

Faculty Handbook

2011-2012



Skyline College
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San Bruno, CA 94066
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President, Skyline College

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Table of Contents

Part I: General

Skyline College – General Information.....	2
Skyline College Vision, Mission and Values.....	2
Administration and Staff.....	4
Instructional Division Deans.....	5
Student Services Dean.....	7
Other Supervisory Personnel.....	8
Skyline College Shared Governance and Committees.....	9

Part II: Instructional and Student Support Services at Skyline College

Library.....	15
The Learning Center.....	18
Math Engineering and Science Achievement Center (MESA).....	20
Center for Advanced Learning and Technology (CALT).....	21
Student Service Programs at Skyline College.....	22
Child Development Center.....	22
Counseling Services.....	22
Disabled Students Programs & Services (DSPS).....	23
Extended Opportunity Programs and Services (EOPS).....	25
Financial Aid.....	25
Health Center.....	25
Psychological Services.....	26

Part III: College Support Services

Bookstore.....	27
Business Cards.....	29
Copier/Duplicator Machines at Skyline College.....	29
Copyrighted Material.....	29
Distance Education and Technology Center.....	30
Facilities/Maintenance/Keys.....	31
Food Service.....	32
Graphic Arts and Production.....	29
Information Technology and Web Services.....	30
Mail Service.....	30
Media Services.....	30
Parking.....	32
Supplies.....	30
Telephone Service.....	31

Part IV: Employee, Class Information and Frequently Asked Questions

Before the semester begins.....	34
On the first Day or Evening classes.....	35
Important Policy and Procedures.....	36
Frequently Asked Counseling and Counseling-Related Questions.....	40
WebSMART Glossary.....	50
Employee Information.....	51
Salary Placement.....	51
Benefits.....	52
Sick Leave.....	52
Hourly Teaching Assignment.....	52

Part V: Curriculum Special Initiatives

Curriculum Development.....	53
Program Review.....	55
Student Learning Outcomes and Assessment.....	57
SLOAC TracDat Checklist.....	65

Appendices

A. Fact Sheet.....	69
B. Organizational Chart.....	70
C. 2011-2012 Calendar.....	71
D. College Map.....	73
E. Copyrighted Material.....	74
F. Field Trip Form.....	
G. Academic Senate by Laws.....	87
H. Salary Schedules.....	92
I. College Policy on Unlawful Discrimination.....	95
J. Policy on Sexual Harassment.....	96
K. Student Grievances and Appeals.....	
L. Dealing with Cheating and Plagiarism.....	100

M.	Disruptive Behavior on Campus	103
N.	Drug Free Campus	105
O.	Statement on Professional Ethics	107
P.	Statement on Academic Freedom	108
Q.	Basic Skills Report 2010-2012	109

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

Legal Basis

The California State Education Code provides the legal basis for the Board of Governors of the California Community Colleges, the statewide agency which governs community colleges, and for the local District and its Board of Trustees.

The California Community Colleges

Policies determined by the Board of Governors of the California Community Colleges are carried out by the Office of the State Chancellor. The Office of the Chancellor is located at 1102 Q Street, Sacramento, California 95811.

San Mateo County Community College District: Board of Trustees

The Board of Trustees of the San Mateo County Community College District governs the local District under authority delegated by the State, as specifically authorized in the Education Code. The authority, organization, and duties of the Board of Trustees are detailed in Chapter I of District Rules and Regulations.

Regular meetings or study sessions of the Board are scheduled for the second and fourth Wednesday of each month at 6:00 p.m. in the District Board Room, 3401 CSM Drive, San Mateo, California. The Board reserves time at each regular meeting for the hearing of students, faculty, staff, or interested citizens regarding items which are not on the meeting agenda (“Statements from the Public on Non-Agenda Items”). To be included on the agenda, formal presentations by organizations or individuals must be approved one week in advance by the District Chancellor. Minutes of Board meetings are public records, open to inspection by any citizen by prior arrangement with the Secretary to the Board of Trustees.

District Offices and Services

The Board of Trustees delegates the detailed conduct of District affairs to the District Chancellor. The role and function of District and college administrations are described in Chapter 2 of District Rules and Regulations. District Rules and Regulations are on the District Web site under Downloads.

San Mateo County Community College District (SMCCCD)

The SMCCCD consists of three fully accredited Colleges and a District Office which offers support to the three Colleges. The three colleges are Canada College in Redwood City, College of San Mateo (CSM) in San Mateo and Skyline College in San Bruno. The District Office is physically located in San Mateo across from the CSM campus.

Part I: General Information

SKYLINE COLLEGE

Skyline College – General Information

Skyline College, opened in 1969, is one of three community colleges in the San Mateo County Community College District (SMCCCD). Skyline serves primarily the northern portion of San Mateo County which includes the cities of Daly City, Millbrae, Pacifica, San Bruno, and South San Francisco.

Its 111-acre site is located just west of Skyline Boulevard in the City of San Bruno. Most major construction on the campus was completed in 1969. Building 2, intended as a Student Center, was added in 1974. A new automotive technology facility, Building 10, was added in 1992. A new Library/Learning Resource Center, Building 5 was completed in Spring 1996. The voters of San Mateo County have supported the District with the passage of two construction bond packages. With the funding from these two local Bonds and additional money from the State, Skyline has modernized many of its buildings since 2003 and added Buildings 4, 6 and 11. A new addition was also added to building 7, a new Facilities Maintenance building and modernized athletic fields have also recently occurred.

During the past 35 years, North San Mateo County has experienced substantial population growth in what has otherwise been a "low growth" county. The San Mateo County Office of Education statistics shows that over 40% of the high school students in the county attend one of Skyline's feeder schools. (Skyline's "service area" is roughly 30% of the county's acreage.)

Skyline College's Spring 2011 census enrollment was 10,996 students which is an increase of 2800 students from Spring of 2005. Skyline College is marked by ethnic and cultural diversity and serves students from age many different age brackets, including high school students through concurrent enrollment. Please see Skyline College Fact Sheet in Appendix _ for demographic and other details.

Skyline College Vision, Mission and Values

Vision

Skyline College strives to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission

Skyline College is a comprehensive, open access community college that provides student-centered education leading to transfer, career advancement, basic skills development, and personal enrichment. The College is committed to preparing students to be culturally sensitive members of the community, critical thinkers, proficient users of technology, effective communicators, socially responsible lifelong learners and informed participants of a democracy in an increasingly global society. Skyline offers innovative instruction and student support to a rich tapestry of diverse learners through the hallmarks of the college: academic excellence, responsive student services, advanced technology, community and industry partnerships, and workforce and economic development.

Values: Education is the foundation of our civilized democratic society. Thus:

- **Campus Climate.** We value a campus-wide climate that reflects a ‘students first philosophy’ with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.
- **Open Access.** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and services that enable them to advance steadily toward their goals.
- **Academic Excellence.** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through vocational programs and certificates, Associate of Arts and Associate of Science degrees, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to providing education in a climate that values innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas for all.
- **Community Connection.** We value a deep engagement with the community we serve and our role as an academic and cultural center for business, industry, labor, non-profits, government and the arts.
- **Shared Governance.** We value just, fair, inclusive, and well-understood governance processes based upon open and honest communication.

Accreditation

Like many colleges, Skyline is evaluated regularly to make sure it meets rigorous educational standards. Accreditation is the process for evaluating and assuring the quality of education used by the American higher education community. It is a quality assurance process in which institutions set standards for good practice, conduct peer-based evaluations of institutions and confer accredited status on institutions.

Skyline College is approved by the Office of the Chancellor of the California Community Colleges and is fully accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), the recognized local accrediting agency that is affiliated with the Federation of Regional Accrediting Commissions of Higher Education. The Office of Private Postsecondary Education also approves Skyline College to offer courses to U.S. Veterans for collection of veterans' benefits.

Skyline College was last re-affirmed for accreditation in Fall of 2007. The College submitted its Midterm Report in Fall 2010 and is preparing for the next accreditation site visit that will take place in Fall 2013. The College will be preparing the required self-study starting in Fall 2011.

ADMINISTRATION AND STAFF**TITLE****NAME****President:****Regina Stanback Stroud****Staff:***Linda Bertellotti**Anitra Busby****Communications Manager:****Christianne Marra*

Marketing and Public Information

Vice President of**Instruction:****Michael Williamson****Staff:***Maria Norris**Theresa Tentos**Karla Mendez*

Center for International Trade and Development

Distance Education Center

Evening Office

Instruction and Academic Affairs

Management/Faculty/Classified Staff Development

VTEA

Workforce Development

Vice President of**Student Services:****Staff:****Joe Madrigal***Golda Gacutan*

Discrimination Complaints

Public Safety

Student Activities

Student Discipline & Grievances

Student and Enrollment Services

INSTRUCTIONAL DIVISION DEANS

**Dean of Social Science/
Creative Arts:
Staff:**

Donna Bestock

Kathy Fitzpatrick

Administration of Justice	Humanities
Anthropology	Music
Art	Paralegal
Economics	Philosophy
Education	Political Science
Ethnic Studies	Psychology
Film	Sociology
Geography	Social Science
History	

Supervisor, Library:

Tom Hewitt

**Dean of Kinesiology/
Athletics and Dance:
Staff:**

Joe Morello

Sandra Hatzistratis

Badminton	Soccer
Baseball	Tennis
Basketball	Volleyball
Dance	Wrestling

**Dean of Science/Math/
Technology:
Staff:**

Ray Hernandez

Pat Tyler

Biology	Mathematics
Center for Advanced Learning Teaching	Oceanography
Chemistry	Physics
Computer Science	Respiratory Therapy
Emergency Medical Technician	Surgical Technology/ Sterile Processing
Environmental Science	Telecommunications
Geology	
Health Science	

Dean of Business:**Don Carlson****Staff:***Angelica Gorostiza*

Accounting
 Automotive Technology
 Business
 Child Development Center
 Computer Applications and
 Office Technologies
 Cooperative Education

Cosmetology/Massage and
 Spa Therapy
 Early Childhood Education
 Family/Consumer Science
 Fashion Merchandising
 International Trade and Logistics
 Interior Design
 Real Estate

Dean of Language Arts:**Connie Beringer****Staff:***Kenny Ruiz*

American Sign Language
 Arabic
 Chinese
 English
 English Speakers of Other
 Languages
 Italian

Japanese
 Literature
 Reading
 Spanish
 Speech
 Tagalog

**Supervisor, Learning
Center:****Nohel Corral****Staff:***Judy Cheung*

The Learning Center
 Media Services

TRIO Program

**Director, Center for
International
Trade and Development
(CITD):****Richard Soyombo****Staff:**

Allison Mello
Pcyeta Jackson

**Director, SparkPoint
San Mateo Center:****William Watson****Staff:***Adolfo Leiva*

**Director, Workforce For
Development Grants** **Anjana Richards**
Staff: *Rita Gulli*

STUDENT SERVICES DEANS

**Dean of Counseling
Advising and Matriculation:** **Rick Wallace**
Staff: *Maggie Baez*

CalWorks	DSPS
CARE	EOPS
Career Center	Psychological Services
Counseling Services	Transfer Center

**Dean of Enrollment
Services:** **John Mosby**
Staff: *Sue Lorenzo*

Admissions & Records	International Students
Financial Aid	Registration
Health Services	Veterans Services

OTHER SUPERVISORY PERSONNEL

**Director of
Business Services:
Staff:**

Eloisa Briones

*Barbara Lamson
Ellen Lee
Vivian Paw*

Budget Office
Cashier's Office
Facility Requests

Mailroom
Payroll Services

**Facilities Operations
Manager:
Staff:**

Richard Inokuchi

Seini Mateialona

Custodial Services
Maintenance Services

Groundskeeping

**Director, Planning
Research & Institutional
Effectiveness:
Staff:**

Rob Johnstone

David Ulate

Planning

Research

SKYLINE COLLEGE SHARED GOVERNANCE AND COMMITTEES

The primary mission of Skyline College is to provide quality education to its students in partnership with its community. Shared governance is a method of college management in which decision makers, whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible. Shared governance is based upon individuals having a voice in decisions that affect them.

Shared governance is carefully planned, instituted and evaluated. It is designed to lead to effective participation in decision making that unites constituencies, produces an improved college environment, and draws upon the strength of diversity. Shared governance includes the structures and processes for decision making that engage students, staff, faculty and administrators in reaching and implementing decisions that further the primary mission of the college—to educate students. The groups formed to address college matters are properly charged and empowered, the members carefully selected, and processes clearly structured. The structures and processes for shared governance vary according to task.

In order for shared governance to work, there must exist a covenant of mutual trust, honesty, open agendas, equity, and respect for differing views. Essential to maintaining this covenant are open communications and feedback from all constituencies. All parties must commit to and take responsibility for fostering and maintaining an environment in which shared governance can occur, as well as being well informed regarding issues.

Members of the constituent groups must commit to participating in the implementation of decisions made through shared governance processes and to working within legal and pragmatic parameters of decision makers. The partners in shared governance acknowledge that traditional and legally mandated roles continue within the context of shared governance; e.g., the publicly elected members of the Board of Trustees have the ultimate legal and ethical responsibility for setting policy and making decisions regarding the operations of the District's colleges.

Definitions of committee types for the Compendium of Committees

COUNCIL: An elected or appointed advisory group.

COMMITTEE: A body of persons delegated to consider, investigate, take action on, or report on some matter.

TASK FORCE: A short term, non-governance group.

OPERATIONAL WORKING GROUP: A non-governance group that carries out operational tasks.

Governance Committees

1. Academic Senate Governing Council
 - a. Curriculum Committee
 - b. Educational Policy Committee
 - c. Professional Personnel Committee
 - d. Research Committee
2. Associated Students Governing Council
 - a. Student Organizations and Clubs Council (SOCC)
3. Classified Council
4. College Budget Committee
5. College Council
6. Full Time Equivalent Faculty Allocation Committee
7. Health and Safety Committee
8. Institutional Planning Committee
9. Management Council
10. President's Cabinet (Council)
11. Professional Development Committee
12. Professional Enrichment and Development Advisory Committee (PEDAC)
13. Student Equity Committees
14. Technology Advisory Committee

Task Forces

1. Art on Campus Task Force
2. Student Learning Outcomes Assessment Cycle (SLOAC) Steering Committee

Operational Work Groups

1. Campus Auxiliary Services Advisory Committee
2. College Success Initiative (CSI) Coordinating Committee
3. College Success Initiative (CSI) Steering Committee
4. Commencement Committee
5. Emergency Response Plan Committee
6. Event Support Working Group
7. Instructional Leadership Team
8. Outreach Committee
9. Scholarship Committee
10. Student Recognition and Awards Committee
11. Student Services Leadership Team

Governance Committees

1. Academic Senate Governing Council

Serves as policy making body for the Academic Senate; promotes the general welfare of Skyline College, its faculty, and the San Mateo County Community College District; represents the faculty in making recommendations to the administration of the College and the District Board of Trustees with respect to academic and professional matters; works toward the development and improvement of professional standards; provides for continuous study of faculty and College problems.

1a. Curriculum Committee

The Curriculum Committee carries on a regular review of the entire College curriculum; considers for recommendation all matters of administrative policy concerning the curriculum; considers for recommendation proposals for new courses and programs; recommends action on all deletions, classifications and changes in courses and programs.

1b. Educational Policy Committee

This committee considers for recommendation all matters of educational policy including academic standards, probation, disqualification, readmissions policies, grading procedures, matriculation, student behavior, and student grievance procedures; considers for recommendation all matters of administrative policy concerning educational policy, including policies of the Office of Instruction and the Office of Student Services.

1c. Professional Personnel Committee

This committee promotes staff development and professional growth; considers questions of professional ethics; reviews and makes recommendations concerning Trustees' Grant Proposals and other faculty proposals as necessary; makes recommendations concerning faculty awards; reviews and recommends faculty development programs such as Flex Day activities

1d. Research Committee

The Academic Senate Research Committee aids faculty doing institutional research; acts as a resource to the Senate in matters of institutional research; performs institutional research under the direction of the Academic Senate Governing Council.

2. Associated Students Governing Council

Represents all Skyline students; maintains student body facilities; plans activities; adopts and supervises the ASSC budget; participates in College committees; shares in the development of College policies

2a. Student Organizations and Clubs Council

This group meets to share information about the events and programs that they sponsor on campus. They also share information about volunteer projects, student outreach and how to recruit new members

3. Classified Council

Represents the needs, concerns and viewpoints of the classified staff with respect to the District Shared Governance Agreement, but excludes all matters related to collective bargaining. It is one of the constituent groups of Skyline College's shared governance organizational structure. The officers are elected by Classified Council membership.

4. College Budget Committee

The Skyline College Budget Committee is the primary budget recommendation group for the College, thereby establishing recommendations to the College administration on College budgetary matters. The Committee is responsible for reviewing the revenues and expenditures of the College.

5. College Council

The College Council is the primary planning and policy formulation group for the College, thereby establishing the charges to other units and committees in accomplishing specific tasks including, but not limited to, the following areas: budget, programs, student equity, accreditation, and program review. The Council is responsible for reviewing the progress and accomplishments of the units and committees. The Council serves as the umbrella shared governance committee for the College and is a major participant in decision making for the College.

6. Full Time Equivalent Faculty Allocation Committee

The FTEFAC is charged with developing and recommending to the Academic Senate for endorsement and to the College President for approval, a prioritized list of strategic allocations of Full Time Equivalent Faculty (FTEF) in order for the college to meet its mission of serving the educational needs of the community.

7. Health and Safety Committee

The Health and Safety Committee promotes a healthful and safe environment for staff and students, educating and training personnel in safe work practice. The committee conducts safety inspections and recommends corrective action to the College. The Committee is charged under CSEA contract (article 13. 13.6) to meet at least quarterly. A district Safety Management Committee will meet at least twice each fiscal year. The committee is to include two representatives appointed by CSEA.

8. Institutional Planning Committee

The Institutional Planning Committee was created by the College Council in September 2003 and is governed by charter and By-Laws of the College Council. The task of the IPC is to formulate and recommend to the College Council a plan for the IPC as a standing committee and implementation timeline for the integration of the IPC into the governance structure of the College. The IPC will be the primary body responsible to coordinate, communicate and integrate College-wide planning at Skyline.

9. Management Council

The Management Council is an appointed advisory to the College President and primarily meets to facilitate communication among Managers regarding College operations.

10. President's Cabinet (Council)

The Cabinet is an appointed advisory body to the College President. The Cabinet provides institutional oversight of operations.

11. Professional Development Committee

Evaluates and makes recommendations for funding faculty proposals for long-term and short-term professional development projects.

12. Professional Enrichment and Development Advisory Committee (PEDAC)

PEDAC is charged with serving as an overarching professional development committee to (a) assess professional enrichment and development needs for all categories of staff consistent with Skyline College's mission and based on identified teaching, learning and service needs; (b) make recommendations regarding an institutional professional development plan that meets the need of all personnel; (c) develop a systematic evaluation process for professional development programs that includes all classifications of employee and all professional development related activities; (d) recommending flex calendar activities in response to assessed needs; and (e) recommending funding for submitted proposals for professional development resourced by new state professional development funds; (f) establish a one-stop professional development information resource center. PEDAC should meet 2-4 times per year and be comprised of:

13. SEED/Student Equity Committees

Beginning with the 2010-2011 academic year, the SEED and Student Equity Committees will be combined. The committee charge is undergoing revision.

14. Technology Advisory Committee

Serves as a viable forum through which faculty, staff and administrators discuss, plan and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services as the College moves into the 21st century.

Task Forces**1. Art on Campus Committee**

The Art on Campus Committee is charged with developing and reviewing proposals for acquisition of art works for both indoor and outdoor display at Skyline College that are appropriate to the mission of the college, broadly interpreted, and express the college's commitment to access and respect for all, regardless of "level of preparation, socio-economic status, cultural, religious, or ethnic background, or disability." The committee will make recommendations to the College President. The committee shall consist of at least one representative each from administration, faculty, staff, and students. Members shall include representatives from the art department, the budget office and facilities. Members shall serve in staggered three-year terms (except student representatives) and may be reappointed.

2. Student Learning Outcomes Assessment Cycle (SLOAC) Steering Committee

Consisting of primarily instructional faculty but also including administrators and student services faculty/staff, the SLOAC Steering Committee is charged with creating an infrastructure with which to implement the SLOAC initiative in a meaningful manner, and developing their own expertise by way of training and independent research in order to provide support for members of the campus community

Operational Work Groups

1. Campus Auxiliary Services Advisory Committee

Identifies concerns and makes recommendations regarding the cafeteria, bookstore, vending, and some facilities to the President or the Chancellor's Office. This is a college committee that interfaces with the District Auxiliary Services Advisory Committee (DASAC).

2. College Success Initiative (CSI) Coordinating Committee

The role of this committee is to provide a venue to facilitate communication and currency among everyone involved in implementation of the Basic Skills Plan and between the instructional and student services components of the college. The group will seek to ensure that Skyline's Plan is integrated throughout the college. It will be responsible for overseeing the project as a whole and ensuring that the various efforts are well connected to each other, and well embedded in the college's structure. The committee will also identify any gaps that should be addressed. The committee will develop and maintain a calendar of activities to facilitate communication and coordination across the college.

3. Commencement Committee

This committee plans, coordinates and implements all activities for Commencement. The committee meets regularly during the spring semester until the day of graduation. Meetings focus on all logistical aspects of the graduation and the commencement ceremony.

4. Emergency Response Plan Committee

The Emergency Response Committee develops strategies for disaster preparedness and recovery for the campus. The committee is charged with maintaining the campus Emergency Response Plan, updating contact information and the evacuation plan, providing training for the campus on emergency procedures.

5. Scholarship Committee

The Scholarship Committee serves as a general policy advisory group to the scholarship program and as a selection committee for general scholarships and awards that may be assigned to their jurisdiction. The primary sources of scholarships for which this committee selects scholarship recipients are Skyline and District Foundation and Skyline Organization funds.

6. Student Recognition and Awards Committee

This committee is charged with planning and implementing the annual Student Recognition Awards Ceremony and the Donor Appreciation Reception.

7. Instructional Leadership Team

Provides leadership for the curriculum development and the instructional areas of Skyline College. The CIO, Instructional and Student Services Deans are members of the committee.

8. Student Services Leadership Team

Provides leadership to student service areas of Skyline College.

Part II: Instructional and Student Support Services at Skyline College

Library

Library Hours for the 2011-2012 Academic Year:

Monday through Thursday	8:00 a.m. to 9:00 p.m.
Friday	8:00 a.m. to 2:00 p.m.
Saturday	10:00 a.m. to 2:00 p.m.
Sunday, holidays, semester breaks, and recesses	Closed

Library Website: <http://www.smccd.net/accounts/skylib/>

Phone: (650) 738-4311

Reference Desk: (650) 738-4312

Fax: (650) 738-4149

College Library (Building 5)

The Skyline Library collections include a well-balanced selection of print, electronic, and microform resources that have been specifically selected to support the college curriculum and lifelong learning.

All student computer workstations provide access to the Library's online catalog and subscription-based electronic information resources, which are available 24 hours a day from any computer connected to the Internet.

Faculty, students, and staff must have a library card to take full advantage of electronic Library resources on site and remotely. Faculty, students, and staff can access the majority of the Library's scholarly and popular journal databases from any computer on campus. All should have a Peninsula Library Card to take full advantage of the Library's online resources while off campus. A small number of in-house computers provide 15-minute access to the Library's resources without a library card.

Public Services

- Faculty Reference Librarians
- College Reserves Collection
- Online Library Catalog
- Online and print reference and research resources
- Current and back issues of magazines, journals, and newspapers
- Loan/Circulation Desk services
- Inter-Library Loan Services
- Private study carrels
- Individual and shared study tables
- Comfortable lounge seating areas
- Computer workstations with Internet access
- Computer workstations with Microsoft Office and software
- Open Wi-Fi network for laptop computers and mobile devices

- Laptop computer printing services
- College archives
- Photocopiers

Library Orientations to Support Classroom Instruction

Skyline librarians welcome the opportunity to work with classroom instructors to present Library orientations specifically tailored to support a course's overall objectives or a special research project. Librarians are available to collaborate with all faculty to design learning activities that help students gain valuable information competency skills, thus giving students the ability to succeed in today's changing information climate. Orientations take place in the Library classroom, which is equipped with computer workstations and a projection unit. To schedule an orientation, contact the Library Reference Desk at ext. 4312, or fill out the form on the Faculty Services page on the Library Web site.

Librarian/Faculty Collaborations

Librarians are always interested in working with classroom faculty to support curriculum. Librarians can work with faculty to create assignments that will help students produce better papers and projects. The Library also solicits faculty input in reviewing current collections and making recommendations for additional resources.

Library Collections

- Reference Collection: Indexes, encyclopedias, directories, etc. These items cannot be checked out for home use.
- Circulating Collection: About 50,000 items organized into the Library of Congress classification scheme are available for checkout.
- Electronic Information Resources: Numerous specialized online subject databases and resources are purchased or subscribed to by the Library. These resources focus on business, health, general science, social science, humanities, literature, literary criticism, biography, computer technology, social sciences, biological sciences, and other subjects. They are accessible in the Library and from remote locations, and most are available as full-text and/or PDF documents. In addition to the Library's article databases, the Library also subscribes to online encyclopedias, dictionaries, eBooks and downloadable audio books. A PLS Library Card number must be entered for off-campus access to subscription-based Library resources.
- Periodicals Collection: Magazines, journals, and newspapers. The Library currently receives a selection of magazines, journals, and newspapers in print format, the current issue and the four previous years.

Library Privileges and Services for Faculty

Faculty Borrowing Privileges: The Library extends a special loan privilege to classroom faculty. Faculty members may borrow most books in the circulating collection for an extended loan period of up to one semester. Extended loan requests must be made in person. Faculty must present a PLS Library Card to borrow all Library materials.

College Reserves: To improve student access to supplementary material or materials with limited availability, the Library maintains the College Reserves Collection. The College Reserves program enables instructors to place copies of textbooks, past exams, quizzes, solution manuals, article reprints, etc., in a restricted access collection held behind the circulation desk. Borrowing limits for these materials are set by classroom instructors. To learn more about placing materials "on reserve," please contact the Loan Desk at ext. 4311.

Inter-Library Loan (ILL): The online Library Catalog enables easy access to materials available at all public libraries within San Mateo County. Through interlibrary loan processes the Library can also borrow materials from other public and academic libraries throughout the world. Please contact the Reference Desk at ext. 4312 for more information.

Faculty Purchase Recommendations: The Library welcomes faculty input and suggestions for additions to our collections to support the curriculum. The Library does not purchase materials to support post-graduate level academic research but can aid researchers in borrowing material through ILL. Please contact the Library Director or visit the Library Web site to make a purchase recommendation.

The Learning Center

Through a close collaboration between faculty, staff, tutors, and students, The Learning Center (TLC) empowers students to be responsible, active learners. The TLC is a flexible learning environment providing academic support through individual or small group tutoring, short courses, workshops, computers and instructional media for students enrolled in Skyline courses. The Center offers a comprehensive program of support for all levels of English, ESOL, Reading, Writing and Math, and provides tutoring in a variety of academic subject areas.

Tutorial Assistance: Tutoring is open to all students at Skyline College. Students may sign up for a variable-unit (0.5-3.0 units) course to receive assistance from a professional Instructional Aide or faculty member. In addition, should a student not desire credit, they may register for LSKL 803 which is designated for peer tutoring (there is no charge for peer tutoring).

The Center offers several variable-credit courses for students who wish to earn college credit through their independent, self-paced work in the lab. Students may enroll in these courses up until the eight week of the semester:

- Learning Skills (LSKL) 110: DIRECTED EXPERIENCE IN TUTORING: This course enables students to serve as tutors and provide academic assistance to other students. Transfers to CSU. Prerequisites: Minimum grade of B in subject to be tutored and letter of recommendation from instructor in that subject area. Open entry.
- Learning Skills (LSKL) 800: SUPERVISED SUPPLEMENTAL INSTRUCTION: Students receive tutorial assistance in areas of identified need. Noncredit course. Prerequisites Concurrent enrollment in course in which tutorial assistance is being provided. Open entry.
- Learning Skills (LSKL) 801: APPLIED STUDY SKILLS ASSISTANCE: Instruction in a variety of study techniques such as note-taking, study reading, time management, taking tests, etc. Open entry course; can be repeated.
- *Learning Skills (LSKL) 803: SUPERVISED PEER TUTORING: Individual and/or group instruction by peer tutors in TLC to reinforce learning in the basic skills or job training course from which the student is referred. Faculty and/or counselors will refer students based on their learning needs. Open entry. **LSKL 803 is a non-credit course*

The Learning Center is comprised of various Labs to help address the needs of students in specific areas. These Labs include:

The Writing / Reading Lab: In the Writing/Reading lab (WRL), Skyline faculty, Instructional Aides, and graduate tutors provide an array of services to help students improve academic reading and writing. WRL services include individual and small-group tutoring; computer-assisted instruction in grammar, punctuation, and other writing-related skills; faculty-taught workshops, conversation and pronunciation practice groups.

