

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
June 22, 2011, 6:00 p.m.
District Office Board Room, 3401 CSM Drive, San Mateo, CA 94402

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 3401 CSM 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.*

Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.

6:00 p.m. ROLL CALL

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

11-6-2 Minutes of the Meeting of June 8, 2011

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

11-6-2A 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.

11-6-1CA Acceptance of Gifts by the District

11-6-2CA Ratification of March and April 2011 District Warrants

11-6-3CA Adoption of Resolution No. 11-8 Establishing 2011-12 Budget Limits

- 11-6-4CA [Renewal of Agreement with County of San Mateo for Legal Services](#)
- 11-6-5CA [Approval of Voluntary International Student Insurance Program, 2011-12](#)
- 11-6-6CA [Renewal of Agreements with American Institute for Foreign Study \(AIFS\), 2011-12](#)

Other Recommendations

- 11-6-2B [Curricular Additions and Deletions – Cañada College, College of San Mateo and Skyline College](#)
- 11-6-3B [Annual Review and Approval of Instructional Material Fees](#)
- 11-6-4B [Ratification of Substantive Change Proposal: “San Mateo Program” at Tianhua College Shanghai Normal University in Shanghai, China](#)
- 11-6-5B [Approval of Community Services Classes, Fall/Winter 2011 – Cañada College, College of San Mateo and Skyline College](#)
- 11-6-101B [Approval of Revisions to District Rules and Regulations: Chapter 5 – four policies; Chapter 7 – four policies](#)
- 11-6-102B [Approval to Execute an Amendment to the Agreement with Strata Information Group](#)
- 11-6-103B [Approval to Execute an Agreement with a Third Party Supplier for Purchase of Natural Gas – Districtwide](#)
- 11-6-104B [Approval of Agreement Tolling Statute of Limitations with Citizens for a Green San Mateo](#)
- 11-6-105B [Edison Parking Lot Design-Build Project \(report not available at time of posting\)](#)
- 11-6-106B [Approval of District Response to the Grand Jury Report on “Bond Measure A and the San Mateo County Community College District”](#)
- 11-6-107B [Approval of Agreement for Compensation to County of San Mateo for Collection of Special Taxes](#)
- 11-6-108B [Adoption of the 2011-12 Tentative Budget](#)
- 11-6-109B [Acceptance of District Actuarial Study](#)

INFORMATION REPORTS

- 11-6-3C [District Financial Summary for the Quarter Ending March 31, 2011](#)
- 11-6-4C [Third Quarter Report of Auxiliary Operations, 2010-11](#)
- 11-6-5C [Information Report on California Assembly Bill 515](#)

STATEMENTS FROM BOARD MEMBERS

COMMUNICATIONS

RECESS TO CLOSED SESSION

1. Closed Session Personnel Items

A. Administrative Appointment, Reappointment, Assignment and Reassignment: **District Office** – Vice Chancellor of Auxiliary Services and Enterprise Operations, Administrative Services

B. Public Employment:

1. Employment: **Cañada College** – Workforce Development Specialist, Business, Workforce & Athletics; **College of San Mateo** - Electronics Instructor, Business & Technology; **Skyline College** – Library Support Specialist, Social Science/Creative Arts; Instructional Aide II, Language Arts/Learning Resources; Music Instructor, Social Science/Creative Arts

2. Re-Employment: **Cañada College** – Counselor, Student Services; **Skyline College** - Automotive Instructor/Coordinator, Business Division

C. Public Employee Discipline, Dismissal, Release

D. Establishment of Equivalency to Minimum Qualifications

2. Conference with Labor Negotiator

Agency Negotiator: Harry Joel

Employee Organizations: AFT, AFSCME and CSEA

3. Conference with Legal Counsel – Potential Litigation – 1 Case

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
June 8, 2011, San Mateo, CA**

The meeting was called to order at 6:08 p.m.

Board Members Present: President Richard Holober, Vice President-Clerk Dave Mandelkern, Trustees Helen Hausman, Karen Schwarz, Student Trustee Barry Jointer
Trustee Miljanich arrived at 6:50 p.m.

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Jim Keller, Skyline College
President Regina Stanback Stroud, College of San Mateo President Michael Claire,
Cañada College President Tom Mohr and District Academic Senate President Diana
Bennett

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

None

MINUTES

It was moved by Trustee Hausman and seconded by Vice President Mandelkern to approve the minutes of the May 16, 2011 meeting of the Board. The motion carried, all members voting "Aye."

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

Dan Kaplan urged the Board to research Assembly Bill 515 and to consider adopting a resolution in opposition to the bill. He said the bill is an attempt to allow greater access to courses for those who can afford to pay, thereby limiting access to higher education to the highest bidder. The bill would make extension courses credit bearing and Mr. Kaplan believes this would be a step toward the privatization of higher education. He said the Board of Trustees of the San Jose-Evergreen Community College District will be discussing the bill within the next week and will probably pass a resolution in opposition to it. Other districts are also being asked to take positions. Mr. Kaplan said that if the Board has interest in a resolution after researching the bill, he will be willing to share language he has prepared.

NEW BUSINESS

APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (11-6-1A)

It was moved by Trustee Hausman and seconded by Trustee Schwarz to approve the actions in Board Report No. 11-6-1A. Vice President Mandelkern noted that there are three positions listed on the report for KCSM and, given that a status update on KCSM-TV is the topic of an information report later in the meeting, asked if this item should be deferred until after that discussion. The Board agreed to defer consideration of these positions but approve the remainder of the report. KCSM General Manager Marilyn Lawrence asked that the position of staff announcer/producer for KCSM-FM remain under consideration with the rest of the report; the Board agreed to this request. Trustee Hausman amended her motion to approve the report with the removal of the two KCSM-TV positions. The motion carried, all members present voting "Aye."

Other Recommendations

SELECTION OF BOARD MEMBER TO PARTICIPATE IN A MEETING OF AN ADVISORY COMMITTEE OF THE LITTLE HOOVER COMMISSION (11-6-1B)

President Holober said the Board received a copy of a letter inviting participation in a June 22nd meeting of an advisory committee of the Little Hoover Commission. The goal of the meeting is to gather input and expertise from members of community college governing boards about ways to improve the governance, finance and

accountability of the community college system. With no other Board members able to participate, President Holober said he will attend the meeting, listen and participate as appropriate. Chancellor Galatolo said he will try to obtain a list of questions that will be addressed at the meeting. President Holober said he would appreciate input from other Board members on the issues to be discussed. After this discussion, it was moved by Trustee Hausman and seconded by Trustee Schwarz to select President Holober to represent the Board at the meeting on June 22. The motion carried, all members present voting "Aye."

APPROVAL OF REVISIONS TO DISTRICT RULES AND REGULATIONS: 8.70, STUDENT FEES AND CHARGES (11-6-100B)

It was moved by Trustee Hausman and seconded by Student Trustee Jinter to approve the revisions as detailed in the report. Chief Financial Officer Kathy Blackwood presented a report on Student Accounts Receivable and Bad Debt, which included history, how much the District is owed, who owes it, how much is being collected, a description of the problem, and the proposed solution. A copy of Ms. Blackwood's presentation is attached to the official minutes of record. Ms. Blackwood thanked Rob Johnstone from Skyline College and Greg Stoup from Cañada College for their help researching much of the information in the report.

Trustee Schwarz noted that the District Shared Governance Council did not give unanimous support for the changes to the policy. Ms. Blackwood said the policy on shared governance states that, in order to move a recommendation forward, 60% of Council members polled must be at one of three levels: (a) I support the recommendation completely, (b) I support the recommendation with reservations, or (c) I cannot support the recommendation. While 60% of members were not at one level, four members were at the (a) level, six members were at the (b) level, and two members were at the (c) level; therefore, 83% supported the recommendation at some level. Trustee Hausman asked what Council members' reservations were. Barbara Christensen, Director of Community/Government Relations, said some members wanted a payment plan in place before adopting the policy. Diana Bennett, Co-Chair of the District Shared Governance Council, said Council members wanted to make sure that the policy did not hinder students from enrolling and did not drop students immediately. Ms. Blackwood said she tried to get Council members to concentrate on the policy rather than the payment plan procedure. She said that, while she could not specify exactly what the procedure would be, the inclusion of a payment plan is written into the policy and the policy could not be implemented until a payment plan is in place. She added that it is not within the purview of the Shared Governance Council to write or approve procedures.

Vice President Mandelkern asked if any of the bad debt is due to fee increases imposed by the State after students have enrolled and paid their fees. Ms. Blackwood said retroactive fee increases are no longer an issue because current legislation prevents the State from increasing fees after registration for the term has begun.

Vice President Mandelkern noted that the breakdown by residency shows that the average debt of foreign and out-of-state students with outstanding balances is well over \$1,000 per student. He asked if these students habitually do not pay during their last term when they know they will be leaving the State. Ms. Blackwood said the balances for international students are almost always due to a change in residency status. She is not sure if this is true for out-of-state students as well.

Vice President Mandelkern asked if the revised policy would maintain the same restrictions, i.e. grade and transcript holds. Ms. Blackwood said it would.

Student Trustee Jinter asked why a grace period is not written into the policy. Ms. Blackwood said she anticipates that a grace period will be written into the procedure. She added that dropping students after classes have started is prohibited by law.

Student Trustee Jinter said he hoped that students who add classes shortly after the term has begun would be given until midnight or some time the following day to pay the fees. Ms. Blackwood agreed that this would make sense.

Vice President Mandelkern asked if it is typical that students register for classes online but do not pay the fees at the same time. Ms. Blackwood said it is typical. For example, registration for both summer and fall classes opened in April and many students cannot pay that far ahead of time.

Trustee Miljanich arrived at this time.

Noting that students have registered for summer and fall classes but the fees are not yet due, President Holober asked, based on experience, how much of these fees will actually be paid. Ms. Blackwood said she is booking approximately \$350,000 per year in bad debt for fees. The amount owed remains on the students' accounts but Ms. Blackwood sets up an allowance for bad debt and, after it is five years old and has been through collections, the District settles on some amount. President Holober asked how much will likely be collectible if we continue current practice of referring old debt to a collection agency. Ms. Blackwood said that approximately 30% is collectible.

President Holober said the current Board policy requires that students pay their fees but the policy is not being enforced. Chancellor Galatolo said that until recently, the District was well below its funded cap. In the last several years, the Colleges have done an outstanding job in getting the District into a position in which it is receiving every dollar possible for State apportionment. Chancellor Galatolo said it is important to recognize that a few years ago, fees were considerably less than they are now but the State apportionment for a full-time student was between \$4,000 and \$5,000. If students who did not pay their fees had been dropped, the District would have foregone \$4,000-\$5,000 in State apportionments vs. incurring \$200-\$300 in bad debt. Now that the District is above its funded cap, it is a reverse economic situation.

Student Trustee Jointer asked how the revised policy would affect students who are awaiting financial aid. Ms. Blackwood said students who have applied for financial aid would not be subject to the drop policy while awaiting the financial aid decision. She is attempting to work out a plan whereby students who apply for financial aid would be automatically enrolled in a payment plan, but the payment plan would not be activated unless the financial aid did not come through. Student Trustee Jointer asked the amount of fees students would be charged for a payment plan. Ms. Blackwood said the range is \$20-\$25. She is also evaluating other vendor fees, such as a fee for nonsufficient funds, in order to minimize the amount of fees students will have to pay.

Noting that students cannot legally be dropped after the start of classes, President Holober asked how this affects students who learn after the start of classes that financial aid has been denied. Ms. Blackwood said these students cannot be dropped but they would not be able to register for the following semester until the debt is settled. President Holober asked if the Board of Governors (BOG) fee waivers also take some time to process. Vice President Jennifer Hughes said BOG waivers are processed very quickly.

Trustee Miljanich asked if students who receive financial aid may still have debt, or if fees are automatically deducted from the financial aid. Ms. Blackwood said that, typically, mandatory fees are deducted before students receive financial aid funds. Students can elect to have non-mandatory fees paid as well. Trustee Miljanich asked if there are many students who are eligible for financial aid but who are not receiving it. Ms. Blackwood said that the percentage of District students receiving financial aid is smaller than the Statewide average. She believes the District needs to concentrate on making students aware of financial aid availability. She added that the FAFSA is a major obstacle for some students and their families. Vice President Mandelkern asked if a student who incurs debt and later applies for and receives financial aid can use that money to pay the previous debt. Ms. Blackwood said financial aid can be used for this purpose.

Trustee Schwarz said she hopes that charges for books can be incorporated into a payment plan since they are a large part of students' expenses. She also wants to make sure students are covered for issues that are beyond their control and would like the policy to include protection for students whose financial aid does not come in on time. She noted that the District has actually loaned money to students who are waiting for financial aid. Ms. Blackwood said it is true that the District has fronted money for Cal Grants when the State budget was not passed on time. Chancellor Galatolo said that, while he believes this was the right decision, it is important to realize that if the State had not funded the Cal Grants, the District would have lost the money it fronted to students.

Vice President Mandelkern said he was shocked to see the maximum income levels for BOG waiver eligibility, which are far below the poverty level. Chancellor Galatolo said there are different layers of eligibility for BOG waivers.

President Holober said the language in both the current policy and proposed revised policy seems to be silent on looking at debt as opposed to current fees, which are due and payable at the time of registration. He asked if this

means that a student could register and pay the current fees without consideration of a past debt. Ms. Blackwood said the new policy would involve changing from one way of implementation to another. Because the District has not implemented the section stating that fees are due and payable at the time of registration and has allowed students to amass debt of up to \$200, some students do have a debt. The proposed solution is to implement the due and payable upon registration requirement and to develop a payment plan to allow students to pay their full balances before the next semester begins so that they do not amass debt.

Student Trustee Jinter asked if a student who is enrolled in a payment plan and still has a debt would be given a copy of his/her transcript if requested. Ms. Blackwood said that the transcript would be released if the student is current on the payment plan.

President Holober said he questions whether new language is needed or if it is simply a matter of enforcing the current policy, with the possible exception of acknowledging a payment plan as part of the policy. He said it bothers him that a staff-level economic decision was made to not enforce the policy. Vice President Mandelkern said there is a new element in the proposed revision in that it includes dropping students whose fees are not paid. President Holober said he interpreted the “due and payable in full at the time of registration” phrase to mean that students who did not pay at the time of registration could not register; Vice President Mandelkern interpreted it to mean that a student who did not pay at the time of registration would be unable to register for classes for the next semester. Ms. Blackwood said the language is not clear.

Chancellor Galatolo said that, while it is true that the District incurred as much as \$4 million in bad debt, it would have foregone tens of millions of dollars in revenue if the policy was strictly enforced during the time that the District was under its funded cap. He said that if non-enforcement under these circumstances is a problem, the policy should perhaps be reworded and brought to the Board for modification. President Holober said he understands that non-enforcement was an economic decision, but said that any change in Board policy should be a Board decision; if a change in the language is needed each time the District is over or under its funded cap, it should be up to the Board to decide whether or not to change the policy. He said this should be true for all policies as it is not at the discretion of any staff member to follow or not follow Board policies. Ms. Blackwood said she believes the \$200 student debt limit, imposed in 2009, was brought to the Board. Vice President Mandelkern said he shares President Holober’s concern; if there is a policy that the Board has approved, it is not optional on the part of staff to adhere or not adhere to the policy.

President Holober suggested that rather than striking the language regarding financial aid, it should be rewritten to address students who are waiting to find out if their financial aid is approved. Ms. Blackwood said her goal is to have financial aid students enrolled in a payment plan which would not be activated unless needed. In that way, if the financial aid is approved, the student would owe no money and the payment plan would not be activated. If financial aid was denied, the payment plan would be activated and would help the student plan their way through the semester.

Student Trustee Jinter asked if students would be dropped for non-payment for the upcoming semester. Ms. Blackwood said no students would be dropped for non-payment for the summer or fall semesters. She said there must be extensive communication so that students know what will happen. President Holober suggested adding an effective date to the policy; Ms. Blackwood said the spring term of 2012 would be the preferable time. Chancellor Galatolo pointed out that, in the meantime, there would be continued nonconformance to the existing policy and asked that the motion be modified to state this will be acceptable until the policy goes into effect. Vice President Mandelkern suggested adding that until the revised policy goes into effect, the existing exceptions to the current policy will be allowed to continue. There was agreement to amend the motion to include this language.

Vice President Mandelkern said he is sympathetic with students’ economic situations, particularly in light of fee increases, and he does not want to put more stresses on students. He is also concerned with fairness and, at a time when there are more students trying to take classes than can be accommodated, it seems that those who are able to pay their bills should be able to take their classes. Vice President Mandelkern said the Board benefits from having a student trustee and he asked Student Trustee Jinter if he believes the revised policy would be reasonable or have an onerous impact on students. Student Trustee Jinter said that a payment plan will help students and they are in favor of such a plan. He said that as long as there is a way forward for students, they will be fine with the policy. After this discussion, the motion as amended carried, all members voting “Aye.”

INFORMATION REPORTS

STATUS REPORT ON KCSM (11-6-1C)

Chancellor Galatolo introduced KCSM General Manager Marilyn Lawrence and said she would be available to help answer questions. Chancellor Galatolo said the Board was unambiguous in directing staff to look for options for KCSM-TV that will not encumber the general fund beyond this fiscal year. While a number of options were evaluated, most have not come to fruition. Although Ms. Lawrence has worked tirelessly to find solutions, KCSM-TV will in all likelihood continue to have a substantial deficit.

The District hired FCC attorney Larry Miller, with the law firm Schwartz, Woods and Miller, to help look at options and, if necessary, help navigate the sale of the station. Mr. Miller helped clarify several legal issues and also looked at what might happen with regard to claims from the Corporation for Public Broadcasting (CPB) if the station is sold. The Corporation for Public Broadcasting has provided community service grants and Mr. Miller believes they could probably get money back for the last year. Members might also ask for refunds.

Proceeds from a sale could be millions of dollars but it is impossible to determine until responses to an RFP are received. The sale value depends on timing, the economic environment, demand and need; these can all change at any time.

The sale of KCSM-TV would have an impact on employees. The Board has always been committed to using managed hiring in these situations. However, this case is unique because a number of employees have very narrow job skill sets and placing them in different jobs without job retraining would be difficult. There are also broadcast engineers who are indirectly supporting the College through the Digital Media program and the sale of the station would leave a gap that would have to be addressed. Another issue is that some overhead would likely be shifted to KCSM-FM which is doing fairly well, but the District must look carefully at whether this would put KCSM-FM in a deficit position.

Ms. Lawrence has been examining several options. Peninsula TV (Pen TV) is looking for new headquarters and recently approached KCSM about entering into a partnership. This would provide some economic benefit but not nearly enough to put the station into a positive financial position. Another option would be to share an audience with KRCCB, a public broadcaster in the North Bay, eliminating the need for use of the transmitter located at Sutro Tower. This could save \$350,000 per year. KCSM-TV would still have coverage in excess of 100% and all of its cable agreements would hold. Ms. Lawrence would also recommend the elimination of two staff positions. These combined efforts would offset all or almost all of the \$800,000 per year deficit.

There are, however, several issues with the potential agreements with Pen TV and KRCCB. Warren Slocum, the current president of Pen TV, told Chancellor Galatolo that the largest share of Pen TV's income comes from support from cities and the county. Mr. Slocum feels confident that this support is stable; Chancellor Galatolo does not share that confidence and cannot assure the Board that a partnership with Pen TV will provide the necessary income. There would be an annual savings of \$350,000 if KCSM-TV ceases to use the transmitter at Sutro Tower. However, this is a very attractive site and the District would be giving up a valuable resource in a potential sale of the station at a later time.

Chancellor Galatolo said staff is seeking direction from the Board on how to proceed.

Vice President Mandelkern asked if the potential sale value of the station would be diminished if it is not on the air. Ms. Lawrence said that if the station is off the air for more than 30 days, it would lose its license and could not be sold.

Vice President Mandelkern asked how long the RFP and sale process would take. Chancellor Galatolo said the RFP process would be expedited. He said the New Jersey RFP process took 30 days. Ms. Lawrence said that after an offer is accepted, there must be a 90 day period for public hearings and additional time if there are challenges.

Trustee Schwarz asked for clarification about what the financial liabilities will be if the station is closed down. Ms. Lawrence said that in addition to the annual Community Services grant from the CPB discussed earlier, there are

other federal grants that would require some payback. However, if the station is transferred to another CPB-qualified institution, the grants would not have to be paid back. Therefore, if the RFP is designed to provide that the station be sold for the most cash value to the District, a public station could buy KCSM-TV at a lower price because they could deduct the amount the District would have to pay back if sold to a private institution.

Vice President Mandelkern said the exact amount of money the sale of the station would bring in is not the major concern. He said the Board's primary concern is always how to serve the greatest number of students in the community and provide transfer, career-technical and basic skills education, as stated in the Board's goals. He said a class section currently costs an average of \$5,000-\$6,000. KCSM-TV's annual deficit of \$800,000 is the equivalent of 130-160 class sections, each with an average of 35 students. Therefore, the deficit impacts upwards of 5,000 student slots in classes.

Trustee Schwarz asked what the effect would be on faculty, staff and students of the Digital Media program if the station is closed down. Professor Diana Bennett said students would no longer have a live working studio to use to build their portfolios. Trustee Schwarz asked if experience in such a studio is a requirement in the program. Professor Bennett said it was added as a requirement when the program was redone. She said she does not know anywhere else in the area where they could gain experience in a live working studio. Ms. Lawrence said the alternative would be a cable access channel and that is one reason that a partnership with Pen TV would work well.

President Holober asked if the equipment that is used in Digital Media classes could still be used for classroom instruction even if it is not publicly broadcast over the TV station. Ms. Lawrence said broadcast fundamentals could still be taught, but the outlet for students' work to be seen and recognized throughout the Bay Area would be gone. Vice President Mandelkern asked how many students use KCSM-TV as a laboratory for their work. Ms. Lawrence said there are three sections this semester and each has more than 30 students enrolled.

Student Trustee Jointer said selling the station would be detrimental to students in the Digital Media program because it would remove the opportunity for the experiences that help them compete for jobs. Vice President Mandelkern agreed that KCSM-TV has been an incredible asset and provides a learning laboratory which is being used by approximately 120 students. However, there are 5,000 other students who cannot take classes because the money is not available for the basic courses they want to take. Student Trustee Jointer asked why there are only three sections in the Digital Media program. Professor Bennett said the curriculum was just redone, the broadcast program was on hiatus, and there was only one faculty member who was trying to revitalize the program. She said the program is moving into new facilities in the fall which could open new opportunities for classes. President Claire said it is not his intention to render an opinion but he believes it is important to ask if \$800,000 is being spent to support any other program. He said the Digital Media program is stronger because of the KCSM-TV tie-in but the question of how much the institution is willing to invest in order to have that higher level quality must be asked.

Trustee Hausman said that when the Board previously discussed cutbacks in general, they talked about which courses will help students in terms of transfer, career-technical education and basic skills. She said decisions will not be easy but must be considered in this context.

Trustee Schwarz asked if Cañada College and Skyline College have any involvement with KCSM-TV or the Digital Media program. President Mohr said he does not believe they do.

Vice President Mandelkern thanked Ms. Lawrence for her hard work in trying to find a solution that would allow KCSM-TV to break even. He asked if there is demand for antenna space on Sutro Tower and if the District might be able to keep the space but sublease it. Ms. Lawrence said the lease does not allow for subleasing but the District would be able to get out of its lease and ask that it be transferred to someone else.

President Holober said the Board has been dealing with this issue for a long time during a period in which the budget is being cut by the State and students who desperately need college and career training opportunities are being turned away. He said that Ms. Lawrence has made tremendous efforts to reduce costs and solve the dilemma but it appears that the situation has not changed from the time the Board said the station must be at a breakeven point in the 2010-11 budget year. President Holober said he believes the station is sufficiently peripheral to the District's mission that it cannot continue to be subsidized. He said it is only fair to provide direction to Ms. Lawrence on how to proceed.

Trustee Hausman asked if there is some idea of the amount of money that could be gained if KCSM-TV is given up. President Holober said it is primarily the \$800,000 per year in general fund obligation that could be directed to classroom programs. Vice President Mandelkern added that there would be potential one-time money from the sale of the license and equipment, which could be several million dollars. Trustee Hausman said that in making a decision, the Board should consider what could be done with that amount of money.

Student Trustee Jinter said it sounds like there is room for the Digital Media program to grow. He said he understands that it may seem unfair to pay more for this program, but there is nowhere else in the area where students can get the training and experience they need for the industry. President Holober said he believes the broadcast course work component is one piece that should be considered. However, he does not think of KCSM-TV as being primarily an academic/classroom institution. He said it is a professionally-run, high quality station that on its periphery is connected to a couple of courses. The incremental benefit students gain is having their work broadcast in the Bay Area vs. locally. President Holober said the core question is whether the District can continue to run an \$800,000 per year general fund, tax dollar subsidy for something that seems ancillary to the purpose of the institution to open its doors widely to all students who can benefit from higher education or job training. He said it is not an easy decision but the Board must decide what the District can and cannot afford at a time when thousands of students are being turned away.

Vice President Mandelkern said he is a huge fan of both KCSM-TV and FM. He said it is frustrating that there are not enough students taking advantage of this asset to make it a part of the academic program. He said he gets the sense from his colleagues on the Board that there is no change from what they said in the past about having no tolerance for more general fund money going to subsidize KCSM-TV after July 1. This means the District must pursue whatever it takes to make this happen, including sale of the station. However, Vice President Mandelkern said that if, while moving down the RFP and sale path, there is a way to strike a deal with Pen TV that would be long-term and secure and would eliminate the deficit, he would be willing to consider such a deal.

Trustee Schwarz said that when she first heard about a partnership with Pen TV, she believed it could be a good solution. However, she changed her opinion after hearing from Chancellor Galatolo about the uncertainty of Pen TV's funding. She said she wished a way had been found to wipe out the debt and she applauds Ms. Lawrence for all of her efforts. Trustee Schwarz said her conscience tells her it is unfair to continue running the station with a deficit at a time when the District is turning away students.

Trustee Miljanich said that the Board has discussed the issue of KCSM-TV for a couple of years. She hoped a way would be found to keep the station but that has not materialized and the situation seems to be back to where it was before. Trustee Miljanich said she is in agreement with appears to be the prevailing view of the Board and she believes the time has come for the Board to give direction to sell KCSM-TV. She said a decision that is hard for the Board to make is not the real difficulty; rather, the difficulty is the effect on others who must experience what happens after the decision is made.

Chancellor Galatolo said he interpreted Vice President Mandelkern's comments as advocating going down two parallel paths, while the rest of the Board supports proceeding with the RFP and sale process. Vice President Mandelkern said he does not advocate going down two parallel paths. He agrees with the direction to proceed to a sale. However, if a miracle occurs during the narrow time window of the RFP process, he would not be averse to canceling the RFP process. He added that there is a high bar to clear in terms of what an acceptable miracle would be. He said it is very clear that the Board is directing that no more general fund money go into KCSM-TV past July 1. Chancellor Galatolo said that if there are no respondents to the RFP, Pen TV could still be a potential option if there is no alternative. President Holober said that during the RFP and sale process, some costs will be incurred, but there is clarity that it is in the wrap-up phase.

COMMUNICATIONS

President Holober said the Board received a letter from the Alcohol and Other Drug Studies Certificate Program at College of San Mateo outlining the rationale for retaining the Alcohol and Other Drug Studies program, in anticipation of program/course budget reductions for 2012. The Board also received a letter asking that the garden at College of San Mateo be preserved. In addition, the Board is being presented with a letter tonight in praise of

President Mohr's tenure as President of Cañada College. These letters will be entered into the official record of this meeting.

Vice President Mandelkern suggested that all people who write letters on issues be sent responses. Trustee Miljanich asked if a distinction should be made between letters containing misinformation and those which do not. Chancellor Galatolo said he will work with staff to respond to all letters and to identify those containing misinformation and respond appropriately. Vice President Mandelkern said it would be useful to have a web page laying out the correct facts to correct misinformation. Chancellor Galatolo agreed and said staff will develop the page.

UNFINISHED BUSINESS

APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (11-6-1A)

It was moved by Trustee Schwarz and seconded by Trustee Miljanich to approve the two personnel items which earlier were removed from consideration. Vice Chancellor Harry Joel said he was told by Ms. Lawrence that she must have some positions in order to continue broadcasting. The two positions at issue have an end date of December 31, 2011. Vice President Mandelkern asked if the term should be shorter. Chancellor Galatolo recommended acting on the positions and modifying the timeframe at a later date if needed. Vice Chancellor Joel agreed to talk with Ms. Lawrence about the timeframe. After this discussion, the motion carried, all members voting "Aye."

President Holober asked Board members if they would be interested in discussing Assembly Bill 515, as addressed by Dan Kaplan and Assembly 1130, which proposes a temporary 1% income tax surcharge on the top 1% of income earners. Trustee Miljanich said not all Board members may agree on these items, but in the context of possibly easing the budget crisis, she is open to exploring them. Chancellor Galatolo said staff will research the bills and bring information back to the Board.

Regarding the communication concerning the Alcohol and Other Drug Studies program, Vice President Mandelkern said he appreciates comments from the public, faculty members and students about their programs. He said all of the programs have value, benefit students and have strong supporters. However, he believes it is counterproductive to bring these issues to the Board on a one-off basis and to expect the Board to act on them. Staff at the Colleges are working very hard on a process to look at programs to see how the pieces fit together in a dramatically shrinking pie; to make sure the right pieces still fit together; and to make sure pieces that no longer fit will not still be part of the pie. Vice President Mandelkern believes the Board's role is to make sure that the pieces that come from the Colleges fit together to make a District picture that makes sense.

RECESS TO CLOSED SESSION

President Holober said that during Closed Session, the Board will (1) consider the personnel items listed as 1A, 1B and 1C on the printed agenda, (2) hold a conference with labor negotiator Harry Joel; the employee organizations are AFT, AFSCME and CSEA, and (3) hold a conference with legal counsel regarding one case of potential litigation.

The Board recessed to Closed Session at 8:30 p.m. and reconvened to Open Session at 10:35 p.m.

CLOSED SESSION ACTIONS TAKEN

President Holober reported that at the Closed Session just concluded, the Board voted 5-0 to approve the items listed as 1A, 1B and 1C on the printed agenda.

ADJOURNMENT

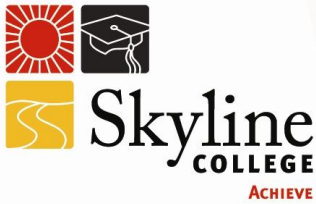
It was moved by Trustee Hausman and seconded by Trustee Miljanich to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:40 p.m.

Submitted by

Ron Galatolo
Secretary

Approved and entered into the proceedings of the June 22, 2011 meeting.

Dave Mandelkern
Vice President-Clerk



President's Report to the Board of Trustees

Dr. Regina Stanback Stroud
June 22, 2011

SKYLINE SHINES

More than \$144,300 in Scholarships Awarded



On May 12, Skyline College hosted the annual Student Recognition and Awards Ceremony in the College Theater. Emcee, Professor Phyllis Taylor Gulbransen opened the ceremony acknowledging the generous donors and supportive family members that make the scholarships possible. President Regina Stanback Stroud welcomed the attendees and acknowledged San Mateo County Community College District (SMCCD) Board member Karen Schwartz, Executive Vice Chancellor Jim Keller, San Mateo County Community College Foundation (SMCCCF) Board of Directors member Sherrean Rundberg, SMCCCF Executive Director Stephanie Scott, SMCCCF Director of Development Carrie Ridge and SMCCCF Development Associate Roxanne Brewer.

Students were recognized for their academic achievements by Phi Theta Kappa Honor Society Faculty Advisor, Jeff Westfall and Coordinator of the Honors Transfer Program, Katharine Harer.

Scholarships sponsored by divisions and programs, Student Services, Learning Communities, shared governance groups, community groups, the foundations were awarded to over 150 students. The Karl S. Pister Scholarship provides \$20,000 over two years for a recipient to attend the University of California, Santa Cruz was awarded to Raydan Alhubaishi.

Thanks to the faculty and staff in the student services division and specifically in the financial Aid Office who made this wonderful program so successful for the students and their families



Pister Scholarship recipient Raydan Alhubaishi and Student Activities Director, Amory Cariadus

CAT President's Award

In May, President Regina Stanback Stroud presented the California Automotive Teachers 2011 President's Award to Rick Escalambre of Skyline College. She has known Rick for 34 years and first met him when she was completing her Student Teaching at San Francisco State University in 1977. Rick was her Master Teacher at Serra Monte High School, helping her to learn the basics of teaching. Since that time he has continued to be her mentor.

When students ask President Stanback Stroud about what program to attend after high school she has continued to suggest the program Rick has at Skyline College because in her mind it exemplifies the best program that the State can offer. It has instructors that are well trained in their field and Rick has always demanded excellence.

Rick was President of California Automotive Teachers Association from 1993-1995 and currently the association's Newsletter Editor. Rick has shown leadership in the automotive industry. Besides his normal teaching duties at Skyline College, he has put on numerous summer workshops to help instructors throughout the United States stay abreast of the latest technologies in the automotive field. He will be attending the North American Automotive Teachers Conference in Winnipeg, Canada to again assist his fellow colleagues maintain and upgrade their technical skill set.



Rick Escalambre, above left, receiving the CAT Teachers 2011 President's Award

He has involved Skyline College's administrative personnel to a high degree. With their continued support, the facilities are state of the art. This is also evident with the construction of an additional new building for the program. These programs can only be like this when there is a dedicated staff led by a strong individual. Rick has done an outstanding job and will continue to mentor President Stanback Stroud as well as other instructors in this field.

This award was earned by Rick through his actions as ambassador to the Automotive Industry by means of his teaching, mentoring and administrative abilities. *(Thanks to John F. Overton, President of California Automotive Teachers for his contribution to this article.)*

Skyline College Student Wins Honorable Mention in Scholar-Athlete Competition

Midori Sera, a sophomore mid-fielder on the Skyline College Women's Soccer team, was selected Honorable Mention in the 2011 NATYCAA (National Association of Two Year College Athletic Administrators) Scholar-Athlete competition. The NATYCAA Scholar-Athlete Award was first presented in 1992 and is sponsored by Kathy Polanshek and Carol Malouf, NATYCAA Friends. It is given to the male and female student-athlete who best demonstrates outstanding accomplishment and leadership in academics, athletics and citizenship.

Academically, Midori has completed 80 semester units at Skyline College with a perfect 4.0 grade point average.



Her academic load has been demanding including honors courses in Calculus and Spanish. In addition, she has participated in the MESA (Math, Engineering and Science Achievement) program that provides support and assistance to math and science based majors from economically disadvantaged backgrounds and is a member of the Phi Theta Kappa Honor Society. Midori will graduate this spring and attend the University of Tennessee-Martin on a full scholarship. She plans on pursuing a Business degree with an eventual goal of completing a MBA.

Athletically, Midori was a standout on the Women's Soccer team. This year she was named Team MVP, First-Team All-Coast Conference, NSCAA All-West Region 1st Team, and NSCAA All-American 2nd Team. She is the first All-American in the history of Skyline College's Women's Soccer program. During her freshman season, Midori was a First-Team All-Coast Conference Selection. In her two seasons, Midori led the women's team to 32 wins, a ranking of 13th in the 2009 NSCAA Division III Junior College Women's Soccer poll, two Northern California playoff appearances and the first ever Coast Conference Championship in 2009. As a player and leader, Midori was integral to the success of Skyline College's program over the last two years. (*Thank you to Joe Morello for contributing this article and photo.*)

Skyline Honors Transfer Program Students Present Original Research at Stanford University

Twelve students from the Skyline Honors Transfer Program were selected to present their research projects at the *Fourth Annual Community College Honors Research Symposium* hosted by Stanford on May 7, 2011. The competition was stiff, with 180 proposals submitted and only 80 selected from twenty-five colleges up and down the state. The Symposium is an opportunity for community college students to present their original research in any discipline area to one another in a serious and professional conference environment. More than 250 students, faculty, family members and friends congregated at the Symposium this year.

The following students made Skyline proud: Rebecca Belloso, Bardo Castro and Pamela Rios (mentor: Chris Case); Olivia Asis, Nina Smirnov, Morgan Davis and Madison Davis (mentor: Katharine Harer); William Figueroa (mentor: Shari Bookstaff); Steven Hansen (mentor: Kathleen Feinblum); Noel Hardesty-DeMenge (mentor: Cindy Moss); Marissa Hicks (mentor: Jeff Diamond) and Jarome Vahai (mentors: Jon Freedman and Stephen Fredricks). Two Skyline students, Priscilla Cortez and Young Park were selected to present their projects but were unable to attend:

The following faculty members graciously served as moderators of one or more of the three workshop sessions: Donna Bestock, Jim Bowsher, Luciana Castro, Stephen Fredricks and Greg Grist. Katharine Harer and Joyce Lee are members of the Conference Planning Committee of the Bay Honors Consortium and Katharine was this year's MC for the event. An inspiring, energizing day was had by all! (*Thanks to Katharine Harer for contributing this article and photo.*)



COMPLETION AND END OF THE YEAR CEREMONIES

Automotive Career Advancement Academy Graduation



Pictured above: At left, Instructor Julia Johnson with student Hao Xu and at right student, Mario Mejia.

The first Automotive Career Advancement Academy graduated this week. Funded jointly by the Bay Area Workforce Funding Collaborative and the EDD California Green Innovation Challenge Grant, this program served 37 students who received the first ever Entry Level Automotive Career Certificate from Skyline College. Students took Fundamentals of Automotive Technology, Automotive Service Orientation, a career class tailored to the automotive sector, and Math 111 and English 826 contextualized to automotive topics. The program is currently recruiting for the Fall semester. Contact SkylineAutoEntryLevel@smccd.edu for an application. (Thanks to Anjana Richards for her contribution to this article.)

EOPS Year-End Celebration 2010-2011



On April 29, 2011, EOPS students celebrated the completion of a successful academic year by attending an afternoon tea party in their honor. EOPS graduates and scholarship recipients were recognized by EOPS administrators, faculty and staff. Jose Madrigal, Interim Vice President, Student Services and Rick Wallace, Dean of Counseling, encouraged students to take their dreams to ever higher levels. Keynote presenter Ivan Martinez, BA Criminal Justice, CSU East Bay, 2007 Skyline College alumnus and former EOPS participant inspired students with his remarks and original poetry. Throughout the event, students enjoyed conversation, drawings and refreshments. (Thanks to Goldie Lee and Jeff Acidera for contributing this article.)

TRiO Celebrates An End To A Successful Year!

On May 13th the TRiO program proudly hosted its End of Year Celebration to recognize current students, graduates, and transfers. TRiO students, families, alumni, staff, faculty, and administrators joined in to recognize the 31 students who will be graduating with an Associate's Degree and those who are transferring to a four-year university. During the ceremony, graduates and transfer students were recognized for their outstanding academic performance and involvement at Skyline College.

Throughout the evening, students and their guests had an opportunity to listen to current TRiO students reflect on their experience in the program and share with audience how TRiO services have helped them reach their academic and career goals. Furthermore, Virginia Rosales, a TRiO alumna, spoke about her experience as a transfer student to San Francisco State University.



The event was a highlight the numerous achievements TRiO students have accomplished this year and to celebrate this joyous time alongside family members and loved ones.



Special thanks to Connie Beringer, Dean of Language Arts, Mike Williamson, Interim Vice President of Instruction, and Ray Hernandez, Interim Dean of Science, Math, and Technology for their support and attendance to this event. Also, many thanks to the student speakers, Keefah Khalil, Leopoldo Rosales, Amanda Parker, and Virginia Rosales for sharing their experience. Lastly, thank you to all the faculty and staff in the Learning Center for their dedication to serve TRiO students. *(Thank you to Jessica Lopez for her contribution to this submission and Felix Perez for the photos.)*

Skyline College End of Year Celebration

As the 2010-11 academic year drew to a close, faculty and staff gathered in the gallery on May 25 to celebrate the end of another great year at Skyline College. The End of Year Celebration brought together the Academic Senate, Classified Council, Students and Administrators to acknowledge the accomplishments of those retiring and others that made a special difference to the campus in 2010-11. Everyone enjoyed lunch, entertainment and camaraderie as they closed another academic year. In addition, there were drawings for beautiful gift baskets and proceeds helped to raise funds for the annual Faculty/Staff scholarship.

Skyline College MESA Program Honors Transfer-Ready Students

On Monday May 16, 2011, Skyline College MESA students gathered to honor those students who are ready to transfer. Good food, students, friends, family members and colleagues gathered to allow time to celebrate the support that MESA offers to first-generation science majors at Skyline College. Thanks to Interim-Dean of SMT Ray Hernandez, Faculty Ilka Koskelo, AJ Bates, Lucia Lachmayr, David Hasson, Nick Langhoff, Vanson Nyugen and MESA Assistant Statewide Director Tiffany Reardon for their support at the event. *(Thanks to Stephen Fredricks for contributing this article.)*



First photo: MESA students, friends and family, Second Photo: Ray Hernandez, Bardo Castro and Bassam Esmail, Third Photo: Tiffany Reardon and Christina Tapia. Photos by MESA Student Jose Sanchez-Sosa.

2011 Automotive Awards Banquet

Skyline College's Automotive Technology Program held its annual awards banquet at the Basque Cultural Center in South San Francisco. Two hundred and seventy people attended the event and it was the largest banquet in the 34-year history of the program.

In attendance were department faculty and staff, college administration, district board members, automotive students, family and friends. Also in attendance were twenty students from the first Career Advancement Academy class offered in conjunction with the Workforce Investment Board. This is the example of the diversity that makes the automotive program unique.



The awards included: graduation certificates, scholarships, Student of the Year, Technician of the Year, Most Improved, Most Inspirational Student of the Year, Rookies of the Year, Special Recognition, Broken Piston, Alumnus of the Year, Club and Department Service. Kris Cesena, representing Automotive Service Councils of California, presented scholarships to Dana Kaplan (\$1000) and Audrey Ingalls (\$600). City Toyota donated \$2000 that will go towards additional student scholarships for the fall 2011 semester.

A special thank you goes to Clydie Rizzo and Perry Dair for the tremendous job they did to make this a fabulous event for all. They organized the food, seating arrangements, developing and printing of the event's program, ordering the plaques for the award recipients; a daunting task indeed. *(Thanks to Rick Escalambre for his contribution to this article.)*

PROGRAMS

California Connects Joins with the Skyline College MESA Program

In exchange for community service, MESA student leaders are eligible to become California Connects Digital Literacy Ambassadors. The Foundation for California Community Colleges launched California Connects in the Spring of 2011. The program will increase digital literacy and expand broadband Internet access to underserved populations throughout the state. The program is funded by a \$10.9 million grant from the U.S. Department of Commerce's National Telecommunications and Information Administration for Broadband Technology Opportunities Program (BTOP). In addition to earning a software loaded laptop with 6 months of pre-paid broadband service, California Connects Digital Literacy Ambassadors receive access to on-line certification courses in Microsoft Word, PowerPoint and Excel.

This semester, 100 laptops have been distributed to Skyline College students. The California Connects Digital Literacy Program will distribute a total of 300 computers to Skyline College MESA students over the next 2 years. The second cycle of California Connects distribution will begin in August 2011.

Pictured below are Marcus Grograns, Rebecca Beloso, Heriberto Rodriguez and Philip Cho, Lachanee Ricard, Bassam Esmail and Rene Mercado. *(Thanks to MESA Director Stephen Fredricks for contributing this article and for the photos below.)*



SparkPoint San Mateo at Skyline College Hosts First Annual Retreat

Skyline College hosted the first Annual SparkPoint Partnership Retreat on May 19, 2011. The theme of the retreat, "Strength Courage and Wisdom," celebrated the resourcefulness of people in the community who strive to reach financial stability. To achieve this goal, students and San Mateo County residents access SparkPoint services and resources to build income capacity, increase financial strength with improved credit and financial education, and build savings and assets. With over forty people attending, the retreat included the following SparkPoint partners: California Employment Development Department; Community Financial Resources; EARN; Jewish Vocational Service; Opportunity Fund; San Mateo County Human Services Agency; Skyline College students, faculty, staff and administrators; and United Way of the Bay Area. For more information regarding SparkPoint San Mateo Center at Skyline College, please contact Dr. William Watson, 650-738-7035.



United Way of the Bay Area's Emily Harpster facilitated a break out session during the retreat. Photo by William Watson



SparkPoint San Mateo at Skyline College. Photo by Pceyta Jackson

Administration of Justice Club Tours the Daly City Police Department



Ten members of the Skyline College Administration of Justice Club visited the Daly City Police Department on Saturday, May 14th, and got a 2 ½ hour detailed tour of the local police agency. The tour was conducted by Officer Yvonne Crivello who has been with the Department for 17 years. Coincidentally, she was hired as a new police officer by Professor Steve Aurilio of the Skyline College Administration of Justice program when he worked for that Department as their Training and Personnel Sergeant in the mid-1990s.

The tour and commentary included a look at the front customer service desk, detective division, the 9-1-1 emergency operator communications division,

the evidence room, the records division, administrative offices, and the even the indoor police pistol range. Officer Crivello and other officers encountered during the tour were very helpful and extended every courtesy to the students. The tour gave students an opportunity to link what they have learned in the classroom with insight into what a law enforcement agency looks like from the inside. After the tour, we all gathered to enjoy a nice lunch at the Elephant Bar Restaurant in Burlingame. *(Thanks to Steve Aurilio for his contribution to this article.)*



Skyline College Clean Energy Programs Recognized by PG&E PowerPathways™

During the week of May 16, PG&E invited Skyline College to join their PowerPathways™ Energy Efficiency and Renewables Training Network. This is a great opportunity to connect with PG&E, the largest provider of energy services in the area and a large training provider in the energy efficiency arena. This relationship will serve students to further expand and enrich Skyline College's growing programs in Clean Energy. Congratulations to the entire Clean Energy team: Aaron Wilcher, Rita Gulli, Bruce Greenstein, Lindsey Virdeh, Omer Thompson, and Anjana Richards. *(Thanks to Anjana Richards for her contribution to this article.)*



Green Building Teacher Workshop

On Wednesday May 18th Skyline College hosted a Green Building Teacher Workshop for High School and ROP programs. Teachers throughout the Bay Area attended to receive and learn about a 6-module comprehensive lesson plan in Sustainability, Green Building Features and Design, and Green Collar career prospects. Developed in collaboration with Strategic Energy Innovations with funding from a Department of Energy grant shared by SMCCD colleges, the program provides tools and resources needed to implement SEI's sustainability and green building lessons into their classrooms. The curriculum focuses on hands-on learning (the photo at left is an activity that requires students to build a load bearing structure out of paper and tape, using minimal materials) and is intended to inspire and educate students to pursue education and careers in Green Building. The program also will articulate to Cañada College's Green Design and Building Programs. For more information, contact Lindsey Virdeh at virdehl@smccd.edu. *(Thanks to Lindsey Virdeh for her contribution to this article.)*

Classroom Management Class held on May 4th

In conjunction with the Office of the Vice President of Student Services, the Skyline College Public Safety Department held its first classroom/office place management workshop. The workshop is a first of its kind at Skyline College and was designed to help staff and faculty become better prepared with Classroom Management and Office/workspace issues that involve disruptive student behavior.

Student behavior issues and their reporting affect the college community on a daily basis. Many times student behavior incidents go unreported or are not reported until they are larger issues. Many of those have early warning signs that when acted upon early enough, most often the more serious incidents are avoided. The workshop lasted about an hour and a half and had twenty three participants for its first run. The workshop went into detail over topics like:

1. Recognizing and preventing violence on campus.
2. An overview of Student Behavior/Signs to watch for/Identifying risks
3. Empowering yourself and your students.
4. Your role in reporting and how to report.
5. The Student Discipline process.

The workshop was very well received and many requests were made to have the workshop performed multiple times for both day and evening classes. The Public Safety Department will continue to put the workshop on throughout the year with plans of having it available for day and evening staff and faculty. *(Thanks to Brian Tupper for contributing this article.)*

Skyline Hosts First Bay Area Conference for LGBTQQIA Community College Students



On Saturday, May 7, the Skyline College Gay-Straight Alliance and the Associated Students of Skyline College hosted **Pride in CommUNITY, Strength in UNITY**, the first-ever conference for Bay Area LGBTQQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Straight Allies) community college students. Over fifty students from six colleges attended.

Dr. Regina Stanback Stroud kicked off the conference with a welcome speech emphasizing the importance of unity and activism in the LGBTQQIA community. A musical performance by 2-3-6 got the conference-goers on their feet and energized early in the day. Later, there was a musical performance by Strag and an open-mic hosted by writer Meliza Bañales.

Throughout the day, there were workshops hosted by the Asian and Pacific Islander Wellness Center, @bLaKtivist, Abel Gomez, and Rev. Trinity A. Ordoña, the keynote speaker, and others. Workshop topics

included the use of social media in activism, handling personal relationships, being a straight ally, and analyzing race and gender in the context of queer identity.

The conference is planned to be an annual event. The principal organizer for the conference was Skyline College GSA President, Priscilla Cortez, with assistance from the officers and members of the GSA and the ASSC, Student Activities Coordinator Amory Cariadus, and GSA Sponsor, A.J. Bates.

To find out more information about the conference or the Skyline GSA, please visit: <http://gsacon.wordpress.com/> or contact A.J. Bates at batesa@smccd.edu



Ceramics Students Participate in 2011 California Clay Conference



Installation view, front pieces by Linda Fahey and Jeff Richards



L to R: Erika Peterson, Linda Fahey, Edith Bradfield, Deanna Taubman, [unlabeled], [unlabeled]

Skyline College Ceramics Students participated for the third consecutive year in the annual California Conference for the Advancement of Ceramic Art in Davis, April 28 to May 1, 2011. The three-day conference draws ceramics students from all over the region to put on a display of their colleges' artwork, and to attend over fifty exhibitions of colleges and universities from California and Oregon. There were also many wonderful lectures by professional ceramic artists that included slide presentations and clay demonstrations. Each school is provided a space in downtown Davis to transform into a gallery for the weekend. Skyline College's space was in a large warehouse shared with Foothill College and Merritt College. The installation took ten hours and included painting pedestals, hanging lights and painting walls. Ceramics Instructor Tiffany Schmierer selected pieces for the show from all levels of Skyline College ceramics classes, including functional pieces as well as sculptures. Many Skyline College students attended the conference, and received funding for the conference from Associated Students through their membership in the Skyline College Ceramics Club.

Youth Entrepreneurship Summit

The Skyline College Center for International Trade Development (CITD) hosted young entrepreneurs, as well as, aspiring entrepreneurs at the Youth Entrepreneurship Summit on May 18.

The Youth Entrepreneurship Summit was made possible by the Youth Entrepreneurship Program (YEP), an Economic Development grant that encourages entrepreneurship among young adults throughout the Bay Area. The grant is administered by the CITD.

According to Pcyeta Jackson of the CITD who coordinated the event, the summit included two panels: Panel I discussed the various experiences of three young entrepreneurs in the Bay Area, the challenges of starting a new business and how they overcame the challenges; and Panel II focused on the various resources available to aspiring entrepreneurs; Federal and State Government resources, Financing options, and Do-It-Yourself software.

In addition to the resources, experienced business leaders (mentors) were on hand to provide assistance and guidance to the attendees. (Thanks to Pcyeta Jackson for contributing this article.)

YOUTH ENTREPRENEURSHIP SUMMIT!

When: MAY 18, 2011 9am-7pm
Where: Skyline College Bldg. 6 rm6202
cost: FREE!!

Hear from successful, young business owners
Learn the basics of being an ENTREPRENEUR
Share your business ideas

Free drawings with prizes AND giveaways!

Interested in starting your own business?
The Youth Entrepreneurship Program can help you get started!

For more information or to see event contact Pcyeta Jackson at JACKSON@CITD.CA.EDU

Skyline College Honors Transfer Program Celebrates 10-Year Anniversary



Nina Smirnov looks on as Lavena Lee awards Professor James Wong



Honors Coordinator Katharine Harer

Home cooked pasta, chicken and salad, a strawberry and cream cake, massage, a film debut, messages from alums and handmade certificates – what’s not to like? Skyline’s honors professors were given special treatment on April 29, 2011 at the Program’s 10-year anniversary gala. Members of the Honors Club planned and carried out the event with the help of coordinator, Katharine Harer, focusing on the theme of giving back to faculty.

More than 25 honors professors received certificates of appreciation, presented individually by students who have studied with them, so the appreciation was personal. Edith Arias, an honors and WIT alum, who has transferred to San Francisco State University, gave a brief speech about how the program helped her to gain confidence, look for resources and support, and raise her expectations of herself. A mother of three children – two of whom attended the event – Edith is studying to be a Special Education teacher. Messages from honors students who have transferred to Cornell University and UC Berkeley were also shared.

The Honors Club students cooked the food, made the certificates, reached out to the Cosmetology Program to invite students to give massages to faculty members, made the film, arranged the flowers and mingled with professors during the three-hour event. Former HTP Coordinator, Connie Beringer, and Honors Program Dean, Donna Bestock, were honored guests – and seemed to really enjoy their massages!

(Thanks to Katharine Harer for contributing this article and these photos.)





President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ June 22, 2011

Inside...

CSM Swimmers Make History with 1st Championship Title 2

Bulldogs Bag Top Honors. 2

700 Attend Job Fair 2

Art Instructor's Work Featured in Exhibit. 2

Packed House for Concurrent Enrollment Event . . . 3

Kudos. 3

Student Success Story: Lindsay Moore 5

CSM's Track Featured in Saucony's National Ads



Global footwear and apparel company, Saucony, chose College of San Mateo's track facility as one of its prime locations for filming much of the footage to produce ads for its new national branding campaign, *Find Your Strong*. CSM's track is prominently featured in 15, 30 and 60-second spots that will be televised nationally. Images include close ups of CSM's Mondo track, and a number of shots of the stadium and the surrounding views. The ads, titled, *What is Strong*, feature Ryan Wilson, one of the world's top ranked 110-meter hurdlers. In addition to the TV ads, Saucony has also produced print and digital formats of the campaign. To view the ads, visit <http://vimeo.com/22756449>

College of San Mateo

CSM Swimmers Make History with 1st Championship Title



CSM's women's swim team not only made college history by capturing its first conference title but it did so by completely dominating the Coast Conference. The lady bulldogs swept the championship meet with gold medals in five relays, winning 11 of 18 races and finishing with a total medal count of 15! CSM student athlete **Andrea Chan** was named Coast Conference Most Outstanding Swimmer. *(Photo credit: Community Relations and Marketing)*

Bulldogs Bag Top Honors



Nine bulldog baseball players received Coast Golden Gate All-Conference honors for the 2011 season. Named All Conference, 1st Team were starting pitchers **Devon Bradley** and **Daniel Chavez**; relief pitcher **Josh Fredendall**, a unanimous pick; infielder **Michael Kathan**; outfielders **Joe Goldenberg** and **Justin Maffe**; first baseman **Chris Kileen**. Outfielder **Bo Walter** received 2nd Team honors while **Clay Bauer** was named Co-Pitcher of the Year. In addition, Michael Kathan received the collegiate Rawlings Gold Glove Award, a standard for outstanding defensive play. *(Photo source: CSM Athletics website)*

700 Attend Jackie Speier's Job Fair Held in College Center



Congresswoman **Jackie Speier** was on campus June 7 for her sixth local Job Hunters Boot Camp, held in College Center, which attracted approximately 700 job seekers. Speier spoke to the audience about making meaningful contact with potential employers and encouraged them to "not give up." The focus of this month's event was on recent college graduates, veterans and older workers. Approximately 20 local companies staffed tables; employer panels provided information on what companies were seeking in employees and there were a number of in-depth workshops designed for each of the target audiences. This is the second time the Congresswoman's office held the event at CSM. *(Photo source: Jackie Speier's Facebook page)*

Art Instructor's Work Featured in African-Cuban Exhibit



A collection of artwork by **Susan Matthews**, CSM adjunct professor of art, is part of a collaborative project called *Secrets Under the Skin*. The project is based on stories that

document the link between religious Cuban and Ghanaian ceremonies that have found their way across continents as a result of the transatlantic slave trade. The collaboration includes paintings and illuminated manuscripts, dance, documentary and interpretive videos, photography, and sculpture. In the past few months *Secrets Under the Skin* has exhibited in Havana and Perico, Cuba and in Anchorage and Homer, Alaska. (Photo provided by Susan Matthews)

Packed House for Concurrent Enrollment Event



It was standing room only at the college's Summer Concurrent Enrollment Information Night for high school students. This popular enrichment program continues to be a major draw, especially during the summer, as indicated by the turnout of more than 200 parents and students. The event was coordinated and facilitated by **Steve Morehouse**, counselor, with the assistance of **Alex Guiriba**, program services coordinator, and several CSM student ambassadors. The program included a presentation and a question and answer session. A Fall Concurrent Enrollment Information Night is scheduled for mid-August. (Photo credit: Alex Guiriba)

Kudos

~ **Beta Xi Eta Chapter of Phi Theta Kappa Honor Society at CSM** received a special commendation during the Nevada/California Regional Convention for fulfilling all requirements to be named a "4 Star Chapter." The chapter was also recognized at the Society's recent annual convention and has been cited on the Society's website at www.ptk.org. **Allison Miller-Herman**, **Jean Mach** and **Henry Villareal** serve as PTK advisors.

~ CSM baseball player **Josh Fredendall**, an All-American relief pitcher with a minute 0.25 earned run average in the 2011 season, has signed a letter of intent with the University of Washington. Fredendall, a graduate of Hillsdale High School, also received offers from Boston College, Kentucky, Texas and San Diego. During 12 appearances representing 26 innings, he allowed only one earned run the entire season. (Photo source: CSM Athletics website)



~ Congratulations to former CSM baseball players **Joe Biagini** and **O'Koyea Dickson** for being selected in the 2011 Major League Baseball draft. Joe, who transferred to UC Davis, was drafted in the 26th round by the San Francisco Giants and O'Koyea, currently at Sonoma State University, was selected in the 12th round by the Los Angeles Dodgers.

~ CSM journalism student **Kayla Figard** was the recipient of a prestigious \$1,500 Herb Caen Scholarship awarded by the San Francisco Peninsula Press Club during the 34th annual Greater Bay Area Journalism Awards banquet. Figard was editor of *The San Matean* during spring 2011. This fall she will attend both San Francisco State University and CSM. (Photo source: San Matean)



~ CSM's softball coach **Nicole Borg** has picked up two major honors as she was recently named Northern California Coach of the Year *and* Coast Conference Coach of the Year. (Photo source: CSM Athletics website)



The lady bulldog team took second place in Coast Conference North Division with a 26-11 record. Borg made some strategic changes that paid off significantly for her team. She transformed shortstop **Alyssa Jepson** to one of the best pitchers in the conference; this left the opportunity for **Samantha Pacheco** to play shortstop and get more trips to the plate where she hit .425. Both Jepson and Pacheco earned All-State Team honors.



Alyssa Jepson (Photo source: San Mateo Patch)

In addition, Jepson, Pacheco and teammate Callie Pacheco have all signed letters of intent with universities. Alyssa Jepson (Notre Dame High School) has signed with Santa Clara University on a partial scholarship; Callie Pacheco (Half Moon Bay High School) has accepted a full scholarship to St. Gregory's in Oklahoma; and Samantha Pacheco (Mills High School) also received a full ride to Belleville University, Illinois.

~ CSM's **Diversity in Action Group** and **Office of Student Life** recently teamed up with the Northern California Japanese Choral Federation to sponsor a benefit Japanese Choral Concert held at the college. Performances included Choral Cosmo, Chorale May, Ensemble Shiki and the San Francisco Forest Choir. The concert raised \$700 which was donated to the Japanese earthquake relief effort. The event was part of CSM's Asian/pacific Islander Heritage Month Celebration.

~ **Dr. Henry Villareal**, dean of enrollment services, has been elected as treasurer of the National Council of Student Development (NCSA), an affiliate council of the American Association of Community Colleges. NCSA is the primary organization for student services personnel and student development educators in community colleges. (Photo credit: Mario Mihelcic)



Student Success Story: Lindsay Moore

Williams College, Bachelor's degree

University of Cambridge, Master's degree - in progress

As a self-described “struggling high school student,” Lindsay Moore enrolled in CSM’s Concurrent Enrollment Program to earn credits toward her high school diploma. Taking classes at CSM helped her to graduate from high school and form a solid foundation for her future college success. After she graduated from Carlmont High School, Lindsay continued her studies at CSM. “I was able to explore a myriad of academic interests, talk with professors about my future career goals and could always get help when I needed it. The support network that existed at CSM was incredible—I felt like people genuinely cared about my success as a student,” Lindsay explains.

As a full time student, Lindsay maximized her two years at CSM by getting involved in a number of co-curricular activities that enriched her community college experience. By participating in CSM’s service learning initiative, CSM Connects, she found a pathway to pursue her passion for public service by getting involved with the campus and the wider community. Lindsay describes, “Through service learning programs, I was able to take my learning outside while making a difference in my community.”

She also became a member of student government, serving as a student senator; founded the Beta Xi Eta Chapter of Phi Theta Kappa, an honor society; and joined other student organizations. These activities not only helped her in obtaining scholarships for transfer but also in building her resume to become a competitive transfer applicant.

In reflecting on the preparation she received at CSM, Lindsay says, “In addition to providing me with the skills necessary for growing into a successful student, CSM allowed me to explore and hone my interests while cultivating my passion for learning. It was one of my professors at CSM who inspired me to pursue a career in psychology and neuroscience research but my classmates and their varied educational backgrounds and personal life stories instilled in me a passion for education policy.”

Two years later, Lindsay was accepted as a transfer student to Williams College in Massachusetts, where she earned her bachelor’s degree in psychology with a concentration in



neuroscience. While attending Williams, she was selected as a visiting scholar at Georgetown University’s Center for Clinical Bioethics where she conducted research and was a presenter at the National Undergraduate Bioethics Conference. Backed by the strong foundation she received at CSM and Williams, Lindsay received the Dr. Herchel Smith Fellowship, a full scholarship, to the prestigious University of Cambridge in the United Kingdom to pursue her master’s degree. As a graduate student, she is currently serving as a junior associate fellow at the Centre for Science and Policy in Cambridge and plans to apply to law school later this year. Although her scholarly pursuits keep her very busy, somehow she finds the time to play on the varsity women’s basketball team!

“The opportunities and experiences I had at CSM most definitely contributed to my acceptance and success at Williams College and now the University of Cambridge.” When asked what she would say to prospective CSM students, Lindsay responds, “CSM offers all the resources necessary to help you accomplish your academic and career goals. CSM is a fabulous community college!”

(Lindsay’s story can be viewed on CSM’s Student Experience webpage: <http://collegeofsanmateo.edu/studentexperience/index.php/students/index/page:2>.)



A REPORT TO THE
SMCCCD BOARD OF
TRUSTEES

**SPECIAL
POINTS OF
INTEREST:**

- **Adjunct faculty member Allison Field has been hired to teach history.**
- **The college will participate in the annual Fourth of July Parade in Redwood City.**
- **Interior Design student Sylvia Chau earned honors for her Home Office design.**

**INSIDE THIS
ISSUE:**

President Mohr to Retire 2

New grant helps veterans 2

Chemistry student earns Pister Scholarship 3

Chinese immigrant excels 4

Students place first in regional math competition 4

Cañada College

VOLUME 1, ISSUE V

JUNE 22, 2011

College Sees Fifty Percent Jump in Certificates, Degrees Awarded

Nearly 180 students participated in this year's Commencement Ceremony.



Gao Zhangsheng, Consul General of the Consulate General of China in San Francisco served as speaker.

Thanks to Measure G, the parcel tax approved by San Mateo County voters that generates approximately \$6 million annually, Cañada College was able to increase by nearly 50 percent the number of associate degrees and occupational certificates it awarded this year.

For 2010-11, Cañada awarded 701 degrees and certificates, according to data released by Admissions & Registration. That's a 46 percent increase from 481 in 2009-10.

"We worked closely with faculty

to strategically use our Measure G monies to increase access to classes and student services over the past year," said Vice President of Instruction, Sarah Perkins. "We added class sections, which provided access to students so they were able to finish their education. In addition, we added counseling hours, extended library hours and added tutors. None of this would have been possible without that funding."

Overall, the San Mateo County Community College District is

seeing increased tallies in degrees and certificates in recent years even though enrollment has decreased because of budget cuts. As they closed out the 2010-11 school year with commencement ceremonies, Cañada, Skyline College and College of San Mateo together have conferred more than 2,600 degrees and certificates. That's a rise from 2,500 in 2009-10 and 2,300 in 2008-09, according to data from the colleges. The three colleges served about 28,200 students this spring compared to the 29,320 in 2010.

\$465,000 GRANT TO HELP VETERANS EARN ENGINEERING DEGREES



Cañada College has received a \$465,000 grant from the California Employment Development Department to help veterans transition into engineering careers. The grant will fund San Mateo County's Bay Bridge to Engineering for Veterans project which will serve recently separated and Gulf War-era veterans in San Mateo, Santa Clara, San Francisco, and Alameda counties. Participants will have field-based skills acquired in the military and an interest in pursuing civilian careers in civil, mechanical, construction, and computer engineering. The program will enroll a cohort of 35 veterans in a 22-month course sequence beginning this fall. Veterans will also be eligible for paid internships with the program's business partners.

President Thomas Mohr Retires After More Than 50 Years in Education

James W. Keller Has Been Named Interim President.

Cañada College President Thomas Mohr will retire at the end of June, ending more than 50 years of service in public education. Mohr, 77, said the decision to retire was made so that he could spend more time with his family. Mohr was named interim president at the college in 2005 and was later named president in 2007. Prior to joining Cañada, Mohr served as superintendent of the San Mateo Union High School District where he pushed for the successful passage of a \$137.5 million bond measure to refurbish and modernize six high schools in the district. He also led the high school district in a comprehensive planning process. During his tenure at Cañada, Mohr helped guide the college and the San Mateo County Community College District through a comprehensive strategic planning and facilities planning process. He has worked to integrate the college with the local high schools and strengthen Cañada's transfer programs. As part of this process, the school has devel-

oped a successful Honors Transfer Program; strength-



President Mohr will be leaving in July and be replaced on an interim basis by James Keller.

ened its University Center by adding additional university partners; and added full-time faculty focused on transfer-level curriculum. "My time at Cañada has been absolutely wonderful," Mohr said. "The people I have worked with at Cañada for the past six years have been like an

extension of my family but I realize it's time for me to devote more time to my wife, Sandy, and my children and grandchildren. I have loved being here. Canada is a treasure and it's been an immense privilege for me to be part of it." James W. Keller, currently executive vice chancellor for finance and operations for the District, has been named interim president at the college. Keller has served in public education for more than 35 years, including holding positions at the Palo Alto Unified School District, West Valley-Mission Community College District, and Foothill-De Anza Community College District prior to coming to San Mateo in 2002. In addition, Keller has been an adjunct professor in the graduate school of education at Santa Clara University for the past 15 years. He received a Bachelor's degree in Economics from Stanford University, an MBA from Santa Clara University and a JD from Concord Law School.

College Hosts Local High School Counselors for Luncheon

On April 28, the college hosted a luncheon for local high school counselors and county agencies. There were 44 in attendance -- 21 counselors from Menlo-Atherton (7), Carlmont (3), Sequoia (4), Woodside (3), Phoenix Academy (1), Department of Rehab (1), San Mateo Human Services/ Foster Youth (2), and 23

Cañada personnel. Highlights included:

- A presentation by Vice Presidents Dr. Sarah Perkins and Robin Richards articulating the college's vision while showcasing accomplishments by Cañada students.
- A student panel described

why they chose Cañada and their experiences on campus.

There was also a round table discussion. College staff/faculty and high school counselors discussed ideas of how to work together to assist high school students successfully transition to college. Overall it was a successful event.

XOCHITL RIOS EARNS PISTER SCHOLARSHIP

Rios attended school as a single mother and was one of 12 children in her family.

Xochitl Rios was recently awarded the Karl S. Pister Leadership Opportunity Scholarship from the University of California at Santa Cruz. This prestigious award consists of a \$10,000 annual scholarship as well as a paid or volunteer summer work experience tailored to complement her studies. Xochitl will study chemistry at UC Santa Cruz.

Xochitl was born in Mexico and was one of 12 children in her family. As a 15-year-old, she came to the United States to achieve a higher education and a better way of life. She supported herself while attending high school but had to forego her college education for 10 years after her high school graduation because of her limited economic resources. In 2005, Xochitl's sister, Lucy, was diagnosed with cancer and ultimately passed away. That was the catalyst for Xochitl to return to school.

She began studying chemistry at Cañada College and became a campus leader. She is the Vice President and co-founder of the Latino Empower-



Xochitl Rios has earned the Karl S. Pister Scholarship to attend UC Santa Cruz this fall where she will study chemistry. She was honored at commencement.

ment Alliance on campus and president and co-founder of the WISE (Women in Science & Engineering) Club. She organizes events to bring professional women in science and engineering to campus to speak to students interested in pursuing such a profession. Xochitl is also a member of the Math Engineering Science Achievement (MESA) Program and

has volunteered as a tutor in trigonometry, general chemistry, and algebra for the past three years.

Xochitl has accomplished her goals and dreams as a single mother. She was inspired to work toward her PhD in chemistry by a UC Santa Cruz professor who is the single mother of four children.

In 2005, Xochitl's sister, Lucy, was diagnosed with cancer and ultimately passed away. That was the catalyst for Xochitl to return to school.

Long-time Adjunct, Alison Field, Hired as History Professor

Alison Field, an adjunct professor who has worked at Cañada since 2004, has been hired as the school's new full-time history professor. Field will join Michael Stanford to create a two-person History Department.

"I'm really excited to be on campus and be able to focus all of my energies on Cañada," said Field, who has also taught at San Francisco State University, City College of San Francisco, and Diablo Valley College.

In addition to History, Field has taught in Cañada's Latin American Studies program and has worked with the

school's learning communities. "While I've been hired to teach history, it won't be my only focus on campus. I want to be involved in the discussions around basic skills and learning communities. I also want to be more involved in campus life."

Her familiarity with students and faculty were primary reasons she was attracted to Cañada. "Because this is a smaller campus, I get to know students better and I can develop stronger educational relationships," she said. "I

see the same faces in classes and at the library. The relationships are easier to cultivate."

Field said she's looking forward to meeting more members of the faculty and participating on committees. "That's something that is difficult to do as an adjunct," she said.

Field has a master's degree in Latin American and US History from San Francisco State. She was born in Canada but grew up in San Diego. She moved to the Bay Area about 20 years ago.

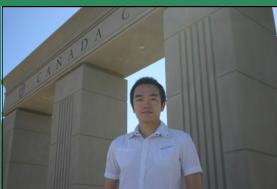


"While I've been hired to teach history, it won't be my only focus on campus."

Faculty Tenure



Seven faculty members received tenure this year and were honored by the college at a special ceremony held April 22. The faculty receiving tenure (photographed above, left to right) Cathy Lipe, associate professor and coordinator of the college MESA Program; Jessica Einhorn, instructor in Anthropology; Leonor Cabrera, associate professor in Accounting; Anna Miladinova, instructor in Dance/Fitness; Kathy Sammut, chair of the Counseling Department; Denise Hum, instructor in mathematics (not pictured); and Anna Budd, assistant professor of Theater Arts (not pictured).



Siqi Liu immigrated to the U.S. from China. He has been studying computational engineering at Cañada.

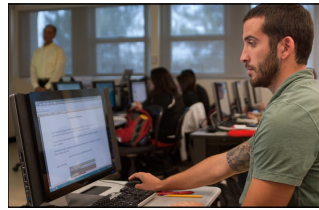
Cañada Student Places First in Bay Area Math Competition

Two more Cañada students tied for third place in the regional competition.

Cañada's Soroush Motahari-Asl, a MESA student, defeated dozens of other community college students in the Bay Area to win top place in the program's second annual Math Challenge.

In addition to Motahari-Asl, Cañada students Siqi Liu and Ashkan Ahani tied for third place in the regional competition and second among Cañada students. Francisco Lopez was the third place finisher from Cañada. Motahari-Asl was born in Iran but is a Canadian citizen. He is studying at Cañada as an international student. Mathematics, Engineering, Science Achievement (MESA) conducted the 60-minute multiple choice test included problems from algebra, trigonometry, pre-calculus and analytical geometry. More than 170 MESA students in teams of five

or more participated from 19 MESA community college campuses around the state. The test is modeled after the American Mathematical Association of Two-Year College's Student Math League test. "The Math Challenge allows



students to gain recognition for their problem solving skills and helps alleviate the stress that often comes with test preparation," said Tiffany Reardon, who oversees the MESA Community College Program. "It gives them tips and the confidence to perform

at their best in future exams." Motahari-Asl will receive a medal for his achievement. The goal is to expand the contest to more MESA community college centers each year and build a healthy level of competition to maintain or gain the title.

