

Date: 4/8/2026

Division: SSCA

Division Dean: Dr. Bianca Rowden-Quince, Acting Dean of SSCA P

lease respond to the following prompts about AY 25-26 by clicking on the grey box:

I. List the programs that fall within your Division.

The Social Science & Creative Arts Division houses the following 20 academic programs:

Administration of Justice (AA, AS-T, Certificate)
Anthropology (AA-T)
Art: Studio and Art History (AA, AA-T, Certificates)
Digital Media & Design (AA, Certificate)
Drama
Economics (AA-T)
Ethnic Studies
Film
Geography (AA-T)
Global Studies (AA-T)
History (AA-T)
Music (AA, AA-T)
Paralegal Studies (AA, Certificate)
Philosophy (AA-T)
Political Science (AA-T)
Psychology (AA, AA-T)
Social Justice Studies (AA-T)
Social Science/Interdisciplinary Studies (AA)
Sociology (AA-T)
Theater Arts (AA-T)*

*New program as of Fall 2026

In addition, the following comprehensive programs and grants are housed within the SSCA Division:

Skyline College Theater
Art Gallery
Honors Transfer Program
Psi Beta Honor Society
uSOAR – Undergraduate Symposium of Academic Research
Teach Palestine – PIF (Year 2, requested Year 3)
Fall Musical – PIF (completing Year 3)
BEAMS – PIF (completing Year 2)



Zero-Textbook Cost (ZTC) Z-Degree Pathway Grant - Art History

Zero-Textbook Cost (ZTC) Z-Degree Pathway Grant - History

II. Briefly describe any major changes to the Division or Programs' purview and functions during the past year.

- a) Faculty staffing, both full-time and part-time, continues to be an area of growth and development within the SSCA division. Following the departure of three veteran full-time faculty members, the division successfully hired one full-time History instructor and one full-time Philosophy instructor, both of whom began their appointments in Fall 2025. Unfortunately, the third position, a second full-time History hire, remained unfilled due to the final candidate's withdrawal after accepting a more competitive opportunity elsewhere.

The addition of new full-time faculty has generated a positive resurgence of ideas, collaboration, and collegial engagement within the division. Existing faculty have provided mentorship and guidance to support the onboarding process and to assist new colleagues in learning how to best serve our students and programs. While instructional responsibilities were partially addressed through these new hires and the maximum utilization of part-time faculty, several essential functions including curriculum development, program innovation, key campus partnerships, and student engagement efforts require renewed attention in the coming academic year.

The absence of fully staffed full-time faculty teams in the History and Ethnic Studies departments has slowed progress on implementing the actions and outcomes identified in their respective Program Reviews and strategic. Additionally, limited capacity has hindered consistent assessment of course-level and program-level student learning outcomes across the division.

In response to increased student demand resulting from the implementation of Cal-GETC Area 6 for Ethnic Studies, as well as staffing gaps created by unforeseen faculty leaves in other disciplines, the division hired nine new part-time instructors to support course offerings in Ethnic Studies, Psychology, and Social Justice Studies in the past academic year. The expansion of faculty capacity across both full-time and part-time roles has enhanced opportunities for collegial mentorship and professional support, while also significantly increasing the scope and volume of required peer evaluations.

- b) The SSCA division continues to be heavily engaged in curriculum revisions associated with Phase II of Common Course Numbering (CCN), including extensive work on course alignment and renumbering. During Phase II, division faculty completed significant curriculum revisions to meet statewide guidelines in the disciplines of Anthropology, Art History, Economics, History, and Sociology. Beginning Fall 2026, many courses will carry new course numbers, updated titles, and aligned course content. These changes may initially result in enrollment fluctuations and potential confusion among students as they



navigate the revised curriculum structure. As a result, increased and targeted student communication, strengthened partnerships with Counseling, and proactive enrollment impact mitigation strategies will be necessary next steps to support student understanding, course selection, and enrollment stability.

- c) In the Fall 2025 semester, the Music department added two new courses to its regular rotation of offerings to increase student awareness, engagement, and connection to the Latiné diaspora of music, honoring the cultural heritage of many of our students. The new courses—**MUS 456: Latin Music Performance Ensemble** and **MUS 240: Latin American Music**—directly support the college’s Educational Master Plan (EMP) Goal #1 to become an antiracist institution by intentionally centering historically marginalized musical traditions within the curriculum. These courses also advance EMP Goal #2 by responding to the cultural interests and lived experiences of the communities we serve, thereby supporting increased student enrollment and engagement.

The introduction of these new offerings has required ongoing curriculum refinement, targeted marketing, and increased levels of support from division staff, faculty, and leadership. The Latin Music Performance Ensemble held its first public concert at the conclusion of the Fall semester, providing a visible and celebratory platform for student learning and cultural expression. Additionally, the Latin American Music course established a new campus partnership and is now an official elective within the Puente Program, further strengthening pathways for student connection, persistence, and success.

- III. Review the Improvement Platform’s “General Information Summary” dashboard for program review completion and **note which programs within your division are (a) missing a CPR/PRU for their designated year, and are (b) scheduled for a CPR and/or PRU next year.** (CPRs are due on a 7-year cycle, 2 PRU’s are **required** between each CPR.)
- a) We **currently to do not have any programs that are missing and their CPR or PRU for their designated year.** We’ve completed all assigned reviews during the last academic year.
- b) **The following programs are scheduled for CPR/PRU in the next academic year:**
- a. GEOG – CPR 2026-2027
 - b. PSYC – CPR 2026-2027
 - c. PHIL – CPR 2026-2027 (*Approved Delay to 2028-2029*)
 - d. HIST – PRU Fall 2026
 - e. POLS – PRU Fall 2026
 - f. ADMJ – PRU Fall 2026
 - g. LEGL – PRU Fall 2026
- IV. Review the Improvement Platform’s “Course SLO/ PSLO Assessment” dashboard for your division and **note progress on course SLO assessment (for instructional/ student service programs with courses) or program SLO assessment (for student services programs) for the**

current three-year cycle? Which programs may need your support, and how will you support them?