The WRL also runs variable-credit courses for students who wish to earn college credit through their independent, self-paced work in the lab. Students may enroll in these courses up until the eighth week of the semester:

- Learning Skills (LSKL) 853: Individual instruction supporting academic writing in any Skyline College course through computerized instruction, student/teacher conferencing, and workshops on specific elements of the writing process.
- English for Speakers of Other Languages (ESOL) 655: Individual and small-group instruction in language-related skills for students who speak English as a second or other language.

The Math Assistance Lab: The Math Assistance Lab (MAL) provides supplemental help for math classes from basic skills through calculus. Tutoring assistance is offered in a variety of formats, including drop-in, small group, and workshops. There is the option of taking a variable-unit section of **LSKL 800** and a peer tutoring section (**LSKL 803**) for no units. Other services include qualified math tutors available to work with learners on a drop-in basis, cooperative learning study groups, math videos and computer-related instruction in Basic Math, Algebra, and Statistics. Tutors also provide guidance in preparing for competency tests.

The English For Speakers of Other Languages (ESOL) Lab: Offers a quiet space for greater practice in pronunciation, speaking and listening through conversation groups, computer-based learning materials, and one-on-one tutoring to improve English language acquisition.

The Language Lab: The Language Lab is designed to support and assist students in the Foreign Languages, ESOL, English and Reading departments. With 35 student stations and an instructor station, all complete with headphones, the Language Lab offers many language-enhancing software programs for student use, including

- Rosetta Stone for Arabic, Chinese, Filipino, and Spanish
- Houghton Mifflin English Composition and Grammar
- Audacity (voice recording software).

Students may use the lab to access audio/visual materials for their courses.

The Science and Other Subjects Lab: The Science and Other Subjects Lab offers tutoring in chemistry, biology, anatomy, psychology, social sciences and other subjects. The Science/Other Subjects Lab offers two choices for assistance through one of two open entry courses: LSKL 800--Supplemental Learning Assistance--offers variable credit (.5 to 3.0) to students working with a professional Instructional Aide. Students working with peer tutors should enroll in LSKL 803, a non-credit, open-entry/exit course.

The Communication Studies Lab: The Speech Lab is designed to support and assist students in Speech Communication. The Speech Lab consists of two hi-tech studios equipped with cameras, HD monitors, including one large flat panel monitor for slideshow presentations, microphones, and computers for simple video recording.

Computer Lab: The Computer Lab is available to students who are interested in basic computer literacy and to those students who wish to do their online math assignments, type essays, compositions, or research papers; or do internet research or photo editing.

In addition to these Labs, the Learning Center also houses the TRiO Student Support Services Program:

TRiO SSS: Skyline College's TRiO Student Support Services (SSS) is a federal program funded by the U.S Department of Education designed to motivate and support low income, first generation, and students with disabilities in their pursuit of transferring while earning an Associate's degree. TRiO programs are the result of two acts of legislation which asserted a national commitment to providing educational opportunity for all Americans regardless of race, ethnicity, or economic circumstance

The goals of the TRiO program are to provide students with:

1. Academic, career, and personal counseling to help students accomplish their goals
2. Academic support, including tutoring, study skills workshops, mentors, and access to computers
3. Transfer planning
4. Assistance with financial aid
5. Cultural enrichment activities and campus visits to four year universities
6. Scholarship assistance to those who meet all program requirements

Free tutorial services are available to all students in the TRiO program. One-on-one and small group tutoring appointments are available as well as drop-in. TRiO students may enroll in MATH 650, ENGL 650, or LSKL 800 to receive individualized instruction in math skills, reading and writing skills, or other academic subjects.

COUN 100 - College Success (TRiO) is also offered in the Fall and Spring semesters to provide TRiO students with information on college/universities systems, goal settings, educational planning, life and study skills, stress management, learning styles, college resources, and cultural diversity.

Students interested in joining TRiO must complete and return a one-page TRiO application to determine program eligibility. The Learning Center and TRiO program are both located on the first floor of Building 5, room 5100. For more information, please call (650) 738-4144.

Math Engineering and Science Achievement Center (MESA)

Mathematics Engineering Science Achievement is an academic enrichment program which helps educationally disadvantaged students excel in math and science and graduate from college with degrees in math based fields. Founded in 1970, MESA program serves pre-college, community college, and university students at over 90 sites throughout California. Skyline College's MESA Program is part of the MESA California Community College Programs (MCCP).

MESA Students at Skyline gain access to:

- A Dedicated Student Study Center
- Academic Excellence Workshops
- Assistance in the Transfer Process
- Career Advising and Internships
- Field trips to universities and industry sites
- Free Tutoring
- Information about Graduate School
- Partnerships with Stanford University

- Partnerships with SFSU's NIH Bridges Program
- Partnerships with UC Berkeley's ELP Program
- Scholarship Resources Go to Sidebar Content

The MESA Center is located in Building 7 room 7309. The MESA Director is Stephen Fredricks. He is located in room 7236A, phone number is (650) 738-4244 and his email is fredrickss@smccd.edu

Center for Advanced Learning and Technology (CALT)

The CALT often referred to as the microcomputer center is located on the first floor of Building 2 – rooms 2117A, 2117B, 2120, 2122 and an open computer lab. The CALT has computer stations for student and class use. Most instructors utilize the center when they need to have their students in front of computers as they lecture. The open lab with computer stations and printing capability (at a per page cost) is also available. The hours of the CALT are Monday – Thursday, 8am – 7pm and Fridays 8am – 1pm. Classroom use can be scheduled through Anna Castro at 738-4105. To view the availability of classrooms visit their website at: <http://www.smccd.edu/accounts/skycalt/>

Student Service Programs at Skyline College

CalWorks Program

California Work Opportunity and Responsibility to Kids (CalWORKS) provides supportive services to students who receive TANF (Temporary Assistance for Needy Families) as they complete educational training so that they might locate employment that will lead to self-sufficiency. Services include advocacy with the Human Services Agency, individualized counseling, and assistance with required textbooks, supplies, transportation, child care, work-study, and personal development workshops. For more information or to make a referral, visit Building 2. Hours are Monday-Friday, 8:00 a.m. - 4:30 p.m.

Child Development Center

The Skyline College Child Development Center provides a high quality early care and education program for children 2 to 5 years old in a warm, responsive, safe environment. The Child Development Center fosters children's competence in all aspects of their development. Their social, emotional, physical, intellectual, and creative capacities are nurtured by a dedicated staff of early childhood professionals who have a commitment to developmentally appropriate practice. Rich, engaging learning experiences are offered in the areas of literacy, math, science, art, and music. The Child Development Center's indoor/outdoor environment is filled with a variety of opportunities for learning through gross motor play, gardening, and sand play.

The staff believes family members are the most important people in children's lives, and they strive to respect and support the diverse values of the families enrolled for the benefit of each child.

The Child Development Center serves approximately 48 children, ages 2 through 5 years old. The Center offers subsidized child care to eligible student-parents, and college staff and faculty may also enroll and pay a full tuition fee as space is available. The Center is located in the Loma Chica building - number 14. The Center is open Monday through Friday from 7:30 a.m. to 5:00 p.m. During fall and spring semesters, the Center operates on the College calendar and serves children on the days classes are in session. Breakfast, lunch, and an afternoon snack are provided. Meals meet the nutritional guidelines of the USDA and the California Department of Education Child Nutrition Services. For additional information, contact the Child Development Center at (650) 738-7070 or contact Child Care Center Director Tina Watts

Counseling Services

Counseling services are designed to 1) assist students to make decisions about educational and career goals; 2) provide academic planning to complete certificate, associate degree, and/or university transfer programs; 3) help students evaluate academic readiness and plan coursework to build skills; 4) assist students to use campus services and resources; and 5) acquaint students with skills, strategies, and techniques to enhance academic success.

Career Counseling services are designed to assist students to develop and carry out long-term employment and career goals. Services provided include 1) counseling; 2) workshops that address career research; 3) career exploration and job-hunting resource detailing preparatory education and training and labor market trends for career areas; 4) EUREKA, a computer-based California career information system; and 5) career assessment measures available at a nominal cost to assess personal traits, interests, values, and strengths related to career paths.

University Transfer Counseling services are provided by all counselors and are designed to assist students to research colleges and universities, majors, academic requirements, college costs, and other issues related to transfer.

Personal Counseling services are designed to assist students to resolve personal and/or educational issues that may interfere with the ability to succeed and to achieve educational goals.

All students are encouraged to meet regularly with a counselor and, if at all possible to remain with the same counselor throughout their stay at Skyline. Through regular meetings, students come to understand Skyline College, learn the standard policies and procedures and discover the many resources available to them. Faculty are asked to encourage students in their classes to make use of counseling services to ensure proper course selection and good educational planning.

Career Courses: In addition to providing counseling services, many Skyline counselors teach a number of semester length and short-term courses that may benefit students' development. These include:

- Life and Career Planning
- Managing Life and Career Changes
- How to Succeed in College
- Five Steps to Academic Success
- Transfer Power
- Careers in Teaching
- Up Your Self Esteem
- Anger Management
- Anxiety Management

See the Class Schedule for a current listing of courses.

How Services Are Delivered: Counseling services are offered to students on both an appointment and drop-in basis. All students are encouraged to make individual counseling appointments. E-counseling is also available. Counseling appointments are required for degree and certificate evaluations, transcript evaluation and development of a Student Education Plan.

Hours of Operation: Monday and Thursday 8:00 a.m. – 4:30 p.m.; Tuesday and Wednesday 8:00 a.m. – 7:00 p.m.; Friday 8:00 a.m. – 12:00 noon. Students may come to the One Stop Student Services Building, Building 2, Second Floor to make an appointment with a counselor or call (650) 738-4318.

Disabled Students Programs & Services (DSPS)

Special services are provided to students with verified disabilities. These services may include disability management counseling, liaison with faculty, registration assistance, campus orientation, special parking, reader services, note takers, and test accommodations. The DSPS Office is located in Building 2, room 2350, (650) 738-4280. For more information, contact Linda Allen.

Academic Adjustments for Students with Disabilities

Federal and state legislation require community colleges to establish programmatic as well as physical access to their academic offerings. Students with verified disabilities have the right to receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction. The San Mateo County Community College District is responsible for making modifications to academic requirements and practices as necessary, without any fundamental alteration

of academic standards, courses, educational programs or degrees, to ensure that it does not discriminate against qualified students with disabilities. Skyline College has developed procedures for responding to accommodation requests involving academic adjustments in a timely manner. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.

Assistive Technology Program

The Assistive Technology (AT) Program gives students with disabilities access to computers using adaptive software and hardware. When students enroll in DSKL 825 - Assistive Computer Technology, they receive individualized training in the adaptive software that is unique to their learning and/or computer access needs. Students learn to use these tools while completing coursework from other classes in which they are enrolled. Students with disabilities have access to the computers with adaptive hardware and software throughout the day and evenings at various locations on campus and in Building 2, Room 2309, during Assistive Technology Lab hours. The software available for students includes, but is not limited to, scan and read programs (e.g., Kurzweil 3000/1000), voice recognition (e.g., Dragon NaturallySpeaking), word prediction (e.g., WordQ), brainstorming and organization of software (e.g. Inspiration), screen magnification (e.g., Zoom- Text), and a screen reader (e.g., JAWS).

For additional information, please contact Judy Lariviere, Assistive Technology Specialist at (650) 738-4497.

As part of the Assistive Technology Program, students with learning or physical disabilities may request and receive their textbooks, tests and classroom materials in alternate format (e.g., electronic text, Braille or large print) from the Alternate Media Specialist.

For additional information, please contact Chris Weidman, Alternate Media Specialist at (650) 738-4393.

Differential Learning Skills Program

The purpose of the Differential Learning Skills Program is to ensure equal access to education by providing appropriate accommodations, auxiliary aides and services to eligible students upon request. Students with learning disabilities/differences must provide documentation of disability and need for services. Eligibility for services will be evaluated according to the criteria for determining learning disabilities approved by the Chancellor's office for the California Community College system. Skyline students taking DSKL 811: Differential Learning Skills Assessment, complete 8 hours of group and/or individualized testing based on the above criteria within a four week time frame. Areas assessed include cognitive ability, academic performance and information processing. Criteria addressed include presence of significant discrepancies between ability and achievement and within or between the major modalities for learning.

Learning Specialists and Counseling staff are available to assist students with a variety of support services related to program planning including identification of educational goals, career planning, course selection, course load, priority registration, and transfer services.

For additional information, please contact Lynne Douglas, Learning Disabilities Specialist at (650) 738-4108

Extended Opportunity Programs and Services (EOPS)

Extended Opportunity Programs and Services (EOPS) is designed to improve access, retention and completion of educational goals by students who are both low income and educationally disadvantaged. EOPS students have the potential to succeed in college but have not been able to realize their potential because of economic and/or educational barriers.

EOPS offers a range of services such as one-on-one tutorial assistance, counseling in English and Spanish, transfer assistance, UC and CSU application fee waivers, a book service program, vocational grants and a calculator loan program. In addition, EOPS students who are single heads of households receiving AFDC/TANF or CalWORKS with a child under the age of 14 are eligible for the Cooperative Agencies Resources for Education (CARE) program. CARE provides additional services and support to students by way of childcare, transportation assistance, automotive grants and special workshops specifically tailored to the needs of CARE students.

EOPS is committed to helping students access the resources necessary to succeed in college and works cooperatively with other programs and services on campus whose goals are enhancing scholastic achievement and academic excellence. EOPS also sponsors activities and workshops that provide cultural enrichment and which promote personal growth. The EOPS office is located in Building 2. Hours of operation are 9:00 a.m. to 4:00 p.m. For additional information call (650) 738-4139, e-mail skyeops@smccd.edu or visit the EOPS web page at <http://skylinecollege.edu> .

Financial Aid

The Financial Aid Office offers a number of federal, state and local student aid programs. The awards under these programs may be in the form of grants, scholarships, employment opportunities, loans or a combination of these. Information about all programs is available on Skyline's website at www.skylinecollege.edu.

Students are advised that awards are subject to availability of funds. Because some of these programs have limited funding, students are awarded on a first-come, first-serve basis each school year. Financial Aid personnel determine eligibility. A student who does not apply for student financial assistance will not receive aid; a student who does apply for student financial assistance may receive aid. For application forms and more information, stop by the Financial Aid Office, Building 2, Room 2234, Monday and Thursday 8:00 a.m. – 4:30 p.m.; Tuesday and Wednesday 8:00 a.m. – 7:00 p.m.; Friday 8:00 a.m. – 12:00 noon. The phone number is 738-4236; the fax number is 738-4425.

Health Center

The College Health Center is available for students, staff and faculty who become ill or sustain injuries while on campus; we are capable of treating most non-emergent health problems. We also provide information, counseling, and referrals on a variety of health related matters. Condoms, pregnancy testing, and TB testing are available daily at the Health Center. All services are free. Planned Parenthood is here most Wednesday's and they provide STD testing for both male and female and family planning.

Recently we have organized campus presentations on Rape Awareness, Domestic & Dating Violence, Child Abuse, Education and Screening for Substance Abuse, Depression, and Eating Disorders, and the Annual Blood Drive. Some of these activities have been co-sponsored with other departments or classes on campus. We offer Certificates of Participation for students desiring extra-credit when their instructor authorizes it. Please call the Health Center if you have ideas for other presentations or you and your class wish to join us. Speakers are available who can relate these topics to your curriculum; the College Nurse can also come to your class and speak on topics related to Health Education and Prevention.

The Health Center hours when classes are in session are: Monday and Thursday 8:30 a.m. - 4:30 p.m.; Tuesday and Wednesday 10:00 a.m. – 6:00 p.m.; Friday 8:30 a.m. - 12:30 p.m. The business hours of the Health Center are 8:00 a.m. – 4:30 p.m. Monday through Friday. The Health Center is in the One Stop Center, Room 2209, and may be reached at ext. 4270.

Psychological Services

All students at Skyline College are eligible for short-term psychological counseling, provided through the health service fees they pay at registration. Counselors Beverly Muse and Liz Llamas are available to see students during specified days and hours. Appointments can be made at the DSPS or the Health Center Office Building 2, Room 2209, or by calling 738-4270 between 8:00 a.m. and 3:30 p.m.

Part III: College Support Services

Bookstore

The Bookstore staff looks forward to working with faculty to increase services for the campus community and has compiled ideas to assist faculty in working with the Bookstore. Please contact the Bookstore Manager. (Phone 650-738-4211; Fax 650-738-4309; Web site: <http://bookstore.skylinecollege.edu>)

Hours of Service (subject to change)

Regular Hours (Fall & Spring)

Monday through Thursday	7:45 a.m. to 7:00 p.m.
Friday	7:45 a.m. to 3:00 p.m.
Saturday and Sunday	Closed

Regular Hours (Summer)

Monday through Thursday	7:45 a.m. to 7:00 p.m.
Friday, Saturday and Sunday	Closed

Back to School Hours

The Bookstore offers extended hours during the first 2 weeks of each Fall/Spring semester and first week of each Summer semester. Please visit our website for current store hours.

Full Refund Policy

For the first week of school, full refunds will be given with a receipt if the book is in its original condition. Books purchased new and returned in used condition will be refunded at the used price. Thereafter, all purchases and rentals are final. For our complete refund policy, please visit our website.

Book Buy Back

During the final exam period of each semester, the bookstore will buy books back from students at approximately 50% of the original purchase price if the bookstore has received an order from an instructor for the use of that book during the following semester and there is an inventory need. If there have been no book orders placed for the immediate upcoming semester, the book will either be refused or bought back by a used book company, which pays approximately 10% - 40% of the book's price. It is, therefore, very important for faculty members to submit book orders as early as possible to ensure that it is on the book buy back list.

Desk Copies

Skyline College Bookstore is only able to provide desk copies for readers printed by Skyline Graphic Arts & Production. Faculty must request desk copies from publishers directly. Contact information for most major publishers are available in the Faculty Resources section of the Bookstore's website.

In the event that the desk copies will not arrive in time for the semester to start, the Bookstore offers copies on an emergency basis by charging for the copy and refunding the money when the book is replaced with a new copy, provided the copy is not marked in any way other and the book is returned in the same semester.

Classroom Materials

Classroom materials (non-text) may be requested by including it on your textbook order form. Instructors are asked to let the bookstore staff know of specific items they would like made available to students.

Check and Credit/Debit Card Policies

- Check Policy (Travelers checks and Money Orders included)
 - Checks must be imprinted with purchaser's name. (Travelers checks excluded).
 - Checks must be dated with the date the purchase is made.
 - A valid SMCCCD ID number and one of the following must be presented:
 - Valid state issued ID or driver's license or
 - ii. Government issued ID (e.g., military ID).
 - A service/handling charge will be assessed for any returned checks.

- Credit/Debit Card Policy
 - The card user should be the same as the name appearing in the authorized signature space on the back of the card
 - A person wishing to make a purchase on another person's card must present a letter of authorization bearing the signature of the cardholder. (Per American Express's card holder policy, only the name bearing card holder may use the credit card.)
 - Valid identification must be presented for the use of any credit card
 - Valid state issued ID
 - Driver's license
 - Government issued ID (e.g., military ID).
 - Cards may be used only for the exact amount of purchase (Debit/ATM cards excluded)
 - Customers using credit card gift cards are required to know the remaining balance on them at the time of transaction.

How Do Textbook Rentals Work?

- What do students get from renting?
 - Rental books cost 25% - 35% of the new book price (students save up to \$75 on a \$100 book!).
 - Students are allowed to rent a book for one full semester and return it during finals week
 - Students needing the book for the subsequent semester must return the book at the end of the original renting semester AND rent it the following one.

- How do books qualify as rentals?
 - Books that are new editions or just became new editions are the best candidate for it to become a rental since the Bookstore needs to be able to replace copies not returned, and old editions are often not available from publishers.
 - A faculty member commits to using the title for future semesters
 - Workbooks and books that come with access codes may not qualify as rentals due to nature of the item.

- How can the Bookstore add more books to its rental program?
 - The Bookstore needs you!
 - If you are willing to use the same book(s) for 4 semesters, the Bookstore will target those books for its rental program as budget permits.

- Thanks to special allocated funding from President Regina Stanback Stroud, Skyline Bookstore will be adding \$100,000 in rentals during the 2011/12 academic year. These additions to the rental program include core textbooks used in transferrable and degree-fulfilling courses such as Biology (BIOL 110), Chemistry (CHEM 210 & 234), Economics (ECON 100 & 102), English (ENGL 100, 110, & 165), History (HIST 201 & 310), Math (MATH 110/120 & 200), and Psychology (PSYC 100 & 300). Also unlike in the past, courses in 2 of our vocational programs, Cosmetology (COSM 775) and Automotive (AUTO 710), had books added to the rental program.

Contact Kevin Chak at the bookstore: (650) 738-4449, or chak@smccd.edu

Textbook Adoption

As an alternative to using the preprinted adoption forms, you may use the digital textbook requisition form located on the Faculty Resources section of the Bookstore's website and email it to your dean for approval.

Business Cards

A standard Skyline College business card is available to those who need them (generally program coordinators, division deans, administrators, and others who frequently represent the college in the community or in off-campus settings). If a faculty member needs business cards, he or she should submit a request to the Division Dean.

Graphic Arts and Production

Skyline College Graphic Arts and Production provides offset and photocopy services to the faculty and staff for recognized academic and administrative college business. Arrangements for Graphic Arts and Production services should be made with the Graphic Arts and Production staff through work order forms available in the Division Office. When midterm and final examinations are being conducted, priority is given to this type of duplicating work. Other work requested during these periods may, therefore, take longer to process. Graphic Arts and Production is managed by Katie Beverly. She is located in Building 5, room 5118 and can be reached at 738-4133

Copier/Duplicator Machines at Skyline College

High speed copier/duplicator machines are located in all Division Offices. They are placed there for the convenience of the faculty needing fast, high-quality copies of tests, handouts, etc. User codes are required for the operation of these copiers and are available from Division Deans.

Skyline College encourages faculty to "go green" by posting appropriate handouts, instructional materials, and other information online.

Copyrighted Material

Duplication of copyrighted materials is not authorized by Skyline College. Please meet with your Division Dean prior to the consideration of posting on-line or duplicating for students copyrighted material. See Appendix E for more information.

Distance Education and Technology Center

Skyline College offers assistance to faculty with creating and maintaining relevant and stimulating on-line materials. This new center is slated to open in early September 2011 and will be located on the third floor of Building 1. The Skyline College Distance Education and Technology Coordinator is Jim Petromilli. He can be reached at Petromilli@smccd.edu

Information Technology and Web Services

Phones and computer infrastructure are handled as a District function but with IT techs located on the campuses. Most service requests should be completed using the District portal page under IT service request form. The website is <http://www.smccd.edu/portal/>. Technicians may also be reached by phone at 738-7010. All requests for technology related equipment must be made through your Division Dean.

Mail Service

Mail service is provided for authorized college business. All Skyline College off-campus mailings must have the sender's name and department in the upper left-hand corner of the envelope. Faculty and staff are not to use the mail service for personal business.

Mail may be placed in the out-going bins in the Division Offices and Evening Faculty Mailroom. Outgoing mail requiring postage is routed to the central mail room in Building 5, where it will be stamped and dispatched. Please do not enclose paper clips or other bulk in mail to be run through the stamping machine. When mailing quantities of mail to be sealed, leave envelope flaps open and secure the envelopes with rubber bands. Extra thick legal size envelopes must be sealed by hand because they are too bulky to be run through the machine.

Pieces to be mailed must be at least 4 inches high and 6 inches long and seven thousandths (.007) of an inch thick (index card thickness); however, index card size is too small. The college standard size envelopes (both letter and legal) meet the size requirements. Envelopes of unusual size will cost additional postage.

Skyline College's address is 3300 College Drive, San Bruno CA. 94066

Media Services

For SMART classroom instructions, please visit http://www.smccd.edu/accounts/media/?page_id=29. Click on the PDF logo to get a PDF version of the instructions.

For more instructions, reserving media equipment or help with a problem in the classroom, please contact the Skyline College Media Center – Kamla Bucceri. She can be reached at 738-4142 and in room Building 5 – room 5115B. Hours are Monday through Thursday from 7:30 a.m. to 7:00 p.m. and Friday from 7:30 a.m. to 4:00 p.m.

Supplies

Paper, pens, pencils, stationery, envelopes, file folders, and other supplies necessary for instructors to complete their teaching and committee responsibilities are distributed through the Division Offices. Students supply their own materials, including their own examination booklets (blue books). For details, see your Division Assistant.

Telephone Service

To enter the Xpressions voicemail system for the first time and/or to check your messages, follow these instructions:

1. Off campus, dial (650) 378-7300 (or if you are calling from campus, just dial the extension 7300).
2. Enter in your extension followed by # (pound sign).
3. Enter your password (Default password is 11111) followed by # (pound sign).
4. If it is your first time accessing your Xpressions mailbox, the voicemail system will ask you to change your password. Enter in a new numerical password followed by # (pound sign).
5. If it is your first time accessing your Xpressions mailbox, the voicemail system will ask you to record your name. Follow the prompts to complete your recording.
6. To listen to your messages, press 3.

To leave a message, follow these instructions.

1. Off campus, dial (650) 378-7301 (or if you are calling from a campus phone, just dial 7301).
2. The voicemail system will ask you for what extension you want to leave a message. Enter in the extension followed by # (pound sign).
3. The voicemail system will play your recorded name to make sure you have the correct Xpressions mailbox. Push # to confirm you have the correct mailbox.
4. The voicemail system will play your recorded name or greeting if you have recorded one. This can be bypassed by pressing 1 to start the voice message.

For further instructions on how to use the telephone system, please go to the following link:

<http://www.smccd.edu/accounts/smccd/departments/itservices/phone.shtml>.

If you need further assistance with the phone system, contact the Help Center at (650) 574-6543 or complete an IT Services Request Form by going to the District Portal Page:

<http://www.smccd.edu/accounts/portal/>.

Office phones are available for District business and are not to be used by students. The majority of faculty can call area codes 650, 415, 408, and 925.

Hallway courtesy phones are available for District business. Courtesy phones can be used in an emergency by calling Campus Public Safety (ext. 4199) or 9-911. Courtesy phones may also be used to contact faculty and staff at Skyline College, College of San Mateo, or Cañada College.

Facilities/Maintenance/Keys

Faculty are asked to contact their Division Office or the Evening Office regarding maintenance needs and custodial services which are not routinely taken care of.

Service requests can be submitted online. In the evening, faculty are asked to turn off all lights/equipment and close windows before leaving a lab or classroom. Please be security and energy conscious. Any custodial problems should also be reported to your Division Dean or the Evening Secretary.

Work needing immediate attention can and should be called in directly to Buildings and Grounds. Examples include lights, ballasts, restroom plumbing problems, etc.

Key and fob requests are handled through Division Offices. Full-time faculty and staff are issued keys to the building in which their office is located. Classroom doors (day and evening) should always be unlocked when you arrive for your class. If for some reason the door is locked, contact your Division Office or the Evening Office where a key will be available. If there is some reason for another key to be issued to you, contact your Division Office.

Food Service

The College Cafeteria is located on the main floor of Building 6 and includes a grill, salad bar, pastries and coffee. Food service is available from 7:30 a.m. – 9:00 p.m. Monday through Thursday and from 7:30 a.m. to 2:00 p.m. on Friday. The Coffee cart located in the seating area of the cafeteria prepares specialty coffee drinks and snacks. Please check at the start of the semester for its hours. The cafeteria service is operated by Pacific Dining, a contractor with the District. Pacific Dining is available to cater college events. To see their menu and costs, talk with their on-site manager.

