SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION AGENDA
June 11, 2008
District Board Room
3401 CSM Drive, San Mateo, CA

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are tape recorded; tapes are kept for one month.*

6:00 p.m.   ROLL CALL

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

SWEARING IN OF STUDENT TRUSTEE

MINUTES

08-6-1   Minutes of the Regular Meeting of the Board of Trustees of May 14, 2008

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

08-6-1A   Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

Approval of Consent Agenda
All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.

08-6-1CA   Approval of Agreement with County of San Mateo for Legal Services

Other Recommendations

STUDY SESSION

RECESS TO CLOSED SESSION

1. Closed Session Personnel Items
   A. Public Employment
      1. Employment: **Cañada College** – Financial Aid Assistant, Student Services; Women's Soccer Coach/PE Instructor, Business/Workforce/Athletics; Counselor, Counseling/Enrollment Services (2); Librarian, University Center & Academic Support Services; **College of San Mateo** – Division Assistant, Creative Arts/Social Science; Music Instructor, Creative Arts/Social Science; Political Science Instructor, Creative Arts/Social Science; Dental Assisting Instructor, Math/Science; **Skyline College** – Art Instructor, Social Science/Creative Arts; Biotechnology Instructor, Science/Mathematics/Technology

   B. Public Employee Discipline, Dismissal, Release

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

<p style="text-align:center">Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
May 14, 2008
San Mateo, CA</p>

The meeting was called to order at 6:05 p.m.

Board Members Present:	President Richard Holober, Vice President-Clerk Karen Schwarz, Trustees Helen Hausman, Dave Mandelkern and Patricia Miljanich, and Student Trustee Richael Young
Others Present:	Chancellor Ron Galatolo, Executive Vice Chancellor Jim Keller, Skyline College President Victoria Morrow, College of San Mateo President Michael Claire, Cañada College President Tom Mohr, and District Academic Senate President Patty Dilko

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA
None

MINUTES
It was moved by Trustee Miljanich and seconded by Vice President Schwarz to approve the minutes of the Regular Meeting of the Board of April 30, 2008. The motion carried, all members voting "Aye."

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS
None

STATEMENTS FROM EXECUTIVES
Executive Reports were presented by Chancellor Galatolo, Skyline College President Morrow, College of San Mateo President Claire, Cañada College President Mohr, Executive Vice Chancellor Keller and District Academic Senate President Dilko. Copies of the Presidents' Executive Reports were available for distribution at the meeting and are attached to the official minutes of record.

Chancellor Galatolo reminded the Board that at the March 28, 2007 meeting, Jane Weidman, Pat Benner and Kathy Endaya presented a report on the Project Read Inmate Literacy Program. At that time, Trustee Hausman suggested that this program be submitted for a Kent Award. Chancellor Galatolo announced that the program was selected as a 2008 award winner and he displayed the plaque which was presented at the J. Russell Kent Awards dinner on May 12.

Chancellor Galatolo announced that College Vista won a national Pillars of the Industry Award from the National Association of Home Builders as Best Affordable Apartment Community; he displayed the plaque that was awarded. Chancellor Galatolo also announced that Barbara Christensen was chosen by the Community College Public Relations Organization to be the winner of the 2007 All PRO Award. He noted that this is a lifetime achievement award and only one person in the State is selected to receive it each year.

Adding to her written report, Skyline College President Morrow said that the theater was full on both nights for the Pilipino Cultural Night production, *Lovewrecked: Diary of a Manilaman*. She added that the dancers who performed in the show are dancing tonight at the San Francisco Giants game.

College of San Mateo President Claire displayed a copy of a book by Michael Collopy, a portrait photographer who will be the speaker for commencement. Mr. Collopy attended College of San Mateo in the late 1970s. President Claire reported that a record number of high school students participated in PEP (Priority Enrollment Program) this year, up at least 30% over the previous year.

Cañada College President Mohr said he arrived late to this meeting because he attended the annual MESA event at the campus this evening. He said a large number of students are transferring to the UC System this year. President Mohr thanked District Academic Senate President Dilko for her work in developing a proposal for an honors program at Cañada College, as described in his written report.

Executive Vice Chancellor Keller said the Governor released the May revise today. Overall, it is positive for community colleges as it recommends an increase in growth funding. It also recommends that Proposition 98 not be suspended and that there be no student fee increase. A property tax shortfall is expected and, although not guaranteed for community colleges, the Governor is recommending a backfill to partially cover the shortfall. A reduction of approximately 7% in categorical funds is recommended, and would allow shifting between categorical programs. No COLA is recommended. The May revise is predicated on the Governor's plan to borrow against future State lottery proceeds, which would require passage of a ballot measure in November. If this is not approved, the Governor's fallback strategy is a one cent increase in the sales tax.

District Academic Senate President Dilko said this is a particularly busy time of year for faculty as they participate in social and academic celebrations. President Dilko said the Academic Senate is ready to recommend that the ethics statement of the American Association of University Professors be adopted by all District faculty as their ethics statement. President Dilko said there are elections underway for Academic Senate President at each of the Colleges and for President of the District Academic Senate. She also said the State Senate is encouraging faculty to continue to be engaged in advocacy over the summer as the battle over the State budget continues. President Dilko said the District Academic Senate will have its final meeting of the year on May 21. Over the summer, faculty will be teaching summer school and additional faculty will be working on accreditation issues, strategic planning at all three campuses, and student learning outcomes and assessments.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

Helen Souranoff spoke about her proposal to form a New Performing Arts Center Committee and she distributed an outline of her comments (copy attached). She said a new Performing Arts Center would meet community needs which have changed with changing demographics. She suggests College of San Mateo as the site because it is centrally located in the County and has nearby restaurants and public transportation, among other reasons. Ms. Souranoff said College of San Mateo and the District have been at the forefront of innovations and meeting community needs in the past. She referenced a feasibility study done by Broadway by the Bay in 2005 to support the need for the new Center. She invited the Board to contact her regarding the proposal. Chris Eden encouraged the Board to study the feasibility of Ms. Souranoff's suggestion. President Holober asked that Ms. Sourinoff provide the Broadway by the Bay feasibility study for staff to evaluate.

NEW BUSINESS

APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (08-5-1A)

It was moved by Trustee Hausman and seconded by Trustee Miljanich to approve the actions in Board Report No. 08-5-1A. The motion carried, all members voting "Aye."

APPROVAL OF CONSENT AGENDA

The Consent Agenda consists of the following Board Reports:

> 08-5-1CA   Approval of Trustees' Fund for Program Improvement Projects for Cañada College, College of San Mateo and Skyline College
>
> 08-5-2CA   Revision of District Rules and Regulations, Section 1.05, Student Trustee

It was moved by Trustee Miljanich and seconded by Trustee Hausman to approve the items on the Consent Agenda. The motion carried, all members voting "Aye."

Other Recommendations

<u>REVISIONS OF UNIVERSITY STUDIES AND LIBERAL ARTS STUDIES DEGREES FOR TITLE 5 COMPLIANCE (08-5-1B)</u>
It was moved by Trustee Miljanich and seconded by Vice President Schwarz to approve the revisions as described in the report. Vice Chancellor Jing Luan explained that the revisions were made in response to new requirements for Title 5. The motion carried, all members voting "Aye."

<u>APPROVAL OF RESOLUTION NO. 08-7 IN SUPPORT OF SAN MATEO COUNTY BALLOT MEASURE O, *PARKS FOR THE FUTURE* (08-5-2B)</u>
It was moved by Trustee Mandelkern and seconded by Trustee Hausman to approve Resolution No. 08-7. Julia Bott, Executive Director of the San Mateo County Parks and Recreation Foundation, provided a brief overview of the resolution. She said that support from districts such as SMCCCD is very important. She emphasized that if the resolution passes, all funds will stay within the County. Trustee Hausman displayed a brochure on the measure which she offered to share with other Board members. President Holober said the Board normally takes a stand only on education-oriented measures; he noted that at the last meeting, Trustees Mandelkern and Hausman pointed out that parks are a major source of education, along with schools and libraries. After this discussion, the motion carried, all members voting "Aye."

<u>CONSIDERATION OF SERVICE AWARD FOR 2007-2008 STUDENT TRUSTEE (08-5-100B)</u>
It was moved by Trustee Hausman and seconded by Trustee Miljanich to approve the service award as outlined in the report. The motion carried, all members voting "Aye."

<u>APPROVAL TO EXTEND ELECTRICITY AGREEMENT WITH CONSTELLATION NEWENERGY, INC. (08-5-101B)</u>
It was moved by Trustee Miljanich and seconded by Trustee Hausman to approve the agreement as outlined in the report. The motion carried, all members voting "Aye."

<u>APPROVAL OF CONSTRUCTION CONSULTANTS (08-5-102B)</u>
It was moved by Vice President Schwarz and seconded by Trustee Hausman to approve the construction consultants as outlined in the report. The motion carried, all members voting "Aye."

<u>APPROVAL OF CONTRACT AWARD FOR CAÑADA COLLEGE GATEWAYS, CIRCULATION AND PARKING DESIGN-BUILD PROJECT (08-5-103B)</u>
It was moved by Trustee Hausman and seconded by Vice President Schwarz to approve the contract award as outlined in the report. Executive Director of Construction Planning Rick Bennett said this was originally conceived as a Design-Bid-Build project. It was changed to a Design-Build project when legislation was passed that lowered the threshold for Design-Build projects. This proved advantageous to the District in terms of scheduling and in cost savings as the District was able to negotiate with the Design-Build firms. Six bidders were pre-qualified and five submitted proposals. Mr. Bennett said the outcome was very successful. Vice President Schwarz said she was impressed with the report and that the Board was included in the entire process, allowing them to understand it thoroughly. Trustee Mandelkern agreed, commending Mr. Bennett and his team for a report that was very well prepared. Mr. Bennett said he will forward the comments to Alex Acenas who played a large role in preparing the report. President Holober said he is pleased that points were awarded to firms for maximizing opportunities for local, small and emerging businesses to compete fairly and maximizing opportunities for local workers to be employed on the project. He said he hopes these factors will continue to be weighed on future projects. After this discussion, the motion carried, all members voting "Aye."

<u>AUTHORITY TO EXECUTE AN AGREEMENT WITH SIEMENS COMMUNICATIONS, INCORPORATED TO UPGRADE TELEPHONE SYSTEM (08-5-104B)</u>
It was moved by Trustee Hausman and seconded by Vice President Schwarz to authorize execution of the agreement as outlined in the report. The motion carried, all members voting "Aye."

PRESENTATION OF AWARD TO RICHAEL YOUNG, OUTGOING STUDENT TRUSTEE (08-5-105B)
President Holober presented an engraved crystal award to Student Trustee Young. Trustee Young said it has been a pleasure to serve on the Board. She said the District has afforded her many opportunities and she has grown and matured since she enrolled at College of San Mateo as a 14-year-old student. She thanked Board members for making themselves available to her when she had questions or concerns.

INFORMATION REPORTS
None

STATEMENTS FROM BOARD MEMBERS
All Board members thanked Student Trustee Young for her service. Trustee Miljanich said Trustee Young has enriched the work of the Board by providing a very insightful student perspective. Trustee Hausman said Trustee Young is research-oriented, articulate and pleasant; she said that she has worked with many student trustees and that Trustee Young is one of the best. Vice President Schwarz said Trustee Young asks questions and researches issues and has represented students as well or better than any student trustee she has known. Trustee Mandelkern said Trustee Young has done an exemplary job and students should be proud of the way in which she represented them. President Holober said that by serving two years, Trustee Young gained knowledge over time, allowing her to make a different kind of contribution. He added that in his experience, Trustee Young has been the most connected in representing students and presenting their point of view.

Vice President Schwarz attended the College of San Mateo scholarship reception; the 100th Anniversary Celebration of the Building & Construction Trades Council at the San Mateo County History Museum; Skyline College Past President Linda Salter's art show; and the Kent Awards. She also visited Skyline yesterday where students in Professor Jeffrey Westfall's Honors English 165 class set up voter registration booths and provided Voters Guides. Vice President Schwarz requested that tonight's meeting be adjourned in honor of Anthony Giraudo, a Cañada College student who died last week.

Trustee Miljanich said she was pleased to hear Chancellor Galatolo's report on the recent awards. She said that the award won by Barbara Christensen does not do her justice and added that the Board has great appreciation for Ms. Christensen's work.

Trustee Mandelkern attended the Building & Construction Trades Council 100th Anniversary Celebration. He will attend State Senator Simitian's Education Update meeting on Saturday morning and said he will present questions anyone might have. Vice Chancellor José Nuñez said the capital budget is major concern and projects that have been approved might be affected.

President Holober attended the Kent Awards presentation. He also reported that earlier today, local teachers participated in a spirited protest over proposed cuts to education.

COMMUNICATIONS
President Holober said he received a letter and accompanying Grand Jury report on "Expanding Community College Courses Offered on High School Campuses." Each Board member has been provided a copy. President Holober said the report was favorable, recommending that the District expand its program and that high schools get on board. Chancellor Galatolo said staff will respond to the Grand Jury Report.

RECESS TO CLOSED SESSION
The Board recessed to Closed Session at 7:20 p.m.
The Board reconvened to Open Session at 8:39 p.m.

CLOSED SESSION ACTIONS TAKEN
Vice President Schwarz reported that, at the Closed Session just concluded, the Board considered the personnel items listed on the printed agenda and voted 5-0 to approve the actions in Board Report No. 1-A and 1-B.

ADJOURNMENT

It was moved by Vice President Schwarz and seconded by Trustee Miljanich to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned in honor of Anthony Giraudo at 8:40 p.m.

The next meeting of the Board will be a Study Session on June 11, 2008 at 6:00 p.m. in the District Board Room.

Submitted by

Ron Galatolo
Secretary

Approved and entered into the proceedings of the June 11, 2008 meeting.

Karen Schwarz
Vice President-Clerk

San Mateo County Community College District   June 11, 2008

BOARD REPORT 08-6-1A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Harry W. Joel, Vice Chancellor, Human Resources and Employee Relations
                       (650) 358-6767

APPROVAL OF PERSONNEL ITEMS

Changes in assignment, compensation, placement, leaves, staff allocations and classification of academic and classified personnel:

A. REASSIGNMENT

Skyline College

Angelica Gorostiza   Career Resources/Counseling Aide   Counseling Services

Promoted through the hiring process from an Office Assistant II position at Skyline College into this full-time 12-month position, effective May 30, 2008, replacing Natalia Chavez who resigned.

Sandra Kirkpatrick   Library Support Specialist   Social Science/Creative Arts

Change in assignment from full-time 11-month WCIS (While Classes are In Session) to full-time 12-months, effective July 1, 2008.

Angela Viviani   Library Support Specialist   Social Science/Creative Arts

Change in assignment from 80% 11-month WCIS (While Classes are In Session) to 80% 12-months, effective July 1, 2008.

College of San Mateo

Deborah Laulusa   Administrative Secretary   Instruction Office

Promoted through the hiring process from a Division Assistant position at College of San Mateo into this full-time 12-month position, effective June 9, 2008, replacing Sally Johnson who resigned.

B. PHASE-IN RETIREMENT

Thomas Diskin   Professor   Business/Technology

Recommend approval of participation in the Phase-In Retirement Program for two (2) years effective August 14, 2008. Confirmation of employee eligibility and final approval of the employee's proposed workload reduction is managed by the State Teacher's Retirement System.

C. CHANGES IN STAFF ALLOCATION

Canada College

Recommend a temporary increase in staff allocation to increase one part-time (50%) 12-month per year Assistant Project Director position in the Science & Technology Division to 75%, effective July 1, 2008. This position is funded by the National Science Foundation Grant, which expires on April 30, 2010.

It is also recommended that the assignment of the incumbent, Jeri Eznekier, be increased to 75%, effective July 1, 2008.

College of San Mateo

1. Recommend an increase in staff allocation to add one full-time 12-month per year Administrative Analyst position (Grade 195S of the Classified Professional/Supervisory Salary Schedule 40) in the Instruction Office, effective June 12, 2008.

2. Recommend approval of a temporary increase in staff allocation for three (3) 10-month positions at the College of San Mateo Child Development Center for Summer Session 2008, effective June 16, 2008. This temporary increase will cover the six-week Summer Session, ending on July 25, 2008:

Allocation	Incumbent	Assignment
Child Development Center Aide III	Lori Pilster	27 days
Child Development Center Aide II	Yovanka Crossley	24 days
Child Development Center Aide II	Maggie Lam	27 days

3. Recommend an increase in staff allocation to add one part-time (48%) 12-month per year Staff Assistant position (Grade 21 of the Classified Salary Schedule 60) in the Community Education Office, effective June 12, 2008.

4. Recommend approval of a temporary increase in staff allocation for one (1) 10-month position at College of San Mateo Counseling Services Division for the period June 9 through June 26, 2008 (12 working days). This temporary increase will cover work on a special project by Lorena del Mundo (Program Services Coordinator), who will work 7 hours per day during this period.

District Office

Recommend reclassification of one Programmer Analyst position (1C0419) in the Information Technology Services Division, from Grade 37 of the Classified Salary Schedule (60) to Senior Programmer I at Grade 200S of the Classified Professional/Supervisory Salary Schedule (40), effective July 1, 2008.

The reclassification is the result of increased scope and level of responsibility. It is also recommended that the incumbent, Elaine Lau, be placed at the new salary and job title effective July 1, 2008.

D. PROFESSIONAL DEVELOPMENT LEAVE

College of San Mateo

Ann Freeman   Professor   Language Arts & Social Science

Recommend approval of a Professional Development Leave for Fall Semester 2008 with required leave compensation, benefits, and obligations pursuant to the collective bargaining agreement.

Skyline College

Jimmy Wong	Professor	Social Science/Creative Arts

Recommend approval of a Professional Development Leave for Fall Semester 2008 with required leave compensation, benefits, and obligations pursuant to the collective bargaining agreement.

Tadashi Tsuchida	Associate Professor	Science/Math/Technology

Recommend approval of a Professional Development Leave for Spring Semester 2009 with required leave compensation, benefits, and obligations pursuant to the collective bargaining agreement.

E. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

Location	Division/Department	No. of Pos.	Start and End Date		Services to be performed
District	Bookstore (Cañada)	3	7/1/08	6/30/09	Cashier/Clerk: Pricing, stocking, cashiering, customer service, merchandise shipping preparation and other duties related to semester closing and opening.
District	Bookstore (CSM)	10	7/1/08	6/30/09	Cashier/Clerk: Pricing, stocking, cashiering, customer service, merchandise shipping preparation and other duties related to semester closing and opening.
District	Bookstore (Skyline)	10	7/1/08	6/30/09	Cashier/Clerk: Pricing, stocking, cashiering, customer service, merchandise shipping preparation and other duties related to semester closing and opening.
District	Facilities Planning & Operations	10	7/1/08	6/30/09	Custodian: To provide intermittent services to supplement current staff for a variety of projects.
District	Facilities Planning & Operations	10	7/1/08	6/30/09	Groundskeeper: To provide intermittent services to supplement current staff for a variety of projects.
District	Facilities Planning & Operations	10	7/1/08	6/30/09	Engineer: To provide intermittent services to supplement current staff for a variety of projects.
District	Human Resources	1	7/1/08	6/30/09	Human Resources Representative: Assist with special projects as the need arises.
Cañada	Enrollment Services/Admissions & Records	2	7/1/08	6/30/09	Admissions & Records Assistant II: Assist with application and registration processing during registration periods.

CSM	Administrative/Business Services	2	7/01/08	6/30/09	Accounting Technician: Assist the Cashier's Office during peak registration periods and with special projects.
CSM	Community Education	2	7/01/08	6/30/09	Office Assistant I: Assist with student registration, answering telephones, correspondence, and customer service.
CSM	Community Education	3	7/01/08	6/30/09	Instructional Aide I: Assist with Senior Fitness classes during summer and semester breaks.
CSM	KCSM	8	7/01/08	6/30/09	Staff Announcer/Producer (FM): Select music, maintain music library and computer database, host radio programs, produce promotional announcement, and operate specialized station equipment.
CSM	KCSM	2	7/01/08	6/30/09	Broadcast Engineer I (TV): Operate, maintain, and repair television and cable transmission systems and equipment, maintain operating and maintenance logs, operate audio/video equipment.
CSM	KCSM	5	7/01/08	6/30/09	KCSM Production Operator (TV): Operate cameras, serve as audio mixer, and operate teleprompters.
CSM	KCSM	1	7/01/08	6/30/09	KCSM Projects Leader (TV): Direct and coordinate contracts, studio scheduling, and other strategic planning and logistics for special station projects and productions.
CSM	KCSM	1	7/01/08	6/30/09	CSM Video Shader (TV): Operate cameras to monitor color and level of consistency throughout various programs.
CSM	KCSM	1	7/01/08	6/30/09	KCSM Floor Director (TV): Set up, monitor and adjust camera angles, cues, lighting and sound performance quality, supervise scripts, placement and performance of on-air talent.
CSM	KCSM	1	7/01/08	6/30/09	Television Programmer: Daily programming of promotional spots, public service announcements, underwriting and other supporter announcements, data entry, and correspondence.
CSM	KCSM	1	7/01/08	6/30/09	KCSM Video Mixer (TV): Operate cameras to monitor color and level of consistency throughout various programs.
CSM	Language Arts/READ	1	6/12/08	12/31/08	Instructional Aide II: Editing and re-writing textbook instructional materials for use in the READ/ESL Center.

CSM	Math/Science/Dental Assisting	1	8/18/08	6/02/09	Instructional Aide II: Instructional support during lab classes.
CSM	Physical Education/Athletics	2	7/1/08	6/30/09	Athletic Trainer: Assistance to full-time athletic trainer when multiple events are hosted and/or when large events are held.
CSM	Physical Education/Athletics	35	7/1/08	6/30/09	Assistant Coach: Assisting with coaching, recruiting, practice planning/implementation, record-keeping, & filming practices/games. Coaches will be assigned to support baseball, cross country, football, softball, swim, tennis, track & field, and water polo.
CSM	Physical Education/Athletics	2	7/1/08	6/30/09	Equipment Manager: Facilitate (on event days) outside groups renting the College's physical education and athletic equipment and areas.
CSM	Student Services/Admissions & Records	1	7/1/08	6/30/09	Admissions & Records Assistant II: Assist with processing forms, data input, answering telephones, and assisting students.
CSM	Student Services/Counseling	1	7/1/08	6/30/09	Career Resources/Counseling Aide: Provide assistance to students and support for special projects, activities, and programs.
CSM	Student Services/Counseling	2	7/1/08	6/30/09	Program Services Coordinator: Assistance with special projects, activities, and events.
CSM	Student Services/Counseling	2	7/1/08	6/30/09	Office Assistant II: Clerical assistance with special projects, activities, and programs.
CSM	Student Services/Counseling (Assessment)	1	7/1/08	6/30/09	Office Assistant II: Clerical assistance with special projects, activities, and programs.
CSM	Student Services/EOPS	2	8/4/08	6/30/09	Career Resources/Counseling Aide: Provide support for outreach and recruitment activities; assist counselors with student follow-up and tracking.
CSM	Student Services/Student Activities	1	7/1/08	6/30/09	Office Assistant I: Clerical assistance with front counter, student and employee ID cards, and student government and club events and activities.
Skyline	Business/Cosmetology	6	7/1/08	6/30/09	Cosmetology Aide: Assist students during practical application lab experiences and assist faculty in classes with close supervision of students.
Skyline	Center for International Trade Development	1	6/12/08	6/30/09	Staff Assistant: Clerical support for CITD office, including calendaring meetings and events, and preparation of reports.

Skyline	Center for International Trade Development	1	6/12/08	6/30/09	Office Assistant II: Assist CITD Director with correspondence, telephones, filing, and other office duties.
Skyline	Center for International Trade Development	1	6/12/08	6/30/09	Assistant Project Director: Assist with client inquiries related to the Logistics Program, coordinate seminars/workshops, and collect data for reporting.
Skyline	Center for International Trade Development	1	6/12/08	6/30/09	Program Services Coordinator: Assist the CITD Director with international trade assistance, budget reporting, purchasing, and other coordination activities.
Skyline	Language Arts/Learning Resources/TLC	25	7/01/08	6/30/09	Instructional Aide II: Provide tutorial services to students; assist students in the use of instructional materials; assist with presentations and study groups.
Skyline	Language Arts/Learning Resources	1	7/1/08	6/30/09	Office Assistant II: Special clerical projects related to TRIO program.
Skyline	Operations/Cashier's Office	3	7/1/08	6/30/09	Accounting Technician: Collect fees, issue parking permits, and perform other accounting related functions during peak registration periods and intermittently when needed.
Skyline	Operations/Graphic Arts & Production	1	7/1/08	6/30/09	Office Assistant I: Assist with printing jobs and customer service as needed.
Skyline	Physical Education/Athletics/Dance	1	8/15/08	5/22/09	Athletic Trainer: Assess injuries and manage rehabilitation of student-athletes under direction of head athletic trainer. Other duties include cleaning, sterilizing, and paperwork.
Skyline	Physical Education/Athletics/Dance	1	8/18/08	6/01/09	Instructional Aide I: Provide functions that are integral to the Dance Production program and choreography, including assistance with rehearsals, public relations, event management, student segment coordination, brochure publication, webpage updates, sponsor solicitation, filming, and high school outreach.
Skyline	Physical Education/Athletics/Dance	4	8/15/08	12/15/08	Assistant Coach: Provide support for Intercollegiate **Wrestling, Volleyball, Men's and Women's Soccer** Programs, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting and filming

Skyline	Physical Education/ Athletics/Dance	2	10/15/08	3/15/09	Assistant Coach: Provide support for Intercollegiate **Men's and Women's Basketball** Programs, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting and filming
Skyline	Physical Education/ Athletics/Dance	2	1/15/09	5/16/09	Assistant Coach: Provide support for Intercollegiate **Badminton** and **Baseball** Programs, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting and filming

San Mateo County Community College District   June 11, 2008

BOARD REPORT NO. 08-6-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

<div align="center">

**APPROVAL OF AGREEMENT WITH COUNTY OF SAN MATEO
FOR LEGAL SERVICES**

</div>

The District has used the legal services of the San Mateo County Counsel's staff for many years. Current fee structure for County Counsel services is the annual hourly usage, averaged across the three years immediately preceding the then-current billing year and multiplied by the then-current hourly rate ($188 per hour for 2008-09). For the District, the fee for legal services provided by County Counsel during 2008-09 will be $34,009.20 which represents a 17% decrease from 2007-08.

The District now seeks Board approval of a five-year agreement with the San Mateo County Counsel for provision of legal services during the period July 1, 2008 through June 30, 2013 with the annual cost fixed using the formula described above. Additionally, the District will be required to pay out-of-pocket and extraordinary expenses incurred by County Counsel for the District, including deposition costs, investigation fees, and transcript costs. The Administration projects the value of a five-year agreement to be approximately $250,000. This estimate assumes annual rate increases of 3% and minimal extraordinary expense of $1,000 per annum.

RECOMMENDATION

It is recommended that the Board approve the agreement with the County of San Mateo for provision of legal services during the period July 1, 2008 through June 30, 2013 in an amount not to exceed $250,000 for the life of the agreement.

San Mateo County Community College District   June 11, 2008

BOARD REPORT NO. 08-6-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

AMENDMENT OF RULES AND REGULATIONS SECTION 6.12, DEFINITION OF CREDIT COURSES, AND ADDITION OF SECTIONS 6.13, GRADE CHANGES AND 2.21, POLICY ON PROFESSIONAL ETHICS

The amendment of Board Policy 6.12, Definition of Credit Courses, and addition of Board Policy 6.13, Grade Changes, will bring these two policies into compliance with recent changes in Title 5. Both policies have been reviewed by the District Academic Senate, the Educational Services & Planning Council, and the District Shared Governance Council.

The addition of Board Policy 2.21 is required by accreditation standards (Standard 3.a.1.d.). This policy was reviewed and approved by all major constituent groups (faculty, staff, student and administration) in the District and approved by the District Shared Governance Council. In future weeks, we will bring another new policy to the Board covering Ethics and Conflict of Interest, which is required by another accreditation standard.

RECOMMENDATION

It is recommended that the Board of Trustees approve the proposed amendment to District Rules and Regulations Section 6.12, Definition of Credit Courses, and addition of Sections 6.13, Grade Changes and 2.21, Policy on Professional Ethics.

Current policy showing proposed revisions

6.12 Definition of Credit Courses

1. Criteria for credit courses in the San Mateo County Community College District shall be the following:

   a. The course shall be taught by a ~~credentialed instructor~~ *faculty member who meets the minimum qualifications for that discipline.*

   b. *The course shall be recommended by the college curriculum or instruction committee and approved by the Board of Trustees.*

   c. The course shall be designed to meet a common set of instructional objectives ~~for all students enrolled~~ and shall treat the subject matter with a scope and intensity that requires students to study outside of class time.

   d. The course shall *provide for measurement of student performance* ~~culminate in a formal recorded grade~~ based on ~~uniform standards~~ *stated course objectives and uniform grading standards* ~~which is~~ *and culminates in a* permanently recorded ~~and available as an official student evaluation~~ *grade*.

   e. The course units of credit shall be based on a pre-specified relationship between the number of units and hours, ~~and~~ the type of instruction, and performance criteria. *(Title 5, Section 55002.5)*

   f. Units earned in the course shall be applicable toward an A.A./A.S. degree, although a limit may be placed on the number of units acceptable from a single category; or shall be a part of ~~a State~~ *an* approved ~~occupational~~ *career technical* certificate program ~~in which~~ *or* the course can be used as an elective for initial entry into ~~an occupation~~ *a career* or lead to the upgrading of skills within the ~~occupation~~ *career; or be designated as a non-degree applicable course as defined by Education Code and Title 5.*

Proposed revised policy

6.12 Definition of Credit Courses

1. Criteria for credit courses in the San Mateo County Community College District shall be the following:

   a. The course shall be taught by a faculty member who meets the minimum qualifications for that discipline.

   b. The course shall be recommended by the college curriculum or instruction committee and approved by the Board of Trustees.

   c. The course shall be designed to meet a common set of instructional objectives and shall treat the subject matter with a scope and intensity that requires students to study outside of class time.

   d. The course shall provide for measurement of student performance based on stated course objectives and uniform grading standards and culminates in a permanently recorded grade.

   e. The course units of credit shall be based on a pre-specified relationship between the number of units and hours, the type of instruction, and performance criteria. (Title 5, Section 55002.5)

   f. Units earned in the course shall be applicable toward an A.A./A.S. degree, although a limit may be placed on the number of units acceptable from a single category; or shall be a part of an approved career technical certificate program, or the course can be used as an elective for initial entry into a career or lead to the upgrading of skills within the career; or be designated as a non-degree applicable credit course as defined by Education Code and Title 5.

g. Students enrolled in the course shall be registered in the College.

h. The course outline *of record* shall be available in the official files. That outline shall specify ~~the~~ *unit value; expected contact hours; prerequisites, corequisites, or advisories; catalog description;* objectives *and scope of content in terms of a specific body of knowledge;* ~~of the course~~ and methods of determining whether those objectives have been met.

i. The number of semesters for which a credit course may be designated as "may be repeated for credit" shall *conform to Education Code and Title 5.* ~~be limited to three. Courses so designated must provide either for increasing competency levels of performance, clearly specified methods of student evaluation for repetition, or changing emphases on curriculum materials related to the scope and content of the course.~~

j. Credit courses must meet Education Code and Title 5 requirements.

2. Credit courses shall be administered through the Office of Instruction at each College.

~~(Rev. 7/83)~~ *(Revised May 2008)*
Reference: Education Code 70901
   Title 5, Sections 55001 and 55002

6.13   Grade Changes

1. *The colleges shall implement uniform procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:*

    a. *Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final;*

    b. *Procedures for students to challenge the correctness of a grade;*

    c. *Procedures for installation of security measures to protect grade records and grade storage systems from unauthorized access;*

    d. *Limitations on access to grade records and grade storage systems;*

    e. *Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization;*

    f. *Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.*

(May, 2008)
Reference: Education Code Sections 76224, 76232
*   Title 5, Section 55025*

2.21 Policy on Professional Ethics

All District employees shall adhere to the highest ethical standards in pursuing the College District's mission of providing quality educational programs and in managing resources efficiently and effectively. Ethical standards include but are not limited to commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. Each employee group has prepared a distinct Code of Professional Ethics for their respective constituencies, which, as a whole, comprise the Districtwide Policy on Ethical Behavior adopted by the Board.

