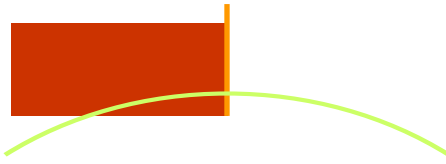
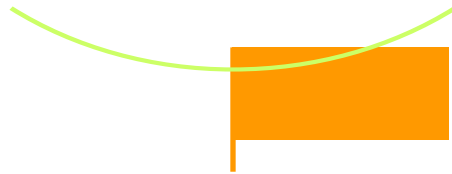


Skyline College



College Almanac



Fingertip Facts and Figures



Prepared by:

Office of Planning, Research and Institutional Effectiveness


Fall 2007

Table of Contents



Section I - Overview

College Overview	4
College Vision, Mission, Values, Goals and Strategies.....	7



Section II Enrollment and Student Characteristics

College Enrollment Report.....	10
Gender	
Ethnicity	
Age	
Enrollment Status	
Part Time/Full Time Status	
Course-taking Pattern (Day/Evening)	
Ed Goal	
Enrollment by City of Residence.....	13

Section III - Productivity and Efficiency

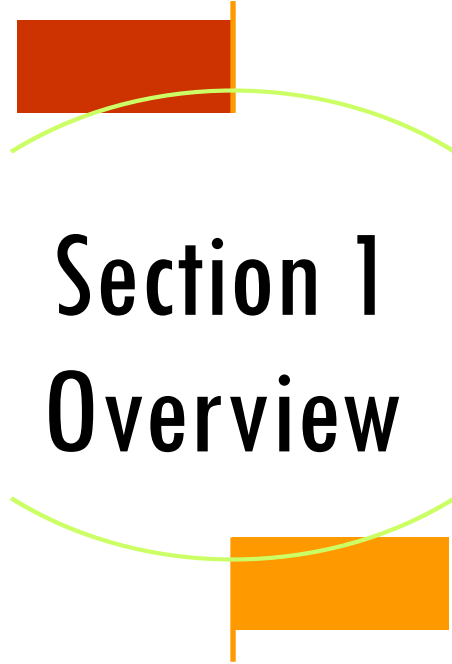
College Productivity by Year and by Term.....	16
Duplicated Headcounts	
FTEF	
FTES	
WSCH	
Load	
Section Counts	
College-wide Fill Rates.....	17
Annual Productivity by Division.....	18

Section IV - Student Outcomes

All Course Success and Retention Rates.....	20
Basic Skills Success and Retention Rates.....	26
Transfer Update.....	29
Awards Conferred.....	36
Fall to Spring Persistence.....	40

Section V - Perception and Satisfaction

Student Campus Climate Survey Spring 2006.....	46
Employee Voice Survey Fall 2006.....	48
Media Preferences Survey Fall 2006.....	49
Marketing and Outreach Communications Survey Fall 2007.....	52



Section 1 Overview

Skyline College Overview

Located on the San Francisco Peninsula, in San Bruno, Skyline College is a public degree and certificate granting institution. The College primarily serves northern San Mateo County and residents drawn from the southern portion of San Francisco whose boundary is five miles north of the College. The campus consists of 111-acres bounded by residential developments and the Golden Gate National Recreation Area. Brisbane, Colma, Daly City, Milbrae, Pacifica, and South San Francisco are the closest communities to Skyline College. The City of San Bruno is adjacent to San Francisco International Airport.

Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD). The district is governed by a five-member District Board of Trustees that operates independently from County government and whose membership is elected at large by County voters every four years. The district enrolls more than 45,000 students each year and Skyline College's share of this enrollment is nearly one-third while the College of San Mateo and Cañada College, constitute 44 and 24 percent of the district's total enrollment, respectively. Skyline College has seen a 6% decrease in total duplicated headcount and 14% in unduplicated headcount between 2001/02 and 2005/06. However, there has been a slight increase in FTES and WSCH (less than .5% each) between 2001/02 and 2005/06, indicating that there are fewer students but they are taking more classes.

Reflecting the Bay Area's increasing racial and ethnic diversity, Skyline College enrolled a student body that is 23 percent White, 27 percent Asian, 19 percent Hispanic, 18 percent Filipino, and 3 percent African American in fall 2006. Projections developed for the Education Master Plan in spring 2006 showed that the College will experience even more diversity in its service area in coming years. Overall headcount enrollment at Skyline College has decreased over the past two years while the number of student contact hours has increased.

San Mateo County is situated between San Francisco County to the north, Santa Cruz to the south, and Santa Clara to the east. The northern portion of Santa Clara county and east side of the San Francisco Peninsula are often referred to as the Silicon Valley, home to many of the world's high technology companies including Adobe Systems, Apple Computer, Cisco Systems, DreamWorks Animation, Google, eBay, Sun Microsystems, and Yahoo! The boundaries of Silicon Valley are not easily fixed; it is more a regional state of mind than a geographical location. The result is that intellectual capital in the Peninsula

is considerable, lending itself to new products and innovations including the Bay Area's emerging biotechnology industry.

Taken as a whole, San Mateo County is remarkably affluent and well-educated. Median family incomes (\$88,763) outstrip both California (\$58,327) and the nation as whole (\$53,692). Forty-three percent of adults already possess a bachelor's degree. The escalating housing market in the county produced a median house price of \$678,433 in 2004. These statistics, however, belie a more complete picture of the challenges facing both the county and the College. There are pockets within San Mateo County where median family incomes are less than \$20,000 annually and where fewer than 5 percent of adults have earned bachelor's degree. Nearly 6 percent of the county's population lives under the poverty line, with no discretionary income, including 5 percent of those 65 and older. The continuing divide between "haves" and "have-nots" spells opportunity for Skyline College. According to the enrollment analysis completed in the Education Master Plan 2006 report the largest market shares for Skyline College will continue to draw from the San Mateo County area and in the age categories 15-19, 20-24 and 25-29.

Age Group	San Mateo Males	San Mateo Females	San Francisco Males	San Francisco Females	Other County Males	Other County Females
15-19	7.2%	8.0%	3.9%	3.5%	0.2%	0.3%
20-24	11.4%	14.9%	6.0%	5.1%	0.5%	0.8%
25-29	3.6%	5.9%	1.5%	1.8%	0.3%	0.4%
30-34	1.6%	3.2%	0.6%	0.6%	0.2%	0.2%
35-39	1.1%	2.2%	3.0%	0.3%	0.2%	0.2%
40-44	0.7%	2.0%	0.2%	0.3%	0.2%	0.1%
45-49	0.7%	1.7%	0.2%	0.2%	0.1%	0.1%
50-54	0.6%	1.4%	0.2%	0.2%	0.1%	0.1%
55-59	0.6%	1.1%	0.2%	0.1%	0.1%	0.1%
60-64	4.0%	0.6%	0.1%	0.1%	0.1%	0.1%
65+	0.8%	0.9%	0.1%	0.2%	0.0%	0.0%

Source: Skyline College Education Master Plan 2006

Skyline College offers more than 80 associate degree and certificate programs. Nearly 900 course sections were offered in fall 2005 almost all of which were convened at the main campus at 3300 College Drive in San Bruno. In fall 2006, 14 course sections were planned at seven off-campus locations including the South San Francisco Center on Chestnut Avenue and two feeder high schools. The College has been accredited by the Western Association of Schools and Colleges (WASC-ACCJC) Accrediting Commission for Community and Junior Colleges since 1971. Skyline College

also holds specialized accreditation for its programs in cosmetology, emergency medical technician, respiratory therapy, and surgical technology. The College does not operate not-for-credit programs.

Skyline College is engaged in essential thinking about its future and its contributions to its service area, the State of California, the nation, and an increasingly global world. Impetus for planning is found in two recent bond elections passed by the voters of San Mateo County. In November 2001, the voters of San Mateo County passed Measure C, authorizing SMCCCD to issue \$207 million in general obligation bonds to fund facilities capital improvements. An additional \$100 million in other funding was secured from various sources, including redevelopment funds, State Chancellor's Office program funds, grants, donations, fees, and other miscellaneous funding sources, resulting in a construction program valued at \$307 million. Subsequently, in November 2005, Measure A was passed, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements. These resources provide Skyline College with an opportunity to engage its future in new ways.

In December 2005 the College issued a request for proposals for the development of an Education Master Plan. This plan was to assess Skyline College's environment and to make recommendations on instructional programs and support services that will meet the changing demands of the community. The College desired to have this information on hand as a forerunner to the development of a Facilities Master Plan to guide its share of capital construction under Measure A. The Education Plan was developed in the spring 2006 and is being used to inform facilities and other college-wide planning decisions and goals.

Skyline College Strategic Directions

Vision, Mission, Values, Goals and Strategies

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.

Skyline College Strategic Directions

Goals and Strategies

GOAL 1: Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.

Strategy 1.1. INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

Strategy 1.2. STUDENT ACCESS & SUCCESS: Student access and success through availability, quality and assessment of support services and student learning outcomes.

Strategy 1.3. OUTREACH & RESPONSIVENESS TO COMMUNITY NEEDS: Broad outreach efforts that build partnerships and respond to educational community needs.

GOAL 2: Enhance institutional effectiveness in the planning and decision-making processes through cooperative leadership, effective communication, and shared governance.

Strategy 2.1. INTEGRATED PLANNING & INSTITUTIONAL PERFORMANCE MEASUREMENT: An integrated planning system that responds to all stakeholders and tracks and measures college-wide performance indicators.

Strategy 2.2 EFFECTIVE COMMUNICATION: Widespread, continuous and reliable communication that informs decision-making processes and ensures institutional effectiveness.

Strategy 2.3 SAFE & SECURE CAMPUS: A safe and secure environment that includes staff trained in emergency procedures.

GOAL 3: Fulfill the college's role as a leading academic and cultural center for the community through partnerships with business, the community, and non-profit organizations.

Strategy 3.1 CULTURAL CENTER FOR THE COMMUNITY: A position and presence in the community as a major cultural center.

Strategy 3.2 MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES: Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

GOAL 4: Provide adequate human, physical, technological and financial resources to successfully implement educational programs and student services in order to improve student learning outcomes.

Strategy 4.1 INTEGRATED & EVIDENCE-BASED RESOURCE PLANNING SYSTEM: A comprehensive, integrated and evidence-based resource planning system that responds to all stakeholders and is tied to budget, program and services decisions.

Strategy 4.2 UPDATED FACILITIES: Updated facilities that include timely replacement of equipment.

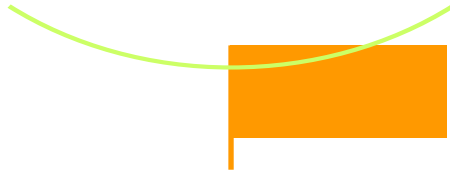
GOAL 5: Offer faculty and staff opportunities for professional growth and advancement.

Strategy 5.1 COMPREHENSIVE STAFF DEVELOPMENT PROGRAM: Unified and coordinated staff development programs that are dynamic, comprehensive and rich.



Section II

Enrollment and Student Characteristics



Skyline College Enrollment Report - Fall 2002 to 2006

Summary: The enrollment has been steadily rising since Fall 2004. The college continues to see a greater number of female students than male students, as well as part-time students than full-time students. The student population is ethnically diverse with approximately one quarter of the students being Asian and 18%-19% Filipino or Hispanic. Nearly half of the students are 18 to 22 years old and nearly a quarter are between 23 to 28. On average, 38% are evening and 38% are day. The percentage of students who take both day and evening classes ranged between 22% to 28%. Most students select transfer as their educational goal.

Enrollment by Gender

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Change FA05-FA06	5 Year Row Total & Average
Female	5,572	55%	4,718	54%	4,497	54%	4,490	53%	4,473	53%	-0%	23,750 54%
Male	4,419	44%	4,021	46%	3,800	45%	3,807	45%	3,797	45%	-0%	19,844 45%
Unreported	70	1%	66	1%	62	1%	123	1%	167	2%	36%	488 1%
Column Total	10,061	100%	8,805	100%	8,359	100%	8,420	100%	8,437	100%	0%	44,082 100%

Enrollment by Ethnicity

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Change FA05-FA06	5 Year Row Total & Average
African American	344	3%	331	4%	289	3%	307	4%	280	3%	-9%	1,551 4%
Asian	2,538	25%	2,319	26%	2,263	27%	2,233	27%	2,250	27%	1%	11,603 26%
Filipino	1,719	17%	1,590	18%	1,603	19%	1,561	19%	1,543	18%	-1%	8,016 18%
Hispanic	2,078	21%	1,704	19%	1,590	19%	1,638	19%	1,632	19%	-0%	8,642 20%
Native American	49	0%	40	0%	32	0%	37	0%	44	1%	19%	202 0%
Other	241	2%	239	3%	231	3%	239	3%	217	3%	-9%	1,167 3%
White	2,795	28%	2,301	26%	2,099	25%	1,995	24%	1,907	23%	-4%	11,097 25%
Unreported	297	3%	281	3%	252	3%	410	5%	564	7%	38%	1,804 4%
Column Total	10,061	100%	8,805	100%	8,359	100%	8,420	100%	8,437	100%	0%	44,082 100%

Enrollment by Age

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Change FA05-FA06	5 Year Row Total & Average
Under 18	330	3%	159	2%	100	1%	125	1%	313	4%	150%	1,027 2%
Age 18-22	3,725	37%	3,694	42%	3,645	44%	3,707	44%	3,650	43%	-2%	18,421 42%
Age 23-28	2,144	21%	1,911	22%	1,901	23%	1,901	23%	1,814	22%	-5%	9,671 22%
Age 29-39	1,759	17%	1,451	16%	1,341	16%	1,309	16%	1,210	14%	-8%	7,070 16%
Age 40-49	1,066	11%	891	10%	749	9%	737	9%	740	9%	0%	4,183 9%
Age 50-59	651	6%	484	5%	429	5%	446	5%	472	6%	6%	2,482 6%
Age 60+	386	4%	215	2%	194	2%	195	2%	238	3%	22%	1,228 3%
Column Total	10,061	100%	8,805	100%	8,359	100%	8,420	100%	8,437	100%	0%	44,082 100%

Enrollment by Status

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Change FA05-FA06	5 Year Row Total & Average
Continuing	5,296	53%	5,202	59%	5,179	62%	5,144	61%	4,848	57%	-6%	25,669 58%
Currently K-12	298	3%	112	1%	62	1%	59	1%	246	3%	317%	777 2%
First-Time	1,147	11%	996	11%	821	10%	1,059	13%	1,105	13%	4%	5,128 12%
First-Time Transfer	1,263	13%	930	11%	850	10%	759	9%	744	9%	-2%	4,546 10%
Returning	1,447	14%	1,106	13%	1,054	13%	852	10%	907	11%	6%	5,366 12%
Returning Transfer	610	6%	459	5%	393	5%	544	6%	584	7%	7%	2,590 6%
Column Total	10,061	100%	8,805	100%	8,359	100%	8,417	100%	8,434	100%	0%	44,076 100%

Source: SMCCD Data Warehouse

*Note: Counts and percents are based on census figures.