MESA is an award-winning academic enrichment program that provides educationally disadvantaged students with the tools to earn bachelor's degrees in math-based fields. With tutoring and mentoring, extra study sessions, transfer counseling and study centers, MESA provides an environment that allows students to succeed in math and science and navigate the transfer system more easily.

Ninety-nine percent of MESA community college students study STEM upon transfer.

Chinese Immigrant Excels in Engineering at Cañada

Siqi Liu emigrated from China with his mother two years ago, speaking little English but determined to pursue a better life. They both knew that education was the key to success so Siqi enrolled in community college courses.

"I began studying at Cañada College, she is my Alma Mater in America" he said. "I took courses at other colleges but I always felt more comfortable at Cañada, I feel so lucky to be a student of Cañada College."

Attending Cañada was easy for the Redwood City resident and he became involved in the school's Mathematics, Engineering, Science Achievement (MESA) Program and Phi Theta

Kappa, the honor society for two-year schools. "Those programs were very important for me because I met staff and students who helped me in school; I also got a lot of important information from these programs, which are very helpful for me to achieve success."

Cathy Lipe, the MESA Program coordinator, met Siqi when he became involved in MESA.

"Siqi's enthusiasm is contagious and he excels academically. He is a student who seeks out and gets involved in opportunities and resources that are available to science and engineering majors at Cañada."

He also met math professor

Ray Lapuz. "He is definitely my favorite professor. I have taken several of his Calculus classes, including his honors Calculus class. I really enjoy studying under Professor Lapuz."

In April, those calculus lessons came in handy when Siqi and other Cañada MESA students participated in the organization's regional math challenge. Cañada student Soroush Motahari won the challenge while Siqi and fellow Cañada student Ashkan Ahani tied for third place.

"In China, we didn't have access to good calculators and computers so we had to solve most of the problems by hand," Siqi said.

BOARD REPORT 11-6-2A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

Janet Weber	Program Services Coordinator	Counseling Services
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Reassigned through the hiring process from a Career Resources/Counseling Aide position at Skyline College into this full-time 10-month per year position, effective June 1, 2011. The change in staff allocation was Board approved on April 13, 2011.

B. CHANGE IN STAFF ALLOCATION

Cañada College

Recommend approval of a temporary increase in staff allocation for one 10-month position at the Cañada College CBET Program for Summer Session 2011, effective June 1, 2011. This temporary increase will cover the six-week Summer Session, ending on July 30, 2011:

<u>Allocation</u>	<u>Incumbent</u>	<u>Assignment</u>
Staff Assistant	Diana Espinoza-Osuna	42 days

District Office

1. Recommend a change in staff allocation to add one full-time (100%) 12-month per year Utility Engineer position in the Facilities Planning & Operations Division, effective July 1, 2011.
2. Recommend a change in staff allocation to add one full-time (100%) 12-month per year Administrative Assistant position at the Institutional Research Office at the District Office, effective July 1, 2011.
3. Recommend approval of a new classification titled, "International Education Development Coordinator," at Grade 195S of the Classified Professional/Supervisory Salary Schedule (40), effective July 1, 2011.

Also recommend a change in staff allocation to add one full-time (100%) 12-month per year International Education Development Coordinator in Educational Services & Planning at the District Office, effective July 1, 2011.

4. Recommend approval of a new classification titled “Director of Technical Support Services” at a new Grade 230S (\$92,031 to \$112,475 per year) on the Classified Professional/Supervisory Salary Schedule (40), effective March 1, 2011.

Also recommend a change in staff allocation to add one full-time (100%) 12-month per year Director of Technical Support Services in Information Technology Services (ITS) and to delete one Manager of Technical Support Services (1C0369) at Grade 200S, effective March 1, 2011. The classification change will more accurately reflect the increased responsibilities assigned to the position.

It is also recommended that the incumbent, Brad Witham, be placed into the new classification and salary, effective March 1, 2011.

5. Recommend approval of a new classification titled “Senior Database Administrator” at Grade 210S on the Classified Professional/Supervisory Salary Schedule (40), effective July 1, 2011.

Also recommend a change in staff allocation to add one full-time (100%) 12-month per year Senior Database Administrator in Information Technology Services (ITS) and to delete one Database Administrator position (1C0368) at Grade 200S, effective July 1, 2011. The classification change will more accurately reflect the increased responsibilities assigned to the position.

It is also recommended that the incumbent, Ted Nguyen, be placed into the new classification and salary, effective July 1, 2011.

6. Recommend approval of a new classification titled “Vice Chancellor of Auxiliary Services and Enterprise Operations” at Grade AA of the Management Salary Schedule (20), effective July 1, 2011. Also recommend reclassification of the Director of Auxiliary Services position (1A0028) to the new classification. This change in the classification will more accurately reflect the significant increase in responsibilities that have been assigned to the position.

Also recommend a change in staff allocation to add one full-time (100%) 12-month per year Vice Chancellor of Auxiliary Services and Enterprise Operations at the District Office, effective July 1, 2011. This change does not increase the number of administrative positions, but rather there will be a decrease in the number of administrative positions from 45 to 41 as a result of the elimination of administrative positions. This will result in a net administrative salary savings of \$454,000.

C. 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:

<i>Location</i>	<i>Division/Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
District	Facilities, Planning & Operations	3	7/1/2011	6/30/2012	Custodian: Provide intermittent services to supplement current staff for a variety of projects and temporary services.
District	Facilities, Planning & Operations	2	7/1/2011	6/30/2012	Groundskeeper: Provide intermittent services to supplement current staff for a variety of projects and temporary services.

District	Facilities, Planning & Operations	1	7/1/2011	6/30/2012	Maintenance Engineer: Provide intermittent services to supplement current staff for a variety of projects and temporary services.
District	Facilities, Planning & Operations	1	7/1/2011	6/30/2012	Utility Engineer: Provide intermittent services to supplement current staff for a variety of projects and temporary services.
Cañada	Business, Workforce & Athletics Division/ Fashion Design	3	8/1/2011	6/30/2012	Fashion Design Program Assistant: Recruitment in the Home Economics departments at local high schools; perform clerical duties; greet new clients; repair of sewing machines.
Cañada	Business, Workforce & Athletics Division	13	8/1/2011	6/30/2012	Assistant Coach: Assist with coaching, recruiting, practice planning/implementation, record-keeping, and filing practices/games. Coaches will be assigned to support baseball, basketball, soccer, and golf.
Cañada	Enrollment Services	1	7/1/2011	12/31/2011	Office Assistant II: Provide referral services and assistance to students in the Welcome Center
Cañada	General Administration	4	7/1/2011	6/30/2012	Theatre Production Technician: Assist with technical theatre operations to support outside theatre facility rental events.
Cañada	Humanities & Social Science/Drama	4	7/1/2011	6/30/2012	Theatre Production Technician: Assist with construction and implementing theatre sets, lighting, sound and other operational aspects of theatre events.
Cañada	Humanities & Social Science/Photography	1	8/17/2011	6/30/2012	Instructional Aide II: Maintain photo lab enlargers and all photographic equipment, assist students with all aspects of black and white photography and darkroom techniques, and maintain a safe and clean darkroom.
CSM	Admissions & Records	1	8/15/2011 1/15/2012 6/1/2012	9/15/2011 2/15/2012 6/30/2012	Admissions & Records Assistant II: Assist with answering phones, data input, and mailings.
CSM	Business Services	2	7/1/2011	6/30/2012	Theatre Production Technician: Assist with technical theatre operations to support outside theatre facility rental events.
Skyline	Business Division/Early Childhood Education	1	8/17/2011	12/31/2011	Program Services Coordinator: Serve as liaison between ECE student program participants and college departments on an intermittent schedule during peak periods; research and compile information for reporting.
Skyline	Business Services	1	7/1/2011	6/30/2012	Accounting Technician: Collect fees, issue parking permits, and perform other cashiering functions during peak registration periods.

Skyline	President's Office	1	7/1/2011	12/31/2011	Office Assistant II: Clerical support for President's Office. Permanent position has been Board approved, but the hiring process will be delayed until the Fall semester.
Skyline	Science/Mathematics/ Technology	2	7/1/2011	12/31/2011	Laboratory Technician: Assist full-time lab technicians during intense instructional periods, such as lab tests, complex experiments, and student check in and check out. Persons performing these functions often change throughout the year depending on individual's availability and workload.
Skyline	Science/Mathematics/ Technology/Emergency Medical Technician Prog.	4	7/1/2011	6/30/2012	Instructional Aide II: Oversee skills testing during specific labors and provide supervision for Instructional Aide I positions for the EMT program as required by accrediting agencies.
Skyline	Science/Mathematics/ Technology/Emergency Medical Technician Prog.	6	7/1/2011	6/30/2012	Instructional Aide I: Assist with skills testing during specific labors for the EMT program as required by accrediting agencies.
Skyline	Science/Mathematics/ Technology/MESA Program	2	7/1/2011	12/31/2011	Instructional Aide II: Provide intermittent assistance in the areas of physics and chemistry to students in the MESA Center. Days/hours will vary with student need and will be primarily during midterm and final exam preparation.
Skyline	Social Science/Creative Arts	2	8/17/2011	5/29/2012	Accompanist: Play piano for voice and choir classes.
Skyline	Workforce Development/ Green Innovation Challenge	1	7/1/2011	12/31/2011	Accounting Technician II: Create systems to track, modify and retrieve complex financial and participant data for grant-funded programs. Position will be needed primarily during grant reporting period and audits.
Skyline	Workforce Development/Green Innovation Challenge	1	7/1/2011	12/31/2011	Program Services Coordinator: Assist in planning implementation of student recruitment, orientation, enrollment, job skills assessments and job placement for grant-funded cohorts. Primary usage will occur during recruitment and start up of classes.
Skyline	Workforce Development/Green Innovation Challenge	1	7/1/2011	12/31/2011	Program Services Coordinator: Develop content, create structure and format and assist with web content such as solar technology, building performance, green transportation, and clean energy high school programs, advanced hybrid automotive repair, and Career Advancement Academies in Automotive and Health Care. Position will conclude as websites are launched.

Skyline	Workforce Development/SparkPoint Center	1	7/1/2011	12/31/2011	Program Services Coordinator: Assist in planning and implementation of CTE program services for BESST, Grove Scholars Program, and select CTE Pathways involving student recruitment, orientation, sector-based job skills assessments, employment services, special events, tours, and financial education.
Skyline	Workforce Development/SparkPoint Center	1	7/1/2011	12/31/2011	Instructional Aide II: Assist ESOL faculty in the delivery of classroom instruction and/or laboratory teaching. Includes student support provided through the English Language Institute which integrates ESOL-related instruction and counseling with multiple support services provided through the SparkPoint Center.
Skyline	Workforce Development/SparkPoint Center	2	7/1/2011	12/31/2011	Office Assistant II: Clerical assistance in different areas of Center intermittently during year. Responsible for exchanging information with students, staff, and the general public; using a database and a variety of computer software to modify, retrieve, organize, setup, track, and maintain financial budgets, as well as statistical, confidential, and resource data.

BOARD REPORT NO. 11-6-1CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Ginny Brooks, Executive Assistant to the Board of Trustees, 358-6753

ACCEPTANCE OF GIFTS BY THE DISTRICT

Rules and Regulations Section 8.38, Gifts and Donations, requires that a periodic report of gifts and donations valued at \$250 or more be made to the Board of Trustees. All gifts are promptly acknowledged when received. The following gifts were received since the last report.

GIFT

Cañada College

Monetary donation to Colts Baseball Program
Amount: \$5,000.00

Monetary donation to Colts Baseball Program
Amount: \$1,000.00

Epson R1800 Printer and Epson 2200 Printer
to Multimedia Department
Donor's estimated Value: \$750.00

College of San Mateo

3 medical examination tables to Health Department
Donor's estimated value: \$500.00

DONOR

Alex Macgrath
430 Palm
Palo Alto, CA 94031

Barbara and Jim Curry
315 Robinwood Lane
Hillsborough, CA 94010

Rick Levesque
1120 Lassen Drive
Belmont, CA 94402

Henry Huey, M.D., on behalf of Dr.
Gary Huey's estate
2440 Evergreen Drive
San Bruno, CA 94066

BOARD REPORT NO. 11-6-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathryn Blackwood, Chief Financial Officer, 358-6869

RATIFICATION OF MARCH AND APRIL 2011 DISTRICT WARRANTS

Attached as Exhibits A and B are the warrants in excess of \$10,000 that were issued in the months of March and April 2011 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

RECOMMENDATION

It is recommended that the Board of Trustees approve the warrants issued during the period March 1, 2011 through April 30, 2011 and ratify the contracts entered into leading to such payments.

SAN MAEO COUNTY COMMUNITY COLLEGE DISTRICT
MARCH 1-31, 2011
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
021791	03/03/11	Bunton Clifford Associates, Inc.	31,157.54	Cañada Architectural Services
021792	03/03/11	Computerland	132,601.60	CSM Equipment and District Software Purchase
021793	03/03/11	Constellation NewEnergy Inc.	21,519.05	Utilities
21795	03/03/11	DRB Management Services Corporation	20,655.00	Districtwide Project Management Services
21801	03/03/11	NCS Pearson, Inc	17,630.00	Districtwide Annual Gateway License fees
21803	03/03/11	Performance Abatement Services, Inc.	62,336.00	CSM Abatement Services
21805	03/03/11	SMC College Ed. Housing Corp.	103,196.89	Cañada and CSM Vista Monthly Rent Payment
21807	03/03/11	Sutro Tower Inc.	17,247.00	KCSM Transmitter Leasing Fee
21808	03/03/11	VALIC Retirement Services Company	220,642.87	Tax Shelter Annuities
21872	03/10/11	AMS.Net, Inc.	11,923.01	CSM Equipment Purchase
21873	03/10/11	Atlas/Pellizzari Electric Inc.	48,468.00	CSM Electrical Services
21878	03/10/11	Intermountain Electric Company	27,783.00	Skyline Electrical Services
21882	03/10/11	SM County Community College District	44,931.81	Flex Spending Account Reimbursement
21883	03/10/11	SMCCCD Bookstore	24,983.64	Cañada Special Programs Books Purchase
21940	03/17/11	Associated Std-CSM	40,000.00	CSM ASB Interbank Transfer
21941	03/17/11	Casey Printing, Inc.	12,800.02	CSM Fall Schedules Printing Services
21942	03/17/11	CIS, Inc	17,385.00	Districtwide DSA Inspection Services
21943	03/17/11	Constellation NewEnergy Inc.	26,103.42	Utilities
21944	03/17/11	Constellation NewEnergy Inc.	30,538.00	Utilities
21946	03/17/11	Dovetail Decision Consultants, Inc.	29,121.89	Districtwide Site Furniture Design Standard Consulting Svcs
21947	03/17/11	DRB Management Services Corporation	21,532.50	Districtwide Project Management Services
21952	03/17/11	Krueger International	80,855.91	CSM and Cañada Furniture Purchase
21955	03/17/11	Noll & Tam	25,240.77	CSM and Cañada Architectural Services
21958	03/17/11	Performance Abatement Services, Inc.	77,919.00	CSM Abatement Services
21961	03/17/11	SMCCCD Bookstore	10,059.05	Skyline Books Purchase
21962	03/17/11	SMCCCD Bookstore	33,933.30	Cañada Special Programs Books Purchase
21965	03/17/11	Urtext	18,375.00	Districtwide CPD Consulting Services
22160	03/24/11	Associated Std -Canada	11,420.75	Cañada ASB Interbank Transfer
22161	03/24/11	Bunton Clifford Associates, Inc.	26,673.25	Cañada Architectural Services
22163	03/24/11	Constellation NewEnergy Inc.	28,169.65	Utilities
22164	03/24/11	Constellation NewEnergy Inc.	25,797.45	Utilities
22165	03/24/11	Coulter Construction Inc.	15,596.00	Skyline Construction Projects
22166	03/24/11	DRB Management Services Corporation	19,612.50	Districtwide Project Management Services
22167	03/24/11	GRD Energy Inc.	10,750.00	Districtwide Commissioning Services

SAN MAEO COUNTY COMMUNITY COLLEGE DISTRICT
MARCH 1-31, 2011
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
22170	03/24/11	Krueger International	88,327.70	CSM Furniture Purchase
22171	03/24/11	NetVersant Solution II LP	18,233.09	CSM Installation and Districtwide Monthly Monitoring Fees
22172	03/24/11	Performance Abatement Services, Inc.	10,994.00	Districtwide Abatement Services
436491	03/03/11	Swinerton Management & Consulting	17,762.11	Program Management Services
436508	03/03/11	Hensel Phelps Construction Co.	78,319.40	Skyline Construction Project
436510	03/03/11	Foundation for California Community College	34,948.98	Skyline Ladders Project Contracted Services
436517	03/03/11	Hensel Phelps Construction Co.	704,874.60	Skyline Construction Project
436556	03/03/11	Pac Gas & Elec Co	11,599.22	Utilities
436557	03/03/11	Pac Gas & Elec Co	42,510.66	Utilities
436561	03/03/11	Pac Gas & Elec Co	28,325.94	Utilities
436562	03/03/11	Pac Gas & Elec Co	15,731.34	Utilities
436572	03/03/11	Peterson Power Systems, Inc.	40,784.93	CSM Portable Generator Purchase and Installation
436573	03/03/11	Plantscapers, Inc	15,438.00	CSM Outdoor Furniture Purchase
436593	03/03/11	Strata Information Group	71,092.59	ITS Consulting Services
436594	03/03/11	Swinerton Management & Consulting	337,480.07	Program Management Services
436599	03/03/11	McCarthy Building Companies	96,281.80	CSM Construction Project
436600	03/03/11	McCarthy Building Companies	30,368.05	Cañada Construction Project
436615	03/03/11	American Federation of Teachers	51,872.53	Union Dues
436623	03/03/11	C S E A	11,955.50	Union Dues
436626	03/03/11	CalPERS	476,283.24	Monthly PERS Contribution Advance Payment
436656	03/03/11	Hartford Retirement Plans Service Center	43,896.13	Tax Shelter Annuities
436667	03/03/11	Public Empl Ret Sys	1,161,870.17	Health Insurance Monthly Premium
436670	03/03/11	S.M.C.S.I.G.	18,443.77	Vision Premium Payment
436671	03/03/11	S.M.C.S.I.G.	147,863.44	Dental Premium Payment
436696	03/07/11	Advance Soil Technology Inc.	14,437.50	CSM and Skyline Construction Projects
436743	03/07/11	Hartford Life & Accident Insurance Co.	31,733.98	Monthly Insurance Premiums
436747	03/07/11	Wells Fargo Bank	379,439.95	District Procurement Card Payment
436763	03/10/11	Dell Computers	26,534.72	Districtwide Computer Purchase
436790	03/10/11	Nick's Custom Golf Cars	11,794.31	ITS Utility Cart Purchase
436817	03/10/11	County of San Mateo	11,369.10	Districtwide Monthly Parking Income Allocation
436840	03/14/11	Swinerton Management & Consulting	15,858.98	Program Management Services
436842	03/14/11	Cumming Corporation	10,319.00	CPD Project Coordinating Services
436846	03/14/11	James Middleton and Associates, Inc.	14,821.83	CSM Parking Meters Purchase and Installation
436848	03/14/11	Krueger International	397,758.88	CSM Furniture Purchase
436858	03/14/11	Santa Clarita Community College District	35,725.65	Cañada Grant Contracted Services
436862	03/14/11	Swinerton Management & Consulting	301,320.70	Program Management Services

SAN MAEO COUNTY COMMUNITY COLLEGE DISTRICT
MARCH 1-31, 2011
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
436886	03/17/11	Commercial Energy of Montana, Inc.	61,709.52	Utilities
436914	03/17/11	RGA Environmental, Inc.	13,430.00	CSM Abatement Services
436923	03/17/11	Wausau Tile , Inc.	36,561.65	Skyline Waste Receptacles Purchase
436940	03/17/11	U.S. Postal Services	10,000.00	Skyline Postage
436941	03/17/11	U.S. Postal Services	10,000.00	Skyline Postage
437056	03/21/11	Allana Buick & Bers, Inc.	10,706.34	Districtwide Consultant Services
437074	03/21/11	Cumming Corporation	10,319.00	CPD Project Coordinating Services
437087	03/21/11	Landscape Forms	212,836.56	CSM Outdoor Furniture Purchase
437091	03/21/11	McCarthy Building Companies	418,392.90	CSM Construction Project
437094	03/21/11	MK Pipelines, Inc.	55,974.00	Cañada Construction Project
437109	03/21/11	Robert A. Bothman	61,993.08	CSM Construction Project
437112	03/21/11	Strata Information Group	59,721.03	ITS Consulting Services
437113	03/21/11	The Denali Group	13,690.00	CSM IAQ Survey Services
437116	03/21/11	The Shirley Ware Education Center	20,936.23	Cañada SWEC Grant Contracted Services
437117	03/21/11	McCarthy Building Companies	46,488.10	CSM Construction Project
437121	03/21/11	West Coast Industries, Inc	11,963.73	CSM Chillers Purchase and Installation
437125	03/21/11	AT&T/MCI	12,355.54	Districtwide Local Telephone Services
437131	03/21/11	Division of the State Architect	10,835.89	Skyline DSA Fees
437137	03/21/11	Sedgwick Claims Management Services. Inc.	21,000.00	District Worker's Comp TPA Service Fees
437138	03/21/11	The Shirley Ware Education Center	17,154.00	Cañada SWEC Grant Contracted Services
437144	03/24/11	Apple Computer, Inc	252,859.40	CSM Computer Purchases
437164	03/24/11	Dell Computers	18,121.98	CSM and Skyline Computer Purchases
437169	03/24/11	Galvez, Daniel	15,000.00	Skyline Wall Artwork
437180	03/24/11	McCarthy Building Companies	624,872.95	Cañada Construction Project
437183	03/24/11	Pac Gas & Elec Co	25,005.43	Utilities
437191	03/24/11	Robert A. Bothman	32,361.06	Skyline Construction Project
437194	03/24/11	Sances, John J.	15,000.00	Skyline Wall Artwork
437201	03/24/11	McCarthy Building Companies	32,888.05	Cañada Construction Project
437208	03/24/11	County of San Mateo	22,876.78	District Legal Consulting Services
437228	03/30/11	Bertrand, Fox and Elliot	13,853.51	District Legal Services
437238	03/30/11	Hensel Phelps Construction Co.	43,008.30	Skyline Construction Project
437240	03/30/11	Folsom Lake Ford	13,990.39	ITS Vehicle Purchase
437243	03/30/11	Hensel Phelps Construction Co.	387,074.70	Skyline Construction Project
437256	03/30/11	Pac Gas & Elec Co	14,405.82	Utilities

SAN MAEO COUNTY COMMUNITY COLLEGE DISTRICT
MARCH 1-31, 2011
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1103913	03/01/11	US Treasury - Union Bank	1,345,081.86	Federal Tax
J1103913	03/01/11	EDD - Union Bank	270,918.69	State Tax
J1104281	03/15/11	State Teacher Retirement - Cash Balance	56,087.84	STRS Retirement - Cash Balance
J1104557	03/18/11	US Treasury - Union Bank	65,116.52	Federal Tax
J1104751	03/31/11	State Teacher Retirement - County Paid	604,936.59	STRS Retirement - Defined Benefit
<u>SMCCCD Bookstores</u>				
107988	03/02/11	SMCC College District	11,135.76	Purchase of Inventory
107990	03/17/11	MTC Distributing	10,266.85	Purchase of Inventory
108037	03/21/11	MBS Textbook Exchange	10,777.74	Purchase of Inventory
108041	03/21/11	NEBRASKA Book Company	23,384.51	Purchase of Inventory
108053	03/21/11	SMCC College District	189,042.48	Salaries & Benefits February 2011
108061	03/25/11	SMCC College District	14,855.66	Purchase of Inventory
EFT 14813	03/24/11	Board Of Equalization	23,605.49	Sales Tax Prepayment
Subtotal			<u>11,405,926.66</u>	84%
Warrant Issued ≤ \$10,000			<u>2,174,042.81</u>	16%
Total Non-Salary Warrants Issued			<u><u>13,579,969.47</u></u>	100%
District Accounts Payable	436464-437283, 924031-924521, DD21733-22211		10,873,696.22	
District Payroll	68749-69531, DD50014474-50015918		7,967,985.79	
SMCCCD Bookstores	107987-108061, EFT#14813		<u>351,425.85</u>	
Total Warrants Including Salaries - March 2011			<u><u>19,193,107.86</u></u>	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 APRIL 1-30, 2011
 WARRANT SCHEDULE GREATER THAN \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
022228	04/04/11	Associated Std-CSM	45,000.00	CSM ASB Interbank Transfer
022229	04/04/11	Casey Printing, Inc.	26,482.17	Skyline Fall Schedules Printing Services
022232	04/04/11	Intermountain Electric Company	44,482.50	CSM and Skyline Electrical Services
022234	04/04/11	NetVersant Solution II LP	22,822.69	Skyline Access Control Alarm Purchase and Installation
022239	04/04/11	SMC College Ed. Housing Corp.	110,192.89	Cañada and CSM Vista Monthly Rent Payment
022242	04/04/11	SMCCCD Bookstore	22,693.55	Cañada Special Programs Books Purchase
022244	04/04/11	Sutro Tower Inc.	17,247.00	KCSM Transmitter Leasing Fee
022245	04/04/11	Urtext	16,625.00	Districtwide CPD Consulting Services
022246	04/04/11	VALIC Retirement Services Company	229,711.12	Tax Shelter Annuities
022287	04/07/11	Constellation NewEnergy Inc.	22,076.30	Utilities
022292	04/07/11	Krueger International	51,963.94	Skyline and CSM Furniture Purchase
022297	04/07/11	Q Builders, Inc.	47,712.02	CSM Construction Project
022300	04/07/11	SM County Community College District	32,610.67	Replenish Flex Spending Account
022331	04/14/11	Associated Std-Skyline	80,000.00	Skyline ASB Interbank Transfer
022337	04/14/11	Krueger International	102,699.81	Skyline and Cañada Furniture Purchase
022341	04/14/11	Q Builders, Inc.	24,210.09	CSM Construction Project
022423	04/28/11	AMS.Net, Inc.	17,030.00	CSM IT Equipment Purchase
022425	04/28/11	Casey Printing, Inc.	29,910.51	Cañada Fall Schedules Printing Services
022426	04/28/11	CIS, Inc	20,865.00	Districtwide DSA Inspection Services
022427	04/28/11	Computerland	17,419.76	CSM Equipment and Cañada Software Purchases
022428	04/28/11	Constellation NewEnergy Inc.	55,987.73	Utilities
022431	04/28/11	DRB Management Services Corporation	25,582.50	Districtwide Project Management Services
022432	04/28/11	GRD Energy Inc.	16,484.00	Districtwide Commissioning Services
022433	04/28/11	Humanscale Corporation	11,355.09	CSM Furniture Purchase
022435	04/28/11	Intermountain Electric Company	25,073.00	CSM Electrical Services
022436	04/28/11	Krueger International	111,351.97	Skyline and CSM Furniture Purchase
022442	04/28/11	Q Builders, Inc.	14,137.00	Cañada and CSM Construction Projects
022443	04/28/11	SMC College Ed. Housing Corp.	107,589.69	Cañada and CSM Vista Monthly Rent Payment
022449	04/28/11	VALIC Retirement Services Company	223,922.55	Tax Shelter Annuities
437285	04/04/11	Advance Soil Technology Inc.	10,757.50	CSM Parking Lots Paving Project
437294	04/04/11	County of Alameda	41,798.94	Skyline BayCEC Contract Services
437295	04/04/11	County of San Mateo	27,119.29	Skyline BayCEC Contract Services
437303	04/04/11	Industrial Employers/Distributors Assoc.	10,437.58	Districtwide Labor Relations Services
437318	04/04/11	Pac Gas & Elec Co	22,517.31	Utilities

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 APRIL 1-30, 2011
 WARRANT SCHEDULE GREATER THAN \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
437320	04/04/11	Peralta Comm.College District	88,112.50	Skyline BayCEC Contractor Services
437322	04/04/11	Public Empl Ret Sys	1,169,683.07	Health Insurance Monthly Premium
437341	04/04/11	American Federation of Teachers	57,171.75	Monthly Union Dues
437344	04/04/11	C S E A	11,847.33	Monthly Union Dues
437345	04/04/11	CalPERS	474,589.44	Monthly PERS Contribution Advance Payment
437356	04/04/11	Employment Development Department	158,455.91	Quarterly Unemployment Fee
437374	04/04/11	Hartford Retirement Plans Service Center	44,296.13	Tax Shelter Annuities
437392	04/04/11	S.M.C.S.I.G.	147,523.05	Dental Premium Payment
437393	04/04/11	S.M.C.S.I.G.	18,416.33	Vision Premium Payment
437411	04/07/11	Akin-Taylor, Adejumo O.	12,000.00	Skyline CITD Contracted Services
437442	04/07/11	Dell Computers	67,204.28	CSM and District Office Computer Purchases
437452	04/07/11	Krueger International	133,730.88	CSM Furniture Purchase
437455	04/07/11	MK Pipelines, Inc.	29,300.00	Cañada Plumbing Services
437461	04/07/11	Pac Gas & Elec Co	15,935.71	Utilities
437472	04/07/11	San Mateo Lockworks	18,637.89	CSM Locksmith Services
437495	04/07/11	Hartford Life & Accident Insurance Co.	31,677.04	Monthly Insurance Premiums
437498	04/07/11	Jones Hall, APLC	18,570.00	2005 IRS Bond Audit Legal Consultation Fees
437506	04/07/11	The Bank of New York Mellon	179,415.31	AR Deposit Error Refund
437509	04/07/11	Wells Fargo Bank	494,278.52	District Procurement Card Payment
437543	04/11/11	Robert A. Bothman	28,365.34	CSM Construction Project
437568	04/14/11	B.T. Mancini Co. Inc.	18,938.00	CSM and Cañada Construction Projects
437589	04/14/11	Krueger International	61,887.07	Skyline Furniture Purchase
437590	04/14/11	Krueger International	46,926.81	Skyline Furniture Purchase
437598	04/14/11	PAE Consulting Engineers, Inc.	10,005.00	Districtwide Boilers Emissions Upgrade
437604	04/14/11	Robert A. Bothman	39,869.81	Skyline Construction Project
437608	04/14/11	Schindler Elevator Corporation	13,730.64	Districtwide Elevators Maintenance Services
437630	04/18/11	Bay View Painting Company	28,955.05	Skyline Exterior Painting Project
437631	04/18/11	Bay View Painting Company	76,206.00	Skyline and CSM Exterior Painting Projects
437635	04/18/11	Commercial Energy of Montana, Inc.	69,395.35	Utilities
437638	04/18/11	Dell Computers	51,699.11	Districtwide Computers Purchase
437688	04/20/11	Atlas/Pellizzari Electric Inc.	61,625.00	CSM Electrical Services
437700	04/20/11	County of San Mateo	15,620.90	Districtwide Monthly Parking Income Allocation
437701	04/20/11	County of San Mateo	20,874.95	Skyline BayCEC Contractor Services
437703	04/20/11	Ellis & Ellis Sign Systems	26,507.13	CSM LED Screen Retrofit Services
437706	04/20/11	Fotronic Corporation	29,972.80	CSM Equipment Purchase
437722	04/20/11	Midpoint International Inc.	13,949.00	CSM Equipment Purchase

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 APRIL 1-30, 2011
 WARRANT SCHEDULE GREATER THAN \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
437725	04/20/11	Pac Gas & Elec Co	23,887.61	Utilities
437727	04/20/11	Plantscapers, Inc	15,438.41	CSM Outdoor Furniture Purchase
437733	04/20/11	Silicon Valley Shelving & Equip., Inc.	15,145.12	CSM Carts Purchase
437734	04/20/11	State Board of Equalization	15,271.00	Quarterly Use/Sales Tax Payment
437742	04/25/11	ABC School Equipment, Inc.	19,691.07	CSM and Skyline Equipment Purchase
437745	04/25/11	APEX Mechanical, Inc.	29,000.00	CSM Pneumatic Work Stations Installation
437767	04/25/11	Dell Computers	17,870.83	Districtwide Computers Purchase
437771	04/25/11	Hensel Phelps Construction Co.	19,949.40	Skyline Construction Project
437776	04/25/11	Hensel Phelps Construction Co.	179,544.60	Skyline Construction Project
437787	04/25/11	McCarthy Building Companies	705,142.25	Cañada Construction Project
437788	04/25/11	McCarthy Building Companies	877,305.60	CSM Construction Project
437799	04/25/11	Pac Gas & Elec Co	24,190.84	Utilities
437816	04/25/11	McCarthy Building Companies	97,478.40	CSM Construction Project
437817	04/25/11	McCarthy Building Companies	37,112.75	Cañada Construction Project
437819	04/25/11	Associated Std -Canada	32,842.00	Quarterly Cañada Student Body Fees
437820	04/25/11	Associated Std-CSM	44,785.50	Quarterly CSM Student Body Fees
437821	04/25/11	Associated Std-Skyline	45,785.39	Quarterly Skyline Student Body Fees
437835	04/28/11	Chouinard & Myhre, Inc.	37,266.14	District Server Purchase
437850	04/28/11	Pac Gas & Elec Co	21,605.42	Utilities
437865	04/28/11	Strata Information Group	68,442.81	ITS Consulting Services
437876	04/28/11	American Federation of Teachers	48,945.89	Monthly Union Dues
437878	04/28/11	C S E A	11,823.79	Monthly Union Dues
437899	04/28/11	Hartford Retirement Plans Service Center	44,296.13	Tax Shelter Annuities
437918	04/28/11	U.S. Postal Services	28,000.00	CSM Postage
924528	04/05/11	Student Stafford Loan	10,448.00	Federal Unsubsidized Student Stafford Loan
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1105546	04/01/11	US Treasury - Union Bank	1,453,385.00	Federal Tax
J1105546	04/01/11	EDD - Union Bank	295,959.32	State Tax
J1105547	04/20/11	US Treasury - Union Bank	58,491.32	Federal Tax
J1105610	04/07/11	State Teacher Retirement - Cash Balance	70,106.88	STRS Retirement - Cash Balance
J1105523	04/30/11	State Teacher Retirement - County Paid	560,651.12	STRS Retirement - Defined Benefit

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 APRIL 1-30, 2011
 WARRANT SCHEDULE GREATER THAN \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
		<u>SMCCCD Bookstores</u>		
108143	04/25/11	SMCC College District	<u>161,043.93</u>	Salaries & Benefits March 2011
		Subtotal	10,542,148.79	89%
		Warrant Issued ≤ \$10,000	<u>1,294,712.38</u>	<u>11%</u>
		Total Non-Salary Warrants Issued	<u><u>11,836,861.17</u></u>	100%
District Accounts Payable		437284-437926, 924522-924708, DD22221-22453	9,107,205.64	
District Payroll		69532-70288, DD50015919-50017388	7,565,182.08	
SMCCCD Bookstores		108062-108148	<u>280,208.05</u>	
		Total Warrants Including Salaries - April 2011	<u><u>16,952,595.77</u></u>	

BOARD REPORT NO. 11-6-3CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

ADOPTION OF RESOLUTION NO. 11-8 ESTABLISHING 2011-12 BUDGET LIMITS

Government Code Section 7910 (SB 1352, Chapter 1205, Statutes of 1980) requires that the Board establish, by resolution, its appropriations limit for each fiscal year. The Gann Limit worksheet must be available to the public 15 days prior to the Board meeting for adoption. The 2011-12 worksheet has been available in the Chancellor's Office since June 1, 2011, and provides the basis for approval of Resolution No. 11-8.

The appropriations limit for 2010-11 totaled \$156,233,160. The limit decreased to \$152,689,868 for 2011-12 with application of the inflation factor of 1.0251 and the population FTES change factor of 0.953390, as provided by the California State Department of Finance. The decrease in the FTES factor is due to a decrease in enrollment, which resulted in a decrease in our reported FTES. The calculated appropriations limit for 2011-12 is \$57.3 million higher than the appropriations subject to that limit.

RECOMMENDATION

It is recommended that the Board of Trustees adopt Resolution No. 11-8 in compliance with California Government Code Section 7910 (SB1352, Chapter 1205, Statutes of 1980) for establishment of the 2011-12 appropriations limit at \$152,689,868 as described in the attached Gann Limit Worksheet.

RESOLUTION NO. 11-8

BY THE GOVERNING BOARD
OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA

COMPLIANCE OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT BUDGET
WITH THE EXPENDITURE LIMITATION FOR LOCAL PROCEEDS OF TAXES IN
ACCORDANCE WITH ARTICLE XIII B OF THE CONSTITUTION

WHEREAS, Senate Bill 1352, Chapter 1205 of the Statutes of 1980, implements the provisions of Article XIII B of the Constitution; and

WHEREAS, Article XIII B of the Constitution establishes an expenditure limitation for local proceeds of taxes for the 2011-12 fiscal year; and

WHEREAS, it is necessary for the San Mateo County Community College District to adopt a budget within said expenditure limitation;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the San Mateo County Community College District that, pursuant to the provisions of Article XIII B of the Constitution and pursuant to the provisions of Senate Bill 1352, Chapter 1205, Statutes of 1980, an expenditure limitation for local proceeds of taxes for the 2011-12 fiscal year has been duly calculated; and

BE IT FURTHER RESOLVED that the level of expenditure of local taxes required to fund the 2011-12 fiscal year budget adopted for the San Mateo County Community College District does not exceed the limitation upon expenditures of local proceeds of taxes so calculated and established by this Governing Board.

REGULARLY PASSED AND ADOPTED this 22nd day of June 2011.

Ayes

Noes

Attest:

Dave Mandelkern, Vice President-Clerk
Board of Trustees

**CALIFORNIA COMMUNITY COLLEGES
GANN LIMIT WORKSHEET
2011-2012**

DISTRICT NAME: San Mateo County Community College DistrictDATE: June 4, 2011**I. 2011-12 APPROPRIATIONS LIMIT:**

A. 2010-11 Appropriations Limit	<u>\$156,233,160</u>
B. 2011-12 Price factor 1.0251	
C. Population factor:	
1. 2009-10 Second Period Actual FTES	<u>22,785</u>
2. 2010-11 Second Period Actual FTES	<u>21,723</u>
3. 2011-12 Population change factor	<u>0.953390</u>
(line C.2. Divided by line C.1.)	
D. 2010-11 Limit adjusted by inflation and population factors (line A multiplied by line B and line C.3.)	<u>\$152,689,868</u>
E. Adjustments to increase limit:	
1. Transfers in of financial responsibility	
2. Temporary voter approved increases	
3. Total adjustments - decrease	<u>(-0-)</u>
SUB-TOTAL	<u>\$152,689,868</u>
F. Adjustments to decrease limit:	
1. Transfers out of financial responsibility	
2. Lapses of voter approved increases	
3. Total adjustments - decrease	<u>(-0-)</u>
G. 2011-12 Appropriations Limit	<u>\$152,689,868</u>

II. 2011-12 APPROPRIATIONS SUBJECT TO LIMIT:

A. State Aid (General Apportionment, Apprenticeship Allowance, Basic Skills, and Partnership for Excellence) NOTE; SEE INSTRUCTIONS PAGE FOR CHANGE IN ITEMS INCLUDED.	<u>\$ 41,933,937</u>
B. State Subventions (Home Owners Property Tax Relief, Timber Yield tax, etc.)	325,895
C. Local Property taxes	52,153,569
D. Estimated excess Debt Service taxes	
E. Estimated Parcel taxes, Square Foot taxes, etc.	
F. Interest on proceeds of taxes	950,000
G. Local appropriations from taxes for unreimbursed State, court, and federal mandates	<u>(-0-)</u>
H. 2011-12 Appropriations Subject to Limit	<u>\$ 95,363,401</u>

BOARD REPORT NO. 10-6-4CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

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

The District has used the legal services of the San Mateo County Counsel's staff for many years. The current contract expires on June 30, 2011. 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 (\$192 per hour for 2011-12, as compared to \$188 for 2008-09). The County Counsel's office bills hours for all deputies in the office who provide services to the College District. County Counsel John Beiers' time is not billed. For the District, the fee for legal services provided by County Counsel during 2011-12 is estimated to be \$46,000.

Currently, several attorneys in the County Counsel's office are advising the District on a wide variety of different issues, including two redevelopment revenue disputes; personnel matters; business contract issues; CEQA and planning issues; rules and regulations revisions; and international education. The administration believes that one of the advantages of using the County Counsel's office is that we have access to attorneys with strong legal backgrounds in all of these areas.

The District now seeks Board approval of a three-year agreement with the San Mateo County Counsel for provision of legal services during the period July 1, 2011 through June 30, 2014 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 three-year agreement to be approximately \$150,000. 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 renewal of an agreement with the County of San Mateo for provision of legal services during the period July 1, 2011 through June 30, 2014 in an amount not to exceed \$150,000 for the life of the agreement.

BOARD REPORT NO. 11-6-5CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor-Superintendent
PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

**APPROVAL OF VOLUNTARY INTERNATIONAL STUDENT
INSURANCE PROGRAM, 2011-12**

Each year, the Colleges make available a voluntary health insurance program to domestic and international students who need or wish to purchase such coverage. International students are required to have accident and sickness insurance when they enroll at any of the Colleges unless they provide proof that their parents' insurance covers them in the United States. If international students do not have insurance coverage, they may obtain the insurance described herein on an individual basis.

The District seeks Board approval to offer the international student insurance program from Student Insurance Agency. Student Insurance Agency is underwritten by UnitedHealthcare Insurance Company and offers many comparable features as previous programs for students including availability of emergency care, and offers coverage for major medical benefits at option. Due to a significant increase of international student claims these last few years, the District had a difficult time securing a policy with comparable benefits without also experiencing a drastic premium hike. The UnitedHealthcare Insurance program is the best possible option at this time with a 14% premium increase.

The maximum benefit per injury or illness per student under the insurance is \$200,000. Included in the coverage are hospital room, physician expenses, dental care, X-ray, and laboratory with \$25 co-pay which is waived if referred by the Student Health Center. The policy meets all of the mandates of federal regulations by providing medical evacuation and repatriation of remains benefits. The reimbursement rate for services provided is 100% with no deductible for the students if services are rendered at the Student Health Center, and \$100 per year deductible for the dependents. The 2011-12 premium will be \$1088 per student per year, which is a 14% increase from 2010-11.

RECOMMENDATION

It is recommended that the Board approve the 2011-12 voluntary insurance program for international students underwritten by UnitedHealthcare Insurance Company and administered through Student Insurance Agency, as detailed above.

BOARD REPORT NO. 11-6-6CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

**RENEWAL OF AGREEMENTS WITH AMERICAN INSTITUTE FOR
FOREIGN STUDY (AIFS), 2011-12**

On November 24, 1984, the Board first approved an agreement with the American Institute for Foreign Study (AIFS) initiating a partnership with AIFS for providing an overseas study program. This program has sent students and faculty to London each Fall semester since 1985, as well as in Summer 2000. Foreign study programs for Spring semesters have been offered in Paris, Florence, and Guadalajara through agreements with AIFS.

The District has received agreements for the Fall 2011 program in London, England and the Spring 2012, program in Florence, Italy. These new agreements with AIFS are similar to earlier agreements. The District is responsible for educational curriculum, selection and employment of faculty, academic advisement, student enrollment, and academic record keeping. AIFS is responsible for student housing, optional transportation between San Francisco and the study site, a broad array of student support services, and a social/cultural program to enable students to make the most of their foreign study experience.

The District receives regular State apportionment revenue for California residents attending classes offered through these foreign study programs; non-residents are charged the same fees they would pay if enrolling in on-campus classes. When District faculty are assigned to teach abroad, the cost of hourly replacement is reimbursed to the respective Colleges. A modest budget is maintained to cover the cost of miscellaneous instructional expenses and supplies, including photocopying. Administrative coordination and supervision are provided by the College of San Mateo without additional expenditure.

RECOMMENDATION

It is recommended that the Board approve renewal of agreements with the American Institute for Foreign Study for the Fall 2011 (London, England) and Spring 2012 (Florence, Italy) foreign study programs.

BOARD REPORT NO. 11-6-2B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jing Luan, Ph.D., Vice Chancellor, Educational Services and Planning, 358-6880

**CURRICULAR ADDITIONS AND DELETIONS
CAÑADA COLLEGE, COLLEGE OF SAN MATEO, AND SKYLINE COLLEGE**

The addition of 73 courses to, and the deletion of 12 courses from, the College catalogs are proposed by Cañada College, College of San Mateo, and Skyline College at this time. Additionally, 52 courses are proposed to be offered in the distance education mode. The addition of nine Associate Degrees, 12 Associate Degrees for Transfer, seven certificates of achievement, 13 certificates of specialization, one Career Certificate and seven program departments, as well as seven degrees/certificates and seven department deletions are also proposed. In addition to the degree/certificate deletions, six degrees/certificates were assigned inactive status.

In addition to the courses deleted, 184 courses in the fields of Accounting, Architecture, Art, Automotive Technology, Broadcasting, Business, Computer Applications and Office Technology, Computer and Information Science, Digital Media, Electronics, English, English as a Second Language, Fashion Design and Merchandising, Fire, Graphics, Horticulture, Health Science, Journalism, Literature, Multimedia, Physical Education, Political Science, Psychology, Social Science, Speech Communication, Sprinkler Fitter Apprenticeship, Theatre Arts, and Wellness were assigned inactive status, which removes them from the catalog and schedule. Since they have not been deleted, they can be more easily reinstated at a later time. If reinstatement is unlikely, these courses will be deleted in the coming years.

Each of the proposed courses has been reviewed by the appropriate Division Dean and approved by the College Curriculum or Instruction Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo and Skyline College catalogs.

PROPOSED CURRICULAR ADDITIONS:**Cañada College**

Anthropology

- 380 Travel Study in Anthropology – Preparing for the Trip
- 381 Travel Study in Anthropology

Biological Sciences

- 380 Travel Study in Biology – Preparing for the Trip
- 381 Travel Study in Biology

Communication Studies

- 110 Public Speaking
- 130 Interpersonal Communication
- 140 Small Group Communication
- 150 Intercultural Communication
- 180 Introduction to Communication Studies

Computer Business Office Technology

- 460 Office Procedures in Today's World

Interior Design

- 401 Sustainability and Energy-Efficient Homes
- 402 Green Remodeling and Energy-Water Efficiency

Kinesiology, Athletics and Dance - Kinesiology

- 101 Introduction to Kinesiology
- 245 Principles and Techniques of Resistance, Balance and Flexibility Training
- 250 Personal Trainer Preparation: Anatomy and Physiology
- 251 Personal Trainer: Health Appraisal and Exercise Prescription
- 308 Prevention and Care of Athletic Injuries

Multimedia Art and Technology

- 417 Principles of Animation
- 422 Introduction to Rigging

College of San Mateo

Developmental Skills

- 800 Learning Skills Assessment for DSPS

Digital Media

- 104 Digital Media Career Pathways
- 113 Digital Video Production
- 143 Motion Graphics

- 152 Advanced Digital Audio: Pro Tools
- 167 Web Design I: Fireworks
- 168 Web Design II: Dreamweaver
- 169 Web Design III: CSS

Fire

- 796 Emergency Medical Technician: Basic

Horticulture

- 402 Introduction to Floristry
- 403 Intermediate & Contemporary Floristry
- 406 Advanced Styles & Techniques in Floristry
- 407 Weddings, Tributes and Special Projects

Kinesiology – Kinesiology

- 101 Introduction to Kinesiology
- 200 Yoga History & Culture
- 201 Yoga Pedagogy Lecture
- 202 Yoga Pedagogy Lab

Kinesiology - Dance

- 390 Dance Composition/Theory/Choreography

Kinesiology - Fitness

- 226 Plyometric Conditioning
- 227 TRX® Suspension Training

Kinesiology – Team

- 141 Beginning Soccer
- 145 Advanced Soccer

Kinesiology – Varsity

- 172 Intercollegiate Cross Country: Men and Women

Music

- 424 Small Jazz Ensembles
- 425 Contemporary Jazz Combo

Social Science

- 325 Co-Occurring Disorders II – Management and Treatment

Sociology

- 121 Introduction to Research Methods

Sprinkler Fitter Apprenticeship

- 711 Sprinkler Fitter Apprenticeship I
- 712 Sprinkler Fitter Apprenticeship II

- 713 Sprinkler Fitter Apprenticeship III
- 714 Sprinkler Fitter Apprenticeship IV
- 715 Sprinkler Fitter Apprenticeship V
- 716 Sprinkler Fitter Apprenticeship VI
- 717 Sprinkler Fitter Apprenticeship VII
- 718 Sprinkler Fitter Apprenticeship VIII
- 719 Sprinkler Fitter Apprenticeship IX
- 720 Sprinkler Fitter Apprenticeship X

Skyline College

Administration of Justice

- 134 Traffic Enforcement and Investigation

Astronomy

- 101 Astronomy Laboratory

Automotive Technology

- 510 Basic Hybrid Powertrains
- 511 Principles of Hybrid and Electric Drives

Early Childhood Education

- 804 English for Childcare Providers

English for Speakers of Other Languages

- 804 English for Childcare Providers

Kinesiology – Fitness

- 107 Intercollegiate Fitness
- 199 Interactive Cardiovascular Fitness
- 219 Core Fitness Training

Kinesiology – Individual Sports

- 172 Golf: Improving the Mental Game

Kinesiology – Kinesiology

- 100 Introduction to Kinesiology

Learning Skills

- 828 Supplemental Learning Assistance for Basic Writing Skills

Music

- 106 Music Theory II

Physics

- 105 Conceptual Physics

Psychology

238 Arab Cultural Psychology

Sociology

143 Sociology of Migration and Immigration

Wellness

760 Introduction to “Wholistic” Health

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION:**Cañada College**

Business

110 Business Arithmetic

115 Business Mathematics

Chemistry

410 Chemistry for Health Sciences

Communication Studies

130 Interpersonal Communication

150 Intercultural Communication

Economics

102 Principles of Micro Economics

English as a Second Language

880CC Content-Based Language Skills I

Health Science

432 CPR: Adult, Child, Infant for Healthcare Providers

History

201 U.S. History through 1877

Multimedia Art and Technology

417 Principles of Animation

Political Science

170 Introduction to Comparative Politics

200 National, State and Local Governments

College of San Mateo

Accounting

103 Ten-Key Skills

161 Intermediate Accounting I

Astronomy

100 Introduction to Astronomy

Biology

220 General Biology

Business

317 Keyboarding Skill-Building

326 Electronic Filing and Records Management

Chinese

211 Colloquial Mandarin Chinese I, Elementary

212 Colloquial Mandarin Chinese II, Elementary

Computer and Information Science

111 Introduction to Internet Programming

490 Computer Forensics: Network Analysis and Defense

Digital Media

104 Digital Media Career Pathways

167 Web Design I: Fireworks

168 Web Design II: Dreamweaver

169 Web Design III: CSS

Engineering

230 Engineering Statics

English as a Second Language

891 Accent Reduction for Non-Native Speakers

Film

200 Film in Focus

Horticulture

402 Introduction to Floristry

403 Intermediate & Contemporary Floristry

406 Advanced Styles & Techniques in Floristry

407 Weddings, Tributes and Special Projects

Kinesiology – Fitness

134 Track and Trail Aerobics

Philosophy

100 Introduction to Philosophy

Reading

825 Introduction to College Reading

Sociology
100 Introduction to Sociology

Skyline College

Accounting
103 Ten Key Skills

Art
107 Art of Our Times
115 Art, Music and Ideas
120 Art of the Americas
130 Art Appreciation

English
161 Creative Writing I
162 Creative Writing II

Kinesiology – Fitness
199 Interactive Cardiovascular Fitness

History
202 United States History II

Literature
373 Latin American Literature in Translation
416 Modern European Literature in Translation

Mathematics
201 Quantitative Reasoning

Music
115 Music, Art and Ideas

Psychology
410 Abnormal Psychology

Wellness
760 Introduction to “Wholistic” Health

PROPOSED CURRICULAR DELETIONS:

Cañada College

Fashion Design and Merchandising
230 Math for Merchandisers

Kinesiology, Athletics and Dance - Fitness

- 245 Principles and Techniques of Resistance, Balance and Flexibility Training
- 250 Personal Trainer Preparation: Anatomy and Physiology
- 251 Personal Trainer: Health Appraisal and Exercise Prescription

Kinesiology, Athletics and Dance - Theory

- 308 Prevention and Care of Athletic Injuries

Psychology

- 112 Applied Psychology through Film
- 202 Adolescent Behavior

Speech Communication

- 100 Public Speaking
- 102 Introduction to Communication Studies
- 111 Oral Interpretation
- 120 Interpersonal Communication
- 150 Intercultural Communication

College of San Mateo

None

Skyline College

None

PROPOSED PROGRAM ADDITIONS:

Cañada College

Communication Studies

Communication Studies – Associate in Arts Degree for Transfer

Early Childhood Education/Child Development

Early Childhood Education/Child Development – Associate in Science Degree for Transfer

Kinesiology

Kinesiology – Associate in Arts Degree for Transfer

Mathematics

Mathematics – Associate in Science Degree for Transfer

Physics

Physics – Associate in Science Degree for Transfer

Psychology

Psychology – Associate in Arts Degree for Transfer

Sociology

Sociology – Associate in Arts Degree for Transfer

College of San Mateo

Communication Studies – Associate in Arts Degree for Transfer

Digital Media

Broadcast and Electronic Media Concentrations

- Digital Audio Option – Associate in Arts Degree
- Digital Audio Option – Certificate of Specialization
- Digital Video Production Option – Associate in Arts Degree
- Television Producing Option – Associate in Arts Degree
- Video Journalism – Certificate of Specialization
- Television and Radio Broadcasting – Certificate of Specialization
- Lighting – Certificate of Specialization

Graphic Design Concentration – Associate in Arts Degree

Graphic Design Concentration – Certificate of Achievement

Graphic Design Concentration – Certificate of Specialization

Graphic Production – Certificate of Achievement

Graphic Production – Certificate of Specialization

Journalism Concentration– Associate in Arts Degree

Journalism Concentration– Certificate of Achievement

Web/Multimedia Concentrations

- Web Design Option – Associate in Arts Degree
- Web Design Option – Certificate of Achievement
- Web Design/Developer – Certificate of Specialization
- Digital Video – Certificate of Specialization
- Web Developer Option – Associate in Arts Degree
- Web Developer Option – Certificate of Achievement
- Multimedia Option – Associate in Arts Degree
- Multimedia Option – Certificate of Achievement
- Multimedia Option – Certificate of Specialization

Electronics Technology

Electrical Power Systems and Instrumentation - Certificate of Specialization

Kinesiology

Kinesiology – Associate in Arts Degree

Yoga Instructor – Certificate of Specialization

Mathematics – Associate in Science Degree for Transfer

Sociology – Associate in Arts Degree for Transfer

Skyline College

Automotive Technology

Asian Engine Performance Technology – Certificate of Achievement

Automotive Technician – Entry Level – Certificate of Specialization

Education

After School Program Assistant – Career Certificate

After School Program Associate Teacher – Certificate of Specialization

Mathematics

Mathematics – Associate in Science Degree for Transfer

Psychology

Psychology – Associate in Arts Degree for Transfer

PROPOSED PROGRAM TITLE CHANGES:

Cañada College

None

College of San Mateo

None

Skyline College

Communication Studies – Associate in Arts Degree (formerly Speech Communication)

PROPOSED PROGRAM DELETIONS:

Cañada College

None

College of San Mateo

Electronics Technology

Electronics Technology

- Option 3: Micro Computer Systems – Associate in Science Degree
- Option 3: Micro Computer Systems – Certificate of Achievement
- Option 4: General Electronics – Associate in Science Degree

- Option 4: General Electronics – Certificate of Achievement
- Advanced Placement – Associate in Science Degree
- Advanced Placement – Certificate of Achievement
- Electronics Assembly – Certificate of Specialization

Skyline College

None

PROPOSED DEPARTMENT ADDITIONS:

Cañada College

Communication Studies (COMM)

Kinesiology (KINE)

College of San Mateo

Communication Studies (COMM)

Kinesiology (KINE)

Skyline College

Communication Studies (COMM)

Drama (DRAM)

Kinesiology (KINE)

PROPOSED DEPARTMENT DELETIONS:

Cañada College

Speech Communication (SPCH)

College of San Mateo

Broadcast and Electronic Media (BSCT)

Graphics (GRA)

Journalism (JOUR)

Multimedia (MULT)

Speech Communication (SPCH)

Skyline College

Speech Communication (SPCH)

San Mateo County Community College District

June 22, 2011

PREPARED BY: Sarah F. Perkins, Ph.D., Vice President, Instruction
Cañada College

APPROVED BY: Alicia Carmen Aguirre, Curriculum Committee Chair
Cañada College

David Clay, Academic Senate President
Cañada College

Thomas Mohr, President
Cañada College

PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ANTHROPOLOGY

380 TRAVEL STUDY IN ANTHROPOLOGY – PREPARING FOR THE TRIP (1.0-2.0) (day or evening)

Justification: This class is designed to provide context for ANTH 381, Travel Study in Anthropology. Students need to be prepared for ANTH 381 so that they understand not only what they will be seeing but also what they could encounter or experience. This course prepares students for the travel experience to a specific anthropological site. Appropriate behavior, cultural issues, and history of the place will be discussed prior to the trip. This course provides an Honors experience for those students who are transferring to 4-year institutions.

Prerequisite(s): ANTH 110 or 125 or 351.

Recommended Skills Level: Eligibility for ENGL 100, and MATH 110 or 111.

Description: Prepares students for a travel experience that focuses on Anthropology by reinforcing the knowledge learned in other Anthropology classes through application of concepts. The purpose of the course is to give context to the trip abroad so that students understand not only what they are seeing but are able to analyze the cultural experience as an Anthropologist would. Topics include learning about the culture, history, and/or archaeology of a particular place. The result is a high-impact educational experience.

Classification: AA/AS Degree; CSU transferable; Honors Program.

381 TRAVEL STUDY IN ANTHROPOLOGY (1.5-3.0) (day or evening)

Justification: Students apply their knowledge of Anthropology through traveling. The need for this course is great, as Anthropology traditionally focuses on non-western cultures. Through traveling, the instructor can discuss topics such as culture shock and ethnocentrism at a deeper level while students are experiencing these things. It also exposes students to a culture about which they would not otherwise learn. The experience breaks stereotypes down that a student might hold of a culture, and leads to a greater understanding of the importance of cultural diversity and adaptation of the human species. This course will become part of the Anthropology selective requirements and provides an Honors experience for those students who are transferring to 4-year institutions.

Prerequisite(s): ANTH 380.

Description: Students travel under the supervision of an experienced anthropologist. They apply the knowledge gained through the preliminary seminar and other anthropology courses to the experience of visiting archaeological, cultural and/or historical sites. The result is a high-impact educational experience.

Classification: AA/AS Degree; CSU transferable; Honors Program.

BIOLOGICAL SCIENCES

380 TRAVEL STUDY IN BIOLOGY – PREPARING FOR THE TRIP (1.0-2.0) (day or evening)

Justification: This class gives context to BIOL 381, a travel study course. Travel courses immerse students in environments that let them clearly make connections between academic theories and real-world applications. This course specifically prepares students for the travel experience and helps them to think about the trip with a biological perspective. This preparatory course ensures that the trip is an academic experience, not merely a recreational tour. This course provides an Honors experience for those students who are transferring to 4-year institutions.

Prerequisite(s): BIOL 110 or equivalent.

Recommended Skills Level: Eligibility for ENGL 100, and MATH 110 or 111.

Description: This course prepares students for a travel experience focused on biological concepts, especially evolution, as shown by ecosystems and adaptations of organisms. Coursework includes case studies, videos, guest lectures, and museum visits. The course gives context to the trip experience so that students not only understand what they are seeing, but are able to observe and analyze the environment as a biologist would.

Classification: AA/AS Degree; CSU transferable; Honors Program.

381 TRAVEL STUDY IN BIOLOGY (1.5-3.0) (day or evening)

Justification: Students apply their knowledge of biology through traveling to areas of biological importance. There is no better way to understand ecology than through direct experience. Instructors can discuss topics such as biodiversity and evolutionary adaptation at a deeper level while students are immersed in environments that display these things. It also exposes students to environments they might not otherwise travel to, and allows deeper analysis of their observations with the guidance of a biologist. This course will become part of the Biology selective requirements and provides an Honors experience for those students who are transferring to 4-year institutions.

Prerequisite(s): BIOL 380.

Description: Students travel under the supervision of an experienced biologist. They apply the knowledge gained through the preliminary course and other biology courses to the exploration of sites with ecological and evolutionary significance. Concepts of biodiversity, adaptation, and webs of life are experienced first-hand.

Classification: AA/AS Degree; CSU transferable; Honors Program.

COMMUNICATION STUDIES

110 PUBLIC SPEAKING (3.0) (day or evening)

Justification: This course was formerly called Speech 100. We are changing the department name from Speech to Communication Studies to reflect state and national trends, and align with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the AA-T in Communication Studies.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for ENGL 100.

Description: This course provides practical introduction to the fundamental principles of public speaking through an audience-centered approach, and a forum for practicing public speaking skills. Students discover, develop, and criticize ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches, including informative and persuasive speeches. Critical thinking and listening skills are realized through speaker and audience analysis. Speeches are delivered in both impromptu (spontaneous) and extemporaneous (prepared) modes.

Classification: AA/AS Degree; CSU, UC transferable; Honors Program.

130 INTERPERSONAL COMMUNICATION (3.0) (day or evening, distance education)

Justification: This course was formerly called Speech 120. We are changing the department name from Speech to Communication Studies to reflect state and national trends, and align with the

Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the AA-T in Communication Studies.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for ENGL 100.

Description: Introduction to various forms of interpersonal communication. Focus on theoretical and practical considerations of behaviors which facilitate or block successful private discourse and the role interpersonal communication plays in the formation and maintenance of identity. Class presentations required.

Classification: AA/AS Degree; CSU, UC transferable.

140 SMALL GROUP COMMUNICATION (3.0) (day or evening)

Justification: We are changing the department name from Speech to Communication Studies to reflect state and national trends, and align with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the AA-T in Communication Studies.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for ENGL 100.

Description: This course explores current theories in small group communication, examining group development, group tasks and roles, group processes, and the role of collaboration in critical thinking. Students interact in a variety of group projects, exploring their role within groups, leadership and group work, and diversity in groups.

Classification: AA/AS Degree; CSU, UC transferable.

150 INTERCULTURAL COMMUNICATION (3.0) (day or evening, distance education)

Justification: This course was formerly called Speech 150. We are changing the department name from Speech to Communication Studies to reflect state and national trends, and align with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the AA-T in Communication Studies.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for ENGL 100.

Description: Designed for students of all cultural backgrounds. Introduction to intercultural communication principles and processes; provides for the development of a more global

communication perspective and greater appreciation of other cultures through increased awareness of, and sensitivity to different cultural viewpoints influenced by variables including language, verbal and nonverbal communication, cultural values, gender identification, technology and media impact. This course allows students to examine and improve their intercultural communication competence. (Fulfills Associate degree Ethnic Studies requirement.)

Classification: AA/AS Degree; CSU, UC transferable.

180 INTRODUCTION TO COMMUNICATION STUDIES (3.0) (day or evening)

Justification: This course was formerly called Speech 102. We are changing the department name from Speech to Communication Studies to reflect state and national trends, and align with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the AA-T in Communication Studies.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for ENGL 100.

Description: This course explores the history, theoretical models, research methods, and trends of human communication, exploring a range of communication contexts through multiple lenses. The course uses an interdisciplinary approach to examine the intersections of communication and critical thinking, civic engagement, identity, human organizations.

Classification: AA/AS Degree; CSU, UC transferable.

COMPUTER BUSINESS OFFICE TECHNOLOGY

460 OFFICE PROCEDURES IN TODAY'S WORLD (3.0) (day or evening)

Justification: Teach students to develop the knowledge, skills, strategies, and techniques needed to perform common tasks and basic hands-on office procedures in today's digital, competitive, diverse, and global business environment. This course has been added to the Administrative Assistant certificate and degree (AS) and was highly recommended by the Advisory Board members.

Prerequisite(s): CBOT 457 and 474 or equivalent.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Learn to develop the hands-on essential skills, strategies, and techniques needed to perform the latest digital office procedures in any workplace. Office simulation is used for realistic workplace challenges. Build a portfolio from your assignments. Topics covered include: developing professional skills; preparing for your employment; time management; telecommunications; building communications skills, processing mail; records management;

banking and accounting procedures; scheduling appointments; travel arrangements; planning meetings and conferences; and developing effective oral presentations. This course is for those who are new to an office environment or need to update their office skills.

Classification: AA/AS Degree; Certificate; CSU transferable.

INTERIOR DESIGN

401 SUSTAINABILITY AND ENERGY-EFFICIENT HOMES (1.5) (day or evening)

Justification: This course is part of the HERO (Home Energy Retrofit) grant and will be part of the new certificate and degree in Sustainability through the Interior Design Department.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Provides an introduction to the planning and design of energy-efficient, high-quality, and healthy homes. Marketing strategies for homebuyers, owners, and remodelers, CALGreen Codes and LEED rating system for homes are covered. The most recent market trends for green building products and green homes are presented.

Classification: AA/AS Degree; Certificate; CSU transferable.

402 GREEN REMODELING AND ENERGY-WATER EFFICIENCY (3.0) (day or evening)

Justification: This course is part of the HERO (Home Energy Retrofit) grant and will be part of the new certificate and degree in Sustainability through the Interior Design Department.

Prerequisite(s): ARCH 110 and INTD 400 or equivalent.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Covers the basics of green remodeling design for residential and commercial interiors using the GreenPoint Rated checklist developed by the Build It Green organization, and LEED for Interior Design and Construction checklist developed by USGBC, the United States Green Building Council. This is a project based course including development of floor plans, furniture arrangements, interior elevations, mechanical/electrical plans, and plumbing features. Assessment of products and materials used for interior remodeling are included.

Classification: AA/AS Degree; Certificate; CSU transferable.

KINESIOLOGY, ATHLETICS AND DANCE - KINESIOLOGY

101 INTRODUCTION TO KINESIOLOGY (3.0) (day or evening)

Justification: We are aligning with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the AS-T in Kinesiology and a selective for both the Fitness Professional Associate in Science Degree and Certificate of Achievement.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: This course explores the broad spectrum of Kinesiology and its subdisciplines. It includes fundamental concepts of movement and physical activity, sociocultural influences, career options, current issues in the field of kinesiology and professional responsibilities. Students initiate their professional portfolio in this course.

Classification: AA/AS Degree; Certificate; CSU transferable.

245 PRINCIPLES AND TECHNIQUES OF RESISTANCE, BALANCE AND FLEXIBILITY TRAINING (3.0) (day or evening)

Justification: We are aligning with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the AS-T in Kinesiology and a selective for both the Fitness Professional Associate in Science Degree and Certificate of Achievement.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Learn basic training principles when designing resistance, balance and flexibility training programs. The course examines body mechanics of various exercises stressing proper form on machines, free weights, tubes, balls and mats. Students assess how to position clients to get the proper anatomical positioning throughout the exercise.

Classification: AA/AS Degree; Certificate; CSU transferable.

250 PERSONAL TRAINER PREPARATION: ANATOMY AND PHYSIOLOGY (3.0) (day or evening)

Justification: This course was formerly called FITN 250. We are changing the department name from Physical Education to Kinesiology to reflect state and national trends, and align with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the Fitness Professional Associate in Science Degree and Certificate of Achievement.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Comprehensive coverage of functional anatomy, exercise physiology, nutrition, weight management, cardiovascular pathology and related risk factors. Successful completion of this course assists students who are preparing for a variety of national certification exams for Exercise Leaders including the American College of Sports Medicine (ACSM) and the American Council on Exercise (ACE).

Classification: AA/AS Degree; Certificate; CSU transferable.

251 PERSONAL TRAINER: HEALTH APPRAISAL AND EXERCISE PRESCRIPTION (3.0)
(day or evening)

Justification: This course was formerly called FITN 251. We are changing the department name from Physical Education to Kinesiology to reflect state and national trends, and align with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the Fitness Professional Associate in Science Degree and Certificate of Achievement.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Comprehensive coverage of health appraisal screening, health assessment techniques, fitness testing assessment, metabolic calculations, exercise programming and techniques to change health behaviors. Successful completion of this course assists the students in preparing for a variety of national certification exams for exercise leader including the American College of Sports Medicine (ACSM) and the American Council on Exercise (ACE).

Classification: AA/AS Degree; Certificate; CSU transferable.

308 PREVENTION AND CARE OF ATHLETIC INJURIES (3.0) (day or evening)

Justification: This course was formerly called P.E. 308. We are changing the department name from Physical Education to Kinesiology to reflect state and national trends, and align with the Transfer Model Curriculum developed in response to SB 1440. This course will be part of the core curriculum for the Fitness Professional Associate in Science Degree and Certificate of Achievement.

Prerequisite(s): BIOL 250 or FITN 250 or KINE 250.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Introduction to the basic principles of prevention, assessment, treatment, and rehabilitation of athletic related injuries. Includes basic anatomical and physiological aspects, evaluation and assessment, as well as considerations and overview of injuries with treatment protocols.

Classification: AA/AS Degree; Certificate; CSU, UC transferable.

MULTIMEDIA ART AND TECHNOLOGY

417 PRINCIPLES OF ANIMATION (3.0) (day or evening, distance education)

Justification: The understanding and use of the fundamental principles of animation are a requirement for an animator or motion graphic artist to compete and succeed in the professional arena. Currently, these principles are taught in a piecemeal fashion in several courses. A Principles of Animation course would consolidate this information into one course, providing both Multimedia and 3D students with a solid foundation from which to continue their studies, as well as freeing up time in the several courses where these techniques are currently covered to delve more deeply into specifics of those particular topics. This course is a core requirement for both the 3D Animation and Video Game Art, and the Multimedia Art and Technology Associate in Science degrees and Certificates of Achievement.

Prerequisite(s): None.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Using paper and pencil, students learn the fundamental principles underlying all quality animation. Techniques like squash and stretch, overlap, follow-through, weight, arcs, solid dimensional drawing, and appeal are presented. Applying traditional animation skills to applications like Flash, After Effects, and Maya are also included.

Classification: AA/AS Degree; Certificate; CSU transferable.

422 INTRODUCTION TO RIGGING (3.0) (day or evening, distance education)

Justification: Rigging is a fundamental task in the 3D production pipeline, and one that requires very specialized knowledge. Currently, the Cañada curriculum covers this subject very briefly, providing students with a taste of the process and the tools involved; however, a student who develops an interest in this task has no additional course to take to strengthen his or her skills. A rigging course would allow the 3D faculty to delve more deeply into this subject area, enriching the Multimedia curriculum and providing an opportunity for students to hone their skills. This course would follow the introductory course (MART 420) for those students interested in exploring this career area. This course is a core requirement for both the 3D Animation and Video Game Art, and the Multimedia Art and Technology Associate in Science degrees and Certificates of Achievement.

Prerequisite(s): MART 420.

Recommended Skills Level: Eligibility for READ 836, and ENGL 836 or ESL 400.

Description: Basic and advanced rigging techniques for 3D models using Autodesk Maya. Students explore character rigging, vertex weighting, control setup, IK/FK switching, on-screen control setup and advanced blend shape techniques. Also introduced will be MEL scripting, creating and using expressions, creating channels and setting up functionality with set driven keys.

Classification: AA/AS Degree; Certificate; CSU transferable.

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE

BUSINESS

- 110 Business Arithmetic
- 115 Business Mathematics

CHEMISTRY

- 410 Chemistry for Health Sciences

COMMUNICATION STUDIES

- 130 Interpersonal Communication
- 150 Intercultural Communication

ECONOMICS

- 102 Principles of Micro Economics

ENGLISH AS A SECOND LANGUAGE

- 880CC Content-Based Language Skills I

HEALTH SCIENCE

- 432 CPR: Adult, Child, Infant for Healthcare Providers

HISTORY

- 201 U.S. History through 1877

MULTIMEDIA ART AND TECHNOLOGY

- 417 Principles of Animation

POLITICAL SCIENCE

- 170 Introduction to Comparative Politics
- 200 National, State and Local Governments

PROPOSED CURRICULAR DELETIONS – CAÑADA COLLEGE

FASHION DESIGN AND MERCHANDISING

230 MATH FOR MERCHANDISERS

Justification: Math for Merchandisers course has not been offered and students will take BUS. 115 in its place.