1.   The Board of Trustees, Administration and classified staff shall act in the best interests of students, the community and the District's mission over other competing interests and shall foster a work/study environment that values respect, fairness, and integrity and is positive, encouraging, and success-oriented. The College District has adopted policies and practices that protect the rights of individuals (R&R 2.12); that protect individuals from unlawful discrimination (R&R 2.20) and sexual harassment (R&R 2.25); that prohibit the Board and employees from making or participating in making a decision in which they have a financial interest (R&R 2.45); and that provide for the support and development of each District employee (R&R 2.11).

2.   The faculty of the SMCCCD has developed a Code of Professional Ethics which can be found at:

http://www.smccd.edu/accounts/smccd/committees/academicsenate/Code%20of%20professional%20Ethics%20Adopted%20May%202008.doc

3.   The Associated Student organizations of all three Colleges have developed a Code of Ethics which can be found at:
http://www.smccd.edu/accounts/smccd/ethics.shtml

(May 2008)

Code of Professional Ethics

The statement that follows was adopted by the American Association of University Professors in June 1987, and has been adopted by the San Mateo County Community College District (SMCCCD) Academic Senate in May of 2008. The SMCCCD Academic Senate includes faculty members at Cañada College, College of San Mateo and Skyline College.

Introduction

The San Mateo Community College District Academic Senate has recognized that membership in the academic profession carries with it special responsibilities. The *Statement on Professional Ethics* that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

The Statement

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

BOARD REPORT NO. 08-6-1B

San Mateo County Community College District
Student Code of Ethics

Students are expected to adhere to and practice the Code of Ethics on a District and
college level and while representing the District or college of the District.

I.   Representation
      Every student of the District is expected to represent him or herself honestly and
      respectfully in all situations, whether orally or in written statements. Honest and
      respectful representation includes, but is not limited to, providing only truthful
      material information on all District applications, financial aid forms, waivers, and
      any other official document. Students are also expected to behave respectfully to
      all administrators, faculty, staff, students, and visitors in a District or college
      environment and to behave respectfully when representing the District or any of
      the colleges at off-campus events. Students will not consciously misrepresent him
      or herself to any member of the District or college community or to any other
      person while representing the District or any college.

II.   Academic Honesty
      Students are expected to maintain the highest standards of academic integrity.
      Work that is not of the student's own creation will receive no credit. If a student is
      uncertain of what these standards are, he or she may consult his or her instructor
      for appropriate counsel, but a student's ignorance is no legitimate defense for
      academic dishonesty. Academic dishonesty includes lying, cheating, stealing, and
      using unauthorized materials on any assignment, quiz or exam.
          • The act of lying is to intentionally provide false information or a false
            statement with the purpose of misleading or with irresponsible regard of
            the truth. Lying, in both academic and non-academic activities, is
            impermissible.
          • Cheating is acting dishonestly in order to gain an unfair advantage.
            Cheating includes giving or receiving unauthorized aid on any assignment,
            quiz, or exam. Instructors must be consulted regarding which materials are
            acceptable for students to use on any assignment, quiz, or exam. Not
            complying with the restrictions of the instructor will result in appropriate
            discipline, as decided by the instructor or department. Cheating also
            includes using the same material of work previously used for another
            course unless the student has permission from the instructor to do so.
            Cheating furthermore includes plagiarism, which is when a student uses
            the ideas of another and declares it as his or her own. Students are required
            to properly cite the original source of the ideas and information used in his
            or her work.
          • Stealing is the act of taking without permission and without intention to
            return. The prohibition of stealing includes property of any nature as well
            as academic work.

III.   Respect for District Rules and Regulations
Students of the District are expected to adhere to the rules and regulations set by the District.

- School Property: Graffiti and defacement of school property is unacceptable and a violation of District Rule and Regulation. Students shall be responsible for the costs of the damages resultant from their behavior. In order to ensure that the District and campus facilities remain in pristine condition, students are also expected to report instances of graffiti or defacement of school property immediately as well as consciously account for or dispose properly of their belongings.
- Illegal Substances: The use of illegal drugs and alcohol is not permitted on District or college property as well as the abuse or misuse of prescription drugs.
- Sexual Assault and Harassment: Students shall refrain from using language or acting in a manner that is disrespectful or inappropriate towards other students and members of the District/college community. Sexual assault and harassment is inexcusable and shall result in disciplinary action in accordance with District or college policy.

IV.   Respect for the Open Exchange of Ideas
Students shall be guaranteed that their First Amendment right of Freedom of Speech will be observed by all District and college members, including other students. Students are encouraged to engage others in thoughtful and meaningful dialogue while refraining from acting or using language with malicious intent.
Classroom Conduct: Students must behave respectfully toward their peers and professors. In the classroom setting, students may not interrupt their classmates or professor, make fun of them or their expressed views, or disrupt the learning environment. It is important to maintain the best learning environment for all students and professors.

San Mateo County Community College District   June 11, 2008

BOARD REPORT NO. 08-6-100B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Harry W. Joel, Vice Chancellor – Human Resources & Employee Relations,
                 358-6767

ADOPTION OF RULES AND REGULATIONS SECTION 2.03, COLLEGE PRESIDENT

Background:

When the Accreditation Survey Team submitted recommendations to the District, one recommendation was to have a policy on the evaluation of the College President. Rules and Regulations Section 2.02 addresses the Chancellor/Superintendent, but not a College President. Accordingly, a new Rules and Regulations Section 2.03, which parallels Rules and Regulations Section 2.02 (copy attached), was written and reviewed by each College President and the Chancellor. All concur with the recommended policy.

RECOMMENDATION:

Staff recommends that the Board of Trustees adopt the new Rules and Regulations Section 2.03 attached.

2.03 *College President*

1. *The Board of Trustees and Chancellor shall employ a President at each of the three Colleges within the District.*

2. *The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations.*

3. *The College President shall establish administrative procedures necessary for the operation of the College.*

4. *The College President shall perform all duties specifically required or assigned to him/her by the statutes of the State of California, by the Chancellor and by the Board of Trustees of the San Mateo County Community College District.*

5. *The College President will be evaluated by the Chancellor and Board of Trustees annually based upon goals previously established and agreed upon by the Chancellor, Board of Trustees and the College President and in accordance with any other provision of the Contract for Employment for College President.*

6. *The compensation of the College President shall be in accordance with the pay schedule established for the College President and placement of the salary in the range shall be made by mutual consent between the Chancellor and the College President.*

2.02   Chancellor-Superintendent of the District

1. The Board shall employ a full-time Chancellor-Superintendent to serve as chief executive officer of the District, whose principal responsibility is leadership of the educational program.

2. The Board shall delegate to the Chancellor-Superintendent of the District the executive responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action. In the initiation and formulation of District policies, the Chancellor-
Superintendent shall act as professional advisor to the Board.

3. The Chancellor-Superintendent shall establish such administrative procedures as are necessary for the operation of the District and the Colleges.

4. The Chancellor-Superintendent shall perform all duties specifically required of or assigned to him/her by the statutes of the State of California and by the Board of Trustees of the San Mateo County Community College District.

5. In situations for which the Board has provided no policy for administrative action, the Chancellor-
Superintendent shall have the power to act, but his/her decisions shall be subject to review by the Board. It shall be the duty of the Chancellor-Superintendent to inform the Board promptly of such action and to recommend a written Board policy if one is necessary.

6. The Chancellor-Superintendent will be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the Chancellor-Superintendent and in accordance with any other provisions of the Contract of Employment for Chancellor-Superintendent.

7. The compensation of the Chancellor-Superintendent shall be fixed by the Board at the time of appointment, and the terms shall be set forth in the contract for his/her services. By mutual consent, the compensation and contract of the Chancellor-Superintendent may be adjusted.

(Rev. 12/93)

San Mateo County Community College District   June 11, 2008

BOARD REPORT NO. 08-6-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Tom Bauer, Director of Auxiliary Services, 358-6782

CONTRACT AWARD FOR MOBILE KITCHEN UNIT AT COLLEGE OF SAN MATEO

The closure of B5 at College of San Mateo has left the District to consider alternative options for the provision of food and catering services at the College. The District's food service provider operates the main cafeteria located in the now closed B5 and a small kiosk located just adjacent to B10 and B11. The kiosk is currently providing a small grill menu but is incapable of offering the variety of services that were available to the College with our B5 facility. After considerable research and consultation with Pacific Dining, it is recommended that the District purchase a mobile kitchen to provide food services throughout the construction period at College of San Mateo using funds in the District Cafeteria Fund.

On May 14, 2008, the Department of General Services released a Request for Bid 86587 to the following vendors:

- California Cart Builder
- Carlin Manufacturing
- RV Trailer Company
- MK Mobile Kitchens
- Olympia

Two vendors responded to the bid; they are California Cart Builder, Lake Elsinore, CA and Carlin Manufacturing, Fresno, CA. The bids were as follows:

Vendor	Price	Sales Tax	Total
California Cart Builder	$116,914.36	$ 9,271.09	$126,185.45
Carlin Manufacturing	$199,899.00	$16,491.00	$216,390.00

The following are some facts about the mobile kitchen in the California Cart Builder proposal:

- The mobile kitchen is a fully equipped kitchen. It requires hook up to a standard electrical power source and access to water to fill the water storage tanks. There is the option to use LP gas or have a direct connect to a gas line. The unit comes with a 30-gallon fresh water tank and a 60-gallon wastewater tank. As equipped, this kitchen will be able to provide a similar level of service to what was offered in B5. The cafeteria staff will serve food

- directly from the mobile kitchen. The kiosk will remain open, offering a small grill menu as well as grab and go items. This solution also allows for the demolition of the kiosk when appropriate in the construction phase of B10N without having to worry about alternative food service options.
- Catering for both the District Office and College of San Mateo will continue uninterrupted using this kitchen. The California Cart Builder kitchen will permit the Pacific Dining staff to continue offering this premier service to the campus. Catering has become a large part of Pacific Dining's revenue.
- Despite the closure of B5, Pacific Dining projects that we will actually realize an increase in sales and commission paid to the District Cafeteria Fund with this option. The increase is a result of our ability to offer the same depth of service to our students and staff, continue to grow the catering business as well as a commitment from the construction teams at McCarthy and Swinerton to have their workers support our food service vendor throughout the construction period. The table below illustrates that this will be a break-even purchase.

CSM Café	07-08	08-09	09-10	10-11	11-12	Total
Sales	423,000	460,000	480,000	500,000	500,000	2,363,000
Commission	29,610	32,200	33,600	35,000	35,000	165,410
Maintenance	11,600	1,000	1,250	1,250	1,250	16,350
Utilities	10,091	2,100	2,500	2,750	2,750	20,191
Mobile Kitchen	0	31,546	31,546	31,546	31,547	126,185
Net Income	7,919	(2,446)	(1,696)	(546)	(546)	2,685

- When B10 opens, the unit can be retained for use at District and College events or it can be sold with the proceeds going back into the District Cafeteria Fund. There is a market for used concession trailers and it is reasonable to assume that this unit would have a residual value after three years. A brief search on E-Bay discovered used mobile kitchens priced from $10,000 up to $50,000.

This option ensures that we will maintain a reasonable level of service for students, faculty and staff; this is the only option that provides this level of service. Additionally, this option allows the District to meet its contractual obligation to Pacific Dining and allows Pacific Dining to operate with similar revenue expectations as they do with the combined B5 and kiosk operations today. This option allows Pacific Dining to keep most of their staff employed here.

RECOMMENDATION

It is recommended that the Board of Trustees award Bid 86568 and the resultant contract for procurement of a mobile kitchen unit for use at College of San Mateo to California Cart Builder for an amount not to exceed $126,185.45 which includes sales tax and delivery and placement of the unit.

SMCCCD Strategic Plan (2008-2013)

Environmental Scanning and Planning Assumptions
(Draft for Brainstorming)

Note: This document contains key portions of the plan, which are Environmental Scan Analysis, Planning Assumptions and Recommended Directions. To understand what constitutes the complete set of items for the final plan, please consult Strategic Master Planning Modules on page iv.

SMCCCD Strategic Plan Integration and Synchronization with Other Planning Processes

	PLANS	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017
D	SMCCC Strategic Plan			Enviro - menta Scanning	Imple- ment Plan		Environ - mental Scanning	PA & R	Imple- ment Plan		Plan Update	Environ - menta Scanning	PA & R
C	College Master Plans		Environ- menta Scanning	Imple- ment Plan (Skyline)	Imple- ment Plan (Cañada & CSM)		Environ - mental Scanning	PA & R	Imple- ment Plan		Plan Update	Environ - menta Scanning	PA & R
C	Self-study Cycle	Writing	Writing	Visit				Writing	Writing	Visit			
C	Program Review	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
S	Budget Planning Cycle	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually
S	Facilities Master Plan		Plan Complete				Plan Update				Plan Update		
S	Technology Maste Plan				4-Year Plan Done				4-Year Plan Done				

Legend:
C = College is primarily responsible; D = District is primarily responsible; S = both the District and Colleges share the responsibilities.
PA & R (Planning Assumptions and Recommendations)

Note: While this integration and synchronization chart is the recommended approach agreed upon by the District Colleges, prior to 2013-2014, from time to time certain aspects of a plan and certain plans may operate slightly off schedule due to emergency or readjustments. It is also hoped that by the next planning cycle that starts in 2014-2015, various plans and planning processes will be synchronized.
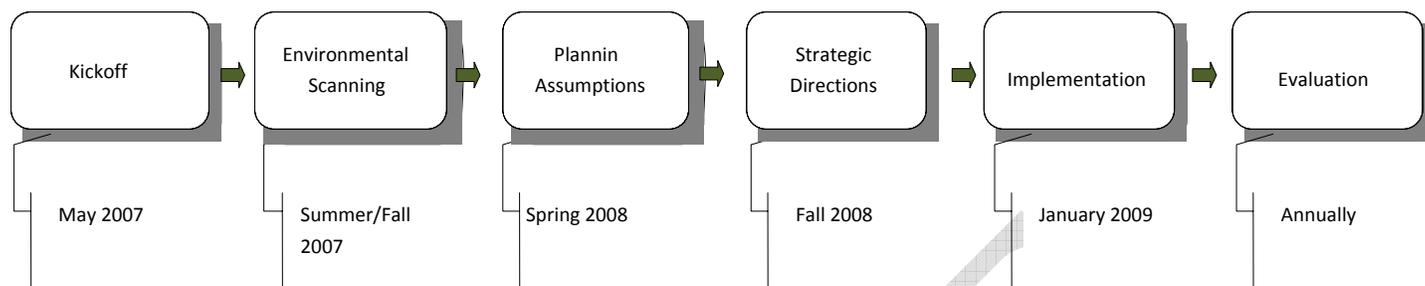
> **Board of Trustees Goal: Developing an integrated strategic planning model**. This model incorporates and builds upon five elements: the Colleges' Educational Master Plans; the Facilities Master Plan; a coordinated institutional research component; a comprehensive program review process; and an annual budget that is based upon the other four elements. Many elements required for the integrated strategic planning system are already in place; however, they are not completely standardized within the District nor appropriately linked. The charge is to develop an organizational infrastructure that will produce the integrated strategic planning system for the **District.**

Overview of SMCCCD Strategic Plan Development Timelines*

1. May 2007 - Taskforce convenes

2. June 2007 – Present SMCCCD Strategic Plan Prospectus to Board of Trustees for approval

3. Summer 2007 - Environment Scanning data collection commences

4. September 2007 – May 2008 - Taskforce reconvenes and meets regularly

5. March 2008 – Planning Assumptions drafted

6. April 2008 - Draft plan is developed

7. April through May, 2008 – Conduct various campus briefings and listening sessions

8. Summer, 2008 – Conduct various community briefings and listening sessions

9. August, 2008 – Continue with districtwide briefings and listening sessions

10. September 2008 – Board of Trustees First Reading of SMCCCD Strategic Plan

11. October 2008 – Board of Trustees Second Reading of SMCCCD Strategic Plan

12. January 2009 – SMCCCD Strategic Plan implementation commences

Timelines may be adjusted.

Strategic Master Planning Modules

Kickoff	Environmental Scanning	Plannin Assumptions	Strategic Directions	Implementation	Evaluation
May 2007	Summer/Fall 2007	Spring 2008	Fall 2008	January 2009	Annually

Planning Cycle

Kickoff

This is the first step of the planning cycle during which Process, Participation, Phases and Product are clearly described and communicated to all involved. The outcome of this module is an agreed upon prospectus that guides the rest of the module development. The Kickoff took place early in 2007 and culminated in a presentation at a Board of Trustees Study Session and receiving approval from the Board of Trustees in June 2007. The prospectus and support materials are available from the Office of the Vice Chancellor, Educational Services & Planning and on the District Strategic Planning website: http://www.smccd.edu/edservplan/ssp

Environmental Scanning

Modern literature and practices in strategic planning suggest a series of steps along a continuum. The beginning step is often called "environmental scanning", which is an extensive collection of data by various categories that are deemed pertinent to the institution. Once the data collection is completed, categorized, and cataloged, planners would sift through the data and cull out significant trends and factors that carry implications in policy, practice, finance, and other educational areas. Therefore, environmental scanning may have multiple steps of its own, culminating in syntheses of data. The data selection criteria were reviewed and approved by the District Research Council and the Strategic Planning Taskforce.

Planning Assumptions

Planning assumptions use the information from the environmental scan to establish a foundation for the strategic plan. With key trends or factors identified and summarized (syntheses of data) through environmental scanning, the institution starts the next step of master planning, which is to develop planning assumptions. Some institutions may combine both the data synthesis and planning

iv

assumptions into one action and collectively call it "planning assumptions". Planning assumptions are in essence a higher level summary of the data synthesis step of environmental scanning. The assumptions developed will help guide the District Colleges' efforts to respond to changes in its internal and external environments. Environmental Scanning Data Analysis and Planning Assumptions are organized by 5 categories: Demographics; Education; Employment, Housing, Income; Human, Fiscal, Physical, & Technology; and Policy, Public Opinions and Community Needs. References and data sources are listed at the end of this document or can be obtained on the web at: http://www.smccd.edu/edservplan/ssp/resources.shtml

Strategic Directions

Based on planning assumptions, the District Colleges carry out broad-based dialogs to identify key areas of focus for the District in the next few years as well as strategies to address these areas. The nature of the District Strategic Plan dictates that broad visionary goals be established. These goals are strategic and not-too-prescriptive and must rely on the Colleges to develop specific objectives to accomplish. The California Community College System's Strategic Plan is a good example. The plan contains five "strategic goals" that are broad, yet clear and concise. Goal B, Student Success & Readiness, states "promote college readiness & provide the programs and services to enable all students to achieve their education and career goals. As the first specific "strategy", B1 lists "Basic Skills as the Foundation for Student Success", which is in full force of implementation throughout the community colleges in the State in 2008.

Implementation

Implementation of the District Strategic Plan will be guided by the SMCCCD Strategic Plan Taskforce. The Taskforce will coordinate with the District Colleges in developing specific College-based objectives, aligning these objectives to the Strategic Directions of the District's plan and implementing these objectives to make sure of integration and synchronization. This arrangement provides a framework with clear venues for resource allocation and for the Board of Trustees to use the plan as a tool for advancing overarching Districtwide goals and priorities.

The following diagram helps with depicting the organizational structure and workflow of plan implementation:

Evaluation

The SMCCCD Strategic Plan Taskforce will develop an evaluation framework and guide an annual process to assess progress and update the Strategic Plan.

Table of Contents

Mission Statements

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Approved by the Cañada College Council, March 15, 2007
Approved by the Board of Trustees, April 11, 2007

Mission Statement

College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution which serves the diverse educational, economic, social and cultural needs of its students and the community. By offering comprehensive, quality programs and services and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world.

Adopted by the CSM College Council, December 5, 2001
Revised by the CSM College Council, February 2, 2005
Approved by the Board of Trustees, April 11, 2007

x

Mission Statement

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.

Approved by the Skyline College Council, February 28, 2007
Approved by the Board of Trustees, April 11, 2007

Mission Statement

PREAMBLE

The Colleges of the San Mateo County Community College District, Canada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness, and realize their individual potential. The District is committed to leadership by providing quality education and promoting life-long learning in partnership with its community and its surrounding educational institutions. It actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic freedom in

which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education in the State.

MISSION
In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs, the San Mateo County Community College District will fulfill the following mission with excellence:

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- Provide developmental and remedial education in language and computational skills required for the successful completion of educational goals; and
- Provide a range of student services to assist students in attaining their educational and career goals; and
- Provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community; and
- Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.
- To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants. The District plans, organizes, and develops its resources to achieve maximum effectiveness, efficiency, equity, and accountability.

Reviewed by District Shared Governance Council, March 5, 2007
Approved by the Board of Trustees, April 11, 2007

1   Demographic Assumptions

1.1 *Population Changes*   The demographic projections for the county of San Mateo show a declining pool of high school graduate students over the next 5-10 years and an increase in the population over 55.

Planning Assumptions   The resulting effect has been an eroding share of the high school market for the SMCCCD and a continued increase in the baby boom population. As the county population age mix shifts, curriculum and programming changes that address the educational and social needs of the population, as well as student recruitment and retention strategies will become increasingly important for the three colleges in the district.

Recommendations:
    a. Develop and implement an enrollment management plan at each college to address the need for systematic outreach and retention strategies.
    b. Continue to strengthen the College Connection Program (Concurrent high school student initiatives) as a way to encourage high school students to attend college.
    c. Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population/lifelong learners.

1.2 *Different Student Profiles At Each College*   The county's ethnic diversity is increasing and the student body profile of the three colleges is unique when viewed by age, ethnicity and gender.
Age - In fall 2007, over 1/3 of the students were 35 or older at Cañada College, while only 1/5 of the students at Skyline College were. Slightly over ¼ of the students at CSM were 35 or older.
Ethnicity - In fall 2007, over 40% of the Cañada College students were Hispanic, close to 40% of the CSM students were White, and more than 42% of the Skyline College students were Asian and Filipino.
Gender - In fall 2007, 63% of the Cañada College students were female, 53% of the Skyline College students were female, while CSM students were balanced at 49% female and 48% male.

Planning Assumptions   Different programs and services needs exist at each of the three colleges.
Recommendations:
Continue examining the specific needs of the student body and college service areas in order to develop and maintain appropriate programs and services.

2   Education Assumptions

2.1 ***Enrollment And Access*** Using prior enrollment trends as a guide, the five year projected growth in enrollment and FTES for the district is moderate. However, during the 2007-08 year the three colleges showed substantial growth (5.9% in the fall and 8.8% in the spring). The district's share of the county's population is declining when comparing the number of students in our district to the adults in our county - typically called the Population Participation Rate. There are some county residents who take classes outside the county, and there are also students coming into San Mateo County from other counties. The first group is significantly larger than the second, so there is a net outflow of residents taking college classes outside the county.

Planning Assumptions The district will likely continue to grow if the district and colleges maintain a focus on enrollment management (outreach and retention strategies), improving services to better meet students' needs, and continued improvements in facilities.

Recommendations:
    a. Focus enrollment planning efforts on the key populations needing to be served as determined by research.
    b. Conduct the necessary research to understand the reason for the outward migration of county residents and declining population participation rate and develop mitigating strategies.
    c. Continue carefully designed marketing and outreach activities as a key element in the district's enrollment management strategy.

2.2 ***Student Success And Retention*** Seven out of 10 students new to the colleges are not prepared for college-level work and these students are generally placed into remedial or developmental coursework. Research shows that unprepared college students who take remedial courses are likely to drop out. Learning communities and integrated learning provide effective contexts for student success for many students. Concurrent enrollment expedites the transition to college for high school students and assists students to formulate an educational plan that fulfills their goals.

Planning Assumptions Student preparedness for college-level work is strengthened by partnerships among the various segments of education, K-12, community colleges and the four-year institutions. Vital student support services, learning communities, integrated learning, including College Connection initiatives all support student success.

Recommendations:
    a. Identify gaps in student educational achievements and develop strategies that narrow and eliminate these gaps in conjunction with successful initiatives such as the Basic Skills Initiative and First Year Experience.

  b. Build more partnerships and bridges with educational leaders and strengthen the College Connection program as a way to encourage high school students to attend college.

  c. Offer a third Middle College High School in the district.

  d. Implement plans to utilize CalPASS (California Partnership for Achieving Student Success) initiative to support inter-segmental faculty dialogue.

2.3 *Choice And Convenience* Community college students are often working adults who juggle priorities among work, study, family and classroom. All of these, along with traffic congestion, impact their college attendance. There is no public four-year institution of higher education in the county. Many residents are unable to travel outside the county for that service. Some members of this segment of the population cannot participate in on-campus courses. Younger, incoming students will be technologically savvy and will expect more from technology at the colleges, as high-speed Internet connectivity is becoming nearly universal in the county. Among the students enrolled, five percent of them attend more than one college with the district.

Planning Assumptions There is unmet demand for upper division higher education in San Mateo County. The increasing demand for distance education will continue. When alternative providers are clearly available, it challenges the colleges to better understand and meet the needs and desires of the students. Accommodating schedules, facilities, and instructional modalities will have to be planned and provided..

Recommendations:
  a. Investigate the need and feasibility for an alternative academic calendar based on student needs.

  b. Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding college plans to respond to the community demand for distance education.

  c. Expand the upper division level higher education opportunities provided by the University Center.

  d. The ability of students to attend more than one college in the district needs to be examined to identify any opportunities for improvement, including further strengthening intra-district articulation among the colleges.

2.4 *Student Achievement* The colleges' degree and certificate offerings are diverse and every year more students are receiving Associate of Science degrees, but the Associate of Arts degree awards have not increased in over six years and the certificate awards have decreased. Further, there is a decreasing trend in transfers to CSUs.

Planning Assumptions The changing CSU GE patterns may correlate to the declining trends in transfers to CSUs, Nonetheless, it challenges our district to investigate all reasons for the changing patterns of certificate and degree attainment in our district.

Recommendations:
  a. Review the current articulation with 4-year institutions to identify any opportunities

for strengthening.
    b. Identify ways to further encourage and facilitate degree attainment.
    c. Identify strategies for understanding and addressing the decreasing trend in transfers to CSUs.

3   **Employment, Housing and Income Assumptions**

3.1 *Jobs, Careers And Global Education* From 2008 to 2014, the county will add about 5% more jobs, keeping pace with the slow population growth. Service, information, and trade industries will provide the bulk of these new jobs. The workforce environment is increasingly knowledge-based, dynamic, and transitory. A significant portion of the new jobs will be concentrated in knowledge-based industries, especially computers and electronics, biotechnology, and in all likelihood, emerging green industries. The current skilled workforce in California is decreasing due to retirements as the population ages. Globalization has resulted in many U.S. jobs being moved to foreign countries, yet many jobs serving the needs of the County and surrounding regions must remain available locally. Further, workers are changing jobs and even careers more frequently than decades ago.

Planning Assumptions The need for career technical degree options, skills certificates, job training programs and services, and other short-term programs will continue to increase. Those who have obtained skills needed in a competitive marketplace may later seek opportunities for skills upgrade, career development, general education and lifelong learning that can lead to higher levels of education attainment. Economic globalization is breaking down the boarders of traditional service areas of the colleges.

Recommendations:
    a. Convene leaders of the business and industry community periodically to assess workforce development needs and to support the endeavors of the colleges to address them.
    b. Identify emerging workforce development opportunities for each of the colleges and respond to changing job training needs through the colleges' Career and Technical Education programs and services.
    c. Strengthen course offerings that prepare students for the demands of the contemporary workforce.
    d. Assess community and contract education needs and expand international education.

3.2 *Socio-Economic Divide* Although San Mateo County is, on average, affluent and well-educated, there are places within its borders where the opposite is true. Those who are more sensitive to cost of higher education are often unaware of the financial aid opportunities.

Planning Assumptions The socio-economic divide within San Mateo and neighboring

counties will continue to challenge the colleges in planning and offering programs and services.

Recommendations:
    a. Create additional partnerships between the colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy.
    b. Increase Financial Aid awareness through the student outreach and enrollment processes.

4   Fiscal, Human, Physical, and Technology Assumptions

4.1   *Community College Underfunding* The California Community Colleges have been historically underfunded. The district's fiscal scenarios for the next two years are showing continued increase in expenses, but little or no growth in funding per student (FTES).

Planning Assumptions Given the overall negative fiscal outlook of the State of California, funding will continue to be severely limited in the near future, therefore, directly challenging "Revenue Limit" districts like SMCCCD to achieve optimal enrollment levels.

Recommendations:
    a. Continue and expand initiatives and services that optimize enrollment.
    b. Implement the SMCCCD Foundation Business Plan to increase its Net Asset Value and to distribute more scholarships and grants.

4.2   *Attracting And Retaining Faculty And Staff* Half of the district faculty will reach retirement age in less than 10 years, presenting a higher than normal turnover. However, the cost of housing in San Mateo County remains one of the highest in the nation, impeding our ability to attract and hire qualified employees.

Planning Assumptions The colleges will continue to face a real challenge in faculty and staff recruitment and retention The ability to provide consistent and high quality programs is contingent upon the ability of the district to attract, hire and retain qualified employees.

Recommendations:
    a. Continue to provide competitive salary schedules and benefits that attract and retain employees.
    b. Continue the district's role as a leader in taking effective measures to mitigate the high cost of housing.

4.3   ***New, Modernized And Sustainable Facilities*** Close to a $1 billion in capital improvement funds, from local bond and state resources, are fundamentally reshaping the facilities in the colleges. There will be an additional 25% or more usable space at the colleges when the new construction and renovations are completed. Green and sustainable technology is included in all funded construction plans.

Planning Assumptions Improvements to facilities and equipment throughout the district will enhance programs and attract faculty, staff, and students.

Recommendations:
a.   Allocate capital improvement funds in accord with college Educational and Facilities Master plans which respond to the teaching and learning needs of each college.
b.   Continue to effectively leverage the capital improvement with state and local resources.
c.   Incorporate the consideration for the environment and health and safety in all construction and building maintenance plans and strategies.

4.4   ***Changing Technology*** Technology is an integral part of the district's teaching and learning environment. Students have high expectations of the technology capabilities. Faculty adopt technology to enhance teaching and learning. Staff rely upon technology for improving efficiency in operational processes. Growth in the use of technology and its rapid obsolescence will result in greater challenges in involving the cost of acquisition and maintenance.

Planning Assumptions The colleges will continue to increasingly employ technology to enhance teaching and learning in creative and cost-efficient ways. There will be a continuing need to maintain pace with emerging technology in all facets of the organization.

Recommendations:
a.   Implement college and district Technology Plans which optimize teaching and learning, and streamline the operational processes of the district and the colleges.
b.   Review various college and district business processes to make the registration, scheduling, information sharing and other operational activities more efficient.

4.5   ***Professional Development*** Our district's student body is more diverse than faculty and staff. Students coming to the colleges have a broad range of academic needs, ranging from the highest to the most basic level. Further, the ongoing cycle of accreditation involves a number of processes that require faculty and staff regularly assess student performance and teaching methods.

Planning Assumptions The district and colleges need to continue building and enhancing cultural awareness and diversity training. In addition, faculty and staff will continue to be challenged by the complex mission of the colleges and the varied levels

of student preparedness. Employees require continuous training and development to deliver effective teaching & learning and to remain current regarding efficient operational processes, policies and procedures. One effective means to fundamentally influence the teaching and learning environment is through the support of faculty and staff professional development.

Recommendations:
a. Strengthen professional development opportunities for faculty and staff.
b. Strengthen faculty and staff development which support the activities to meet the Accreditation Standards.
c. Continue to raise cultural awareness and to provide diversity training.