PSLO and course-level SLO assessment continue to be areas requiring sustained focus and intentional progress within the division.

Since this time last year, the overall percentage of PSLOs assessed has remained at 16 percent. At the conclusion of the 2022–2025 three-year PSLO assessment cycle, the division’s overall PSLO assessment rate remains unchanged; however, notable progress was made at the department level. Both the Administration of Justice and Art departments successfully assessed 100 percent of their program student learning outcomes. With the start of the 2025–2028 three-year assessment cycle, the division will place renewed and sustained focus on completing PSLO assessments for all applicable programs.

Course-level SLO assessment remains a substantial undertaking for the division, which oversees a total of 226 courses requiring assessment. To complete the 2022–2025 three-year assessment cycle, the division intentionally focused on increasing the percentage of courses assessed. As a result of these efforts, the overall percentage of reported course SLO assessments **increased significantly from 17% at this time last year to 65.5%.**

This growth can be attributed to several strategic approaches, including collaborative pairings between smaller and larger departments, for example, Music (MUS) and Drama (DRAM) to provide mutual support in completing SLO assessments. Additionally, the division strengthened its partnership with the Center for Transformative Teaching & Learning (CTTL) to support course-level assessment through the Canvas Outcomes and Nueventive pilot platform.

Several departments made notable progress in addressing course-level assessment requirements, including Administration of Justice (100%), Art (100%), Economics (75%), Music (87%), Paralegal Studies (100%), Political Science (63%), Psychology (65%), and Sociology (67%).

To sustain and advance progress in SLO assessment in the next three-year assessment cycle 2025–2028, the division must continue to establish clear expectations, increase the visibility of assessment plans, and provide structured opportunities for intentional planning and support. Achieving these goals will require ongoing institutional investment in faculty professional development, including consistent FLEX programming and targeted workshops to support faculty proficiency with the Nueventive platform. Allocating resources for this training is essential to ensure equitable faculty access, consistent implementation, and reliable assessment data.

At the division level, dedicated time and resources are needed to support course SLO engagement through division meetings, guided dialogue, and the modeling of effective assessment practices using the new system. Additionally, allocating faculty coordination or reassigned time for departments with high enrollments, large numbers of faculty, and multiple course sections such as History and Ethnic Studies, would directly support collaborative assessment work. This investment would allow departments to develop shared strategies, including common or signature assignments

across courses, and ensure more accurate, consistent, and holistic completion of SLO assessments. Such targeted resource allocations are critical to strengthening assessment effectiveness, supporting accreditation expectations, and improving student learning outcomes at scale.

V. Briefly describe the major challenges and achievements for your Division over the past year.

CHALLENGES: Some of the biggest challenges that the SSCA Division continues to face are as follows:

1) Staffing Challenges

SSCA is the second-largest instructional division at the college, serving high enrollment across general education, transfer pathways, and degree and certificate programs. In addition, SSCA supports specialized instructional spaces in Music and Art that require technical expertise, ongoing maintenance, and robust community engagement. Given the division's size and scope, SSCA is significantly understaffed and requires additional permanent support to sustain high-quality, equity-centered instruction. Immediate staffing needs are concentrated in three critical areas:

Laboratory Support

The division urgently requires two permanent part-time Laboratory Technicians, one for the Art Gallery and one for the Music Labs. These specialized spaces demand technical support beyond faculty responsibilities and have been prioritized in the division's staffing rankings. Without this support, students risk losing access to essential hands-on learning opportunities. These positions are vital for maintaining instruments and sheet music, operating the electronic music lab, and supporting the Art Gallery's instructional use and justice-centered exhibitions and community programming.

Administrative Support

Additional administrative capacity is needed in the division office to manage expanded programming, partnerships, and student engagement initiatives. Current staffing is insufficient to support the growing Social Science programs, which play a central role in civic engagement, interdisciplinary collaboration, and experiential learning. The division continues to request an additional PSC position to better support students and faculty and to sustain justice-centered pedagogy.

Full-Time Faculty in Paralegal Studies

The most immediate instructional need within the division is a full-time faculty position in Paralegal Studies. Following the program's successful recertification by the American Bar Association (ABA), the scope and complexity of required program responsibilities have increased substantially. These include expanded strategic planning, mandated faculty and advisory board engagement, curriculum revisions, student internship oversight, and the



implementation of a new special admissions process for the Paralegal Studies certificate program.

Currently, the program is supported by only one part-time Faculty Coordinator and one part-time Program Services Coordinator, a staffing model that has exceeded capacity and is insufficient to meet both instructional and administrative demands. As a result, student progress toward certificate completion and transfer has been negatively impacted. Limited faculty capacity has also constrained consistent course- and program-level assessment and has hindered preparation for forthcoming program updates and ongoing student support requirements. Addressing this staffing gap is essential to ensuring instructional quality, equity, program sustainability, and continued institutional compliance with ABA standards.

Full-Time Faculty in Ethnic Studies

The second most immediate instructional need is an additional full-time faculty position in Ethnic Studies. With Cal-GETC Area 6 now required for all degree- and transfer-seeking students, enrollment demand has far outpaced instructional capacity. The department is currently staffed by two full-time faculty members and is in the final stages of hiring a third; however, this level of staffing remains insufficient to meet current and projected student demand. As a result, courses continue to carry persistent waitlists, contributing to delays in students' general education completion and transfer timelines.