KINESIOLOGY, ATHLETICS AND DANCE - FITNESS

245 PRINCIPLES AND TECHNIQUES OF RESISTANCE, BALANCE AND FLEXIBILITY TRAINING

Justification: KINE 245 is replacing FITN 245 to reflect state and national trends, and align the department with TMC/SB 1440 guidelines.

250 PERSONAL TRAINER PREPARATION: ANATOMY AND PHYSIOLOGY

Justification: KINE 250 is replacing FITN 250 to reflect state and national trends, and align the department with TMC/SB 1440 guidelines.

251 PERSONAL TRAINER: HEALTH APPRAISAL AND EXERCISE PRESCRIPTION

Justification: KINE 251 is replacing FITN 251 to reflect state and national trends, and align the department with TMC/SB 1440 guidelines.

KINESIOLOGY, ATHLETICS AND DANCE - THEORY

308 PREVENTION AND CARE OF ATHLETIC INJURIES

Justification: KINE 308 is replacing P.E 308 to reflect state and national trends, and align the department with TMC/SB 1440 guidelines.

PSYCHOLOGY

112 APPLIED PSYCHOLOGY THROUGH FILM

Justification: PSYC 112 has not been offered in over 10 years. The course does not meet the AA-T Psychology degree requirements for transfer.

202 ADOLESCENT BEHAVIOR

Justification: PSYC 202 has not been offered in over 10 years. The course does not meet the AA-T Psychology degree requirements for transfer.

SPEECH COMMUNICATION

100 PUBLIC SPEAKING

Justification: This course is being deleted in order to reflect state and national trends, and align the department with TMC/SB 1440 guidelines. SPCH 100 will be replaced by COMM 100 which is a core requirement for the new AA-T degree.

102 INTRODUCTION TO COMMUNICATION STUDIES

Justification: This course is being deleted in order to reflect state and national trends, and align the department with TMC/SB 1440 guidelines. SPCH 102 will be replaced by COMM 102 which is a core requirement for the new AA-T degree.

111 ORAL INTERPRETATION

Justification: This course is being deleted in order to reflect state and national trends, and align the department with TMC/SB 1440 guidelines. This course is being deleted because it is not part of the requirements for the new AA-T in Communication Studies degree.

120 INTERPERSONAL COMMUNICATION

Justification: This course is being deleted in order to reflect state and national trends, and align the department with TMC/SB 1440 guidelines. This course is being replaced by COMM 120 which is a core requirement in the new AA-T Communications degree.

150 INTERCULTURAL COMMUNICATION

Justification: This course is being deleted in order to reflect state and national trends, and align the department with TMC/SB 1440 guidelines. SPCH 150 will be replaced by COMM 150 which is a core requirement for the new AA-T degree.

PROPOSED PROGRAM ADDITIONS – CAÑADA COLLEGE

Cañada College proposes to offer an Associate Degree, Associate Degree for transfer, and/or Certificate of Achievement (12 units or more), in the following programs:

COMMUNICATION STUDIES

Communication Studies – Associate in Arts Degree for Transfer – (18 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer

Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT

Early Childhood Education/Child Development – Associate in Science Degree for Transfer – (24 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

KINESIOLOGY

Kinesiology – Associate in Arts Degree for Transfer – (21 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

MATHEMATICS

Mathematics – Associate in Science Degree for Transfer – (21 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

PHYSICS

Physics – Associate in Science Degree for Transfer – (27 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

PSYCHOLOGY

Psychology – Associate in Arts Degree for Transfer – (19-20 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

SOCIOLOGY

Sociology – Associate in Arts Degree for Transfer – (19 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

PROPOSED PROGRAM DELETIONS – CAÑADA COLLEGE

None.

PROPOSED DEPARTMENT ADDITIONS – CAÑADA COLLEGE

Cañada College proposes to add the following program departments:

COMMUNICATION STUDIES (COMM)

The Department is requesting a name change from Speech Communication Studies (deletion of SPCH discipline) to the Department of Communication Studies. Also, we are requesting the new discipline name as Communication Studies (COMM) for all Communication Studies coursework. The faculty met and unanimously approved this action. The reasons for this change in title include the following:

- A desire to align with the 4-year colleges and universities, most of whom have already changed their discipline title to Communication Studies.
- This more closely describes our profession. Communication studies focuses on the ways humans use communication to shape identity and ideas. Graduates will transfer with both an understanding of important communication theory as well as demonstrated proficiency in communication skills. Communication studies majors will explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities. Given this context, there is a need to define the department beyond the traditional parameters of Speech.
- The state academic senate has approved the Communication Studies major to be added to the Disciplines List (TMC) and thus recognized the shift in this direction. Our discipline title name change would provide clarity and consistency to students.
- The discipline faculty members are currently working hard to reshape department programs by developing majors and certificate programs for transfer and workforce training. The name change would be an appropriate measure by which to distinguish our program.

KINESIOLOGY (KINE)

The Department is requesting a name change from Physical Education and Athletics to the Department of Kinesiology, Athletics and Dance. Also, we are requesting the new discipline name as Kinesiology (KINE) for all kinesiology coursework. The faculty met and unanimously approved this action. The reasons for this change in title include the following:

- A desire to align with the 4-year colleges and universities, most of whom have already changed their discipline title to Kinesiology.
- A trend in the field. Community colleges are proceeding in this direction with Cabrillo College and College of San Mateo having already taken this action. Others such as Sacramento City College, Mission College, Gavilan College and Diablo Valley College are in the process of changing their name.
- This more closely describes our profession. As defined, “Kinesiology is the academic discipline which involves the art and science of physical activity, human movement and

its impact on health, society and quality of life.” The discipline is integral to an inclusive and comprehensive Liberal Arts education.

- The state academic senate has approved Kinesiology and Exercise Science majors be added to the Disciplines List (TMC) and thus recognized the shift in this direction. Our discipline title name change would provide clarity and consistency to students.
- The discipline faculty members are currently working hard to reshape department programs by developing majors and certificate programs for transfer and workforce training. The name change would be an appropriate measure by which to distinguish our program.

PROPOSED DEPARTMENT DELETIONS – CAÑADA COLLEGE

SPEECH COMMUNICATION (SPCH)

The deletion of Speech Communication is being made to meet the requirements of SB 1440, and align the current program with national and state program trends. Speech Communication (SPCH) is being replaced by Communication Studies (COMM) as outlined above.

San Mateo County Community College District

June 22, 2011

PREPARED BY: Susan Estes, Ph.D., Vice President, Instruction
College of San Mateo

APPROVED BY: Laura Demsetz, Chair, Curriculum Committee
College of San Mateo

Diana Bennett, President, Academic Senate
College of San Mateo

Michael Claire, President
College of San Mateo

PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO

COURSE DESCRIPTIONS AND JUSTIFICATIONS

DEVELOPMENTAL SKILLS

800 LEARNING SKILLS ASSESSMENT FOR DSPTS (0.5) (day or evening)

Justification: This course will be the first step to the learning disabilities assessment process. It will assist students to prepare for the LD testing and how to use the test results to successfully engage in the college educational experience.

Prerequisite: None.

Recommended Preparation: None.

Description: This course provides students with information about learning disabilities and the eligibility process for receiving services as a student with a learning disability. It facilitates a process for self-exploration designed to better understand learning styles, learning strengths and weaknesses, effective study skills, learning strategies, and habits that align with personal learning styles. (Units do not apply toward the AA/AS degree.)

Classification: Not degree applicable; not transferable.

DIGITAL MEDIA

104 DIGITAL MEDIA CAREER PATHWAYS (3.0) (day or evening, distance education)

Justification: Through the Media PIV process, the Multimedia program received input from the PIV committee and from industry experts and is implementing major changes in the program as well as merging Multimedia, Broadcast and Electronic Media, Graphics, and Journalism into a cohesive Digital Media Program.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848 or equivalent.

Description: Digital Media Career Pathways focuses on digital media career avenues within creative industries. The course details the various skills needed in the areas of Graphic Design, Gaming and Animation, Interactive Media, Broadcast, Digital Photography and Digital Music. Those who complete the course will have an idea as to what digital media area(s) they may want to pursue as well as how to go about actively pursuing them.

Classification: AA/AS Degree; CSU transferable.

113 DIGITAL VIDEO PRODUCTION (3.0) (day or evening)

Justification: This course is an existing Broadcast & Electronic Media course, BCST 320 Digital TV Field Production, that is being transitioned to Digital Media. DGME 113 teaches students to work more independently, either solo or in small crews, unlike the large team aspect of TV studio production. This course is required for all of the degrees and certificates in Broadcast & Electronic Media. Paired with DGME 112 TV Studio Production, this course articulates to SFSU's Broadcasting program as BECA 240 & 241.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848 or equivalent.

Description: Students will acquire the skills necessary to make professional level video productions, which may be used in documentaries, music videos, TV productions, commercials, news reports, and digital films. Covers video field production from planning and scripting, through shooting and editing. Students learn on-location production techniques and technologies, such as shooting to edit. Hands-on training allows students to develop skills in camera operation, audio, and lighting. Includes digital video editing in Final Cut Pro.

Classification: AA/AS Degree; CSU transferable.

143 MOTION GRAPHICS (3.0) (day or evening)

Justification: DGME 143 Motion Graphics is an update of DGME 142 Motion Graphics. DGME 143 has 48 lecture hours, 16 lab hours, and is a 3.0 unit class. DGME 142 Motion Graphics has 32 lecture hours, 16 lab hours, and is a 1.5 unit class. This update increases the unit count and adds an introduction to DVD authoring to the course outline.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848 or equivalent.

Description: Students will learn how to use motion graphics and special effects to enhance video and communicate information. Students will design graphics for TV and multimedia. They will use common software applications to build effective and compelling motion graphics. Lessons include the art of key framing to create motion and the use of chroma-key (green scale) for special effects. Students will also be introduced to DVD authoring and compression techniques.

Classification: AA/AS Degree; CSU transferable.

152 ADVANCED DIGITAL AUDIO: PRO TOOLS (3.0) (day or evening)

Justification: DGME 152 Advanced Digital Audio Production: Pro Tools is an update of DGME 192 Studio Recording and Mixing Using Pro Tools LE. DGME 152 Advanced Digital Audio Production: Pro Tools has 48 lecture hours, 16 lab hours, and is a 3.0 unit class. The class title has been changed and minor changes have been made to the class description. DGME 192 Studio Recording and Mixing Using Pro Tools LE has 32 lecture hours, 48 lab hours, and is a 2.0 unit class.

Prerequisite: DGME 118 Digital Audio Production or equivalent.

Recommended Preparation: None.

Description: This class is about digital studio recording and "mixing in the box" using Pro Tools. Students will expand their study of Pro Tools by planning and engineering a recording session. Students will then mix the recording session using the available software plug-ins within the Pro Tools application. Other topics include advanced editing, audio compositing, and recording session management.

Classification: AA/AS Degree; CSU transferable.

167 WEB-DESIGN I: FIREWORKS (3.0) (day or evening, distance education)

Justification: Through the PIV process, the Multimedia program received input from the PIV committee and from industry experts and are implementing major changes in the program as well as merging Multimedia, Broadcast, Graphics and Journalism into a cohesive Digital Media Program. DGME 167 is replacing DGME 161.

Prerequisite: None.

Recommended Preparation: DGME 212 or equivalent and eligibility for ENGL 838/848 or equivalent.

Description: This course will cover the use and creation of media graphic techniques as we explore important concepts: effective screen design, pixel aspect ratio, chroma key, color models, overlays, DVD menus, interactive buttons, hotspots, animation and integration with other software. Students will produce functional interface designs for web, video, and broadcast. Software: Adobe Fireworks®.

Classification: AA/AS Degree; CSU transferable.

168 WEB-DESIGN II: DREAMWEAVER (3.0) (day or evening, distance education)

Justification: Through the PIV process, the Multimedia program received input from the PIV committee and from industry experts and are implementing major changes in the program as well as merging Multimedia, Broadcast, Graphics and Journalism into a cohesive Digital Media Program. DGME 168 is replacing DGME 162.

Prerequisite: DGME 167 or equivalent.

Recommended Preparation: Eligibility for ENGL 838/848 or equivalent.

Description: This course will cover basic web design principles. Students will learn the fundamentals of creating a website, basic layout, discussion of HTML, navigation, browser compatibility, graphic user interface design, usability, and accessibility. Students will build a basic website following accepted design layout and World Wide Web Consortium (W3C) standards. Software: Dreamweaver®.

Classification: AA/AS Degree; CSU transferable.

169 WEB-DESIGN III: CSS (3.0) (day or evening, distance education)

Justification: Through the PIV process, the Multimedia program received input from the PIV committee and from industry experts and are implementing major changes in the program as well as merging Multimedia, Broadcast, Graphics and Journalism into a cohesive Digital Media Program. DGME 169 is replacing DGME 163.

Prerequisite: DGME 168 or equivalent.

Recommended Preparation: Eligibility for ENGL 838/848 or equivalent.

Description: This course focuses on the complete web creation process—from concept to finish. Students will create flow charts, storyboards, mock-ups, and perform user testing while learning complex web concepts and techniques. Topics include: CSS layouts, advanced templates, dynamic content, interactivity and animation with Flash objects and Behaviors. Upon completion, students will be able to apply design techniques to create high impact and highly functional web pages. Software: Dreamweaver®.

Classification: AA/AS Degree; CSU transferable.

FIRE

796 EMERGENCY MEDICAL TECHNICIAN: BASIC (10.0) (day or evening)

Justification: On January 1, 2005, the State Fire Marshal Office of the State of California adopted the National Registry as the standard for EMT: Basic training. The National Registry curriculum has been expanded (content and hours), requiring not only an update but a course number change.

Prerequisite: Current certification in health care provider/professional rescuer CPR (Cardiopulmonary Resuscitation) through an accredited agency.

Recommended Preparation: None.

Description: This course provides instruction in basic life support/pre-hospital care using the National Registry curriculum.

Classification: AA/AS Degree; CSU transferable.

HORTICULTURE

402 INTRODUCTION TO FLORISTRY (3.0) (day or evening, distance education)

Justification: This course is the beginning floristry course. It is a pre-requisite for succeeding courses. This course is part of the A.A. degree in Horticulture requirements, major in floristry, and Certificate of Achievement in Floristry. This course is also the beginning course to prepare students for professional floral design and the pathway to certification/accreditation.

Prerequisite: None.

Recommended Preparation: None.

Description: Basic introduction to floral design. Principles, elements, and mechanics of floral design used by the professional industry. Examines basic styles of Western Geometric design, and introduces Ikebana, European, and designing with dried and permanent botanicals. Flower identification and handling, and beginning commercial design applications

Classification: AA/AS Degree; CSU transferable.

403 INTERMEDIATE & CONTEMPORARY FLORISTRY (3.0) (day or evening, distance education)

Justification: This course is the intermediate floristry course. It is a pre-requisite for succeeding courses. This course is part of the A.A. degree in Horticulture requirements, major in floristry, and Certificate of Achievement in Floristry. This course is also the intermediate course to prepare students for professional floral design and the pathway to certification/accreditation.

Prerequisite: HORT 402.

Recommended Preparation: None.

Description: Continuation of the study of floristry and intermediate floral design, emphasizing contemporary styles and techniques. Examines stylistic considerations and creative variety in the use and compositions of fresh, dried, permanent botanicals and manipulated florals. Practical application and construction of both decorative and natural design styles used in American, European, Ikebana, and other approaches. Examines intermediate concepts in principles and elements of design, and introduces applications in home décor, wedding, and sympathy

Classification: AA/AS Degree; CSU transferable.

406 ADVANCED STYLES & TECHNIQUES IN FLORISTRY (3.0) (day or evening, distance education)

Justification: This course is the advanced floristry course. It is a pre-requisite for succeeding courses. This course is part of the A.A. degree in Horticulture requirements, major in floristry,

and Certificate of Achievement in Floristry. This course is also the advanced course to prepare students for professional floral design and the pathway to certification/accreditation.

Prerequisite: HORT 403.

Recommended Preparation: None.

Description: Continuation of the study of floristry and advanced floral design, emphasizing advanced styles and techniques. Examines advanced design styles and creative variety in the use and compositions of fresh, dried, permanent botanicals and manipulated florals. Practical application and construction of advanced compositions or interpretations used in European, Ikebana, and modern approaches. Examines advanced concepts in principles and elements of design, and continues study of the range of modern commercial applications.

Classification: AA/AS Degree; CSU transferable.

407 WEDDINGS, TRIBUTES AND SPECIAL PROJECTS (2.0) (day or evening, distance education)

Justification: This course is an advanced floristry course. This course is part of the A.A. degree in Horticulture requirements, major in floristry, and Certificate of Achievement in Floristry. This course is also the advanced course to prepare students for professional floral design and the pathway to certification/accreditation.

Prerequisite: HORT 406.

Recommended Preparation: None.

Description: Continuation of the study of floristry and advanced floral design, emphasizing commercial projects and installations. Current commercial opportunities for floral designers and latest commercial design trends. Examines weddings, large installations, stage set ups, tributes and special events. Event planning, commercial mechanics, color and scale, visual merchandising. Planning and execution of large installations. Practical applications with Western, European, and Asian Influence. Examines advanced concepts in principles and elements of design, and emphasizes mechanics for large-scale designs.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY - KINESIOLOGY

101 INTRODUCTION TO KINESIOLOGY (3.0) (day or evening)

Justification: The division is currently engaged in developing courses that will articulate with the Transfer Model Curriculum in Kinesiology. The Introduction to Kinesiology is a required course at CSU and will be required in the TMC. The course will also serve as our cornerstone to the degree in Kinesiology which is currently in development

Prerequisite: None.

Recommended Preparation: None.

Description: This course explores the broad spectrum of kinesiology as an academic discipline, fundamental concepts and meaning of movement/physical activity, diversity of humans as moving beings, professional/career options, current/social issues, personal characteristics/professional responsibilities.

Classification: AA/AS Degree; CSU transferable.

200 YOGA HISTORY & CULTURE (3.0) (day or evening)

Justification: This Course is a requirement of the CSM Yoga Instructor Certificate Program. The Yoga Instructor Certificate Program at College of San Mateo prepares students for job placement at health clubs, fitness centers, and privately owned studios.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848.

Description: This course is designed as a survey of the history and culture of yoga, both as a historical practice and a physical discipline. Students will learn about the different types of Hatha yoga, breathing, nutrition, mudras, mantras, and the history of yogic practice. This course is designed as part of the Yoga Teacher Training Certificate program.

Classification: AA/AS Degree; CSU transferable.

201 YOGA PEDAGOGY LECTURE (3.0) (day or evening)

Justification: This Course is a requirement of the CSM Yoga Instructor Certificate Program. The Yoga Instructor Certificate Program at College of San Mateo prepares students for job placement at health clubs, fitness centers, and privately owned studios.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed as an introduction to teaching the physical discipline of Hatha yoga. Students will learn about the different types of Hatha yoga, anatomy, injury prevention, cueing, ethics and develop their own yoga class. This course is designed as part of the Yoga Teacher Training Certificate program. It is recommended that students take KINE 202 concurrently.

Classification: AA/AS Degree; CSU transferable.

202 YOGA PEDAGOGY LAB (1.0) (day or evening)

Justification: This Course is a requirement of the CSM Yoga Instructor Certificate Program. The Yoga Instructor Certificate Program at College of San Mateo prepares students for job placement at health clubs, fitness centers, and privately owned studios.

Prerequisite: Completion of or concurrent enrollment in KINE 201.

Recommended Preparation: Eligibility for ENGL 838/848 or equivalent.

Description: This course is designed as an introduction to teaching the physical discipline of Hatha yoga. Students will assist professors in teaching a yoga course to their peers in order to develop their skills in teaching yoga poses, preventing injuries, verbal cueing, practicing sound ethics and developing their own yoga class. This course is designed as part of the Yoga Teacher Training Certificate program.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY - DANCE

390 DANCE COMPOSITION/THEORY/CHOREOGRAPHY (2.5 or 3.0) (day or evening)

Justification: A course in Dance Composition and Theory is a basic element in a dance degree, and we will be proposing a new dance degree.

Prerequisite: None.

Recommended Preparation: DANC 121, 131, 132, 141 or 143.

Description: This course is intended for students with dance experience. Students are introduced to aesthetic, philosophical and theoretical concepts regarding dance composition. Emphasis placed on movement invention, choreographic techniques, analyzing choreography, working with music and text, and choreographing solo and group works. Both formal and improvisational structures are explored. Students choreograph as well as participate in others' compositions.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY - FITNESS

226 PLYOMETRIC CONDITIONING (.5 or 1.0) (day or evening)

Justification: Plyometric conditioning is an important component of overall fitness, especially for student-athletes. This course will supplement our current fitness program offerings (cardio and resistance based training) and allow faculty to provide a comprehensive fitness program to our student-athletes.

Prerequisite: completion of or concurrent enrollment in a varsity course or equivalent fitness level as documented by a physical conducted by a licensed medical physician and a thorough orthopedic examination.

Recommended Preparation: None.

Description: Course designed to promote physiological development of strength, speed and power through a series of leaping, bounding and hopping exercises to effectively improve coordination and agility.

Classification: AA/AS Degree; CSU transferable.

227 TRX® SUSPENSION TRAINING (.5 or 1.0) (day or evening)

Justification: There is not a TRX® suspension training class offered here at CSM. TRX® training will fulfill this gap and provide to the student an opportunity to target anaerobic fitness components in one class. TRX® has been a popular and successful fitness program in the private sector but has not yet been offered as a permanent course here at CSM.

Prerequisite: None.

Recommended Preparation: None.

Description: TRX® Suspension training includes anaerobic and aerobic conditioning for students who wish to develop a comprehensive muscle endurance/aerobic base. This class is designed to incorporate a structured, non-stop exercise routine to increase strength and endurance. Students will be required to keep a daily exercise log for the semester.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY – TEAM

141 BEGINNING SOCCER (.5 or 1.0) (day or evening)

Justification: CSM currently offers an indoor soccer class which is very popular with our students but does not have an outdoor soccer class in the curriculum. Many of our students have requested this activity course to fulfill their GE requirement.

Prerequisite: None.

Recommended Preparation: None.

Description: Instruction in individual technique including passing, trapping, dribbling and shooting. Small group drills will be included with a development of large sided tactics and games.

Classification: AA/AS Degree; CSU transferable.

145 ADVANCED SOCCER (.5 or 1.0) (day or evening)

Justification: Students need a variety of activity courses to fulfill their G.E. requirements. Beginning soccer will be included in the curriculum and advanced soccer will allow students that have taken beginning soccer to increase their skills and competency in the sport of soccer. The advanced course will also enable those with existing competencies to take a soccer course at a more advanced level.

Prerequisite: TEAM 141 or equivalent.

Recommended Preparation: None.

Description: Instruction and practice in the tactical elements of soccer. Basic positional play, advanced fundamental skills and tactical strategies will be employed.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY – VARSITY

172 INTERCOLLEGIATE CROSS COUNTRY: MEN AND WOMEN (2.0) (day or evening)

Justification: Intercollegiate Cross Country is a vital component of a comprehensive intercollegiate athletics program providing students the opportunity to compete with other community college student-athletes in exercising qualities of leadership, teamwork, self-determination, dedication, desire and perseverance. Athletic programs are practical lab experiences which are arguably the only courses in the curriculum in which students have the opportunity to gain these valuable traits. Cross Country is also a vital feeding mechanism into the Intercollegiate Track and Field program. Additionally, Intercollegiate Cross Country is the only program in the district.

Prerequisite: None.

Recommended Preparation: None.

Description: Intercollegiate Men's and Women's Cross Country and distance running competition in the Coast Conference; participation in conference, invitational, regional and State meets. Men's competitive distance is 4 miles. Women's is 5 kilometers.

Classification: AA/AS Degree; CSU transferable.

MUSIC

424 SMALL JAZZ ENSEMBLES (2.0) (day or evening)

Justification: Small Jazz Ensembles is currently offered as Music 451, Jazz Workshop. Music 451 began as a second jazz ensemble to our original MUS 452 course, and has evolved to include two large jazz ensembles and four small jazz combos. The current catalog does not reflect this subdivision.

Prerequisite: Demonstration, through audition, of intermediate level proficiency in instrumental or vocal technique, and music reading.

Recommended Preparation: None.

Description: Preparation and performance of literature for jazz trios, quartets, or quintets. Course emphasizes jazz improvisational and ensemble performance, sight-reading, and the ability to perform a variety of jazz styles in a small group environment. Open to all students by audition. Participation at all scheduled performances is required. Auditions held at first class meeting.

Classification: AA/AS Degree; CSU transferable.

425 CONTEMPORARY JAZZ COMBO (2.0) (day or evening)

Justification: Contemporary Jazz Combo is currently offered as Music 451, Jazz Workshop. Music 451 began as a second jazz ensemble to our original MUS 452 course, and has evolved to include two large jazz ensembles and four small jazz combos. The current catalog does not reflect this subdivision.

Prerequisite: Demonstration, through audition, of intermediate to advanced level proficiency in instrumental or vocal technique, and music reading.

Recommended Preparation: None.

Description: Preparation and performance of literature from the Hard Bop Era of the 1960's to current contemporary repertoire for jazz combo. Course emphasizes jazz improvisational and ensemble performance, sight-reading, and the ability to perform a variety of jazz styles in a small group environment. Open to all students by audition. Auditions held at first class meeting. Participation at all scheduled performances is required.

Classification: AA/AS Degree; CSU transferable.

SOCIAL SCIENCE**325 CO-OCCURRING DISORDERS II – MANAGEMENT AND TREATMENT (3.0) (day or evening)**

Justification: For professionals in Behavioral Health to qualify upon completion of this course plus additional 12 units, to apply for the CAADE Co-Occurring Disorder Certificate. In San Mateo County Mental Health and Substance Abuse have merged services. Professionals in both fields are anxious for this course to be offered due to the complexity of co-existing issues of clients entering clinics for treatment.

Prerequisite: SOSC 319.

Recommended Preparation: Eligibility for ENGL 848/838 and completion of or concurrent enrollment in READ 400, 405, or 415 with a grade of C or higher OR skill level as indicated by the reading placement tests or other measures.

Description: Introduces management and treatment of persons with co-existing psychiatric and substance abuse disorders within chemical dependency behavioral health modalities. Building on topics covered in SOSC 319, study focuses on common issues facing alcohol and drug counselors and other behavioral health counselors who manage cases of persons diagnosed as having a psychiatric disorder in addition to substance abuse disorder, includes pain management utilizing 12 step programs, conflicts with such programs, working with families, integration of treatment and treatment modalities.

Classification: AA/AS Degree; CSU transferable.

SOCIOLOGY**121 INTRODUCTION TO RESEARCH METHODS (3.0 units) (day or evening)**

Justification: This course is a required component of the transfer model curriculum for the Associate in Arts degree in Sociology for transfer.

Prerequisite: SOCI 100 and MATH 120.

Recommended Preparation: None.

Description: Students examine fundamental elements of empirical research and the ways sociologists think critically. Includes attention to the nature of theory, hypothesis, variables, and ethics of research. Application of qualitative and quantitative analytic tools, including logic and research design, such as survey, observational, experimental, case study, and comparative historical research. Computer applications are introduced.

Classification: AA/AS Degree; CSU transferable.

SPRINKLER FITTER APPRENTICESHIP**711 SPRINKLER FITTER APPRENTICESHIP I (3.5) (day or evening)**

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year one of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: related safety and health, Ridgid 300, hand tools, ladders, scaffolds; reading sprinkler drawings (part one); care and use of hand tools; operation of the sprinkler head; reading a ruler; communicate pipe dimensions.

Classification: AA/AS Degree; not transferable.

712 SPRINKLER FITTER APPRENTICESHIP II (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year one of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: related safety and health, industry gasses, shoring and man lifts; reading sprinkler drawings (part two); types of pipes, fittings, valves and hangers used in the piping industry; first aid/CPR certification; history, installation and hazard ratings of automatic sprinkler systems; victaulic, grooved and plain end piping method; certification in CPVC installation.

Classification: AA/AS Degree; not transferable.

713 SPRINKLER FITTER APPRENTICESHIP III (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year two of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: basic mathematics; operation of the sprinkler head; knot tying and rigging; oxygen-acetylene safety (part one); heritage and future in the pipe trade.

Classification: AA/AS Degree; not transferable.

714 SPRINKLER FITTER APPRENTICESHIP IV (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year two of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: review OSHA safety standards; copper pipe installation (soldering and brazing); installation of wet pipe system; using the NFPA 13 Standard; wet pipe alarm valves; maintenance and inspection of automatic fire protection systems.

Classification: AA/AS Degree; not transferable.

715 SPRINKLER FITTER APPRENTICESHIP V (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year three of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: related safety and health (underground construction); installation of underground piping (NFPA 24); oxygen-acetylene safety (part two); fundamentals of gas welding and flame cutting.

Classification: AA/AS Degree; not transferable.

716 SPRINKLER FITTER APPRENTICESHIP VI (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year three of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: dry valves, accelerators and exhausters; hydraulics, the physical properties of fluids; isometric drawing; building plans, architectural, structural, mechanical and electrical drawing; forklift/gradall safety certification.

Classification: AA/AS Degree; not transferable.

717 SPRINKLER FITTER APPRENTICESHIP VII (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year four of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: economics of the sprinkler industry; water spray systems (NFPA 15); Viking rate of rise, pneumatic, hydraulic release deluge, pre-action non interlock, single interlock and double interlock systems; soldering large diameter copper tube; techniques and topics for tailgate meetings.

Classification: AA/AS Degree; not transferable.

718 SPRINKLER FITTER APPRENTICESHIP VIII (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year four of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: use of the t-drill; automatic fire pumps installation, start up, certification and maintenance; pumps for fire protection system; installation of combined sprinkler-standpipe systems; technical reports; fire protection water supply.

Classification: AA/AS Degree; not transferable.

719 SPRINKLER FITTER APPRENTICESHIP IX (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year five of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: sprinkler alarms; Viking rate of rise; NFPA 13 handbook; fire detectors; good foremanship (part one); backflow protection.

Classification: AA/AS Degree; not transferable.

720 SPRINKLER FITTER APPRENTICESHIP X (3.5) (day or evening)

Justification: This course is part of the Sprinkler Fitters' Apprenticeship program, presented by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting industry of the United States and Canada AFL-CIO for Local 483.

Prerequisite: Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year five of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: NFPA 13 handbook; types of foaming agents; direct injection and proportion

based foam system; bladder type foam tanks; review basic hydraulics; review fire pump basics; good foremanship (part two); computer basics.

Classification: AA/AS Degree; not transferable.

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – COLLEGE OF SAN MATEO

ACCOUNTING

- 103 Ten-Key Skills
- 161 Intermediate Accounting I

ASTRONOMY

- 100 Introduction to Astronomy

BIOLOGY

- 220 General Biology

BUSINESS

- 317 Keyboarding Skill-Building
- 326 Electronic Filing and Records Management

CHINESE

- 211 Colloquial Mandarin Chinese I, Elementary
- 212 Colloquial Mandarin Chinese II, Elementary

COMPUTER AND INFORMATION SCIENCE

- 111 Introduction to Internet Programming
- 490 Computer Forensics: Network Analysis and Defense

DIGITAL MEDIA

- 104 Digital Media Career Pathways
- 167 Web Design I: Fireworks
- 168 Web Design II: Dreamweaver
- 169 Web Design III: CSS

ENGINEERING

- 230 Engineering Statics

ENGLISH AS A SECOND LANGUAGE

891 Accent Reduction for Non-Native Speakers

FILM

200 Film in Focus

HORTICULTURE

402 Introduction to Floristry
403 Intermediate & Contemporary Floristry
406 Advanced Styles & Techniques in Floristry
407 Weddings, Tributes and Special Projects

KINESIOLOGY – FITNESS

134 Track and Trail Aerobics

PHILOSOPHY

100 Introduction to Philosophy

READING

825 Introduction to College Reading

SOCIOLOGY

100 Introduction to Sociology

PROPOSED CURRICULAR DELETIONS – COLLEGE OF SAN MATEO

None.

PROPOSED PROGRAM ADDITIONS – COLLEGE OF SAN MATEO

College of San Mateo proposes to offer an Associate Degree, Associate Degree for Transfer, and/or Certificate of Achievement (18 units or more, state approved), and/or Certificate of Specialization (fewer than 18 units, not state approved) in the following programs:

COMMUNICATION STUDIES

Communication Studies – Associate in Arts Degree for Transfer - (18 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

DIGITAL MEDIA**Broadcast and Electronic Media Concentration**

- **Digital Audio Option** – Associate in Arts Degree (27.5 units + General Education and other requirements for the Associate Degree)
- **Digital Audio Option** - Certificate of Specialization (12 units)
- **Digital Video Production Option** – Associate in Arts Degree (30 units + General Education and other requirements for the Associate Degree)
- **Television Producing Option** – Associate in Arts Degree (29 units + General Education and other requirements for the Associate Degree)
- **Video Journalism** – Certificate of Specialization (15 units)
- **Television and Radio Broadcasting** – Certificate of Specialization (15 units)
- **Lighting** – Certificate of Specialization (9 units)

Graphic Design Concentration– Associate in Arts Degree (31 units+ General Education and other requirements for the Associate Degree)

Graphic Design Concentration - Certificate of Achievement (27 units)

Graphic Design Concentration - Certificate of Specialization (13 units)

Graphic Production – Certificate of Achievement (27 units)

Graphic Production - Certificate of Specialization (12 units)

Journalism Concentration– Associate in Arts Degree (24 units + General Education and other requirements for the Associate Degree)

Journalism Concentration - Certificate of Achievement (21 units)

Web/Multimedia Concentration

- **Web Design Option** – Associate in Arts Degree (26 units + General Education and other requirements for the Associate Degree)
- **Web Design Option** - Certificate of Achievement (24 units)
- **Web Design/Developer** – Certificate of Specialization (12 units)
- **Digital Video** – Certificate of Specialization (9 units)
- **Web Developer Option** – Associate in Arts Degree (33 units+ General Education and other requirements for the Associate Degree)
- **Web Developer Option** - Certificate of Achievement (21 units)
- **Multimedia Option** – Associate in Arts Degree (32 units + General Education and other requirements for the Associate Degree)
- **Multimedia Option** - Certificate of Achievement (24 units)
- **Multimedia Option** - Certificate of Specialization (12 units)

ELECTRONICS TECHNOLOGY

Electrical Power Systems and Instrumentation - Certificate of Specialization (16 units)

KINESIOLOGY

Kinesiology – Associate in Arts Degree (23 units + General Education and other requirements for the Associate Degree)

Yoga Instructor Certificate – Certificate of Specialization (8 units)

MATHEMATICS

Mathematics – Associate in Science Degree for Transfer - (18 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

SOCIOLOGY

Sociology – Associate in Arts Degree for Transfer - (18 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

PROPOSED PROGRAM DELETIONS – COLLEGE OF SAN MATEO**ELECTRONICS TECHNOLOGY****Electronics Technology**

- **Option 3: Micro Computer Systems** – Associate of Science Degree
- **Option 3: Micro Computer Systems** - Certificate of Achievement
- **Option 4: General Electronics** – Associate of Science Degree
- **Option 4: General Electronics** - Certificate of Achievement
- **Advanced Placement** – Associate of Science Degree
- **Advanced Placement** - Certificate of Achievement
- **Electronics Assembly** – Certificate of Specialization

Justification: The Electronics Technology degrees and certificates represent programs of study that are no longer relevant and no longer lead to employment.

PROPOSED DEPARTMENT ADDITIONS – COLLEGE OF SAN MATEO

College of San Mateo proposes to add the following program departments:

COMMUNICATION STUDIES (COMM)

In order to conform to SB1440 and align the Speech Communication Department with other colleges and universities in the state, the Speech Communication Department is being renamed to Communication Studies.

KINESIOLOGY (KINE)

In preparation for the SB1440 transfer model curriculum, physical education courses focused on the art and science of human movement are being moved under the new designation of Kinesiology.

PROPOSED DEPARTMENT DELETIONS – COLLEGE OF SAN MATEO**BROADCAST AND ELECTRONIC MEDIA (BSCT)**

As a result of the PIV process focusing on Broadcast and Electronic Media, Film Production, Graphics, Journalism and Multimedia, programs have been restructured to form the Digital Media Department, which includes concentrations in Broadcasting, Graphic Design, Journalism and Web Design. Since the Digital Media Department is now in place, the Broadcast and Electronic Media Department is being deleted.

GRAPHICS (GRA)

As a result of the PIV process focusing on Broadcast and Electronic Media, Film Production, Graphics, Journalism and Multimedia, programs have been restructured to form the Digital Media Department, which includes concentrations in Broadcasting, Graphic Design, Journalism and Web Design. Since the Digital Media Department is now in place, the Graphics Department is being deleted.

JOURNALISM (JOUR)

As a result of the PIV process focusing on Broadcast and Electronic Media, Film Production, Graphics, Journalism and Multimedia, programs have been restructured to form the Digital Media Department, which includes concentrations in Broadcasting, Graphic Design, Journalism and Web Design. Since the Digital Media Department is now in place, the Journalism Department is being deleted.

MULTIMEDIA (MULT)

As a result of the PIV process focusing on Broadcast and Electronic Media, Film Production, Graphics, Journalism and Multimedia, programs have been restructured to form the Digital Media Department, which includes concentrations in Broadcasting, Graphic Design, Journalism and Web Design. Since the Digital Media Department is now in place, the Multimedia Department is being deleted.

SPEECH COMMUNICATION (SPCH)

In order to conform to SB1440 and align the Speech Communication Department with other colleges and universities in the state, the Speech Communication Department is being renamed to Communication Studies.

San Mateo County Community College District

June 22, 2011

PREPARED BY: Michael Williamson, Interim Vice President, Instruction
Skyline College

APPROVED BY: Dr. Nick Kapp, Curriculum Committee Co-Chair
Skyline College

Christine Roumbanis, Curriculum Committee Co-Chair
Skyline College

Fermin Irigoyen, Academic Senate President
Skyline College

Dr. Regina Stanback Stroud, President
Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ADMINISTRATION OF JUSTICE

134 TRAFFIC ENFORCEMENT AND INVESTIGATION (3.0) (day or evening)

Justification: This course is a fitting and necessary addition to the series of elective courses in the Administration of Justice Program and is vitally important to criminal justice students who will need to learn the fundamental skills involved in traffic law enforcement and collision investigation.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 836, or equivalent.

Description: A study of the fundamentals of traffic law enforcement and collision investigations, including traffic laws and regulations; the purposes and methods of traffic enforcement; detecting traffic law violators and DUI drivers; conducting field sobriety tests; investigating traffic collisions; skid mark and evidence analysis; preparing traffic citations, diagrams and collision reports; and testifying in traffic court.

Classification: AA/AS Degree, Certificate; CSU transferable.

ASTRONOMY

101 ASTRONOMY LABORATORY (1.0) (day or evening)

Justification: The addition of this laboratory course to the curriculum will increase the science offerings for students in the service of completing both their degree and transfer requirements.

Prerequisite: Completion of or concurrent enrollment in ASTR 100, or equivalent.

Recommended Preparation: Completion of MATH 110 with a grade of C or better, or equivalent.

Description: Constellation identification, understanding of right ascension and declination, and basic astronomical measurements of our moon, planets, stars and universe. Telescopic and naked eye observations will be assigned. This course will develop the student's awareness of the scientific method and how to apply it to specific problems and their solutions.

Classification: AA/AS Degree; CSU transferable.

AUTOMOTIVE TECHNOLOGY

510 BASIC HYBRID POWERTRAINS (2.5) (day or evening)

Justification: Designed to provide a compact introduction to hybrid vehicle powertrain diagnosis and repair with a focus on scheduled maintenance services, completion of this course will make journeymen technicians more attractive to prospective employers in the automotive industry.

Prerequisite: AUTO 713 or 773, and AUTO 751, or equivalent industry experience.

Recommended Preparation: None.

Description: A survey of today's hybrid vehicle powertrains. Hands-on experience performing scheduled hybrid maintenance services. Introduction to hybrid vehicle diagnosis and repair. Development of entry-level skills needed to work on hybrid vehicles in a professional environment.

Classification: AA/AS Degree; CSU transferable.

511 PRINCIPLES OF HYBRID AND ELECTRIC DRIVES (7.0) (day or evening)

Justification: Designed to provide students with an extensive education in hybrid, plug-in hybrid, and electric vehicle powertrain diagnosis and repair that includes significant experience diagnosing such vehicles, completion of this course will make entry-level job applicants more attractive to prospective employers in the automotive industry.

Prerequisite: AUTO 713 or 773, and AUTO 751, or equivalent industry experience.

Recommended Preparation: None.

Description: A comprehensive survey of today's hybrid powertrains. Lectures on subjects such as battery packs, power electronics and electronic motor theory are supported by labs covering intermediate and advanced diagnosis of hybrids and/or electric drives.

Classification: AA/AS Degree, Certificate; CSU transferable.

EARLY CHILDHOOD EDUCATION

804 ENGLISH FOR CHILDCARE PROVIDERS (3.0) (day or evening)

Justification: In 2009 the Early Childhood Education (ECE) department's program review revealed that Hispanics had the lowest success rates in that department. Large numbers of second-language speakers are attracted to ECE, however their language skills relegate them to the lowest-paying jobs in the field; among these, Spanish-speakers dominate, and their rates of pursuing higher degrees in ECE are lower than those of other groups. The core ECE courses can be a struggle for these students, and they have difficulty navigating the academic language and rigor of higher level courses. This course, cross-listed between ESOL and ECE, will afford all second-language learners the opportunity to master basic language used in the ECE field, providing a foundation for the basic ECE courses. This course can be offered to second-language speakers as a standalone course, as preparation for second-language learners planning to enter the ECE program, and can also serve as a feeder into an ECE Career Advancement Academy, which begins with ENGL 826 (the rough equivalent of ESOL 840). The course is not a stage of any sequence in the ESOL or ECE departments, and students would be encouraged to take it together with other ESOL classes to better prepare them for ECE coursework.

Prerequisite: None.

Recommended Preparation: Completion of or concurrent enrollment in ESOL 830, or ESOL 863 and ESOL 873, or eligibility for ESOL 840, or equivalent.

Description: Basic listening, speaking, reading and writing skills in standard English within the context of child care. Intended for parents, grandparents, child care providers, and preschool teachers who are learning English as a Second Language. Also listed as ESOL 804. (*Units do not count toward the Associate Degree.*)

Classification: Not degree applicable; not transferable.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

804 ENGLISH FOR CHILDCARE PROVIDERS (3.0) (day or evening)

Justification: In 2009 the Early Childhood Education (ECE) department's program review revealed that Hispanics had the lowest success rates in that department. Large numbers of second-language speakers are attracted to ECE, however their language skills relegate them to the lowest-paying jobs in the field; among these, Spanish-speakers dominate, and their rates of pursuing higher degrees in ECE are lower than those of other groups. The core ECE courses can be a struggle for these students, and they have difficulty navigating the academic language and rigor of higher level courses. This course, cross-listed between ESOL and ECE, will afford all second-language learners the opportunity to master basic language used in the ECE field, providing a foundation for the basic ECE courses. This course can be offered to second-language speakers as a standalone course, as preparation for second-language learners planning to enter the ECE program, and can also serve as a feeder into an ECE Career Advancement Academy, which begins with ENGL 826 (the rough equivalent of ESOL 840). The course is not a stage of any sequence in the ESOL or ECE departments, and students would be encouraged to take it together with other ESOL classes to better prepare them for ECE coursework.

Prerequisite: None.

Recommended Preparation: Completion of or concurrent enrollment in ESOL 830, or ESOL 863 and ESOL 873, or eligibility for ESOL 840, or equivalent.

Description: Basic listening, speaking, reading and writing skills in standard English within the context of child care. Intended for parents, grandparents, child care providers, and preschool teachers who are learning English as a Second Language. Also listed as ECE. 804. (*Units do not count toward the Associate Degree.*)

Classification: Not degree applicable; not transferable.

KINESIOLOGY - FITNESS

107 INTERCOLLEGIATE FITNESS (0.5 or 1.0 or 1.5 or 2.0) (day or evening)

Justification: This course will expand the fitness curriculum and provide an additional degree-applicable course to meet general education requirements, as well as an additional elective for Skyline's Physical Education major.

Prerequisite: None.

Recommended Preparation: None.

Description: Intended for in-season varsity athletes to maintain fitness during their intercollegiate season. Strength training, cardiovascular conditioning, flexibility, injury prevention, psychological preparation and nutrition will be emphasized.

Classification: AA/AS Degree; CSU transferable.

199 INTERACTIVE CARDIOVASCULAR FITNESS (2.0) (day or evening, and/or distance education)

Justification: As an online fitness course, FITN 199 will serve as the only option for strictly distance education students to satisfy the Physical Education requirement for the Associate Degree.

Prerequisite: None.

Recommended Preparation: None.

Description: A fitness course utilizing technology to verify performance via self-reported cardiovascular exercise, assignments, testing and discussion. Students will learn to improve fitness through the use of cardiovascular exercise. Students are required to have an iPod Nano and Nike + iPod Sport Kit or Nike + Sportband.

Classification: AA/AS Degree; CSU transferable.

219 CORE FITNESS TRAINING (0.5 or 1.0 or 1.5 or 2.0) (day or evening)

Justification: FITN 219 is the only course in the college's curriculum designed to meet the specific objectives of strengthening, stretching and aerobic exercise with spine stabilization postures for core conditioning to improve athletic performance, activities of daily living, and injury prevention.

Prerequisite: None.

Recommended Preparation: None.

Description: Designed to provide strengthening, stretching and aerobic exercise with spine stabilization postures for core conditioning to improve athletic performance, activities of daily living, and injury prevention.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY - INDIVIDUAL SPORTS

172 GOLF: IMPROVING THE MENTAL GAME (0.5 or 1.0) (day or evening)

Justification: This course will expand the golf curriculum and provide an additional degree-applicable course to meet general education requirements, as well as an additional elective for Skyline's Physical Education major.

Prerequisite: None.

Recommended Preparation: Successful completion of INDV 160, or equivalent.

Description: An introduction to various mental tools to improve one's performance on the golf course. Includes visualization, anxiety management, goal setting, positive affirmations, overcoming self-fulfilling negative thought processes, and more. Includes practical application in drills and in on-course tournament play.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY - KINESIOLOGY

100 INTRODUCTION TO KINESIOLOGY (3.0) (day or evening)

Justification: This course is a core requirement for the Kinesiology major as specified by the Transfer Model Curriculum under SB 1440. The college must offer this course in order to offer the major. Kinesiology is currently the 7th most popular undergraduate major in the CSU system, making it critical for Skyline to offer this course and degree. The course will also be an elective for the existing Physical Education and Interdisciplinary Studies (Health and Physical Education) majors.

Prerequisite: None.

Recommended Preparation: None.

Description: Exploration of the broad spectrum of kinesiology as an academic discipline, fundamental concepts and meaning of movement/physical activity, diversity of humans as moving beings, professional/career options, current/social issues, and personal characteristics/professional responsibilities. *Note: This course is not activity-based and is not applicable to the specific area requirement in Physical Education for the Associate Degree.*

Classification: AA/AS Degree; CSU transferable.

LEARNING SKILLS

828 SUPPLEMENTAL LEARNING ASSISTANCE FOR BASIC WRITING SKILLS (0.5) (day or evening)

Justification: As part of the Basic Skills Initiative to improve retention and success in basic skills courses, this course is designed to provide more intensive and consistent supplemental learning assistance to students enrolled in the basic skills English 828 by reinforcing concepts and skills taught in that course and providing time outside of class for structured, guided instruction. Research has shown that the supplemental instruction model of placing a Supplemental Instructional (SI) leader in the classroom several days a week and adding a weekly supplemental lab hour for small group and individualized assistance with the SI leader is a more successful intervention than drop-in tutoring. This approach is a shift from targeting “high-risk” students to helping “high-risk” courses. It provides more sustained assistance that is directly tied to instruction in the core course and increases communication between the instructor and SI leader.

Prerequisite: None.

Corequisite: Concurrent enrollment in ENGL 828.

Recommended Preparation: None.

Description: Provides supplementary learning assistance to students enrolled in ENGL 828. Under the supervision of qualified faculty, course instructors reinforce concepts and skills learned in ENGL 828. *(Units do not count toward the Associate Degree.)*

Classification: Not degree applicable; not transferable.

MUSIC

106 MUSIC THEORY II (3.0) (day or evening)

Justification: As the music program at Skyline College grows, students seeking a continuation of music theory studies in order to transfer to a four-year music major program (four semesters of music theory are expected at transfer) have either (1) re-enrolled in Music Theory I or (2) requested special project studies from the theory instructor. We have recently eliminated the repeatability of Music Theory I, so this option will no longer be possible. In order for music majors seeking to transfer to cover the necessary material, they must enroll in "special projects" (MUS. 690) sections that appear on student transcripts without a description of their content, the result being that these transcripts do not accurately represent the course material studied. The

addition of Music Theory II to Skyline's curriculum also contributes to an on-going effort to clarify and make equivalent articulation between music courses at the SMCCCD sister colleges.

Prerequisite: MUS. 105 with a grade of C or better, or equivalent.

Recommended Preparation: None.

Description: Incorporates and builds on concepts introduced in MUS. 105. Through four-part chorale writing, analysis and music composition, students continue studies in functional tonal harmony. Topics include non-dominant seventh chords, III and VII chords, diatonic sequences, applied chords, diatonic modulation, and formal analysis of binary and ternary forms.

Classification: AA/AS Degree; CSU transferable.

PHYSICS

105 CONCEPTUAL PHYSICS (3.0) (day or evening)

Justification: The addition of this laboratory course to the curriculum will increase the science offerings for students in the service of completing both their degree and transfer requirements.

Prerequisite: None.

Recommended Preparation: Completion of MATH 110 with a grade of C or better, or equivalent; and eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: A conceptual introduction to physics, intended to foster scientific understanding of the world. Stresses important and applicable topics in motion, force, oscillations, fluids, thermodynamics, waves, electricity, magnetism, light and modern physics. Some students may wish to use this course as extra preparation for algebra-based physics.

Classification: AA/AS Degree; CSU transferable.

PSYCHOLOGY

238 ARAB CULTURAL PSYCHOLOGY (3.0) (day or evening)

Justification: This course fills a need for an offering in Arab Psychology; as part of a global community, students need to have knowledge of this critical area of the world.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or 105, or equivalent.

Description: Examination of how Arab culture shapes thought, feeling and the development of personality. Survey topics in cultural psychology, including culture and personality, child rearing, gender relations, identity, family structure and religion. Studying the core value systems associated with the etiquettes, beliefs and practices of Arab culture and influences on

psychological development in the region. The course will also examine some non-native perspectives of these core values.

Classification: AA/AS Degree; CSU transferable.

SOCIOLOGY

143 SOCIOLOGY OF MIGRATION AND IMMIGRATION (3.0) (day or evening)

Justification: This course is designed for students enrolled in Associate Degree programs and intends to supplement the International Studies Program (African Diaspora emphasis) as well as programs in Anthropology, Biology, Geography, History and Psychology. This course will meet general education requirements for the Associate Degree and will address the college's student demographics.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or 105, or equivalent.

Description: An introduction to the interdisciplinary study of human migratory movement and immigrant settlement. Using sociological perspectives and research from biology, anthropology, geography, history, sociology, psychology and political science, the course will examine human migration patterns, environmental conditions, political context, economic factors and cultural identity.

Classification: AA/AS Degree; CSU transferable.

WELLNESS

760 INTRODUCTION TO "WHOLISTIC" HEALTH (3.0) (day or evening, and/or distance education)

Justification: This course is intended to provide an introduction to the natural healing arts for students' personal enrichment or for the massage therapist/health practitioner who would like to incorporate the theoretical knowledge into their field of expertise. The course is designed to provide introductory training and to support the student in gaining experiential knowledge and confidence in working with natural healing modalities.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 836, or equivalent.

Description: Introduction to a variety of "wholistic" health modalities, including massage therapy, yoga, breath work, herbology, aromatherapy, flower essences, gem elixirs, and Ayurvedic and Chinese Medicine. Structured to benefit students who wish to take the course for either personal or professional purposes. Students will learn to evaluate personal lifestyle habits and be introduced to various natural healing modalities they can incorporate into their daily lives.

Classification: AA/AS Degree; CSU transferable.

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE

ACCOUNTING

103 Ten Key Skills

ART

107 Art of Our Times

115 Art, Music and Ideas

120 Art of the Americas

130 Art Appreciation

ENGLISH

161 Creative Writing I

162 Creative Writing II

KINESIOLOGY – FITNESS

199 Interactive Cardiovascular Fitness

HISTORY

202 United States History II

LITERATURE

373 Latin American Literature in Translation

416 Modern European Literature in Translation

MATHEMATICS

201 Quantitative Reasoning

MUSIC

115 Music, Art and Ideas

PSYCHOLOGY

410 Abnormal Psychology

WELLNESS

760 Introduction to “Wholistic” Health

PROPOSED CURRICULAR DELETIONS – SKYLINE COLLEGE

None.

PROPOSED PROGRAM ADDITIONS – SKYLINE COLLEGE

Skyline College proposes to offer an Associate Degree and/or Certificate in the following programs:

AUTOMOTIVE TECHNOLOGY

Asian Engine Performance Technology – Certificate of Achievement (19 units)

Automotive Technician – Entry Level – Certificate of Specialization (13.5 units)

EDUCATION

After School Program Assistant – Career Certificate (9.5 units)

After School Program Associate Teacher – Certificate of Specialization (16.5-17.5 units)

MATHEMATICS

Mathematics – Associate in Science Degree for Transfer (21-22 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer)

PSYCHOLOGY

Psychology – Associate in Arts Degree for Transfer (18-20 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer)

PROPOSED DEGREE/CERTIFICATE TITLE CHANGE:

Communication Studies – Associate in Arts Degree (formerly Speech Communication)

Justification: Commensurate with the Speech Communication department title change to Communication Studies, the department is changing the title of its existing Associate in Arts Degree from “Speech Communication,” to “Communication Studies.”

PROPOSED PROGRAM DELETIONS – SKYLINE COLLEGE

None.

PROPOSED DEPARTMENT ADDITIONS – SKYLINE COLLEGE

Skyline College proposes to add the following program departments:

COMMUNICATION STUDIES (COMM)

The Communication Studies (COMM) department will replace the Speech Communication (SPCH) department in order for the college to coordinate with the Transfer Model Curriculum (TMC) Associate in Arts Degree in Communication Studies for Transfer, to align with the renaming of Speech Communication departments at colleges and universities across the state and nation, and to align with its SMCCCD sister colleges.

DRAMA (DRAM)

Skyline's Theater equipment has been updated and student volunteers have been assisting the Theater Events Manager in using these new resources for productions. In order to formalize the training of the students and give them credit for what they learn, the college has offered an experimental course in Technical Aspects of Theater: Stagecraft. This course will be housed under Drama (DRAM).

KINESIOLOGY (KINE)

The college intends to adopt the Transfer Model Curriculum (TMC) for the Associate Degree in Kinesiology for Transfer as soon as it is approved at the state level. In order to do so, the college must offer an introductory course in Kinesiology. The Kinesiology (KINE) department has been created for this purpose.

PROPOSED DEPARTMENT DELETIONS – SKYLINE COLLEGE**SPEECH COMMUNICATION (SPCH)**

Justification: The Speech Communication (SPCH) department is being eliminated in favor of renaming the department to Communication Studies (COMM) in order to coordinate with the Transfer Model Curricula (TMC) Associate in Arts Degree in Communication Studies for Transfer, to align with the renaming of Speech Communication departments at colleges and universities across the state and nation, and to align with its SMCCCD sister colleges.

BOARD REPORT NO. 11-6-3B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jing Luan, Ph.D., Vice Chancellor, Educational Services & Planning, 358-6880

ANNUAL REVIEW AND APPROVAL OF INSTRUCTIONAL MATERIAL FEES

San Mateo County Community College District has developed an approval and annual reviewing process for Instructional Material Fees to ensure that the District is in compliance with the California Code of Regulations (§59402) and the Board Policy 8.70. Our Board Policy states that students may only be required to provide materials that are of continuing value to them outside of the classroom setting.

The Instructional Offices of Cañada College, College of San Mateo and Skyline College have reviewed the proposed instructional material fees for 2011-2012 to ensure compliance with the regulations and Board Policy 8.70. Further, the fees are listed in the accompanying report for the Board of Trustees to review and approve.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Annual Review of Instructional Material Fees.

CAÑADA COLLEGE
Instructional Material Fees
2011-12

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Accounting:			
ACTG	200	QuickBooks	\$6.00
Astronomy:			
ASTR	101	Astronomy Laboratory	\$6.00
Business:			
BUS.	103	Introduction To Business Information Systems	\$6.00
Computer Business Office Technology:			
CBOT	415	Beginning Computer Keyboarding	\$4.00
CBOT	417	Skill Building	\$4.00-\$6.00
CBOT	430	Computer Applications, Part I	\$4.00
CBOT	431	Computer Applications, Part II	\$4.00
CBOT	435	Spreadsheets	\$6.00
CBOT	436	Database Management	\$6.00
CBOT	448	Using Microsoft Windows	\$4.00
CBOT	457	Using PowerPoint In Business	\$4.00
CBOT	460	Office Procedures in Today's World	\$6.00
CBOT	472	Beginning Word Processing	\$4.00
CBOT	474	Intermediate Word Processing	\$4.00
CBOT	475	Using Outlook	\$4.00
CBOT	476	Adobe Acrobat	\$4.00
Chemistry:			
CHEM	192	Elementary Chemistry	\$3.00
CHEM	210	General Chemistry I	\$3.00
CHEM	220	General Chemistry II	\$3.00
CHEM	237	Organic Chemistry Laboratory I	\$3.00
CHEM	238	Organic Chemistry Laboratory II	\$3.00
CHEM	410	Chemistry For Health Sciences	\$3.00
Chemical Laboratory Technology:			
CHMT	340	Introduction To Chemical Laboratory Instrumentation	\$3.00
Computer Information Science:			
CIS	119	Open Computer Lab I	\$2.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Computer Information Systems:			
COMP	330	Introduction To Perl	\$4.00
COMP	331	Intermediate Perl	\$4.00
English:			
ENGL	100	Reading And Composition	\$2.00
ENGL	110	Composition, Literature And Critical Thinking	\$2.00
ENGL	161	Creative Writing I	\$2.00
ENGL	162	Creative Writing II	\$2.00
ENGL	165	Advanced Composition	\$2.00
ENGL	826	Basic Reading/Composition	\$2.00
ENGL	836	Writing Development	\$2.00
Engineering:			
ENGR	210	Engineering Graphics	\$6.00
ENGR	215	Computational Methods For Engineers And Scientists	\$6.00
ENGR	410	Computer-Aided Graphics	\$4.00
ENGR	413	Designing With Cad	\$4.00
English as a Second Language:			
ESL	400	Composition For Non-Native Speakers	\$2.00
ESL	836	English Pronunciation	\$1.00
ESL	911	Reading and Listening/Speaking I	\$1.00
ESL	912	Reading and Listening/Speaking II	\$1.00
ESL	913	Reading and Listening/Speaking III	\$1.00
ESL	914	Reading and Listening/Speaking IV	\$1.00
ESL	921	Grammar and Writing I	\$1.00
ESL	922	Grammar and Writing II	\$1.00
ESL	923	Grammar and Writing III	\$1.00
ESL	924	Grammar and Writing IV	\$1.00
Fashion Design:			
FASH	180	Computerized Pattern Design	\$6.00
Health Science:			
HSCI	481	Phlebotomy Externship	\$2.00
Learning Center:			
LCTR	810	Study Skills	\$2.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
LCTR	822	Grammar Trouble Spots I	\$2.00
LCTR	823	Grammar Trouble Spots II	\$2.00
LCTR	824	Grammar Trouble Spots III	\$2.00
LCTR	825	Grammar Trouble Spots Iv	\$2.00
LCTR	832	Paragraph Writing On The Macintosh	\$2.00
Library Science:			
LIBR	100	Introduction To Information Research	\$2.00
Multimedia Art and Technology:			
MART	314	Introduction To Computer Graphics	\$6.00
MART	325	Digital Painting	\$6.00
MART	361	Digital Video	\$6.00
MART	362	Digital Photography I	\$6.00
MART	363	Digital Photography II	\$6.00
MART	365	Photographic Retouching And Restoration	\$6.00
MART	366	Color Management And Digital Printing	\$4.00
MART	368	Web Design I	\$6.00
MART	369	Web Design II	\$6.00
MART	372	Digital Illustration	\$6.00
MART	373	Digital Audio I	\$2.00
MART	376	Digital Imaging I	\$6.00
MART	377	Digital Imaging II	\$6.00
MART	378	Digital Page Layout	\$6.00
MART	379	Digital Animation I: Flash	\$6.00
MART	380	Digital Animation II: Flash	\$6.00
MART	390	Portfolio Creation	\$4.00
MART	400	Motion Graphics	\$4.00
MART	405	Storyboard Development For Animation & Interactive Media	\$4.00
MART	420	3d Modeling And Animation I	\$6.00
MART	421	3d Modeling And Animation II	\$6.00
MART	422	Introduction to Rigging	\$6.00
MART	430	3d Character Creation And Animation	\$6.00
MART	431	Special Effects And Compositing In 3d	\$4.00
MART	432	3d Environments And Hard Surface Modeling	\$4.00
MART	440	Video Game 3d Production Techniques	\$4.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Medical Assisting:			
MEDA	115	Medical Word Processing	\$6.00
MEDA	140	Medical Trasncription: Basic	\$6.00
MEDA	141	Medical Trasncription: Advanced	\$6.00
MEDA	150	Medical Office Procedures	\$2.00
MEDA	160	Medical Insurance Procedures	\$2.00
Paralegal:			
LEGL	276	Electronic Litigation	\$4.00
Reading:			
READ	826	Reading Improvement	\$2.00
READ	836	Academic Reading Strategies	\$2.00

COLLEGE OF SAN MATEO
Instructional Material Fees
2011-12

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Administration of Justice:			
ADMJ	185	Introduction to Forensic Science	\$15.00
Architecture:			
ARCH	210	Design I: Introduction to Architecture, Environmental Design, and the Design Process	\$4.00
ARCH	220	Design II: Architecture Design, Form and the Built Environment	\$4.00
ARCH	666	Introduction to Architecture	\$4.00
Art:			
ART	124	Old Masters' Aesthetics and Techniques	\$25.00
ART	206	Figure Drawing and Portraiture	\$10.00
ART	245	Mosaic Mural I	\$20.00
ART	246	Mosaic Mural II	\$20.00
ART	315	Digital Printing and Mixed Media	\$30.00
ART	351	Beginning Black and White Photography	\$20.00
ART	352	Intermediate Black and White Photography	\$20.00
ART	353	Advanced Black and White Photography	\$20.00
ART	354	Color Photography I	\$30.00
ART	355	Color Photography II	\$30.00
ART	360	Experimental Photography	\$20.00
ART	365	Intermediate Digital Photography	\$40.00
ART	366	Advanced Digital Photography	\$40.00
ART	374	Master Portfolio	\$20.00
ART	405	Sculpture I	\$30.00
ART	406	Sculpture II	\$30.00
ART	411	Ceramics I	\$30.00
ART	412	Ceramics II	\$30.00
ART	665MD	Advanced Ceramics Workshop	\$30.00
ART	665ME	Darkroom Workshop	\$20.00
ART	665MF	Photo Open Lab	\$10.00
ART	665MG	Digital Imaging	\$40.00
ART	665MK	Digital Photography	\$40.00
ART	824	Old Masters' Aesthetics and Techniques	\$25.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Biology:			
BIOL	123	Biotechnology Workshop: Techniques and Applications of the Polymerase Chain Reaction	\$2.00
BIOL	220	General Botany	\$4.00
BIOL	230	Introductory Cell Biology	\$4.00
BIOL	260	Introductory Physiology	\$4.00
Business:			
BUS.	295	Computer Systems in Business	\$2.00
BUS.	315	Keyboarding I	\$2.00
BUS.	316	Keyboarding II	\$2.00
BUS.	317	Keyboarding: Skill-building	\$2.00
Business Microcomputer Applications - Windows Platform:			
BUSW	105	Introduction to Microcomputers	\$2.00
BUSW	114	Windows Fundamentals I	\$2.00
BUSW	115	Windows Fundamentals II	\$2.00
BUSW	214	Word Processing I using Word for Windows	\$2.00
BUSW	215	Word Processing II using Word for Windows	\$2.00
BUSW	383	Business Presentations using PowerPoint for Windows	\$2.00
BUSW	384	Business Presentations II using PowerPoint for Windows	\$2.00
BUSW	415	Spreadsheet I using Excel for Windows	\$2.00
BUSW	416	Spreadsheet II using Excel for Windows	\$2.00
BUSW	450	Microsoft Project Fundamentals I	\$2.00
BUSW	451	Microsoft Project Fundamentals II	\$2.00
BUSW	464	Database Management Fund. using Access for Windows	\$2.00
BUSW	530	Introduction to Internet	\$2.00
BUSW	534	HTML I (Hypertext Markup Language I)	\$2.00
BUSW	535	HTML II (Advanced Hypertext Markup Language)	\$2.00
Chemistry:			
CHEM	192	Elementary Chemistry	\$4.00
CHEM	210	General Chemistry I	\$4.00
CHEM	220	General Chemistry II	\$4.00
Computer and Information Science:			
CIS	110	Introduction to Computer and Information Science	\$2.00
CIS	125	Visual Basic I	\$2.00
CIS	254	Introduction to Object-Oriented Program Design	\$2.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
CIS	255	Programming Methods: JAVA	\$2.00
CIS	256	Data Structures: JAVA	\$2.00
CIS	278	Programming Methods: C++	\$2.00
CIS	279	Data Structures: C++	\$2.00
CIS	364	Enterprise Data Warehousing	\$2.00
CIS	680MF	Game Programming: OpenGL	\$2.00

Cosmetology:

COSM	712	Fundamentals of Cosmetology I	\$17.50/35.00
COSM	722	Fundamentals of Cosmetology II	\$17.50/35.00
COSM	732	Advanced Cosmetology I	\$17.50/35.00
COSM	742	Advanced Cosmetology II	\$17.50/35.00

Career and Life Planning:

CRER	104	Transfer Essentials and Planning	\$5.00
CRER	105	College Planning	\$5.00
CRER	107	Introduction to Choosing a College Major	\$5.00
CRER	120	College and Career Success	\$6.00
CRER	121	Planning for Student Success	\$5.00
CRER	122	Study Skills	\$5.00
CRER	123	Career Exploration for Student Success	\$5.00
CRER	126	Career Choices I: Career Assessment	\$5.00
CRER	127	Career Choices II: Job Search	\$5.00
CRER	301	Introduction to Scholarships	\$5.00
CRER	889MA	Transition to College	\$6.00

Dental Assisting:

DENT	716	Dental Office Procedures	\$5.00
DENT	721	Dental Materials I	\$5.00
DENT	722	Dental Materials II	\$5.00
DENT	731	Dental Science I	\$5.00
DENT	732	Dental Science II	\$5.00
DENT	740	Chairside Assisting I	\$5.00
DENT	742	Chairside Assisting II	\$16.00
DENT	743	Coronal Polish	\$5.00
DENT	749	Preclinical Dental Science Laboratory	\$5.00
DENT	763	Dental Radiology	\$16.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Digital Media:			
DGME	103	Thinking Visually: Fundamentals of Two-Dimensional Design	\$20.00
DGME	211	Media Design I: Illustrator	\$20.00
DGME	212	Media Design II: Photoshop	\$20.00
DGME	213	Media Design III: Advanced Illustrator and Photoshop	\$20.00
DGME	220	Typography	\$20.00
DGME	230	Publication Design/Production with InDesign	\$20.00
DGME	235	Graphic Design Theory and Application	\$20.00
DGME	240	Digital Publishing	\$20.00
DGME	250	Digital Media Practicum	\$20.00
DGME	255	Portfolio	\$20.00
Drafting:			
DRAF	110	SolidWorks I	\$5.00
DRAF	111	SolidWorks II	\$5.00
DRAF	120	Principles of Technical Drawing	\$5.00
DRAF	121	Computer-Aided Drafting I	\$5.00
DRAF	122	Computer-Aided Drafting II	\$5.00
Developmental Skills:			
DSKL	817	Assistive Computer Access	\$5.00
Electronics Technology:			
ELEC	111	Introduction to Electronics	\$22.00
ELEC	112	Advanced Electronics Fundamentals (fall 2011)	\$22.00
ELEC	112	Advanced Electronics Fundamentals (spring 2012)	\$8.00
English:			
ENGL	161	Creative Writing I	\$5.00
ENGL	162	Creative Writing II	\$5.00
ENGL	163	Creative Writing III	\$5.00
Engineering:			
ENGR	100	Introduction to Engineering	\$4.00
ENGR	215	Computational Methods for Engineers and Scientists	\$4.00
Fire:			
FIRE	796	Emergency Medical Technician - Basic	\$150.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Horticulture:			
HORT	402	Introduction to Floristry	\$125.00
HORT	403	Intermediate & Contemporary Floristry	\$125.00
HORT	406	Advanced Styles and Techniques in Floristry	\$125.00
HORT	407	Wedding, Tributes and Special Projects	\$175.00
 Reading:			
READ	400	Academic Textbook Reading (spring 2012 only)	\$5.00
READ	825	Introduction to College Reading (spring 2012 only)	\$5.00
READ	830	College and Career Reading	\$5.00

SKYLINE COLLEGE
Instructional Material Fees
2011-2012

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Accounting:			
ACTG	171	Federal Income Tax	\$3.00
ACTG	194	Introduction to QuickBooks Pro 2007	\$3.00
Art:			
ART	351	Black and White Photography I	\$12.00
ART	352	Black and White Photography II	\$12.00
ART	353	Black and White Photography III	\$12.00
ART	354	Color Photography I	\$18.00
ART	355	Color Photography II	\$18.00
ART	363	Alternative Processes in Photography I	\$15.00
ART	364	Alternative Processes in Photography II	\$15.00
ART	405	Sculpture I	\$10.00
ART	406	Sculpture II	\$10.00
ART	407	Sculpture III: Direct Metal	\$10.00
ART	411	Ceramics I	\$12.00
ART	412	Ceramics II	\$12.00
ART	417	Ceramic Glazing Techniques	\$12.00
ART	665/667	Selected Topics in Art	\$10.00-12.00
Automotive Technology:			
AUTO	665SF	BAR A6 Alternative Training	\$75.00
AUTO	665SG	BAR A8 Alternative/Engine Performance	\$75.00
AUTO	665SH	BAR L1 Alternative Training	\$75.00
AUTO	665SM	2009 Smog Check Update	\$45.00
AUTO	665SU	Car Care Basics for Women	\$10.00
AUTO	665SX	Car Care Basics for Women II	\$10.00
AUTO	665SY	2011 Smog Check Update	TBD
AUTO	718/818	Clean Air Car II	\$80.00
AUTO	739/839	OBD II Evaporative Emission Systems	\$90.00
AUTO	751	Automotive Engine Performance	\$125.00
AUTO	765/865	Ignition Systems	\$50.00
AUTO	772/842	Clean Air Car I	\$40.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
(Automotive Technology (continued)):			
AUTO	793/893	Engine Performance	\$50.00
Business:			
BUS.	103	Introduction to Business Information Systems	\$3.00
Computer Applications and Office Technology:			
CAOT	100	Beginning Computer Keyboarding	\$3.00
CAOT	101	Computer Keyboarding Skill Building	\$3.00
CAOT	104	Introduction to Computers with Windows I	\$3.00
CAOT	105	Introduction to Computers with Windows II	\$3.00
CAOT	200	Introduction to MS Office Suite	\$3.00
CAOT	201	Integration of MS Office Applications	\$3.00
CAOT	214	Word Processing I: WORD	\$3.00
CAOT	215	Word Processing II: WORD	\$3.00
CAOT	217	Word Processing III	\$3.00
CAOT	221	Desktop Publishing: Microsoft Publisher	\$3.00
CAOT	222	Business Presentations I: PowerPoint	\$3.00
CAOT	223	Business Presentations II: PowerPoint	\$3.00
CAOT	225	Spreadsheets I: EXCEL	\$3.00
CAOT	226	Spreadsheets II: EXCEL	\$3.00
CAOT	230	Database Applications I: ACCESS	\$3.00
CAOT	231	Database Applications II: ACCESS	\$3.00
CAOT	301	Maximizing Your Employment Potential	\$3.00
CAOT	400	Internet I	\$3.00
CAOT	403	HTML & WEB Authoring Applications I	\$3.00
CAOT	404	HTML & WEB Authoring Applications II	\$3.00
CAOT	408	Multimedia Project	\$3.00
CAOT	410	Photoshop Essentials	\$3.00
CAOT	411	Photoshop Portfolio	\$3.00
CAOT	412	Flash I	\$3.00
CAOT	413	Flash II	\$3.00
CAOT	414	Flash Actionscript I	\$3.00
CAOT	416	Adobe InDesign Essentials	\$3.00
CAOT	420	Javascript	\$3.00
CAOT	434	Web Programming I	\$3.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
Computer Science:			
COMP	118	Introduction to Object-Oriented Program Design	\$2.00
COMP	155	Computer Programming Visual Basic	\$2.00
COMP	250	Programming Methods I: C++	\$2.00
COMP	252	Programming Methods II: C++	\$2.00
COMP	284	Programming Methods I: Java	\$2.00
COMP	286	Programming Methods II: Java	\$2.00
COMP	355	Introduction to Oracle – SQL	\$2.00
COMP	356	Fundamentals of Database Administration I	\$2.00
COMP	357	Fundamentals of Database Administration II	\$2.00
COMP	378	Programming in PERL	\$2.00
COMP	412	Flash I	\$3.00
COMP	413	Flash II	\$3.00
COMP	423	Javascript	\$3.00
Cosmetology:			
COSM	665	Selected Topics in Cosmetology	\$15.00
Developmental Skills:			
DSKL	821	Development of Self-Advocacy Skills: Personal Empowerment for Students with Disabilities	\$15.00
DSKL	825	Assistive Computer Technology	\$20.00
DSKL	880SB	Assistive Computer Technology, Advanced	\$15.00
DSKL	880SD	Learning Skills Assessment and Advocacy	\$25.00
Emergency Medical Care:			
EMC.	415	Emergency Medical Technician I – Refresher	\$17.00
Mathematics:			
MATH	150	Mathematics for Elementary School Teachers	\$5.00
Respiratory Therapy:			
RPTH	410	Introduction to Patient Care and Respiratory Assessment Techniques	\$5.00
RPTH	430	Introduction to Respiratory Therapeutics	\$5.00
RPTH	460	Respiratory Critical Care	\$5.00
RPTH	495	Respiratory Care Board Examination Preparation and Review	\$5.00
Wellness:			
WELL	665	Selected Topics in Wellness	\$15.00

BOARD REPORT NO. 11-6-4B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Sarah Perkins, Vice President of Instruction, Cañada College, 306-3353
Robin Richards, Vice President of Student Services, Cañada College, 306-3339

**RATIFICATION OF SUBSTANTIVE CHANGE PROPOSAL: “SAN MATEO PROGRAM” AT
TIANHUA COLLEGE SHANGHAI NORMAL UNIVERSITY IN SHANGHAI, CHINA**

Cañada College, in conjunction with Jing Luan, Vice Chancellor, Educational Services & Planning, has been working for the past six months on an innovative global program designed to improve our relationships with China and to add to the diversity of our campus.