Parking

There are multiple Staff Parking lots located near all major buildings on the Skyline College campus. (See map in Appendix A.) These lots are regularly patrolled and autos without a valid Staff Parking Permit are ticketed.

Parking Permits for Faculty and Staff may be obtained from your Division Office, Public Safety Office or the Evening Office. You must have a permit to park on the Skyline campus.

Parking for Guest Speakers

If you have a speaker for your class, please get a Temporary Parking Permit from the Public Safety Office, Evening Office or your Division Office. With a temporary permit, visitors may park in any parking lot on campus. Provisions for large numbers of visitors must be made in advance with your Division Office or the Evening Office. Temporary Parking Permits will only be issued on a daily basis.

Handicapped Parking

The Display of a California DMV handicap placard, **along with a regular student or staff parking permit**, entitles you to park in any handicap student, or staff, parking space. Handicapped parking areas for wheelchair users are provided in parking lots D, G, J, K, L, M, P, R, S.

Temporary Parking Permits

Students who have an obvious injury and have difficulty walking to class can request a temporary parking permit, allowing them to park in a staff lot. The student needs to contact the Public Safety Office to request the permit.

Visitors Parking

Parking for visitors is reserved in lots Visitor Lot D and Visitor Lot M. These visitor lots are pay-by-space meter parking. After parking the vehicle, the visitor notes the number of the parking space, enters the number into the meter, and deposits coin or currency. The receipt from a visitor parking permit machine does not have to be displayed in the vehicle. Visitor parking permits are valid **ONLY** in the respective visitor parking lot in which they are purchased. Daily permits, Staff/Faculty permits, and Student permits **are not** valid in visitor parking lots.

Visitors may also park in student lots if they have purchased a daily parking permit. For the location of daily parking permit machines, please refer to the campus map Appendix ___.

Part IV: Employee, Class Information and Frequently Asked Questions

Before the semester begins....

- ***Obtain from your Division Office a copy of the course outline for the course(s) you will be teaching.***

The Board of Trustees—on the recommendation of the Chancellor, President, and Vice President of Instruction and the advice of the Academic Senate’s Committee on Instruction—approves all courses included in the instructional program. It is a legal requirement that courses must be taught consistent with the official course outline that has been approved by the department and the college's Curriculum Committee.

The administration, through the Division Deans and the Office of the Vice President of Instruction, is responsible for the scheduling, staffing, and operation of all courses. The instructor is responsible for teaching, at a minimum, the material as specified in the course outline of record within the general outline of content and format approved by the Board of Trustees. Subject to consideration of course prerequisites and approved course outlines, instructors remain free to select and present specific material as they deem appropriate.

Responsibility for the academic integrity of each individual course must be assumed by the instructor teaching it. This responsibility cannot be compromised by allowing the structure or content of the course to be altered by extra-academic pressures of a political or social nature.

Freedom of inquiry and the right to express differing opinions are fundamental to the integrity and dignity of the academic community. (See Appendix P.) Physical disruption of the classroom is antithetical to academic freedom and dignity. Should such physical disruption occur, it is the obligation of the instructor to report it to the administration as soon as it is feasible.

In sum, institutional academic integrity is dependent on individual professional integrity. Any compromise leads to a decline in the academic standard to which Skyline has long been committed.

You may also want to meet with the Division Dean to discuss the course(s) you will be teaching. The Dean may suggest other faculty who can assist you in planning for your assignment.

- ***Develop a course syllabus for each course you are teaching.***

For most classes a syllabus should be given to students during the first or second class meeting. It is important that students have a clear understanding of the scope of the course and requirements, in writing, from the onset. The syllabus should be complete, well organized, typed and easy to read. Traditionally, a syllabus includes:

- the overall objectives of the course
- a tentative outline of the sequence of lessons
- projected dates for tests and the final examination

- expected outside course preparation (homework assignments, term papers, required reading, etc.)
- grading methods
- attendance and withdrawal policy (in line with college policies)
- make-up policy
- extra credit availability
- transferability of the course and degree applicability*
- information about required textbook(s) and other materials for the course
- instructor office hours
- instructor phone number (preferably through the phone mail system) and/or e-mail address.
- the following statement: *In coordination with the DSPS office, reasonable accommodations will be provided for eligible students with disabilities. If you do not yet have an accommodation letter, please contact the DSPS office at (650) 738-4280.*

*Whether the course is CSU and/or UC transferable and/or meets CSU GE, IGETC, and/or Associate degree requirements. Questions should be addressed to the Skyline College Articulation Officer.

- ***Turn in your textbook requisitions to the Skyline College Bookstore at least a month prior to the start of the semester.***
- ***Faculty are to complete the online Faculty Door Card for each semester by using the District portal page.***

Each faculty member will post an office door card showing scheduled class and laboratory hours and scheduled office hours. Counselors are to include counseling hours. An instructor absent from his/ her office for a major portion of a scheduled office or counseling hour will notify the Division Office of his/her whereabouts and time of return and will post this information on his/her office door. Regular faculty on reduced load for any given semester will adjust the minimum required hours proportionally. Faculty with class assignments plus counseling assignments (or other non-teaching assignments) will adjust the minimum required hours proportionally. Adjunct faculty are required to hold one office hour each week per 3 FLC taught. Adjunct faculty are compensated for this on the non-instructional salary schedule at special rate. Please see your Division Dean for specific hour requirements and location for office hours.

- ***Review locations of alarm boxes and fire extinguishers nearest your classroom(s). (Locations are listed in the Emergency Procedures section of this handbook.) For each class plan an evacuation route that can be used in case of an emergency.***

On the first Day or Evening classes....

- Prior to your first class meeting print out your class list, wait list and authorization codes from

Websmart. The class list will have the students' G numbers listed; student addresses and phone numbers can be accessed, if needed. Faculty mailboxes are in Division Offices for day faculty and in the Evening Faculty workroom for evening faculty, and should be checked regularly.

- Try to arrive at your classroom a few minutes early for the first class meeting of each class. Your presence while students are arriving will help alleviate confusion about the course and college procedures.
- Call roll from your printed class list. Students who do not report by the end of the first class session may be replaced by other students from the waitlist.
- Discuss attendance and withdrawal procedures, class times and breaks (for lengthy classes) with your students. It is also suggested that you distribute your course syllabus to inform the students of course objectives and topics, examination dates, grading policy and other requirements. It is important that your students have a clear understanding of the course requirements from the outset.
- Review emergency procedures with each class.

Important Class Information

Class Meetings: Instructors are expected to meet classes at the assigned time and place. Any change of time or place requires prior approval by the appropriate Division Dean. If an instructor is late to a class meeting, students are required to wait ten minutes before leaving the classroom. An instructor who knows he/she will be late should contact the Division Office as soon as possible.

Each class hour consists of 50 minutes' instruction time (e.g., 8:10 to 9:00 a.m. = 50 minutes or 1.0 instruction hour). For classes that meet for more than one hour but less than two hours, there is no break (e.g., 8:10 to 9:25 a.m. = 75 minutes or 1.5 instruction hours). For classes that meet for more than two hours, there is a ten-minute break for each full hour (e.g., 7:00 to 10:05 p.m. = 165 minutes, or 3.3 instruction hours, and 20 minutes' break time). **Instructors must take breaks for classes of more than 2 hours and must not dismiss class early in place of taking breaks.**

Final Examinations

A final examination or activity must be held in each class. Final examinations/activities for classes may not be scheduled prior to dates listed in the Final Examination Schedule published in the *Schedule of Classes*. **Exceptions must be approved in writing in advance by the Vice President of Instruction.**

Substitute Instructors

The responsibility of securing adequate substitutes is a joint responsibility of the Division Dean and the Office of the Vice President of Instruction. Substitutes must meet minimum qualifications. **Arrangements for substitutes may be made only by the Division Dean or the Vice President of Instruction.**

A. Sources of Substitutes

1. Part-time day or evening faculty who are available
2. Full-time faculty

3. Retired faculty members

B. Faculty will either substitute at a time other than a regularly scheduled office hour or provide additional office hours to compensate for those missed due to the substitution.

C. Faculty members should notify the Division Dean as soon as possible so that necessary arrangements for a substitute can be made by the Division Dean. This includes absence from one or more classes as well as absence for a full day. If not present in class, the assigned instructor is presumed to be either absent or on leave. Note: After 4:30 p.m., notify the evening office assistant at 738-4206, for evening classes. The evening office is located in the One Stop Center of Building 2. The Division Office must record an absence and charge it to one of the types of absence or leave listed in the academic employees' contract.

Class Enrollment Limits: These are established by your Division Dean and are limits on the number of students who can pre-register for a given course or class section. Faculty may add students after the semester is underway.

Class Cancellation: Classes may be canceled due to low enrollment (usually fewer than 20 students). Decisions on cancellation for any reason are made by the Division Dean. If you are a Regular or Contract (full-time) Faculty member and one of your classes is canceled, you will be given another class or an alternative assignment. If you are an Adjunct Faculty (part-time) member and your class is canceled, you will receive compensation for your instruction time for each session that the class meets until it is canceled.

Open-Entry Classes: A class in which a student may enroll any time up through the fourteenth week of the semester, if space is available, is considered an open-entry class. After the first two weeks of the semester students must obtain an Add Slip or a Late Registration form from the Office of Admissions and Records. Instructors must sign one of these forms so that the student can be enrolled. Students must return the signed form to A & R to complete the registration process..

Instructor Absence or Delay: You should establish with your students that, if you are late and unless a note is posted, they should wait a specified period of time, e.g., twenty minutes, before leaving. A student representative should check with the Division Office (day) or the Evening Office to confirm the cancellation of a class.

If you know you will be delayed or absent, you should call your Division Office between the hours of 8:00 a.m. and 4:30 p.m. or the Evening Office as soon as possible after 4:30 p.m. to report your expected late arrival or absence. Staff can post a notice on your class door and give students instructions on any assignment for them.

Withdrawals:

A student may withdraw from a semester-length class during the first four weeks of instruction and no record of the class will appear on the student's official academic transcript. In courses of less than a regular semester's duration, a student may withdraw prior to completion of 30% of the period of instruction and no notation will be made on the student's academic record. Thereafter, a student may withdraw from a semester-length class, whether passing or failing, at any time through the last day of the 14th week of instruction or within 75% of the course, whichever is sooner, and a "W" grade shall be recorded on the student's academic record. In courses of less than a regular semester's duration, a student may withdraw prior to the completion of 75% of the class and a "W"

grade shall be recorded on the student's academic record.

The academic record of a student who remains in class beyond the time periods set forth above must reflect an authorized symbol other than "W". A student failing to follow established withdrawal procedures may be assigned an "F" grade by the instructor.

During a regular semester, enrollment verification lists will be distributed to faculty the 15th week of instruction for the purpose of withdrawing students. The lists should be corrected and returned immediately as final grade sheets are run the following week.

NOTE: An instructor may drop a student who has missed twice the number of hours as units for a course.

Letter Grades:

The grades from a grading scale will be averaged on the basis of the point equivalencies to determine a student's grade point average (GPA). The highest grade will receive four (4) points, and the lowest grade will receive zero (0) points, using only the following valuative symbols:

<u>Symbol</u>	<u>Definition</u>	<u>Grade Point</u>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, less than satisfactory	1
F	Failing	0
P	Pass (at least "C" level achievement -- units awarded not counted in GPA)	
NP	No Pass (less than satisfactory or failing -- units not counted in GPA)	

(PLUS AND MINUS GRADES ARE NOT USED AT THE COLLEGE)

Variable Units:

At the time of registration a student should have signed up for the number of units (s)he hopes to earn. The number of units the student registers for will appear on Websmart.. If the student earned less or more than what is showing on Websmart, the instructor should change to the appropriate units earned when entering final grades.

Pass/No Pass Options:

Pass/No Pass Credit Courses may be offered in one of the following modes:

1. Courses in which all students are graded on a Pass/No Pass basis.

2. Students must elect the Pass/No Pass option within the first 30% of the class meetings. P/NP is selected by the student through Websmart.

Courses in which the option of a letter grade or credit/no credit exists will be so designated by the Division Dean in consultation with appropriate members of the division faculty. These courses are appropriately noted in the College Catalog. The utilization of courses graded on a "Credit/No Credit" basis to satisfy major or certificate requirements must be approved by the Division Dean.

A maximum of 12 units toward an Associate of Arts/Associate of Science degree or 6 units toward a certificate may be applied from courses in which the student has elected a "Pass/No Pass" option.

Frequently Asked Counseling and Counseling-Related Questions Addressing the Following:

Enrollment Management: A Faculty Responsibility

1. *I have a student who does not appear on my official WebSMART class roster. Students who do not appear on your WebSMART Official Class Roster are not officially enrolled in your class and cannot remain in your class. As faculty, it is your responsibility to make sure all students sitting in your class(s) are officially registered by the published deadline date. To assist you with this responsibility, take the following actions:*
 - Print the official roll from WebSMART on the first day of your class. Since students can register for your class up to the day before the class begins, do not print your roll prior to the first day of class because it may not be accurate. The WebSMART roll lists students who are officially enrolled.
 - If, on the first day of class, you provide a student with an authorization code to register for your class, then list his/her name on your roll sheet so you can monitor his/her official enrollment. Remind students who have received authorization codes that they must officially register before the published deadline date.
 - For a semester length course, a student must complete official registration by the published late registration deadline.
 - For a course that is not a semester length course, the student must typically register no later than the next class meeting.
2. *A student says there is a problem with WebSMART or registration. Are there registration blocks for some situations? How can I help?*
 - If a student tells you he/she cannot register, there is a problem. Or, if the student thinks he/she is registered but the name does not appear on the WebSMART Official Class Roster, there is a problem. Any of the following situations may be the cause:
 - The student is on academic dismissal and not approved to enroll in your class.
 - The student does not meet the prerequisites for the class and is not eligible to take the course (District and Title 5 regulations).
 - The student has already attempted the course the maximum number of times and is not eligible to enroll in the course again (District and Title 5 regulations).
 - The student has an incomplete in the course from a previous semester and cannot register for the course while the previous attempt is recorded as an incomplete (District and Title 5 regulations).
 - The student has reached the unit enrollment block and needs approval from a counselor to enroll in units over the maximum (fall/spring limit is 19 units, summer limit is 11 units).
 - The student has not attended for more than 1 year and is unable to register without updating the admission application.

The student should immediately be referred to the Admissions and Records Office. Do not allow any student to remain in your class if the official enrollment has not been processed. **No Exceptions.**

3. *How does the wait list process work at Skyline College?*
 - For most class sections, if the section is full, the student is offered the chance to be placed on the section's wait list. The wait list works in this way. If a registered student drops the course and a space becomes available, the first person on the section's wait list is automatically notified of an opening by email, and the student has 72 hours to go back into WebSMART and register for the section. If the student does not respond in the time frame, his/her name is dropped from the wait list and the next student on the list receives the email notification and registration opportunity. A student may place themselves on multiple waitlists for the same course.
4. *What should I do with the wait list on the first day of classes?*
 - When you print your WebSMART Official Class Roster, print the wait list that has been developed for your section. On the first day of class, if you determine that you can add students, first use the wait list to fill spaces. If a name appears on the wait list but the student is not present in class, then go to the next student on the wait list and so forth. When you have exhausted the wait list, then accept other students who are present in the classroom to add.
5. *When is it appropriate to issue a student an incomplete grade? What professor and student obligations are part of awarding an incomplete as an end-of-semester evaluation?*
 - A professor should consider issuing an incomplete only if the student has successfully completed at least 80 percent of the course requirements and has only 1 or 2 outstanding assignments or tests to complete and there are extenuating circumstances that have come up (medical or family emergency, or an unanticipated problem that limits time to devote to academics) that make it impossible for the student to complete the course within the 18-week semester (or 6- or 8-week summer session).
 - It is solely up to the professor to determine whether he/she will award an incomplete. A student may request an incomplete, but it is up to the professor to determine whether it is warranted or whether the professor wants to take on the added responsibility of monitoring the incomplete process.
 - If the incomplete is appropriate, the professor and student must develop a contract describing how the incomplete will be resolved. This contract is sent to the Admissions and Records Office, the professor maintains a copy, and the student receives a copy.
 - The contract should clearly identify exactly what assignments and tests are outstanding and include a deadline for these items. Be very specific. The contract includes a default grade. If the incomplete is not completed, then the default grade becomes the final grade after one year. A student may not enroll in the course while an incomplete is outstanding because the system sees the student as already enrolled with an incomplete. The student must meet with the professor who issued the incomplete to complete the course.
6. *Why is it essential to submit census information on time?*
 - The college receives a significant portion of its State funding based on active student enrollment. Therefore, the college must abide by the California Code of Regulations, Title 5, which requires faculty to "clear the rolls of inactive enrollment." Inactive enrollment in a course is defined as a student having been identified as a "no show," one who has officially withdrawn from the course, or one who has been dropped from the course. As further noted in Title 5, "a student shall be dropped if no longer participating in the course, except if there are extenuating circumstances." No longer participating includes, but is not limited to,

excessive unexcused absences. (Title 5, 58004, Application of Census Procedures)2010-2011
30

7. *Why is it essential to complete positive attendance reporting on time?*
 - Like census reporting, reporting positive attendance is required by Title 5. Submission of positive attendance hours on time is essential to capture FTES generated by students enrolled in these courses. If positive attendance hours are not submitted on time, the college may lose FTES funding.
8. *Why is it essential that final grades be submitted by the deadline date?*
 - Grades that are submitted late negatively affect students and college processes. Late grades delay the transfer process and may cause a student to become ineligible for transfer because of incomplete transcripts, delay student registration (students are not eligible to register if a required class has not been completed), and affect academic standing since students on probationary status cannot register for future classes while all course evaluations are not in. Late grades affect student cumulative grade point averages, course completion rates, and the graduation evaluation process and can make students ineligible for re-enrollment, transfer, scholarship eligibility, graduation, and more. Failure to submit all college records by published deadlines is not acceptable.

Prerequisite Information and Rules

9. *What are prerequisites, corequisites, and recommended preparation notations that appear in the Catalog and the Schedule of Classes?*
 - If the course description (found on the official course outline, in the Catalog, or in the Schedule of Classes) includes a prerequisite course or skill level, the prerequisite must be achieved and documented for the student to remain in the class. A corequisite course is one in which the student must maintain concurrent enrollment. Prerequisites and corequisites are mandatory. A faculty member cannot ignore or waive a prerequisite. Many course descriptions include a recommended preparation notation. This indicates that it is highly recommended that the student have a specific skill level or academic background to succeed in the class. Recommended notations are advisory only.
10. *Why do courses have prerequisites? Who determines whether a course has a prerequisite requirement?*
 - A number of college courses require completion of prerequisite courses or require documentation of a specific skill level to ensure that all students have a common academic background to support the level of instruction and student success. District and Title 5 regulations require that, if a course has a prerequisite, it must be consistently enforced. As a result, if a student has not completed the prerequisite (course or skill level), he/she may not enroll or remain enrolled in the course for which the prerequisite is required. The Curriculum Committee, an Academic Senate committee, approves course prerequisites as part of the curriculum review and approval process.
11. *How do I know whether the course I am teaching has a prerequisite?*
 - The official course outline, the current Catalog, and the Schedule of Classes indicate enrollment limitations for courses. You will find information about prerequisites, corequisites, and recommended notations for courses in these documents.
12. *How does computerized prerequisite checking function in the San Mateo County Community College District?*

- In 2000, the SMCCCD began using computerized prerequisite checking in most English, Reading, and Mathematics courses. Since then other courses have been added to the list of courses that have computerized prerequisite checking at the time the student attempts to enroll in the class. When attempting to register or add to the waiting list for a class where computerized blocking is in place, the WebSMART registration program searches for one of the attributes below:
 - Results from placement tests, completed in the SMCCCD within the last 2 years, that meet prerequisite skill level requirements.
 - Successful completion of the prerequisite course within the SMCCCD, or Faculty Handbook.
 - Current enrollment in the prerequisite course within the SMCCCD.If none of these attributes is located in the SMCCCD student data base, a message appears that says that registration cannot be completed due to a missing prerequisite.
13. *How can I find out whether the class I am teaching uses computerized prerequisite checking?*
- Ask your Division Dean.
14. *What if I, as the instructor of a course with a prerequisite, want to waive the prerequisite for a student?*
- Individual instructors cannot override or waive prerequisites. A course prerequisite is approved by the Curriculum Committee and must be consistently enforced in all sections of the course. A student who does not meet the required prerequisite is not eligible to take the course or remain enrolled in the course.
15. *Will placement test results that are more than 2 years old meet prerequisite requirements?*
- No. For the purpose of meeting prerequisite skill level requirements, placement test results are valid for up to 2 years only.
16. *Does Skyline College accept high school coursework as completion of a prerequisite?*
- No. However, a student may be able to challenge a prerequisite based on high school work. See more about the prerequisite challenge process in question 20.
17. *What if a student completed the prerequisite course at a college other than CSM, Skyline, or Cañada?*
- If a student completed a course that is equivalent to the Skyline College prerequisite at a college outside of the San Mateo County Community College District, the student must complete the Skyline College Prerequisite Equivalency Form. The student submits the form with a copy of transcripts that show the completed course to the Assessment Center, Building 2 for evaluation. If the prerequisite is approved, the student is notified by phone or email and the enrollment block is removed, allowing the student to register for the course.
18. *What if the request for prerequisite equivalency is denied?*
- If the request for prerequisite equivalency is denied and the course is determined not to be equivalent to the Skyline College prerequisite course, the student is notified by phone or email. Skyline College placement tests can be used to determine prerequisite equivalency for certain English, Reading and Mathematics courses. Or the student can investigate the prerequisite challenge process. See question 20 for information about the challenge process.
19. *What if the student says he/she has the knowledge or ability to succeed in the course based on work experience or other life experience?*
- Advise the student to challenge the prerequisite. See question 20 for more information.
20. *When and how can a student challenge a prerequisite?*
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- A student can challenge a prerequisite only on one or more of four grounds listed below.
 - The student has the knowledge or ability to succeed in the course without completing the prerequisite.
 - The prerequisite was established in violation of Title 5 regulations or the SMCCCD Prerequisite Policy.
 - The prerequisite course has not been made reasonably available.
 - The prerequisite is discriminatory or is being applied in a discriminatory manner.2010-2011.

To challenge a prerequisite, a student must file a Prerequisite Challenge Petition with required documentation to the Admissions and Records department at least 5 working days prior to the late registration deadline date published in the class schedule. If the course is a late-start class, the petition must be submitted at least 5 working days prior to the first day of the course. The Student brings the Prerequisite Challenge form to the Division Office that houses the discipline for processing. Admission and Records receives the results from Division Dean, faculty, and communicates the challenge results to the student. There is a deadline of 5 working days to resolve the challenge. Students are provisionally enrolled while the challenge is being reviewed.

Placement Testing Program

21. *What is the Skyline College Placement Testing Program?*

- Placement testing is required for
 - all matriculating students who intend to complete a vocational certificate, and/or associate degree, and/or university transfer, or
 - any student who intends to enroll in an English, ESL, Reading, or Mathematics course, or
 - any student who intends to enroll in a class that has an English or Mathematics prerequisite.
- The Assessment Center, Building 2, room 2233 administers computerized placement tests year round by appointment. Test results place the student in the appropriate-level course. Students retrieve test results on WebSMART and are encouraged to discuss test results and course placement with a counselor.

22. *How does placement testing affect enrollment?*

- Since Skyline College placement test results include additional assessment information referred to as “multiple measures,” the results are used to determine prerequisite skill level requirements for many courses.

23. *How do students select English, Reading, ESL, and Mathematics courses?*

- Placement test results provide students with a course placement in English, Reading, ESL, and Mathematics. Students are encouraged to discuss test results and subsequent course placement with a counselor.

24. *How long are the placement test results considered valid and useful?*

- Placement test results are valid and can be used to meet prerequisite skill level requirements for 2 years. If a student does not take an English, Reading, ESL, or Mathematics course within the 2-year window, then tests must be repeated.

25. *What is the Placement Testing Repeat Policy?*

- If a student feels the test results do not represent his/her current skills in an area (English, ESL, Reading, Math), then the student can repeat the test 1 time within a 2-year period.

Helping Students Succeed/Student Services Support

26. *I want to provide my students with information about how to survive and thrive in my class. Can student services help me?*

- Yes! Many students are unaware of how to be successful in college. First, professors can help students by clearly outlining in a class syllabus or class handout information that describes course goals, learning outcomes, evaluation processes, student expectations, a course calendar of activities, a study schedule, and the like. Encourage all students to meet with you during office hours at least once during the semester. Secondly, invite student services professionals to make presentations to your class. Presentations can be general in nature or can be tailored to your specific course. Some of the more general presentations include the following, but don't hesitate to contact the Dean of Counseling, Advising, and Matriculation to discuss any special student support you want or need in your classroom.
 - a. Using student support programs to improve your college success (counseling services, transfer services, career services, basic skills services, and more)
 - b. Planning for college—the comprehensive student educational plan
 - c. Using study skills for college-level academics
 - d. Using time management for personal and academic success
 - e. Understanding the system—college planning
 - f. Understanding the system—university transfer process
 - g. Choosing a college major. Selecting courses to meet your educational goals

For classroom presentations, contact the Dean of Counseling, Advising, and Matriculation.

27. *How can I find out how the course I teach fits into students' educational goals? Is the course applicable to the associate degree general education? Associate degree majors? University transfer general education? University transfer majors?*

- It is very important that your students understand how the course you teach helps them achieve educational goals. We strongly recommend that you include on your course syllabus exactly how the course is applied to the following educational goals.
 - Does the course apply to associate degree general education requirements?
 - If so, in what area?
 - Does the course apply to associate degree major requirements?
 - If so, what majors?
 - Does the course apply to California State University General Education Certification for transfer students? If so, in what area?
 - Does the course apply to Intersegmental General Education Transfer Curriculum Certification (IGETC) for transfer students? If so, in what area?
 - Is this course typically used in a transfer major? If so, what major and what universities?

This information is easy to acquire. Simply contact the Articulation/Transfer Office. Also, faculty can request that Skyline College pursue articulation agreements with universities. Do you have a course that you think should apply to transfer but it currently doesn't? Do you have a course that you think should apply to associate degree general education or majors? Connect with Rick Wallace, Articulation Officer, at (650) 738-4124 for information and advice.

28. *What information do students need to be reminded of regularly?*

- Regularly announce important information or include it on your course syllabus.
- First Two Weeks of School is the Late Registration Process. All semester-length courses need to be added within this period.

- Students manage their own enrollment on WebSMART. Check the schedule summary to make sure enrollment is complete. Pay fees on WebSMART. Keep personal information (address, phone, email) up to date on WebSMART.
- Students Use WebSMART to select the PASS/NO PASS option.
- Know the Last Day to Withdraw From Classes
- All Students with Educational Goals should meet with a Counselor at least once a year to evaluate progress.
- With a Counselor, Students Create a Student Educational Plan (SEP) that maps out, semester by semester, exactly what courses (and sequence of courses) are needed to meet the goal. Each semester the SEP should be reviewed with the counselor to make sure it remains accurate with a clear picture of what must be done.
- Students With Educational Plans get the highest level of continuing student priority registration. This could mean getting the classes and times the student wants or not.
- Take Advantage of Continuing Student Priority Registration Each Semester. So many students wait until the last minute to register and then are disappointed that they do not get the courses they need and want. If students register during their continuing student priority registration period, this will not happen. Watch for registration announcements and check the calendar in the class schedule for registration information.
- Use Support Services that help students succeed.

29. *Why is completing an associate degree or certificate important? How can I convince my students that they should pursue completion of a certificate or associate degree now?*

Many students are not aware of educational goals available at Skyline College and, as a result, do not think about completing a certificate and/or associate degree. There are lots of reasons that students should consider completing a certificate or associate degree at Skyline College. Consider discussing these reasons with your class(s).

