

**AGENDA**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**

**June 27, 2012**

**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 and potential or existing litigation. 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.*

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**6:00 p.m.      ROLL CALL**

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

**MINUTES**

12-6-2            [Minutes of the Study Session of June 6, 2012](#)

**STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

**STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

**NEW BUSINESS**

12-6-2A            [Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

12-6-3A            [Approval of Revision to Miscellaneous Pay Rates Salary Schedule](#)

## **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.*

- 12-6-1CA      Ratification of March and April 2012 District Warrants
- 12-6-2CA      Approval of Voluntary International Student Insurance Program, 2012-13
- 12-6-3CA      Declaration of Surplus Property
- 12-6-4CA      Award of Contract for Custodial Supply Products
- 12-6-5CA      Adoption of Resolution No. 12-7 Establishing 2012-13 Budget Limits
- 12-6-6CA      Approval of Off-Campus Facilities, 2012-13

## **Other Recommendations**

- 12-6-2B      Review and Adoption of the Board of Trustees' 2012 Reaffirmation of Core Values and Principles
- 12-6-3B      Curricular Additions and Deletions – Cañada College, College of San Mateo and Skyline College
- 12-6-4B      Annual Review and Approval of Instructional Material Fees
- 12-6-5B      Approval of Community Services Classes, Fall/Winter 2012 – Cañada College, College of San Mateo and Skyline College
- 12-6-100B     Approval of Amendment to Agreement with Peninsula Library System
- 12-6-101B     Approval of 2014-2018 Five-Year Capital Construction Plan
- 12-6-102B     Acceptance of the Center for Law and Social Policy (CLASP) and American Association of Community Colleges (AACC), Benefits Access for College Completion Grant (BACC)
- 12-6-103B     Approval of Contract for Skyline College Track Renovations
- 12-6-104B     Approval of Contract for Districtwide Food Services Operations
- 12-6-105B     Adoption of the 2012-13 Tentative Budget

## **INFORMATION REPORTS**

- 12-6-3C      Post Sale Summary – General Obligation Bond Refinancing

## COMMUNICATIONS

### STATEMENTS FROM BOARD MEMBERS

#### RECESS TO CLOSED SESSION

1. Closed Session Personnel Items
  - A. Administrative Appointment, Reappointment, Assignment and Reassignment: **Cañada College** – Interim Dean of Business, Workforce & Athletics; **Skyline College** – Interim Dean of Planning, Research & Institutional Effectiveness; Dean of Science, Math & Technology; Dean of Language Arts & Learning Resources; Director of Workforce Development, Vice President of Instruction; **District Office** – Interim Director of General Services, Administrative Services
  - B. Public Employment: **College of San Mateo** – Web Programmer Analyst; President’s Office (Marketing); Administration of Justice Instructor, Business & Technology; Chemistry Instructor, Math/Science; Counselor/PUENTE Counselor-Coordinator, Counseling Services; **Skyline College** – Office Assistant II, Office of the President; DSPS Coordinator/Counselor, Counseling Services; Paralegal Studies Instructor, Social Science/Creative Arts; Early Childhood Education Instructor, Business & Industry Relations
  - C. Public Employee Discipline, Dismissal, Release
2. Conference with Labor Negotiator  
Agency Negotiator: Harry Joel  
Employee Organizations: AFSCME, AFT and CSEA

#### CLOSED SESSION ACTIONS TAKEN

#### ADJOURNMENT

**Minutes of the Study Session of the Board of Trustees  
San Mateo County Community College District  
June 6, 2012, San Mateo, CA**

**The meeting was called to order at 6:06 p.m.**

**Board Members Present:** President Dave Mandelkern, Vice President Helen Hausman, Trustees Richard Holober (arrived at 6:25), Patricia Miljanich, Karen Schwarz, and Student Trustee Bailey Girard

**Others Present:** Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, and Cañada College President Jim Keller

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

None

**SWEARING IN OF STUDENT TRUSTEE**

President Mandelkern administered the oath of office to Student Trustee Bailey Girard. All Board members congratulated Student Trustee Girard and welcomed him as a member of the Board.

**MINUTES**

It was moved by Vice President Hausman and seconded by Trustee Schwarz to approve the minutes of the May 16, 2012 meeting of the Board. The motion carried, all members voting "Aye."

**STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

None

**NEW BUSINESS**

**APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (12-6-1A)**

It was moved by Trustee Miljanich and seconded by Vice President Hausman to approve the actions in Board Report No. 12-6-1A. In response to a question from President Mandelkern regarding the two short-term positions for broadcast operations engineers at KCSM-TV, President Claire said the positions are needed on an interim basis because some employees found employment through the managed hiring process and the station needs to keep operating until a potential sale is completed. The motion carried, all members voting "Aye."

**Other Recommendations**

**APPROVAL OF MODIFICATIONS TO SKYLINE COLLEGE, COLLEGE OF SAN MATEO AND CAÑADA COLLEGE MISSION STATEMENTS (12-6-1B)**

It was moved by Trustee Schwarz and seconded by Vice President Hausman to approve the mission statements as submitted. President Mandelkern said it would have been helpful to see a comparison with the previous mission statements to identify the specific changes that were made. The motion carried, all members voting "Aye."

**STUDY SESSION**

**REPORT ON INTERNATIONAL EDUCATION (12-6-1C)**

Vice Chancellor Jing Luan said that in April 2011 he and former Cañada College President Tom Mohr reported to the Board and discussed objectives for the first year of the International Education program. All of those goals have been accomplished. More international students have enrolled at the Colleges and the program is now moving into the enhancement and refinement phase. The program is also having a positive economic impact.

Robin Richards, Vice President, Student Services at Cañada College, said the Colleges and District have collaborated well and the program is aligned at all of the Colleges. A strong structure has been created, with the Chancellor's Council providing overall direction. The International Program Advisory Committee has representatives from each of the Colleges and the District and has appointed seven task forces to address specific areas. The Districtwide Implementation Team has representatives from each of the Colleges and the District and works on day-to-day operations and information sharing. Each College is also developing an international education committee.

Vice Chancellor Luan said that in terms of marketing, the District has consulted experts, conducted research and used the best practices and models of community colleges and universities that have been successful with their programs. Third party experts have said that the Districtwide marketing pieces appear to be very clear and to the point. Five online advertisement venues have been established and three newsletters have been distributed globally. In addition, a District international education website is in place and the content can be viewed in 10 languages. Three videos, developed by a District student and representing each of the three Colleges, can be viewed on the website; the videos were played for the Board. Vice Chancellor Luan said four UCs have joined with him and the Colleges to conduct an online webinar that will be piped into foreign countries in July. The technology will be provided by the U.S. Department of Commerce and promotion will be conducted by the U.S. Department of State.

Vice Chancellor Luan said one difficulty in marketing is the image of community colleges in other countries. To address this issue, Chancellor Galatolo encouraged Vice Chancellor Luan to initiate discussions to establish a partnership with UC-Davis to provide transfer agreements for international students. Vice Chancellor Luan was successful in securing this arrangement and has broadened the scope so that there are agreements with six UCs, San Francisco State University, San Jose State University, the University of Oregon, University of Washington, Purdue University, University of Cincinnati, and Notre Dame de Namur University. Vice Chancellor Luan said that when parents of potential international students see the conditional letters of acceptance, they are more likely to view the community colleges as desirable institutions to which to send their children.

Diane Arguijo, International Education Development and Recruitment Coordinator, discussed the application process for international students. All of the information students need is included on the website, including requirements and deadlines. Applicants must declare an intended major field of study and select one of the Colleges; information on all programs at each College is provided. Applicants may also select a university for the transfer pathway program and view the university's website. The selected university is informed of the student's choice so that it can reach out to the student. After an application is submitted, it automatically is entered into a database.

Vice Chancellor Luan discussed the process of relationship building, networking and recruiting. He said it is important to develop strategies that are flexible and multi-pronged. One strategy is to form partnerships with universities that can become the District's future study abroad sites, such as the current agreement with Tianhua University. With local government support, the District has also formed partnerships with three high schools in China. Other strategies include delegation visits to the Colleges, foreign recruitment and university fairs, language school visits and agent network and training. Vice Chancellor Luan personally trains agents to make sure they have a clear understanding of the District's purpose, requirements and marketing materials. He is a member of the American International Recruitment Council Agent Review Committee and is nominated to become a member of the Membership Committee of the Association of International Education Administrators. He is also a Board member of the California Colleges for International Education.

Executive Vice Chancellor Blackwood discussed the results of the program to date. She said there was a substantial change in applications between fall 2011 and fall 2012, with an increase from 114 to 260. Executive Vice Chancellor Blackwood estimates the headcount of international students for fall 2012 to be over 200, representing \$1.2 million per year. Approximately one-half of the money is used to teach students. Funds are also used to provide staff to support the students and for marketing and recruitment. In the future, funds will be used to help provide professional development and globalize the curriculum. Ms. Blackwood said that because the District has achieved basic aid status, the \$46 per student enrollment fee, which students are required by California law to pay, will be retained by the District rather than going to offset State apportionment. Because of this, the District

could in the future choose not to increase non-resident tuition, resulting in a competitive advantage in recruitment of international students.