Enrollment by Units

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Change FA05-FA06	5 Year Row Total & Average
Full-time	2285	23%	2292	26%	2286	27%	2202	26%	2229	26%	1%	11294 26%
Part-time	7776	77%	6513	74%	6073	73%	6218	74%	6208	74%	-0%	32788 74%
Column Total	10061	100%	8805	100%	8359	100%	8420	100%	8437	100%	0%	44082 100%

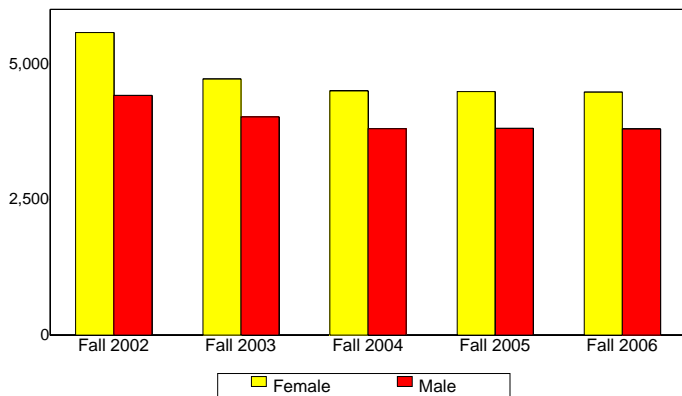
Enrollment by Course-Taking Pattern

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Change FA05-FA06	5 Year Row Total & Average
Day	3,631	36%	3,460	39%	3,162	38%	3,177	38%	3,266	39%	3%	16,696 38%
Evening	4,122	41%	3,270	37%	3,136	38%	2,927	35%	3,317	39%	13%	16,772 38%
Day and Evening	2,308	23%	2,075	24%	2,061	25%	2,316	28%	1,854	22%	-20%	10,614 24%
Column Total	10,061	100%	8,805	100%	8,359	100%	8,420	100%	8,437	100%	0%	44,082 100%

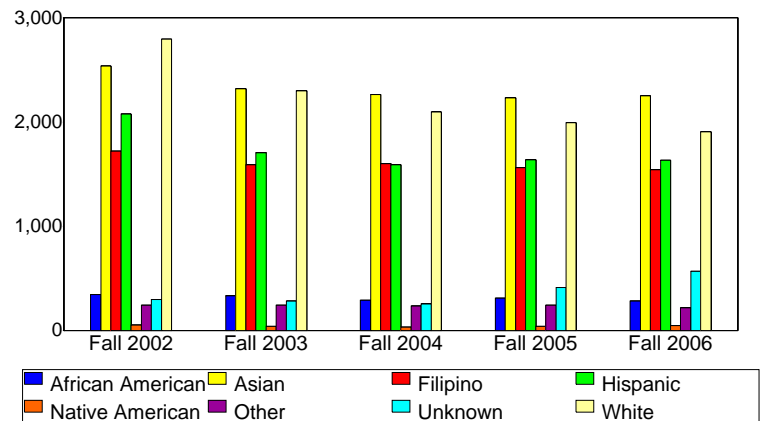
Enrollment by Educational Goal

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Change FA05-FA06	5 Year Row Total & Average
Transfer with/without AA/AS	4,714	47%	4,736	54%	4,757	57%	4,932	59%	5,199	62%	5%	24,338 55%
AA/AS w/o Transfer	799	8%	693	8%	665	8%	545	6%	432	5%	-21%	3,134 7%
Vocational Deg/Cert w/o Transfer	580	6%	525	6%	426	5%	299	4%	167	2%	-44%	1,997 5%
Acquire/Update Job Skills	1,306	13%	951	11%	806	10%	900	11%	895	11%	-1%	4,858 11%
Complete HS Credits	131	1%	82	1%	61	1%	54	1%	134	2%	148%	462 1%
Educational Development	1,251	12%	776	9%	673	8%	682	8%	701	8%	3%	4,083 9%
Formulate Career Plans/Goals							11	0%	19	0%	73%	30 0%
Improve Basic Skills			1	0%			38	0%	33	0%	-13%	72 0%
Undecided	1,258	13%	1,033	12%	970	12%	955	11%	850	10%	-11%	5,066 11%
Unreported	22	0%	8	0%	1	0%	4	0%	7	0%	75%	42 0%
Column Total	10,061	100%	8,805	100%	8,359	100%	8,420	100%	8,437	100%	0%	44,082 100%

Enrollment by Gender



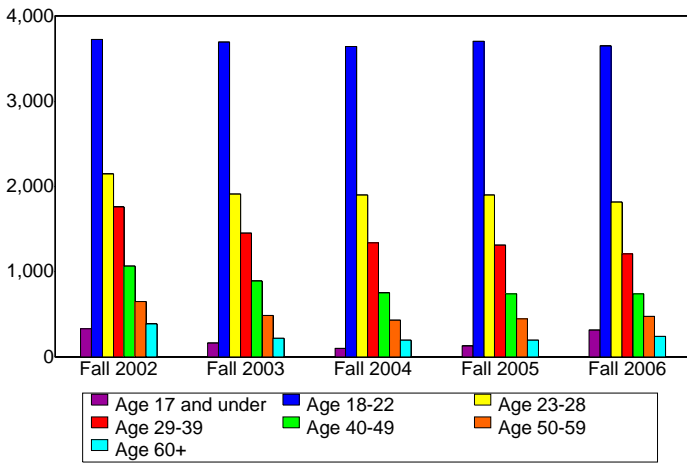
Enrollment by Ethnicity



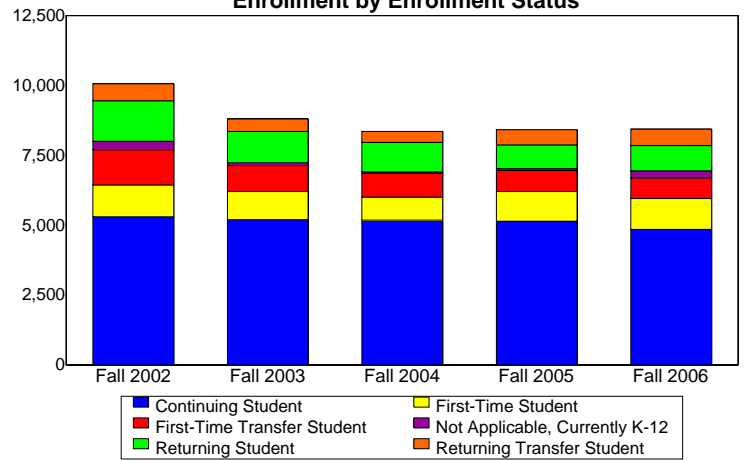
Source: SMCCD Data Warehouse

*Note: Counts and percents are based on census figures.

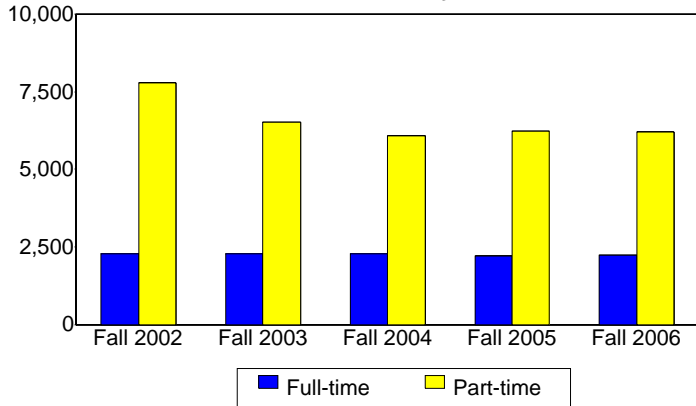
Enrollment by Student Age



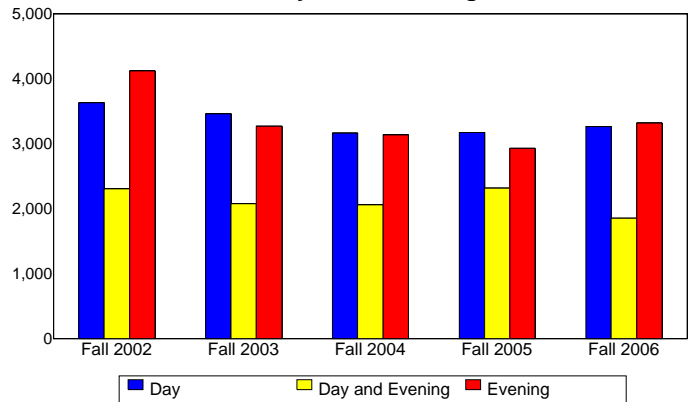
Enrollment by Enrollment Status



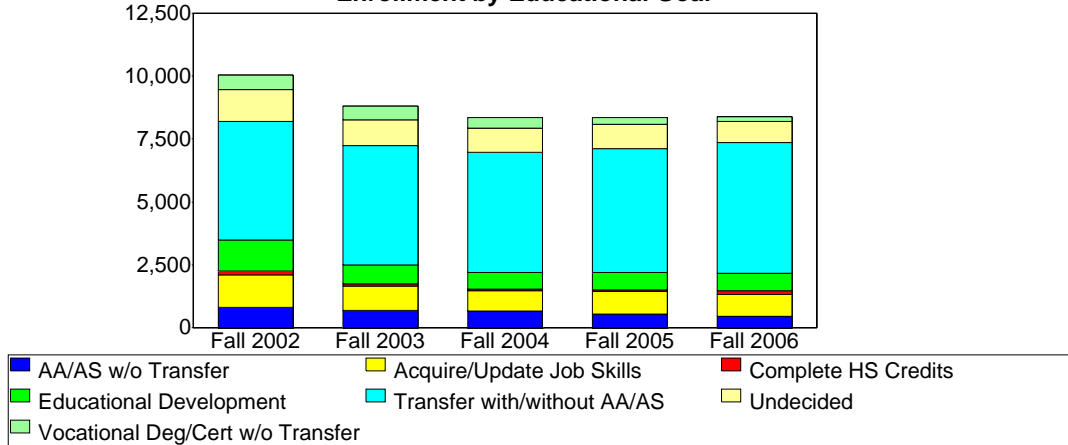
Enrollment by Units



Enrollment by Course-Taking Pattern



Enrollment by Educational Goal

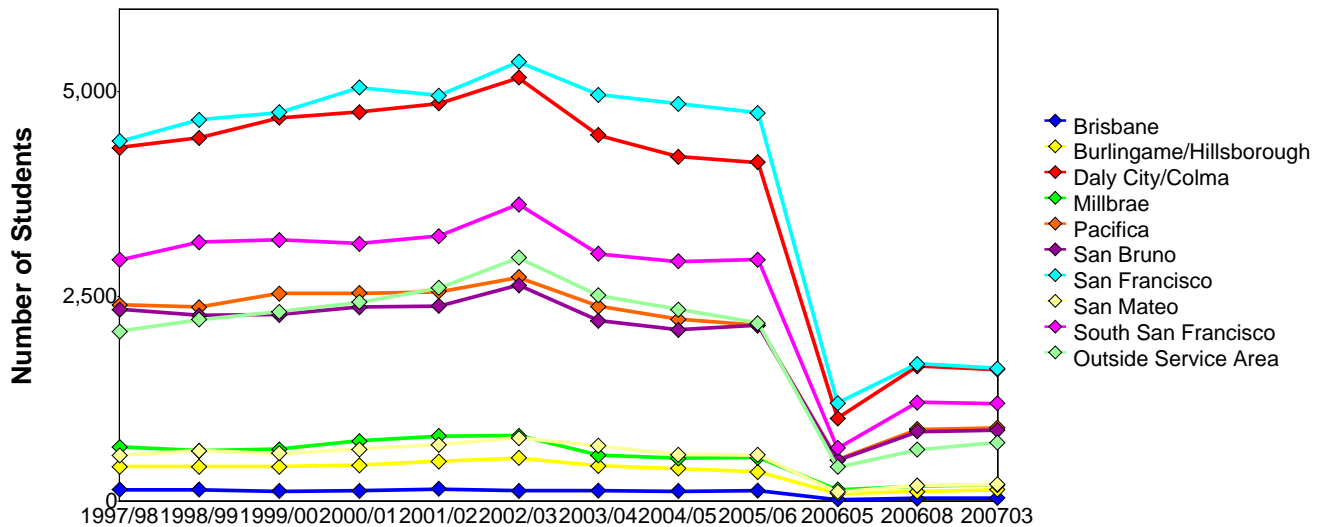


Source: SMCCD Data Warehouse

Skyline College Enrollment Counts by City of Residence 1997/98 to 2006/07

Summary: The data below illustrate the enrollment trend for the past ten years by city of residence at Skyline College. Enrollment has steadily increased from these areas over time, generally peaking in 2002/03, but showing a slight dip since, reflecting the pattern in overall enrollment at Skyline. Increased enrollment at Skyline in 2002/03 may in part be a reflection of an increase in course offerings that academic year. Similarly, decreased enrollment in 2003/04 and 2004/05 may in part be a reflection of increases in tuition for both years. Geographic participation can be summarized by three groups. San Francisco has consistently shown the highest participation, followed closely by the Daly City/Colma area. Next highest were three cities located in close proximity to the campus (South San Francisco, Pacifica, and San Bruno), and students from outside the service area. Lowest participation within the service area have been from San Mateo, Burlingame/Hillsborough, Millbrae, and Brisbane, which are cities that are either located further from campus or that have a very small population.

	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Brisbane	142	138	124	127	149	126	128	120	128	93
Burlingame/Hillsborough	423	420	421	442	484	527	430	400	357	347
Daly City/Colma	4,313	4,431	4,679	4,745	4,852	5,164	4,464	4,200	4,131	4,263
Millbrae	661	616	632	737	793	801	558	525	532	526
Pacifica	2,393	2,367	2,535	2,537	2,554	2,731	2,375	2,217	2,144	2,278
San Bruno	2,338	2,266	2,277	2,368	2,383	2,636	2,202	2,089	2,146	2,214
San Francisco	4,390	4,652	4,741	5,047	4,947	5,359	4,959	4,847	4,738	4,491
San Mateo	558	615	584	632	687	772	675	567	565	506
South San Francisco	2,941	3,162	3,189	3,140	3,234	3,623	3,015	2,925	2,948	3,039
Outside Service Area	2,071	2,213	2,313	2,425	2,602	2,971	2,511	2,341	2,175	1,764
Count Distinct	20,230	20,880	21,495	22,200	22,685	24,710	21,317	20,231	19,864	19,521

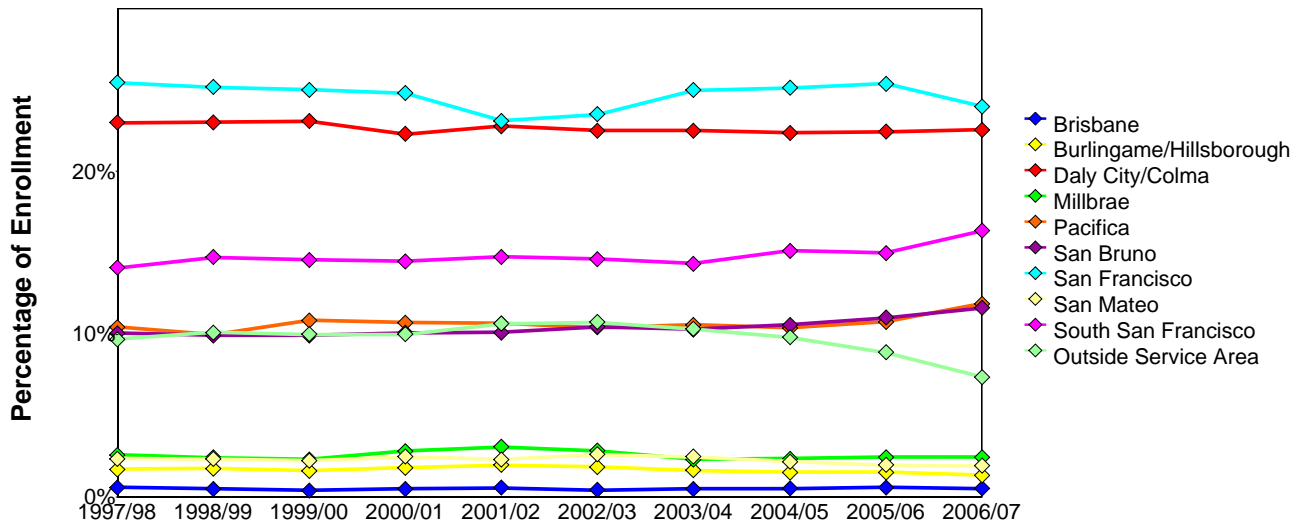


Source: SMCCD Data Warehouse

Skyline College Enrollment Percentages by City of Residence 1997/98 to 2006/07

Summary: Proportional enrollment displayed a similar pattern as overall counts. Since 1996, San Francisco and Daly City/Colma residents had the highest proportion of enrollment at Skyline College, comprising approximately a quarter of the student population (22.3% and 23.70%, respectively, in 2006/07). Proportionally, enrollment from San Francisco has declined over the past ten years, from 25.1% to 23.7%, while enrollment has increased from South San Francisco, from 14.1% to 16.2%. Most recently, fewer students have been enrolling from outside of the service area, declining from 11.1% 2002/03 to 8.6% in 2006/07.