- Students can get multiple certificates and associate degrees at Skyline College.
- Courses required for a certificate are listed in the *Catalog* and include courses that are related to the certificate career area. Completing a certificate is like completing the major requirements for an associate degree.
- An associate degree has 2 main components: 1) general education and basic competencies, and 2) major requirements.
- Courses used to meet general education and basic competency requirements can be used for multiple degrees. A student needs to complete only the courses that are required for the different degree majors.
- An associate degree requires a minimum of 60 units of degree-applicable coursework. Although 60 units may sound like a lot to students, if they think about it in terms of 3-unit classes, 60 units is about 20 classes.
- Students can use one course to meet requirements for multiple certificates and associate degree majors. If one course is found in several degrees, then the student can use the same course for several degree majors. This allows a student to earn more than one degree or certificate to enhance employment opportunities.
- University transfer students should leave Skyline College with an associate degree. Skyline College offers a number of associate degree majors that contain the same coursework that is required to transfer, so a student can meet transfer requirements and concurrently meet

requirements for an associate degree. During the 2011-12 Academic Year, many transfer degrees will be developed and articulated with the CSU system.

- Sometimes life does not give a student a second opportunity at education. It is important for students to make the best use of time at Skyline College. Students should complete a certificate and/or degree now so that they can enjoy more career options and opportunities in the future.

30. *How do counseling services work at Skyline College?*

Counseling is an essential service for students who intend to complete a certificate, associate degree, or transfer to a university. Appointments for counseling appointments can be made in Building 2, or by calling 738-4318. Students are encouraged to develop a comprehensive SEP with a counselor and to meet with a counselor at least once a year to monitor progress toward goals.

Counselors help students to

- Clarify educational and career goals;
- Plan coursework to complete vocational certificates, associate degrees, and university transfer;
- Develop Student Educational Plans (SEP);
- Understand their current academic readiness and academic challenges;
- Understand educational options and decision-making processes;
- Connect with support programs and services to support success;
- Interpret placement test results;
- Understand college policy and processes; and
- Focus on personal and educational growth and development.

31. *What support services and programs do my students need to use?*

- **Counseling Services** offers essential service for all students who plan to complete a vocational certificate, associate degree, or university transfer program. (Building 2, second floor)
- **Transfer Services** provides students with support and resources as they research and determine university transfer plans. (Building 2,)
- **Career Services** helps undecided students research and determine college majors, educational goals, and career interests and goals. For students who have identified a college major, Career Services helps students look at what their education can yield in the world of work. (Building 2)
- **Disabled Students Programs and Services (DSPS)** assists students with learning, physical, and psychological disabilities to use the community college to meet educational and career goals. DSPS also helps professors to understand how students with disabilities can get the most out of the classroom experience.
- **Financial Aid Services** provides students with information about how to fund a college education. (Building 2, second floor)
- **Health Services** provides students with a broad range of free medical and dental services and health education opportunities. (Building 2, second floor)
- **Veterans' Services** assists veterans to apply for VA benefits and services. (Building 2, second floor, Admissions and Records Office)
- **Extended Opportunity Program and Services (EOPS)** provides a broad range of services and support to students who qualify for this program. (Building 2)

32. *I have a student who is having problems in my class. What can I do and where can I go for help?*

- First, use the electronic Early Alert Program that is on faculty WebSMART. This quick and easy-to-use system allows you to send an email to any student in your class who is experiencing difficulty.
 - Secondly, schedule an appointment to meet with the student during your office hours to discuss issues of concern. Remember, there are many students who are unaware of study skills, behaviors, and habits that are essential for college success. Speak with the student and then refer him/ her to Counseling Services for success strategies and other support.
 - Thirdly, Student Services professionals want to partner with you to help students be successful in classes.
 - Do you think that the student may have a learning disability that is affecting class performance? Contact the DSPS (Disabled Student Program and Services Office) and discuss the situation. DSPS works with both faculty and students to review learning issues. Contact the Counseling Department. Consider how Instruction and Student Services can work together with the student to improve personal and academic performance.
33. *What is Early Alert, available on faculty WebSMART, and how do I use it?*
- Early Alert is a computerized program that allows faculty to alert students enrolled in their classes of any deficiencies that are affecting their progress and success in the class.
 - Early Alert is designed to provide a consistent and efficient method to alert students.
 - Early Alert is available in faculty WebSMART on the class roll page and is easy to use.
 - Early Alert can be used from the beginning of the semester but is not available on or after the last day to withdraw.
 - Early Alert can be one method to communicate with your students and let them know how they are doing in your class.
 - A number of alerts can be sent to one student.
- How can this tool be most effective and produce the best results?
1. On your class syllabus, consider including the following information.
 - How does this class help the student meet his/her educational goal? (Include how your course applies to an associate degree, to CSU transfer, to UC transfer.) You can get this information from the Articulation Office. (Building 2)
 - Include information about Early Alert. Tell students up front about this system and how you will use it as a tool for communication. Let them know you will communicate with them via Early Alert email.
 2. Consider talking to the whole class about how you will use the Early Alert tool to help them become aware of class deficiencies.
 - Use the Early Alert program early so the student may improve his/her classroom behavior and performance. Send out your first Early Alert within the first 4 weeks of your class. Begin to communicate early with a student if you see behaviors or performance that may affect the students academic performance. Send one after the student has missed 1 to 2 classes or has missed the first assignment or has done poorly on the first test.
 3. At about 6 to 8 weeks into the semester, consider asking one of our Student Services representatives to come into your class to talk about success tools and how to use campus resources.

4. Before sending an Early Alert notice, talk individually to a student. This allows you to approach the student in a manner that may encourage the student to open up about difficulty in the class.
 5. Send out the Early Alert message. You can simply check off the items of concern, or you can add more personal information. The alert the student receives contains a message from you that asks the student to schedule an appointment to meet with you. You can also send, to a counselor, a message that the student will not see. We have seen messages that ask the counselor to “please encourage this student to drop since I don’t think he can be successful without”
34. *What are other important resources that students should know about?*
- The Counseling Division offers a number of courses to help students learn what they need to know to be successful at Skyline College. Some of these courses are semester-length courses, but many are short courses offered throughout the semester. Consider talking to your classes about these course offerings and suggest students take advantage of these important and empowering learning opportunities. All of these courses are university transferable.

Classroom Behavior Problems and Dealing with Disruptive Students

35. *I have a student or a group of students that are disruptive and interfere with the teaching and learning in my class. Can you help me?*
- Yes. Act immediately when you first encounter an individual or individuals whose behavior is not compatible with your classroom ambience or behavior that is disruptive (mild to aggressive) in or around your class. Ideally, speak with the student(s) directly and clarify your expectations in relationship to classroom behavior. For more detail about what is considered disruptive behavior and for college procedures, look in the Catalog under Student Rights and Responsibilities, Student Conduct, Disciplinary Actions, and Student Grievances and Appeals. Psychological Services is a resource for you. The college psychologist can either work with you to assist with the situation and/or work directly with the student(s). If these efforts do not improve the situation, official disciplinary action may be pursued.

WebSMART GLOSSARY

You are sent no paper enrollment information but must retrieve information for each class you teach on Faculty WebSMART.

- Go to WebSMART and log in. • User ID is your G#; your PIN code is your 6-digit birth date. June 6, 1950, would be 060650.
- Find the tab that says faculty.
- Find faculty WebSMART FAQs to assist you as needed. Follow the steps on this page to identify the semester and the course.
- Find class list / Wait List /Attendance. Print this list to verify students registered in your class and waitlisted in your class. This form may also be used to record attendance throughout the term.
- Find List Authorization Codes. 1. Print this list on the first day of your class. 2. If you want to add students to your class, a student will need an authorization code to use with the section CRN (course reference number) to register for the class officially. 3. See Enrollment Management (pages 28 to 30) for more information.
- Find Detailed Class List and Early Alert.
- Find Census/Enrollment Verification.
- Drop students who have not attended your class before the census deadline. 2. See the Enrollment Management FAQs for more information about census reporting. 3. View this screen prior to the first day of class. 4. Every faculty member is responsible for submitting census reports by the course census dead-line. 5. There is a census deadline date for semester length courses. 6. For census deadlines for courses that are not semester length, contact your Division Office.
- Census reporting must be done by the deadline date. Census reporting results in state funding.
- Find Final Grades and Positive Attendance.
 1. Report final grades by the deadline.
 2. Report positive attendance by the deadline.

Employee Information

Evaluations

Faculty evaluation procedures and timelines differ based on the type of employee:

Regular (Tenured) Faculty are evaluated once every three years by a Peer Review Committee.

Contract (Non-Tenured) Faculty are evaluated by a Tenure Review Committee every year during the four years before tenure can be granted.

Adjunct Faculty (part-time) are evaluated during their first semester and every sixth semester thereafter.

Division Deans can provide more specific details about evaluation. Division Offices and the Evening Office have copies of the evaluation policies and procedures documents for Regular, Contract, and Adjunct Faculty.

Salary Placement

Regular and Contract Faculty are placed on the Regular Faculty Salary Schedule by the SMCCCD Personnel Office when they are hired. Placement is based on level of education (grade) and years of teaching experience (step). Employment verification and transcripts are needed for the initial placement. Maximum beginning step is Step 6. Faculty move up one step for each year of employment. If additional education is undertaken so that a new grade is earned, transcripts must be provided to the Personnel Office so that adjustments can be made.

Adjunct Faculty salary placement is recommended by the Division Dean subject to the approval of the Vice President of Instruction. Placement is on the Hourly Faculty Salary Schedule on the basis of degrees earned and number of full-time equivalent years of teaching or related employment experience. Adjunct Faculty are eligible to advance one step on the hourly salary schedule after having taught two semesters or one semester and a summer session within the past three years. Step advances are made at the beginning of the fall semester.

Adjunct Faculty who teach spring only or fall only will advance one step after teaching two spring or fall semesters.

Benefits

Fringe benefits for Regular and Contract faculty and their eligible dependents include a choice of medical plans, dental coverage, sick leave, salary continuance insurance and an optional tax-deferred Flexible Benefit Plan (IRC 125) to convert out-of-pocket medical, child care, dependent care and specific other expenses into pre-tax benefits. Academic employees participate in the State Teachers' Retirement System, a defined-benefit retirement plan through the State of California.

Eligible part time (adjunct) faculty may enroll in the following fringe benefits: Medical Reimbursement Program (employees receive partial reimbursement for premium payments made to a wide variety of medical plans); Flexible Benefits (IRC 125) Plan to convert out-of-pocket medical, child care, dependent care and specific other expenses into pre-tax benefits; and a choice of State-defined benefit programs offered through the State Teachers' Retirement System (STRS).

Contact the SMCCCD Office of Human Resources or your Division Dean for information.

Instructors participate in Medicare or Social Security System; deductions are not made for State disability insurance.

Sick Leave

Regular and Contract Faculty are granted ten days of sick leave on the first day of the academic year. Unused sick leave may be carried over from year to year, and the unused balance is forwarded, as part of the employee's retirement application, to the retirement system to be used in the calculation of service credit.

An Adjunct (hourly) faculty member who is employed one day per week for the academic semester is entitled to one day of sick leave per semester. Pay for any absence covered by this leave shall be the same as the pay which would have been received had the employee worked during his/her regular assigned hours on the day of the leave. Leave is available on the first day of each academic semester and need not be accrued prior to taking such leave. Unused leave may be accumulated from semester to semester provided there is no break in service of three or more consecutive semesters.

An hourly instructor shall be granted one day of sick leave if employed for the full Summer Session. (A full Summer Session requires an assignment of six weeks or longer). This sick leave may be accumulated along with other District sick leave. Any sick leave granted or accumulated through continued employment in this District may be used for illness or accident during Summer Session.

When sick leave is to be used, faculty must sign and date an Absence Affidavit.

Hourly Teaching Assignment

Adjunct faculty are hourly employees who are paid for their service based on the Hourly Faculty Salary Schedule. Regular and Contract Faculty may also be paid hourly if they have overload or summer session assignments. A form specifying your Faculty Hourly Teaching Assignment will be placed in your campus mailbox or mailed to your home address at least two weeks before the start of the semester. Included with the Teaching Assignment will be the College Calendar noting dates of the first and final class meetings, holidays and other important events. It is important that the Teaching Assignment be signed and returned to your Division Office by the start of the semester.

PART V: Curriculum and Special Initiatives

Curriculum Processes and Program Review

Curriculum Development

The following procedures apply to all curricular (program and course) changes, including additions, deletions and modifications:

- All proposals regarding programs or courses should be initiated at the department level and reviewed by department faculty in cooperation with the Division Dean.
- Faculty and Deans are responsible for review of all materials and initial articulation, if necessary, with other divisions or colleges about proposed new courses or course modifications.
- All forms and pertinent material related to a request for action on programs or courses should be submitted to the Vice President of Instruction. Deadlines for submission of curricular changes for each academic year will be issued by the Instruction Office.
- The Vice President of Instruction will submit curriculum additions, deletions and modifications to the Curriculum Committee for review and recommendation.
- The Curriculum Committee's recommendations are forwarded to the Vice President of Instruction and the Academic Senate President for concurrence and recommendation to the College President. New course recommendations are prepared by the Instruction Office and Senate President and submitted to the Board of Trustees for approval.
- Recommendations for new programs follow the same process as for new courses. Upon approval by the Curriculum Committee and the Board of Trustees, new programs are submitted to the State Chancellor's Office for review and approval.

The following forms are used routinely for curriculum proposals:

Form D New Course Request Form
Form F Course Modification Form
Form X Experimental Course Form
Content Review Form (for prerequisites, co requisites and recommended preparation)
Course Outline

These forms and instructions are available on the Curriculum Committee website at <http://www.smccd.net/accounts/skycurr/forms.htm>. Division Deans routinely assist faculty with curriculum proposals. The current Curriculum Committee Chair and/or Maria Norris (ext. 4332), Administrative Analyst in the Instruction Office, can also assist in providing advice about completing the forms.

An on-line curriculum development and tracking program called CurricuNET will be placed into use during the 2011-12 academic year. At that time all new and revised curriculum will be completed using that system. Training will be provided for all faculty prior to implementation.

Program Review

In accordance with Title V Regulations and Accrediting Commission mandates, review of instructional and student service programs at Skyline College will be performed under the following procedures. In addition to meeting the Title V mandates, the college affirms the purpose of Program Review is to improve the quality of instruction and student services at Skyline College and to demonstrate institutional effectiveness.

Program Reviews will serve as the basis for planning and budget allocations in instructional and student service areas each year. In addition, Program Reviews form the basis for college and district long range educational and facilities planning and will be linked to our accreditation self study.

These reviews are of prime importance in providing program introspection and analysis emphasizing student learning outcomes (SLO). Program Review is the beginning point to determine priorities for staffing requests, equipment, software and supplies, and facilities alterations and planning. Since resources are limited, not all projects can be funded; priority will be given to requests with appropriate justifications.

Purposes

- ❑ To develop, maintain, improve and promote quality instruction and support services in order to optimize student learning outcomes and access.
- ❑ To promote dialogue and collaboration among faculty, administrative and classified staff, and students
- ❑ To enhance interaction among programs, instruction, and student support services
- ❑ To ensure the effective and efficient utilization of the College's human, financial physical, and technology resources
- ❑ To ensure a process in accordance with Accreditation Standards consistent with the District and College vision, mission and goals.

Cycle

A Comprehensive Program Review is conducted by each department every six years with a mid-term review conducted on the third year. This calendar maintained by the Offices of the Vice President of Instruction and Vice President of Student Services. Program Review self-study process is 14-months involving planning, data acquisition, analysis, and writing of the final report. Program Review results are showcased via formal presentation. All members of the college community are invited and encouraged to attend.

Program Review Schedule -1998-2016

	1998/1999	1999/2000	2000-2001	2001/2002	2002-2003	2003/2004
	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Accounting						
Administration of Justice						
Admissions and Records						
Anthropology						
Art						
Assessment						
Athletics						
Automotive Technology						
Biological Sciences						
Business						
CAOT						
Career Center						
Chemistry						
Computer Science						
Cooperative Education						
Cosmetology						
Counseling						
Dance						
DSP&S						
Early Childhood Education						
Economics						
EMT						
English						
EOPS/Care/CalWorks						
ESL						
Family& Consumer Sciences						
Fashion Merchandising						
Financial Aid						
Foreign Languages						
Health Center						
Health Sciences						
History						
Humanities						
International Students						
International Trade						
Journalism						
Learning Center						
Library						
Marketing						
Mathematics						
Music						
Paralegal						
Philosophy						
Physical Education						
Physical Sciences						
Political Science						
Psychology						
Reading						
Real Estate						
Respiratory Therapy						
Security						
Sociology						
Speech Communication						
Student Activities						
Surgical Technology						
Telecommunications						
Transfer Center						

8/10/2011

Student Learning Outcomes and Assessment

Transformative assessment is an “appropriate, meaningful, sustainable, flexible, and ongoing process that will inform decision making and use data for improvement, with the potential for substantive change.”

- Catherine Wehlburg, *Promoting Integrated and Transformative Assessment*



2011- 2012

SKYLINE

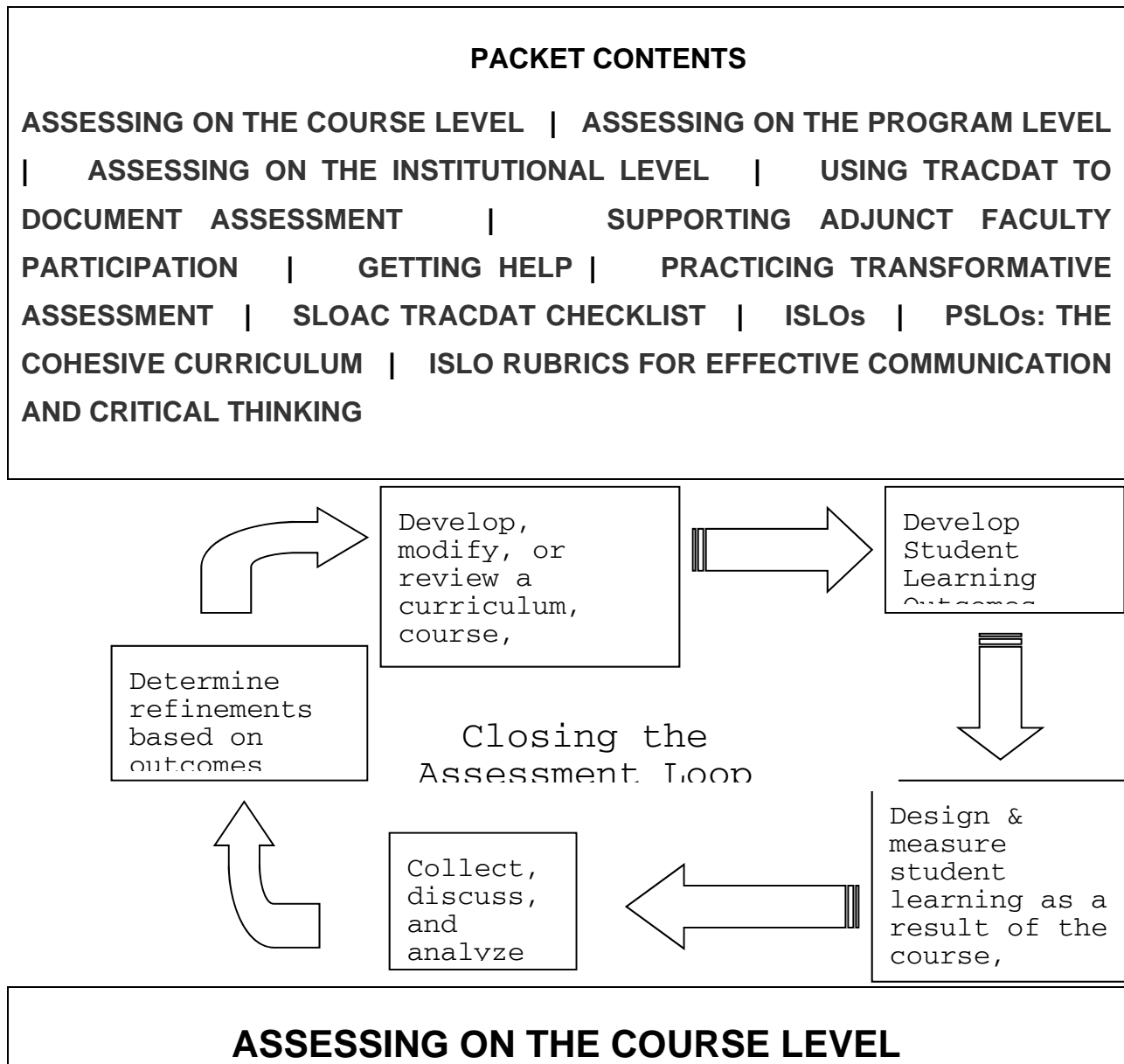
SLOAC:

**PRACTICING
TRANSFORMATIVE
ASSESSMENT**

Ever heard of “Team in Training”? Perhaps you participated on a team that rode bikes around Lake Tahoe, or you ran a marathon to raise money for cancer research? Or perhaps you sponsored a friend or family member who was participating? In addition to raising significant funds for said research, what’s remarkable about this organization is that they help to train thousands of non-athletes to push their limits. Participants work with coaches and train with team members to support each other in building up their endurance.

While we aren’t raising money for cancer research, we are on “teams” to achieve a goal: to gather meaningful and appropriate assessment information that will help to guide the decisions that our College

makes about student learning. Most of us have a couple of miles under our belt at this point, but how do we build up our endurance? How do we sustain an assessment process for the long haul, for the marathon that takes us from one side of a city to the other? For the past six years, the SLOAC Steering Committee deliberated over this question, and we've created a meaningful and sustainable process to the best of our ability. This packet is intended to pull together everything that we've been releasing piecemeal, and to provide methods to make the process feasible.



ASSESSING ON THE COURSE LEVEL

Catherine Wehlburg, who wrote *Promoting Integrated and Transformative Assessment*, rightly argues that, “The data that come from the assessment process are not meaningful unless they can be used to determine what a particular department or institution can do to increase the quality (and perhaps quantity) of student learning. ‘Doing assessment’ is very different from using the results of an assessment process... when the ongoing assessment planning provides information about what needs improvement, transformation that is based on student learning data can be accomplished” (17). In other words, drafting SLOs and even assessing are only the beginning; the substance in assessing lies primarily in analyzing the data and crafting an action plan, should students fall below the benchmark. For most of us, the results may spark dialogues about pedagogy and curriculum; in other instances, it may require resources that we request via our annual workplans and program reviews. The assessment cycle may take courage to confront some brutal truths, but keep in mind that the ultimate purpose is to improve student learning.

How much needs to be assessed? All departments are expected to assess every year, uploading assessments, findings, and implications to TracDat. How might that play out? You have many options: assess a core course per year, or assess one SLO from multiple courses per year, or substitute a course level assessment with a program level assessment. In addition, should you make any revisions to curriculum, instructional delivery, and the like, you are encouraged to assess that course again so as to determine if the revisions had any palpable impact.

Does every course need to be assessed? No. Meaningful and sustainable are the operative terms here. If you have yet to do so, it’s definitely worthwhile to discuss with your colleagues how much you’d like to assess each academic year, planning a six-year timeline. Focus your energies on core courses in your program whose assessment is likely to have the most widespread impact (ie., courses in a prerequisite sequence, heavily enrolled courses, GE courses, courses that are central to a given ISLO, etc.), or courses that you’re interested in troubleshooting. Satisfy your intellectual curiosity and your desire to better promote learning and student success.

What are some sustainable ways to assess? (1) While multiple measures are good practice, sometimes they’re not feasible, given our competing responsibilities. Thus, if only one measure is used, best is to evaluate a major assignment/ task that measures multiple SLOs. (2) Use the parts of the ISLO rubrics that apply. You may be recruited to assess a given ISLO, such as effective communication, if your course is central to students fulfilling said ISLO. If that’s the case, you’ll be able to concurrently conduct

a course level assessment and an ISLO assessment. (3) Rotate who will create and coordinate each course level assessment.

How do I document the assessment? Upload the information on TracDat, a database the District purchased to make it easier to manage the process. Training on TracDat is limited primarily to individuals designated by their deans, but if you're interested, you're encouraged to talk to your dean, who can forward the request to me. Also, from your dean you can find out if someone from your department has been trained on TracDat and can upload the information from your report.

How do I raise my students' awareness of SLOs and evaluation methods? A good start is listing the SLOs on your syllabus and to make available the rubrics that you're employing. Some instructors make direct connections with major assignments/ tasks and which SLOs they fulfill. Some have students reflect on how well they've mastered the SLOs. And some have their students apply the rubric to each other's drafts and give each other feedback. I'd love to hear from you about ways that you are making teaching and learning more transparent for your students.

ASSESSING ON THE PROGRAM LEVEL

Who needs to create PSLOs? Any department that is required to undergo program review must create PSLOs (students' knowledge, skills, and attitudes) that the core courses have in common, by Spring 2011. As with the course level SLOs, limit the PSLOs to three, perhaps four, as you will be assessing them in some manner. Send an electronic copy to Maria Norris, cc'ing your Dean, and upload them on TracDat.

How do I draft these PSLOs? As with the course level SLOs, use Bloom's Taxonomy language, which can be accessed in the SLOAC Framework's appendix.

Draw from existing SLOs, such as our ISLOs, since they encompass a variety of disciplines, and also help you to determine how your program supports students' fulfillment of these ISLOs. Identify which ISLOs pertain to your program, and/or adapt these ISLOs to explicitly connect with it.

Secondly, supplement these PSLOs if necessary by drawing from common course level SLOs, professional organizations with which your discipline is affiliated, transfer degrees in your discipline which have been created in response to the SB 1440 legislation, etc.

How much needs to be assessed? For programs with less than 20 degrees or certificates awarded

each year, course level assessments “rolling up” to program level assessment will suffice for program level assessment (though you can do more if they want). For this “rolling up” to happen, you’ll need to “map” course level SLOs to PSLOs on TracDat: in other words, determine which of the course level SLOs are central to students achieving the PSLOs. Once you enter that information on TracDat, you can use course level assessment results as a means to reflect on how well students are achieving the PSLOs. This mapping should be completed by the end of Fall 2011.

However, if your program awards more than 20 degrees or certificates each year, you must conduct a deeper assessment. For instance, CTE programs could cite students’ performance on licensing exams; administer a survey or facilitate a focus group with graduates/ certificate recipients; evaluate culminating experiences such as a capstone project, portfolio, etc. This program level assessment, which may replace one of your annual course level assessments, should be identified and/or created by the end of Spring 2012.

ASSESSING ON THE INSTITUTIONAL LEVEL

You’re probably familiar with the saying, “It takes a village to raise a child”? The same certainly holds true at our College; faculty, classified staff, and administrators helps to develop the whole student in some capacity. Years ago, Skyline determined that any student completing an AA/AS degree and/or transfer preparation will develop competencies in the following Institutional SLOs (ISLOs): Critical Thinking, Effective Communication, Citizenship, Information Literacy, Computer Technology Literacy, and Lifelong Wellness. All of us should be helping students to fulfill those ISLOs.

Why are ISLOs pertinent to my discipline/ department? It’s important to keep our eyes on the big picture: how is our department/ discipline helping students to achieve said ISLOs? Mapping course level SLOs or student service PSLOs to ISLOs via TracDat will enable you to see how your department is helping students to fulfill the ISLOs. Conversely, if our College finds that few courses or services are mapping up to those ISLOs, it will raise questions about whether we need to provide more in that area, or if the ISLO is relevant to what we want Skyline graduates to have mastered.

How is Skyline assessing ISLOs? So far we’ve administered the CCSSE, the Community College Survey of Student Engagement, in which students evaluate their own competencies. Our College will be administering it again this year so we can compare results with the last time’s results.

To triangulate our data, we need direct measures, actual student demonstration of their knowledge, skills, and attitudes. Best is to attain these direct measures from authentic learning

contexts, namely your classroom, with you as an experienced evaluator. The College's schedule is to assess an ISLO each semester, with data collection, analysis, and campus dialogues being spearheaded by the SLOAC Steering Committee. This upcoming Fall we will assess the Effective Communication ISLO, and in the Spring, Critical Thinking. If a course within your discipline is central to said ISLOs, you'll receive an invitation from me to participate in this assessment.

