

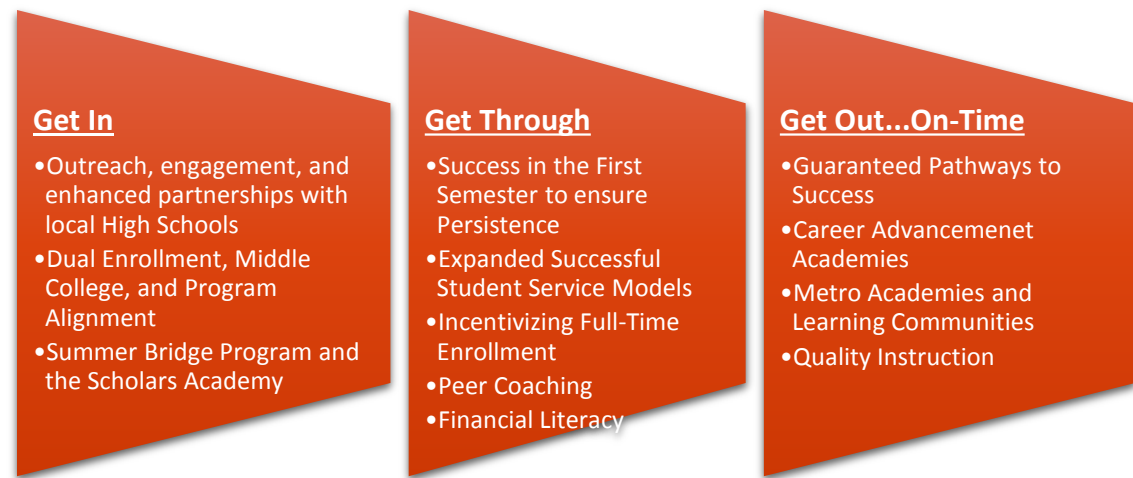
Appendix III

THE SKYLINE COLLEGE PROMISE

OVERVIEW

The Skyline College Promise represents an innovative and comprehensive approach to ensuring that students Get In, Get Through, and Get Out... On-Time according to their educational goals. The Promise is made early in a student’s educational journey, starting in our local K-12 Districts, through the alignment of educational pathways, embedded support services, strong partnerships, and intensive preparation. Students expect to come to Skyline College because of the Promise we offer.

The design of the **Skyline Promise** will directly and positively impact the strategic goals of the District by establishing pathways to student success and at the same time addresses barriers commonly faced by our students. The heart of the Promise is the strengthening of educational offerings, interventions, and support programs to increase student access and success (District Strategic Goal #1; **DSG1**). These are designed to address issues of equity as well as success by addressing the barriers faced by historically disadvantaged and underrepresented students in our community. By providing the financial literacy and support, enhanced student services, and a structured support environment, students will be more successful in their first semester and persist at higher rates.



Guaranteed pathways move cohorts of students through to completion of their educational goals, whether for enhanced skills, certification, an associate’s degree, and/or transfer. By expanding relationship with local school districts to create seamless pathways from high school, and by guaranteeing pathways through Skyline College into the workforce or onto 4-year institutions, the **Skyline Promise** will increase the higher education attainment of San Mateo County (**DSG2**). Expanded program delivery options combined with and intense focus on professional development for faculty entrusted to deliver on our Promise ensures both high quality learning and success for our students (**DSG3**).

Finally, a resource development infrastructure will ensure that Skyline College delivers on its promise for generations of students to come through securing grants and developing innovative sources of revenue to support the **Skyline Promise (DSG4)**. The potential for the **Promise** to galvanize the community in ways never before seen cannot be overstated. The potential for enhancing the commitment of resources from public, private, and philanthropic partners is limitless once the District and College's commitment to the **Skyline Promise** is demonstrated.