	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	Average
Brisbane	0.6%	0.5%	0.4%	0.5%	0.6%	0.4%	0.5%	0.5%	0.6%	0.5%	0.5%
Burlingame/Hillsborough	1.7%	1.8%	1.6%	1.8%	2.0%	1.8%	1.6%	1.5%	1.5%	1.3%	1.7%
Daly City/Colma	23.0%	23.0%	23.0%	22.3%	22.8%	22.4%	22.4%	22.0%	22.1%	22.3%	22.5%
Millbrae	2.6%	2.4%	2.3%	2.8%	3.1%	2.8%	2.3%	2.3%	2.4%	2.4%	2.6%
Pacifica	10.4%	10.0%	10.8%	10.7%	10.7%	10.4%	10.5%	10.2%	10.6%	11.7%	10.6%
San Bruno	10.1%	9.9%	9.9%	10.1%	10.1%	10.4%	10.2%	10.4%	10.8%	11.5%	10.4%
San Francisco	25.5%	25.2%	25.0%	24.8%	23.1%	23.4%	24.9%	24.7%	25.0%	23.7%	24.4%
San Mateo	2.4%	2.3%	2.2%	2.5%	2.3%	2.6%	2.5%	2.1%	1.9%	1.9%	2.3%
South San Francisco	14.1%	14.7%	14.5%	14.5%	14.8%	14.6%	14.3%	14.9%	14.7%	16.2%	14.7%
Outside Service Area	9.7%	10.1%	10.2%	10.1%	10.7%	11.1%	10.8%	11.5%	10.4%	8.6%	10.4%



Source: SMCCD Data Warehouse



Section III

Productivity and Efficiency



Skyline College Productivity By Year and By Term

Summary: The college has seen fluctuating enrollments in duplicated headcount, WSCH and FTES over the past five years. Between 2002/03 and 2006/07 there was an approximate 22% decrease in duplicated headcounts and 11% decrease in FTES. The college offered 235 fewer sections and saw an approximate 11% decrease in WSCH over this five year period. The decline in headcount, WSCH and FTES is in part due to the decreased section offerings, as a result of budget cuts, and in part due to the tuition fee increases. The inconvenience of campus-wide construction, which began in 2004/05, and an improved economy, which provided more jobs, were also a likely causes of the decrease in enrollments. However, the college has maintained a high efficiency load with an annual average of 574 (statewide benchmark is 525).

	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll
2002/03	64,642	53,436	400.86	7,658.39	229,752	573	2,429	98,322
2002/03	54,903	45,316	342.16	7,121.22	213,637	624	1,962	82,957
2004/05	53,908	44,641	354.60	6,947.45	208,423	588	2,014	85,655
2005/06	54,498	45,047	377.90	6,906.92	207,208	548	2,165	96,895
2006/07	50,149	41,138	380.85	6,810.02	204,301	536	2,194	92,700

	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll
Fall 2002	27,632	22,879	176.50	3,361.81	100,854	571	1,042	43,618
Fall 2003	23,959	19,727	147.80	3,133.26	93,998	636	833	34,693
Fall 2004	22,350	18,677	153.19	3,032.10	90,963	594	837	37,004
Fall 2005	24,081	19,828	162.52	3,004.52	90,136	555	896	39,895
Fall 2006	21,412	17,539	166.01	3,064.58	91,937	554	925	38,898
Fall 2007	18,077	18,077	165.70	2,619.93	78,598	474	939	41,124
Spring 2003	26,111	21,333	166.57	3,232.18	96,966	582	1,002	39,829
Spring 2004	22,655	18,530	156.59	3,083.68	92,511	591	889	38,348
Spring 2005	23,563	19,261	161.58	3,074.32	92,230	571	921	37,490
Spring 2006	22,374	18,525	170.82	3,043.97	91,319	535	983	42,714
Spring 2007	21,222	17,166	162.34	2,890.00	86,700	534	948	40,405
Summer 2002	10,899	9,224	57.79	1,064.40	31,932	553	385	14,875
Summer 2003	8,289	7,059	37.76	904.27	27,128	718	240	9,916
Summer 2004	7,995	6,703	39.83	841.02	25,231	633	256	11,161
Summer 2005	8,043	6,694	44.57	858.43	25,753	578	286	14,285
Summer 2006	7,515	6,433	52.51	855.43	25,663	489	321	13,397
Summer 2007	8,022	6,678	49.06	886.23	26,587	542	313	11,006

Source: SMCCD Data Warehouse

Census Headcount: Number of duplicated headcount at census.

End of Term Headcount: Number of duplicated headcount at the end of the term. For the current term, this figure rolls until the term ends.

FTEF: Total number of full time equivalent faculty assigned.

FTES: Total number of full time equivalent students enrolled at first census.

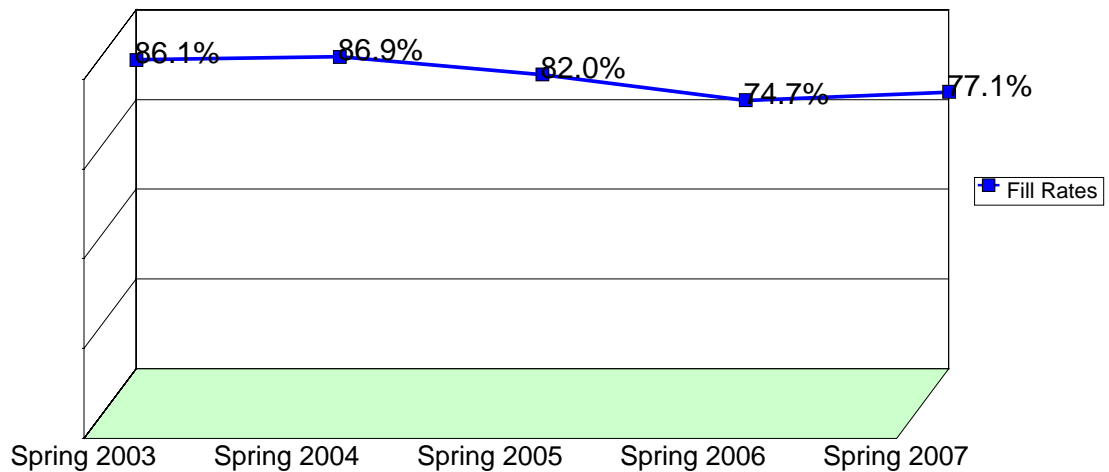
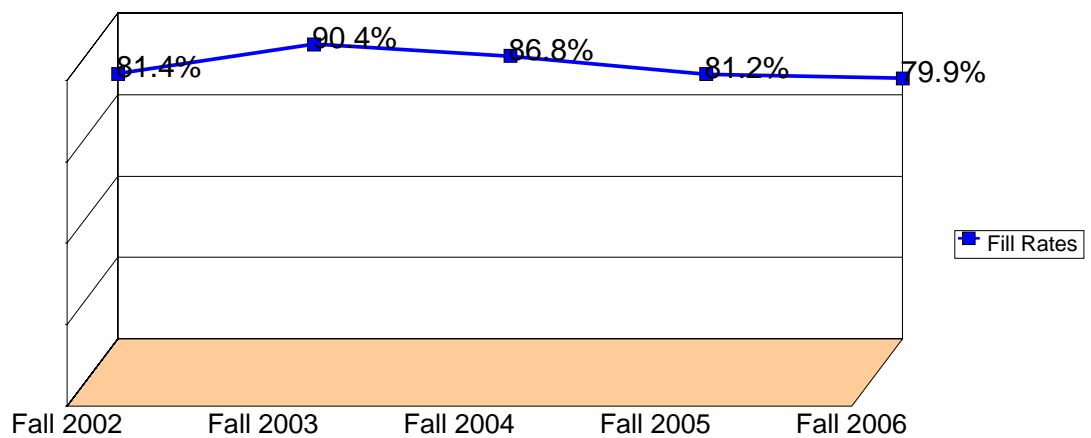
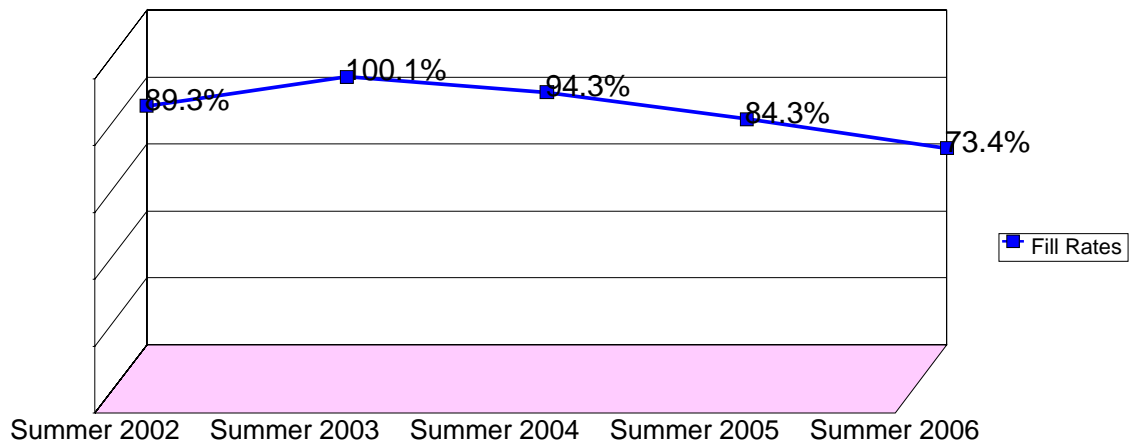
WSCH: Weekly student contact hours generated by census enrollments.

Load: The ratio of WSCH to FTEF, used to measure productivity.

Sections: Total number of sections offered per semester.

Max Enroll: The enrollment capacity or maximum enrollment as defined in curriculum.

College-wide Fill Rates By Term



Source: SMCCD Data Warehouse

*Note: Crosslisted courses have been combined to calculate a single fill rate.

Fill Rates: The percent a class fills/enrolls based on capacity or enrollment maximum defined in the curriculum (does not include positive attendance, open entry/open exit, or independent study classes).

Annual Productivity By Division

		Census	End of					Max		
		Headcount	Term	FTEF	FTES	WSCH	Load	Sections	Enroll	Fill Rates
Business	2002/03	15,352	13,240	92.07	1,706.95	51,209	556	692	17,798	86.9%
	2003/04	12,524	10,447	79.99	1,566.71	47,001	588	519	14,136	89.9%
	2004/05	11,961	10,054	80.60	1,535.39	46,062	572	509	14,126	85.9%
	2005/06	11,263	9,211	80.29	1,414.61	42,438	529	497	13,989	81.0%
	2006/07	10,508	9,060	77.54	1,359.87	40,796	526	488	14,020	76.9%
Counseling	2002/03	3,456	3,257	4.90	75.47	2,264	462	64	5,126	79.2%
	2003/04	3,133	2,979	3.89	72.14	2,164	556	59	4,979	60.3%
	2004/05	3,361	3,176	6.17	77.96	2,339	379	82	5,403	70.5%
	2005/06	2,715	2,595	6.17	69.49	2,085	338	85	4,622	67.5%
	2006/07	1,552	1,452	6.50	66.63	1,999	308	82	2,387	74.2%
Language Arts	2002/03	10,974	8,619	89.96	1,490.39	44,712	497	418	31,685	92.4%
	2003/04	9,266	7,450	74.53	1,316.63	39,499	530	356	26,885	95.1%
	2004/05	8,714	7,026	76.43	1,247.34	37,420	490	356	27,754	88.6%
	2005/06	9,265	7,435	90.19	1,318.76	39,563	439	410	36,318	80.8%
	2006/07	9,182	7,127	83.35	1,370.14	41,104	493	370	12,864	85.2%
Learning Resources	2002/03	3,150	3,104	0.53	44.74	1,342	2,515	16	4,352	61.2%
	2003/04	1,567	1,530	0.67	37.16	1,115	1,671	15	4,322	46.4%
	2004/05	1,842	1,806	0.60	64.61	1,938	3,229	15	4,318	65.9%
	2005/06	3,740	3,707	0.73	139.68	4,190	5,712	18	5,779	18.8%
	2006/07	1,379	1,282	3.68	75.78	2,273	617	45	26,218	40.8%
Physical Education	2002/03	6,125	5,067	28.68	680.31	20,409	712	233	7,937	77.7%
	2003/04	4,459	3,712	21.55	517.66	15,530	721	156	6,005	74.4%
	2004/05	4,223	3,514	22.52	459.38	13,781	612	163	6,067	72.1%
	2005/06	4,365	3,604	24.68	472.49	14,175	574	196	6,554	69.7%
	2006/07	5,120	4,337	29.28	595.32	17,860	610	234	7,320	71.2%
Science, Math & Technology	2002/03	12,876	10,132	105.04	2,145.39	64,362	613	463	15,702	82.9%
	2003/04	12,108	9,630	98.19	2,182.92	65,487	667	418	13,804	91.1%
	2004/05	11,977	9,641	100.87	2,155.69	64,671	641	423	14,120	88.1%
	2005/06	11,632	9,315	102.92	2,080.25	62,407	606	456	14,520	82.4%
	2006/07	10,971	8,880	103.90	2,010.31	60,309	580	452	14,135	81.5%
Social Science & Creative Arts	2002/03	12,709	10,017	79.66	1,515.14	45,454	571	542	15,722	81.8%
	2003/04	11,846	9,568	63.34	1,428.01	42,840	676	439	12,826	93.9%
	2004/05	11,830	9,424	67.41	1,407.07	42,212	626	466	13,868	87.0%
	2005/06	11,518	9,180	72.91	1,411.65	42,350	581	503	15,112	77.2%
	2006/07	11,437	9,000	76.59	1,331.96	39,959	522	523	15,756	72.8%

Source: SMCCD Data Warehouse

Census Headcount: Number of duplicated headcount at census.

End of Term Headcount: Number of duplicated headcount at the end of the term. For the current term, this figure rolls until the term ends.

FTEF: Total number of full time equivalent faculty assigned.

FTES: Total number of full time equivalent students enrolled at first census.

WSCH: Weekly student contact hours generated by census enrollments.

Load: The ratio of WSCH to FTEF, used to measure productivity.

Sections: Total number of sections offered per semester.

Max Enroll: The enrollment capacity or maximum enrollment as defined in curriculum.



Section IV

Student Outcomes



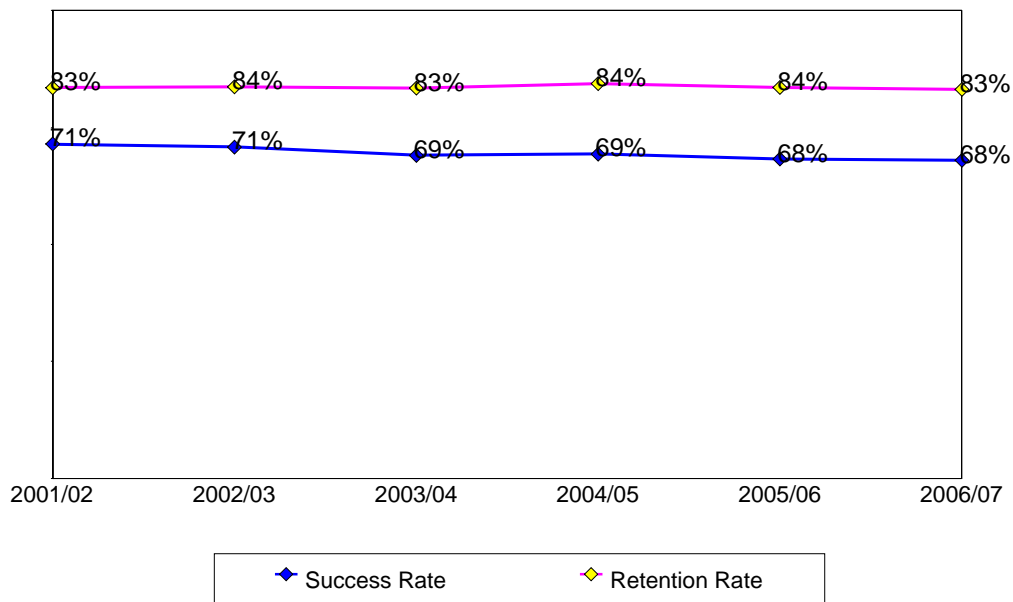
All Course Success and Retention Rates Fall 2002 to Spring 2007

Summary: The college-wide annual success rate has dropped over the past five years from 71% to 68% with the average of 69%. The retention rates have remained relatively steady at between 83% to 84% with an average of 84%. The college-wide fall success rate has ranged from 68% to 71% over a five year period with the average fall success rate at 69%. The college-wide spring success rates have ranged from 68% to 71% over a five year period at the average spring success rate at 69%. The college-wide fall retention rates have ranged from 83% to 85% over a five year period with the average fall retention rate at 84%. The college wide spring retention rates have ranged from 83% to 84% over a five year period with the average spring retention rate at 84%. African American, Filipino, Hispanic and Native American students continue to fall below the college-wide success and retention rate, while Asian and White students continue to meet or exceed the college-wide averages.