The plan is to teach the first year of general education (CSU-GE) courses at Tianhua College Shanghai Normal University in Shanghai to a cohort of 30-50 Chinese students¹. This group will then take their second year of CSU-GE at Cañada College in preparation to transfer to a university. In addition, students from the U.S. will be able to register for the classes held in China should they choose to travel there to take them.

As we are working on developing this project, we have contacted the Accrediting Commission for Community and Junior Colleges (ACCJC) to determine if there are processes we need to follow to conduct this program. There are three accreditation documents which outline requirements we need to address for the Commission as we are setting up this overseas program:

1. *Substantive Change Proposal*: We will need to submit a Substantive Change Proposal as this is a “change in location” for our courses.
2. *Principles of Good Practice in Overseas International Education Programs for Non-US Nationals*: We will need to address these principles in our development of the program.
3. *Policy on Contractual Relationships with Non-regionally Accredited Organizations*: The contract that we develop with Tianhua College Shanghai Normal University will need to follow these contract guidelines.

The Substantive Change Proposal is the first step in obtaining approval from the Commission. In order to have it reviewed in a timely manner (the first courses are planned for Fall 2012), the document needed to be submitted by June 3, 2011, so the Substantive Change Committee can review it and provide feedback by July 2011.

RECOMMENDATION

It is recommended that the Board ratify the Substantive Change Proposal for the San Mateo Program at Tianhua College Shanghai Normal University, as shown in the attached.

¹ This is the cohort number for the first year of the program. It is anticipated that the cohort size will increase significantly over the years.

Substantive Change Proposal

**“San Mateo Program” at
Tianhua College Shanghai Normal University in
Shanghai, China**

**Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061**



Submitted:
June 3, 2011

Prepared by:
Dr. Sarah F. Perkins, VP Instruction
Dr. Robin Richards, VP Student Services

**Cañada College: San Mateo Program at
Tianhua College Shanghai Normal University**

Table of Contents

	Page No.
A. Description of the Proposed Change	1
<ul style="list-style-type: none"> • Description of Change • Relationship to Mission • Rationale for the Change 	
B. Description of New Educational Program	3
C. Description of the Planning Process	3
<ul style="list-style-type: none"> • Relationship to Planning Process • Assessment of Needs and Resources • Anticipated Effect on the College • Intended Benefits • Preparation and Planning for the Change 	
D. Evidence of Resources and Processes	8
<ul style="list-style-type: none"> • Sufficient /Qualified Faculty, Management, and Support Staffing • Appropriate Equipment and Facilities, including Off-Site Control • Fiscal Resources including Initial and Long-Term Amount and Sources of Funding • Plan for Monitoring Achievement of Desired Outcomes of the Proposed Change 	
E. Internal/External Approvals	12
<ul style="list-style-type: none"> • Clear Statement of Approvals Needed • Legal Requirements Have Been Met • Governing Board Action to Approve 	
F. ACCJC Eligibility Requirements Fulfilled	13
G. Accreditation Standards Fulfilled	17
H. Other Information	NA
APPENDICES	38
<ul style="list-style-type: none"> • Planning Agreements with Tianhua College Shanghai Normal University 	39
<ul style="list-style-type: none"> • Minutes: SMCCCD Board of Trustees <ul style="list-style-type: none"> ○ February 12, 2011 ○ February 23, 2011 ○ April 13, 2011 	61
<ul style="list-style-type: none"> • Proposed Cañada College Curriculum at Tianhua 	67
<ul style="list-style-type: none"> • Addressing Requirements of the Policy on Principles of Good Practice in Overseas International Education Programs For Non-U.S. Nationals 	68
<ul style="list-style-type: none"> • Addressing Requirements of the Policy on Contractual Relationships with Non-Regionally Accredited Organizations 	72

A. Description of the Proposed Change

Description of Change

Cañada College, one of three colleges in the San Mateo County Community College District, is establishing an innovative, global program to improve our relationships with China and add to the diversity of our campus. The San Mateo Program creates a strong, collaborative partnership between Cañada College and Tianhua College Shanghai Normal University, in Shanghai, China. Cañada College will admit and enroll students into general education courses that will be held in China at Tianhua College. Students will enroll in 26-29 units of general education courses their first year of Cañada curriculum in Shanghai (at Tianhua College Shanghai Normal University) and the second year at Cañada College at the home campus in Redwood City. The courses will be taught by Cañada College instructors and will adhere to the ACCJC's standards and policies.

The major elements of the project include:

Students: In the first year of the program, a cohort of students, (about 30-50), will take 26-29 units of Cañada College's CSU-General Education courses on the campus of Tianhua College Shanghai Normal University in China. A new cohort of students will be initiated each year and begin a new cycle at Tianhua College. In the second year, the first year cohort will attend Cañada College in Redwood City to complete the CSU GE curriculum to prepare for transfer. In addition, students from the U.S. will be able to register for the classes to be held in China should they choose to travel there to take them.

Services: Enrollment of students in courses is accomplished through the regular processes and vehicles of the SMCCCD and Cañada College using WebSmart, our web-based student portal. Assessment will be conducted using the COMPASS assessment program and academic advising will be conducted by Cañada staff located in Shanghai. Students will have access to Tianhua College library and other facilities through agreement between the partners. Students will also have student support services through Cañada College including counseling and advising, tutoring, library materials and reference support via the internet. A Cañada College site coordinator will facilitate support services for the students in the program.

Courses: The courses are all part of the approved CSU-GE offered at Cañada College. All prerequisites will be enforced. Course topics include the areas of English, Economics, Sociology, Speech, Physics, Art and Math. The courses are planned to be conducted in three eight-week sessions beginning Fall 2012. Students in the program will be held to the same standards for placement, including English proficiency, as at the home college.

Faculty: All courses will be taught by Cañada College/SMCCCD instructors who will be in residence at Tianhua College Shanghai Normal University during the time the courses are being taught. The faculty will meet minimum qualifications for the subject area taught and will be hired with the same process as the home college. There will be complete control of the course content by the instructor.

Fees and Expenses: Fees will be recorded as revenue to SMCCCD. Agreed upon expenses will be paid to Tianhua College Shanghai Normal University as outlined by agreement.

Relationship to Mission

The program is being formulated because it is viewed as an important component of an identified college priority relating to educational values: diversity of people, cultures and ideas which are brought forward by pursuing an international frame of reference in education that prepares us for engagement in the global economy.

In both the District Mission Statement and the newly Revised Mission Statement for Cañada College there is an emphasis on the “global community”. We are becoming so interconnected to the rest of the world (in particular China), that having this program where a cohort of students attends the college will be an excellent way of improving our understanding. We have noticed, just in the past year that as we worked with representatives from Tianhua College Shanghai Normal University, opportunities have opened up for the college to host other international groups. As these opportunities expand, our knowledge of cultures deepens and where we have been working with representatives from Tianhua College Shanghai Normal University, we are becoming more knowledgeable about their culture and ways we can learn from each other.

Excerpt from the District Mission Statement: *“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 variety of viewpoints is cultivated and shared.”*

Revised Mission for Cañada College (May 2011): *“Cañada College is a learning-centered college of our community, ensuring students from diverse backgrounds have the opportunity to achieve their educational goals, by providing career and technical, basic skills, transfer, and lifelong learning programs giving students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.”*

Rationale for the Change

Globalization of the Campus: The creation of this program is a rare opportunity for the campus to reach out effectively in another country and offer coursework. Having Cañada College faculty members teach in China and then having cohorts of Chinese students attend their second year at Cañada presents a unique way for the campus to engage globally. We have had the opportunity to meet with representatives from Tianhua College Shanghai Normal University and have learned on each occasion. The SMCCCD Vice-Chancellor of Educational Services and the President of Cañada College recently traveled to Shanghai (March 2011) in order to visit the Tianhua College Shanghai Normal University campus and returned very impressed with both the excellent facilities and academics there as well as the extraordinary support for the Cañada College courses to be offered there. The depth of cultural exchange includes not only the

addition of Chinese students to our college, but also the experience of college faculty living and teaching in another country.

Addressing National Initiatives: Not only locally, but nationally there is an interest in expanding our relations with China. The following is an excerpt from the White House website: *“President Obama’s “100,000 Strong Initiative” will increase the number and diversity of American student studying in China. Citing the need to prepare young people to succeed in the modern global economy, First Lady Michelle Obama encouraged students to study in China, work together and make America and the world stronger. In support of the President’s “100,000 Strong Initiative, Mrs. Obama spoke to more than a thousand young people from Washington, DC, area public, private and parochial schools, colleges and universities about the importance of building relationships with their peers in China and creating a mutual understanding around the world. The First Lady has made youth engagement her international focus by both reaching out to young people around the world on behalf of the U.S. and also encouraging American youth to become more involved in world affairs, as she highlighted in her 2010 George Washington University commencement speech.”*¹

B. Description of New Educational Program

The courses offered at Tianhua College Shanghai Normal University will be Cañada College’s CSU GE courses and would not be considered a new educational program.

C. Description of the Planning Process

Relationship to Planning Process

Cañada College has a well-structured planning process that includes the College Planning Council, Student Services Planning Council, Instruction Planning Council, and Administrative Services Planning Council. We work hard to have all of our actions on campus be transparent to the campus community and share information with these groups (who generally meet twice per month) on a regular basis.

The Tianhua College Shanghai Normal University partnership has been shared with these groups on several occasions. The campus community is excited about the opportunity to be a part of this innovative program and we are making program plans for the cohort of Chinese students who will be coming to Cañada College in Fall 2013.

¹ <http://www.whitehouse.gov/the-press-office/2011/01/19/first-lady-michelle-obama-urges-american-youth-strengthen-us-china-ties>

Specifically, activities and events which have been held as part of the planning process include:

San Mateo Program with Tianhua College Shanghai Normal University PLANNING/IMPLEMENTATION ACTIVITIES		
Date	Meeting/Event	Description
August-October 2010	Meetings with Chinese Consulate General's Office in SF	Discussions regarding international education in China.
October 5, 2010	District Office and Shanghai Friendship Federation	An initial planning MOU signed to begin the work on planning collaborative educational efforts.
November 2010	MOU Signed	MOU with Vice Provost, University of the Pacific, allowing him to begin exploring Tianhua-San Mateo Program at Tianhua.
November 29, 2010	Delegation from Tianhua College Shanghai Normal University Meeting	The initial meeting with representatives from Tianhua College Shanghai Normal University to discuss possibilities for the program and to provide a tour of campus and what Cañada College has to offer.
January 31, 2011	Prepare Background Information	Prepare slides for Board briefing to discuss Big Picture and Development Activities planned.
February 7, 2011	District Office and College Administrators Meeting	The Cañada VPI, VPSS and SMCCCD Vice Chancellor met to discuss the possibilities for the program and develop ideas about what it might contain.
February 12, 2011	Presentation to the Board of Trustees	A presentation to the Board.
February 14, 2011	Delegation from Tianhua College Shanghai Normal University Meeting	Administrators met with the delegation to provide a tour of the campus and to sign initial general agreement to plan together for the program.
February 15, 2011	District Office and College Administrators Meeting	The Cañada VPI, VPSS and SMCCCD Vice Chancellor met to refine program ideas following meeting with Tianhua representatives.
February 17, 2011	International Student Luncheon	Luncheon held for all of the international students on campus with faculty and administrators to further develop the international program.

San Mateo Program with Tianhua College Shanghai Normal University PLANNING/IMPLEMENTATION ACTIVITIES		
Date	Meeting/Event	Description
February 17, 2011	College Planning Council	Discussion of the Tianhua College Shanghai Normal University partnership and the international program.
February 23, 2011	Student Services Planning Council	Discussion of the Tianhua College Shanghai Normal University partnership and the international program.
March 4, 2011	Instruction Planning Council	Discussion of the Tianhua College Shanghai Normal University partnership and the international program.
March 9-21, 2011	Tianhua College Shanghai Normal University in Shanghai, China Visit	Vice Chancellor and Cañada College President visit the University and meet with representatives to further define the program.
March 25, 2011	Meeting with Delegation from China	A delegation of high school principals from China visited the three colleges – Cañada, Skyline and College of San Mateo to discuss collaboration in sending students from their schools.
April 13, 2011	SMCCCD Board Presentation	Vice Chancellor and Cañada College President make a presentation to the Board of Trustees about their visit to Tianhua College Shanghai Normal University in Shanghai, China (minutes included in Appendix).
April 2011	Meetings with faculty	Meetings with Cañada College faculty senate, union (AFT), district academic senate to discuss program.
May 11, 2011	Tianhua College Shanghai Normal University Delegation Visit	A delegation from Tianhua College Shanghai Normal University who are studying at University of the Pacific Doctoral Program meet with college administrators and staff.
May 19, 2011	District Office and College Administrators Meeting	The College Administration meets with SMCCCD Executive Vice Chancellor and Vice Chancellor about the details for the program.
Summer 2011	Finalize Plan	SMCCCD and Cañada College staff finalize the plans for the Tianhua Program.

San Mateo Program with Tianhua College Shanghai Normal University PLANNING/IMPLEMENTATION ACTIVITIES		
Date	Meeting/Event	Description
June 2, 2011	Chinese Delegation Meeting	A delegation for Chinese high schools visited Cañada College.
June 30, 2011	Chinese Delegation Meeting	A delegation for Chinese high schools will visit all three campuses in the SMCCCD district.
Fall 2011	Finalize Contract	Finalize contract with Tianhua College Shanghai Normal University which addresses the policy documents from the Commission.
Fall 2011	Develop Program	Develop Faculty Orientation materials, Execute final agreement for the program, Recruit faculty and staff to teach and provide services.
Spring 2012	Visit to Tianhua College Shanghai Normal University	Conduct site visit to Tianhua by faculty and student services staff to review any unresolved matters.
June 2012	Faculty Orientation	Conduct Pre-departure orientation for faculty.
Summer 2012	Registration	Enroll students in the Cañada College courses in the San Mateo Program.
August/September 2012	Cañada College Faculty/Staff in Shanghai	Faculty and staff travel to Tianhua College Shanghai Normal University and receive orientation and set up program.
Fall Spring 2012-13	Classes Conducted	First Cañada College-Tianhua classes begin
Summer 2013	Students from China to US	Students in the San Mateo Program apply for VISAs to US and travel to attend Cañada College.

Assessment of Needs and Resources

Since the initial signing of the planning agreement in October 2010, the college and district staff has been meeting to identify the details of the needs and resources for the program. Although the college does offer study abroad, this is a different type of program. The program will be self-sufficient with the costs such as salaries, travel and administrative overhead to be covered by the fees paid by the students enrolled.

As noted in the timeline of planning activities, considerable work has been completed to analyze the needs and resources for the program. The assessments have been made by individuals who will be involved in establishing the program, to include the SMCCCD Executive Vice Chancellor, Vice Chancellor - Educational Services, and Chief Financial Officer, and Cañada College's President, Vice President - Instruction, and Vice President – Student Services. We have developed plans for resources needed based on the many meetings we have conducted with the staff from Tianhua College Shanghai Normal University.

We have identified needs in the following areas:

Staffing Needs:

- Director of the Program in US
- Coordinator of the Program in China
- Faculty to Teach Classes in China
- Student Services Support Staff in China and US (e.g. Counseling, Tutoring, A&R)

Travel Needs:

- Air Fare to China

Housing Needs:

- Housing for Coordinator
- Housing for Faculty
- Housing for Support Staff

Facilities:

- Classrooms
- Labs
- Office Space

Supplies

- Instructional Supplies
- Office Supplies

Anticipated Effect on the College and Intended Benefits

With our mission of having our students become more globally aware, the San Mateo Program will be very beneficial. Our faculty will have the experience of working in China to gain an expanded multi-cultural experience and have a large cohort of students from China on campus beginning Fall 2013. Our meetings with the delegations from China have significantly expanded our understanding of their culture and we feel this extraordinary opportunity will broaden the diversity of our student body to create an enhanced cultural awareness.

Preparation and Planning for the Change

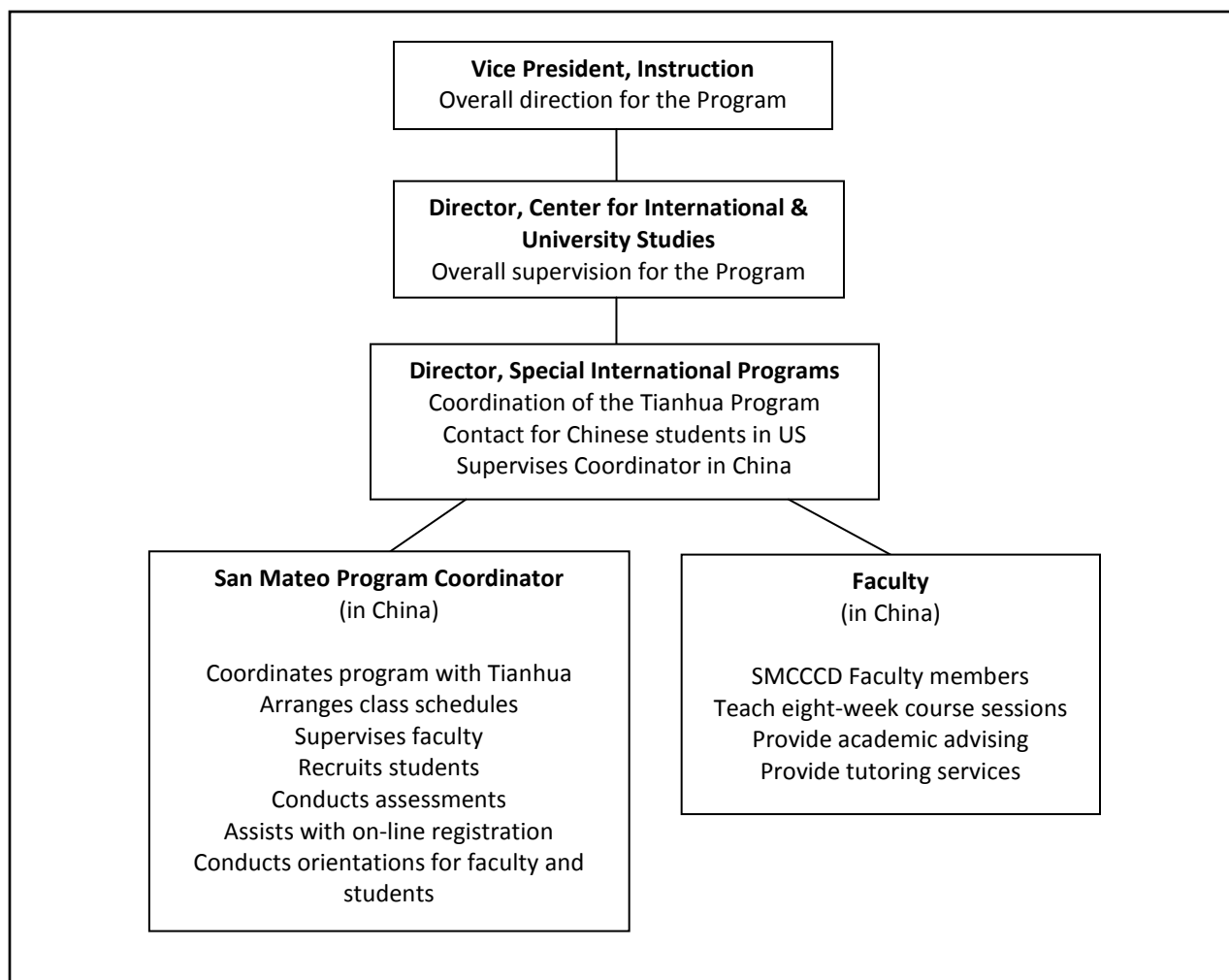
In addition to the many meetings listed above, the Vice Presidents at Cañada College have been working together to determine how best to implement the program. We have worked closely

with the district office as well as with representatives from Tianhua College Shanghai Normal University. After the President visited the Tianhua campus, he established weekly “Skype” calls with the key contact in China to work out all of the various activities related to the program.

D. Evidence of Resources and Processes

Sufficient /Qualified Faculty, Management, and Support Staffing

It is critical for a program such as this one to have sufficient, qualified staffing. This concept requires individuals who are sensitive to the culture and yet able to deliver coursework and services as we do at Cañada. The following is the organizational chart outlining the management and support staff and faculty for the programming.



Appropriate Equipment and Facilities, including Off-Site Control

The Tianhua College Shanghai Normal University has excellent facilities and equipment that will be used by the Cañada College faculty. The San Mateo Program Coordinator will maintain control of the program and will assure that all college policies and procedures are followed. The site visit to Tianhua College Shanghai Normal University by the Vice Chancellor and the Cañada College President provided first-hand evidence that the faculty will have access to state-of-the-art equipment and facilities. Below are a few pictures of the buildings and classrooms:





Fiscal Resources including Initial and Long-Term Amount and Sources of Funding

The budget for the Tianhua University Agreement includes costs incurred both by Cañada College and by Tianhua University. Tianhua University will provide facilities and student resources such as labs and library resources as well as food and lodging for faculty.

While, like any startup program, the program is a net use of resources in the first year, we anticipate covering all costs in the second year so that the program will not be a drain on District/College resources. This budget assumes 50 students the first year with 10% attrition for students progressing to the second year at Cañada College and a new cohort starting at Tianhua in the second year.

Cañada College and San Mateo County Community College District have identified sufficient resources to carry the program for 5 years. The total annual costs of the program represent about 1% of the District's unrestricted general fund and any margin of error will not have a deleterious effect on the District or the College.

Budget for Tianhua University Agreement

	Year 1	Year 2	Total
Revenues			
Student Fees and Tuition	\$347,700	\$920,535	\$1,268,235
Start-up Funding from District	\$249,283	\$ -	\$249,283
In-Kind Support from Tianhua	\$59,900	\$59,900	\$119,800
Total revenues	<u>\$656,883</u>	<u>\$980,435</u>	<u>\$1,637,318</u>
Expenses			
Fees remitted to state and ASB	\$49,892	\$170,517	\$220,409
SMCCCD faculty & staff wages & benefits	\$288,263	\$361,191	\$649,454
Tianhua staff wages and benefits	\$23,077	\$34,615	\$57,692
Materials and supplies	\$18,385	\$33,008	\$51,393
Operating costs	\$178,366	\$273,798	\$452,164
Travel	\$39,000	\$41,000	\$80,000
Facilities Costs (Tianhua in-kind)	\$28,000	\$28,000	\$56,000
Faculty lodging/food (Tianhua in-kind)	\$31,900	\$31,900	\$63,800
Total expenses	<u>\$656,883</u>	<u>\$974,029</u>	<u>\$1,630,912</u>
Net Gain/Loss	<u>\$0</u>	<u>\$6,406</u>	<u>\$6,406</u>

Plan for Monitoring Achievement of Desired Outcomes of the Proposed Change

The goal for the first year of the program (Fall 2012) is to have 30-50 students successfully complete 26-29 Cañada College CSU-GE units while at Tianhua College. For the second year, this cohort of 30-50 students will attend Cañada College to complete their CSU-GE and transfer.

We will monitor this project closely. Locating a Coordinator for the Program on-site in China will allow the opportunity for all aspects of the program to be routinely evaluated. Some of the measures we will be using to assure our desired outcomes include:

- Number of students in each cohort
- Success rate in courses
- Retention rate in courses
- Student evaluation of courses and services
- Faculty evaluation

The Coordinator will prepare regular reports for the Director of Special International Programs on these items. During the critical first year of the program, the Director will be conducting several site visits to assure the program is operating smoothly.

E. Internal/External Approvals

Clear Statement of Approvals Needed

Because the College District is employing current faculty members to staff the International Program and because the courses to be offered have already been approved by our Curriculum Committees, there are no new faculty or administrative approvals required. However, the College President and Vice Chancellor have discussed the International Program with the District Academic Senate, the Cañada College Academic Senate, and the faculty union.

The ACCJC has recommended that this Substantive Change Proposal be completed as this is considered to be a “new location” for Cañada College, so we will need the approval of the Commission for this change.

Legal Requirements Have Been Met

The college is in the process of obtaining the legal authority from Chinese officials to be able to offer this program in China. Representatives have traveled to China on several occasions and we have developed excellent relationships with the university staff. To date, three documents have been obtained demonstrating authority for Tianhua College’s operations.

- 1) Registration Certification (copy), issued by the Shanghai Public Affairs Bureau for authorizing Shanghai Normal University Tianhua College to exist as a private, not for profit college, located in Jiandin District of Shanghai. 10,000,000RMB as original funding capital.

Certificate number: 774347438

2) Approval Certificate (copy)

A certificate issued by the Shanghai Education Commission to Tianhua College with the formal title of Certificate of Approval of the People’s Republic of China for Private Colleges (literal translation citizen sponsored college).

Certification number: 13100000000061

3) Organization ID Certification – issued by the Shanghai Quality and Technology Accountability Bureau to Tianhua College with the formal title of Organization Identification Certification of the People’s Republic of China. The seal was stamped by the National Quality and Technology Accountability Bureau of the People’s Republic of China.

Identification Number: 77434743-8 with registration number 310114311791

The college is continuing to work with the Chinese authorities to obtain remaining authorizing documents.

To date, two Memoranda of Agreements have been signed by both parties as well as a general planning document (Appendix p. 36). The college and district are currently working on the contract for both parties to sign. The contract will reflect accreditation standards and requirements including the two documents, “Policy on Contractual Relationships with Non-Regionally Accredited Organizations” and “Policy on Principles of Good Practice in Overseas International Education Programs For Non-U.S. Nationals.”

Governing Board Action to Approve

The SMCCCD Board of Trustees has extensively discussed the program concept at three Board meetings, held on February 12 and 23, 2011 and April 13, 2011. During these meetings, Board members expressed support for the program and offered guidance on various aspects of the program. Excerpts from the minutes from the three meetings are attached. The proposal will be presented to the Board for approval at the June 22, 2011 meeting.

F. ACCJC Eligibility Requirements Fulfilled

ACCJC Eligibility Requirements	How It Will Be Fulfilled
1. AUTHORITY	
The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.	Cañada College is authorized to operate as an educational institution. The San Mateo Program will be conducted as part of the college’s regular curriculum.
2. MISSION	
The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree- granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to	The mission statement has been recently reviewed and revised by the institution and the San Mateo Program operates within the

achieving student learning.	mission.
3. GOVERNING BOARD	
The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	The Board of Trustees of the San Mateo County Community College District governs Cañada College and thus will also govern the program at Tianhua College Shanghai Normal University. There are five elected members on the Board. They are an independent policy-making body and do not have financial interests in the district. The Board members complete a conflict of interest statement annually.
4. CHIEF EXECUTIVE OFFICER	
The institution has a Chief Executive Officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.	Cañada College has a full time CEO (President).
5. ADMINISTRATIVE CAPACITY	
The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.	There are sufficient staff to carry out the program activities.
6. OPERATIONAL STATUS	
The institution is operational, with students actively pursuing its degree programs.	Cañada College is operational.
7. DEGREES	
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.	A substantial portion of the offerings at Cañada lead to degrees.
8. EDUCATIONAL PROGRAMS	
The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.	The program in China is congruent with the mission, and the courses offered are the same as those offered on campus.
9. ACADEMIC CREDIT	
The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.	The credits provided for the program in China will be based on the same criteria as those on the Cañada College campus.

10. STUDENT LEARNING AND ACHIEVEMENT	
The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.	The SLOs have been identified for all of the courses to be offered and assessments will be conducted.
11. GENERAL EDUCATION	
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.	The general education definition applies to all of the coursework to be provided in China.
12. ACADEMIC FREEDOM	
The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.	The faculty will have academic freedom in teaching their coursework. This provision (as well as many others) is written into the formal agreement.
13. FACULTY	
The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.	The faculty teaching in China must meet the same qualifications as those on the Cañada campus.
14. STUDENT SERVICES	
The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.	Student support services will be provided by the Coordinator and the faculty.
15. ADMISSIONS	
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.	The admissions policies for the students in China will be the same as those required for any international student attending Cañada College.
16. INFORMATION AND LEARNING RESOURCES	
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.	Information and learning resources will be available through our on-line library system and by the faculty on-site (e.g. tutoring).

17. FINANCIAL RESOURCES	
The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.	The SMCCCD has an adequate funding base to support this program.
18. FINANCIAL ACCOUNTABILITY	
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide <u>Audits of Colleges and Universities</u> , published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.	The SMCCCD undergoes an annual audit and this program will be included in this process.
19. INSTITUTIONAL PLANNING AND EVALUATION	
The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.	Cañada College has a well developed planning process. This program has been discussed at various planning council and Academic Senate meetings. The outcomes for this program will be included in reports to these councils as well as the Board of Trustees.
20. PUBLIC INFORMATION	
The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: <ul style="list-style-type: none"> • General Information • Requirements • Major policies affecting students • Locations or publications where other policies may be found 	All of this information is included in the Cañada College catalog which will be used by the students in China.
21. RELATIONS WITH THE ACCREDITING COMMISSION	
The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.	In conducting this program in China, Cañada College will adhere to the eligibility requirements and accreditation standards.

G. Accreditation Standards Fulfilled

For the San Mateo Program at Tianhua College Shanghai Normal University, all accreditation standards will be followed, just as they are with courses offered at the Cañada College campus. A description of how the program meets the standards follows. In addition, the college is addressing the requirements in two key accreditation policy documents:

- *Policy on Principles of Good Practice in Overseas International Education Programs For Non-U.S. Nationals*
- *Policy on Contractual Relationships with Non-Regionally Accredited Organizations*

The responses as to how the program meets the above policy requirements are included in the Appendix of this proposal.

ACCJC Accreditation Standards: Addressing How the San Mateo Program Meets Each of the Standards	
Standard	How they are addressed
Standard I: Institutional Mission and Effectiveness	
A. Mission	
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.	The college mission does define our students as being from diverse backgrounds and that we appreciate different points of view within a diverse community. This program in China is in line with this mission.
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	The program in China is in line with what we want to accomplish as a college with respect to understanding the global community.
2. The mission statement is approved by the governing board and published.	Our current mission was approved by the Board of Trustees. It has recently been revised as part of our Educational Master Planning process and will be adopted by the Board of Trustees.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	The College mission has been reviewed this past year by the College Planning Council as well as other shared governance bodies. We have incorporated the understanding and appreciation of different points of view within a diverse community.
4. The institution’s mission is central to institutional planning and decision making.	The college’s planning and decision-making processes use the institution’s mission. In the case of this program, the college community is excited about the opportunity to work on expanding our diversity and become more involved in the global community.

Standard	How they are addressed
B. Improving Institutional Effectiveness	
<p>The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</p>	<p>The courses to be offered at Tianhua are part of the regular curriculum from Cañada College. As such, the achievement of student learning outcomes will be assessed. The college will also track the cohort of students taking courses in China to evaluate how well they are doing and to measure what changes we need to make in the program.</p>
<p>1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</p>	<p>The college maintains dialogue about improvement of all of their programs. For the Tianhua program, since it is new and different, we will be establishing specific research and evaluation processes in order to make certain the program is effective.</p>
<p>2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</p>	<p>The Tianhua program will have specific measurable goals so we can determine if we are effective in conducting these activities. These goals will be established during Fall 2011 as we work with the staff at Cañada College and Tianhua College who will be responsible for the program. We will work collaboratively to make certain they are achieved.</p>
<p>3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</p>	<p>The program will undergo a continuous cycle of evaluation to determine if we are meeting the needs of the students. This evaluation will take place both for the first year of courses offered in China and for the cohort of students who will be attending Cañada College during their second year.</p>
<p>4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</p>	<p>The college has a well-developed planning process that is broad-based and involves all of the constituencies on campus. This program is part of our regular planning process and will be discussed at the College Planning Council, Student Services Planning Council and the Instruction Planning Council.</p>
<p>5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p>	<p>The cohort of students will be assessed to determine their success and retention rates, satisfaction with the program, and persistence.</p>

Standard	How they are addressed
<p>6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.</p>	<p>The college’s planning and resource allocation processes are regularly reviewed. The effectiveness of this specific program will be evaluated as part of our annual cycle.</p>
<p>7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.</p>	<p>The college regularly evaluates their evaluation mechanisms to determine if they are effective. The results of the evaluations are to improve what is done. The changes made will apply to the program in China.</p>
<p>Standard II: Student Learning Programs and Services</p>	
<p>The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.</p>	
<p>A. Instructional Programs</p>	
<p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>	<p>The courses offered in China are curriculum committee approved CSU-General Education courses that are part of G.E. requirements for degrees offered at Cañada College. These courses will be assessed as part of the college’s learning outcomes assessment processes. Learning outcomes will be assessed each time the course is taught and entered into the TracDat database.</p>
<p>1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p>	<p>One guiding principle of our mission is to offer transfer degrees. General Education courses are required in every degree offered at the college. Only CSU-G.E. courses will be offered at the Tianhua College site.</p>
<p>a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p>	<p>Cañada College offers a comprehensive educational program. Students entering into the San Mateo Program are seeking an associate’s degree and possibly a baccalaureate degree. The Office of Planning, Research & Student Success at Cañada College, is committed to building, maintaining and nurturing a culture of inquiry and reflection by providing a foundation for the effective and pervasive practice of evidence-based decision making at every layer of the institution. Below is a link to the college research site demonstrating some of the data available for guiding planning: http://www.canadacollege.edu/inside/research/research_learning/learningresearch.html</p>

Standard	How they are addressed
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	Courses at Cañada College are taught using a variety of delivery modes, based on faculty expertise, the recommendations in course outlines, and the technological facilities available to faculty. Most courses are taught in the lecture/discussion/peer group mode, with appropriate laboratories built into the course as required. Faculty adopt teaching strategies that incorporate information technology as appropriate for the specific course.
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	Courses are approved through the college curriculum committee. The Course Outline of Record includes identification of student learning outcomes. Student achievement is assessed every time a course is taught. The college uses a database, TracDat, to record the student learning outcomes, the assessment, feedback, and adjustments for improvement.
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	Cañada College evaluates all instructional programs on a six year cycle through the Program Review process, with an annual Program Plan in the years between. In this planning process, faculty state goals, and examine curriculum, student outcomes, faculty and staff, facilities, equipment, materials and budget needs.
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	Both the curriculum development and the Program Review process are comprehensive and controlled by faculty. Timelines are published for curriculum review and approval, and a Program Review schedule is in place to ensure that all academic programs complete the process every six years. The Annual Program Planning document was approved in Spring 2011. The Cumulative Program Review document is currently under revision to align with the Annual Program Planning document.
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	The faculty who will be teaching the courses at Tianhua College will be hired by Cañada College and will meet all requirements for faculty. The faculty will be relied upon to identify competency levels and student learning outcomes.

Standard	How they are addressed
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	The courses offered at Tianhua College will be taught with the same high standards as courses taught at the home college. Faculty will be hired who demonstrate a high level of instruction ability and with depth of knowledge maintaining high-quality instruction expected of all Cañada Faculty.
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	Courses at Cañada College are taught using a variety of delivery modes, based on faculty expertise, the recommendations in course outlines, and the technological facilities available to faculty. Faculty are expected to use methodologies appropriate for the subject matter and for the students. Faculty professional development is available for all faculty.
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	Cañada College has a systematic assessment process that evaluates all courses on an annual basis as well as every six years in a Cumulative Program Review. Both of these planning tools call on faculty to analyze student learning outcomes and course and program relevance and to plan future goals and needs.
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	The systematic planning and evaluation process at Cañada includes transfer, career and technical, basic skills courses as well as any stand alone courses. All courses have learning outcomes and all programs are currently identifying appropriate assessment measures for improving learning outcomes at the programmatic level. Results are published on our "Inside Cañada" web site.
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	Not applicable.
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	Cañada College faculty award credit based on the achievement of the course's stated learning outcomes. The faculty, through the Academic Senate and departments, set the standards for expectations on grading and expectations of student achievement.
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	The program in China is to provide the first year of a transfer curriculum so no awards or degrees will be provided to students. At Cañada, degrees and certificates are awarded based on student achievement of SLOs.

Standard	How they are addressed
<p>3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.</p>	<p>At Cañada College, AA and AS degrees require at least 18 units of general education. The college’s AS-T and AA-T require completion of the CSU-GE requirements. The faculty, through the curriculum committee, determines the courses that are included in the general education curriculum. There is a statement in the catalog regarding the philosophy of general education at the college.</p>
<p>General education has comprehensive learning outcomes for the students who complete it, including the following:</p>	
<p>a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</p>	<p>The general education requirements both for the AA and AS degrees follow the CSU-GE pattern. Within the CSU-GE pattern are requirements for students to take courses in the humanities and fine arts, the natural sciences, and the social sciences.</p>
<p>b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</p>	<p>Required areas within the CSU-GE pattern, and therefore, the Cañada College general education pattern, include: “English Language Communication and Critical Thinking”, and “Scientific Inquiry and Quantitative Reasoning”, “Lifelong Learning and Self Development”. Computer literacy is embedded in first year courses.</p>
<p>c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</p>	<p>General education at Cañada College includes civic responsibility and a recognition of what it means to be an ethical human being and effective citizen.</p>
<p>4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</p>	<p>All degree programs are approved at the state Chancellor’s Office. Each degree focuses on an area of study and includes inquiry or an interdisciplinary core.</p>
<p>5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>	<p>Career and technical programs at Cañada College work closely with industry advisory boards who help identify needed competencies for effective work in that particular field. The certificates and degrees in these areas are designed to meet competencies needed to be successful in that field.</p>

Standard	How they are addressed
<p>6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.</p>	<p>Accurate information regarding courses, degrees, and certificates are presented in the catalog and online at the college web site. Every course has student learning outcomes that are stated on the course syllabus. Every section has a course syllabus that is given to each student in that section.</p>
<p>a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	<p>Not applicable in this program. Students will not be able to transfer credits into the program as the program is a group of general education courses. There will be no substitutions for the courses taught in China.</p>
<p>b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	<p>Not applicable to this program.</p>
<p>c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</p>	<p>For this program, Cañada College will adhere to the requirements of accreditation standards. Students in this program will have access to the same information as do students at the home college. In addition, there will be materials in the Chinese language.</p>
<p>7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.</p>	<p>Students in this program will have access to the same information furnished for the home college.</p>
<p>a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</p>	<p>Faculty in this program adhere to the same standards as faculty at the home college. They will be hired with the same professional requirements and will adhere to the standards of the contract and of the SMCCCD district policies.</p>

Standard	How they are addressed
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	Each student in the program will be furnished with a student handbook which clearly states student code of conduct including academic honesty and consequences for dishonesty.
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	Not applicable to this program.
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	Cañada College will adhere to ACCJC standards including Policy on Principles of “Good Practice in Overseas International Education Programs For Non-U.S. Nationals” and “Policy on Contractual Relationships with Non-Regionally Accredited Organizations”.
B. Student Support Services	
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.	The Tianhua program in China is being established with thoughtful consideration of the student support services needs of the participants. We will be hiring a full-time staff person who will have the skills and abilities to: 1) assist in admissions & registration, 2) conduct assessments, 3) provide orientation, 4) advise on academics, and 5) coordinate tutoring and other support services for the cohort of 50 students. As a new program, it is important for the student support services offered to be evaluated by the students and this will be completed using satisfaction surveys so we can determine adjustments that should be made. In addition to the on-site services, the college offers e-counseling services (for students who might have very specific questions to be answered by a counselor in the US).
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	The Cañada College Program Coordinator will have the skills and abilities needed to provide the student support services to the students in China. To assure the quality of services, this individual will be regularly evaluated by the Director of Special International Programs.
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:	All of this information is included in the college catalog.

Standard	How they are addressed
<p>a. <i>General Information</i> Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution Educational Mission Course, Program, and Degree Offerings Academic Calendar and Program Length Academic Freedom Statement Available Student Financial Aid Available Learning Resources Names and Degrees of Administrators and Faculty Names of Governing Board Members</p>	<p>All of this information is included in the college catalog.</p>
<p>b. <i>Requirements</i> Admissions Student Fees and Other Financial Obligations Degree, Certificates, Graduation and Transfer</p>	<p>All of this information is included in the college catalog.</p>
<p>c. <i>Major Policies Affecting Students</i> Academic Regulations, including Academic Honesty Nondiscrimination Acceptance of Transfer Credits Grievance and Complaint Procedures Sexual Harassment Refund of Fees</p>	<p>All of this information is included in the college catalog.</p>
<p>d. Locations or publications where other policies may be found</p>	<p>The website is a key location for all of the college policies and will be a primary source of information (in addition to the catalog and schedule) for the San Mateo Program students in China.</p>
<p>3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>	<p>As part of the year-long plus planning efforts for the San Mateo Program in China, the student support needs of the students have received considerable attention. We have determined that it is critical to have a full-time individual located in Shanghai who is able to provide the student support services needed. In addition to this individual, the faculty who are teaching the courses will be asked to provide additional services (beyond teaching) to include tutoring and some academic advising.</p>
<p>a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p>	<p>The same admissions, registration, assessment, orientation, advising, and support services will be provided to the students in China. When the student cohort is coming to the US, transitional services will be provided.</p>
<p>b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</p>	<p>The faculty and staff, as part of their orientation to teaching in China, will make certain that the classroom environment will promote responsibility and personal and intellectual development.</p>

Standard	How they are addressed
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	Cañada College has a well-developed academic advising program. The Program Coordinator will shadow the counselors prior to working in China so he/she is well versed in the services to be provided to the students there.
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	The program in China, for the first cohort, will be fairly small – about 50 students. The faculty, in their orientation, will be provided with the tools to work with students in enhancing their understanding of the US culture and diversity so as to prepare them for the second year at Cañada College.
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	The college uses the COMPASS assessment instrument and it is regularly evaluated. This same instrument (web-based) will be used in China.
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	Student records will be electronic and will be maintained through the San Mateo County Community College District safely and securely. Any non-electronic student records will be housed in an area designated for the Cañada College program in a secure location.
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	The student learning outcomes identified for the Cañada College student services programs will be used for the program in China. The Program Coordinator will work with the Cañada College staff to understand the evaluation and assessment process.
C. Library and Learning Support Services	
Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.	
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	Students taking courses at Tianhua College in the San Mateo Program will have full access to the Cañada College library and faculty librarians through web services.

Standard	How they are addressed
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	Students in the San Mateo Program will have access to online instruction regarding use of the library resources as well as instruction embedded in their courses. In the second year of the program, the students will be on the home campus where they will further develop their skills and abilities.
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	In the San Mateo Program students will have full access to the college library as well as the Peninsula Library System via the internet. In addition, the students will have full access to the university library and learning support services at the Tianhua College site.
d. The institution provides effective maintenance and security for its library and other learning support services.	Not applicable for this program.
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	Not applicable for this program.
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	Not applicable for this program.
Standard III: Resources	
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.	Cañada will staff the classes with employees of the College (District) under policies and procedures and collective contract terms of the District.
A. Human Resources	
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission,	The College will use District employees hired under District policies and procedures to ensure that qualified instructors and staff meet established and approved standards as with all of its programs and support functions.

<p>the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p>	
<p>Standard</p>	<p>How they are addressed</p>
<p>1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</p>	<p>The College will use the established policies, procedures, and standards of the District to ensure the integrity and quality of the program.</p>
<p>a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.</p>	<p>The College will use the established policies, procedures, and standards of the District to ensure those individuals selected for assignment to this program meet the standards as with all programs of the College and District.</p>
<p>b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	<p>All employees for this program will be evaluated according to the policies, standards, and contract terms governing all employees of the College and District.</p>
<p>c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>	<p>SLO's are an integral part of the College community and evaluations will follow the policies and procedures of the District and collective bargaining contracts to reflect appropriate and effective evaluations.</p>
<p>d. The institution upholds a written code of professional ethics for all of its personnel.</p>	<p>The College will adhere to the District's established code of professional ethics for all personnel associated with program as it does for all of its programs.</p>

Standard	How they are addressed
<p>2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.</p>	<p>The College and District have committed to providing a sufficient number of qualified faculty and staff to ensure the success this program.</p>
<p>3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.</p>	<p>The institution follows a system of review and development of personnel policies as it does with all of its policies on a regular cycle.</p>
<p>a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.</p>	<p>The program will adhere to the established College and District written policies.</p>
<p>b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</p>	<p>All personnel records are maintained in such a manner as to provide for the security and confidentiality of personnel records and this program will so follow.</p>
<p>4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</p>	<p>This program is a direct intent to continue the College's and District commitment to equity and diversity.</p>
<p>a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</p>	<p>This program is direct intent to support the College's and District commitment to maintain programs practices and services that support diversity.</p>
<p>b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</p>	<p>This program will be assessed on a regular basis with regard to its contribution to equity and diversity.</p>
<p>c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.</p>	<p>The institution meets this standard and will apply it to this program as well.</p>
<p>5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</p>	<p>This program is viewed as a direct commitment to provide personnel and opportunity for professional development.</p>
<p>a. The institution plans professional development activities to meet the needs of its personnel.</p>	<p>Personnel will receive appropriate training and orientation associated with participation in this program.</p>
<p>b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</p>	<p>The staff development activities associated with this program will be systematically evaluated and be used as a basis for improvement.</p>

Standard	How they are addressed
6. Human resource planning is integrated with institutional planning.	Human resource planning for this program is integrated into this program.
The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	The institution will use the evaluations used in this program as a basis for continuous improvement.
B. Physical Resources	
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.	The institution has made a special visit to the site to ensure that all the facility, equipment, land, and other assets to support this program are sufficient and appropriate. The host institution has committed to providing these resources as support. The College and District have committed to providing any resource that may be appropriately needed for the program.
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	The College has made an on-site visit to ensure adherence to safety and quality.
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	The program is sufficiently small, representing less than 1% of the College's enrollment, that the College and District and host university can easily provide assurances of sufficiency and quality of facilities and equipment to meet the needs of the program.
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	As with all its programs, the College assures that it meets the standard to provide physical resources at all its programs that are off site.
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	The College will include this program in its regular and systematic evaluation of physical resources needed to appropriately and effectively support this program.
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	The physical resources to support this program will be part of the consideration of the institution planning activities.
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	The evaluation of the physical resources needed to support this program is integrated into the planning process of the institution.

Standard	How they are addressed
C. Technology Resources	
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.	The technology resources to support this program have been considered along with the support of all the programs of the institution to ensure maintenance of institutional effectiveness.
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	The institution planning and budgeting process is such that it will provide the technology necessary and appropriate to support this program so that it meets the learning, teaching, communication, research, and operational components related to this program.
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	Technological services are made available to support this program.
b. The institution provides quality training in the effective application of its information technology to students and personnel.	The institution will provide appropriate and sufficient training in the effective application of technology used to support this program.
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	The College systematically plans and provides for the acquisition, maintenance, and upgrades of its technology and equipment.
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	The College has been the beneficiary of the District's two major bond authorizations providing sufficient technology to support all its programs and this program will be part of the systematic planning, budgeting, and resource distribution.
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	Technology planning is integrated into the institution's planning, budgeting, and resource allocation.
D. Financial Resources	
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.	The College and District have vigorously planned and budgeted in such a manner to insure that programs are sufficient to support student learning and services necessary to ensure institutional effectiveness. The College and District have demonstrated that they manage their resources well to provide instruction and support within the financial resources provided. In addition, they consistently plan and budget to address the emerging needs of the community and of the students. This program is a prime example of that commitment and of the financial integrity of the institutions.

Standard	How they are addressed
1. The institution relies upon its mission and goals as the foundation for financial planning.	Mission, goals, values are the driving basis and foundation of the institution's financial planning.
a. Financial planning is integrated with and supports all institutional planning.	Financial planning is integrated with and supports the College's planning.
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	The College constantly and consistently evaluates its financial resources and adjusts within its planning process the programs to insure that it operates within available resources.
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	The College's planning process considers both short-term needs and long-term impacts of all its budgeting and financial planning. The College does multi-year planning.
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	The College has a clearly defined process for financial planning and budgeting that insures open and clear communication and participation of all constituency groups of the College community.
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	The College has adopted regular report, communication and participation protocols and practices to ensure effective management of its financial resources.
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	The District provides for a regular independent audit of its books and records and reports to ensure appropriate allocation and use of resources.
b. Appropriate financial information is provided throughout the institution.	The College and all the colleges of the District use the same financial reporting system which is widely available to users.
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	The District is financially stable and manages its cash needs appropriately maintaining a sufficient reserve in accordance with standards adopted by the Board of Trustees.
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	The College practices effective oversight of finances, including financial aid, grants and other programs. Regular reports and meetings to discuss finances are used to effectively manage the financial resources of the College as well as of the District.

Standard	How they are addressed
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	The College regularly reviews the use of resources to insure that financial resources are being used in accordance with the budget that was developed and planned with regard to mission, goals, and values of the institution.
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	All contractual agreements are developed and reviewed to insure that the institutions mission, goals, and values are appropriately considered to ensure institutional integrity.
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	The College has its own processes and governance practices and participates in the District activities to ensure the currency and viability of the financial management systems. Both the College and the District conduct regular evaluations of their administrative processes.
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	The College consistently and regularly assesses the effective use of the financial resources using a combination of reporting, assessment, and participation.
Standard IV: Leadership and Governance	
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.	
A. Decision-Making Roles and Processes	
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.	
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	Faculty and staff in this program will have orientation sessions specifically designed to help faculty in their teaching effectiveness in the Chinese setting. Faculty and staff will be encouraged to engage in college senate, planning, and committee work via the internet.

Standard	How they are addressed
<p>2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</p>	<p>Faculty and staff will have access to the same policies as faculty and staff at the home college. All will be encouraged to participate in shared governance of the college.</p>
<p>a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</p>	<p>Not applicable to this program in that faculty and staff will be part of the system at the home college.</p>
<p>b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</p>	<p>Faculty will be part of the same processes as at the home college and encouraged to participate.</p>
<p>3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.</p>	<p>Faculty and staff will be encouraged to participate in the shared governance structure of the college.</p>
<p>4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.</p>	<p>Cañada College will adhere to ACCJC standards including Policy on Principles of “Good Practice in Overseas International Education Programs For Non-U.S. Nationals” and “Policy on Contractual Relationships with Non-Regionally Accredited Organizations”.</p>
<p>5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>Not applicable to this program as this program is part of the existing college and district structure.</p>
<p>B. Board and Administrative Organization</p>	
<p>In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.</p>	

Standard	How they are addressed
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	Not applicable to this program as this program is part of the existing college and district structure.
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	Not applicable to this program as this program is part of the existing college and district structure.
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	Not applicable to this program as this program is part of the existing college and district structure.
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	Not applicable to this program as this program is part of the existing college and district structure.
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	Not applicable to this program as this program is part of the existing college and district structure.
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	Not applicable to this program as this program is part of the existing college and district structure.
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	Not applicable to this program as this program is part of the existing college and district structure.
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	Not applicable to this program as this program is part of the existing college and district structure.
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	Not applicable to this program as this program is part of the existing college and district structure.
i. The governing board is informed about and involved in the accreditation process.	Not applicable to this program as this program is part of the existing college and district structure.

Standard	How they are addressed
<p>j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.</p>	<p>Not applicable to this program as this program is part of the existing college and district structure.</p>
<p>In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>	
<p>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p>	<p>Not applicable to this program as this program is part of the existing college and district structure.</p>
<p>a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p>	<p>Not applicable to this program as this program is part of the existing college and district structure.</p>
<p>b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	<p>Not applicable to this program as this program is part of the existing college and district structure.</p>
<p>c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	<p>Not applicable to this program as this program is part of the existing college and district structure.</p>
<p>d. The president effectively controls budget and expenditures.</p>	<p>Not applicable to this program as this program is part of the existing college and district structure.</p>

Standard	How they are addressed
e. The president works and communicates effectively with the communities served by the institution.	Not applicable to this program as this program is part of the existing college and district structure.
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	Not applicable to this program as this program is part of the existing college and district structure.
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	Not applicable to this program as this program is part of the existing college and district structure.
b. The district/system provides effective services that support the colleges in their missions and functions.	Not applicable to this program as this program is part of the existing college and district structure.
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	Not applicable to this program as this program is part of the existing college and district structure.
d. The district/system effectively controls its expenditures.	Not applicable to this program as this program is part of the existing college and district structure.
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	Not applicable to this program as this program is part of the existing college and district structure.
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	Not applicable to this program as this program is part of the existing college and district structure.
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	Not applicable to this program as this program is part of the existing college and district structure.

APPENDICES

Planning Agreements with Tianhua College Shanghai Normal University

- Memorandum of Understanding and Initial Letter of Intent with the Shanghai Friendship Association – October 5, 2010
- Memorandum of Understanding and Letter of Intent with Shanghai Normal University – Tianhua College – February 14, 2011
- Planning Agreement for Academic Cooperation Between SMCCCD and Shanghai Normal University – Tianhua College – March 15, 2011

Sample Cañada College Curriculum at Tianhua

Excerpts from Minutes of the SMCCCD Board of Trustees:

February 12, 2011

February 23, 2011

April 13, 2011

Tianhua College Shanghai Normal University: Description and Photos: Excerpts from Power Point Presentation to the Board of Trustees (4/13/11)

Addressing Requirements of the Policy on Principles of Good Practice in Overseas International Education Programs For Non-U.S. Nationals

Addressing Requirements of the Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Planning Agreements with Tianhua College Shanghai Normal University

The picture below was taken on February 14, 2011, at Cañada College, when a delegation from Tianhua College Shanghai Normal University visited the campus. The MOU signed at that time was intended to set up basic parameters for the program. This agreement and two others follow.

These memoranda of understanding and planning agreements set the foundation for the development of the Contract to conduct the program in China. The details for the contract are currently being developed and it is anticipated that it will be finalized and signed in Fall 2011. The contract language will address the needs outlined in the two ACCJC policy documents:

- *Policy on Principles of Good Practice in Overseas International Education Programs For Non-U.S. Nationals*
- *Policy on Contractual Relationships with Non-Regionally Accredited Organizations*



Memorandum of Understanding

And

Initial Letter of Intent

This Memorandum of Understanding and Initial Letter of Intent is entered into this 5th day of October, 2010, between San Mateo County Community College District, a political subdivision of the State of California, ("District") and CA Shanghai Friendship Association Incorporated ("Association").

WHEREAS, District and Association are interested in exploring the feasibility of developing a Community College Center in China, and

WHEREAS, District and Association in a Community College Center in China that provides mutual higher education opportunities to a global student community including students of China, US and South East Asia,

WHEREAS, District has the ability to provide curricula and instruction that meets higher education standards of the State of California and accrediting standards, and

WHEREAS, the government of China and selected Universities of China have expressed a mutual desire to increase the higher education opportunities that the District can provide,

NOW THEREFORE, District and Association desire to enter into an MOU promoting the exploration along with selected partner institutions of higher education in the US and China of establishing a formal relationship to provide higher education to qualified students that may benefit from the establishment of a Community College Center in China.

IT IS UNDERSTOOD that District and Association along with other selected partners will:

1. Partner with other institutions of higher education already established in China
2. Find partners able to recruit high quality students
3. Identify criteria for admitting qualified students based on District's standards of admission
4. Identify qualified teachers to teach District approved courses
5. Identify appropriate on line course work of approved courses

6. Identify facilities and services to be provided by institutions of higher education in China for program
7. Identify accommodations for students and faculty and staff
8. Identify an administration structure and team to implement a suitable program
9. Identify assessment criteria and process for the successful transfer of students to four year institutions of higher learning
10. Identify all financial needs of partner institutions and best way to accommodate those needs
11. Explore other matters of importance developing a program that meets the purposes of the partnership

The District and Association have a strong desire a Community College Center in China and the partnerships with institutions of higher learning in the US will:

1. Integrate international perspectives, experience, and discovery
2. Expand capacity and enable the institutions to better serve students, communities, partner nations, and the academy
3. Help students to develop the global critical thinking essential to contributing as citizens of the world and to the international marketplace
4. Enhance and support study abroad programs with quality education and an affordable price
5. Attract students from all southeast Asia countries and the United States
6. Provide classrooms and coursework that provides all students with valuable skills that will enable them to collaborate across political and cultural borders to address shared global challenges
7. Provide a global link of communities of China
8. Attract more students with global skills
9. Provide greater opportunities for students to study abroad
10. Contribute to the improvement of world economic development
11. Better prepare our world leaders of the future
12. Help developing nations meet the demand for higher education
13. Foster mutual communication and better understanding
14. Explore and learn different means and manner of providing higher education to students in China, southeast Asia, and US
15. Contribute to institutional internationalization
16. Enhance institutional reputation
17. Enliven faculty scholarship and teaching


- 18. Expand Research opportunities
- 19. Provide a pathway to national and international distinction
- 20. Provide new and diverse institutional revenues

The signers of this MOU and Initial Intent understand that each will save harmless the other signers, its officers, agents, employees, and servants from any and all claims arising from any actions under this MOU.

IN WITNESS WHEREOF, the parties hereto have executed this MOU by their duly authorized offers:

Pacific Education Foundation, CA Shanghai Friendship Association Incorporated

By: Jin Kang Gong

Signature: 

Title: President of Pacific Education Foundation

Date: October 5th, 2010

San Mateo County Community College District, a political subdivision of the State of California

By: James W. Keller

Signature: 

Title: Executive Vice Chancellor

Date: October 5th, 2010

Memorandum of Understanding

and

Initial Letter of Intent

This Memorandum of Understanding and Initial Letter of Intent is entered into this 14 day of Feb, 2011, between San Mateo County Community College District, a community college district formed and existing under the laws of the State of California ("SMCCCD"), and Shanghai Normal University Tianhua College, approved by China Ministry of Education and affiliated to Shanghai Normal University as an independent college ("Tianhua College").

WHEREAS, SMCCCD and Tianhua College are interested in exploring the feasibility of developing a Community College Center on the Tianhua College Campus in Shanghai, and

WHEREAS, this collaboration between SMCCCD and Tianhua College would provide mutual higher education opportunities to a global student community, including students from China, the United States, and other nations throughout Southeastt Asia,

WHEREAS, SMCCCD has the ability and the desire to provide students of the proposed Community College Center with curricula and instruction that meet higher education standards of the State of California and accrediting standards, and

WHEREAS, the Government of China and Tianhua College have expressed a mutual desire to increase the higher education opportunities that the SMCCCD can provide through the proposed Community College Center.

NOW THEREFORE, SMCCCD and Tianhua College are entering into this Memorandum of Understanding and Initial Letter of Intent to promote, along with selected partner institutions of higher education in the US and China, the exploration of establishing a formal relationship between the entities to provide higher education to qualified students that may benefit from the establishment of a Community College Center on Tianhua College campus.

In furtherance of this Memorandum of Understanding and Initial Letter of Intent, SMCCCD and Tianhua College will do the following:

1. Identify criteria for admitting qualified students based on SMCCCD's standards of admission
2. Find partners able to recruit high quality students
3. Identify qualified teachers to teach SMCCCD-approved courses
4. Identify appropriate distance education course work for approved classes
5. Identify facilities and services to be provided by Tianhua College in China for program

6. Identify accommodations for students, faculty, and staff
7. Identify an administration structure and team to implement a suitable program
8. Identify assessment criteria and process for the successful transfer of students to four year institutions of higher learning
9. Identify all financial needs of both parties and best way to accommodate those needs
10. Partner with other institutions of higher education already established in China and US
11. Explore other matters of importance developing a program that meets the purposes of the partnership

The SMCCCD and Tianhua College have a strong desire to establish a Community College Center and the partnerships with institutions of higher learning in the US that will:


1. Integrate international perspectives, experience, and discovery
2. Expand capacity and enable the institutions to better serve students, communities, partner nations, and the academy
3. Help students to develop the global critical thinking skills essential to contributing as citizens of the world and to the international marketplace
4. Enhance and support study abroad programs with quality education and an affordable price
5. Provide classrooms and coursework that provide all students with valuable skills that will enable them to collaborate across political and cultural borders to address shared global challenges
6. Provide a global link with communities of China
7. Attract more students with global skills
8. Provide greater opportunities for students to study abroad
9. Contribute to the improvement of world economic development
10. Better prepare our world leaders of the future
11. Help developing nations meet the demand for higher education
12. Foster mutual communication and better understanding
13. Explore and learn different means and manner of providing higher education to students in China and US
14. Contribute to institutional internationalization
15. Enhance institutional reputation
16. Enliven faculty scholarship and teaching
17. Expand Research opportunities
18. Provide a pathway to national and international distinction

19. Provide new and diverse institutional revenues

The signers of this MOU and Initial Letter of Intent understand that each will save harmless the other signers, its officers, agents, employees, and servants from any and all claims arising from any actions under this MOU.

IN WITNESS WHEREOF, the parties hereto have executed this MOU by their duly authorized offers:

Tianhua College

By: 
Rongxiang Zou (邹荣祥)

SMCCCD

By: 
Ron Galatolo (罗纳德 加勒托罗)

Title: Chairman, Board of Directors
上海师范大学天华学院董事长

Date: 2011 2.14

Title: Chancellor
圣马特奥社区学院总院院长

Date: 2/14/11

Planning Agreement for Academic Cooperation

Between

San Mateo County Community College District

3401 CSM Drive
San Mateo, CA 94402

And

Shanghai Normal University Tianhua College

1661 N.Shengxin Road, Jiading District,
Shanghai, China, 201815

Agreement for Academic Cooperation
Between San Mateo County Community College District
and Shanghai Normal University Tianhua College

This agreement is entered into this 15th day of March, 2011, between San Mateo County Community College District, a community college district formed and existing under the laws of the State of California, ("SMCCCD") and Shanghai Normal University Tianhua College -a private non-profit and baccalaureate degree granting institution affiliated with Shanghai Normal University in the People's Republic of China, approved and supervised by China Ministry of Education (MOE) as an independent college to Shanghai Normal University with its curriculum and academic operations being accountable to Shanghai Normal University ("Tianhua").

WHEREAS, SMCCCD and Tianhua, pursuant to the authority set forth in section 66015.7 of the California Education Code and section 55301 of Title 5 of the California Code of Regulations, are interested in developing an international community college exchange program in China that will be rooted in SMCCCD's and Tianhua's respective educational missions and purposes and which will provide mutual higher education opportunities to a global student community including students from China and the United States of America, and

WHEREAS, SMCCCD has the ability to provide curricula and instruction that meet higher education standards of the State of California and appropriate accrediting standards applicable to community colleges in the State of California, and

WHEREAS, Tianhua has expressed a desire to increase the higher education opportunities that the SMCCCD can provide to Chinese students who could benefit from the program, through taking US courses taught by US faculty in China, and

WHEREAS, the SMCCCD faculty and Board of Trustees have been informed of the relationship that the arrangement with Tianhua contemplated by this Agreement in accordance with SMCCCD's mission and purposes and this arrangement has received all necessary approvals from the faculty and the SMCCCD Board of Trustees, and

WHEREAS, the arrangement between SMCCCD and Tianhua contemplated by this Agreement (and the operations to be undertaken pursuant thereto) are authorized under Chinese law.

NOW THEREFORE, SMCCCD and Tianhua desire to enter into an initial agreement that the parties anticipate will lead to a formal relationship to provide higher education to qualified students that may benefit from the establishment of a "San

Section I

OVERVIEW OF THE PROGRAM

The San Mateo Program will be a joint educational endeavor of SMCCCD and Tianhua. While SMCCCD will retain overall control over the program, including the recruitment and admission of students in the program, the parties agree that Tianhua shall be an integral partner in implementing the program, including identifying qualified students for the program and in assisting SMCCCD to structure the program in a manner so as to most effectively serve students in the setting. The parties agree that SMCCCD, working in coordination with Tianhua, will control the program in a manner consistent with the Council of Regional Accrediting Commissions' *Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals* and accrediting standards followed by SMCCCD colleges.

Students admitted to the program will be required, during the first year, to enroll in 26 to 29 units taught by SMCCCD faculty and attend cohort classes in San Mateo Program in Tianhua campus, and during the second year, subject to being granted an appropriate visa and being admitted to the United States for purpose of study, program students shall enroll in 31 to 34 units at one or more of the SMCCCD's colleges in California. The colleges of SMCCCD will establish program standards and content, provide qualified SMCCCD faculty to teach required courses and upon successful completion of the program by students, award an Associate Degree from one of its three accredited colleges: Cañada College, College of San Mateo and Skyline College.

Section II

PRELIMINARY CONDITIONS

A minimum of 50 students must initially be enrolled in the Program before SMCCCD shall be obligated to teach courses. Should the initial enrollment be below 30, Tianhua will send the students to SMCCCD directly with reasonable reimbursement of Tianhua's recruiting expenses. Should initial enrollment be between 30-50, both parties will discuss the appropriate approach that would enable them to continue this program.

Should enrollment drop to fewer than 50 students after the beginning of the first academic year of the Program, the Program will continue at the Tianhua campus for the remainder of the year unless the Parties agree in writing to terminate the Program.

The parties each affirm that they possess the legal authority to enter into this Agreement and that all legal prerequisites to doing so have been accomplished. The laws of California require that any contract legally entered into by SMCCCD

administration is subject to Board of Trustee Ratification.

Section III

TERM

The Parties agree that this is an initial planning agreement due to the fact that the Parties understand that detailed operational and implementation matters are still being discussed and developed. Although the Parties anticipate the Program will begin at the beginning of the Fall 2012 semester of Tianhua College, subject to the enrollment requirement in Section II, above, this initial planning agreement shall remain in effect until such time that a program is developed and vetted and approved by each Party. It is expected that a new agreement is intended to supersede this initial agreement, and all students entering a plan of study under this planning agreement will complete their program as provided in the study plan attached hereto as appendix I and incorporated herein by reference.

Section IV

COLLABORATION SPECIFICATIONS: PROGRAM STANDARDS, RECRUITMENT, CURRICULUM AND INSTRUCTION

A. Admission

In order to be admitted into the program set forth in this Agreement, students must meet admission standards that are consistent with those generally applicable to international students seeking enrollment at SMCCCD campuses in the United States. Specifically, students must meet the following requirements in order to be accepted into the Program: Proof of graduation from a secondary institution comparable to the United States high school level; proof of having obtained the age of eighteen; and proof of English proficiency, as demonstrated by achieving a score of 52 in iTOEFL test to be eligible to enroll at SMCCCD Tianhua program with academic tutoring provided by Tianhua. However, iTOEFL of 56 or equivalent is required for students to continue the second year in SMCCCD colleges.

No entrance exam is required for this program. Admitted students will register directly with one or more of the three colleges of SMCCCD as international non-resident students. Tuition and fees for these students shall be in accordance with the fee schedule published in each SMCCCD college schedule of classes. Said tuition and fees shall be as adopted by the Board of Trustees for non-resident students and prescribed by the California Legislature by law. The students shall be fully recognized as SMCCCD students of one or more of its three colleges, enroll in SMCCCD classes of one or more of its three colleges, and obtain SMCCCD transcripts from one of its three colleges for all creditable work completed in the program.

In addition to the Chinese students, the program is open to qualified US nationals who wish to participate in the manner in accordance to study abroad.

B. Recruiting Management

SMCCCD accredited colleges retain overall control over and responsibility for recruitment and admissions of students in the Program. However, Tianhua shall assist SMCCCD colleges in discharging these recruitment and admission functions for the program by identifying students who may be appropriate candidates for admission into the program. The parties anticipate that the program will eventually have the capacity to accommodate approximately 1000 students. The enrollment during the first academic year of this program is expected to be 50 or more Chinese nationals.

C. Curriculum Requirements

The Program shall consist of the following curriculum:

- The Program shall require completion of at least 60 credits (26 to 29 of which shall be completed at San Mateo Program, Tianhua Campus, and 31 to 34 of which shall be completed at one or more of the SMCCCD college campuses in California). The required course work for Program students shall be determined by SMCCCD colleges in accordance with the standards of WASC accreditation, as outlined in the Plan of Study attached hereto as Appendix I.
- SMCCCD college faculty will provide all instruction for Program students at the Tianhua campus and at the SMCCCD campuses in California;
- All courses shall be taught in English and shall consist of those courses previously reviewed and approved by the faculty of the colleges of SMCCCD.

a) First Year Study at San Mateo Program

The 26 to 29 units (which consist of SMCCCD college general education courses) to be taught by SMCCCD college faculty at the San Mateo Program on Tianhua campus shall comply with SMCCCD and California State University requirements for general education, and will be taught by SMCCCD college instructors.

Prior to the first year of each student's participation in the program, Tianhua will, as needed, provide sufficient English training to the students in order to prepare them for classes with English instruction for the purpose of reaching an iTOEFL score as identified in Section IV.a.

b) Visa application upon one year of study in China

Prior to each student's departure from China to participate in the second year of the Program, SMCCCD shall provide students who meet requirements for continued participation in the program (including an iTOEFL score as identified in Section IV.a.

and passing grades in all program courses required during the first year of study) with necessary documents for their visa applications, including admission letters, Forms I-20, and transcripts,

SMCCCD will provide assistance for the purpose of acclimating Program students who are studying in the US.

For Program students who are denied a visa to enter the United States for the purpose of undertaking study at one of the SMCCCD colleges, a SMCCCD college will issue a transcript reflecting the receipt of SMCCCD college credit for all courses completed at the Program's Tianhua campus.

c) Second Year Study at SMCCCD Colleges

Tianhua should provide reasonable encouragement to students to continue enrolling at SMCCCD colleges. In the second year of a student's participation in the program, students who have successfully complete the program requirement will automatically enroll in classes of their choice that meet degree attainment requirements of the program at any one of the three colleges in SMCCCD and select a major based on their individual interest and appropriate academic counseling and guidance. Upon receiving satisfactory marks in the additional credits necessary for earning a degree, students will be eligible to receive an Associate Degree from one of the three colleges in SMCCCD.

d) Transfer

SMCCCD will provide reasonable assistance to San Mateo Program students who meet academic requirements to transfer into California State University institutions and other educational institutions. Such assistance shall be consistent with that provided to other SMCCCD students seeking to transfer to other educational institutions. SMCCCD cannot guarantee that any particular student will be admitted by another institution of his/her choice.

