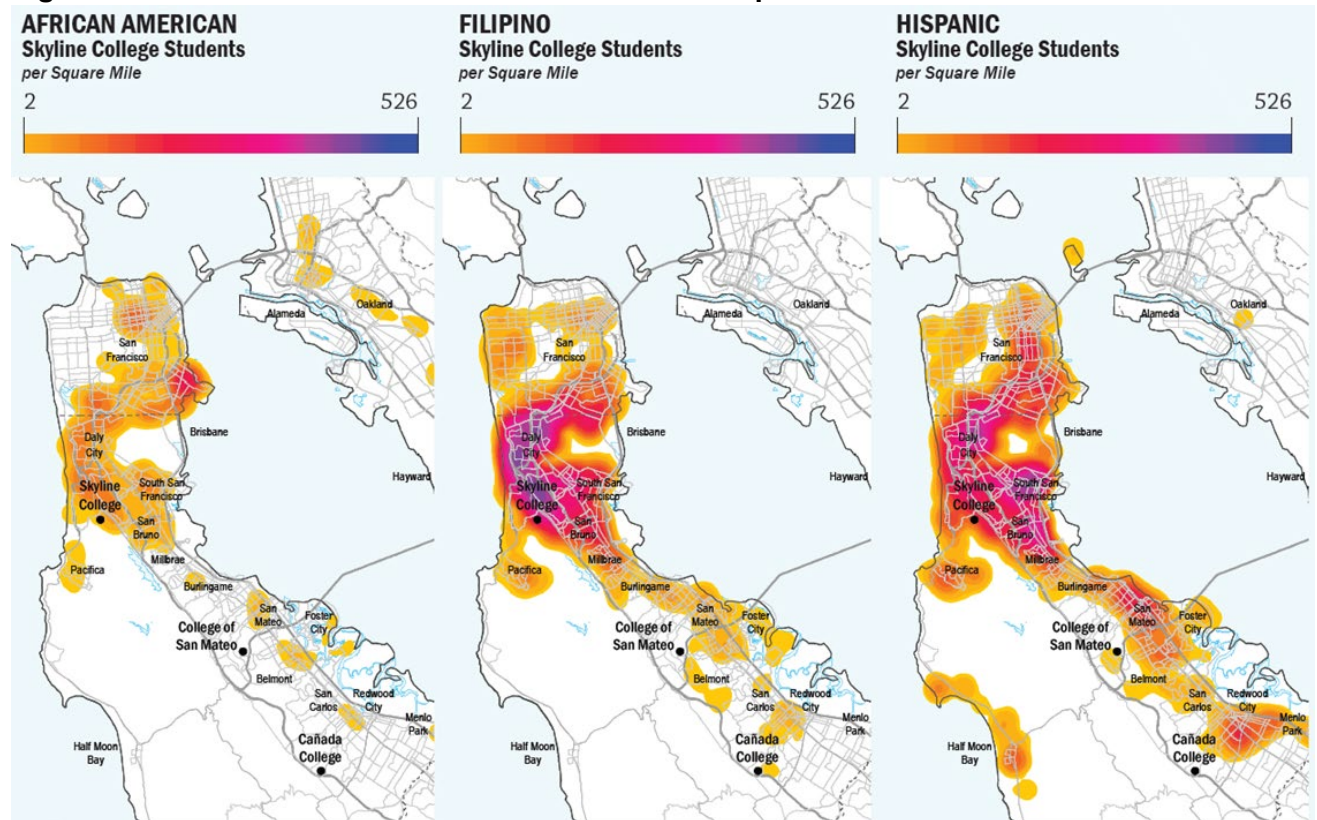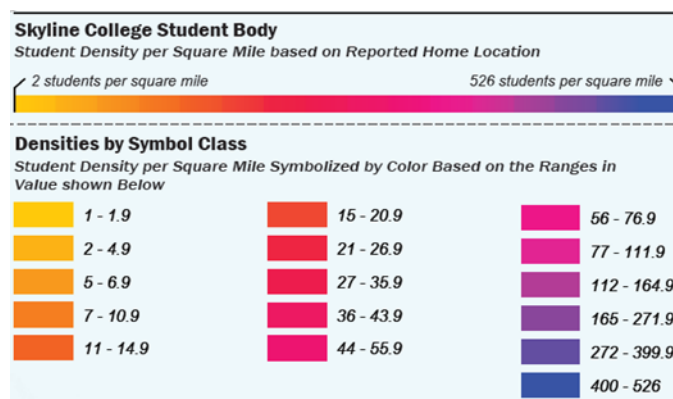### Figure 3 – Distribution of Racial and Ethnic Sub-Groups

Figure 3: Distribution of Racial and Ethnic Sub-Groups. Yellow (or lighter color) contains less dense population of the listed race/ethnicity group in the area; purple (or darker color) indicates more dense populations of the race/ethnicity groups in the area.

Source: Dynamic Planning + Science Skyline College, Student Distribution (Map Excerpt), Fall 2016

- Local High Schools:
  - The race/ethnicity composition of high school graduates in both San Mateo and San Francisco County has changed in the following ways between 2010/11 to 2016/17: the share of Hispanic/Latino students has increased by 5% in San Mateo and 7% in San Francisco; Asian students have increased by 9% in San Francisco; and White students have decreased by 5% in San Mateo. San Mateo County High School graduate demographics are as follows: 36% Hispanic/Latino, 28% white, 13% Asian, 12% Filipino, 7% two or more races, 2% African-American, and 2% Pacific Islander [iv].

Employment

The California Community Colleges Chancellor's Office 2022 Goals require that we place 20% more students into in-demand jobs in the next five years. Our local economy has the following employment opportunities for our students.

- Over 40 percent of projected job openings in San Mateo County in 2020 require an education level of a postsecondary vocational award or higher.[iv]

- For 2018 there were over 8,000 newly created jobs San Mateo County that require an Associate's Degree.[v]

- The top occupations segments driven by new job growth from 2004-2024 in San Mateo County are: business and financial operations; computer and mathematical occupations; architecture and engineering occupations; life, physical and social sciences; community and social services; education, library and training; arts design, entertainment, sports and media; and health care support.[vi]

- The five segments above represent: 28 percent of current jobs, 32 percent of projected job opening in San Mateo County, and 48 percent of projected job opening from new growth. [vii]

Matriculation to Community College

Sixty percent of California undergraduates attend community colleges, 14% more than the national average.[viii] Meanwhile, the number of first-time freshmen entering Skyline College has increased over time to 1,256 first time students in fall 2017 (SMCCCD New Student Profile, SAP BusinessObjects Report, 2018). Westmoor High School, South San Francisco High School, and El Camino High School are the top three "feeder" high schools to Skyline College, which has enrolled over 7,000 students from these three schools from 2013-14 to 2017-18.[ix]

Distance Education

Distance education will continue to play an important role in enrollment growth. In 2017-2018, a total of 64,309 Full-Time Equivalent Students (FTES) statewide enrolled in

distance education courses only in the California Community Colleges.[x] Online enrollment is up 13% for fall 2018 from the preceding fall 2017 semester. This indicates that there are areas of growth potential in distance education (Skyline College Daily Enrollment Report, SAP BusinessObjects Report, 2018).

Skyline College Enrollment and Student Demographics
Enrollment History

- Over time, enrollment levels at Skyline College - as measured by counts of unique students and full-time equivalent students (FTES) – have decreased from 17,461 unique census student headcount and 7,939 FTES in 2013-2014 to 15,508 unique census headcount and 7,107 FTES in 2017-18 (Productivity and Efficiency Report, SAP BusinessObjects Report 2018).
- The majority of Skyline College students, and first-time students in particular, have a goal of obtaining an associate's degree and/or achieving transfer to a four-year university (83% among first-time students).

Figure 4 – Skyline College Unduplicated Census Headcount
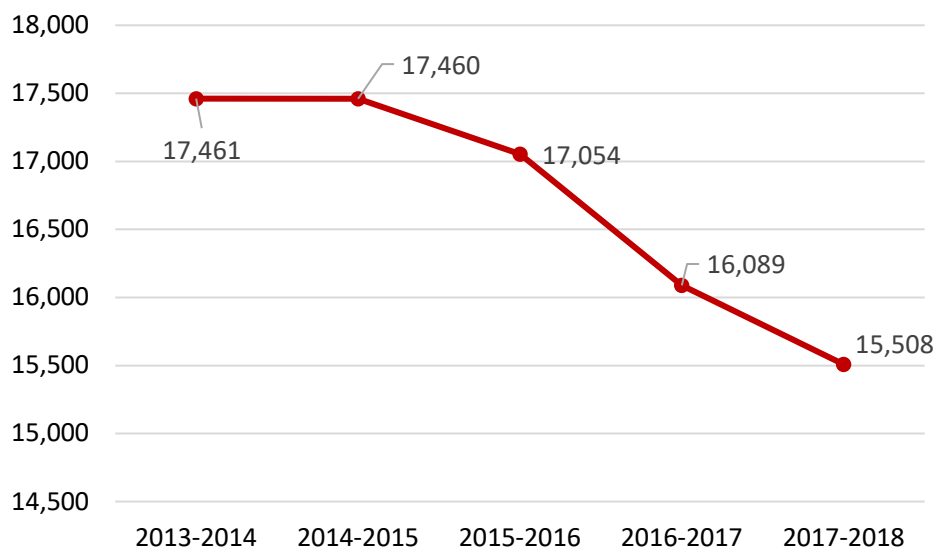
Figure 4: Unduplicated Headcount from 2013-14 through 2017-18
Source: Skyline College Productivity & Efficiency Report, SAP BusinessObjects Report, 2018