Limited full-time staffing has also constrained sustained course- and program-level assessment, curriculum development, and program coordination. These capacity limitations have hindered the department's ability to adequately prepare for the development and implementation of the forthcoming AA-T degrees in Ethnic Studies, including Black Studies, Asian American and Pacific Islander Studies, Native American Studies, and Latinx Studies. Addressing this staffing gap is essential to ensuring instructional quality, advancing equity, and maintaining institutional and curricular compliance.

2) Facilities & Classroom Space Challenges

The SSCA division continues to experience ongoing challenges related to facilities and classroom space. The building 1 (B1) upgrade project remains incomplete, and the building continues to be affected by persistent water leaks and temperature control issues. Faculty and students have endured extreme heat and cold conditions over multiple semesters, negatively impacting teaching, learning, and overall classroom comfort. In addition, B1 remains subject to infrastructure upgrades—including technology, Wi-Fi and cellular service, plumbing, and restroom improvements—which can be disruptive to instructional continuity.

Post-pandemic, student demand for in-person instruction and face-to-face learning opportunities has increased significantly. However, the division does not currently have adequate assigned classroom space to meet this demand. Limited classroom availability restricts



the division's ability to schedule sufficient in-person sections and respond flexibly to enrollment needs.

The division's primary facilities request is the allocation of additional classroom space in Building 1, specifically the transition of third-floor space that is anticipated to be vacated by the Strategic Partnerships and Workforce Division (SPWD). Access to this space would be a first toward helping alleviate some of our current room shortages, better support in-person instruction, and improve the overall learning environment for students.

3) Cal-GETC and Common Course Numbering (CCN) Challenges

The implementation of Cal-GETC has reduced the number of Arts and Humanities units required for students to complete an AA-T. As a result, the full impact of this unit reduction on enrollment in Arts and Humanities disciplines remains uncertain. The division will closely monitor emerging enrollment trends as students transition to the new general education pattern. Most SSCA disciplines reside within Areas 3 and 4 of Cal-GETC and now compete for a reduced number of required general education units, creating potential enrollment pressures across departments. Increased engagement with the Counseling department and increased student awareness and communication regarding the vast number of possible courses withing SSCA that meet general education requirements is critical.

The SSCA division has initiated substantial curriculum revisions to align course content and numbering with statewide Common Course Numbering (CCN) mandates. Phase I focused on Political Science and Psychology, while Phase II required significant faculty engagement in Anthropology, History, Art History, and Economics to implement curriculum alignment under tight catalog deadlines. Although this work is essential for legislative compliance and transfer clarity, limited faculty capacity and competing responsibilities have constrained the division's ability to complete revisions in a sustainable manner. Without consistent dedicated faculty coordination time, this work places increased strain on new faculty as they navigate departmental processes and program development.

Phase III of CCN implementation will expand these demands to additional SSCA disciplines, further intensifying workload challenges. Faculty staffing and available workload capacity remain significant constraints on completing this work effectively while maintaining instructional quality and student success.

ACHIEVEMENTS: We have also experienced many achievements and built innovative collaborations in support of our students.

1) Curriculum & Programs Achievements

Over the past academic year, the SSCA division has made significant advances in curriculum development and program expansion to better support student pathways, equity, and workforce relevance. Faculty developed new Ethnic Studies courses to support the forthcoming AA-T degrees and respond to increased demand under

Cal-GETC Area 6. Additional curriculum innovations include new courses in Administration of Justice, Geography, Psychology (Human Sexuality), and expanded offerings in Music Theatre and Theatre Production, along with the development of a new drama lecture course, *Introduction to Theatre*. The division also successfully launched culturally responsive music offerings, including the Latin Music Performance Ensemble and the Latin American Music lecture course, both of which honor students' lived experiences and strengthen community engagement. In Career Education, the division introduced a Digital Media certificate focused on Adobe software, expanding applied and technical learning opportunities. Looking ahead, the division is preparing to launch the new Theatre Arts AA-T and Musical Theater Certificate in Fall 2026, further strengthening transfer pathways and reinforcing the division's commitment to accessible, equity-centered, and student-responsive curriculum.

The proposed degrees for developments and revisions include:

- Ethnic Studies AA-Ts (Black Studies, AAPI Studies, and LatinX Studies)
- Commercial Music Studies AA-T and Certificate of Achievement
- Law, Public Policy & Society AA-T
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2) Creative Arts Co-Curricular Programming Achievements

The SSCA division demonstrated strong leadership in creative arts co-curricular programming through robust, interdisciplinary, and community-centered experiences that extended learning beyond the classroom. The Music & Drama programs successfully mounted two major musical productions, *The Toxic Avenger* and the upcoming *9 to 5*, engaging students in applied performance, technical production, and collaborative artistic practice. *The Toxic Avenger* production was further enriched by an interdisciplinary faculty panel that examined the geographic, climatic, and social and environmental justice implications of toxic environments, modeling integrative learning across disciplines. The Skyline Art Gallery hosted two well-attended exhibitions this year, including *Civilization Blues* and *Behind the Seen*, featuring artist panels and performance art that fostered critical analysis, dialogue, and meaningful community engagement around the themes presented in each show. In music, the Skyline Jazz Ensemble represented the college at multiple high-profile campus events, including the Sunset Soirée and the President's Breakfast, completed a joint concert with the San Francisco State University Jazz Band, and is preparing to perform a joint concert with the El Camino High School Jazz Band. Collectively, these activities highlight the division's commitment to experiential learning, interdisciplinary collaboration, and creative engagement that enriches campus life and strengthens student connection, visibility, and success.