Annual Success and Retention

	Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2002/03	47,530	33,666	71%	39,763	84%
2003/04	42,538	29,379	69%	35,482	83%
2004/05	41,426	28,716	69%	34,948	84%
2005/06	40,338	27,540	68%	33,701	84%
2006/07	41,777	28,403	68%	34,742	83%
Change from 2005/06 to 2006/07	1,439	863	-0%	1,041	-0%
Totals & Averages	213,609	147,704	69%	178,636	84%

Annual (Fall/Spring) Success and Retention Rates



Source: SMCCD Data Warehouse

Success and Retention By Term

	Headcount	Success Count	Success Rate	Retention Count	Retention Rate
Fall 2002	23,728	16,822	71%	19,875	84%
Fall 2003	21,064	14,520	69%	17,454	83%
Fall 2004	20,405	14,126	69%	17,365	85%
Fall 2005	20,115	13,607	68%	16,715	83%
Fall 2006	21,012	14,227	68%	17,535	83%
Totals & Averages	106,324	73,302	69%	88,944	84%
Spring 2003	23,802	16,844	71%	19,888	84%
Spring 2004	21,474	14,859	69%	18,028	84%
Spring 2005	21,021	14,590	69%	17,583	84%
Spring 2006	20,223	13,933	69%	16,986	84%
Spring 2007	20,765	14,176	68%	17,207	83%
Totals & Averages	107,285	74,402	69%	89,692	84%

Grade Distribution

	A		B		C		D		F		CR		NC		W	
Fall 2002	4,118	27%	3,223	20%	2,397	14%	778	4%	1,156	6%	2,024	10%	629	3%	2,649	17%
Fall 2003	3,601	26%	3,053	21%	2,230	14%	786	4%	1,129	7%	1,395	7%	538	3%	2,485	17%
Fall 2004	3,483	26%	2,941	20%	2,264	15%	795	5%	1,316	9%	1,289	8%	470	3%	2,135	15%
Fall 2005	3,225	25%	2,888	20%	2,274	15%	801	5%	1,285	9%	1,292	7%	448	3%	2,332	17%
Fall 2006	3,376	25%	2,758	19%	2,258	15%	824	5%	1,363	9%	1,734	9%	329	2%	2,339	17%
Spring 2003	3,924	25%	3,188	19%	2,289	13%	773	4%	1,121	6%	2,531	12%	645	3%	2,688	17%
Spring 2004	3,637	26%	3,105	21%	2,274	14%	781	4%	1,302	8%	1,422	7%	483	2%	2,393	16%
Spring 2005	3,564	26%	2,972	20%	2,145	14%	823	5%	1,230	8%	1,579	9%	417	2%	2,349	17%
Spring 2006	3,360	25%	2,820	20%	2,120	15%	753	4%	1,202	9%	1,580	9%	422	2%	2,194	16%
Spring 2007	3,407	25%	2,684	17%	2,127	14%	758	4%	1,223	8%	2,018	12%	322	2%	2,392	17%

Source: SMCCD Data Warehouse

Success and Retention by Ethnicity

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2002/03	African American	1,794	1,067	59%	1,409	79%
	Asian	12,522	9,302	74%	10,682	85%
	Filipino	8,601	5,780	67%	7,019	82%
	Hispanic	9,525	6,393	67%	7,878	83%
	Native American	228	140	61%	177	78%
	Other	1,405	937	67%	1,161	83%
	White	12,041	9,011	75%	10,245	85%
	Unreported	1,414	1,036	73%	1,192	84%
	Totals & Averages	47,530	33,666	71%	39,763	84%
2003/04	African American	1,650	863	52%	1,269	77%
	Asian	11,616	8,302	71%	9,710	84%
	Filipino	8,095	5,397	67%	6,690	83%
	Hispanic	8,311	5,313	64%	6,760	81%
	Native American	189	127	67%	151	80%
	Other	1,303	873	67%	1,079	83%
	White	10,081	7,624	76%	8,736	87%
	Unreported	1,293	880	68%	1,087	84%
	Totals & Averages	42,538	29,379	69%	35,482	83%
2004/05	African American	1,610	853	53%	1,284	80%
	Asian	11,332	8,113	72%	9,570	84%
	Filipino	7,966	5,402	68%	6,672	84%
	Hispanic	8,095	5,257	65%	6,712	83%
	Native American	167	111	66%	138	83%
	Other	1,261	877	70%	1,065	84%
	White	9,681	7,225	75%	8,438	87%
	Unreported	1,314	878	67%	1,069	81%
	Totals & Averages	41,426	28,716	69%	34,948	84%
2005/06	African American	1,524	838	55%	1,203	79%
	Asian	10,931	7,641	70%	9,143	84%
	Filipino	7,546	4,938	65%	6,148	81%
	Hispanic	7,795	5,072	65%	6,480	83%
	Native American	200	121	61%	161	81%
	Other	1,289	902	70%	1,112	86%
	White	9,019	6,604	73%	7,742	86%
	Unreported	2,034	1,424	70%	1,712	84%
	Totals & Averages	40,338	27,540	68%	33,701	84%
2006/07	African American	1,720	1,013	59%	1,410	82%
	Asian	10,642	7,504	71%	8,883	83%
	Filipino	7,970	5,098	64%	6,380	80%
	Hispanic	8,419	5,388	64%	6,909	82%
	Native American	229	143	62%	193	84%
	Other	1,110	730	66%	904	81%
	White	8,914	6,628	74%	7,730	87%
	Unreported	2,773	1,899	68%	2,333	84%
	Totals & Averages	41,777	28,403	68%	34,742	83%

Source: SMCCD Data Warehouse

Success and Retention by Gender

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2002/03	Female	25,641	18,460	72%	21,445	84%
	Male	21,510	14,929	69%	17,989	84%
	Unreported	231	171	74%	198	86%
	Totals & Averages	47,382	33,560	71%	39,632	84%
2003/04	Female	22,729	16,047	71%	19,115	84%
	Male	19,488	13,091	67%	16,083	83%
	Unreported	187	140	75%	163	87%
	Totals & Averages	42,404	29,278	69%	35,361	83%
2004/05	Female	22,168	15,796	71%	18,838	85%
	Male	18,955	12,726	67%	15,860	84%
	Unreported	151	104	69%	128	85%
	Totals & Averages	41,274	28,626	69%	34,826	84%
2005/06	Female	21,176	14,897	70%	17,856	84%
	Male	18,577	12,233	66%	15,346	83%
	Unreported	333	240	72%	289	87%
	Totals & Averages	40,086	27,370	68%	33,491	84%
2006/07	Female	21,438	14,769	69%	17,809	83%
	Male	19,609	13,128	67%	16,298	83%
	Unreported	448	306	68%	386	86%
	Totals & Averages	41,495	28,203	68%	34,493	83%

Success and Retention by Day/Evening Status

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2002/03	Day	27,546	18,846	68%	22,647	82%
	Evening	19,984	14,820	74%	17,116	86%
2003/04	Day	26,547	17,911	67%	21,873	82%
	Evening	15,991	11,468	72%	13,609	85%
2004/05	Day	25,513	17,179	67%	21,261	83%
	Evening	15,913	11,537	73%	13,687	86%
2005/06	Day	25,462	17,036	67%	21,058	83%
	Evening	14,876	10,504	71%	12,643	85%
2006/07	Day	26,514	17,524	66%	21,773	82%
	Evening	15,261	10,877	71%	12,967	85%

Source: SMCCD Data Warehouse

Success and Retention by Age

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2002/03	Under 18	1,061	881	83%	976	92%
	Age 18-22	22,805	15,055	66%	18,476	81%
	Age 23-28	9,443	6,544	69%	7,796	83%
	Age 29-39	6,767	5,129	76%	5,808	86%
	Age 40-49	4,084	3,280	80%	3,664	90%
	Age 50-59	2,239	1,817	81%	1,995	89%
	Age 60+	1,131	960	85%	1,048	93%
	Totals & Averages	47,530	33,666	71%	39,763	84%
2003/04	Under 18	628	480	76%	546	87%
	Age 18-22	22,838	14,859	65%	18,616	82%
	Age 23-28	8,487	5,864	69%	7,034	83%
	Age 29-39	5,407	3,995	74%	4,638	86%
	Age 40-49	3,053	2,443	80%	2,724	89%
	Age 50-59	1,562	1,263	81%	1,415	91%
	Age 60+	563	475	84%	509	90%
	Totals & Averages	42,538	29,379	69%	35,482	83%
2004/05	Under 18	508	349	69%	441	87%
	Age 18-22	22,564	14,693	65%	18,566	82%
	Age 23-28	8,429	5,802	69%	7,051	84%
	Age 29-39	5,094	3,899	77%	4,476	88%
	Age 40-49	2,762	2,265	82%	2,486	90%
	Age 50-59	1,480	1,204	81%	1,367	92%
	Age 60+	589	504	86%	561	95%
	Totals & Averages	41,426	28,716	69%	34,948	84%
2005/06	Under 18	648	481	74%	574	89%
	Age 18-22	22,102	14,246	64%	18,133	82%
	Age 23-28	8,095	5,458	67%	6,635	82%
	Age 29-39	4,792	3,558	74%	4,116	86%
	Age 40-49	2,643	2,112	80%	2,377	90%
	Age 50-59	1,458	1,167	80%	1,299	89%
	Age 60+	600	518	86%	567	95%
	Totals & Averages	40,338	27,540	68%	33,701	84%
2006/07	Under 18	1,083	853	79%	971	90%
	Age 18-22	23,211	14,870	64%	18,857	81%
	Age 23-28	7,997	5,338	67%	6,520	82%
	Age 29-39	4,629	3,370	73%	3,934	85%
	Age 40-49	2,579	2,084	81%	2,356	91%
	Age 50-59	1,512	1,227	81%	1,372	91%
	Age 60+	766	661	86%	732	96%
	Totals & Averages	41,777	28,403	68%	34,742	83%

Source: SMCCD Data Warehouse

Success and Retention by Enrollment Status

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2002/03	Continuing Student	31,231	22,293	71%	26,087	84%
	Currently K-12	1,006	874	87%	954	95%
	First-Time Student	4,253	2,650	62%	3,407	80%
	First-Time Transfer Student	4,011	2,863	71%	3,384	84%
	Returning Student	5,188	3,651	70%	4,373	84%
	Returning Transfer Student	1,841	1,335	73%	1,558	85%
2003/04	Continuing Student	30,024	21,070	70%	25,080	84%
	Currently K-12	487	402	83%	450	92%
	First-Time Student	3,777	2,298	61%	3,027	80%
	First-Time Transfer Student	3,028	2,101	69%	2,554	84%
	Returning Student	3,824	2,513	66%	3,187	83%
	Returning Transfer Student	1,397	994	71%	1,183	85%
2004/05	Continuing Student	29,963	20,943	70%	25,144	84%
	Currently K-12	301	235	78%	279	93%
	First-Time Student	3,276	1,948	59%	2,751	84%
	First-Time Transfer Student	2,759	2,016	73%	2,384	86%
	Returning Student	3,759	2,591	69%	3,224	86%
	Returning Transfer Student	1,366	981	72%	1,164	85%
2005/06	Continuing Student	28,547	19,761	69%	23,806	83%
	Currently K-12	358	293	82%	335	94%
	First-Time Student	3,943	2,400	61%	3,245	82%
	First-Time Transfer Student	2,557	1,757	69%	2,188	86%
	Returning Student	3,113	2,068	66%	2,593	83%
	Returning Transfer Student	1,804	1,251	69%	1,519	84%
2006/07	Continuing Student	28,538	19,604	69%	23,569	83%
	Currently K-12	877	758	86%	808	92%
	First-Time Student	4,494	2,724	61%	3,766	84%
	First-Time Transfer Student	2,650	1,824	69%	2,221	84%
	Returning Student	3,248	2,159	66%	2,719	84%
	Returning Transfer Student	1,961	1,327	68%	1,651	84%

Source: SMCCD Data Warehouse

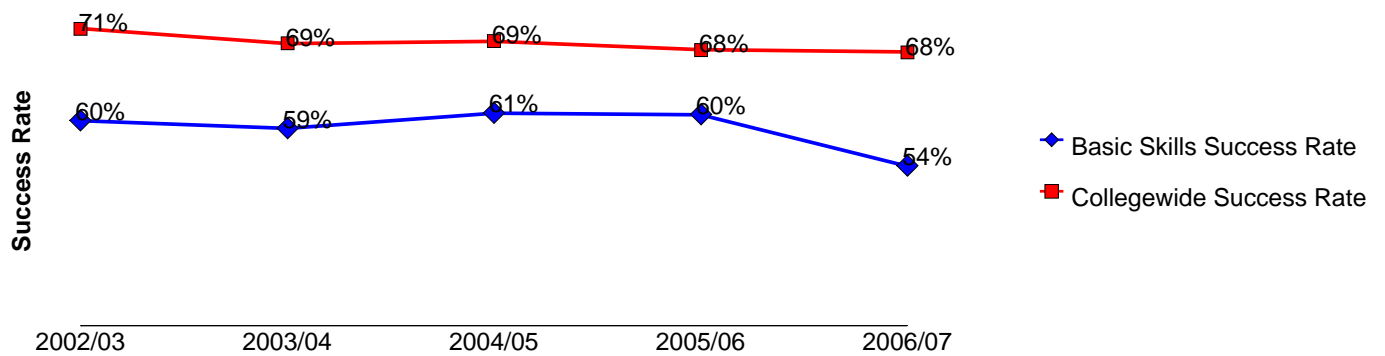
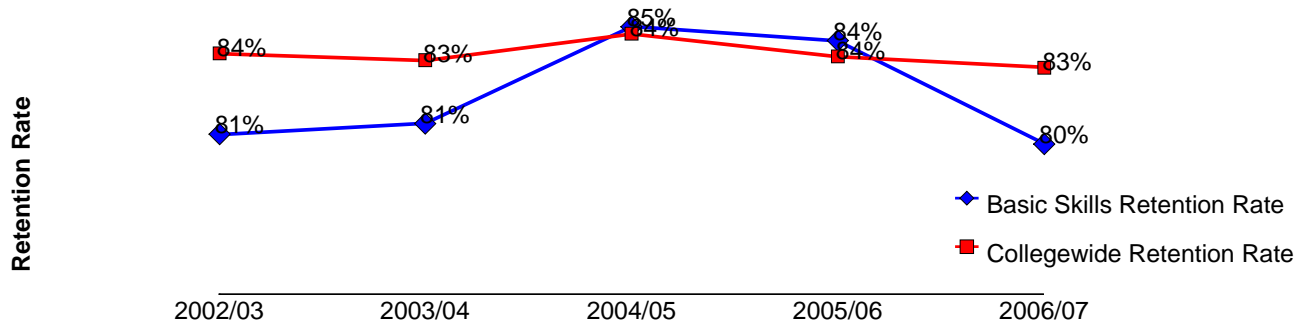
This report contains success and retention rates by various demographic segments. Annual data are an aggregate of the fall and spring semesters. The following parameters have been applied:

- Success Counts: Number of students with A,B,C,CR grades.
- Success Rate: The percentage of students who complete a course with a grade of A,B,C,CR out of total enrollments.
- Retention Counts: Number of students with A,B,C,D,F,CR,NC, I grades.
- Retention Rate: The percentage of students who complete a course with a grade of A,B,C,D,F,CR,NC, I out of total headcount.