Figure 5 – Skyline College Full-Time Equivalent Students
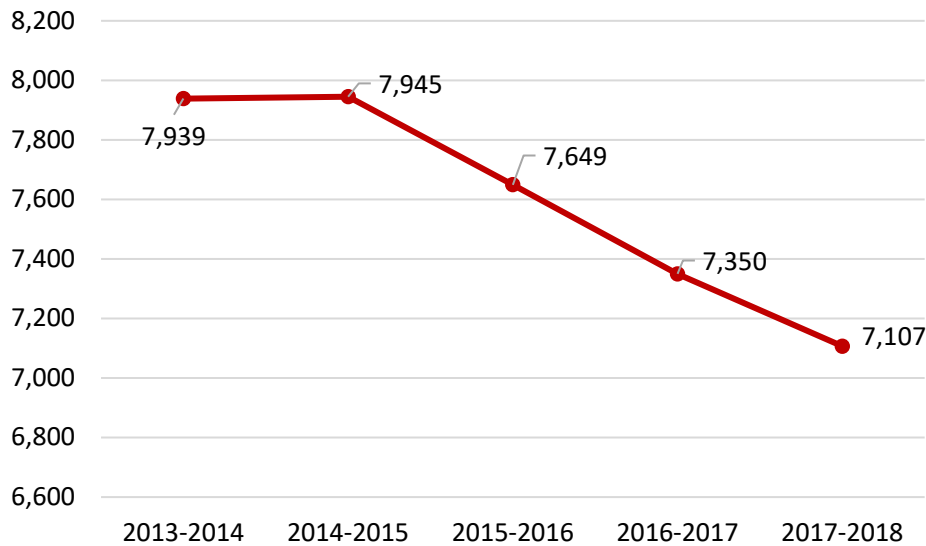
Figure 5: Full-Time Equivalent Students from 2013-14 through 2017-18
Source: Skyline College Productivity & Efficiency Report, SAP BusinessObjects Report, 2018

Figure 6 – Skyline College Full-Time and Part-Time Enrollment Trends
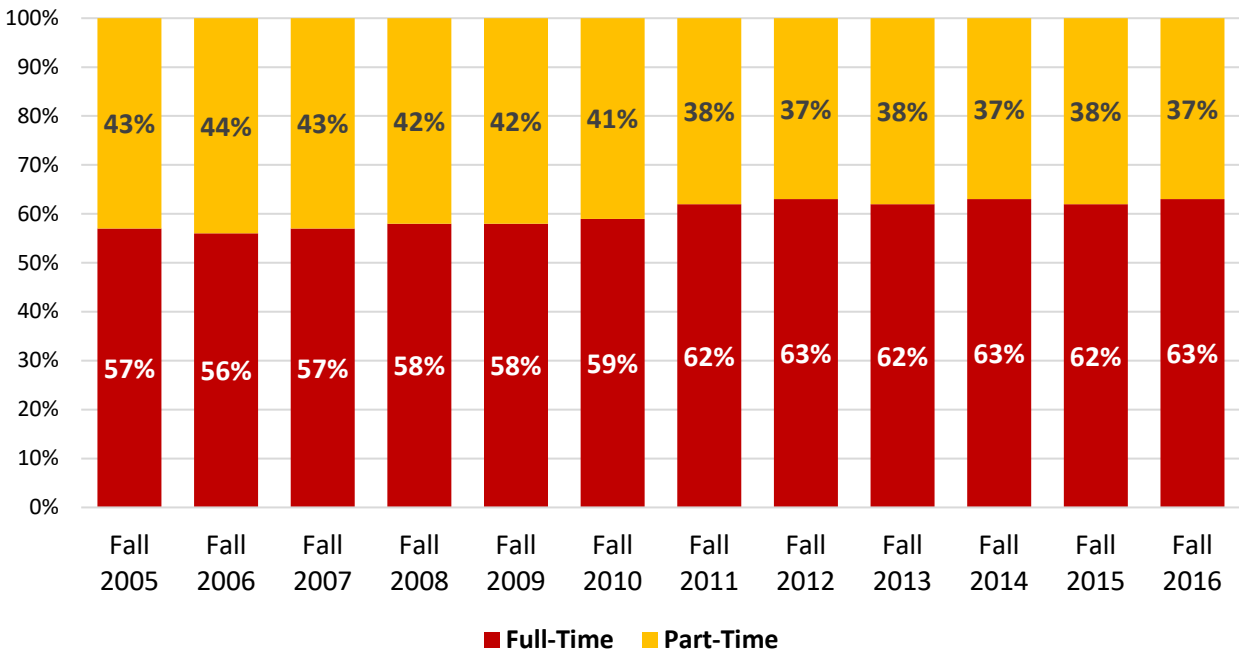
Figure 6: Skyline College Full-time versus Part-time Enrollment from Fall 2005 though Fall 2016.
Source: SMCCCD Data Warehouse

Over time, full-time enrollment during the fall semester has increased while part-time enrollment has decreased. Specifically, the percent of part-time enrollment at Skyline College decreased by six percent from 43 percent to 37 percent from 2005 to 2016.

Table 2 – Age Distribution of Skyline College Students

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	n	%	n	%	n	%	n	%	n	%
<20	2407	22.7%	2573	24.9%	2651	26.0%	2684	27.1%	2729	28.4%
20-24	4114	38.9%	3943	38.2%	3906	38.2%	3903	39.4%	3673	38.2%
25-29	1510	14.3%	1481	14.3%	1493	14.6%	1407	14.2%	1371	14.3%
30-49	1793	16.9%	1743	16.9%	1642	16.1%	1438	14.5%	1432	14.9%
50+	757	7.2%	592	5.7%	521	5.1%	464	4.7%	408	4.2%
Total	10,581	100%	10332	100%	10,213	100%	9,896	100%	9,613	100%

Table 2: Age Distribution of Skyline College Students from Fall 2013 through Fall 2017.
Source: SMCCCD Data Warehouse

Figure 7 – Age Distribution of Skyline College Students
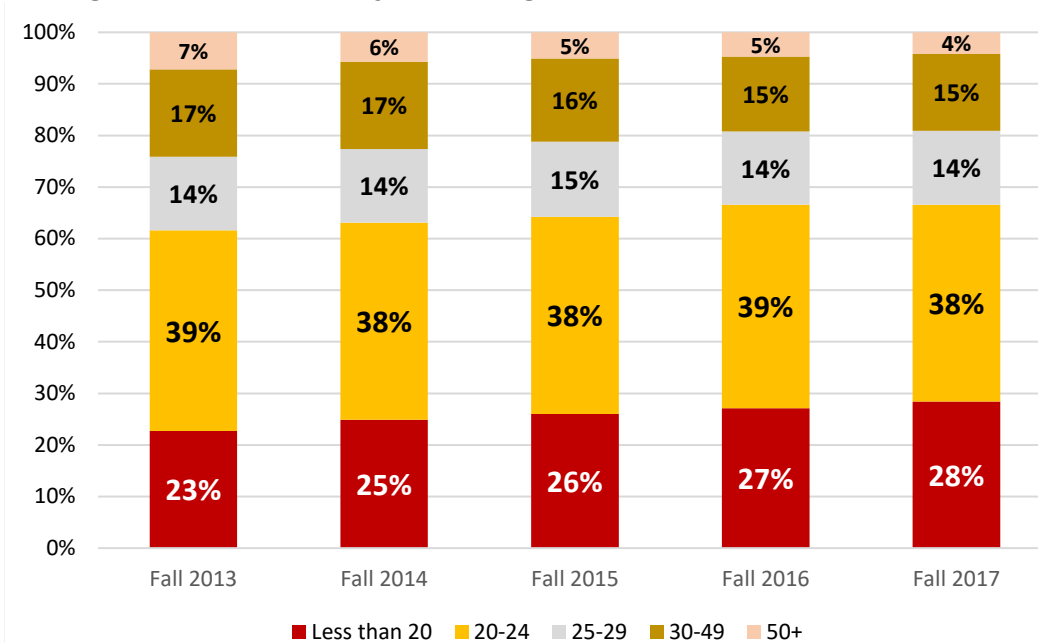
Figure 7: Age Distribution of Skyline College Students from Fall 2013 through Fall 2017
Source: SMCCCD Fact Book 2017

Providing a further foundation to understanding the increase in full-time student enrollment, students in the 24 and under age range now make up a larger share of the total enrollment than they did four years ago: 66% in Fall 2017 compared to 62% in Fall 2013 (Table 2). The trends suggest that Skyline College's increase in student population is most notably due to an increase in 18-24 year old students who are more likely to enroll full-time. This is largely due to all of the recruitment and outreach efforts at the feeder high schools to increase college-going rates of local high school students.