Section V

RESPONSIBILITIES OF THE PARTIES

Protocol

The Parties acknowledge the Protocol between the Government of the United States of America and the Government of the People's Republic of China for Cooperation in Educational Exchanges ("Protocol") and agree that the Agreement shall be interpreted and implemented in a manner consistent with the Protocol. Consistent with the Protocol, the Program will be implemented in accordance with each country's laws and regulations. Because the Program will initially be offered in Shanghai to Chinese

students, SMCCCD must rely on Tianhua to ensure that the Program complies with applicable Chinese governmental laws, rules and regulations. Tianhua shall be responsible for compliance with all Chinese laws, including all Chinese or local income or other taxes, fees or licenses of any kind incurred by this Program.

A. SMCCCD's Obligations

In implementing the Program, SMCCCD will:

- a) Cooperate with Tianhua in the promotion, marketing and advertising of the Program;
- b) Evaluate all students for admission according to SMCCCD colleges' enrollment standards for international students, including English level tests;
- c) Ensure that the standard of student achievement in the program is equivalent to the standard of student achievement applied in the SMCCCD colleges in the United States;
- d) Maintain official records of all academic credit earned by students in the program;
- e) Ensure a supportive environment for student learning.
- f) Assure that the degrees offered and awarded through this Program are in compliance with the accreditation standards of ACCJC-WASC, and all the units as outlined in the Plan of Study can be transferred to California State Universities, preferably under California Senate Bill SB1440 once the specific statewide transfer model curricula are complete;
- g) Provide Tianhua timely information regarding the educational materials to be used in the Program, including textbooks, software and other required educational items;
- h) Provide qualified SMCCCD college faculty, for each course offered on site in Shanghai and in SMCCCD colleges and provide orientation to faculty teaching in China;
- i) Prepare a course syllabus and course specific software, if any, for each required course;
- j) Provide reasonable assistance in the visa application process and accommodation to students who come to study at SMCCCD colleges;
- k) Grant Associate Degree to students who successfully complete Program requirements as determined by SMCCCD in its published catalog;

will be regularly available to consult with Tianhua about Program matters and provide oversight for SMCCCD college faculty on location.

B. Tianhua's Obligations

- a) Cooperate with SMCCCD in the promotion of the Program and assist SMCCCD in the recruitment and admissions process;
- b) Provide guidance and professional services necessary to ensure that the program and SMCCCD operations in China in support of the program are in compliance with applicable Chinese governmental laws, rules and regulations;
- c) Provide administrative support and services, including enrollment and admission services, teaching services, copying services for teaching, academic records, and other student support services required by Chinese laws and regulations;
- d) Provide financial administrative services, including billing and collecting of Tuition and Fees as provided in Appendix II.
- e) Make suitable accommodations and local transportation available to SMCCCD college faculty such as on campus lodging or a nearby hotel; Provide SMCCCD college faculty the necessary guarantees for working and living, in accordance with the regulations and requirements negotiated by the parties beforehand;
- f) Provide appropriate educational facilities and resources necessary for the program, including adequate air-conditioned classroom spaces, faculty offices, conference rooms, computer resources and equipments, such as TV, VCR, overhead projector, chalkboard, LCD projector, library facilities with appropriate English language resources to support program academic requirements, laboratories and access to the Internet;
- g) Assist SMCCCD in providing a supportive environment for student development, consistent with the culture and mores of the setting;
- h) Designate, in writing, the name of at least one administrator who will be regularly available to consult with SMCCCD administrators and faculty about Program matters, including assisting SMCCCD faculty in adapting the educational program to the culture of the host country, where possible and appropriate;
- i) Safeguard the privacy of students and protect the confidentiality of student records in accordance with the United States Family Education Rights and Privacy Act ("FERPA"). California statutes dealing with students records

privacy, and policies and practices of SMCCCD colleges, copies of which are attached hereto as Appendix III and incorporated herein by reference.

Section VI

ADDITIONAL LEGAL CONDITIONS

A. Termination

- a) This agreement may be terminated by either Party if the other Party commits a material breach of this agreement and such breach is not cured within 15 days after such breaching Party's receipt of written notice of the breach.
- b) In the event of a force majeure event, as set forth in Section VI(E) below affecting the completion of the Program, the agreement may be deferred or terminated by either party.
- c) Since the agreement relates to a degree program, a Party may not terminate it without the prior written consent of the other party, except as set forth in Sections VI A a) and b), above and such notice of intent to terminate participation in the Tianhua component of the program in the following year, shall recognize that students who have completed their first year at Tianhua need to be provided the opportunity to complete the second year at SMCCCD colleges.
- d) If the Program is cancelled or terminated by any party prior to the conducting of classes during the 2012-2013 school year, this party will pay the other party \$10,000(US\$) as compensation for Program costs and preparation expenses.
- e) Sections VI(B),VI(F) and VI(G) shall survive the termination of the agreement.

B. Intellectual Property

Nothing in this agreement shall be deemed to have transferred from SMCCCD to Tianhua any intellectual property rights of SMCCCD including, without limitation, any patents, trademarks or copyrights, in the Program, the courses, or any course material including, without limitation, all textbooks, teaching material, videotapes, syllabi, or software (collectively, "Material"). During the term of the agreement and after its termination, SMCCCD will at all times retain all intellectual property rights in the Material except to the extent such Material is owned by a third-party in which case the third-party shall retain ownership of such Material.

C. Benefit: Entire Agreement

This agreement constitutes the entire agreement between the Parties and supersedes all previous agreements and understandings related to this subject matter. This agreement may not be altered, amended, or modified except by a written document signed by the Parties.

D. Non-Waiver

The failure of a Party to insist upon strict performance of any of the terms or conditions of this agreement, or any rights or remedies, shall not be construed as a waiver of its rights to do so at any time thereafter.

E. Force Majeure

A Party shall not be responsible for delays or failures in performance resulting from occurrences beyond its control, such as acts of God, acts of war, civil unrest, epidemics, governmental regulations imposed after the date of this agreement, fire, floods, riots, communication line failures, power line failures, earthquakes or other natural disasters. If a Party is affected by any such occurrence, the Parties will discuss whether to postpone or cancel this Program, and how to make up the time delayed.

F. Choice of Law and Forum

This agreement shall be governed by and construed in accordance with the laws of the State of California, United States of America without regard to its conflict of laws provisions. The Parties hereby consent to nonexclusive, personal jurisdiction and venue and the waiver of sovereign immunity, if applicable, in the courts of the United States in order to permit the enforcement of any arbitral award.

G. Disputes

Both parties agree to attempt to resolve disputes, controversy or claim arising out of or relating to this Agreement at the lowest possible level through good faith attempts at mediation and that if this is unsuccessful, the forum could be the US District Court for the Northern District of California or the Superior Court in San Mateo County. The language to be used in the arbitral proceedings shall be English and the arbitrators shall apply the governing law of this Agreement.

H. Hold Harmless

SMCCCD shall indemnify and save harmless Tianhua, its officers, agents, employees, and servants from all claims, suits, or actions of every name, kind, and

description, brought for, or on account of: (A) injuries to or death of any person or (B) damage to any property of any kind whatsoever and to whomsoever belonging, or (C) any other loss or cost, including but not limited to that caused by the concurrent active or passive negligence of SMCCCD, its officers, agents, employees, or servants, resulting from the performance of any work required of ~~SMCCCD or payments made pursuant to this Agreement, provided that this shall~~ not apply to injuries or damage for which Tianhua has been found in a court of competent jurisdiction to be solely liable by reason of its own negligence or willful misconduct.

The duty of SMCCCD to indemnify and save harmless as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

Tianhua shall indemnify and save harmless SMCCCD, its officers, agents, employees, and servants from all claims, suits, or actions of every name, kind, and description, brought for, or on account of: (A) injuries to or death of any person or (B) damage to any property of any kind whatsoever and to whomsoever belonging, or (C) any other loss or cost, including but not limited to that caused by the concurrent active or passive negligence of Tianhua, its officers, agents, employees, or servants, resulting from the performance of any work required of Tianhua or payments made pursuant to this Agreement, provided that this shall not apply to injuries or damage for which SMCCCD has been found in a court of competent jurisdiction to be solely liable by reason of its own negligence or willful misconduct.

The duty of Tianhua to indemnify and save harmless as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

I. Periodic Review

The parties agree that they shall collaborate on a periodic basis, but no later than before the second anniversary date, to assess the program set forth in this Agreement as required by their respective accrediting agencies to ensure that it remains consistent with the parties' respective educational missions. The parties agree that they will work in good faith to incorporate the results of these periodic reviews into the program.

J. No Power to Contract in Other Party's Name

Neither Tianhua nor any individual affiliated with Tianhua shall have the right or authority to enter into any contract in the name of SMCCCD, or otherwise bind SMCCCD in any way without the express written consent of SMCCCD. Likewise, neither SMCCCD nor anyone acting on behalf of SMCCCD under this Agreement shall have the right or authority to enter into any contract in the name

of Tianhua, or to otherwise bind Tianhua in any way without the express written consent of Tianhua.

K. Use of Names, Logos, and Trademarks

No party may use the name, logo, or corporate identity of the other party for any purpose without the prior written consent of the other party whose name, logo, or corporate identity is proposed to used ("granting party").

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

BY:  DATE: 15 Mar. 2011

BY:  DATE: March 15, 2011

Jing Luan

Thomas C. Mohr

Vice Chancellor

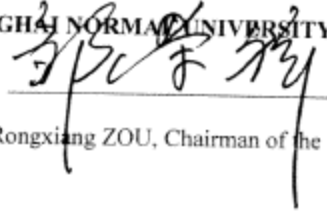
President,

San Mateo CCCD

Cañada College

And

SHANGHAI NORMAL UNIVERSITY TIANHUA COLLEGE

BY:  DATE: 2011. 3.15

Mr. Rongxiang ZOU, Chairman of the Board of Directors

Appendix I: Plan of Study

**International Agreement for Academic Cooperation
Between San Mateo County Community College District
And Shanghai Tianhua International Education College**

Plan of Study (only for demonstration purpose)

Courses to be Taught in Fall Semester (1st semester):

- *Statistics (3 units)*
- *Writing (6 units)*
- *Introduction to Critical Thinking, or similar (3 units)*
- *English- Oral Communication (3 units)*

Courses to be Taught in Spring Semester (2nd semester):

- *History of United States (3 units)*
- *Introductory Macroeconomics (3 units)*
- *General Psychology (3 units)*
- *General Physics with Labs (4 units)*

28 units by SMCCCD at SMCCCD Tianhua Campus

32 Units will be taught at SMCCCD US campus in year two.

Total Units: 60

Appendix II: Fees and Payment Schedule

**International Agreement for Academic Cooperation
Between San Mateo County Community College District
And Shanghai Tianhua International Education College**

Fees and Payment Schedule

A. Tuition Standard

Chinese students in the Program are classified as non-resident students of one or more of the colleges of SMCCCD, and will be charged a Tuition Fee and an Enrollment Fee in accordance to applicable California law and policies of the Board of Trustees of SMCCCD. In 2011-12 the tuition rate is \$212 per unit for foreign students. The California state-mandated enrollment fee is \$36 per unit (subject to change from time to time in the event of adjustment by SMCCCD Board of Trustees and the State of California). In addition to these amounts some student organization, health fees, and specific class related fees may be applicable depending upon whether the students are attending classes in Tianhua or in the United States.

B. Fee Collection

All Tuition and Fees must be recorded as revenue to SMCCCD in order to comply with California Laws governing California Community Colleges. Related expenses will be withheld or paid directly by SMCCCD.

Tianhua will collect the tuition and enrollment fee and other related fees for all participating students from China who will be attending the program in Tianhua in China. Payment shall be made to SMCCCD of all revenue less the amounts withheld for agreed upon expenses not paid directly by SMCCCD. All expenses to be withheld from the revenues shall be agreed upon by May 30 prior to the beginning of each academic year beginning in 2012.

Tianhua will remit to SMCCCD in US currency funds within 30 days after the 2nd week of class in a term.

SMCCCD will collect the tuition and enrollment fee and other related fees for all participating students from China who will be attending the program in SMCCCD in the US. Payment shall be made to Tianhua from these revenues for agreed upon expenses or Tianhua. All expense to be paid from the revenues shall be agreed upon by May 30 prior to the beginning of each academic year beginning in 2013.

SMCCCD will remit to Tianhua in Chinese currency funds within 30 days after the 2nd week of class in a term.

An application of \$50 per student is waived for students in the San Mateo Program.

Appendix III: FERPA

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact us at the following address: Family Policy Compliance Office
U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520

Minutes: The SMCCCD Board of Trustees

At several Board of Trustees meetings (February 12, February 23, and April 13, 2011), a detailed presentation of the San Mateo Program at Tianhua was conducted.

Excerpts from SMCCCD Board of Trustees Meeting: February 12, 2011

INTERNATIONAL EDUCATION (11-2-4C)

Chancellor Galatolo said an international education program could enhance the diversity of our institutions and establish a greater connection with international cultures, especially China. There is an emerging, rapidly growing market for international education in the United States; in 2009-10, there was 3% growth in international students and 30% growth in students from China. In Chinese culture, a U.S. degree is considered to have great quality. The District has a strong academic reputation and optimal physical location; this provides an opportunity to “internationalize” a Chinese university.

Chancellor Galatolo said that today, the administration is seeking Board guidance on whether the District should expand its international education efforts by focusing on some strategic partnerships with selected Chinese colleges and universities. He noted that expanding international education will bring additional revenue through nonresident tuition; will bolster certain educational programs, such as engineering, at the College; will add to the global education experiences of District students; will enhance faculty experience and allow them to teach abroad; and lead to increased student success and completion rates. If the decision is made to pursue a broad international education program, the District will build institutional partnerships, both foreign and domestic. Specific markets will be targeted and work will commence to develop credibility in the identified markets. Clear enrollment goals/objectives will be established. The District will retain the services of reputable international educational advisors. An effective marketing campaign will be developed and implemented, including creation of electronic and print material and face-to-face connections through conducting seminars and attending fairs. The District will establish and delineate development and operational functions and ensure that those functions work together to meet expectations.

Jing Luan, Vice Chancellor of Educational Services and Planning, said Shanghai is a perfect location for the District to begin its international education efforts because the market is very large. A first step is for District faculty to teach transfer-level classes in English in Shanghai. Following that, Shanghai students would come to the District College for transfer and general education. There are accreditation impediments to having Chinese students take the full 60 units of general/transfer education. Therefore, the District is considering sending faculty to teach one or two cohorts of Chinese students in Shanghai. China will pay all expenses for this endeavor. Vice Chancellor Luan described a “1 + 1” program model which he would like the District to pursue.

President Mohr described efforts at Cañada College to integrate the University Center with the international education effort. President Stanback Stroud said the Center for International Trade Development has concentrated mostly on international trade; it also has forged partnerships with various international entities. Skyline College wants to tie the Center for International Trade Development to the larger District international education effort. Skyline has several memorandums of understanding with universities in Nairobi and Brazil, but has not developed the infrastructure needed to accommodate international students.

Trustee Hausman said there are many advantages to international education, but she would like to know more about the disadvantages. Chancellor Galatolo said that a significant financial investment is required.

However, the tuition from one or two students is enough to support an additional class. There is also a misperception that international students would displace local students.

Vice President Mandelkern said he can see many positives that would result from the program. He cautioned that the District has to explain the advantages that this has for domestic students. He said the District needs to be careful about expenditure of funds for overseas travel, to carefully document the reasons for the travel and the benefit to the College.

Trustee Schwarz said that if international education students get priority registration, it could present a problem with perception of the program.

Excerpts from SMCCCD Board of Trustees Meeting: February 23, 2011

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES: CENTER FOR INTERNATIONAL AND UNIVERSITY STUDIES AT CAÑADA COLLEGE

(11-2-8C)

Sarah Perkins, Vice President of Instruction at Cañada College, said the Center for International and University Studies (CIUS) brings together functions of the University Center with international student programming. International students are often looking for pathways not only for associate degrees, but for baccalaureate degrees as well. Partnerships with four-year universities bring together the efforts of faculty and staff to bring international students to the District and the effort to provide a pathway for baccalaureate degrees for people in the mid-Peninsula area. The University Center currently has partnerships with San Francisco State University in Spanish/English Interpretation, Childhood and Adolescent Development and Nursing; California State University, East Bay in Health Sciences; California State University, Monterey Bay in Liberal Studies; and Notre Dame de Namur University in Art, Psychology and Business.

Vice President Perkins said global education is critical as students live in a global environment different than previous generations. International programs provide an opportunity for faculty and students to increase their understanding of others in a multicultural and intercultural way. International student programming at Cañada involves building on current international student presence on campus and recruiting in specific countries. There is an international student club and other international activities coordinated with the Student Activities Office. An international student luncheon was held recently; Vice President Perkins thanked Vice President Mandelkern for attending the event.

Current staff at CIUS include: Diane Arguijo, International Student Coordinator; Jeri Eznekier, University Center Program Coordinator; Soraya Sohrabi, International Student Transfer Advisor; and Jeanne Stalker, International Student Admissions Officer. Hiring is in process for an externally-funded Director of the University Center and for a Recruiting and Marketing position.

Vice President Perkins introduced Professor Jessica Einhorn, who recently led a short course study abroad trip to Egypt. Professor Einhorn spoke about the importance of critical thinking experiences to apply toward concepts outside of the classroom. In her anthropology classes, Professor Einhorn teaches the concept of ethnocentrism, the idea that one's own way of doing things is the best. To explain this concept or read about it in a classroom environment can be difficult. Exchanges between students outside of one's immediate area provide an opportunity to apply what is being taught and to foster conversation. The Anthropology Department began sponsoring trips over the last few years and this led to student interest in seeing other sites and in traveling abroad. With support of the College administration, Professor Einhorn led a group of 28 students to Egypt in January. Prior to the trip, the students attended an international course to learn about

and discuss Egypt. Completion of an Anthropology course was a prerequisite for the trip. There was also an honors component to the trip. While in Egypt, students had a chance to witness firsthand the culture of the Egyptian people and their day-to-day lives. Students are still reflecting on their experiences. There will be a student symposium on March 3 at which students will read from their journals and talk about what is going on in Egypt today. In January 2012, Professors Einhorn and Carole Rhodes will lead a short course trip to Costa Rica.

Three students spoke about their experiences on the trip to Egypt. Michael Gonzalez said that, as a future linguistics major, he was interested in the use of language. He said the visit to the Nubian Village was also exciting. Karla Barreiro said she was forced to recognize her own ethnocentrism with regard to the wearing of the veil by Egyptian women and she developed a broader understanding of the culture. Jeff Schneider said both he and his son, Jonathan, went on the trip. Jonathan has been energized by his experiences in Professor Einhorn's classes and has become a better student and more well-rounded person.

Vice President Perkins said study abroad experiences are life-changing for faculty and students. She said the same is true with having international students on the campuses because they bring their culture to us. She said that CIUS is the structure being used at Cañada to enhance international learning.

Trustee Hausman said the study abroad program is an example of the wide-ranging offerings at community colleges. Trustee Schwarz asked if students are limited in participating in the program because of cost. Vice President Perkins said cost is a factor. She said one advantage of the short course program is the lower cost. She hopes to work with the Foundation to assist students who want to study abroad. There are also discussions with an agency that helps with payment plans.

Excerpts from SMCCCD Board of Trustees Meeting: April 13, 2011

INTERNATIONAL EDUCATION – TIANHUA UPDATE (11-4-1C)

Chancellor Galatolo said international education, including a brief discussion on Tianhua College of Shanghai Normal University, was discussed at the Board Retreat in February. Since that time, Vice Chancellor Jing Luan and President Mohr went to China to investigate opportunities there and in the Pacific Rim. Tonight's presentation will (1) report on what staff have learned about international education and (2) provide an update on the relationship the District has been slowly building with Tianhua College.

Vice Chancellor Luan said the Board-approved District mission statement touches on global education and internationalization, and he believes this is a part of the District's core mission.

Vice Chancellor Luan reviewed terms commonly used in international education regarding Visas, other regulations pertaining to international students, and international language testing and training.

Vice Chancellor Luan said international education contributes to a global perspective, enhances the reputation of the institution, enriches faculty scholarship and teaching, expands exchange and research opportunities, increases success, retention and graduation rates, and provides college students the opportunity to study abroad. International students who come into the District contribute to District and community revenues. There are currently approximately 160 international students, or approximately 90 FTES, and they contribute annually close to \$1 million in terms of revenue to the District and \$2.5 million to the local economy.

According to the Institute of International Education (IIE), China and India dominated the United States international education market in 2009 and 2010. Those countries, along with Canada, Japan and South Korea, accounted for more than 50% of international students in the United States; 43% of these students were concentrated in five states. China's economy is growing rapidly. The middle class, whose numbers are close to the entire population of the United States and growing, will be sending students to study in the United States and will be mindful of costs, making community colleges a good alternative to four-year institutions. The number of high school graduates in China has doubled and the universities cannot meet the demand. In addition, a degree associated with international experience correlates with perceived quality and prestige. The current trend in Chinese universities is to focus on quality rather quantity through international collaborative programs. Internationalization is a required item for accreditation certification in Chinese universities.

The IIE has stated that institutions which are thinking about an international education program should develop a foreign policy, which includes:

- take an inventory of policies, procedures, the number of students, who is doing what
- articulate a clear international vision and a commitment to international education
- actively pursue cross-country institutional partnerships
- remain capable of attracting international students
- promote study abroad

Vice Chancellor Luan said Chancellor Galatolo asked him to help drive international education efforts at the District level, particularly in the area of outreach and recruitment. In response, the District has begun, and will continue, work in the following areas: review and revise the strategic plans to incorporate international education goals and initiatives; articulate a vision and commitment to international education; recruit prospective students one person at a time; carefully select and attend education fairs; conduct seminars and face-to-face individual meetings; retain reputable educational advisors; build institutional partnerships; continue to promote teach and study abroad programs; streamline and support college intake and servicing needs of international students; and customize print and digital media campaigns.

Vice Chancellor Luan said that in November 2010, he received a call from Jin Gong, Vice Chancellor at University of the Pacific. Dr. Gong is a board member of Tianhua College and he said they were interested in promoting our District to China. Having been at meetings with officials from the Chinese consulate, Vice Chancellor Luan understood the importance of developing institutional partnerships and he also knew that community colleges are having difficulty finding partners in China. The District is considering working with Tianhua College to help them with the internationalization of their campus by sending our curriculum and faculty to Tianhua. Faculty would teach at the College for at least eight weeks at a time and would be housed in a hotel adjacent to the campus. Students who take the classes would be considered students of the District and would have to be eligible to be enrolled as international students in the District. The District would employ the 1 + 1 + 2 model: after the first year at Tianhua, the students would enter the District as international students, complete additional units and then transfer.

President Mohr said he learned while on the trip that Vice Chancellor Luan is an outstanding ambassador who is well-respected and an asset beyond words to the District.

President Mohr said he and Vice Chancellor Luan were warmly welcomed at Tianhua College. The campus is located in the Jiading District of Shanghai, encompassing a combination of history and modernity; 20 of the world's top 500 industries are located here, with high tech industries as the industrial pillars. The campus is beautiful and well taken care of. The College has modern, all Smart classrooms which are built for 60-70 students. Approximately 7,000 students attend Tianhua and the College offers career-technical courses along with other classes. Seventy percent of faculty have postgraduate or Ph.D. degrees. The College offers a wide

range of extracurricular activities. Students enjoy competition and excel in various national competitions and contests. Through the international exchange, the College seeks to help students broaden their vision and improve their professional skills. The College is sending 35 teachers to pursue Ed.D. degrees in the United States, along with 30 administrative staff as visiting scholars. Chinese visitors to the District's three Colleges were very impressed with the campuses.

President Mohr said the District has signed a Planning Agreement with Tianhua College. There are a number of matters to work through, such as how faculty are chosen, ACCJC and WASC guidelines and policies, curriculum and revenue. The District is in weekly communication with Tianhua during this planning phase.

Trustee Hausman asked what Chinese families look for when sending their children to colleges in the United States. President Mohr said they consider the rigor and challenge of the program, transfer rate, where students transfer to and how well they do, and the setting of the institution. The families want their children to be welcomed and well taken care of. Trustee Hausman said the financial benefit might be a consideration for the District during difficult budget times. President Mohr said that for every two students who pay out-of-state tuition, one class section can be added. Chinese students also tend to fill the low-enrolled, challenging classes.

Vice President Mandelkern raised a number of issues:

- given the reported negative perception of community colleges in China, is the District trying to overcome a barrier that is insurmountable?
- willingness of faculty to go to China to teach the first year curriculum
- logistics of housing the students at our campuses
- assurance that international students will have a successful social as well as educational experience
- impact on international students already on the campuses from other countries; balance of students
- can the District take steps to ensure that students can get Visas before they begin the program?
- demand from students in the District to go to Tianhua and whether they would be provided the same level of support
- perception of accepting international students during a time of limited space and money; must make a compelling case about the benefits, e.g. opening new sections
- impact on the general fund; must understand before moving forward

President Mohr said that when recruiters understand the Colleges in the District, they are enthusiastic. Vice Chancellor Luan said it is exciting to convey the quality of the District's education, the fact that the Colleges are not technical colleges, and the desirable location of the Colleges.

President Mohr said District faculty are generally very positive and welcome the opportunity to teach in another country. They emphasize the need to be thoughtful about the content of the courses.

President Mohr said there is student interest. There are now eight new students who have asked to come to Cañada College from China as a result of his and Vice Chancellor Luan's March trip. Cañada now has 32 students from countries all over the world. They are genuine about wanting to mix with others not like themselves.

Chancellor Galatolo said that some international students who come to the Colleges could participate in a homestay, while some will want to rent a room or apartment. Another possibility is to house some students at Notre Dame de Namur University; students would be on a university campus and it could be part of a natural transition.

Chancellor Galatolo said the District's international education program is small at this time. In trying to grow the program, some value could be placed on balance of students. However, it is important to look at areas that are serious about international education. China is relatively new in the field and has a commitment to making sure their students have an international experience. Chancellor Galatolo said he is comfortable entering into a planning agreement with Tianhua College and he believes the District should continue to explore opportunities in China and other countries.

Trustee Miljanich said she appreciates the very informative report. She sees value in the agreement if it comes to fruition. Trustee Hausman agreed that it is an exciting prospect but noted that many details must still be worked out.

Vice President Mandelkern asked if the District gets tuition revenue when faculty are in Tianhua. Chancellor Galatolo said the students will be District students taught by District faculty for the first two years and tuition will be charged and collected by the District.

Regarding Visas, Chancellor Galatolo said the District should discuss with the Chinese Department of Ministry the possibility of granting provisionally preapproved Visas during the first year. President Mohr said he believes the Ministry wants the program to succeed and he is confident that students who are recruited for the first year will be able to automatically move on to the second year.

President Holober said that, in addition to educational opportunities, international education advances the District's mission to serve California students at a time when the District is losing funding and turning away students. The program must be a revenue producer that opens sections for California students and this aspect must be included in every dialog and update; the public must understand that this is the first and foremost consideration. President Holober said it would be helpful to have a "cheat sheet" showing how the revenue from the international student program would help California students.

Proposed Cañada College Curriculum at Tianhua

Tianhua San Mateo Program Fall 2012/Spring 2013

Criteria

Pattern: California State University General Education Requirements –CSUGE (for transfer)

Units: 29 Units

Length of Courses: 8 Weeks

Hours per Unit of Coursework: 18 (for example, about 54 hours for 3 unit course)

Scheduling: One 8 week session in Fall 2012 and Two 8 week session in Spring 2013

Prerequisites: Coursework with “prerequisites” requirements generally include Math and English

Course Name & Number	Prerequisite	Units	CSUGE Area
Fall 2012 October 1 – November 23, 2012 (8 weeks)			
ENGL 100 Reading & Composition	English Placement Test	3	A2
ECON 100 Principles of Macro Economics	None	3	D
SOCI 100 Introduction to Sociology	None	3	D
Spring 2013 February 25 – April 19, 2013 (8 weeks)			
SPCH100 Public Speaking	None	3	A1
PHYS 210 General Physics I (with lab)	Math 130 or equivalent	4	B1
ART 104 History of Modern Art	None	3	C1
Spring 2013 April 22 – June 14, 2013 (8 weeks)			
ENGL 110 Composition, Literature & Critical Thinking	ENGL 100	3	A3
MATH 200 Elementary Probability & Statistics	Math placement test	3	B4
CRER 137 Life and Career Planning	None	3	E1
	TOTAL UNITS	29	

Notes:

1. We have to change the time slot for Spring due to the holiday of Chinese New Year.
2. It is ok to switch over courses, for example, MATH 200 to the second session, and PHYS 210 to the last session, depending on the prerequisite and your faculty availability.

PLANNING DOCUMENT TO FULFILL....

Note: This is a working document to align requirements of this document with the contract and with practices in the San Mateo Program

Accrediting Commission for Community and Junior Colleges
 Western Association of Schools and Colleges
COUNCIL OF REGIONAL ACCREDITING COMMISSIONS
(Developed in cooperation with)

Policy on Principles of Good Practice in Overseas
International Education Programs For Non-U.S. Nationals
(February 1990; Edited October 2006, January 2007)

Preface

The Presidents/ Executive Directors of the regional institutional accrediting bodies of the Council of Regional Accrediting Commissions subscribe to the following principles of good practice in overseas international education programs for non-U.S. nationals. Each regional institutional accrediting body will apply these principles consistent with its own accrediting standards.

Principles of Good Practice

Principle	San Mateo Program – Contract language
Institutional Mission	
1. The international program is rooted in the U.S. institution’s stated mission and purposes and reflects any special social, religious, and ethical elements of that mission.	Yes. Mission included in substantive change proposal.
2. The faculty, administration, and governing board of the U.S. institution understand the relationship of the international program to the institution’s stated mission and purposes.	This is in process. Meetings have been held with representatives from the AFT and Academic Senate. At least three discussions have been held with the Board of Trustees. A proposal for Board of Trustee review and approval will be on the June 23, 2011 agenda.
Authorization	
3. The international program has received all appropriate internal approvals where required, including system administration, government bodies, and accrediting associations.	This is in process at the campus and district level
4. The international program has received all appropriate external approvals where required, including system administration, government bodies, and accrediting associations.	SMCCCD is currently working with ACCJC on a Substantive Change proposal.
5. The U.S. institution documents the accepted legal basis for its operations in the host country.	
Instructional Program	
6. The U.S. institution specifies the educational needs to be met by its international program.	Yes

7. The content of the international educational program is subject to review by the U.S. institution's faculty.	Yes. Review and assessment of the courses are aligned with practices at the home college.
8. The international education program reflects the educational emphasis of the U.S. institution, including a commitment to general education when appropriate.	Yes. The courses offered at Tianhua College are general education courses that meet general education transfer requirements.
9. The educational program is taught by faculty with appropriate academic preparation and language proficiencies whose credentials have been reviewed by the U.S. institution.	Faculty hired to teach the courses will meet qualifications as specified in the faculty contract at the home college.
10. The standard of student achievement in the international program is equivalent to the standard of student achievement on the U.S. campus.	Yes. The courses taught and student achievement in the courses will be aligned with the standards at the home college.
11. The international educational program where possible and appropriate is adapted to the culture of the host country.	Yes; 3-4 day orientation is mandatory for all faculty
Resources	
12. The institution currently uses and assures the continuing use of adequate physical facilities for its international educational program, including classrooms, offices, libraries, and laboratories, and provides access to computer facilities where appropriate.	Has been inspected by Luan and Mohr
13. The U.S. institution has demonstrated its financial capacity to underwrite the international program without diminishing its financial support of the U.S. campus. Financing of the international program is incorporated into the regular budgeting and auditing process.	Current budget is in the Substantive Change document for the Tianhua College San Mateo Program
Admissions and Records	
14. International students admitted abroad meet admissions requirements similar to those used for international students admitted to the U.S. campus, including appropriate language proficiencies.	*will be included in contract language
15. The U.S. institution exercises control over recruitment and admission of students in the international program.	*will be included in contract language
16. All international students admitted to the U.S. program are recognized as students of the U.S. institution.	Yes. Students admitted into the San Mateo Program will be students of Cañada College.
17. All college-level academic credits earned in the international program are applicable to degree programs at the U.S. institution.	Yes. The courses offered at Tianhua college are general education courses approved by the Cañada College curriculum committee and are transferable.

18. The U.S. institution maintains official records of academic credit earned in its international program.	Yes. Cañada College will maintain the official student records.
19. The official transcript of record issued by the U.S. institution follows the institution's practices in identifying by site or through course numbering the credits earned in its off-campus programs.	Yes. Cañada College will maintain the official transcript of each student. Transcripts will be maintained using the same process as at the home college.
Students	
20. The U.S. institution assures that its institutional program provides a supportive environment for student development, consistent with the culture and mores of the international setting.	Yes.
21. Students in the international program are fully informed as to services that will or will not be provided.	Yes, this information will be included in recruiting materials and in orientation sessions.
Control and Administration	
22. The international program is controlled by the U.S. institution.	*will be included in contract language
23. The teaching and administrative staff abroad responsible for the educational quality of the international program are accountable to a resident administrator of the U.S. institution.	*will be included in contract language
24. The U.S. institution formally and regularly reviews all faculty and staff associated with its international program.	Yes. A process aligned with the process at the home campus will be used in the San Mateo Program.
25. The U.S. institution assesses its international program on a regular basis in light of institutional goals and incorporates these outcomes into its regular planning process.	Yes. Assessment of the courses and the San Mateo Program will be carried out and aligned with the processes at the home college.
Ethics and Public Disclosure	
26. The U.S. institution can provide to its accrediting agencies upon request a full accounting of the financing of its international program, including an accounting of funds designated for third parties within any contractual relationship.	This will be addressed.
27. The U.S. institution assures that all media presentations about the international program are factual, fair, and accurate.	Yes.
28. The U.S. institution's primary catalog describes its international program.	Yes.
29. The U.S. institution does not sell or franchise the rights to its name or its accreditation.	*will be included in contract language
30. The U.S. institution assures that all references to transfer of academic credit reflects the reality of U.S. practice.	Yes.

<p>31. The U.S. institution assures that if U.S. accreditation is mentioned in materials related to the international program, the role and purpose of U.S. accreditation is fairly and accurately explained within these materials.</p>	<p>Yes.</p>
<p>Contractual Arrangements</p>	
<p>32. The official contract is in English and the primary language of the contracting institution.</p>	<p>*will be included in contract language</p>
<p>33. The contract specifically provides that the U.S. institution controls the international program in conformity with these guidelines and the requirements of the U.S. institution's accreditations.</p>	<p>*will be included in contract language</p>
<p>34. The U.S. institution confirms that the foreign party to the contract is legally qualified to enter into the contract.</p>	<p>*will be included in contract language</p>
<p>35. The contract clearly states the legal jurisdiction under which its provisions will be interpreted will be that of the U.S. institution.</p>	<p>*will be included in contract language</p>
<p>36. Conditions for program termination specified in the contract include appropriate protection for enrolled students.</p>	<p>*will be included in contract language</p>
<p>37. All contractual arrangements must be consistent with the regional commissions' document, <i>"Contractual Relationships With Non-Regionally Accredited Organizations."</i></p>	<p>Yes, this will be addressed</p>

PLANNING DOCUMENT TO FULFILL....

Note: This is a working document to align requirements with the contract and with practices in the San Mateo Program

Accrediting Commission of Community and Junior College

Western Association of Schools and Colleges

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

(Reviewed March 1973; Adopted June 2003)

No postsecondary educational institution accredited by a regional institutional accrediting commission can lend the prestige or authority of its accreditation to authenticate courses or programs offered under contract with organizations not so accredited unless it demonstrates adherence to the following principles:

Principle	San Mateo Program
	<i>Note: the final contract is currently being drawn up. The contract will include provisions that align with requirements in the Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i>
1. The primary purpose of offering such a course or program is educational. (Although the primary purpose of the offering must be educational, what ancillary purposes also provide the foundation for the program or course such as auxiliary services, anticipated income, and public relations?)	Yes. The courses offered are part of Cañada College's General Education offerings. These courses are the main focus of the program. Student support services will be provided for the students.
2. Any course offered must be consistent with the institution's educational purpose and objectives as they were at the time of the last evaluation. If the institution alters its purpose and objectives, the regional commission must be notified and the policy on substantive change applied. (How does the institution define the specific relationship between the primary and ancillary purposes and the contracted service and how does it demonstrate its capability to attain these purposes?)	The General Education courses offered are consistent with Cañada College's General Education program. The courses offered in this program are current; are listed in the catalog; and have been through the college curriculum process.
3. Courses to be offered and the value and level of their credit must be determined in accordance with established institutional procedures, and under the usual mechanisms of review. (What evidence exists that established institutional procedures have been followed?)	The courses offered in this program are current; are listed in the catalog; and have been through the college curriculum process. Only courses that have been approved through the college curriculum process are listed in the college catalog. The web link to the college catalog: http://www.canadacollege.edu/catalog/index.html The web link to Assist: www.assist.org
4. Courses offered for credit must remain under the sole and direct control of the sponsoring accredited institution , which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract,	Courses offered at the location in China will remain under the sole and direct control of Cañada College. The administration of the courses taught will meet the same

<p>Principle</p>	<p>San Mateo Program <i>Note: the final contract is currently being drawn up. The contract will include provisions that align with requirements in the Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i></p>
<p>with provisions to assure that conduct of the courses meets the standards of its regular programs as disclosed fully in the institution’s publications, especially as these pertain to:</p>	<p>standards as on the home campus.</p>
<p>a. Recruitment and counseling of students.</p>	<p>*will be included in contract language</p>
<p>b. Admission of students to courses and/or to the sponsoring institution where credit programs are pursued.</p>	<p>Admission of students to courses taught will be through administrative processes of Cañada College.</p>
<p>c. Instruction in the courses.</p>	<p>Instruction of courses will be taught by faculty who meet FSA standards and will reflect contractual agreements.</p>
<p>d. Evaluation of student progress.</p>	<p>Evaluation of student progress will be in line with processes used at the home college site.</p>
<p>e. Record keeping.</p>	<p>Record keeping will have the same standards as at the home college and will follow federal, state, and district rules, policies, and procedures.</p>
<p>f. Tuition and/or fees charged, receipt and disbursement of funds, and refund policy.</p>	<p>Tuition and fees will be received by SMCCCD. Refund policy will be aligned with district policy.</p>
<p>g. Appointment and validation of credentials of faculty teaching the course.</p>	<p>Appointment and validation of credentials of faculty teaching the courses will follow the same procedures as at the home college site.</p>
<p>h. Nature and location of courses.</p>	<p>Standards for the location of the courses will be at least on par with Cañada</p>
<p>i. Instructional resources, such as the library.</p>	<p>Students and faculty taking courses in China will have full access to online resources of SMCCCD and Cañada College.</p>
<p>Additional data needed would include course outlines, syllabi, copies of exams, records of students, and evidence of equivalencies with established programs.</p>	<p>Course data including syllabi, copies of exams, student records and evidence of equivalencies will be maintained in accordance with procedures established at the home college.</p>
<p>In establishing contractual arrangements with non-regionally accredited organizations, institutions are expected to utilize the following guidelines. The not-for-profit institution should establish that its tax-exempt status, as governed by state or federal regulations, will not be affected by such contractual arrangements with a for-profit organization.</p>	<p>*will be included in contract language</p>
<p>The Contract</p>	
<p>1. Should be executed only by duly designated officers of the institution and their counterparts in the contracting organization. While other faculty and administrative representatives will undoubtedly be involved in the contract negotiations, care should be taken to avoid implied or apparent power to execute the contract by unauthorized personnel.</p>	<p>The contract will be signed by a district officer from SMCCCD and by the counterpart at Tianhua.</p>

<p style="text-align: center;">Principle</p>	<p style="text-align: center;">San Mateo Program <i>Note: the final contract is currently being drawn up. The contract will include provisions that align with requirements in the Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i></p>
<p>2. Should establish a definite understanding between the institution and contractor regarding the work to be performed, the period of the agreement, and the conditions under which any possible renewal or renegotiation of the contract would take place.</p>	<p>The contract does establish a clear understanding of work to be performed by each party. Conditions for renegotiation are delineated.</p>
<p>3. Should clearly vest the ultimate responsibility for the performance of the necessary control functions for the educational offering with the accredited institution granting credit for the offering. Such performance responsibility by the credit-granting institution would minimally consist of adequate provision for review and approval of work performed in each functional area by the contractor.</p>	<p>*will be included in contract language</p>
<p>4. Should clearly establish the responsibilities of the institution and contractor regarding:</p>	<p>*will be included in contract language</p>
<p>a. Indirect Costs</p>	
<p>b. Approval of Salaries</p>	
<p>c. Equipment</p>	
<p>d. Subcontracts and Travel</p>	
<p>e. Property Ownership and Accountability</p>	
<p>f. Inventions and Patents</p>	
<p>g. Publications and Copyrights</p>	
<p>h. Accounting Records and Audits</p>	
<p>i. Security</p>	
<p>j. Termination Costs</p>	
<p>k. Tuition Refund</p>	
<p>l. Student Records</p>	
<p>m. Faculty Facilities</p>	
<p>n. Safety Regulations</p>	
<p>o. Insurance Coverage</p>	
<p>Enrollment Agreement</p>	
<p>1. The enrollment agreement should clearly outline the obligations of both the institution and the student, and a copy of the enrollment agreement should be furnished to the student before any payment is made.</p>	<p>*will be included in contract language</p>
<p>2. The institution should determine that each applicant is fully informed as to the nature of the obligation being entered into and the applicant's responsibilities and rights under the enrollment agreement before the applicant signs it.</p>	<p>*will be included in contract language</p>
<p>3. No enrollment agreement should be binding until it has been accepted by the authorities of the institution vested with this responsibility.</p>	<p>*will be included in contract language</p>

Principle	<p align="center">San Mateo Program</p> <p><i>Note: the final contract is currently being drawn up. The contract will include provisions that align with requirements in the Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i></p>
Tuition Policies	
1. Rates	
a. The total tuition for any specific given course should be the same for all persons at any given time. Group training contracts showing lower individual rates may be negotiated with business, industrial, or governmental agencies.	Yes
b. Tuition charges in courses should be <i>bona fide</i> , effective on specific dates, and applicable to all who enroll thereafter or are presently in school, provided the enrollment agreement so stipulates.	Yes.
c. All extra charges and costs incidental to training should be revealed to the prospective student before enrollment.	Yes.
d. The institution should show that the total tuition charges for each of its courses is reasonable in the light of the service to be rendered, the equipment to be furnished, and its operating costs.	Yes, this will be addressed.
2. Refunds and Cancellations	
a. The institution should have a fair and equitable tuition refund and cancellation policy.	Yes
b. The institution should publish its tuition refund and cancellation policy in its catalog or other appropriate literature.	This is available in the college catalog
3. Collection Practices	
a. Methods used by an institution in requesting or demanding payment should follow sound ethical business practices.	This will be finalized
b. If promissory notes or contracts for tuition are sold or discounted to third parties by the institution, enrollees or their financial sponsors should be aware of this action.	Not Applicable
Student Recruitment	
1. Advertising and Promotional Literature	
a. All advertisements and promotional literature used should be truthful and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its personnel, its courses and services, or the occupational opportunities for its graduates.	Information will be checked by Cañada
b. All advertising and promotional literature used should clearly indicate that education, and not	*will be included in contract language

<p style="text-align: center;">Principle</p>	<p style="text-align: center;">San Mateo Program <i>Note: the final contract is currently being drawn up. The contract will include provisions that align with requirements in the Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i></p>
<p>employment, is being offered.</p>	
<p>c. All advertising and promotional literature should include the correct name of the school. So-called “blind” advertisements are considered misleading and unethical.</p>	<p>*will be included in contract language</p>
<p>2. Field Agents</p>	
<p>a. An institution is responsible to its current and prospective students for the representations made by its field representatives (including agencies and other authorized persons or firms soliciting students), and therefore should select each of them with the utmost care, provide them with adequate training, and arrange for proper supervision of their work.</p>	<p>Noted</p>
<p>b. It is the responsibility of an institution to conform to the laws and regulations of each of the areas in which it operates or solicits students, and in particular to see that each of its field representatives is properly licensed or registered as required by the laws of the state or other entity.</p>	
<p>c. If field representatives are authorized to prepare and/or run advertising or to use promotional materials, the institution should accept full responsibility for the materials used and should approve any such in advance of their use.</p>	
<p>d. When field representatives are authorized to collect money from an applicant for enrollment, they should leave with the applicant a receipt for the money collected and a copy of the enrollment agreement.</p>	
<p>e. No field representative should use any title, such as “counselor,” “advisor,” or “registrar,” that tends to indicate that his duties and responsibilities are other than they actually are.</p>	
<p>f. No field agent should violate orally any of the standards applicable to advertising and promotional material.</p>	

BOARD REPORT NO. 11-6-5B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Lily C. Lau, Director
Community Education, 574-6179

**APPROVAL OF COMMUNITY SERVICES CLASSES, FALL/WINTER 2011
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

Listed below are the planned self-supporting Community Services offerings at Cañada College, College of San Mateo and Skyline College for fall/winter 2011. Classes in the Community Services program are identified and delivered based on community interest, instructor expertise and schedules, and available college facilities. The Community Services schedule is grouped by Community Services classes on campus and off-site, Emeritus Institute, and on-line offerings.

New Programs

Cañada College

None

College of San Mateo

All-Time Favorite French Salads, Soups and Cheese
Ballroom Dance II
Basic Computer Skills II
Basic Computer Skills III
Become a Spanish Language Immigration Interpreter
Beginning Watercolor
Blogging for Fun and Profit
British Landscapes - England, Scotland and Wales Travel Tour
Color – Key to Successful Interior Design
Homebuying 101
Intermediate Tai Chi (two sessions)
iPhones, iPads, and I'm Lost!
Keyboarding for Beginners
Keys to Successful Communication with Different Personality Types
Luxurious Creams and Lotions for Soft and Smooth Skin
MS Excel - Advanced Formulas, Pivot Tables & Charts
MS Excel - Tables, Charts & Formatting

MS Excel Basics
Notary Public Renewal
Peninsula Parks & Trails (Lecture)
Pharmacy Technician Program
Reflections of Italy Travel Tour
San Antonio Holiday Travel Tour
Step-by-Step Beauty Makeover
Sushi Bento and Lunch Boxes
Tropical Costa Rica Travel Tour
Ukulele - Fun and Easy

Skyline College

None

Coastside, Half Moon Bay

Basic Computer Skills II
Basic Computer Skills III

Off Campus

Cupcake Decorating (Kathy's Kreative Kakes, San Mateo)

Continuing Programs

Cañada College

Financial Strategies for Successful Retirement
Proper Dog Grooming

College of San Mateo

An Unforgettable Evening with Leonardo da Vinci
Astronomy - Enchanting Fall Skies
Ballroom Dance I
Basic Computer Skills I
Basic Motorcycle Rider Course through Northern California Motorcycle Training
Be A Mystery Shopper - Get Paid to Eat And to Shop
Become a Spanish Language Court Interpreter
Become a Spanish Language Medical Interpreter
Beginning Blues Harmonica
Beginning Fencing (two sessions)
Beginning Tai Chi and Qigong (two sessions)
Building Your Financial Portfolio on \$25 A Month
Confident Communication Skills
Conversation Italian II
Conversational French I
Conversational French II
Creative Gifts for the Holidays

Decadent Chocolate
Dog Obedience Classes – All Levels
Driver's Education (two sessions)
Fencing Club (two sessions)
Financial Strategies for Successful Retirement
Find Your Inner Editor: Copyediting/Proofreading Workshop
Floral Design: Holiday Centerpiece
Fly Fishing for Fun
Food Handling Test Preparation Certification & Exam for Managers (two sessions)
Fun with Belly Dance (two sessions)
Getting More From Your Digital Camera
Getting Started in Digital Photography
Getting to Know Your DSLR Camera
Graceful Hawaiian Hula for Beginners
Graceful Hawaiian Hula Level II
Guitar - Level I
Guitar - Level II
Importing as a Small Business
Instant Piano for Hopelessly Busy People
Interior Redesign
Internet Marketing - Automate Your Income Online
Italian for Travelers I - The Language and Culture of Italy
Japanese Home Cooking
Landscape Design for Homeowners
Magic Flutes, Flute Choir
Make Your College Application Essay Stand Out!
Notary Public Workshop and Exam
Peninsula Photography Field Trips
Peninsula Symphony
Personal Fitness Trainer Certification
PSAT Crash Course
QuickBooks Basics
SAT Prep
Secrets of a Super Memory
Spanish I
Spanish II
Sparkling Wines and Champagne
Speaking Without Words - The Secret Meaning of Body Language
Sports Nutrition Consultant Certification
Start a Pet Sitting Business
Steel Drum Band (Advanced)
Writing and Publishing Your 1st Book (or 7th)

Skyline College

An Introduction to Voiceovers
Learn to Sell on eBay

Coastside, Half Moon Bay

Basic Computer Skills I
Getting Started in Digital Photography
Pet First Aid/CPR

Off Campus

Fabulous Fondant Cakes (Kathy's Kreative Kakes, San Mateo two sessions)
Glass Fusing for Beginners (South Linden Station, South San Francisco)
Holy Cross Catholic Cemetery (Colma)
Peninsula Parks & Trails (Field Trips)
You Can Decorate Your Cake and Eat It Too! (Kathy's Kreative Kakes, San Mateo)

Emeritus

New Programs

America on the Edge — 1945-1974 (Burlingame Recreation Center)
San Francisco — Beyond the Exposition (San Mateo Senior Center)
The Peninsula Rich — 1864 and After (San Mateo Senior Center)
Tsar Nicholas II — The Last Romanov, 1894-1918 (Burlingame Recreation Center)

Continuing Programs

Jazz From the Hill (two sessions)

Online Classes

New Classes

Easy English 1
Easy English 2
Easy English 3
Intermediate Microsoft Word 2010
Introduction to Adobe Flash CS5
Introduction to Creating WordPress Web Sites
Introduction to Dreamweaver CS5
Introduction to Illustrator CS4
Introduction to InDesign CS5
Introduction to Interior Design
Introduction to Microsoft Excel 2010
Introduction to Microsoft Project 2010
Introduction to Microsoft Word 2010
Introduction to Photoshop CS5
Introduction to Programming
Introduction to Windows 7
Photoshop CS5 for the Digital Photographer
Photoshop CS5 for the Digital Photographer II
Photoshop Elements 9 for the Digital Photographer

Protect Your Money, Credit, and Identity
 QuickBooks 2010 for Contractors
 Small Business Marketing on a Shoestring
 Start a Pet Sitting Business
 Start Your Own Gift Basket Business
 Writing and Selling Self-Help Books

Continuing Classes

A to Z Grantwriting
 A Writer's Guide to Descriptive Settings
 Accounting Fundamentals
 Accounting Fundamentals II
 Achieving Success with Difficult People
 Achieving Top Search Engine Positions
 Administrative Assistant Applications
 Administrative Assistant Fundamentals
 Administrative Dental Assistant
 Administrative Medical Specialist with Medical Billing and Coding + Medical Terminology
 Administrative Professional with Microsoft Office 2007 Master
 Advanced Fiction Writing
 Advanced Grant Proposal Writing
 Advanced Hospital Coding & CCS Prep
 Advanced Microsoft Excel 2003
 Advanced Microsoft Excel 2007
 Advanced Microsoft Word 2003
 Advanced PC Security
 An Introduction to Teaching ESL/EFL
 Assisting Aging Parents
 AutoCAD 2009
 Become a Physical Therapy Aide
 Become a Veterinary Assistant
 Become a Veterinary Assistant II: Canine Reproduction
 Become a Veterinary Assistant III: Practical Skills
 Become an Optical Assistant
 Becoming a Grant Writing Consultant
 Beginner's Guide to Getting Published
 Beginning Conversational French
 Beginning Writer's Workshop
 Big Ideas in Little Books
 Bookkeeping the Easy Way with Quickbooks
 Breaking Into Sitcom Writing
 Building Analyst Quick Start Program
 Building Teams That Work
 Building Wealth
 Business Law for the Small Business Owner
 Business Marketing Writing
 C# Programming for the Absolute Beginner
 Certified Bookkeeper
 Chartered Tax Professional for California

Clinical Dental Assistant
CompTIA A+ Certification Training
Computer Skills for the Workplace
Conversational Japanese
Creating a Classroom Web Site
Creating a Successful Business Plan
Creating the Inclusive Classroom: Strategies for Success
Creating User Requirements Documents
Creating Web Pages
Creating Your Own Nonprofit
Customer Service Fundamentals
Designing Effective Websites
Differentiated Instruction in the Classroom
Discover Digital Photography
Distribution and Logistics Management
Drawing for the Absolute Beginner
Effective Business Writing
Effective Selling
Employment Law Fundamentals
Empowering Students with Disabilities
Enhancing Language Development in Childhood
Evidence Law
Explore a Career as a Pharmacy Technician
Explore a Career as an Administrative Medical Assistant
Explore a Career in a Dental Office
Forensic Science for Writers
Freight Broker/Agent Training
Fundamentals of Supervision and Management
Fundamentals of Supervision and Management II
Fundamentals of Technical Writing
GED Preparation
Genealogy Basics
Get Assertive!
Get Funny!
Get Grants!
Get Paid to Travel
GMAT Preparation
Going Green at Home
Going Green at the Workplace
Goodbye to Shy
Grammar for ESL
Grammar Refresher
Graphic Design with Photoshop CS4 Training
GRE Preparation - Part 1
GRE Preparation - Part 2
Growing Plants for Fun and Profit
Guided Reading and Writing: Strategies for Maximum Student Achievement
Guided Reading: Strategies for the Differentiated Classroom
Guiding Kids on the Internet
Handling Medical Emergencies

Help for the Helpdesk
High Speed Project Management
HIPAA Compliance
Homeschool with Success
Human Anatomy and Physiology
Human Anatomy and Physiology II
ICD-10 Medical Coding: Preparation and Instruction for Implementation
Individual Excellence: Secrets of Career Success
Instant Italian
Integrating Technology in the Classroom
Intermediate C# Programming
Intermediate CSS and XHTML
Intermediate Dreamweaver CS3
Intermediate Dreamweaver CS4
Intermediate Java Programming
Intermediate Microsoft Access 2003
Intermediate Microsoft Access 2007
Intermediate Microsoft Excel 2003
Intermediate Microsoft Word 2003
Intermediate Microsoft Word 2007
Intermediate Networking
Intermediate Oracle
Intermediate Photoshop CS3
Intermediate Photoshop CS4
Intermediate PHP and MySQL
Intermediate SQL
Intermediate Visual Basic 2008
Intermediate Windows Vista
Interpersonal Communication
Introduction to Adobe Acrobat 9
Introduction to Ajax Programming
Introduction to Algebra
Introduction to ASP.NET
Introduction to Business Analysis
Introduction to C++ Programming
Introduction to CorelDRAW X3
Introduction to Criminal Law
Introduction to Crystal Reports 10
Introduction to CSS and XHTML
Introduction to Database Development
Introduction to Dreamweaver CS3
Introduction to Dreamweaver CS4
Introduction to Flash CS4
Introduction to Illustrator CS3
Introduction to InDesign CS3
Introduction to InDesign CS4
Introduction to Internet Writing Markets
Introduction to Java Programming
Introduction to Journaling
Introduction to Linux

Introduction to Microsoft Access 2003
Introduction to Microsoft Access 2007
Introduction to Microsoft Excel 2003
Introduction to Microsoft Excel 2007
Introduction to Microsoft Expression Web
Introduction to Microsoft Outlook 2007
Introduction to Microsoft PowerPoint 2003
Introduction to Microsoft PowerPoint 2007
Introduction to Microsoft Project 2007
Introduction to Microsoft Publisher 2007
Introduction to Microsoft Word 2003
Introduction to Microsoft Word 2007
Introduction to Natural Health and Healing
Introduction to Networking
Introduction to Nonprofit Management
Introduction to Oracle
Introduction to PC Security
Introduction to PC Troubleshooting
Introduction to Peachtree Accounting 2009
Introduction to Perl Programming
Introduction to Photoshop CS3
Introduction to Photoshop CS4
Introduction to PHP and MySQL
Introduction to Python 2.5 Programming
Introduction to QuickBooks 2009
Introduction to QuickBooks 2010
Introduction to Ruby Programming
Introduction to SQL
Introduction to Stock Options
Introduction to the Internet
Introduction to Visual Basic 2008
Introduction to Windows Vista
Introduction to Windows XP
Keyboarding
Keys to Effective Communication
Leadership
Learn to Buy and Sell on eBay
Legal Nurse Consulting
Listen to Your Heart, and Success Will Follow
Lose Weight and Keep It Off!
LSAT Preparation - Part 1
LSAT Preparation - Part 2
Luscious, Low-Fat, Lightning-Quick Meals
Making Movies with Windows Vista
Making Movies with Windows XP
Manufacturing Applications
Manufacturing Fundamentals
Marketing Your Business on the Internet
Marketing Your Nonprofit
Mastery of Business Fundamentals

Math Refresher
Medical Billing and Coding + Medical Terminology
Medical Coding
Medical Terminology: A Word Association Approach
Medical Trascription
Merrill Ream Speed Reading
Microsoft Excel 2007 in the Classroom
Microsoft PowerPoint 2007 in the Classroom
Microsoft Word 2007 in the Classroom
Music Made Easy
Mystery Writing
Nonprofit Fundraising Essentials
Online Drivers Education
Online Traffic School
Paralegal
Payroll Practice & Management
Performing Payroll in QuickBooks 2009
Performing Payroll in QuickBooks 2010
Personal Finance
Pharmacy Technician
Photographing Nature with Your Digital Camera
Photographing People with your Digital Camera
Photoshop CS4 for the Digital Photographer
Photoshop Elements 7 for the Digital Photographer
Photoshop Elements 8 for the Digital Photographer
Photoshop Elements 8 for the Digital Photographer II
Pleasures of Poetry
PowerPoint in the Classroom
Practical Ideas for the Adult ESL/EFL Classroom
Prazis I Preparation
Prepare for the GED Language Arts, Writing Test
Prepare for the GED Math Test
Professional Sales Skills
Project Management
Project Management Applications
Project Management Fundamentals
Publish It Yourself: How to Start and Operate Your Own Publishing Business
Purchasing & Supply Chain Management
Purchasing Fundamentals
QuickBooks 2009 for Contractors
Ready, Set, Read!
Real Estate Investing
Real Estate Investing II: Financing Your Property
Real Estate Law (US)
Research Methods for Writers
Response to Intervention: Reading Strategies That Work
Resume Writing Workshop
SAT/ACT Preparation - Part 1
SAT/ACT Preparation - Part 2
Secrets of Better Photography

Secrets of the Caterer
Singapore Math Strategies: Model Drawing for Grades 1-6
Singapore Math: Number Sense and Computation
Six Sigma Black Belt
Six Sigma Green Belt
Six Sigma: Total Quality Applications
Skills for Making Great Decisions
Solar Power Professional
Solving Classroom Discipline Problems
Solving Classroom Discipline Problems II
Spanish for Law Enforcement Professionals
Spanish for Medical Professionals
Spanish in the Classroom
Speed Spanish
Speed Spanish II
Speed Spanish III
Start and Operate Your Own Home-Based Business
Start Your Own Arts and Crafts Business
Start Your Own Consulting Practice
Start Your Own Small Business
Stocks, Bonds, and Investing: Oh, My!
Supply Chain Management Fundamentals
Survival Kit for New Teachers
Teaching Adult Learners
Teaching ESL/EFL Reading
Teaching ESL/EFL Vocabulary
Teaching Grammar for ESL/EFL
Teaching Math: Grades 4-6
Teaching Preschool: A Year of Inspiring Lessons
Teaching Science: Grades 4-6
Teaching Smarter with SMART Boards
Teaching Students with Autism: Strategies for Success
Teaching Writing: Grades 4-6
The Analysis and Valuation of Stocks
The Classroom Computer
The Craft of Magazine Writing
The Creative Classroom
The Differentiated Instruction and Response to Intervention
The Keys to Effective Editing
Total Quality Fundamentals
Travel Photography for the Digital Photographer
Travel Writing
Twelve Steps to a Successful Job Search
Understanding Adolescents
Understanding the Human Resources Function
Using the Internet in the Classroom
Veterinary Assistant
Web 2.0: Blogs, Wikis, and Podcasts
Web Design Certificate
Where Does All My Money Go?

Wind Energy Apprentice
Wireless Networking
Workers' Compensation
Working Successfully with Learning Disabled Students
Wow, What a Great Event!
Write and Publish Your Nonfiction Book
Write Like a Pro
Write Your Life Story
Writeriffic 2: Advanced Creativity Training for Writers
Writeriffic: Creativity Training for Writers
Writing Effective Grant Proposals
Writing Essentials
Writing for Children
Writing for ESL

RECOMMENDATION

It is recommended that the Board approve the list of Community Services classes to be offered for fall/winter 2011 at Cañada College, College of San Mateo, Skyline College as well as off-campus locations.

BOARD REPORT NO. 11-6-101B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

**APPROVAL OF REVISIONS TO DISTRICT RULES AND REGULATIONS:
CHAPTER 5 – FOUR POLICIES
CHAPTER 7 – FOUR POLICIES**

In the continuing effort to review and update District Rules and Regulations, the above referenced policies are recommended for revision as shown on the attached.

The Chapter 5 revisions clarify compensation and benefits policies, along with policies on evaluation, for specific employee groups. These revisions were approved by the District Shared Governance Council on April 18, 2011.

Policies 7.60 and 7.61 update and clarify the roles, rights and responsibilities of student body associations and student organizations. Policy 7.61 is a new policy defining the process for student elections. These three policies were approved by the student bodies at the three Colleges and were presented to the District Shared Governance Council as information items.

Policy 7.73 was presented to the Board for action on November 17, 2010. At that time, the Board requested that the language include appeal procedures for students. The proposed revisions are in response to that request. The revisions were approved by the District Shared Governance Council on March 7, 2011.

Legal references have also been added to the policies, as appropriate.

RECOMMENDATION

It is recommended that the Board approve the revisions to the above referenced policies, as shown on the attached.

5.14 Managers: Compensation and Benefits

1. Salary compensation for ~~academic and classified~~ managers, as defined in Policy 5.01, will be determined by the Board of Trustees and reviewed annually.
2. To the extent that they are not superseded by specific regulations applying to management employees, ~~Sections 3.15 (Employment Requirements), 3.35 (Payroll Deductions), 3.50 (Suspension and Dismissal) and 4.30 (Pay Period) contained in Chapters III and IV shall apply to educational academic managers;~~ the following sections of Chapters III (Faculty) and IV (Classified Employees) shall apply to managers:
 - a. 3.15 Employment Requirements
 - b. 3.35 Payroll Deductions
 - c. 3.50 Suspension and Dismissal
 - d. 4.05 The Classified Service
 - e. 4.15 Employment Requirements
 - f. 4.30 Pay Period
 - g. 4.35 Payroll Deductions
 - h. 4.40 Continuation of Employment
 - i. 4.45 Dismissals and Disciplinary Action
- ~~3. To the extent that they are not superseded by specific regulations applying to management employees, Sections 4.05 (The Classified Service), 4.15 (Employment Requirements), 4.30 (Pay Period for Classified Staff), 4.35 (Payroll Deductions), 4.40 (Continuation of Employment) and 4.45 (Dismissals and Disciplinary Action) contained in Chapter IV shall apply to classified managers who are members of the Classified Service.~~
- ~~4. The following portions of the agreement between the District and the exclusive representative of faculty will also apply to all managers:~~
 - ~~a. Health and Welfare Benefits~~
 - ~~a. Retirement~~
 - ~~b. Leaves~~
- ~~5.~~ 3. Any modification of pay or benefits for managers will be recommended to the Board of Trustees by the Chancellor ~~Superintendent~~.

References: Education Code Sections 70902(b)(4), 87801, 88160; Government Code Section 53200

(Rev. ~~6/92~~ Revised xx/11)

5.24 Academic Supervisors: Compensation and Benefits

1. Salary compensation for academic supervisors, **as defined in Policy 5.01**, will be determined by the Board of Trustees and reviewed annually.
2. To the extent that they are not superseded by specific regulations applying to academic supervisory employees, ~~Sections 3.15 (Employment Requirements), 3.35 (Payroll Deductions) and 3.50 (Suspension and Dismissal) contained in Chapter III~~ the following sections of Chapters III (Faculty) and IV (Classified Employees) shall apply to academic supervisors:
 - a. 3.15 Employment Requirements
 - b. 3.35 Payroll Deductions
 - c. 3.50 Suspension and Dismissal
 - d. 4.30 Pay Period
- ~~3.—The following portions of the agreement between the District and the exclusive representative of faculty will also apply to all academic supervisors:~~
 - ~~a.—Health and Welfare Benefits~~
 - ~~b.a. Retirement~~
 - ~~e.b. Leaves~~
3. Any modification of benefits for academic supervisors will be recommended to the Board of Trustees by the Chancellor-~~Superintendent~~.
4. Procedures regarding salary placement, movement on the salary schedule, vacation accrual and extra pay for academic supervisors are **contained in the Academic Supervisors Handbook** ~~which is~~ maintained by the Office of ~~Personnel Services~~ Human Resources.

References: Education Code Sections 70902(b)(4) and 88160; Government Code Section 53200

(6/92 Revised xx/11)

5.56 Classified Professional/Supervisory ~~Employees~~: Evaluation

1. Classified professional/supervisory group members are evaluated using the same method and forms as are used for classified employees represented by collective bargaining agents in the District. Appropriate adjustments to the classified evaluation process may be made.
2. Procedures for the evaluation of classified professional/supervisory employees shall be maintained by the Office of ~~Personnel Services~~-Human Resources.

(Revised ~~xx/11~~)

5.66 Confidential ~~Personnel~~ Employees: Evaluation

1. Confidential employees are evaluated using the same method and forms as are used for classified employees represented by collective bargaining agents in this District. Appropriate adjustments to the classified evaluation process may be made.
2. Procedures for the evaluation of confidential employees shall be maintained by the Office of ~~Personnel-services~~ Human Resources.

(~~6/92~~ Revised xx/11)

7.60 Student Organizations and Activities

1. The students of the District are authorized to organize student body associations. The Board hereby recognizes those associations at the three Colleges as the Associated Students. ~~Students at each College in the District are encouraged to form and participate in a student body association and other recognized student organizations.~~
2. Membership in student organizations is open to all students. Denial of membership in any organization or of participation in any activity on the basis of age, gender, marital status, disability, race, color, sexual orientation, religion, national origin, or other similar factors is specifically prohibited. Membership in secret societies is prohibited.
3. The Associated Students organization is recognized as the official voice of the students in the District and the College decision-making processes. ~~It may conduct other activities as approved by the Chancellor or designee. The Associated Students activities shall not conflict with the authority or responsibility of the Board or its officers or employees.~~
4. The Associated Students organization may conduct such activities as are consistent with the purposes of the organization, the educational and social goals of the College, and approved policies and procedures of the District and the College.
 - a. All activities shall be appropriately supervised by a member of the staff or by a person designated by the Vice President, Student Services.
 - b. Activities involving field trips or excursions shall be subject, as appropriate, to the same regulations as for required and non-required field trips.
 - c. Activities shall be designed to minimize the possibility of degrading, disgracing, or injuring any person or persons.
 - d. Distribution and posting of materials shall be subject to District and College policies and procedures.
5. The Associated Students organization shall be granted the use of District premises subject to such administrative procedures as may be established by the Chancellor or designee. Such use shall not be construed as transferring ownership or control of the premises. When College facilities are used, the organization shall assume liability for all charges incurred as well as property damage.
6. Student clubs and organizations operate under the auspices of the Associated Students.
7. The Associated Students organization operates under the auspices of Student Services at each College (see Student Organizations and Activities Procedures, 7.60(1)).

Reference: Education Code Sections 76060 and 76062

(Revised xx/11)

- ~~2. The Vice President, Student Services for each College or designee shall be responsible for certifying that a student organization meets requirements for recognition set forth below and is entitled to the privileges accorded recognized student organizations. A list of all recognized student organizations shall be maintained in the Student Activities Office of each College.~~

7.60 Student Organizations and Activities (continued)

~~3.—A recognized student organization is one which:~~

- ~~a. Has a purpose compatible with the policies and educational objectives of the College.~~
- ~~b. Maintains an approved constitution and a current list of officers.~~
- ~~c. Operates under appropriate College staff advisorship.~~
- ~~d. Holds meetings, all of which are announced to and open to the general student body.~~
- ~~e. Is composed entirely of students currently enrolled in the College.~~

~~4.—A student body association is the official governing organization of the associated students of the College.~~

~~5.—In addition to meeting the conditions cited above, a student body association shall be subject in formation to:~~

- ~~a. A vote of the members of the student body of the College.~~
- ~~b. The approval of the Board.~~

~~6.—An ad hoc organization is a group which is organized for a specific and temporary purpose compatible with the policies and educational objectives of the College and is not a group which ordinarily would be an ongoing organization. Eligibility of recognized student organizations for the privileges noted below shall also be extended to any ad hoc student organization which:~~

- ~~a. Satisfies the conditions listed in [3] above, with the exception of the condition regarding a constitution and list of officers.~~
- ~~b. Normally operates for a period not to exceed 30 days.~~
- ~~c. Files a statement of purpose and a list of student sponsors with the Student Activities Office.~~

~~7.—Reasonable charges may be made for College services provided in connection with an activity sponsored by a student organization.~~

~~8.—Privileges of student organizations as identified above may include:~~

- ~~a. Use of the College name.~~
- ~~b. Use of buildings, grounds, equipment, and services of the College when available and officially scheduled, as provided in regulations governing each College.~~
- ~~c. Publicity through appropriate College channels.~~
- ~~d. Advice and assistance from the Student Activities Office.~~

~~9.—Student organizations, as defined above, may conduct such activities as are consistent with the purposes of the organization, the educational and social goals of the College, and approved policies and procedures of the District and the College.~~

- ~~a. All activities shall be appropriately supervised by a member of the staff or by a person designated by the Vice President, Student Services.~~
- ~~b. Activities involving trips or excursions shall be subject, as appropriate, to the same regulations as required and non-required trips. (See Rules and Regulations, Chapters VI and VIII.)~~
- ~~c. Activities shall be designed to minimize the possibility of degrading, disgracing, or injuring any person or persons.~~

7.60 Student Organizations and Activities (continued)

- ~~d. When College facilities are used, the organization shall assume liability for all charges incurred as well as for property damage.~~
- ~~e. Distribution and posting of materials shall be subject to District and College policies and procedures.~~
- ~~10. Recognized student organizations may raise funds for purposes related to the objectives of the organization. Fund raising activities shall be conducted in accordance with regulations adopted by the Colleges, in coordination with the District Administrative Services Office. Under no circumstances shall funds be solicited in the classroom. On-campus fund raising activities must be approved in advance by the organization's advisor. Off-campus solicitation of funds shall require the approval of the Vice President, Student Services. The following types of fund raising activities are permitted:~~
 - ~~a. Sales (e.g., cake sales, cookies, foods (varied), arts and crafts)~~
 - ~~b. Services (e.g., car wash, sign making, projects)~~
 - ~~c. Entertainment (e.g., concerts, plays, movies, dance groups, mime troupes, bands, performers)~~
 - ~~d. Educational Activities (e.g., displays, films, speakers, classes, workshops)~~
 - ~~e. Contests (e.g., races, relays, sporting events, other competition)~~
 - ~~f. Concessions (e.g., game room, booths at special events)~~
 - ~~g. Special Events (e.g., craft fairs, exhibits, flea markets, auctions, swap days, carnival booths, trips, games)~~
 - ~~h. Contributions/Donations (e.g., donation collections, drawings, door prizes)~~
 - ~~i. Exhibits/Shows (e.g., fashion shows, art exhibits)~~
 - ~~j. Collection Drives (e.g., recycling aluminum)~~
 - ~~k. Advertising (e.g., programs, student publications)~~
 - ~~l. Activity Card Sales~~
 - ~~m. Dances~~
 - ~~n. Rentals/Commissions (e.g., copy machine for student use)~~
 - ~~o. Charity Drives (e.g., "walk a thon," collection drives)~~
- ~~11. Failure to comply with the student organization rules and regulations or administrative direction pursuant to those rules may result in revocation or suspension of recognition of a student organization and/or suspension of privileges listed above, as determined by the College President or designee.~~
- ~~12. If no official student body organization exists on a campus, or if an existing student body organization becomes defunct, the administration may carry out necessary functions of the student body organization.~~

7.61 Financial Responsibilities: Student Body Associations and Student Organizations

1. The Associated Students Organization funds shall be maintained in accordance with the following requirements:
 - a. Associated Students organization financial records, fund books, and procedures are subject to annual audit.
 - b. Reports of the annual audit of Associated Students funds shall be prepared in conjunction with the annual audit of District funds and submitted to the Board of Trustees.
 - c. Audit information, except that containing personnel or other confidential information, shall be released to the Associated Students by the Business Office.
 - d. Associated Students funds shall be deposited with and disbursed by the Business Office.
 - e. The funds shall be deposited, loaned, or invested in authorized financial institutions.
2. All funds shall be expended consistent with procedures as may be established by the Associated Students and subject to the approval of each of the following individuals:
 - a. The Chancellor or designee.
 - b. The officer or employee of the District who is the designated advisor of the particular student body organization.
 - c. A student representative of the student body organization.