Vice Chancellor Luan said the United States does not have a national strategy for international education, but the District has developed its own global strategy. The District categorizes its recruitment efforts into seven areas, including fairs, online and print ads, international partnerships, agencies, etc. The countries targeted most intensely are China, South Korea, Saudi Arabia, Vietnam, Brazil, Nigeria and Indonesia. As of May 2012, applications have been received from 44 countries and regions, including 28 from Saudi Arabia and 23 from Nigeria. Fifty percent of the new applications are from China. Vice Chancellor Luan said the Colleges are being noticed for innovation, student services, use of technology and availability of scholarships.

Chancellor Galatolo said that at the last Board meeting, Board members raised questions about the use of agents to recruit international students. Vice Chancellor Luan said that 40-50 percent of students who attend the Colleges come through agents. Often the parents do not speak English and agents help with processing the application and obtaining a Visa. The District has developed its own agreements with agents with the option to withdraw the agreement immediately if problems arise. Agents must be certified and they are vetted through their own local governments as well as the District. President Mandelkern asked if there are quality controls in place to make sure agents do not misrepresent the District, e.g. by falsely promising guaranteed transfer to a four-year university with which there is no agreement. Vice Chancellor Luan said he trains the agents and the agreements state that they may not veer from the marketing materials. He said he talks with parents to review what agents have told them and students are also interviewed when they arrive at the Colleges. Executive Vice Chancellor Blackwood said agent compensation is paid by the semester that students are at the Colleges; therefore, it is not beneficial for them to send unqualified students and they also have the incentive to continue to be in touch with students to make sure they finish their studies.

Trustee Miljanich asked what impact the presence of international students has had on the campuses. Ms. Arguijo said the Associated Students of Cañada College has sponsored international events and international students are involved in student government and clubs. Lucy Carter, Director of the Center for International and University Studies at Cañada College, said international students serve on the Student Senate and have initiated the Art Club and the International Communications Club. International students have also hosted events to talk about their home countries and have chosen films for three international film nights. Each of the three Colleges conducted Chinese New Year celebrations. Student Trustee Girard said international students at College of San Mateo and Skyline College are also involved in student government and are in charge of clubs on each campus. Trustee Miljanich said this is a wonderful opportunity for students to interact with one another.

Vice President Hausman complimented everyone involved with the program. She asked if English proficiency presents a problem. Vice Chancellor Luan said the level of proficiency differs from country to country and some students need to take language classes. He said it is important to make sure students meet the language requirements by passing internationally recognized tests that are proctored and certified.

Trustee Schwarz said the progress made in one year is impressive. She asked how the students' choices of College are distributed across the District and if students from certain countries favor one College over the others. Vice Chancellor Luan said that College of San Mateo has had a larger foreign student population historically, but Cañada College and Skyline College are making gains. He said the numbers are still too small to determine a statistically relevant trend.

Trustee Schwarz asked how the application deadline for international students compares with that for domestic students. Executive Vice Chancellor Blackwood said domestic students may apply for classes up to the first day of class. International students must have an earlier deadline because they must apply for a Visa. President Mandelkern recalled an earlier report indicating that the Visa process was taking up to two months and, as a result, some students who were accepted could not arrive in time for classes. Vice Chancellor Luan said the situation has improved. The Visa process now typically takes approximately four weeks and there is a 90-92% approval rate.

Trustee Holober said work being done in the program is impressive. He said that the District is a taxpayer supported institution with the mission to serve California students, who are being crowded out of many higher

education institutions. He said the international education program must be a money-making venture so that doors can be opened to local students. He asked how the \$1.2 million per year mentioned earlier, or \$6,000 per full-time student per year, compares with the funding received for California students. Executive Vice Chancellor Blackwood said the rate for a California student is approximately \$4,500 per student in addition to the District's base of \$10 million, which works out to approximately \$5,500 per domestic student per year. Chancellor Galatolo added that there is limited growth in terms of domestic students while the growth in international students is unlimited. Executive Vice Chancellor Blackwood said it takes \$6,000-\$7,000 to offer a section and the Colleges will be able to open more sections because of the program. President Mandelkern said he would like to see the numbers quantified, e.g. how many additional sections are added and how many more domestic students are served as a result of admitting international students. Trustee Holober said it appears there is a marginal increase of funding per student and he believes this must be a precondition of accepting international students.

Trustee Holober asked if there is guidance for international students when they select which College they wish to attend or if there is a way to check that they are making the best choice. Vice Chancellor Luan said international students are very knowledgeable about the ranking of U.S. colleges and universities and are very happy to see the transfer pathway opened up to them.

President Mandelkern said it is important that international students get the classes they need to meet the terms of the transfer agreements; however, he is concerned about the reaction of local residents who are placed on waitlists and then see international students enroll in the classes. Chancellor Galatolo said there were instances in the past when international students were admitted and were put on waitlists; he said this could cause the collapse of the program. He said it is important to let the public know that enrolling international students allows the Colleges to open more sections. President Mandelkern said it should be documented that domestic students are not bumped and that a policy is in place to address this issue, such as adding a new section or enrolling a domestic student from a waitlist each time an international student is enrolled after the class is closed. Executive Vice Chancellor Blackwood said the District will develop a policy to address this. Vice President Richards said a task force, called Registration Prior to Arrival, developed a process for international students who do not arrive until July and who have not registered prior to arrival. These students can register early (May or June) and enroll in a base number of units and fill in the other units when they arrive. Executive Vice Chancellor Blackwood said first semester international students can choose from a wide variety of courses that they will need.

President Mandelkern said he supports the concept of partnering with universities to provide the transfer pathway. He asked how the program can be monitored to ensure that the universities do not renege on the guarantees. Chancellor Galatolo said the universities have the same economic concerns as other institutions and are enthusiastic about the revenue generated by accepting international students. Executive Vice Chancellor Blackwood said the District works with the universities on all guaranteed transfer agreements.

#### **DISCUSSION REGARDING A SURVEY ON THE DISTRICT'S FUNDING NEEDS (12-6-2C)**

Chancellor Galatolo said that in mid-May, he met with Greg Isom, an elections advisor, who provided data regarding demographics of elections. The data shows that in 2010, when there was not a presidential election, voter turnout in San Mateo County was 37%. In 2008, when there was a presidential election, voter turnout was 80%. The data also revealed that the turnout of younger voters, who tend to be more supportive of initiatives, was significantly higher in the presidential election. Chancellor Galatolo decided to bring the data to the Board's attention to see if they have interest in considering gathering data to evaluate the community's willingness to support an initiative, whether it is a parcel tax or bond initiative. Chancellor Galatolo distributed results of the June 5, 2012 election which show that all school bond and parcel tax measures in the District's geographical area, including the West Valley-Mission Community College District's bond measure, have either passed or are ahead.

President Mandelkern introduced Menlo Park City Councilmember Kelly Fergusson who was in the audience. Councilmember Fergusson said she greatly admires the District. She said the Colleges offer a diversity of choices to families and students who are attempting to achieve the American dream. She said she is employed by Siemens which does work on energy projects so she is interested in this discussion from a professional standpoint as well.

Trustee Miljanich said the bond measure that the District put on the November 2011 ballot came close to passing and the results were disappointing. She said she believes voter turnout is an issue and the chances of passing an

initiative might improve if it is put on the ballot during a presidential election year. Trustee Miljanich said she believes the public is aware that money is not coming from the State. She said that she goes to the public unapologetically when there is a need to improve education for County residents. She added that the only way to know if there is support is to conduct a survey; if the results showed that the timing was not good, it would not move forward.

Vice President Hausman asked what the cost is to conduct a survey. President Mandelkern said a survey would cost \$20,000 to \$30,000.

Trustee Holober said Board members agree that there are unmet building and classroom needs. He said his first priority is renewing Measure G which allows the District to provide more classroom instruction. He said putting a bond ahead of the parcel tax would be very troubling to him. He said the deadline for asking the public to renew Measure G is 2014 and he is concerned about the frequency of going to voters. Trustee Holober said the District was successful in passing initiatives three times, as recently as the June 2010 election which had a very low turnout. He said he would be very cautious about going back to the voters in November 2012, one year after the unsuccessful bond measure. He said it might be advisable to delay putting another bond measure on the ballot to allow the memory of November 2011 to be more distant.

Trustee Holober said he believes one of the problems with the November 2011 election was the public's perception that the campuses now look beautiful and, therefore, the needs are not dire. He said that with the first bond measure, extensive outreach was done. This outreach was not done for the November 2011 election because of the assumption of community support. Trustee Holober said reaching out to officials and civic groups would be important in a future election and this takes some time.

Trustee Schwarz said that an analysis about what went right and wrong in an election can be discussed at length, but the important question now is whether the public feels they would support a bond, when they would support it, for what amount, etc. She said the only way to determine this is to conduct a survey. She said she would be in favor of a survey as the results would help guide her in determining whether to have further discussions about the possibility of placing another bond measure on a ballot.

Vice President Hausman said that without a survey, it would be difficult to move in one direction or the other. She asked if the message of a bond measure could include both buildings and classroom needs. President Mandelkern said bonds can be spent only for capital improvements so it could not be stated that funds would be used to add more sections. However, the public could be informed that bond money can be used to build more labs and classrooms which would allow for the enrollment of more students.