Figure 8 – Skyline College Race/Ethnicity Demographics
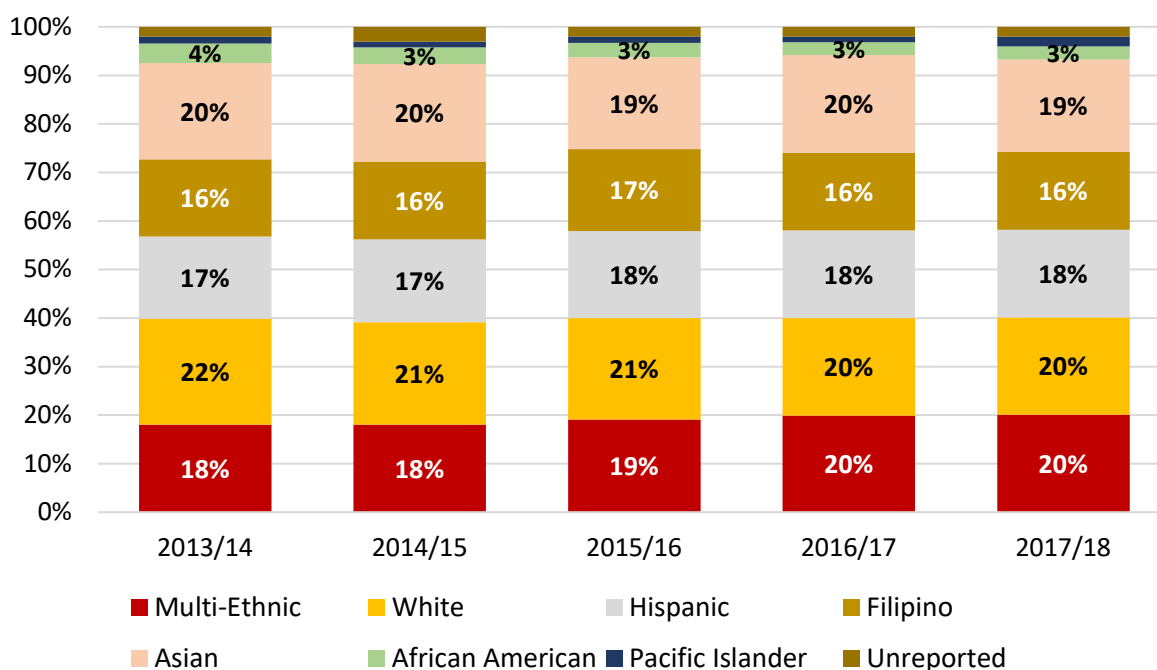
Figure 8: Skyline College Students' Race/Ethnicity from 2013-14 through 2017-18
Source: SMCCCD Data Warehouse

Disaggregating the enrollment data by race/ethnicity reveals interesting trends in the last ten years. The demographics have been stable, yet all groups have declined in overall raw enrollment numbers, as enrollment has declined by 10%. There has also been a slight decline in white students and a slight increase in Hispanic and multi-ethnic students (among the latter of whom Hispanic students are also included).

K-12 Connections

More students are enrolling at Skyline College immediately after high school, therefore, the 18 to 24-year-old age range is increasing. Even though the number peaked in the 2015-16 year at 7,411, we still had 6,870 students from the three local high school districts enrolled in 2017-18 (Figure 9). One of Skyline College's strategies is to work with the local school districts to increase the college-going rate of our local feeder high schools. This includes offering concurrent enrollment opportunities for high school students to receive college credits in high school, as well as encouraging them to continue their postsecondary education at Skyline College after high school. In addition, the Hermanos/as program at the high schools, and the Puente Program at Skyline College were the precursors to the Promise Scholars Program, that currently supports efforts to encourage high school graduates to attend college.

In terms of middle school outreach, Skyline College launched the pilot program, Middle School Outreach Project (MSOP), which provides access to information for middle school students at Parkway Heights Middle School, supports them as they transition to South San Francisco High School, and eventually continue the pipeline support as they

transition to Skyline College. In 2015, the Middle School Outreach Project received the J. Russell Kent Award from the San Mateo County School Board Association, for implementing creative leadership and community partnerships for empowering the young people of San Mateo County.

Figure 9 – Skyline College Headcount Trends by Local School District
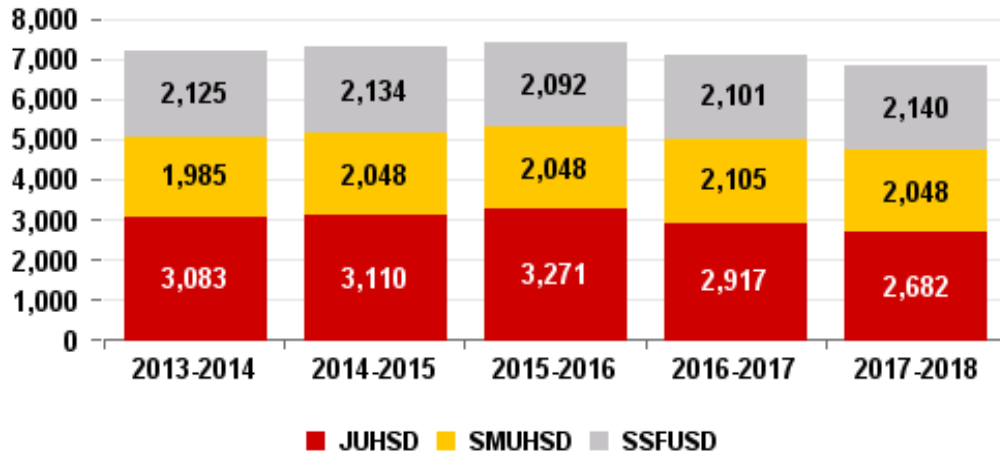
Figure 9: Local High School District Enrollment at Skyline College from 2013-14 through 2017-18
Source: Data was based on self-reported high school identification via CCCApply

Figure 10 –Skyline College Headcount by Feeder High School
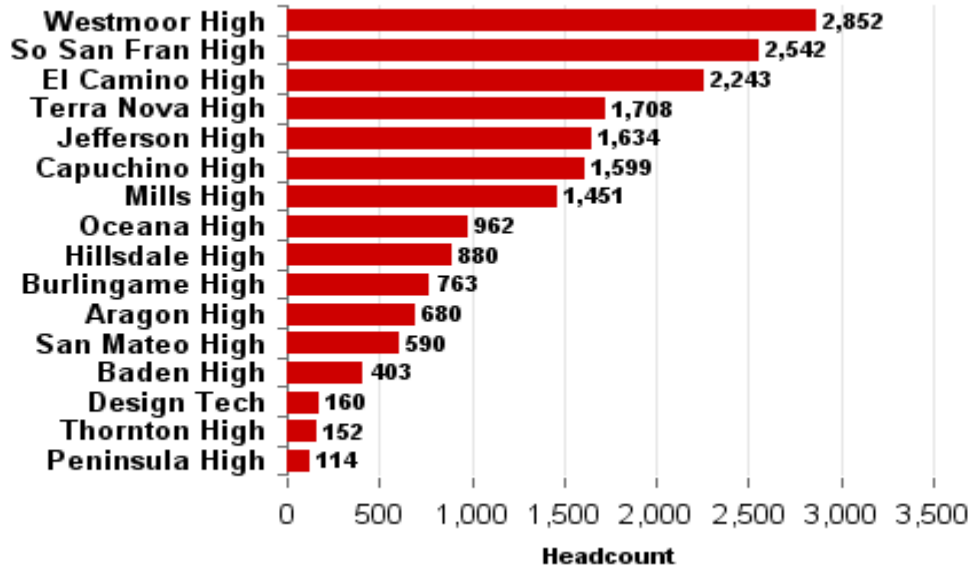
Figure 10: Enrollment at Skyline College by high school from 2013-14 through 2017-18
Source: Data was based on self-reported high school identification via CCCApply

Westmoor, South San Francisco, and El Camino High Schools are the top feeder schools for Skyline College. The San Mateo County Community College District has entered into Memorandums of Understanding to share data, create concurrent enrollment opportunities on the High School Campuses, and encourage postsecondary enrollment at Skyline College.

