

FOCUSED INTERIM REPORT

Submitted to the
Accrediting Commission for
Community and Junior Colleges
of the
Western Association of Schools and Colleges

Prepared By

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Skyline College

Focused Midterm Report

Theme I-1: Clarifying Communication Processes

Recommendation #1

The college should gather current survey data, review policy manuals and handbooks, and update major written documents to identify more explicitly the responsibilities and composition of committees and functional units, especially with regard to the research component.

College Response

Skyline makes every effort to review and update all publications on a regular basis. Included are publications intended for public usage, as well as those intended for internal use. Skyline regularly conducts surveys and reports the resulting data to its stakeholders.

Governance Documentation

The most recent emphasis has been on governance documentation with the need to clarify and document in a single source the composition, responsibilities, and inter-working relationships of the various committees on campus. Customarily, the President's Office publishes a hardcopy report on governance committees primarily focusing on committee membership and meeting location and times. This document, the Compendium of Committees, is updated with the names of appointees at the beginning of each semester. Currently, the Compendium of Committees is being revised into two separate documents. The first, the Governance Organization, describes the College's council and committee organization and includes descriptions, authority, and member positions (see Appendix A: Governance Organization). The second document, the Term Compendium of Committees, replaces the old Compendium of Committees, and identifies current appointees to the various councils and committees (see Appendix B: Term Compendium of Committees).

During 2001-02 the Office of Planning and Research conducted two surveys, the first on governance documents and the second on planning documents, where planning processes were identified and mapped (see Appendix C: Office of Planning and Research Surveys). In compiling and reviewing the governance documents, we found that many documents were missing, and the ones that existed were merely compendiums of names of committees or councils and meeting days and times. What was lacking was a clear authority to establish the need for the committee or council as well as a clear description of its charge. A review of planning documents, such as the Matriculation Plan, the DSP&S Plan, the Student Success Plan, etc. revealed fragmentary planning processes. Although many plans existed to govern a given function, there was no apparent connection among them. In particular, the processes for planning and budgeting were not connected. There was a lot of individual planning, but no coordination of planning within the governance organization.

To address this problem, in August 2003, the Skyline College Council established the Institutional Planning Committee (IPC) whose overall responsibility has been to integrate, coordinate, and communicate all planning and budgeting at the college (see <http://www.smccd.net/accounts/skycouncil/minutes/03/min03.html> for College Council Minutes). Based on the previous research on planning and existing documentation, the IPC began in fall 2003 to examine the current governance organization and documentation and began to redesign the governance organization, committees, and planning work at the college. The final plan will be reported to the College Council in April 2004 for implementation in the fiscal year 2004-05 (see <http://www.smccd.net/accounts/skypro/IPC/03/index.html> for minutes of the IPC).

Research Component

Since the Office of Planning and Research was created in spring 2001, it has been fully integrated into the Skyline College governance structure see <http://www.smccd.net/accounts/skypro/home.html>). Through standard and ad hoc reports, surveys, program review reports, and enrollment management projections (EMIS), the office provides institutional reporting and research to the College administration as well as to its various governance committees/councils. The information flowing from the Office of Planning and Research forms the basis for much of the decision-making of the College. The office provides leadership in the planning process and is responsible for preparing the Strategic Plan, Annual Work Plans, and Year-End Work Plan Reports. And, as Chair of the newly formed IPC, the Director of Planning and Research provides the consistency of coordination of planning at the institutional level.

The Director of the Office of Planning and Research is a member of numerous college and district committees and councils:

- District
 - District Shared Governance Council
 - District Information Technology Council
 - District Research Council

- Skyline College
 - Cabinet
 - College Budget Committee
 - College Council
 - Institutional Planning Committee (Chair)
 - Instructional Leadership Team
 - Management Council
 - Strategic Planning Taskforce (Chair)
 - Student Access and Success Committee
 - Technology Advisory Committee

Since the last Accrediting Team visit in 2001, Skyline engaged in a Strategic Planning Process that included all stakeholders: the faculty, staff administration, students, District personnel, and the local business community. The Strategic Planning Taskforce, led by the Director of Planning and Research, met over the course of three semesters to ensure a thorough, collaborative process to develop Skyline's current Strategic Plan. The Plan includes new mission, vision, values,

strategic issues and goal statements (see Appendix D: Strategic Plan). Communication of the Strategic Taskforce progress and its resultant components were both written and sent by e-mail to the entire college community. Progress reports were posted on the college website on a regular basis (see <http://www.smccd.net/accounts/skypro/planning/index.html>). In addition to the web posting, public forums were held to solicit comment from the entire college community. The new college goals were integrated into the Annual Work Planning process for the 2003–04 fiscal year (see <http://www.smccd.net/accounts/skypro/workplan/index.html> for instructions and planning sheets for Annual Work Plan for 2004-2005).