3) Co-Curricular Social Science Projects

The SSCA division advanced equity-centered co-curricular learning through the continued development of the Black Educators Mentorship and Support (BEAMS) Program and the Teach Palestine project, alongside a new interdisciplinary student collaboration between Psychology and Early Childhood Education. Launched in Fall 2024, BEAMS establishes a structured pathway for Black graduate students to enter the community college teaching profession and aligns with Skyline College's Student Equity Plan and Educational Master Plan by strengthening faculty pipelines, advancing inclusive leadership, and

promoting transformative pedagogy. In its second year, BEAMS continues to train interdisciplinary faculty mentors and launched its first mentee cohort, offering pedagogical training, curriculum design experience, classroom observation, and interview preparation; early outcomes include increased faculty engagement, strengthened community and university partnerships, and expanded representation of Black educators, contributing to greater belonging and identity affirmation for Black students. We officially hired one of our BEAMS interns as a new part-time instructor in Ethnic Studies this Spring semester.

Also launched in Fall 2024, the Teach Palestine project seeks to center the histories and lived experiences of Southwest Asian and North African (SWANA) communities through a campus-wide conference, *SWANA Futurism* and a monthly Community of Praxis focused on curricular and institutional change; in its second year, the initiative is working to establish a SWANA learning community to further support identity exploration and community building. Complementing these efforts, Psychology and Early Childhood Education faculty collaborated on a student-centered project that engaged Psychology students in applying developmental and social psychology concepts while supporting ECE students and children through observations, reflective practice, and developmentally responsive learning activities. This collaboration provided applied, interdisciplinary learning experiences while reinforcing equity-minded, community-based approaches to child development and student success. Collectively, these initiatives reflect the division's sustained commitment to experiential learning, equity, and institutional transformation.

4) Student Engagement in Career and Workforce Activities

The SSCA division demonstrated strong commitment to career readiness and workforce engagement through high-impact student activities that connected academic learning to professional pathways.

Psi Beta, the national psychology honor society, continued to thrive and earned the **2025 Chapter Excellence Award**, highlighting strong student leadership and academic engagement. The Psychology Department, in partnership with Career Readiness, hosted the *Psyched for Success* career event in February 2026 as part of the American Psychological Association's *Engaging Psychology's Future* initiative, supporting students in exploring diverse psychology career pathways within one of the college's largest majors. On April 24, the division will host its **sixth annual Undergraduate Symposium of Academic Research (uSOAR)**, engaging **an estimated 150 attendees** and showcasing student research across the humanities, social sciences, and STEM—an event that has generated interest from students at other institutions and supports future enrollment growth. Additionally, the Paralegal Studies program strengthened workforce alignment through *networking nights and guest speaker events* featuring industry professionals, providing students with direct exposure to career pathways, mentorship, and employment opportunities. Collectively, these initiatives enhance student persistence, career confidence, and Skyline College's ability to attract and retain students through relevant, community-responsive programming.



- VI. List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College’s [M-V-V](#) and [Education Master Plan](#)?

Goal 1: Curriculum Alignment and Degree/Certificate Development

(Strategic Goal 1; EMP Goals 2, 3, and 4)

- **Align Courses and Programs for Transfer and Completion:** Align courses with statewide C-ID designations and ensure all offerings are connected to clearly defined degree and certificate pathways to support student transfer, completion, and career outcomes.
- **Strengthen and Streamline General Education Offerings:** Streamline general education curricula housed within SSCA and intentionally schedule high-demand GE courses in both in-person and online formats to meet diverse student needs and enrollment patterns.
- **Expand Equitable Access Through ZTC and OER:** Increase Zero Textbook Cost (ZTC) and Open Educational Resources (OER) offerings in high-demand GE courses. The History and Art History departments are transitioning remaining courses to ZTC and developing the next Z-degree pathways to support fully ZTC AA-T degrees in both disciplines.

Goal 2: Advance Anti-Racist Practices Across Instruction, Professional Development, and Hiring

(Strategic Goals 1, 2, 3, 4, and 7)

- **Strengthen Ethnic Studies Curriculum:** Expand Ethnic Studies course offerings to build students’ critical capacity to examine and challenge systems of racism and white supremacy, supporting belonging, empowerment, and equity in educational and social contexts.
- **Invest in Equity-Centered Professional Development:** Support faculty participation in Equity and Culturally Responsive Teaching (ECRT) and advanced Regular and Substantive Interaction (RSI) training to deepen culturally relevant pedagogy, inclusive course design, and high-quality, high-touch online instruction.
- **Advance Equitable Hiring and Staffing:** Prioritize intentional, equity-minded hiring practices that diversify faculty and staff, challenge Eurocentric academic norms, and reflect students’ lived experiences. Planned hires include a full-time tenure-track faculty position in Ethnic Studies, and History (Fall 2026) and key support roles to address service gaps and strengthen divisional capacity.

Goal 3: Increase Civic Engagement and Strengthen Strategic Partnerships

(EMP Goals 3, 4, and 5)

The Social Science and Creative Arts (SSCA) Division is committed to fostering civic engagement, creative expression, and community-connected learning through academic and co-curricular programming. The division seeks to position SSCA as a hub for social dialogue and creative engagement that amplifies student voice, supports professional development, and strengthens connections between the campus and the communities we serve.