Figure 11 – Skyline College First-time Students Fall Enrollment
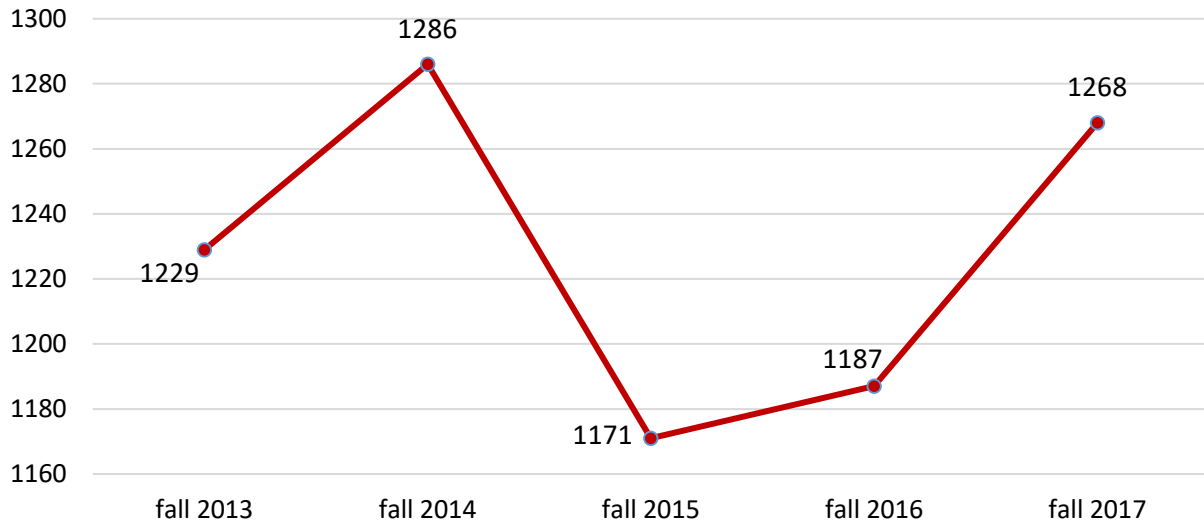
Figure 11: First-time Students Fall Enrollment at Skyline College.
Source: SMCCCD Data Warehouse

First-time fall enrollment has been increasing over the past few years and is expected to increase further as more recruiting for Skyline College's signature Promise Scholar's Program continues to increase opportunities for first-time students.

Degrees, Certificates, and Transfer Outcomes

Degrees and Certificates

Figure 12 provides the degrees and certificates granted by Skyline College from 2009/10 to 2017/18, and shows that there has been a notable increase in degrees earned and a decrease in certificates awarded in the 10-year period. In 2009/10, 525 degrees were granted and in 2017/18 that number increased to 823, a 57% increase. Certificates awarded declined from a high of 619 in 2009/10, to 403 in 2017/18. Skyline College has created Associates Degrees and Associate Degrees for Transfer to help increase degree completion and transfer options for Skyline College's students.

Figure 12 – Skyline College Degrees and Certificates Awards
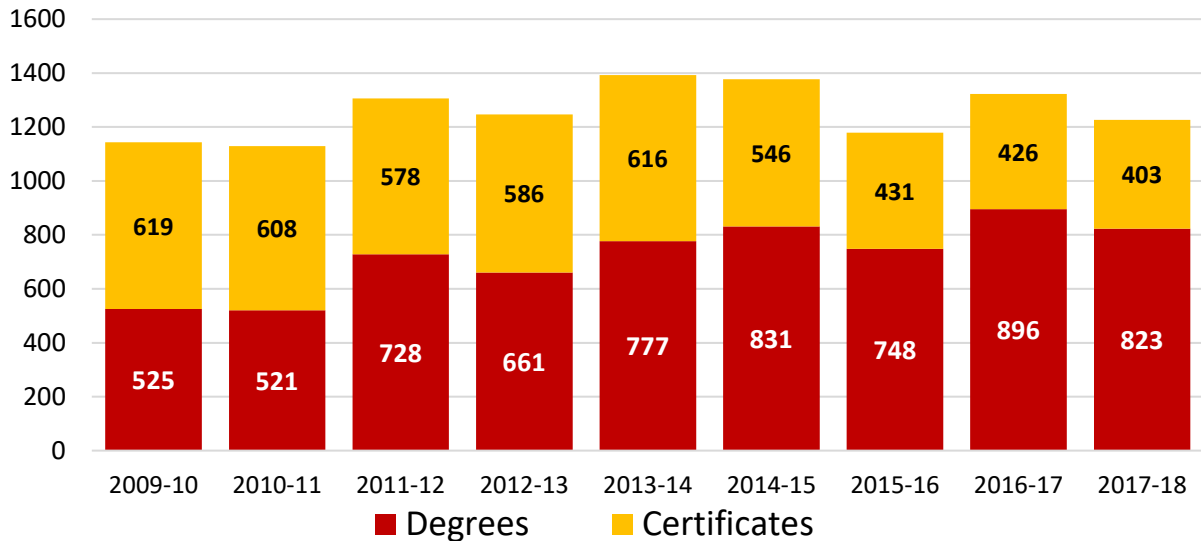
Figure 12: Number of awarded degrees and certificates awarded at Skyline College, 2009-10 through 2017-18.
Source: SMCCCD Data Warehouse, Degrees and Certificated Awarded Report, SAP BusinessObjects Report 2018

Transfer

One of the California Community Colleges' key missions is to support students' transfer to four-year institutions. Figure 13 below provides the five-year history of transfer to the CSU and UC systems from Skyline College. UC transfers have ranged from 105 in 2014-15 to a high of 161 in 2017-18, representing a 53 percent increase over the time period. CSU transfers have varied from a high of 518 in 2017-18 to a low of 408 in 2014-15.

Figure 13 – Skyline College Transfers to UC and CSU
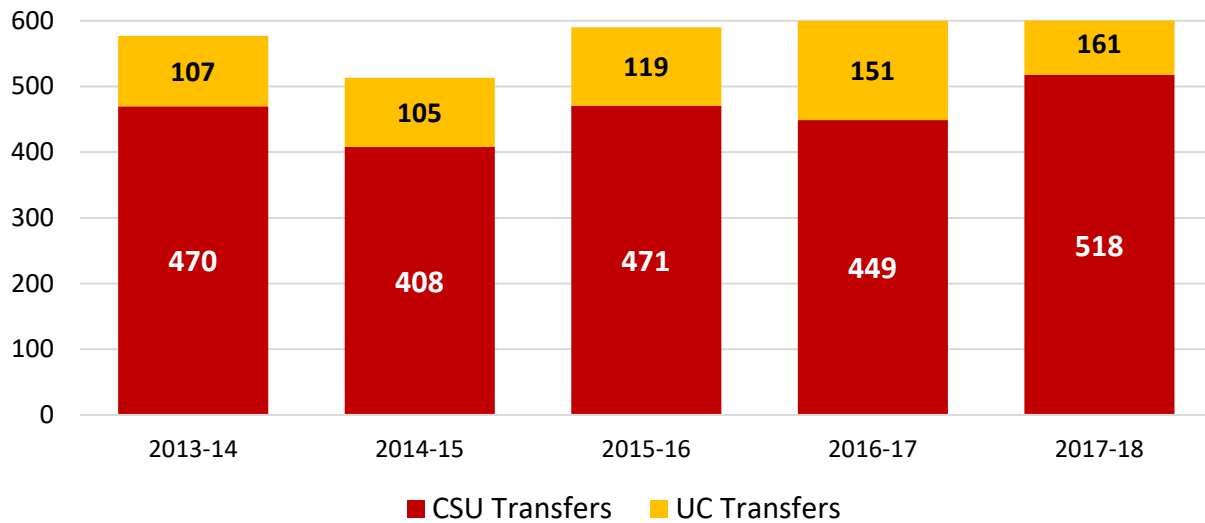
Figure 13: Total number of fall term transfers from Skyline College to California State University and University of California campuses from 2013-14 through 2017-18.
Source: The California State University Analytic Studies and University of California Transfer Fall Admissions Summary

San Francisco State University (SFSU) has consistently been the top California public four-year college to which Skyline College students transfer by a significant margin (see Table 3 and Table 4).

Table 3 – Top Five California State University (CSU) Transfer Destinations

CSU Campus	2013-14	2014-15	2015-16	2016-17	2017-18	Total
San Francisco	326	288	303	291	346	1554
East Bay	48	39	60	65	58	270
San Jose	48	32	44	41	54	219
Sacramento	13	13	9	10	11	56
Chico	2	3	12	11	4	32

Table 3: Top five CSU Transfers from Skyline College from 2013-14 through 2017-18.
Source: The California State University Analytic Studies Fall Admissions Summary

Table 4 – Top Five University of California (UC) Transfer Destinations

UC Campus	2013-14	2014-15	2015-16	2016-17	2017-18	Total
Davis	43	37	48	51	57	230
Berkeley	24	20	31	34	35	137
San Diego	14	5	12	12	19	65
Irvine	4	3	7	13	13	54
Santa Cruz	8	14	11	16	18	42

Table 4: Top five UC Transfers from Skyline College from 2013-14 through 2017-18.
Source: University of California Transfer Fall Admissions Summary

Students who do transfer to a four-year CSU campus are more likely to major in business-management, with 22% of transfers majoring in business management. Other popular majors include education, psychology, communications, and public affairs (Table 5).