Approval shall be obtained each time, before any funds may be expended.

3. All funds and expenditures shall be processed pursuant to the Associated Students procedures which are located in 7.61(1).

Reference: Education Code Sections 76063-76065

(xx/11)

- ~~1. All money collected by a student body association or by any student club or organization of the College shall be deposited in an account and credited to the appropriate organization. The District Administrative Services Office shall insure that the collection and disbursement of funds are consistent with acceptable accounting and auditing procedures and with established District policies and procedures.~~
- ~~2. In order to assure efficient operation and prudent expenditure of funds under student control, the following policies will govern:~~

7.61 Financial Responsibilities: Student Body Associations and Student Organizations (continued)

- ~~a. The student body association shall be responsible for student body association expenses and shall not be responsible for the financial obligations of student organizations not under its sponsorship and/or jurisdiction.~~
 - ~~b. Approved expenses of staff members assigned to supervise student body association activities may be borne within the College budget. The expenses of staff members assigned to supervise other student sponsored events may be borne by the appropriate student organization.~~
 - ~~c. The College shall be reimbursed by any student organization for the use of telephone equipment and for all toll telephone calls made on behalf of the organization.~~
 - ~~d. An annual budget shall be prepared by student body associations in accordance with established procedures at the College, under the supervision of the Vice President, Student Services.~~
 - ~~e. The use, by student body associations, of District owned vehicles (when available) shall be permitted with reimbursement to the District on a per mileage basis.~~
 - ~~f. The collection and disbursement of Student Representation Fee funds shall meet the requirements established by the California Code of Regulations, Title 5, as well as by District Rules and Regulations.~~
- ~~3. The following policies shall govern the accounting for student body association and student organization funds, including revenues from fund raising activities:~~
- ~~a. The Cashier's Office at each College shall insure that collection and disbursement of student organization funds are consistent with established District policies and procedures.~~
 - ~~b. The District Administrative Services Office shall coordinate accounting for all student body funds.~~
 - ~~c. A financial report of all student funds shall be compiled by the District Administrative Services Office and distributed each month.~~
 - ~~d. An annual audit of all student funds shall be conducted by the District.~~
- ~~4. All organizations and activities having authorized budgets from associated students fund shall operate within their respective appropriations. The appropriations shall be listed in the proposed budget.~~

7.62 Associated Students Election

1. The Associated Students shall conduct elections to elect officers at least once each academic year consistent with Education Code Section 76061 and the Associated Students Constitution and Bylaws.
2. The Associated Students may fill vacancies as stipulated in the Associated Students Constitution and Bylaws.
3. Any student seeking election as an officer in the Associated Students shall meet the following requirements:
 - a. The student shall be enrolled in the District at the time of candidacy, time of election and throughout his or her term of office in the minimum required number of units as required by each College.
 - b. The student shall meet and maintain – at the time of candidacy, time of election and throughout his or her term of office – the minimum standards of scholarship established and published in the College catalog and the Associated Students election packet, including the minimum grade point average (2.00 minimum GPA) and the satisfactory completion rate (50% or more of all units completed with grades of A, B, C, D or P).
 - c. Any student elected as an officer in the Associated Students shall meet the requirements as stated in the respective Associated Students Constitution and Bylaws and published in the College catalog and Associated Students election packet.

Reference: Education Code Section 76061

(xx/11)

7.73 Student Grievances and Appeals

1. The San Mateo County Community College District shall establish and maintain a uniform system of student grievances and appeal **for non-grade related disputes**, which shall afford procedural due process to students in the review and appeal of College and District decisions or actions.
2. An explanation of the procedures for submitting student grievances and appeals shall be made available to students in the Student Handbook of each College and shall set forth the appropriate procedure at the respective College, District, and Board levels.
3. In order that the student may have the opportunity to appeal a decision not satisfactorily resolved at the initial level, **other than an appeal regarding a grade received in a course**, the steps outlined below may be taken. At any time during the progress of the procedure outlined below, informal resolution of the problem may be sought by mutual agreement. **For grade grievances, refer to #4, Grade Grievances.**

Academic (excluding grade) and Non-Academic Grievances and Appeals

Step 1 – College Level

- A. Before initiating formal appeal procedures, the student shall attempt to resolve the dispute informally with the appropriate staff member at the point of initial decision. If the dispute is not resolved, the student may initiate an appeal **to a Grievance Committee. ~~in accordance with the procedure set forth below.~~**

~~i. Initial Review/Appeal The initial appeal must be filed with the manager, or appropriate committee, for the area in which the dispute arose. This individual or committee shall be identified in the Student Handbook. In presenting an appeal, the student shall submit a written statement to include, where appropriate, the following information:~~

- ~~1. A statement describing the nature of the problem and the action which the student desires taken.~~
- ~~2. A description of the general and specific grounds on which the appeal is based.~~
- ~~3. A statement of the steps initiated by the student to resolve the problem by informal means, as prescribed above.~~
- ~~4. A listing, if relevant, of the names of all persons involved in the matter at issue and the times, places, and events in which each person so named was involved.~~
 - ~~a. The designated manager or committee chairperson shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the decision shall be provided to the student, normally within ten working days of receipt of the student's written appeal. In the event that the appeal is not granted, the student shall be advised of his/her further rights of appeal.~~

B. Appeal to the President

- i. If the College President has been previously involved in the decision or action under appeal, the student may proceed directly to Step 2 (~~District Level~~**Appeal to the Chancellor**).
- ii. In the event that the dispute has not been resolved during the course of earlier appeal procedures, the student may appeal in writing to the President within five working days after receipt of the decision made in response to the initial appeal.

~~3. The President shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the President's decision shall be provided to the student, normally within ten days of receipt of the~~

7.73 Student Grievances and Appeals

~~student's written appeal. In the event that the appeal is not granted, the student shall be advised of his/her further rights of appeal.~~

~~b. Step 2 – Appeal to the Chancellor District Level~~

~~i. If a dispute has not been resolved at the College level, the student may appeal, in writing, to the Chancellor-Superintendent within five working days after receipt of the decision of the President.~~

~~ii. The Chancellor-Superintendent shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the decision of the Chancellor-Superintendent shall be mailed to the student, normally within ten working days of receipt of the student's written appeal. In the event that the appeal is not granted, the student shall be advised of his/her further rights of appeal.~~

~~e. Step 3 – Board Level~~

~~A. If the dispute has not been resolved during the course of earlier procedures, the student may appeal in writing to the Board within five working days after receipt of the decision of the Chancellor Superintendent.~~

~~B. The Board shall provide the student with a hearing, if requested, and shall review the appeal. Participants in previous hearings may be directed to appear before the Board. A written notice of the decision of the Board shall be mailed to the student and to appropriate staff members, normally within 20 working days following the hearing. The decision of the Board is final.~~

~~d. Timelines~~

~~i. If by the appropriate staff member fails to transmit notice of the decision to the student within the specified time period, the student will be allowed to request a review at the next level of appeal as set forth in the procedures.~~

~~ii. Failure of the student to file a written appeal within the specified time period shall be deemed acceptance of the decision.~~

~~iii. The designated time periods in this policy should be regarded as maximum limits and every effort should be made to expedite the process. Time limits may be extended by mutual agreement if circumstances indicate the desirability of such an extension.~~

4. Grade Grievances

Grades can only be grieved according the criteria outlined in Education Code 76224.

Before initiating formal appeal procedures, the student shall attempt to resolve the grade dispute informally with the instructor. If the dispute is not resolved, the student may initiate a grade grievance with the appropriate division dean. If the grievance is not resolved at the division dean level, the student may appeal to the Vice President of Instruction. The decision of the Vice President on grade-related grievances is final.

Reference: Education Code Section 76224

(Revised xx/11)

BOARD REPORT NO. 11-6-102B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: James Keller, Executive Vice Chancellor, 358-6786

**APPROVAL TO EXECUTE AN AMENDMENT TO THE AGREEMENT
WITH STRATA INFORMATION GROUP**

Strata Information Group (SIG) has been providing management and technical support services to the San Mateo County Community College District since May 1989. During this period, SIG has consistently completed its assignments on schedule and within budget, as directed by the Chancellor and the Administration of the District, and has continued to manage the Department of Information Technology Services effectively. In so doing, SIG personnel have demonstrated their ability to lead, direct and support in a collaborative manner the complex information technology environment of the District. SIG has also been willing to undertake numerous technology initiatives, which directly support the instructional objectives of the Colleges and District. Because of their extensive experience in performing similar work for other colleges and universities, SIG personnel provide knowledge of best practices for the deployment of technology and also an external point of view that is of significant value to the District.

The SIG management team has also been successful in developing long-term revenue streams for the District, which has provided additional funding to enable ITS to complete several major technology initiatives such as the upgrade for email services to Microsoft Exchange 2007, numerous server upgrades and replacements, the purchase of a new a storage array network (SAN) for document imaging, infrastructure and network improvements, increased internet bandwidth for the Colleges, and the continued development of a data warehouse for Banner. Contracts with the Peninsula Library System (PLS) for which ITS provides management services, technology support, computer operations services, the agreement with the Gladstone Institute in which ITS hosted servers for their Banner Finance System, and the contract with Sprint for the lease of facilities and other services have generated more than \$4,160,000 in revenue for the District.

Some of the major accomplishments by ITS over the past four years include:

- **Student Email:** Students now receive an “SMCCCD branded” email account through our partnership with Google Corporation. Faculty can now easily send email to their entire class or selected students by using the custom-developed functionality in WebSMART. Important information for students such as student registration appointments, financial aid status and various campus announcements are sent using batch email applications developed by ITS.
- **Wait-list Function:** In order to help manage the impacted class registration situation, automated course wait-list functionality was added to Banner and WebSMART. Students can sign up on a waitlist in WebSMART for a course, and then will receive an individual email when a seat becomes available. Waitlist statistics can be used as a tool to assist with enrollment management.

- **Payroll:** Using the existing licensed Banner System, payroll processing for all SMCCCD employees was brought online in 2007 to avoid a substantial increase in fees by the County Office of Education. Local control of the payroll system has enabled the payroll department to significantly improve its flexibility and their services to staff. In addition, employees can now view their earnings, deductions and tax information online by using WebSMART.
- **Student Retention:** ITS designed a system for student early alert notifications that was created as part of the Districtwide focus on student retention. Faculty can now place alerts for at-risk students in WebSMART that will automatically send messages to the student, as well as the College counseling departments for student follow-up.
- **Banner Updates:** ITS has completed two major upgrades to the Banner system and many minor ones. These upgrades help the District to stay current with Federal and State regulatory requirements, and have provided additional functionality within Banner. One example is the implementation of the California specific reporting capabilities for 320 and MIS submittals. Another example is the deployment of the Fixed Asset module and the implementation of the Grants Management module now in progress.
- **Emergency Alerts:** Timely and effective communication with students, faculty and staff is absolutely mandatory during a time of an emergency. To address this need, ITS implemented a third party Emergency Text Messaging System that allows administrators to instantly send messages to the thousands of faculty, staff and students who have signed up for the service.
- **Desktop Computing:** ITS continuously works to keep desktop software and operating systems up-to-date for the 5,100+ desktop computers that are installed throughout the District. This includes anti-virus and anti-spam protection.
- **Decision Support:** ITS developed a set of enrollment reports and dashboards with the goal of providing administrators with effective information to make timely enrollment management decisions. The dashboards provide key performance indicators comparisons for the prior day and it stores snapshots of the data at various key points throughout the semester.
- **Disaster Recovery:** ITS established a disaster recovery Site at Cañada College where a duplicate set of servers are located to replicate “mission-critical” systems which include Banner, College web sites and email servers. This site could become operational in a few minutes with no loss of data if the computer center at the District Office becomes unable to operate.
- **Single Sign-On:** Students currently need to maintain several sets of sign-on credentials in order to be able to access vital campus services such as class registration, email and on-line course materials. Remembering the various user identification codes and passwords is difficult and can lead to compromised security. ITS is now undertaking a project to consolidate the way a student can access such services to a single sign-on system. Rollout of this new simplified sign-on system for students is scheduled for Fall 2011. Future development will extend these same capabilities to faculty and staff.
- **Degree Audit System:** As a part of the Steering Committee leading the implementation of the Degree Works System, ITS is providing project management support and helping to resolve the technical and functional issues that are being identified as the project progresses. Degree Works will provide students and counselors with a comprehensive set of web-based academic advising, degree

audit and education planning tools. A pilot will be conducted during Summer 2011, with a full implementation scheduled for the Fall semester of this year.

The amendment to the agreement with SIG that was approved by the Board on August 16, 2006 will expire June 30, 2011. It is recommended that the contract with SIG be extended for a period of four additional years. SIG will continue to provide a Chief Information Officer, a Director of Information Technology, a Director of Administrative Information Systems and 0.25 FTE of functional and technical consulting resources to assist the District with major information technology initiatives.

In addition to management services, SIG has provided the District several Banner consultants to assist District staff with specialized projects. These SIG consultants worked with District staff to improve and update financial aid services, implement the payroll system and assist with issues after the system was put into production, make improvements for financial accounting and compliance, assist with functional and technical projects for the student system, as well as provide technical advice related to best practices for maintaining the Banner application.

The costs for the professional and management services provided by SIG to the District under the terms of this amendment will be \$606,048 per year. All reimbursable expenses and travel costs are included. The annual contract amount will be increased by the same percentage of compensation increase, if any, that the District provides to its own employees.

For services beyond the scope of work for this agreement, the District can request additional assistance from SIG at an hourly rate of \$125 per hour plus reimbursable expenses. Either party can cancel this contract with 120 days written notice.

The funds for this proposed amendment are included as part of the ongoing ITS departmental budget and no additional funds are required.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Chancellor to execute an amendment to the Agreement between the District and Strata Information Group for the provision of information technology management and related technical services for the period July 1, 2011 through June 30, 2015 in the amount of \$606,048 and adjusted by the percentage of the District's annual compensation increase, if any is approved, during the term of the agreement.

BOARD REPORT NO. 11-6-103B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice-Chancellor, Facilities Planning, Maintenance & Operations, 358-6836

**APPROVAL TO EXECUTE AN AGREEMENT WITH A THIRD PARTY SUPPLIER
FOR PURCHASE OF NATURAL GAS – DISTRICTWIDE**

In these times of fluctuating natural gas prices, the District continues its efforts to find ways to reduce its utility expenses.

In 2008, 2009 and 2010, the Board authorized the Executive Vice Chancellor to sign contracts with a third party supplier (Board Report Nos. 08-3-101B, 08-8-105B, 09-7-103B, and 10-7-102B) for purchase of natural gas for all of its natural gas accounts.

The District's current natural gas agreements are at collared rates where there is a pre-determined floor and ceiling rate that the monthly gas cost will always fall within. The monthly commodity charge will be based on the previous month's PG&E Citygate Price plus CE's risk management, fuel loss, interstate transportation and storage fees.

Spot market prices for natural gas have been dropping for several months but the recent catastrophe in Japan and the unrest in the Middle East have been driving prices higher. Our existing agreements are good through June 30, 2012. Having the flexibility to amend pricing options with the District's natural gas suppliers would allow us to take advantage of dips in natural gas prices during the coming fiscal year and possibly lock in rates at opportune times to have more budget certainty.

RECOMMENDATION

It is recommended that the Board authorize the Executive Vice Chancellor to execute pricing agreements with a third party natural gas supplier for provision of natural gas, as needed, throughout fiscal year 2011-2012.

BOARD REPORT NO. 11-6-104B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

**APPROVAL OF AGREEMENT TOLLING STATUTE OF LIMITATIONS WITH
CITIZENS FOR A GREEN SAN MATEO**

A group of Hillsborough residents contacted the College District in late January to express concern about the tree removal that was taking place as part of the North Gateways Project at College of San Mateo. District staff has been meeting with this group since early February in order to try to develop a mitigation plan that is acceptable to the residents. Attachment #1 is the current list of mitigations that have been discussed with that group. Though we have had multiple meetings, home visits (day and evening) and tours on campus, we have not yet been able to mutually agree on appropriate mitigations.

Under the California Environmental Quality Act and other legal provisions, there is a time limit on when the neighbors can bring a legal action against the College District regarding this issue. The neighbors have asked that the College District sign the attached agreement tolling the statute of limitations on this matter in order to allow more time for an agreeable resolution to the residents' concerns.

RECOMMENDATION

It is recommended that the Board authorize the Executive Vice Chancellor to execute the attached agreement (Attachment #2) with the Citizens for a Green San Mateo, an unincorporated group, for the period June 23, 2011 – October 31, 2011.

Specific mitigation includes:**Throughout Parking Lot 6:**

- Remove perimeter road around the horseshoe area of the parking lot.
- Replace old lights with new LED lights that are dark sky compliant and are much less visible from afar. Four lights that currently are on the perimeter road in the horseshoe area will be moved from 13 to 65 feet further into the campus, depending on location.
- The District's standard for light illumination currently is .5 footcandles until midnight and then is reduced to .2 footcandles. Parking Lot 6B and 6C will be cordoned off and lights will be turned completely off at night:
 - 1) on all holidays and declared recesses
 - 2) on Friday, Saturday and Sunday nights
 - 3) during College breaks (Winter and Spring breaks, a total of five weeks)
 - 4) all Summer (11 weeks)
- Lights will also be turned off in these two lots soon after the opening of the Spring and Fall Semester – possibly after the fourth week of school, depending on enrollment and parking lot usage. CSM has approximately 3300 total student parking spaces. After removing Lots 6B and 6C and the second Hillsdale lot, there are approximately 2270 spaces. For Fall and Spring this year, the highest count of students in classes at night was 2298 in the fourth week of school and that occurred only one night of the week. For most of the week, the counts were between 800 and 1800; therefore we feel confident that we will be able to turn the lights off around the fourth week of school. The District will reserve the right to keep the lights on anytime there is a safety or security risk, a special event requiring more parking or some other event where additional student parking is required.

Area from View 1 to View 2 – Outside the current roadway: add an approximate 8 foot wide decomposed granite path; next to it, create an approximate 15 foot wide by 3 foot tall berm; add 3 foot tall hedge or other planting on top of berm to shield headlights. This will create a 6 foot tall berm that will shield headlights. Note: there are still significant stands of tall trees in this area. In this area, one of the current roadway lights that is seen by many residents will be moved 65 feet further into the campus.

Immediately construct a temporary 4' tall fabric fence near view area one to shield headlights coming out of parking lot.

Between View Area 2 and View Area 3 – District is willing to turn parking lot 10A into a landscaped area without lights—loss of about 65 parking spaces. Add 12-15 additional trees at the end of the horseshoe.

Corner of View Area 3 and Area between 3 and 4 – Add 3-4 foot tall bushes or other vegetation to shield headlights. In this location, the light that currently is on the roadway and seen by many residents will be moved approximately 30-35 feet further into the campus.

View Area 4 – Add 12 to 15, 36 inch box oak trees; irrigate until trees are established; encourage growth of the existing oak saplings; add ground level vegetation. Immediately construct a temporary

4' tall fabric fence between view area 4 all the way to Building 34 to shield headlights coming out of parking lot and along roadway. Plant some trees on side of roadway.

View Area 5 – Paint Building 34 a dark brown color; add three, 36 inch box oak trees to minimize view of cooling tower and Building 34; temporarily irrigate trees until well established. There are still a significant number of trees in the area closest to the cooling tower. Plant some trees on side of roadway.

Area 6 – Do not remove the 61 eucalyptus trees. We will shape the trees; remove any dangerous limbs and clean up around the trees. Add 2 or 3 trees on either side of the overlook.

Between View Area 5 and 6 – Hydroseed the hillside and plant Manzanita plants on slope. Plant trees on roadway if needed.

AGREEMENT TOLLING STATUTES OF LIMITATIONS

This Agreement Tolling Statutes of Limitations (“Agreement”) is entered into this __ day of June, 2011 (“Effective Date”) by and between the San Mateo County Community College District (the “District”), on the one hand, and the Citizens For A Green San Mateo, an unincorporated association, Greg and Jeanne Back, Ray Galli, Caroline Hong, Barbara Lovero, Chris Ottenweller, Robert Riskin, Tav Rotondale and Amy Woolf, on the other hand (collectively the “Residents”).

RECITALS

A. The District has undertaken the construction of parking lots, lights, and other improvements in the vicinity of the north end of the College of San Mateo campus (“Campus”), along with the removal of over 200 mature trees along the perimeter of the Campus, adjacent to neighborhoods in the Town of Hillsborough. Together, these undertakings (collectively, the “North Campus Development”) have given rise to the Residents’ objections concerning the loss of a green buffer that previously shielded the surrounding Hillsborough and San Mateo neighborhoods from lights, traffic and views of buildings on the Campus.

B. Disputes and differences have thus arisen between the District and the Residents arising from the North Campus Development, the consequent exposure of the Residents and their neighbors to lighting, traffic and views of structures on the Campus, and related impacts. Those disputes and differences involve possible claims by the Residents against the District under statutes, ordinances, and the common law, including but not limited to the California Environmental Quality Act (Public Resources Code sections 21000 et seq.) (“CEQA”), the state Planning and Zoning Law (Government Code sections 65000 et seq.) and the City of San Mateo Heritage Tree Ordinance (San Mateo Municipal Code section 13.52.020) and Zoning Code (San Mateo Municipal Code title 27).

C. The parties are engaged in discussions to resolve their disputes through an agreement that may include a mitigation plan and other remedial measures. The parties wish to continue those efforts to find an amicable resolution. The District and Residents therefore desire to toll any and all applicable statutes of limitations to allow the discussions to proceed in good faith, including but not limited to limitation periods under CEQA, the Heritage Tree Ordinance, the Zoning Code or any other statutory, regulatory or common law authority relating to the North Campus Development.

NOW, THEREFORE, for good and valuable consideration, the sufficiency of which is hereby acknowledged, and without determining the merits of any claim, the parties hereby agree as follows:

AGREEMENT

1. All applicable limitations periods relating to any claims at law or in equity that the Residents may have against the District or any of its Trustees, administrators, or employees, including without limitation any statute of limitations or other time limits imposed by law arising from or relating to the North Campus Development, which did not expire prior to the Effective Date of this Agreement, are hereby tolled until October 31, 2011.

2. The District hereby agrees not to assert any issue, claim or defense to a lawsuit filed by Residents or any subset thereof concerning the North Campus Development based on the expiration of the statute of limitations, laches, estoppel or waiver regarding the passage of time, action or inaction between the effective date of this Agreement and the termination date of this Agreement. Notwithstanding the forgoing, this Section 2 does not revive any action or claim already barred as of the date of this Agreement.

3. By executing this Agreement, neither party admits any matter of fact or law relating to any claim that might be alleged in connection with the facts recited in the Recitals above.

4. The term of this Agreement may be extended by the mutual consent, in writing, of all parties hereto, and any other modification of this Agreement shall be effective only by a writing executed by all of the parties hereto.

5. Nothing in this Agreement is intended, nor shall be construed, to prohibit the Residents from filing a claim or action against the District at any time, regarding any claims they may have against the District or its Trustees, administrators, or employees, including without limitation those based upon the facts recited in the Recitals above.

6. Each party represents that the individual or individuals executing this Agreement on its behalf possess full authority to execute this Agreement and thereby bind the party on whose behalf they so execute.

7. In entering into this Agreement, each party has had the opportunity to consult with and rely upon the advice of the attorney(s) of its own choice. Each party represents and warrants that the terms of this Agreement have been completely read by and explained to it by its attorney(s), and that those terms are fully understood and voluntarily accepted by it. Accordingly, any rule of law or construction by which any ambiguity in this Agreement would be construed against the party that drafted it is of no application and is expressly waived.

7. This Agreement shall be construed and interpreted in accordance with the laws of the State of California.

8. This Agreement may be executed in counterparts, and the counterparts, taken together, shall constitute the original for all purposes.

San Mateo County Community College District

By: _____
James W. Keller, Executive Vice Chancellor

Date _____

CITIZENS FOR A GREEN SAN MATEO

By: _____

Date _____

Its: _____

Greg Back

Date _____

Jeanne Back

Date _____

Ray Galli

Date _____

Caroline Hong

Date _____

Barbara Lovero

Date _____

Chris Ottenweller

Date _____

Robert Riskin

Date _____

Tav Rotondale

Date _____

Amy Woolf

Date _____

APPROVED AS TO FORM:

By _____
EUGENE WHITLOCK, ESQ.
Attorney for SMCCCD

Date _____

By _____
GABRIEL M.B. ROSS
Shute, Mihaly & Weinberger LLP
Attorneys for Citizens For A Green San Mateo

Date _____

BOARD REPORT NO. 11-6-106B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

APPROVAL OF DISTRICT RESPONSE TO THE GRAND JURY REPORT ON “BOND MEASURE A AND THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT”

On June 6, 2011, the 2010-2011 Grand Jury filed a report which contains findings and recommendations pertaining to the District. A copy of the Grand Jury’s report is attached as Exhibit A.

The District is required to respond to the findings in the report no later than September 6, 2011 and the response must be approved by the Board of Trustees. The response must indicate that the respondent either (1) agrees with the finding, or (2) disagrees wholly or partially with the finding, in which case the response must specify the portion of the finding that is disputed and an explanation of the reasons for the disagreement.

In addition, the District must report one of the following actions regarding each Grand Jury recommendation:

1. The recommendation has been implemented, with a summary regarding the implemented action.
2. The recommendation has not yet been implemented, but will be implemented in the future, with a time frame for implementation.
3. The recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a time frame for the matter to be prepared for discussion; the time frame shall not exceed six months from the date of publication of the Grand Jury report.
4. The recommendation will not be implemented because it is not warranted or reasonable, with an explanation therefore.

District staff has prepared a proposed response which is attached as Exhibit B.

RECOMMENDATION

It is recommended that the Board approve the District’s response to the Grand Jury Report on “Bond Measure A and the San Mateo County Community College District.”



Bond Measure A and the San Mateo County Community College District

Issue

Were the \$468,000,000 in bond funds from Measure A, approved by San Mateo County voters on November 8, 2005, used for the purpose(s) stated in the San Mateo County Community College District bond measure?

Summary

The 2011 San Mateo County Grand Jury conducted an inquiry into the expenditures of \$468,000,000 in Measure A bond funds approved by the voters in November of 2005 for the purpose of new construction, building renovation and upgrading of facilities and equipment at the three campuses of the San Mateo County Community College District (College District). Particular attention was directed to the construction and equipping of an athletic facility that would be open to the public as a membership fitness center in addition to use as a teaching facility at the College of San Mateo.

Measure A funds were used for new construction projects, extensive renovation of existing buildings and procurement of upgraded technology and equipment that dramatically improved campus facilities.

It was the conclusion of the Grand Jury that the expenditures of Measure A funds conformed to the project list itemized in the ballot measure, while noting that the language was sufficiently vague to allow for broad interpretation. The Grand Jury found that operating a private athletic club on campus was consistent with other College District enterprise activities, and that the private use of public facilities on a fee basis is a widespread and generally accepted practice in San Mateo County.

The 2011 Grand Jury validated the findings of the 2010 Grand Jury that there may be an erroneous public perception that the Bond Oversight Committee (BOC) has the authority to approve plans or expenditures before they are completed, rather than simply reporting on the expenditures after the fact.

The Grand Jury recommends that the College District communicate clearly to the public and to its Bond Oversight Committee the College District's intended uses of Measure A bond funds prior to and during the course of expenditures and to ensure that all bond funds are spent in compliance with the project list in Measure A.

Background

The College District's Board of Trustees placed Measure A before the voters as a "Proposition 39" bond measure which requires a 55% vote for passage rather than the 66% required by a standard bond measure. "Proposition 39" bond measures (Education Code 15282(a)) require that the language of the ballot include a list of the proposed projects to be completed with bond funds. Proposition 39 also establishes the requirement for a "citizens' oversight committee" to oversee how bond funds were expended, to conduct and/or review performance and financial audits, and to report to the public on their findings. The College District refers to its "citizens' oversight committee" as the "Bond Oversight Committee" (BOC).

Proposition 39 also establishes the composition and terms of office for BOC members. Members are appointed to serve for a term of two years, and for no more than two consecutive terms. Proposition 39 further requires that the BOC be composed of members representing specified groups. These include one active member of a business organization, one active member of a senior citizens' organization, one active member of a bona-fide taxpayers' organization and one student in the district active in a college group such as student government. (*Education Code 15282(a).*)

On November 8, 2005 Measure A passed with a 64% vote. The short ballot version of Measure A stated:

"To prepare College of San Mateo, Canada College, and Skyline College students for universities and high demand jobs: upgrade nursing, health career, science, computer, and biotechnology labs; improve accessibility for disabled students; make earthquake safety improvements; repair/modernize libraries, classrooms and aging facilities; and other projects in the Bond Projects List, shall San Mateo County Community College District be authorized to issue \$468,000,000 bonds at interest rates within legal limits and with oversight by a Citizens' Advisory Committee?"

Measure A funds were subsequently used, on all three campuses, for new construction projects, extensive renovation of existing buildings and procurement of upgraded technology and equipment that improved campus facilities.

One of the projects completed using Measure A bond funds is an 88,300 square foot "Health and Wellness Center" on the campus of the College of San Mateo (CSM). This houses a fitness center, two swimming pools, and space for physical and vocational training programs. A portion of this facility (approximately 24,500 square feet) is available to the public, as an enterprise activity, through membership in the "San Mateo Athletic Club." The San Mateo Athletic Club is being developed as a "teaching health club" which will provide internships and student job placement opportunities in the high demand fitness industry and generate revenue through its membership fees. The San Mateo Athletic Club is similar to enterprise campus fitness centers on other college campus such as San Francisco State University and California State University, Long Beach both of which are open to members on a fee basis.

Other enterprises activities exist within the College District include the cafeteria, theater, planetarium, bookstore and the cosmetology program. Administrators plan to rent various new meeting facilities, the new dining complex at CSM and other College District venues for private functions.

Members of the public raised concerns over the operation of a private club on campus, and the use of public funds for the construction and operation of this facility were questioned in the press in June 2010. The article reflected the objections of some local citizens and certain private fitness club owners who believed that it constituted unfair competition by a publicly funded institution. Much of the Grand Jury's investigation centered on whether this use of Measure A funds conformed to the stated purpose and list of projects set forth in Bond Measure A.

As the investigation of the use of Measure A funds proceeded, the role of the BOC came into question in assessing the adequacy of oversight of bond money expenditures. The 2010 Grand Jury questioned the efficacy of Citizens' Oversight Committees in the report *School Bond Citizens' Oversight Committees, Prop 39*. While this investigation limited itself to Measure A, concerns highlighted in last year's investigation were encountered, along with some concerns specific to the BOC overseeing Measure A.

Investigation

This report has been compiled from numerous sources including comprehensive tours of the three College District campuses and in-person interviews of key College District personnel including administrators, elected officials and appointed members of the Bond Oversight Committee.

Documentary Items reviewed:

- Full text of Measure A including ballot language
- California State Constitution, Article 13A
- California Education Code, Sections 15278-15282
- Pre-ballot market surveys conducted for Bond Measures
- Market Study of Fitness, Health and Wellness Center, 2007
- Minutes of the College District Board of Trustees meetings
- Minutes of Bond Oversight Committee meetings
- Newspaper articles
- Planning and building documents
- 2009-2010 San Mateo Grand Jury report *School Bond Citizens' Oversight Committees, Prop 39*.

Findings

1. A 2001 pre-election research study commissioned by the College District determined that the shared use of sports fields and recreation facilities by students and the community would be well received.
2. Market research commissioned by the College District in 2007 to determine the viability of opening a campus fitness center to the public indicated it would be well received.

3. College District administrators stated to the Grand Jury that they intended to design/construct a multi-use “wellness/fitness” center before the Board of Trustees placed Measure A on the ballot.
4. Bond Measure A does not list a “wellness/fitness” center in its project list, nor does it refer to using the College District facilities for public/private partnership or enterprise activities. It does refer to a "Workforce Development Center".
5. Deteriorating economic conditions between the passage of Measure A in 2005 and the commencement of construction of the Health and Wellness Center created an emphasis on programs and activities that could generate revenue for the College District.
6. The minutes of the BOC do not document any objections by the BOC to any of the expenditures by the College District from Bond Measure A funds.
7. Several members of the BOC exceeded their statutory limit of two consecutive two-year terms (4-year maximum). On October 13, 2010, this was corrected by the appointment of eight new members.
8. The BOC has no representative of a bona fide taxpayer group as required by State Law, [California *Education Code 15282(a)*], despite a reasonable effort by the College District to identify and appoint such a member.
9. The BOC membership remained substantially the same for both Bond Measure A (2005) and Measure C (2001). The BOC was chaired for seven years by a former senior administrator of the College District. The members of the BOC are selected by the College District.
10. The BOC did not issue an annual report for the year 2009 but did submit a report for 2010.

Conclusions

1. The San Mateo Community College District Board of Trustees used Bond Measure A funds to continue the transformation of San Mateo County’s three community colleges into state-of-the-art institutions through safety and seismic upgrades, new and renovated facilities, and enhanced campus environments.
2. The Board of Trustees, the authors of Measure A, did not include on the ballot its proposed use of bond funds to construct an athletic facility that would be operated as an athletic club as well as a teaching facility. The project list for Measure A is so broad it permitted generous interpretation in the purpose of the funds. For example, College District officials stated that the bond language "workforce development center" was the basis for the construction of the wellness/fitness center.
3. The private use of public facilities on a fee basis is a common and generally accepted practice in San Mateo County, and is similar to other public school facilities (e.g. athletic fields, gymnasiums, classrooms, meeting space, planetarium, etc.) that are made available to the public on a fee basis. However, selling membership to a facility appears to be unique within the College District.
4. The role of the BOC has been limited to review expenditures after the fact, to conduct and/or review performance and financial audits, and to report to the public on their findings.

Recommendations

The 2011 San Mateo County Civil Grand Jury recommends the San Mateo County Community College District Board of Trustees:

1. Communicate clearly to the public and to the BOC the intended uses of bond funds prior to and during the course of expenditures, particularly when major projects are not identified specifically in the bond project list contained in the ballot measure.
2. Ensure that all bond funds are spent in compliance with the project list in Measure A.
3. Require that the Bond Oversight Committee publish timely reports to inform the public regarding the use of bond funds on the District web site and issue a press release as new reports become available.
4. Regularly, Identify members of the Bond Oversight Committee in the official meeting minutes by their term and affiliation specified in California Education Code 15282(a).
5. Create and publish on the College District website a detailed and specific list of the remaining projects to be funded by Measure A bond funds and update it on a regular basis.

June 23, 2011

Hon. Joseph E. Bergeron
Judge of the Superior Court
Hall of Justice
400 County Center, 2nd Floor
Redwood City, CA 94063-1655

Dear Judge Bergeron:

We are pleased that the Grand Jury concluded that the College District's expenditure of bond funds conformed to the bond projects list presented to the voters. This conclusion is consistent with nine years of findings by the Bond Oversight Committee and nine years of financial and performance audits conducted by an independent auditor. We also agree with the Grand Jury's observation that operating a private athletic club is consistent with other enterprise activities – like bookstores and cafeterias – operated by the College District. The Grand Jury also correctly pointed out that other public universities operate centers like the San Mateo Athletic Center and that the private use of public facilities on a fee basis is a widespread and accepted practice in San Mateo County.

Regarding the Grand Jury's comment that the Bond Project List language was "vague." We do not believe it is vague and it is our strongly held belief that, when embarking on a 6-10 year construction project, it is important that the bond project language be both comprehensive and broad to allow for modifications to the "Master Plan," on which the Bond Projects List is based. The Master Plan presents a "big picture view" of what projects need to be undertaken on a campus to achieve a vision that is outlined in the Master Plan. Once detailed planning begins, new information may emerge – about building conditions, costs of construction, or other matters – that could cause the District to modify its earlier plans. As an example, in the College District's 2006 Master Plans, we had indicated that we would demolish Buildings 15 and 17 at CSM and build a new facility for faculty offices. During detailed construction planning, we learned that it would be more cost efficient (and less disruptive to the campus) to remodel these two buildings and add space in the planned Building 10 to accommodate the need for additional offices. Conversely, in our Master Plan, we had planned to remodel Buildings 5 and 6 at CSM. Detailed planning revealed that the building was seismically unsafe and it would be much more expensive to remodel and make the building seismically safe rather than to demolish and build new – which is what we did. The Bond Projects List language that allowed both these changes is; "Demolition of outdated, non-compliant structures" and "Repair, modernize and construct interior and exterior instructional and support facilities," which intentionally did not identify specific buildings.

We appreciate the fact that the Grand Jury acknowledged that the College District made a “reasonable effort” to identify a BOC member from a "bona fide taxpayer association." When the BOC was first formed, there was a representative appointed from a taxpayer’s association, but that member never attended a meeting of the BOC. We are pleased to report that we recently were successful in identifying a new member in this category who currently is serving.

Regarding the formal recommendations:

- 1) The Grand Jury recommended that the Board communicate clearly to the “public and to the BOC the intended uses of funds prior to and during the course of expenditures.” We concur and we believe we have consistently done this – through development and widespread distribution of the Facilities Master Plan; through frequent facilities program updates at public meetings of both the Board of Trustees and the BOC; and through our website which includes copies of all the presentations, our Master Plan, and detailed information related to our bond funded (and state funded) projects.
- 2) The Grand Jury recommended that the Board ensure that all bond funds are spent in compliance with the Bond Projects List. We concur and, in paragraph 4 of the report, the Grand Jury concludes that we have done so.
- 3) The Grand Jury recommended that the BOC "publish timely reports" to inform the public regarding the use of bond funds.” We concur. The law requires an annual report which our BOC does complete – usually in January of each year. This report is released to the media and posted on our website. We would like to comment that, in nine years of public meetings conducted in compliance with the Brown Act, members of the public have attended only two BOC meetings.
- 4) The Grand Jury recommended that the College District identify BOC members by their term and affiliation in meeting minutes. We will implement this recommendation at the BOC’s next meeting on August 4.
- 5) The Grand Jury recommended that the College District publish a “detailed and specific list of the remaining projects to be funded by Measure A.” We concur and we have maintained this listing for the last 5-7 years:
<http://www.smccd.edu/accounts/smccd/departments/facilities/DistConstInfo.shtml>. This includes all projects – past and present.

This response was approved by the Board of Trustees at it public meeting on June 22, 2011.

Sincerely,

Richard Holober
President, Board of Trustees

BOARD REPORT NO. 11-6-107B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**APPROVAL OF AGREEMENT FOR COMPENSATION TO COUNTY OF SAN MATEO
FOR COLLECTION OF SPECIAL TAXES**

As a service to cities, school districts, and special districts, the County collects certain special assessments, special taxes and special charges through the Countywide property tax bill. In exchange for collecting such special assessments, taxes and charges, the County is compensated pursuant to an agreement with the affected taxing entity. The District's Measure G parcel taxes are special taxes which are collected by the County and are, therefore, subject to a compensation agreement with the County.

The current compensation schedules for the County's collection of special assessments, taxes and charges are identical for each agreement and specify that the County will be compensated at a rate of \$1.35 per parcel for each special assessment/tax/charge to be collected or, if the aggregate amount of the fees exceeds 5% of the total collected by the County, the County will be paid an amount equal to 5% of the total special taxes collected.

The District raised concern that the collection fees for entities with countywide assessments, taxes or charges were excessive; the fees for the collection of Measure G taxes would total nearly \$285,000 under the current formula. In light of this concern, the County Controller's office recommended that the County modify its collection schedule to provide that, for any special assessment, tax or charge to be levied on more than 200,000 parcels in a fiscal year, the aggregate fees to be paid shall not exceed \$85,000 of the special assessments, taxes or charges collected on the agency's behalf. On June 21, 2011, the County Board of Supervisors adopted a resolution approving this modification and authorizing execution of an agreement with the District.

The agreement will be in effect for Fiscal Year 2010-11 and will automatically renew for subsequent fiscal years, expiring on June 30, 2014. The agreement specifies that the District will pay the County \$1.35 per parcel for each special tax to be collected; notwithstanding this amount, if the District's special taxes are levied on more than 200,000 parcels in a fiscal year, then the aggregate amount of fees to be paid shall not exceed \$85,000. The District will also pay the County \$25 for each correction submitted to the tax roll after the tax roll has been prepared to the extent such corrections are necessary due to errors in the proofs approved by the District prior to August 10.

RECOMMENDATION

It is recommended that the Board authorize the Executive Vice Chancellor to execute the attached Agreement for Compensation to the County of San Mateo for Collection of Special Taxes, effective through June 30, 2014, in an amount not to exceed \$85,000 per fiscal year.

**AGREEMENT FOR COMPENSATION
TO COUNTY OF SAN MATEO FOR COLLECTION
OF SPECIAL TAXES**

THIS AGREEMENT, is entered into this ____ day of June, 2011, by and between the COUNTY OF SAN MATEO, hereinafter called "County," and the San Mateo County Community College District, hereinafter called the "Taxing Agency";

W I T N E S S E T H:

WHEREAS, as a service to cities, school districts, special districts, and other taxing entities (the "Taxing Entities"), the County collects certain special taxes through the countywide property tax bill and, in exchange for collecting such special taxes, the County is compensated pursuant to agreements with each of the affected Taxing Entities;

NOW, THEREFORE, IT IS HEREBY AGREED BY THE PARTIES HERETO AS FOLLOWS:

1. Term, Renewal, and Termination

This Agreement shall be in full force and effect for the billing and collection of special taxes by the County for and on behalf of Taxing Agency for the collection of Taxing Agency's special taxes for the FY 2010-11.

This Agreement shall automatically renew as of July 1, 2011, containing the same terms and conditions for Fiscal Year 2011-12 and each subsequent fiscal year thereafter unless either party notifies the other party in writing at least ninety (90) days prior to the close of the fiscal year of its intention not to renew. This agreement shall expire on June 30, 2014.

2. Determination of Special Taxes

No later than August 1st of each fiscal year that this Agreement remains in effect, Taxing Agency shall provide, in electronic format (diskette, CD, magnetic tape, or electronic mail), a complete list of its special taxes that are to be included in the County's annual tax billing to the County of San Mateo's Controller's Office.

3. Inclusion of Special Taxes; Collection and Remittance

In consideration for the payments set forth herein, the County shall include the special tax(es) levied by Taxing Agency as part of the County's annual tax roll and tax bill. The County shall collect amounts based upon Taxing Agency's list of special tax(es), as referenced in Section 2 above, for Taxing Agency and shall remit the same to Taxing Agency at the same time and in the same manner as provided for other public agencies for whom the County acts as a collecting agent.

4. Compensation

As compensation for services to be performed by the County pursuant to this Agreement, Taxing Agency agrees to pay the County, commencing with the Fiscal Year 2010-11, according to the following fee schedule:

(a) \$1.35 per parcel for each special tax to be collected unless the aggregate amount of the fees to be paid pursuant to this subsection (a) exceeds 5% of total special tax collected by the County on behalf of Taxing Agency pursuant to this Agreement, in which case Taxing Agency agrees that, as payment pursuant to this subsection, it will pay the County an amount equal to 5% of such total special taxes collected by the County. Notwithstanding the foregoing, the parties agree that if the Taxing Agency's special taxes are to be levied upon more than 200,000 parcels in a fiscal year, then the aggregate amount of fees to be paid pursuant to this subsection (a) for the collection of the Taxing Agency's special taxes shall be \$85,000. The parties further agree that the "per parcel" fee set forth herein shall be subject to a percentage increase or decrease each fiscal year in accordance with the annual change in the County Labor Service Charge rate announced by the County Manager's Office in connection with the County's budgeting process.

(b) \$25 for each correction submitted by Taxing Agency to the tax roll after the tax roll has been prepared to the extent such corrections are necessary due to errors in the proofs approved by Taxing Agency prior to August 10th.

(c) If the aggregate amount of the fees to be paid pursuant to subsection (a) above are equal to or less than \$10.00, then such fees will be waived due to their immaterial fiscal impact.

5. Warranties; Hold Harmless

Taxing Agency hereby warrants and represents, to the best of its knowledge, that the special taxes do not violate applicable laws and regulations, including but not limited to Proposition 218, and further represents that the special taxes are not illegal in any respect.

Taxing Agency agrees to indemnify and hold harmless the County, its officers, agents, and employees from all claims, suits, or actions of every name, kind, or description, brought for or on account of, the County's collection of the special taxes, including but not limited to the payment of any and all attorney's fees. Taxing Agency shall have the right to select counsel or to use its own counsel, in its discretion, in the County's defense. The duty of Taxing Agency to indemnify and save harmless, as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

6. Merger Clause

This Agreement, including any exhibits attached hereto and incorporated herein by reference, constitutes the sole Agreement of the parties hereto with respect to the subject matter herein and correctly states the rights, duties, and obligations of each party as of this document's date. In the event that any term, condition, provision, requirement or specification set forth in this body of the agreement conflicts with or is inconsistent with any term, condition, provision, requirement or specification in any exhibit and/or attachment to this agreement, the provisions of this body of the agreement shall prevail. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this document are not binding and are superseded. No subsequent modification of this Agreement shall be valid unless it is in writing and signed by the parties.

7. Controlling Law and Venue

The validity of this Agreement and of its terms or provisions, as well as the rights and duties of the parties hereunder, the interpretation, and performance of this Agreement shall be governed by the laws of the State of California. Any dispute arising out of this Agreement shall be venued either in the San Mateo County Superior Court or in the United States District Court for the Northern District of California.

8. Notices

Any notice, request, demand, or other communication required or permitted hereunder shall be deemed to be properly given when both (1) transmitted via facsimile to the telephone number listed below and (2) either deposited in the United State mail, postage prepaid, or when deposited for overnight delivery with an established overnight courier that provides a tracking number showing confirmation of receipt, for transmittal, charges prepaid, addressed to:

In the case of County, to:

Tom Huening
Office of the Controller
County of San Mateo
555 County Center, 4th Floor
Redwood City, CA 94063
Facsimile No.: 650 363 7888

In the case of TAXING AGENCY, to:

Ron Galatolo
Chancellor
San Mateo County Community College District
3401 CSM Drive
San Mateo, CA 94402
Facsimile No.: 650 574 6566

In the event that the facsimile transmission is not possible, notice shall be given both by United States mail and an overnight courier as outlined above.

IN WITNESS WHEREOF, the parties hereto, by their duly authorized representatives, have affixed their hands.

COUNTY OF SAN MATEO

By: _____
Tom Huening, Controller, San Mateo County

Date: _____

SAN MATEO COUNTY COMMUNITY
COLLEGE DISTRICT

By: _____
Dave Mandelkern
Vice President-Clerk
Board of Trustees

By: _____
James W Keller, Executive Vice Chancellor

Date: _____

BOARD REPORT NO. 11-6-108B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

ADOPTION OF THE 2011-12 TENTATIVE BUDGET

In accordance with State law, the Tentative Budget must be adopted by the Board of Trustees on or before July 1, 2011. The budget will be revised during the summer to reflect needed changes resulting from passage of the State Budget and from 2010-11 year-end close activities. The Tentative Budget also will be revised to reflect other revisions that occur up to the time that the Final Budget is presented to the Board of Trustees for approval on September 28, 2011.

The Tentative Budget is derived from revenue projections based upon the latest information available from the State Chancellor's Office and estimates for local revenue. Expenditure projections are based upon data currently available relating to District obligations, set-asides, and site allocations. The Tentative Budget is a compilation of information presented to the Board subsequent to adoption of the 2011-12 Budget and Planning Calendar on January 26, 2011.

RECOMMENDATION

To meet the California Code of Regulations, Section §58305 requirements for Tentative Budget approval, to proceed with the orderly closing of the 2010-11 accounting records, and to begin 2011-12 disbursements in July 2011, it is recommended that the Board of Trustees adopt the following Tentative Budget:

General Fund, Unrestricted	\$ 121,582,294
General Fund, Restricted	20,515,767
Self-Insurance Fund	10,570,300
Debt Service Fund	47,913,228
Capital Projects Fund	140,634,747
Bookstore Fund	14,846,656
Cafeteria Fund	650,903
San Mateo Athletic Club/Aquatic Center (SMAC)	2,026,357
Child Development Fund	1,351,802
San Mateo Parcel Tax (Measure G)	7,350,000
Trust Funds (Financial Aid)	16,480,430
Reserve Fund for Post-Retirement Benefits	<u>28,017,098</u>

TOTAL – ALL FUNDS **\$ 411,939,582**

THE TENTATIVE BUDGET REPORT provides a summary of 2011-12 State and District budget planning information. It focuses primarily on the Unrestricted General Fund; however, preliminary information is also included about other District funds shown in detail on Exhibits B through L.

Budget Planning

The District has been proactive in facing the budget crisis. With active participation and guidance from the District Committee on Budget and Finance membership, the SMCCCD budget was developed assuming a 14% cut over two years—10% in 2011-12 and an additional 4% in 2012-13. It also assumes use of reserves that delays severe cuts well into the future.

Despite efforts by Governor Brown and legislators to cut spending combined with the recent estimate of increased revenues from the Department of Finance for the current and upcoming fiscal year, California's structural deficit remains unresolved.

After the release of the May Revise, uncertainty looms. We are still in a "wait and see" mode. The debate over taxes and spending between the Republicans and Democrats persists. Legislative hearings began shortly after the release of the May Revise, and Chancellor Galatolo will continue to update the college community regarding the budget situation and its impact to our District over the summer months. Even though budget issues persist at the State legislature, the District has proposed a Tentative Budget based on the Governor's proposal and legislative results to date.

For the first time, under Proposition 25 which was approved by voters in November 2010, legislators will not be paid if they miss the June 15 budget deadline. As has been typical of the legislature, marathon sessions produced a State Budget crafted at the eleventh hour to meet the constitutional deadline. The plan was drawn up and approved by the Democrats with no Republican support. It contains familiar solutions of one-time revenues, borrowing, fund shifts and other gimmicks. Whether the Governor will sign it remains to be seen.

Based on State budget news over the next several weeks, we can expect the SMCCCD final budget to contain adjustments from those noted at the time the Tentative Budget was prepared.

Included in this report is a four page self-assessment checklist of the District's fiscal condition to address concerns by the college community. Pursuant to Education Code Section §84040, the Board of Governors adopted criteria and standards for the periodic assessment of California community college districts. In accordance with this requirement, the Chancellor's Office established standards for sound fiscal management and a process to monitor and evaluate the financial health of California's community college districts.

MAY REVISION

The May Revision was released by Governor Brown on May 16, 2011. The Governor acknowledged \$6.6 billion in anticipated revenue but mainly focused on the existing "wall of debt," stating that the amount does not come close to covering the gap. He reiterated his position for tax extensions that were approved in 2009-10—sales taxes (1%), the vehicle license fee (1.15%), and state income taxes (¼ %). Many observers speculate that the required two thirds majority to pass the tax extensions may require the Governor to compromise on pension reform and some form of spending cap.

In March 2011, Governor Brown signed a budget package that addressed \$11.2 billion of the estimated \$26.6 billion deficit. For community colleges, that package included \$400 million base reduction in apportionment funding (7% decline), increased student fees from \$26 to \$36 per credit unit (38%) and

increase in deferrals of \$129 million. Since then, other legislative actions and events have reduced the shortfall to approximately \$10.8 billion.

State Vice Chancellor for Fiscal Policy Dan Troy provided following budget summary:

- -26.6 Billion gap identified in January
- +14 Billion in cuts and other solutions approved in March
- -\$0.6 Billion in erosions of March package (due to implementation delays)
- -\$1.0 Billion due to Proposition 10 litigation
- +\$6.6 Billion in GF revenues identified in May Revision
- -\$2 Billion in new costs
- -\$1.2 Billion for a budget reserve
- = \$10.8 Billion

The community college budget remains relatively unchanged from the initial January proposal. The May Revise reduces the community college intra-year deferrals by \$350 million from \$961 million to \$611 million. The 4.9% workload reduction identified in the original proposal remains the same.

While it is reassuring that the May Revise did not propose further cuts to community colleges, the Governor is relying on the tax extensions to pass in order to close the \$10.8 billion funding gap. According to School Services of California, *if the tax extensions pass, Proposition 98 funding is \$52.4 billion; if they fail the Proposition 98 funding drops to \$50.8 billion, a reduction of \$1.6 billion for K-14.* There have been no concrete plans announced should the tax extensions fail although Governor Brown acknowledges a \$5 billion reduction to education in an “all-cuts” budget. This amount equates to eliminating 52,000 courses for community colleges and an additional \$500 million cut to UC’s and CSU’s.

The Legislative Analyst’s Office (LAO) agreed with the Governor’s revenue estimates for the current 2010-11 and 2011-12 budget years. It reports that the partial elimination of deferrals will curtail districts from borrowing to meet financial obligations. Although it agrees that tax extensions would assist in balancing the budget, it recommends that it is preferable to hold elections at the end of the fiscal year to allow for schools, counties and State agencies to have stability and predictability in funding levels.

School Services of California provided a summary of the latest actions by the Senate and Assembly:

Without the extension of the temporary taxes sought by the Governor, AB 98 relies on a long list of cuts, one-time revenues, special fund borrowing, accounting shifts, and other gimmicks to replace the \$9.6 billion in revenues that the Governor sought in his May Revision. The major elements of AB 98 and its various Budget Trailer Bills to follow include:

- *Reinstatement of \$2.85 billion in K-14 apportionment deferrals*
- *Increased tax and fee revenues of \$1.6 billion from a 0.25% increase in the local sales tax, a \$12 increase in the vehicle registration fee, imposition of the sales and use tax on certain Internet sales, and imposition of fire protection fees for rural residents*
- *Additional cuts of \$150 million each to the University of California (UC) and the California State University systems, plus a \$540 million delay in payments to the UC*
- *A cut of \$150 million to the court system and \$500 million to local law enforcement*
- *An assumption of \$700 million in federal funds to offset state expenditures in the Medi-Cal program*
- *An assumption of \$1.2 billion from the sale of state properties*

- *An assumption of \$800 million in higher General Fund revenues (on June 14, 2011, the State Controller reported that May 2011 collections were \$409 million above forecast)*
- *A \$1 billion shift of Proposition 10 special funds to the General Fund*

While the AB 98 spending plan looks similar to recent Budgets that fell out of balance within months of enactment, there were hints that this may not be the final act. The Governor has 12 days to sign or veto the Budget Bill, but during this time, negotiations could continue. It is possible that a deal may ultimately be struck with four Republicans on a spending cap, pension reform, and regulatory changes.

Recently, the Community College League of California (CCLC) released a glimpse on projections of the budget impact to community colleges under different scenarios: <http://www.ccleague.net/district-budget-impact/>

Scenario A assumes that tax extensions pass and Proposition 98 is not suspended while Scenario B assumes an all-cuts budget including a suspension of Proposition 98.

Budget Simulation: San Mateo County CCD

Underlying Assumptions

The reduction simulations assume a dollar reduction in each of credit, noncredit and career development and college preparation (CDCP) FTES in a proportional manner across the district's offerings. Because noncredit and CDCP are funded at a lower rate, the percentage of FTES reduced is greater. Similar to 2009-10, each district would likely be able to decide the exact blend of its reductions. Headcount is simply a multiplier of 2.1 of the district's lost FTES, based on statewide ratios from 2009-10.

2011-12 Base revenue (before reductions)	\$108,416,160
Share of state apportionment (excluding ELPT)	1.91%
Number and percent credit FTES	21,498 (99.47%)
Number and percent noncredit FTES	116 (0.53%)
Number and percent CDCP FTES	0 (0.00%)
Headcount enrollment breakdown (2009-10):	

- Canada: 11,566 (24.3%)
- San Mateo: 18,566 (39.1%)
- Skyline: 17,377 (36.6%)

Notes: ELPT = excess local property tax districts

	Scenario A	Scenario B
Net apportionment cut	\$-6,055,000 5.6%	\$-9,899,000 9.1%
Workload reduction percent:	-6.15%	-10.05%
Lost FTES	-1,329	-2,172
Lost headcount:	-2,791	-4,562

Detailed Scenarios

Scenario A: Governor's May Revise Assumptions -- Tax Extensions and no Prop. 98 Suspension

\$315 million net reduction to apportionment

(\$290m net budget cut + \$25m fee shortfall)

Apportionment reduction:	\$-6,055,000 5.6%
Lost FTES/Workload reduction:	-1,329
Lost headcount (est.):	-2,791
Lost headcount students by college:	
<ul style="list-style-type: none"> • Cañada: 680 students • San Mateo: 1,091 students • Skyline: 1,021 students 	
Course sections reduced:	-443
Course "slots" reduced:	-13,292

Scenario B: All-cuts budget, including a suspension of Proposition 98.

\$515 million net reduction to apportionment

(\$490m net budget cut + \$25m fee shortfall)

Apportionment reduction:	\$-9,899,000 9.1%
Lost FTES/Workload reduction:	-2,172
Lost headcount (est.):	-4,562
Estimated lost headcount students by college:	
<ul style="list-style-type: none"> • Cañada: 1,110 students • San Mateo: 1,783 students • Skyline: 1,668 students 	
Course sections reduced:	-724
Course "slots" reduced:	-21,722

Enrollment

Community colleges across the State continue to accommodate and serve students despite limited resources. Many college districts have reported enrollment levels that exceed their State funding. For the spring semester alone, a total of 28,200 students were served at all three of our Colleges.

A decline in enrollment is expected due to the increase in student fees from \$26 to \$36 per unit (over 38% increase) effective Fall 2011. Without tax extensions, the enrollment fee has the possibility of increasing to as much as \$46 per unit as early as the spring semester.

The District's strategy is to shift 500 FTES from Summer 2011 to 2010-11 to capture budget stability funding and to maximize 2010-11 FTES. This also gives the District a higher base from which to cut.

Our three Colleges have managed their resources well. Many students have been turned away due to sections that have filled to capacity but reductions in course offerings resulting from budget cuts have already driven down enrollment.

Measure G

The San Mateo County community passed the parcel tax (Measure G) at a critical time. This temporary funding source over four years will allow the District to continue educational programs, restore and retain classes that would have otherwise been completely cut because of the severe budget situation. The Colleges have re-hired part time faculty and continued support services to students that include counseling, tutoring and library services.

After the passage of Measure G in late Summer 2010, the Colleges quickly convened committees to plan usage of the parcel tax that focused on instruction affecting the ability of students to succeed and complete programs. As stated in the ballot measure, the District is committed to preserving classes in reading, writing and math as well as offering job training classes for careers in nursing, health care, science, green technology, police and fire technology programs.

The District is extremely fortunate to have this funding source in order to continue its mission of serving the educational needs of students in our community. The parcel tax has allowed for stability and maintenance of high demand courses and programs. At the end of the 2010-11 academic year, more than 2,600 degrees and certificates were awarded at our three Colleges combined.

The Board of Trustees approved the Colleges' spending plan at its December 2010 meeting. As approval occurred at the end of the fall semester, the bulk of expenses were incurred in the spring. At this writing, CSM will have \$350,000, while both Cañada College and Skyline College will each have approximately \$500,000 left over to spend in the coming fiscal year. These funds will help mitigate cuts in future years.

For 2011-12, the Colleges have been allocated the same amounts as approved by the Board in December for 2010-11:

Cañada College	\$1,914,605
College of San Mateo	\$1,860,000
Skyline College	\$2,072,611

2011-12 Revenue Projection

The revenue estimates are based upon the Governor's budget proposal and will be revised after enactment of a final State budget. The funding mechanism of SB361 is fairly clear and the State has provided a worksheet for estimating district apportionment. The District subsequently prepared an estimate of its base revenue taking into consideration a set of factors that includes enrollment and projected property tax

assessed valuation. The District's total revenue projection is \$108,458,234 which is \$3,782,229 less than last fiscal year.

For 2011-12, the assumptions include:

1. SB 361 funding continues as proposed at the State budget workshops.
2. 2011-12 FTES based on 2010-11 first principal apportionment (P1).
3. 2011-12 Non-resident FTES changes at the same rate as average of the last 3 years.
4. Zero State revenue COLA.
5. Workload reduction.
6. Deficit factor on State revenue projected.
7. 1.8% inflation on certain expenses.
8. Utilities and benefits are based on best estimates from Facilities and HR.
9. No increase for Full Time faculty outside of what Colleges fund from their site allocations.
10. Fixed costs are based on best guesses for now.
11. State revenue COLA minus 1% for salary compensation settlement.
12. Student fee increase from \$26 to \$36 per unit.

Revenue estimates are based on the assumptions listed above and expenditures include costs to continue ongoing operations. The following tables summarize projected revenues and expenditures. In addition to annual inflationary cost increases, costs include those associated with providing health and medical benefits to active and retired employees, increases in insurance premiums, technology upgrades and maintenance and utilities.

Revenue	2010-11 Final Budget	2011-12 Tentative	\$ Change
Base Revenue	\$102,602,469	\$108,484,927	\$5,882,458
Growth/Restoration	2,120,617	(7,468,171)	(9,588,788)
Lottery	2,400,000	2,400,000	0
State PT Faculty Parity	385,618	385,618	0
P/T Faculty Office Hours/Med.	243,118	243,118	0
Apprenticeship	99,800	52,353	(47,447)
Non-Resident Tuition	1,668,341	1,719,889	51,548
Interest	1,000,000	1,000,000	0
Miscellaneous	1,720,500	1,640,500	(80,000)
Total	\$112,240,463	\$108,458,234	\$(3,782,229)

Expenditures	2010-11 Final Budget	2011-12 Tentative	\$ Change
Site Allocations with Benefits	\$86,765,115	\$90,922,719	\$4,157,604
Other Employee Benefits	3,665,354	2,239,165	(1,426,189)
Retiree Benefits	7,402,500	7,704,474	301,974
Formula Adjustments	877,161	877,161	0
Apprenticeship	99,800	52,353	(47,447)
Miscellaneous	1,118,000	1,118,000	0
Utilities	5,070,145	5,161,408	91,263
Salary Commitments	3,174,396	4,067,455	893,059
Managed Hiring	1,358,000	1,093,500	(264,500)
Insurance	1,079,000	1,098,422	19,422
Consultant/Legal/Election	200,000	403,600	203,600

Expenditures	2010-11 Final Budget	2011-12 Tentative	\$ Change
Staff Development	384,292	387,780	3,288
Software/Hardware/Telephone	1,046,702	1,141,333	94,631
Total	\$112,240,465	\$116,267,369	\$4,026,905

For the Tentative Budget, the estimated expenditures exceed projected revenues by \$7,809,135. In anticipation of budget shortfalls, the Colleges and District Office have diligently saved throughout the fiscal year to bolster their ending balances. These ending balances will help cover and assist in the projected deficit. The Tentative Budget will be revised to include any changes resulting from the final State budget and the 2010-11 fiscal year-end numbers.

2011-12 Estimated Beginning Balance

The beginning balance is estimated at \$12,835,891 and includes reserves of 5% according to Board policy. Details of the Unrestricted General Fund are detailed in Exhibit A. The remaining balance originates from specific projects and activities of the 2010-11 year and will be carried over into the new fiscal year and committed to these purposes. The current estimate is subject to change when final amounts become available following year-end close of the District's financial records.

2010-11 Ending Balance Estimates

The sites are relying on the balances to partially cover deficits in 2011-12. The savings will be used to mitigate the impact of reductions as a temporary solution as the sites begin to seek permanent solutions and develop plans to address future reductions to the general fund beginning 2012-13.

The projections of 2010-11 ending balances submitted by the Budget Offices at each site are as follows:

Cañada College	\$873,212
College of San Mateo	\$1,643,102
Skyline College	\$1,584,773
District Office	\$412,142
Facilities	\$460,324

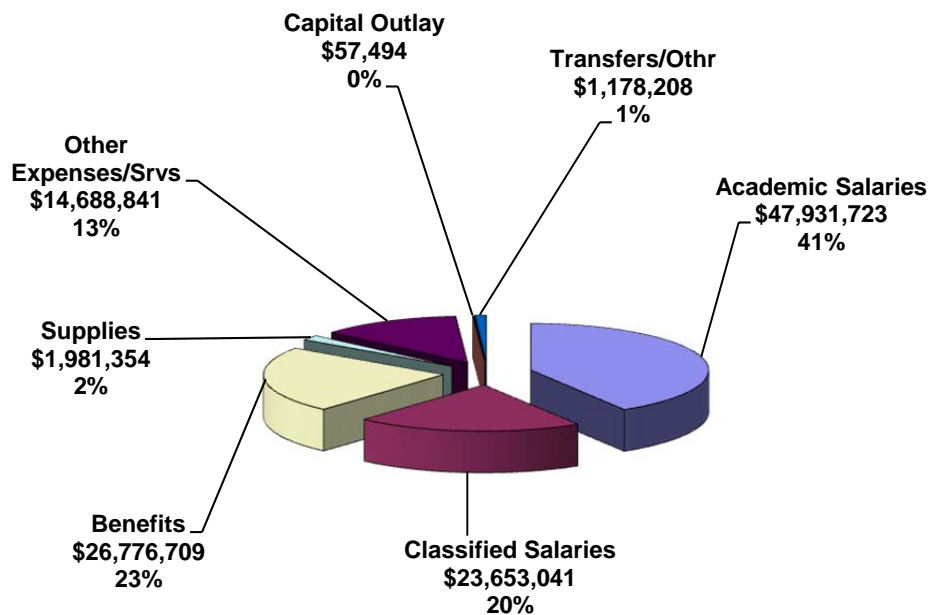
2011-12 Site Allocations

The site allocations for the Tentative Budget have been adjusted for step, column, and longevity increases according to the resource allocation model. Beginning fiscal year 2010-11, benefits were distributed and managed at each of the sites. Employee benefits had historically been budgeted separately in Central Services. The allocations will be adjusted for the adopted budget as necessary.

<u>Site</u>	<u>Allocation without benefits</u>	<u>Benefits</u>	<u>Allocation total with benefits</u>
Cañada College	\$12,701,828	\$3,224,850	\$15,926,678
College of San Mateo	23,343,417	5,451,438	28,794,855
Skyline College	21,726,290	4,879,273	26,605,563
District Office	7,867,867	2,459,924	10,327,791
Facilities	7,314,467	1,953,365	9,267,832

The major functional uses of the unrestricted general fund budget are illustrated below by major account category.

Account Category	2010-11 Final Budget	2011-12 Tentative	\$ Change
Certificated Salaries	\$47,120,062	\$47,931,723	\$811,661
Classified Salaries	22,872,275	23,653,041	780,766
Employee Benefits	27,155,555	26,776,709	(378,846)
Supplies/Materials	3,305,612	1,981,354	(1,324,258)
Operating Expenses	15,183,592	14,688,841	(494,751)
Capital Outlay	58,074	57,494	(580)
Transfers/Other	1,219,396	1,178,208	(41,188)
Total	*\$116,914,566	*\$116,267,370	\$(647,196)



*Does not include beginning balance/carryover

California Community Colleges

Sound Fiscal Management

Self-Assessment Checklist

1. Deficit Spending - Is this area acceptable? **Yes / No**

- Is the district spending within their revenue budget in the current year?
 - For 2010/11, the District's expenses will be within the current year revenues. The 2011/12 Tentative Budget has a deficit budget, using reserves that are above the 5% level.
- Has the district controlled deficit spending over multiple years?
 - Yes, the District's unrestricted GF Net Change in Fund Balance for 2006/07 was \$691,947, for 2007/08 was (\$259,096), for 2008/09 was \$4,217,848 and for 2009/10 was \$1,447,475. The unrestricted GF Net Change in Fund Balance for 2010/11 is projected to be positive and the total significantly above the 5% level.
- Is deficit spending addressed by fund balance, ongoing revenue increases, or expenditure reductions?
 - Yes, by fund balance, revenue increases (growth) and expenditure reductions.
- Are district revenue estimates based upon past history?
 - District revenue estimates are based upon a combination of past history, the various funding formulas and current projections as well as a conservative estimate of state deficits.
- Does the district automatically build in growth revenue estimates?
 - When there is growth funded in the state budget, the District's growth revenue estimates are based on the colleges' FTES growth estimates within the funded cap. The colleges must budget sufficient teaching funds to generate that growth.

2. Fund Balance – Is this area acceptable? **Yes / No**

- Is the district's fund balance stable or consistently increasing?
 - The District's fund balance is fairly stable, increasing over the last 3 years to partially account for increases in spending and a conservative approach to budgeting revenue. The fund balances were \$10,312,555 in 2007/08, \$14,530,400 in 2008/09 and \$15,977,878 in 2009/10.
- Is the fund balance increasing due to on-going revenue increases and/or expenditure reductions?
 - The fund balance is increasing primarily due to expenditure reductions.

3. Enrollment - Is this area acceptable? **Yes / No**

- Has the district's enrollment been increasing or stable for multiple years?
 - Yes. The District's enrollment had increased every year since 2005/06, but in 2009/10, due to state workload reductions, the District was over the funded enrollment cap, so enrollment has been reduced in 2010/11 and will reduce again in 2011/12.
- Are the district's enrollment projections updated at least semiannually?
 - The District's enrollment projections are updated at P-1 and P-2.
- Are staffing adjustments consistent with the enrollment trends?
 - The colleges adjust their adjunct faculty budgets to match their enrollment projections.
- Does the district analyze enrollment and full time equivalent students (FTES) data?
 - Yes. The CBO works with the VPIs to review the enrollment estimates and compare the trends to historical data.
- Does the district track historical data to establish future trends between P-1 and annual for projection purposes?
 - Yes. The historical data includes P-1, P-2 and P-Annual and includes a review of the estimates after P-A.
- Has the district avoided stabilization funding?
 - Yes. The District has been growing since 2005/06.

4. Unrestricted General Fund Balance – Is this area acceptable? Yes / No

- Is the district's unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5% of the total unrestricted general fund expenditures)?
 - The District's unrestricted GF balance has consistently been 9%- 14% for the last several years, however, the District's policy is to budget for a 5% reserve.
- Is the district's unrestricted fund balance maintained throughout the year?
 - Mostly, although we do not do mid-year accruals of revenue and some sources of revenue lag, such as lottery. If the accruals were done, the balance would be fairly consistent.

5. Cash Flow Borrowing - Is this area acceptable? Yes / No

- Can the district manage its cash flow without interfund borrowing?
 - Yes, although the state deferrals of payments to the District necessitate a large TRANS and some interfund borrowing has been necessary.
- Is the district repaying TRANS and/or borrowed funds within the required statutory period?
 - Yes.

6. Bargaining Agreements - Is this area acceptable? Yes / No

- Has the district settled bargaining agreements within new revenue sources during the past three years?
 - The District has concluded negotiations with CSEA for a new three year agreement effective July 1, 2011. No economic improvements were negotiated and reopens on economic matters will occur in 2012 and 2013. Negotiations are ongoing with AFT and AFSCME and it is the District's position, given the fiscal State crisis and the reduced funding for community colleges, that no economic improvements will be negotiated. It is the District's preference to reach agreements that mirror the CSEA settlement.
- Did the district conduct a pre-settlement analysis identifying an ongoing revenue source to support the agreement?
 - The analyses have been ongoing.
- Did the district correctly identify the related costs?
 - Yes, increases in statutory as well as health and welfare benefits are included in the total cost when any analysis is done
- Did the district address budget reductions necessary to sustain the total compensation increase?
 - Budget reductions have not been necessary in the past and are not be necessary for these settlements.

7. Unrestricted General Fund Staffing - Is this area acceptable? Yes / No

- Is the district ensuring it is not using one-time funds to pay for permanent staff or other ongoing expenses?
 - Permanent staff are controlled through position control and are budgeted out of each entity's site allocation, which is derived in the budgeting process from ongoing revenues.
- Is the percentage of district general fund budget allocated to salaries and benefits at or less than the statewide average (i.e. the statewide average for 2003-04 is 85%)?
 - In 2007/08 the District was at 83%, in 2008/09 the District was at 86% and in 2009/10 the District was at 85%.

8. Internal Controls - Is this area acceptable? Yes / No

- Does the district have adequate internal controls to insure the integrity of the general ledger?
 - Yes. The District has had no audit findings for internal controls.
- Does the district have adequate internal controls to safeguard the district's assets?
 - Yes. The District has had no audit findings for internal controls.

9. Management Information Systems - Is this area acceptable? Yes / No

- Is the district data accurate and timely?
 - Banner is real time and information is updated automatically in a variety of instances.
- Are the county and state reports filed in a timely manner?
 - All reports are filed on time.
- Are key fiscal reports readily available and understandable?
 - Banner reports are readily available and managers are trained in Banner.