Faculty Handbook

Policies, procedures, research data, and other pertinent information are communicated in several ways. Previous to November 2003, Skyline faculty were given a written handbook, which Skyline attempted to update on an annual basis. Now, the Faculty Handbook is available online and is updated on a real-time basis as policies and other information warrant (see <http://www.smccd.net/accounts/skyfaculty/index.html>). Contained within the online Faculty Handbook are links to pertinent policies and procedures, committee information, and to the web publication, *Skyline Notes*, an internal resource for Skyline faculty and staff.

Student Handbook

Students additionally receive a free written student handbook that contains all student-related policies. Since July 2000, students also have access to an online version of the Student Handbook (see <http://www.smccd.net/accounts/skyline/sts/handbook.html>). As in the Faculty Handbook, changes are now made in real time.

Skyline Notes

Of major importance has been the development and increased usage of *Skyline Notes*. In 2003 the web publication was created in response to a request for resource information by faculty and staff. The site contains committee information, membership lists, and committee responsibility descriptions. Committee minutes are in the process of being added to the website. *Skyline Notes* has improved overall communication within the College community as well as the District and can be found at <http://www.smccd.net/accounts/skyline/faculty/resources.html> or at <http://www.smccd.net/portal/default.aspx>.

Theme I-4: Clarifying Communication Processes

Recommendation #2:

The college should explicitly clarify the processes for decision-making and more closely align the relationships between and among the various decision-making bodies in order to support short- and long-term planning.

College Response:

Since the Interim Accreditation Report was completed in October 2002, the College has made significant changes to clarify, coordinate, and realign the decision-making bodies and decision-making processes. The wide participation and collaborative, collegial nature of the decision-making process has led to a better understanding on the part of the entire college community as to how planning and budgeting decisions are made. A once-broken climate of trust between the college's administration and its constituents has been re-established. In spring 2003, the Academic Senate presented Dr. White a plaque in recognition of her commitment to shared governance.

In September 2001, the Strategic Planning Taskforce was launched by the Office of Planning and Research. Meetings and public forums were held regularly over the next four semesters. The charge of the Strategic Planning Taskforce was to create and implement a long-term strategic plan as the basis for our educational, developmental, and operational decisions. This plan was to provide the College with a standard for a consistent response to internal and external community needs and to enable us to meet our reporting responsibilities. In March 2003, the work of the Taskforce culminated in a strategic plan for the College (see Appendix D: Strategic Plan).

The taskforce membership included Skyline faculty, students, classified staff, and administrators; SMCCD personnel; SMCCD Foundation members; San Mateo political representatives; community members; and business and industry representatives from San Mateo County (see Appendix E: Taskforce Membership List).

Annual Planning

At the beginning of each fall semester, a Planning Calendar for the next fiscal year is distributed to administrators and managers and provides a month-by-month timeline with due dates for all related planning documents, budgets, and reports (see Appendix F: College Planning Calendar).

College planning and decision-making begins with the five long-term College goals, developed in the strategic planning process. Managers begin early in the fall semester requesting faculty and staff in their departments and/or divisions to identify goals in a format based on the College's five goals (see Appendix G: 2004-2005 Work Plan Planning Documents).

The managers develop the proposed Work Plan through coordination with their staff and faculty at the department and division levels. The Work Plans are then submitted to the Office of Planning and Research, which assembles and distributes a draft of the College Work Plan to all constituencies for further review. The Draft Work Plan is posted on the Skyline Planning and Research website (see <http://www.smccd.net/accounts/skypro/home.html>). Program reviews, which have been considered by the Curriculum Committee in the prior year, are used as a resource by managers in determining divisional planning and budgeting decisions. The program

reviews are posted on the Curriculum Committee website (see <http://www.smccd.net/accounts/skycurr/PROGREV.HTM>).