Table 5 – Skyline College (CSU) Transfers by Most Popular Discipline in 2017-18

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

Table 5: Most popular discipline at CSU by Skyline College Transfers in 2017-18.
Source: The California State University Analytic Studies

Cost of Attendance and Financial Aid

Table 6 – Student Estimated Expenses per Academic Year at Skyline College

	2013-14	2014-15	2015-16	2016-17	2017-18
Tuition and fees					
AA/AS/Certificate					
In-state Student	$1,446	$1,446	$1,446	$1,446	$1,462
Out-state-Student	$7,956	$8,016	$8,076	$8,136	$8,692
International Student	$9,490	$9,550	$9,436	$9,496	$10,160
Bachelor Degree					
In-state Student	-	-	-	$3,966	$3,982
Out-state-Student	-	-	-	$10,656	$11,212
International Student	-	-	-	$12,016	$12,680
Books and Supplies	$1,710	$1,764	$1,764	$1,791	$1,854
Housing					
With Parents/Guardians	$4,518	$4,599	$4,770	$4,968	$5,247
Off Campus Housing	$7,605	$7,794	$8,190	$8,577	$9,270
Food					
With Parents/Guardians	-	-	-	-	-
Off Campus Housing	$3,663	$3,699	$3,780	$3,915	$4,023
Transportation					
With Parents/Guardians	$1,179	$1,134	$1,125	$1,107	$1,098
Off Campus Housing	$1,323	$1,278	$1,269	$1,242	$1,233
Personal/ Miscellaneous					
With Parents/Guardians	$3,096	$3,132	$3,159	$3,177	$3,276
Off Campus Housing	$2,844	$2,871	$2,898	$2,916	$3,006

Table 6: Student estimated expenses per academic year based on 15 units per semester or 30 units per Academic year.
Source: California Student Aid Commission

In addition to tuition and fees, estimated expenses for community college students include books and supplies, room and board, and other cost of living expenses. At Skyline College, the cost of attendance for a full-time California resident in 2017-18 who lived at home was an estimated $12,937 (Table 6). If the student lived off-campus the cost increased to $20,848 and if the student was not a California resident the cost was an estimated $25,078.

In an effort to make college attendance affordable, students look to financial aid resources to offset costs and mitigate financial barriers that impact students. Table 6 demonstrates that in 2015-16, more Skyline College students received grant or scholarship aid or state/local government grant or scholarship aid than any other type of financial aid. Furthermore, the amount of aid in each of these categories decreased between 2014-15 and 2015-16 except for institutional grants or scholarships. In addition

to federal and state aid that is available to students, the Skyline College Community is engaged in raising funds to provide local scholarships to students through the Promise Scholars Program, totaling $204,000 in 2016-17 and $240,000 in 2017-18.

Table 7 – Student Aid to Full-time, First-time Students at Skyline College

	2012-13		2013-14		2014-15		2015-16	
	%	$	%	$	%	$	%	$
Grants/Scholarship Aid	59%	$1,172,938	62%	$1,571,623	62%	$1,261,336	50%	$1,124,196
Federal Grants	40%	$806,446	40%	$1,027,122	36%	$792,481	28%	$673,561
Pell Grants	40%	$797,796	40%	$1,016,522	36%	$775,881	28%	$655,473
Other Federal Grants	4%	$8,650	4%	$10,600	8%	$16,600	8%	$18,088
State/Local Grants/Scholarships	58%	$358,697	61%	$528,901	60%	$446,442	47%	$420,397
Institutional Grants/Scholarships	2%	$7,795	3%	$15,600	3%	$22,413	5%	$30,238
Student Loan Aid	2%	$35,664	1%	$33,446	1%	$19,075	1%	$19,462
Federal Student Loans	2%	$35,664	1%	$33,446	1%	$19,075	1%	$19,462
Other Federal Grants	0%	$0	0%	$0	0%	$0	0%	$0

Table 7: Student Aid to full-time, first-time students at Skyline College from 2012-13 through 2015-16. Source: IPEDS Data Center

Skyline College Fiscal and Human Capital Considerations

Budgets and Resources

The tables in this section use data from the Integrated Postsecondary Data System (IPEDS) and Peer Analysis System operated by the National Center for Education Statistics. These data are reported annually to IPEDS by each institution. The compiling of such data is complex, and should be interpreted as one lens to provide a foundation for understanding Skyline College's budgets and resources. The revenues and expenditures for Skyline College as reported in IPEDS are summarized in Table 8. IPEDS data were also used to compare Skyline College core revenues per FTE student with other institutions in California that were of similar characteristics[1].

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

Table 8 – Skyline College Revenues and Expenditures

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

Table 8: Skyline College revenues and expenditures in 2016.
Source: IPEDS Data Center

Table 9 – Core Revenues per FTE Student by Source: Fiscal Year 2016

Source	Skyline College	Median of comparison group
Tuition and fees	$1,027	$819
State appropriations	$122	$3,271
Local appropriations	$9,059	$4,061
Government grants and contracts	$2,287	$4,409
Other core revenues	$2,024	$291
TOTAL	**$14,519**	**$12,851**

Table 9: Comparison of Skyline College and Median of Comparison Group's core revenues per FTE student by source in Fiscal Year 2016
Source: IPEDS Data Center

Tables 9 indicates that Skyline College receives less state appropriations and government grants and contracts than comparative institutions. This circumstance can

be attributed to San Mateo County Community College District being a Community Supported District that doesn't rely on state appropriations for its core funding. This total difference (-$5,271) is slightly offset by the greater amounts of revenue received through tuition and fees, local appropriations, and other core revenues (+$6,939).

Table 10 – Core Expenses per FTE Student by Function: Fiscal Year 2016

Category	Skyline College	Median of comparison group
Instruction	$5,697	$5,526
Academic support	$673	$1,015
Institutional support	$2,499	$2,037
Student services	$1,905	$2,083
Other core expenses	$1,863	$2,762
TOTAL	**$12,637**	**$13,423**

Table 10: Comparison of Skyline College and Median of Comparison Group's Core Expenses per FTE student by function in Fiscal Year 2016
Source: IPEDS Data Center

Faculty Resources

In fall 2017, 136 full-time faculty members and 221 part-time faculty members delivered 858 course sections. Table 11 demonstrates that census enrollment has been declining steadily since Fall 2013 and by Fall 2017 decreased by 13%.

Table 11 – Skyline College Sections Taught and Enrollment

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Sections	908	905	828	894	858
Total Census Enrollments	26,475	25,566	24,759	24,083	22,976

Table 11: Skyline College total section taught and total census enrollment in Fall terms, Fall 2013 through Fall 2017
Source: Skyline College College-wide Program Data

Student Course-Taking Patterns

Figure 14 shows that full-time faculty represent the majority of the instructors in sections taught between 8:00 a.m. to 12:00 p.m. while part-time faculty instructors are in the majority during other times of day, particularly during the evenings. In the Strategic Enrollment Management Plan, we will be exploring offering courses during times when students need them to maximize their ability to get in, get through, and graduate on time.

Figure 14 – Skyline College Full-time and Adjunct Faculty Teaching Hours
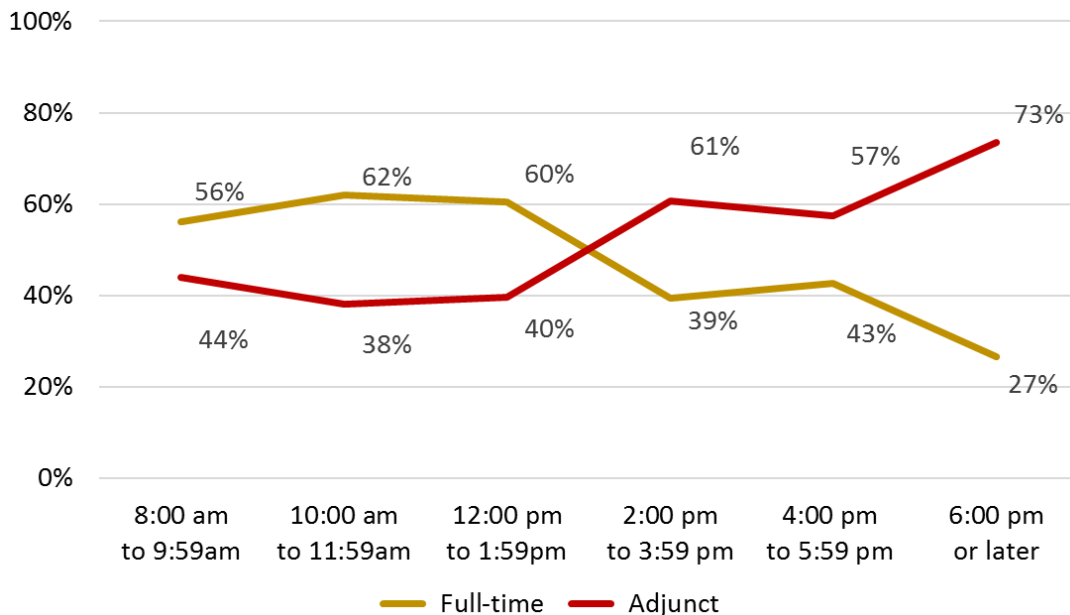
Figure 14: Distribution of Full-time Faculty and Adjunct Faculty by Teaching Hours

Table 12 – Skyline College Student Traffic Flow Chart

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

Table 12: Skyline College student traffic flow chart at Skyline College in Fall 2017
Source: SMCCCD Data Warehouse

Table 12 is a visualization of student course-taking patterns at Skyline College. Each count represents the unduplicated number of students enrolled in a fall 2017 Skyline College course which meets at or overlaps with the corresponding day and time. For

example, students taking a class which meets on Monday between 10:00AM and 11:15AM are counted in both 10:00AM and 11:00AM blocks. Time blocks with 1000-1999 unduplicated student headcounts are colored gray. Time blocks with 2000 or more unduplicated student headcounts are colored yellow. Table 12 illustrates the concentration of student course-taking activity on campus occurs between Monday through Thursday from 9am to 12pm. Student traffic flow data will be explored further in the forthcoming Strategic Enrollment Management Plan to determine meeting student need for completion.