Trustee Miljanich agreed that the only way to gauge public support is through a survey. She said she is not overly concerned about whether the public might be annoyed at the frequency with which the District asks for support. She said there are still significant unmet needs that would have to be explained to the voting public and, in addition, there are ongoing maintenance and repairs. Trustee Miljanich said another consideration is that the public might be less inclined to support the extension of Measure G because the District is a basic aid district.

José Nuñez, Vice Chancellor, Facilities Planning, Maintenance and Operations, said a potential bond measure would have two aspects:

1. A series of energy projects that would help offset expenses in the general fund in the amount of \$1 million to \$2 million, depending on the particular projects.
2. Replacement of instructional equipment that is currently paid from the general fund but could be covered by bond dollars. Chancellor Galatolo said this amount would be approximately \$6 million per year. He said the November 2011 bond measure included a plan to having a fund of \$7 million to \$8 million per year for equipment replacement; this amount is approximately equivalent to Measure G funds. Chancellor Galatolo said that a survey could test support for a bond and/or a parcel tax measure. He said the difference in the threshold to pass the measures is significant – 55% for a parcel tax vs. 67% for a bond. Trustee Holober said that during the bond measure of 2011, he emphasized to newspaper reporters that bond funds would not be



just for buildings, but would free up money that could be used in the classroom; the amount that would be freed up from the general fund was stated to be \$2 million per year.

Trustee Holober said it is important to consider that frequently going to voters can produce a fatigue factor, which might dissipate with the passage of time. He said it is also important to consider that the 2014 gubernatorial election is the latest time to renew Measure G and that it may have a greater chance of success because it is a renewal rather than a new tax. He said that an unsuccessful bond measure prior to that time could affect the chance of renewing Measure G. Trustee Holober said that if a survey is conducted, it should ask which of the two measures voters would be more likely to support.

Trustee Miljanich said she would be concerned about asking voters if they are more likely to support buildings or classrooms. She said it might contribute to the sense some people have that buildings do not benefit students, rather than acknowledging that buildings allow the Colleges to offer more classes for students. Trustee Miljanich added that the message might also include how much money was saved through the refinancing of the bonds, indicating the Board's good stewardship of voters' money.

Trustee Holober said there is no disagreement about need, as evidenced by the Board's agreement to place the bond on the ballot last year. He said his concern is about the timing, frequency and priority within needs that are almost limitless.

President Mandelkern said there are a number of messages to take from the failure of the November 2011 bond measure. He said messaging, voter turnout and the overall economic environment were all factors. He said the Board should now consider the relative priority to be placed on a parcel tax and the need for it based on basic aid status, as well as the ability to explain it to the public. President Mandelkern said that while the Board does not want to categorize the issue as students vs. buildings, the public does often view it as a choice between building more buildings and putting more students in classrooms. He said the fact that some students could not take classes they needed because of a lack of science classrooms was not articulated well during the 2011 campaign. He said there is a window of time during which to renew the parcel tax and a different timeframe for capital needs and expenditures. He said the Board should discuss the issue of timing on one or the other or both as he believes there is a limited number of times the District can go to the voters for support.

President Mandelkern said there is a lesson to be learned from the Redwood City School District parcel tax measure on the June 5 ballot, which had failed twice before but passed after the district spent time building relationships and educating their community. He said there is also a lesson from the 2010 Vehicle License Fee for Parks measure which showed tremendous public support early on but failed in the end. He said a survey about an issue in isolation often produces different results than when the issue is placed on the ballot with other measures. He said that campaign advertising can also cause shifts in voters' opinions as an election get closer.

President Mandelkern said he believes that before conducting a survey, the Board should internally discuss and prioritize the needs of the District and how to balance the parcel tax vs. a bond measure. He said that at the last Board meeting, the Board discussed a community needs assessment which is part of community relationship building. He said that any parcel tax or bond measure should demonstrate that the District is moving forward in ways that relate to those needs. President Mandelkern said he is concerned that if a survey is conducted which asks questions about a parcel tax and/or bond, the good work the Board is trying to do with the community needs assessment might be dismissed as a public relations ploy. He said the needs assessment is too important to be dismissed as merely a campaign tactic.

Trustee Miljanich said she believes it would be helpful to determine how the public feels before the Board makes a decision about the parcel tax or bond; she said without that knowledge, the Board would be speculating about what the public thinks.

Vice President Hausman noted the earlier statement that ballot initiatives have a better chance of passing in a presidential election year and asked if this would affect the passage of a potential bond measure in November 2012. Trustee Holober said he believes this will not likely be a big factor in California and that other measures on the ballot will have a greater effect. He said the disadvantage of placing a measure on the ballot during an off-year

election is that there is lower turnout and the voters tend to be more conservative. The advantage is that the cost of running a campaign is substantially less and the measure does not have to compete with numerous other measures.

Trustee Miljanich said she believes there is no other choice but to go to the voters for funds if the District is to continue to flourish and accomplish its mission. She said the Board should do its best to gather good data about the community's continued desire to support education, clearly explain the District's needs, and then decide whether to put either a bond or parcel tax measure or both on a ballot.

President Mandelkern said the Board should determine if its intention is to put a bond measure on the November 2012 ballot. If so, a survey asking the public if they would support the measure, and in what amount, would be conducted. He said a more general survey asking about the public's attitude toward a bond measure vs. a parcel tax and how the community feels about the District's frequency of asking for support would be more appropriate. Trustee Miljanich said there is a presidential election only every four years. She said the needs are here now and, to the extent that the Board can determine to the best of its ability whether there is support for a measure, it should take the opportunity to do so. President Mandelkern said he believes pollsters can frame survey questions to get the answers the client wants to hear. Trustee Miljanich questioned why a pollster would risk his/her reputation of being reliable by manipulating the questions.

Trustee Schwarz said she would volunteer to serve on a subcommittee which would hire a consultant to make sure survey questions are not manipulated and the right questions are asked. She said the survey could include questions about what the community thinks about the Colleges and how it feels about the District again asking for support for a bond measure. Trustee Schwarz said she is very concerned about pitting a parcel tax against a bond measure as the difference may be difficult for the public to understand. She said that students' education is directly affected when a College cannot provide classes because there are not adequate facilities.

Vice President Hausman said there is no guarantee of support, regardless of who is hired to conduct a survey or what the results show. She said that putting a measure on a ballot during a presidential election year might sometimes help, but these are different political and economic times.

Trustee Hober said he would predict that any survey would show strong support for either a parcel tax or bond measure. He said the level of support dropped between the survey on the 2010 parcel tax measure and the time it passed. Support dropped to a greater extent between the survey on the 2011 bond measure and the time of the election. Trustee Hober said he does not believe building needs are sufficiently urgent that a bond measure needs to be on the November 2012 ballot. He feels more urgency about the parcel tax renewal because it has a deadline. He said he would be willing to wait for a bond measure for a couple of years if it would help with the renewal of the parcel tax to put more students in classrooms. Trustee Miljanich said the parcel tax would be asking for less money and requires a greater threshold to pass. She said she believes that members of the community want to know they have the opportunity to come to the Colleges to take the classes they need, whether through more class sections being offered or through more buildings that allow classes to be offered.

President Mandelkern said this is a discussion item at tonight's meeting. He said the Board could direct staff to prepare a Request for Proposal to bring back to the next meeting. Trustee Schwarz said she would be in favor of this as she believes the system used in the past, i.e. conducting a survey and basing a decision on the results, has worked well. Vice President Hausman said that if there is even one dissenting vote, it sends a negative message to the community. President Mandelkern said he does not believe unanimous support for a survey is as important as it would be for placing a bond measure on the ballot.

Trustee Hober said he is not in favor of conducting a survey at this time. He said that while he agrees there are facilities needs, he does not believe November 2012 is a make or break opportunity. He said the District has been successful in off years previously and he does not accept the premise that it would be necessary to wait four more years if a bond measure is not on the November 2012 ballot. Trustee Hober said renewing the parcel tax is his priority and he believes being able to use the slogan, "no new taxes," would be an advantage. He said the clock is ticking on the parcel tax in a way it is not for facilities needs and he is concerned that the success of a bond measure might make it more difficult to go to the public again to renew the parcel tax. Trustee Hober said that if

the majority of the Board decides to conduct a survey, he will consider the results before making a decision about placing a measure on the ballot.

President Mandelkern said he has concerns about putting a survey above needs assessment. Trustee Miljanich said she does not believe needs assessment is as pressing at this time because the District is not in a position to create new majors, etc. that the public might identify as needs. She said the discussion at the Board Retreat emphasized the need to strengthen relations with the community and it is critical to work on doing that.

After extensive discussion, President Mandelkern said it appears that the majority of the Board is in favor of appointing a subcommittee composed of Trustees Schwarz and Miljanich to select a vendor and work with that vendor to develop survey questions. The survey will be conducted and the results will be brought to the full Board. Chancellor Galatolo will keep the Board updated throughout the process.

President Mandelkern asked that the subcommittee consider having the survey ask about support for both a parcel tax and bond measure, not to pit one against the other but to gauge the support for each. He also said the Board needs information from staff regarding the relative need for a parcel tax due to the change to basic aid status. Trustee Holoher suggested reviewing what was done in 2010, when two surveys were done, one asking about a facilities bond and the other about a parcel tax. He said that including subsets from different elections could be useful to compare the results of smaller vs. larger elections. He said the sample size needs to be enlarged so that the subsets are also statistically accurate. Chancellor Galatolo suggested using subsets of 2012, 2013 and 2014, with 2012 having a focus on anti-tax sentiment and asking specific questions regarding support for a measure when there are other tax initiatives on the ballot. President Mandelkern said a focus should also be on the likelihood of support depending on the overall economy.