If I receive an invitation to participate, what should I expect? Can an ISLO assessment count toward my course level assessment? Absolutely, and in fact, I highly encourage you to either replace or supplement the scheduled course assessment if the two are different. The SLOAC Steering Committee recognizes that different disciplines may teach a given ISLO differently, and that even different faculty may have different curriculum and pedagogy. While there will be some basic parameters for all assessors to abide by, you'll be able to use your own major assignment if it fulfills the parameters. You'll also be provided a rubric to evaluate the student work, with the option of using the entire rubric or only the criteria that apply to your assignment. Your raw data will be used to evaluate student achievement of said ISLOs, aggregated with other course level data when available, and all efforts will be made to maintain your anonymity. While the SLOAC Steering Committee will only request the raw data from students with 36+ units (whom we'll identify for you) by late October, you're certainly welcome to apply the rubric to all student work in your class, which you can then aggregate with other sections of the class for course level assessment purposes. Thus in one fell swoop, you'll be able to fulfill a course level and ISLO assessment!

Our College has rubrics for the following ISLOs, which you are encouraged to use. Contact Karen at wongk@smccd.edu if you have any questions, or if you'd like a word file of the rubric(s).

- Effective Communication Rubric (Thanks to the SLOAC Steering Committee)
- Critical Thinking Rubric (Thanks to Rick Hough, Carlos Colombetti, & Michael Bishow)
- Information Literacy Rubric (Thanks to Tom Hewitt, Jeff Westfall, and Dennis Wolbers)
- Citizenship Rubrics (Thanks to Luciana Castro, Christine Roumbanis, & Kate Williams-Browne)
 - Scientific Literacy
 - Social Skills
 - [Active Citizenship](#)

- Lifelong Wellness Rubric (Thanks to Jan Fosberg, Melissa Komadina, and Rosie Bell)

USING TRACDAT TO DOCUMENT ASSESSMENT

In the past, word file templates were created to report results and action plans. However, they are being phased out and replaced by Tracdat, a user-friendly database. Thus it is extremely critical that every department have a TracDat coordinator. If your department doesn't have one and you're interested, contact your dean about becoming that person.

SUPPORTING ADJUNCT FACULTY SLOAC PARTICIPATION

The College recognizes that many departments are staffed by primarily adjunct, with only one FTE to juggle the assessments, or are taught by majority adjunct faculty. Clearly if assessment is going to have a large scale impact, the participation of adjunct faculty is important in any discussions about SLOs, evaluation of student work, and implications. Participation can be at many levels: participating in the assessment itself; creating assessments; analyzing results and its implications, including forging an action plan. For participating in the assessment itself and contributing to the subsequent discussion of results, typically compensation is in the form of flex credit. For adjunct faculty who take a lead in the SLOAC within their departments—creating the assessment and instruments, coordinating assessment efforts within the department, tabulating and analyzing data to determine if an action plan is needed and what it will be—funds are available. Please contact your Dean if you're interested.

GETTING HELP

To make the task easier for you, the SLOAC Steering Committee created a flowchart of assessment for both instruction and student services, a checklist of SLOAC tasks, templates to generate SLOs and assessment plans, and numerous other resources which you can easily download from the SLOAC website, which is at <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/index.html>. I've also reconfigured one of the pages so that it's a one-stop shop: each step of assessment is highlighted, and you can access all pertinent information and documents under that step. That page is labeled the Implementation Schedule, which is at <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/slocalendar.html>.

If you would like help individually or during departmental meetings on writing SLOs, creating assessment plans, analyzing data and its implications, etc., please contact Karen at wongk@smccd.edu to make arrangements. Your colleagues on the SLOAC Steering Committee are also valuable resources; please see <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/members.html> for the list of members.

PRACTICING TRANSFORMATIVE ASSESSMENT

As an open-access institution of higher learning where students come from such varied educational and cultural backgrounds, we are poised to revolutionize education. Assessment can serve as a tool for us to fulfill this mission: "...community colleges can be powerful laboratories for creating a fuller, richer set of assessment tools—aimed not simply at tracking progress (or its lack) but at understanding how to facilitate important forms of learning and personal development...Seen in this light, accountability is more than an external reporting requirement [for the purposes of accreditation]; it is an enactment of our professional responsibility as educators" (The Carnegie Foundation for the Advancement of Learning, 2008). Assessment formalizes the reflection that is so necessary to being an effective teacher. As we make explicit among ourselves and our students what they should master and how they'll be evaluated, our students can become part of the process. We also are presented with the opportunity to discuss students' performance with our colleagues, focusing on what helps students learn, as well as what we can do to help struggling students. It's the closest we can get to leveling the playing field, and welcoming everyone to compete.

If I don't see you at Opening Day, I wish you an excellent, fulfilling year. Please let me know if you'd like hard copies of the Skyline College SLOAC Framework, if you have any questions or concerns, or if you'd like to share tasty cookie recipes (or even better, cookies).

Cheers,

Karen Wong

Professor of English and SLOAC Coordinator

SLOAC TRACDAT CHECKLIST

- ❑ **Determine the assessment schedule in collaboration with the appropriate faculty and/or staff, ideally over six years to complement the program review cycle.** Then enter the dates into TracDat (under “Means of Assessment”).

The point of assessment is to improve student learning and development, so focus your energies on core courses in your program whose assessment is likely to have the most widespread impact (ie., heavily enrolled courses, courses in a prerequisite sequence, GE courses, etc.), or courses that you're interested in troubleshooting. You are especially encouraged to assess the courses that are most heavily enrolled; the spreadsheet can be accessed from the SLOAC Implementation Schedule website. Satisfy your intellectual curiosity and your desire to better promote learning and student success.

Why do we recommend a six-year cycle? Presently our Program Review is on a six-year cycle, so it makes sense to align the two processes. You have many options: assess a core course per year, or assess one SLO from multiple courses per year, or substitute a course level assessment with a program level assessment. In short, identify which core courses should be assessed, and divide by six to determine how much will be assessed from year to year.

If possible, should you make any revisions to curriculum, instructional delivery, and the like, you should assess that course again so as to determine if the revisions had any palpable impact.

- ❑ **Give “names” to all course level SLOs** in TracDat, replacing the current letters (ie., “a”) that are placeholders, by the end of Fall 2011.
- ❑ **Enter PSLOs** in TracDat under the SKY PROG-- _____ option from the pulldown menu by the end of Fall 2011.
- ❑ **Map course level SLOs to PSLOs** in TracDat by the end of Fall 2011.
- ❑ **Map course level SLOs to ISLOs** in TracDat by the end of Fall 2011.
- ❑ **Upload assessments, instruments, results, action plans, etc., in TracDat-- ongoing.**



Institutional Student Learning Outcomes

Highlighted in the boxes, the following Institutional Student Learning Outcomes were generated with considerable input from the entire Skyline community. Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

CRITICAL THINKING

STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

Critical thinking includes the ability to:

- raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.
- analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques.
- think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.
- make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.
- demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.
- analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.

EFFECTIVE COMMUNICATION**STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.**

Effective communication includes the ability to:

- comprehend, analyze, and respond appropriately to oral, written, and visual information.
- effectively express ideas through speaking and writing.

CITIZENSHIP**STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM COURSEWORK AND CAMPUS RESOURCES TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.**

Citizenship includes the ability to:

- demonstrate scientific literacy concerning a range of global issues;
- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.
- demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.
- demonstrate commitment to active citizenship.

INFORMATION LITERACY**STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION LITERACY.**

Information literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.

COMPUTER TECHNOLOGY LITERACY
STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO COMPUTER
TECHNOLOGY LITERACY.

Computer technology literacy includes the ability to:

- use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.

LIFELONG WELLNESS

STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND PERSONAL DEVELOPMENT.

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take personal responsibility for identifying psycho-social needs, determining resources, and accessing appropriate services for academic success.



Fact Sheet - Fall 2010

3300 College Drive, San Bruno, CA 94066
650-738-4100 www.SkylineCollege.edu

PHYSICAL SITE

- Located in San Bruno on an 111-acre campus
- Established in 1969 as part of the San Mateo County Community College District
- Campus includes 7 major buildings, 42 lecture classrooms, 35 lab classrooms, 9 computer labs, 520 seat theater, and art gallery
- New Automotive Technology building opened in Fall 2010
- Renovated Sciences and Allied Health building opened in Spring 2009
- New Student and Community Center opened in Spring 2007
- The "One Stop" Student Services Center opened in Fall 2001
- Recent Building Renovations: Physical Education, Athletics and Dance; Auto Technology; Business and Language Arts
- The Learning Resources building houses a 50,000 volume library, The Learning Center, and electronic classrooms

CURRICULUM

- 43 Associate Degree programs
- 52 Certificate programs
- Honors Transfer Program
- Interdisciplinary Studies major
- Learning Communities (i.e. ASTEP, Kababayan, MESA, Puente, Scholar Athlete, Women in Transition)

STUDENT POPULATION - FALL 2010

- Approximately 10,250 students take 925 class sections
- 68% of the students are part-time and 32% are full-time students
- Approximately 41% are day students, 31% are evening students & 28% are day/evening combination

Why Students Choose Skyline College:

Convenient location, low cost, availability of programs and comprehensive program offerings, flexible scheduling, innovative programs and a student-centered environment.

From 1999-00 to 2008-09, Skyline transferred:

- 3,747 students to the CSU system (Primarily San Francisco, San Jose, Hayward/East Bay, and Sacramento)
- 749 to the UC system (Primarily Berkeley and Davis)

AWARDED - 2009/2010

AA/AS Degrees awarded	525
Certificates awarded	619

EDUCATIONAL GOALS - FALL 2010

Transfer with/without AA/AS	50%
Undecided	22%
Acquire/Update Job Skills	7%
Educational Development	6%
AA/AS w/o Transfer	5%
Vocational Cert w/out Transfer	3%
Other	7%

GENDER - FALL 2010

Female	52%
Male	46%
Unreported	2%

RESIDENCY - FALL 2010

San Francisco	25%
Daly City/Colma	22%
South San Francisco	15%
Pacifica	11%
San Bruno	10%
Other San Mateo County	12%
Outside Service Area	5%

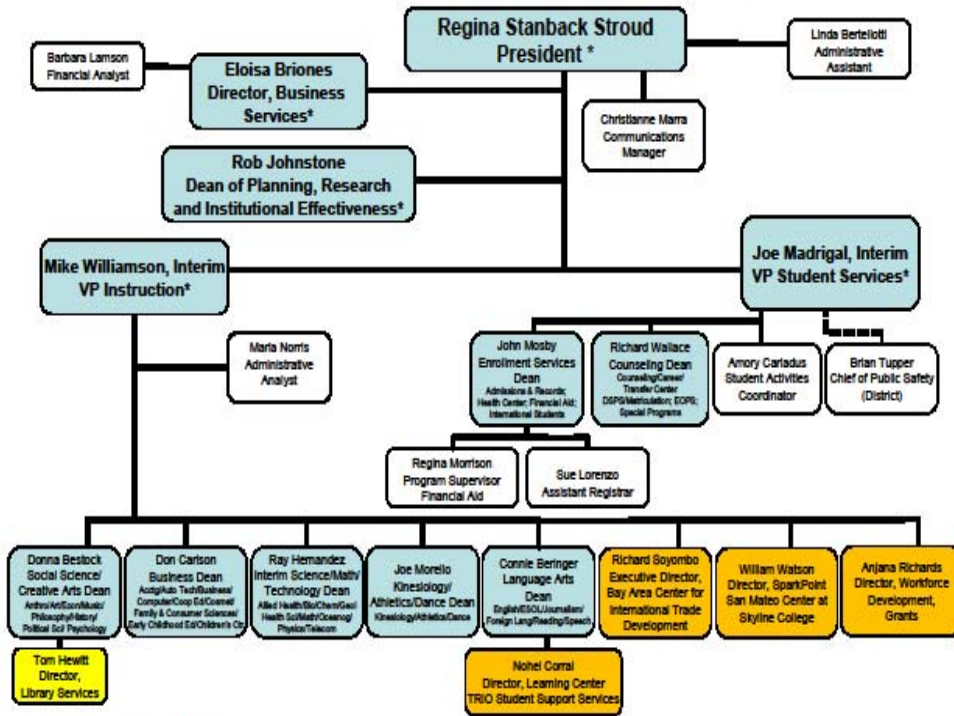
ETHNICITY - FALL 2010

African American	4%
Asian/Pacific Islander	25%
Filipino	18%
Hispanic	18%
White	19%
Multi-Ethnic	10%
Other/Unreported	7%

AGE - FALL 2010

Under 18	3%
18-22	56%
23-28	21%
29-39	12%
40-49	5%
50+	4%

Skyline College Organizational Chart – Fall 2011



- Denotes members of Cabinet
- | | |
|--------|--|
| Blue | Denotes administrators on Management Salary Schedule, Fund 1 |
| Gold | Denotes certificated supervisor |
| Orange | Denotes grant funded |
| White | Denotes classified supervisors |

Revised:
8/10/2011



Academic Calendar 2011–2012

FALL SEMESTER 2011 (86 Instructional Days including 5 Final Days, plus 2 Flex Days)

August	15,16	..... Flex Days (No Classes)
August	17	..... Day and Evening Classes Begin
August	30	..... Last Day to Drop Semester Length Classes With Eligibility for Partial Refund
August	30	..... Last Day to Add Semester Length Classes
September	3, 4	..... Declared Recess
September	5	..... Labor Day (Holiday)
September	6	..... Census Day
September	9	..... Last Day to Drop Semester Length Classes Without Appearing on Record
October	7	..... Last Day to Apply for Degree – Certificate
November	11	..... Veterans’ Day (Holiday)
November	12, 13	..... Declared Recess
November	15	..... Last Day to Withdraw from Semester Length Classes
November	23	..... Declared Recess – Evening Courses Only
November	24	..... Thanksgiving Day (Holiday)
November	25 – 27	..... Declared Recess
December	11 – 17	..... Final Examinations (Day and Evening Classes)
December	16	..... Day Classes End
December	17	..... Evening Classes End
December	23 – January 2	..... Winter Recess (Total of Seven District Work Days)

SPRING SEMESTER 2012 (89 Instructional Days including 5 Final Days, plus 3 Flex Days)

January	12, 13	..... Flex Days (No Classes)
January	14, 15	..... Declared Recess
January	16	..... Martin Luther King Jr. Day (Holiday)
January	17	..... Day and Evening Classes Begin
January	30	..... Last Day to Drop Semester Length Classes With Eligibility for Partial Refund
January	30	..... Last Day to Add Semester Length Classes
February	6	..... Census Day
February	10	..... Last Day to Drop Semester Length Classes Without Appearing on Record
February	17	..... Lincoln’s Birthday Observed (Holiday)
February	18, 19	..... Declared Recess
February	20	..... Presidents’ Day (Holiday)
March	2	..... Last Day to Apply for Degree – Certificate
March	9	..... Flex Day (No Classes)
April	2 – 8	..... Spring Recess
April	26	..... Last Day to Withdraw From Semester Length Classes
May	19 – 25	..... Final Examinations (Day and Evening Classes)
May	25	..... Day and Evening Classes End
May	26, 27	..... Declared Recess
May	28	..... Memorial Day (Holiday)

TENTATIVE SUMMER SESSION 2012

June 4 – July 7	..... First Five Week Session
June 18 – July 28	..... Six Week Session
June 18 – August 4	..... Seven Week Session
June 18 – August 11	..... Eight Week Session
July 4	..... Independence Day (Holiday)
July 9 – August 11	..... Second Five Week Session

**SMCCCD
2011-2012 ACADEMIC CALENDAR**

FALL 2011						
July 2011						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2011						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2011						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2011						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2011						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2011						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
January 2012						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SPRING 2012						
February 2012						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			
March 2012						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
April 2012						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
May 2012						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
SUMMER 2012						
June 2012						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
July 2012						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
August 2012						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

 HOLIDAY	 EVENING ONLY RECESS	 FLEX DAY
 CLASSES BEGIN	 DECLARED RECESS	 FINAL EXAMS DAY/EVENING



Guidelines For Copying Copyrighted Materials For Classroom and Research Use

Use of Copyrighted Materials

It is the policy of the Board of Trustees that all District employees shall observe copyright laws, both codified and as interpreted by the courts, and shall maintain the highest ethical standards in the use of copyrighted materials.

This policy affirms District adherence to Title 17, United States Code. In order to comply fully with current copyright laws, District employees shall observe the guidelines published in Rules and Regulations, Section 6.33, Procedures. Failure to comply with copyright regulations may result in District and/or personal liability.

It is each employee's responsibility to comply with copyright regulations. No legal defense will be provided by the San Mateo County Community College District for alleged copyright infringements unless they are covered within the permissive use of Rules and Regulations, Section 6.33. The District will provide necessary legal review and resources to employees having questions about the use of copyrighted materials.

Copying That Is Completely Unrestricted

Anyone may reproduce without restriction works that were never copyrighted. If there is no indication a work has been copyrighted at the front of the book, periodical etc. (indicated by a letter "c" in a circle, the word "Copyright" or the abbreviation "copr."), there are no restrictions as to the number of copies nor uses one may make of the work.

Anyone may reproduce without constraint published works whose copyrights have expired. All copyrights dated earlier than 1908 have expired. Copyrights dated 1908 or later may have expired because the initial period of copyright protection is for 28 years. It is safest to assume that material dated 1908 or later is still protected, and one is advised to seek permission from the publisher before copying these materials. U.S. Government Publications may be copied freely because they are not copyrighted.

Copying That Is Permitted

The copyright law basically states that an author or creator has the sole right to use and profit from his/her creations. In 1976, certain "fair use exceptions" to the copyright law were developed which allow educators, researchers and others to use copyrighted materials in a reasonable manner without the creator's consent and without violating the copyright protections of the law. The following procedures give examples of the fair use exceptions which educators must follow.

These procedures cover both print and non-print materials. Non-print materials include sheet and recorded music, audio recordings, films, videotapes, filmstrips, overhead transparencies, slides, off-the-air taping and computer software. When copying does not fall within the "fair use" provisions in these procedures, it is the employee's responsibility to obtain written permission to reproduce the materials from the copyright holder, using the District forms at the end of this section. The employee must retain copies of all such requests as well as the responses to those requests.

I. Printed Materials

a. Single Copies:

A District employee may make a single copy for purposes of research, instruction, class preparation, or instructional support. This single copy may be of:

- 1) a chapter from a book;
- 2) an article from a periodical or newspaper;
- 3) a short story, short essay, or poem, whether or not they are from a collected work;
- 4) a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

b. Multiple Copies:

An instructor may make or request multiple copies for classroom use (not to exceed more than one copy per student in a course) provided that the copy meets the guidelines for brevity, spontaneity and cumulative effect, as defined below.

1) Brevity Guidelines:

Poetry:

- a) a complete poem if less than 250 words and if printed on not more than two pages; or
- b) a portion of a longer poem, an excerpt of which is not to exceed 250 words.

Prose:

- a) a complete article, story, or essay of less than 2,500 words; or
- b) an excerpt from any prose work of not more than 1,000 words or ten percent of the work, whichever is less, but in any event a minimum of 500 words.

Illustrations:

One chart, graph, diagram, drawing, cartoon or picture per book or per periodical publication issue.

Combinations:

Certain works in poetry and/or prose may combine language with illustrations and fall short of 2,500 words in their entirety. Prose brevity guidelines notwithstanding, "combination works" may not be reproduced in their entirety.

2) Spontaneity Guidelines:

- a) The duplication or reproduction must be at the instance and inspiration of the individual instructor; and
- b) The decision to use the work and the moment of its use of maximum instructional effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to copy.

3) Cumulative Effect Guidelines:

- a) The copying of the material shall be for only one course at the college for which the copies are made.
- b) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class semester or term.
- c) There shall not be more than nine instances of such multiple copying for one course during one class semester or term.

[Note: Current news periodicals, current newspapers and current new sections of other periodicals are exempt from the Cumulative Effect Guidelines.]

c. Classroom Copy Prohibitions:

A District employee performing instruction, instructional support or research support is expressly forbidden to:

- 1) Make copies to take the place of books, publishers' reprints, periodicals, anthologies, compilations or collective works (i.e., substitute for purchase).
- 2) Copy from works intended to be consumable in the course of study or teaching, such as workbooks, exercises, standardized tests, test booklets and answer sheets.
- 3) Make copies of the same item from term to term.
- 4) Charge a student beyond the actual cost of copying, including materials and labor.
- 5) Make multiple copies of a work from the same author more than once in a class term or from a collective work more than three times a semester or term.
- 6) Make multiple copies of works more than nine times in a semester or term.

d. Copying by Libraries:

The copyright law imposes extensive restrictions on the reproduction of works for school libraries. Systematic duplication of multiple copies is forbidden by law, with the exceptions noted below. A notice of copyright must be included on all reproduced material. A librarian may:

- 1) Arrange for interlibrary loans of photocopies of works requested by users, provided that copying is not done to substitute for subscriptions to or purchase of a work.
- 2) Within any calendar year, make for a requesting entity five copies of any article or articles published in a given periodical within the last five years prior to the date of the request for the material.
- 3) Make single copies of articles or excerpts of longer works for a student making a request, provided the material becomes the property of the student for private study, scholarship or research.
- 4) Make a copy of an unpublished work for purposes of preservation, of a published work to replace a damaged copy and of an out-of-print work that cannot be obtained at a fair price.
- 5) Selectively make a copy for purposes of preservation or security, in accordance with the provisions of fair use, of a musical work, pictorial, graphic, sculptural work, motion picture or other audiovisual work if the current copy owned by the library or media center is damaged, deteriorated, lost or stolen; and it has been determined that an unused copy cannot be obtained at a fair price.
- 6) Libraries, media centers and duplicating centers must display notices to the effect that making a copy may be subject to the U.S. Copyright Act. The Register of Copyrights has prescribed the requirements for such warnings as follows:

WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or other reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for and later uses a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law. On the other hand, an employee with responsibilities for duplication who carries out a copying request from another employee which is later found to be an infringement of copyright law will not be held responsible for that infringement.

II. Non-Print Materials

Sheet and Recorded Music

a. An individual educator may duplicate:

- 1) Emergency copies for an imminent performance, provided that copies of the sheet music or recorded music are purchased in a timely manner to replace the emergency copies.
- 2) For academic purposes other than performances, single or multiple copies (one per student) of excerpts not constituting an entire performance unit or more than ten percent of the total work.
- 3) Edited or simplified purchased sheet music, provided that the fundamental character of the work is not distorted and that lyrics, if any, are not altered or added.
- 4) A single copy of a recorded performance by students that is to be retained by the institution or individual instructor for evaluation or rehearsal purposes.
- 5) A single copy of recordings of copyrighted music owned by the institution or an instructor for constructing aural exercises or examinations and retained for that purpose.

b. An individual educator may not duplicate:

- 1) In order to replace or substitute for anthologies, compilations, or collective works.
- 2) From works intended to be “consumable,” such as workbooks, exercises, standardized tests, and answer sheets.
- 3) For purposes of performance, except, as noted above, in an emergency.
- 4) In order to substitute for the purchase of music.
- 5) Without inclusion of the copyright notice on the copy.

Audio Recordings

a. An individual educator may make a single copy:

- 1) For academic purposes other than performance a portion of a sound recording for a student, provided that the portion does not comprise a part of the whole which would constitute a performable unit and in no case more than ten percent of the whole work. This copy can be used only in the educational context in which it was made and may not be sold or performed for profit.
- 2) If recordings of performances by students for evaluation or rehearsal purposes, which may be retained by the institution or such purposes.
- 3) Of the sound recording of copyright music or a portion thereof from sound recordings owned by an educational institution or an individual instructor for the purposes of constructing aural exercises or examinations and which may be retained by the institution for such purposes.

b. An individual educator may not:

- 1) Duplicate audio recordings unless reproduction rights were given at the time of purchase.
- 2) Reproduce music works or convert to another format (e.g., record to tape) unless prior written permission is secured.

Films Videotapes, Filmstrips, Overhead Transparencies, Slide Programs**a. An individual educator may:**

- 1) Allow a student to make a single copy of a small portion of a copyrights film, videotape or filmstrip for legitimate scholarly or research purposes if the material is owned by the institution.
- 2) Duplicate a single copy of a small portion of a film or filmstrip for scholarly or teaching purposes.
- 3) Create a slide or overhead transparency series from multiple sources as long as creation does not exceed ten percent of the photographs from one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction.
- 4) Create a single overhead transparency from a single page of a “consumable” workbook.
- 5) Excerpt sections of a film for a local videotape (not to be shown over cable), if the excerpting does not exceed ten percent of the total nor excerpt “the essence” of the original work.
- 6) Reproduce selected slides from a series if reproduction does not exceed ten percent of the total work and does not excerpt “the essence” of the original work.
- 7) Use a rented or purchased video tape in the classroom for instructional purposes only, provided the following guidelines are followed:
 - a) The use of the tape is an essential part of the curriculum;
 - b) No fee is charged to students;
 - c) The tape is used in a self-contained classroom and is not broadcast or transmitted in any way outside the classroom; and
 - d) The tape is only shared with students registered in the class.

These guidelines apply even when the videotape is labeled “For Home Use Only,” provided that the purchaser or renter of the tape did not enter into a formal rental agreement (contract) which specifically prohibits such use.

b. An individual educator may not:

- 1) Reproduce an audiovisual work in its entirety.
- 2) Convert one media format to another (e.g., film to videotape) unless prior written permission is secured.
- 3) Copy any portion of a film, videotape or filmstrip sent to the institution for preview or rent, or owned by another institution, without the express written permission of the copyright holder.

Off-the-Air Taping**a. An individual educator may:**

- 1) Record a broadcast program off-air simultaneously with broadcast transmission and retain the recording for a period not to exceed the first 45 consecutive calendar days after the date of the broadcast. At the conclusion of the retention period, all off-air recordings shall be erased or destroyed. Individuals who wish to retain programs beyond the 45-day period need to obtain written approval of appropriate copyright holders. (Note: broadcast programs are programs transmitted for reception by the general public without charge. Copying or use of subscription programs transmitted via subscription cable or satellite services (e.g., HBO or Showtime) is illegal.
- 2) Use off-air recordings once for each class in the course of relevant teaching activities during the first ten consecutive school days in the 45-day retention period and repeat once only when instructional reinforcement is necessary.
- 3) After the first ten consecutive school days, use off-air recordings to the end of the 45-calendar-day retention period for evaluation purposes only (i.e., to determine whether the program should be purchased for the curriculum). The program may not be used for any non-evaluation purpose without written authorization.

- 4) Use copies of off-air recordings, as stipulated in these guidelines, only if the copies include the copyright notice on the broadcast program.
- 5) Request that off-air recording be made for fair use. A limited number of additional copies may be reproduced to meet the legitimate needs of instructors under these guidelines. Additional copies are subject to all the provisions governing the original copy. No broadcast program may be recorded off-air more than once at the request of the same instructor.
- 6) Request that a library or media center record and retain for research purposes commercial television news programs from local, regional or national networks; interviews concerning current events; and on-the-spot coverage of news events. However, documentary, magazine-format and public affairs broadcasts are not included in the definition of daily newscasts of major events of the day.

Computer Software

a. In general the use of computer software is made possible by virtue of licensing agreements set forth by the manufacturer or distributor of the software. Such licensing agreements cover specific types of uses including, but not limited to, the following:

- 1) Use on a single computer at one time;
- 2) Use on multiple computers at the same time, the maximum number of which is stated in the specific licensing agreement;
- 3) Use on one or more networks of computers as specified in the licensing agreement;
- 4) Unlimited uses of the software as set forth in the licensing agreement;
- 5) A combination of 2 and 3 above;
- 6) Other uses specifically allowed by a particular licensing agreement.

b. The individual licensing agreements also set forth the condition for making archival copies of the software. Individual educators in the San Mateo County Community College District must abide by the appropriate licensing agreements for all software used in the District. In addition, individual educators, staff and managers may not grant permission to students or others to copy software unless such copying is specifically allowed by an appropriate licensing agreement.

Copyright Permissions Services

There are a number of copyright permissions services which, for a fee, will assist faculty members in securing permission to duplicate copyrighted works for use in the classroom, preparing a packet of materials, and producing the finished products. In addition to these services, the Bookstore Manager at each College has volunteered to assist faculty members who want to secure the copyright permissions themselves. You may contact the Bookstore Manager at your College directly to discuss your needs; please allow eight to ten weeks processing time for this service.

The two services mentioned below will research and seek permission to copy any copyrighted materials (magazine, newspaper, book, etc.) submitted by a faculty member and prepare and produce an individualized anthology for sale through the College bookstore.