Productivity and Efficiency

Skyline College operates as efficiently as possible, measuring the following indicators of full-time equivalent faculty and full-time equivalent ratios. Load is an indicator of instructional efficiency, because it measures productivity.

Table 13 – Skyline College Enrollment Productivity and Efficiency

Academic Year	Census Enrollment	FTEF	FTES	Load	Sections
2012/13	17,553	420	8,177	584	2,062
2013/14	17,461	431.3	7,939	552	2,153
2014/15	17,460	432.7	7,945	551	2,098
2015/16	17,054	416.6	7,649	551	1,963
2016/17	16,089	429.8	7,350	513	2,060
2017/18	15,498	408.2	7,182	528	1,932
Six-Year Average	**16,852**	**423**	**7,707**	**547**	**2,044**

Table 13: Skyline College enrollment productivity and efficiency data from 2012-13 through 2017-18.
Source: SAP BusinessObjects Report, 2018
For definitions, see appendix [xii]

Developmental Education Courses

Enrollment has been steadily decreasing in developmental courses over the past few years. With the passage of Assembly Bill (AB) 705, all students are expected to reach college level mathematics and English within one year of starting college. Given the new directive by the California Community College Chancellor's Office to use multiple measures and other methods of placement into college level mathematics and English, and existing multiple measures placement processes and acceleration efforts, the number of students taking developmental courses has been declining, and is expected to decline going forward.

Figure 15 – Skyline College Basic Skills Education Course Enrollments
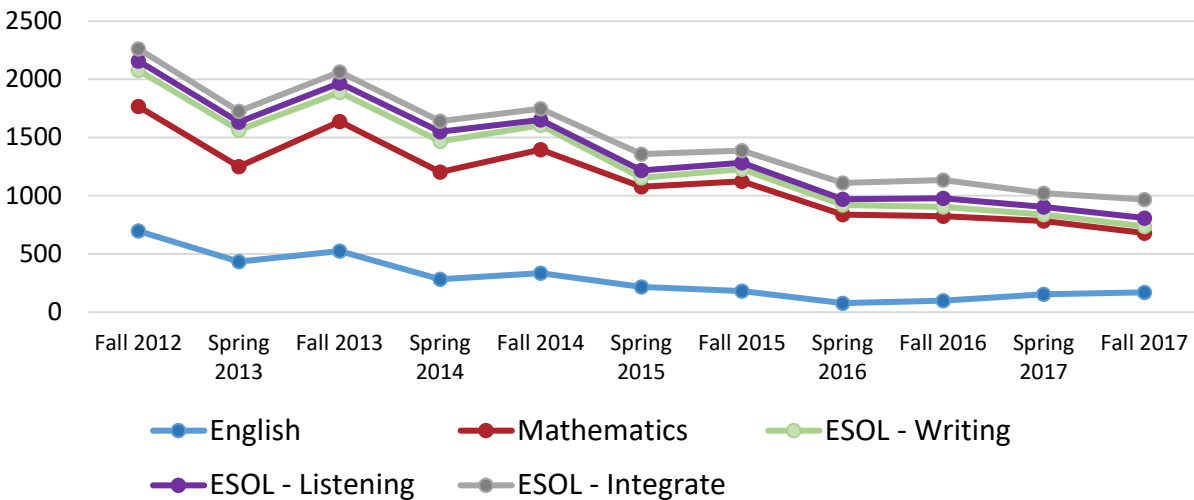
Figure 15: Skyline College basic skills courses enrollments trends for fall and spring terms from Fall 2012 through Fall 2017.
Source: California Community College Chancellor's Office Datamart

Instructional Program Trends

The following tables represent changes in programmatic enrollment from 2012-13 through 2016-17. Skyline College follows enrollment changes over time as well as market demand for jobs. The forthcoming Enrollment Management Plan will describe in detail the trajectory of enrollment patterns of students at Skyline College.

Table 14 – Instructional Programs Trending Upward in FTES, 2012-13 - 2016-17

Instructional Programs	2012/13	2013/14	2014/15	2015/16	2016/17	Percent Change
Psychology	340.6	334.1	325.3	332.5	353.3	6%
Automotive Technology	327.5	329.3	310.1	254.6	259.4	2%
Communication Studies	159.2	276.4	219.3	207.5	218.4	5%
Astronomy & Physics	153.3	161.9	166.4	183.8	195.7	7%
Economics	130.9	122.1	114.3	107.3	126.9	18%
Counseling	59.9	80.8	100.5	100.3	106.3	6%
Respiratory Therapy	72.1	77.8	65.6	64.2	73.1	14%
Anthropology	76.2	56.7	63.7	67.9	72.7	7%
Varsity Athletics	58	61.3	61.9	57.4	59.3	3%
Emergency Medical Care	70.3	70.8	56.6	56.9	59.9	4%
Paralegal	24.0	15.3	20.2	19.2	25.2	31%
Literature	16.4	11.23	16.3	17.3	20.3	17%
Computer Science	10.8	5.35	16.4	16.3	17.5	8%
Energy Systems Technology Management	-	11.7	12.7	12.7	15.7	23%
Family & Consumer Sciences	36.5	20.3	20.3	9.5	10.7	13%
Humanities	11.7	16.1	9.6	1.2	2.7	-140%
Education	2.2	1.5	1.2	1.7	2.7	57%

Table 14: Instructional programs with an upward increase in FTES from 2012-13 through 2016-17
Source: Skyline College Program Data

Table 15 – Instructional Programs Trending Downward in FTES, 2012-13 - 2016-17

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

Table 15: Instructional programs with a decrease in FTES from 2012-13 through 2016-17
Source: Skyline College Program Data

Distance Education

Figure 16 shows that enrollment in distance education courses has decreased since Spring 2016 at Skyline College, yet as a whole, distance education is an area of enrollment increase for the College. Skyline College will continue to be strategic about creating opportunities for students to study online. Psychology and Accounting are two subjects in which students most often sign up for distance education courses (Figure 17).

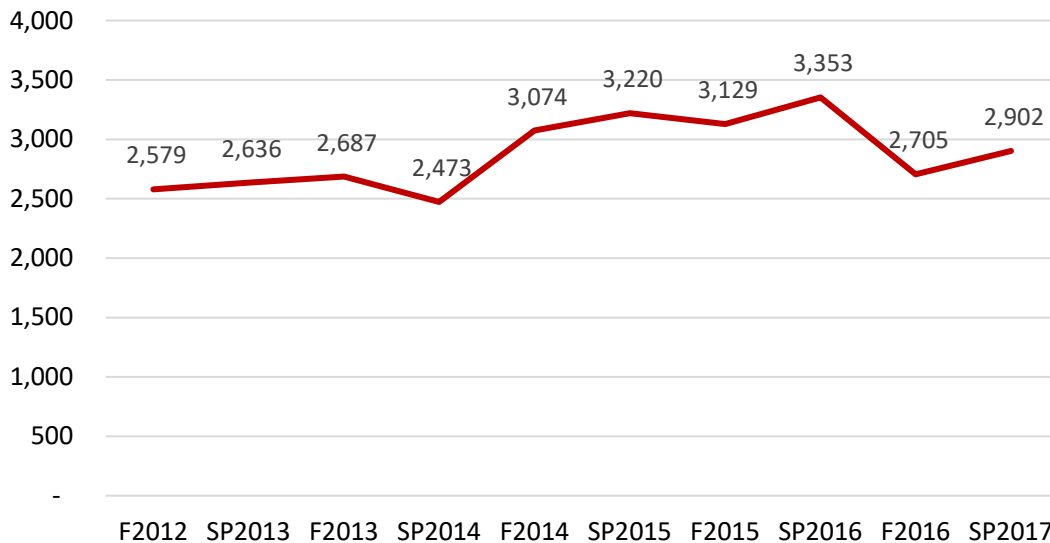**Figure 16 – Distance Education Enrollments at Skyline College**

Figure 16: Distance education enrollments at Skyline College, Fall 2012 through Spring 2017
Source: Skyline College Program Data, Spring 2018