The Governing Councils of the Academic Senate (ASGC), Associated Students of Skyline College (ASSC), and classified employees (Classified Council) each review and make recommendations to the Work Plan for the next fiscal year. Managers then make final revisions to the Work Plan as needed and submit the final draft to the Director of the Office of Planning and Research. The Director assembles the final draft that is reviewed and ultimately approved by the College Council, the shared governance body of the College, before the end of the fall semester (see Appendix H: 2004-2005 Work Plan).

At the start of the following school year, the goals and outcomes of the previous year's Work Plan are reviewed by the faculty and staff from each department, and managers create a Year-End Divisional Report, which compares the actual performance to the goals established by the College during the previous academic year. The Year-End Divisional Reports are submitted to the Office of Planning and Research and a draft is prepared and submitted to the college constituencies for review and comment. The Year-End Report is published on paper and copies are provided to all constituencies. It is also posted to the Office of Planning and Research website (see <http://www.smccd.net/accounts/skypro/planning/index.html>). As in the Annual Work Plan cycle, the final Year-End Plan is submitted to the College Council for its review and approval (see Appendix I: 2002-2003 Year-End Report). Shortly following the submission of the Year-End reports, each manager begins the process again to prepare the College Work Plan for the next fiscal year.

The Institutional Planning Committee

The Strategic Planning Taskforce recognized the need for an overall body to institutionalize the integration of the annual planning and budgeting processes with the Strategic Plan. A recommendation from the Taskforce to the College Council led to the formation of the Institutional Planning Committee (see College Council Minutes, September 24, 2003, at <http://www.smccd.net/accounts/skycouncil/minutes/03/min03.html>).

As a Committee of the College Council, the IPC was established to formulate and recommend to College Council a plan and implementation timeline for coordinating, communicating, and integrating College-wide planning at Skyline (see Appendix J: IPC Charge). This shared governance body is composed of all college constituencies, including faculty, classified staff, students, and administration (see Appendix K: IPC Membership List).

The first task of the committee is to identify and clarify the current organizational structure of College committees and councils. The second task is to develop a plan to reorganize and integrate these groups into the planning and budgeting processes of the College for the fiscal year beginning July 2004. At the first meeting of the IPC, work began by assembling governance documents and categorizing Skyline's numerous councils and committees. Specifically, the members began to:

- Identify explicitly responsibilities and composition of committees and functional units;
- Clarify the decision-making processes and align the relationships between and among various decision-making bodies in order to support short- and long-range planning;
- Assure that program review recommendations are clearly integrated into planning processes, linked with the resource allocation process, and used as the basis for program improvement. (see Appendix L: IPC Meeting Summaries/Handouts)

In later meetings, the IPC continued to clarify the current and desired organizational bodies and the relationships among the bodies. Specifically, the IPC discussed developing a strong connection between planning and budgeting and integrating the annual planning with the Strategic Plan. The models proposed in the fall meetings will streamline the committee structure at the College, thereby strengthening the connection and integration of individual committees to College Council and to the overall budgeting process.

Budgeting

Prior to the 2003-2004 school year, the primary College budget body was the Planning & Budget Committee. This committee was responsible for reviewing the Annual Work Plan in concert with budget requests for discretionary funds. Over time this Committee struggled with ways to reconcile planning and budgeting, and it became apparent that, at times, the budgeting process occurred independent of the planning process of the College. Attempts were made to integrate the two processes—planning and budgeting—by synchronizing the annual work plan cycle and budget cycle into a single calendar. However, several problems, conceptual and practical, prevented the Budget Committee from doing an effective job:

- The Committee dealt with discretionary funds only;
- The College had no strategic plan to prioritize budgeting;
- The Planning and Budget Committee did not coordinate all planning at the College.

In fall 2002 President White formed the Strategic Alternatives for Institutional Funding Taskforce (SAIF) to meet the 2003-2004 budget crisis. This Taskforce was charged with reviewing the entire College budget and recommending initiatives to meet the budget shortfall. The membership of SAIF included representatives of all College constituencies and was co-chaired by President White and the Academic Senate President. SAIF successfully completed its task in May 2003; the success of the process revealed lessons in managing the budget process at the College (see Appendix M: SAIF Charge & Appointee List).