- **Expand Civic and Co-Curricular Engagement:** Develop interdisciplinary, academic, and co-curricular opportunities that promote civic participation, creative expression, and real-world skills while encouraging students to engage meaningfully with their communities.
- **Strengthen Internal Campus Partnerships:** Collaborate with Counseling, the Learning Center, and the Library to improve student access, awareness, and navigation of SSCA programs. Recent efforts include the creation of targeted one-page flyers to help Counseling promote new courses and illustrate how Art and Music GE offerings support diverse academic pathways.
- **Advance Equity Through Z-Degrees and Curriculum Access:** Continue development of fully Zero Textbook Cost (ZTC) Z-degrees to reduce financial barriers, increase access, and enrich curricula with more inclusive and diverse perspectives.
- **Build and Sustain External Partnerships:** Strengthen relationships with transfer institutions and community partners to support student transitions and academic continuity. Notably, the division recently hosted a meet-and-greet with San Francisco State University Sociology faculty, providing students direct exposure to transfer pathways and reinforcing alignment between Skyline coursework and upper-division expectations. Exploring what other external partnerships can support division will be a priority.

Goal 4: Upgrade Building 1 Facilities, Technology, and Learning Spaces
(EMP Goals 3, 4, and 5)

The SSCA Division is committed to modernizing Building 1 (B1) to better support high-quality instruction, creative practice, and student engagement through improved facilities, technology, and space utilization.

- **Continue Facility and Technology Modernization:** Build on completed upgrades to faculty offices, workrooms, sculpture and digital arts labs, and the music technology lab. Ongoing efforts include improvements to the theater (replacing theater lights), restrooms, student meeting spaces, and the completion of classroom technology upgrades.
- **Reimagine Student-Centered Spaces:** Transform key areas of Building 1—particularly the lobby and atrium—into welcoming, student-centered gathering and collaboration spaces. Planned enhancements include modernized display areas to showcase student artwork and create a visible, vibrant creative hub reflective of the division's programs.
- **Address Space, Lab, and Storage Needs:** Mitigate ongoing shortages in classroom space, specialized labs, and storage by planning for the transition into the third-floor SPWD suite once it relocates to Building 2. While this transition will occur over multiple

years, the division remains committed to collaborative planning to ensure continuity and long-term space optimization.

- VII. Using the boxes below, list the resource requests for FY26-27 that the Division is moving forward for consideration. Please note that the resource requests should be in declining order of priority, as indicated in the upper left corner of each box. For each resource request, describe how it connects with your Division goals, and the potential consequences of not securing the requested resource. In sum, please explain why filling this request should be a priority for the College. (To see a list of requests submitted by your programs, please follow the separate instructions for downloading from the Nuventive Platform.)**

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
1	Music Laboratory Technician (Part-time)	Classified Professional FTE	Music and Drama	Schedule 6, Classified Grade 26 (.48FTE, the true cost would be half the amount, \$37,584 - \$41,550.)
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
This position is essential to the effective coordination and operation of the Music Department's instructional spaces, including music labs and practice rooms. Responsibilities include monitoring and maintaining sound, computer, and audio equipment to ensure ongoing functionality; supporting student health and safety through the regular sanitization of shared instruments and equipment (such as keyboards and microphones); and maintaining organized, accessible sheet music and instrument collections used for instruction. The role also coordinates student and faculty equipment borrowing—including instruments, instructional technology, and lab access—supports music students in meeting course-required practice expectations, assists with studio lesson instructor scheduling and contracting, manages the procurement and maintenance of licensed and rental materials, and provides logistical support for concerts and performance tours. This position is essential to achieving the division's goals by supporting student completion through reliable access to instructional spaces and resources, advancing equity by reducing structural barriers to participation, and sustaining instructional facilities, technology, and community-facing programming critical to student engagement.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	Art Gallery Laboratory Technician (Part-time)	Classified Professional FTE	ART and Skyline College Gallery	Schedule 6, Classified Grade 26 (.48FTE, the true cost would be half the amount, \$37,584 - \$41,550.)
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The Art Gallery Laboratory Technician is essential for maintaining student and employee safety within the gallery, including the proper handling and disposal of hazardous materials, operation of specialized industrial equipment, and management of the college's new computerized gallery lighting system, motorized lifts, and mechanical tools. These responsibilities exceed faculty capacity and require specialized technical expertise. In addition to safety and operations, this position is critical to expanding and sustaining gallery programming, including annual juried student exhibitions, professional artist showcases, interdisciplinary collaborations, panel discussions, performances, and community-based events. Gallery programming provides significant opportunities for experiential learning, civic engagement, and internal and external partnerships. Overall, the Art Gallery Technician is a specialized and mission-critical role that supports the division's goals of curriculum development, equitable student access, and increased civic engagement and community partnerships, while ensuring the safety, sustainability, and continued growth of the Skyline College Art Gallery as a vital instructional and cultural space.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	SSCA Program Services Coordinator (Full-time)	Classified Professional FTE	All SSCA programs impacted	Schedule 6,

				Classified Grade 27 Step 3, \$75,636 + Benefits
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The SSCA Division continues to expand high-impact academic and co-curricular programming that advances curriculum development, civic engagement, and student success, including career-focused initiatives, research and honors programming, performing arts productions, exhibitions, speaker series, and experiential learning opportunities. However, current operational capacity has not kept pace with this growth. The division is supported by only one Division Assistant and one Program Services Coordinator (PSC) to serve 19 academic programs, which limits the division's ability to fully realize its goals. An additional PSC is essential to sustaining and equitably expanding division programming, strengthening internal and external partnerships, and supporting faculty and students effectively. This position directly advances SSCA division goals and aligns with SMCCCD Strategic Goals 1, 2, and 3 by supporting student success, advancing equity through access to high-impact opportunities, and improving institutional effectiveness through adequate operational infrastructure. Moreover, the current staffing model has created inequities across SSCA programs. Larger, more established programs receive more support, while newer or developing programs—such as Global Studies (GBST) and Ethnic Studies (ETHN)—struggle to gain traction due to limited staffing. These newer programs require significant support to build infrastructure, develop community partnerships, and provide both in- and out-of-classroom services. Without additional staff, we risk stalling their growth and limiting the division's ability to meet the evolving needs of our students and community.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4	.20 Release Time for History Department Coordination & .20 Release Time for Ethnic Studies Department Coordination	Faculty/ Adjunct FTE	History & Ethnic Studies	.20FTE Reassigned time for Faculty Coordination (1 course release \$8000-9000 for course coverage)