A FOCUS ON FIRST TIME STUDENTS AT SKYLINE COLLEGE – SUCCESS AND PERSISTENCE

Each Fall semester approximately 2,500 students experience Skyline College for the first time. They may be fresh out of high school, returning students, or looking to finish their educational goal started elsewhere. By the following Spring semester at least *four out of ten* will not return, which is a fall to spring persistence rate of 60% or less for first time Skyline College students. The single largest factor that determines their persistence is whether they were enrolled full-time or part-time. The reasons behind less-than-full-time enrollment, however, are many and varied and addressing them requires a comprehensive approach. For many Skyline College students, the primary factor is financial, but that is related to several other barriers, from inadequate preparation for college level work to a lack of clear and guaranteed pathways to success. The **Skyline Promise** is designed to address all of the factors in a comprehensive and holistic approach.

	<u>Fall 2013 Cohort</u>	<u>Spring 2014 Persistence</u>	<u>Spring 2014 Persistence Rate</u>
<u>Course Load</u>			
Full-Time Students	710	610	86%
Part-Time Students	1,861	856	46%
Total	2,571	1,466	57%

Table 1 – Fall to Spring Persistence for First-Time at Skyline College Students

Further, success in the students' first semester at Skyline College is essential to their persistence. One unsuccessful course can lower the likelihood of students persisting by as much as 15%. The single biggest factor in determining students' success in the classroom is the quality of instruction. Professional development provides the mechanism to ensure that instructors are best equipped to promote success and persistence for first time Skyline College students.

	At Least One Unsuccessful Attempt in Fall 2013		No Unsuccessful Attempts in Fall 2013		Overall	
	<u>Fall 2013 Cohort</u>	<u>% Persist to Spring 2014</u>	<u>Fall 2013 Headcount</u>	<u>% Persist to Spring 2014</u>	<u>Fall 2013 Headcount</u>	<u>% Persist to Spring 2014</u>
Full-Time Students	393	80%	317	94%	710	86%
Part-Time Students	744	39%	1,117	51%	1,861	46%
Total	1,137	53%	1,434	61%	2,571	57%

Table 2 – Impact of Unsuccessful Course Attempt on Fall to Spring Persistence for First-Time Skyline College Students.

GET IN

PATHWAYS TO SUCCESS

Skyline College aims to develop intentional opportunities for local high school students to gain access to the quality higher education Skyline College has to offer. Utilizing the [Get Focused... Stay Focused](#) model at Santa Barbara City College, Skyline College will partner with local feeder high schools to identify students interested in participating in the Skyline Promise and our Dual Enrollment Program. First year high school students will have the opportunity to take part in the following components of Get Focused...Stay Focused component of the **Skyline Promise**:

- Dual Enrollment in an online and hybrid CRER course where students can begin to develop their career and educational goals, which will inform their 5-year plan for goal completion.
- Ongoing support and revision of their 5-year plan via an online platform. Students become the owners and drivers of their own education.
- Collaboration between Skyline College faculty and local High School faculty to align curriculum.
- Access to multiple measures to increase placement into transfer level English and Math courses.
- Participants will enter Skyline College with a plan that informs a student's choice of major and career focus.
- Enroll in the 6-week summer bridge program, Skyline Scholars Academy.

SKYLINE SCHOLARS ACADEMY – SUMMER BRIDGE PROGRAMS

Since 2006, Skyline College has successfully supported hundreds of local high school students in the six-week summer Jump Start program, which is designed to help them upgrade their skills in English, math, critical thinking and college success skills. Students are nominated by a high school teacher, counselor, or administrator to be considered for the program.

The **Skyline Promise** is designed to incentivize students to enroll full-time by accessing a variety of support programs and services and ensure on-time goal completion. Therefore, the Skyline Scholars Academy will be a six-week summer bridge program for student participants in the Skyline Promise. A Dual Enrollment Program, Skyline Scholars Academy students will receive cohort instruction and student support services by enrolling in the following courses: English, Math, College Success Skills, and GE. Using a scaffolding method of support, students will receive assistance revising and continuing to plan their academic and career goals [Get Focused Stay Focused- what we decide to call it], as they work with instructional and counseling faculty, as well as with their Peer Mentors. Identifying a program of study will be a culminating activity of the summer bridge program to streamline the integration into CTE or academic programs. Successful completion of this summer bridge program will grant students additional support as they begin their first semester at Skyline College with priority consideration for programs such as EOPS, TRiO, Metro Academy, CAAs, and other Learning Communities.