4.6 *Safe Campus* Although relatively low in crime statistics, incidents exist at the three colleges.

The San Mateo Community College District is aware that the occurrence of incidents jeopardizing the physical safety and well being of students at institutions of higher education has increased substantially throughout America and that every aspect of a safe and secure environment must be carefully scrutinized and acted upon through both policy and practice in order to maintain the high level of safety district colleges presently possess.

Recommendations:
Demonstrate leadership in every aspect of student, faculty and staff protection through providing professionally trained security force, developing and maintaining emergency response systems, and complying with all laws and regulations.

5 Policy, Public Opinions and Community Needs Assumptions

5.1 *Accountability Expectations* The federal government and the general public are intensifying their scrutiny of the performance of educational institutions. Evolving accreditation standards are focusing more on evidence-based planning and decision making and measure of outcomes.

Planning Assumptions Public scrutiny of educational institutions will continue. Student learning outcomes and assessments are currently a theme of emphasis for planning and operation of educational institutions. The cost of programs and accountability for student performance will occupy a high priority spot on the agendas of the district and the colleges.

Recommendations:
a. Establish policies and planning activities which are coherent, transparent, and available to all stakeholder groups.
b. Include in all plans definitions and demonstration of student success to ensure that

communication strategies at the district and college levels prominently showcase student success.

c. Provide extensive and coordinated research and planning efforts to support the improvement of teaching and learning.

5.2 *Meeting Community Needs* In a recent San Mateo County Community Needs research conducted by the district, close to 1,300 adults who were interested in higher education in the next 3 years gave input on their desired educational offerings. They also identified their most preferred times, days, and the ways (distance learning vs. traditional classroom learning). Additionally, studies demonstrate that the connection provided by partnerships is effective in addressing student needs.

Planning Assumptions The colleges need to be innovative, flexible and more responsive in order to adapt curriculum to the needs of the County residents and industries.

Recommendations:
a. Expand and strengthen partnerships with high schools, 4-year institutions, community agencies, and business and industry.
b. Continue to solicit feedback from community residents, current students, and partners, communicate the results to faculty and staff and use the data as a basis for improving programs and services.

The Demographic Environment

Population Growth

San Mateo County's projected population change is a critical factor influencing the future of the San Mateo County Community College District. Unlike the rest of the Bay Area and the state, over the next few years the county's population will plateau, and over the longer term, it will grow more slowly than the Bay Area or the state. Here are a few key data points to illustrate this:

- According to estimates by a demographic data service called ESRI for the near term--2007 to 2012--the overall San Mateo County population growth is projected to grow only 5%.
- Over the longer term, the County population will increase 16.7% between 2005 and 2030, according to ABAG (Association of Bay Area Governments).
- Meanwhile, the total California population will increase 26%, according to the California Department of Finance (DOF).
- The county's share of the state's population will shrink steadily.

### Projected Population Growth by the Next Two Decades

	2010	2020	2030
San Mateo	741,000	800,700	842,600
California	39,135,676	44,135,923	49,240,891
County % of State	1.9%	1.8%	1.7%

Ethnic Composition of the Population

The ethnic distribution among the three colleges demonstrated that the three Colleges are currently serving noticeably different populations. In the fall 2007 semester, the most recent data available, data showed Cañada enrolled more Hispanic students (42.2%), CSM more Whites (38.7%), and Skyline more Asian (combining Asian and Filipino: 42.7%).[1]

Ethnic Distribution of District Colleges (fall 2007)

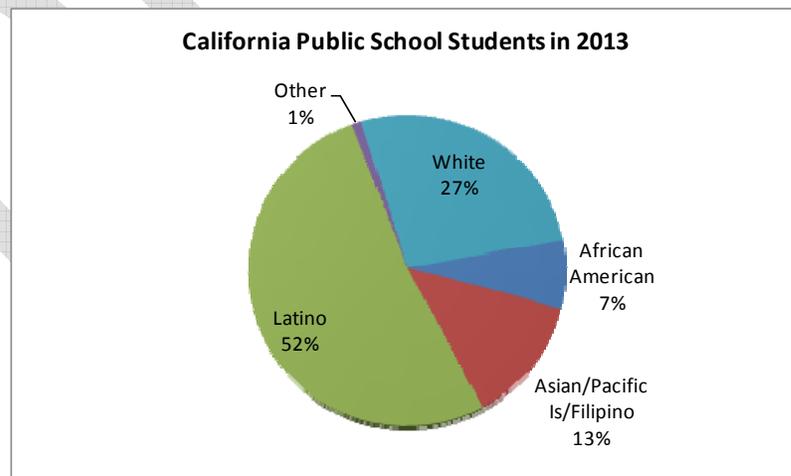|	Cañada	CSM	Skyline
African American	4%	4%	3%
Asian	7%	16%	24%
Filipino	3%	7%	19%
Hispanic	42%	20%	19%
Native American	0%	0%	0%
White	34%	39%	23%
Other/Unknown	10%	14%	11%

Ethnicity Distribution - Fall 2007
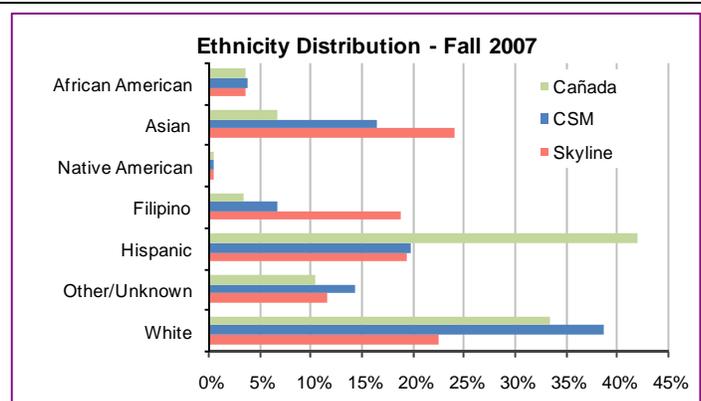
In addition:
- Within a 10-mile radius of Cañada College, the proportion of Hispanics under the age of 14 is roughly double the proportion of Whites and Asians.
- Centered near CSM, the ethnic and age distributions reflect the county's overall ethnic distribution.
- Within a 10-mile radius of Skyline College, the proportion of Asian and Filipinos under the age of 14 is growing fast.[2]

Minorities in San Mateo County will soon become the majority. The county's Hispanic population (of any race) will increase from 25.6% in 2007 to 28.1% in 2012, while the White population will drop from 54.2% in 2007 to 50.7% in 2012.[3] English is the predominant language in only 6 out of 10 San Mateo households. Other languages spoken at home include Spanish (17.6%), Asian language (14.9%), and other Indo-European (5.0%).

The colleges reflect the state in many ways. The California population is described as having complex layers of previous waves of immigrants, new arrivals, and new native-born adults. A study by the University of Southern California[4] suggested that immigrants, a key component of California's population and vitality, will increase from 27% in 2005 to 29.8% of the total population in 2030[5].

California's ethnic composition between Whites and Latinos will experience the most dramatic change. According to the California Department of Finance, in 2000, Whites were close to 50% of the population, while Latinos a little over 30%.

By 2013, according to the California Department of Finance projections, the state's public high school students' demographics will be 52% Latino. Currently, the Latino student population is 48%.


California Public School Students in 2013

Other 1%
White 27%
African American 7%
Asian/Pacific Is/Filipino 13%
Latino 52%

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Farther out, by 2040, Whites will be 26% of the population and Latinos 50%.[6] As a matter of fact, the current California public high school student population is remarkably close to the projected California population for 2040. Comparing the DOF's projections for California's general population to the current California school population provided by the California Department of Education, the current public high school students already resemble the future population ethnic distribution in year 2040.
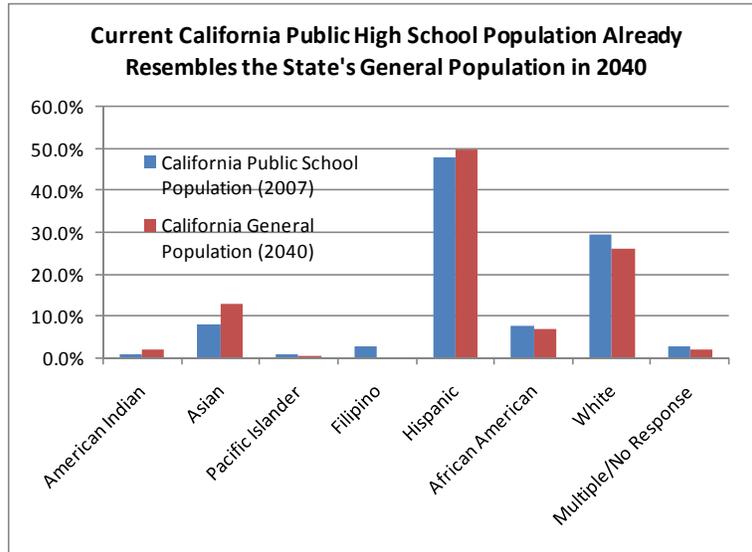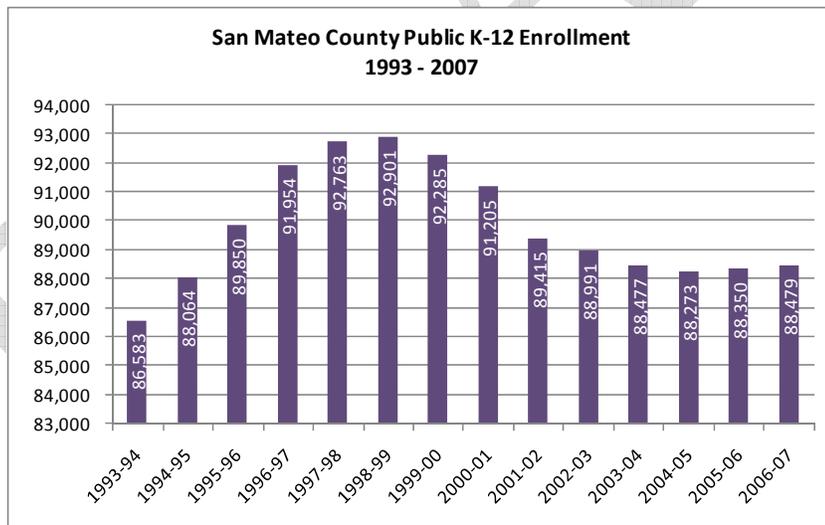

Age of the Population

The student age in the three colleges in SMCCCD is relatively young compared to the entire San Mateo County. The three colleges have attracted more students younger than 35, but fewer students from the population aged 35 and above.[7]
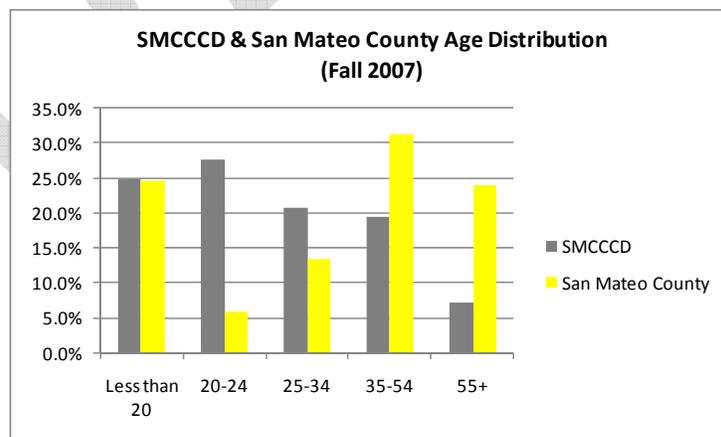
Age distribution among the three colleges, using fall 2007 data, showed noticeable differences. Cañada enrolled slightly more older students: 33.9% 35 or older; CSM: 26.7% 35 or older; Skyline: 21.2% 35 or older.[8]

Age Distribution - Fall 2007
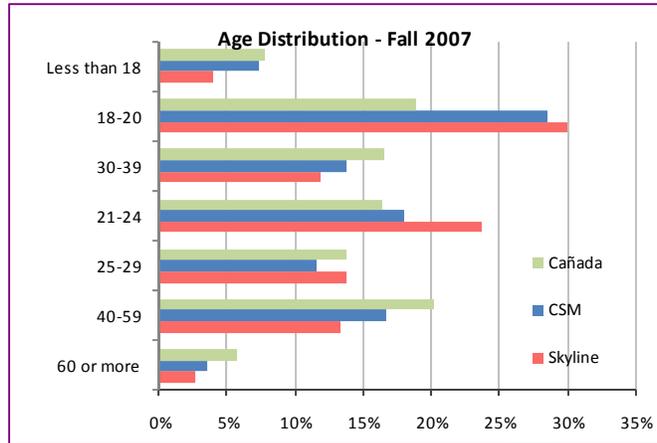
K-12 enrollments in San Mateo County peaked in 1998. The macro trend of enrollments has since been trending downward, according to the California Department of Education data. However, after a steep drop in enrollments that started in 2000 and lasted until 2004-05, with few exceptions the number of public high school students in San Mateo County is slightly trending upward.[9]

San Mateo County Public K-12 Enrollment 1993 - 2007

Year	Enrollment
1993-94	86,583
1994-95	88,064
1995-96	89,850
1996-97	91,954
1997-98	92,763
1998-99	92,901
1999-00	92,285
2000-01	91,205
2001-02	89,415
2002-03	88,991
2003-04	88,477
2004-05	88,273
2005-06	88,350
2006-07	88,479

San Mateo County is among those counties projected to decrease more than 2% in K-12 graded enrollments from now to 2016.[10]

Percent Change

🟥	Decline greater than 2 percent
🟨	Stable
🟩	Increase greater than 2 percent
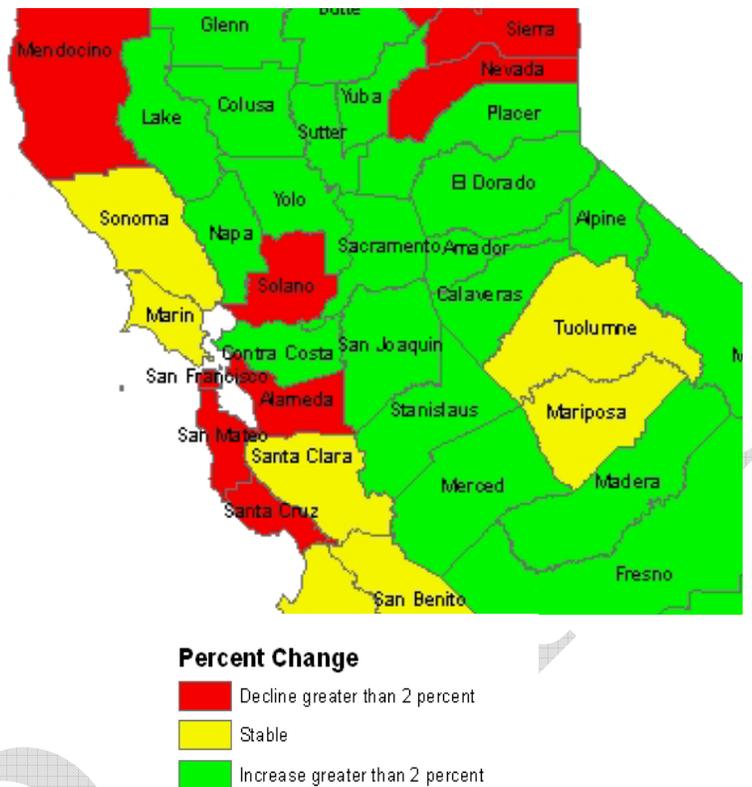
The traditional college going population will decrease while retirement age groups will increase in the county. From 1990 to 2004, the proportion of residents age 25 to 44 as a share of the county's population decreased from 35.9% to 29.8% while the proportion of 45 to 64-year-old increased from 20.4% to 27.1%. The 20 to 24-year-old age range--a prime college-going cohort--decreased from 7.2% to 5.2%.[11] Younger and college going population (less than 19) actually will drop from 25.4% in 2007 to 24.2% in 2012. When examined by age group of 55+ in San Mateo County, the population growth projections for the 55+ population will outpace the total population by more than 7 times. From 2007 to 2012, the 55+ population in the county will grow at an annual rate of 1.89%, while the total population grows by only .25% in the same period.[12] It can be said that San Mateo County is experiencing a loss in young adults.[13]

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Population by Age
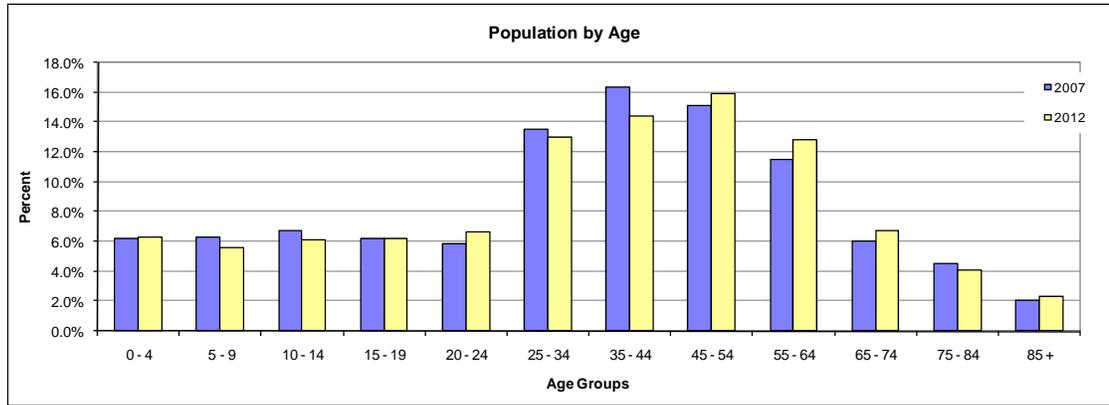
Countywide, 8% of the population aged 16 to 64 reported a disability. The age group of 55+ reported in the 2000 Census as having a disability rate of 17%[14]. The District Colleges will need to continue to provide appropriate assistance to students with disabilities.

ABAG also expects the population to change in significant ways by 2035. For example, the median age in the Bay Area will increase from 36.5 years in 2005 to 42.5 years by the end of the forecast in year 2035.

The Educational Environment

Importance of Higher Education and the Community Colleges

The economy favors those with a college degree. Data published by the Public Policy Institute of California compared inflation-adjusted earnings by education in 1969 and in 2001. While a person with a high school diploma in 1969 could earn an annual salary of $25K, in 2001, the same level of education could only bring home $20K. In contrast, a college degree in 1969 could allow one to earn an annual salary of $40K; a college degree in 2001 would boost the earning to $45K.[15]

Having an associate degree or community college certificate has been shown to have a continuous impact on one's earning power over a lifetime. According to the California community college System Office, people with community college degrees or certificates surpass California's per capita income by a wide margin.[16]

Source: California Community Colleges System Office
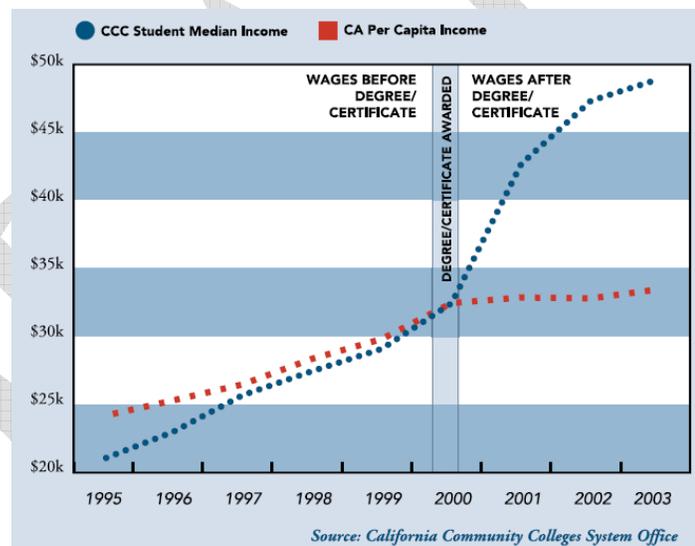
Similarly, having a college degree would reduce one's chances of unemployment. The unemployment rate in 2006 showed that a person with only a high school diploma was twice as likely to be unemployed as someone with a college degree (U.S. Bureau of Labor Statistics).[17]

Nearly 80% of all new jobs projected for 2012 in the United States require an Associate's degree or less. The predominant mode of training employees is "on the job training," suggesting that community colleges need to partner closely with private employers to provide efficient training programs. Among the projected jobs for 2014 in the San Mateo/San Francisco Bay Area, according to EMSI (Economic Modeling Specialist, Inc), 73% of them require an Associate's degree.

As the economy is increasingly globalized, many jobs can be outsourced off shore. Although the benefits of outsourcing jobs need further study, there are a number of jobs that cannot be offshored. They include firemen, police, hospitality, drivers, aeromechanic, nurses, dental professionals, counselors, and teachers.[18] Community colleges train many of these professionals whose jobs must stay in the United States.

About 80% of firefighters, law enforcement officers, EMTs and about 70% of the nurses in California received their education from California community colleges. About 25,000 apprentices are educated by a community college among 160 apprenticeship programs comprised of 66 trade/craft titles that are located on 35 community college campuses.[19]

Thirty-nine percent of the jobs in 2020 will require a college degree, but the population with a college degree is projected to be only 33% in California. According to data published by the Public Policy Institute of California in 2005, employment requiring a college degree in year 2020 is projected to far exceed the supply of college graduates. There will be far fewer employment opportunities for people with only a high school diploma and even fewer for those who do not graduate from high school. Only 1 out of 10 jobs will not require a high school diploma, but there will be 22% of the population without a high school diploma competing for them.[20]

Twenty-four percent of all the community college students nationwide are enrolled in California community colleges.[21] The demand for higher education in California is projected to grow by more than 700,000 students in California in this decade. Three-fourths of this growth will occur in the state's community colleges.[22]

First-generation community college students are likely to attend college to improve job skills and obtain an associate degree. First-generation community college students are more likely to be women, older than traditional college age, employed full time, and to support dependents living at home.[23]

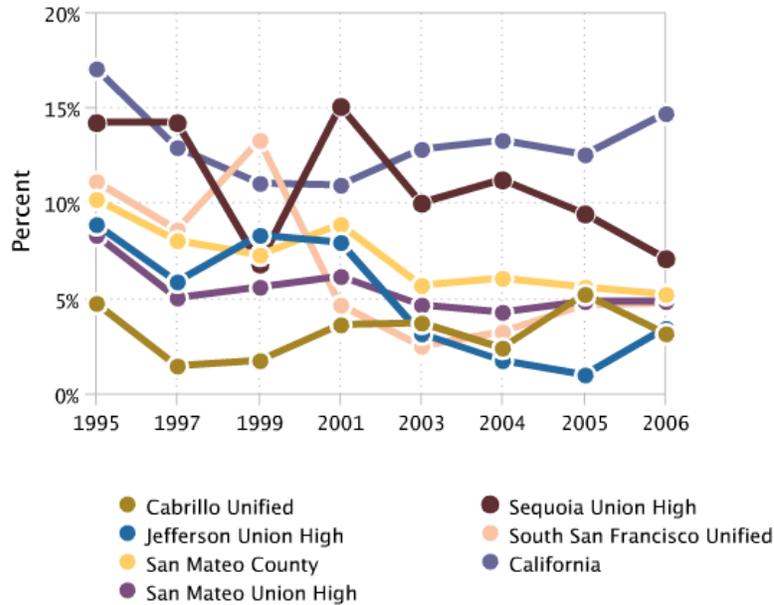### *Student Preparedness for College*

Data on achievement tests and diploma attainment point to the issue of under preparedness of recent high school students for college level work. Nearly 40,000 first-time freshmen admitted to the California State University System–60% of the cohort--require remedial education in English, mathematics or both. The system set a goal of reducing the proportion of first-time freshmen who need remedial help to 10% or less.[24]

In a 2004 study, an estimated 30% of California's youths between the ages 18 to 24 did not have a high school diploma. California ranked 45th among the 50 states in the proportion of 18- to 24-year-olds who have attained a high school diploma or equivalent.[25]

The dropout rates for the San Mateo County public high schools vary from year to year. In 2006 however, only Jefferson Union's dropout rate increased from 1% to 4% (still being one of the

lowest dropout rates in the county), while the dropout rates decreased for all others. The dropout rates for all six public high school districts in the county were lower than that of the State of California, which stood at close to 15% in 2006.

High School Dropouts: 1995 - 2006

Cabrillo Unified

Jefferson Union High

San Mateo County

San Mateo Union High

Sequoia Union High

South San Francisco Unified

California

Definition: Estimated percentage of public high school students who drop out of high school, based on the four-year derived dropout rate, which is an estimate of the percentage of students who would drop out in a four-year period based on data collected for a single year.

Data Source: State of California Department of Education, California Basic Educational Data System, 2007. Retrieved 08/08/07. http://www.cde.ca.gov/

Fewer than 18,000 General Education Diplomas (GEDs) were awarded to California 18- to 24-year-olds in 2000. The 3.1% ratio of GED awards to those with less than a high school education (18- to 24-year-olds only) places California at 49th of the 50 states on this measure.[26]

There are differences in Academic Performance Index (API) in 2007 among the six public high school districts in the county. The highest API was from San Mateo Union High School District (772), followed by Cabrillo Unified (770), and Sequoia Union High School District (747). The statewide API performance target for all schools was 800.[27]

API in San Mateo County Public High School Districts

	2007
Cabrillo Unified	770
Jefferson Union High	730
La Honda/Pescadero Unified	710
San Mateo Union High	772
Sequoia Union High	747
South San Francisco Unified	746

The 2007 high school Standardized Testing and Reporting (STAR) test results showed differing performance levels across the county's six high school districts. All but San Mateo Union had a combined performance of advanced and proficient levels for English-Language Arts above 50%. On the other hand, almost all districts, except South San Francisco Unified, were above 50% in combined advanced and proficient levels for Summative Math.[28]

STAR Test Results among San Mateo County Pubic High School Districts

STAR Test Results (2007)	English-Language Arts (Advanced & Proficient)	Summative Math (Advanced & Proficient)
Cabrillo Unified	40%	70%
Jefferson UHSD	42%	51%
La Honda/Pescadero Unified	28%	no data
San Mateo UHSD	53%	58%
Sequoia UHSD	46%	58%
South San Francisco Unified	36%	47%

The 2007 Early Assessment Program (EAP) test results also varied from district to district with the majority of the students across the six high school districts not being ready for college in English nor Math.[29]

Early Assessment Program Results among San Mateo County Public High Schools

EAP Results (2007)	English-Language Arts (Ready for College)	Summative Math (Algebra II & Summative HS Math, Ready for College, excluding "conditional")
Cabrillo Unified	29%	33%
Jefferson UHSD	17%	13%
La Honda/Pescadero Unified	n/a	n/a
San Mateo UHSD	28%	17%
Sequoia UHSD	26%	19%
South San Francisco Unified	14%	13%

There are ethnic differences in relation to high school work. A study by CPEC (California Postsecondary Education Commission) noted that non-Asian minority students were behind in attempting college-prep courses for Math and Science and AP courses. CPEC analyzed California high school students' readiness for college and found that non-Asian students were also less successful in A-G courses, SAT, and Algebra I. Fifty-seven percent of the Asian students took SAT in 2004-05 while 20% of Hispanic students did; 59.7% of Asian students completed A-G in 2005-06, while only 25% of Latino students did; 57% of the Asian students enrolled in college-prep Math courses while only 22.5% Hispanic students did.[30]

According to the California Department of Education, in 2006-07, nearly 16% of public school students in San Mateo County were classified as English Learners, students whose primary home language is not English and who lack a level of listening comprehension, speaking, reading and writing to succeed in the K-12 curriculum. Of those English Learners, the majority of them (75%) spoke Spanish. Also using the 2006-07 data, the rate of English Learners in the six public high schools district varied from one to the other. By examining two additional discrete years (2000-01 and 2003-04), the overall proportion of English Learners in county public high schools seems to be decreasing both in percentages and in raw counts.[31]
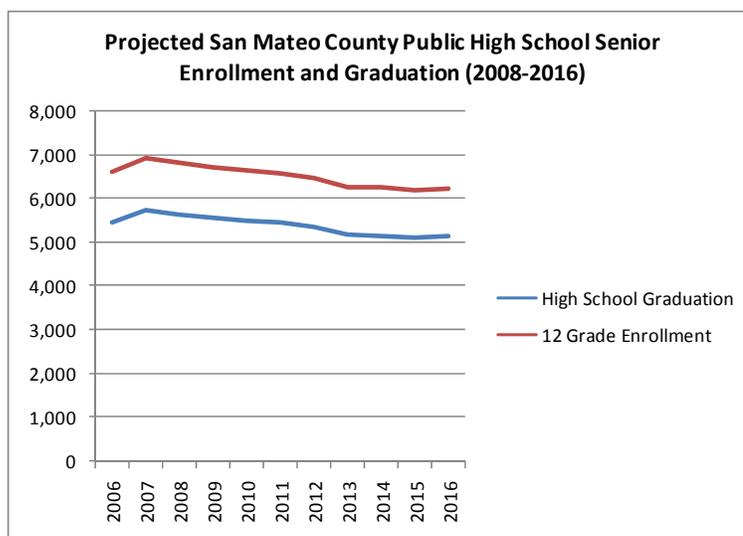
Proportions of English Learners in San Mateo County Public High Schools

English Learners (EL)

	00-01	03-04	06-07
Cabrillo Unified	22%	27%	23%
Jefferson Union	8%	7%	7%
La Honda/Pescadero Unified	35%	48%	48%
San Mateo Union	18%	13%	10%
Sequoia Union	32%	26%	19%
South San Franicisco Unified	18%	20%	21%
County Overall	20%	19%	16%

District Enrollment History and Projections

Many factors influence current and future student enrollment in the district's three colleges. With respect to recent high school graduates, these factors include the size of the high school population, its graduation rates, the share of recent high school graduates who choose community colleges (called the "take rate"), among others.

The County's high school seniors will start declining in 5 years, which directly impacts SMCCCD's enrollment, transfer, FTES, and other areas. The California Department of Finance estimated graduation rate for San Mateo County public high schools shows that 8 out of 10 current 12th graders would graduate from high school. Combining the projected county public high school enrollments and graduation, a downward trend appears for both enrollments and graduation in the county's public high schools.[32]

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Projected San Mateo County Public High School Senior Enrollment and Graduation (2008-2016)

SMCCCD high school take rate (county public high school graduates enrolling in SMCCCD immediately after graduation) was 25.7% in 2006-2007, representing the lowest of the past three academic years.[33]

SMCCCD Enrollment Rates of Graduates from County Public High School Districts (2003-2006)

District	03-04 HS Grad	# Enrolling SMCCCD (04-05)	Rate	04-05 HS Grad	# Enrolling SMCCCD (05-06)	Rate	05-06 HS Grad	# Enrolling SMCCCD (06-07)	Rate
Cabrillo Unified	243	77	31.7%	244	87	35.7%	272	68	25.0%
Jefferson Union High	1159	276	23.8%	1114	325	29.2%	1090	212	19.4%
La Honda/Pescadero Unified	9	5	55.6%	9	3	33.3%	18	5	27.8%
San Mateo Union High	1703	449	26.4%	1700	502	29.5%	1850	444	24.0%
Sequoia Union High	1502	407	27.1%	1484	370	24.9%	1420	340	23.9%
South San Francisco Unified	625	229	36.6%	638	315	49.4%	584	278	47.6%
Total/Avg	**5241**	**1443**	**27.5%**	**5189**	**1602**	**30.9%**	**5234**	**1347**	**25.7%**

Note: High school data is from California Department of Education. SMCCCD data is from Banner. Enrollment at SMCCCD is based on fall, spring and summer, for example, fall 05, spring 06, and summer 06.