CAPCo (College Academic Publishing, a division of the Follett Corporation)

1-800-364-0010. Will give an estimate of costs based on number of pages and course enrollment. Needs 6 to 10 weeks processing time.

Academic Permissions Service (APS), Copyright Clearance Center

(508) 750-8400. Will secure copyright permissions only; does not produce anthology.

The following three services, which are offered by major academic publishers, will assist faculty members in securing copyright permissions and developing a “customized textbook” using chapters or excerpts from books published by that publisher supplemented by lecture notes, handouts, and worksheets developed by individual faculty members.

Adaptable Courseware, Wadsworth Publishing, 1-800-223-0030

Custom Publishing, Addison-Wesley Publishing, 1-800-322-1377

Primus, McGraw-Hill Publishing, 1-800-962-9342

The District does not endorse these services; information on the fees charged for these services is available from the individual companies.

Use of Videos in the Classroom

Under certain circumstances, faculty members may use a purchased or rented video (not a video copied off air or from another video) without seeking copyright permission. The reason for this is that Section 110 (1) of the Copyright Law allows educators to “publicly perform or display” copyrighted material for the purpose of face-to-face instruction. This section has been interpreted to include the use of video and audio tapes that have been either rented or purchased. The performance of the work must be for educational purposes only (not motivation, filler, entertainment) and the following guidelines should be followed in order for the public performance of the work to fall within the “fair use” exceptions to the copyright law which have been developed for educators:

1. The use of the tape is an essential part of the curriculum;
2. No fee is charged to students;
3. The tape is used in a self-contained classroom and is not broadcast or transmitted in any way outside the classroom; and
4. The tape is only shared with students registered in the class.

These guidelines, developed by the Motion Picture Association, apply even when a videotape is labeled “For Home Use only,” provided that the purchaser or renter of the tape did not enter into a formal rental agreement (contract) which specifically prohibits such use.

Guidelines for using off-the-air recordings are contained in District Rules and Regulations, Section 6.33, Use of Copyrighted Materials, which was distributed to every staff member last Fall.

Use of Copyrighted Music

Under certain limited circumstances, the performance of music in an academic setting is exempt from copyright restrictions. These circumstances include:

1. Performances by teachers or students in the course of face-to-face teaching in the classroom of a nonprofit educational institution.
2. Concert performances if the performers, promoters, and organizers (exclusive of teachers) are not paid, if there is no direct or indirect commercial purpose, and if no admission is charged. If admission is charged, the use may still be exempt from copyright restrictions if all proceeds, less reasonable costs, are exclusively used for educational, religious or charitable purposes.

If your use does not fit into these two parameters, it may be covered by public performance agreements which the District has secured with the three major representatives of composers, lyricists and publishers: The American Society of Composers, Authors and Publishers (ASCAP), Broadcast Music, Inc. (BMI), and SESAC. These licenses generally allow the College District and our faculty, staff, students and alumni to publicly perform by live or mechanical means (tape, record, disc

player, etc.) nondramatic musical compositions on our College campuses. (The term “campus” includes any off-campus space that faculty, staff or students have contracted to use for a College-sponsored performance.) The licenses do not extend to the performance of music which will be broadcast in any way, whether over-the-air, cable, or satellite (closed circuit on campus is permissible).

These license agreements cover performance rights only; faculty and staff are still responsible to assure that the sheet music or recording being performed is a “legal” copy—either purchased, rented, or copied with appropriate copyright permission. (Please see the District policy on Use of Copyrighted Materials for more details.)

These performance licenses do not cover either of the two following uses:

1. Re-recording or compilation of music from one or more sources to be used, for example, in a dance or fitness class.
 2. Use of background music on a videotape produced by a faculty member or student.
- In both these cases, appropriate permission for the specific use must be obtained from the holder of the copyright. Forms which can be used to secure this permission are included in District Rules and Regulations, Section 6.33.

Each of the performance music agreements contains different provisions; if you have a question about a particular use, please contact your Division Dean for further information.

The copyright law is very complex and, although there are some exceptions for non-profit educational uses, all educational uses do not have blanket protection. The guidelines contained in District Rules and Regulations, Section 6.33, offer assistance in interpreting your obligations under the law.

Request for Permission to Reproduce Copyrighted Materials

Date : _____

Dear Permissions Department:

I respectfully request permission to copy and use:

Title: _____

Author/Editor: _____ Year Published: _____

Number of Copies: _____ Copies will/will not be sold. Proposed selling price \$: _____

Description of materials to be copied (photocopy enclosed)

Intended Use of Materials:

Type of Reproduction:

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. Should you be unable to authorize this request, please forward this letter to the appropriate person or agency.

Sincerely,

(For Permissions Department Use Only)

Permission Granted: _____ Date: _____
(signature)

Conditions (if any):

Request for Information from Agency Holding Rights to a TV Broadcast and Request for Permission to Retain Program If It Is Not for Sale, Rental, or Lease

Date: _____

Permissions Department

Network (see below for addresses)

Dear Permissions Department:

I respectfully request information on the availability and retention of the following program:

Title: _____ Air date: _____

May a copy of this program be retained for classroom instructional use? Yes___ No___

Is this program available for sale? Yes___ No___

If yes, please specify the agency distributing the program:

Format: _____ Cost (if known) \$: _____

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. Should you be unable to authorize this request or provide the above information, please forward this letter to the appropriate person or agency.

Sincerely,
(for Permissions Department Use Only)

Permission granted: _____ Date: _____
(signature)

Conditions (if any):

MAJOR NETWORK ADDRESSES

NBC: 30 Rockefeller Center
New York, NY 10112

CBS: 51 West 52nd Street
New York, NY 10019

PBS: WNET
356 W. 58th Street
New York, NY 10019

ABC: 77 W. 66th Street
New York, NY

Request for Use of Off-the-Air Videotaping

Date: _____

Permissions Department Network

Dear Permissions Department:

I, the undersigned, have videotaped the following program and need to use the program more extensively than the "fair use" guidelines adopted by the San Mateo County Community College District (see reverse) permit. Therefore, I respectfully request permission to use the videotaped materials in the following manner:

Title of Program: _____

Date of Program: _____ Time: _____

Station or Channel: _____ Length: _____

Intended Use of Program:

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. If you are unable to authorize this request, please forward this letter to the appropriate person or agency.

Sincerely,
(For Permissions Department Use Only)

Permission Granted: _____ Date: _____
(signature)

Conditions (if any):

By-Laws of the Skyline College Academic Senate Constitution of the Skyline College Academic Senate

Approved May, 2001

Article I: Elections

Section 1. The nominating committee shall consist of the three immediate past Senate presidents, providing they are still members of the Academic Senate. Vacancies on the Nominating Committee may be filled by appointment of the president, subject to the approval of the Governing Council. The Chair of the Nominating Committee shall be the past president of the Senate.

Section 2. The nominations for president, vice-president, secretary, treasurer, Chair of Curriculum Committee, Chair of Educational Policy Committee, Chair of Professional Personnel Committee, Chair of Research Committee shall be made by the nominating committee.

Section 3. The report of the Nominating Committee shall be submitted to the members of the Senate with the advance notice of a meeting of the Senate; said meeting to be held at least two weeks prior to the election. Additional nominations may be made from the floor after the Governing Council accepts the Nominating Committee's report.

Section 4. Elections shall be held by a method that assures a secret ballot and only eligible voters have cast ballots.

Section 5. The Governing Council shall have the power to interpret rules for the call and conduct of elections.

Section 6. On petition from 40% of the membership of the Academic Senate, a recall election shall be held for any elected officer of the Senate. A simple Yes or No ballot shall be submitted to the Academic Senate membership within two weeks of the submission of said petition. On a 2/3 affirmative vote of those voting, the elected Senate official shall be considered recalled. The officer shall be replaced by a Senate member named by the president of the Senate or by general election and confirmed by the full Governing Council. In case, however, the recalled officer shall be the president of the Senate, the individual shall be replaced by the vice-president of the Senate immediately upon counting of the recall ballots, then the office of vice-president shall be filled as indicated above for recall vacancies.

Article II : Terms and Duties of Governing Council Members

Section 1. The Governing Council members shall be elected for a term of one year. They shall assume the duties of their respective offices upon being installed in office. Should any Governing Council member resign, said member's successor shall be appointed by the president subject to confirmation by a 2/3 vote of the remaining Council.

Section 2. The president shall preside at all meetings of the Senate and Governing Council. The president shall in every way endeavor to promote the interests and purposes of the Senate. The president shall be familiar with the Constitution and By-Laws of the Senate. The president shall be an ex-officio member of all committees. The president shall authorize all orders drawn upon the Treasury. The president shall call all meetings of the Senate and the Governing Council. The president shall suggest policies and plans for the standing and special committees, and shall be held responsible for the progress and work of the Senate. The president may require an audit of the Senate books at the close of each term of office. Between the president's election and taking office, the president-elect shall be a non-voting member of the Governing Council. The president shall serve on the Academic Senate District Governing Council and on the District Shared Governance Council.

Section 3. The vice-president shall serve as assistant to the president in all duties and shall serve as president in the absence of the president. The vice-president shall coordinate the appointment of members to the permanent committees. The vice-president shall keep and distribute the agenda for all Governing Council and Senate meetings in accordance with State laws. The vice-president shall attend District Senate and Skyline College Council meetings Other responsibilities of the vice-president shall be mutually agreed upon with the president

Section 4. The secretary shall keep a record of the proceedings of each Senate and each Governing Council meeting. The secretary shall maintain the files of the Senate, and shall be responsible for carrying on the correspondence pertaining to the affairs of the Senate as directed by the president. The secretary shall prepare and distribute minutes of all actions taken by the Governing Council in accordance with State laws.

Section 5. The treasurer shall receive all moneys belonging to the Senate. The treasurer shall pay out the moneys of the Senate on orders signed by the president. The treasurer shall keep an itemized list of receipts and expenditures and shall make a written report at the last regular meeting of the Senate in the Governing Council's current elected term. The treasurer shall be responsible for preparing all documents required by the U.S. Bureau of Internal Revenue.

Section 6. The past-president shall serve as parliamentarian for the Governing Council and the Senate. In the absence of a past-president, the president shall appoint a member of the Senate to serve as parliamentarian who shall be a voting member of the Governing Council. The parliamentarian shall be the final judge of parliamentary procedure at Senate and Governing Council meetings. The past-president shall serve as chair of the Nominating Committee.

Section 7. Four members of the Academic Senate shall be elected as standing committee chairpersons and shall be voting members of the Governing Council. These chairpersons shall attend all Governing Council meetings.

Article III : Committees and Duties

Section 1. The Governing Council shall serve as a steering organization, performing the routine tasks for the Senate, and preparing items for presentation to the Senate. All expenditures are to be authorized by the Governing Council.

Section 2. There shall be the following standing committees: Curriculum Committee, Educational Policy Committee, Professional Personnel Committee, and Research Committee.

Section 3. As necessary, the president may appoint ad hoc committees with the approval of the Governing Council.

Section 4. All standing and ad hoc committees of the Academic Senate are responsible to the Governing Council. Minutes of all meetings shall be filed with the secretary of the Academic Senate within two school weeks of each meeting.

Section 5. Each standing committee shall be composed of one faculty member from each division with the following exceptions

A. Divisions which include 6 or fewer full-time faculty may join another by mutual choice for purposes of representation.

B. Faculty that are not members of a clearly defined division may join a Division by mutual choice for purposes of representation.

Standing committees shall also include Administrators who shall be ex-officio members, appointed by the College President and students who shall be ex-officio, appointed by the Associated Students.

Section 6. All voting members of standing committees shall be elected by the Senate members of the divisions represented. Appointments to ad hoc committees shall be made by the Governing Council.

Section 7. Typical charges of the standing committees are listed in this section. The Governing Council has the ultimate responsibility of assigning work to the committees so that the inclinations of the committees, committee workload, and other special considerations may be taken into account. The channel of communication for all actions of the committees shall be through the Governing Council to the President of the College (with copy to the responding administrator), and District Senate, via the President of the Academic Senate.

I. CURRICULUM COMMITTEE

All responsibilities of the Curriculum Committee shall be carried out in accordance with applicable State laws.

1. Carries on a regular review of the entire college curriculum through the program review process.
2. Considers for recommendation all matters of administrative policy concerning the curriculum.
3. Considers for recommendation proposals for new courses and programs.
4. Considers for recommendation all deletions, classifications and changes in-courses and programs.

II. PROFESSIONAL PERSONNEL COMMITTEE

All responsibilities of the Professional Personnel Committee shall be carried out in accordance with applicable State laws.

1. Promotes staff development and professional growth.
2. Considers questions of professional ethics.
3. Reviews and makes recommendations concerning Trustees' Grant Proposals and other faculty proposals as necessary.
4. Coordinates social activities.
5. Reviews materials and makes recommendations concerning faculty awards.

III. EDUCATIONAL POLICY COMMITTEE

All responsibilities of the Educational Policy Committee shall be carried out in accordance with applicable State laws.

1. Considers for recommendation all matters of educational policy including academic standards, probation, disqualification, re-admissions policies, grading procedures, matriculation, student behavior and student grievances.
2. Considers for recommendation all matters of administrative policy concerning educational policy, including policies of the Office of Instruction and the Office of Student Services.

IV. RESEARCH COMMITTEE

1. Shall aid faculty doing institutional research.
2. Shall act as a resource to the Senate and College in matters of institutional research.

Article IV : Meetings

Section 1. The Governing Council shall meet at least once a month upon call of the president. Special meetings of the Council may be called upon petition of no fewer than three (3) members of the Governing Council.

Section 2. The Governing Council shall determine the time and place of all regular meetings. A regular meeting of the Senate shall be held at least once each year with written notice sent to the membership at least one week in advance. The agenda for each council meeting shall be delivered for posting at each Division at least 2 instructional days prior to such meeting. The Council may not take action on any matter not on the agenda unless by a two-thirds vote of members present declare that matter to be an emergency. A special meeting shall be called by the president upon the vote of the Governing Council. In addition, special meetings shall be called by the president upon request from 30% of the members of the Senate. The president shall determine the time and place of all special meetings of the Senate.

Article V : Constitution

The Governing Council is authorized to accept contributions to the Senate.

Article VI : Rule of Order

Either Robert's Rules of Order or Sturgis Standard Code of Parliamentary Procedure, at the discretion of the parliamentarian, shall be used as the primary reference on questions of parliamentary procedure. The parliamentarian may consult other sources if the primary references are not sufficient.

Article VII : Polling the Senate on Issues of Special Importance

Section 1. If, in the opinion of the Governing Council, a particular issue should be brought before the Senate for an advisory poll, a motion to that effect should be made within the Governing Council. If a simple majority votes in the affirmative, the question shall be transmitted to all members of the Senate by the secretary one week prior to the advisory poll.

Section 2. Balloting shall be held in accordance with the Senate policies.

Article VIII : Appeals

The decision of any Senate committee or officer may be appealed to the Governing Council.

Article IX : Senate Appointments

Section 1. The Senate shall make all faculty appointments to committees dealing with academic and professional matters. Senate appointees to such committees shall report regularly to the Senate Governing Council.

Section 2. If a Senate appointee misses two consecutive committee meetings without sending an alternate, the appointee shall be considered to have resigned. The Senate Governing Council shall either appoint a new representative to the committee, or re-appoint the same representative.

San Mateo County CC District
 Regular Faculty Salary Schedule (80)
 (Revised 8/30/07)
 Effective: 20-AUG-2007

Grade	1	2	3	4	5
Step	<u>Base</u>	<u>M.A.</u>	<u>MA w/45 Units</u>	<u>MA w/60 Units</u>	<u>PhD/EdD /J.D</u>
1	54265	57041	58435	60410	65351
2	57033	59804	61201	63206	68124
3	59802	62571	63965	65992	70884
4	62567	65326	66733	68786	73640
5	65330	68107	69503	71580	76412
6	68094	70874	72265	74377	79180
7	70862	73633	75036	77163	81949
8	73628	76403	77799	79956	84709
9	76393	79171	80568	82753	87477
10	76393	79171	80568	82753	87477
11	79165	81932	83330	85545	90246
12	79165	81932	83330	85545	90246
13	79165	81932	83330	85545	90246
14	82681	85483	86890	89150	93872
15	82681	85483	86890	89150	93872
16	82681	85483	86890	89150	93872
17	82681	85483	86890	89150	93872
18	85479	88270	89679	91971	96655
19	85479	88270	89679	91971	96655
20	85479	88270	89679	91971	96655
21	85479	88270	89679	91971	96655
22	85479	88270	89679	91971	96655
23	88261	91054	92463	94782	99438

The above dollar amounts are annual salaries, based upon services performed on 175 days of the college year for full-time employees on a regular academic year contract.

San Mateo County CC District
Regular Faculty Overload Salary Schedule (OL)
(Revised 8/30/07)
Effective: 20-AUG-2007

<u>Step</u>	<u>Lecture</u>	<u>Laboratory</u>	<u>Special</u>
1	52.79	45.22	32.72
2	55.99	48.10	34.74
3	59.24	51.22	36.86
4	62.56	54.31	39.08
5	65.93	57.10	41.28
6	69.02	59.85	43.48
7	72.53	62.68	45.38
8	75.72	65.64	47.32
9	78.92	68.65	49.20
10	82.18	71.47	51.20

Note: Compensation for the summer session is based on the Salary Schedule in effect during the previous semester.

San Mateo County CC District
 Adjunct Faculty Salary Schedule Instructional (HI)
 (Revised 8/30/07)
 Effective: 20-AUG-2007

<u>Step</u>	<u>Lecture</u>	<u>Laboratory</u>	<u>Special</u>
1	53.15	45.55	32.94
(Inactive as of 9/1999 per AFT Contract)			
2	56.37	48.43	34.99
3	59.67	51.58	37.13
4	63.01	54.71	39.36
5	66.38	57.51	41.57
6	69.53	60.28	43.77
7	73.06	63.10	45.69
8	76.26	66.11	47.65
9	79.49	69.14	49.55
10	82.75	71.96	51.57

Note: Compensation for the summer session is based on the Salary Schedule in effect during the previous semester.

College's Policy on Unlawful Discrimination

The policy of San Mateo County Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the District is to also provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.

Employees, students, or other persons acting on behalf of the District who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including discharge, expulsion, or termination of contract.

In so providing, San Mateo County Community College District hereby implements the provisions of California Government Code sections 11135 through 11139.5, the Sex Equity in Education Act (Ed. Code, § 66250 et seq.), Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.) and the Age Discrimination Act (42 U.S.C. § 6101)1.

San Mateo County Community College District has identified the Vice-Chancellor, Human Resources and Employee Relations to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints filed by employees and students, pursuant to Title 5, section 59328, and for coordinating their investigation. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint.

Administrators, supervisors, faculty members, other District employees, and students shall direct all complaints of unlawful discrimination to the Vice-Chancellor, Human Resources and Employee Relations, located in the Chancellor's Office, 3401 CSM Drive, San Mateo CA 94402.

Policy on Sexual Harassment

Sexual Harassment Policy Summary

The policy of San Mateo County Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. Employees, students, or other persons acting on behalf of the District who engage in sexual harassment as defined in this policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsion, or termination of contract. The comprehensive District policy on Sexual Harassment is printed below and may also be found in District Rules and Regulations, Section 2.25. Copies of this policy and procedures may be obtained from the District Intranet, from the Complaint Investigation Officers, and from the Office of Human Resources.

The officer designated by the District to receive and investigate student complaints of sexual harassment is the Vice-President of Student Services at each College.

Joe Madrigal
3300 College Drive
San Bruno, CA 94066
(650) 738-4321

For District Employees, the Complaint Investigation Officer is:

Harry W. Joel, Vice Chancellor
Human Resources and Employee Relations San Mateo County Community College District
3401 CSM Drive
San Mateo, CA 94402
(650) 358-6767

Sexual Harassment Policy

1. It is the policy of the San Mateo County Community College District to provide an educational and work environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. The District promotes a zero tolerance for behaviors of both employees and non-employees which constitute sexual harassment in its educational and workplace environment.
2. This policy defines sexual harassment and sets forth a procedure for the investigation and resolution of complaints of sexual harassment by or against any faculty member, staff member, Board member or student within the District. Sexual harassment violates State and Federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation. Retaliation constitutes a violation of this policy.
3. This policy applies to all aspects of the academic and work environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any District activity. In addition, this policy applies to minors as well as adults, and to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, reemployment, transfer, leave of absence, training opportunities, assignment of work hours and projects, and compensation.

4. It is the responsibility of each District employee and student to maintain a level of conduct that is in compliance with District policy. Employees who violate this policy may be subject to disciplinary action up to and including termination. Students who violate this policy may be subject to disciplinary measures up to and including expulsion.
5. For purposes of this policy, sexual harassment is defined as unsolicited, unwelcome sexual advances, requests for sexual favors, and/or other conduct of a sexual nature, characteristically persistent, pervasive and/or sufficiently severe, when one or more of the following conditions exist:
 - submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status, or progress;
 - submission to, or rejection of, the conduct by the individual is used as a basis for employment, academic or professional development decisions affecting the individual;
 - the conduct has the purpose or the effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile or offensive work or educational environment;
 - submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors and awards, programs, or activities available at or through the District;
6. This definition encompasses two categories of sexual harassment:
 - a. "Quid pro quo" sexual harassment which occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

Examples of "quid pro quo" sexual harassment can include, but are not limited to: offering favors; educational or employment benefits, such as transfers or reassignments; favorable performance evaluations; support for transfers or reassignments; job duties, work shifts, reclassifications or changes to salary; favorable room assignments, equipment or materials in exchange for sexual favors.
 - b. "Hostile environment" or "third party" sexual harassment which occurs when unwelcome conduct based on sex is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive work or learning environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile.
7. Sexual harassment can consist of any form or combination of verbal, physical, visual or environment conduct. It need not be explicit or specifically directed at the victim. Sexually harassing conduct can occur between people of the same or different genders. The District standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex. Conduct such as the following may constitute sexual harassment if any of the other elements of sexual harassment, as defined in section 4 above, are present:

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendoes based on sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

Physical: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

Visual or Written: The display or circulation of offensive sexually-oriented visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

Environmental: A work or academic environment that is permeated with sexually-oriented talk, innuendo, insults or abuse not relevant to the work being performed, or the subject matter of the class. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom. An environment may be hostile if unwelcome sexual behavior is directed specifically at an individual or if the individual merely witnesses unlawful harassment in the immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's work or learning.

8. When there are evaluative and/or direct supervisory responsibilities of one individual over another, romantic or sexual relationships between two individuals are inappropriate and strongly discouraged because of the inherent imbalance of power and potential for exploitation in such relationships.

A conflict of interest may exist if the employee must evaluate a student's or other employee's work or make decisions which affect the student or employee. The relationship may: create an appearance of impropriety; lead to charges of favoritism by other students or employees; and negatively impact the productivity and morale of others who observe and must interact with the two parties within the workplace or educational environment. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing.

An employee or student whose consensual relationship interferes with the ability of another employee to perform his/her job (or student to perform in the educational environment) may be subject to disciplinary action. Interference with employee or student performance may be documented by a failure to satisfactorily perform, or by the receipt of a valid complaint by a third party.

9. The District will promptly investigate complaints of sexual harassment and, when there is a finding of sexual harassment, will insure that any harm resulting from that harassment will be promptly redressed by restoring any lost benefit or opportunity.
10. The District forbids any form of sexual harassment within the District's work and/or educational environment. Prompt disciplinary action will be taken against any employee (administrative, supervisory or other employee group) or student who engages in sexual harassment or retaliation against complainants or witnesses.
11. This policy will be disseminated to all employees annually, and shall be provided to each new employee. It will also be posted in a prominent place at each College and in the Chancellor's Office and will become a part of employee handbooks, online communications, and other applicable staff manuals. Copies of this policy will also be made available to students and will be printed, in whole or in part, in student handbooks and/or other student publications as appropriate.

12. Any person who believes that he/she has been subjected to sexual harassment in the District may obtain a copy of the District's Policy and Procedures for Unlawful Discrimination and Sexual Harassment complaints by contacting the Office of Human Resources, or Vice President for Student Services at each College. The District provides both informal and formal complaint resolution procedures; considers as serious matters all complaints of sexual harassment; is committed to full investigation and timely resolution; and takes steps to ensure that persons complaining of sexual harassment will not be subjected to retaliation or reprisals of any kind.
13. Pursuant to Title V of the California Code of Regulations, the designated Officer for employee and student complaints of sexual harassment is the Vice-Chancellor of Human Resources and Employee Relations. Copies of the complaint procedures, including procedures for both informal and formal resolution, can be obtained by contacting the Office of Human Resources or Vice Presidents for Student Services.
14. Students should promptly notify their division/department administrator, counselor, chief executive officer, or Vice-President for Student Services (who refer the complaints to the Vice-Chancellor of Human Resources and Employee Relations), and employees should promptly notify their immediate supervisor, division/department administrator, chief executive officer, or Human Resources immediately to report any conduct which may constitute sexual harassment on the part of other employees, students, or other persons.
15. Once the complaint has been made, the investigation will be conducted by the appropriate Title IX Officer immediately and will be acted upon in accordance with District Rules and Regulations. All matters related to complaints, investigations, findings and corrective actions will be held in strictest confidence.

(Rev.12/11/02)

Guidelines for Dealing with Cheating and Plagiarism Skyline College

Introduction

Although instructors may hope that students will act responsibly and ethically at all times, situations will arise in which it is clear, beyond a reasonable doubt, that a student cheated or plagiarized. The following sections provide guidelines for such situations by providing specific definitions of cheating and plagiarizing, and addressing the related instructor responsibilities, student responsibilities and sanctions.

Definitions

“Cheating” refers to unauthorized help on an assignment, quiz, or examination as follows: (1) a student must not receive from any other student or give to any other student any information, answers, or help during an exam; (2) a student must not use unauthorized sources for answers during an exam, must not take notes or books to the exam when such aids are forbidden, and must not refer to any book or notes while taking the exam unless the instructor indicates it is an “open book” exam; and (3) a student must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected.

“Plagiarism” means submitting work that is someone else’s as one’s own. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else’s, and not one’s own, is plagiarism. If a student copies an author’s words exactly, he or she should treat the passage as a direct quotation and supply the appropriate citation. If someone else’s ideas are used, even if it is paraphrased, appropriate credit should be given. Lastly, a student commits plagiarism when a term paper is purchased and/or submitted which he or she did not write.

(Note: the above two definitions are adapted from *Tools for Teaching*, by Barbara Gross Davis, Jossey-Bass, Inc., 1993, pp. 300).

Instructor Responsibilities

1. At the beginning of every semester, the instructor **shall** [should] ensure that students understand the above-stated definitions of cheating and plagiarism. Instructors should focus on those aspects of these definitions which will probably be most relevant in their particular courses. Issues of plagiarism will clearly be more relevant in classes which require students to write papers. Issues of cheating will probably be most relevant in classes which use multiple-choice and true-false type questions. Instructors are encouraged to make reference to these guidelines in their course syllabi.
2. The instructor should minimize opportunities for cheating and plagiarizing (e.g., see *Tools for Teaching*, pp. 300 – 310, or other appropriate sources for specific examples.)
3. Before applying sanctions, the instructor must be able to establish, beyond a reasonable doubt, that the alleged incident actually occurred. For example, a student may admit to cheating or plagiarism, eyewitnesses may corroborate the instructor’s account, or an original source of ideas may prove that a student’s ideas and/or words are not original. Additionally, instructors **shall** [are encouraged to] document the details of the alleged incident and forward a report to the Division Dean and Vice President, Student Services.
4. Once the instructor is certain that cheating or plagiarism occurred, sanctions should be applied in a timely manner. Further, the instructor **shall** [should] notify the student, in writing, in those cases where the violation is being reported to the Vice President, Student Services.

Student Responsibilities

Students are expected to complete assignments to the best of their ability without resorting to cheating or plagiarizing, as defined above.

Sanctions

Among academic sanctions an instructor may choose to utilize are the following:

1. Warn the student, if the infraction is not intentional or flagrant, that any future violation will be dealt with in a more severe manner.
2. Assign the student an “F” grade (no credit) on that exam or assignment. Students should also be warned that a more serious sanction will be applied should another violation occur in the future.