GET THROUGH

EXPANDING SUCCESSFUL STUDENT SERVICE MODELS

Skyline College is committed to providing critical student support services, which contribute to the successful on-time completion of their academic, career, and personal goals. Experience and research shows that programs such as EOPS and TRiO Student Support Services are highly successful in providing the holistic and scaffolding support that students need for success in higher education. A component of the Skyline Promise includes expanding components of EOPS, such as textbook and transportation support, counseling, and being part of a program that per statewide regulations is limited to first-generation college students and students from historically disadvantaged communities. The expanded services in counseling and academic support include swift and consistent follow up for those students who receive early alerts from their faculty. Students who become participants of the Skyline Promise will be eligible for these types of services without having to meet the state mandated guidelines for EOPS.

INCENTIVIZING STUDENTS TO ENROLL FULL-TIME

Skyline College data support that students who enroll full-time are more successful in course completion fall to spring retention (86%) in the first year, compared to the 46% retention rate of part-time students. While it is not feasible for all Skyline students to enroll full-time, we do know that there are some key factors that impact a student being able to enroll full-time: 1) Affordability of Fees, 2) Textbook support, 3) Transportation Support, and 4) Consistent academic and personal support. Experience has taught us that students desire to enroll full-time but are often pulled into family, work, and personal obligations. And while it is not possible to address every individual need of our students, we have identified key areas where we can alleviate some of the stressors that impede students enrolling full-time. The Skyline Promise is designed to support first-time students in their successful transition into higher education.

The **Skyline Promise** includes a pipeline of academic and student support that begins with dual enrollment from grades 10 – 12, leading to enrollment at Skyline College immediately following graduation. Students will have access to a summer bridge program, an established plan of educational courses to meet their career and academic program goals, and an expanded suite of student services, including financial assistance for fees, textbooks, and transportation.

PEER COACHING PROGRAM – TROJAN LEADERS CARE [TLC]

A component of the **Skyline Promise**, the Peer Coaching Program will provide first year students with access to peer leaders who have received extensive training to provide personal and social support as new students transition into-and-through higher education. Students turn to their peers for support in navigating the culture of higher education, especially as they transition from a secondary to a tertiary educational setting. The Peer Coaches will strive to develop a supportive, coaching relationship with students by providing them with leadership guidance and personal and academic support in the summer bridge programs and throughout the first year at Skyline College. One of the main goals is to support

first year students to maintain successful course completion from the fall to spring semesters. Following an ‘Each One – Teach One’ philosophy, peer coaches will be selected for their ability to successfully support and guide a diverse population of students and after successful completion of their first year at Skyline College, mentees will have the opportunity to become coaches. TLC coaches will be part of a training program that will provide them with training in student development theory, leadership development, and academic credit/financial compensation.

GET OUT...ON-TIME

CAREER ADVANCEMENT ACADEMIES (CAAS)

Clear education pathways for students to enter college, pursue a certificate and/or degree and connect directly to a career are a component of the [Skyline Promise](#). Skyline College currently has four [Career Advancement Academies](#) (CAAs), supported by the [Career Ladders Project](#) through the CCCO:

- Allied Health
- Automotive
- Early Childhood Education, and
- Legal Careers

These programs provide contextualized and accelerated pathways to careers through stackable certificates allowing students to enter the workforce and progress in their career field as they progress in their field of study. The CAAs build partnerships with high schools, adult education, community based organizations and industry. CAAs accelerate student progress by integrating work readiness, career guidance, support services, contextualized basic skills, language learning and career technical training. Students take classes together as a cohort, forming a peer learning community. CAAs build on integral partnerships between local community colleges, high schools, adult education/ROCPs, employers, workforce boards, labor, social service agencies and community-based organizations.