The County's high school graduates' college-going rates to CSU (13.7% in 2005), UC (11.6% in 2005) and Community Colleges (34.7%) are likely to remain relatively stable.[34]

An overall measure of involvement in college is the Population Participation Rate. Our District's Population Participation Rate (PPR) is relatively low compared to all California community colleges (All CCs). Measured by college going rate of every 1,000 adults in a college's service area for a primary term, it was 40 per 1,000 in fall 2007 for the District, while 67 for all California community colleges.[35] Every year, about 45,000 students are enrolled at SMCCCD. An additional 20%, which can be reasonably accommodated by our facilities, would like increase the District's headcounts to close to 54,000 students or to raise the PPR to about 50 per 1,000 adults.

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

District and Statewide Population Participation Rates

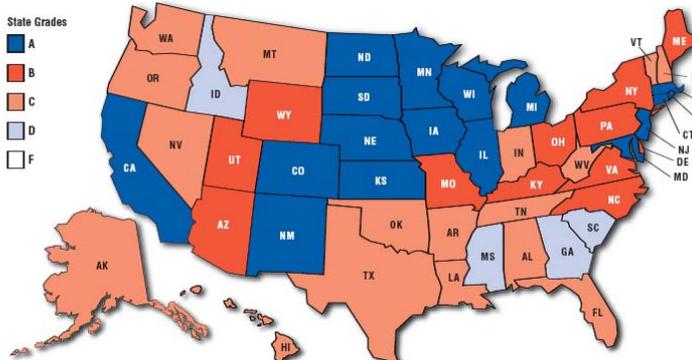|	SMCCCD PPR	All CCCs PPR
2004-2005	42	66
2005-2006	39	66
2006-2007	40	67

Some of the difference in PPR can be explained by the higher education level of the service area resident. About 37% of the Bay Area's adult residents have at least a bachelor's degree, compared to 24% nationwide, and one in six has a graduate or professional degree. Core skills include building and managing global businesses, innovating in products, services and business models, and creating new industries.[36]

For San Mateo County, using 2004 data, the education level of the adult population has been on an upward trajectory since 1990. By 2004, there were smaller proportions of county residents at the lowest levels of education and more at the highest levels. The proportion of adults with bachelor's degrees or higher in 2004 was 43.3% compared to 31.3% in 1990. Both statistics are significantly higher than corresponding California and national statistics.[37] There are pockets in the county where a disproportionate number of residents have only a high school education. According to recent census estimates, adults in parts of Daly City, South San Francisco, East Palo Alto, Redwood City and elswhere are less likely to have earned bachelor or professional degrees than adults throughout San Mateo County.[38]

Our nation has made small progress since the early 1990s in enrolling young adults or working-age people. Improvements were seen in only eight states. California received an A in the Participation category in the study "Measure Up 2006 – The National Report Card", conducted by the National Center for Public Policy and Higher Education,[39] but a C in the category of Preparation. The study noted that progress made in improving the academic preparation of young adults has not resulted in gains in some important areas, including the percentage of young adults graduating from high school in four years. "Meanwhile, the nation continues to experience disparities in educational performance by race/ethnicity and family income," the study authors remarked. Baccalaureate degree attainment rates for Latino and African-American young adults—the fastest-growing population groups in our country—are less than half of those for White and Asian-Pacific Islanders.[40]

Participation Scorecard	Preparation Scorecard
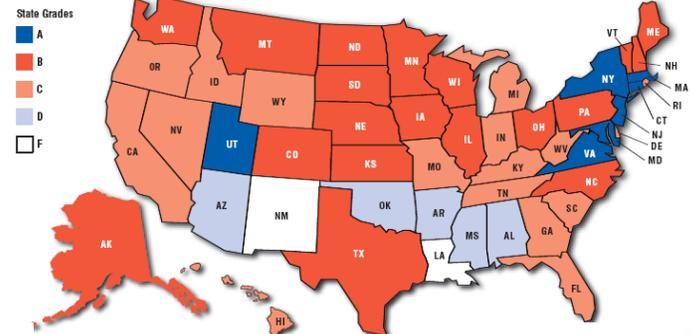
Historically speaking, the enrollment in SMCCCD as measured by headcounts in fall semesters peaked in 1981. The headcount in 2006 was one of the lowest and was similar to that in 1969, almost 4 decades ago, when the county's population was 556,000 according to 1970 census[41] or 70% the size of today's population in the county.[42] 1969 was also the first year all three colleges were in operation.

SMCCCD Fall Census Headcount (1968 - 2007)
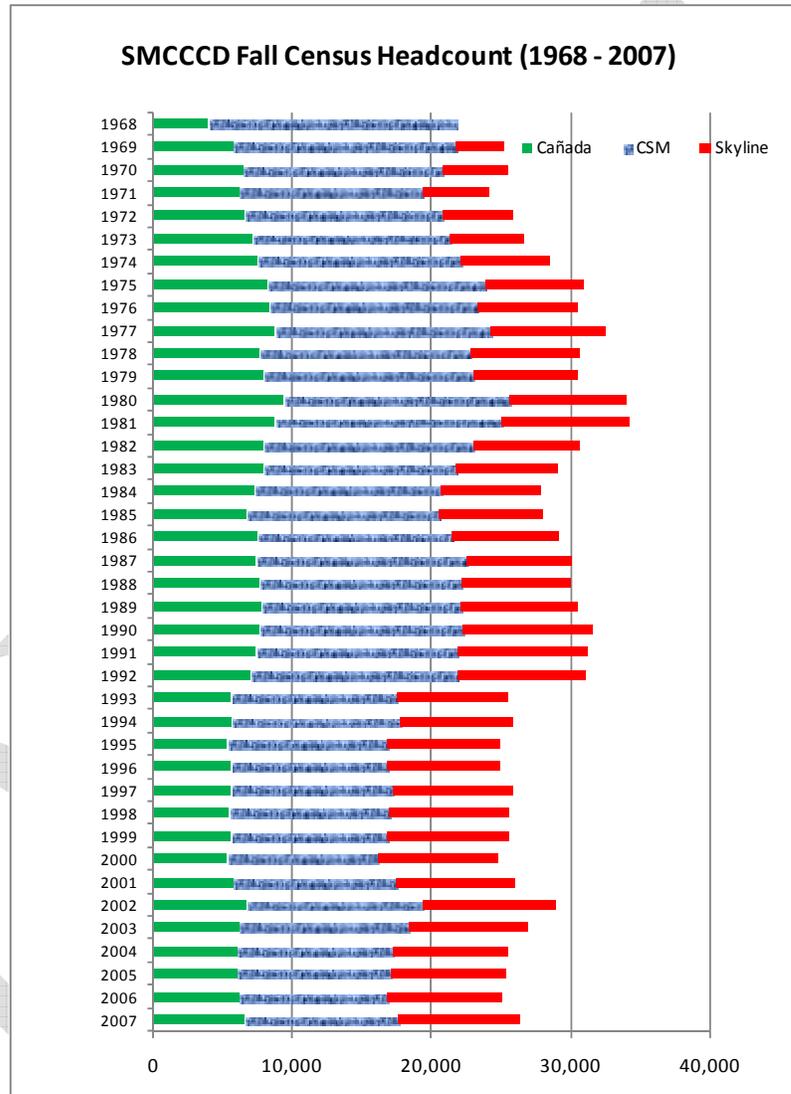
Several reasons may account for the major changes in the above chart. These could include: 1978-1981 Prop. 13 reductions and recovery; 1981 to 1982 – state mandated course reclassification reductions resulting in budget reduction of $825,000, probably equivalent to over 3 million today; 1992 to 1993 – student fee increase to $10 per unit and implementation of BA differential fee – resulted in loss of 5,000 BA degree holders in the District. Although the fee was eliminated in spring 1996, most of the students did not return.

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Community college enrollments may be correlated to the ebb and flow of the economy. Using data from the System Office (chart below), the increase in overall headcounts in California community colleges from mid 2001 to late 2003 seemed to follow the rise of the unemployment rate. The pattern seemed to be repeating itself starting in mid 2007.

Communty College Headcount Enrollment Tracks Unemployment Rate

Source: California System Office, 2008
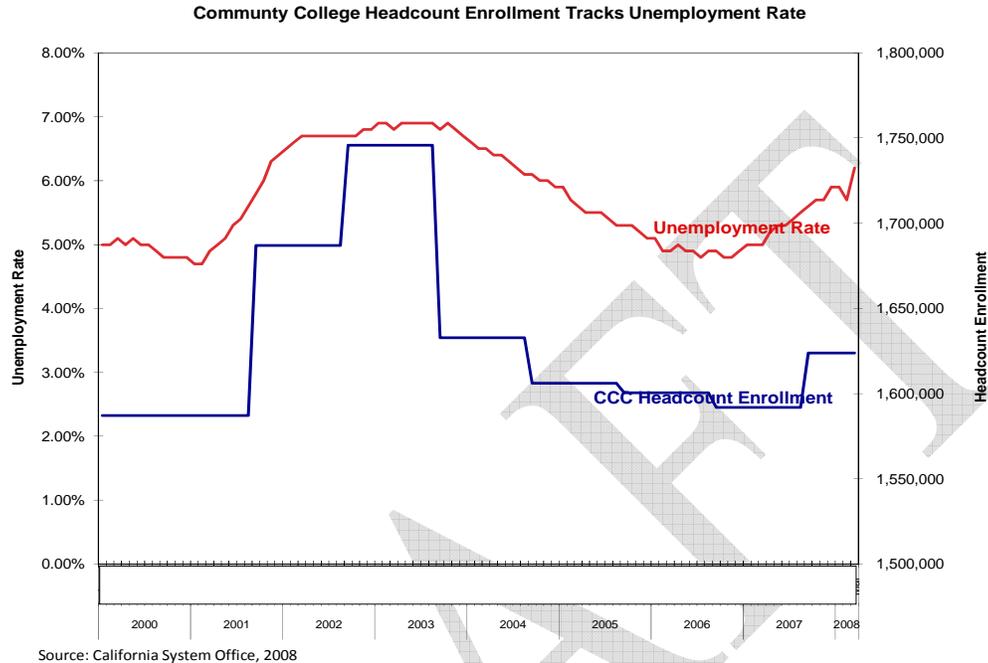
Projections for both annual headcounts and FTES (Full-time Equivalent Students) by District Colleges are showing moderate growth trends.[43]

	Cañada Headcount	FTES	CSM Headcount	FTES	Skyline Headcount	FTES
2000-01	9,782	3,546	18,050	8,680	16,016	6,522
2001-02	10,595	3,948	19,467	8,783	16,261	6,908
2002-03	10,908	4,095	20,668	9,562	17,449	7,596
2003-04	9,530	3,753	19,817	9,597	14,550	7,128
2004-05	9,734	4,061	18,487	8,941	13,740	6,970
2005-06	9,674	4,195	18,074	8,669	13,966	6,887
2006-07	10,098	4,255	18,670	8,791	14,339	6,801
2007-08	9,750	4,349	18,589	8,930	13,284	6,997
2008-09	9,707	4,441	18,537	8,911	12,889	7,003
2009-10	9,664	4,533	18,484	8,893	12,494	7,009
2010-11	9,621	4,626	18,432	8,874	12,098	7,015
2011-12	9,578	4,718	18,379	8,856	11,703	7,021
2012-13	9,535	4,811	18,327	8,837	11,308	7,027

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Annual Headcount Projection

Annual FTES Projection
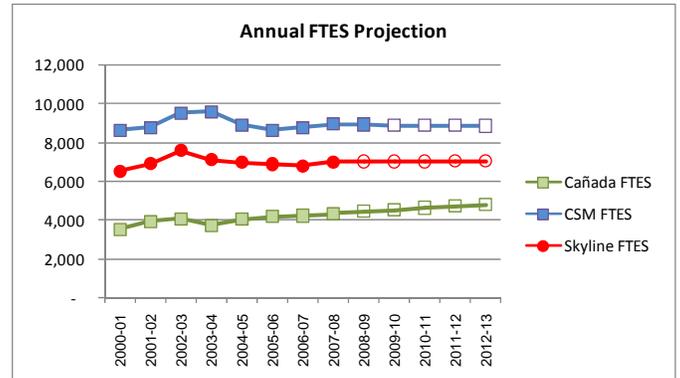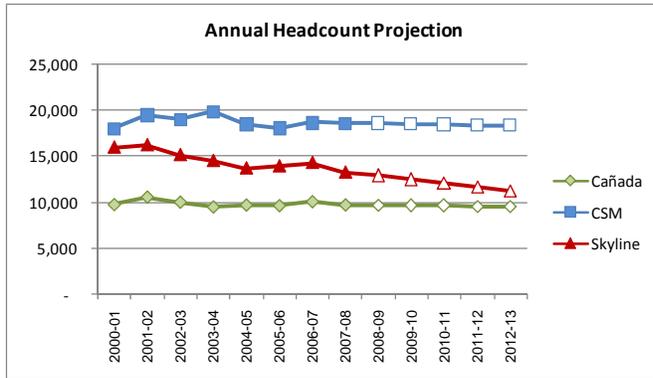
Note: (1) Linear regression modeling via trend array, as it was used for the projections, represents a forward moving trend without consideration of various intervention factors, such as additional marketing, change in the economy, and/or opening/cancelling classes; (2) The "bump-in-the-road" budget cut in Year 2002-03 created a statistical anomaly (outlier), therefore, imputed mean by college was used for each of the three colleges for that year.

In fall 2007, the percent distribution of student headcount by college was Cañada (25%), CSM (42%) and Skyline (33%). FTES distribution is slightly different among the three: Cañada 21%, CSM 43% and Skyline 36%.[44]
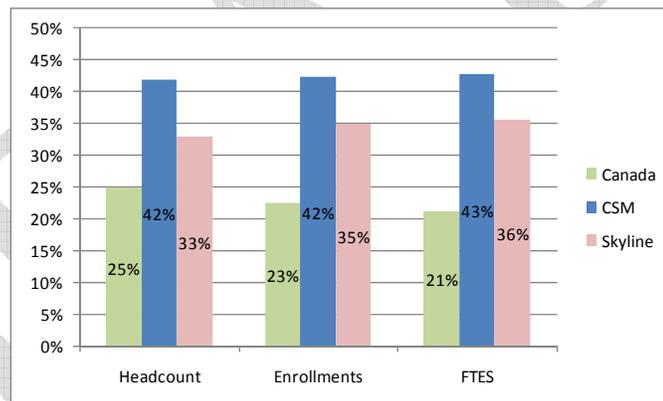
Full time students (enrolled in 12 or more units) and part-time students (enrolled in less than 12 units), using fall 2007 data, showed noticeable differences among the three colleges. A little over 20% of Cañada enrollments were full-time. CSM and Skyline had similar proportions of students as full-time (27.8% and 28.6% respectively).[45]

Student Status - Fall 2007
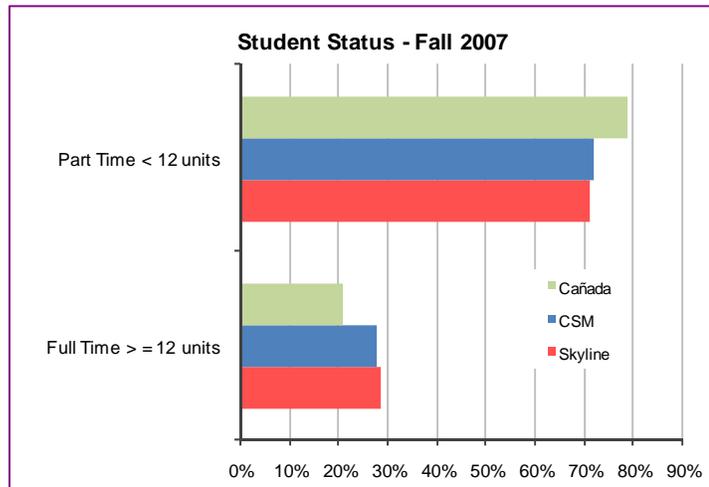
Student Enrollment Patterns among the three colleges, using fall 2007 data, showed noticeable differences. The proportion of Day & Evening students was lower at Cañada than the other two; CSM had disproportionally more Day students; the enrollment patterns at Skyline were more balanced.[46]

Student Enrollment Patterns - Fall 2007
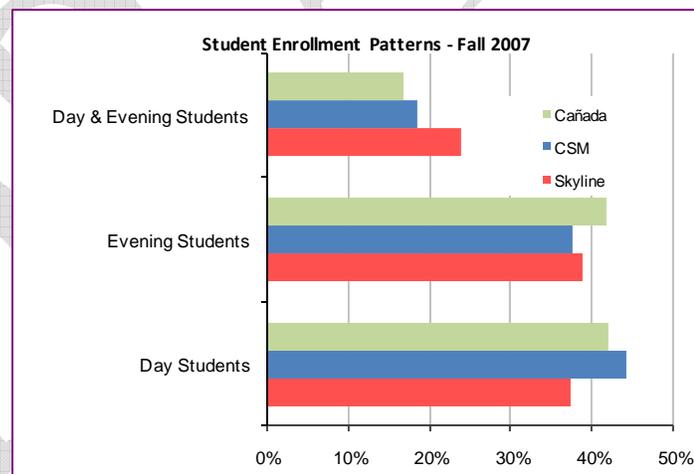
However, none of the three colleges have a majority group of either Day, or Evening or Day and Evening students. In fall 2007, District wide, 41.3% were Day students, 38.9% were Evening students, and 19.7% were Day and Evening students.[47]

A study conducted by the CSM Research Office showed about 5% of the students in the District took classes in at least two of the District Colleges and even all three Colleges (cross-enroll) in a given semester.

17

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)
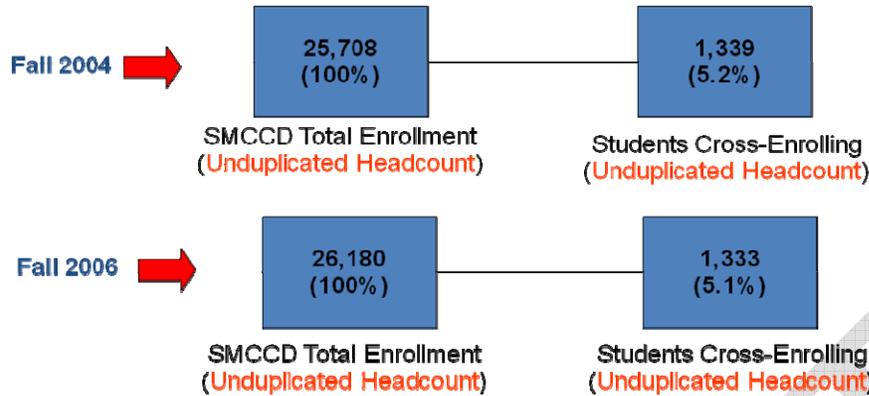
Course and Program Offerings

The three colleges offer transfer preparation, Career Technical Education (CTE) and developmental education (basic skills). Transfer courses generated over 70% of the FTES among all FTES generating courses in our District in 2006-07, according to the System Office. CTE courses generated over 20% of the FTES, and Basic Skills courses generated between 4% and 16% among the three Colleges.

Comparison of San Francisco Bay Area Community Colleges: 2005-07 FTES by Course Type

2006-07 FTES by Course Types*

District	College	Transfer Ratio	CTE Ratio	BS Ratio
Contra Costa CCD	Los Medanos	55%	38%	7%
Peralta CCD	Merritt	59%	37%	4%
Contra Costa CCD	Contra Costa	58%	33%	9%
Peralta CCD	Laney	62%	29%	9%
Foothill CCD	Foothill	68%	28%	3%
Foothill CCD	DeAnza	66%	28%	6%
West Valley CCD	Mission	62%	27%	11%
San Francisco CCD	San Francisco	67%	27%	6%
San Francisco CCD	San Francisco Ctrs	0%	26%	74%
San Mateo CCD	College of San Mateo	71%	25%	4%
Peralta CCD	Alameda	70%	24%	6%
Ohlone CCD	Ohlone	69%	24%	7%
San Mateo CCD	Skyline	70%	23%	6%
Peralta CCD	Berkeley City	72%	23%	4%
San Jose CCD	San Jose City	64%	22%	14%
San Jose CCD	Evergreen Valley	67%	22%	10%
Chabot-Las Positas CCD	Chabot Hayward	68%	22%	10%
West Valley CCD	West Valley	76%	21%	3%
San Mateo CCD	Cañada	63%	20%	16%
Chabot-Las Positas CCD	Las Positas	73%	19%	8%
Contra Costa CCD	Diablo Valley	78%	19%	3%

*Excluding Credit Courses since many of them overlap with Transfer Courses.
Source: System Office Data Mart, Retrived, March 2008 (VC-ESP)

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Note: The categorizations in the above chart were mandated by the State for various purposes. It seems to suggest that 70% of our students should be transferring. In reality, the transfer and career courses are not mutually exclusive and many transfer courses are critical parts of career programs.

Transfer Enrollments

The transfer education enrollment (headcounts) in SMCCCD is seeing a steady increase since fall 2004.

	Cañada	CSM	Skyline	SMCCCD
Fall 2004	4,749	9,085	7,260	21,094
Spring 2005	5,010	9,448	7,725	22,183
Fall 2005	4,925	9,122	7,234	21,281
Spring 2006	5,010	9,585	7,584	22,179
Fall 2006	5,000	9,207	7,416	21,623
Spring 2007	5,240	9,357	7,881	22,478
Fall 2007	5,292	9,475	7,958	22,725

SMCCCD Transfer Course Headcounts (fall 2004 - fall 2007)
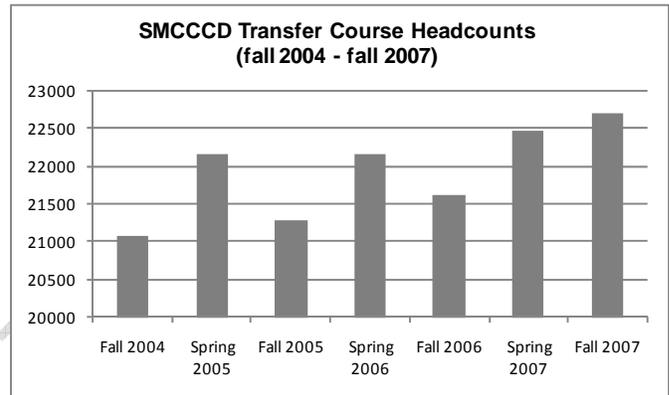
Basic Skills Enrollments

The basic skills education enrollment (headcounts) in SMCCCD is trending upward since spring 2006, but has not reached the recent all time high of fall 2005.

	Cañada	CSM	Skyline	SMCCCD
Fall 2004	1,844	860	1,223	3,927
Spring 2005	1,731	913	999	3,643
Fall 2005	2,232	1,047	903	4,182
Spring 2006	1,405	909	780	3,094
Fall 2006	1,548	910	1,021	3,479
Spring 2007	1,455	883	1,139	3,477
Fall 2007	1,640	965	1,305	3,910

SMCCCD Transfer Course Headcounts (fall 2004 - fall 2007)

19
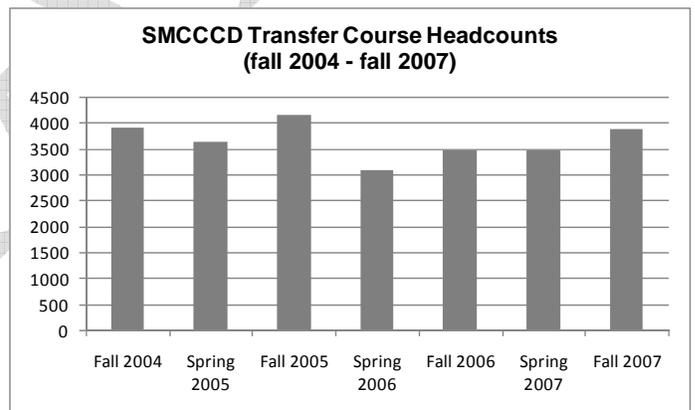
Career Technical Education Enrollments

The career technical education (CTE) enrollment (headcounts) in SMCCCD is seeing an increase after lingering at around 11,000 headcounts since fall 2005.[48]

	Cañada	CSM	Skyline	SMCCCD
Fall 2004	2,509	5,079	4,030	11,618
Spring 2005	2,795	6,070	4,335	13,200
Fall 2005	2,616	4,931	3,939	11,486
Spring 2006	2,708	4,912	3,999	11,619
Fall 2006	2,514	5,202	4,024	11,740
Spring 2007	2,585	5,484	4,053	12,122
Fall 2007	2,566	4,839	4,123	11,528

SMCCCD Career Technical Education Headcounts

Vice Chancellor-ESP and ITS, Queried on Feb 26, 2008. SAM Codes =A, B, C, & D.
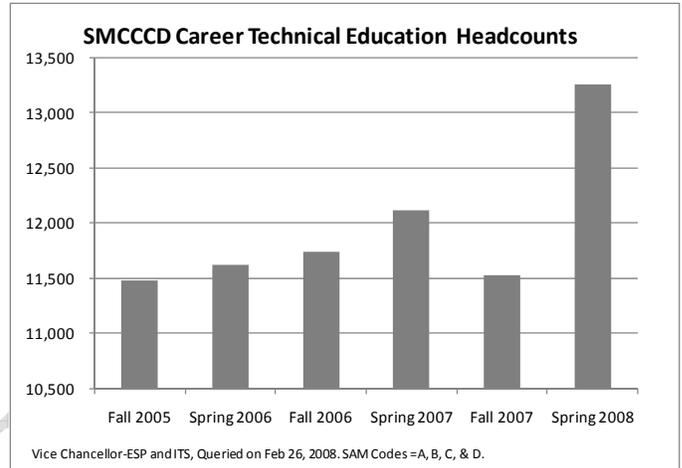
ESL Enrollments

In the past five fall semesters, the District's ESL student population as measured by headcounts has stayed around 2,100. The headcount increased from 2,056 in fall 2006 to 2,258 in fall 2007. The ESL population at Cañada is by far the largest.

	Cañada	CSM	Skyline	SMCCCD
Fall 2003	1,282	577	287	2,146
Fall 2004	1,263	516	274	2,053
Fall 2005	1,234	526	350	2,110
Fall 2006	1,128	504	424	2,056
Fall 2007	1,232	543	483	2,258

SMCCCD ESL Headcount (fall 2003 - fall 2007)

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)
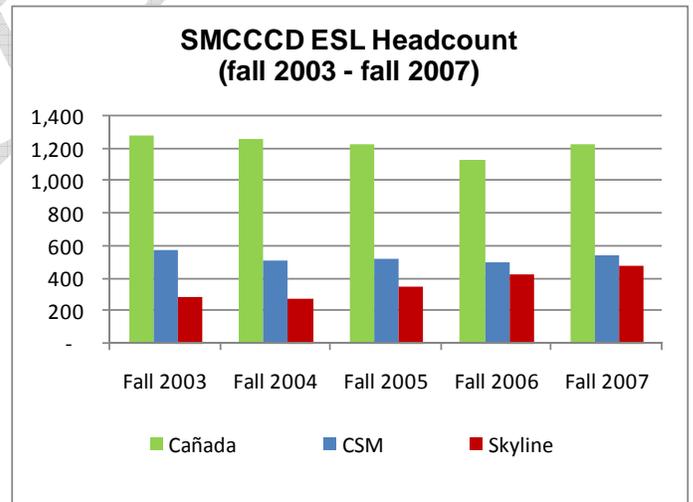
Financial Aid

Excluding Board of Governors waivers and loans, on average, the District Colleges disburse $6.5 million in student financial aid in the forms of scholarships and grants. Most of the financial aid awards are Pell grants. Supplemental Educational Opportunity Grants are the second popular awards.

	2005-06	2006-07	2007-08
Academic Competitive Grants		0.20%	1.30%
Board of Governors	10.4%	11.0%	10.1%
CalWorks	0.1%		
CARE	0.5%	0.3%	0.6%
EOPS	6.3%	3.8%	1.8%
MESA	0.0%		0.0%
PELL	55.4%	55.2%	56.0%
SEOG	25.7%	28.2%	29.7%
TRIO	1.6%	1.3%	0.5%

About 50% or more of the financial aid awards go to Asian and Hispanic students.

	2005-06	2006-07	2007-08
African American	10%	11%	12%
American Indian	1%	1%	1%
Asian	26%	25%	23%
Filipino	8%	7%	8%
Hispanic	27%	27%	28%
Pacific Islander	3%	4%	3%
White	16%	17%	16%
Other	4%	3%	3%
Unknown	6%	6%	7%

In 2007-08 year, 28% of the financial aid awards were given to Hispanic students. All of the MESA awards were given to Hispanic students. Twenty three percent of the awards were given to Asian students, followed by 16% to White students and 12% to African American students.

2007-08	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Other	Unknown
Academic Competitive Grants	16%		30%	4%	17%	10%	6%	4%	13%
Board of Governors	9%	1%	28%	9%	26%	2%	15%	4%	6%
CARE	12%		0%	5%	42%		15%	5%	22%
EOPS	10%		28%	2%	40%	3%	8%	4%	5%
MESA					100%				
PELL	11%	1%	23%	9%	27%	3%	16%	3%	7%
SEOG	13%	1%	23%	6%	27%	3%	16%	4%	7%
TRIO	11%	3%	12%	0%	31%	6%	20%	8%	9%
Average	12%	1%	23%	8%	28%	3%	16%	3%	7%

Distance Education

In fall 2006, 92.7% of students took traditional (site-based) classes, 2.3% of District students took only distance education courses, and another 5% took both distance education and traditional brick-mortar based classes.[49]
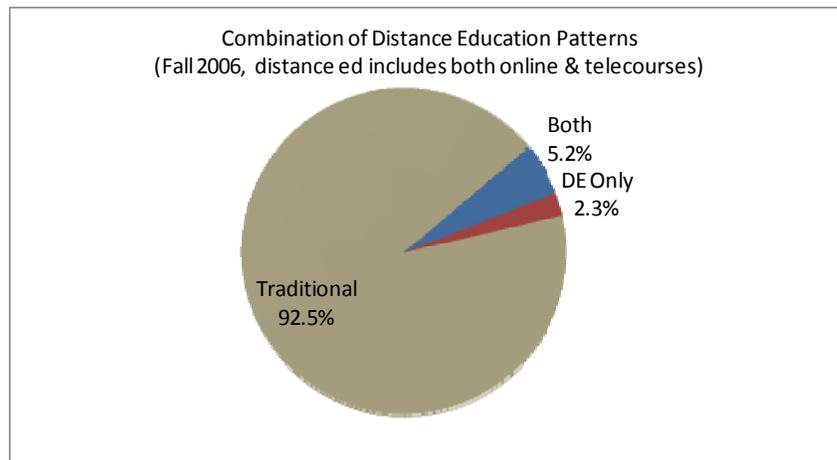
The current level of distance education offerings and enrollments of SMCCCD are below the state average. In the 2005-06 academic year, the headcount percentage of distance education students was 10.7% of total headcount (11.8% statewide) and the percentage of enrollments, a more meaningful measure of distance education, was 4.4% of total enrollments (5.6% statewide).[50]

The online course enrollments in the three Colleges have shown an upward trend over the past six years. However, the enrollments in telecourses have shown a declining trend starting in 2003-04.
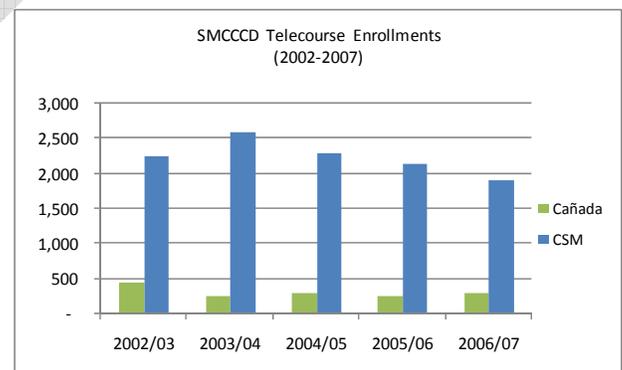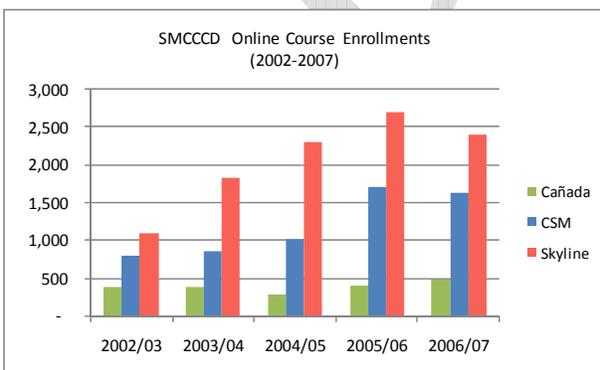
For the entire District, the success rate in asynchronous online courses, a dominant type of online course modality in which the interaction is not in real-time, was lower than many of the Bay Ten Districts. In fall 2006, according to the System Office's MIS report, SMCCCD success rate (50.8%) in asynchronous courses was in the lower third of the eight Bay Ten Districts that offered asynchronous courses.