10. Position Control – Is this area acceptable? Yes / No

- Is position control integrated with payroll?
 - Position control was integrated with payroll when Banner payroll was implemented in January, 2007.
- Does the district control unauthorized hiring?
 - With the implementation of Banner payroll, all positions are approved in advance and no person can receive a paycheck without having their paperwork entered into Banner by HR staff and being assigned to an approved position.
- Does the district have controls over part-time academic staff hiring?
 - Part-time academic staff hiring is done by the Instruction Offices and reviewed by Human Resources.

11. Budget Monitoring - Is this area acceptable? Yes / No

- Is there sufficient consideration to the budget, related to long-term bargaining agreements?
 - All District proposals are costed out for at least 3 years prior to finalizing the proposals.
- Are budget revisions completed in a timely manner?
 - Budget revisions are taken to the Board twice a year.
- Does the district openly discuss the impact of budget revisions at the board level?
 - The Board has to approve the revisions. Any use of contingency funds must be approved by a 2/3 majority of the Board.
- Are budget revisions made or confirmed by the board in a timely manner after the collective bargaining agreements are ratified?
 - Since the District has a history of multi-year agreements, the budget has not had to be revised, but can be planned in advance.
- Has the district's long-term debt decreased from the prior fiscal year?
 - Yes. The District has issued all of its General Obligation Bonds approved by the voters and is starting to repay them.
- Has the district identified the repayment sources for the long-term debt?
 - General obligation bonds are paid through property taxes.
- Does the district compile annualized revenue and expenditure projections throughout the year?
 - The District Committee on Budget and Finance reviews revenue projections for the current and future years.

12. Retiree Health Benefits - Is this area acceptable? Yes / No

- Has the district completed an actuarial calculation to determine the unfunded liability?
 - The District completed an actuarial study in April 2011.
- Does the district have a plan for addressing the retiree benefits liabilities?
 - The District is on a pay as you go plan for current retirees, but had also been setting aside \$1.5M annually and reached a peak of over \$33M set aside. The District established an OPEB trust and is in the process of funding the District's long term liabilities for post-employment health benefits. The District has established a self-assessment for future OPEB benefits in line with the actuarial study. In addition, the District capped lifetime benefits in the 1990's.

13. Leadership/Stability - Is this area acceptable? Yes / No

- Has the district experienced recent turnover in its management team (including the Chief Executive Officer, Chief Business Officer and Board of Trustees)?
 - The District recently hired a president for Skyline College and will be hiring a new president for Cañada College next year. Both of these positions were vacated due to retirements. There has been no turnover in the Board, CEO, or CBO.

14. District Liability – Is this area acceptable? Yes / No

- Has the district performed the proper legal analysis regarding potential lawsuits that may require the district to maintain increased reserve levels?
 - Yes, this is done as part of the year-end close every year.
- Has the district set up contingent liabilities for anticipated settlements, legal fees, etc?
 - None are currently needed.

15. Reporting – Is this area acceptable? **Yes / No**

- Has the district filed the annual audit report with the System Office on a timely basis?
 - The audit was filed in December 2010 for 2009/10. The current contract with the auditors specifies that the audit must be complete and filed by December 31.
- Has the district taken appropriate actions to address material findings cited in their annual audit report?
 - There have been no material findings. The District has addressed the state compliance findings.
- Has the district met the requirements of the 50 percent law?
 - Yes.
- Have the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) been submitted to the System Office on or before the stated deadlines?
 - Yes, all have been timely.

San Mateo County Community College District

Exhibit A-1

**2011-12 TENTATIVE BUDGET - UNRESTRICTED GENERAL FUND
NET BEGINNING BALANCE (PRIOR YEAR CARRYOVER)**

	Final Budget 2009-10	Tentative Budget 2010-11	Final Budget 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE				
Carryover Balances - Committed but unexpended				
Professional Development	\$178,499	\$200,000	\$258,318	\$220,000
Program Improvement	43,536	65,000	37,107	75,000
Staff Development	36,431	40,000	95,226	50,000
Duplicating Equipment Upgrade	13,753	9,500	9,544	11,000
CSM Science Sales	5,607	5,200	7,756	6,400
SFSU Nursing Program	160,911	166,000	182,818	226,000
College Events Funds	84,017	0	110,418	0
Emergency Preparedness	210,116	176,000	288,654	250,000
Fleet Program	15,420	7,400	22,304	7,000
Equipment Surplus	34,423	43,000	35,765	35,000
Satellite Dish Contracts	448,463	610,000	446,597	580,000
Apprenticeship Programs	15,385	0	3,005	0
President's Innovation Fund	19,840	40,000	64,128	46,800
Contingency Increment	0	-523,574	0	59,960
Other Carryover	1,200,434	1,881,983	2,062,901	481,810
Subtotal	\$2,466,835	\$2,720,509	\$3,624,541	\$2,048,970
Savings for Rebudgeting				
College of San Mateo	1,823,485	2,001,695	1,989,235	1,643,102
Cañada College	510,680	717,280	1,012,079	873,212
Skyline College	1,126,861	1,273,273	1,562,010	1,584,773
Chanc. Office/Facilities	1,471,254	2,600,000	1,602,407	872,466
Subtotal	\$4,932,280	\$6,592,248	\$6,165,731	\$4,973,553
ESTIMATED COMMITMENTS/SAVINGS TO REBUDGET				
Reserve for Contingency	\$6,064,016	\$5,540,442	\$6,101,537	\$5,813,368
Revolving Fund, and General Reserve	0	0	0	0
Subtotal	\$6,064,016	\$5,540,442	\$6,101,537	\$5,813,368
Unrestricted Balance	1,067,272	0	86,069	0
TOTAL ESTIMATED NET BEGINNING BALANCE	\$14,530,403	\$14,853,199	\$15,977,878	\$12,835,891

INCOME ASSUMPTIONS

ESTIMATED CURRENT INCOME				
General Revenue and Fees	105,755,349	101,607,674	102,602,469	108,484,927
Restoration/Growth	-3,705,995	0	2,120,617	-7,468,171
Lottery	2,399,161	2,400,000	2,400,000	2,400,000
State Part-Time Faculty Support	257,547	628,736	628,736	628,736
Apprenticeship Programs	221,148	99,800	99,800	52,353
Non-Resident Tuition	1,551,466	1,656,441	1,688,341	1,719,889
Interest Income	1,000,000	1,000,000	1,000,000	1,000,000
Miscellaneous Income	995,500	1,720,500	1,720,500	1,640,500
TOTAL ESTIMATED CURRENT INCOME	108,474,177	109,113,151	112,260,464	108,458,234
TOTAL INCOME + NET BEGINNING BALANCE (Unrestricted General Fund)	\$123,004,580	\$123,966,350	\$128,238,342	\$121,294,125

San Mateo County Community College District

Exhibit A-2

**2011-12 TENTATIVE BUDGET - UNRESTRICTED GENERAL FUND
ESTIMATED EXPENDITURES**

	Final Budget 2009-10	Tentative Budget 2010-11	Final Budget 2010-11	Tentative Budget 2011-12
EXPENDITURE PLAN				
ESTIMATED 2009-10 CARRYOVER				
COMMITMENTS (From Previous Page)	\$2,466,835	\$2,720,509	\$3,624,541	\$2,048,970
Contingency Increment (Included below)	0	523,574	0	(59,960)
ESTIMATED SAVINGS FOR				
REBUDGETING (From Previous Page)	4,932,280	6,592,248	6,165,731	4,973,553
COMMITMENTS AND REBUDGETED SAVINGS	\$7,399,115	\$9,836,331	\$9,790,272	\$6,962,563
ESTIMATED CURRENT EXPENDITURES:				
Site Allocations				
College/District Base Allocations	71,997,018	67,756,298	69,081,614	90,922,719
Formula Adjustments/Contracts	877,161	877,161	877,161	877,161
Apprenticeship Programs	221,148	99,800	99,800	52,353
Salary commitments	3,504,876	3,368,082	3,174,396	4,067,455
Matriculation	0	0	0	0
Districtwide Obligations				
Other Employee/Retiree Benefits	27,036,562	28,751,155	28,751,155	10,016,926
Utilities	5,009,782	5,070,145	5,070,145	5,161,408
Insurance	998,928	1,079,000	1,079,000	1,098,422
Soft/Hardware Maintenance Contracts	597,400	1,046,702	1,046,702	1,141,333
Special Appropriations				
FTES Growth	0	0	0	0
Managed Hiring	1,629,000	1,058,000	1,358,000	1,093,500
Resource Allocation Model	0	0	0	0
Miscellaneous	1,118,000	1,118,000	1,118,000	1,118,000
Consultants/Legal Expense	203,200	200,000	200,000	403,600
Election	0	0	0	0
Program Improvement	50,000	50,000	0	0
Classified Staff Development	50,000	50,000	50,000	50,000
Management Staff Development	16,232	19,492	19,492	19,492
Professional Development	265,000	265,000	265,000	245,000
Technology Advancement	306,900	0	0	0
Museum of Tolerance	0	0	0	0
Reserve Fund for Post-Retirement Benefits	0	0	0	0
ESTIMATED CURRENT EXPENDITURES	\$113,881,207	\$110,808,835	\$112,240,465	\$116,267,369
TOTAL ESTIMATED EXPENDITURES including carryover	\$121,280,322	\$120,645,166	\$122,030,737	\$123,229,932
Reserve for Contingency	\$6,064,016	\$5,540,442	\$6,101,537	\$6,161,497
Revolving Fund, Stores, & General Reserve	0	0	0	0
Unallocated Ending Balance	1,067,272	0	86,069	0
Estimated Marginal Revenue/Deficit	-5,407,030	-1,695,684	2	-7,809,135
TOTAL EXPENDITURES + RESERVES (Unrestricted General Fund)	\$123,004,580	\$124,489,924	\$128,218,345	\$121,582,294

San Mateo County Community College District

Exhibit B

2011-12 TENTATIVE BUDGET - SELF-INSURANCE FUND

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$ 6,286,697	\$ 7,504,143	\$ 7,504,143	\$ 8,719,800
ESTIMATED INCOME				
Interest	\$ 57,843	\$ 115,625	\$ 110,000	\$ 110,500
Self Insurance Transfer	1,751,462	1,745,000	1,731,002	1,740,000
Interfund Transfer In	-	-	-	-
TOTAL ESTIMATED INCOME	<u>\$ 1,809,305</u>	<u>\$ 1,860,625</u>	<u>\$ 1,841,002</u>	<u>\$ 1,850,500</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 8,096,002</u>	<u>\$ 9,364,768</u>	<u>\$ 9,345,145</u>	<u>\$ 10,570,300</u>
ESTIMATED EXPENDITURES				
Salaries	\$ 101,235	\$ 26,709	\$ 37,810	\$ 38,000
Benefits	49,824	12,752	17,535	17,624
Supplies	-	10,000	-	10,000
Operating Expenses	440,800	926,000	570,000	700,000
TOTAL ESTIMATED EXPENDITURES	<u>\$ 591,859</u>	<u>\$ 975,461</u>	<u>\$ 625,345</u>	<u>\$ 765,624</u>
TOTAL ENDING BALANCE	<u>\$ 7,504,143</u>	<u>\$ 8,389,307</u>	<u>\$ 8,719,800</u>	<u>\$ 9,804,676</u>
TOTAL EXPENDITURES AND ENDING BALANCE	<u>\$ 8,096,002</u>	<u>\$ 9,364,768</u>	<u>\$ 9,345,145</u>	<u>\$ 10,570,300</u>

San Mateo County Community College District

Exhibit C

2011-12 TENTATIVE BUDGET - DEBT SERVICE

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$ 18,441,349	\$ 20,213,255	\$ 20,213,255	\$ 20,238,228
ESTIMATED INCOME				
Interest	\$ 241,591	\$ 251,200	\$ 143,964	\$ 145,000
Property Taxes	26,507,014	26,185,000	26,100,000	27,400,000
Transfer In	-	-	-	-
Others	171,843	115,000	145,000	130,000
TOTAL ESTIMATED INCOME	<u>26,920,448</u>	<u>26,551,200</u>	<u>26,388,964</u>	<u>27,675,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$45,361,797</u>	<u>\$ 46,764,455</u>	<u>\$46,602,219</u>	<u>\$47,913,228</u>
ESTIMATED EXPENDITURES				
Debt Reduction - Principal	\$ 9,575,000	\$ 11,200,000	\$11,200,000	\$12,985,000
Debt Reduction - Interest	15,573,542	15,163,992	15,163,991	14,669,116
Others	-	-	-	-
TOTAL ESTIMATED EXPENDITURES	<u>\$25,148,542</u>	<u>\$ 26,363,992</u>	<u>\$26,363,991</u>	<u>\$27,654,116</u>
TOTAL ENDING BALANCE	<u>\$20,213,255</u>	<u>\$ 20,400,463</u>	<u>\$20,238,228</u>	<u>\$20,259,112</u>
TOTAL EXPENDITURES AND ENDING BALANCE	<u>\$45,361,797</u>	<u>\$ 46,764,455</u>	<u>\$46,602,219</u>	<u>\$47,913,228</u>

2011-12 TENTATIVE BUDGET - SPECIALLY FUNDED PROGRAMS
Based on Current Agreements and Funding Estimates

<u>Fund</u>	<u>Program</u>	<u>Source</u>	<u>College of San Mateo</u>	<u>Cañada College</u>	<u>Skyline College</u>	<u>Chancellor's Office</u>	<u>Total</u>
30004	TRIO - Student Support Services	Federal			512,198		512,198
30004	TRIO - Upward Bound	Federal		250,000			250,000
30005	Work Study	Federal	106,385	83,799	262,102		452,286
30007	CTEA IC	Federal	205,199	138,522	226,470		570,191
30028	TRIO - Student Support Services	Federal		238,496			238,496
30XXX	CTEA CTE Transitions	Federal	46,970	46,970	46,970		140,910
30057	Workability III	Federal			149,214		149,214
30079	Minority Science and Engineering Impr Prog	Federal		140,000			140,000
30080	College Cost Reduction and Access	Federal		70,000			70,000
30083	WIA - EWD/Allied Health Prog	Federal		25,000			25,000
30085	USDOL-ETA CBJTG BayCEC	Federal			400,000		400,000
30086	NSF S-STEM (M-SETS) Scholarships	Federal		150,000			150,000
30091	USDOE FIPSE University Center Consortiun	Federal		140,000			140,000
30092	EDD Green Innovation - Wagner	Federal			30,000		30,000
30093	NSF Online Engineering Education	Federal		90,000			90,000
30094	NASA CIPAIR	Federal		150,000			150,000
30096	EDD Green Innovation WIA	Federal			150,000		150,000
30097	Santa Clarita CCD US Dept of Energy	Federal	3,000	7,000	5,000		15,000
30098	SMC CBJTG Home Energy Retrofit Occ	Federal		20,000	200,000		220,000
30099	FCCC-MESA-CA Connects-ARRA	Federal		8,000			8,000
31002	DSP&S	State	425,858	238,426	383,863		1,048,147
31003	EOP&S	State	400,040	334,268	352,050		1,086,358
31004	EOP&S/CARE	State	21,951	30,167	30,369		82,487
31009	Matriculation	State	275,033	188,490	227,891		691,414
31012	Foster Care Education	State		83,474			83,474
31016	AB602-Board Fin Asst Prog Adm Allow	State	270,055	212,211	260,491		742,757
31031	CalWORKs	State	118,752	118,751	118,752		356,255
31032	Middle College High School	State	84,604	84,604			169,208
31033	TANF	Federal	24,536	24,537	24,537		73,610
31035	Center for Int'l Trade Development	State			205,000		205,000
31045	Staff Diversity	State				8,540	8,540
31055	MESA/CCCP	State		50,568	50,568		101,136
31069	Prop 20--Lottery	State				400,000	400,000
31078	Enrollment Growth AD Nursing	State	101,087				101,087
31109	Basic Skills 09-10 Appropriation	State	90,000	50,000			140,000
31110	CTE Com Collab. Proj. 2010-2012	State			80,000		80,000
31113	Basic Skills 10-11 Appropriation	State	90,000	105,137	40,303		235,440
311XX	Basic Skills 11-12 Appropriation	State	90,000	105,137	110,303		305,440
31114	Calif EDD Green Innovation	State			2,000,000		2,000,000
31117	Career Advancement Academy	State			900,000		900,000
31118	CTE Com Collab. Proj. 2011-2013	State			200,000		200,000
32004	Public Bdcst-CSG-FM	Local	167,652				167,652
32017	Menlo Park Redevelopment	Local		218,400			218,400
32033	San Francisco Foundation	Local			140,000		140,000
32056	San Francisco Foundation	Local			100,000		100,000
32075	SF Fdtn - BAWFC - SSS Grant	Local			90,000		90,000
32078	Silicon Valley Comm Fdtn-CBET Prog.	Local		100,000			100,000
32079	The Grove Foundation-SKY CTE Schol	Local			100,000		100,000
32080	The Grove Foundation-CAN CBET	Local		30,000			30,000
35015	OPEB Obligations	Local				50,000	50,000
35022	KCSM TV	Local	1,200,000				1,200,000
35023	KCSM FM	Local	1,500,000				1,500,000
35046	Peninsula Library Systems	Local				140,000	140,000
36010	County of San Mateo WIB	Local			4,938		4,938
38178	County of SM Business Writing Academy	Local		6,754			6,754
39001	Parking Fees	Local				2,835,000	2,835,000
39030	Health Service Fees	Local	363,825	212,625	344,925		921,375
Total 2011-2012 Tentative Budget			<u>\$5,584,947</u>	<u>\$3,751,336</u>	<u>\$7,745,944</u>	<u>\$3,433,540</u>	<u>\$20,515,767</u>

San Mateo County Community College District

Exhibit E

2011-12 TENTATIVE BUDGET - CAPITAL PROJECTS FUND

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$ 346,931,552	\$ 218,549,642	\$ 218,549,642	\$ 136,413,816
ESTIMATED INCOME				
Bond Construction	\$ 3,636,464	\$ 2,200,000	\$ 1,201,800	\$ 700,000
Staff Housing Project	11,395,726	3,540,664	3,462,137	0
Capital Outlay Projects - State Funded	0	0	0	0
Capital Outlay - Planning	5,635,943	0	0	0
C.O.P. Capital Projects	15,315	16,000	0	0
College Capital Outlay Planning	0	0	10,000	0
College Vista Maintenance Reserves	469,000	465,000	996,000	996,000
Facilities Capital Improvement	1,393,008	0	21,465	0
Foundation Funded Projects	2,596	0	3,132	0
Hazardous Substances Projects -State Funde	1,531,804	2,995,666	5,608,019	420,647
Interest	382,350	400,000	0	0
Proceeds from Land Sales - Restricted	0	0	0	0
Property Management Study	0	0	0	0
Redevelopment	2,324,163	1,956,000	1,956,000	2,025,000
Scheduled Maintenance - State Funded	61,085	62,597	35,313	27,284
Scheduled Maintenance - District Funded	18,440	0	49,635	0
Non-resident capital outlay recovery fee	49,208	49,500	51,386	52,000
TOTAL ESTIMATED INCOME	\$ 26,915,102	\$ 11,685,427	\$ 13,394,886	\$ 4,220,931
TOTAL INCOME & NET BEGINNING BALANCE	\$ 373,846,654	\$ 230,235,069	\$ 231,944,528	\$ 140,634,747
ESTIMATED EXPENDITURES				
Bond Construction	\$ 139,378,332	\$ 145,268,773	\$ 87,203,882	\$ 58,413,804
Canada Staff Housing Planning	9,576,881	2,174,494	2,010,422	2,372,409
Capital Outlay - Planning	0	23,599,575	17,696	1,000,000
Capital Outlay Projects - State Funded	0	0	0	0
C.O.P. Capital Projects	931,264	1,103,535	69,722	1,033,813
College Capital Outlay Planning	28,575	592,491	374,207	478,285
College Vista Maintenance Reserves	0	2,552,500	0	2,827,500
Facilities Capital Improvement	232,333	5,257,503	176,283	5,533,544
Foundation Funded Projects	2,596	0	3,132	0
Hazardous Substances Projects -State Funde	1,490,448	3,425,915	5,608,019	747,485
Proceeds from Land Sales - Restricted	0	27,101,846	0	0
Property Management Study	43,693	291,326	3,097	50,000
Redevelopment	251,447	12,007,585	6,530	650,000
Scheduled Maintenance - State Funded	61,085	62,598	35,313	27,284
Scheduled Maintenance - District Funded	3,300,000	36,488	22,410	38,405
Non-resident capital outlay recovery fee	358	488,575	0	0
TOTAL ESTIMATED EXPENDITURES	\$ 155,297,012	\$ 223,963,204	\$ 95,530,712	\$ 73,172,529
TOTAL ENDING BALANCE	\$ 218,549,642	\$ 6,271,865	\$ 136,413,816	\$ 67,462,218
TOTAL EXPENDITURES & ENDING BALANCE	\$ 373,846,654	\$ 230,235,069	\$ 231,944,528	\$ 140,634,747

San Mateo County Community College District

Exhibit F

2011-12 TENTATIVE BUDGET - BOOKSTORE FUND

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$ 6,471,737	\$ 6,677,738	\$ 6,677,738	\$ 6,946,656
ESTIMATED INCOME				
Sales	\$ 7,873,047	\$ 7,920,000	\$ 7,363,987	\$ 7,300,000
Other	432,996	300,000	455,084	600,000
TOTAL ESTIMATED INCOME	<u>\$ 8,306,043</u>	<u>\$ 8,220,000</u>	<u>\$ 7,819,072</u>	<u>\$ 7,900,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 14,777,780</u>	<u>\$ 14,897,738</u>	<u>\$ 14,496,810</u>	<u>\$ 14,846,656</u>
ESTIMATED EXPENDITURES				
Cost of Merchandise Sold	\$ 5,543,684	\$ 5,500,000	\$ 4,871,611	\$ 4,745,000
(Classified) Salaries	1,322,622	1,200,000	\$ 1,302,130	1,400,000
Employee Benefits	384,954	330,000	\$ 419,280	425,000
Supplies	16,623	22,000	\$ 41,413	45,000
Other Operating Expense	627,910	741,000	\$ 632,682	640,000
TOTAL ESTIMATED EXPENDITURES	<u>\$ 7,895,792</u>	<u>\$ 7,793,000</u>	<u>\$ 7,267,116</u>	<u>\$ 7,255,000</u>
DISTRICT SUPPORT PAID/(RECEIVED)				
Salaries & Benefits	\$ 117,340	\$ 130,000	\$116,918	\$ 120,000
Rent	67,700	67,700	\$67,700	67,700
Donations	19,210	15,000	\$98,419	25,000
POS system	-	-		
TOTAL DISTRICT SUPPORT	<u>\$ 204,250</u>	<u>\$ 212,700</u>	<u>\$ 283,038</u>	<u>\$ 212,700</u>
TOTAL ENDING BALANCE	<u>\$ 6,677,738</u>	<u>\$ 6,892,038</u>	<u>\$ 6,946,656</u>	<u>\$ 7,378,956</u>
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$ 14,777,780</u>	<u>\$ 14,897,738</u>	<u>\$ 14,496,810</u>	<u>\$ 14,846,656</u>

San Mateo County Community College District

Exhibit G

2011-12 TENTATIVE BUDGET - CAFETERIA FUND

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$ 398,444	\$ 415,501	\$ 415,501	\$ 413,903
Adjustment to the Beginning Balance				
ESTIMATED INCOME				
Food Service Income	\$ 104,568	\$ 112,000	\$ 126,501	\$ 150,000
Special Contract Revenue	20,000	20,000	20,000	\$ 20,000
Vending Income	60,718	62,000	62,262	\$ 65,000
Other (interest/other)	3,503	2,000	3,680	\$ 2,000
TOTAL INCOME	<u>\$ 188,790</u>	<u>\$ 196,000</u>	<u>\$ 212,442</u>	<u>\$ 237,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 587,233</u>	<u>\$ 611,501</u>	<u>\$ 627,944</u>	<u>\$ 650,903</u>
ESTIMATED EXPENDITURES				
District/College Support	\$ 71,891	\$ 78,000	\$ 74,982	\$ 65,000
Operational Expenses	99,841	\$ 114,000	139,059	140,000
TOTAL EXPENDITURES	<u>\$ 171,732</u>	<u>\$ 192,000</u>	<u>\$ 214,041</u>	<u>\$ 205,000</u>
TOTAL ENDING BALANCE	<u>\$ 415,501</u>	<u>\$ 419,501</u>	<u>\$ 413,903</u>	<u>\$ 445,903</u>
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$ 587,233</u>	<u>\$ 611,501</u>	<u>\$ 627,944</u>	<u>\$ 650,903</u>

San Mateo County Community College District

Exhibit H

2011-12 TENTATIVE BUDGET - SAN MATEO ATHLETIC CLUB & AQUATIC CENTER

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$ -	\$ (321,505)	\$ (321,505)	\$ (273,643)
ESTIMATED INCOME				
Registration and Memberships	\$ 215,505	\$ 2,120,110	\$ 1,878,837	\$ 2,300,000
TOTAL ESTIMATED INCOME	<u>\$ 215,505</u>	<u>\$ 2,120,110</u>	<u>\$ 1,878,837</u>	<u>\$ 2,300,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 215,505</u>	<u>\$ 1,798,605</u>	<u>\$ 1,557,332</u>	<u>\$ 2,026,357</u>
ESTIMATED EXPENDITURES				
Preopening Expenses	\$ 158,521	\$ -	\$ -	\$ -
Operating Expenses	378,489	1,902,979	\$ 1,798,060	2,087,587
TOTAL ESTIMATED EXPENDITURES	<u>\$ 537,010</u>	<u>\$ 1,902,979</u>	<u>\$ 1,798,060</u>	<u>\$ 2,087,587</u>
DISTRICT SUPPORT				
ADMINISTRATION SALARY AND BENEFITS (RECEIVED)	\$ -	\$ -	\$ 32,915	\$ 40,000
TOTAL DISTRICT SUPPORT	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 32,915</u>	<u>\$ 40,000</u>
TOTAL ENDING BALANCE	<u>\$ (321,505)</u>	<u>\$ (104,374)</u>	<u>\$ (273,643)</u>	<u>\$ (101,230)</u>
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$ 215,505</u>	<u>\$ 1,798,605</u>	<u>\$ 1,557,332</u>	<u>\$ 2,026,357</u>

San Mateo County Community College District

Exhibit I

2011-12 TENTATIVE BUDGET - CHILD DEVELOPMENT FUND

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$166,888	\$188,719	\$188,719	\$161,739
ESTIMATED INCOME				
Fees	\$194,196	\$231,753	\$240,690	\$270,000
Calif. Dept. of Educ. - Child Development	399,432	395,180	353,980	490,000
Calif. Dept. of Educ. - Child Nutrition	2,144	2,200	2,010	3,600
Federal Revenue - Child Nutrition	37,124	38,000	34,520	55,500
Incoming Transfers/Other	446,691	406,443	429,647	370,963
TOTAL INCOME	\$1,079,588	\$1,073,575	\$1,060,847	\$1,190,063
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$1,246,476</u>	<u>\$1,262,294</u>	<u>\$1,249,565</u>	<u>\$1,351,802</u>
ESTIMATED EXPENDITURES				
Salaries	\$685,954	\$675,021	\$699,667	\$739,115
Employee Benefits	323,550	334,472	317,302	332,963
Supplies	9,421	6,600	15,700	12,000
Food	40,200	45,000	48,477	82,000
Other Operating Expense	(1,367)	12,483	6,680	3,200
TOTAL ESTIMATED EXPENDITURES	\$1,057,758	\$1,073,575	\$1,087,826	\$1,169,278
ESTIMATED ENDING BALANCE	\$188,719	\$188,719	\$161,739	\$182,524
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$1,246,476</u>	<u>\$1,262,294</u>	<u>\$1,249,565</u>	<u>\$1,351,802</u>

San Mateo County Community College District

Exhibit J

2011-12 TENTATIVE BUDGET - SM Parcel Tax (Measure G)

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$ -	\$ -	\$ -	\$ 1,350,000
ESTIMATED INCOME				
Property Taxes	\$ -	\$ 6,000,000	\$ 6,344,000	\$ 6,000,000
TOTAL ESTIMATED INCOME	<u>\$ -</u>	<u>\$ 6,000,000</u>	<u>\$ 6,344,000</u>	<u>\$ 6,000,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ -</u>	<u>\$ 6,000,000</u>	<u>\$ 6,344,000</u>	<u>\$ 7,350,000</u>
ESTIMATED EXPENDITURES				
Salaries	\$ -	\$ 4,800,000	\$ 3,984,000	\$ 4,935,840
Benefits	-	875,000	920,000	820,300
Supplies	-	325,000	40,000	163,542
Operating Expenses	-	-	50,000	80,318
TOTAL ESTIMATED EXPENDITURES	<u>\$ -</u>	<u>\$ 6,000,000</u>	<u>\$ 4,994,000</u>	<u>\$ 6,000,000</u>
TOTAL ENDING BALANCE	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,350,000</u>	<u>\$ 1,350,000</u>
TOTAL EXPENDITURES AND ENDING BALANCE	<u>\$ -</u>	<u>\$ 6,000,000</u>	<u>\$ 6,344,000</u>	<u>\$ 7,350,000</u>

San Mateo County Community College District

Exhibit K

2011-12 TENTATIVE BUDGET - TRUST FUNDS

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$235,313	\$250,430	\$250,430	\$250,430
ESTIMATED INCOME				
Federal PELL, SEOG, ACG, Direct Loans, NSF	\$14,343,223	\$15,163,205	\$19,078,954	\$15,000,000
Cal Grants	441,176	441,176	520,000	520,000
Scholarships	366,093	365,000	450,000	450,000
Transfers-In	280,969	252,695	260,000	260,000
Other	60,118	0	0	0
TOTAL ESTIMATED INCOME	<u>\$15,491,579</u>	<u>\$16,222,076</u>	<u>\$20,308,954</u>	<u>\$16,230,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$15,726,891</u>	<u>\$16,472,506</u>	<u>\$20,559,384</u>	<u>\$16,480,430</u>
ESTIMATED EXPENDITURES				
Federal PELL, SEOG, ACG, Direct Loans, NSF	\$14,450,391	\$15,163,205	\$19,078,954	\$15,000,000
Cal Grants	441,176	441,176	520,000	520,000
Scholarships	366,093	365,000	450,000	450,000
Other (EOP&S, CARE, TRIO)	218,801	252,695	260,000	260,000
TOTAL EXPENDITURES	<u>\$15,476,461</u>	<u>\$16,222,076</u>	<u>\$20,308,954</u>	<u>\$16,230,000</u>
TOTAL ENDING BALANCE	\$250,430	\$250,430	\$250,430	\$250,430
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$15,726,891</u>	<u>\$16,472,506</u>	<u>\$20,559,384</u>	<u>\$16,480,430</u>

San Mateo County Community College District

Exhibit L

2011-12 TENTATIVE BUDGET - RESERVE FUND FOR POST-RETIREMENT BENEFITS

	Actual 2009-10	Final Budget 2010-11	Estimated Actual 2010-11	Tentative Budget 2011-12
ESTIMATED NET BEGINNING BALANCE	\$ 34,564,967	\$ 33,749,526	\$ 33,749,526	\$ 26,579,598
ESTIMATED INCOME				
Incoming Transfers	\$ 2,521,170	\$ -	\$ -	\$ -
Interest	291,190	300,000	370,020	195,000
OPEB Contribution	2,435,979	2,502,131	2,458,652	1,230,000
Home Loan Income	7,530	12,488	39,570	12,500
TOTAL INCOME	<u>\$ 5,255,868</u>	<u>\$ 2,814,619</u>	<u>\$ 2,868,242</u>	<u>\$ 1,437,500</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 39,820,835</u>	<u>\$ 36,564,145</u>	<u>\$ 36,617,768</u>	<u>\$ 28,017,098</u>
ESTIMATED EXPENDITURES				
Retirement Board Transfer out	\$ 5,000,000	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000
Other Outgo	1,021,170	-	-	-
Operating Expenses	50,139	55,000	38,170	30,000
ESTIMATED EXPENDITURES	<u>\$ 6,071,309</u>	<u>\$ 10,055,000</u>	<u>\$ 10,038,170</u>	<u>\$ 10,030,000</u>
TOTAL ENDING BALANCE	<u>\$ 33,749,526</u>	<u>\$ 26,509,145</u>	<u>\$ 26,579,598</u>	<u>\$ 17,987,098</u>
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$ 39,820,835</u>	<u>\$ 36,564,145</u>	<u>\$ 36,617,768</u>	<u>\$ 28,017,098</u>

BOARD REPORT NO. 11-6-109B

TO: Members of the Board of Trustees
 FROM: Ron Galatolo, Chancellor
 PREPARED BY: Kathy Blackwood, Chief Financial Officer, 358-6869

ACCEPTANCE OF DISTRICT ACTUARIAL STUDY

The District has a plan that provides medical benefits to retirees. With the advent of GASB 45, the District is required to determine the overall liability of our post-retirement medical benefits plan every two years. This estimate uses assumptions about how much medical costs will increase in the future, the retirement and mortality rates of our employees and retirees and various other assumptions that may change from period to period. In addition, the District established the Futuris OPEB Trust in 2009, and started funding the liability. The Trust enables the District to invest in longer term investments and consequently receive a better return, which in turn reduces our liability.

	Feb, 2011	May, 2009
Total Liability as of	\$126,301,338	\$150,588,200
Balance in Futuris Trust	\$15,643,762	\$ -

The District continues to charge itself a benefit percentage that covers the future cost of current employees' retiree benefits. This charge is transferred to the Post Retirement Reserve Fund, which is the source of the transfers to the Futuris Trust.

RECOMMENDATION

It is recommended that the Board accept the actuarial study.

**San Mateo Community College District
Actuarial Study of
Retiree Health Liabilities
As of February 1, 2011**

*Prepared by:
Total Compensation Systems, Inc.*

Date: April 12, 2011

Table of Contents

PART I: EXECUTIVE SUMMARY 3

 A. INTRODUCTION 3

 B. GENERAL FINDINGS 4

 C. DESCRIPTION OF RETIREE BENEFITS 4

 D. RECOMMENDATIONS 5

PART II: BACKGROUND 7

 A. SUMMARY 7

 B. ACTUARIAL ACCRUAL 7

PART III: LIABILITIES AND COSTS FOR RETIREE BENEFITS 10

 A. INTRODUCTION 10

 B. MEDICARE 10

 C. LIABILITY FOR RETIREE BENEFITS 10

 D. COST TO PREFUND RETIREE BENEFITS 11

 1. *Normal Cost* 11

 2. *Amortization of Unfunded Actuarial Accrued Liability (UAAL)* 12

 3. *Annual Required Contributions (ARC)* 12

 4. *Other Components of Annual OPEB Cost (AOC)* 13

PART IV: "PAY AS YOU GO" FUNDING OF RETIREE BENEFITS 14

PART V: RECOMMENDATIONS FOR FUTURE VALUATIONS 15

PART VI: APPENDICES 16

 APPENDIX A: MATERIALS USED FOR THIS STUDY 16

 APPENDIX B: EFFECT OF ASSUMPTIONS USED IN CALCULATIONS 17

 APPENDIX C: ACTUARIAL ASSUMPTIONS AND METHODS 18

 APPENDIX D: DISTRIBUTION OF ELIGIBLE PARTICIPANTS BY AGE 21

 APPENDIX E: CALCULATION OF GASB 43/45 ACCOUNTING ENTRIES 22

 APPENDIX F: GLOSSARY OF RETIREE HEALTH VALUATION TERMS 24

San Mateo Community College District Actuarial Study of Retiree Health Liabilities

PART I: EXECUTIVE SUMMARY

A. Introduction

San Mateo Community College District engaged Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program as of February 1, 2011 (the valuation date). The numbers in this report are based on the assumption that they will first be used to determine accounting entries for the fiscal year ending June 30, 2011. If the report will first be used for a different fiscal year, the numbers will need to be adjusted accordingly.

This report does not reflect any cash benefits paid unless the retiree is required to provide proof that the cash benefits are used to reimburse the retiree's cost of health benefits. Costs and liabilities attributable to cash benefits paid to retirees are reportable under Governmental Accounting Standards Board (GASB) Standards 25/27.

This actuarial study is intended to serve the following purposes:

- » To provide information to enable San Mateo CCD to manage the costs and liabilities associated with its retiree health benefits.
- » To provide information to enable San Mateo CCD to communicate the financial implications of retiree health benefits to internal financial staff, the Board, employee groups and other affected parties.
- » To provide information needed to comply with Governmental Accounting Standards Board Accounting Standards 43 and 45 related to "other postemployment benefits" (OPEB's).

Because this report was prepared in compliance with GASB 43 and 45, as appropriate, San Mateo CCD should not use this report for any other purpose without discussion with TCS. This means that any discussions with employee groups, governing Boards, etc. should be restricted to the implications of GASB 43 and 45 compliance.

This actuarial report includes several estimates for San Mateo CCD's retiree health program. In addition to the tables included in this report, we also performed cash flow adequacy tests as required under Actuarial Standard of Practice 6 (ASOP 6). Our cash flow adequacy testing covers a twenty-year period. We would be happy to make this cash flow adequacy test available to San Mateo CCD in spreadsheet format upon request.

We calculated the following estimates separately for active employees and retirees. As requested, we also separated results by the following employee classifications: AFSCME, Faculty, CSEA and Management. We estimated the following:

- the total liability created. (The actuarial present value of total projected benefits or APVTPB)
- the ten year "pay-as-you-go" cost to provide these benefits.
- the "actuarial accrued liability (AAL)." (The AAL is the portion of the APVTPB attributable to employees' service prior to the valuation date.)

- the amount necessary to amortize the UAAL over a period of 30 years.
- the annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost").
- The Annual Required Contribution (ARC) which is the basis of calculating the annual OPEB cost and net OPEB obligation under GASB 43 and 45.

We summarized the data used to perform this study in Appendix A. No effort was made to verify this information beyond brief tests for reasonableness and consistency.

All cost and liability figures contained in this study are estimates of future results. Future results can vary dramatically and the accuracy of estimates contained in this report depends on the actuarial assumptions used. Normal costs and liabilities could easily vary by 10 - 20% or more from estimates contained in this report.

B. General Findings

We estimate the "pay-as-you-go" cost of providing retiree health benefits in the year beginning February 1, 2011 to be \$7,465,566 (see Section IV.A.). The "pay-as-you-go" cost is the cost of benefits for current retirees.

For current employees, the value of benefits "accrued" in the year beginning February 1, 2011 (the normal cost) is \$1,204,418. This normal cost would increase each year based on covered payroll. Had San Mateo CCD begun accruing retiree health benefits when each current employee and retiree was hired, a substantial liability would have accumulated. We estimate the amount that would have accumulated to be \$118,923,929. This amount is called the "actuarial accrued liability" (AAL). Of this amount, the remaining unamortized balance of the initial AAL is \$116,254,524. This leaves a "residual" AAL of \$2, 669,405.

The District has established a GASB 45 trust to cover OPEB liabilities. At February 1, 2011 the actuarial value of plan assets was \$15,643,762. This leaves an unfunded residual AAL of *negative* \$12,974,357. We calculated the annual cost to amortize the unfunded actuarial accrued liability using a 7% discount rate. We used a 30 year amortization period. The current year cost to amortize the unfunded residual actuarial accrued liability is *negative* \$739,731.

Combining the normal cost, initial and residual UAAL amortization costs produces a total annual required contribution (ARC) of \$7,702,017. The ARC is used as the basis for determining expenses and liabilities under GASB 43/45. The ARC is used in lieu of (rather than in addition to) the "pay-as-you-go" cost.

We based all of the above estimates on employees as of January, 2011. Over time, liabilities and cash flow will vary based on the number and demographic characteristics of employees and retirees.

C. Description of Retiree Benefits

Following is a description of the current retiree benefit plan:

	<u>Faculty</u>	<u>AFSCME</u>	<u>CSEA</u>	<u>Management</u>
Benefit types provided	Medical, Part B	Medical, Part B	Medical, Part B	Medical, Part B
Duration of Benefits	Lifetime	Lifetime	Lifetime	Lifetime
Required Service	Age + Service = 75	Age + Service = 75	Age + Service = 75	Age + Service = 75
Minimum Age	55	50	50	50
Dependent Coverage	Yes	Yes	Yes	Yes
College Contribution %	100%	100%	100%	100%
College Cap	\$450 per month before age 65 After 65, Lowest cost employee only rate for medical	\$450 per month before age 65 After 65, Lowest cost employee only rate for medical	\$450 per month before age 65 After 65, Lowest cost employee only rate for medical	\$450 per month before age 65 After 65, Lowest cost employee only rate for medical

D. Recommendations

It is outside the scope of this report to make specific recommendations of actions San Mateo CCD should take to manage the substantial liability created by the current retiree health program. Total Compensation Systems, Inc. can assist in identifying and evaluating options once this report has been studied. The following recommendations are intended only to allow the District to get more information from this and future studies. Because we have not conducted a comprehensive administrative audit of San Mateo CCD’s practices, it is possible that San Mateo CCD is already complying with some or all of our recommendations.

- We recommend that San Mateo CCD inventory all benefits and services provided to retirees – whether contractually or not and whether retiree-paid or not. For each, San Mateo CCD should determine whether the benefit is material and subject to GASB 43 and/or 45.
- We recommend that San Mateo CCD conduct a study whenever events or contemplated actions significantly affect present or future liabilities, but no less frequently than every two or three years, as required under GASB 43/45.
- We recommend that the District communicate the magnitude of these costs to employees and include employees in discussions of options to control the costs.
- Under GASB 45, it is important to isolate the cost of retiree health benefits. San Mateo CCD should have all premiums, claims and expenses for retirees separated from active employee premiums, claims, expenses, etc. To the extent any retiree benefits are made available to retirees over the age of 65 – *even on a retiree-pay-all basis* – all premiums, claims and expenses for post-65 retiree coverage should be segregated from those for pre-65 coverage. Furthermore, San Mateo CCD should arrange for the rates or prices of all retiree benefits to be set on what is expected to be a self-sustaining basis.
- San Mateo CCD should establish a way of designating employees as eligible or ineligible for future OPEB benefits. Ineligible employees can include those in ineligible job classes; those hired after a designated date restricting eligibility; those who, due to their age at hire cannot qualify for District-paid OPEB benefits; employees who exceed the termination age for OPEB benefits, etc.

- Several assumptions were made in estimating costs and liabilities under San Mateo CCD's retiree health program. Further studies may be desired to validate any assumptions where there is any doubt that the assumption is appropriate. (See Appendices B and C for a list of assumptions and concerns.) For example, San Mateo CCD should maintain a retiree database that includes – in addition to date of birth, gender and employee classification – retirement date and (if applicable) dependent date of birth, relationship and gender. It will also be helpful for San Mateo CCD to maintain employment termination information – namely, the number of OPEB-eligible employees in each employee class that terminate employment each year for reasons other than death, disability or retirement.

Respectfully submitted,

Geoffrey L. Kischuk, FSA, MAAA, FCA
Consultant
Total Compensation Systems, Inc.
(805) 496-1700

PART II: BACKGROUND

A. Summary

Accounting principles provide that the cost of retiree benefits should be “accrued” over employees' working lifetime. For this reason, the Governmental Accounting Standards Board (GASB) issued in 2004 Accounting Standards 43 and 45 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees (including early retirees).

B. Actuarial Accrual

To actuarially accrue retiree health benefits requires determining the amount to expense each year so that the liability accumulated at retirement is, on average, sufficient (with interest) to cover all retiree health expenditures without the need for additional expenses. There are many different ways to determine the annual accrual amount. The calculation method used is called an “actuarial cost method.”

Under most actuarial cost methods, there are two components of actuarial cost - a “normal cost” and amortization of something called the “unfunded actuarial accrued liability.” Both accounting standards and actuarial standards usually address these two components separately (though alternative terminology is sometimes used).

The normal cost can be thought of as the value of the benefit earned each year if benefits are accrued during the working lifetime of employees. This report will not discuss differences between actuarial cost methods or their application. Instead, following is a description of a commonly used, generally accepted actuarial cost method that will be permitted under GASB 43 and 45. This actuarial cost method is called the “entry age normal” method.

Under the entry age normal cost method, the actuary determines the annual amount needing to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. This amount is the normal cost. Under GASB 43 and 45, normal cost can be expressed either as a level dollar amount or a level percentage of payroll.

The normal cost is determined using several key assumptions:

- The current *cost of retiree health benefits* (often varying by age, Medicare status and/or dependent coverage). The higher the current cost of retiree benefits, the higher the normal cost.
- The “*trend*” *rate* at which retiree health benefits are expected to increase over time. A higher trend rate increases the normal cost. A “cap” on District contributions can reduce trend to zero once the cap is reached thereby dramatically reducing normal costs.
- *Mortality rates* varying by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce normal costs, the mortality assumption is not likely to vary from employer to employer.
- *Employment termination rates* have the same effect as mortality inasmuch as higher termination rates reduce normal costs. Employment termination can vary considerably between public agencies.

- The **service requirement** reflects years of service required to earn full or partial retiree benefits. While a longer service requirement reduces costs, cost reductions are not usually substantial unless the service period exceeds 20 years of service.
- **Retirement rates** determine what proportion of employees retire at each age (assuming employees reach the requisite length of service). Retirement rates often vary by employee classification and implicitly reflect the minimum retirement age required for eligibility. Retirement rates also depend on the amount of pension benefits available. Higher retirement rates increase normal costs but, except for differences in minimum retirement age, retirement rates tend to be consistent between public agencies for each employee type.
- **Participation rates** indicate what proportion of retirees are expected to elect retiree health benefits if a significant retiree contribution is required. Higher participation rates increase costs.
- The **discount rate** estimates investment earnings for assets earmarked to cover retiree health benefit liabilities. The discount rate depends on the nature of underlying assets. For example, employer funds earning money market rates in the county treasury are likely to earn far less than an irrevocable trust containing a diversified asset portfolio including stocks, bonds, etc. A higher discount rate can dramatically lower normal costs. GASB 43 and 45 require the interest assumption to reflect likely *long term* investment return.

The assumptions listed above are not exhaustive, but are the most common assumptions used in actuarial cost calculations. The actuary selects the assumptions which - taken together - will yield reasonable results. It's not necessary (or even possible) to predict individual assumptions with complete accuracy.

If all actuarial assumptions are exactly met and an employer expensed the normal cost every year for all past and current employees and retirees, a sizeable liability would have accumulated (after adding interest and subtracting retiree benefit costs). The liability that would have accumulated is called the actuarial accrued liability or AAL. The excess of AAL over the **actuarial value of plan assets** is called the *unfunded* actuarial accrued liability (or UAAL). Under GASB 43 and 45, in order for assets to count toward offsetting the AAL, the assets have to be held in an irrevocable trust that is safe from creditors and can only be used to provide OPEB benefits to eligible participants.

The actuarial accrued liability (AAL) can arise in several ways. At inception of GASB 43 and 45, there is usually a substantial UAAL. Some portion of this amount can be established as the "transition obligation" subject to certain constraints. UAAL can also increase as the result of operation of a retiree health plan - e.g., as a result of plan changes or changes in actuarial assumptions. Finally, AAL can arise from actuarial gains and losses. Actuarial gains and losses result from differences between actuarial assumptions and actual plan experience.

Under GASB 43 and 45, employers have several options on how the UAAL can be amortized as follows:

- The employer can select an amortization period of 1 to 30 years. (For certain situations that result in a reduction of the AAL, the amortization period must be at least 10 years.)
- The employer may apply the same amortization period to the total combined UAAL or can apply different periods to different components of the UAAL.
- The employer may elect a "closed" or "open" amortization period.

- The employer may choose to amortize on a level dollar or level percentage of payroll method.

PART III: LIABILITIES AND COSTS FOR RETIREE BENEFITS

A. Introduction

We calculated the actuarial present value of projected benefits (APVPB) separately for each employee. We determined eligibility for retiree benefits based on information supplied by San Mateo CCD. We then selected assumptions for the factors discussed in the above Section that, based on plan experience and our training and experience, represent our best prediction of future plan experience. For each employee, we applied the appropriate factors based on the employee's age, sex and length of service.

We summarized actuarial assumptions used for this study in Appendix C.

B. Medicare

The extent of Medicare coverage can affect projections of retiree health costs. The method of coordinating Medicare benefits with the retiree health plan's benefits can have a substantial impact on retiree health costs. We will be happy to provide more information about Medicare integration methods if requested.

C. Liability for Retiree Benefits.

For each employee, we projected future premium costs using an assumed trend rate (see Appendix C). To the extent San Mateo CCD uses contribution caps, the influence of the trend factor is further reduced.

We multiplied each year's projected cost by the probability that premium will be paid; i.e. based on the probability that the employee is living, has not terminated employment and has retired. The probability that premium will be paid is zero if the employee is not eligible. The employee is not eligible if s/he has not met minimum service, minimum age or, if applicable, maximum age requirements.

The product of each year's premium cost and the probability that premium will be paid equals the expected cost for that year. We discounted the expected cost for each year to the valuation date February 1, 2011 at 5% interest.

Finally, we multiplied the above discounted expected cost figures by the probability that the retiree would elect coverage. A retiree may not elect to be covered if retiree health coverage is available less expensively from another source (e.g. Medicare risk contract) or the retiree is covered under a spouse's plan.

For any current retirees, the approach used was similar. The major difference is that the probability of payment for current retirees depends only on mortality and age restrictions (i.e. for retired employees the probability of being retired and of not being terminated are always both 1.0000).

We added the APVPB for all employees to get the actuarial present value of total projected benefits (APVTPB). The APVTPB is the estimated present value of all future retiree health benefits for all **current** employees and retirees. The APVTPB is the amount on February 1, 2011 that, if all actuarial assumptions are exactly right, would be sufficient to expense all promised benefits until the last current employee or retiree dies or reaches the maximum eligibility age.

Actuarial Present Value of Total Projected Benefits

February 1, 2011	<u>Total</u>	<u>AFSCME</u>	<u>Faculty</u>	<u>CSEA</u>	<u>Management</u>
Active: Pre-65	\$8,593,236	\$764,720	\$4,541,662	\$2,079,389	\$1,207,465
Post-65	\$40,254,391	\$3,478,820	\$20,193,962	\$10,230,171	\$6,351,438
Subtotal	\$48,847,627	\$4,243,540	\$24,735,624	\$12,309,560	\$7,558,903
Retiree: Pre-65	\$3,751,604	\$0	\$1,334,330	\$2,383,986	\$33,288
Post-65	\$73,702,107	\$0	\$47,269,487	\$25,388,031	\$1,044,589
Subtotal	\$77,453,711	\$0	\$48,603,817	\$27,772,017	\$1,077,877
Grand Total	\$126,301,338	\$4,243,540	\$73,339,441	\$40,081,577	\$8,636,780
Subtotal Pre-65	\$12,344,840	\$764,720	\$5,875,992	\$4,463,375	\$1,240,753
Subtotal Post-65	\$113,956,498	\$3,478,820	\$67,463,449	\$35,618,202	\$7,396,027

The APVTPB should be accrued over the working lifetime of employees. At any time much of it has not been “earned” by employees. The APVTPB is used to develop expense and liability figures. To do so, the APVTFB is divided into two parts: the portions attributable to service rendered prior to the valuation date (the past service liability or actuarial accrued liability under GASB 43 and 45) and to service after the valuation date but prior to retirement (the future service liability).

The past service and future service liabilities are each funded in a different way. We will start with the future service liability which is funded by the normal cost.

D. Cost to Prefund Retiree Benefits

1. Normal Cost

The average hire age for eligible employees is 36. To accrue the liability by retirement, the District would accrue the retiree liability over a period of about 24 years (assuming an average retirement age of 60). We applied an "entry age normal" actuarial cost method to determine funding rates for active employees. The table below summarizes the calculated normal cost.

Normal Cost Year Beginning

February 1, 2011	<u>Total</u>	<u>AFSCME</u>	<u>Faculty</u>	<u>CSEA</u>	<u>Management</u>
# of Employees	763	64	286	271	142
Per Capita Normal Cost					
Pre-65 Benefit	N/A	\$180	\$218	\$190	\$200
Post-65 Benefit	N/A	\$1,079	\$1,508	\$1,262	\$1,467
First Year Normal Cost					
Pre-65 Benefit	\$153,758	\$11,520	\$62,348	\$51,490	\$28,400
Post-65 Benefit	\$1,050,660	\$69,056	\$431,288	\$342,002	\$208,314
Total	\$1,204,418	\$80,576	\$493,636	\$393,492	\$236,714

Accruing retiree health benefit costs using normal costs levels out the cost of retiree health benefits over time and more fairly reflects the value of benefits "earned" each year by employees. This normal cost would increase each year based on covered payroll.

2. Amortization of Unfunded Actuarial Accrued Liability (UAAL)

If actuarial assumptions are borne out by experience, the District will fully accrue retiree benefits by expensing an amount each year that equals the normal cost. If no accruals had taken place in the past, there would be a shortfall of many years' accruals, accumulated interest and forfeitures for terminated or deceased employees. This shortfall is called the actuarial accrued liability (AAL). We calculated the AAL as the APVTPB minus the present value of future normal costs.

The initial UAAL was amortized using a closed amortization period of 30 years. The District can amortize the remaining or residual UAAL over many years. The table below shows the annual amount necessary to amortize the UAAL over a period of 30 years at 5% interest. (Thirty years is the longest amortization period allowable under GASB 43 and 45.) GASB 43 and 45 will allow amortizing the UAAL using either payments that stay the same as a dollar amount, or payments that are a flat percentage of covered payroll over time. The figures below reflect the level percentage of payroll method. This amortization payment would increase each year based on covered payroll.

**Actuarial Accrued Liability
as of February 1, 2011**

	<u>Total</u>	<u>AFSCME</u>	<u>Faculty</u>	<u>CSEA</u>	<u>Management</u>
Active: Pre-65	\$7,647,890	\$683,285	\$4,193,054	\$1,722,460	\$1,049,091
Post-65	\$33,822,328	\$2,990,663	\$17,782,490	\$7,859,410	\$5,189,765
Subtotal	\$41,470,218	\$3,673,948	\$21,975,544	\$9,581,870	\$6,238,856
Retiree: Pre-65	\$3,751,604	\$0	\$1,334,330	\$2,383,986	\$33,288
Post-65	\$73,702,107	\$0	\$47,269,487	\$25,388,031	\$1,044,589
Subtotal	\$77,453,711	\$0	\$48,603,817	\$27,772,017	\$1,077,877
Subtot Pre-65	\$11,399,494	\$683,285	\$5,527,384	\$4,106,446	\$1,082,379
Subtot Post-65	\$107,524,434	\$2,990,663	\$65,051,977	\$33,247,440	\$6,234,354
Grand Total	\$118,923,929	\$3,673,948	\$70,579,361	\$37,353,886	\$7,316,734
Unamortized Initial UAAL	\$116,254,524				
Actuarial Value of Plan Assets	\$15,643,762				
Residual AAL	\$(12,974,357)				
Residual UAAL Amortization at 5.0% over 30 Years	\$(739,731)				

3. Annual Required Contributions (ARC)

If the District determines retiree health plan expenses in accordance with GASB 43 and 45, costs will include both normal cost and one or more components of UAAL amortization costs. The sum of normal cost and UAAL amortization costs is called the Annual Required Contribution (ARC) and is shown below.

Annual Required Contribution (ARC) Year Beginning

February 1, 2011	<u>Total</u>
Normal Cost	\$1,204,418
Initial UAAL Amortization	\$7,237,330
Residual UAAL Amortization	\$(739,731)
ARC	<u>\$7,702,017</u>

The normal cost remains as long as there are active employees who may some day qualify for District-paid retiree health benefits. This normal cost would increase each year based on covered payroll.

4. Other Components of Annual OPEB Cost (AOC)

Expense and liability amounts may include more components of cost than the normal cost plus amortization of the UAAL. This will apply to employers that don't fully fund the Annual Required Cost (ARC) through an irrevocable trust.

- The annual OPEB cost (AOC) will include assumed interest on the net OPEB obligation (NOO). The annual OPEB cost will also include an amortization adjustment for the net OPEB obligation. (It should be noted that there is no NOO if the ARC is fully funded through a qualifying "plan".)
- The net OPEB obligation will equal the accumulated differences between the (AOC) and qualifying "plan" contributions.

PART IV: "PAY AS YOU GO" FUNDING OF RETIREE BENEFITS

We used the actuarial assumptions shown in Appendix C to project ten year cash flow under the retiree health program. Because these cash flow estimates reflect average assumptions applied to a relatively small number of employees, estimates for individual years are **certain** to be *in*accurate. However, these estimates show the size of cash outflow.

The following table shows a projection of annual amounts needed to pay the District share of retiree health premiums.

Year Beginning February 1	<u>Total</u>	<u>AFSCME</u>	<u>Faculty</u>	<u>CSEA</u>	<u>Management</u>
2011	\$7,465,566	\$4,532	\$4,733,079	\$2,601,753	\$126,202
2012	\$7,588,296	\$9,065	\$4,856,982	\$2,569,977	\$152,272
2013	\$7,868,911	\$19,895	\$5,057,792	\$2,586,668	\$204,556
2014	\$8,109,922	\$32,004	\$5,223,033	\$2,605,196	\$249,689
2015	\$8,327,117	\$51,353	\$5,360,553	\$2,623,416	\$291,795
2016	\$8,513,663	\$76,739	\$5,467,019	\$2,643,453	\$326,452
2017	\$8,680,535	\$107,206	\$5,544,383	\$2,659,475	\$369,471
2018	\$8,809,478	\$130,319	\$5,580,201	\$2,689,791	\$409,167
2019	\$8,942,796	\$158,687	\$5,624,482	\$2,708,258	\$451,369
2020	\$9,123,006	\$193,434	\$5,695,575	\$2,734,674	\$499,323

PART V: RECOMMENDATIONS FOR FUTURE VALUATIONS

To effectively manage benefit costs, an employer must periodically examine the existing liability for retiree benefits as well as future annual expected premium costs. GASB 43/45 require biennial or triennial valuations. In addition, a valuation should be conducted whenever plan changes, changes in actuarial assumptions or other employer actions are likely to cause a material change in accrual costs and/or liabilities.

Following are examples of actions that could trigger a new valuation.

- An employer should perform a valuation whenever the employer considers or puts in place an early retirement incentive program.
- An employer should perform a valuation whenever the employer adopts a retiree benefit plan for some or all employees.
- An employer should perform a valuation whenever the employer considers or implements changes to retiree benefit provisions or eligibility requirements.
- An employer should perform a valuation whenever the employer introduces or changes retiree contributions.

We recommend San Mateo CCD take the following actions to ease future valuations.

- We have used our training, experience and information available to us to establish the actuarial assumptions used in this valuation. We have no information to indicate that any of the assumptions do not reasonably reflect future plan experience. However, the District should review the actuarial assumptions in Appendix C carefully. If the District has any reason to believe that any of these assumptions do not reasonably represent the expected future experience of the retiree health plan, the District should engage in discussions or perform analyses to determine the best estimate of the assumption in question.

PART VI: APPENDICES

APPENDIX A: MATERIALS USED FOR THIS STUDY

We relied on the following materials to complete this study.

- We used paper reports and digital files containing employee demographic data from the District personnel records.
- We used relevant sections of collective bargaining agreements provided by the District.

APPENDIX B: EFFECT OF ASSUMPTIONS USED IN CALCULATIONS

While we believe the estimates in this study are reasonable overall, it was necessary for us to use assumptions which inevitably introduce errors. We believe that the errors caused by our assumptions will not materially affect study results. If the District wants more refined estimates for decision-making, we recommend additional investigation. Following is a brief summary of the impact of some of the more critical assumptions.

1. Where actuarial assumptions differ from expected experience, our estimates could be overstated or understated. One of the most critical assumptions is the medical trend rate. The District may want to commission further study to assess the sensitivity of liability estimates to our medical trend assumptions. For example, it may be helpful to know how liabilities would be affected by using a trend factor 1% higher than what was used in this study. There is an additional fee required to calculate the impact of alternative trend assumptions.
2. We used an "entry age normal" actuarial cost method to estimate the actuarial accrued liability and normal cost. GASB will allow this as one of several permissible methods under its upcoming accounting standard. Using a different cost method could result in a somewhat different recognition pattern of costs and liabilities.

APPENDIX C: ACTUARIAL ASSUMPTIONS AND METHODS

Following is a summary of actuarial assumptions and methods used in this study. The District should carefully review these assumptions and methods to make sure they reflect the District's assessment of its underlying experience. It is important for San Mateo CCD to understand that the appropriateness of all selected actuarial assumptions and methods are San Mateo CCD's responsibility. Unless otherwise disclosed in this report, TCS believes that all methods and assumptions are within a reasonable range based on the provisions of GASB 43 and 45, applicable actuarial standards of practice, San Mateo CCD's actual historical experience, and TCS's judgement based on experience and training.

ACTUARIAL METHODS AND ASSUMPTIONS:

ACTUARIAL COST METHOD: Entry age normal. The allocation of OPEB cost is based on years of service. We used the level percentage of payroll method to allocate OPEB cost over years of service.

Entry age is based on the age at hire for eligible employees. The attribution period is determined as the difference between the expected retirement age and the age at hire. The present value of future benefits and present value of future normal costs are determined on an employee by employee basis and then aggregated.

To the extent that different benefit formulas apply to different employees of the same class, the normal cost is based on the benefit plan applicable to the most recently hired employees (including future hires if a new benefit formula has been agreed to and communicated to employees).

AMORTIZATION METHODS: We used the level percentage of payroll method to allocate amortization cost by year. We used a closed 30 year amortization period for the initial UAAL. We used an open 30 year amortization period for any residual UAAL.

SUBSTANTIVE PLAN: As required under GASB 43 and 45, we based the valuation on the substantive plan. The formulation of the substantive plan was based on a review of written plan documents as well as historical information provided by San Mateo CCD regarding practices with respect to employer and employee contributions and other relevant factors.

ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 27 (ASOP 27). Among other things, ASOP 27 provides that economic assumptions should reflect a consistent underlying rate of general inflation. For that reason, we show our assumed long-term inflation rate below.

INFLATION: We assumed 3% per year.

INVESTMENT RETURN / DISCOUNT RATE: We assumed 5% per year. This is based on assumed long-term return on plan assets assuming 100% funding. We used the “Building Block Method” as described in ASOP 27 Paragraph 3.6.2.

TREND: We assumed 4% per year. Our long-term trend assumption is based on the conclusion that, while medical trend will continue to be cyclical, the average increase over time cannot continue to outstrip general inflation by a wide margin. Trend increases in excess of general inflation result in dramatic increases in unemployment, the number of uninsured and the number of underinsured. These effects are nearing a tipping point which will inevitably result in fundamental changes in health care finance and/or delivery which will bring increases in health care costs more closely in line with general inflation. We do not believe it is reasonable to project historical trend vs. inflation differences several decades into the future.

PAYROLL INCREASE: We assumed 3% per year. This assumption applies only to the extent that either or both of the normal cost and/or UAAL amortization use the level percentage of payroll method. For purposes of applying the level percentage of payroll method, payroll increase must not assume any increases in staff or merit increases.

ACTUARIAL ASSET VALUATION: We used a 15 year smoothing formula with a 20% corridor around market value.

(1) Market value at 1/31/11:	\$16,167,118
(2) Accumulated contributions(disbursements) at 7.75%:	\$15,606,380
(3) Value in (2) + 1/15 of (1) minus (2)	\$15,643,762
(4) Value in (3) adjusted to minimum or maximum*	\$15,643,762
(5) AVA at 6/30/10 adjusted to valuation date at 7.75%	\$15,643,762

* Minimum is 80% of market value; maximum is 120% of market value

NON-ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 35 (ASOP 35).

MORTALITY: CalSTRS mortality for faculty employees.
 CalPERS mortality for Miscellaneous employees for other employees.

RETIREMENT RATES: CalSTRS retirement rates for faculty employees.
 CalPERS retirement rates for the 2 % @ 55 pension formula for other employees.

VESTING RATES:

	<u>Faculty</u>	<u>AFSCME</u>	<u>CSEA</u>	<u>Management</u>
Vesting Percentage	100%	100%	100%	100%
Vesting Period	Age + Service = 75	Age + Service = 75	Age + Service = 75	Age + Service = 75

COSTS FOR RETIREE COVERAGE:

There was not sufficient information available to determine whether there is an implicit subsidy for retiree health costs. Based on ASOP 6, there can be justification for using “community-rated” premiums as the basis for the valuation where the insurer is committed to continuing rating practices. This is especially true where sufficient information is not available to determine the magnitude of the subsidy. However, San Mateo CCD should recognize that costs and liabilities in this report could change significantly if either the current insurer changes rating practices or if San Mateo CCD changes insurers.

First Year costs are as shown below. Subsequent years’ costs are based on first year costs adjusted for trend and limited by any District contribution caps.

	<u>AFSCME</u>	<u>Faculty</u>	<u>CSEA</u>	<u>Management</u>
Current Retirees: based on actual costs				
<u>Current Plan:</u>				
Future Retirees Pre-65	\$5,400	\$5,400	\$5,400	\$5,400
Future Retirees Post-65	\$4,714	\$4,714	\$4,714	\$4,714

PARTICIPATION RATES: 100%

TURNOVER: CalSTRS turnover for faculty employees.
 CalPERS turnover for Miscellaneous employees for other employees.

SPOUSE PREVALENCE: To the extent not provided and when needed to calculate benefit liabilities, 80% of retirees assumed to be married at retirement. After retirement, the percentage married is adjusted to reflect mortality.

SPOUSE AGES: To the extent spouse dates of birth are not provided and when needed to calculate benefit liabilities, female spouse assumed to be three years younger than male.

APPENDIX D: DISTRIBUTION OF ELIGIBLE PARTICIPANTS BY AGE

ELIGIBLE ACTIVE EMPLOYEES:

<u>Age</u>	<u>Total</u>	<u>AFSCME</u>	<u>Faculty</u>	<u>CSEA</u>	<u>Management</u>
Under 25	4	1	0	3	0
25-29	19	1	1	14	3
30-34	58	8	11	28	11
35-39	66	5	20	30	11
40-44	78	5	29	33	11
45-49	122	11	48	35	28
50-54	122	19	39	49	15
55-59	149	9	58	50	32
60-64	102	3	52	24	23
65 and older	42	2	28	5	7
Total	762	64	286	271	141

ELIGIBLE RETIREES:

<u>Age</u>	<u>Total</u>	<u>AFSCME</u>	<u>Faculty</u>	<u>CSEA</u>	<u>Management</u>
Under 50	0	0	0	0	0
50-54	2	0	0	2	0
55-59	29	0	6	22	1
60-64	68	0	30	36	2
65-69	137	0	84	52	1
70-74	139	0	92	45	2
75-79	132	0	94	37	1
80-84	118	0	78	38	2
85-89	133	0	71	60	2
90 and older	8	0	3	4	1
Total	766	0	458	296	12

APPENDIX E: CALCULATION OF GASB 43/45 ACCOUNTING ENTRIES

This report is to be used to calculate accounting entries rather than to provide the dollar amount of accounting entries. How the report is to be used to calculate accounting entries depends on several factors. Among them are:

- 1) The amount of prior accounting entries;
- 2) Whether individual components of the ARC are calculated as a level dollar amount or as a level percentage of payroll;
- 3) Whether the employer using a level percentage of payroll method elects to use for this purpose projected payroll, budgeted payroll or actual payroll;
- 4) Whether the employer chooses to adjust the numbers in the report to reflect the difference between the valuation date and the first fiscal year for which the numbers will be used.

To the extent the level percentage of payroll method is used, the employer should adjust the numbers in this report as appropriate to reflect the change in OPEB covered payroll. It should be noted that OPEB covered payroll should only reflect types of pay generating pension credits for plan participants. Please note that plan participants do not necessarily include all active employees eligible for health benefits for several reasons. Following are examples.

- 1) The number of hours worked or other eligibility criteria may differ for OPEB compared to active health benefits;
- 2) There may be active employees over the maximum age OPEB are paid through. For example, if an OPEB plan pays benefits only to Medicare age, any active employees currently over Medicare age are not plan participants;
- 3) Employees hired at an age where they will exceed the maximum age for benefits when the service requirement is met are also not plan participants.

Finally, GASB 43 and 45 require reporting covered payroll in RSI schedules regardless of whether any ARC component is based on the level percentage of payroll method. This report does not provide, nor should the actuary be relied on to report covered payroll.

GASB 45 Paragraph 26 specifies that the items presented as RSI "should be calculated in accordance with the parameters." The RSI items refer to Paragraph 25.c which includes annual covered payroll. Footnote 3 provides that when the ARC is based on covered payroll, the payroll measure may be the projected payroll, budgeted payroll or actual payroll. Footnote 3 further provides that comparisons between the ARC and contributions should be based on the same measure of covered payroll.

At the time the valuation is being done, the actuary may not know which payroll method will be used for reporting purposes. The actuary may not even know for which period the valuation will be used to determine the ARC. Furthermore, the actuary doesn't know if the client will make adjustments to the ARC in order to use it for the first year of the biennial or triennial period. (GASB 45 is silent on this.) Even if the actuary were to know all of these things, it would be a rare situation that would result in me knowing the appropriate covered payroll number to

report. For example, if the employer uses actual payroll, that number would not be known at the time the valuation is done.

As a result, we believe the proper approach is to report the ARC components as a dollar amount. It is the client's responsibility to turn this number into a percentage of payroll factor by using the dollar amount of the ARC (adjusted, if desired) as a numerator and then calculating the appropriate amount of the denominator based on the payroll determination method elected by the client for the appropriate fiscal year.

If we have been provided with payroll information, we are happy to use that information to help the employer develop an estimate of covered payroll for reporting purposes. However, the validity of the covered payroll remains the employer's responsibility even if TCS assists the employer in calculating it.

APPENDIX F: GLOSSARY OF RETIREE HEALTH VALUATION TERMS

Note: The following definitions are intended to help a *non-actuary* understand concepts related to retiree health valuations. Therefore, the definitions may not be actuarially accurate.

Actuarial Accrued Liability: The amount of the actuarial present value of total projected benefits attributable to employees' past service based on the actuarial cost method used.

Actuarial Cost Method: A mathematical model for allocating OPEB costs by year of service.

Actuarial Present Value of Total Projected Benefits: The projected amount of all OPEB benefits to be paid to current and future retirees discounted back to the valuation date.

Actuarial Value of Assets: Market-related value of assets which may include an unbiased formula for smoothing cyclical fluctuations in asset values.

Annual OPEB Cost: This is the amount employers must recognize as an expense each year. The annual OPEB expense is equal to the Annual Required Contribution plus interest on the Net OPEB obligation minus an adjustment to reflect the amortization of the net OPEB obligation.

Annual Required Contribution: The sum of the normal cost and an amount to amortize the unfunded actuarial accrued liability. This is the basis of the annual OPEB cost and net OPEB obligation.

Closed Amortization Period: An amortization approach where the original ending date for the amortization period remains the same. This would be similar to a conventional, 30-year mortgage, for example.

Discount Rate: Assumed investment return net of all investment expenses. Generally, a higher assumed interest rate leads to lower normal costs and actuarial accrued liability.

Implicit Rate Subsidy: The estimated amount by which retiree rates are understated in situations where, for rating purposes, retirees are combined with active employees.

Mortality Rate: Assumed proportion of people who die each year. Mortality rates always vary by age and often by sex. A mortality table should always be selected that is based on a similar "population" to the one being studied.

Net OPEB Obligation: The accumulated difference between the annual OPEB cost and amounts contributed to an irrevocable trust exclusively providing retiree OPEB benefits and protected from creditors.

Normal Cost: The dollar value of the "earned" portion of retiree health benefits if retiree health benefits are to be fully accrued at retirement.