Basic Skills Success and Retention Rates 2002/03 to 2006/07

Summary: The retention rates for basic skills courses rose from 81% in 2002/03 to 85% in 2004/05. However, the rate fell to 82% in 2006/07. The success rates for basic skills courses was between 59% to 61% from 2002/03 to 2005/06 then declined from 60% in 2005/06 to 54% in 2006/07. The annual decline for both the retention and the success rates is attributed to the 2007 spring semester. While the retention rates have been increasing steadily from Spring 2003 to 2006, the rate decreased 9% in Spring 2006 from 85% to 76% in Spring 2007. This rate is 7% below the college-wide rate of 83% in Spring 2007. The success rates for basic skills remained steady at 60% from Spring 2003 to 2006. However, the rate fell 13% between in Spring 2006 to Spring 2007 which was 19% below the college-wide rate of 68% in Spring 2007.

	Head Count	Retention Count	Retention Rate	Success Count	Success Rate
2002/03	3,371	2,722	81%	2,015	60%
2003/04	2,916	2,366	81%	1,715	59%
2004/05	2,498	2,114	85%	1,515	61%
2005/06	2,525	2,124	84%	1,527	60%
2006/07	2,424	1,949	80%	1,316	54%
Totals & Averages	13,734	11,275	82%	8,088	59%



Source: SMCCD Data Warehouse

Retention Count: Number of students with A,B,C,D,F,CR,NC, I grades.

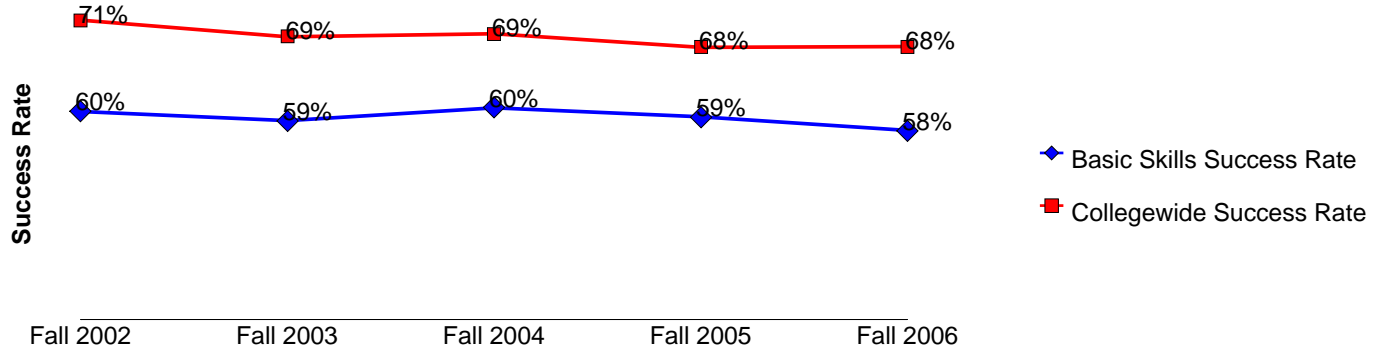
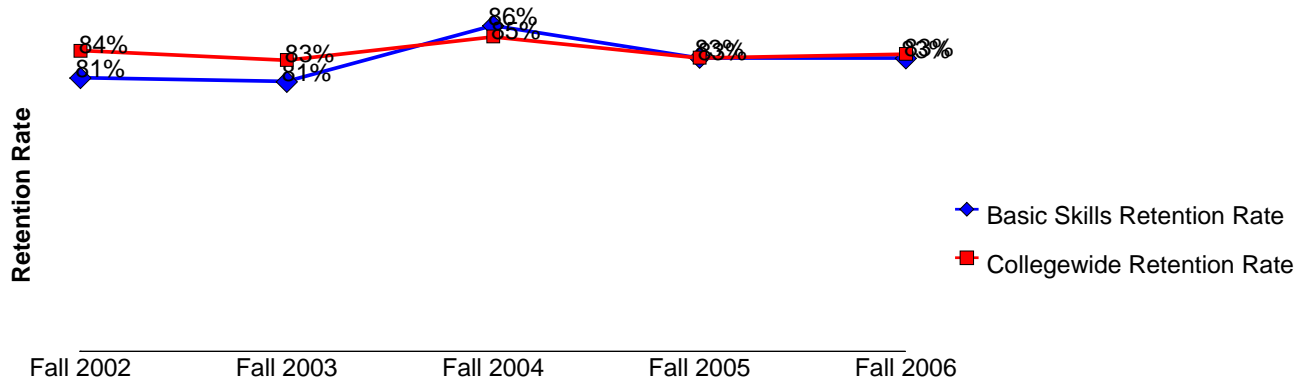
Retention Rate: The percentage of students who complete a course with a grade of A,B,C,D,F,CR,NC, I out of total enrollments.

Success Count: Number of students with A,B,C,CR grades.

Success Rate: The percentage of students who complete a course with a grade of A,B,C,CR out of total enrollments.

Basic Skills Success and Retention Rates Fall 2002 to 2006

	Head Count	Retention Count	Retention Rate	Success Count	Success Rate
Fall 2002	1,897	1,540	81%	1,137	60%
Fall 2003	1,635	1,321	81%	962	59%
Fall 2004	1,366	1,177	86%	825	60%
Fall 2005	1,319	1,096	83%	782	59%
Fall 2006	1,475	1,225	83%	850	58%
Totals & Averages	7,692	6,359	83%	4,556	59%



Source: SMCCD Data Warehouse

Retention Count: Number of students with A,B,C,D,F,CR,NC, I grades.

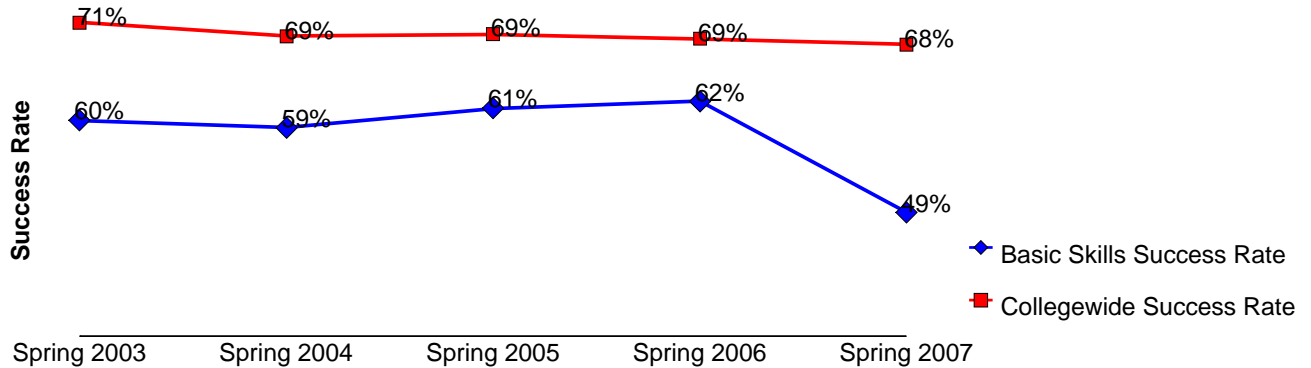
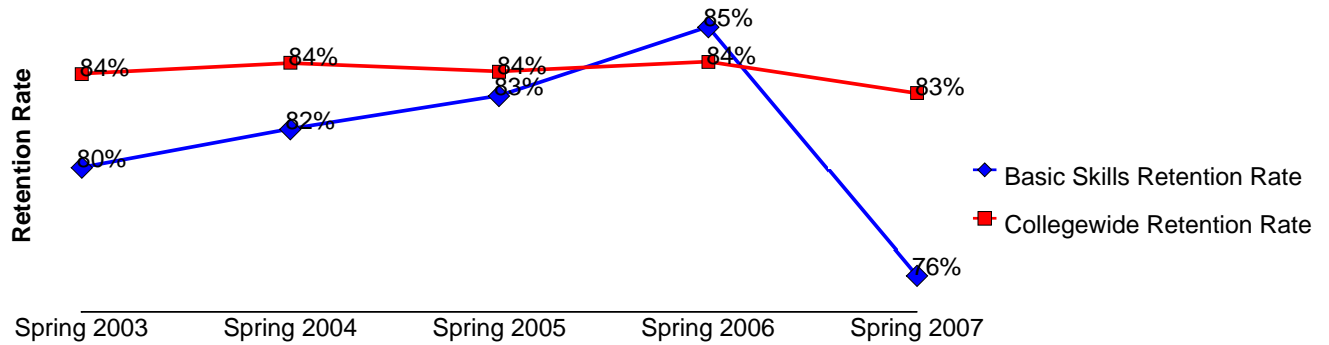
Retention Rate: The percentage of students who complete a course with a grade of A,B,C,D,F,CR,NC, I out of total enrollments.

Success Count: Number of students with A,B,C,CR grades.

Success Rate: The percentage of students who complete a course with a grade of A,B,C,CR out of total enrollments.

Basic Skills Success and Retention Rates Spring 2003 to 2007

	Head Count	Retention Count	Retention Rate	Success Count	Success Rate
Spring 2003	1,474	1,182	80%	878	60%
Spring 2004	1,281	1,045	82%	753	59%
Spring 2005	1,132	937	83%	690	61%
Spring 2006	1,206	1,028	85%	745	62%
Spring 2007	949	724	76%	466	49%
Totals & Averages	6,042	4,916	81%	3,532	58%



Source: SMCCD Data Warehouse

Retention Count: Number of students with A,B,C,D,F,CR,NC, I grades.

Retention Rate: The percentage of students who complete a course with a grade of A,B,C,D,F,CR,NC, I out of total enrollments.

Success Count: Number of students with A,B,C,CR grades.

Success Rate: The percentage of students who complete a course with a grade of A,B,C,CR out of total enrollments.

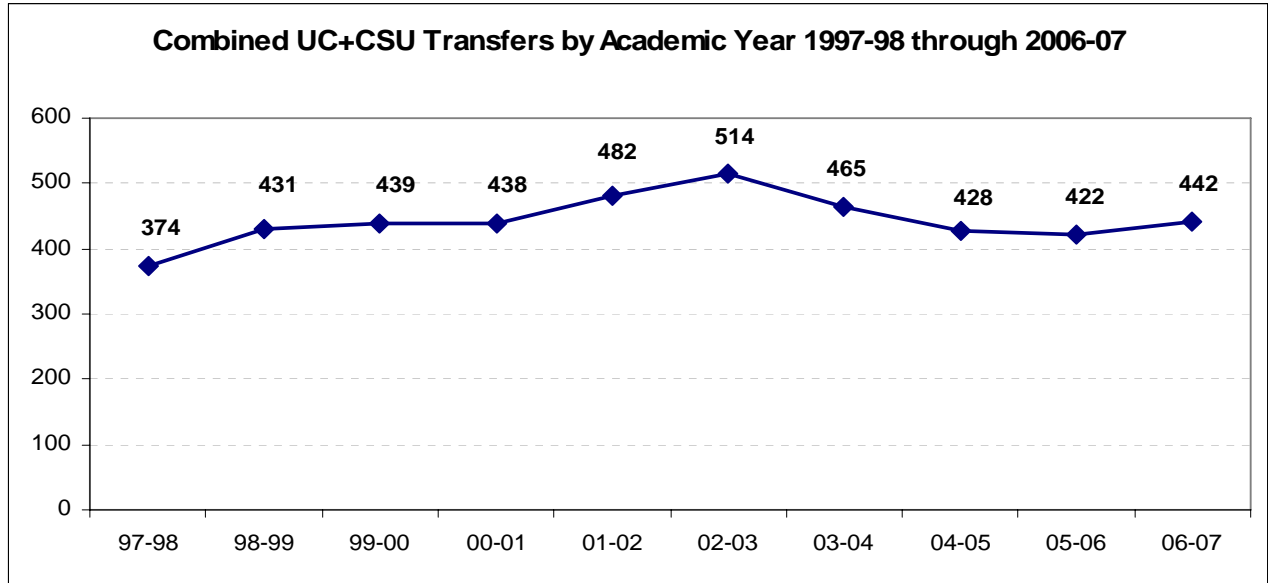
Transfer Update

Skyline has transferred 4,435 students to the CSU system from 1997 to 2007 and 722 to the UC system. The primary UC institutions continue to be Berkeley and Davis (74% of UC transfers between 1997/98 and 2006/07), and the following CSUs: San Francisco, San Jose, Hayward/East Bay, and Sacramento (91% of CSU transfers between 1996/97 to 2005/06). The number of students transferring to UCs has steadily increased over the past years until 2006-07 when the number of transfers dropped 25%. Conversely, transfers to CSU have fluctuated from between 379 per year, to 312, to 429 and back down to 374 in the recent year. This may be a reflection of the decrease in enrollments (lagged by 2 years) as well as the increasingly impacted CSUs.

The transfer rate for White and Latino students has been rising in the past three years. Particularly in 2006-07, the number of Latino students who transferred to either a UC or CSU institution has increased 30%.

Combined UC + CSU Transfers by Academic Years 1997-98 through 2006-07

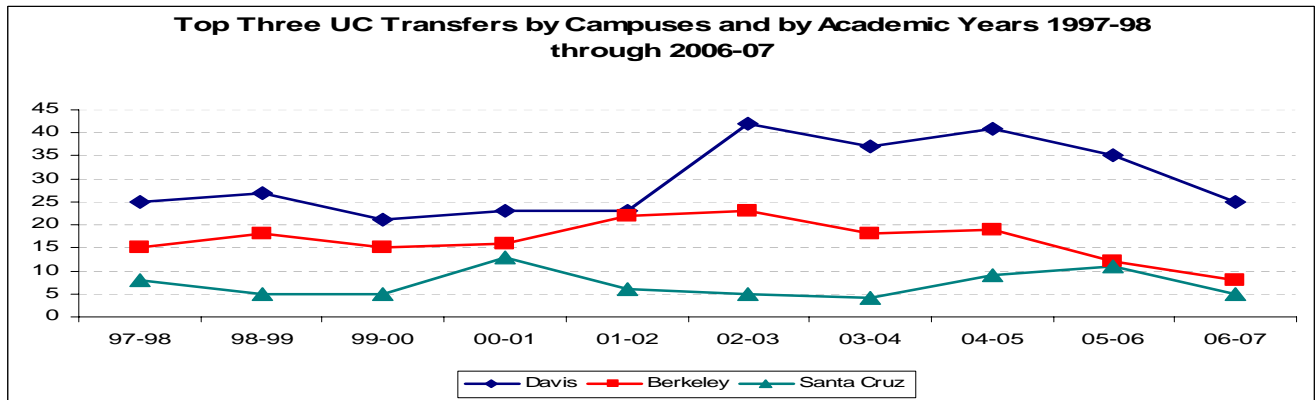
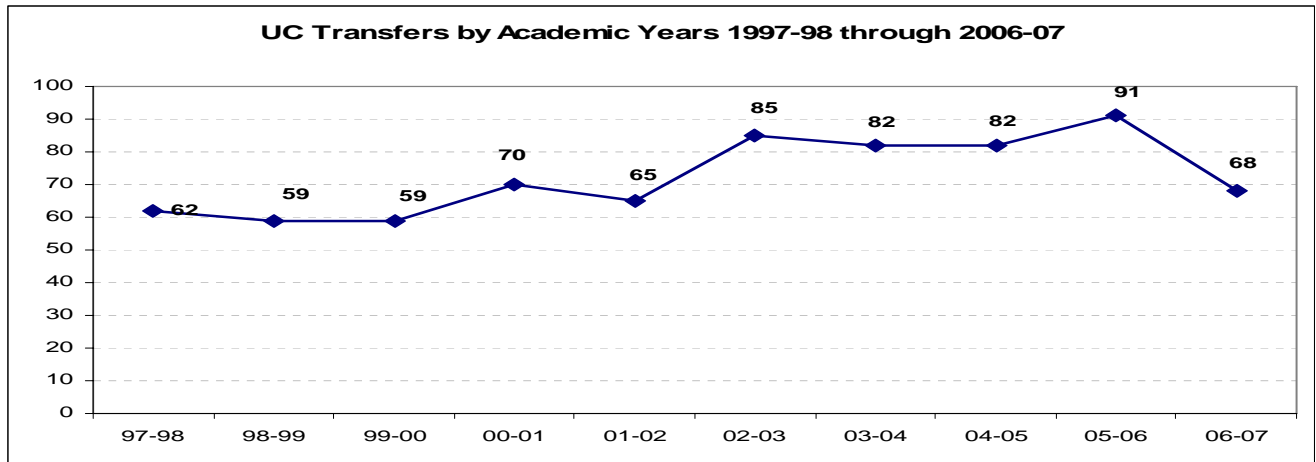
	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Total
Total UC and CSU Transfers	374	431	439	438	482	514	465	428	422	442	4435



Source: California Post-Secondary Education Commission and California Community College Chancellor's Office.