Success Rates of Asynchronous Online Courses among Bay Ten Colleges (fall 2006)

District	Total Enrollment	Success	Success Rate* (%)
Foothill CCD	6,241	4,181	67.0
San Francisco CCD	1,688	1,010	59.8
Ohlone CCD	2,155	1,274	59.1
Chabot-Las Positas CCD	2,292	1,319	57.6
Contra Costa CCD	5,534	3,093	55.9
San Mateo CCD	1,745	886	50.8
West Valley CCD	3,222	1,552	48.2
Marin CCD	72	34	47.2

Success rate is defined grade C or better.

Concurrent Enrollment

Concurrent enrollment is the term used for high school student enrollment in community college courses, whether the course is offered at a college or at the student's high school. The concurrent enrollment efforts at SMCCCD have resulted in steady growth, particularly in headcounts of concurrent enrollment students who take college credit courses on high school campuses.[51]
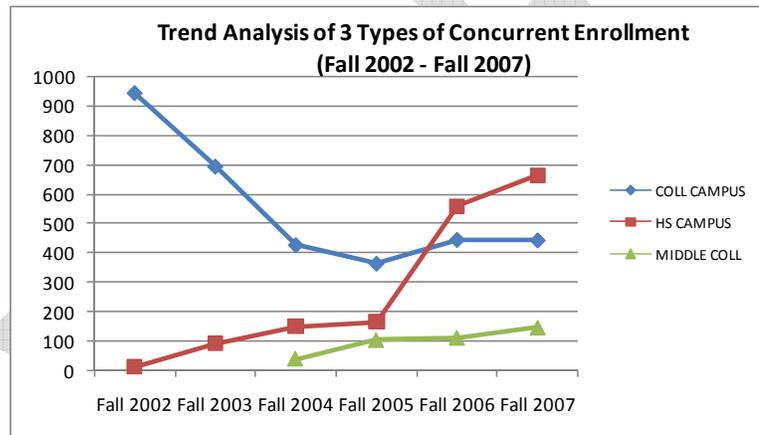
The success and retention rates of all three types of concurrent enrollment are higher than the District average, sometimes by a significant margin.[52]

Fall 2006 Success and Retention Rates of Concurrent Enrollment Students

	Success	Retention
College courses taught on high school campuses	80.6%	92.1%
Concurrent enrollment students on college campuses	74.6%	88.9%
Middle College students	75.5%	87.7%
All District Students	69.1%	84.2%

Middle College is a cohort based model in which high school students study both college and high school programs on college campuses. Middle College models in use by the leading community colleges have shown great promise in increasing student access to college. Cañada and CSM both have state funded Middle Colleges. Skyline's Education Master Plan recommended pursuing opportunities with local high schools to establish one in 2009.[53]

Student Retention, Success, and Achievement

Faculty and staff in the District have dedicated a great amount of time and energy to help students succeed. There are numerous examples in the District Colleges that have received national and regional awards. The District and Colleges continue to embark on numerous activities to enhance the scholarship of teaching and to help students succeed. To name a few: The University Center at Cañada; ePortfolio, Writing in the End Zone at CSM; Hermanos, Kababayan programs at Skyline, and the creative textbook rental program.

The three Colleges have thirty-eight academic or course department headings in common.   Most of these departments represent course names that comprise the core curriculum necessary for each college to provide a general education as specified in the district's mission statement, e.g. English, Mathematics, Biology, Chemistry, Political Science, Economics, Philosophy, History, Business, Art, Music, Spanish, Physical Education, etc., Some departments provide specialized assistance to help students succeed, e.g. Writing, Reading, ESL, Career Development, Tutoring, and some departments are sub-disciplines within broader designators, e.g. Team, Fitness, Adaptive, Varsity, Individual, etc. are sub-sets of Physical Education. Given the differing purposes served by these core departments – most serve the general education function and very few have large numbers of declared majors – enrollment comparisons are best considered in the context of the larger unit of a division where enrollment balance is maintained. Collectively, these core departments comprise the majority enrollments of the district.

_____

The overall success and retention rates of the District students in fall 2006 were 69.1% and 84.2% respectively.[54] When analyzed by Transfer, Credit and Basic Skills courses, success rates in Basic Skills courses have been consistently lower than those in Transfer and Credit courses for the past several years and across all three Colleges. Retention rates, however, have been relatively similar for Transfer, Credit and Basic Skills courses at all three Colleges.[55] Note, the tables below are provided by the System Office. Career & Technical Education (CTE) data is presented later in this section.

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Success and Retention Rates by District Colleges by Year

Cañada

	Fall 02		Fall 03		Fall 04		Fall 05		Fall 06	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	73.07	81.46	74.96	82.74	73.62	83.50	71.60	82.18	72.23	83.50
Credit	71.74	80.62	72.43	81.94	71.68	82.72	70.30	81.66	70.82	82.85
Basic Skills	63.11	78.77	65.52	80.51	61.58	82.11	59.40	72.95	57.83	76.50

CSM

	Fall 02		Fall 03		Fall 04		Fall 05		Fall 06	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	69.31	81.50	68.76	81.91	68.00	83.33	68.31	82.53	67.97	83.13
Credit	69.15	81.41	69.19	82.14	68.27	83.39	68.57	82.44	68.51	83.43
Basic Skills	60.46	78.11	58.47	79.42	53.81	78.39	53.51	81.06	60.08	81.12

Skyline

	Fall 02		Fall 03		Fall 04		Fall 05		Fall 06	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	69.85	80.79	69.09	81.57	68.53	82.82	65.78	79.60	66.57	80.74
Credit	68.81	80.65	68.08	81.18	67.69	82.44	65.18	79.56	65.74	80.61
Basic Skills	61.05	78.48	60.82	78.53	59.99	82.98	24.18	90.96	68.59	85.01

Note: Success rate is defined by grades of A, B, C, and CR (credit). Retention rate is defined by all grades except Ws.

Success and retention rates in vocational education courses have remained relatively stable, using available data for fall 2005 through fall 2007. These rates are very similar to the success and retention rates of all courses in the District.[56]

SMCCCD Career Technical Education Success & Retention Rate

	Fall 2005		Fall 2006		Fall 2007	
	Success	Retention	Success	Retention	Success	Retention
CTE*	64%	78%	70%	84%	69%	83%

Note: CTE is the new term for Vocational Education.

In our county's public high schools, 5,918 students were enrolled as ROP students in 2006-07. They were distributed in five sectors as follows: Service: 1,296; Tech: 1,006; Trade: 2,230; Health: 2,181; and Business: 2,849. AB 2448 requires high schools to reduce the adult student population in ROP classes to 10%. Therefore, it was estimated that about 1,000 to 1,500 adult ROP students would need to take classes from other service vendors, mostly likely the three Colleges.

The federally mandated Student Right to Know (SRTK) reporting tracks all certificate, degree, and transfer seeking first-time and full-time students over a three year period. SRTK rates as reported by the System Office for the 2003 cohort (the latest cohort tracking possible) showed that, except

for the Completion Rate at Cañada College, the three Colleges performed higher than that of the state average. Skyline College's Completion Rate was almost 10 percentage points higher than that of the state and Cañada's Transfer Rate was more than 23 percentage points higher than that of the state.

Student Right to Know (SRTK) Rates for 2003 Cohort

	Cañada	CSM	Skyline	California Systemwide
Completion Rate	26.3%	38.6%	45.3%	35.6%
Transfer Rate	40.4%	30.2%	18.0%	17.0%

According to data collected in relation to the Statewide Basic Skills Initiative (BSI), [57] as high as 94% of new students were assessed into developmental courses in our District in fall 2006. The success rates of these students were below 60% across all three Colleges. The fall to fall persistence rate for these students was 55.2% at Cañada, 62.6% at CSM and 74.4% at Skyline.

Basic Skills Initiative (BSI) Recommended Data Collection

	Cañada FA 06	CSM FA 07	Skyline FA 06
Percentage of New Students Assessed into Developmental Education Courses	94.1%	27.1%	44% (English)/ 86% (Math)
Number of Developmental Education Sections Offered	135	61 (100%)	148
Percentage of Section Offerings that are Developmental Education	21.6%	4.8%	6.70%
Unduplicated Number of Students Enrolled in Developmental Education	2,213	965	3,267 (Duplicated)
Student Success Rate in Developmental Education Courses	57.7%	56.7%	59%
Student Retention Rate in Developmental Education Courses	77.7%	77.1%	83%
Student Course Repetition Rate in Developmental Education Courses	4.6%	5.8%	--
Fall-to-Fall Persistence Rate of Developmental Education Students	55.2% (FA 2004-05)	62.6% (FA 2006-07)	74.4% (FA - SP)
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	40%	70.5%	--

A cohort tracking study was recently conducted by Cañada College during which 1,042 students attending Cañada for the first time in fall 2006 were tracked by various statistics. Of this cohort, 49.7% of the ESL students persisted to the spring 2007 term, along with 84.2% of the Developmental Math students, 79.9% of the Developmental Reading students, 85% of the Developmental English students, and 48.4% of the transferable-only group.

Student Equity Reports, which are the result of recent large-scale systemic collection and identification of access and success of education achievement by ethnicities mandated by Title 5, show that disparities of educational achievement exist among students of different ethnicities. For

example, using basic skills course success rates – one of several measures in the reports – African American students have consistently been the least successful or the second least successful. In 2003 the last year the reports were compiled by Skyline, African American students had a success rate of 46.3% in combined basic skills courses[58]. At Cañada, when basic skills courses were broken out by English and Math, the success rate of African American students was 50.0% in English and 33.3% in Math.[59] Hispanic students' success rates in both English and Math tended to be slightly above African American students' but still fell far short of the overall success rates. For example, in English and Math, Hispanic students' success rate at Cañada was 57.4% and 43.4% respectively. When students who completed a basic skills course were tracked for their success rates in a higher course as was conducted at CSM from fall 2000 to spring 2003, African American students' success rate was the lowest at 40.0%, followed by Filipino students at 42.9% and Hispanic students at 46.8%.[60]

A special study by EdSource on African American pupils in California showed that, when compared to students of other ethnicities, African American students are improving in Math CST (California Standard Tests), but their scores remain behind those of all other groups; their improvement in English has remained flat since 2003.[61]

There are many achievement gaps when student success data are broken down by ethnicities and these disparities persist within American classrooms.[62] However, this issue is complex and must be examined in the context of many long-standing and deeply trenched societal, cultural, economic as well as educational reasons.[63] In "A Letter To Our Next President", Gloria Ladson-Billings, a well-known American pedagogical philosopher and faculty at University of Wisconsin-Madison, pointed out that the next president must face the continued educational inequity.[64] Ladson-Billings called it collectively the accumulated educational debt that comprises historical, economic, sociopolitical and moral components.

_____

Annually, SMCCCD students are awarded over 2,000 degrees and certificates as reported by the state System Office MIS (Management Information System).[65] District wide, AS (Associate of Science) awards have been trending up, AA (Associate of Arts) awards have been holding steady, but Certificate awards are trending down.

Degree and Certificate Awards by District Colleges by Year

	Cañada			San Mateo			Skyline			SMCCCD		
	AA	AS	Cert.	AA	AS	Cert.	AA	AS	Cert.	AA	AS	Cert.
2002-2003	51	59	122	245	115	568	232	116	689	528	290	1379
2003-2004	58	54	217	259	128	586	227	124	566	544	306	1369
2004-2005	76	92	212	258	114	499	226	146	445	560	352	1156
2005-2006	71	110	199	252	124	484	252	159	484	575	393	1167
2006-2007	59	90	218	240	133	334	255	195	450	554	418	1002

_____

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Reporting provided by CPEC shows that SMCCCD transfers to CSUs have decreased continually since 1997 (from 1,129 in 1996-97 to 901 in 2006-07) and in the foreseeable future this trend may continue. Transfers to UCs have also declined from an all time high of 295 in 2002-03 to 234 in 2006-07). Meanwhile, the transfers from all California community colleges to both CSUs and UCs have been trending upward. [66]

Trend of SMCCCD and Statewide* Transfers to CSUs and UCs 1989/90 - 2006/07

Statewide (All CCs) numbers have been adjusted proportionally to fit into this chart.
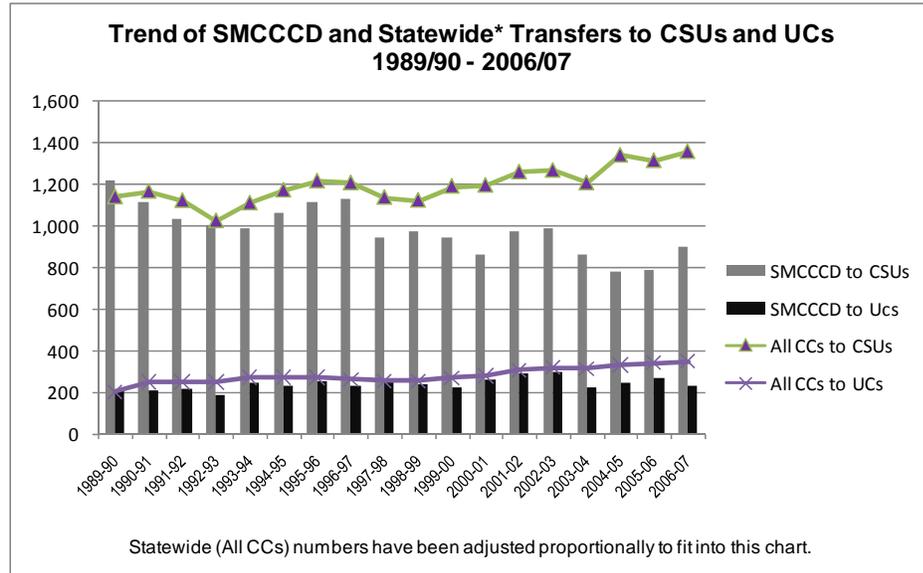
15-Year Transfer Trend by District Colleges

	Cañada		CSM		Skyline		SMCCCD	
	CSUs	UCs	CSUs	UCs	CSUs	UCs	CSUs	UCs
1989-90	183	22	762	153	274	34	1,219	209
1990-91	158	28	648	155	308	28	1,114	211
1991-92	163	29	568	160	304	28	1,035	217
1992-93	154	30	559	127	291	32	1,004	189
1993-94	151	32	557	163	280	51	988	246
1994-95	157	34	570	139	337	57	1,064	230
1995-96	174	37	599	153	346	65	1,119	255
1996-97	177	28	573	138	379	62	1,129	228
1997-98	144	42	492	147	312	62	948	251
1998-99	145	26	457	156	372	59	974	241
1999-00	129	21	435	144	380	59	944	224
2000-01	85	12	411	177	368	70	864	259
2001-02	110	20	447	207	417	65	974	292
2002-03	132	26	429	184	429	85	990	295
2003-04	104	24	373	119	383	82	860	225
2004-05	120	15	316	151	346	82	782	248
2005-06	121	19	336	159	331	91	788	269
2006-07	118	23	409	143	374	68	901	234

Program Review and Student Learning Outcomes

Program review follows a 6-year cycle at Cañada College and Skyline College and an annual cycle at CSM. For the Colleges that use the 6-year cycle, annually, on average, 8 to 12 programs, including non-instructional services, undergo reviews. CSM is considering a 6-year cycle. The review cycles currently are aligned with the District Strategic Plan and accreditation self-study cycles. During the reviews, the Colleges study the staffing, outcomes, and resource needs. The reviews provide goals and objectives and recommended actions. The information from the reviews is part of the data for goals and objectives of the overall planning activities of the Colleges.[67]

Beginning in 2002-2003, SLOs (Student Learning Outcomes) at the District Colleges have evolved at varying stages of progress and/or completion guided by the three Student Learning Outcomes Assessment Cycle (SLOAC) coordinators and the College based committees and academic senates.[68] At the course level, the District Colleges are following the schedule to revise all course outlines by 2010. At the program/department/unit level, the District Colleges are following a model timeline to integrate SLOs into program reviews. For those courses that have developed SLOs, program/department/unit level assessment of SLOs has been completed. At the institution level, where SLOs typically include degree/certificate, general education and non-instructional campus-wide services, SLOs plans have been developed and are in the process of implementation. At each of the three levels of SLOs, the District Colleges follow the process of developing the plan, implementing the plan and assessing the plan.

Student Services at the District Colleges continues to respond and adapt to the changing student demographics and various new and revised regulations and practices. In a 2007 Board of Trustees Study Session, counseling services received an extensive analysis of its services in meeting the needs of students, in using technology to enhance service delivery and in helping students succeed. Following the study session on counseling, the Vice Presidents of Students Services (VPSS) organized a District wide counselors' retreat that resulted in identifying potential strategies to provide consistent counseling services to students in our District with the support of technology. Following the retreat, VPSS and deans of counseling/enrollment services prioritized close to 20 specific actions and implemented a majority of these actions. For example, they developed, piloted and implemented a district wide "early alert" system that enables faculty to identify and refer "at risk" students to student services for evaluation, intervention and follow-up; developed and implemented an "online" orientation for new students that augments and supplements the "in person" orientation to provide alternative ways of meeting the diverse needs of students. VPSS will continue with district-wide efforts to evaluate, modify and implement a variety of counseling strategies.

In a 2007 Board of Trustees Study Session on Intra-district Articulation, all three Colleges reviewed the differences in graduation requirements. The CSM Curriculum Committee found the additional residency requirement at CSM ("Either 48 units of the 60 units required or the last 12 units must be completed at CSM") to be inappropriate; therefore, in April, 2007, the CSM COI (Committee on Instruction) discussed and approved the proposal to align its residency requirement

with that of Skyline and Cañada. The Faculty Senates at the three Colleges are continuing with discussions about the remaining differences in graduation requirements and recently have begun to examine changes to the general education requirements.

Graduation Requirements among District Colleges as of 2008

	Cañada	CSM	Skyline
Residency	12 units in residence **at Cañada College**	12 units in residence **at College of San Mateo**	12 units in residence **at Skyline College**
AA/AS	50% of total units **required for the major** completed at Cañada College	Minimum of 12 units **required for the major** completed at College of San Mateo	50% of total units **required for the major** completed at Skyline College
Certificate	50% of total units **required for the certificate** completed at Cañada College	50% of total units **required for the certificate** completed at College of San Mateo	Minimum of 12 units **required for the certificate** completed at Skyline College

Note: gray areas denote the remaining differences.

Since early fall 2007, Instructional Deans and the Vice Presidents have been conducting faculty dialogs on aligning the 70+ courses with differing prerequisites. In many cases, faculty reviewed the course contents and discussed the prerequisite differences and aligned those for which they reached consensus. In other cases when agreement was not reached, faculty have agreed to continue dialoging or simply rename the course to avoid confusing the students. A number of the 70 courses are cooperative education courses that were aligned quickly, reducing the total number of courses in need of alignment to about half of that when the efforts started.

Due to articulation agreements being established on a college-by-college basis with CSUs and UCs, courses with the same names in our District may not be considered the same by CSUs and UCs. This is external to our control and subject to unilateral changes by CSUs and UCs. Currently, counselors rely on ASSIST to check for transfer status of the courses. To adequately inform students, the District Colleges plan to develop an equivalency matrix to comprehensively document, and display the similarities and differences of a course.

Several process-related barriers were brought to light during the FUTURES Initiative – a Districtwide initiative to market concurrent enrollment program to high school students and to remove enrollment barriers for them. There existed several impeding factors, such as dated interpretation of the law and cumbersome hurdles in students' registration. Some of the barriers were corrected: forms simplified, materials were revised to look less daunting, i.e., An examination of intra-district transfer and counseling services also revealed a number of areas in need of improvements. They included factors holding up the implementation of degree audit, courses sharing different prerequisites, graduation requirements not consistent, errors in publication, etc. To date, the Colleges continue identifying these process and content barriers for student success and continue making improvements.

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Higher Education Competitors to the San Mateo County Community College District

External competition[69], loosely defined as institutions that are 2-year or less than 2-years, comes from 57 institutions that are located within driving distance from the District Colleges. According to the Voorhees Group's research,[70] close to half (23) of them are sister community colleges. The rest of the 34 institutions offer similar education programs and courses that belong to the traditional community college market share. However, the community colleges enroll over 95% of the 318,000 students, by far are enjoying the largest market share among these institutions. The competition then is mostly among the community colleges.

Sum of Enrollment (Headcounts) of Institutions within Driving Distance from SMCCCD

Institutional Type	Colleges	Enrollment	%
Private for-profit 2-Year	8	6179	1.9%
Private for-profit Less than 2-Year	11	4420	1.4%
Private not-for-profit 2-Year	4	2475	0.8%
Private not-for-profit Less than 2-Year	8	887	0.3%
Public 2-Year	23	302460	95.1%
Public Less than 2-Year	3	1644	0.5%
Grand Total	57	318065	

Research carried out by SMCCCD showed that in the 2005-06 year, thousands of county residents took classes at non-SMCCCD colleges. As a matter of fact, a net outflow of a total of 8,631 residents in San Mateo County took classes outside the SMCCCD service area at either CCSF or Foothill/De Anza districts. Many of them were taking Math and English credit courses in 2005-06. Among them, 2,000 resided in Redwood City and San Mateo.[71]

San Mateo County Residents Net Flow to CCSF and Foothill/DeAnza CCDs (2005-2006)

	Outflow	Inflow	Net
CCSF*	8,111	4,428	-3,683
FHDA	7,172	2,224	-4,948
Total:	15,283	6,652	-8,631

*Outflow to CCSF included 2,191 noncredit students.

Comparing the age of the SMCCCD residents who took classes at City College of San Francisco (CCSF) or Foothill/ DeAnza (FHDA) Districts, the research showed that Foothill/DeAnza district attracted more high school age students, possibly concurrent enrollment students, and CCSF attracted students who are in their 20s. More than half of the students who went to CCSF or Foothill/DeAnza districts were below age 30.

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Age Comparison of San Mateo Residents Enrolled in City College of San Francisco and Foothill/DeAnza (Headcounts, 2004-2006)
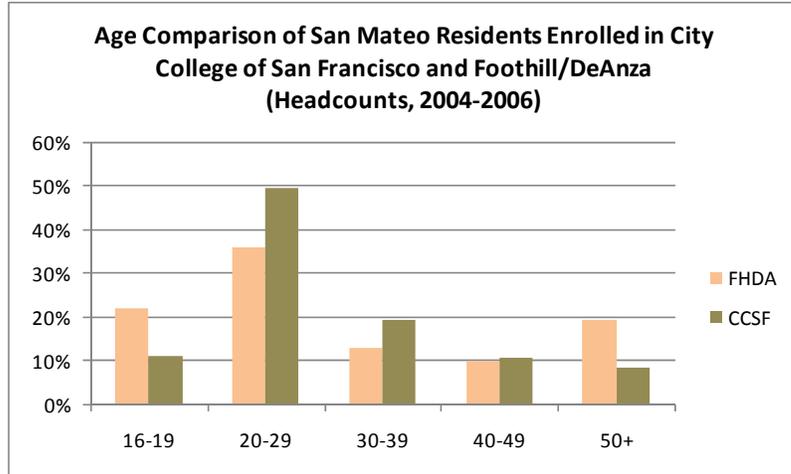
The Employment, Housing and Income Environment

Employment

An impending national labor shortage is predicted for the year 2010 when there will be 167.8 million available jobs in the U.S. economy but only 157.7 million workers to fill them. Most of these jobs will be in the service sector.[72]

The Bay Area has a much higher concentration of knowledge-based occupations – especially professional and executive positions – than the nation as a whole. And its percentage of computer, math, and engineering jobs is twice the national average.[73]

The county's unemployment was lower than that of the state at a little below 4% in as of June 2007.[74] It seems to move paralleling to that of the state.

Unemployment Rate: 2002 - 2006
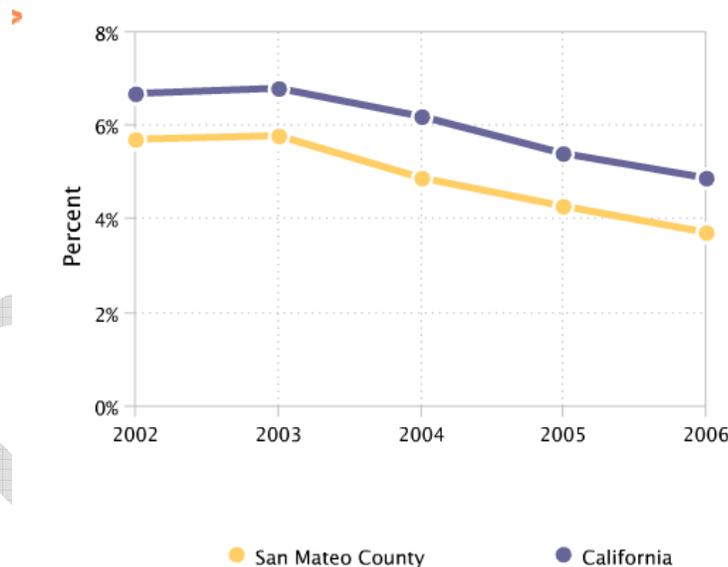
Definition: The annual unemployment rate is the number of unemployed as a percentage of the labor force.
Data Source: California Employment Development Department, Labor Market Information Division.
http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/AreaSelection.asp?table...
Retrieved 06/11/07.

In 2005 the percentage of California's Worker Adjustment and Retraining Act (WARN) notices occurring in Silicon Valley was 3.2%, but doubled to 6.4% in 2007. Unemployed workers tend to take more community college classes, so as local unemployment rises so will enrollment.[75]

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

The top five employers in San Mateo County are led by United Airlines, followed by Oracle, Genentech, County of San Mateo, and Kaiser Permanente. Technology is a key industry in the county.[76]

SAN MATEO COUNTY
FIVE LARGEST EMPLOYERS

United Airlines	10,328
Oracle Corporation	7,000
Genentech, Inc.	5,763
County of San Mateo	5,288
Kaiser Permanente Health Care	3,992

Source: San Francisco Business Times 2006 Book of Lists.

The overall job growth by industries in the county will keep pace with the slow population growth, currently at about 1% a year. From 2008 and 2014, the County will add about 5% more jobs (24,596). Among them, the largest growths are seen Professional & Technical Services (10,056), Information (6,599), and Healthcare and Social Services (4,364).

Projected Annual Job Growth by Industries in San Mateo County (2008-2014)

Description	2008 Jobs	2009 Jobs	2010 Jobs	2011 Jobs	2012 Jobs	2013 Jobs	2014 Jobs	Change	% Change	EPW
Agriculture, forestry, fishing and hunting	2,218	2,124	2,038	1,986	1,868	1,756	1,649	-569	-26%	$34,305
Mining	445	463	478	487	494	500	506	61	14%	$56,994
Utilities	622	586	556	540	563	584	604	-18	-3%	$139,244
Construction	25,308	25,368	25,431	25,481	25,406	25,345	25,294	-14	0%	$74,761
Manufacturing	34,172	34,938	35,606	36,046	36,446	36,790	37,083	2,911	9%	$142,324
Wholesale trade	14,429	13,948	13,522	13,265	13,051	12,852	12,668	-1,761	-12%	$87,053
Retail trade	46,801	47,528	48,162	48,690	48,939	49,137	49,282	2,481	5%	$45,836
Transportation and warehousing	32,275	32,042	31,797	31,532	31,300	31,092	30,915	-1,360	-4%	$71,610
Information	24,897	26,612	28,150	29,334	30,171	30,892	31,496	6,599	27%	$146,892
Finance and insurance	26,182	26,575	26,895	27,111	27,322	27,490	27,621	1,439	5%	$149,804
Real estate and rental and leasing	29,653	30,437	31,120	31,556	32,034	32,460	32,838	3,185	11%	$50,641
Professional and technical services	67,918	70,257	72,309	73,782	75,371	76,765	77,974	10,056	15%	$107,751
Management of companies and enterprises	4,525	3,772	3,143	2,752	2,369	2,026	1,716	-2,809	-62%	$136,750
Administrative and waste services	33,096	33,593	34,043	34,433	34,917	35,331	35,678	2,582	8%	$41,937
Educational services	9,094	9,331	9,541	9,703	9,867	10,009	10,130	1,036	11%	$28,830
Health care and social assistance	38,392	39,504	40,475	41,280	41,851	42,350	42,756	4,364	11%	$81,164
Arts, entertainment, and recreation	11,010	10,885	10,775	10,721	10,738	10,749	10,755	-255	-2%	$31,912
Accommodation and food services	31,864	32,136	32,384	32,644	32,852	33,024	33,160	1,296	4%	$25,907
Other services, except public administration	21,998	19,887	18,142	17,178	16,864	16,587	16,339	-5,659	-26%	$28,802
Government	30,248	30,448	30,632	30,827	30,970	31,088	31,178	930	3%	$72,045
	485,146	490,433	495,198	499,328	503,395	506,825	509,641	24,496	5%	$76,390

Source: Economic Modeling Specialists, Inc. - 9/07

Nursing aides, computer support specialists, fitness trainers, preschool teachers, paralegal assistants and dental hygienists are among the top 20 fastest growing occupations in the San Francisco Bay regions from 2008 to 2014. These occupations require the education provided by community colleges.[77] Demand for registered nurses from 2008 to 2014 will rise from 54,326 to

61,894.   In addition, there are emerging industries in the regions dealing with environment related issues that may have a significant impact on future employment opportunities.
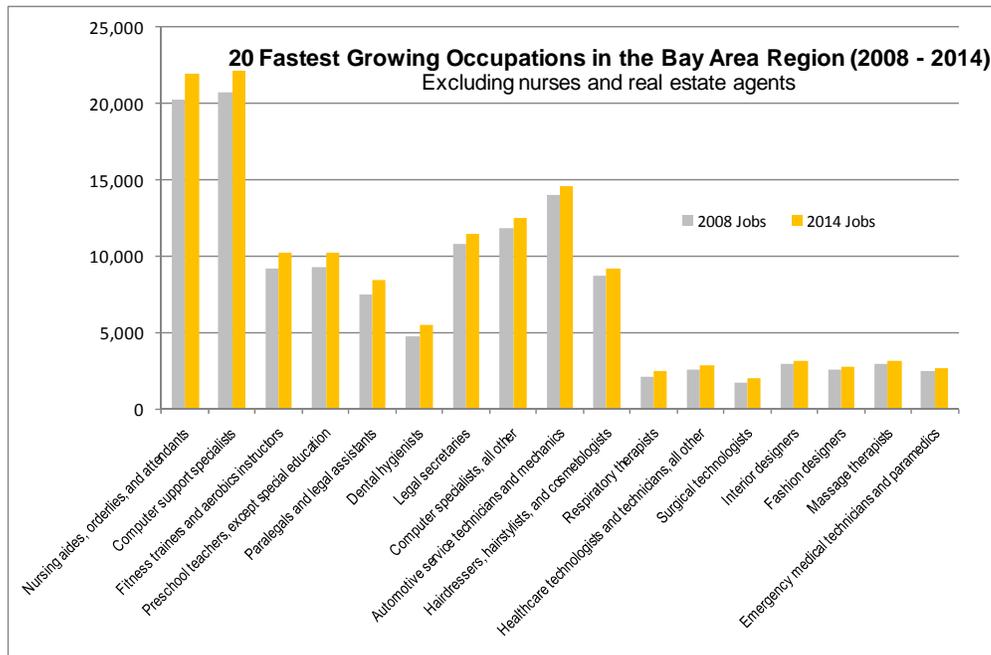
Note, registered nurses and real estate occupations are not reported in the chart. Counts of registered nurses were much greater than what the chart could accommodate. The real estate demand was dated therefore removed from the analysis.