				Total: \$18,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The History Department is expanding to four full-time faculty and requires dedicated coordination release time to effectively implement updated SLOs and PSLOs developed during the recent Comprehensive Program Review. The Ethnic Studies Department is expanding to three full-time faculty and requires dedicated coordination release time to effectively implement updated SLOs and PSLOs developed during the recent Comprehensive Program Review. Designated faculty coordinators are needed to oversee assessment, facilitate departmental alignment across course sections, and support regular planning and communication. Release time is also essential to advance curriculum development and expand history-related community engagement activities aligned with the Educational Master Plan and Institutional Learning Outcomes related to civic and community engagement.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5	Instructional Equipment request for SSCA	Equipment	Music, Art, Anthropology, Theater, Geography	\$200,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
A consistent and dedicated instructional equipment budget is essential to sustain high-quality, hands-on instruction across the Music, Art, Printmaking, 2D Lab, Anthropology, Theater, Geography, and other programs within the SSCA Division. These disciplines rely on specialized equipment that requires regular replacement, maintenance, and updating due to wear, safety standards, and curricular demands. <i>Examples include the maintenance and expansion of Anthropology's skull and primate teaching collection; replacement and tuning of heavily used pianos, keyboards, amps, sheet music for ensembles, specialized percussion and new full drum set in Music; wheels, and tools in the ceramic's lab; safety equipment and materials for the sculpture lab; and updated physical and digital map collections for Geography instruction.</i> Without predictable funding, students face limited or inequitable access to essential instructional resources, and faculty are constrained in their ability to deliver curriculum aligned with course and program learning outcomes. A stable instructional equipment budget supports experiential learning, equity, and student success while protecting prior investments in facilities and technology and minimizing instructional disruptions caused by outdated or unsafe equipment.				

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Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
6	Paralegal Studies Tenure-Track Faculty Position	Faculty/ Adjunct FTE	Paralegal Studies	1.0 FTE Salary + Benefits

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

The most immediate instructional need within the division is a full-time faculty position in Paralegal Studies. Following the program's successful recertification by the American Bar Association (ABA), the scope and complexity of required program responsibilities have increased substantially. These include expanded strategic planning, mandated faculty and advisory board engagement, curriculum revisions, student internship oversight, and the implementation of a new special admissions process for the Paralegal Studies certificate program.

Currently, the program is supported by only one part-time Faculty Coordinator and one part-time Program Services Coordinator, a staffing model that has exceeded capacity and is insufficient to meet both instructional and administrative demands. As a result, student progress toward certificate completion and transfer has been negatively impacted. Limited faculty capacity has also constrained consistent course- and program-level assessment and has hindered preparation for forthcoming program updates and ongoing student support requirements. Addressing this staffing gap is essential to ensuring instructional quality, equity, program sustainability, and continued institutional compliance with ABA standards.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
7	Accompanist for Music Courses (Additional requests - Spring Musical production rehearsal hours/Prep assistance for rehearsal files for Concert Choir/Concert Band)	Professional Experts	Music, Drama, and Theater	\$32, 000 (for AY 2026-2027)

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

Provide accompanist for Music Courses that require piano accompaniment. Additional requests include: Spring Musical production rehearsal times and additional support for Concert Choir/Concert Band that enable music students to achieve the courses' SLOs and enables the College to meet C-ID

course descriptor requirements. Provides students of all socio-economic backgrounds access to this instruction by the College covering the costs.

Regular paid Accompanist hours for Music Courses:

MUS 401-404 , MUS 470.1-4, MUS 485.1-4, MUS 501-4, MUS 410.1-4, MUS 202, MUS 470.1-4, MUS 430

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
8	Auxiliary independent contractor musicians	Professional Experts	Music, Drama, and Theater	\$9, 500

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

Provide auxiliary independent contractor musicians (guest ensemble artists and/or solo artists) for courses that enable music majors to achieve the courses' SLOs and enables the College to meet C-ID course descriptor requirements. Provide students equitable performance experiences that meet performance course SLOs.

Auxiliary Independent Contractor Instrumentalists (in addition to regular piano accompanists) to accompany student ensembles on final performances. Includes (1) the Spring Musical hires pit orchestra instrumentalists needed to accompany shows \$7000 - 7 services needed for production week rehearsal/performance x 2 shows. 2.) Concert Choir hires a String Quartet to accompany a large work on their Fall concerts - \$1600 3.) Concert Band hires 2-4 additional instrumentalists for which we do not have students to cover required parts - \$1000. Hiring Auxiliary Independent Contractor Instrumentalists ranges from \$125-\$200 per service (a 'service' is usually a 3-4 hour performing commitment - either a rehearsal or a performance) 4) Vocal Jazz hires a combo to accompany the final class performance \$300 x 2 = \$600 per semester. To benefit our students in the music ensembles, independent contractor instrumentalists need to play at least 1 rehearsal to prepare our students for the performance. The Fall and Spring Musicals are more complex with multiple performances. (Sometimes, our musical groups perform a concert multiple times, so the amount of total performances may vary.)