**RECESS TO CLOSED SESSION**

President Mandelkern said that during Closed Session, the Board will consider the personnel items listed as 1A through 1D on the printed agenda.

The Board recessed to Closed Session at 9:29 p.m.

The Board reconvened to Open Session at 10:15 p.m.

**CLOSED SESSION ACTIONS TAKEN**

President Mandelkern announced that at the Closed Session just concluded, the Board voted 5-0 to approve the personnel items listed as 1-A through 1D on the printed agenda.

**ADJOURNMENT**

It was moved by Trustee Schwarz and seconded by Trustee Miljanich to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:17 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the June 27, 2012 meeting.

Helen Hausman, Vice President-Clerk



# President's Report to the Board of Trustees

**Dr. Regina Stanback Stroud**  
**June 26, 2012**

## Student Success at Skyline College



Skyline College awarded more than 800 Degrees to proud graduates – they were as young as 17 and old as 68. Six of the graduates were veterans who have served our country. Latino students led this class in the number of degrees earned followed by Filipino students, then Asian students, then White students to collectively account for more than 50% of the degrees awarded. The leading majors in the degrees awarded this year were the Associate of Arts in Interdisciplinary Studies in Letters and Science and the Associate of Science in Allied Health Science.

We also have family members, employees and relatives of employees who graduated.

### Related Family Members

Katherine Catahan	Kimberly Catahan	(Sisters)
Thand Ma	Julia Kyaw	(Sisters)
Yatit Marroquin	Hana Kriehelie	(Sisters)
Kiausha David	Elana Butter	(Cousins)
Dina Rantisi	Kristina Khoury	(Cousins)
Ashely Lotti	Ben Blanchard	(Cousins)
Munir Ismael	Aziz Esmail	(Cousins)
Myein Thwe	Cho Cho Dung	(Cousins)
Berta Portillo	Xiomara Reyes	(Cousins)
Abhinesh Harayan	Justin Haryan	(Uncle and Nephew)

### Full Time Employee

Jorge Murillo	Admissions and Records
Qing Liu	Custodian

### Related to Employee

Pcyeta Jackson	Dr. Tony Jackson	(Father)
Joyti Mushra	Kamala Bucceri	(Aunt)
Bidya Subedi	Janet Weber	(Step Mother)
Madeline Stark	Imelda Hermosillo	(Aunt)

And we had one graduate receiving a pedagogically unique degree in that it was earned 100% online including the PE requirement – Andrea Caesar.

## Student Recognition & Awards Ceremony Provides Support to over 130 Students



Wednesday, May 9, 2012, Skyline College hosted the annual Student Recognition & Awards Ceremony in the College Theatre. Phyllis Taylor Gulbransen, the Mistress of Ceremonies, opened the program by acknowledging the students, their friends and family members. President Dr. Regina Stanback Stroud acknowledged the generous donors, special guests and community supporters for their vital contribution to student's success

Scholarships sponsored by divisions, programs, Student Services, Learning Communities, shared governance groups, community groups and the foundations were awarded to over 130 students with a total amount awarded of over \$170,000.

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 Christian Etienne.

## **Congratulations Spring 2012 Grove Scholars**

SparkPoint at Skyline College is proud to announce another successful semester of the Grove Scholars Program. Grove Scholars Program is a need-based scholarship program designed to assist students studying Career and Technical Education programs at Skyline College. This program is funded by the Grove Foundation, which is the family foundation of Andy Grove, co-founder of Intel Corporation. Including new scholarships awarded for Fall 2012, *eighty-seven* scholarships worth up to \$2,000 each have been awarded to Skyline College students. The SparkPoint Center would like to recognize and congratulate the following Spring 2012 Grove Scholars for successfully completing the program this semester:

Azhar Abuzahriyeh	Viktoriya Golovach	Luis Rubalcaba
Jacqueline Arai	Audrey Ingalls	Ruth Taillon
Benjamin Basto	Saba Nazir	Samantha Velez
Anthony Brown	Lester Paguio	Helen Woldemicael
Robert Crespo	Michelle Perez	
Vivian Dao	Michelle Routson	

Congratulations to the Spring 2012 Grove Scholars on a job well-done!

## **Skyline College Awarded a Two-Year Grant to Fund Benefits Access for College Completion by The Center for Law and Social Policy**

Skyline College hosted a successful site visit in November 2011 by the Center for Law and Social Policy, (CLASP) in Washington, D.C. the American Association of Community Colleges, (AACC) and the Ford Foundation. As a result, Skyline College was selected as one of six colleges across the nation to receive a two year grant to conduct the *Benefits Access for College Completion* demonstration project, which targets increased student utilization of public benefits. While the community colleges have long facilitated financial aid for students, BACC explores that capacity of community colleges to connect students to additional resources such as public benefits in order to increase the likelihood of college completion. BACC is funded through a collaboration of major funders including: the Ford Foundation, the Lumina Foundation, and the Open Society Foundations, with contributions from the Annie E. Casey Foundation. This project will be managed through SparkPoint at Skyline College under the leadership of the Vice President of Student Services, Dr. Joi Lin Blake.

## **SparkPoint at Skyline College Receives the California Community Colleges Board of Governors *John W. Rice Diversity and Equity Award***

The California Community Colleges Board of Governors has selected SparkPoint at Skyline College to receive the Dr. *John W. Rice Diversity and Equity Award*. Established in 2001 to honor a community college staff member, district, college, or program that has significantly contributed to faculty and staff diversity or student equity, this award is named in honor of former Board of Governors' member Dr. John W. Rice. Dr. Rice served on the Board from 1992-2000 and was a leader, innovator, and spokesperson for equal employment opportunity and nondiscrimination in the California Community Colleges. This award is named in his behalf as a testament to his strong commitment to faculty and staff diversity, student equity, and his strong support for a multicultural learning experience for all students.

According to the Board of Governors, *"As our system continues to grow, it is important to understand diversity as an issue of representation and process. Demographically, we are serving the most diverse student population in the history of California's community colleges. Learning to facilitate the needs of our emerging student body through staff training and professional development increases the probability that our students will be successful. With this commitment and the tireless efforts of our administrators, faculty, staff, and students, we can make progress on the vision that Dr. John W. Rice saw for the California Community Colleges."* The Board of Governors hosts an awards ceremony in Sacramento to present the award. Up to ten guests will attend the ceremony which will take place on Tuesday, July 10, 2012 in Sacramento at the Sterling Hotel Ballroom from 8:30 a.m. to 11:00 a.m.

## **Skyline College Business Programs Receive Program Accreditation**

The Business Programs at Skyline College are now accredited by the Accreditation Council of Business Schools and Programs (ACBSP). Skyline College received the accreditation without any conditions, notes, or opportunities for improvement for a 10 year period. Skyline College is the first community college in California to receive this accreditation (there are four-year colleges and universities already ACBSP accredited in the state). The programs that are now ACBSP accredited at Skyline College include: Accounting, Business Administration, Business Management, Office Management, Lawyers Assistant, Multimedia Technology, International Trade, and International Logistics. On June 17, 2012, Skyline College received formal recognition at an accreditation banquet at ACBSP's International Conference in Baltimore, MD.



The accreditation process took about year to complete for Skyline College. A team of faculty lead by Christine Roumbanis, Professor/Coordinator of Business, Linda Whitten, Professor/Coordinator of Accounting, and Don Carlson, Dean, Business Division wrote a 150 page self-study in the summer and fall of 2011 for ACBSP. The business programs also made extensive changes in their curriculum and outcomes assessment processes in 2011-12 to meet the accreditation standards.

The Accreditation Council of Business Schools and Programs provides program accreditation to hundreds of colleges and universities throughout the US and the world. The ACBSP is a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence



## **\$6,100 Awarded Toward Student Projects; Students Step Up Campaign**



Skyline College students came together on May 1, 2012 to hear the project presentations and engage in ideas to add to each of the project proposals. Students were also given the opportunity to add their names to the project teams to support the implementation process. Their final votes determined the winners of the Skyline College Students Step Up Campaign.

Thank you to all faculty, staff, administration and students who have participated and supported this campaign to engage and support Skyline College students' ideas and passions.

- \$2500 awarded to Hydration Station
- \$1200 awarded to Veterans' Center improvements
- \$1200 awarded to supporting AB540 student success
- \$1200 awarded to Open Mic, Music & Art in the student center

Congratulations to all who participated & thank you to Skyline College for the support.

## 2012 Student Business Plan Competition – Winners!

The Youth Entrepreneurship Program (YEP) at Skyline College has concluded its first Student Business Plan Competition! On May 17, 2012, YEP held a Finals Round and Awards Ceremony for the competition. Finalists presented their plans to a panel of judges, who are all experts in the business-industry.

The competition was open to all Skyline College students and officially began on March 29, 2012. With help from a business planning coach, students developed their business ideas and pieced together real-world business plans. Their plans needed to include, among other things, an executive summary, market research and analysis, budget strategy and plan of execution.

The 1<sup>st</sup> place award of \$2,000 went to Crownz (a retail baseball cap store) Mr. Jerry Reynolds, CEO. The 2<sup>nd</sup> place award of \$1,000 went to Connect Luxury Transportation (limousine service) Mr. Hamzeh Abu-Jassar, CEO.