Green jobs from emerging industries such as renewable energy, environmental protection, clean manufacturing and energy efficient construction and design are fast growing. Although the new jobs are hard to quantify with precision, a February article published in New York Times indicated California is front and center in the rising of "green energy industry". It stated that California recently added thousands of jobs just in the production of solar energy cells and solar panel installation.[78] All three Colleges in our District have already started partnerships with local companies in offering training to employees and adapting curricula to these emerging industries.

In comparison with California, in 2006, San Mateo County was home to a significantly higher proportion of managers and professionals (42.2 v. 35.3%) and fewer blue collar workers (6.3 to 11.3%).[79] In 2007, the proportion of managers and professionals in San Mateo County was 43.9%. Persons holding services and sales jobs were 26.2% of the total population age 16 and older who were employed.[80]

**2007 Age 16+ Employed By Occupation
(San Mateo County)**

Sales 11.6%
Admin Support 14.0%
Farm/Fish 0.2%
Construction 5.6%
Maintenance/Repair 2.6%
Production 3.0%
Transportation 4.3%
Mgmt/Business 19.9%
Professional 24.0%
Services 14.6%
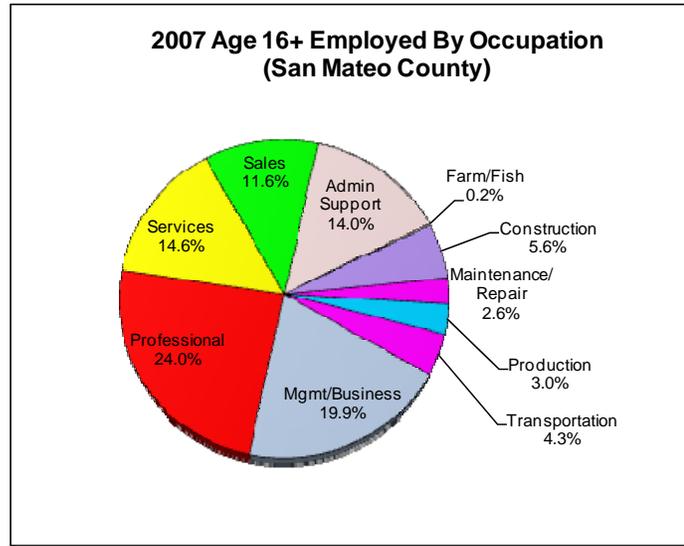
Income

In the past and in the future, as projected by ABAG, the County of San Mateo is the wealthiest county in the Bay Area, even above Marin, San Francisco, and Santa Clara.

MEAN HOUSEHOLD INCOME In Contant 2005 Dollars

	2000	2005	2010	2015	2020	2025	2030	2035
ALAMEDA COUNTY	89,400	88,800	93,100	98,300	103,700	109,400	115,400	121,800
CONTRA COSTA COUNTY	100,500	98,400	103,400	109,000	115,100	121,400	128,000	135,100
MARIN COUNTY	126,500	121,600	127,700	134,600	142,100	149,900	158,200	166,800
NAPA COUNTY	85,600	85,900	90,200	95,200	100,500	106,000	111,800	117,900
SAN FRANCISCO COUNTY	98,300	97,400	102,200	107,900	113,800	120,100	126,700	133,600
SAN MATEO COUNTY	136,600	121,700	127,800	134,900	142,300	150,100	158,300	167,000
SANTA CLARA COUNTY	118,400	97,900	102,800	108,400	114,400	120,700	127,300	134,300
SOLANO COUNTY	78,000	84,400	88,600	93,300	98,000	102,900	108,100	113,400
SONOMA COUNTY	82,800	82,600	86,700	91,500	96,500	101,800	107,400	113,300
REGION	104,000	97,400	102,100	107,600	113,500	119,700	126,200	133,100

From 2007 to 2012, median household income in San Mateo County will grow at an annual rate of 3.83%, or from $89,546 to $108,079.[81]

The county's average household income continues to grow. It is expected to increase from an average of $127,768 in 2007 to $159,246 in 2012. Ten percent of the household income in San Mateo County exceeded $200K in 2007. Households earning between $100K and $200K were 31%. These far surpassed the averages in California and the nation. As a side note, many in the County will not receive an economic stimulus check, since the median family income is $92,730.[82]

2007 Household Income

Legend:
- < $15,000
- $15,000 - $24,999
- $25,000 - $34,999
- $35,000 - $49,999
- $50,000 - $74,999
- $75,000 - $99,999
- $100,000 - $149,999
- $150,000 - $199,999
- $200,000+
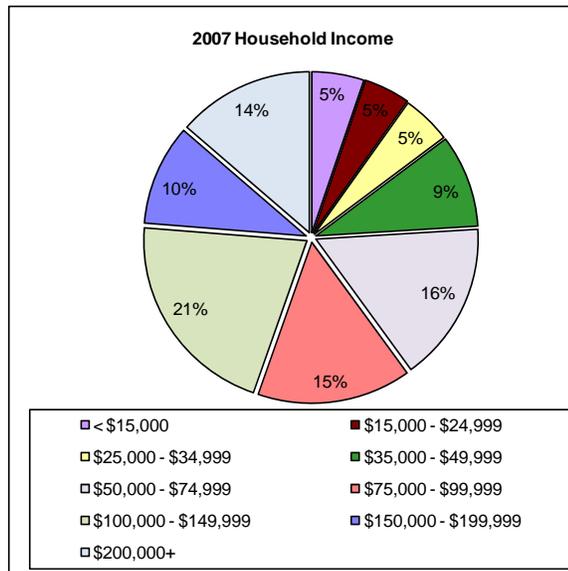
Wealth is not distributed evenly throughout the County, despite the fact that San Mateo County's median family income of $89,546 exceeds both the California and United States average. Low-income Census Tracts are located near Daly City, Colma, and San Bruno and pockets in the south county. Eight percent (8.3%) of persons under 17 live in poverty in San Mateo County. The corresponding statistic for California is 19.6%.[83] The income gap between the most affluent communities is striking. In 2005 for example, mean household incomes for Atherton, Woodside, and Hillsborough were approximately five times those of Daly City or South San Francisco. The income gap is likely to grow and may exacerbate housing, cost of living, and self-sufficiency concerns for low-income working families.

Wealth is also distributed differently among age and ethnic groups. The age group of 55+ maintains 10% higher median household income ($99,000) than the county overall median household income ($89,000).[84] The proportion of Whites in this group exceeds the proportion of Asians and doubles the proportion of Hispanics. In 2006-07, 27.1% of the county's public school students received free/reduced price meals.[85]

Housing

Median home values in San Mateo County continue to increase. In 2000, the median price was $469,200.[86] In 2007, the median home value was $923,909. It is projected to hit the $1,000,000 threshold in 2012. Chances are that the increase of home values will slow down even in a high income county. Foreclosures are increasing, but not as much as in the rest of the state. San Mateo County had 529 in 2007 and 109 in 2006. The increase is less than the Bay Area and less than the state average.[87]

However, a slowdown in the housing market is unfolding. Bay Area home sales plunged in January 2005 to the lowest level in five years. Along with the slowdown in the economy in 2007, venture

capitalists confidence has dropped. It was at 4.38 (an all time high) one year ago, but has dropped to 3.54 in the 4th quarter of 2007. Fewer companies will be funded, limiting job growth for the area.[88]

In 2004, SMCCCD broke ground and built 44 affordable housing units for staff and faculty near the campus of College of San Mateo adjacent to the district headquarters on CSM Drive. Call Vista Project, as an innovative way to mitigate the escalating local housing market and to attract staff and faculty to work at the district and live in the community, the project received national attention. In 2008, plans have been approved by various authorities and agencies to build 60 affordable staff and faculty housing units near the campus of Cañada College.

The recent median monthly rental price for a 2-bedroom apartment in San Mateo County was about $1,536. Observing the principle of not paying more than 30% of gross income for shelter, it would take $61,440 annual income to afford this apartment.[89] Executives indicate trouble finding new employees in the nine counties and an even harder time attracting them from outside the region due to the cost of housing.[90]

Increasingly viewed as a double-whammy to the U.S. economy brought on by the housing crisis and the gasoline cost, the nonstop climb in gas prices will have significance over the way county resident travel to work and seek training[91],[92],[93]. More than 72% of the San Mateo County residents drove alone in 2006. Their average travel time to work was 25 minutes.[94] Forty-two percent (148,003) of San Mateo County's work-age residents commute to jobs outside the county. Of this number, almost 72,000 commute to San Francisco County; 55,000 commute to Santa Clara County; and nearly 15,000 commute to Alameda County.[95] An almost identical number of workers commute to San Mateo County (147,283) as commute to work outside the County. Forty-three thousand commute from San Francisco County; 40,000 commute to Santa Clara County; and 33,000 commute to Alameda County.

The Human, Fiscal, Facilities and Technology Resource Environment

Human Resources

The average age of the 349 tenured and tenure-track faculty in our district was 52.2 in fall 2006, while the statewide average was 50.4. The average age of the 424 classified support staff in our district was 46.4 in fall 2006, while the statewide average was 45.8.[96] In 2008, the median age of SMCCCD faculty is 54 and for classified staff 47. Half of the faculty will reach the traditional retirement age in less than 10 years.[97]

The ethnic distribution in fall 2006 for both tenured/tenure track faculty and classified staff resembled the state averages in many cases.[98]

Ethnic Distribution of District Faculty and Staff Compared to Statewide Averages

Tenured/Tenure Track

	Asian	Afr. Am.	Filipino	Hispanic	Native Am.	Pac. Islander	White	Unknown	Other
SMCCCD	9.5%	7.5%	3.2%	11.5%	0.3%	0.3%	66.5%	1.2%	0.3%
Statewide	7.2%	6.2%	1.0%	11.8%	1.2%	0.2%	69.5%	2.8%	0.3%

Classified Staff

	Asian	Afr. Am.	Filipino	Hispanic	Native Am.	Pac. Islander	White	Unknown	Other
SMCCCD	14.2%	4.0%	5.0%	21.7%	0.2%	1.9%	49.5%	2.8%	0.7%
Statewide	8.9%	9.2%	3.0%	24.6%	1.1%	0.5%	49.3%	3.1%	0.3%

When student ethnicity is compared to faculty and staff, the district student body appears to be more diverse than faculty and, to a less extent, staff. While 66.5% of the faculty and 49.5% of the staff were White, only 32.1% of the students were White.

SMCCCD Ethnic Comparison (Students, Faculty and Staff) Fall 2006
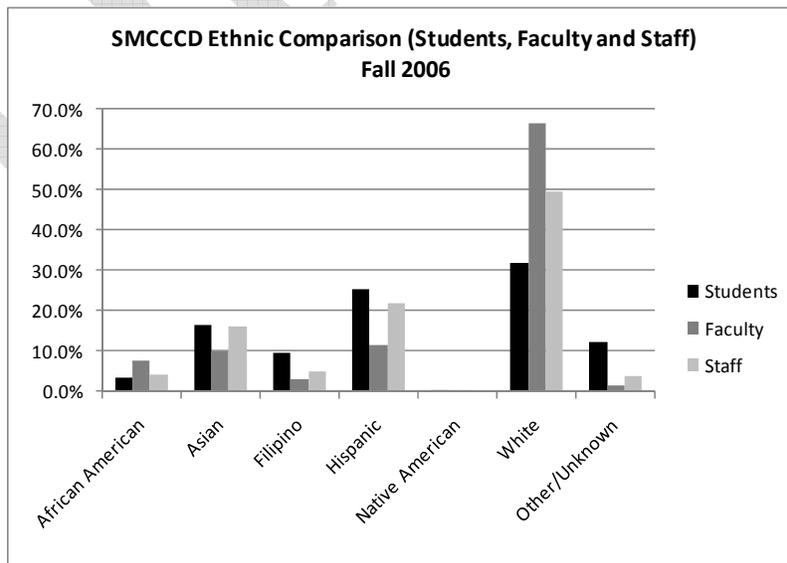
The faculty obligation number (FON) - a State requirement - in our Districts is above the statewide average, but has come down from 67.6%[99] to 60.4%.[100]

Full-time to Part-time Ratio

Term	SMCCCD	Statewide
Fall 2006	67.6%	59.9%
Fall 2007	60.4%	59.2%

Fiscal Resources

State Funding for the District
According to the Community College League of California, in 2006-07, the state determined funds (SDF) per full-time students (FTES) continued showing disparities among the four education sectors in the state with California community colleges receiving the smallest apportionment, almost ¼ of the amount received by UC on a FTES basis.

State-Determined Funds (SDF) per FTES, 2006-07

University of California (UC)	$18,749
California State Universities (CSU)	$11,972
K-12	$8,501
California Community Colleges (CCC)	$5,708

Note: the amounts above refer to all state funds per FTES, including categoricals. Without categorical funds, community college receives on average $4,500 per FTES.

Within our District Colleges, about 2,700 sections are offered in 105 departments during a primary term, which produce a total of over 66,000 enrollments (seat counts). Because they offer such a great variety of classes using different modes of instruction, community colleges are not funded on enrollments but on the basis of Weekly Student Contact Hours (WSCH) which normalize enrollments, adjusting for the length (number of weeks) and duration (hours per week) of enrollments. At the fall 2007 census, the District had 273,687 WSCH which were taught by 521 Full-Time-Equivalent faculty (FTE). The resulting ratio of 525 is referred to as LOAD and is equivalent to an average class size of 35. Recognizing that student and community needs, interests and values can cause enrollment patterns to change over time, LOAD, as defined above, is a useful measure for divisions and colleges to help sustain a balanced core curriculum while maintaining cost effectiveness. The District published LOAD data on the web. For details, please visit: http://www.smccd.net/accounts/doresearch/program.html

At every semester's census, various enrollments, FTES, FTE, Load and fill rates are reported by divisions and departments of the District Colleges. Fall 2007 census data at the Division level were presented to indicate the interrelationships of enrollment, FTES, Load and fill rates. Analysis of these dynamics may help in obtaining an optimal balance of enrollments, FTES, and Load.[101]

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Fall 2007 Cañada Enrollment & Load by Division

	Counseling	VPSS	Bus. & Wrk Dev	Humanities	Sci & Tech.	Univ. Cntr	VPI	**Total**
Enrollment	288	17	4948	5651	2926	573	8	14411
FTES	15.37	1.13	575.6	803.2	544.54	32.42	0.15	1,972.41
FTE	1.37	0.13	34.95	49.39	28.52	0.13	0	114.5
WSCH	461.09	34	17,268.04	24,096.04	16,336.20	972.61	4.39	59,172.36
Load	337.32	255.06	494.02	487.85	572.74			516.81
Fill Rate	80.1%	56.7%	48.7%	69.4%	68.4%	0.0%	0.0%	60.1%

Fall 2007 CSM Enrollment & Load by Division

	Guidance & W Study	Business	Creative Arts	Language Arts	Math/Sci.	P.E./Ath.	Social Science	Technology	**Total**
Enrollment	832	2223	2695	5051	5970	2452	5072	2104	26399
FTES	54.35	279.24	534.23	715.64	1,090.16	334.77	559.48	386.97	3,954.86
FTE	3.81	14.56	29.05	55.01	62.73	14.39	31.25	25.39	236.2
WSCH	1,630.61	8,377.23	16,027.01	21,469.26	32,704.94	10,043.06	16,784.34	11,609.21	118,645.66
Load	427.67	575.22	551.71	390.26	521.4	697.94	537.1	457.17	502.32
Fill Rate	57.3%	59.0%	64.5%	75.8%	79.6%	61.7%	71.0%	66.1%	69.8%

Fall 2007 Skyline Enrollment & Load by Division

	Counseling	Business	Lang. Arts/Learning Ctr	Sci/Math/ Tech	P.E./Recreation	Social Sci./Creative Art	Learning Res.	**Total**
Enrollment	757	4204	3984	4663	2070	4953	529	21160
FTES	41.09	591.77	655.39	933.54	283.57	615.34	74.94	3,195.64
FTE	3.5	37	34.8	45.95	13.71	33.2	2.14	170.29
WSCH	1,232.83	17,753.01	19,661.80	28,006.29	8,507.05	18,460.17	2,248.18	95,869.33
Load	351.99	479.79	565.01	609.5	620.58	556.11	1,051.53	562.96
Fill Rate	83.2%	67.8%	91.6%	86.4%	74.6%	71.6%	7.7%	74.7%

State budgetary assumptions indicate that Cost of Living Adjustment for next year is likely to be 0% and the enrollment growth will be only .3 - .5% range. Fees are likely to increase. Additional cuts may be made in categorical programs that are vital to special populations in community colleges.[102]

SMCCCD Budgetary Scenarios (2008 - 2011)

The following annual budgetary scenarios are based on assumptions. These assumptions are subject to change with the state budget, revised assumptions for District fixed costs, results of negotiations and the District's actual FTES. Fixed costs are based on best guesses with currently available data.[103]

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

District Budgetary Scenarios (2008-2011)

	Best	Middle	Worst
Assumptions for 2008/09 Budget Scenario			
1) SB361 continues as proposed at the Budget Workshops			
2) 08/09 FTES based on campus best guess over 07/08 FTES projections and no shifting of FTE	6.0%	4.7%	3.0%
3) 0% state revenue COLA.	0.0%	0.0%	-2.0%
4) .3% state funded growth.	1.0%	0.3%	0.0%
5) 4.94% inflation on certain expenses.	3.0%	4.9%	6.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 3%/0% salary compensation settlement.		3%/0%	
9) Fixed costs based on best guess for now.			
10) No shifting of FTES			
11) Includes new item for Facilities Maintenance	$ -	$454,961	$600,000
Assumptions for 2009/10 Budget Scenario	Best	Middle	Worst
1) SB361 continues as proposed at the Budget Workshops			
2) 09/10 FTES based on 1.95% over 08/09 FTES Goals and no shifting of FTES.	2.5%	2.0%	0.0%
3) 3% state revenue COLA.	4.0%	3.0%	1.0%
4) 1% state funded growth.	1.5%	1.0%	0.0%
5) 2.5% inflation on certain expenses.	2.0%	2.5%	4.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 2%/2% salary compensation settlement.	3%/3%	2%/2%	0%/0%
9) Fixed costs based on best guess for now.			
Assumptions for 2010/11 Budget Scenario and beyond	Best	Middle	Worst
1) SB361 continues as proposed at the Budget Workshops			
2) 10/11 FTES based on 1% over 09/10 FTES Goals and no shifting of FTES.	1.5%	1.0%	0.0%
3) 2.6% state revenue COLA.	3.0%	2.6%	1.0%
4) 1.5% state funded growth.	2.0%	1.5%	0.0%
5) 2.7% inflation on certain expenses.	2.0%	2.5%	4.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 1.6%/1.6% salary compensation settlement.	2%/2%	1.6%/1.6%	0%/0%
9) Fixed costs based on best guess for now.			

District budgetary assumptions indicate that the Colleges must treat enrollment as it translates into FTES as the key factor in maintaining revenue base and obtaining the ability to weather the statewide budgetary shortfall.[104]

The District Step & Column (regular employee annual salary progression) will exert budgetary pressure on revenue balance. Medical benefits payout will be a growing concern. Health and retiree benefits will continue increase into the future.[105]

Ongoing energy consumption, facility maintenance and equipment upgrade, including technology cost of ownership, will continue to be present regardless of fiscal crisis.[106]

San Mateo County Community College Foundation
Private donations to community colleges appear to be on the rise as more two-year institutions develop fund-raising programs[107],[108]. In the 2003-04 fiscal year, 100 public two-year institutions surveyed by the Council for Aid to Education raised $122.4-million, up from the $93.3-million raised by 86 community colleges surveyed the year before.[109]

The San Mateo County Community College Foundation has recently positioned itself to join this trend in order to better serve the district's students and colleges.

Community Colleges are making advances in private fund development as a result of taking a formal approach to philanthropic opportunities in the communities served by their colleges. By investing in the hiring of professional development staff to prospect and target foundations, businesses and alumni, establish planned giving programs and rejuvenate existing donor support, community colleges have successfully grown their endowments and increased donations to their institutions.

San Mateo County Community Colleges Foundation (SMCCCF) has recently positioned itself to join this trend in order to better serve the District's students and colleges. In partnership with SMCCCD, SMCCCF is building a development team by adding to its staff of one Executive Director to include an experienced Development Director and an Administrative Assistant in addition to finance and business management support. Hiring should be complete by May 2008. This team will work with the Colleges to augment identified programmatic and scholarship needs with a fund development plan that targets and matches donor interests with those needs.

As of February 29, 2008, the Foundation's endowment was valued at $5.1 million. Endowment growth will be attained through a combination of contributions, remodeling the relationship between endowed scholarships and reinvested funds, and updated investment guidelines. Foundation staff is embarking on developing its business plan and processes, and selecting the technological applications standard and necessary to run a successful fundraising enterprise. A formal strategic action plan will be completed during the fiscal year 08-09.

Facilities Resources

Over the past few years the District has engaged in two activities to align operational maintenance costs with College educational plans and facility plans.

1. The Vice Chancellor of Facilities operation, construction and planning did an extensive review of industry standard maintenance metrics and did a comparative analysis of the standards with District resource loads.
2. Based on this review the Vice Chancellor along with appropriate governance input and assistance with the Vice Chancellor of Human Resources redefined some job classifications and service assignments to better align with identified needs.
3. Service levels were reviewed in 2008 with the three college presidents in conjunction with addressing some needs particularly associated with recent capital improvement projects.
4. Three years ago the District adopted a new resource allocation model that had been developed over several years through the Budget and Finance Committee, and that received approval from the District Shared Governance Committee. This allocation model addresses facility needs by adjusting for enrollment changes, changes in square footage, and demonstrated needs. As with all operations of the District, both academic and operational, the model accounts for changes in workload factors, program adjustments, and available

resources. Further, the model is reviewed regularly through the District Budget and Finance Committee, a shared governance group with College, organizational and District representation. The outcomes of the District Budget and Finance Committee are subject to appropriate reviews by the District Shared Governance Committee, the Chancellor and Board of Trustees.

The Facilities Master Plan of SMCCCD states that the District will have a net increase of close to 385,000 gsf in addition to the total of 1,255,000 gsf that exist in the entire district. That will be a total of close to 1,640,000 gsf enough to accommodate continued growth in enrollments by another 25%.[110] In addition, qualitative improvements to facilities throughout the District have the potential to play a key role in enhancing programs and attracting additional students.

CIP I and CIP II Planned Growth as Measured by GSF

CIP1	GSF		CIP2	GSF
Can B9	76,000		Can FMC	15,000
CSM B 36	61,000		CSM B5N	87,000
CSM B 35	9,000		CSM B10N	142,000
SKY B 6/7A	68,000		SKY FMC	14,000
			SKY 4N	73,000
			Loma Chica	11,000
			SKY Trans	13,000
Added	569,000			
Subtracted	184,000	(CSM B5/6, B10, B11, B13 B21-7, B29, SKY B4, Trailers B3A-3E)		
Net Add	**385,000**			

Campus Safety
The campus crime statistics compiled and reported by the National Center for Educational Statistics (NCES)[111] showed that the three Colleges in SMCCCD are relatively safe with lower counts of arrests and offenses (illegal weapons possessions, drug law violations, and liquor law violations, murder, manslaughter, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft and arson). Of all the criminal offenses, burglary and motor vehicle theft have accounted for the largest majority among all colleges in the Bay Ten Districts.

Campus Crime Statistics - Bay Ten Districts
(3 year avg: 2004, 2005, 2006)
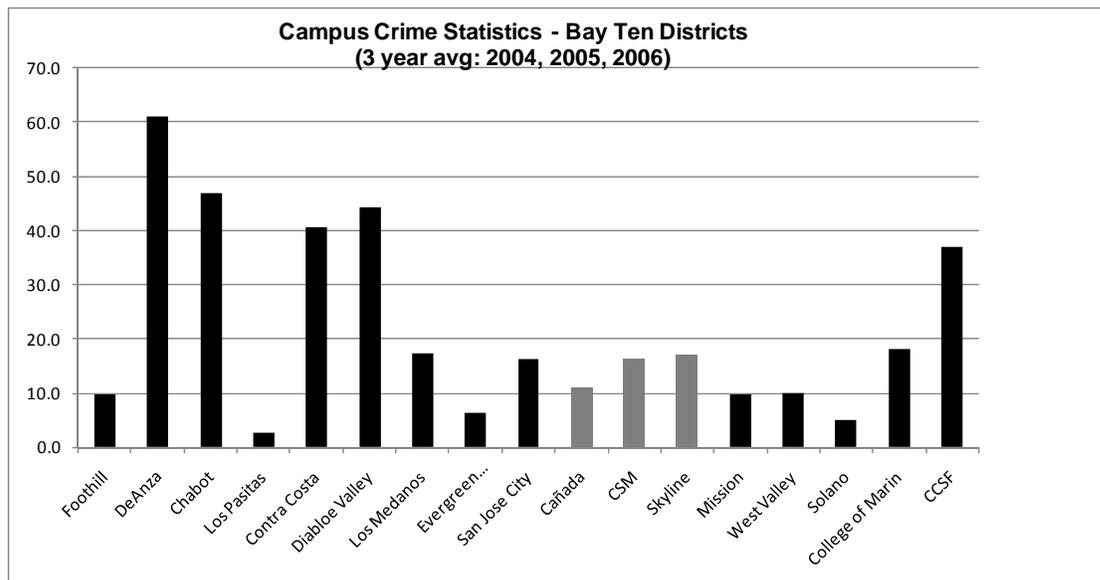
In a report titled "What Changed, and Didn't, After Virginia Tech" and presented at the national Association of Institutional Research conference in 2008[112], researchers from the Midwestern Higher Education Compact listed changes made by institutions that responded to its survey. About 37% increased their institutional budgets for safety and security; more than 50% reviewed and revised student privacy laws; and close to 25% revised language in student handbook regarding disturbing or threatening behavior.

Technology Resources

The State Chancellor's Office Technology Plan (2007-2010) as stated is attempting to directly improve access to management reporting, data, and student records; standardize assessment and placement practices; bring consistency to accreditation and perhaps accountability reporting; make the campuses more connected, and as a result require more IT funding.

District Technology Plan

The SMCCCD Technology Plan (2008-2012) has over 33 initiatives. Among them, the plan calls for equipment replacement, implementation of a student email system, implementation CCC Trans (an electronic transcript interchange to allow students to obtain transcripts easily among District Colleges), evaluation of curriculum development and course approval software application, completion of online degree audit system, and many software and hardware updates and upgrades across the District Colleges.[113]

Technology used and methods developed for distance education will be increasingly adopted for regular classroom based face-to-face learning[114],[115],[116],[117]. The District has made major hardware, software and human resource investments in the use of technology for teaching and learning.

Educational planning and technology planning should be linked together so as to take best advantage of these investments.

The Millennial Student

Incoming students to higher education are increasingly computer literate and carry expectations for colleges to enhance their access to new technology. Technology-based course delivery will require increased resources.

Today's teenagers are unlike any previous generation in their exposure to technology: 100% use the internet to seek information, 94% use the internet for school research, 41% use email and Instant Messaging to contact teachers and schoolmates about school work, 81% email friends and relatives, 70% use Instant Messaging to keep in touch and 56% prefer the internet to the telephone.[118]

Because today's students learn differently than their teachers did in the past, demand and expectations for the use of technology may directly challenge and perhaps reshape the teaching profession. As an example, the "Millennial Student," children born between 1982 and 2002 and most of them are in the education pipeline, approach learning in new ways. Their preference is to learn with technology, with each other, online, in their time, in their place, and by doing things that matter to them.[119]

Yet, there is clear evidence of a digital divide based on education attainment. Fifty-seven percent of African-Americans go online, compared with 70% of Whites.[120]

Distance Education

Abolition of the federal 50% rule (also called 50-50 rule) which heretofore has prevented any college that provides more than half of its courses via distance education from participating in federal student-aid programs, has spurred a boom in online programs at traditional colleges, as well as the creation of for-profit businesses specializing in cyber-education.[121]

The overall student headcounts in distance education in California's community colleges has grown from 2.5% in 1996 to 11.8% in 2006, which is at a rate of 19%/yr. Nationwide, it is estimated that over five million college students are now taking courses online.[122] Almost 40% of colleges offering face-to-face associate's degree programs also offer them online.[123] Community colleges in California closely match that ratio, according to the System Office's recent report.[124]

The overall percentage of colleges identifying online education as a critical long-term strategy grew from 49% in 2003 to 56% in 2005. The largest increases were seen in Associates degree institutions where 72% now agree that it is part of their institution's long-term strategy, up from 58% in 2003.[125]

Compared to institutions that focus on offering online courses, institutions that offer online based degree programs are four times more likely to perceive to have had overwhelming success in eLearning.[126]

The SMCCCD Distance Education Strategic Plan drafted by the Distance Education Advisory Committee for the purpose of providing the District Colleges provides guidelines for planning growth in distance education courses and programs. The plan is based on projections for enrollments and suggested demand for courses. These projections can be used to identify potential program and course development areas as well as the resources required to implement them.

The plan calls for specific Districtwide goals that are supported by the District Colleges. These goals are:

1. Increase student success rates in distance education to be the highest among Bay Ten Districts.
2. Achieve and maintain 20% annual distance education enrollment growth (seat count) in the next 10 years:
   a. to increase distance education enrollment to be 10% of total enrollments, and
   b. to bring distance education FTES to at least the Statewide average.

The plan includes recommendations for the District Colleges to consider and plan carefully the following aspects: developing distance education degree and certificate programs, offering more distance education courses, addressing the needs for student services, technology, human resources and marketing.

Policy, Public Opinion, Community Needs and Outreach Environment

Higher Education Policy

There is a perceptible increase in public scrutiny of California community colleges. In 2007, a paper published by the Institute for Higher Education Leadership and Policy, entitled as *Rules of the Game,* identified several areas of state policy in California that create the "rules of the game" by which colleges and students make choices that may impede student success.[127] Later in 2007, two additional papers were published by the organization on California community college governance. "Invest in Success: How Finance Policy Can Increase Student Successes at California Community Colleges" reported the authors' audit of state finance policies and their descriptions of how the incentives for student and institutional behavior are embedded in those policies.[128] The "It Could Happen" paper by the same institute provided an "achievable agenda" by recommending fiscal incentives, flexibility to use resources to fit local circumstances, and standardized college readiness by which degree-seeking students are assessed.[129]

Evolving accreditation standards are aggressive in gearing colleges toward developing clear and measurable learning outcomes. In addition, the emergence of diverse student populations in age, goals, background, and economic status requires colleges to explore a variety of teaching modalities. ACCJC (Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges), the accrediting agency of the western region, by request of the federal government, has dramatically raised the bar of fulfilling standards. This has resulted in a significant number of institutions receiving warnings.

The 6-year reauthorization of the Carl D. Perkins Act in 2006 further demands both secondary and post-secondary institutions to develop processes for aligning career pathways through examining curriculum offerings from high school to college. The Act also strengthened accountability measures. The California legislature has also established laws, most recently AB2448, SB70, and SB1133, to require course sequencing between high school and college career technical education and tech-prep/ROP (Regional Occupational Program) programs.[130]

Concerns have been raised about the disconnect between high school curriculum and college curriculum. Many states are furthering their concurrent enrollment efforts by forming partnerships between high schools and colleges at the levels of faculty dialogs, articulation agreements, and equivalencies determination, attempting to create a better bridge for high school students to gain college experiences early and smoothly.[131]

Data sharing among secondary schools, community colleges and 4-year institutions as propelled by entities such as CalPASS is becoming one of the qualifying criteria for grants and measures of accountability.

Equity in access to higher education[132,133,134,135], connection between high schools and colleges, diversity in the teaching profession[136,137] and quality of graduates will continue to be the key focus

internal to the higher education institutions and external to the general public.