For sanctions numbers 1 and 2, the instructor shall report the violation to the Vice President, Student Services, whose office maintains such information. The instructor should include the following: 1) name and identification number of the student, 2) the specific nature of the violation, 3) the date of its occurrence, 4) how the violation was determined, 5) the specific sanction imposed by the instructor, and 6) any additional comments that the instructor wishes to include. A copy of the report should be provided to the Division Dean.

Utilizing such reports, the Vice President may determine that College-level discipline is appropriate based on the magnitude and severity of other documented reports related to the same student. The Vice President shall document any college-level sanction (e.g., suspension or expulsion) that is taken. Note that disciplinary actions are not part of the academic record, and disciplinary actions are not recorded on student transcripts. All disciplinary information is maintained only in the Office of the Vice President, Student Services, and is confidential in nature.

Nothing in these guidelines shall be construed to restrict a student’s right to appeal through the appropriate process described in the “Student Grievances and Appeals” section of the *College Catalog*.

**Notice of Student Violation
of Guidelines Addressing Cheating and Dishonesty**

For information only

For possible College discipline

Name of student _____
 First Name Middle Initial Last Name

Student I.D. No. _____

Course Title _____ CRN# _____

Specific nature of violation _____

Date of occurrence _____

How the violation was determined _____

Sanction imposed by instructor _____

Additional instructor comments _____

Instructor Name _____

Signature _____ Date _____

cc: Vice President of Student Services Division Dean

Addressing Disruptive Behavior of Students on Campus Guidelines for Faculty and Staff

What is Disruptive Behavior?

Disruptive and inappropriate behavior are actions that interfere with the instructional, administrative or service functions of the college. Assessing disruptive behavior can be a highly subjective process. For example, some behavior patterns, such as student talking in class, can be experienced as disruptive in some situations and simply irritating and frustrating in others.

Each Skyline faculty or staff member has his or her own level of tolerance and special strategies for handling potentially disruptive situations. It is important to remember that the occurrence of disruptive behavior is rare and should not be confused with a student's right to express differing opinions, a right that is fundamental to a free and open academic community.

It is good practice for you to clearly define behavioral expectations in the syllabus and discuss this with students during the first class meeting. It may also be helpful to attend one of the disruptive behavior workshops which are offered throughout the year.

There may be times when you are uncertain if a particular behavior is disruptive. Rather than not acting, hoping that the situation will go away, or waiting to see if the situation worsens, consult with your Division Dean and Joe Madrigal, Vice President of Student Services. These individuals have considerable experience with students and can help assess the situation and suggest options congruent with your way of working with students. Your colleagues have reported that such coaching has frequently helped achieve a resolution that avoids formal disciplinary action.

Fortunately, disruptive situations are almost always resolved by your use of personal strategies and/or dialogue with the student. When the usual strategies you have employed have been ineffective and you have assessed the behavior as disruptive, the following guidelines may be helpful.

Responding to Types of Disruptive Behavior

There are many kinds of disruptive behavior. Some behaviors are inappropriate; others are prohibited by College policy; and still others are clearly prohibited by the California Penal Code and are punishable by criminal sanctions. For additional information about disruptive behavior, refer to the Student Handbook section of the College Catalog.

Disruptive or Inappropriate Behavior

When the behavior of a student is identified as disruptive or inappropriate, you are expected to take the following steps:

1. Inform the student that the behavior is disruptive, inappropriate and unacceptable.
2. Attempt to elicit the cooperation of the students to resolve the situation.
3. Warn the student that if the behavior continues a likely consequence is disciplinary action by the College.

If such dialogue with the student proves to be ineffective and you feel you have exhausted the methods you normally employ to resolve such situations, College policy allows for the following response:

1. A faculty or staff member may remove a student who is in violation of the guidelines for student conduct for the duration of the class period or activity during which the violation took place and, if necessary, for the day following. If the student refuses to comply with your instructions to leave, call Skyline College Public Safety, (650) 738-4199. If you choose to exercise this option of dismissing the student, you must immediately report this action to Joe Madrigal and your Division Dean.
2. In all cases of disruptive behavior involving removal from class you must provide written documentation of the behavior, the initial warning and any subsequent inappropriate or disruptive behavior. This documentation must be forwarded to Joe Madrigal and your Division Dean.

Joe Madrigal and/or your Division Dean will then work with you to determine the next steps in response to the situation.

It is important to note that a student cannot be prohibited from attending a class for more than two sessions without further formal College disciplinary action. In all cases involving potential College disciplinary action, students must be afforded procedural due process. The essential elements of due process are: notice, the opportunity to be heard, and the right to defend oneself in the context of a hearing.

College Policy Violations and Illegal Behavior

For disruptive behavior which is in violation of the College Code of Conduct and also illegal, please call Skyline College Public Safety (650) 738-4199 and/or dial 9-911 for an immediate response. Examples of these kinds of behaviors include: use of prohibited drugs or alcohol on College property, willful damage to College property, threats, assaults, theft and possession of fire arms.

Addressing Disruptive Behavior on Campus

Skyline College Contacts

Student Services: Joe Madrigal, Vice President, Student Services, (650) 738-4333

Public Safety: Brian Tupper, Chief Public Safety Officer, (650) 738-4455

Main Office (650) 738-4199

Policy on Drug-Free Workplace and Educational Environment

1. It is the policy of the San Mateo County Community College District to maintain a drug-free workplace and educational environment for its employees and students in accordance with the requirements of the Federal Drug-Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendments of 1989. In addition to this policy, the District continues to maintain its employee and student policies pertaining to the possession and use of alcohol and drugs on District property. Employees and students who are under the influence of an intoxicant while on District property are subject to disciplinary action, pursuant to current policies which regulate employee and student conduct.
2. The unlawful manufacture, distribution, dispensation, possession, or use of alcohol or a controlled substance in the workplace or educational facilities and on any District property is strictly prohibited. "Controlled substance," as defined in the Act, does not include distilled spirits, wine, malt beverages or tobacco. This policy does not prohibit the lawful use of alcoholic beverages on District property provided that such use strictly adheres to State or other laws which expressly permit its use under specific circumstances and in specified District facilities.
3. It is the responsibility of each District employee to adhere to the requirements of the drug-free policy and to notify the Office of Personnel Services within five (5) days of any criminal drug statute conviction for violations occurring in the workplace or educational setting.
4. Within ten (10) days after receiving notice from an employee of any criminal drug statute conviction, the Office of Personnel Services will notify all Federal agencies from which Federal grants are received, pursuant to requirement of the Act.
5. Within thirty (30) days of receiving notice of such conviction, the Chancellor-Superintendent or designee shall initiate the appropriate personnel action or require the employee to participate in a drug-abuse assistance or rehabilitation program.
6. District employees found to be in violation of this policy by unlawfully manufacturing, distributing, dispensing, possessing or using alcohol or a controlled substance in the workplace, educational facility or on any District property, or by failing to notify the District of criminal drug statute convictions as required, will be subject to disciplinary measures up to and including dismissal, pursuant to established District and collective-bargained policies and procedures.
7. It is the responsibility of each District student to adhere to the regulations of this drug-free policy. Students found to be in violation of this policy by the unlawful manufacturing, distributing, dispensing, possessing or using alcohol or a controlled substance on District property will be subject to disciplinary measures up to, and including expulsion, pursuant to District policy.
8. Notice of the District Drug-Free Workplace and Educational Environment policy will be included in regular student publications and will be made available to employees annually.
9. In compliance and controlled substances testing for all persons who perform safety-sensitive functions such as driving passenger vehicles or operating a vehicle with a weight that is subject to this policy, as defined by the Omnibus Transportation Employee Testing Act of 1991 (hereinafter referred to as "the Omnibus Act"). This policy applies only to those District employees who are directly identified, by the Director of Personnel Services and appropriate administrator, as holding and performing functions which have been identified as safety-sensitive and who are

considered to be covered by the Federal regulations. These employees include all District employees who hold a commercial driver's license which is necessary to perform job-related duties such as operating a commercial motor vehicle or carrying fifteen (15) or more passengers, including the driver.

10. Employees who are covered by the Omnibus Act will be so notified and receive written information pertaining to it, its testing requirements, and their rights therein.
11. Pursuant to the Omnibus Act, District employees who are affected by this Act are subject to alcohol and controlled substance testing. The presence in the body, possession, use, distribution, dispensing and/or unlawful manufacture or sale of prohibited drugs is not condoned while conducting District business, or while in work areas, or in District vehicles on or off District property. Driving and/ or otherwise performing safety-sensitive work while under the influence of alcohol, a controlled substance, or impaired as the result of, a legally-prescribed medication is considered "prohibited conduct" for the purpose of this Act.
12. Each driver who has engaged in prohibited conducted (found to be operating under the influence of alcohol, or a controlled substance) shall be advised of resources available in evaluating and resolving problems associated with the misuse of alcohol and use of controlled substances, including the names and locations of substance abuse professionals and counseling and treatment programs. Those employees who are found to be impaired as the result of using a prescription drug will not be permitted to perform safety-sensitive job duties and will be directed to their treating physician to regulate use of their medication
13. The referral of a driver to an assistance program or substance abuse professional shall not preclude the imposition of disciplinary action. The employee will be accorded all rights and benefits as specified in the Americans with Disabilities Act, other applicable medical and leave laws as appropriate. Disciplinary procedures which may be imposed on the employee will adhere to District and collectively-bargained policies and procedures.

(Rev. 5/98)

Statement on Professional Ethics
American Association of University Professors, 1987
As adopted by the Governing Councils of SMCCCD Academic Senates

- I. Community college faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect the free inquiry of associates. In the exchange of criticism and ideas faculty members show respect for the opinions of others. Faculty members acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution.
- IV. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although faculty members observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- V. As members of their community, faculty members have the rights and obligations of other citizens. Faculty members measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private citizens, they avoid creating the impression of speaking or acting for their college. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Statement on Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions.

Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.

The District's faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others.

Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

Draft MASTER COPY

CSI Coordinating Committee Report for School Year 2010-2011

History of Basic Skills Initiative at Skyline College

The Basic Skills Initiative at Skyline College began in 2007 from a group of 75 interested faculty and staff participants who were committed to improving students beginning college experiences. This group wanted to assist students to improve their academic achievement by creating a sense of community and connectedness to the college. The group's main objective was to increase college success and retention rates by providing a foundation in which future academic and career goals would be built.

The spring and fall of 2008 were characterized as the CSI planning and organizational stages of the BSI Initiative. In 2009 CSI Coordinators, Faculty and Staff Development Coordinators were selected from the Counseling, English and the Math departments to create the CSI Coordinating Committee. This Committee provides organizational structure and support for on-going communication between Student Services and instructional divisions throughout the college.

Sections B-5 and B-6 of the BSI Report suggests creating and implementing an annual Basic Skills Research Agenda. The CSI Coordinating Committee's agenda is to provide a baseline and trend data that may be used for the development of courses, programs and service planning. The Committee's goal is to enhance the rate of success for basic skill needs, Student Equity and First Year Experience. The CSI Coordinating Committee generated numerous inquiries that led to extensive data collection. The Committee is hopeful that the collected data will encourage a continued dialogue, enhanced program planning and decision making that will lead to an increase in the rate of success for basic skills students.

CSI Coordinating Committee Plan

The theme of this year's endeavor was *Success through Math at Skyline College*. The CSI Coordinating Committee examined what factors affect students' rate of success in math courses. The Committee created a selection of questions to clarify why students' rate of success in math courses is not higher. Committee member Rob Johnstone, Dean of Planning Research and Institutional Effectiveness, was tasked with collecting the Committee's questions and gathering statistical data on students to assist the Committee.

Below are the Committee's questions and sub-set of questions that were used in the statistical analysis:

- 1) Do students take math as they begin at Skyline or right before graduation?
 - 1a) When do graduates start taking math at Skyline?
 - 1b) When do graduates finish taking math at Skyline?
 - 1c) When do first-time freshman start taking math at Skyline?

- 2) What percent of the students take math and English during the same semester?
 - 2a) Same as question 2.

- 2b) Does taking math/English differ by level of math course?
 - 2c) What is the overall success rate of students taking simultaneous Math/English courses vs. only Math in the same term?
 - 2d) Does the success rate vary by level of math course taken?
 - 2e) Success rate in Math 811 by simultaneous English course.
 - 2f) Success rate in Math 110/111-112 by simultaneous English course.
 - 2g) Success rate in Math 120/122-123 by simultaneous English course.
 - 2h) Success rate in English 826-828 by simultaneous math course.
 - 2i) Success rate in English 836-846 by simultaneous math course.
 - 2j) Success rate in English 100-165 by simultaneous math course.
- 3) Does the rate of success of students in Math 120 vary as if they complete Math 112 or Math 110 as prerequisite?
 - 3a) Math 112, success rates in 120 vs. 122.
 - 3b) Math 110, success rates in 120 vs. 122.
 - 4) Is there an impact on students and their success rates if they take COUN 100?
 - 4a) Effect of Counseling 100 on basic skills English courses.
 - 4b) Effect of Counseling 100 on basic skills math courses.
 - 5) What effect do learning skills courses have on basic skills math and basic skills English success rates?
 - 5a) English and math success rates by LSKL 800 participation.
 - 5b) English success rates by LSKL 853 participation
 - 6) What data do we have on existing Learning Communities?
 - 6a) Puente cohort tracking from Engl 836/846, five year average.
 - 6b) Puente cohort tracking from Engl 836/846, cohort rates by year 2005-06 thru 2009-10
 - 6c) Kababayan cohort tracking from Engl 836/846, five year average.
 - 6d) Kababayan cohort tracking from Engl 836/846, cohort rates by year 2005-06 thru 2009-10.
 - 6e) ASTEP cohort tracking from Engl 836/846, five year average.
 - 6f) ASTEP cohort tracking from Eng 1836/846, cohort rates by year 2005 thru 2009-10.
 - 6g) Scholar Athlete LC cohort tracking from Engl 836, five year average.
 - 6h) Scholar Athlete LC cohort tracking from Engl 836/846, cohort rates by year 2005-06 thru 2009-10.
 - 6i) ASTEP cohort tracking from Math 110, five year average.
 - 6j) ASTEP cohort tracking from Math 110, cohort rates by year 2005-06 thru 2009-10.
 - 7) What is the rate of success for all students who participate in all learning communities?
 - 7a) All LC cohort tracking from Engl 836/846, five year average.
 - 7b) All LC cohort tracking from Engl 836/846, cohort rates by year 2005-06 thru 2009-10.

The following questions were asked and discussed by the Committee, but no further action was taken.

- What data do we have on My Math Test?
- What are outside factors preventing students to succeed in their Math Courses?
- Use of the Math Self Placement Test.

Statistical Analysis Summary**Committee Question 1: Do students take math as they begin at Skyline or right before graduation?****Table 1a When do graduates start taking math at Skyline?**

Group	Count	%
Started Math in First Term	148	33%
Started Math in Second / Third Term	103	23%
Started Math in Second Year	31	7%
Started Math in Third Year	19	4%
Started Math in Fourth / Fifth Year	13	3%
Before 2005 or Didn't Take Math @ Skyline	138	31%
Total	452	100%
* This table covers the 452 2009-10 Skyline AA/AS Degree Graduates		
**Five years of course enrollments (Sum05 - Spr10) were used		

Table 1a Summary:

The study was conducted with graduates from 2009-10. The table shows when Skyline students started taking math. The cohorts represented in the study are the students that completed Math 110 and graduated. 33% of the students started math in the first term and 23% in the second or third term. Over half of the graduates took their math in their first year. 14% took math in the second, third or fifth year. The table indicates that 31% of the students did not take math at Skyline. They either took math in high school, at another college, or took math before 2005.

Results:

Most students start taking their math classes when they enroll at Skyline and do not wait until right before graduation.

Table 1b When do graduates finish taking Math at Skyline?

Group	Count	%
Took Last Math course in Last Year	123	27%
Took Last Math Course in 2nd-to-Last Year	73	16%
Took Last Math Course in 3rd-to-Last Year	61	13%

Took Last Math Course in 4th-to-Last Year	31	7%
Took Last Math Course in 5th-to-Last Year	26	6%
Took Last Math Course before 2005 or Didn't Take Math @ Skyline	138	31%
Total	452	100%
* This table covers the 452 2009-10 Skyline AA/AS Degree Graduates		
**Five years of course enrollments (Sum05 - Spr10) were used		

Table 1b Summary:

Table 1b indicates that 27% of graduates finished their last math course in their last year. 42% finished their last math courses between their second and fifth year and 31% did not finish their last math course at Skyline. The cohorts presented in tables 1a and 1b only represent graduates. Additional consideration was given to examine obstacles that other students like freshmen students would be facing. Table 1c below examines freshmen cohorts to determine if their results would be different from graduate students.

Results:

The majority of graduate students completed their math courses before their last year.

Table 1c When do First-Time Freshmen start taking Math @ Skyline?

Group	Count	% Overall	% Of Those Taking Math
Started Math in First Term	594	22%	48%
Started Math in Second / Third Term	315	12%	26%
Started Math in Second Year	186	7%	15%
Started Math in Third Year	96	4%	8%
Started Math in Fourth / Fifth Year	44	2%	4%
Didn't Take Math @ Skyline	1,433	54%	---
Total	2,668	100%	100%

* This table covers the 2,668 non-degreed students taking courses at Skyline for the 1st time in Fall 2006 / Spring 2007

Table 1c Summary:

Table 1c indicates that 74% of freshmen take math in the first few terms (1st, 2nd or 3rd term). Tables 1a and 1c show that graduates are taking math fairly early in their educational pursuit.

Results:

The information described in Table 1c is similar to the information on Table 1a. The long-held perception among faculty was that students are not taking math within the first few terms is contradicted by the data in Tables 1a and 1c. They clearly indicate that 56% of graduates started taking math courses in their first three terms and 74% of freshmen start taking their math courses within the first three terms. This data is consistent with the Noel Levitz Survey.

Committee Question 2: What percent of students take math and English during the same semester?

Table 2a What percent of students take Math/English in same semester?

Status	Count	%
Taking Math & English in Same Semester	8,709	43%
Taking Math & Not English in Same Semester	11,179	55%
Taking 2+ Math in Same Semester	455	2%
Total	20,343	100%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2a Summary:

This table shows that 43% of students take math and English in the same semester. 55% take only one math course and 2% take two math courses in the same semester.

Results:

The majority of students surveyed do not take math in the same semester as they take English courses.

Table 2b Does taking Math/English differ by level of Math Course?

Level of Math Course	Count	Math / Eng in Same Term	No Math/Eng in Same Term	2+ Math in Same Term
Math 811 / Fundamentals	1,225	53%	47%	0%
Math 110-111-112 / Beginning Algebra	6,018	49%	50%	0%
Math 120-122-123 / Intermediate Algebra	5,074	47%	53%	0%
Math 130-150-200s / Transfer-Level Math	7,257	34%	63%	3%

Other Math	769	35%	36%	30%
Total	20,343	43%	55%	2%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2b Summary:

Table 2b shows that over half the students in Math 811 take math and English in the same semester and about third of the students in Math 130 take math and English in the same semester. This table illustrates that the higher the level of math courses students are taking, the lower the percentage of students taking math and English in the same semester.

Results:

A higher number of students in fundamental math are taking both math and English at the same time. Fewer students are taking math and English together as students' progress to higher level math courses.

Table 2c What is the overall success rate of students taking simultaneous Math / English courses vs. only Math in the same term?

Status	Count	Success in Math Course
Taking Math & English in Same Term	8,709	55%
Taking Math & Not English in Same Term	11,179	56%
Taking 2+ Math in Same Term	455	72%
Total	20,343	100%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2c Summary:

Table 2c indicates that 55% of students were successful in math when they took math and English in the same term. 56% of students were successful when taking a math course and no English course in the same term.

Results:

Table 2c indicates there is no significant difference in the rate of success of students taking both math and English in the same term with students taking math and no English in a term. Students who are taking 2+ math courses in the same term may have a higher rate of success because they are taking more advanced math courses.

Table 2d Do the success rates vary by level of math course taken?

Level of Math Course	Count	Success of Math / Eng in Same Term	Success of No Math / Eng in Same Term
Math 811 / Fundamentals	1,225	48%	50%
Math 110-111-112 / Beginning Algebra	6,018	53%	54%
Math 120-122-123 / Intermediate Algebra	5,074	55%	52%
Math 130-150-200s / Transfer-Level Math	7,257	57%	60%
Other Math	769	58%	61%
Total	20,343	55%	56%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2d Summary:

Table 2d indicates the students' rate of success in their math courses when they are taking math and English simultaneously rather than only taking a math course. The table indicates that 48% of students taking Math 811 pass the course successfully if they are taking math and English during the same semester. In comparison, there is a 50% rate of success for Math 811 students who are not taking an English course. Students rate of success in passing Math 130 increases to 57% or higher when the student is taking math and English in the same semester versus a 60% success rate when the student is only taking math and not English.

Results:

Table 2d indicates minimal differences between students taking math and English together verses students who do not take math and English together. However, the same table shows that the rate of success increases for students who take the higher level math courses. The statistical data demonstrates that the higher the level of math course taken by students, the higher the rate of success will be, regardless of whether the student is taking math and English in the same term or only math.

Table 2e Success Rate in Math 811 by Simultaneous English Course

Level of English Course in Same Term	Count	% in Group	Success in Math 811
Taking English 826 in same term	257	21%	37%
Taking English 836/846 in same term	208	17%	51%
Taking English 100/165 in same term	84	7%	65%
No English 826-836-100 in same term	675	55%	51%

Total	1,224	100%	51%
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*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2e Summary:

Of the 257 students taking English 826 and Math 811 simultaneously, 37% were successful in their math course. Of the 84 students taking the higher level English 100/165 and Math 811 simultaneously, 65% were successful in their math course.

Results:

Table 2e shows the level of success in Math 811 increases as the student takes a higher level of English course simultaneously.

Table 2f Success Rate in Math 110/111-112 by Simultaneous English Course

Level of English Course in Same Term	Count	% in Group	Success in Math 110s
Taking English 826 in same term	470	8%	37%
Taking English 836/846 in same term	1,141	19%	54%
Taking English 100/165 in same term	834	14%	62%
No English 826-836-100 in same term	3,564	59%	54%
Total	6,009	100%	54%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2f Summary:

Table 2f demonstrates the pairing of Math 110 with different English courses. Of the 470 students taking English 826 and Math 110/111-112, 37% were successful in their math course. Of the 834 students taking the higher level English 100/165 and Math 110/111-112 simultaneously, 62% were successful in their math course.

Results:

The higher the English level courses taken by students, the higher the success rate in Math 110/111-112 if the students are taking them simultaneously.

Table 2g Success Rate in Math 120/122-123 by Simultaneous English Course

Level of English Course in Same Term	Count	% in Group	Success in Math 120s
Taking English 826 in same term	152	3%	49%
Taking English 836/846 in same term	734	14%	53%
Taking English 100/165 in same term	964	19%	58%
No English 826-836-100 in same term	3,223	64%	52%
Total	5,073	100%	53%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2g Summary:

Table 2g demonstrates the pairing of Math 120 with different English courses. Of the 152 students taking English 826 and Math 120/122-123, 49% were successful in their math course. Of the 964 students taking a higher-level English, English 100/165 and Math 120/122-123 simultaneously, 58% were successful in their math course.

Results:

Students in the higher level English courses have a higher level of success rate in Math 120/122-123 when they take them simultaneously.

Table 2h Success Rate in English 826-828 by Simultaneous Math Course

Level of Math Course in Same Term	Count	% in Group	Success in Engl 826-828
Taking Math 811 in same term	257	14%	49%
Taking Math 110-112-113 in same term	470	26%	61%
Taking Math 120-122-123 in same term	152	8%	68%
Taking Math 200s in same term	34	2%	79%
No Math 811/110/120/200s in same term	929	50%	50%
Total	1,842	100%	55%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2h Summary:

Table 2h shows the rate of success in English 826-828 is 49% when the student is taking the course with Math 811. The success rate increases to 79% for students taking English 826-828 with Math 200.

Results:

Those students enrolled in a higher level math course, have a higher level of success rate in English 826-828 when they take their math course in the same term.

Table 2i Success Rate in English 836-846 by Simultaneous Math Course

Level of Math Course in Same Term	Count	% in Group	Success in Engl 836-846
Taking Math 811 in same term	208	4%	48%
Taking Math 110-112-113 in same term	1,141	24%	56%
Taking Math 120-122-123 in same term	734	16%	62%
Taking Math 200s in same term	285	6%	67%
No Math 811/110/120/200s in same term	2,348	50%	55%
Total	4,716	100%	57%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2i Summary:

Table 2i demonstrates the success rate of students taking English 836-846 simultaneously with different math courses. It shows the rate of success of students enrolled in English 836-846 is 48% when they are taking the course with Math 811. That rate increases to 67% for students taking English 836-846 with Math 200.

Results:

Those students enrolled in a higher level math course have a higher level of success rate in English 836-846 when they take their math course in the same term.

Table 2j Success Rate in English 100-165 by Simultaneous Math Course

Level of Math Course in Same Term	Count	% in Group	Success in Engl 100-165
Taking Math 811 in same term	84	1%	48%
Taking Math 110-112-113 in same term	834	11%	61%
Taking Math 120-122-123 in same term	956	12%	65%
Taking Math 200s in same term	926	12%	69%
No Math 811/110/120/200s in same term	4,948	64%	64%
Total	7,748	100%	64%

*Five years of course enrollments (Sum05 - Spr10) were used

**Success is defined by grades of A, B, C, P, or CR; Non-Success is D, F, I, NC, NP, W

Table 2j Summary:

Table 2j demonstrates the success rate of students taking English 100-165 simultaneously with different Math courses. It shows the rate of success of students passing English 100-165 is 48% when they take Math 811 simultaneously. That rate increases to 69% for students taking English 100-165 with Math 200.

Results:

Those students enrolled in a higher level math course such as Math 200's, have a higher level of success rate in English 100-165 when they take their math course in the same term.

Committee Question 3: What percent of students taking Math 112 will pass Math 120 in the following semester?

Table 3a Math 112 Success Rates in 120 vs. 122

Group	Count	%
Success Rates in Math 120 of Successful Math 112 Students	258	55%
Success Rates in Math 122 of Successful Math 112 Students	113	53%
Total	371	100%

*Five years of course enrollments (Sum05 – Spr10) were used

Table 3a Summary:

Table 3a demonstrates 55% of all students who completed Math 112 and enrolled in Math 120 completed that course successfully and 53% of all students who completed Math 112 and enrolled in Math 122 completed that course successfully (from Summer 2005 to Spring 2010).

Results:

There is not a significant difference in rate of success in faster or slower pace intermediate algebra when a student completes the slower pace elementary algebra course.

Table 3b. Math 110 Success Rates in 120 vs. 122

Group	Count	%
Success Rates in Math 120 of Successful Math 110 Students	848	59%
Success Rates in Math 122 of Successful Math 110 Students	36	56%
Total	884	100%

*Five years of course enrollments (Sum05 – Spr10) were used

Table 3b Summary:

Table 3b demonstrates 59% of all students who completed Math 110 and enrolled in Math 120 completed that course successfully and 56% of all students who completed Math 110 and enrolled in Math 122 completed that course successfully (from Summer 2005 to Spring 2010).

Results:

There is not a significant difference in rate of success in faster or slower pace intermediate algebra when a student completes the faster pace elementary algebra course.

Committee Question 4: Is there an impact on students and their success rates in basic skills English courses if they take COUN 100?

Table 4a Effect of Counseling 100 on Basic Skills English Courses

Group	Count	Success
English 826/828 - No Coun 100	1,564	52%
English 826/828 – Coun 100 Before English	86	57%
English 826/828 – Coun 100 Same Term/After English	192	76%
English 836/846 - No Coun 100	4,050	56%
English 836/846 - Coun 100 Before English	226	52%
English 836/846 - Coun 100 Same Term After English	440	69%
READ Courses - No Coun 100	2,481	57%
READ Courses - Coun 100 Before English	105	62%
READ Courses - Coun 100 Same Term After English	287	73%

Table 4a Summary:

Table 4a shows that when students take Counseling 100 in the same term or after taking English 826/828, 76% of the 192 students surveyed had the highest rate of success in English.