*Pictured above L-R: Alex Kramer , Judge; Rhonda Abrams, Judge; Jerry Reynolds and team, presenters; Hamzeh Abu-Jassar, presenter; Lori Wilson, Judge.*

The Youth Entrepreneurship Program is funded through grants from the offices of the Chancellor for California Community Colleges and locally hosted by Skyline College.

## Pilipino Cultural Night Returns to Skyline College with *Kapre & Me*

Pilipino Cultural Night (PCN) returned to the Main Theatre after a one-year hiatus on Saturday, May 5, 2012 for *Kapre & Me*, the 7th show for the Kababayan Program. For the first time since the first PCN in Spring 2005, the entire production — scriptwriting, casting, directing, producing, acting, dancing, singing, choreographing, prop making, set designing, and everything in between — was completed in only one semester, rather than the usual full academic year, over the course of two semesters of English 104. This was a challenge, but not an impossibility, as the students were able to successfully sell tickets for two shows, a matinee and gala night, attended not only by friends and family members, but also past PCN alumni who wanted to support the new generation of PCN students.

This year's show, *Kapre & Me*, focused on elements of traditional Filipino mythology. Using handmade paper-mache masks and whimsical costumes created by the students themselves, *Kapre & Me* told the story of a young brother and sister who discover, with the help of their grandmother's old doll who transforms into a friendly, mythical tree monster, that despite their differences and sibling rivalry — especially when it comes to video games — the love between two siblings is more important than anything else in the world.



This show would not be possible without the help and support of several important people: Kababayan Program advisors Liza Erpelo, Melanie Espinueva, and Nate Nevado; guest choreographers and PCN alumni Jonathan Tioseco and Michael-Paul Fontelera; Theater Events Manager Alan Ceccarelli and the members of his Drama 680SA: Technical Production/Stagecraft class; Katie Beverly in Graphic Arts/Production; and our deans and their assistants: Connie Beringer and Kennya Ruiz, Donna Bestock and Kathy Fitzpatrick, and Joe Morello and Sandra Hatzistratis.

All proceeds from the show go towards future productions and activities for the Kababayan Program and its very active and dynamic student-initiated and student-run programs: Filipino Student Union, Kapatiran Mentorship Program, and Kababayan Dance Troupe.

## TRiO Celebrates Student Success



On Thursday, May 10, 2012, the TRiO program hosted its End of Year Celebration to recognize this year's graduates and transfers. TRiO students, family members, administrators, faculty, and staff came together to acknowledge the seventy-eight TRiO students who will be completing a certificate, graduating with an Associate Degree, and/or transferring to a four-year university.

Additionally, the thirty-two TRiO Grant Aid scholarship recipients were recognized at the event for their outstanding academic performance and active participation in the TRiO program. Throughout the evening, students and their guests had the opportunity to listen to existing TRiO students reflect on their experience in the program and share with the audience how TRiO services have helped them reach their academic and career goals.

The event served to highlight the numerous achievements TRiO students have accomplished this year and offered an opportunity to celebrate their successes alongside family members and loved ones.

## Innovative Sustainability Education Award Winners Announced at ENVS Service Learning Poster Session



*Photo from left to right: Ray Hernandez, Genievie Del Mundo, Shari Bookstaff, Lindsey Virdeh and Briana McCarthy*

The Skyline College Sustainable Campus Initiative wrapped up activities with the presentation of the first ever Innovative Sustainable Education Awards. Applications were reviewed by an expert panel of community partners including Kif Scheuer from Strategic Energy Innovations, Raj Lathigara of Cañada College, Aaron Aknin from the City of San Bruno, Mike Lappen from the City of South San Francisco, and Julie Phillips of DeAnza College. The evaluation committee reviewed how applicants integrated sustainability into curriculum, and inspired students to think and act for their local community. First place and \$500 went to Shari Bookstaff for BIO 150 Introduction to Marine Biology; second place and \$350 went to Genievie Del Mundo for BIO 110 Principles of Biology, and third place went to Shari Bookstaff's BIO 140 Animals, People and Environment. Congratulations to all of the winners!

The awards were presented at the Environmental Science Service Learning Poster Session. Students presented their semester long projects: including water conservation for South San Francisco, marine mammal studies for the Marine Science Institute, composting and beneficial reuse of food waste from Building 6, and the new ENVS Community Garden. Special thanks to Sustainable Campus coordinators Briana McCarthy and Lindsey Virdeh, as well as Ray Hernandez, Richard Inokuchi and all faculty, staff, and students supporting the initiative.



# **Skyline College GTC and CAA**

## **New Video Documents the Work of the Green Transportation Collaborative (GTC) and Automotive Career Advancement Academy (CAA) at Skyline College**

Led by Skyline College in partnership with Contra Costa College, Long Beach City College and the Automobile Service Councils of California (ACSSA), the Green Transportation Collaborative (GTC) has brought together automotive faculty, industry and workforce leaders to develop hybrid and electric vehicle repair training programs, improve automotive career pathway design, and train individuals for entry level and advancement in green transportation technology careers.



The Career Ladders Project provided strategic and direct assistance to support Skyline College and the GTC in reaching the goals of the project and in accelerating innovation with the colleges statewide. ASCCA provided vital support, leadership and guidance. Through the GTC, Skyline College took the lead in building alliances across industry, government and education – sponsoring Green Transportation events in Long Beach and in the greater Bay Area, and enlisting Assemblywoman Bonnie Lowenthal, chair of the CA State Assembly Transportation Committee, in co-sponsoring the events. Other partners included Perfect Sky.

A brief new video produced by the Career Ladders Project highlights GTC accomplishments, challenges and design of the statewide collaborative, including:

- Skyline College faculty worked closely with industry partners to expand curriculum and offer new, up-to-date instruction in hybrid and electric vehicle repair.
- Building on the CA Community Colleges' CAA statewide demonstration project, Skyline College and Contra Costa College built Career Advancement Academy “on-ramps” to a full automotive career pathway, integrating foundational academic with technical skills – to better enable young adults facing multiple barriers to post-secondary education and employment access to this high skill, high wage field.
- Skyline College faculty redesigned their auto program with flexible modular options aligned with ASE certifications, allowing students to advance their careers and "stack" successive levels of certificates toward an Associate degree and beyond.
- Together, Skyline College and its partners in the GTC are building the diverse, skilled workforce needed by automotive service employers to repair the growing numbers of hybrid and electric vehicles expected on California roads.

The Green Transportation Collaborative and Career Advancement Academy has been funded by a Green Innovations Challenge grant from the Employment Development Department, as well as by the California Community College Chancellor's Office and the Bay Area Workforce Funding Collaborative.

## **Skyline College Students Produce Online Oral Histories About Filipino Immigration**

Students in Skyline College's Digital Oral Research Project course (LSCI 110) have produced almost 50 online audio and video oral history projects this semester dealing with issues of Filipino-American immigration. These multimedia histories are now available for listening and viewing on the course website at: <http://www.smccd.edu/accounts/brenner/lsci110/>, which also includes an archive of the now well-over 200 oral history projects produced by students in the class since 2004.

The class is taught by Eric Brenner, in coordination with Liza Erpelo's Kababayan ENGL 100 classes and some of the issues discussed by the Filipino immigrants interviewed for the projects include: motivations for leaving the Philippines, varying expectations of life in the U.S., work experiences, differences between the Philippines and the U.S., contrasts between Filipino immigrants and American-born Filipinos, homesickness, being Filipino in America, race, sexuality and colonial history.

## PenTV Highlights Financial Coaching Services and SparkPoint at Skyline College



Skyline College Counselor, Melanie Espinueva, was a featured guest on “One on One”, a local TV program that highlights some of the current events around San Mateo County. The program features a 10-minute interviews conducted by former Redwood City Mayor, Dani Gasparini, focusing on the financial coaching services available to community members through

SparkPoint at Skyline College. Viewers will gain a better understanding of the financial education services offered by SparkPoint at Skyline College open to students as well as the greater San Mateo County community.

PenTV, an Emmy-Award winning non-profit programming resource and community information channel, broadcasts to over 190,000 households. It cultivates civic engagement and community news coverage on the San Francisco Peninsula and the Bay region, stimulates conversations between people and policy makers and fosters a better understanding of the greater San Mateo County.

The “One on One” episode, which can be seen on local cable TV channel 26, began airing Thursday, May 17, 2012, and will continue to air for a period of one month. Special thanks to Richard Villareal, Financial Education Specialist at San Mateo Credit Union, for recommending SparkPoint at Skyline College to be highlighted on the program.

To view the video go to: [vimeo.com/42026114](http://vimeo.com/42026114).



## Youth Entrepreneurship Program (YEP) A Huge Success!

The Youth Entrepreneurship Program (YEP) at Skyline College graduated its last two Entrepreneurship Training cohorts for the Spring 2012 semester. Our 4-week Training Program with Young Community Developers, a community based organization in the Bayview-Hunters Point area of San Francisco, provided students with an overview of entrepreneurship and taught them how to assess and develop their entrepreneurship interests. The class taught basics of marketing and sales and concluded with an info session on Skyline College programs and an interactive public speaking seminar.