<u>OPEB Benefits:</u>	Other PostEmployment Benefits. Generally medical, dental, prescription drug, life, long-term care or other postemployment benefits that are not pension benefits.
<u>Open Amortization Period:</u>	Under an open amortization period, the remaining unamortized balance is subject to a new amortization schedule each valuation. This would be similar, for example, to a homeowner refinancing a mortgage with a new 30-year conventional mortgage every two or three years.
<u>Participation Rate:</u>	The proportion of retirees who elect to receive retiree benefits. A lower participation rate results in lower normal cost and actuarial accrued liability. The participation rate often is related to retiree contributions.
<u>Retirement Rate:</u>	The proportion of active employees who retire each year. Retirement rates are usually based on age and/or length of service. (Retirement rates can be used in conjunction with vesting rates to reflect both age and length of service). The more likely employees are to retire early, the higher normal costs and actuarial accrued liability will be.
<u>Transition Obligation:</u>	The amount of the unfunded actuarial accrued liability at the time actuarial accrual begins in accordance with an applicable accounting standard.
<u>Trend Rate:</u>	The rate at which the cost of retiree benefits is expected to increase over time. The trend rate usually varies by type of benefit (e.g. medical, dental, vision, etc.) and may vary over time. A higher trend rate results in higher normal costs and actuarial accrued liability.
<u>Turnover Rate:</u>	The rate at which employees cease employment due to reasons other than death, disability or retirement. Turnover rates usually vary based on length of service and may vary by other factors. Higher turnover rates reduce normal costs and actuarial accrued liability.
<u>Unfunded Actuarial Accrued Liability:</u>	This is the excess of the actuarial accrued liability over assets irrevocably committed to provide retiree health benefits.
<u>Valuation Date:</u>	The date as of which the OPEB obligation is determined. Under GASB 43 and 45, the valuation date does not have to coincide with the statement date.
<u>Vesting Rate:</u>	The proportion of retiree benefits earned, based on length of service and, sometimes, age. (Vesting rates are often set in conjunction with retirement rates.) More rapid vesting increases normal costs and actuarial accrued liability.

BOARD REPORT NO. 11-6-3C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: James Keller, Executive Vice Chancellor, 358-6728

DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING MARCH 31, 2011

In accordance with Education Code Section 72413, the State Chancellor's Office requires submission of a Quarterly Financial Status Report (Form CCFS-311Q) and a copy of the District's financial report.

Attached is Form CCFS-311Q (Exhibit A) for the quarter ending March 31, 2011, which was forwarded to the State Chancellor's Office and the San Mateo County Superintendent of Schools on June 4, 2011.

General Fund—Unrestricted: Below is financial data for the unrestricted portion of the General Fund for the quarters ending March 31, 2010 and March 31, 2011.

	Amount		Difference	
	<u>03/31/2010</u>	<u>03/31/2011</u>	<u>Amount</u>	<u>Percentage</u>
INCOME:				
State Aid	\$38,356,284	\$36,142,978	\$ -2,213,306	-5.77
Enrollment Fees	7,166,463	6,683,468	-482,995	-6.74
Non-Resident Tuition	1,607,171	1,895,681	288,510	17.95
Property Taxes	38,892,125	15,083,724	-23,808,401	-61.22
Inter-Fund Transfer	0	0	0	N/A
Other Income	2,155,882	3,112,429	956,547	44.37
Total Income	\$88,177,925	\$62,918,280	\$-25,259,644	-28.65
% of Budget	80.78%	55.90%	N/A	N/A
EXPENSES:				
Academic Salaries	\$33,804,573	\$30,340,328	\$-3,464,245	-10.25
Classified Salaries	15,730,075	15,051,427	-678,648	-4.32
Administrative Salaries	4,721,187	4,752,003	30,816	0.66
Fringe Benefits	18,943,841	19,578,600	634,759	3.35
General Supplies	1,044,060	1,304,155	260,095	24.92
Operating Expenses	6,202,574	7,327,677	1,125,103	18.14
Capital Outlay	50,968	47,265	-3,703	-7.27
Transfer Accounts	1,065,397	746,240	-319,157	-29.96
Total Expenditures	\$81,562,675	\$79,147,695	\$-2,414,980	-2.96
% of Budget	68.81%	64.64%	N/A	N/A

Total General Fund Income decreased by 28.65% over last year, largely due to the deferred payment from State Apportionment and Local Property Tax. Bills and salaries decreased by 2.96% because of decrease in salaries and other outgo transfer.

OTHER FUNDS: Included in Exhibit B are the financial data for all other funds. Total income and expenditures, comparing this same period for 2009-2010 and 2010-2011, are listed below:

Restricted General and Other Funds	Amount		Difference	
	<u>03/31/10</u>	<u>03/10/11</u>	<u>Amount</u>	<u>Percentage</u>
Total Income	\$ 51,788,944	\$ 67,645,771	\$ 15,856,827	30.62
Total Expenditures	\$178,548,579	\$146,665,515	\$-31,883,064	-17.86

Revenue from the Other Funds increased because of the increase in payment from Student Financial Aid Fund, Parcel Tax and State funded capital projects. Expenditures compared with the prior year decreased primarily because the payments to the Bond Measure A construction decreased.

REPORT ON INVESTMENTS: As of March 31, 2011, the District had a deposit of \$32,939,159 in total investments with the Local Agency Investment Fund (LAIF) of the State Treasurer's Office, County Pool Investment and Bank Deposits. The average yields on LAIF, County Pool, the Money Market Deposit and Oil Well Bond were 0.51%, 1.12%, 1.20% and 0.75%, respectively. These deposits consisted of the following sources:

<u>Fund</u>	<u>LAIF Investment</u>	<u>County Pool Investment</u>	<u>Money Market Deposits</u>	<u>Oil Well Bond</u>	<u>Total Investment</u>
General Fund	\$ 6,047,367	\$ 0	\$2,027,162	\$ 0	\$ 8,074,529
Capital Outlay Fund	0	0	0	5,000	5,000
Agency Fund	7,702,967	17,156,663	0	0	24,859,630
Total Investment	\$13,750,334	\$17,156,663	\$2,027,162	\$ 5,000	\$32,939,159

The District Cash Flow Summary is attached as Exhibit B.

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD ▾

Fiscal Year: 2010-2011

District: (370) SAN MATEO

Quarter Ended: (Q3) Mar 31,
2011

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2007-08	Actual 2008-09	Actual 2009-10	Projected 2010-2011
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	113,080,954	114,207,833	113,826,726	111,483,371
A.2	Other Financing Sources (Object 8900)	982,466	641,061	7,518	86,497
A.3	Total Unrestricted Revenue (A.1 + A.2)	114,063,420	114,848,894	113,834,244	111,569,868
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	106,800,904	106,011,567	104,367,092	116,206,524
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	7,522,616	4,618,477	8,019,675	1,353,031
B.3	Total Unrestricted Expenditures (B.1 + B.2)	114,323,520	110,630,044	112,386,767	117,559,555
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	-260,100	4,218,850	1,447,477	-5,989,687
D.	Fund Balance, Beginning	10,571,653	10,311,553	14,530,403	15,977,880
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	10,571,653	10,311,553	14,530,403	15,977,880
E.	Fund Balance, Ending (C. + D.2)	10,311,553	14,530,403	15,977,880	9,988,193
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	9%	13.1%	14.2%	9%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	18,768	22,374	23,405	21,727
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III. Total General Fund Cash Balance (Unrestricted and Restricted)

	Description	As of the specified quarter ended for each fiscal year			
		2007-08	2008-09	2009-10	2010-2011
H.1	Cash, excluding borrowed funds		15,864,543	27,739,772	4,772,192
H.2	Cash, borrowed funds only		13,395,000	29,530,000	14,415,000
H.3	Total Cash (H.1+ H.2)	13,656,116	29,259,543	57,269,772	19,187,192

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to- Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I. Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	112,240,463	112,483,371	62,830,725	55.9%
I.2	Other Financing Sources (Object 8900)	0	86,497	87,554	101.2%
I.3	Total Unrestricted Revenue (I.1 + I.2)	112,240,463	112,569,868	62,918,279	55.9%

J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	120,897,412	121,093,183	78,401,455	64.7%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,219,396	1,353,031	746,240	55.2%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	122,116,808	122,446,214	79,147,695	64.6%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-9,876,345	-9,876,346	-16,229,416	
L	Adjusted Fund Balance, Beginning	14,530,403	14,530,403	14,530,403	
L.1	Fund Balance, Ending (C. + L.2)	4,654,058	4,654,057	-1,699,013	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	3.8%	3.8%		

V. Has the district settled any employee contracts during this quarter? **NO**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
			Permanent		Temporary			
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **This year? NO**
Next year? NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

San Mateo County Community College District
DISTRICT CASH FLOW SUMMARY
FOR THE QUARTER ENDING MARCH 31, 2011

	<u>GENERAL FUND</u>	<u>GENERAL RESTRICTED FUND</u>	<u>INSURANCE & Debt Services FUND</u>	<u>CAPITAL OUTLAY FUND</u>	<u>CHILD CARE FUND</u>	<u>STUDENT AID FUND</u>	<u>POST- RETIREMENT RESERVES</u>
Beg. Cash Balance in County Treasury	4,155,399.08	9,229,700.12	29,304,898.58	210,104,253.28	125,231.71	545,338.78	
Cash inflow from operations:							
Year-to-date Income	62,918,279.66	15,218,736.31	18,300,003.12	8,519,391.58	5,091,990.36	18,412,856.85	2,102,793.08
Accounts Receivable	15,045,094.82	1,520,306.15	45,396.01	16,247,415.87	68,551.80	1,142,455.28	15,154,515.17
Deferred Income	(5,254,240.82)	(2,308,060.82)		(58,537.24)	(8,667.00)	(166,465.00)	(527.92)
Cash awaiting for deposit	126,823.38			(21,600.00)		21,600.00	
Total Income	76,991,356.12	23,660,681.76	47,650,297.71	234,790,923.49	5,277,106.87	19,955,785.91	17,256,780.33
Cash outflow for operations:							
Year to date expenditure	79,147,694.57	15,342,435.56	26,970,430.98	75,168,538.23	3,190,543.68	19,117,200.54	10,029,889.85
Advances / Prepaid	(80,938.90)	(1,408.30)	-	(3,442,073.42)	-	-	
Account Payable	337,132.65	1,092,791.83	4,711.38	11,317,753.25	(551.69)	873,445.93	3,218.11
Cash Balance From Operations	(2,412,532.20)	7,226,862.67	20,675,155.35	151,746,705.43	2,087,114.88	(34,860.56)	7,223,672.37
Other Cash inflow							
Medical Flex Plan / Revolv. Fund	(7,220.00)		25,000.00				
TRANS	14,415,000.00						
Trusts (JPA & 3CBG)							
Beg. Investment Balance							
LAIF Balance	6,023,297.80						7,672,308.35
County Pool Balance	-						9,963,649.15
Special Bond			-	5,000.00			-
C.O.P. & Others	2,016,312.43		197.60				
Total Beg. Balance	8,039,610.23		197.60	5,000.00			17,635,957.50
Y.T.D. Investment Balance							
LAIF Balance	6,047,367.20						7,702,967.29
County Pool Balance	-						17,156,662.58
Special Bond			-	5,000.00			-
C.O.P./Bank CD	2,027,161.58		197.60	-			
Y.T.D. Balance	8,074,528.78		197.60	5,000.00			24,859,629.87
Net Cash changes from Investment	(34,918.55)		-	-			(7,223,672.37)
Net changes from unrealized gain / (loss)							-
Cash Balance in County Treasury	11,960,329.25	7,226,862.67	20,700,155.35	151,746,705.43	2,087,114.88	(34,860.56)	0.00
Net Cash (Excluding TRANS & Trusts)	(2,454,670.75)	7,226,862.67	20,700,155.35	151,746,705.43	2,087,114.88	(34,860.56)	0.00

BOARD REPORT NO. 11-6-4C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

THIRD QUARTER REPORT OF AUXILIARY OPERATIONS, 2010-11

The following report covers the period July 1, 2010 through March 31, 2011 for Associated Student Bodies, Bookstores, Cafeterias and San Mateo Athletic Club & Aquatic Center.

ASSOCIATED STUDENTS (Exhibits A, B, C)

Total income and expenditures for the Associated Student Body (ASB) at each College for the above reporting period of fiscal years 2010-11 and 2009-10 are listed below:

ASB Total Income	2010-11	2009-10	\$ Change	% Change
Cañada College ASB	\$ 72,144	\$ 75,841	\$ (3,696)	-4.87%
College of San Mateo ASB	\$ 117,732	\$ 129,955	\$ (12,224)	-9.41%
Skyline College ASB	\$ 93,843	\$ 104,233	\$ (10,390)	-9.97%

ASB Total Expenditures	2010-11	2009-10	\$ Change	% Change
Cañada College ASB	\$ 29,602	\$ 40,376	\$ (10,774)	-26.68%
College of San Mateo ASB	\$ 75,684	\$ 106,094	\$ (30,410)	-28.66%
Skyline College ASB	\$ 57,466	\$ 43,920	\$ 13,546	30.84%

Activity card sales and vending commission are the major source of income for the Associated Students. Expenditures of the ASBs include normal operating expenses (office supplies, activity card, student assistant salaries and other miscellaneous expenses) as well as student programs, scholarships and club assistance supporting campus life.

Below is a comparison of the Net Income from ASB Operations for this reporting period:

ASB Net Income	2010-11	2009-10	\$ Change	% Change
Cañada College ASB	\$ 42,542	\$ 35,465	\$ 7,077	19.96%
College of San Mateo ASB	\$ 42,047	\$ 23,861	\$ 18,187	-76.22%
Skyline College ASB	\$ 36,377	\$ 60,313	\$ (23,936)	-39.69%

Please refer to Exhibits A, B and C for detailed financial information of this period.

BOOKSTORES (Exhibit D)

The following data reflects Bookstore operations for the first nine months of the fiscal year beginning July 1, 2010 through March 31, 2011. It includes a small portion of summer 2010, fall 2010 and spring 2011 semester sales. The District Bookstores and Cafeterias are self-sustaining enterprises. All income generated covers the total salaries and expenses generated by these operations. General fund dollars are not used in any way to subsidize District enterprises. In fact, the enterprise fund (Fund 5) helps to support District salaries and expenses not affiliated with the Bookstore operation.

Bookstore Sales	2010-11	2009-10	\$ Change	% Change
Regular Merchandise Sales	\$ 5,894,557	\$ 6,556,045	\$ (661,487)	-10%
Computer Products Sales	\$ 139,102	\$ 366,796	\$ (227,694)	-62%
Total Merchandise Sales	\$ 6,033,659	\$ 6,922,840	\$ (889,181)	-13%
Textbook Rental Sales	\$ 236,611	\$ 175,660	\$ 60,951	35%
Total Sales	\$ 6,270,270	\$ 7,098,501	\$ (828,230)	-12%

Total merchandise sales have decreased by 10.0% this year compared to last year. Computer product sales have decreased significantly by 62% this year compared to last year. Regular merchandise sales have decreased this year compared to last year with computer product sales decreasing substantially due to the elimination of the relationship with Apple Computer after Apple's determination to effectively pull out of small to mid-size college partnerships. Textbook sales are down significantly over last year due to a number of factors including the decline in enrollment, the reduction of sections offered (particularly in the summer session) and the loss of power on the first day of fall classes at College of San Mateo as well as continued competition from other sources.

Comparative figures are shown below:

Bookstore Recap	2010-11	2009-2010	\$ Change	% Change
Total Merchandise Sales	\$ 6,033,659	\$ 6,922,840	\$ (889,181)	-13%
Total Textbook Rental Fees	236,611	175,660	60,951	35%
Cost of Goods Sold	3,998,887	4,731,556	(732,669)	-15%
Gross profit	2,271,383	2,366,945	(95,561)	-4%
Total Operating Expenses	1,846,964	1,841,883	5,081	0%
Net Income from Operations	424,420	525,062	(100,642)	-19%
Interest and Other Income	138,467	179,615	(41,148)	-23%
Net Income Before Other Expenses	\$ 562,887	\$ 704,677	\$ (141,790)	-20%
District Support				
Other Expense: Admin Salary/Benefits	87,016	86,457	559	1%
Other Expense: District Support	130,696	72,053	58,643	81%
Net Change in Fund Balance	\$ 345,175	\$ 546,167	\$ (200,992)	-37%

Cost of goods sold decreased by 15% which is better than expected based on the 13% decrease in sales. The Bookstore management team has worked hard to control expenses commensurate with the decline in sales. Interest and Other Income dropped by 23% due to the decrease in investment interest as well as the reduced commissions paid by our computer vendors.

Textbook rentals continue to be a very strong sector of the bookstore's operation with a 35% increase this year over last year. Textbooks rented this academic year represent a retail value of \$946,444 if purchased new; this represents a savings to students of \$709,833 this academic year thanks to the availability of the rental program. Textbooks rented last year represent \$702,640 if purchased new representing a savings of \$526,980 last academic year. Students saved an additional \$182,853 in textbook costs this year over last year. The Bookstores will continue to invest heavily in the textbook rental program as the benefits to our students are clear and quite significant.

CAFETERIAS (Exhibit E)

Beverage, Snack and Food Service Vendors –

- The District's beverage vending service partner is Pepsi Bottling Group. The contract was awarded effective July 1, 2007 ending on June 30, 2012.
- The District's snack vending partner is North Coast Vending, formerly known as Action Vending. The contract was awarded on January 1, 2007 ending on June 30, 2012.
- The District's food service partner is Pacific Dining Services. The contract was awarded on July 1, 2007 ending on June 30, 2010 with an option for two one year renewals thereafter.
- The District's coffee vendor operating on the campus of CSM (known as Drip Coffee) and Skyline College (known as Skyline Coffee Company) are operated by KJ's Coffee. The contract was awarded on August 16, 2006 ending August 15, 2009 with an option for two one year renewals thereafter.

Third quarter comparisons are noted below:

CAFETERIA FUND	2010-11	2009-10	\$ Change	% Change
Food Service Income	\$ 94,875	\$ 84,281	\$ 10,595	12.57%
Vending Income	\$ 46,697	\$ 46,720	\$ (23)	-0.05%
Interest Income	\$ 2,113	\$ 1,163	\$ 949	81.61%
Misc. Income	\$ 647	\$ 863	\$ (216)	-24.98%
Expenditures	\$ 160,531	\$ 145,795	\$ 14,735	10.11%
Net Change in Fund Balance	\$ (16,199)	\$ (12,769)	\$ (3,430)	-26.86%

Food service income has increased by 12.57%; this is quite significant as the cafeteria at Canada was closed down in December 2009 for the renovation of B5/6. CSM continued to operate out of a temporary mobile kitchen through March 2011 after which we moved into our brand new kitchen in College Center. Rick McMahon and his team have done an exceptional job for the colleges despite some very difficult circumstances related to the construction at CSM and Canada.

Vending incomes have decreased by just \$23 or 0.05% compared to last year. Vending income is beginning to stabilize as buildings previously closed due to construction are reopening and we are replacing vending machines that were removed with the start of construction in these areas.

Overall expenditures have increased by 10% due to the partial apportionment of the Director of Auxiliary Services salary and benefit costs to the cafeteria fund.

Income from food service and vending contracts enables the District to provide food and beverage services to the students. These combined resources, along with interest income, also provides a stable Cafeteria fund not

requiring support from the general fund. The fund is also responsible for the long-term maintenance and upgrading of aging facilities and equipment, as well as all expenses relating to the ongoing operational requirements under the food service and vending contracts. The Cafeteria fund is currently running in a deficit. It is expected that the cafeteria fund will return to profitability once the two remaining construction projects are completed and we return to normal operations Districtwide.

SAN MATEO ATHLETIC CLUB & AQUATIC CENTER (Exhibit F)

On April 1, 2010, the District opened a state-of-the-art fitness and aquatic center on the campus of College of San Mateo in the newly constructed Health and Wellness Building. This incredible new building provides classrooms and labs for career and technical programs including nursing, dental assisting, cosmetology, health fitness, and dental hygiene (when state funding permits).

The San Mateo Athletic Club (SMAC) is a professionally managed enterprise program sharing the state-of-the-art fitness facility. The SMAC shares the instructional and training space on two levels of the Health and Wellness building that includes a large main floor, four exercise studios on the second level, an aquatics complex with a 50-meter Olympic size competition pool along with a 25-meter instructional pool for Adaptive Fitness and other group exercise classes. SMAC and its members enjoy this multi-use College of San Mateo facility that provides credit classes, non-credit classes, community education and adaptive fitness.

Operating as an enterprise, SMAC is a community-centered, fee-based operation offering numerous service options to the San Mateo campus community and the community-at-large. The concept of a multi-use space enables the District to maximize the use of facility resources and create a revenue stream that will supplement the College budgetary needs including equipment replacement and maintenance. SMAC provides the community broader access to the College of San Mateo and demonstrates in a very real way that the District is a community-based organization offering a broad spectrum of educational and training opportunities. The concept of multi-use facilities has gained much attention from other community colleges up and down the state.

Operating as an enterprise through District Auxiliary Services and Commercial Operations, SMAC is self-sustaining with no operating fund contribution from the General Fund. Like the other enterprise operations in the District (bookstores, food services and campus vending), SMAC is expected to generate revenue sufficient to meet all of its operational expense needs and, as we mature, develop a surplus that will aid the District and College in other mutually agreeable endeavors. As part of the SMAC budget, we have allocated 4% of net revenue to an equipment life cycle replacement fund so that equipment can be replaced as it ages with no impact on the General Fund. This is a critically important benefit to the College. The equipment life cycle replacement fund will allow us to replace instructional equipment when needed without impacting the over-burdened instructional equipment budget.

SMAC received start-up funds of up to \$1 million (although it has used under \$400K) from the District's redevelopment revenues. It is expected that these funds will be completely repaid within the first three years of operation, if not sooner. As of March 2011, SMAC membership has climbed to over 3,200 members, leading us to believe that, not only is the value and the need for this facility continuing to grow at a rapid rate, but also that we will meet and achieve our financial and operational goals as evidenced by the financial details noted below. SMAC shows a surplus of just under \$41K before the assessment of District salaries and benefits and other District support. It is important to note that this is the first quarter that SMAC has realized a year to date surplus.

We are very proud of the accomplishments made at SMAC in such a short period of time. We continue to exceed expectations on all levels and will always strive to be the best facility in the Bay Area that offers not only a place to work out but also a place to teach, learn and develop habits, knowledge, skills and abilities that will benefit all those we serve for a lifetime.

San Mateo Athletic Club Financial Summary:

CSM Fitness Center	2010-11
Operating Revenues	
Registration & Membership	\$ 1,035,724.38
Personal Training	80,825
Aquatics	189,638
Parking	38,290
Group Exercise	22,635
Retail	3,350
Other Income	13,456
Total Operating Revenue	1,383,918
Operating Expenses	1,347,081
Net Operating Income/(Loss)	36,837
Interest and Other Income	4,070
Net Income Before Other Expenses	40,908
District Support	
Other Expense: Admin Salary/Benefits	24,993
Other Expense: District Support	8,126
Net Change in Fund Balance	\$ 7,789
** Business commenced on 04/01/2010; accordingly no prior year data is available for comparison.	

ASSOCIATED STUDENTS OF CANADA COLLEGE
Balance Sheet
As of March 31, 2011

Accrual Basis

	<u>Mar 31, 11</u>	<u>Mar 31, 10</u>	<u>\$ Change</u>	<u>% Change</u>
ASSETS				
Current Assets				
Checking/Savings				
1000 · CASH AND BANK	380,813.18	341,763.93	39,049.25	11.43%
Total Checking/Savings	<u>380,813.18</u>	<u>341,763.93</u>	<u>39,049.25</u>	<u>11.43%</u>
Accounts Receivable				
1210.5 · ALLOWANCE FOR BAD DEBTS	-7,157.13	-5,276.67	-1,880.46	35.64%
Total Accounts Receivable	<u>-7,157.13</u>	<u>-5,276.67</u>	<u>-1,880.46</u>	<u>35.64%</u>
Other Current Assets				
1210.1 · ACCOUNTS RECEIVABLE CANADA	82,928.92	74,456.46	8,472.46	11.38%
1220 · EMERGENCY LOANS RECEIVABLE	8,817.41	9,963.41	-1,146.00	-11.5%
Total Other Current Assets	<u>91,746.33</u>	<u>84,419.87</u>	<u>7,326.46</u>	<u>8.68%</u>
Total Current Assets	465,402.38	420,907.13	44,495.25	10.57%
Fixed Assets				
1500 · FIXED ASSETS	0.00	318.69	-318.69	-100.0%
Total Fixed Assets	<u>0.00</u>	<u>318.69</u>	<u>-318.69</u>	<u>-100.0%</u>
TOTAL ASSETS	<u><u>465,402.38</u></u>	<u><u>421,225.82</u></u>	<u><u>44,176.56</u></u>	<u><u>10.49%</u></u>
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Other Current Liabilities				
2020 · EMERGENCY LOANS PAYABLE	9,565.00	9,565.00	0.00	0.0%
2030 · OTHER LOANS PAYABLE	8,480.23	8,480.23	0.00	0.0%
2040 · OTHER FUNDS PAYABLE	72.00	72.00	0.00	0.0%

ASSOCIATED STUDENTS OF CANADA COLLEGE**Balance Sheet**

As of March 31, 2011

Accrual Basis

	<u>Mar 31, 11</u>	<u>Mar 31, 10</u>	<u>\$ Change</u>	<u>% Change</u>
2050 · CLUBS	21,323.58	25,025.27	-3,701.69	-14.79%
2060 · TRUSTS	179,245.00	175,093.24	4,151.76	2.37%
Total Other Current Liabilities	<u>218,685.81</u>	<u>218,235.74</u>	<u>450.07</u>	<u>0.21%</u>
Total Current Liabilities	<u>218,685.81</u>	<u>218,235.74</u>	<u>450.07</u>	<u>0.21%</u>
Total Liabilities	218,685.81	218,235.74	450.07	0.21%
Equity				
3010 · Opening Bal Equity	141,753.44	141,753.44	0.00	0.0%
3020 · Retained Earnings	62,420.99	25,771.72	36,649.27	142.21%
Net Income	42,542.14	35,464.92	7,077.22	19.96%
Total Equity	<u>246,716.57</u>	<u>202,990.08</u>	<u>43,726.49</u>	<u>21.54%</u>
TOTAL LIABILITIES & EQUITY	<u><u>465,402.38</u></u>	<u><u>421,225.82</u></u>	<u><u>44,176.56</u></u>	<u><u>10.49%</u></u>

**ASSOCIATED STUDENTS/CANADA COLLEGE
PROFIT AND LOSS STATEMENT PREVIOUS YEAR COMPARISON
JULY 2010 THROUGH MARCH 2011**

	<u>Jul '10 - Mar 11</u>	<u>Jul '09 - Mar 10</u>	<u>\$ Change</u>	<u>% Change</u>
Ordinary Income/Expense				
Income				
4000 · INCOME				
4020 · ATM	276.50	390.00	-113.50	-29.1%
4050 · MISCELLANEOUS	40.00	597.96	-557.96	-93.31%
4060 · PROGRAMS	1,000.00	0.00	1,000.00	100.0%
4080 · STUDENT BODY CARD	61,291.00	66,219.00	-4,928.00	-7.44%
4090 · VENDING-ACTION	3,621.54	2,686.10	935.44	34.83%
4091 · VENDING-PEPSI	5,232.82	4,846.29	386.53	7.98%
Total 4000 · INCOME	<u>71,461.86</u>	<u>74,739.35</u>	<u>-3,277.49</u>	<u>-4.39%</u>
Total Income	71,461.86	74,739.35	-3,277.49	-4.39%
Expense				
5000 · EXPENSES				
5020 · BAD DEBTS	0.00	0.00	0.00	0.0%
5021 · BANK SERVICE CHARGE	94.84	42.38	52.46	123.79%
5031 · CLUB ASSISTANCE/ICC	3,298.74	586.15	2,712.59	462.78%
5032 · COLLEGE PROGRAM ASSISTANCE	1,000.00	594.61	405.39	68.18%
5033 · CONFERENCE	5,474.57	1,428.84	4,045.73	283.15%
5040 · DEPRECIATION	0.00	936.00	-936.00	-100.0%
5050 · ETHNIC CULTURAL AFFAIRS	0.00	300.00	-300.00	-100.0%
5080 · HOSPITALITY	32.04	861.09	-829.05	-96.28%
5140 · OFFICE SUPPLIES	2,717.33	1,220.48	1,496.85	122.64%
5145 · OPERATION	29.50	0.00	29.50	100.0%
5150 · PROGRAMS	9,990.09	26,203.10	-16,213.01	-61.87%
5151 · PUBLICITY	1,636.03	1,683.64	-47.61	-2.83%
5182 · STUDENT ACTIVITY CARD	768.33	1,582.72	-814.39	-51.46%
5190 · TELEPHONE	0.00	28.65	-28.65	-100.0%
5210 · VENDING INCOME TRANSFER	4,560.84	4,908.31	-347.47	-7.08%
Total 5000 · EXPENSES	<u>29,602.31</u>	<u>40,375.97</u>	<u>-10,773.66</u>	<u>-26.68%</u>
Total Expense	29,602.31	40,375.97	-10,773.66	-26.68%
Net Ordinary Income	41,859.55	34,363.38	7,496.17	21.81%
Other Income/Expense				
Other Income				
6000 · OTHER INCOMES				
6010 · INTEREST	682.59	1,101.54	-418.95	-38.03%

**ASSOCIATED STUDENTS/CANADA COLLEGE
 PROFIT AND LOSS STATEMENT PREVIOUS YEAR COMPARISON
 JULY 2010 THROUGH MARCH 2011**

	Jul '10 - Mar 11	Jul '09 - Mar 10	\$ Change	% Change
Total 6000 · OTHER INCOMES	682.59	1,101.54	-418.95	-38.03%
Total Other Income	682.59	1,101.54	-418.95	-38.03%
Net Other Income	682.59	1,101.54	-418.95	-38.03%
Net Income	42,542.14	35,464.92	7,077.22	19.96%

ASSOCIATED STUDENTS/COLLEGE OF SAN MATEO
Summary Balance Sheet
As of March 31, 2011

	<u>Mar 31, 11</u>	<u>Mar 31, 10</u>	<u>\$ Change</u>	<u>% Change</u>
ASSETS				
Current Assets				
Checking/Savings				
1000 · CASH AND BANK	46,735.74	194,150.02	-147,414.28	-75.93%
Total Checking/Savings	46,735.74	194,150.02	-147,414.28	-75.93%
Accounts Receivable				
1210.1 · ACCOUNTS RECEIVABLE	108,405.66	108,724.02	-318.36	-0.29%
1210.2 · ALLOWANCE FOR BAD DEBTS-SBCF	-1,922.44	-1,934.33	11.89	-0.62%
1220 · EMERGENCY LOANS RECEIVABLE	3,430.00	2,325.00	1,105.00	47.53%
1230 · OTHER LOANS RECEIVABLE	1,532.88	1,191.48	341.40	28.65%
Total Accounts Receivable	111,446.10	110,306.17	1,139.93	1.03%
Other Current Assets				
1310.1 · COUNTY INVESTMENT POOL	720,818.06	538,941.14	181,876.92	33.75%
1310.2 · INVEST. MARKET TO MARKET ADJ.	2,405.41	-1,639.14	4,044.55	-246.75%
Total Other Current Assets	723,223.47	537,302.00	185,921.47	34.6%
Total Current Assets	881,405.31	841,758.19	39,647.12	4.71%
Fixed Assets				
1500 · FIXED ASSETS	3,790.00	5,609.20	-1,819.20	-32.43%
Total Fixed Assets	3,790.00	5,609.20	-1,819.20	-32.43%
TOTAL ASSETS	885,195.31	847,367.39	37,827.92	4.46%
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
2010 · ACCOUNTS PAYABLE	5,659.97	13,116.60	-7,456.63	-56.85%
Total Accounts Payable	5,659.97	13,116.60	-7,456.63	-56.85%
Other Current Liabilities				
2020 · EMERGENCY LOAN FUND	9,788.95	9,898.95	-110.00	-1.11%
2030 · OTHER LOANS	6,124.00	6,124.00	0.00	0.0%
2040 · OTHER FUNDS PAYABLE	3,687.06	3,874.13	-187.07	-4.83%
2050 · CLUBS	125,960.21	109,624.31	16,335.90	14.9%
2060 · TRUSTS	369,303.78	410,067.63	-40,763.85	-9.94%
Total Other Current Liabilities	514,864.00	539,589.02	-24,725.02	-4.58%
Total Current Liabilities	520,523.97	552,705.62	-32,181.65	-5.82%

ASSOCIATED STUDENTS/COLLEGE OF SAN MATEO
Summary Balance Sheet
As of March 31, 2011

	<u>Mar 31, 11</u>	<u>Mar 31, 10</u>	<u>\$ Change</u>	<u>% Change</u>
Total Liabilities	520,523.97	552,705.62	-32,181.65	-5.82%
Equity				
3010 · OPENING BALANCE EQUITY	262,285.95	262,285.95	0.00	0.0%
3020 · RETAINED EARNINGS	60,338.12	8,515.13	51,822.99	608.6%
Net Income	42,047.27	23,860.69	18,186.58	76.22%
Total Equity	<u>364,671.34</u>	<u>294,661.77</u>	<u>70,009.57</u>	<u>23.76%</u>
TOTAL LIABILITIES & EQUITY	<u>885,195.31</u>	<u>847,367.39</u>	<u>37,827.92</u>	<u>4.46%</u>

**ASSOCIATED STUDENTS/COLLEGE OF SAN MATEO
PROFIT AND LOSS STATEMENT PREVIOUS YEAR COMPARISON
JULY 2010 THROUGH MARCH 2011**

	<u>Jul '10 - Mar 11</u>	<u>Jul '09 - Mar 10</u>	<u>\$ Change</u>	<u>% Change</u>
Ordinary Income/Expense				
Income				
4000 · INCOME				
4020 · ATM	386.00	94.50	291.50	308.47%
4030 · CAFE COMMISSION	6,869.19	6,239.95	629.24	10.08%
4050 · MISCELLANEOUS	40.00	40.00	0.00	0.0%
4060 · PROGRAMS	0.00	81.00	-81.00	-100.0%
4065 · RECREATION/GAMES	1,385.85	36.50	1,349.35	3,696.85%
4070 · SPACE RENTAL-VENDOR	750.00	1,100.00	-350.00	-31.82%
4080 · STUDENT BODY CARD	83,688.00	97,782.00	-14,094.00	-14.41%
4090 · VENDING-ACTION	7,104.49	6,748.52	355.97	5.28%
4091 · VENDING-PEPSI	11,266.05	14,115.54	-2,849.49	-20.19%
Total 4000 · INCOME	<u>111,489.58</u>	<u>126,238.01</u>	<u>-14,748.43</u>	<u>-11.68%</u>
Total Income	111,489.58	126,238.01	-14,748.43	-11.68%
Expense				
5000 · EXPENSES				
5010 · AWARDS & SCHOLARSHIPS	1,200.00	200.00	1,000.00	500.0%
5020 · BAD DEBTS	-102.54	72.98	-175.52	-240.5%
5021 · BANK SERVICE CHARGE	130.00	865.30	-735.30	-84.98%
5031 · CLUB ASSISTANCE/ICC	2,441.01	2,186.25	254.76	11.65%
5032 · COLLEGE PROGRAM ASSISTANCE	3,709.01	0.00	3,709.01	100.0%
5040 · DEPRECIATION	1,364.40	1,364.40	0.00	0.0%
5080 · HOSPITALITY	435.42	993.61	-558.19	-56.18%
5140 · OFFICE SUPPLIES	2,924.77	5,098.13	-2,173.36	-42.63%
5145 · OPERATION	1,783.42	1,269.75	513.67	40.45%
5150 · PROGRAMS	12,028.17	13,194.85	-1,166.68	-8.84%
5151 · PUBLICITY	2,948.52	9,003.45	-6,054.93	-67.25%
5182 · STUDENT ACTIVITY CARD	1,668.83	1,035.69	633.14	61.13%
5183 · STUDENT ASSISTANT-SALARY	19,538.20	34,059.59	-14,521.39	-42.64%
5184 · STUDENT ASSISTANT-BENEFITS	375.31	9,541.40	-9,166.09	-96.07%
5190 · TELEPHONE	0.00	105.07	-105.07	-100.0%
Total 5000 · EXPENSES	<u>50,444.52</u>	<u>78,990.47</u>	<u>-28,545.95</u>	<u>-36.14%</u>
Total Expense	50,444.52	78,990.47	-28,545.95	-36.14%
Net Ordinary Income	61,045.06	47,247.54	13,797.52	29.2%

**ASSOCIATED STUDENTS/COLLEGE OF SAN MATEO
PROFIT AND LOSS STATEMENT PREVIOUS YEAR COMPARISON
JULY 2010 THROUGH MARCH 2011**

	<u>Jul '10 - Mar 11</u>	<u>Jul '09 - Mar 10</u>	<u>\$ Change</u>	<u>% Change</u>
Other Income/Expense				
Other Income				
6000 · OTHER INCOMES				
6010 · INTEREST	6,241.94	3,717.16	2,524.78	67.92%
Total 6000 · OTHER INCOMES	<u>6,241.94</u>	<u>3,717.16</u>	<u>2,524.78</u>	<u>67.92%</u>
Total Other Income	6,241.94	3,717.16	2,524.78	67.92%
Other Expense				
7000 · OTHER EXPENSES				
7020 · VENDING INC. EXP TO V.P. TRUST	25,239.73	27,104.01	-1,864.28	-6.88%
Total 7000 · OTHER EXPENSES	<u>25,239.73</u>	<u>27,104.01</u>	<u>-1,864.28</u>	<u>-6.88%</u>
Total Other Expense	<u>25,239.73</u>	<u>27,104.01</u>	<u>-1,864.28</u>	<u>-6.88%</u>
Net Other Income	<u>-18,997.79</u>	<u>-23,386.85</u>	<u>4,389.06</u>	<u>-18.77%</u>
Net Income	<u><u>42,047.27</u></u>	<u><u>23,860.69</u></u>	<u><u>18,186.58</u></u>	<u><u>76.22%</u></u>

ASSOCIATED STUDENTS/SKYLINE COLLEGE
Summary Balance Sheet
As of March 31, 2011

	<u>Mar 31, 11</u>	<u>Mar 31, 10</u>	<u>\$ Change</u>	<u>% Change</u>
ASSETS				
Current Assets				
Checking/Savings				
1000 · CASH AND BANK	18,610.45	245,152.55	-226,542.10	-92.41%
Total Checking/Savings	<u>18,610.45</u>	<u>245,152.55</u>	<u>-226,542.10</u>	<u>-92.41%</u>
Accounts Receivable				
1210.2 · ALLOWANCE FOR BAD DEBTS	-3,977.14	-3,977.14	0.00	0.0%
1220 · EMERGENCY LOANS RECEIVABLE	-153.00	-153.00	0.00	0.0%
Total Accounts Receivable	<u>-4,130.14</u>	<u>-4,130.14</u>	<u>0.00</u>	<u>0.0%</u>
Other Current Assets				
1210.1 · ACCOUNT RECEIVABLE SKYLINE	836,980.19	768,930.00	68,050.19	8.85%
1310 · COUNTY INVESTMENT CONTROL	768,357.59	455,425.50	312,932.09	68.71%
1310.2 · MARK TO MARKET	1,976.80	-1,385.15	3,361.95	-242.71%
Total Other Current Assets	<u>1,607,314.58</u>	<u>1,222,970.35</u>	<u>384,344.23</u>	<u>31.43%</u>
Total Current Assets	<u>1,621,794.89</u>	<u>1,463,992.76</u>	<u>157,802.13</u>	<u>10.78%</u>
Fixed Assets				
1500 · FIXED ASSETS	0.00	2,700.55	-2,700.55	-100.0%
Total Fixed Assets	<u>0.00</u>	<u>2,700.55</u>	<u>-2,700.55</u>	<u>-100.0%</u>
TOTAL ASSETS	<u><u>1,621,794.89</u></u>	<u><u>1,466,693.31</u></u>	<u><u>155,101.58</u></u>	<u><u>10.58%</u></u>
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
2010 · ACCOUNTS PAYABLE	1,099.28	1,099.28	0.00	0.0%
Total Accounts Payable	<u>1,099.28</u>	<u>1,099.28</u>	<u>0.00</u>	<u>0.0%</u>
Other Current Liabilities				
2030 · OTHER LOANS PAYABLE	3,182.66	3,182.66	0.00	0.0%
2050 · CLUBS	128,260.59	116,819.88	11,440.71	9.79%
2060 · TRUSTS	954,983.38	880,541.74	74,441.64	8.45%
Total Other Current Liabilities	<u>1,086,426.63</u>	<u>1,000,544.28</u>	<u>85,882.35</u>	<u>8.58%</u>
Total Current Liabilities	<u>1,087,525.91</u>	<u>1,001,643.56</u>	<u>85,882.35</u>	<u>8.57%</u>
Total Liabilities	<u>1,087,525.91</u>	<u>1,001,643.56</u>	<u>85,882.35</u>	<u>8.57%</u>

ASSOCIATED STUDENTS/SKYLINE COLLEGE
Summary Balance Sheet
As of March 31, 2011

	Mar 31, 11	Mar 31, 10	\$ Change	% Change
Equity				
3010 · Opening Bal Equity	339,659.55	339,659.55	0.00	0.0%
3020 · Retained Earnings	158,232.17	65,076.94	93,155.23	143.15%
Net Income	36,377.26	60,313.26	-23,936.00	-39.69%
Total Equity	<u>534,268.98</u>	<u>465,049.75</u>	<u>69,219.23</u>	<u>14.88%</u>
TOTAL LIABILITIES & EQUITY	<u>1,621,794.89</u>	<u>1,466,693.31</u>	<u>155,101.58</u>	<u>10.58%</u>

**ASSOCIATED STUDENTS/SKYLINE COLLEGE
PROFIT AND LOSS STATEMENT PREVIOUS YEAR COMPARISON
JULY 2010 THROUGH MARCH 2011**

	<u>Jul '10 - Mar 11</u>	<u>Jul '09 - Mar 10</u>	<u>\$ Change</u>	<u>% Change</u>
Ordinary Income/Expense				
Income				
4000 · INCOME				
4060 · PROGRAMS	0.00	-210.74	210.74	100.0%
4065 · RETURNED CHECK FEE - UNION BANK	74.00	0.00	74.00	100.0%
4070 · SPACE RENTAL-VENDOR	812.00	50.00	762.00	1,524.0%
4080 · STUDENT BODY CARD	84,668.00	91,624.00	-6,956.00	-7.59%
4081 · STUDENT UNION	-9,828.50	0.00	-9,828.50	-100.0%
4090 · VENDING-ACTION	3,934.84	5,324.98	-1,390.14	-26.11%
4091 · VENDING-PEPSI	3,701.12	3,923.87	-222.75	-5.68%
Total 4000 · INCOME	<u>83,361.46</u>	<u>100,712.11</u>	<u>-17,350.65</u>	<u>-17.23%</u>
Total Income	83,361.46	100,712.11	-17,350.65	-17.23%
Expense				
5000 · EXPENSES				
5005 · ASSC PRESIDENT ACCOUNT	44.19	0.00	44.19	100.0%
5010 · AWARDS & SCHOLARSHIPS	0.00	3,000.00	-3,000.00	-100.0%
5021 · BANK SERVICE CHARGE	48.12	0.00	48.12	100.0%
5031 · CLUB ASSISTANCE/ICC	17,391.42	16,518.00	873.42	5.29%
5032 · COLLEGE PROGRAM ASSISTANCE	250.00	0.00	250.00	100.0%
5033 · CONFERENCE/TRAVEL	9,753.27	383.66	9,369.61	2,442.17%
5040 · DEPRECIATION	2,700.55	0.00	2,700.55	100.0%
5080 · HOSPITALITY	0.00	7,000.00	-7,000.00	-100.0%
5140 · OFFICE SUPPLIES	5,238.19	5,098.26	139.93	2.75%
5145 · OPERATION	249.90	3,375.39	-3,125.49	-92.6%
5150 · PROGRAMS	6,610.33	2,295.17	4,315.16	188.01%
5151 · PUBLICITY	5,698.73	0.00	5,698.73	100.0%
5183 · STUDENT ASSISTANT-SALARY	9,295.00	6,124.63	3,170.37	51.76%
5184 · STUDENT ASSISTANT-BENEFITS	185.90	124.87	61.03	48.88%
Total 5000 · EXPENSES	<u>57,465.60</u>	<u>43,919.98</u>	<u>13,545.62</u>	<u>30.84%</u>
Total Expense	57,465.60	43,919.98	13,545.62	30.84%
Net Ordinary Income	25,895.86	56,792.13	-30,896.27	-54.4%
Other Income/Expense				
Other Income				
6000 · OTHER INCOMES				
6010 · INTEREST	7,119.45	3,141.13	3,978.32	126.65%

**ASSOCIATED STUDENTS/SKYLINE COLLEGE
PROFIT AND LOSS STATEMENT PREVIOUS YEAR COMPARISON
JULY 2010 THROUGH MARCH 2011**

	<u>Jul '10 - Mar 11</u>	<u>Jul '09 - Mar 10</u>	<u>\$ Change</u>	<u>% Change</u>
6011 · INVESTMENT GAIN-UNREALIZED	1,976.80	0.00	1,976.80	100.0%
6020 · OTHERS	0.00	380.00	-380.00	-100.0%
Total 6000 · OTHER INCOMES	<u>9,096.25</u>	<u>3,521.13</u>	<u>5,575.12</u>	<u>158.33%</u>
Total Other Income	9,096.25	3,521.13	5,575.12	158.33%
Other Expense				
7000 · OTHER EXPENSES				
7011 · INVESTMENT LOSS-UNREALIZED	-1,385.15	0.00	-1,385.15	-100.0%
Total 7000 · OTHER EXPENSES	<u>-1,385.15</u>	<u>0.00</u>	<u>-1,385.15</u>	<u>-100.0%</u>
Total Other Expense	-1,385.15	0.00	-1,385.15	-100.0%
Net Other Income	<u>10,481.40</u>	<u>3,521.13</u>	<u>6,960.27</u>	<u>197.67%</u>
Net Income	<u><u>36,377.26</u></u>	<u><u>60,313.26</u></u>	<u><u>-23,936.00</u></u>	<u><u>-39.69%</u></u>

**San Mateo County Community College District - Bookstore Operation
 Summary Balance Sheet
 As at March 31, 2011**

	3/31/2011	%	3/31/2010	%	Diff	%
Assets						
Cash	25,585.63	0.36%	20,088.15	0.28%	5,497.48	27.37%
Investments	4,823,246.25	68.31%	4,952,686.30	68.68%	(129,440.05)	-2.61%
Receivables	197,031.50	2.79%	174,966.57	2.43%	22,064.93	12.61%
Inventories & Prepaid Items	1,807,067.58	25.59%	1,777,091.29	24.64%	29,976.29	1.69%
Fixed Assets & Accum Depreciation	207,916.71	2.94%	286,704.09	3.98%	(78,787.38)	-27.48%
Total Assets	7,060,847.67	100.0%	7,211,536.40	100.0%	(150,688.73)	-2.09%
Liabilities						
Current Liabilities	-30,469.11	-80.32%	110,863.96	57.3%	(141,333.07)	-127.48%
Salaries & Benefits Payable	0.00	0.00%	0.00	0.0%	-	0.00%
Other Current Liabilities	68,404.38	180.32%	82,766.99	42.7%	(14,362.61)	-17.35%
Total Liabilities	37,935.27	100.0%	193,630.95	100.0%	(155,695.68)	-80.41%
Equity						
Retained Earnings	6,677,737.73	100.0%	6,471,738.71	100.0%	205,999.02	3.18%
Prior Years Adjustment	-	0.0%	-	0.0%	-	0.00%
Total Equity	6,677,737.73	100.0%	6,471,738.71	100.0%	205,999.02	3.18%
Year to Date Net Profit (Loss)	345,174.67	7.3%	546,166.74	7.3%	(200,992.07)	-36.80%
Total Liabilities & Fund Equity	7,060,847.67	-100.0%	7,211,536.40	-100.0%	(150,688.73)	-2.09%

San Mateo County Community College District - Bookstore Operation
Summary Income Statement
For the Period from July 2010 through March, 2011

	<u>Jul 10 to</u> <u>Mar 11</u>	<u>Jul 09 to</u> <u>Mar 10</u>	<u>DIFF</u>	<u>%</u>
Income				
Sales	\$ 6,033,659.16	\$ 6,922,840.20	\$ (889,181.04)	-12.84%
Cost of Sales	(3,998,887.17)	(4,731,555.98)	732,668.81	15.48%
Gross Margin	\$ 2,034,771.99	\$ 2,191,284.22	\$ (156,512.23)	-7.14%
Operating Expenses				
Salaries & Benefits	\$ 1,290,648.91	\$ 1,262,272.23	\$ 28,376.68	2.25%
Other Inventory Expenses	204,222.30	291,444.85	(87,222.55)	-29.93%
Other Service Expenses	50,613.35	32,362.32	18,251.03	56.40%
Travel & Mileage Expenses	12,452.33	10,887.57	1,564.76	14.37%
Dues & Membership	7,226.00	6,914.00	312.00	4.51%
Insurance Expense	3,150.00	5,130.00	(1,980.00)	-38.60%
Utilities	33,075.12	32,232.39	842.73	2.61%
Equipment Maintenance & Rental	14,903.68	27,925.85	(13,022.17)	-46.63%
Legal, Audit & Bad Debt Expenses	13,976.32	-	13,976.32	100.00%
Other Operating Expenses	216,695.59	172,713.36	43,982.23	25.47%
Total Operating Expenses	\$ 1,846,963.60	\$ 1,841,882.57	\$ 5,081.03	0.28%
Other Income	\$ 375,078.28	\$ 355,275.39	\$ 19,802.89	5.57%
Total Other Income	\$ 375,078.28	\$ 355,275.39	\$ 19,802.89	5.57%
Net Operation Profit (Loss)	\$ 562,886.67	\$ 704,677.04	\$ (141,790.37)	-20.12%
Non Operational Income/Expenses				
Non Operational Income				
In-Kind Donation Received	-	-	-	0.00%

**San Mateo County Community College District - Bookstore Operation
 Summary Income Statement
 For the Period from July 2010 through March, 2011**

	<u>Jul 10 to</u> <u>Mar 11</u>	<u>Jul 09 to</u> <u>Mar 10</u>	<u>DIFF</u>	<u>%</u>
Non Operational Exp				
Salaries - Dist Admin	\$ 59,973.29	\$ 57,778.53	\$ 2,194.76	3.80%
Salaries - Dist Supervisor	10,699.76	10,235.29	464.47	0.00%
Salaries - Dist Student	(3,605.84)	-	(3,605.84)	0.00%
Benefits - All Dist Staff	19,948.97	18,443.43	1,505.54	8.16%
Rent Expense	50,670.00	50,670.00	-	0.00%
Donations	80,025.82	21,383.05	58,642.77	274.25%
Investment Loss/<Gain>	-	-	-	0.00%
Total Non Operational Income/Expenses	\$ 217,712.00	\$ 158,510.30	\$ 59,201.70	37.35%
Net Income	\$ 345,174.67	\$ 546,166.74	\$ (200,992.07)	-36.80%

San Mateo County Community College District - Bookstore Operation
Detail Income Statement
For the Period from July 2010 through March, 2011

	<u>Jul 10 to Mar 11</u>	<u>Jul 09 to Mar 10</u>	<u>DIFF</u>	<u>%</u>
Gross Sales				
Income - Books	4,973,010.32	5,710,907.10	(737,896.78)	-12.92%
Income - Supplies	402,360.25	382,163.45	20,196.80	5.28%
Income - Food & Beverages	437,426.46	386,077.10	51,349.36	13.30%
Income - Electronics	139,101.76	366,795.55	(227,693.79)	-62.08%
Income - Gifts	71,040.38	66,847.69	4,192.69	6.27%
Income - Sundries	11,971.24	12,595.01	(623.77)	-4.95%
Sales Over/Short Adjustment	(1,251.25)	(2,545.70)	1,294.45	-50.85%
Total Gross Sales	6,033,659.16	6,922,840.20	(889,181.04)	-12.84%
Cost of Goods Sold				
COGS - Books	(3,304,569.23)	(3,894,856.31)	590,287.08	15.16%
COGS - Supplies	(241,002.75)	(224,927.70)	(16,075.05)	-7.15%
COGS - Food & Beverages	(290,646.87)	(228,789.66)	(61,857.21)	-27.04%
COGS - Electronics	(122,630.23)	(336,793.25)	214,163.02	63.59%
COGS - Gifts	(39,350.32)	(39,199.46)	(150.86)	-0.38%
COGS - Sundries	(687.77)	(6,989.60)	6,301.83	90.16%
Total Cost of Goods Sold	(3,998,887.17)	(4,731,555.98)	732,668.81	15.48%
Gross Profit	2,034,771.99	2,191,284.22	(156,512.23)	-7.14%
Salary & Benefits				
Salaries & Benefits				
Salaries - Administrative	51,765.48	86,892.70	(35,127.22)	-40.43%
Salaries - Supervisor	186,830.48	197,522.61	(10,692.13)	-5.41%
Salaries - Classified	484,498.23	395,412.56	89,085.67	22.53%
Salaries - Students	252,111.09	267,671.11	(15,560.02)	-5.81%
Salaries - Shrt Term Hourly	1,219.24	25,240.13	(24,020.89)	-95.17%

San Mateo County Community College District - Bookstore Operation
Detail Income Statement
For the Period from July 2010 through March, 2011

	Jul 10 to Mar 11	Jul 09 to Mar 10	DIFF	%
Accrued Vacation Exp-Supervisor	-	1,557.75	(1,557.75)	-100.00%
Accrued Vacation Exp-Classified	-	-	-	0.00%
Benefits - All Stores	314,224.39	287,975.37	26,249.02	9.12%
Total Salary & Benefits	1,290,648.91	1,262,272.23	28,376.68	2.25%
Other Inventory Expenses				
Freight In	166,095.21	203,664.90	(37,569.69)	-18.45%
Service Fees Expense	4,870.68	1,596.29	3,274.39	205.13%
CRV Tax Paid	4,131.86	3,651.11	480.75	13.17%
Buyback Expense	-	246.88	(246.88)	-100.00%
Invoice Balancing Over/Short	63.65	186.35	(122.70)	-65.84%
Restocking Fees	732.84	1,688.62	(955.78)	-56.60%
Imprint Fees	-	-	-	0.00%
Shrinkage Expense	28,328.06	80,410.70	(52,082.64)	-64.77%
Total Other Inventory Expenses	204,222.30	291,444.85	(87,222.55)	-29.93%
Other Service Expenses				
Computer System Support - Software	-	6,750.00	(6,750.00)	100.00%
Computer System Support - Hardware	32,224.32	-	32,224.32	0.00%
Training Fees	8,002.58	3,636.75	4,365.83	120.05%
Contract Personnel	-	12,948.00	(12,948.00)	-100.00%
Armored Car Service	10,386.45	9,027.57	1,358.88	15.05%
Security System Service	-	-	-	0.00%
Total Other Service Expenses	50,613.35	32,362.32	18,251.03	56.40%
Travel & Mileage Expenses				
Conference Expense	11,262.42	9,701.88	1,560.54	16.08%
Conference Fees Out of State	120.00	-	120.00	0.00%
Travel Expenses	-	35.00	(35.00)	-100.00%
Mileage	1,069.91	1,150.69	(80.78)	-7.02%
Total Travel & Mileage Expenses	12,452.33	10,887.57	1,564.76	14.37%

San Mateo County Community College District - Bookstore Operation
Detail Income Statement
For the Period from July 2010 through March, 2011

	<u>Jul 10 to Mar 11</u>	<u>Jul 09 to Mar 10</u>	<u>DIFF</u>	<u>%</u>
Dues & Membership Expenses				
Dues & Membership	7,226.00	6,914.00	312.00	4.51%
Total Dues & Membership	7,226.00	6,914.00	312.00	4.51%
Insurance Expense				
Insurance Expense	3,150.00	5,130.00	(1,980.00)	-38.60%
Total Insurance Expense	3,150.00	5,130.00	(1,980.00)	-38.60%
Utilities				
Utilities - Gas	6,030.00	9,090.00	(3,060.00)	-33.66%
Utilities - Electric	15,930.00	16,200.00	(270.00)	-1.67%
Utilities - Water	2,340.00	3,105.00	(765.00)	-24.64%
Utilities - Phone	-	-	-	0.00%
Utilitites - Garbage	8,775.12	3,837.39	4,937.73	128.67%
Total Utilities	33,075.12	32,232.39	842.73	2.61%
Equipment Maintenance & Rental				
Equipment - Non Inventory	5,758.57	15,229.08	(9,470.51)	-62.19%
Repairs & Maint Contract Equip	964.19	6,663.12	(5,698.93)	-85.53%
Contract Misc Services	8,180.92	6,033.65	2,147.27	35.59%
Total Equipment Maintenance & Rental	14,903.68	27,925.85	(13,022.17)	-46.63%
Legal, Audit & Bad Debt Expense				
Audits	3,330.00	-	3,330.00	100.00%
Bad Debt - Customer	(119.86)	-	(119.86)	-100.00%
Bad Debt - Vendor	10,766.18	-	10,766.18	100.00%
Total Legal, Audit & Bad Debt Expense	13,976.32	-	13,976.32	100.00%

San Mateo County Community College District - Bookstore Operation
Detail Income Statement
For the Period from July 2010 through March, 2011

	<u>Jul 10 to Mar 11</u>	<u>Jul 09 to Mar 10</u>	<u>DIFF</u>	<u>%</u>
Other Operating Expenses				
Depreciation	70,757.64	67,151.80	3,605.84	5.37%
Fixed Asset Disposal	-	-	-	0.00%
Postage	-	-	-	0.00%
Store & Office Use Supplies	28,054.36	18,754.53	9,299.83	49.59%
Advertising	73.25	346.87	(273.62)	-78.88%
Credit Card Commissions	69,189.42	79,925.85	(10,736.43)	-13.43%
Bank Charges - Returned Checks	-	-	-	0.00%
Bank Charges - Other	47,999.30	6,075.14	41,924.16	690.09%
Miscellaneous Expenses	621.62	459.17	162.45	-35.38%
Other Operating Expenses	-	-	-	0.00%
Total Other Operating Expenses	216,695.59	172,713.36	43,982.23	25.47%
Total Operating Expenses	1,846,963.60	1,841,882.57	5,081.03	0.28%
Other Income				
Interest Income	45,048.08	54,452.58	(9,404.50)	-17.27%
Commission Income	16,877.90	48,394.55	(31,516.65)	-65.12%
Miscellaneous Income	22,991.73	29,971.53	(6,979.80)	-23.29%
Catalog Income	469.00	512.00	(43.00)	-8.40%
Shipping & Postage Income	12,519.62	14,420.43	(1,900.81)	-13.18%
Stamp Income	552.48	535.18	17.30	3.23%
Ticket Sales Income	677.36	(44.36)	721.72	-1626.96%
LTO Interest Income	1,916.69	1,629.14	287.55	17.65%
Calif Recycle Fee Collected	-	-	-	0.00%
NG Check Fee Collected	265.00	356.83	(91.83)	-25.73%
NG Check Collection	-	-	-	0.00%
Late Rental Return Fee	26,120.22	20,115.09	6,005.13	29.85%
Photocopy Fee	195.45	163.31	32.14	19.68%
Textbook Re-wrap Fee	205.35	317.50	(112.15)	-35.32%
Return Restocking Fee	5,959.93	4,450.44	1,509.49	33.92%
VA Handling Fee	255.45	372.09	(116.64)	-31.35%
Textbook Rental Fee	152,514.14	105,124.02	47,390.12	45.08%
First Five Rental Fee	84,097.06	70,536.39	13,560.67	19.23%
Supplies Rental Fee (Funded)	-	30.00	(30.00)	100.00%

San Mateo County Community College District - Bookstore Operation
Detail Income Statement
For the Period from July 2010 through March, 2011

	Jul 10 to Mar 11	Jul 09 to Mar 10	DIFF	%
Supplies Rental Fee (Store)	630.00	690.00	(60.00)	-8.70%
Computer Rental Fee	-	-	-	0.00%
Grad Announcement Fee	-	-	-	0.00%
Notary Fee	-	-	-	0.00%
Grad Rental Income	-	-	-	0.00%
Closeout Books	1,799.76	1,154.44	645.32	55.90%
Fax Fee Income	121.00	73.95	47.05	63.62%
Consignment Sales	-	-	-	0.00%
Vendor Discounts	1,862.06	2,020.28	(158.22)	-7.83%
Total Other Income	375,078.28	355,275.39	19,802.89	5.57%
Net Operating Profit (Loss)	562,886.67	704,677.04	(141,790.37)	-20.12%
Non Operation Income/Expenses				
Non Operation Income				
In-Kind Donation Received	-	-	-	0.00%
Non Operational Expenses				
Salaries - District Admin	59,973.29	57,778.53	2,194.76	3.80%
Salaries - Dist Supervisor	10,699.76	10,235.29	464.47	4.54%
Salaries - Dist Students	(3,605.84)	-	(3,605.84)	0.00%
Benefits - All Dist Staff	19,948.97	18,443.43	1,505.54	8.16%
Rent Expense	50,670.00	50,670.00	-	0.00%
Donations	80,025.82	21,383.05	58,642.77	274.25%
Investment Loss/<Gain>	-	-	-	0.00%
Total Non Operational Expenses	217,712.00	158,510.30	59,201.70	37.35%
Net Income	345,174.67	546,166.74	(200,992.07)	-36.80%

DISTRICT CAFETERIAS
Balance Sheet Prev Year Comparison
 As of March 31, 2011

	<u>Mar 31, 11</u>	<u>Mar 31, 10</u>	<u>\$ Change</u>	<u>% Change</u>
ASSETS				
Current Assets				
Checking/Savings				
1100 · CASH & INVESTMENTS				
1112 · INVESTMENTS				
1112.10 · CASH IN COUNTY	239,236.08	223,163.35	16,072.73	7.2%
1112.11 · LAIF	33,790.96	33,485.95	305.01	0.91%
1112.21 · MARK TO MARKET ADJ	923.07	-612.99	1,536.06	-250.59%
Total 1112 · INVESTMENTS	<u>273,950.11</u>	<u>256,036.31</u>	<u>17,913.80</u>	<u>7.0%</u>
Total 1100 · CASH & INVESTMENTS	<u>273,950.11</u>	<u>256,036.31</u>	<u>17,913.80</u>	<u>7.0%</u>
Total Checking/Savings	273,950.11	256,036.31	17,913.80	7.0%
Accounts Receivable				
1200 · ACCOUNTS RECEIVABLE				
1211 · MISC RECEIVABLE	27,753.83	16,574.22	11,179.61	67.45%
Total 1200 · ACCOUNTS RECEIVABLE	<u>27,753.83</u>	<u>16,574.22</u>	<u>11,179.61</u>	<u>67.45%</u>
Total Accounts Receivable	<u>27,753.83</u>	<u>16,574.22</u>	<u>11,179.61</u>	<u>67.45%</u>
Total Current Assets	<u>301,703.94</u>	<u>272,610.53</u>	<u>29,093.41</u>	<u>10.67%</u>
Fixed Assets				
1400 · FURNITURE, EQUIPMENT & FIXTURES				
1410 · FURN., FIXTURE & EQUIP	167,746.47	356,278.33	-188,531.86	-52.92%
1415 · ACCUMULATED DEPRECIATION	-40,226.22	-205,317.01	165,090.79	-80.41%
Total 1400 · FURNITURE, EQUIPMENT & FIXTURES	<u>127,520.25</u>	<u>150,961.32</u>	<u>-23,441.07</u>	<u>-15.53%</u>
Total Fixed Assets	<u>127,520.25</u>	<u>150,961.32</u>	<u>-23,441.07</u>	<u>-15.53%</u>
TOTAL ASSETS	<u>429,224.19</u>	<u>423,571.85</u>	<u>5,652.34</u>	<u>1.33%</u>
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
2116 · SMCCCD PAYABLE	8,525.43	31,150.00	-22,624.57	-72.63%
2126 · MISC PAYABLE	21,396.49	6,747.25	14,649.24	217.11%
Total Accounts Payable	<u>29,921.92</u>	<u>37,897.25</u>	<u>-7,975.33</u>	<u>-21.05%</u>
Total Current Liabilities	<u>29,921.92</u>	<u>37,897.25</u>	<u>-7,975.33</u>	<u>-21.05%</u>
Total Liabilities	29,921.92	37,897.25	-7,975.33	-21.05%

DISTRICT CAFETERIAS
Balance Sheet Prev Year Comparison
As of March 31, 2011

	Mar 31, 11	Mar 31, 10	\$ Change	% Change
Equity				
3900 - Retained Earnings	415,501.31	398,443.75	17,057.56	4.28%
Net Income	-16,199.04	-12,769.15	-3,429.89	26.86%
Total Equity	<u>399,302.27</u>	<u>385,674.60</u>	<u>13,627.67</u>	<u>3.53%</u>
TOTAL LIABILITIES & EQUITY	<u>429,224.19</u>	<u>423,571.85</u>	<u>5,652.34</u>	<u>1.33%</u>

DISTRICT CAFETERIAS
Profit & Loss Prev Year Comparison
 July 2010 through March 2011

	Jul '10 - Mar 11	Jul '09 - Mar 10	\$ Change	% Change
Income				
5100 · VENDING INCOME	46,696.66	46,719.64	-22.98	-0.05%
5200 · FOOD SERVICE INCOME	94,875.42	84,280.72	10,594.70	12.57%
5310 · INTEREST INCOME	2,112.51	1,163.21	949.30	81.61%
5400 · MISC INCOME	647.15	862.67	-215.52	-24.98%
Total Income	144,331.74	133,026.24	11,305.50	8.5%
Expense				
5500 · COLLEGE SUPPORT	56,236.86	55,547.63	689.23	1.24%
6000 · SALARIES	47,400.03	15,965.76	31,434.27	196.89%
6210 · BENEFITS	12,883.74	4,204.28	8,679.46	206.44%
6700 · CONTRACTED SERVICES	14,861.59	53,920.79	-39,059.20	-72.44%
6800 · DEPRECIATION EXPENSE	10,972.71	16,800.00	-5,827.29	-34.69%
6856 · DISPOSAL OF FIXED ASSETS	0.00	-643.07	643.07	100.0%
6899 · Other Operating Expenses	18,175.85	0.00	18,175.85	100.0%
Total Expense	160,530.78	145,795.39	14,735.39	10.11%
Net Income	-16,199.04	-12,769.15	-3,429.89	26.86%

SMCCCD
CSM Fitness Center (San Mateo Athletic Club)
Balance Sheet
As at March 31, 2011

	<u>As at 03/31/2011</u>	<u>As at 03/31/2010</u>
Assets		
Current Assets		
Cash		
Bank of America-Checking	601,001.79	-
Cash on hand	200.00	-
Investment		
Cash in County	459,877.57	-
Unrealized Gain	2,488.91	-
Total Cash	<u>1,063,568.27</u>	<u>-</u>
Accounts Receivable		
Accounts Receivable	285.23	-
Interest Receivable	1,140.44	-
Total Accounts Receivable	<u>1,425.67</u>	<u>-</u>
Inventory		
ProShop Inventory	6,441.25	-
Total Inventory	<u>6,441.25</u>	<u>-</u>
Total Current Assets	1,071,435.19	-
Fixed Assets		
Computer Equipment	9,448.32	-
Accumulated Depreciation - Equip	(1,889.68)	-
Total Fixed Assets	<u>7,558.64</u>	<u>-</u>
Total Assets	<u><u>1,078,993.83</u></u>	<u><u>-</u></u>
Liabilities and Fund Balance		
Current Liabilities		
Accounts Payable	215,387.66	-
Sales Tax Payable	86.13	-
Unapplied payments (annual dues)	1,473.06	-
Deferred Incomes		
Deferred dues	144,449.50	-
Deferred parking	4,482.25	-
Deferred PT	14,510.20	-
Deferred Master Swim	3,720.00	-
Total Deferred Incomes	<u>167,161.95</u>	<u>-</u>
Gift Certificates	909.00	-
Referral Credit	7,691.46	-
Total Current Liabilities	<u>392,709.26</u>	<u>-</u>
Other Liabilities		
Loan from District	1,000,000.00	-
Total Liabilities	1,392,709.26	-

SMCCCD
CSM Fitness Center (San Mateo Athletic Club)
Balance Sheet
As of March 31, 2011

	<u>As at 03/31/2011</u>	<u>As at 03/31/2010</u>
Fund Balance		
Beginning Balance	(321,504.27)	-
Profit/Loss for the period	<u>7,788.84</u>	<u>(158,521.21)</u>
Balance carry forward	(313,715.43)	(158,521.21)
Total Liabilities and Fund Balance	<u><u>1,078,993.83</u></u>	<u><u>(158,521.21)</u></u>

SMCCCD
CSM Fitness Center (San Mateo Athletic Club & Aquatic Center)
Statement of Revenue and Expenses
For the period to 03/31/2011

	<u>Year to date at 03/31/2011</u>
Revenue	
Registrations	\$ 35,543.87
Member Dues	1,000,180.51
Day Pass	7,305.60
Parking	38,290.44
Replacement Card Fee	790.00
Personal Training	80,825.47
Group Exercise	22,634.50
Aquatics	189,637.64
Retail	3,350.00
Decline Fees	5,360.00
Total Revenues	\$ 1,383,918.03
Operating Expenses	
Aquatics Supplies	7,808.45
Bank Fees and Credit Card Fee	33,900.46
Charitable Contributions	25.00
Direct Marketing	21,738.51
EFT/CC Fees	17.80
Insurance	21,812.35
Janitorial Maintenance/Pool	56,991.34
Locker Room Supplies	17,083.42
Maintenance & Repairs Expense	4,030.94
Marketing Design/Management	26,518.71
MediFit Management Fee	74,999.97
Miscellaneous	10,215.56
Office Supplies	7,445.77
Payroll	831,831.88
Payroll Taxes & Benefits	183,003.01
Printing	8,291.32
Software License fees	4,924.42
Telephone & Pager	248.23
Towel, Laundry and Cleaning	29,675.63
Pro Shop COGS	1,951.11
Uniforms	4,566.72
Total Operating Expenses	1,347,080.60
Income/(Loss) from Operation	36,837.43
Administration - Other Incomes/(Expenses)	
District Expenses	
Administrator Salary and Benefits	24,992.55
Clerical Support Salary and Benefits	586.08
Depreciation	1,417.26
Miscellaneous Expenses	1,323.10
Utilities	4,800.00
Total District Expenses	33,118.99
Interest Income - County Investment	4,070.40
Unrealized Gain - County Investment	-
Income/Loss from Investment	4,070.40
Net Income/(Loss) for the period	7,788.84

BOARD REPORT NO. 11-6-5C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

INFORMATION REPORT ON CALIFORNIA ASSEMBLY BILL 515

AB 515 was introduced by Assembly Member Julia Brownley on February 15, 2011 and was last amended on May 27. It was sponsored by the Santa Clarita Community College District and the Santa Monica Community College District. The bill has passed the Assembly and is now in the Senate.

AB 515 would establish the California Community Colleges Extension Pilot Program to permit the governing board of a community college district that meets specified requirements to establish and maintain an extension program offering credit courses for a fee that would make the course self sufficient.

The bill would require an extension program to, among other things, be self-supporting, open to the public, and developed and conducted in conformance with specified statutory and regulatory guidelines. The bill would require the Office of the Chancellor of the California Community Colleges to determine whether an extension program meets specified requirements and to annually review extension programs. The bill would require that governing boards not expend any General Fund moneys to establish and maintain the courses except program revenues generated by these provisions. The bill would prohibit districts from allowing extension credit courses to supplant courses funded with state apportionments and from reducing certain state-funded course sections with the intent of reestablishing those course sections as part of an extension program. The bill would also prohibit extension credit courses from being conducted in a manner that supplants the use of district instructional space for courses funded with state apportionments.

This bill would allow community college districts to establish fees not to exceed the actual costs of the courses and would require administrative costs to be minimized to the greatest extent possible. The bill would also require state and federal financial aid to be available to eligible students participating in the program and would require a district governing board to provide for fee waivers. All courses offered must meet all the requirements of Title 5 and the minimum qualifications for instruction, including the 50% law and the 75/25 regulation; these courses would also be subject to collective bargaining. Each participating district would be required to collect and keep records relating to the extension program and submit them, and a schedule of course fees, to the chancellor by October 1 of each year. This information would be studied by the Legislative Analyst's office which would issue a report and recommendations on the program.

An analysis completed by Sandra Fried, Chief Consultant for the Assembly Higher Education Committee, states that the fiscal impact of AB 515 is unknown.

Supporters of this bill contend that it will allow community colleges to offer a larger number of classes to serve the growing needs of students who have been denied admission to CSU or UC and/or are not able to get the community college classes they need to transfer. Also, because of state budget cuts, several community colleges are eliminating high-cost programs like nursing, radiologic technology and respiratory therapy. It might be possible to retain these programs with a fee structure that makes these programs self supporting—with students receiving higher amounts of financial aid. Proponents argue that the cost of offering these programs at a community college would still be much lower than those offered by private nonprofit and for-profit colleges.

Opponents believe that this bill will lead to a two tiered system of education that favors the wealthy. They are also concerned that students in these courses may have difficulty qualifying for financial aid and that Districts would incur very high reporting costs and collective bargaining costs. Finally, there are concerns that these courses would supplant existing credit courses.