UC Transfers by Academic Years 1997-98 through 2006-07

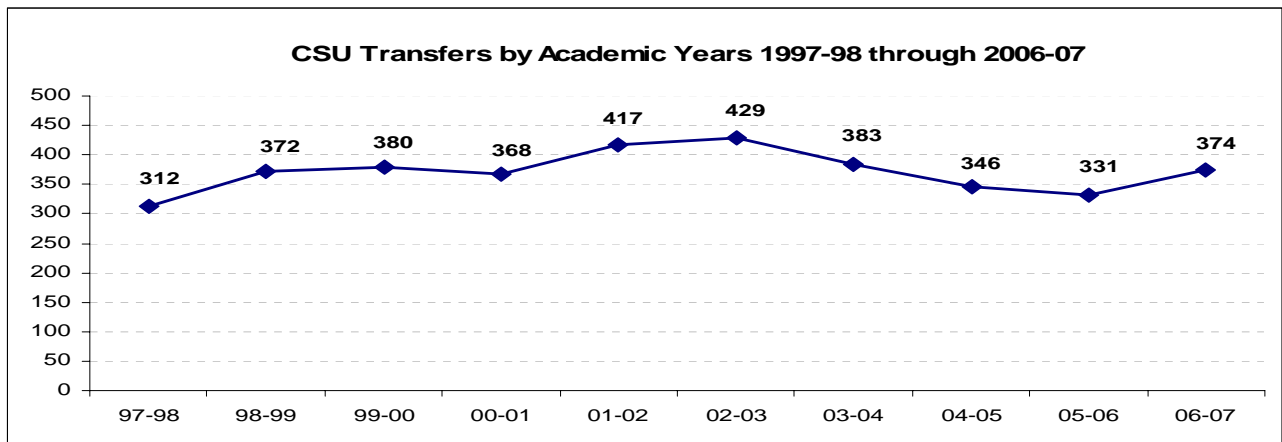
Transfer Institution: University of California												
Ranking (1= Campus with the Highest Number of Total Transfers and 10=Campus with the Lowest Number of Total Transfers)	Campus	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Total
1	Davis	25	27	21	23	23	42	37	41	35	25	299
2	Berkeley	15	18	15	16	22	23	18	19	12	8	166
3	Santa Cruz	8	5	5	13	6	5	4	9	11	5	71
4	Los Angeles	3	4	9	6	3	2	6	6	13	13	65
5	San Diego	3	2	4	7	5	4	4	3	4	4	40
6	Santa Barbara	4	3	3	3	2	3	5	1	5	4	33
7	Irvine	0	0	1	0	2	4	6	3	5	8	29
8	Riverside	4	0	1	2	2	2	2	0	4	1	18
9	Merced	0	0	0	0	0	0	0	0	2	0	2
Total UC		62	59	59	70	65	85	82	82	91	68	723



Source: California Post-Secondary Education Commission and California Community College Chancellor's Office.

CSU Transfers by Academic Years 1997-98 through 2006-07

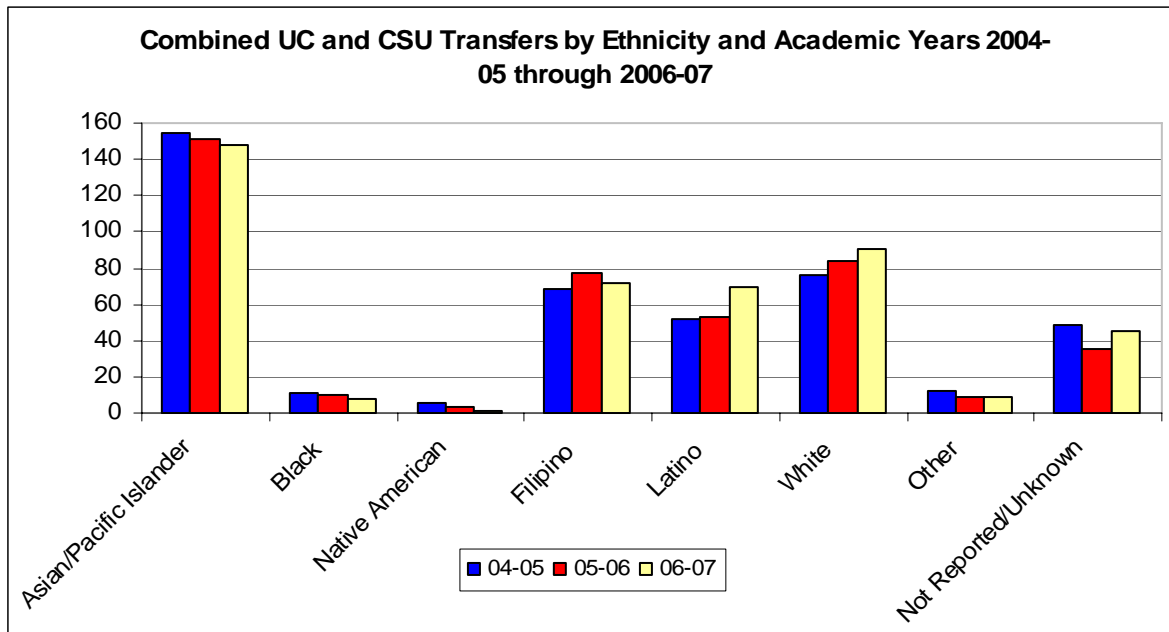
Transfer Institution: California State University												
Ranking (1= Campus with the Highest Number of Transfers and 10=Campus with the Lowest Number of Transfers)	Campus	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	Total
1	San Francisco	202	268	273	238	297	322	285	257	227	264	2633
2	San José	26	43	31	45	44	38	35	25	43	46	376
3	Hayward/East Bay	26	25	31	35	23	26	29	24	22	18	259
4	Sacramento	12	9	12	11	10	10	8	7	8	7	94
5	San Diego	9	3	4	8	3	3	6	4	2	5	47
6	Sonoma	5	4	9	4	2	6	3	1	2	4	40
7	Chico	5	4	2	5	9	7	2	4	2	5	45
8	Long Beach	6	1	3	4	3	1	3	3	5	3	32
9	San Luis Obispo	3	1	2	5	4	2	1	5	5	6	34
10	Humboldt	4	2	4	3	2	2	1	0	1	0	19
11	Northridge	3	1	3	4	1	1	2	0	2	0	17
12	Fresno	1	0	0	1	3	2	4	0	1	0	12
13	Pomona	4	3	1	1	3	1	0	1	1	3	18
14	Stanislaus	1	2	0	1	2	2	0	4	2	2	16
15	Monterey Bay	3	2	1	1	3	4	1	2	0	5	22
16	Fullerton	0	1	0	1	4	1	1	3	2	0	13
17	Los Angeles	0	1	0	1	1	0	0	1	5	4	13
18	Dominguez Hills	0	1	3	0	1	0	1	2	1	0	9
19	San Marcos	2	0	1	0	0	1	0	0	0	0	4
20	Bakersfield	0	1	0	0	2	0	0	1	0	1	5
21	San Bernardino	0	0	0	0	0	0	0	1	0	1	2
22	Channel Islands	0	0	0	0	0	0	1	1	0	0	2
Total CSU		312	372	380	368	417	429	383	346	331	374	3712



Source: California Post-Secondary Education Commission and California Community College Chancellor's Office.

Combined UC and CSU Transfers by Ethnicity and Academic Years 2004-05 through 2006-07

	UC + CSU			Total
	04-05	05-06	06-07	
Asian/Pacific Islander	155	151	148	454
Black	11	10	8	29
Native American	5	3	1	9
Filipino	68	77	72	217
Latino	52	53	69	174
White	76	84	90	250
Other	12	9	9	30
Not Reported/Unknown	49	35	45	129
Total	428	422	442	1292

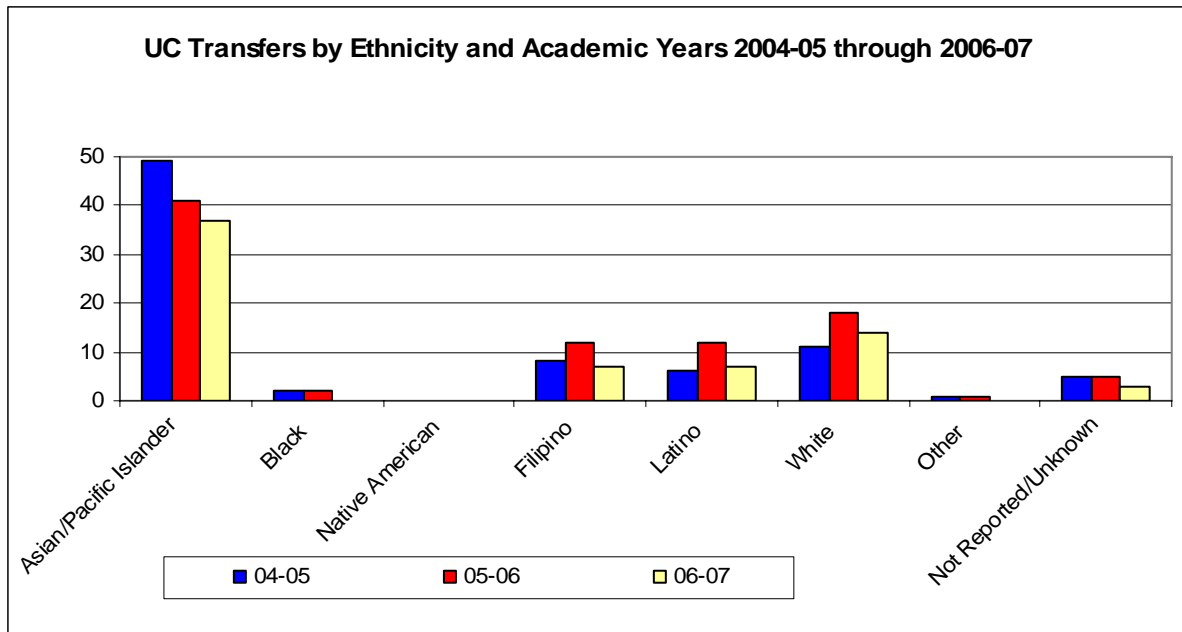


Note: Other category includes non-resident aliens

Source: California Post-Secondary Education Commission and California Community College Chancellor's Office.

UC Transfers by Ethnicity and Academic Years 2004-05 through 2006-07

	University of California			Total
	04-05	05-06	06-07	
Asian/Pacific Islander	49	41	37	127
Black	2	2	0	4
Native American	0	0	0	0
Filipino	8	12	7	27
Latino	6	12	7	25
White	11	18	14	43
Other	1	1	0	2
Not Reported/Unknown	5	5	3	13
Total	82	91	68	241

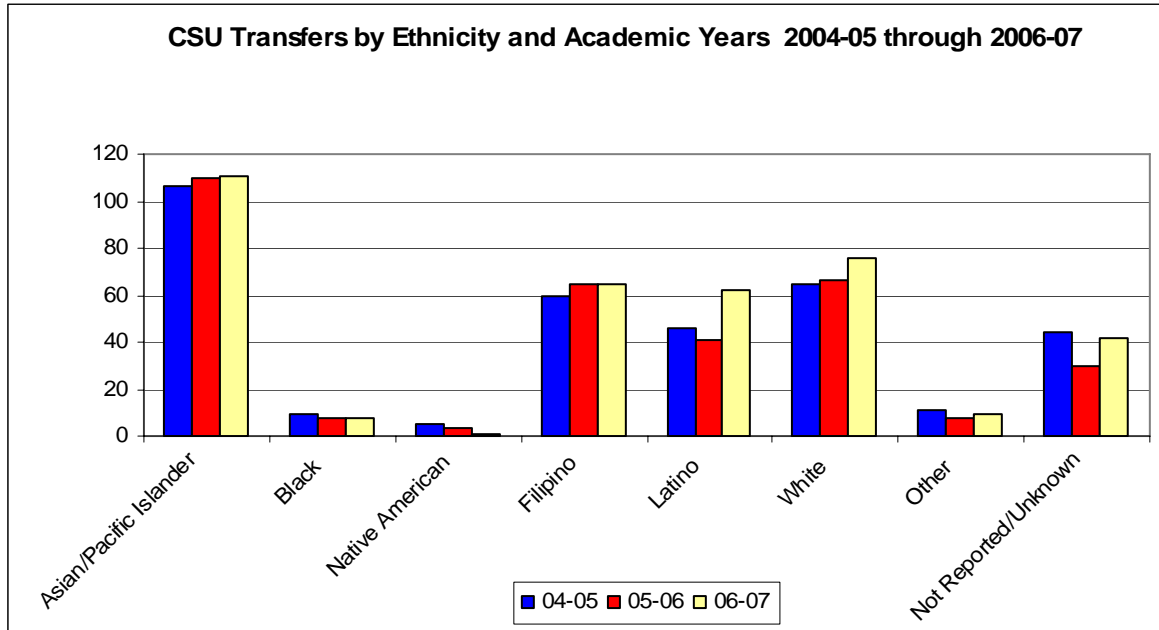


Note: Other category includes non-resident aliens

Source: California Post-Secondary Education Commission and California Community College Chancellor's Office.

CSU Transfers by Ethnicity and Academic Years 2004-05 through 2006-07

	California State Universities			
	04-05	05-06	06-07	Total
Asian/Pacific Islander	106	110	111	327
Black	9	8	8	25
Native American	5	3	1	9
Filipino	60	65	65	190
Latino	46	41	62	149
White	65	66	76	207
Other	11	8	9	28
Not Reported/Unknown	44	30	42	116
Total	346	331	374	1051



Note: Other category includes non-resident aliens

Source: California Post-Secondary Education Commission and California Community College Chancellor's Office.

Skyline College Awards Conferred 2002/03 to 2006/07

Summary: This report shows the number of awards conferred at Skyline College over the past five years by award type, gender, ethnicity, and age. The number of associate degrees showed large fluctuations over the past five years and increased 30% from 346 in 2002/03 to 449 in 2006/07. The number of certificates requiring 30 to less than 60 units showed a greater fluctuations, but declined 71% from 97 in 2002/03 to 28 in 2006/07. The number of certificates requiring less than 30 units also declined 33% from 633 in 2002/03 to 423 in 2006/07. In the first three years of the past five years, white students completed the most awards, and in 2004/05 Asian students completed the highest number of awards conferred. Hispanic students generally received the next highest number of awards, while Filipino students surpassed them in 2004/05. This pattern reflects the changes in the ethnic make-up of the student body and the changing demographics. In 2006/07 for example, the number of Asian students enrolled surpassed the number of White students, and the number of Filipino students almost equalled the number of Hispanic students.