YEP also concluded its 6-week training program with the Marin City Community Development Corporation (CDC), a non-profit organization serving Marin City. The CDC provides job readiness training in several areas including the construction field. YEP provided entrepreneurship training to participants interested owning their own construction businesses. This class taught students the basics of opening and operating a successful business and how to use social media to their advantage. Participants also

received information on Skyline College programs as a part of their exit paths.

Both graduations were held on May 10<sup>th</sup> and participants in both programs received certificates of competition from Skyline College.

On May 11<sup>th</sup> ASTEP Counselor, Tim Dupree, brought his Counseling 100 class o the CITD office on a field trip to visit the YEP program. Pcyeta Jackson gave the students a presentation on entrepreneurship and discussed various resources that YEP has to offer. Students learned about the Business Plan Competition and about alternative funding sources to get businesses started.





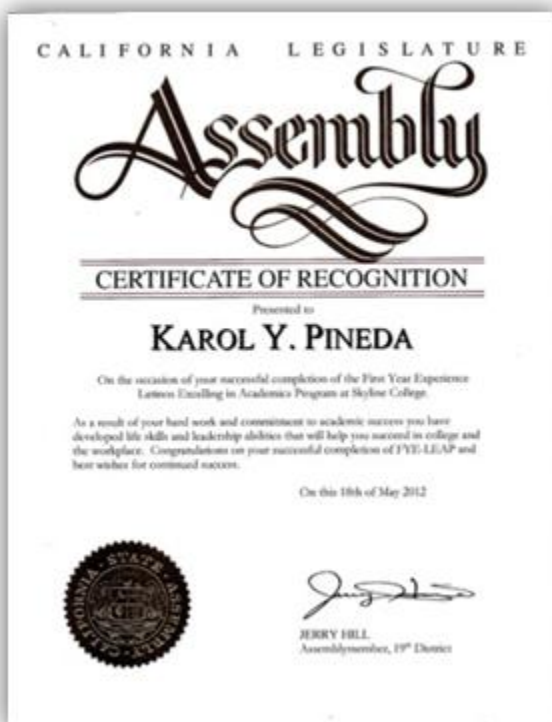
YEP participated in the Gateway to Careers event at Skyline College on May 15<sup>th</sup>. This annual San Mateo County ROP event brings career opportunities to high school students. A representative from the Youth Entrepreneurship Program served as presenter for the “Business break-out” group. This group focused on education and entrepreneurship. Students also had a chance to visit the YEP resource table during the event.

YEP offers training sessions as a part of ongoing campus outreach efforts to bring entrepreneurship training and information to the students at Skyline College. Not only is the objective to introduce entrepreneurship, but also to help remove economic barriers for young adults throughout the Bay Area, particularly at Skyline College.

The Youth Entrepreneurship Program is funded through grants from the offices of the Chancellor for California Community Colleges and locally hosted by Skyline College.

## First Graduating Class of FYE-LEAP

The first graduating class of Latinos Excelling in Academics Program (FYE-LEAP) celebrated the completion of the program on Friday, May 18, 2012 at Skyline College. Twenty one students received certificates of achievements and were recognized by the community of Faculty Soodi Zamani, Cecilia Gutierrez and Virginia Padron for their academic skills and leadership abilities.



A special appearance by Nicole Fernandez, Senior Field Representative, for the office of Assembly member Jerry Hill presented FYE-LEAP students with official California State Assembly Certificates of Recognition.

Congratulations to the FYE-LEAP Students. Together We Achieve!

## Skyline College End of the Year Celebration!



The End of the Year Celebration themed *Pass the Torch* was held on Wednesday, May 23, 2012. The event kicked off with Ray Hernandez “pinch hitting” for Mike Williamson who was unable to attend. Retirees were recognized and exceptional staff members were acknowledged with awards. Beautiful baskets were donated by each department. Attendees enjoyed everything from great food and tearful speeches to magic tricks.

Thank you to all those that attended the celebration and purchased scholarship tickets. A total of more than \$800 was generated for the staff/faculty scholarship fund!

## Strong Results from the Green Transportation Collaborative

The Green Transportation Collaborative, funded by the \$3 million California Workforce Agency’s Green Innovation Challenge (GIC) grant is coming to a close in June and the Collaborative met on Thursday, May 24, 2012 for an all partner meeting and celebration. Partners from Long Beach City College, Contra Costa College, the Career Ladders Project, Perfect Sky and the San Mateo County Workforce Investment Board joined Skyline College faculty, staff and administrators to discuss best practices and strategies for future collaboration.



This semester marked the last Automotive Career Advancement Academy and Basic Hybrid Powertrains cohorts offered by the GIC grant. In the past

three semesters, the Collaborative trained 406 students in the Automotive Career Advancement Academy (CAA) and Advanced Hybrid Technology, far exceeding the 300 participant goal. The Collaborative also created a detailed instructor's manual for the advanced hybrid curriculum, articulated stackable credentials for the automotive department, and hosted two industry roundtable events critical to advancing the emerging hybrid-electric vehicle sector.



Weaving together economic and workforce development, the Collaborative was able to successfully bring underserved students in the automotive field, and educate a new crop of independent repair shop owners and employees in advanced hybrid technology – allowing them to be competitive in an expanding market.

Special recognition goes to the whole Green Innovation Challenge team including Julia Johnson, Lorraine DeMello, Allison Mello, Kalon Behravesh, Soledad McCarthy, Don Carlson, Rick Escalambre, David Hasson, Jarrod Feiner, William Watson, Barbara Lamson and Anjana Richards. Thank you to President Dr. Regina Stanback Stroud and Interim Vice President Mike Williamson for their leadership, vision, and support.



# President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ June 27, 2012

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## Astronomy Department Participates in Extraordinary Celestial Events

### ***Students Capture Images of Solar Eclipse***

The solar eclipse on May 20 provided some spectacular images captured by **CSM astronomy students, Professor Darryl Stanford, and Ed Pieret** from the San Mateo County Astronomical Society. The group set up a viewing station at Pacifica Pier with roughly 100 community members participating in the “viewing party.” Prior to the eclipse, Stanford prepared his students for the viewing and photo shoot by encouraging them to be creative. Consequently, the group used a variety of devices and imaginative techniques—from a Sunspotter to welder’s glasses to cell phones to a pizza pan—to shoot images of the eclipse at various stages. The stunning results can be viewed by visiting CSM’s astronomy website: [collegeofsanmateo.edu/astronomy](http://collegeofsanmateo.edu/astronomy). (Photo credit: CSM Astronomy Dept.)



### ***Tracking the Transit of Venus***

Earlier this month, CSM’s Astronomy Department hosted a viewing of the extremely rare occurrence known as the transit of Venus. As Venus passes directly between the Earth and the Sun, Venus appears as a small, dark dot slowly gliding across the sun; it is from this alignment that scientists measure the size of our solar system. The transit of Venus is considered a once-in-a-lifetime astronomical event. Led by **Professors of Astronomy Darryl Stanford and Mohsen Janatpour**, visitors observed the transit through solar filters on telescopes from the Science Building’s rooftop Observatory. (Photo credit: CSM Astronomy Dept.)



College of San Mateo

## A Celebration of Faculty Retirements

As the spring semester ended, the Academic Senate hosted a reception to honor four retiring faculty members. CSM's 2011-12 retirees were **Carolyn Fiori**, assistive technology specialist in DSPS (21 years of service); **Bernard Gershenson**, professor of English (28 years of service); **Steve Morehouse**, counselor (36 years of service); and **Patricia Paoli**, professor of communication studies (33 years of service). During the ceremony, **President Mike Claire** spoke about the myriad of contributions each retiree has made to the college and presented each with a specially engraved pen and a certificate. The reception also included recognition of newly tenured faculty member **Lee Miller**, professor of political science. *(Photo credit: CSM Community Relations and Marketing)*



## CSM Student Goes from the Arctic to Stanford

Twenty-year-old CSM student **Luis Alvarez**, who served as an intern in the Arctic Circle last summer as part of the San Mateo Arctic Research Telescope (SMART) Project, can add a new destination to his resume: Stanford University. Receiving a full-ride scholarship, Luis will transfer to Stanford in fall 2012 as an astrophysics major. His overall educational goal is to pursue a Ph.D. and lead research in the area of extra-solar planets – planets outside our solar system. Of his experience at CSM, Luis says, “CSM laid the foundation for my success...with so much assistance, wonderful professors and a supportive administration, CSM became the place I grew academically, intellectually and personally.”



Luis was the first in his family to earn a high school diploma (he is a graduate of San Mateo Middle College), and to attend college. *(Photo provided by: Luis Alvarez)*

## MYTHBUSTERS Show Tapes Segment at CSM

The Emmy®-nominated television series **MYTHBUSTERS** taped a segment of the show at CSM's Bulldog Stadium and track (and identified the college in the narration). The premise of the show is to uncover the truth behind popular myths and legends by mixing scientific method with gleeful curiosity and plain old-fashioned ingenuity to create a signature style of experimentation. At CSM's track, the show's hosts set out to determine the average distance and hang time of a regular long jump and test the myth that the shock wave from a bomb can actually extend the jump. The segment aired several times during the month of May.

