

Strategy for increasing FTES

Skyline College

Fall 2005

Introduction

This document represents a work in progress. It is designed to support the growth of Skyline College by 400 FTES. All strategies that are appropriately addressed through the shared governance structure will continue to go through the shared governance processes.

Skyline College recognizes the opportunity to increase student access by making more options and opportunities available to students. The following growth strategies build upon the college's vision of "knowledge, leadership, and community.....Skyline College Opens Doors." As well, the strategies are consistent with key factors in the mission statement including:

- A comprehensive community college
- Learner-centered environment
- Open access
- Climate of innovation
- Technology
- Community partnerships
- Workforce and economic development
- Student services and instructional programs to support students achieving educational goals

This plan includes the process, framework and a narrative that provides summary information on enrollment growth strategies.

Process

The Instructional Leadership Team held a retreat to begin initial discussions on the request that colleges develop strategies to grow FTES. The team consisted of both instructional and student services Deans, the administrative assistant and curriculum specialist in the Office of Instruction, the Director of the Learning Center, and the Director for the Center for International Trade and Development. The group familiarized themselves with the 320 report and identified strategies to maximize FTES. A rough draft of the strategies was taken to a regular ILT meeting that included the Carla Campillo, Skyline College Academic Senate President, Cathy Hasson, Director of Planning, Research and Institutional Effectiveness, instructional and student services deans. This group refined the strategies and formed a subcommittee to further work out the details. The subcommittee met and continued to refine the strategies.

At the same time, the draft strategies were placed on Cabinet agenda, the managers meeting agenda, the District Instructional Council Agenda, the Joint VP's agenda and it was provided to the Academic Senate President. The plan for growing FTES is agendized at the next Academic Senate meeting on September 23, 2005.

Additional resources drawn upon for the development of the strategies include:

- College work-plans
- Program reviews completed in the recent three years
- All of the proposed strategies are support the Vision and Mission of the college. The strategies were developed in with input from both instructional and student services areas of the college. The Academic Senate President participated in the initial Instructional Leadership Team Meetings
- Principals breakfast discussions related to Middle College

- Workforce Development program advisory Committee discussions
- The Student Equity Plan
- San Mateo County Workforce Investment Board discussions
- Academic Senate sponsored forums on Degree requirements for English and Math
- The TRIO program strategies for supplemental instruction
- The Campus Change Network discussions in May 2005 and September 2005

The Framework

The strategy involves horizontal and vertical strands of activities. The vertical strands are activities that are distinct from one another. In this plan the vertical strands are:

- Concurrent Enrollment
- Maximizing existing ftes/headcount
- New Program/course development
- Supplemental Instruction