Awards by Type

	2002/03	2003/04	2004/05	2005/06	2006/07	Total
Associate Degree	346	352	375	402	449	1,924
Certificate - 30 to less than 60 units	97	54	66	33	28	278
Certificate - Less than 30 units	633	482	449	459	423	2,446
Total	1,076	888	890	894	900	4,648

Awards by Gender

	2002/03	2003/04	2004/05	2005/06	2006/07	Total
Female	517	394	416	374	408	2,109
Male	557	493	472	518	488	2,528
Unreported	2	1	2	2	4	11

Awards by Ethnicity

	2002/03	2003/04	2004/05	2005/06	2006/07	Total
African American	24	32	29	28	21	134
Asian	265	218	250	262	247	1,242
Filipino	183	149	156	161	175	824
Hispanic	230	184	132	155	158	859
Native American	3	6	6	5	4	24
Pacific Islander	26	16	18	11	13	84
White	296	236	260	224	225	1,241
Other	26	21	23	27	29	126
Unreported	23	26	16	21	28	114

Awards by Age

	2002/03	2003/04	2004/05	2005/06	2006/07	Total
15-17	1	3		1		5
18-22	400	315	350	394	368	1,827
23-28	328	304	260	239	233	1,364
29-39	193	145	160	143	157	798
40-49	91	80	78	83	91	423
50-59	56	36	40	29	48	209
60+	7	5	2	5	3	22

Source: SMCCD Data Warehouse

Awards by Major

	2002/03	2003/04	2004/05	2005/06	2006/07	Total
Associate Degree						
Accounting	16	15	21	16	19	87
Administration of Justice	2	11	5	14	5	37
Administrative Assistant	3	3	2	5	3	16
Allied Health	2	4	7	18	41	72
Art	2	4	6	3	2	17
Automotive Technician	2		1	1	1	5
Automotive Technology	5	3	4	6	7	25
Biotechnology	2		2	2	4	10
Business Administration	27	30	25	26	31	139
Business Information Systems	2		2	1	1	6
Computer Info Specialist	8	4	5	4	3	24
Cosmetology		1	3	3		7
Dance		3	2			5
Early Childhood Education	10	18	26	21	24	99
English	2		2	3	2	9
Family and Consumer Sciences					1	1
Fashion Merchandising	2	3	2	2		9
Image Consulting		1	1			2
International Trade	1	4	1			6
Journalism			1		2	3
Legal Secretarial	2		2		1	5
Liberal Arts	149	136	150	165	160	760
Lifespan		2				2
Marketing	1	1	2	1		5
Marketing and Sales			1			1
Mathematics	4	8	4	3	3	22
Medical Transcriber		1				1
Meetings & Convention Managmnt		1				1
Music	2	1		1		4
Natural Science	8	7	8	9	17	49
Network Engineering				1	3	4
Office Assistant	1	2	2	2	3	10
Office Information Systems		1			1	2
Paralegal/Legal Assistant	3	6	6	8	10	33
Physical Education				1		1
Psychology	4	8	3	2	3	20
Respiratory Therapy	7	6	18	25	26	82
Retail Management					1	1
Spanish				1		1
Surgical Technology	2	2	3	5		12
Telecom. & Wireless Tech.			1	1	2	4
Telecommunications Tech.	11	10	7	2	4	34
Toyota Technical Educatn Netwk	1	1	1	1		4
University Studies	62	50	47	47	68	274
Web Developer	3	5	2	2	1	13

	2002/03	2003/04	2004/05	2005/06	2006/07	Total
Total	346	352	375	402	449	1,924
Certificate - 30 to less than 60 units						
Business Administration	37	13	6	5	5	66
Cosmetician/Aesthetician			1			1
Cosmetology	12	2	12	3	3	32
Fashion Merchandising	3		2		1	6
Hotel Operations		1	1			2
Journalism			1			1
Network Engineering				6	3	9
Office Information Systems					1	1
Respiratory Therapy	10				1	11
Surgical Technology	16	28	36	15	13	108
Telecom. & Wireless Tech.				3	1	4
Telecommunications Tech.	19	10	7	1		37
Total	97	54	66	33	28	278
Certificate - less than 30 units						
Accounting	33	10	10	15	9	77
Accounting Assistant I	3		5	1		9
Accounting Computer Specialist				3	5	8
Administration of Justice	5	6	4	4	6	25
Administrative Assistant	5	6	2	1	3	17
Advanced Engine Performance	20	26	25	27	27	125
Basic Networking Skill Endors.				1	1	2
Biotechnology Manufacturing				27	33	60
Business Administration	1					1
Business Information Systems	4		1	1	1	7
Central Serv. Tech. w/Clinical	24	11	18	15	9	77
Central Service Technology			5	3		8
Chassis Technology	38	26	45	38	32	179
Computer Info Specialist	15	12	8	6	5	46
Cosmetician/Aesthetician	53	2	16		8	79
Drive Train Technology	39	44	37	33	36	189
Early Childhood Education	60	65	41	37	29	232
Electricity/Electronics Tech.	36	39	42	42	34	193
Emergency Medical Technician I	41	53	47	65	58	264
EMT Refresher	34	8				42
Engine Performance	17	22	24	27	25	115
Engines Technology	42	43	46	40	39	210
General Merchandising	2					2
General Supervision	1					1
Image Consulting			1			1
Import & Export					2	2
International Business				1	4	5
International Trade	6	3	2	5	2	18
Legal Secretarial	5	4	1	1		11
Lifespan		1				1
Marketing				1	1	2
Medical Transcriber	1					1
Office Assistant	2	12	7	3	1	25
Paralegal/Legal Assistant	22	21	17	9	17	86
PC Config. & Repair Endorse.				3	2	5
PC Configuration and Repair	23	7	3	4		37

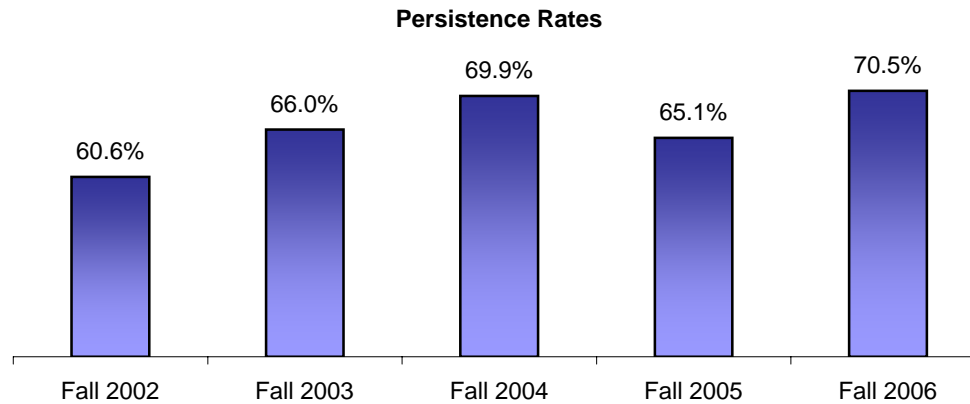
	2002/03	2003/04	2004/05	2005/06	2006/07	Total
Telecom Wiring & Installation	19	2	1			22
Telecommunications Networking	20	10	1	3		34
Toyota Brake Chassis Air Condt	21		17		15	53
Toyota Electrical Technology	1	23		21		45
Toyota Engine & Drive Train	22		17		13	52
Toyota Engine Performance	1	19		19		39
Web Developer	17	7	6	2	4	36
Wiring & Install. Skill Endors				1	2	3
Total	633	482	449	459	423	2,446
Grand Total	1,076	888	890	894	900	4,648

Source: SMCCD Data Warehouse

**Skyline College
Fall to Spring Persistence
First-Time Students**

Summary: The fall to spring persistence rate for first-time Skyline College students averaged 66.2% over the past five years. This was just over the statewide rate of 63.3% for 2003. Persistence rates increased to a peak high of 70.5% with the Fall 2006 cohort. Females generally had higher persistence rates than males (five-year averages of 67.5% and 65.4%, respectively). Ethnic groups with the highest persistence rates were Asian/Pacific Islander (71.3%), Filipino (73.3%), and students who belonged to "Other" ethnicities (77.6%). Over the past five years, persistence rates for Asian/Pacific Islander students generally increased from 59.5% to 71.4%, but generally fell for African American students from 69.8% to 41.2%. Persistence rates decreased as student age increased. The highest rates were for students age 15 to 17 years (76.9%) and age 18 to 22 years (72.9%).

Cohort	Fall	Spring	Persistence
Fall 2002	1148	696	60.6%
Fall 2003	995	657	66.0%
Fall 2004	821	574	69.9%
Fall 2005	1060	690	65.1%
Fall 2006	1104	778	70.5%
Average			66.2%



Source: SMCCD Data Warehouse

Cohort: Fall term that first-time student cohort enrolled at Skyline College.

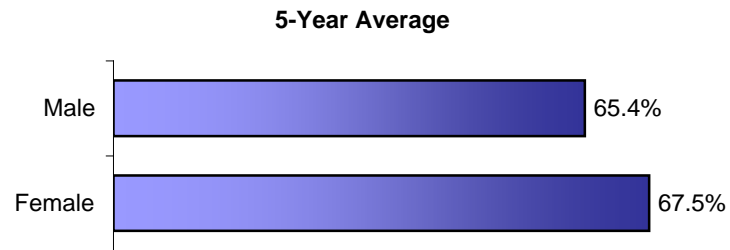
Fall: Number of students in cohort who enrolled in at least one course that fall term with an A, B, C, D, F, CR, NC, W, or I grade notation.

Spring: Number of students in cohort who enrolled in at least one course the subsequent spring term with an A, B, C, D, F, CR, NC, W, or I grade notation.

Persistence: Percentage of students from the fall term who persisted into the spring term (ratio of Spring to Fall).

**Skyline College
Fall to Spring Persistence
First-Time Students by Gender**

Cohort	Male			Female		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2002	554	330	59.6%	586	362	61.8%
Fall 2003	569	360	63.3%	416	291	70.0%
Fall 2004	420	284	67.6%	391	282	72.1%
Fall 2005	594	381	64.1%	446	295	66.1%
Fall 2006	582	423	72.7%	474	331	69.8%
Average			65.4%			67.5%

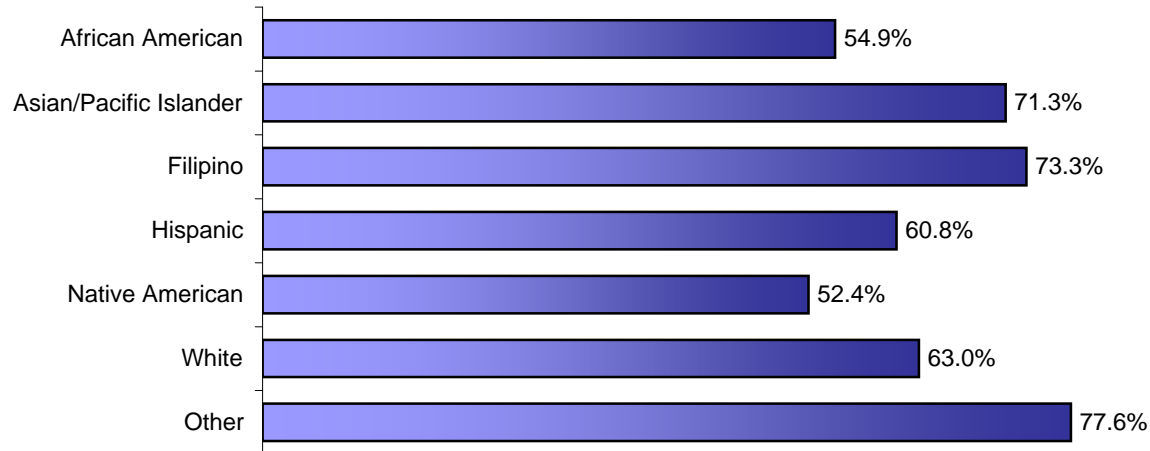


Source: SMCCD Data Warehouse

**Skyline College
Fall to Spring Persistence
First-Time Students by Ethnicity**

Cohort	African American			Asian/Pacific Islander			Filipino			Hispanic			Native American			White			Other		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2002	54	34	63.0%	262	183	69.8%	194	135	69.6%	320	172	53.8%	6	1	16.7%	241	123	51.0%	34	25	73.5%
Fall 2003	70	35	50.0%	241	169	70.1%	185	133	71.9%	249	159	63.9%	5	3	60.0%	186	116	62.4%	31	24	77.4%
Fall 2004	40	23	57.5%	205	143	69.8%	138	106	76.8%	215	131	60.9%	4	3	75.0%	163	120	73.6%	28	23	82.1%
Fall 2005	51	21	41.2%	255	182	71.4%	175	125	71.4%	261	157	60.2%	4	3	75.0%	200	129	64.5%	39	27	69.2%
Fall 2006	49	32	65.3%	246	185	75.2%	203	157	77.3%	272	182	66.9%	2	1	50.0%	204	138	67.6%	19	15	78.9%
Average			54.9%			71.3%			73.3%			60.8%			52.4%			63.0%			77.6%

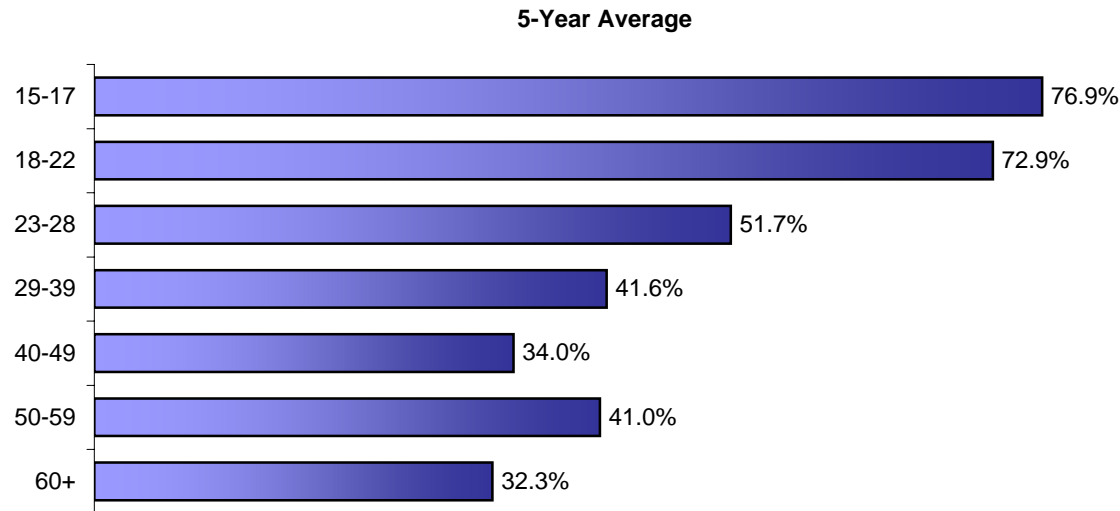
5-Year Average



Source: SMCCD Data Warehouse

Skyline College
Fall to Spring Persistence
First-Time Students by Age

Cohort	15-17			18-22			23-28			29-39			40-49			50-59			60+		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2002	24	18	75.0%	773	533	69.0%	116	61	52.6%	93	34	36.6%	81	31	38.3%	21	7	33.3%	36	9	25.0%
Fall 2003	23	15	65.2%	753	539	71.6%	81	49	60.5%	73	28	38.4%	45	19	42.2%	10	2	20.0%	5	2	40.0%
Fall 2004	21	14	66.7%	632	473	74.8%	68	36	52.9%	51	26	51.0%	26	9	34.6%	12	7	58.3%	6	4	66.7%
Fall 2005	22	17	77.3%	821	584	71.1%	75	34	45.3%	70	30	42.9%	38	10	26.3%	18	5	27.8%	7	3	42.9%
Fall 2006	27	26	96.3%	831	649	78.1%	82	38	46.3%	57	25	43.9%	51	13	25.5%	17	11	64.7%	11	3	27.3%
Average			76.9%			72.9%			51.7%			41.6%			34.0%			41.0%			32.3%



Source: SMCCD Data Warehouse

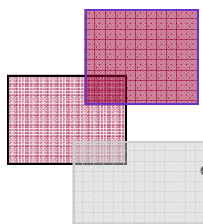


Section V

Perception and Satisfaction



The following are excerpts from the various survey studies conducted in 2005/06 and 2006/07. For more information on these reports including executive summaries and Power Point briefings, please go to the Office of Planning, Research and Institutional Effectiveness website at: <http://www.smccd.edu/accounts/skypro/home.html>



Highlight of the Findings

- Students reported that counseling services were the most important to them, while student support services in general were the least important. Moreover, students were most satisfied with the registration process and least satisfied with safety and security.
- Academic advisors' knowledge about transfer requirements ranked highest in both importance and satisfaction on the Academic Advising and Counseling scale. Consistent with the focus group study from fall 2005, students believed that counseling services are critical to their success and an important element to the college experience. Consequently, students commented they would like more counselors available and more convenient appointment times.
- The adequacy of library resources and services ranked highest on both importance and satisfaction on the Academic Services scale. Students commented that they are pleased to have access to computers and labs. However, the availability of up-to-date equipment in labs had the largest performance gap, indicating that the college fell short of students' expectations in this area.
- The knowledge of admissions staff ranked highest in both importance and satisfaction on the Admissions and Financial Aid scale. However, there was a relatively large performance gap under the adequacy of financial aid, which was one of the top three factors students selected that influenced their decision to enroll.
- The caring and helpfulness of staff and enjoyable college experience received high scores on satisfaction. Similar to the results from the focus group study of fall 2005, many students commented that they liked the campus because it was small, cozy and conducive to learning. On the other hand, students said that the current building construction was a distraction and an inconvenience and made for an unpleasant atmosphere.
- The adequacy of career services ranked first on importance and second on satisfaction on the Campus Support Services scale. The availability of child care facilities had the smallest performance gap in the survey, indicating that the college met students' expectations in this area.
- The question which asked about fair and unbiased treatment of the students by faculty ranked highest in both importance and satisfaction. However, students expressed an interest in having more opportunities available to voice their opinions and concerns.
- Students ranked the quality of instruction highest on both importance and satisfaction on the Instructional Effectiveness scale. Students commented that the faculty are generally very knowledgeable, friendly, helpful and approachable and that they are truly concerned about students' success.
- Early notification of poor performance in class had one of the largest performance gaps in the survey, suggesting that students would like to know about their progress early enough in the semester to improve their performance.
- The convenience of class times ranked highest on importance on the Registration Effectiveness scale, but received the second to lowest score on satisfaction, creating a

relatively large performance gap. Yet, students said that it was much easier to get into classes at Skyline than at other colleges in the area.