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
9	Social Science Programming Dedicated Budget Allocation	Other	-uSOAR -Soc Sci Unwrapped -Psychology Careers	\$26,000 total for 7 programs

			-Psi Beta Honors -History Speaker Series -Ethnic Studies Film Festival	
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
• uSOAR (Undergraduate Symposium of Academic Research) - \$5000/year • Social Science Unwrapped - \$3000/year • Careers in Psychology - \$2000/every other year (currently funded partially by SPWD) • Psi Beta - \$3000/year • History Speaker Series - \$5000/year • Ethnic Studies Film Festival & Panel - \$6000/year • Philosophy Ethics Bowl - \$3000/year				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
10	CREATIVE ARTS Programming Dedicated Budget Allocation – so we don’t have to scrape together mini budgets each year. Musical, Empty Bowls, Film Festival, Behind the Curtain, annual Theater Production	Other	-The Musical -Annual Play -Film Festival -Behind the Curtain -Empty Bowls	\$34,000 total for 5 programs
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
We are currently running several programs without regular funding. To allow these programs to continue, we need to allocate an annual budget for each, to ensure that resources and time are not wasted seeking alternative funding sources each year. • The Spring Musical - \$13,000/year • The Fall Play or Musical - \$11,000/year (currently PIF funded for years 1 & 2) • Empty Bowls - \$3000/every other year • Stories of Transformation Film Festival - \$3000/year • Behind the Curtain - \$4,000/year				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
11	Ethnic Studies - Program Development	Other	Ethnic Studies	\$15,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
This funding request supports the continued development and effectiveness of the Ethnic Studies program by strengthening instructional quality, pedagogical coherence, and student engagement. Funds will support program artifacts and licensed instructional materials that enable experiential, culturally grounded learning; faculty engagement with disciplinary and statewide organizations to ensure curriculum remains current and transfer-aligned; and guest speakers and community-based contributors that connect coursework to lived experiences and contemporary issues. Limited adjunct expert support will facilitate the timely development of new courses required for transfer-aligned Ethnic Studies degrees, while modest investments in faculty collaboration and onboarding will promote instructional consistency and shared practices in a rapidly growing department. Together, these investments advance college and district priorities related to student success, equity, completion, and transfer readiness by ensuring accessible, coherent, and high-quality learning experiences that reflect the communities and histories central to Ethnic Studies.				
Supplies & Materials, Contract Services, Faculty/Adjunct Pay, Membership Fees, Student Aides				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
12	Music Department - Spring Musical Set Materials and Costumes	Supplies and Materials	Music & Drama	\$5,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Sets and Costumes are necessary elements to support student learning in the Fall and Spring Musical classes. Without these elements, the choice of show is limited. Without costume funding, the burden of supplying their own costuming is passed to students, which is not equitable for economically-disadvantage students. Approx cost: \$5000 (\$3000 for set; \$2000 for costumes)				
Provides necessary costuming and set equipment (for each production) for the MUS. 410 courses that enable music students to achieve the courses' SLOs. (In the past, students were asked to get their own costumes, which is not an equitable practice. In the past, production choices were limited due to set costs, which affects enrollment.)				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
13	Music Department - Vocal Jazz Outreach/Touring/Recruitment Activities	Other	Music	\$6000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Provides marketing for Music program when touring with student performance groups. Provide students equitable performance experiences that meet performance course SLOs. Funding for outreach, touring, and recruitment activities - including music festivals, competitions, educational conferences and performance tours. Examples include: Reno Jazz Festival, Cuesta Jazz Festival, Columbia Jazz Festival, Santa Cruz Jazz Festival, Monterey Jazz Festival, American Choral Directors National Conference, Jazz Education Network National Conference Expenses incurred for these activities include: Registration fees, Hotel, Transportation, Auxiliary Accompanists (bass and drums) - Approximate cost \$6000; Festival/Competition/Conference Registration Fees - \$1000; Hotel fees - \$2000 (increased due to COLA); Transportation - \$2000; Auxiliary Accompanists (bass and drums) - \$1000 (\$500 per instrumentalist). \$5000 was the amount earmarked after a series PIF grant for Vocal Jazz Ensemble for this task.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
14	Art Gallery_Dedicated Budget (Supplies, reception costs, art insurance, and a gallery attendant).	Supplies and Materials	Art Gallery	\$7820
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
An annual budget is needed for supplies (including paint, spackle, hardware, tools, light bulbs, vinyl, etc.) to maintain the gallery and produce professional quality exhibitions. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs. Continue a dedicated Art Gallery supply budget to run professional exhibitions and allow for successful planning and community participation. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs. An operating budget is necessary for supplies to produce exhibitions and upkeep the gallery space, fine art insurance, reception, and event costs, and fund a gallery attendant position when we don't have enough students enrolled to do that work. We are waiting for a quote for art insurance, which will be an additional amount.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
15	Music Department - Studio Lessons Instructors	Professional Experts	Music	\$5,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Provide instructors for the MUS. 501-504 Studio Lessons courses that enable music majors to achieve the courses' SLOs and enables the College to meet C-ID course descriptor requirements. Provides students of all socio-economic backgrounds access to this instruction by the College covering the costs. Studio Lessons are a mandated requirement for the AA-T in Music as described in the articulated C-ID descriptor for these courses. Approximate cost: \$2200-5500 per semester. Specialized private instructors for the Studio Lessons (MUS. 501-504) are necessary for preparing music major students to meet the SLOs for these courses. Studio Lessons Instructors are needed to teach music skills not within expertise of current faculty and enable AA-T degree to be offered. The number of students enrolled in this course varies from semester to semester (over the last few semesters the class has ranged from 4-10 students).				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
16	Building 1: Third floor lobby_2D Art Class Critique Area and Artwork display	Rennovation/ Designated Space	ART (3D, 2D, Painting, Drawing, Photography)	\$11,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Creating a student art critique area accessible to all 2d students and instructors would help students meet the SLOs for critique and provide an interactive space for best HIP interactive practices. Displays of students' work encourages enrollment and student motivations for success. It also increases community engagement with student artwork. Currently, the existing 2D Photography, Painting, and Drawings Labs do not have adequate wall space for the large critique wall that the lobby could provide. We are also requesting seating for this lobby for art students to gather and collaborate. (1) critique wall installation, (2-4) seating furniture				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
17	Building 1 2nd floor Lobby Update_	Rennovation/ Designated Space	Bldg 1 – Lobby Entrance	\$23,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The Building 1 second-floor lobby needs updating to showcase the central atrium, provide welcoming seating, and showcase the programs in Building 1. This project includes demolishing the current showcases obstructing the windows and replacing them with tall column-style showcases. Also, add a large showcase in the place of the vending machines (which can be relocated to the side) and install a wall-mounted monitor to showcase Creative Arts and Social Science Events engagingly. Details: Art display furniture and digital TV monitor, seating furniture, and facilities contract to remove existing showcases - (3) tall Art Displays, (1) Large Art display, (1) wall art display (1) TV display, (2-4) benches/chairs (exact items to be determined), removal of (4) large showcases.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
18	Art Gallery – Floor Refinishing Refinishing the gallery wood floors to remove years of damage and wear.	Rennovation/ Designated Space	ART and Campus Community	\$25,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Improve the Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions. (we are waiting on an updated quote from facilities; the quote below is based on our last estimate).				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
19 (must wait for B2 completion to take	Supply storage rooms for Photography, 2D Art, and Digital Art - 3 small or 1-2 larger storage rooms to house small equipment and instructional supplies for 2D art classes. We recommend repurposing a few offices in room in 1-311, currently used as the Strategic	Rennovation/ Designated Space	ART Department	TBD