In fall 2003, President White recommended to the College Council a new College Budget Committee. The CBC is a merger of the Planning & Budget Committee with the SAIF Taskforce, the group which had been formed to deal with the budget crisis of the 2003-2004 school year in addition to appointments from constituent groups (see Appendix N: College Budget Council Appointees). The formation of the CBC was approved by the College Council along with the Institutional Planning Council on August 27, 2003 (see College Council Minutes, August 27, 2003, at <http://www.smccd.net/accounts/skycouncil/minutes/03/min03.html>). The CBC is now the primary budget recommendation group for the College. The CBC is a shared governance body, with representatives appointed from all College constituencies and divisions.

The problems inherent in the Planning & Budget Committee have been addressed:

- The CBC considers the entire college budget instead of just the discretionary funds;
- The budgeting process is now clearly linked to the five college goals in the Strategic Plan.

The CBC activities are coordinated with the IPC, which is responsible for coordinating all institutional planning. The main work of the CBC occurs in the spring semester when the Committee considers the following:

- Budget allocation requests made by division deans and area managers based on Work Plan goals;
- Full-time faculty hiring priorities, as determined by the Full-Time Equivalent Faculty Allocation Committee and approved by the Academic Senate and College Council;
- Administrative and staff hiring priorities;
- Needs arising from program review documents; and
- Budget review of General Fund and categoricals.

Thus, budgeting priorities are based on the College goals as expressed in the Strategic Plan, are set by a shared governance body, the College Budget Committee, and are reviewed and approved by the College Council after consultation with the various constituent groups.

The District Committee on Budget and Finance was formed during fall 2002 by the District Chancellor. The Chief Financial Officer chairs the Committee, whose members include an Academic Senate faculty appointee from each campus, each college's business officer, a representative from the faculty collective bargaining agent, a representative from the Buildings and Grounds bargaining agent, a representative of classified employees, a vice president of instruction (ex-officio), and student representatives. Faculty appointees sit on their respective college budget committees. The Committee was formed to better align District budgets with the three local college budgets and to increase communication between the District and the colleges with regard to budgets. The District is developing processes for strategic planning that will result in a cohesive plan for decision-making processes within the District. The committee work will be ongoing and the development process is dynamic, fluid, and evolutionary as well as integral to the District's planning and shared governance process (see the District Committee on Budget & Finance website at <http://smccd.net/portal/dcbf/default.aspx>).

Theme II-2: Conducting Comprehensive Integrated Planning

Recommendation #1

In order to plan effectively, the college should conduct objective research, identify institutional outcomes and engage in systematic continuous assessment, especially with regard to enrollment management, program development and learning resources.

College Response:

Institutional data is fully integrated in the planning, development, implementation, and evaluation of the instructional programs and services in the following ways:

- Enrollment Management Process
- FTEF Allocation Process
- Program Development and Scheduling Process
- Program Review Process

Each of these components is integrated into a comprehensive instructional planning and implementation process. For example, the recommendations of the FTEF Allocation Committee are determined by the enrollment management process, the results of the program review process, and the allocation of human resources. The development and scheduling process is driven by the recommendations from the FTEF Allocation Committee and program review. Also, scheduling and rotation decisions are informed by the allocation of FTEF, the recommendations of program review, and the results of the institutional data available from the Office of Planning and Research.

Enrollment Management Process

The Instructional Leadership Team, made up of the Instructional Deans, the Vice President of Instruction, the Director of Planning and Research, and the Academic Senate President (upon invitation), use institutional data to inform decisions regarding class offerings. The Office of Planning and Research produces the Enrollment Management Information System (EMIS), which provides information on current enrollment, student demographics, and projected indicators while registration is in progress. This information allows the Instructional Leadership Team to coordinate, communicate, and effectively manage class enrollment. Course frequency and schedule sequencing is also provided to the instructional administrators by the Office of Planning and Research. The information is used to insure appropriate course rotations in the schedule development process.