- The Safety and Security scale ranked high on importance. However, the adequacy of student parking and the lighting in parking lots had the two largest performance gaps in the survey. Comments revealed that students would like more security officers patrolling the campus and parking lots, particularly in the evenings.
- The adequacy of smoking restrictions on campus had one of the largest gaps on the survey and numerous comments indicated that students were dissatisfied with the amount of smoking on campus.
- Factors of greatest importance in the decision to enroll at Skyline College were cost, academic reputation, and financial aid. Factors of least importance or influence were the opportunity to play sports, campus appearance, and recommendations by family and friends.
- The college experience at Skyline exceeded the expectations of 42% of respondents, while 70% were satisfied with their experience at the college thus far, and 63% said that if they had to do it over, they would probably or definitely enroll again.
- Students believed that the college was responsive to the diverse needs of its students. Many comments noted that the college offered something for everyone and that the convenience of the class schedule and variety of classes made it possible for the students to explore options they might not have explored otherwise.

Highlights of the Findings

- Many survey respondents commented about Skyline's commitment to its students and their success. Respondents said that Skyline's commitment to students was evidenced in the effort the college made to support students through the services the college offered, the variety of excellent programs and courses, and people who genuinely cared about students and their success. Respondents stated that Skyline believed and practiced its students first philosophy.
- There were numerous comments on the survey that described the environment at Skyline as collegial and collaborative with adequate opportunities to participate in college-wide planning and decision-making processes. However, many of the comments suggested that there were too many college-wide initiatives and meetings to be effective and to fully understand what was going on at the college.
- The overall satisfaction item that asked about the number of opportunities to participate in college-wide planning received the lowest rating (3.6 mean score) along with the item that asked about how well the shared governance process worked (3.7) and campus safety (3.7).
- The item regarding the adequacy of opportunities for staff to participate in the development of financial plans and budgets received the most unfavorable rating (22% disagreed/completely disagreed). Also rated unfavorably was the item regarding college budget decisions that are based on input from all constituents (20%).
- The six items on the survey regarding diversity all rated favorably (76% to 80%). Comments were made about the inclusive atmosphere at Skyline, and much was written about how diverse the college was (students, faculty and staff) and how the college embraced this diversity in a very positive, respectful and welcoming way.
- Many respondents who commented believed that the shared governance process was being implemented effectively and that it encouraged cross-functional and cross-discipline dialogue and collaboration. However, respondents commented that the numerous committees and initiatives requiring the shared governance process were over-taxing staff and faculty and made it difficult to fully participate or fully understand the myriad of plans, processes and decisions being implemented throughout the college.
- The item regarding the adequacy of the maintenance of campus facilities received relatively unfavorable rating (49% disagreed/completely disagreed). A sizeable number of survey respondents wrote that they were dissatisfied with the condition of the facilities and grounds. Many respondents noted that the bathrooms in particular were not cleaned regularly enough and that the classrooms and buildings were not well maintained.
- The overall satisfaction item that asked about recommending Skyline College as a good place to work received the highest overall rating (4.2 mean score) while other high ratings were found in items related to the college environment: a climate in which differences were appreciated (4.1), the high quality learning experience (4.1), and employee satisfaction with current assignment (4.0). Many survey respondents commented on the team spirit, collegiality and can-do attitude among staff and faculty at Skyline.

Introduction

During the fall semester of 2006, Skyline College participated in a national study of community college students and their media preferences. Nearly 35,000 students, including 874 students from Skyline participated in the on-line survey. The survey was designed and conducted by Interact Communications of Onalaska, Wisconsin. The results from the survey was intended to provide colleges with important data on internal communications, college publications, Webpage design and importance, Internet access, lifestyle activities, radio, television and newspaper preferences, and contact preferences. The information will be used to determine strategies appropriate for future marketing and communications to our students and the community, and will be incorporated into discussions on the college's web development and design.

Survey Respondent Profile

The majority of the survey respondents were female and between the ages of 16-25, with moderate distribution from other age groups. This closely matches the age groupings found in the general student population at Skyline College. The survey respondents also closely matched most of the ethnic segments found in the college student population including 16% Hispanic compared to 19% college-wide and 24% White compared to 23% college-wide, 1% African American compared to 4% college-wide and 43% Asian compared to 28% college-wide. It should be noted that there was no category on the survey for Filipino so it might be assumed that Filipino survey respondents selected the Asian category which is 19% college-wide. In addition, the majority of respondents noted transfer-seeking as their primary education goal which is consistent with the college-wide statistics on education goal.

Lifestyle Preferences

The student survey respondents were asked to indicate the type of radio format that was their favorite. The top three formats chosen were: Urban Rock, Alternative and Contemporary Hits. Students were then asked about the frequency of certain lifestyle activities. The top three activities selected as sometimes (all others were selected as not often, seldom or never) were: 1) Going to the coffee shop, 2) Going to the malls, and 3) Going to the movies. When asked about the frequency of newspaper usage, the overwhelming majority indicated that they either rarely or never read the daily, weekly or monthly newspapers.

Preferred Method of Contact

When asked to what degree the student liked being contacted by the college about important information via various stated methods, the majority of students (72%) responded that they preferred to be contacted via e-mail. Their second preferred method of contact was via mail and their least preferred methods were via phone either at work and or at home. Students were then asked about communicating with their professors and their advisors. The overwhelming majority indicated that they preferred either face-to-face meetings or e-mail with their professors and face-to-face meetings with their advisors.

Internet Access and Communication

Students were asked where they have access to the internet. The majority of those surveyed responded that they have access to the internet at home (96%) and at school (77%), while half (51%) responded that they access the internet from work. Students were then asked if they visited the college's website when choosing a college. The majority of respondents indicated that they visited the website. Students were then asked if the college used the web to communicate with students. The median response was favorable (agree). Students were also asked if the college effectively used the web to disseminate critical information and the median response was slightly less than favorable (somewhat agree). When asked whether the student made their decision to apply/not apply to a college based on the information in its website, the median response indicated agreement.

Class Schedule Distribution

Students were asked about their preferred way in which to receive the class schedule. Approximately half (51%) indicated that they liked to have it mailed to their homes, while about a quarter of the respondents (36%) indicated that they liked to either download the schedule (18%) or use the searchable college website (18%). The students were then asked about their preferred way in which to receive financial aid information. Nearly half responded they liked to receive the information by mail, while slightly less than a quarter indicated they liked to download the information from the college's website.

Conclusions

The information on Lifestyle Preferences indicates that malls, coffee shops and movie theaters may be the best venues for advertising. Information on newspaper preferences indicates that Skyline's largest population segment (18-25 year olds) does not read the paper regularly. Not the best venue for advertising. Students clearly prefer e-mail communication of college information over any other form of communication and dislike any type of phone contact. Students prefer one-to-one personal contact with

their professors and advisors/counselors over any other type of contact. Students prefer the class schedule to be mailed to their homes rather receive this information from the website. Students prefer receiving Financial Aid information by mail. This may indicate a need to reinstate the letter campaign to parents. Students validated the belief that the website is an important source of information when they rated the question about visiting a college website when choosing a college.

Recommendations

The survey results lead to three immediate conclusions: 1) Skyline needs to develop policies and procedures for communicating with students on a regular basis. This needs to be done often enough to be valuable, but not too often to overload and frustrate students, 2) Skyline should update its web site to make the college more attractive to new students, and 3) Skyline should use the survey results to tailor its current and future marketing efforts to its targeted audiences.

Highlights

- Of the 8,480 students registered at the time of the survey, 792 responded to the survey (9% response rate).

- The majority of survey respondents reported that they learned about the college through word-of-mouth or referral. This has implications for the way in which the college manages its reputation and how it brands its image and is consistent with other service industries that heavily rely on referral-based marketing techniques.

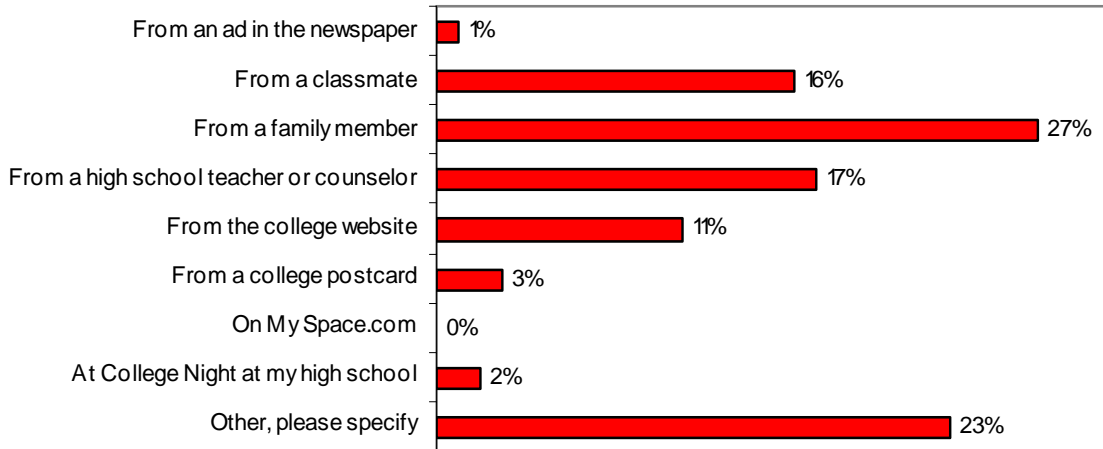
- The majority of students (64%) responded that they use either the printed class schedule or the printed college catalog to find out about classes. This confirms the decision to reinstate the mailing of the class schedule.

- One third of the respondents indicated the college website as the way in which they usually find out about classes and student services at Skyline. This confirms our decision to upgrade the college website and to continue mailing the class schedule.

- When asked how they usually find out about events and activities that are happening on campus the majority (42%) response was flyer or posting on a bulletin board. This is consistent with the behavior of the majority of the Skyline students who are part-time and on campus intermittently or for the primary purpose of attending their classes. This behavioral characteristic lends itself to a communication method that is quick and easy to access, such as a flyer or posting.

**Topical Survey-Fall 2007
Marketing and Outreach Communication**

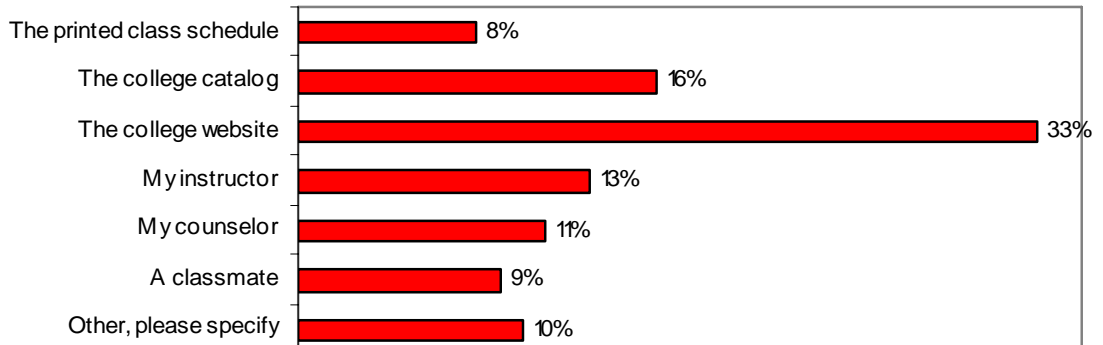
1. How did you first learn about the college?



2. How do you usually find out about the classes that the college offers?

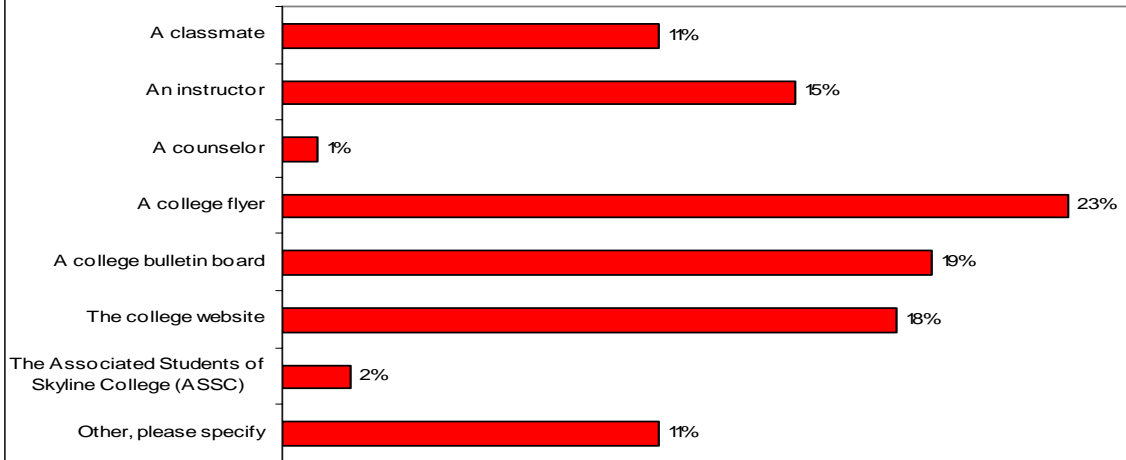


3. How do you usually find out about the student services that are available on campus (for example: counseling, financial aid and transfer center)?

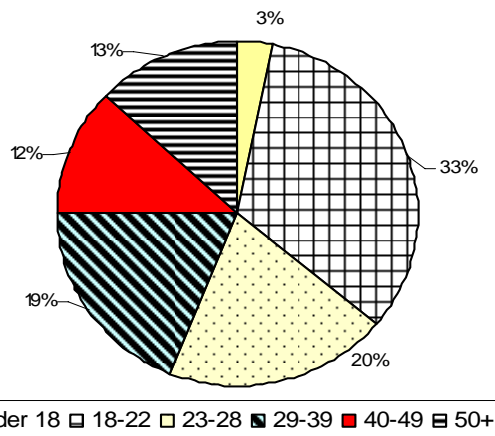


Topical Survey-Fall 2007 Marketing and Outreach Communication

4. How do you usually find out about events and activities that are happening on campus?



6. What is your age group?



7. What is your enrollment status?