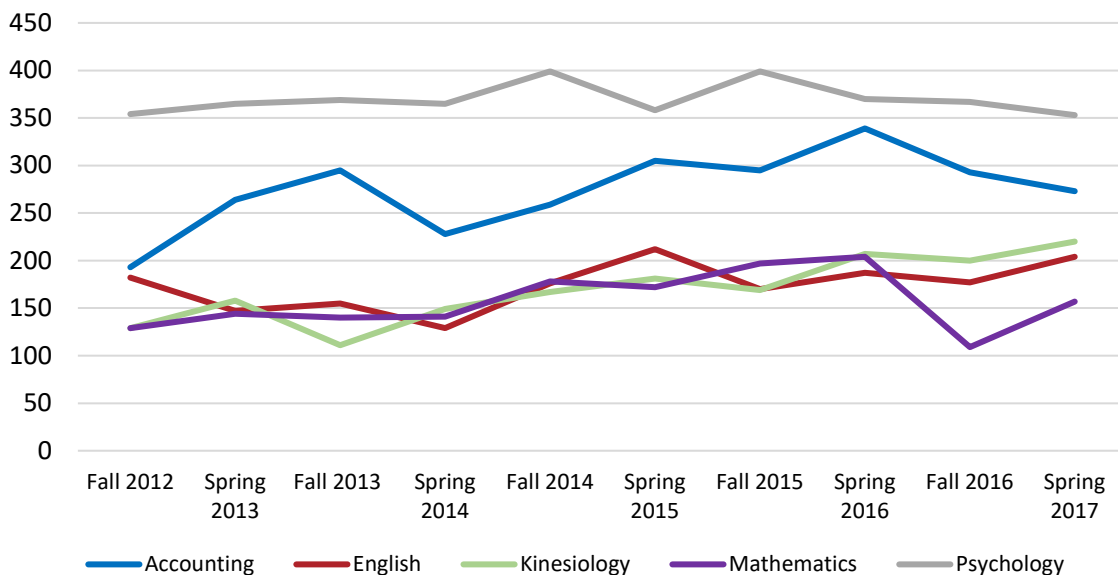**Figure 17 – Distance Education Enrollments by Program at Skyline College**

Figure 17: Distance education enrollments by program at Skyline College, Fall 2012 through Spring 2017

Figure 18 shows that student enrollment has declined during evening courses since Fall 2013 while day time enrollment activity has remained relatively steady.

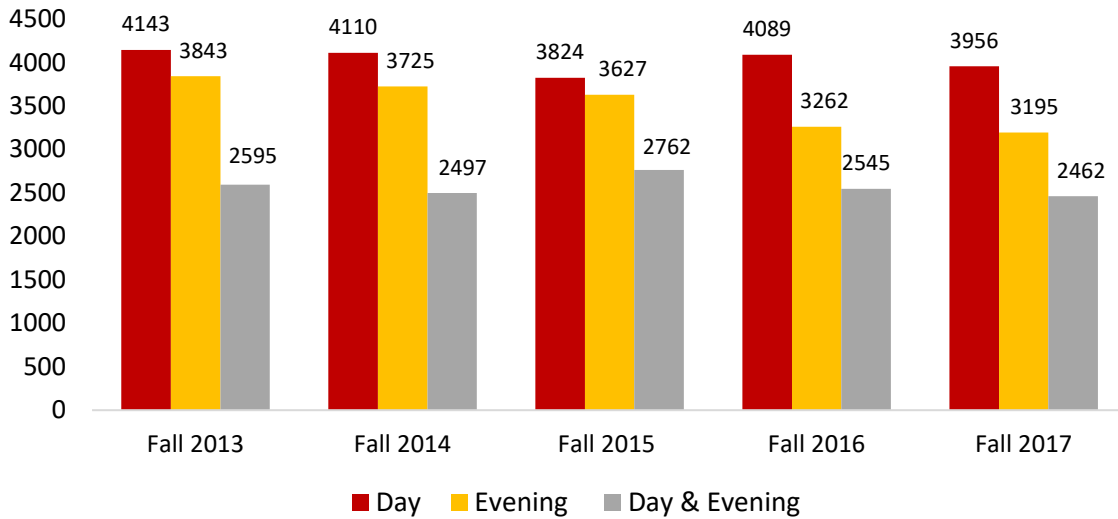**Figure 18 – Skyline College Student Enrollment by Time of Day**

Figure 18: Skyline College student enrollments by time of attendance. Red bars represented students enrolled in day time courses only, yellow bars represented the evening enrollments only, and gray bars represented students enrolled in both day and evening classes.
Source: SMCCCD Fact Book 2017

Institutional Effectiveness

Integration of the Education Plan with Existing Planning

Skyline College presently benefits from planning that is both operational and strategic in nature. This Education Master Plan incorporates existing planning processes at Skyline College by utilizing the program review process: Annual Program Plans, Comprehensive Program Review, and Administrative Leadership Unit Review.

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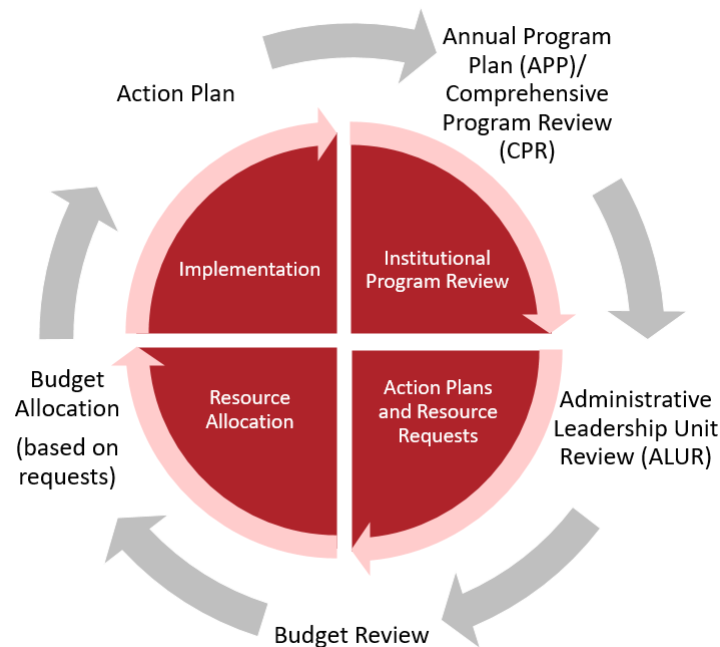

Figure 19: The strategic planning and allocation of resources cycle.

Scorecard

The Skyline College Scorecard is the College's strategic tool that translates the College's Mission, Vision and Values into meaningful indicators that are directly linked to the College Strategic Goals and Priorities. The Scorecard makes use of a set of core metrics that define and measure institutional effectiveness, taking into account student unit enrollment status (e.g. part-time vs. full-time) to set appropriate benchmarks. Metrics include but are not limited to: successful course completion; semester-to-semester persistence based on educational goals; and the rate of degree obtainment based on educational goal. The Scorecard includes the new California Community College Chancellor Office's Vision for Success 2022 metrics.

The Scorecard builds on earlier efforts to evaluate institutional effectiveness. A Balanced Scorecard (BSC) was first implemented in 2005-06, and measured the extent

to which the college achieves its goals from four perspectives: internal stakeholders, external stakeholders, financial and operational performances, and growth and innovation. Eventually, the Scorecard evolved to better measure the strategic goals due to enhanced data collection and to better reflect the current college priorities, no longer employing the four perspectives as an organizational scheme.

The Scorecard is updated annually and posted for the College's deliberations. The metrics are regularly reviewed and discussed through participatory governance committees, primarily the Institutional Effectiveness Committee (IEC), where adjustments and improvements are recommended to support the College in working towards institutional goals. As such, the Scorecard is a vehicle for collaborative decision-making by measuring, tracking and communicating performance of goals and strategies.

In addition to analyzing and discussing the implications of the Scorecard, IEC members periodically revisit the Scorecard to ensure alignment with strategic goals and priorities, including consideration of the benchmarks. Recommendations are forwarded to the Strategic Planning and Allocation of Resources Committee (SPARC), who in turn forward their recommendations to the College Governance Council (CGC) for consideration. In this way, the College ensures broad input into the periodic development and modification of the Mission-Vision-Values (MVV) and associated Scorecard metrics, incorporating them into the Institution's efforts to achieve student success.

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

Employee Voice (Survey Data)

Another element of the planning process is the Employee Voice Survey. The purpose of this survey is to periodically measure employee perception and satisfaction with the Skyline College work environment as they relate to the accreditation themes: 1) Skyline College's fulfillment of its Mission, Vision and Values 2) college governance and planning, 3) support from the district, 4) professional development, 5) campus and workplace equity and diversity, and 6) student learning outcomes assessment. The results from the survey are used to inform responses to the accreditation standards and for other college-wide planning and improvement efforts. The survey will also be useful for establishing benchmarks for future studies and for evaluating the planning processes and the campus' engagement around planning.