## Middle College Graduate News



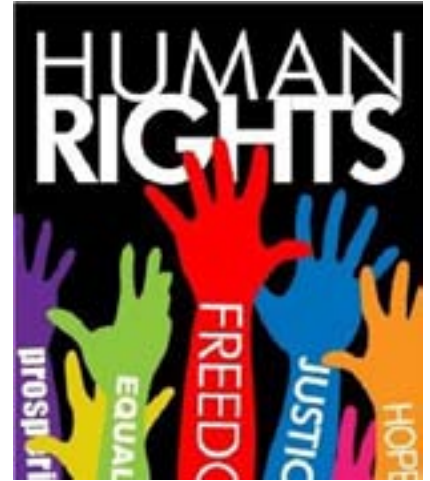
San Mateo Middle College High School celebrated its 14th graduating class at its May 29 commencement. While some of the 26 Middle College graduates will be attending community colleges, a number have accepted admission at the following four-year colleges and universities: University of San Francisco, Mount Holyoke (MA), UC Berkeley, UCLA, UC Davis and Notre Dame de Namur University.

One of San Mateo Middle College High School graduates, **Jackie Prager**, was profiled in The Daily Journal's "Great Grads" series. Jackie's story, titled, "Becoming a Superhero for Others," describes how she plans to turn her love of superheroes who fight for the rights of others into a career in law that will allow her to help others. She is headed to University of San Francisco where she will double major in English and psychology and minor in legal studies. (Middle College graduation photo source: Foster City Patch. Jackie Prager image source: SM Daily Journal.)



## Students Host Human Rights Day

At the end of the spring semester, CSM held the First Bi-Annual Human Rights Day, an event produced by **Professor Tim Maxwell's English 100 class** and the **Human Rights Committee of Alpha Gamma Sigma** to call attention to human rights abuses worldwide. The students took the initiative to go far beyond what was required in class and developed creative and inspiring actions as a way to reach out to the study body. Topics of discussion included human trafficking, child marriage, corporate abuses of labor, invasions of privacy and the suffering of the Tibetan people. The special guest speaker was **Giovanni Vassalo** of Friends of Tibet in the Bay Area. (Photo source: CSM website)



## CSM Swimmers Named All-Americans

Seven CSM swimmers were named junior college All-Americans, an honor they earned by placing in the top 16 in an event nationally. **Miya Oto** placed in three individual events: the women's 50, 100 and 200 freestyle. **Shelbi Oskolkoff-Campbell** qualified in the women's 100 individual medley, 50 butterfly and the 200 medley relay; other 200 medley relay team members include **Gianna Davino**, **Kellsey Mercado** and **Miya Oto**. Among the men, the Bulldogs' **Masa Oto** was named All-American in the 100 and 200 butterfly, while **Alex Navarro** made it in the 200 freestyle. **CSM Swim Coach Randy Wright** commented, "It's a tremendous honor to become an All-American. CSM is proud to have athletes that rank among the best in the United States."



## CSM Field Athletes Score Big in State Championship

CSM freshman **Evan McDaniel** achieved a second place in the shot put at the state community college track and field championships. His throw of 55 feet, 2 ¼ inches trailed only the national junior college leader from Sacramento City College.



In the hammer throw, CSM's **Josh Uikilifi** finished fourth in the state, and his sister, **Nikki Uikilifi**, took fourth in the women's shot put and sixth in the hammer. *(Evan McDaniel photo source: Belmont Patch)*

## Kudos

~ CSM graduate **Michael Keefe** has been named fire chief of the San Mateo-Foster City Fire Department. Keefe joined the SMFD in 1986 as a firefighter/engineer. Since 2011, he has been the deputy fire chief; he also served as captain and battalion chief. After earning his AA in fire science at CSM, Keefe transferred to Saint Mary's College and earned a bachelor's degree in business administration. *(Photo source: SM Daily Journal)*



~ The Arizona Cardinals signed CSM alum **Eddie Elder**. Elder, a safety, played two seasons at CSM and was the Defensive Player of the Year for California Community Colleges. He transferred to Arizona State University where he had two outstanding seasons; in 2011, he recorded a career-high 66 tackles and four passes defended while starting 11 games.

~ **Keith Holden**, a CSM alum who played football for the bulldogs, has been named head football coach at Half Moon Bay High School. Holden attended CSM for two years before transferring to Whittier College; he play offensive line for all four years of college. He has served as offensive coordinator and special education teacher at Half Moon Bay High.

~ CSM 2012 standout players **Daniel Grazzini** and **Clint Terry**, were picked in back-to-back rounds of Major League Baseball's professional draft by the San Francisco Giants. Both pitchers will soon make the decision to sign a professional contract or play at the university level. Prior to the draft, Grazzini accepted a scholarship to play at U.C. Davis next year and Terry accepted a scholarship to play at Lee University in Tennessee for the 2012/2013 season.



## Student Success Story: Vanessa Castro

### B. A., English, U.C. Berkeley

As a first-time freshman at CSM, **Vanessa Castro** knew hardly anyone on campus which could have been a tough transition for most people, but not Vanessa. She quickly realized that she needed to reach out and meet new people. As a disabled student, that task was not simple. Vanessa has navigated through daily life with the assistance of a power wheelchair and a communication device to type out what she wants to say. "I would ask random people on campus for help in getting items out of my backpack, and speaking through my communications device, you can imagine that I got many strange looks." However, she was always able to find someone willing to help—and that's how she began to meet new people and make new friends at CSM.

Vanessa became involved with the Disabled Students Program (DSPS) where she received services that were critical to her success in college: access to computers for assignments and tests, mobility assistance, test proctoring, disability management counseling, priority registration scribe for math. "The DSPS staff was always very helpful to me and everyone else who visited the program," says Vanessa.

During her years at CSM, Vanessa was encouraged to run for student body office as a senator. While she hadn't planned on getting involved in student government, her friends made her realize that she could educate students about people with disabilities. "I wanted to show others that despite my disability, I am capable of accomplishing so much. It just takes me a little longer, but when I set my mind to do something, I do it." says Vanessa. She did indeed win the election and spent an exciting year participating in the student leadership process. As a senator, she represented the student voice in college decision making and helped to plan student events. According to Vanessa, "My year as student senator was definitely the best time I spent at CSM."

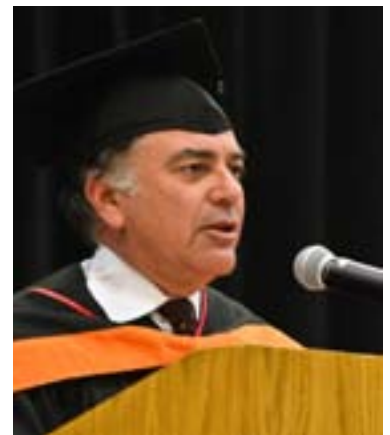
After graduating from CSM, Vanessa transferred to UC Berkeley where she earned a B.A. degree in English with a minor in education. She co-taught classes for disabled



students in independent living skills at the university and later became an instructor for the Center for Independent Living in Berkeley and San Francisco.

Recently, Vanessa has launched her own business, Ness Ness Va's Art. She writes and illustrates children's books and creates greeting cards and prints of her artwork. Through her books, she continues to educate others about the disabled, particularly children. She has self-published two of her books, *Gloria, the Gecko Attendant*, and *Goes Back to Soccer*; both stories teach children about young people living with disabilities. *(Photo provided by: Vanessa Castro)*

CSM's 90<sup>th</sup> Commencement: May 25, 2012



CSM's 90<sup>th</sup> Commencement: May 25, 2012



## SPECIAL POINTS OF INTEREST:

- Staff, faculty, and students will participate in the annual Redwood City Fourth of July Parade.
- Math Jam drew hundreds of students to the Learning Center in early June. Students worked to better their math placement scores.

## INSIDE THIS ISSUE:

- Math Jam Team Earns Recognition from ASEE** 2
- Linda Hayes Appointed Interim VPI** 2
- Julie Wilson Takes Over Word Jam Program** 3
- Nearly 200 Students Honored** 3
- Fireworks Viewing** 4

## University Center Poised to Receive Five-Year, \$3.3 Million Grant

The grant will help increase the number of high-need and Hispanic students earning bachelor degrees by funding articulated pathways and academic support services

The Center for International and University Studies is set to receive a major federal grant from the U.S. Department of Education's Developing Hispanic-Serving Institutions Program that will make it easier for students at the college to earn bachelor degrees.

Cañada has received word from U.S. Sen. Barbara Boxer's office that the college will receive the five-year, \$3.3 million grant.

Final confirmation through the Grant Awards Notification is expected sometime this week.

"This is a major grant that will literally transform the college and the Center for International and University Studies," said Cañada's Interim President, Jim Keller. "The grant will fund additional personnel needed to put into place clear pathways and support services for students who enter the college seeking bachelor degrees. It will make it much easier for students to transition successfully from their associate's degree to the bachelor's degree."

The A2B Program (associate's degree to bachelor's degree) will fund a specialist assigned as a case manager to each Canada student who completes 30 units towards



the associate's degree and has expressed interest in ultimately completing the bachelor's degree. The A2B specialist works with academic advisors, the transfer counselor, and Learning Center staff to ensure that students have the information, education plan, and academic support they need to complete their associate's degree and move smoothly into and through a University Center bachelor's degree program.

The A2B specialist will help students develop educational plans that include courses that articulate towards the University Center bachelor's degree of their choosing and to access academic support they need to complete their coursework successfully. The A2B specialist will also partner with the

college's and partner universities' financial aid staff to create with the student a financial aid plan that clarifies how the student will pay for the higher tuition rates the universities charge.