over SPWD space)	Partnership and Workforce Development Office when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.			
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Relocation of the photography Art Lab and Digital Art Lab from building 2 to building 1, and the loss of our 2D Prop room with the upgrades to building 1, resulted in a significantly reduced space. This reduction created a loss of critical storage space for supplies and small instructional equipment. More dedicated storage will improve instruction, as the labs are too cluttered with storage and equipment, making them less accessible and impacting best practices and safety standards. We want to secure additional storage space as they become available with transitions out of building 1.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
20 (must wait for B2 completion to take over SPWD space)	Dedicated Room Printmaking Lab - Secure a dedicated room for a Printmaking Lab in building 1.	Renovation/ Designated Space	ART (Social Science will benefit from SPWD space when B2 move is complete)	TBD
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
A dedicated printmaking studio is necessary to fully implement the printmaking curriculum in alignment with best practices at our primary transfer institutions. Like sculpture and ceramics, printmaking relies on large, heavy, and stationary equipment that requires dedicated space to ensure safe and effective use. Without an appropriately designed lab, this equipment presents ongoing safety risks to students and faculty. Currently, printmaking is taught in a shared, multi-disciplinary 2D studio, requiring instructors to spend significant instructional time repeatedly setting up and dismantling specialized equipment, furniture, tools, and materials to accommodate different courses. This constant reconfiguration reduces instructional effectiveness and creates health and safety concerns due to the movement and overcrowding of heavy equipment. Establishing a dedicated Printmaking Lab would increase student access to necessary studio space and equipment, improve instructional quality, and reduce safety risks for both students and faculty.				



Without a dedicated space, the department will be forced to bank printmaking courses, as the current equipment setup significantly impairs the functionality of other 2D courses housed in the painting studio. A dedicated lab is therefore essential to sustaining the printmaking curriculum, protecting instructional quality across 2D art offerings, and ensuring safe, equitable access to hands-on learning experiences.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
21 (must wait for B2 completion to take over SPWD space)	A dedicated room _Design and 3D Art Technology Lab (SPWD spaces) Provide a dedicated Art program Design and 3D Art Technology Lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies.	Rennovation/ Designated Space	ART (Social Science will benefit from SPWD space when B2 move is complete)	TBD

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

The Art Program seeks to ensure that students across all art disciplines have equitable access to the technology and tools required for 21st-century design and creative practice. Establishing a Design and 3D Art Technology Lab would significantly expand access to digital design software and specialized equipment, better preparing students for transfer and career pathways in contemporary art and design fields. A dedicated, clean, and dust-free environment is essential for housing and protecting sensitive computer-based and industry-standard equipment, allowing the program to responsibly acquire, maintain, and expand the range of advanced technologies available to students. This investment directly supports instructional quality, equity, and student success by enabling hands-on, technology-enhanced learning experiences aligned with current industry practices.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
22	Theater Replacement LED Lights	Equipment	Music, Drama, and College Events	TBD



Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

The Theater requires replacement of its remaining non-LED lighting fixtures with LED technology. The current lighting system relies on bulbs that are no longer manufactured, and the department is rapidly depleting its remaining supply, creating an imminent risk of system failure and disruption to instructional and performance activities. Transitioning to LED fixtures is necessary to ensure continued operation, improve energy efficiency, reduce long-term maintenance costs, and align with current industry standards for theatrical lighting.

Preliminary cost estimates developed in consultation with the District indicate a projected replacement cost of approximately **\$400,000**. Given the scale and infrastructure nature of this upgrade, this project may be eligible for **Capital Improvement funding**, pending availability.

Replacement of the theater lighting system is essential to sustaining instructional quality, performance safety, and the viability of theater-related curriculum and community programming housed in Building 1.

Thank you for your consideration and review. Please don't hesitate to reach out with questions, comments, or concerns.