Even though financial aid is deemed generously available for most American students[138], issues remain. As a victim of the credit crisis, major student loan lenders are shying away from community colleges when loans are most important to help retain students[139]. A recent report estimates that 1.5 million students who would probably have qualified for Pell Grants in 2003-04 did not apply for them, up from the estimated 850,000 who missed out on aid in 1999-2000. The number of low-income college-going students who did not file for federal financial aid rose from 1.7 million to 1.8 million, or 28% of low-income students.[140] According to the Chronicle of Higher Education, Pell Grants fell to another low year in 2006, with an average award of $2,494. Twenty years ago, Pell Grants could cover 52% of the average tuition, fees, room and board at a public university and 21% of the same type of costs in private ones. In 2007, the grants have declined to cover only 32% of such costs at four-year public universities and 13% at private ones.

Just over one-half (52%) of all undergraduates are financially independent students and represent roughly two-thirds of community college students (64%) and part-time students (67%) in American Higher Education. The needs of these students–who are considered by the federal government to be financially independent of their parents--frequently take a back seat to those of traditional undergraduates.[141]

- Tuition increases in public institutions may outpace those at private institutions. The Chronicle of Higher Education in 2007 published a survey of postsecondary education institutions and found that one year tuition and fees increase in 2006 in public institutions was 6.6% higher than the previous year, which outpaced private institutions whose increase was only 6.3% higher over the previous year.

- Non-ivy league public colleges and universities are increasingly faced with pressure to seek additional revenues, including tuition increases, private and/or local revenues to make up for the insufficient state funding. This will drive up competition for market share when colleges and universities seek enrollment growth. The above in turn will drive increased public demand for transparency and accountability.

- The recently renewed Higher Education Act (H.R.4137), also called "The College Opportunity & Affordability Act," marks the most aggressive pressure on colleges by Congress to date to contain both colleges and universities internal cost and what they charge students.[142])

Community Needs Research

In February 2008, the District commissioned a large scale Community Needs Survey with 1,202 valid responses and a margin of error of 1.5%.[143]

Of those who were thinking about either Pursuing a 2-Year Associate Degree or Pursuing a

4-Year College Degree, 24.7% of them were interested in Business & Finance, 12.3% in Computer Programming & Information Science, with the rest spread across many subject areas. Of those who were thinking about either Pursuing a Technical College Degree or Certificate, 22% of them were interested in Business & Finance, 11% in Computer Programming & Information Science, with the rest spread across many subject areas. Of those who were interested in "Personal Enrichment or Continuing Education", 21.2% were interested in Art, 18.7% in Computer Programming & Information Science, 13.1% Foreign Language and the rest spread across a number of subject areas, such as Business (7.7%), History (7.2%), and Photography (5.7%).

Of the respondents who were not currently taking any college courses, 84.6% were thinking of taking "Personal Enrichment or Continuing Education" courses in the near future.

SMCCCD 2008 Educational Needs Survey
- future eduational goals of those not in college

2-Year Associate Degree 3%

Technical College Degree 5%

4-Year Degree 4%

Personal Enrichment 88%
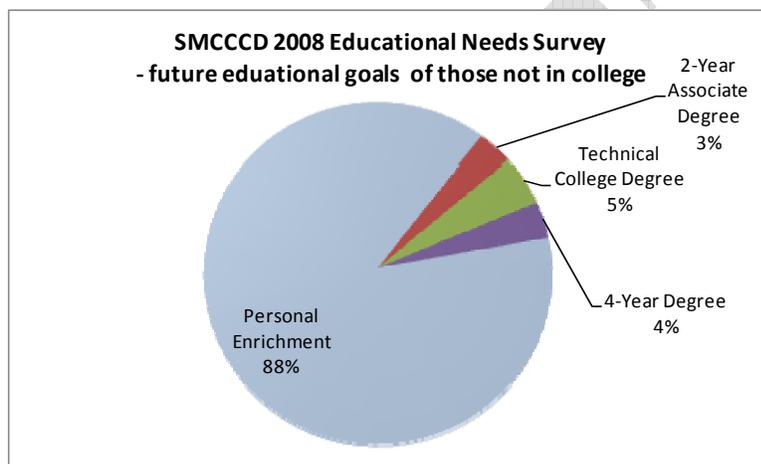
The remaining responses included 3.2% (Pursuing a 2-Year Associate Degree), 4.6% (Pursuing a Technical College Degree or Certificate), and 3.3% (Pursuing a 4-Year College Degree).

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

SMCCCD 2008 Educational Needs Survey – Interest in Future Courses

2-Year/4-Year Degree Group	Technical College Degree Group	Personal Enrichment Group

2-Year/4-Year Degree Group

Business	22%
Computer science	11%
Nursing	7%
Psychology	5%
Administration of justice	4%
Art - commercial or fine arts	4%
Education, special ed	4%
Accounting	2%
Anthropology	2%

Technical College Degree Group

Computer science	19%
Building inspection technology	7%
Administration of justice	7%
Business	7%
Electronics, electronics technology	5%
Engineering technology	5%
Craft/trade	5%
Chemistry	3%
Communications	3%
Cosmetology	3%
Management	3%

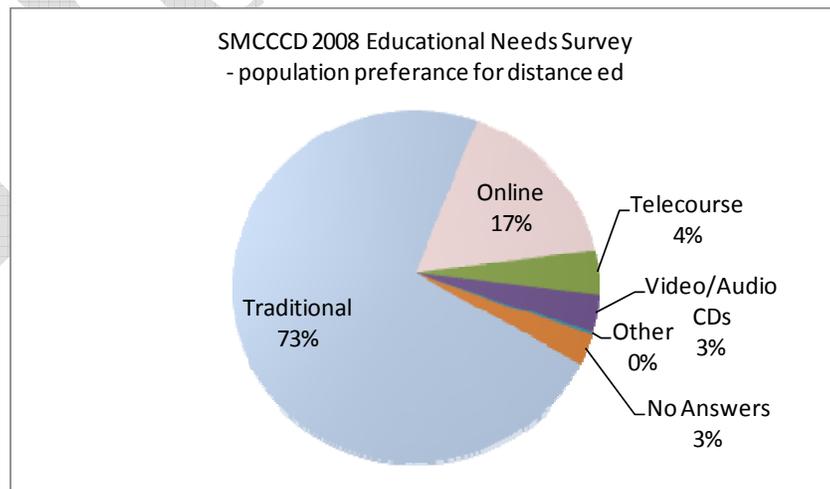**Personal Enrichment Group**

Art	21%
Computer science	18%
Foreign languages	13%
Business	7%
History	7%
Music	6%
Photography	6%
Accounting	4%
Personal enrichment	3%
Literary appreciation	3%
English, writing	3%
Biology, life sciences	2%
Education, special ed	2%

Among those who planned to enrolled in a college in the near future, when asked "How likely are you to enroll in the three colleges in SMCCCD, 19% chose "Very Likely", 14.3% chose "Likely".

Seventeen percent surveyed said they most preferred their next course to be offered online, 3.9% via telecourse mode, and 3.5% via audio/video media, with a combined total of 24.5% of our residents as potential distance education students.

SMCCCD 2008 Educational Needs Survey - population preferance for distance ed

- Traditional 73%
- Online 17%
- Telecourse 4%
- Video/Audio CDs 3%
- Other 0%
- No Answers 3%

In terms of when they most preferred to take their future courses, 44.7% preferred weekday nights,

28.5% preferred weekday mornings, 13.1% preferred weekday afternoons, and 10.1% preferred weekends.
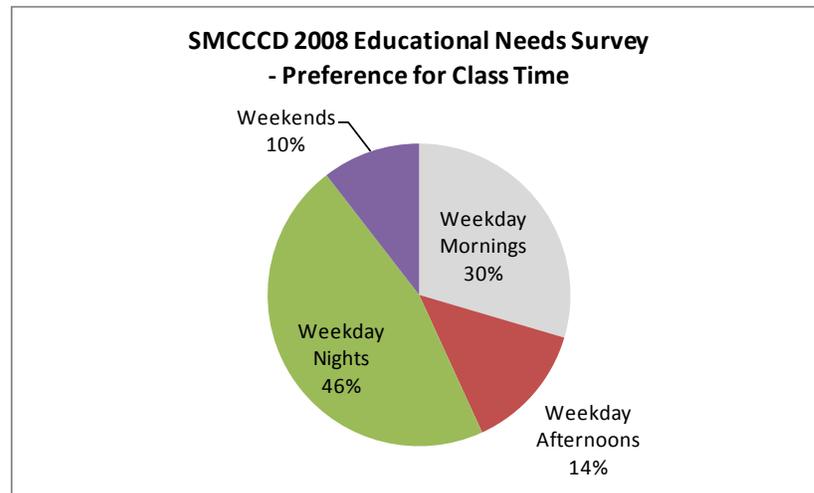
In terms of which is their preferred choice of receiving college information, 40.4% preferred direct mail and 39.4% preferred websites.
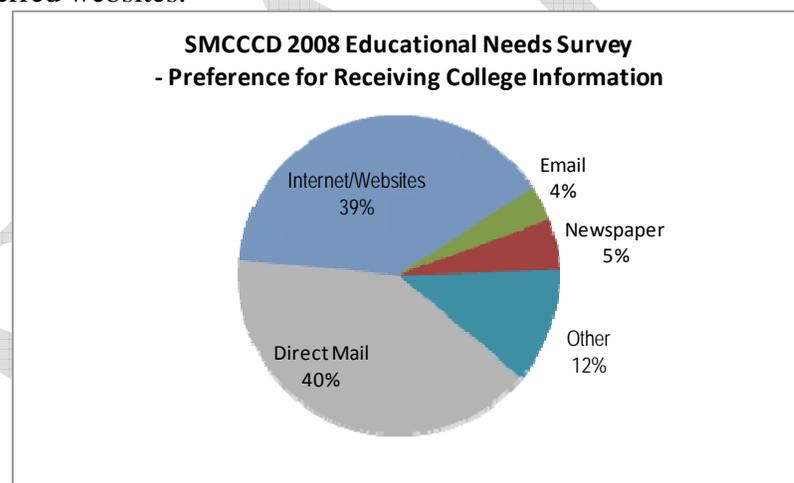
County Public High School Survey

In 2008, SMCCCD in collaboration with San Mateo County public high school districts conducted a county-wide high school junior and senior survey. Preliminary results showed that 32% of the county's high school students planned to attend one of the three Colleges in the District, which is similar to the "take-rate" tracking by the District and other published research. However, a little over 10% said they planned to attend a community college other than the District's three Colleges.

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Education Plans after High School
2008 San Mateo County Public High School Survey

SMCCCD college 32%

Four-year college or university 48%

Community college but not SMCCCD 11%

Haven't decided 9%
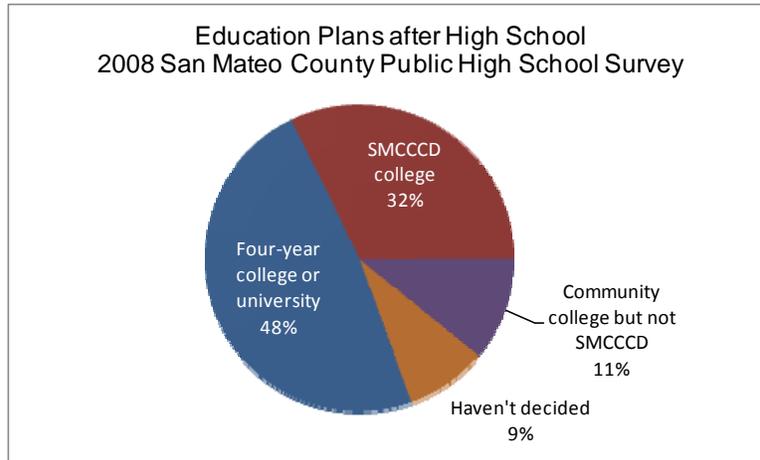
Close to a third (29%) of the high school respondents said they had taken a concurrent enrollment course and another 46%, close to half of the respondents, said they had not, but would like to.

Interest in Concurrent Enrollment
2008 San Mateo County Public High School Surve

No, have not taken and do not plan to 25%

Yes, have taken 29%

Have not taken but would like to 46%
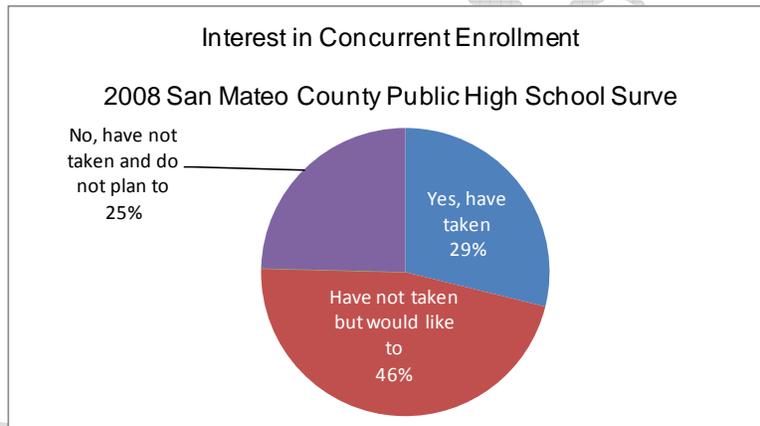
When asked if they would like take a concurrent enrollment course through the online mode, a majority of them (62.5%) said yes.

Interest in Online Concurrent Enrollment
2008 San Mateo County Public High School Survey

No 37%

Yes 63%
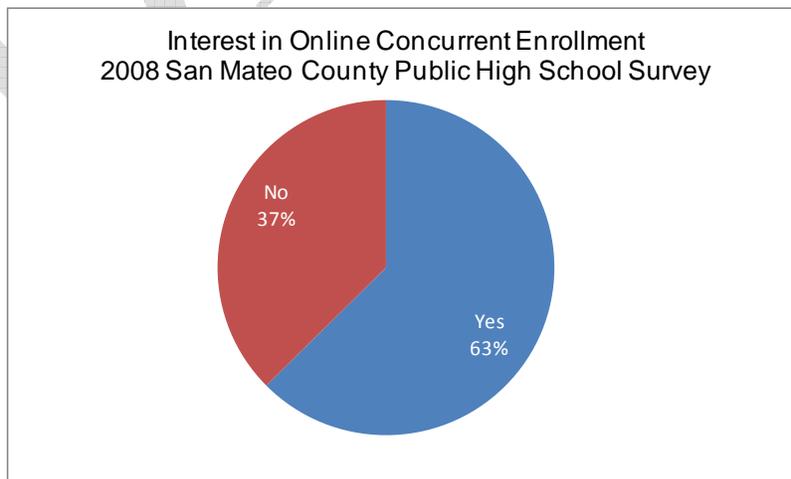
College-based Research on Student Opinions and Attitudes

The three Colleges continually conduct survey and focus group research to gain direct feedback from students. Not intended to cover all the findings from these studies, a few highlights below are provided based on primarily the recommendations of these survey studies. Hopefully, they help shed light on some common themes both positive and negative.[144]

- In the Campus Climate Survey at all three colleges, students indicated high satisfaction with faculty. In the same survey, students also highly rated the support they receive from various student services. In addition, students highly value the diverse learning environment including the culture, student body, and student life. A total of 77% of respondents in a survey conducted by Cañada said that they would definitely or probably enroll at the College if they "had to do it all over again". A total of 94.3% of respondents in a survey conducted by CSM said that "they would recommend CSM to a family member or friend".

- In the fall 2005 Fresh Look project survey, as well as in its Campus Climate Survey, Skyline was perceived as cozy and inviting; the schedule is used to promote/market programs and services; students want more cultural/social events on campus.

- In the Skyline Campus Climate Survey, students ranked counseling services to be the most important to them. In a Cañada Upward Bound study, students reported issues with the counseling services. Students praised the facilities in general, but also suggested upgrading lab facilities and information displayed on the websites. In CSM's survey of Student Learning Gains, a substantial majority of students report making moderate or major progress on 14 different learning outcomes indicators.

- Students Speak, a large scale focus group study at CSM, showed that students prefer a stronger branding of the institution in terms of its high level academic program offerings; they recommended targeted outreach to high schools and suggested a range of ideas for matriculation, website construction, and classroom/enrollment management.

- Students believed CSM to be a quality academic institution, but expressed frustration with the College intake processes, which are currently under study and will be revised. Students remarked that Matriculation is a barrier for older students who take only one class.

- Feedback from Cañada College basic skills students indicated that there is a need to work with high school counselors to adequately communicate the value and quality of the three colleges in the district. High school students' parents were not as well informed or aware of community colleges. In a survey by Cañada, students recommended that outreach to Latino students should begin at the 6th grade. ESL students surveyed said they need additional help with registration, and they complained about the lack of information regarding transfer courses.

- Media Preference Surveys carried out at Skyline and Cañada indicated that students preferred venues of getting to know the district colleges were through kiosks, mall

advertising and printed media, particularly mailed class schedules. A significant portion of the students prefer the use of email as their communication method with the college.

- Since fall 2003, CSM has conducted bi-annual surveys of students who use specific Student Services Programs (e.g., counseling, EOPS, financial aid, transfer center, health center, etc.). In all, 23 Student Services units are provided with program-specific feedback regarding overall satisfaction as well as suggestions about how to improve services for students. CSM students consistently give very high marks to these programs.

Marketing and Outreach

Districtwide marketing efforts have shown results. The FUTURES Initiative, supported by in-take process and high-tech and high-touch, produced a 41% increase (378 more students) in concurrent enrollment in the following semester. The Careers marketing efforts, also supported by various in-take processes at the Colleges, produced a 16% increase in vocational education enrollments in one semester.[145] In 2008, the District Colleges will complete a marketing audit.

Glossary

Academic Calendar Year: Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM.

Basis/Rationale:
175 days / 5 days per week = 35 weeks / 2 primary terms = 17.5 week semester.
175 days X 3 hours = 525 hours – which equal one (1) full time equivalent student.
Notes: Community colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions

ADA: Americans with Disabilities Act: Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Annual Five-Year Construction Plan: That part of the facility Master Plan that defines the current and proposed capital improvements the college will need to undertake over the next five years if it is to achieve the learning outcomes specified in its Master Plan.

Annual Space Inventory: See 'Space Inventory'

API (Academic Performance Index): The California's Public Schools Accountability Act of 1999 (PSAA) resulted in the development of API for the purpose of measuring the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year. (For details, visit http://www.cde.ca.gov/ta/ac/ap/)

ASF: Assignable Square Feet: The sum of the floor area assigned to or available to an occupant or student station (excludes circulation, custodial, mechanical and structural areas).

Budget Change Proposal (BCP): A document reviewed by the State Department of Finance and the Office of the Legislative Analyst which recommends changes in a State agency's budget.

CAD: Computer Assisted Design

California Community College System Office: The administrative branch of the California Community College system. It is a state agency which provides leadership and technical assistance to the 108 community colleges and 72 community college districts in California. It is located in Sacramento and allocates state funding to the colleges and districts.

Capacity: The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.

Capacity/load Threshold Ratios (AKA "Cap Load(s)"):
The relationship between the space available for utilization (square footage that is useable) and the efficiency level at which the space is currently being utilized. The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.

Capital Construction Programs: See 'Capital Projects'.

Capital Outlay Budget Change Proposal (COBCP): A type of Budget Change Proposal regarding the construction of facilities and their related issues.

Capital Projects: Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.

Carnegie Unit: A unit of credit; a student's time of 3 hours per week is equivalent to one unit of credit.

CCFS – 320 ("The 320 Report"): One of the primary apportionment (funding) documents required by the state. It collects data for both credit and noncredit attendance. Three reports are made annually; the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the college or district is meeting its goals for the generation of full time equivalent students.

Census: An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

DSA: The Division of the State Architect (DSA) determines California's policies for building design and construction. It oversees K-12 schools and community college design and construction. Its responsibilities include assuring that all drawings and specs meet with codes and regulations.

EAP (Early Assessment Program): The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. (For details, visit http://www.calstate.edu/EAP/)

Educational Centers: A postsecondary institution operating at a location remote from the campus of the parent institution which administers it.

Educational Master Plan: A part of the college's Master Plan that defines the education goals of the college as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the facilities master plan.

Enrollments (Unduplicated): A student enrollment count (also referred to as "Head Count") based on an Individual Student Number or Social Security Number that identifies a student only once in the system.

Environmental Impact Report: In accordance with the California Environmental Quality Act (CEQA), if a project is known to have a significant effect on the environment then an EIR must be prepared. It provides detailed information about a project's environmental effects, ways to minimize those effects, and alternatives if reasonable.

Facilities: All of the capital assets of the college including the land upon which it is located, the buildings, systems and equipment.

Faculty Loads: The amount of "teaching time" assigned/appropriated to a given instructional class – i.e. lecture or laboratory, to a given semester, or an academic year (2 semesters). It is typically defined in terms of 15 "teaching hours" per week as being equal to one (1) full time equivalent faculty; a "full faculty load". Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

Facilities Master Plan: The Facilities Master Plan is an inventory and evaluation (condition /life span) of all owned facilities (the site, buildings, equipment, systems). It identifies regulations impacting those facilities and deficiencies and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities, deficiencies of those criteria and defines a plan of correction. It draws on information contained in the educational master plan.

Final Project Proposal (FPP): The FPP identifies the project justification, final scope and estimated costs of all acquisitions, infrastructure, facility and systems projects. It contains vital information including the JCAF 31 and JCAF 32 reports, the California Environmental Quality Act (CEQA) Final Notice of Determination, federal funds detail, an analysis of future costs, a project time schedule and an outline of specifications. It is used by the Chancellor's Office and the Board of Governor's to determine whether the project has met the criteria for state funding.

Five Year Capital Construction Plan (5-YCP): See 'Annual Five Year Construction Plan'

FTEF: An acronym for "full-time equivalent faculty". Used as measure by the state to calculate the sum total of faculty resources (full time and part time combined) that equate to measurable units of 15 hours per week of "teaching time", i.e. as being equal to one (1) full time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

FTES: An acronym for a "full-time equivalent student". Used by the State as the measure for

attendance accounting verification. Also, a student workload measure that represents 525 class (contact) hours in a full academic year.

GSF: An acronym for gross square feet. The sum of the floor areas of the building within the outside faces of the exterior walls; the "total space" useable and non useable square feet combined.

Hardscape: Refers to landscaping projects and components that involve everything but the plants that will be on the landscape.

Initial Project Proposal (IPP): A document which provides information such as project costs, type of construction involved, relevance to master plans, capacity/load ratio analysis and project impact. The IPP identifies the institutional needs reflected in the educational and facility master plans and the 5-YCP. It is used to determine a project's eligibility for State funding before districts make significant resource commitments into preparing comprehensive FPPs.

Lecture: A method of instruction based primarily on recitation with little or no hands-on application or laboratory experiences. It is based on what is called the "Carnegie unit"; a student's time of 3 hours per week is equivalent to one unit of credit. For lecture courses, each hour of instruction is viewed as one unit of credit (with the expectation of two hours outside of classroom time for reading and or writing assignments).

Laboratory: A method of instruction involving hands-on or skill development. The application of the Carnegie unit to this mode of instruction is the expectation that the student will complete all assignments within the classroom hours. Therefore, three hours of in-class time are usually assumed to represent one unit of credit.

Master Plan: An extensive planning document which covers all functions of the college or district. Master plans typically contain a statement of purpose, an analysis of the community and its needs, enrollment and economic projections for the community, current educational program information and other services in relation to their future requirements, educational targets and the strategies and current resources to reach those targets and a comprehensive plan of action and funding.

Middle College: Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level and they provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and underrepresented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves. (For details, visit http://www.mcnc.us/faqs.htm)

Population Participation Rate (PPR). A measure of market saturation by taking the headcount of a primary term at a college to compare with the adult population in the service area. It is usually expressed as per every 1,000 adults.

Punch List: The items in a contract that are incomplete. If a job is designated as substantially

complete for purposes of occupancy then those remaining items to be completed or resolved form the punch list.

Report 17: See Space Inventory Report.

Schedule Maintenance Plan: See Annual Five-Year Scheduled Maintenance Plan.

Service Area: SMCCCD service area is concomitant with the San Mateo County boundaries. In most situations the district boundary is not the best measure of potential student participation at a given college, since students tend to look for options, including distance education.

Space Inventory Report: (Or "REPORT 17"): A record of the gross square footage and the assignable (i.e. useable) square footage at a college. Provides information necessary for Capital Outlay Projects (IPP's, FPP's), Five-Year Construction Plan, Space utilization of the college or district and Projecting future facility needs.

Key Components of Space Inventory:

Room Type (room use category): Identifies room by use or function

ASF (assignable square feet)

GSF (gross square feet)

Stations

STAR Test Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students attain and are tested for one of five levels of performance on the CSTs (California Standards Tests) for each subject tested: advanced, proficient, basic, below basic, and far below basic. (For details, visit http://star.cde.ca.gov/)

Strategic Plan: Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.[146]

Success & Retention Rates
Success: Grades of C or better. It typically includes the Pass grade.
Retention: All grades, except Ws.
Both are expressed as percent ratios.

TOP/CSS Code: Rooms or space are assigned for a particular use and function or a specific

discipline or service. The state has a numeric code, a four-digit number,that identifies the "type" of use that is supported by a particular room/space. (see TOP Code(s))

Space Utilization: Assumed by most faculty/staff on-campus to mean the level or degree to which a room is utilized – the room's capacity, vis-à-vis the percentage of the capacity that the room is actually used.

Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

Stations: The total space to accommodate a person at a given task (classroom- laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

TOP Code(s): The "Taxonomy of Programs" (TOP) is a common numeric coding system by which the college categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900's).

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of state purposes. Maas Companies commonly uses the two-digit designator for educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)

1501 – English
1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology
2205 – History

WSCH: An acronym for "Weekly Student Contact Hours". WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

WSCH/FTEF: Represents the ratio between the faculty's hours of instruction per week ("faculty load") and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. The state productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

Examples: A faculty member teaching 5 sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class

sections X 3 hours/week X 30 students =s 450 WSCH/FTEF)A faculty member teaching 3 sections of Biology, each section meeting for 6 hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 student =s 450 WSCH/FTEF)

Contributing Sources:
- RP Group – Planning Resources Manual
- Maas Companies, Inc
- California Community Colleges Chancellor's Office - Capital Outlay Handbook & Facilities Planning Manual
- Wikipedia

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

Cross Reference Bibliography and Data Sources

[1] Office of the Vice Chancellor, Educational Services & Planning, SMCCCD

[2] ESRI data obtained for SMCCCD Strategic Plan in 2007.

[3] ibid

[4] http://www.highereducation.org/reports/calcc/calcc.pdf (Retrieved February 2008)

[5] http://urban.usc.edu/main_doc/downloads/california_demographics.pdf (Retrieved February 2008)

[6] California Community College Strategic Plan (2006).

[7] ESRI data obtained for SMCCCD Strategic Plan in 2007

[8] ibid

[9] California Department of Education

[10] California Department of Finance

[11] U.S. Census Bureau data from 1990, 2000, and 2004

[12] ESRI data obtained for SMCCCD Strategic Plan in 2007.

[13] ibid

[14] ibid

[15] ibid

[16] California Community College Strategic Plan (2006)

[17] http://www.bls.gov/emp/emptab7.htm (Retrieved February 2008)

[18] The World Is Flat: A Brief History Of The Twenty-first Century (2005) ISBN

[19] Community College League of California, 2008 Fast Facts

[20] California Community College Strategic Plan (2006)

[21] ibid

[22] Hayward, G. C., Jones, D. P., McGuinness, A.C., Jr. & Timar, A. (2004, May). Ensuring Access with Quality to California's Community Colleges. National Center for Public Policy and Higher Education

[23] American Association of Community Colleges (2005). Faces of the Future: A Portrait of First-Generation Community College Students. Retrieved September 19, 2006 at http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/FacesoftheFuture/FacesoftheFuture.htm

[24] California State University System (September, 2006). Early Assessment Program. Retrieved September 21, 2006 at http://www.calstate.edu/eap/

[25] Hayward, G.C., Jones, D. P., McGuinness, A.C., Jr. & Timar, A. (2004, May). Ensuring Access with Quality to California's Community Colleges. National Center for Public Policy and Higher Education

[26] Hayward, G.C., Jones, D. P., McGuinness, A.C., Jr. & Timar, A. (2004, May). Ensuring Access with Quality to California's Community Colleges. National Center for Public Policy and Higher Education

[27] California Department of Education Dataquest

[28] ibid

[29] http://eap2007.ets.org/viewreport.asp?rf=True&ps=True (Retrieved February 2008)

[30] http://www.cpec.ca.gov/Publications/ReportSummary.ASP?Report=1224 (Retrieved Feb 27, 2008)

[31] Source: http://www.ed-data.k12.ca.us

[32] California Department of Finance

[33] Office of the Vice Chancellor, Educational Services & Planning, SMCCCD

[34] California Postsecondary Education Commission

[35] California Community College Accountability for Community Colleges, 2008

[36] Bay Area Economic Forum (2006, February). The Innovation Economy: Protecting The Talent Advantage. Bay Area Economic Profile. Retrieved September 7, 2006 at http://www.bayeconfor.org/keypub.htm

[37] U.S. Census Bureau data from 1990, 2000, and 2004

[38] U.S Census Bureau. American Fact Finder. Retrieved September 28, 2006 at http://factfinder.census.gov

[39] http://measuringup.highereducation.org/_docs/2006/NationalReport_2006.pdf (Retrieved March 2008)

[40] National Center for Public Policy and Higher Education (2005, July). The Need for State Policy Leadership. Retrieved February 12, 2006, at http://www.highereducation.org

[41] San Mateo Historical Data:http://www.bayareacensus.ca.gov/counties/SanMateoCounty70.htm

[42] Office of the Vice Chancellor, Educational Services & Planning, SMCCCD

[43] ibid

[44] ibid

[45] ibid

[46] ibid

[47] ibid

[48] Office of the Vice Chancellor, Educational Services & Planning, SMCCCD

[49] Office of the Vice Chancellor, Educational Services & Planning, SMCCCD

[50] Office of the Vice Chancellor, Educational Services & Planning, SMCCCD and System Office Distance Education Report 2007

[51] Office of the Vice Chancellor, Educational Services & Planning, SMCCCD

[52] ibid

[53] Early College High School Initiative. http://www.earlycolleges.org

[54] ibid

[55] California Community College System Office Data Mart

[56] ibid

[57] SMCCCD District Research Council

[58] Skyline College Student Equity Report (http://www.smccd.edu/accounts/skypro/home.html) Retrieved May 2008

[59] Cañada College Student Equity Report. Reviewed May 2008

[60] CSM Student Equity Report. Reviewed May 2008

[61] EdSoruce: Raising African American Student Achievment: California Goals, Local Outcomes. May 2008

[62] Bainbridge, W. L. and T. J. Lasley, II (2002). "Demographics, Diversity, and K-12 Accountability: The Challenge of Closing the Achievement Gap." Education and Urban Society 34(4): 422-437.

[63] Lewis, Amanda E. (2003) Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities. New Brunswick, NJ: Rutgers University Press, 2003. 288 pp.. - ©2004 American Anthropological Association

[64] Ladson-Billings, G. (2008). "A LETTER TO OUR NEXT PRESIDENT." Journal of Teacher Education 59(3): 235

[65] SMCCCD District Research Council

[66] California Postsecondary Education Commission

[67] Cañada College's program review: http://canadacollege.net/inside/program_review/index.html (retrieved March 2008); CSM program review: http://www.collegeofsanmateo.edu/research/ (retrieved March 2008); Skyline College's program review: http://www.smccd.net/accounts/skycurr/Program_Review/Program%20Review%20Schedule_1998-2016_rev%20%203-07.xls (retrieved March 2008)

[68] SLOAC – District: http://www.smccd.net/accounts/sloac/ (retrieved March 2008); Cañada College: http://www.smccd.net/accounts/canslo/(retrieved March 2008); CSM: http://www.collegeofsanmateo.edu/SLOAC/ (retrieved March 2008); Skyline College: http://www.smccd.net/accounts/skysloac/index.htm (retrieved March 2008)

[69] Ishitani, T. T. (Ed.). (forthcoming). *Institutional Planning Models: New Directions for Institutional Research.* San Francisco, CA: Jossey-Bass.