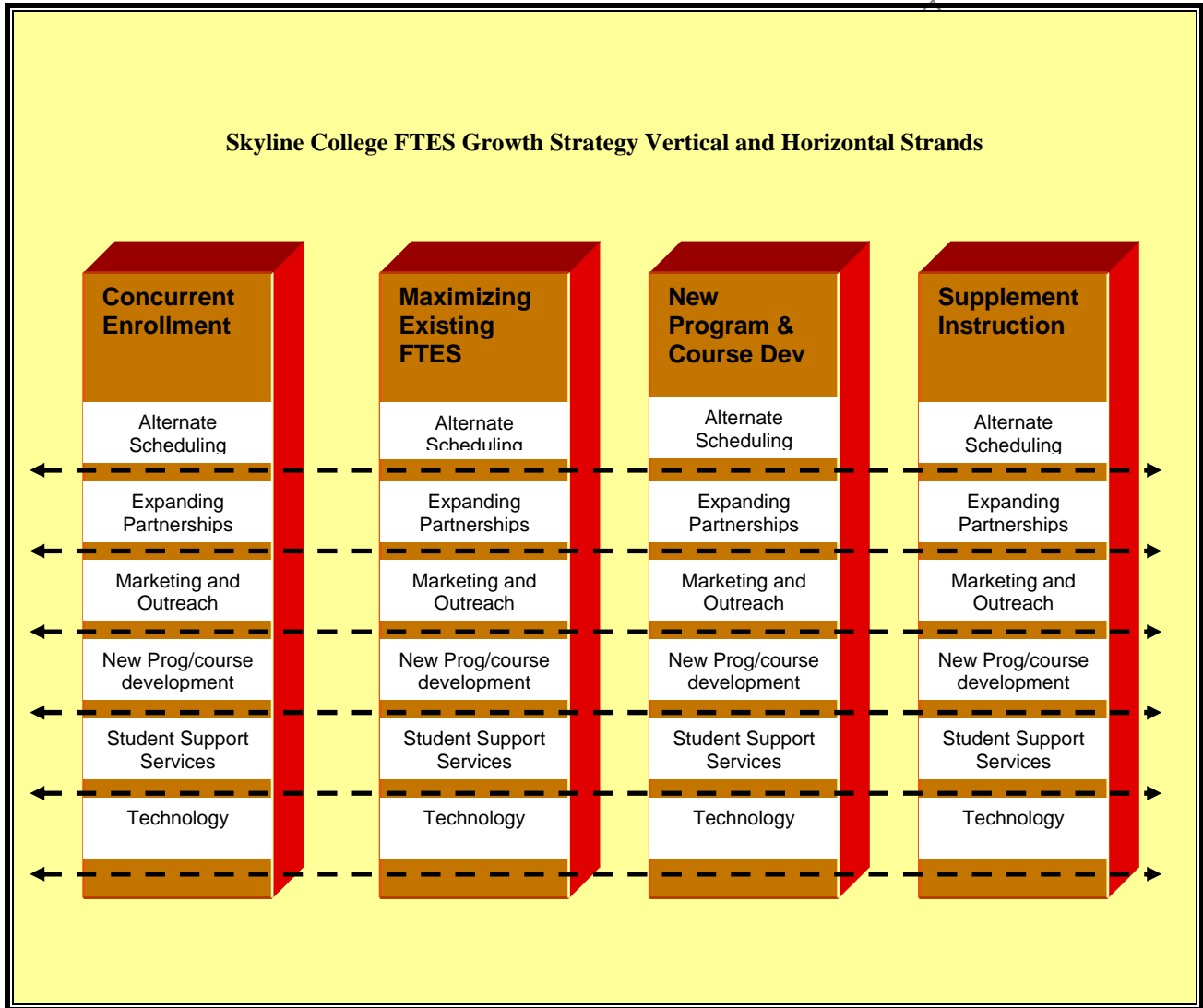
The horizontal strands are strategies that may run through some or all of the vertical strands.

The horizontal strands include

- Alternate Scheduling Patterns
- Technology
- Marketing
- New Course/Program Development
- Student Support Services
- Expanding Partnerships

Some of the strategies may be aligned with a combination of the framework areas. For example a Middle College would be aligned within the vertical strand of concurrent enrollment

but would include the horizontal strands of marketing, expanding partnerships and new program development. See Figure Below.



Growth Strategies

These strategies are designed to increase the FTES at Skyline College by

Concurrent Enrollment

- Work with Jefferson High School and develop a Middle College Program that would accept cohorts of 30 students. The program would be implemented in the Fall 2006 semester.
- Initiate an early assessment program at the high school site
- Work with the unified school districts to offer art, automotive, technology, Gaming, Honors and pre-collegiate math and English courses
- Expand summer bridge program (Jump Start). Transform to concurrent enrollment program and add counseling component to transform into “Gateway” style program.