The synchronization of multiple factors including increasing access, ensuring an appropriate time to degree, ensuring appropriate course and major sequencing, meeting college enrollment goals, and ensuring a comprehensive curriculum must be informed by accurate institutional data in the EMIS, including weekly student contact hour equivalents (WSCH), full-time equivalent students (FTES), course, department, and division load, which is the ratio between WSCH and the full-time equivalent faculty (FTEF) and student outcome data (see Appendix O: EMIS Report Sample – Spring 2004).

FTEF Allocation Process

The faculty and administration determine the allocation of FTEF through a comprehensive, coordinated process that is integrated in the overall college budget and planning process. Institutional data related to instructional service and productivity are central criteria used in the application/allocation process. Consequently, the Director of Planning and Research works with every department interested in applying for priority in the FTEF allocation process to consider the quantitative measures that need to be included in the proposal for prioritization and allocation (see Appendix P: FTEF Proposal & Timelines).

Program Development Processes

The faculty and deans use institutional data to determine needs related to program development and scheduling. Information such as the success, persistence, and retention rates provide information related to the need for a specific concentration of courses or the development of a remedy to enhance the outcomes of a particular program or course.

Though there are others, two major examples of this program development and scheduling process are the activities of the Math and English Departments. The Math and English Departments are both engaged in activities to address issues of student success, retention, and completion. The Math Department held an initial department retreat to develop a strategy for addressing the low student success rates. The Department is considering strategies that include examining developmental education programs, creating or incorporating existing learning community strategies (MESA, ASTEP), implementing course prerequisites, and evaluating the assessment and placement processes and tools used at the college.

In fall 2001, the English Department engaged in a FIPSE grant-funded partnership, currently in its third and final year, with San Francisco State University. The activities looked at student success data and developed strategies for enhancing success, persistence, and retention. Integrated course curricula were developed which modified the sequencing of the course of study for students that chose the integrated course approach.

Program Review Process

The program review process has a minimum set of institutional data (FTE, FTES, WSCH and load) required to be incorporated into the review. The programs have historically included the data and used them to substantiate or validate the reviews. This year the process has been strengthened in the following ways:

- Departments are expected to incorporate the use of more student data in the review process. Factors related to student equity are expected to be incorporated such that consideration is given as to how the programs are serving all students by considering their ethnic/cultural, language, gender, and age backgrounds. Reviews performed and submitted without the consideration of such data are considered incomplete and are not advanced along the review process path, such as incorporating findings in the budget allocation process.
- The Office of Planning and Research works with each program review team to customize information beyond the standard required. The director works with each team to design information reports and surveys specific to the program.

- Departments are expected to not only identify strengths and weaknesses of the program, but are now expected to develop a program plan that will enhance the performance of the students in the program (see Appendix Q: Program Review Response Form).
- Pre-workshops have been implemented to clarify the purpose and process of program review. Access to and uses of institutional data are stressed in the workshop (see Appendix R: Program Review Workshop Agenda).
- The Office of Planning and Research now has a calendar of Program Reviews that extends to the year 2016. The Director is able to anticipate which departments will be asking for support. The Director is also aware of the minimum level of research needed by each department undergoing review and has developed a calendar for distributing the data (see Appendix S: Program Review Calendar 2004-2010).
- The District Instructional Council is considering a two-year review process for all occupational programs which includes the consideration of institutional enrollment data and student outcomes data. This process will be implemented this academic year.

Learning Resources

The Library uses a variety of methods to assess and evaluate its services to students and its resources, which include books, periodicals, and subscription databases. Each month the Library sends to all College employees a list of new books, arranged by subject. These lists are also posted permanently on the Library's website. The librarians stay current on topics for materials selection by updating the list of subject headings, which is based on course offerings in the College catalog and schedules. When a new program is being developed, the Library director signs off on required resources and collaborates with instructors and administrators to acquire these materials and make them available to students. The staff continually reviews the book and periodical collections and eliminates items that are no longer useful for course-related research. In terms of services, librarians educate students in the use of library resources through class research presentations, credit courses, and one-to-one instruction. The librarians also consult with instructors to tailor research presentations based on student needs and class project considerations. All instructional approaches generate feedback and evaluation from students and faculty. Finally, students complete library services questionnaires on a regular basis (see Appendix T – Library User Survey).