Integrated Planning and Resource Allocation Cycle

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

Figure 20 - Integrated Planning and Resource Allocation Cycle
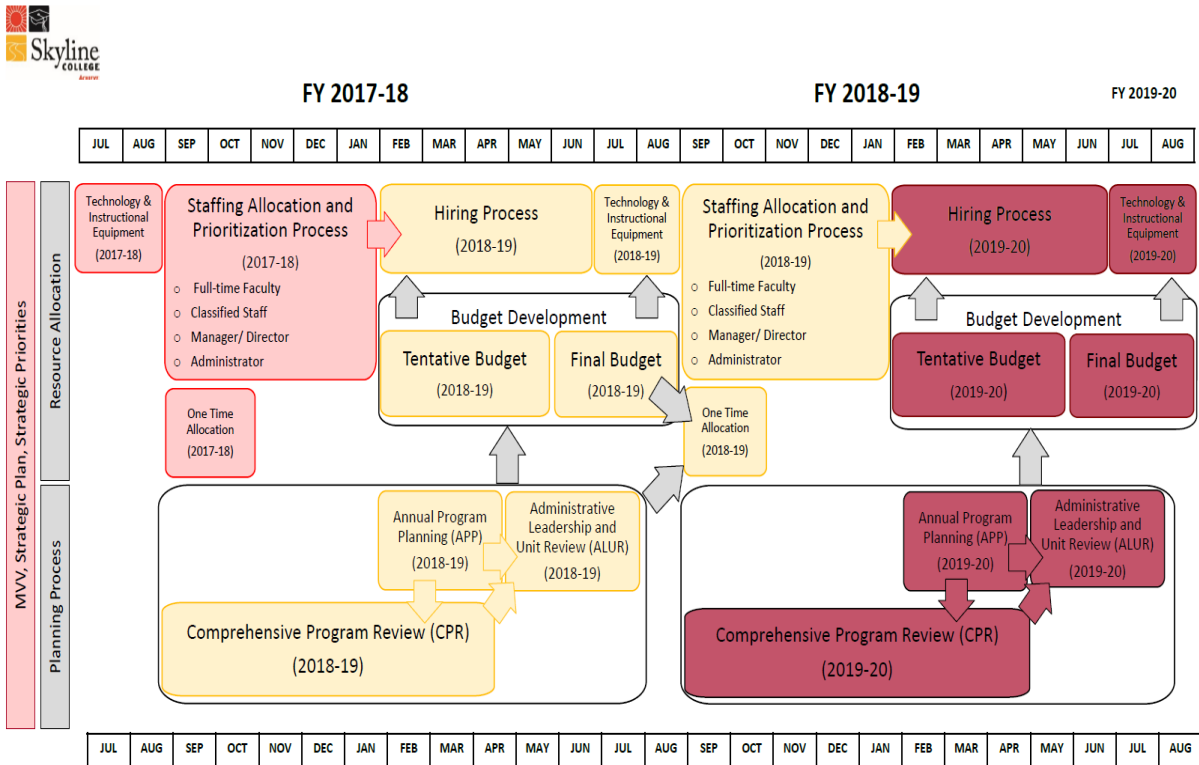
Figure 20: Integrated planning and resource allocation cycle and process from 2017-18 through 2019-20
Source: Skyline College, Office of Planning, Research and Institutional Effectiveness, Integrated Planning and Resource Allocation Cycle Model

Research on Strong and Emerging Labor Markets

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

Regional Labor Market Data and Project Needs

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

Occupational Employment Projections (Segments)

The five employment segments with the highest employment projections within the San Francisco and San Mateo Counties are occupations within management, business and financial operations, computer and mathematical occupations, architecture and engineering, and occupations within life, physical, and social sciences. Table 16 provides further information on the five segments. Most of the occupations included within these segments tend to require a post-secondary education.

Table 16 – Regional Occupational Employment Projections

Occupational Title	Detail Occupations	Estimated Employment 2014	Projected Employment 2024	Numeric Change 2014-2024	Percent Change 2014-2024	2016 First Quarter Wages	
						Median Hourly	Median Annual
Management Occupations	35	90,410	99,930	9,520	10.5%	$69.46	$144,487
Business and Financial Operations Occupations	30	94,280	108,020	13,740	14.6%	$43.13	$89,707
Computer and Mathematical Occupations	19	73,540	92,670	19,130	26.0%	$53.56	$111,381
Architecture and Engineering Occupations	26	21,980	23,780	1,800	8.2%	$48.41	$100,688
Life, Physical, and Social Science Occupations*	26	21,270	27,260	5,990	28.2%	$45.95	$95,575
*Examples of occupations included within life, physical, and social science occupations are: life scientist, microbiologist, chemist, materials scientist, economist, survey researcher, and psychologist.							

Table 16: Occupational employment projections with projected employment in 2024
Source: Regional Labor Market Assessment 2016

Fast Growing Occupations

Of these occupational segments, the ten fastest growing job occupations are biomedical engineers, statisticians, biochemists and biophysicists, home health aides, interpreters/translators, biological technicians, microbiologists, operations research analysts, software developers, and medical scientists (except epidemiologists). Home health aide careers require the least amount of education, but also tend to pay the lowest annual salary. Table 17 illustrates that the technical occupations with the fastest growth require post-secondary education and have relatively high salary returns.

Table 17 – Fast Growing Occupations in San Francisco and San Mateo Counties

Occupational Title	Estimated Employment 2014	Projected Employment 2024	Percent Change 2014-2024	2016 First Quarter Wages		Entry Level Education
				Median Hourly	Median Annual	
Biomedical Engineers	580	930	60.3%	$49.04	$101,997	Bachelor's degree
Statisticians	590	900	52.5%	$59.11	$122,957	Master's degree
Biochemists and Biophysicists	1,160	1,670	44.0%	$52.96	$110,154	Doctoral or professional Degree
Home Health Aides	2,470	3,450	39.7%	$12.34	$25,667	No formal educational credential
Interpreters and Translators	870	1,210	39.1%	$26.58	$55,280	Bachelor's degree
Biological Technicians	1,930	2,680	38.9%	$35.74	$74,342	Bachelor's degree
Microbiologists	1,340	1,850	38.1%	$52.08	$108,338	Bachelor's degree
Operations Research Analysts	1,070	1,460	36.4%	$44.37	$92,299	Bachelor's degree
Software Developers, Applications	20,390	27,580	35.3%	$56.24	$116,991	Bachelor's degree
Medical Scientists, Except Epidemiologists	4,180	5,630	34.7%	$57.62	$119,862	Doctoral or professional degree

Table 17: Fast growing occupations in San Francisco and San Mateo Counties with 2016 first quarter median wages and entry level education requirements
Source: Regional Labor Market Assessment 2016

Most Job Openings

Table 18 reveals that most of the projected occupations with the most job openings do not require a formal educational credential. These occupations also have lower median annual salaries than what was observed within the previous tables. Among these occupations, the highest paying occupations are software developers, general and operations managers, and accountants and auditors. As we design new programs, we need to take into account opportunities for high salary jobs that allow students to complete programs and remain in the local community.

Table 18 – Occupations with Most Job Openings in San Francisco and San Mateo Counties

Occupational Title	Total Job Openings 2014-2024	2016 First Quarter Wages		Entry Level Education
		Median Hourly	Median Annual	
Waiters and Waitresses	13,350	$13.38	$27,829	No formal educational credential
Personal Care Aides	11,860	$12.13	$25,228	No formal educational credential
Software Developers, Applications	10,100	$56.24	$116,991	Bachelor's degree
Combined Food Preparation and Serving Workers, Including Fast Food	9,940	$11.45	$23,811	No formal educational credential
Cashiers	9,420	$12.10	$25,181	No formal educational credential
Retail Salespersons	8,380	$13.53	$28,122	No formal educational credential
General and Operations Managers	6,250	$65.95	$137,180	Bachelor's degree
Accountants and Auditors	6,210	$40.71	$84,672	Bachelor's degree
Cooks, Restaurant	6,080	$14.22	$29,572	No formal educational credential
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	5,740	$13.03	$27,115	No formal educational credential
Office Clerks, General	5,500	$20.01	$41,620	High school diploma or equivalent

Table 18: Occupations with most job openings in San Francisco and San Mateo Counties with 2016 first quarter median wages and entry level education requirements
Source: Regional Labor Market Assessment 2016

ADDITIONAL RESOURCES

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[ii] California Department of Finance. State and County Population Projections by Major Age Groups, 2010-2060 (by decade). Retrieved February 21, 2013 at http://www.dof.ca.gov/research/demographic/reports/projections/p-1/

[iii] California Department of Education—Data Quest. California High School Graduates Data by County. Retrieved March 15, 2018 at https://dq.cde.ca.gov/dataquest/GraduateReporting/GraduatesByEth.aspx?cTopic=Graduates&cChoice=CoGrdbyEt&cYear=2016-17&TheCounty=41,SAN^MATEO&level=County&cType=All&cGender=B&cGroup=G12

[iv] Legislative Analyst's Office. The 2016-17 Budget Higher Education Analysis. Retrieved February 26, 2016 at www.lao.ca.gov/Publications/Report/3372

[v] Refer to Endnote V.

[vi] Refer to Endnote V.

[vii] Refer to Endnote V.

[viii] Economic Modeling Specialists International (EMSI) Labor Market Data (January 2017). 2014-2024 Fastest Growing Occupations San Francisco-Redwood City- South San Francisco Metropolitan Division.

[ix] Refer to Endnote IX.

[x] McFarland, J., Hussar, B., Snyder, etc. (2017). The Condition of Education 2017 https://nces.ed.gov/pubs2017/2017144.pdf

[xi] Census: Number of duplicated headcount at final census.
FTEF: Total number of full time equivalent faculty assigned.
FTES: Total number of full time equivalent students enrolled at first census.
WSCH: Weekly student contact hours generated by census enrollments.
Load: The ratio of WSCH to FTEF, used to measure productivity. Sections: Total number of sections offered per semester.
CCCCO Data Element Dictionary,
http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx