Skyline College Program Planning Questionnaire Summary

Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Accounting	Strong articulation agreements with the CSU System schools; addition of two income tax classes - ACTG 171 Federal Income Tax and ACTG 172	Computer software dated; different levels of education background of the students; need to investment management and capital budgeting in 121; advisory board no longer holds regular meetings	The accounting profession is increasing job openings at all levels to comply with the new Sarbanes-Oxley Act. Therefore, enrollment will most likely increase in all of our programs over the next five years. The accounting program needs to create information sheets to aid students in enrolling in courses to complete their degrees and certificates. These information sheets should address the needs of each of our constituent groups (eg. Business Major transfer students, terminal AS degree in accounting students, and Computer Specialist Certificate students)	Computer Labs; increased marketing for courses; faculty replacement
Administration of Justice	The program is easily adaptable and relevant to a dynamic and popular career choice; students on both the Administration of Justice track and the paralegal track have a variety of occupational choices to choose from, such as law enforcement, corrections, probation, parole, legal, and pre-law, to name a few.	Attracting more females to the ADMJ Program, while females account for about 51% of the population, they make up only 16% of the ranks in law enforcement; increase the level of proficiency with regard to criminal justice students' abilities to deal with an increasingly diverse population including issues of cultural sensitivity, as well as breaking down communication barriers, need to be adequately addressed at the instructional level so that students will be better prepared to meet the challenges they will face in the real world as working professionals.	The ADMJ Program might consider increasing its course offerings per semester, perhaps to include evening classes and/or adding sections to some courses. The Program has already begun offering courses during the summer semester. The ADMJ Program is easily aligned with such other related disciplines within the Social Science/Creative Arts Division, such as Sociology, Para-Legal, Psychology, and even Anthropology. We must find ways within the Division to better cross-reference our wealth of knowledge, and to share this rich experience with our students, rather than treating each discipline as an island unto itself. Finally, a new-hire training program should be adopted to assist new instructors.	Hiring of a full-time instructor (presently, there are only three part-time instructors). The full-time instructor would bring continuity to the Program by helping to coordinate and guide Program activities and subordinate instructors.
Automotive Service Technology	Program is student-centered; strong industry working relationships	Each year, students enter with less automotive related experiences, yet technology advances; lack of space in the Building 8; remaining at the leading edge of technology is a costly challenge; promotion of evening in-service program	offer a short term certificate program that will provide students with the most basic entry level skills so that they can enter the job market in a shorter time period. Curriculum to include automotive on-board networking, additional in-depth hybrid training, and alternative fuels which also includes hydrogen fueled vehicles	Space and equipment. Marketing for evening students. Replacement faculty
Anthropology	The Anthropology program provides a broad spectrum of courses that meet General Education, transfer requirements toward both a major and a minor in Anthropology. The Anthropology program has faculty with a breadth of preparation and interests to meet the needs of a diverse student population. The Anthropology program has been responsive to many of the changes in the student population.	Many of the classrooms utilized by the Anthropology program are ill-equipped and filthy. Functioning electronic equipment (computers, vcr/dvd players, lights, heating, etc) as well as wall maps need to be provided. The "low tech" necessities such as maps seem to be overlooked in favor of electronic delivery. Electronic technology is not always superior in the classroom/lecture situation. There needs to be flexibility here for the students and instructors. Student conduct on campus (in and out of class) has become noticeably more aggressive to both the Anthropology students and faculty. Students upon entering anthropology courses may demonstrate less academic preparation for college in the areas of critical thinking, reading, writing and research.	Add a much-needed Physical Anthropology Lab. Add Anthropology of Death course (was a successful 680 Fall 2005). Increase Honors offerings. Consider curriculum in the areas of globalization and its impact on culture, locally and abroad	It is important to develop a one unit laboratory component for ANTH 125, Physical Anthropology

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Art	The greatest strength of the current program is its diversity of its faculty, which offers the students many perspectives and attitudes about art, art history, and making art. Maintaining this diversity of faculty should remain a constant characteristic of the program. One of the major objectives of the program has been to encourage and develop a student's personal communication and expression through art. The diversity of the faculty, facilitates the experience of learning by the students about different approaches and realizations of solutions for common reoccurring problems of artistic expression.	The successes of the Art program can be attributed to the dedication of its faculty. Their determination to have students succeed has demanded that each instructor "work around" the limitations apparent: shortages of materials for instruction and students, lack of space, out-mode equipment and lack of expert equipment repair/maintenance (mainly due to lack of funding), lack of equipment for course offerings in the latest technologies.	Expected influences will be from the increasing implementation of digital technologies in existing media as well as a medium of its own. However, there is evidence that many of the traditional media gain interest and importance for many students as they "reject" the omnipresent of digital technologies in their lives. Hence, digital imagery will most likely be an additional medium rather than a supplanting of traditional media.	The most important element to sustain/increase enrollment would be actual increases in facilities, particularly studio areas. As is common for all programs, scheduling classes in the afternoon is problematic as many students arrange to work in the afternoon; so the preference of students is to have morning sessions. Most studio classes benefit from longer sessions, so the number of sections that can be offered in one morning is very limited.
Biology	Dedication to biology education and students results in high load (WSCH/FTE) for the Biology Department at Skyline College. Each semester, most classes begin with over 100% of the maximum class size; consequently our load is 11% greater than the average load for the College and 19% greater than the average load for the District; curriculum and laboratory development, open labs, and BIOL 690 projects; student follow-up shows our students do earn baccalaureate degrees in the sciences and do work as professionals in biotechnology, health care, and education; biology students account for over 50% of Skyline's Transfer Admission Agreements with UC; faculty is active in regional and national professional organizations; scientific and educational meetings are brought to Skyline College and our students are able to attend; faculty undertake independent outreach efforts visiting K–12 schools, providing formal in-service training for K–12 teachers, and judging local and regional science fairs; assimilatation of part-time faculty into regular departmental activities	Dedication to biology education and students results in high load (WSCH/FTE) for the Biology Department at Skyline College. Each semester, most classes begin with over 100% of the maximum class size; consequently our load is 11% greater than the average load for the College and 19% greater than the average load for the District; curriculum and laboratory development, open labs, and BIOL 690 projects; student follow-up shows our students do earn baccalaureate degrees in the sciences and do work as professionals in biotechnology, health care, and education; biology students account for over 50% of Skyline's Transfer Admission Agreements with UC; faculty is active in regional and national professional organizations; scientific and educational meetings are brought to Skyline College and our students are able to attend; faculty undertake independent outreach efforts visiting K–12 schools, providing formal in-service training for K–12 teachers, and judging local and regional science fairs; assimilatation of part-time faculty into regular departmental activities and curriculum matters in add	Dedicated DSPS space within one central area on campus for students to meet with DSPS Counselor/Coordinator, arrange and attend AT classes, request and pick up alternate media, use testing accommodations including AT and use AT during open lab hours. Increased faculty and staff to support increasing enrollment and expanding Assistive Technology program offerings while maintaining program quality.	Although specific content changes considerably with advances in science (e.g., stem cell research, recombinant DNA technology, new diseases), the current Biology courses will continued to be offered. Specific courses in Biotechnology will be added. The Biotechnology curriculum is being reevaluated to determine whether a vocational certificate program in manufacturing is appropriate.

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Business General	Pulse on current trends in business and technology. Flexibility to modify programming and delivery. Ability to attract top movers and shakers in various fields.	The lack of space has made for major compromises in the level of instruction. Studio spaces should be dedicated to specific needs of specific disciplines of art	As the local population continues to age and the projections are not indicative of a large surge of young people, the Art program expects to see a larger portion of the student enrollment to be of students seeking self-enrichment objectives rather than degree goals.	Technology; Ability to market teaching resources to outside business and corporate partners
Center for International Trade and Development	Regional recognition; Economic Development focus; community involvement	Adequate human resources/staffing; funding for program development; collaboration with Instructional Team	Enhanced integration with all instructional programs at Skyline. (SLO). Active role in on-going globalization of Skyline College. Enhanced community role include cultural events, etc.	Management support and involvement
Center for Workforce Development	Facilitates relationships that respond to industry needs for a skilled workforce by determining the skills, competencies, on-the-job performance requirements, and corresponding delivery mechanisms; sustains business and community partnerships and leverages multiple funding streams; promotes access (bridges) for low-skilled students to contextualized basic skills learning communities that connect to industry driven workforce preparation programs and general transfer education coursework leading to degrees.	Existing labor pipelines must be cultivated because the high cost of housing precludes successful recruitment from outside the region. These pipelines need significant preparation and the community colleges are central to this economic development strategy. Innovated programs will be needed.	Similarly, as the population changes, the program expects further diversification of the ethnic and cultural references of the students. As such, the curriculum will most likely respond with expansion of its ethnic specific course offerings.	Stable funding to promote the retention of staff and transition from temporary employees; identify mechanisms to promote sustainability of the center.
Chemistry	Faculty members maintain a current and meaningful curriculum in chemistry; program works closely with the MESA program. Continued support of the MESA program	The most difficult challenge will be with facilities over the next two years. With new labs coming up in Spring 2007 the entire department will be relocated. That will create difficulty in the short term, but opportunity in the long term for more class section, additional types of labs and possibly new courses. The program continues to rely on too many adjunct faculty to support the curriculum	Enrollment is very stable at this point. All courses are filled by opening day. We should be able to project that additional lab facilities should increase offerings	
Computer Applications & Office Technology	We serve the student population in many ways such as entry-level office workers, employees seeking to upgrade skills, career changes, transfer students and life-long learners. We are recognized in the District as a frontrunner in providing the most current software courses and equipment to meet the needs of the ever-changing business industry.	Students prefer online delivery instead of physically coming to the class location. Intensifies the need to train instructors in all available multimedia technology; Try to expand our Advisory Committee membership to help develop mutually beneficial student internship programs. Faculty should become involved in seminars, workshops, and professional organizations to keep abreast of new office technologies.	providing broad level of certificate and degree options; expand short mini-certificates in the medical transcriptionist area (billing and coding); working around students' needs of completing core courses. Using innovative ways to offer the classes, such as online delivery; expanded in the Medical Transcriptionist area with short mini certificates in Billing and Coding and other related medical administrative areas. The department needs to promote more business partnerships and develop mutually beneficial student internship programs.	Providing the most current software; tutoring help outside lab environment; marketing classes with an innovative approach
Cosmetology	Retention and success statistics; up-to-date staff both full and part-time who regularly attend outside workshops, hair shows, competitions, technical training classes; utilization of the unique advisory board members	Inadequate teaching facility to accommodate growth; students are on "waiting" list; updated classrooms.	instructional teaching methods (pedagogical) will drastically change over the next five to ten years as technology continues to evolve.	Space, updated classrooms

Skyline College Program Planning Questionnaire Summary

Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Dance	Multidisciplinary and multicultural professionally run dance program	Minimal support staff /program needs: lighting designer, theater manager, stage manager and proper crew, sound editor and crew to run sound, costume designer, caretaker and coordinator. Full and part time staff to teach the incredibly wide range of dance disciplines, history, music and cultural backgrounds.	Similar to the Kababayan program and the Filipino cultural night, course development and program expansion for the African-American students on Skylines' campus.	Student population is aging course offerings and public relations should reach out to those populations. Technological equipment to support more community outreach dance events and classes.
Early Childhood Education	Connected to the ECE community both at the local and state level, enabling positioning for funding opportunities and to keep abreast of and responsive to the needs of the ECE community; advisory committee meets twice a year, providing support and input to the ECE faculty; faculty are excellent and bring special expertise to the program; dedicated supervisory and immediate administrative staff, and instructors; individual support through learning center, and career counselors' on-loan and free text material for students, tuition reimbursement program	Developing marketing pieces for the program whether PFA passes or not; planning for more classes; more help for students in literacy (reading comprehension, and writing) in ways that are related to program.	If Preschool for All (PFA) is passed in June it will have a huge impact on the ECE field in general and on ECE teachers specifically. Many ECE teachers will start their educations at a 2 year institution like Skyline, before transferring to 4 year institutions to receive their BA degrees.	Building a new Child Development program that has ECE classrooms and observation rooms for students to use to observe children, teachers and the classroom environment, would really strengthen the ECE program's ability to prepare the ECE workforce; space for more night classes.
Earth Sciences	The instructors have over 30 years experience in teaching and community service.	The instructors could potentially be retiring in the near future. In the new construction Earth sciences did not get a dedicated lab. Geology has lab materials that differ significantly from chemistry and thought eh spaces were configured to try to take into account both disciplines – it will still be difficult.	There is significant interest in this area for earth science classes. This is due to being in such an earthquake prone area and next to the ocean. Students have also found these classes somewhat less difficult that Biology and chemistry to meet the science and degree requirements. Unfortunately, some of the courses specifically covering California and earthquakes have never found an audience. Some courses have been deleted. Hence the mainstay of courses continues to be general geology and ocean courses.	Enrollment and efficiency are very high. New instructors with other backgrounds and skills could potentially develop environmental studies programs, astronomy classes, on-line courses or hybrids.
Economics	A core of experienced instructors	A short term challenge will be developing a core of new adjunct faculty, since the two main adjuncts are both teaching post-retirement; an expansion of full-time faculty to two, which would greatly facilitate offering more classes beyond just the standard introductory classes.	One or more additional classes: Asian economies as part of an Asian and/or international studies, and current events or special topics that would appeal to a broader /GE student audience as well as trying to get students interested in economics as a field. The latter class could be especially useful to stoke broader student interest during the next economic downturn.; no large pedagogical shifts are seen except the possible revision of the math requirement for the economics classes.	Program is most constrained by the number of sections offered since they are almost all fully enrolled. However an increase in sections also needs more adjuncts and long-term another full-time faculty.

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Emergency Medical Services	Instructors with strong skill based experience and backgrounds. Instructors have either been or continue to work in the field.	Facilities . New labs are being planned. For 30 years Respiratory Therapy, EMT, CPR and every other course related to health has been offered in the same small space; program continues to operate with adjunct faculty. Increased course offerings or curriculum development is not possible.	This is very hard to predict. Presently curriculum standards are regulated by the State of California in Title 22 standards. There is a State and National trend toward standardizing curriculum under a National body. San Mateo County already requires that schools follow the national standards to receive a certificate in this county. There is also potential for a national accrediting agency to start, such as recently has occurred with paramedics.	Space and staffing
English	Excellent, well-trained, student-centered faculty; evolving curriculum to meet the needs of our students; and our flexibility in adopting new pedagogy, including instructional technology. technology.	Need to increase, not just replace, the number of full time faculty in our department. Three full time instructors retire this year with at least two more leaving next year. Two have left in the recent past. Fewer full-time faculty means fewer taking on the growing business of the department, the division, and the college, leaving little time for professional development or professional activities, such as writing curriculum or developing programs. Second, as the needs of our student population grow, the need for student support services professionals, such as tutors and instructional aides grows. Third, facilities need to be enhanced to allow for increased use of instructional technology.	Increase in basic skills offerings as CSU's discontinue remedial classes; more online English courses across the curriculum; new learning communities, e.g., Generation 1.5; more concurrent enrollment opportunities; smart Classrooms/technology labs; new technologies require faculty training; integration of reading/composition instruction requires faculty skilled in group collaboration and interaction.	Increased access to technology; full-time faculty; marketing and outreach to all target groups
English as a Second Language	In-place, ongoing system of holistic writing assessment using rubrics to measure consistency in grading writing and to use in program evaluation; data showing that students who take the ESOL 400 course often go on to succeed and do very well in subsequent academic coursework	High full-time to part-time ratio that will go higher with the retirement of one of the three current full-time teachers (this position will not be replaced for the 2005-6 cycle); mixed demographic including young graduates of American schools, adults with foreign degrees, adults with low literacy in the first language, international students, students who learned English formally, students who learned English aurally, students who work and have families, and students with various goals beyond learning English; grandfathered practice of ESL instruction offered outside the ESOL department fragments unified offerings	Intensive overhaul of the current offerings and structure of the program; ESOL instruction in a variety of modes via expanding course offerings. Supplement very successful academic track with courses that might appeal to the demographics with the greatest projected numbers in the county (i.e., older, returning students and Hispanic males) with, for example, shorter classes focusing on specific skills might allow students who are working to complete their language learning goals. Twenty courses in the catalogue, approximately 10 which are offered each semester; anticipate introducing or rewriting courses to reflect a 15-course core offering with potential expansion to 23 or more; restructure existing courses.	As the program grows, a coordinator position may need to be added, similar to the model of the English Institute at Cañada College.

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Family and Consumer Sciences	Nursing majors currently require three units of Introductory Nutrition. We have increased section offerings from two to three for the past two semesters with maximum enrollment and waiting lists (for all three sections). We could easily fill a fourth section. Growth will continue as the state's needs for qualified nurses remains unmet. CCSF nutrition classes are similarly impacted and experiencing growth/expansion needs. A dedicated nutrition classroom and lab facilities with computer-diet analysis capabilities are needed. Additionally, Skyline College could capitalize on the growing resurgence /interest in "consumer foods" classes. With growing public interest in learning food preparation skills to improve healthy eating, a Food & Fitness course would be a logical "how to" answer for the community at large as well as be a "connect" for the nutrition curriculum. A Food & Culture class with a laboratory interpretation (international food preparation) would assist in promoting a community global, multi-cultural perspective	Insufficient time to develop new curriculum/courses in addition to coordinator duties, Introductory nutrition classes fill quickly with nursing students; could easily fill 4 sections increasing the need for A dedicated nutrition classroom and lab facilities with computer-diet analysis capabilities. Analyze the ESOL assessment	Capitalize on the growing resurgence /interest in "consumer foods" classes. With growing public interest in learning food preparation skills to improve healthy eating, a Food & Fitness course would be a logical "how to" answer for the community at large as well as be a "connect" for the nutrition curriculum. A Food & Culture class with a laboratory interpretation (international food preparation) would assist in promoting a community global, multi-cultural perspective	A foods laboratory/kitchen facility; administrative prep time, or, alternatively, more faculty.
Fashion Merchandising	Openness to developing curriculum and to rebuild the program by Dean of the Business Division; teaching staff is consistent and respected by the students; student interest in program is growing	The greatest challenge to the program is that there are not enough classes offered to really fulfillment the requirements of a well rounded education in the fashion field. The foundation is really existing, the difficulty is making the financial commitment to allow time to rebuild the program with enough students. The other challenges are minor	Need to market the program to high school students, make sure the classes are transferable to 4 year programs and do outreach to the fashion industry so they are familiar with the program and will consider our students for opportunities with their companies.	A lab/mock store space should be created to headquarter this program. The current portable unit being used at Skyline is a great space but should not be shared with another program.

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Foreign Languages	Tutorial Assistance Program in the Learning Center, sharing groups and standing appointments with foreign languages students, new web site with online and offline tutorials; asset for the ESOL Department, Language Arts Division, the Dance Department, Puente, Honors and Kabbabayan Program via critical thinking skills and instructional support about cultural aspects in language sharing groups and in Spanish and Filipino courses; peer mentoring model in which current or former Kababayan Program students would mentor the "new" group, the English 846 cohort that starts in the fall; high success and retention rate due to our very specialized and competent instructors who go through peer review periodically and attend conferences and workshops often; department pioneered the writing of SLO's in the district and served as an anchor to foreign Languages Departments at Cañada College within the district and other colleges whose representatives at part of the Foreign Languages committee at IMPAC.	Generation 1.5 unprepared contingent of students is a plus and also a challenge for our courses at the same time; lack of in-person orientation for students who are in the process of matriculation and enrollment--live orientation would warn students about conduct and classroom decorum, jeopardizing the quality of our teaching and changing the meaning of Student Learning Outcomes of some courses; lack of a up-to-date with adequate acoustics foreign language laboratory limits the teaching and learning process.	Need for Spanish 101 (Spanish for Public Health Providers), Spanish 103 (Spanish for Law Enforcement workers) to be reactivated and insert in our offerings SP 140 (Advanced Spanish), SP 150 (Spanish for Heritage Speakers), SP 160 (Survey in Spanish-American Literature), so that we could provide a certificate in Spanish for students who are interested; a Filipino class during the day would be helpful for the learning community Kabbabayan Program; necessary infra-structure to offer courses in learning communities such as first and especially second year Spanish courses for the Puente program; American Sign Language course should continue to be offered during the day and also in the evenings; if Spanish program is expanded, the result will be other languages will follow and increment our Foreign Languages Department; f service-learning course, as many of the Kababayan Program students perform many, many hours of community outreach and service	Placement exams should be available as soon as possible; set up a Foreign Languages and ESOL Laboratory with recorders, computers, microphones and adequate acoustics.
Health Sciences	The instructor has over 30 years experience.	To develop and maintain health occupation training programs takes staffing and a commitment of the College to pay for both development and support during the training	General health will continue to be of major interest to the public. As the population ages, more interest will also be in staying fit, living longer and healthier and how to "deal" with aging. In addition, more health career training programs could be developed if the College supported those programs with staffing. The Health Education program could lend itself well to on-line courses or hybrids.	Enrollment and efficiency are has decreased some over the last two years. This is due to classes meeting in smaller room with a limit of 35 seats. As facilities improve it may be possible to take more students into these general education classes.

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History	New courses pioneered and taught reflect diversities; instigated and taken part in campus-wide programs like Brown versus the Board of Education and Common Ground.	One challenge needing to be addressed concerns the male student. Nation-wide, enrollment and success of the male student is on the decline. More work needs to be done to identify the causes of and solutions to this disturbing trend. Gap between those students who can properly use these technologies for research and those that can't. Some students can't tell the difference between a good source and a poor one posted online. This forces the historian to introduce necessary research technique thus taking time away from the history curriculum. This glitch posses an unforeseen challenge.Construction on the campus. Considerable thought should be made immediately to relieve these conditions.	Historians have discussed the prospect of adding several classes. The History of San Francisco and the History of the American West are two examples.	Be prudent college wide about the policies we implement, e.g., no smoking
Humanities	Demonstration of synergy as it relates to culture; students provided with broadening experiences of a cultural nature; program remains current by continuing to address classic issues that are and always have been at the cutting edge of human experience (individuality, self-expression, values, aesthetics), and by consistently updating course content with regard to these issues in a changing society. In addition, a full range of student support systems is utilized to supplement assignments in Humanities classes, including the Learning Center, the Library, DSPS, etc.	Severe underpreparation of students for the basic tasks required; cultural void in students' life experience; inability to draw inferences from information and apply them to new situations; critical thinking	New courses will be developed as necessary. It is not anticipated that any of the current courses will be deleted.	Better prepared students

Skyline College Program Planning Questionnaire Summary

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International Student Program	Personalized services; good program structure; dedicated staff (bilingual staff)	No program space; one person in admissions and records, and one person down the hall, not a one stop program; inconsistent budget allocations; no full-time staff, students need access and links to the program that are available and easy to locate.	Expansion in the next few years to services that include a study abroad component, a visiting scholar program, a connection with the ESL department and Center for International Trade. We would be able to sponsor and coordinate cultural programs and events in addition to providing services to international student. This program has the potential to be the cultural and global hub of the campus and could be titled "International Education Services."	Support for globalizing the campus: establish an Ethnic Studies or Global Studies AA degree, explore second language requirement; establish partnerships, create advisory committee, explore external funding, create international MOU's with foreign institutions; .design diversity training for staff (leadership, events, speakers, SEED); explore a visiting Fullbright Scholars Program, faculty exchanges
Journalism	An award-winning, open-forum campus newspaper with strong student commitment; the role the program plays in creating media literate students, and by extension, a more democratic society, especially understanding the need to protect freedom of speech; incorporation of technology into the program, particularly in sustaining the campus newspaper.	Continuing to increase enrollment. With the revived AA degree and new certificate program, the program is attracting more students every year, especially in terms of the campus newspaper. We will need to continue to explore new curriculum options (such as a transfer AA, short-term courses, and an online newspaper course) and ways of delivering them to attract students not currently served by our more traditional schedule (for example, the mid-day courses to attract high school students). As the enrollment increases, the space and technology commitment will need to keep pace as well.	Program is likely to have vocational, as well as academic standing; convergence undoubtedly will play a larger role in the program, i.e., targeting the program's training to include the array of skills needed for online journalism, not just print journalism, students will need to not only write well, but know how to take video and audio and still photos to go out on assignment fulfilling the role of reporter and videographer and editor (some of this is already being done); new curriculum to add: transfer Journalism AA degree (modeled after the one at Cerritos College), a class paralleling traditional Jour 300 (Newspaper Staff), varied topics short courses, with topics ranging from editing and copy editing skills to feature writing to writing for broadcast; high school concurrent enrollment course or one that is scheduled in the afternoon to pick up high school students in the area, particularly those not served at their own campuses by a journalism program.	Updated software (for example, InDesign) and hardware; space

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Library	An excellent staff of faculty librarians and classified library technicians; top quality online subscription databases; a comprehensive, relevant print periodicals collection	Developing the book collection to support the College curriculum, especially in identified subject areas in need of enhancement, moving and enclosing the research workshop area to increase instructional effectiveness and reduce noise levels, one additional full-time librarian and one full-time library technician are needed.	Expanded book and online database collections, with a probable reduction in print periodicals; more sections of library research skills courses, especially if information competency becomes a transfer requirement; If information competency ever becomes a transfer requirement, we will need to hire additional librarians to handle the increased course load.	Increased funding. Current funding comes from three principal sources: TTIP from the State Chancellor's Office (for online databases. library software, and computer equipment), Instructional Equipment/Library Materials program (book acquisitions), District Bookstores (for PLS membership and resources) and, of course, the District's general fund (books, periodicals, supplies, etc.). Our PLS costs are increasing when the Bookstore funds are staying at the same level. And naturally, instructional equipment and TTIP are continually subject to potential reductions and/or elimination.
Marketing	Provides an introduction to the discipline, concentrating on providing the foundations for further career development.	Enrollment; maintaining rigor; critical thinking, reading, and writing skills of the typical Skyline student now attending marketing classes create a dilemma for an entirely online curricula that may lead to the adoption of hybrid marketing courses,	Shift toward shorter courses; addressing new technologies used by marketers to communicate with customers including use of the Internet, emerging HD TV, wireless computing, and wireless communication devices. Advertisers are shifting away from traditional media.	Course cancellations damage student morale and their appreciation of the value of a marketing career, and should be avoided at all cost.
Mathematics	Desire to integrate technology into math classes. Need to find ways to help students afford graphing calculators etc.; program works closely with the MESA program	The greatest challenge is under-prepared students and making sure they are placed correctly into the math sequence. Program could be developed that use cohort based learning communities, math only semesters or as mentioned above supplemental instruction. On-line instruction may benefit some of our students, but it appears that the vast majority are [not] prepared to study math without classroom and group support	Success in math continues to be a challenge. Support services and classroom changes will need to take place to address this issue. This may include supplementary instruction, the use of technology and the mode of instruction. The department is looking to add such courses as Trigonometry with Geometry review, Finite math and discreet math. On-line courses, math labs with technology, significant amount of group work, which requires classrooms with movable seating as opposed to fixed seating.	Math used boards a great deal during class – if the college is going to move to whiteboards exclusively a commitment must be made to keep them clean and maintained. They are difficult to maintain then quality blackboard. The math department is larger than the PE Division and close in FTES to many others. The efficiency is usually well above the College in general. The continued use of so many adjunct faculty threatens the ability of the department to create new curriculum and models to combat low success rates!

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Philosophy	Strong Critical Thinking curriculum (Philosophy 103 and Philosophy 200). Philosophy faculty are uniquely qualified to deliver this curriculum, given that our discipline requires graduate-level course work in formal logic as well as course work in the history and philosophy of science.	t is, however, a challenging curriculum—one that many students steer away from, and one that has a relatively low success rate compared to courses such as Ethics or History of Philosophy. We will consider raising the prerequisites for the critical thinking and logic courses. We currently offer 8 different courses and plan to develop 2 new courses (not including honors courses), but we only have one full time instructor. In an ideal world, we would hire a second full time instructor and offer more sections of Critical Thinking and Logic.	Delete Phil 103 (Critical Thinking and Writing) due to (1) low enrollment, (2) we feel that a course that tries to cover both critical thinking AND writing spreads itself too thin. It is impossible to do justice to both subjects in the same course. We prefer to offer Critical Thinking courses that teach rigorous techniques for assessing deductive and inductive arguments; add a course in Contemporary Philosophy (as part of the history of philosophy sequence, which now consists of Ancient Philosophy and Modern Philosophy), and a course in Political Philosophy. We will also consider a course in Philosophy of Science; however, after experimenting with a 1.5 unit course with this title (that had only 4 students), we are concerned that such a course would suffer from low enrollment; continue to look for new ways to improve the delivery of our Critical Thinking and Logic courses: use of technology / CD ROM / internet. We expect to expand our use of images and video, particularly in the World Religions course. We expect that campus infrastructure and equipment will be more than adequat	We will need the support of counseling services to advise students to pursue this challenging curriculum. We believe that students who succeed in these courses will be well-prepared for the rigors of upper division work when they transfer. We don't need more technology to deliver these courses—just more students. We could all benefit from a college-wide, across the board, adoption of higher prerequisites and higher standards.
Physical Education, Adaptive	Program is comprehensive within the structure of one general APE course supplemented by single and group assessment co-requisite class; chair exercises is included within each class session; individual and group assessment are done routinely throughout the courses.	At present, there are less than twenty stations suitable for adaptation for APE use; equipment is needed; space is at a premium, requiring daily rearranging the weight room multiple times, number of aides is very limited and none are certificated, training is only what instructor has time to teach as class is in session.	A facility dedicated exclusively for adapted PE. A fulltime and two part time certificated instructors hired; an offsite pool with electrical lift will be contracted for one-two classes daily, taught by part time certificated instructor; courses added: Water Mobility, Flexibility for APE, Balance and Agility for APE, Strength training for APE, Cardio Training for APE, Cross Training for APE, Selected Recreational Sports for APE, Chair Exercise Fitness, Swiss Ball Fitness for APE, Chair and Calisthenics for Seniors/APE, Back Care and Prevention, Nutrition for Seniors/APE. General PE courses to be added: Cross Training, Boot Camp Cross Training, Swiss Ball Strength Training, Swiss Ball Pilates, Conditioning with Swiss Ball, Plymometric Strength Training.	Needed: cable/pulleys stations accessible to wheelchair, seated trunk flexion/extension, adductor press, Stahl Bars on wall for therabands and flexibility, platform bed for assisted stretching and teaching exercises, 40 padded chairs and space to seat in a circle (this many needed to accommodate the students with their aides)—more chairs are occasionally needed, as many as fifty. Currently no bathroom is in the same building for mobility impaired. No unisex restroom so family member or aide can assist student, if needed.

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Physical Education, General	Ability to adjust and adapt to the constantly evolving scientific evidence related to health and fitness; opportunity to take emerging scientific research and demographic data and design course offerings that will best serve our student population; decisions about course offerings on the scientific data and health and fitness indicators coming from the scientific community; ability of our faculty to incorporate that data into the creation of new course offerings that will attract new students. As an example, Spinning his become a fitness essential in many private fitness facilities and we understood the advantage of having faculty members certified as Spinning instructors to educate students on this emerging fitness trend. While the activity itself is not ground breaking (riding a stationary bicycle to increase cardio-vascular fitness) the form in which it is now presented attracts students in greater numbers to the activity.	Need for space, faculty and equipment that would allow us to continue our development of relevant course offerings.	The current course offerings in the Physical Education division have been modified over the years to reflect the changing fitness habits of our student body. As new fitness activities and techniques have emerged our division has tried and succeeded at staying current. We have been successful at identifying what is effective and beneficial for our students and have tailored the course offerings to match the talents of the faculty	Expansion, not just a modernization, of our existing instructional space. enveloping a multi-use fitness facility our division would increase enrollment and become measurably more effective. You only have to look to our recently upgraded and expanded athletic fields to see the effects of innovative design on student and community participation. Since their opening we have seen participation in team course offerings double and community use almost triple. The exposure for the college as a whole has been marked and will no doubt benefit all of our programs in the future.
Physics	See "Program Challenges"	Not approving a position for a retiring faculty member will be disastrous. The physics lab will be moved out of Building 7 and into another temporary setting. Then moved back again in 2 years. Curriculum development will take a back seat to keeping the present courses available. Should the remaining instructor leave during this time, students may need to be referred to another college for these courses.	See "Program Challenges"	See "Program Challenges"

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Political Science	Program increased WSCH/FTE by 52%; more A,B,C grades (71%); success rate.	Need for an additional full time instructor and perhaps one or two adjunct faculty in this Program; sustained connection with faculty in similar departments at our other two sister colleges; Initiate a sustained connection with four-year academic institutions – both the CSU System and the UC System. We are glad to report that our PLSC 210: American Politics is now transferable to both the UC System and the CSU System.	Add at least three more courses in the following areas: South East Asia political regimes, African political regimes, and a course to address the fundamental causes of terrorism and the US response to terrorism. Concomitant to the addition of course offerings is the need to have at least two full time instructors in this department of Political Science.	The main strategy is for the feeder High Schools and other sources of our students to know about our program. In this regard we intend to work closely with our Counselors so that they in turn can get in touch with High School Counselors so that the students are informed of about our program. In respect to quality, I suggest that we device a strategy through which at least some level of ability to write the English language have been achieved. A number of my students are experiencing a real difficulty in this regard. Here is an example of how one of my students answered the following essay question in PLSC 210:
Psychology	The department has increased its load to 69%. This Fall 2005 load represents a 42% increase compared to Fall 2004; above average retention rates; course offerings are varied and parallel the first two years at a four-year college	Update all course outlines to include SLO's; validate all course prerequisites and recommendations to determine appropriate course requirements and prerequisites; classes are very large and some are prerequisites for other programs. For example, Psy 200; Developmental Psy, is a prerequisite for many nursing programs. We currently offer three sections of this course and could easily fill another. We lost a full-time faculty member in 2000 and would benefit by hiring a full-time replacement.	In the coming years the department would like to add several courses, including Sports Psychology and Psychophysiology. Currently, two of the three full-time psychology faculty use smart classrooms and deliver their lectures via PowerPoint. With advances in technology, as well as the campus providing the means to utilize this technology, we expect this implementation of technology to continue. Instruction will still be the same (using technology to enhance, not replace, the presented information), but as more of the campus begins using technology the number of smart classrooms will need to increase.	Funding for continued currency of software used, especially Excel and SPSS software used to teach quantitative reasoning; full-time faculty member; updating the library's psychological literature; updating the video/DVD library; field trips and guest speakers

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Reading	Innovation. reading courses have been offered linked with English courses, integrated with an English class, and become an essential core element in learning communities; through the Gateway Program, a Reading course is central to a work-place literacy program; technology is infused into the curriculum both on a classroom basis and through the by-arrangement hours and Learning Center connections to the Reading classes: student-centered. Prerequisites help students to succeed in current and subsequent courses; a challenge process helps students to move forward in reading when they feel they are ready; Reading 812 and the by arrangemnt lab hour allow for personal attention and activities related to reading classes, the Learning Center, and the campus; connectivity. Reading staff provide mentoring and consultation to new faculty and each other; Reading faculty are an integral part of the English Department, and most teach English composition courses as well as Reading courses; faculty are current in the field and active in professional organizations.	Inability to offer courses other than the core courses: Reading 826, Reading 836, English/Reading 846, and Reading 863/864 for Non-Native Students. Critical Reading (Reading 420) and Speed Reading (Reading 425) haven't been offered since the reading prerequisites were added to English courses; Adequate staffing, Adequate classroom space, with computer projection systems, improved marketing of new and revived courses to ensure appropriate enrollment; time, energy, and expertise to find appropriate funding and to design and sustain curriculum for work-related courses and Learning Center support materials, reading across the disciplines efforts, and alternative means for students to pass Reading 826; new, energetic, full-time faculty are needed, in particular faculty who have experience or expertise in work-place reading instruction. Current full-time faculty have other areas of expertise and are already feeling overextended; new programs, such as expanded work place literacy and reading across the disciplines efforts will have associated costs: tutoring staff, staff	Resuscitate: Critical Reading (College Level), Reading 420, Speed Reading, Reading 425; Further develop: Reading across the curriculum Learning Center modules/support; work-place literacy reading courses and Learning Center support; Develop: Integrated reading/writing class at the 826 level, method of "capturing" those failing Read 826, perhaps via Learning Center modules; Expand as needed: Learning communities	Energetic full-time faculty willing to take on their share of program development work
Respiratory Therapy	Strong support of the local hospital community; continued and regular advisory committee meetings; strong student performance on State licensing exams and follow-up evaluations by employers	Facilities, for 30 years Respiratory Therapy, EMT, CPR and every other course related to health has been offered in the same small space; Equipment – The college must invest in newer respiratory equipment for students to remain competitive	Classes in ethics and greater depth in gerontology are potentials. The discipline has some very hands on components but it may well be possible to pilot some on-line classes or in the very least hybrids	Facilities and equipment. The program is presently at capacity, but over the years there has been high and low cycles. The college needs to continue to market its career and technical programs to keep enrollment high

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Sociology	Prepares students to recognize the interaction of social institutions and social structures with the behaviors of individuals and social groups; students are encouraged to evaluate the impact of social class, gender, race/ethnicity and age on people's life chances, practices and attitudes.	It will be very important to expand sociology course offerings and services to respond to the shifts in our student's demographics. Incompatible technologies in the classrooms impede the learning environment. We must track demographics more closely and respond appropriately. We anticipate additional faculty to teach basic sociology courses (introduction to sociology, etc.) as well as the more specialized courses (sociology of health and medicine). All classrooms must be technologically equipped to accommodate the latest technology.	Sociology has grown in the last year. A new course, The Sociology of Health and Medicine, will be added this fall. Additional courses could include: Field Immersion in Social Services (e.g., police, social welfare, rape crisis counseling, prisons) where students would have the opportunity to work as interns at various social service agencies; Sociology of Diversity (focus on global social inequality); and Interdisciplinary studies in Social Psychology, History and Anthropology. Increasing use of Power Point presentations as classrooms become adequately equipped. There is a need for the classrooms to have both Mac and PC capability or some sort of compatible interface.	More opportunities for additional computer classes, especially power point. Additional in-service training sessions, similar to the Museum of Tolerance training, would be helpful.
Speech Communication	One of the campus leaders in the development of SLOAC's. We have developed SLO's for our Speech 100 course and are currently working through an assessment cycle. As a result of this work, we are examining and revising our curriculum to better meet the needs of our students; retention and success rate, which are both above Skyline's average, partly due to the very successful Non Native Speaker series (Speech 811, 812, 813), which successfully prepares students for Speech 100 for Non Native Speakers; valuable assets to several Learning Communities and programs here at Skyline, including ASTEP, The Student Athlete Learning Community and the Honors Program.	Ever-increasing demands of the use of technology in communication, the Speech Lab. with computerized workstations a crucial component to Speech Comm. students' success. We are also currently working with the Learning Center on establishing some tutor hours dedicated to Speech Comm. students. Tutors and/ or instructional aides will also be necessary when we open the Speech Lab; Down to only two full time faculty and we hope to be allocated another full time position soon to help develop, design and teach the planned curriculum. Our current full-time faculty are consistently campus contributors and leaders, and the department needs more support to shoulder the load.	We have developed Speech 140, Small Group Communications to be offered Fall 2006. In Spring 2007, we hope to re-activate Speech 130, Voice & Diction. We are increasing the variety of class offerings because of the increasing interest and inquiries of potential Speech Comm. majors. Furthermore, Speech 140 will complete the required series for LDTP for CSU's. We are in the process of developing a Business Communications class to complete offerings for our major. The planned Speech lab, which is currently being built in Building 8 will include practice stations with computers and taping rooms for students to work with tutors or each other on their communication assignments. Examining the possibility of developing a 1 or 2 unit, non-transferable preparation class for Speech 100 for Native Speakers (known as Speech 100). This preparation course would allow students to develop public speaking experience. The Speech Comm Department is currently surveying the Speech 100 sections to measure confidence levels. We would like to continue to reach out to other learning communities, including Kabcheyon and Puente	Speech lab; full-time faculty support
Surgical Technology	The only community college program in the Bay Area; strong history of providing the community with qualified graduates	Facilities, presently in a portable. As the new facility is developed the students will receive a much stronger classroom experience; to bring additional programs into the surgical careers center, an increase in faculty or release time for the director will need to take place.	Surgical technology curriculum is very much standardized through an external accrediting agency. The agency even dictates the number of procedures that students must perform in the clinical setting! Changes need to occur with accrediting standards always in mind. As the program is established in a new facility it could be advantageous to develop an Anesthesia Technology program. The program 5 years ago was trying to develop a distance ed program with Santa Rosa JC. Since so little of the program is didactic, it became logistically impossible to have that happen. As technology improves it might be possible again.	Faculty to develop new course and programs

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Telecommunications and Network Technology	Current curriculum offering that meet the needs of industry for skill based education; many faculty are also working professionally in the field	As above equipment and facilities; part-time faculty need additional resources to help support their classes since they are not available full-time to develop classes, set up labs, purchase equipment, maintain equipment	Communication technology is moving so quickly that it can be hard to predict the next level. What is clear though is that voice and data communication will be traveling together and that an increased emphasis will be on wireless modes. Security for these methods of communication will also be very important. The discipline will continue to be very hands on. Technology continues to change and to maintain currency requires significant investment in new equipment and or software.	Professional help to develop and implement an aggressive marketing campaign. This program competes with private
The Learning Center	Flexibility. In an academic culture in which faculty time is rigidly limited by the calendar and clock, learning centers provide ways to work outside the constraints of the academic calendar to provide services to students, e.g. Jump Start, Gateway; Student-centered. Learning center staff in general see themselves as coaches/advocates for students and this gives us sensitivity to student needs. Knowledgeable. Learning center staff have a high level of knowledge and experience about developmental learning and teaching as well as alternative methods of instruction..	Space. Classroom: Our 50 workshops each semester are now taking place in the former CTL (5133) which is just temporary and too small to support our largest workshops (40 students); tutoring floor space is too noisy and crowded, making quiet study impossible; small group quiet space; Staffing. consistent lines, especially a program services coordinator to coordinate TRIO and learning community activities involving peer mentors; Faculty involvement. Finding time is a challenge; Professional Development. Keep up with innovation.	The days of the generic tutoring center are over. TLC as focus of a Freshman Year Experience program that may be required or strongly recommended for all students who are attending college for the first time; serve as integrated support for learning communities on an increasing basis; Basic Skills, including the foundational knowledge and understandings required for college success but also a strong component of student success skills (also called "study skills" and including changes in attitude and expectation as well as cognitive outcomes). Work much more closely with individual faculty to understand their expected student learning outcomes and criteria for student success; TLC will involve students serving as peer mentors to help incoming students make contact with the social support that can help them stay in school and succeed; peer mentoring, begun this year, has enhanced the TRIO project and should be similarly successful with learning communities and other populations of students who feel out of place when they enter college.	Staffed space
Transfer Business	Faculty try our best to teach students from all backgrounds with many different levels of preparation; quality of the staff and faculty; existence of the Learning Center, Accounting Lab and other specialized resources to assist students' learning.	Developing learning objectives that are measurable and holding faculty responsible for helping students meet them; working with local high schools to do the same thing so students coming to Skyline have good basic skills; more effectively communicating with students on the gravity of situation facing them in terms of future employment and standard of living.	Teaching at the college level in 5 to 10 years instead of remedial classes. Many of math, statistics, and econ students are poorly prepared, A new focus on learning outcomes hopefully will change this.	Supportive leadership

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Admissions and Records	Currently, the office has long-term, very knowledgeable staff members who have the continuity of information and capabilities to move forward while adapting to change.	As noted above, as the long-term staff retire, the challenge will be to hire knowledgeable competent staff to move ahead as the office evolves with the changes. The office must be able to upgrade equipment, as needed, with the advances in technology.	The functional tasks will most likely remain the same. The manner in which the tasks are done may be quite different because of technological advances. We have moved from initiating WEBSMART functions in 2001 only for students to almost total WEB admissions, registration and reporting for students and faculty in 2006. The jobs have remained the same but the manner of processing has changed in many respects. Manual intervention will continue to be a necessity for a software system that is dynamic but has limitations on functionality for complex decision factors. It is unknown what technology will bring to us in the next five years except that it WILL change and we must change with it. It will be imperative that the District keep abreast of technology advances and secure software to perform functions that must be done in an efficient and practical manner. It will be critical to maintain training and technology support for all staff who use the system.	If enrollment grows or services are expanded beyond the campus boundaries, staffing needs will be exponential to demands for services. We must have the ability to meet those demands when needed.
Assessment	Maximum number of classes offered to students with disabilities based on Assistive Technology Specialist's time available. Kurzweil 3000 Loan Program giving students access to Assistive Technology at home where they spend time working on reading and assignments for the classes they are taking at Skyline College.	• Limited testing computers and unsatisfactory ventilation; lack of permanent staff; lack of adequate equipment, especially for individuals with disabilities	Expanding testing services from onsite computerized testing to offsite testing at feeder high schools requires additional staffing to coordinate the project with high school personnel and greater technological supports from ITS to setup software and troubleshoot. Becoming a CLEP center requires additional testing rooms, equipment, and staffing to establish an appropriate testing environment, develop testing policies, train staff, and conduct the testing sessions	One permanent full-time Instructional Aid position.
CalWorks	The CalWORKs program coordinates well with the other programs in Student Services, especially EOPS/CARE, Financial Aid and DSPS. This allows for a much more coordinated effort in serving students and in preventing a duplication of services.	A challenge faced by the CalWORKs program is the limited staff assigned to work with this group of students. Presently, a combined .35 FTE position is assigned to the program, which does not adequately meet the needs of these students. It is recommended that at least one full-time person be assigned to work with these students.	In the world of ideals, the program in five to ten years would have a full-time program services coordinator and a full-time counselor to address the needs of the students. A well developed link would be in place with the Career Center to assist students in making appropriate career path choices that will lead to self-sufficiency along with supporting their transitions from school to work.	The one thing needed by the CalWORKs program is at least the doubling of its budget to allow it to grow in order to fully serve the students that are in need of its services.

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Career Center	A Diverse, highly trained bilingual Career Development counseling faculty and staff committed to providing comprehensive career services to assist students in defining or redirecting their individual career objectives. The Career Center offers a series of varied and progressive career courses and workshops to meet the needs of both the Skyline Student population and the community at large. Productivity technology is provided through a series of content oriented technology including the Eureka Career Information System as well as an extensive Career Center Web page providing students and faculty online career resource information, assessments and labor market information.	The anticipated challenges facing the program are directly linked to the maintenance and increase of current faculty in the program. Their is a need to maintain and fill the current position for the Career Counseling Aide which provides the essential support for the delivery of current career services to our students and faculty. Increased partnerships with workforce development, faculty, and the business community will eventually lead to an increase in services. On-going professional development which ensures both career counselors and the Career Counseling Resource Aid keep updated with new and expanding technologies and labor market trends. The Career Center needs updated video camera and equipment for conducting mock-interviews along with the replacement of outdated computer and laser printers. We will need added facilities to house internship and job placement component.A conference room is needed to be used for video taping mock-interviews, employment interviews and focus groups.	Career Center projections for the next five or ten years is strongly linked to program funding and administrative support for increasing program services to our students as well as the community at large. A strong linkage with Workforce Development and enhancement of our current partnership to provide career assessments, career orientations, resume and interview techniques for career changers and displaced workers who are re-training or upgrading their present employment skills to meet the demands of the changing workforce.	Presently our Career Counseling Resource Technician Position is vacant. The Career Center does not offer a comprehensive job placement component. A full time position in job placement could enhance industry partnerships and internship resources to support our occupational programs as well as providing students opportunities to gain experience prior to entering the workforce Requests for Space: The development of job placement services would require the need of additional space.

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Counseling	A diverse, flexible, and talented staff passionately committed to providing those counseling services that provide students with the skills and understanding to achieve their educational goals. A consistent focus on the needs of students that has resulted in the development of a comprehensive curriculum and an array of innovative programs that supports all students and also responds to the specialized needs of disadvantaged and targeted groups. The ability to make effective use of technology and creative strategies to maximize efficiency and quality services in a time of diminishing resources.	We have a critical need for additional staff to ensure reasonable access to counseling services. Budget constraints have forced us to curtail some services and we find ourselves unable to meet the student demand for services during peak need periods. We need additional resources to maintain and improve existing programs and to respond to emerging needs. The principal need is for developmental time to research, develop, implement, and evaluate programs, curricula, and materials that enhance student retention and success. We have a space problem that needs to be addressed. There is insufficient office space to accommodate staff, even at reduced staffing levels. Additionally there is a need for space to house seminars, group presentations, and classes that are integral to our programs. Planning for such space was not included in the One-Stop Center and has been an ongoing limitation on our effectiveness.	Additional courses will also be added that can be offered to high school students as concurrent enrollment to give them access to and experience in using the Assistive Technology which will be available to them in college. It will also be beneficial to establish partnerships with local middle schools to assist them in providing students with instruction in the use of Assistive Technology earlier so that students who are struggling with reading and writing experience success in these areas before going to high school or attending college.	staff and space
DSPS	DSPS is prepared to serve students with Academic and Disability Counseling, L.D. Assessment, Disability Advocacy, Assistive Technology, Alternative Media Technology, Workability III Counseling and Job Placement Services. We provide test accommodations, equipment loans, scholarships and continue to provide a place for student with disabilities to feel understood, appreciated and supported.	Space is our current challenge as our program continues to grow it becomes more difficult to meet the needs of DSPS Students. Presently with limited facilities and fragmented services it has become more difficult to provide the quality of services, classes and support necessary for program students. With increased facilities and equipment we can look forward to developing new classes, additional staff to provide services and technology.	The DSPS program wishes to develop a study skills program that will include a tutoring lab for students with learning differences. Trained tutors will help students with basic skills and provide tutoring for individuals and small groups. DSPS will host a testing center that will proctor test for students entitled to additional time as well as those using alternative media when testing and student that require the use assistive technology while testing. The department will continue to increase the number of students served and provide a supportive atmosphere for learning.	DSPS would like the opportunity to develop a comprehensive Disable Students One Stop Center that would include all the various services, classes and technology necessary for the support of Disabled Students. Creating such an environment would increase the enrollment as well as the quality of services and education. Creating one center where disabled students can receive any of the DSPS services would help to create a supportive learning environment that would continue to for many years.

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
DSPS/Alternative Media	Open Assistive Technology Lab was started in Fall 2005 and is consistently used by students on a regular basis; assistance provided by Alternate Media Specialist in the classroom contributes to student learning of AT in a supportive learning environment; meeting with students during Priority Registration helps to expedite book requests for the next semester; with the help of student assistants, the Alternate Media Specialist was able to decrease the time it takes to cut, scan, convert, burn to CD and bind a textbook; AMX Database is assisting in keeping student contact information up-to-date.	Not enough time for Alternate Media Specialist to meet demands for book request, supporting students in Open Lab, committee work, coordinating with Assistive Technology Specialist and implementing quality assurance program with Assistive Technology Specialist. Students need to contact Alternate Media Specialist for additional follow-up on their book requests at the beginning of each semester. Alternate Media Specialist and Assistive Technology Specialist are physically located in different buildings. Sometimes students are bounced between the two buildings given our jobs and functions are inter-related.	Student requests for alternate media will continue to grow just as it has over the past few semesters. The forms of alternate media will change particularly as the universal format of DAISY becomes more popular and tools are developed to prepare text in this format more easily and efficiently. Quality and usability of alternate media will become increasingly important as students continue to request their textbooks in audio format so they have access to a portable means for accessing their textbook. Improvements in technology will be made so that students can gain access to math textbooks in an alternate format that is also meaningful and usable.	Dedicated DSPS space within one central area on campus for students to meet with DSPS Counselor/Coordinator, arrange and attend AT classes, request and pick up alternate media, use testing accommodations including AT and use AT during open lab hours. Increased staff to support increasing demands for alternate media while maintaining quality of the alternate media provided to students. A second high-speed computer with dual monitors and alternate media software and potentially a high-speed scanner to replace the one that is currently being used and has been used for the past 4 years.
DSPS/Assistive Technology	Integrated, team approach with DSPS students needing instruction in Assistive Technology and materials and tests in Alternate format. Ongoing support from DSPS Counselor/Coordinator and Learning Specialist in identifying students' need to enroll in AT classes and make alternate media requests. Curriculum for Kurzweil 3000 and Dragon NaturallySpeaking is continually updated to reflect the changes in these programs so that students learn how to use the features that will be most useful and beneficial to them. Open Assistive Technology Lab was started in Fall semester 2005 and is consistently used by students on a regular basis.	Not receiving tests and exams from instructors in a timely manner for conversion into alternate format.	In terms of technology, scan and read programs, such as Kurzweil 3000, and a voice recognition program, such as Dragon NaturallySpeaking, will continue to be used with enhancements and upgrades to these programs and the computers running them. Instruction will also be required for individuals requiring screen magnification or screen reading due to vision impairments. Additional technology will become available in terms of handwriting recognition which will be useful for students as another means of computer access and information transfer.	Dedicated DSPS space within one central area on campus for students to meet with DSPS Counselor/Coordinator, arrange and attend AT classes, request and pick up alternate media, use testing accommodations including AT and use AT during open lab hours. Increased faculty and staff to support increasing enrollment and expanding Assistive Technology program offerings while maintaining program quality.