The Learning Center uses institutional data to monitor and revise student support services including instructional software and hardware, lab-based support courses and workshops, and tutorial assistance. The Office for Institutional Research has implemented a student login system (SARS) within the Learning Center to track student usage of the various components of learning lab services. Data from this system are reviewed on a continuous basis to determine the curricular areas and times in which additional support services are needed. For example, the Learning Center recently increased its staff of statistics tutors based on student use in this area and on a request made by the Math Department following a departmental retreat. The lab-based support courses are also evaluated and revised on a regular basis as part of the program review process in the academic departments. In addition, student satisfaction surveys are used on a continual basis to help determine which workshops have been perceived as most useful to

students, and this information is used as part of planning and development (see Appendix U – The Learning Center (TLC) Student Evaluation). Finally, the Learning Center houses a federally-funded TRIO Student Support Services Grant that relies upon institutional data regarding project participants' rates of graduation, retention, and persistence to evaluate the effectiveness of the services provided. Both the Learning Center and the Library participate in the program review process.

Additional Recommendation

Recommendation #1

The district should conduct regular training for supervisors of classified staff and meet the obligation to initiate and guide staff evaluation processes so that they are timely and consistent, and the college administration should follow through in conducting those evaluations.

College Response:

The District Office of Human Resources has implemented a systematic and comprehensive notification system for all supervisors of classified employees for staff performance evaluations based on hire dates using monthly e-mail notifications (see Appendix V: Notification of Classified Evaluations Due). Internet downloads from the Human Resources website include Classified Performance Evaluation Booklets, Administrative and Academic Supervisor Performance Evaluations and Procedures, and Performance Self-Assessment Forms (see <http://smccd.net/portal/Human%20Resources/Forms/AllItems.aspx>).

During new employee orientations, Human Resources personnel conduct training sessions for new supervisors and managers on evaluation procedures. The District holds at least one management meeting per year that includes training on the evaluation process and staff supervision. Since 2002, the District Office of Human Resources requires evaluations through regular follow-up and the use of *staff evaluation* as one of the criteria used to evaluate administrative and supervisory staff.

The College has continued to make every effort to evaluate all staff in a timely manner and is still in compliance with District directives. The President of the College requires the Vice President of Instruction, the Vice President of Student Services, and other members of the President's Cabinet to monitor deans and managers in their respective areas in order to complete evaluations in a timely manner. Completing evaluations in a timely manner is part of every supervisor and manager's evaluation. Skyline employees are jointly responsible for implementing their evaluations by completing a self-evaluation as part of the process. The use of a self-evaluation tool has increased the relevance of the process.

Theme III: Completing the Development of the Physical Environment

Recommendation #2:

The College and District jointly need to address issues related to the scheduled maintenance and operation of the campus by identifying ways to provide adequate services along with access to sufficient resources and equipment to support the college priorities and its educational plan.

College Response

The College and the District Facilities Department have jointly worked together to begin to address some of the issues related to scheduled maintenance and operations of the campus in two ways: 1) establishing the Facilities & Event Support Funds and 2) addressing the impact of custodial staffing reduction on the custodial service levels. The two activities are a beginning step to addressing some of the campus concerns. They provide an initial approach that will need continuous assessment and evaluation by the College to determine that the maintenance and operation support the College in fulfilling its educational mission.

Facilities & Event Support Funds

The College and District Facilities Department staff went through a process of identifying College events and the resources necessary to support the events with maintenance staff. The College was provided an allocation based on the available fiscal resources, the required hours of support, and the nature of the events. Though there are insufficient resources to support all events, the College identified a process to prioritize and allocate the use of the funds. The year's end provided the College with an opportunity to assist the District Facilities Department in correcting its processes of levying the charges at the end of the year.

Custodial Service Levels

The College staff received notification from the District Facilities Department that the custodial service levels would need to be reduced. With the notification, the College received a recommendation from the District Facilities Department on the specific reductions and modifications. The College administrative staff provided comments of support and objections with a priority toward safety, instructional mission, student service, and campus climate. The District Facilities Department assured the College that the recommended reductions and modifications of services are only to serve as a guideline. This approach has been in effect for a portion of the academic year. The College will be in a better place to evaluate it once a full academic cycle has occurred.