[70] Competitors Analysis – data compiled for Cañada College and Skyline College by Voorhees Group (2006 and 2007)

[71] ibid and SMCCCD District Research Council

[72] Toosi, M. (2002, May). A century of change: the U.S. labor force, 1950 to 2050. Monthly Labor Review. Bureau of Labor Statistics, U.S. Department of Labor: Washington, D.C. Retrieved November 4, 2005 at http://www.bls.gov/opub/mlr/2002/05/art2full.pdf

[73] Bay Area Economic Forum (2006, February). The Innovation Economy: Protecting The Talent Advantage. Bay Area Economic Profile. Retrieved September 7, 2006 at http://www.bayeconfor.org/keypub.htm

[74] San Mateo County Planning Information Packet (http://www.calmis.ca.gov/file/pip/sanmapip.pdf) Retrieved June 2008

[75] San Jose Mercury News: "Unofficially, Valley Might Be Cooling" January 27, 2008

[76] Association of Bay Area Governments 2007 Projections

[77] EMSI. Data retrieved March 2008

[78] A Green Energy Industry Takes Root in California - New York Times, February 1, 2008

[79] U.S. Census Bureau data from 2004

[80] ESRI data obtained for SMCCCD Strategic Plan in 2007.

[81] ESRI data obtained for SMCCCD Strategic Plan in 2007.

[82] U.S. Census Bureau. American Fact Finder. Retrieved February 15, 2008, at http://factfinder.census.gov

[83] U.S. Census Bureau. Small Area Income & Poverty Estimates. Retrieved February 16, 2006, at
http://www.census.gov/cgi-bin/saipe

[84] ESRI data obtained for SMCCCD Strategic Plan in 2007.

[85] California Department of Education.

[86] U.S. Census Bureau. American Fact Finder. Retrieved February 15, 2006, at http://factfinder.census.gov

[87] San Jose Mercury News: "Foreclosures" January 27, 2008

[88] San Jose Mercury News: "Clock has struck 12 for valley VCs", January 30, 2008

[89] Housing Leadership Council of San Mateo County Fact Sheet. Retrieved February 16, 2006, at
http://www.hlcsmc.org/site/hlcsmc/section.php?id=67

[90] Bay Area Council (2006, May). Bay Area CEOs' Report Biggest Hiring Plans Since Dot-Com Bust, According To
New Bay Area Council Survey. Retrieved September 18, 2006 at http://www.bayareacouncil.org

[91] NPR: "Poll: Most Americans Making Cuts for Gas Prices"
(http://www.npr.org/templates/story/story.php?storyId=90309568. Retrieved June 2008.

[92] Xinhua: "Analysis: Soaring oil prices likely to further impede U.S. economic growth."
(http://news.xinhuanet.com/english/2008-01/05/content_7367187.htm) Retrieved June 2008

[93] The Market Oracle: "Soaring Crude Oil Gasoline Prices Worry US Consumers"
(http://www.marketoracle.co.uk/Article4659.html) Retrieved June 2008

[94] ESRI data obtained for SMCCCD Strategic Plan in 2007 and Census Bureau American Community Survey

[95] U.S. Census Bureau. County-To-County Worker Flow Files. Retrieved February 16, 2006, at
http://www.census.gov/population/www/cen2000/commuting.html#CA

[96] California Community College System Office Data Mart

[97] SMCCCD Human Resources & Employee Relations

[98] ibid

[99] SMCCCD Office of Vice Chancellor, Human Resources and Employee Relations

[100] System Office (http://www.cccco.edu/Portals/4/CFFP/Fiscal/Standards/ft_faculty/2007_final_report.pdf) (Retried
March 2008)

[101] SMCCCD Decision Support System Work Advisory Group

[102] Community College League of California

[103] Office of the Chief Financial Officer, SMCCCD

[104] ibid

[105] ibid

[106] ibid

[107] San Francisco Chronicle "Community Colleges Join Hunt for Private Case" (Retried April 2008)

[108] "$70 Million Gift to Help California Students" Community College Times
(http://www.communitycollegetimes.com/article.cfm?ArticleId=973, retried May 2008)

[109] Strout, E. Community Colleges Struggle When It Comes to Soliciting Private Donations. Volume 52, Issue 23, Page
A25. Retrieved February 17, 2006, at http://chronicle.com/weekly/v52/i23/23a02501.htm

[110] Office of the Vice Chancellor, Facilities and Operations, SMCCCD

[111] NCES: Official Campus Crime Statistics.
(http://www.nces.ed.gov/collegenavigator/?s=CA&ct=1&ic=2+3&id=108807) Retrieved June 2008

[112] Inside Higher Ed: What Changed, and Didn't, After Virginia Tech
(http://insidehighered.com/news/2008/05/28/vatech) Retrieved May 2008

[113] SMCCCD Technology Plan draft, March 2008

[114] Governments Adopt e-Learning. Techweb Network
(http://www.techweb.com/news/showArticle.jhtml?articleID=17603068, retried May 2008)

[115] Barriers to Adopting Technology for Teaching and Learning. Educause
(http://net.educause.edu/ir/library/pdf/EQM0223.pdf, retried May 2008)

[116] Promoting Best Practices for e-Tutoring through Staff Development by Catherine Gerrard
(http://www.networkedlearningconference.org.uk/past/nlc2002/proceedings/papers/15.htm, retried May 2008)

[117] How Professors Are Using Technology: a Report from the Trenches. The Chronicle of Higher Education. April 4, 2008.

[118] Lenhart, A., Madden, M. & Hitlin, P. (2005, July). Teens and technology: Youth are leading the transition to a fully wired and mobile nation. Retrieved February 17, 2006, at http://www.pewinternet.org/pdfs/PIP_Teens_Tech_July2005web.pdf

[119] Casey, S. 21st Century Learners. Apple Computers. Retrieved February 17, 2006, at http://www.coe.uh.edu/courses/practicum-sum04/longhorn/21stCenturyLearner.ppt

[120] Pew Internet and American Life Project (2005, October). Digital Divisions. Retrieved February 9, 2006, at http://www.pewinternet.org/PPF/r/165/report_display.asp

[121] http://money.cnn.com/2006/03/07/news/economy/annie/fortune_annie0307/

[122] Brown, J. Online degrees slowly losing academic stigma. Denver Post, Monday, January 16, 2006, 1B & 5B.

[123] Sloan Foundation. Growing by Degrees: Online Education in the United States, 2005. Retrieved February 2, 2006, at http://www.sloan-c.org/resources/survey.asp

[124] California Community College System Office Distance Education Report 2007

[125] Sloan Foundation, Growing by Degrees: Online Education in the United States, 2005. Retrieved September 6, 2006 at http://www.sloan-c.org/publications/survey/survey05.asp

[126] Alliance for Higher Education Competitiveness (2005). Achieving Success in Internet-Supporting Learning in Higher Education. Retrieved September 18, 2006 at http://www.a-hec.org/IsL_orig_study.html

[127] http://www.csus.edu/ihe/PDFs/R_Rules_of_the_Game_02-07.pdf

[128] http://www.csus.edu/ihe/PDFs/R_InvestInSuccess_10-07.pdf

[129] http://www.csus.edu/ihe/PDFs/R_ItCouldHappen_02-08.pdf

[130] http://www.mnscu.edu/about/legislative/updates/federallegislation/2006/08012006.pdf (Data retrieved February 2008)

[131] SMCCCD Concurrent Enrollment Whitepaper (http://www.smccd.edu/accounts/smccd/departments/educationservices/hscpp/hscpp-Concurrent_Enrollment_Whitepaper_FinalV9%20.pdf)

[132] Minorities in Higher Education: Twenty-Second Annual Status Report. ACE. 2006

[133] Cañada College Student Equity Plan (http://www.cccco.edu/Portals/4/SS/Stu_Equity/stu_equity_exec_sum/canada_es.pdf) retrieved May 2008

[134] College of San Mateo Student Equity Plan (http://www.cccco.edu/Portals/4/SS/Stu_Equity/stu_equity_exec_sum/canada_es.pdf) retrieved May 2008

[135] Skyline College Student Equity Plan (http://www.cccco.edu/Portals/4/SS/Stu_Equity/stu_equity_exec_sum/skyline_es.pdf) retrieved May 2008

[136] George Clowes (2005) Ethnic and Gender Diversity Lacking in Teaching Profession. School Reform News.

[137] Cathy Trower and Richard Chait (2002) Faculty Diversity, Too Little for Too Long. Harvard Magazine.

[138] Facts about College Access and Affordability. GAO and summarized by ACE (http://www.acenet.edu/AM/Template.cfm?Section=Papers_Publications&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=25237) retried May 2008

[139] New York Times: "Student Loans Start to Bypass 2-year Colleges" June 2, 2008

[140] American Council on Education. Missed Opportunities revisited: New information on students who do not apply for financial aid. Issue Brief , February 2006. Retrieved February 14, 2006, at http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=1374

[141] Wei, C.C., Nevill, S., and Berkner, L. (2005). Independent Undergraduates: 1999–2000 (NCES 2005-151). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved February 11, 2006, at http://nces.ed.gov/das/epubs/2005151/executive2.asp

[142] http://www.opencongress.org/bill/110-h4137/show (Data retrieved February 2008)

[143] ibid

[144] SMCCCD Board of Trustees Annual Retreat, 2008

[145] Office of the Vice Chancellor, Educational Services & Planning, SMCCCD

[146] http://en.wikipedia.org/wiki/Strategic_planning (Website reviewed May 2008)

Planning Assumptions and Recommendations

SMCCCD Strategic Plan (2008-2013)

(Draft for Brainstorming)

Note: This document contains only a portion of the plan: Planning Assumptions and Recommended Directions. To understand what constitutes the complete set of items for the final plan, please consult Strategic Master Planning Modules on page iv. It is highly recommended that this document be read in conjunction with the Environmental Scan and Analysis, commonly referred to as "The Book" in the draft SMCCCD Strategic Plan in order to fully understand the background behind the assumptions and recommendations.

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

SMCCCD Strategic Plan Integration and Synchronization with Other Planning Processes

	PLANS	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017
D	**SMCCC Strategic Plan**			Enviro - menta Scanning	Imple- ment Plan		Environ - mental Scanning	PA & R	Imple- ment Plan		Plan Update	Environ - menta Scanning	PA & R
C	**College Master Plans**		Environ- menta Scanning	Imple- ment Plan (Skyline)	Imple- ment Plan (Cañada & CSM)		Environ - mental Scanning	PA & R	Imple- ment Plan		Plan Update	Environ - menta Scanning	PA & R
C	**Self-study Cycle**	Writing	Writing	Visit				Writing	Writing	Visit			
C	**Program Review**	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
S	**Budget Planning Cycle**	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually
S	**Facilities Master Plan**		Plan Complete				Plan Update				Plan Update		
S	**Technology Maste Plan**				4-Year Plan Done				4-Year Plan Done				

Legend:
C = College is primarily responsible; D = District is primarily responsible; S = both the District and Colleges share the responsibilities.
PA & R (Planning Assumptions and Recommendations)

Note: While this integration and synchronization chart is the recommended approach agreed upon by the District Colleges, prior to 2013-2014, from time to time certain aspects of a plan and certain plans may operate slightly off schedule due to emergency or readjustments. It is also hoped that by the next planning cycle that starts in 2014-2015, various plans and planning processes will be synchronized.
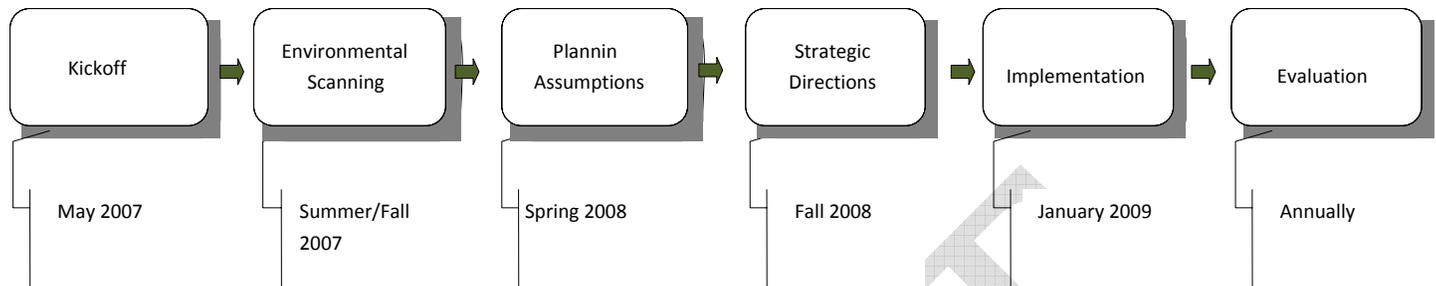
> **Board of Trustees Goal: Developing an integrated strategic planning model**. This model incorporates and builds upon five elements: the Colleges' Educational Master Plans; the Facilities Master Plan; a coordinated institutional research component; a comprehensive program review process; and an annual budget that is based upon the other four elements. Many elements required for the integrated strategic planning system are already in place; however, they are not completely standardized within the District nor appropriately linked. The charge is to develop an organizational infrastructure that will produce the integrated strategic planning system for the **District.**

Overview of SMCCCD Strategic Plan Development Timelines*

1. May 2007 - Taskforce convenes

2. June 2007 – Present SMCCCD Strategic Plan Prospectus to Board of Trustees for approval

3. Summer 2007 - Environment Scanning data collection commences

4. September 2007 – May 2008 - Taskforce reconvenes and meets regularly

5. March 2008 – Planning Assumptions drafted

6. April 2008 - Draft plan is developed

7. April through May, 2008 – Conduct various campus briefings and listening sessions

8. Summer, 2008 – Conduct various community briefings and listening sessions

9. August, 2008 – Continue with districtwide briefings and listening sessions

10. September 2008 – Board of Trustees First Reading of SMCCCD Strategic Plan

11. October 2008 – Board of Trustees Second Reading of SMCCCD Strategic Plan

12. January 2009 – SMCCCD Strategic Plan implementation commences

Timelines may be adjusted.

Strategic Master Planning Modules

Kickoff	Environmental Scanning	Plannin Assumptions	Strategic Directions	Implementation	Evaluation
May 2007	Summer/Fall 2007	Spring 2008	Fall 2008	January 2009	Annually

Planning Cycle

Kickoff

This is the first step of the planning cycle during which Process, Participation, Phases and Product are clearly described and communicated to all involved. The outcome of this module is an agreed upon prospectus that guides the rest of the module development. The Kickoff took place early in 2007 and culminated in a presentation at a Board of Trustees Study Session and receiving approval from the Board of Trustees in June 2007. The prospectus and support materials are available from the Office of the Vice Chancellor, Educational Services & Planning and on the District Strategic Planning website: http://www.smccd.edu/edservplan/ssp

Environmental Scanning

Modern literature and practices in strategic planning suggest a series of steps along a continuum. The beginning step is often called "environmental scanning", which is an extensive collection of data by various categories that are deemed pertinent to the institution. Once the data collection is completed, categorized, and cataloged, planners would sift through the data and cull out significant trends and factors that carry implications in policy, practice, finance, and other educational areas. Therefore, environmental scanning may have multiple steps of its own, culminating in syntheses of data. The data selection criteria were reviewed and approved by the District Research Council and the Strategic Planning Taskforce.

Planning Assumptions

Planning assumptions use the information from the environmental scan to establish a foundation for the strategic plan. With key trends or factors identified and summarized (syntheses of data) through environmental scanning, the institution starts the next step of master planning, which is to develop planning assumptions. Some institutions may combine both the data synthesis and planning assumptions into one action and collectively call it "planning assumptions". Planning assumptions are in essence a higher level summary of the data synthesis step of environmental scanning. The assumptions developed will help guide the District Colleges' efforts to respond to changes in its

internal and external environments. Environmental Scanning Data Analysis and Planning Assumptions are organized by 5 categories: Demographics; Education; Employment, Housing, Income; Human, Fiscal, Physical, & Technology; and Policy, Public Opinions and Community Needs. References and data sources are listed at the end of this document or can be obtained on the web at: http://www.smccd.edu/edservplan/ssp/resources.shtml
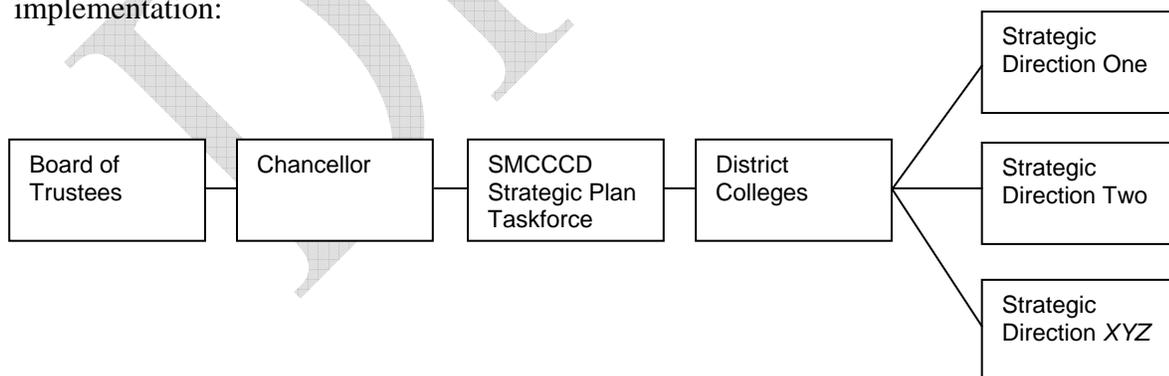
Strategic Directions

Based on planning assumptions, the District Colleges carry out broad-based dialogs to identify key areas of focus for the District in the next few years as well as strategies to address these areas. The nature of the District Strategic Plan dictates that broad visionary goals be established. These goals are strategic and not-too-prescriptive and must rely on the Colleges to develop specific objectives to accomplish. The California Community College System's Strategic Plan is a good example. The plan contains five "strategic goals" that are broad, yet clear and concise. Goal B, Student Success & Readiness, states "promote college readiness & provide the programs and services to enable all students to achieve their education and career goals. As the first specific "strategy", B1 lists "Basic Skills as the Foundation for Student Success", which is in full force of implementation throughout the community colleges in the State in 2008.

Implementation

Implementation of the District Strategic Plan will be guided by the SMCCCD Strategic Plan Taskforce. The Taskforce will coordinate with the District Colleges in developing specific College-based objectives, aligning these objectives to the Strategic Directions of the District's plan and implementing these objectives to make sure of integration and synchronization. This arrangement provides a framework with clear venues for resource allocation and for the Board of Trustees to use the plan as a tool for advancing overarching Districtwide goals and priorities.

The following diagram helps with depicting the organizational structure and workflow of plan implementation:

Evaluation

The SMCCCD Strategic Plan Taskforce will develop an evaluation framework and guide an annual process to assess progress and update the Strategic Plan.

1   Demographic Assumptions

1.1 *Population Changes* The demographic projections for the county of San Mateo show a declining pool of high school graduate students over the next 5-10 years and an increase in the population over 55.

Planning Assumptions The resulting effect has been an eroding share of the high school market for the SMCCCD and a continued increase in the baby boom population. As the county population age mix shifts, curriculum and programming changes that address the educational and social needs of the population, as well as student recruitment and retention strategies will become increasingly important for the three colleges in the district.

Recommendations:
    a. Develop and implement an enrollment management plan at each college to address the need for systematic outreach and retention strategies.
    b. Continue to strengthen the College Connection Program (Concurrent high school student initiatives) as a way to encourage high school students to attend college.
    c. Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population/lifelong learners.

1.2 *Different Student Profiles At Each College* The county's ethnic diversity is increasing and the student body profile of the three colleges is unique when viewed by age, ethnicity and gender.

Age - In fall 2007, over 1/3 of the students were 35 or older at Cañada College, while only 1/5 of the students at Skyline College were. Slightly over ¼ of the students at CSM were 35 or older.

Ethnicity - In fall 2007, over 40% of the Cañada College students were Hispanic, close to 40% of the CSM students were White, and more than 42% of the Skyline College students were Asian and Filipino.

Gender - In fall 2007, 63% of the Cañada College students were female, 53% of the Skyline College students were female, while CSM students were balanced at 49% female and 48% male.

Planning Assumptions Different programs and services needs exist at each of the three colleges.

Recommendations:
Continue examining the specific needs of the student body and college service areas in order to develop and maintain appropriate programs and services.

2

Education Assumptions

2.1 ***Enrollment And Access*** Using prior enrollment trends as a guide, the five year projected growth in enrollment and FTES for the district is moderate. However, during the 2007-08 year the three colleges showed substantial growth (5.9% in the fall and 8.8% in the spring). The district's share of the county's population is declining when comparing the number of students in our district to the adults in our county - typically called the Population Participation Rate. There are some county residents who take classes outside the county, and there are also students coming into San Mateo County from other counties. The first group is significantly larger than the second, so there is a net outflow of residents taking college classes outside the county.

Planning Assumptions The district will likely continue to grow if the district and colleges maintain a focus on enrollment management (outreach and retention strategies), improving services to better meet students' needs, and continued improvements in facilities.

Recommendations:
   a. Focus enrollment planning efforts on the key populations needing to be served as determined by research.
   b. Conduct the necessary research to understand the reason for the outward migration of county residents and declining population participation rate and develop mitigating strategies.
   c. Continue carefully designed marketing and outreach activities as a key element in the district's enrollment management strategy.

2.2 ***Student Success And Retention*** Seven out of 10 students new to the colleges are not prepared for college-level work and these students are generally placed into remedial or developmental coursework. Research shows that unprepared college students who take remedial courses are likely to drop out. Learning communities and integrated learning provide effective contexts for student success for many students. Concurrent enrollment expedites the transition to college for high school students and assists students to formulate an educational plan that fulfills their goals.

Planning Assumptions Student preparedness for college-level work is strengthened by partnerships among the various segments of education, K-12, community colleges and the four-year institutions. Vital student support services, learning communities, integrated learning, including College Connection initiatives all support student success.

Recommendations:
   a. Identify gaps in student educational achievements and develop strategies that narrow and eliminate these gaps in conjunction with successful initiatives such as

the Basic Skills Initiative and First Year Experience.
   b. Build more partnerships and bridges with educational leaders and strengthen the College Connection program as a way to encourage high school students to attend college.
   c. Offer a third Middle College High School in the district.
   d. Implement plans to utilize CalPASS (California Partnership for Achieving Student Success) initiative to support inter-segmental faculty dialogue.

2.3 *Choice And Convenience* Community college students are often working adults who juggle priorities among work, study, family and classroom. All of these, along with traffic congestion, impact their college attendance. There is no public four-year institution of higher education in the county. Many residents are unable to travel outside the county for that service. Some members of this segment of the population cannot participate in on-campus courses. Younger, incoming students will be technologically savvy and will expect more from technology at the colleges, as high-speed Internet connectivity is becoming nearly universal in the county. Among the students enrolled, five percent of them attend more than one college with the district.

Planning Assumptions There is unmet demand for upper division higher education in San Mateo County. The increasing demand for distance education will continue. When alternative providers are clearly available, it challenges the colleges to better understand and meet the needs and desires of the students. Accommodating schedules, facilities, and instructional modalities will have to be planned and provided..

Recommendations:
   a. Investigate the need and feasibility for an alternative academic calendar based on student needs.
   b. Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding college plans to respond to the community demand for distance education.
   c. Expand the upper division level higher education opportunities provided by the University Center.
   d. The ability of students to attend more than one college in the district needs to be examined to identify any opportunities for improvement, including further strengthening intra-district articulation among the colleges.

2.4 *Student Achievement* The colleges' degree and certificate offerings are diverse and every year more students are receiving Associate of Science degrees, but the Associate of Arts degree awards have not increased in over six years and the certificate awards have decreased. Further, there is a decreasing trend in transfers to CSUs.

Planning Assumptions The changing CSU GE patterns may correlate to the declining trends in transfers to CSUs, Nonetheless, it challenges our district to investigate all reasons for the changing patterns of certificate and degree attainment in our district.

Recommendations:
    a. Review the current articulation with 4-year institutions to identify any opportunities for strengthening.
    b. Identify ways to further encourage and facilitate degree attainment.
    c. Identify strategies for understanding and addressing the decreasing trend in transfers to CSUs.

3

Employment, Housing and Income Assumptions

3.1 *Jobs, Careers And Global Education* From 2008 to 2014, the county will add about 5% more jobs, keeping pace with the slow population growth. Service, information, and trade industries will provide the bulk of these new jobs. The workforce environment is increasingly knowledge-based, dynamic, and transitory. A significant portion of the new jobs will be concentrated in knowledge-based industries, especially computers and electronics, biotechnology, and in all likelihood, emerging green industries. The current skilled workforce in California is decreasing due to retirements as the population ages. Globalization has resulted in many U.S. jobs being moved to foreign countries, yet many jobs serving the needs of the County and surrounding regions must remain available locally. Further, workers are changing jobs and even careers more frequently than decades ago.

Planning Assumptions The need for career technical degree options, skills certificates, job training programs and services, and other short-term programs will continue to increase. Those who have obtained skills needed in a competitive marketplace may later seek opportunities for skills upgrade, career development, general education and lifelong learning that can lead to higher levels of education attainment. Economic globalization is breaking down the boarders of traditional service areas of the colleges.

Recommendations:
    a. Convene leaders of the business and industry community periodically to assess workforce development needs and to support the endeavors of the colleges to address them.
    b. Identify emerging workforce development opportunities for each of the colleges and respond to changing job training needs through the colleges' Career and Technical Education programs and services.
    c. Strengthen course offerings that prepare students for the demands of the contemporary workforce.
    d. Assess community and contract education needs and expand international education.

3.2 *Socio-Economic Divide* Although San Mateo County is, on average, affluent and well-educated, there are places within its borders where the opposite is true. Those who are more sensitive to cost of higher education are often unaware of the financial aid opportunities.

Planning Assumptions The socio-economic divide within San Mateo and neighboring counties will continue to challenge the colleges in planning and offering programs and services.

Recommendations:
    a. Create additional partnerships between the colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy.
    b. Increase Financial Aid awareness through the student outreach and enrollment processes.

4

Fiscal, Human, Physical, and Technology Assumptions

4.1   *Community College Underfunding* The California Community Colleges have been historically underfunded. The district's fiscal scenarios for the next two years are showing continued increase in expenses, but little or no growth in funding per student (FTES).

Planning Assumptions Given the overall negative fiscal outlook of the State of California, funding will continue to be severely limited in the near future, therefore, directly challenging "Revenue Limit" districts like SMCCCD to achieve optimal enrollment levels.

Recommendations:
    a. Continue and expand initiatives and services that optimize enrollment.
    b. Implement the SMCCCD Foundation Business Plan to increase its Net Asset Value and to distribute more scholarships and grants.

4.2   *Attracting And Retaining Faculty And Staff* Half of the district faculty will reach retirement age in less than 10 years, presenting a higher than normal turnover. However, the cost of housing in San Mateo County remains one of the highest in the nation, impeding our ability to attract and hire qualified employees.

Planning Assumptions The colleges will continue to face a real challenge in faculty and staff recruitment and retention The ability to provide consistent and high quality programs is contingent upon the ability of the district to attract, hire and retain qualified employees.

Recommendations:
    a. Continue to provide competitive salary schedules and benefits that attract and retain

employees.
b. Continue the district's role as a leader in taking effective measures to mitigate the high cost of housing.

4.3   *New, Modernized And Sustainable Facilities* Close to a $1 billion in capital improvement funds, from local bond and state resources, are fundamentally reshaping the facilities in the colleges. There will be an additional 25% or more usable space at the colleges when the new construction and renovations are completed. Green and sustainable technology is included in all funded construction plans.

Planning Assumptions Improvements to facilities and equipment throughout the district will enhance programs and attract faculty, staff, and students.

Recommendations:
a. Allocate capital improvement funds in accord with college Educational and Facilities Master plans which respond to the teaching and learning needs of each college.
b. Continue to effectively leverage the capital improvement with state and local resources.
c. Incorporate the consideration for the environment and health and safety in all construction and building maintenance plans and strategies.

4.4   *Changing Technology* Technology is an integral part of the district's teaching and learning environment. Students have high expectations of the technology capabilities. Faculty adopt technology to enhance teaching and learning. Staff rely upon technology for improving efficiency in operational processes. Growth in the use of technology and its rapid obsolescence will result in greater challenges in involving the cost of acquisition and maintenance.

Planning Assumptions The colleges will continue to increasingly employ technology to enhance teaching and learning in creative and cost-efficient ways. There will be a continuing need to maintain pace with emerging technology in all facets of the organization.

Recommendations:
a. Implement college and district Technology Plans which optimize teaching and learning, and streamline the operational processes of the district and the colleges.
b. Review various college and district business processes to make the registration, scheduling, information sharing and other operational activities more efficient.

4.5   *Professional Development* Our district's student body is more diverse than faculty and staff. Students coming to the colleges have a broad range of academic needs, ranging from the highest to the most basic level. Further, the ongoing cycle of accreditation involves a number of processes that require faculty and staff regularly assess student performance and teaching methods.

Planning Assumptions The district and colleges need to continue building and enhancing cultural awareness and diversity training. In addition, faculty and staff will continue to be challenged by the complex mission of the colleges and the varied levels of student preparedness. Employees require continuous training and development to deliver effective teaching & learning and to remain current regarding efficient operational processes, policies and procedures. One effective means to fundamentally influence the teaching and learning environment is through the support of faculty and staff professional development.

Recommendations:
a. Strengthen professional development opportunities for faculty and staff.
b. Strengthen faculty and staff development which support the activities to meet the Accreditation Standards.
c. Continue to raise cultural awareness and to provide diversity training.

4.6 **_Safe Campus_** Although relatively low in crime statistics, incidents exist at the three colleges.

The San Mateo Community College District is aware that the occurrence of incidents jeopardizing the physical safety and well being of students at institutions of higher education has increased substantially throughout America and that every aspect of a safe and secure environment must be carefully scrutinized and acted upon through both policy and practice in order to maintain the high level of safety district colleges presently possess.

Recommendations:
Demonstrate leadership in every aspect of student, faculty and staff protection through providing professionally trained security force, developing and maintaining emergency response systems, and complying with all laws and regulations.

5 Policy, Public Opinions and Community Needs Assumptions

5.1 **_Accountability Expectations_** The federal government and the general public are intensifying their scrutiny of the performance of educational institutions. Evolving accreditation standards are focusing more on evidence-based planning and decision making and measure of outcomes.

Planning Assumptions Public scrutiny of educational institutions will continue. Student learning outcomes and assessments are currently a theme of emphasis for planning and operation of educational institutions. The cost of programs and accountability for student performance will occupy a high priority spot on the agendas of the district and the colleges.

Recommendations:
a. Establish policies and planning activities which are coherent, transparent, and available to all stakeholder groups.
b. Include in all plans definitions and demonstration of student success to ensure that communication strategies at the district and college levels prominently showcase student success.
c. Provide extensive and coordinated research and planning efforts to support the improvement of teaching and learning.

5.2   *Meeting Community Needs* In a recent San Mateo County Community Needs research conducted by the district, close to 1,300 adults who were interested in higher education in the next 3 years gave input on their desired educational offerings. They also identified their most preferred times, days, and the ways (distance learning vs. traditional classroom learning). Additionally, studies demonstrate that the connection provided by partnerships is effective in addressing student needs.

Planning Assumptions The colleges need to be innovative, flexible and more responsive in order to adapt curriculum to the needs of the County residents and industries.

Recommendations:
a. Expand and strengthen partnerships with high schools, 4-year institutions, community agencies, and business and industry.
b. Continue to solicit feedback from community residents, current students, and partners, communicate the results to faculty and staff and use the data as a basis for improving programs and services.

STATE BUDGET UPDATE

There is no printed report for this agenda item.