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Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
DSPS/Differential Learning Skills Program (DSKL)	Knowledgeable faculty and staff maintain positive student relationships and increase student self-confidence; program structure maximizes opportunities for students to receive services; program staff continue outreach to campus programs, services and faculty to facilitate cooperative services to DSKL students	Technology has been the fastest growing area in terms of accommodating students with learning differences. Access to assistive technology is rapidly becoming one of the most frequently recommended accommodations for students who meet eligibility.	Currently, the program offers two courses in the areas of eligibility assessment and development of advocacy skills. Several models have been tried in an effort to increase participation in the advocacy course. Another model is in the planning stage. In three years, a combined model will be in place serving numbers equal to those who complete the eligibility assessment.	Additional staffing is the most critical factor in sustaining ever increasing enrollment growth
EOPS & CARE	A major strength of the EOP/CARE programs is the commitment staff has to providing students with access to higher education through the services it renders. This commitment is evident by the close interpersonal relationships students have with staff, and the manner in which students rely on the guidance provided to them; a second major strength of the EOPS program is the counseling component offered to students. Through the required three contacts, which have very specific objectives, students are assisted with the development of an integrated Student Educational Plan, which aids in clearly developing educational and career goals, and in helping students assess the progress they have made towards their objectives. Currently, students have adequate access to counseling services, however, the program continues to grow to the extent that without an additional counselor, this strength will become a weakness and loose its effectiveness in serving students.	In order to maintain the quality of services provided to students there is a need to increase staff size by at least one additional counselor. In order to comply with the program guidelines which require students to see a counselor three times per semester, an additional counselor will be needed. A program services coordinator is needed in order to develop the additional programs/services which are projected, such as the alumni group, and the peer mentor program.	It is expected that the high quality of services and support students receive from the EOPS program will remain at its current level. Program enhancements which would result in increased services to students would be the development of an active EOPS alumni group, a fully developed peer mentor program, the incorporation of a course on the "Freshman Year Experience" or the teaching of a counseling 100 class specifically for EOP/CARE students. A shift that is projected with the programs is that of assisting students in transferring the skills and knowledge they have gained in the classroom to real world experiences. The support for this program at the state level, i.e. the Legislature and the CCCCO has been very strong and is expected to remain so.	An increase in staff members, specifically a counselor and program services coordinator. A challenge facing the EOPS/CARE programs is the lack of tracking data on the students in the programs. Data such as FTEs, completion and retention rates, degrees and certificates awarded, etc. and how these students compare to the general student population is unknown. Such data would serve the programs well, especially if funding would be requested from the general fund for future positions proposed.

Skyline College Program Planning Questionnaire Summary

Program Title	Program Strengths	Program Challenges	Program Future	Assistance Needed
Financial Aid	The staff members are well-educated, knowledgeable, dedicated and very responsible; quick turn around time for packaging/awarding/payment; financial aid and scholarship information readily available for students to access; ability to serve students quickly and accurately while providing excellent service; diverse staffing to accommodate multi-language students	Space for supplies and documents. Because of "forced sharing" (other departments had NO storage and needed space) when all areas were moved the building, FA "lost" much needed storage space; additional staff as efforts are made to increase awareness and access to financial aid; additional equipment for scanning; a review of the One-Stop Center: jobs, office space, storage, and external scanning services need to be re-evaluated	To be 100% electronic, web based applications, auto processing and quicker response to eligibility; wWhen funds are disbursed from Skyline, Electronic Fund Transfer (EFT) to student's individual bank accounts and/or charge cards that can be issued to students in order to conveniently pay for books, supplies, lunches, are desirable features that future technology may provide; an effort to increase Pell recipients is made every year. The economy in the area may make this more and more difficult.; a more secure identity / fingerprint or ID card check-in for a variety of services on campus would reduce the potential for identity theft.; moving completely to a paperless office a goal within the next five years; developing additional funding sources beyond federal and state financial aid resources, e.g. a stronger, much larger community scholarship base.	Staffing to provide strong, consistent outreach (high schools and community) and inreach on campus is vital to increase the participation in financial aid programs.
Health Services	Accessibility to all college students; health Center works with other departments and programs to provide services and health education relative to their students, with health education to students; part time personal/psych counseling services	Without medical director as consultant limits services offered; need to have personal/psych counseling hours increased; maintaining an appropriately credentialed nursing staff.	Add services to provide immunizations (Hepatitis B, MMR) that students need when transferring to US + CSU+ and for our programs on campus (RT, EMT); possible partnership with outside agency to bring health services to campus i.e.: Physicals for RT, Cosmetology, EMT Programs and other programs requiring physicals; need for medical director as a consultant.	Budget to allow for adequate staffing to meet the needs of day and evening students.

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Puente Program	Collaboration of counselor and English instructor as co-coordinators; culturally-relevant instruction; creating a sense of familia.	Challenge has always been to continue to foster this sense of familia once the students complete the required program classes. A specific Puente Program space would help us in fostering this aspect of our program; recruitment of Mentors (Business and community leaders) to mentor our program students. Recruitment of mentors and the fostering of the relationships takes time and energy. The hiring of a Mentor Program Coordinator will facilitate the many responsibilities that this program component entails. To hire such a person, we will need the space to house him/her.	Program growth will be aided by adding both new English and Counseling faculty to our program. Creation of a sense of familia is critical to the retention of Latino students. Because of this factor, students develop a connection to the program co-coordinators, their fellow students, and the college as a whole. Having a designed Puente Program space would help us in continuing to foster the relationships developed through the program because students will have a space to connect, study, meet, and get informed.	No dedicated space for the Puente program; need a mentor program coordinator with attendant space
Student Activities	Experienced professional staff; program continues to develop and expand in order to increase access to student population; department staff collaborates well with student, faculty and staff groups, and within the Student Services Division, helping to create a sense of ownership in the programs coordinated through the department.	Increased budget for staffing of Student Support and Community Service Center; increase budget for outreach and updating or publication materials; decrease dependence of the Student Activities Office operations budget on the Associated Students of Skyline College Governing Council's budget allocations.	Because the Student Activities Offices educates students by hands-on experience, we must constantly adapt to the needs of the campus community. Current trends effect the development of specific programs within the department. For example, the Conflict Mediation Program, Educational Programming Series, Cultural Awareness Center/Multicultural Center and the Leadership and Community Service Certificate Program are all projects that are being developed to serve the needs of the changing student population. The Student and Community Service Center is schedule to open in January 2007. The New Student Union will include the following: Associated Students Office, Bookstore, Cafeteria, Computer Café, Coffee Cart, Conference Meeting Rooms, Cultural Awareness Center, Game Room, Information Center and the Student Activities Office..	Additional staff will be needed to ensure that the service plan for this new building and the programs within it can be me
Workability	Responsiveness & flexibility to meet community/client needs; maintaining relationships with agencies & programs throughout San Mateo County; creativity w/services and Service delivery and rapport building – more training	Meeting and documenting the "match" part of the DOR contract to meet program costs; developing vocation evaluation services, and finding additional "match" $ to fund a position; finding appropriate placement for students with significant cognitive impairments	Adding two courses, by arrangement, one for vocational evaluation and one for job placement services.05-2.0 units; and vocational evaluation service available for WA III participants.	Continuing administration support for obtaining match dollars from key faculty and staff, and increase enrollment vocational evaluation services.