District Response

Since the Interim Report of October 2002, the District Facilities Department has made the following changes to address the concerns of the College regarding the centralization of facilities:

- Prior to fiscal year 2001-02, the Supervisor of Campus Facilities was required to pass all expenditure requests through the former Director of Facilities, Planning & Operations. However, with the establishment of a Skyline Facilities Operations & Maintenance

budget, the Campus Facilities Supervisor is now able to respond to local conditions and requests.

- In fiscal year 2002-03, the District's Facilities Department undertook a Custodial Program Review (see Appendix W: Custodial Program Review). The comprehensive analysis included:
 - quantification of the cleanable inventory,
 - restructuring to increase custodial team self-direction,
 - improved inventory and equipment management,
 - development of a comprehensive training program,
 - development of standard hiring and orientation procedures, operating procedures, and
 - development of construction specifications to ensure that durable and maintainable finishes are standardized when buildings are constructed or renovated.
- Although staffing has not been increased due to District budget reductions caused by the State budget crisis, other program review findings led to these changes in service:
 - cleaning productivity increased from 30% to 51%;
 - the major contributors to non-cleaning productivity have been identified, measured, and in certain instances administered differently in order to improve basic services;
 - improved procurement of custodial supplies;
 - implementation of weekly safety toolbox training sessions; and
 - implementation of monthly technical training sessions.
- Also in fiscal year 2002-03, the Facilities Department undertook an Engineering Program Review which resulted in the development of a Comprehensive Preventative Maintenance Program. A training program, including weekly safety toolbox training sessions and weekly technical training sessions, was implemented.
- To improve responsiveness at the local campus level, the Facilities Department underwent a second tier reorganization effective September 2003. New Chief Engineer positions in the engineering unit were created to put into place leadership for self-directed teams; additionally, utility engineer positions were created to develop promotional opportunities within the Facilities Department and to place at each campus entry-level engineering staff to respond to calls and service requests while the more technically proficient journey-level engineers focus on product preventative maintenance.
- Additionally, a lead custodian position was created for the swing shift at Skyline College, further enhancing the crew's capability for self-direction.
- Finally, internal departmental policy was revised, which empowers supervisors to hire temporary workers to fill vacant positions while the hiring process was completed.

The Facilities Department website was launched in 2003 and is linked to the District's website (see <http://www.smccd.net/accounts/facilities/>). The website is updated regularly with current information. This site was designed for the community to learn more about the services the Facilities team provides, important information about the buildings and grounds of the District's three campuses and off-site facilities, and the repair, renovation, and construction planned and in progress.

Summary Progress Report

The Planning Summary of Skyline's self-study document, submitted in 2001, focused on two primary themes:

- The critical need for an organized, thorough, and comprehensive strategic plan to guide the College for the coming years, and
- The need for physical resources.

In the spring of 2003, the multi-constituency Taskforce completed the Strategic Plan for the College (see Appendix D: Strategic Plan). The Strategic Plan contains the College's vision, mission, and values statements. It identifies current strategic issues and the all-important College goals, which flow from the vision, mission, and strategic issues. The Taskforce formulated five long-range College goals, which are the foundation of all planning and budgeting for the College. This long-term strategic plan provides the College with a standard for a consistent response to internal and external community needs and enables us to meet our reporting responsibilities (see Appendix D: Strategic Plan, Section 5).

The second theme that emerged in the self-study was the need for physical resources. Many of these needs have been addressed in preceding pages in under Theme III, *Completing the Development of the Physical Environment*.

The College and the District continue to work together in an attempt to address and resolve the custodial issues. With the addition of the Campus Facilities Supervisor, local control of scheduled maintenance and operations has been restored and we will continue to work with them to identify issues. For specific responses to the concerns expressed in *Standard 8 Planning Items* of the original self-study, refer to Theme III - Recommendation 2, on page 13 of this report.