Results:

Students perform better in their English courses when they take it simultaneously with Coun 100 or if they take their English Class in a prior term than Coun 100. Students also have a high rate of success when they take an English course first and then take a READ Course simultaneously with Coun 100. We can conclude that students who take Coun 100 prior to English are not significantly more successful in their English courses. Students taking English 826/828 without taking Coun 100 were the least successful in their English course.

Table 4b Effect of Counseling 100 on Basic Skills Math Courses

Group	Count	Success
Math 811 - No Coun 100	1,014	48%
Math 811 - Coun 100 Before Math	91	47%
Math 811 - Coun 100 Same Term/After Math	120	59%
Math 110/111/112 - No Coun 100	5,238	53%
Math 110/111/112 - Coun 100 Before Math	314	57%
Math 110/111/112 - Coun 100 Same Term/After Math	466	64%
Math 120/122/123 – No Coun 100	4,478	53%
Math 120/122/123 - Coun 100 Before Math	313	57%
Math 120/122/123 - Coun 100 Same Term/After Math	283	59%

Table 4b Summary:

Table 4b shows that when students take Coun 100 in the same term or after taking Math 110/111/112, 64% of the 466 students surveyed had the highest rate of success in math.

Results:

Students perform better in their math courses when they take it simultaneously with Coun 100 or if they take their math course after Coun 100. Students also have a high rate of success when they take a math course first and then take Coun 100.

Committee Question 5: What effect do learning skills courses have on basic skills math and basic skills English success rates?

Table 5a English & Math Success Rates by LSKL 800 Participation

Course	Count, Non-LSKL Students	Success Rate, Non-LSKL Students	Count, LSKL 800 Students	Success Rate, LSKL 800 Students	% Taking LSKL 800 at Each Level
English 826	1,012	57.8%	114	63.2%	10.1%
English 836	2,822	57.1%	326	58.6%	10.4%
English 100	4,838	64.7%	390	71.8%	7.5%
Reading 826	821	61.1%	86	69.8%	9.5%
Reading 836	515	61.9%	62	75.8%	10.7%
Math 811	1,026	52.1%	142	55.6%	12.2%
Math 110s	3,568	59.2%	406	59.6%	10.2%
Math 120s	3,354	56.1%	308	61.0%	8.4%
Math 200s	4,392	62.6%	210	58.6%	4.6%

**Three years of course enrollments (Fall 07 - Spr10) were used

Table 5a Summary:

Table 5a indicates the rate of success of students taking math or English courses simultaneously with LSKL 800. The tables demonstrate that students enrolled in LSKL 800 courses have slightly higher success rate in passing their English courses.

Results:

The comparison of the data is not as significant when taken into account the number of students in LSKL 800 courses with non-LSKL students because the number of students taking LSKL 800 courses is substantially lower than the number of students who have not taken LSKL 800 courses.

Table 5b English Success Rates by LSKL 853 Participation

Course	Count, Non-LSKL Students	Success Rate, Non-LSKL Students	Count, LSKL 853 Students	Success Rate, LSKL 853 Students	% Taking LSKL 853 at Each Level
English 826	1,030	58.2%	96	60.4%	8.5%
English 836	2,971	56.2%	177	74.6%	5.6%
English 100	5,075	64.9%	153	75.2%	2.9%
Reading 826	844	62.1%	63	60.3%	6.9%
Reading 836	546	62.6%	31	77.4%	5.4%

**Three years of course enrollments (Fall 07 - Spr10) were used

Table 5b Summary:

Table 5b indicates the rates of success of students taking English courses simultaneously with LSKL 853 are higher than rates of success for students taking English course without the LSKL 853.

Results:

The comparison of the data is not as significant when taken into account the number of students in LSKL 853 courses with non-LSKL students because the number of students taking LSKL 853 courses is substantially lower than the number of students who have not taken LSKL 853 courses.

Committee Question 6: What data do we have on existing learning communities?**Learning Community English & Math Cohort Tracking & Outcomes****Table 6a Puente Cohort Tracking From Engl 836/846, Five-Year Average**

Year / Group	Total Fall Cohort Count	Engl 836/846 Fall Success %	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
Puente 5-yr Totals / Averages	165	73.9%	77.0%	69.7%	53.4%
Non-Puente Hispanic	495	58.2%	66.1%	43.4%	26.5%

Non-Puente Non-Hispanic	2,039	60.7%	69.2%	46.0%	28.6%
Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.					
Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.					
Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.					
Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.					

Table 6a Summary:

Table 6a demonstrates the five-year total average rate of success for Puente students, Hispanic students not in Puente and non-Hispanic students not in Puente enrolled in English 836/846, English 100 and English 110. Table 6a indicates that 77% Hispanic students who are enrolled in the Puente program have succeeded in passing English 836/846 and 66.1% of Hispanic students who are not enrolled in the Puente Program successfully passed English 836/846. Those students that were not Hispanic and not enrolled in the Puente program had a 69.2% success rate in passing English 836/846. The rate of success of Puente students decreases to 69.7% in passing English 100 and 53.4% in passing English 110 as opposed to the non-Puente Hispanic students who scored a success rate of 43.4% in passing English 100 and only 26.5% passing English 110. The students who are not Hispanic and are not in the Puente program pass English 100 at the rate of 46% and pass English 110 at the rate of 28%.

Results:

The Puente students have a substantially higher rate of success in passing 836/846, English 100 and English 110 than Non-Puente Hispanic and Non-Puente Non-Hispanic students.

Table 6b Puente Cohort Tracking From English 836/846, Cohort Rates by Year, 2005-06 thru 2009-10

Year / Group	Total Fall Cohort Count	Engl 836/846 Course Success %	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
Fall 2009 Puente Group	34	85.3%	85.3%	79.4%	N/A
Fall 2009 Non-Puente Hispanic Group	113	56.6%	58.4%	35.4%	N/A
Fall 2009 Non-Puente Non-Hispanic Group	468	67.1%	69.7%	37.2%	N/A
Fall 2008 Puente Group	35	88.6%	88.6%	91.4%	74.3%
Fall 2008 Non-Puente Hispanic Group	92	52.2%	62.0%	43.5%	17.4%
Fall 2008 Non-Puente Non-Hispanic Group	396	62.6%	71.0%	50.5%	28.5%

Fall 2007 Puente Group	38	68.4%	73.7%	65.8%	50.0%
Fall 2007 Non-Puente Hispanic Group	112	64.3%	73.2%	49.1%	28.6%
Fall 2007 Non-Puente Non-Hispanic Group	431	54.8%	65.2%	44.3%	25.5%
Fall 2006 Non-Puente Hispanic Group	25	60.0%	72.0%	60.0%	56.0%
Fall 2006 Non-Puente Non-Hispanic Group	94	57.4%	69.1%	45.7%	31.9%
Fall 2006 Non-Hispanic Group	400	56.8%	69.0%	49.5%	30.8%
Fall 2005 Puente Group	33	63.6%	63.6%	48.5%	33.3%
Fall 2005 Non-Puente Hispanic Group	84	59.5%	67.9%	44.0%	27.4%
Fall 2005 Non-Puente Non-Hispanic Group	344	61.9%	71.5%	50.9%	29.9%
Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.					
Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.					
Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.					
Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.					

Table 6b Summary:

Table 6b compares the rate of success of Puente students in passing English 836/846, English 100 and English 110. The table compares Hispanic students who are not in the Puente program and students who are not Hispanic and are not in the Puente program. This table breaks down the cohort rates by year starting from 2005-06 through 2009-2010.

Results:

Similarly to table 6b, it is apparent that the rate of success of Puente students in passing English 836/846, English 100 and English 110 is higher than Non-Puente Hispanic and Non-Puente Non-Hispanic students. The most significant difference occurred in 2008; the rate of success of Puente students in passing English 110 was 56.9%. It was higher than the rate of success of Non-Puente Hispanic students and 45.8% higher than the Non-Puente Non-Hispanic students.

Table 6c. Kababayan Cohort Tracking From Engl 836/846, Five-Year Average

Year / Group	Total Fall Cohort Count	Engl 836/846 Fall Success %	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
Kababayan 5-yr Totals / Averages	163	73.0%	79.2%	51.5%	28.7%
Non-Kababayan Filipino	550	53.6%	63.6%	39.3%	22.5%
Non-Kababayan Non-Filipino	1,986	62.2%	69.7%	48.7%	31.9%
Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.					
Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.					
Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.					
Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.					

Table 6C Summary:

Table 6c compares the five year average rate of success of Kababayan students who took English 836/846, English100 and English 110 with Non-Kababayan Filipino and Non-Kababayan Non-Filipino students.

Results:

Filipino students who are enrolled in Kababayan program have a higher rate of success than Non-Kababayan Filipino and Non-Kababayan Non-Filipino students in passing English 836/846 and English 100 and English 110. The Non-Kababayan Non-Filipino students had a lower rate of success than the Filipino students enrolled in the Kababayan Program in passing English 110.

Table 6d Kababayan Cohort Tracking From English 836/846, Cohort Rates by Year, 2005-06 thru 2009-10

Year / Group	Total Fall Cohort Count	Engl 836/846 Course Success %	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
Fall 2009 Kababayan Group	34	76.5%	76.5%	29.4%	N/A
Fall 2009 Non-Kababayan Filipino Group	110	61.8%	61.8%	28.2%	N/A
Fall 2009 Non-Kababayan Non-Filipino Group	471	66.5%	69.4%	42.5%	N/A
Fall 2008 Kababayan Group	36	75.0%	80.6%	55.6%	27.8%

Fall 2008 Non-Kababayan Filipino Group	108	57.4%	69.4%	45.4%	25.0%
Fall 2008 Non-Kababayan Non-Filipino Group	379	62.8%	69.9%	53.6%	31.1%
Fall 2007 Kababayan Group	36	72.2%	77.8%	52.8%	25.0%
Fall 2007 Non-Kababayan Filipino Group	133	45.9%	58.6%	37.6%	17.3%
Fall 2007 Non-Kababayan Non-Filipino Group	412	60.0%	69.2%	49.0%	31.3%
Fall 2006 Non-Kababayan Filipino Group	26	69.2%	84.6%	57.7%	34.6%
Fall 2006 Non-Kababayan Non-Filipino Group	98	45.9%	61.2%	42.9%	25.5%
Fall 2006 Non-Filipino Group	395	59.0%	70.1%	50.4%	33.7%
Fall 2005 Kababayan Group	31	71.0%	77.4%	64.5%	29.0%
Fall 2005 Non-Kababayan Filipino Group	101	58.4%	68.3%	43.6%	23.8%
Fall 2005 Non-Kababayan Non-Filipino Group	329	61.7%	70.2%	49.8%	31.6%
Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.					
Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.					
Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.					
Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.					

Table 6d Summary:

Table 6d compares the rate of success of Kababayan students who took English 836/846, English 100 and English 110 with Non-Kababayan Filipino and Non-Kababayan Non-Filipino students. This table breaks down the cohort rates by year starting 2005-06 through 2009-2010.

Results:

The data represented in table 6d for the academic years from 2005 to 2009 demonstrates a minimal variation from the data represented in table 6c comparing the five year average of Kababayan students who took English 836/846, English 100 and English 110 with Non-Kababayan Filipino and Non-Kababayan Non-Filipino students. In 2006, Kababayan students had a higher rate of success in passing all three English courses than both of the other two groups of Non-Kababayan Filipino and Non-Kababayan Non-Filipino students.

Table 6e ASTEP Cohort Tracking From Engl 836/846, Five-Year Average

Year / Group	Total Fall Cohort Count	Engl 836/846 Fall Success %	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
ASTEP 5-yr Totals / Averages	150	56.7%	65.4%	39.3%	17.1%
Non-ASTEP African American	101	58.4%	63.3%	39.6%	25.3%
Non-ASTEP Non-African American	2,448	61.4%	69.5%	47.8%	30.7%
Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.					
Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.					
Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.					
Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.					

Table 6e Summary:

Table 6e compares the five-year average rate of success of ASTEP students who took English 836/846, English 100 and English 110 with Non-ASTEP African Americans and Non-ASTEP Non-African American students who took the same courses. The rate of success in English 836/846 was in 60% range for all three cohorts while the rate of success in passing English 110 for ASTEP students was 17.1%, for Non-ASTEP African American students was 25.3% and for No-ASTEP Non-African American was 30.7%

Results:

The table indicates that the average rate of success of ASTEP students, Non-ASTEP African American students and Non-ASTEP Non-African American students in passing English 836/846 does not vary significantly while the rate of success of ASTEP students is considerably lower than Non-ASTEP Non-African American students in passing English 110.

Table 6f ASTEP Cohort Tracking From English 836/846, Cohort Rates by Year, 2005-06 thru 2009-10

Year / Group	Total Fall Cohort Count	Engl 836/846 Course Success %	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
Fall 2009 ASTEP Group	33	54.5%	57.6%	30.3%	N/A
Fall 2009 Non-ASTEP African American Group	18	44.4%	44.4%	27.8%	N/A
Fall 2009 Non-ASTEP Non-African American Group	564	67.6%	69.9%	40.1%	N/A

Fall 2008 ASTEP Group	32	46.9%	56.3%	40.6%	12.5%
Fall 2008 Non-ASTEP African American Group	23	52.2%	65.2%	39.1%	17.4%
Fall 2008 Non-ASTEP Non-African American Group	468	64.1%	71.8%	53.4%	31.4%
Fall 2007 ASTEP Group	32	75.0%	81.3%	50.0%	12.5%
Fall 2007 Non-ASTEP African American Group	19	73.7%	78.9%	42.1%	31.6%
Fall 2007 Non-ASTEP Non-African American Group	530	55.8%	66.0%	46.6%	28.5%
Fall 2006 Non-ASTEP African American Group	26	65.4%	76.9%	46.2%	23.1%
Fall 2006 Non-ASTEP Non-African American Group	21	57.1%	61.9%	42.9%	28.6%
Fall 2006 Non-African American Group	472	56.6%	69.1%	49.8%	32.8%
Fall 2005 ASTEP Group	27	40.7%	55.6%	29.6%	22.2%
Fall 2005 Non-ASTEP African American Group	20	65.0%	65.0%	45.0%	25.0%
Fall 2005 Non-ASTEP Non-African American Group	414	62.8%	71.5%	51.0%	30.4%
Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.					
Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.					
Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.					
Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.					

Table 6f Summary:

Table 6f also compares the rate of success of African American students who are enrolled in ASTEP Program who took English 836/846, English 100 and English 110 with African American students who are not enrolled in ASTEP Program and Non-ASTEP Non-African American students. This table breaks down the cohort rates by years starting 2005-06 through 2009-2010. In 2008, African American students who were enrolled in the ASTEP program were less successful passing English 836/846 and English 110 than both African American students who were not in ASTEP program and Non-ASTEP Non-African American students. In 2007 ASTEP African American students were more successful in passing English 836/846 than both the Non-ASTEP African American and Non-ASTEP Non-African American students.

Results:

The ASTEP African American students were less successful in passing English 110 than Non-ASTEP African American and Non-ASTEP Non-African American students through out the five years.

Table 6g. Scholar Athlete LC Cohort Tracking From Engl 836/846, Five-Year Average

Year / Group	Total Fall Cohort Count	Engl 836/846 Fall Success %	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
Scholar Athlete LC 5-yr Totals / Averages	323	65.9%	74.6%	53.3%	36.6%
Non-Scholar Athlete LC	2,376	60.4%	68.3%	46.1%	28.8%

Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.

Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.

Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.

Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.

Table 6g Summary:

Tables 6g compares the five-year average of Scholar Athlete Learning Community with the Non-Scholar Athlete Learning Community students who took English 836/846, English 100 and English 110. The Scholar Athlete students performed 7 percentage points better in passing English 836/846 than Non-Scholar Athletes and also 7 percentage points better when they took English 100 and 110 in the following semesters.

Results:

The Scholar athlete students were the largest representative sample size of all the Learning Communities and their rate of success in passing all three English courses remained higher consistently with the same percentage.

Table 6h. Scholar Athlete LC Cohort Tracking From English 836/846, Cohort Rates by Year, 2005-06 thru 2009-10

Year / Group	Total Fall Cohort Count	Engl 836/846 Course Success %	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
Fall 2009 Scholar Athlete LC Group	69	72.5%	75.4%	60.9%	N/A
Fall 2009 Non-Scholar Athlete LC	546	65.4%	67.6%	36.4%	N/A

Fall 2008 Scholar Athlete LC Group	71	62.0%	76.1%	56.3%	43.7%
Fall 2008 Non-Scholar Athlete LC	452	62.6%	69.7%	51.3%	27.4%
Fall 2007 Scholar Athlete LC Group	92	71.7%	77.2%	51.1%	32.6%
Fall 2007 Non-Scholar Athlete LC	489	54.8%	65.4%	45.8%	26.8%
Fall 2006 Non-Scholar Athlete LC	29	37.9%	51.7%	27.6%	20.7%
Fall 2006 Non-Scholar Athlete LC	490	58.2%	70.2%	50.6%	32.9%
Fall 2005 Scholar Athlete LC Group	62	67.7%	79.0%	56.5%	41.9%
Fall 2005 Non-Scholar Athlete LC	399	60.7%	68.9%	48.4%	27.8%
Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.					
Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.					
Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.					
Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.					

Table 6h Summary:

Table 6h compares the five year average of Scholar Athlete Learning Community with the Non-Scholar Athlete Learning Community students who took English 836/846 English 100 and English 110. This table breaks down the cohort rates by year starting 2005-06 through 2009-2010. The Fall 2009 Scholar Athlete Learning Community had a 7% point increase in success rate in English 836/846 than the Non-Scholar athlete Learning Community and 24% increase in passing English 100.

Results:

In 2009 and 2005 the Scholar Athlete students has their best performance results as oppose to 2006 they scored lower than No-Scholar Athlete students in succeeding all three English courses.

Table 6i. ASTEP Cohort Tracking From Math 110, Five-Year Average

Year / Group	Total Fall Cohort Count	Math 110 Fall Success %	Math 110 Any Success %	Math 120 Success %	Transfer Math Success %
ASTEP 5-yr Totals / Averages	135	70.4%	73.3%	45.2%	34.1%
Non-ASTEP African American	68	44.1%	41.2%	10.3%	1.9%

Non-ASTEP Non-African American	1,887	57.9%	58.0%	25.8%	11.0%
Note: "Math 110 Fall Success" gives the % of students succeeding with a grade of C or better in Math 110 in the term.					
Note: "Math 110 Any Success" gives the % of students who succeed in Math 110 in Fall or any future term.					
Note: "Math 120 Success" gives the % of students who succeed in Math 120 in any future term.					
Note: "Transfer Math Success" gives the % of students succeeding in any transfer-level math course in any subsequent term.					

Table 6i Summary:

Table 6i compares the five-year average rate of success of ASTEP students who took Math110, Math 120 and transfer math with Non-ASTEP African Americans and Non-ASTEP Non-African American students. The chart demonstrates that 73% of ASTEP African Americans who took Math 110 passed the course successfully. 45% of the ASTEP African American students passed Math 120 and 34% of these students were successful in passing a transfer level Math course. 41% of Non-ASTEP African Americans passed Math 110 and only 10% of these students passed Math 120 from whom only 2% were successful in passing a transfer level math course.

Results:

African American ASTEP students taking Math 110 and Math 120 were significantly more successful in their courses than Non-ASTEP African American students and Non-ASTEP Non-African American students. Clearly ASTEP program succeeds in helping students do well in their math courses.

Table 6j. ASTEP Cohort Tracking From Math 110, Cohort Rates by Year, 2005-06 thru 2009-10

Year / Group	Total Fall Cohort Count	Math 110 Fall Success %	Math 110 Any Success %	Math 120 Success %	Transfer Math Success %
Fall 2009 ASTEP Group	50	68.0%	68.0%	38.0%	N/A
Fall 2009 Non-ASTEP African American Group	16	43.8%	31.3%	0.0%	N/A
Fall 2009 Non-ASTEP Non-African American Group	503	64.0%	55.5%	19.5%	N/A
Fall 2008 ASTEP Group	38	73.7%	76.3%	47.4%	26.3%
Fall 2008 Non-ASTEP African American Group	15	33.3%	26.7%	20.0%	6.7%

Fall 2008 Non-ASTEP Non-African American Group	465	59.8%	59.6%	26.2%	6.2%
Fall 2007 ASTEP Group	36	69.4%	75.0%	52.8%	41.7%
Fall 2007 Non-ASTEP African American Group	19	63.2%	63.2%	21.1%	0.0%
Fall 2007 Non-ASTEP Non-African American Group	465	55.3%	61.1%	29.5%	12.3%
Fall 2006 Non-ASTEP African American Group	11	72.7%	81.8%	45.5%	36.4%
Fall 2006 Non-ASTEP Non-African American Group	18	33.3%	38.9%	0.0%	0.0%
Fall 2006 Non-African American Group	454	52.0%	55.9%	28.4%	14.5%
Note: "Math 110 Fall Success" gives the % of students succeeding with a grade of C or better in Math 110 in the term.					
Note: "Math 110 Any Success" gives the % of students who succeed in Math 110 in Fall or any future term.					
Note: "Math 120 Success" gives the % of students who succeed in Math 120 in any future term.					
Note: "Transfer Math Success" gives the % of students succeeding in any transfer-level math course in any subsequent term.					

Table 6j Summary:

Table 6j shows the four years average of ASTEP students who took Math 110, Math 120 and transfer math with Non-ASTEP African Americans and Non-ASTEP Non-African American students. Table 6j breaks down the cohort rates by year starting 2005-06 through 2009-2010. ASTEP students were 20% to 50% more successful in passing Math 110, than Non-ASTEP African American students through out the four years period where the largest difference occurred in 2008. The same success rate continued in Math 120 and for a transfer level math course. ASTEP students also performed better than Non-ASTEP Non-African American students but with slightly lower percentage rate.

Results:

The Non-ASTEP African American students from 2006 to 2010 who took Math 110, Math 120 or a transfer level math course showed significant lower rates of success than ASTEP students taking the same courses.

Committee Question 7: What is the rate of success for all students who participate in all learning communities?

Table 7a. All LC Cohort Tracking From Engl 836/846, Five-Year Average

Year / Group	Total Fall Cohort Count	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
All LC 5-yr Totals / Averages	801	74.3%	53.7%	34.9%
Non-All LC Control 1 - Non-LC Underrepresented	919	63.6%	40.7%	23.8%
Non-All LC Control 2 - Non-LC Non Underrepresented	979	70.0%	47.4%	31.2%
Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.				
Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.				
Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.				
Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.				

Table 7a Summary:

Table 7a demonstrates the 5-year average of rate of success of all students in all learning communities who took English 836/846, English 100 and English 110. Table 7a demonstrates that 74% of all learning communities' students who are enrolled in English 836/846 successfully pass those courses. Of those students 54% succeeded in English 100 and 35% of those students passed English 110 successfully. 64% of those students who were not in a learning community but were underrepresented passed English 836/846, of those 41% succeeded in English 100 and of those students only 24% passed English 110. In comparison, 70% of students who were not in learning communities and were not underrepresented passed English 836/846, of those students 47% were successful in passing English 100 and of those students 31% passed English 110.

Results:

The underrepresented students in learning communities performed better than underrepresented students who were not in learning communities by over 10% and performed better than students who were not in learning communities and were not underrepresented in about 4% in passing English 836/846, English 100 and English 110 consequently.

Table 7b All LC Cohort Tracking From English 836/846, Cohort Rates by Year, 2005-06 thru 2009-10

Year / Group	Total Fall Cohort Count	Engl 836/846 Any Success %	Engl 100 Any Success %	Engl 110 Success %
Fall 2009 All LC Group	170	74.1%	52.4%	N/A
Fall 2009 Non-All LC Underrepresented Group	200	58.0%	29.5%	N/A
Fall 2009 Non-All LC Non-Underrepresented Group	245	73.1%	38.0%	N/A
Fall 2008 All LC Group	174	75.9%	60.3%	40.8%
Fall 2008 Non-All LC Underrepresented Group	179	64.8%	43.6%	19.6%
Fall 2008 Non-All LC Non-Underrepresented Group	170	71.2%	52.4%	28.8%
Fall 2007 All LC Group	198	77.3%	54.0%	31.3%
Fall 2007 Non-All LC Underrepresented Group	197	64.5%	43.1%	22.3%
Fall 2007 Non-All LC Non-Underrepresented Group	186	59.7%	42.5%	29.6%
Fall 2006 Non-All LC Underrepresented Group	106	70.8%	47.2%	33.0%
Fall 2006 Non-All LC Non-Underrepresented Group	190	65.3%	45.3%	28.9%
Fall 2006 Non-Underrepresented Group	223	71.7%	53.8%	34.5%
Fall 2005 All LC Group	153	71.2%	51.6%	34.0%
Fall 2005 Non-All LC Underrepresented Group	153	66.0%	43.1%	24.2%
Fall 2005 Non-All LC Non-Underrepresented Group	155	73.5%	53.5%	31.0%

Note: "Engl 836/846 Fall Success" gives the % of students succeeding with a grade of C or better in ENGL 836/846 in the term.

Note: "Engl 836/846 Any Success" gives the % of students who succeed in Engl 836/846 in Fall or any future term.

Note: "Engl 100 Success" gives the % of students who succeed in Engl 100 in any future term.

Note: "Engl 110 Success" gives the % of students succeeding in English 110 in any subsequent term.

Table 7b Summary:

Table 7b demonstrates the 5-year average of rate of success of all students in all learning communities who took English 836/846, English 100 and English 110. This table breaks down the cohort rates by year starting from 2005-06 through 2009-2010. Underrepresented students who were in learning communities had a higher rate of success in passing English 836/846, English 100 and English 110 than underrepresented students who were not enrolled in learning communities consistently from 2005 to 2009. Underrepresented students who were in learning communities had a lower rate of success in passing their English courses only in 2005 and 2006 than non-underrepresented students who were not in learning communities but higher rate of success there after.

Results:

The rate of success of underrepresented students who were in learning communities in passing their English courses were higher than underrepresented students who were not in learning communities through out 2005 to 2009. Their success rate increased when compared with the students who were not underrepresented and were not in learning communities through 2005 to 2009.

Results on all Learning Communities:

The least successful group was non-learning communities' underrepresented group. The successful programs in English rank from Puente to Kababayan to Scholar Athletes to ASTEP. The learning communities that were linked with counseling and aggressive recruitment performed better than the Learning Communities that did not benefit from these services.

Recommendations

After a review of the data presented in the CSI Report for the 2010-11 academic year, the most significant factor to students' overall success in basic skills was their participation in Learning Communities. The focus of the recommendations includes three distinct categories that are identified as follows: increase communication across Learning Communities, implement marketing strategies for Learning Communities, and expand Learning Communities to address existing student needs.

The existing Learning Communities with largest number of participants at Skyline College that include Puente, Kababayan, ASTEP and Scholar Athletes are all housed in various divisions on campus. These Learning Communities assist basic skills students with collaborative learning both inside and outside the classroom and share common characteristics such as hard linked classes, counseling, tutoring, recruitment and coordination. Currently, the representative Learning Communities function independently of one another. Establishing a committee composed of representative faculty and staff from each of the Learning Communities would provide a platform for enhancing communication, collaboration, problem solving and the sharing of best practices to further increase student success rates.

The data collected regarding various learning Communities at Skyline College overwhelmingly supports that our students' rate of success improves significantly with their participation in Learning Communities. By marketing the various Learning Communities, we can increase student and faculty awareness to those that may not have direct exposure or knowledge of the programs currently on campus. Presently, students must have prior knowledge and specifically search for Learning

Communities on Skyline's website. We could increase student exposure to these programs if they were provided in multiple locations and dedicated areas on our website.

Once a semester common campus activities shared by all students from all learning communities can help to show case the learning communities to all students and reinforce the sense of community for the students who are in learning communities.

To continue to increase awareness of Learning Communities to the faculty, a flex day activity could be coordinated to showcase the different Learning Communities best practices. This would be an opportunity to distribute data regarding Basic skills students' success rates in the numerous Learning Community programs.

Support all existing learning communities including the ones that have not been part of this particular study and data for recruitment and to include the best practices in their programs.

Increase recruitment at high school level.

Encourage students who successfully complete a learning community to participate in a mentoring program for in-coming students.

This coming Fall 2011 an expansion of the First Year Experience Program called FYE-LEAP, Latinos Excellence in Academic Programs will be piloted for Math 811 students. This is the first learning community that addresses the students' needs in the most basic fundamental math courses. Future development of new Learning Communities will emerge in direct response to the specific needs of our students.