The CAA programs at Skyline College provide effective programming for our students seeking Career and Technical education. We are looking to expand the CAA pathways to include Warehousing and Logistics, Information Computer Technology, and Business Administration. Additionally, the CAAs provide structure and support for interdisciplinary faculty teams building a community of practice strengthening excellence in teaching and learning.

METRO ACADEMY AND LEARNING COMMUNITIES

Skyline College has a long history of offering successful [Learning Communities](#) to its students. In learning communities, small cohorts of students are placed together in two or more courses for one semester or two semesters. The idea behind these communities is that students will be more likely to form stronger relationships with each other and their instructors and engage more deeply in the content of the integrated course work, and that this will give them a better chance of passing their courses and staying

in college and completing their certificate or degree. Learning communities also provide student with support for college success through connections with counseling, tutoring, and student services. Faculty in each community work collaboratively around program goals and student success.

Skyline College is collaborating with San Francisco State University and City College of San Francisco to develop and implement Metro Academies. The [Metro Academies](#) program helps first-generation, low-income and/or historically underrepresented students succeed through a two-year learning community of two courses each semester that share themes such as social justice, education equity, science, community health, or ethnic studies. Metro courses will satisfy general education requirements for all majors and provide pathways for degree completion and transfer to a four-year university. Faculty in the academies will complete 45 hours of professional development to support the integration of themes, student success, and best practices in teaching through the two year program.

SUPPORTED BY A FOUNDATION OF QUALITY INSTRUCTION

PROFESSIONAL DEVELOPMENT FOR STUDENT SUCCESS



Excellent teaching is fundamental to student learning and success in the classroom and online. Providing robust support for faculty to deepen their excellence in teaching and learning is an essential component of student success. We need to dramatically change what is happening in the classroom to engage students in meaningful and culturally relevant learning experiences. The [CTTL](#) (Center for Transformative Teaching and Learning) at Skyline College offers a venue to foster innovation in the scholarship of teaching and learning, both in the classroom and in the online environment.

Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success. Without a sustained and focused approach to professional development, individual institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement. (CCC Student Success Task Force Report, 2010)

Initiatives for improving classroom outcomes including focusing on teaching practices that enhance student success in their first and second semesters of college; deepening best practice in the online environment; and developing robust hybrid pedagogy and practice.

The colleges that have succeeded in making a difference have all invested heavily into professional development for their faculty and staff.

Redesigned and more effective student experiences will require multiple dimensions of faculty

expertise. Mastery of content will remain essential, but equally important will be expertise in effective teaching practices, curriculum pathway design, instructional technologies, learning assessment, student development, and so on. (AACCC's 21st Century Initiative Report)

RESOURCE DEVELOPMENT TO PROMOTE SUSTAINABILITY

To be able to develop and sustain new initiatives and projects such as the **Skyline Promise**, Skyline College will develop a Grants & Resource Development Office dedicated to assist administration, faculty and staff in obtaining grant funding to advance the mission, vision, values and strategic priorities of the College and the District. This will support the development of programs that foster teaching and learning strategies designed to enhance and increase student success.

Skyline College has been at the forefront in seeking alternative sources of funding to augment the general unrestricted fund. The college has successfully received federal, state and local grant awards. However, with more institutions competing for the same resources, grant-seeking has become a challenging feat. The federal, state and local government, as well as private donors and foundations, continue to make available funds that are awarded through competitive grant application processes. For the college to be able to compete in this environment, Skyline College needs to build a Grants & Resource Development infrastructure that will be responsible for:

- Researching grant opportunities,
- Coordinating the grant development process,
- Grant writing and editing services, and
- Facilitating grant-related community and institutional partnerships.