Maximizing FTES

- Begin mailing out schedules and explore mailing out postcards to advertise the on-line schedule, financial aid workshops, and new programs and curriculum
- Create and distribute short course and special program mailer
- Initiate a “Finish What You Started” Campaign and overall all Marketing and Recruitment campaign
- Implement a heavy marketing of the TCOM, CAOT and COMP curriculum.
- Market the availability of an online degree
- Offering and marketing additional sections of existing high demand curriculum
- Increase off campus offerings at the Chestnut Center and the South San Francisco Community Center

- Expand the Seniors program at the Doelger Center to include courses in Art History, Geography and History
- Offer Pre-collegiate Math at San Francisco State University. This strategy would involve hiring the SFSU graduate students with the 24-unit equivalency. We would offer math placement testing and instruction at the pre-collegiate level. We would place 80%-100% faculty coordinator at the SFSU site. The number of sections involved is approximately 30 -35 sections. The average class size is 35 students. We would teach at SFSU site.
- Offer ESL/CAOT combination classes at off-site centers:
 - Chestnut Center
 - Doelger Center
 - Peninsula Works
 - South San Francisco or other high school sites
- Offer additional courses at SSF Community Center as determined by community demand.
- Increase Physical Education sections once moved back into modernized gym. Return to the fall 2002 level of FTEF allocation for sections
- Increase availability of high demand general education courses needed to advance to other classes or fulfill certificate, degree, or transfer requirements so that students may complete work more quickly.
- Explore Bart Shuttle to transport from Tanforan Shopping Center to Skyline College

New Program/Course Development

- Develop and implement a Program for Adult College Education (PACE). This program would be scheduled such that a student can attend college one or two nights per week and complete the AA/AS degree in 2-2.5 years

- Develop curriculum to increase the availability of online courses and round out the availability of the online degree. This strategy would involve faculty development, curriculum development, and costs of instruction. Targeted areas include courses that meet the general education, American History and Institutional Ideals and Cultural Diversity Breadth requirements. Develop Fitness 400 online course. Develop online ENGL 100, 110, and 165 courses
- Develop certificate programs for Phlebotomy, Medical transcription, Unit Assistant/Medical Secretary, Paramedic. Expand the offerings in Pharmacy Tech, Anesthesia Tech and EKG Technician certificates. This would be done by the creation of a health care technology coordinator and assistant at approximately 50% fte each.
- Develop Sports Medicine Certificate. This strategy includes curriculum development, instruction, and Athletic training reassigned time.
- Develop Women's Basketball program.
- Increase dance offerings at off campus site.
- Develop vocational ESL program to bridge into vocational programs
- Develop Small Business Center at Chestnut facility. Offer instruction in Business and expand the offering of the GIS/GPS course. Market to local municipalities and utility infrastructure companies.
- Collaborate with Earth Science and Automotive Technology to expand GIS offerings into a certificate program if there is sufficient demand.
- Update current Medical Transcription/Secretary certificate/degree and add new certificate in Billing and Coding

- Expand Fashion Merchandising to include internships/partnerships with local retailers in San Francisco. Update all curriculum for degree and certificate.
- Create a Marketing Certificate/Degree deactivating the Marketing Degree and adding a Marketing emphasis to the Business Administration Degree with possible accounting/management options.
- Use current job market info to update and modify Legal Secretarial degree/certificate. Increase availability with online instruction.
- Develop Rapid Transfer: a streamlined transfer program for both general education students and for students in high demand transfer majors to meet CSU's *High Demand Transfer Pattern* requirements; learning communities or other forms of cohort learning could be used.
- Expand Family & Consumer Sciences to include:
 - ✓ Food laboratory classes to supplement FCS & ECE programs
 - ✓ Develop classes in advanced nutrition, life span nutrition,
 - ✓ Develop certification class for food service workers
 - ✓ Develop life management class for the under-prepared or basic skills students to prepare them for academic success – focus on family structure, diversity, values conflicts, multiple roles, global economy and technology

Supplemental Instruction

- Develop “First Semester Experience” program that includes supplemental Math and ESOL instruction. This model involves curriculum development, tutor training, and an increase in sections of the LSKL courses. FTES would be generated by increasing then

number of grad tutors available to students who would be required to enroll in the LSKL classes after performing poorly on the first exam. A research component would be added to test this strategy as a solution to the high student failure rate in Math. New instructional technology including Study Skills Success software, technology educational materials and speech/audio cards to upgrade 18 computers in the Learning Center would be purchased. Focused Basic Skills instruction for courses in all areas could be offered through LSKL 801 sections

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