In response to the need to build a new student center/bookstore and develop a plan for the addition of space to meet program and office needs, the college has gone beyond the planning and design phases of major construction projects since the Interim Report of October 2002. The College will break ground for the new student union this summer (2004) with plans in progress for additional projects slated for construction and upgrades listed below:

- **Student Support & Community Services Center (Student Union):** This 38,000 square-foot facility will house the bookstore, food services, student government, student activities, a campus information station, and a campus conference center. A Skyline College-based selection committee selected the architect to design the project, and a campus-based selection committee is in the process of selecting the contractor to construct the facility.
- **Science Annex:** This new 29,000 square-foot facility will replace the wet science laboratories currently housed in Building 7.
- **Facilities Maintenance Center Shops and Warehouse Replacement:** This new facility will replace the remaining pre-WWII abandoned Coast Guard station buildings that are unsafe and unsuitable as shops and warehouse space for the Facilities Department's programs. The project includes custodial warehouse space, grounds keeping warehouse and equipment storage, an auto maintenance shop, a carpentry shop, a plumbing shop, an

electrical shop, a lock shop, and adequate enclosed storage for the fleet of vehicles and equipment.

- **Pac Heights Swing Space:** This one-story building, consisting of three wings, is currently vacant. This site was previously used to house an elementary school. The space will be modernized to provide spaces to temporarily house occupants of existing campus buildings that need to be vacated to allow for modernization and seismic upgrade projects.
- **Building 3 Seismic Upgrade and Modernization:** This two-story building currently contains classrooms, offices, and multi-purpose spaces for the Physical Education Division, including the main gymnasium. State funding has already been secured for the seismic upgrade of the building and the renovation of the existing restroom facilities. These funds will be combined with local bond dollars, which will fund the modernization work in the remainder of the building. In order to reduce the construction cost and the disruption to the campus, the seismic upgrade work and building modernization work will be bid together and the construction will occur simultaneously. Due to their adjacencies, the Buildings 7 & 8 modernization and seismic projects will be packaged together and bid as a single-phased project.
- **Building 7 Seismic Upgrade and Modernization:** This three-story building currently contains a mixture of classrooms, offices, and support spaces for the Science, Math, and Technology Division. This building also contains classroom and office spaces for Language Arts and general use. State funding has already been secured for the seismic upgrade of the building and the addition of a new elevator to serve both Buildings 7 and 8. These funds will be combined with local bond dollars, which will fund the modernization work in the remainder of the building. In order to reduce the construction cost and the disruption to the campus, the seismic upgrade work and the building modernization work will be bid together and the construction will occur simultaneously. Due to their adjacencies, the Buildings 7 & 8 modernization and seismic projects will be packaged together and bid as a single phased project.
- **Infrastructure Repairs and Energy Efficiency Projects:** HVAC system refurbishments, environmental controls upgrades, lighting retrofits, water line upgrades to support new construction, parking and roadway improvements, and storm and sanitary sewer systems improvements.
- **Athletic Facilities Upgrades:** The scope of this project includes conversion of the baseball and soccer fields to synthetic surfaces; this upgrade mitigates the labor-intensive nature of natural turf maintenance and allows for extended hours of field use for collegiate athletics, instructional programs, and community use. Additionally, this project includes upgrades to the tennis courts and track and field facilities.

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Website URLs

College Council Minutes

<http://www.smccd.net/accounts/skycouncil/minutes/03/min03.html>

IPC Minutes

<http://www.smccd.net/accounts/skypro/IPC/03/index.html>

Office of Planning and Research

<http://www.smccd.net/accounts/skypro/home.html>

Strategic Taskforce Progress Reports

<http://www.smccd.net/accounts/skypro/planning/index.html>

Annual Work Plan

<http://www.smccd.net/accounts/skypro/workpplan/index.html>

Faculty Handbook:

<http://www.smccd.net/accounts/skyfaculty/index.html>

Student Handbook:

<http://www.smccd.net/accounts/skyline/sts/handbook.html>

Skyline Notes:

<http://www.smccd.net/accounts/skyline/faculty/resources.html>; & <http://www.smccd.net/portal>

Skyline College Draft Work Plan

<http://www.smccd.net/accounts/skypro/home.html>

District Committee on Budget & Finance

<http://www.smccd.net/portal/dcbf/default.aspx>

Program Reviews

<http://www.smccd.net/accounts/skycurr/PROGREV.HTM>

Year-End Report

<http://www.smccd.net/accounts/skypro/planning/index.html>

Classified Performance Evaluations and Procedures and Self-Assessment Forms

<http://smccd.net/portal/Human%20Resources/Forms/AllItems.aspx>

Facilities Department

<http://www.smccd.net/accounts/facilities>