The grant also supports:

- **A part-time librarian** to provide specialized library services in the evenings and weekends to students preparing for transfer to a bachelor's degree and to students who are completing a bachelor's degree through a University Center program.
- **A distance education designer** to design hybrid courses that combine classroom and online time, as well

*(Continued on Page 3)*



The Math Jam Team received notice last week that a research paper written by Cathy Lipe and Dr. Amelito Enriquez received the “Best Paper Award” at the recently held American Society for Engineering Education national convention in San Antonio.

The paper details Using Financial Support to Create a Learning Community Among Diverse Community College STEM Students and focuses on the Math Jam program.

Last year, the Math Jam Paper Enriquez presented in Vancouver was selected the Best Paper by the Mathematics Division of the ASEE (Enriquez is photographed above receiving last year’s award).

## Linda Hayes Appointed Interim VPI

Hayes Will Replace Former VPI, Sarah Perkins, Who Transferred to Skyline

Linda Hayes, Dean of Business, Workforce & Athletics for the past 13 years, will serve as the Interim Vice President of Instruction at the college. Hayes replaces Sarah Perkins who announced in May that she will transfer to Skyline College to serve as Vice President of Instruction.

Hayes started with the District in 1974 where she worked for the District Office for two years. In 1976, she was hired as a faculty member at Skyline College. In 1988, she began teaching at Cañada College and 10 years later became Dean of Business, Workforce & Athletics.

Prior to Perkins’ arrival on campus, Hayes handled the duties of the Vice President of Instruction for a short period of time. “Her understanding of the college, her familiarity with the deans and faculty, and her experience with the District Office and our sister schools make her the perfect choice to serve as interim VPI.”

This past year, Hayes was honored by Phi Theta Kappa, the international honor society for two years colleges, with the Administrator of the Year Award. She has been a stalwart supporter of both PTK and the college’s growing Honors Transfer Program.



Linda Hayes, second from the left, has been named interim Vice President of Instruction. Hayes served in a similar capacity for a brief time before Sarah Perkins was hired. Hayes has been Dean of Business, Workforce & Athletics for 13 years.

## Jan Roecks Appointed Interim Dean of Business, Workforce & Athletics

Roecks Joins Cañada from the District Office Where She Served as Director of General Services

Jan Roecks, Director of General Services for the District Office, has joined Cañada College where she will serve as Interim Dean of Business, Workforce & Athletics. Roecks was named to the position in late May by Cañada’s Interim President, Jim Keller. She will serve as interim dean while Linda Hayes serves as Interim Vice President of Instruction at the college.

“I can’t think of a better person to serve as interim dean of this division,” Hayes said. “She has the precise skill set needed to continue to move



Jan Roecks, center, has been named Interim Dean of Business, Workforce & Athletics.

the division forward.”

Roecks was born and raised in Redwood City and attended Cañada College for a semester before going to UC Davis and graduating with a bachelor’s degree in Recreation and Adminis-

trative Management. She later returned to Cañada and CSM to take classes before earning an MBA from Notre Dame de Namur. Her career started at Hewlett Packard in Material Management. After taking time off to raise her three children, Roecks worked for a project management company and a start-up before joining the District more than 10 years ago. “Her history as a manager in industry and at the district makes her an excellent choice,” Keller said. “She has experience in leadership, organization, planning, development, staffing, fiscal/budgetary experience, strategic planning and contract management.”



Julie Wilson, a resident of East Palo Alto, will take over as the coordinator for this fall's Word Jam Program.

Word Jam is a free, non-credit, one-week program designed to provide additional assistance to Cañada College students in all levels of English, Reading, and ESL classes. It will be held the week before Fall Semester begins.

Students will learn the expectations of their specific English, Reading, or ESL course, become familiar with Cañada College resources, obtain necessary research tools, and practice college-level reading and writing strategies. You must be a current Cañada College student enrolled in any English, Reading, or ESL course to sign up for Word Jam.

## Nearly 200 Students Walk as Part of the 2012 Commencement Ceremony

Approximately 200 students participated in this year's commencement ceremony held on Saturday, May 26.

Despite a cool, windy morning, a large crowd of family and friends greeted the graduates as they entered the main quad.

Former President Thomas Mohr was the featured speaker. He told the graduates how important it was for them to identify with Cañada College when it comes to discussing their college education.

"You'll move on in your academic endeavors," he told the graduates, "but it's important that you tell people that you graduated from Cañada College."

Following the nearly 90-minute ceremony, students and their families enjoyed light refreshments.

It was the third outdoor graduation at the college and honored both associate degree earners as well as certificate earners.



## Federal Grant Has the Potential to Change the College

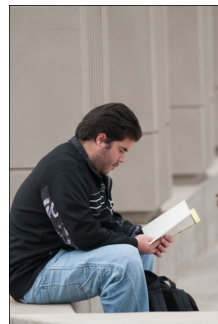
*(Continued from Page 1)*

as online courses, so that University Center students can still work towards their bachelor's degree even when they are unable to attend classes on campus.

- **Learning Center tutors** to assist students in developing skills to succeed in upper-division coursework.
- **A researcher** to refine data collection strategies and to track student success after transfer to University Center programs.

"These positions are crucial for the success of our students as they transition from community college to university academics," said Lucy Carter, director for the CIUS.

With grant funds, Canada will



also develop a peer mentor program for University Center students and improve University Center infrastructure including the internal website for partner university faculty, the billing system for facilities-use fees, University Center outreach strategies for new programs, and cross-institution calendar coordination. Carter will oversee the A2B program, with a project director managing the day-to-day activities.

The grant also funds three University Center partner

universities to provide advisors to work with the A2B specialist and with students to ensure the smooth transition from associate's degree to bachelor's degree and to articulate clear pathways from Cañada's degree programs to the bachelor's degree programs offered on our campus.

The three partner universities are: San Francisco State University which will offer a new bachelor of arts in digital animation; National Hispanic University which will offer a new bachelor of arts in child development; and Notre Dame de Namur University which will expand its Bachelor of Science degrees in business administration and human services.

The college will receive \$624,255 in the first year of the grant and up to \$714,000 in subsequent years.

## Fireworks Viewing Returns to Cañada Parking Lot 7



A tradition returns to Cañada College for the Fourth of July as the college will open its upper parking lot to allow viewing of fireworks displays up and down the Peninsula.

The lot was closed the past two years as Redwood City cancelled its annual fireworks show. With fireworks returning to the city this year, the college has once again opened the parking lots for spectators to view the show.

“From the top of the hill, you can see the fireworks displays from up and down the Peninsula,” said Interim Cañada College President Jim Keller. “It’s a fantastic view and we know the community enjoys coming to the campus for this event. We’re pleased to open the venue again.”

If you are planning to watch the show from the college it’s important to remember that alcohol, barbecues, pets, and personal fireworks are not permitted on campus.

Viewing will take place in Lot 7, which will open at 6:30 p.m.

## Esther Chan Will Head to UC San Diego in the Fall to Study Mechanical Engineering

When Esther Chan graduated from Woodside High School three years ago, she hadn’t settled on a college major. “I came to Cañada because I didn’t feel right going to a four-year school without a real sense of what I wanted to do.”

It’s safe to say Esther found her direction at Cañada. She met Amelito Enriquez, professor of engineering and mathematics, who set her on a course to study mechanical engineering. She also received the support of Cathy Lipe, the director of the Mathematics, Engineering, Science, Achievement Program.

“I can’t imagine where I would be without them,” she said. “I am so appreciative of everything they have done for me. They are the best team any engineering

student can have. You can tell that they really care about the students. I am going to miss them so much next fall.”



Esther is headed to UC San Diego where she eventually wants to earn a PhD. “I am very interested in the work being done in developing sustainable energy solutions and I would love to do research on sustainable energy as a career.”

Last fall, Esther was one of three Cañada students selected to present original research at the Society of Hispanic Professional Engineers conference in Anaheim. They were the only com-

munity college students chosen to present. It was Chan’s first time presenting at a conference.

Her presentation was a summary of the research completed by a group of Cañada students who participated in a summer NASA internship. “My group completed research on creating a data logger from a printed circuit board that records pressure and temperature changes due to magnets implanted inside a patient with a hollow chest condition.” Esther said the opportunity to present her research at a national conference was made possible because of Cañada. “There is no better choice than Cañada,” she said.

## Xenia Leon Hopes to Help Low-Income People Through Electrical Engineering



Xenia Leon originally thought she wanted to pursue a career in nursing to help low-income residents but now she plans to help people by applying her knowledge in electrical engineering to create better medical devices.

“As I started my studies in college, I found I didn’t have a passion for anatomy and physiology like I did math,” she said. Xenia grew up in San Mateo and attended Hillsdale and Aragon high schools before eventually graduating from East Union High School in Mateca. “I always did well in math but when I arrived at Cañada I was convinced by Dr. E and Cathy to pursue a career in engineering.”

Dr. E is Amelito Enriquez, professor of engineering and mathematics, and Cathy Lipe is the director for the Mathematics, Engineering, Science, Achieve-

ment program. “I’m so happy I made the switch because I’ve found my passion.”

Xenia said she wants to eventually pursue a master’s degree in bio-medical engineering. She believes she can pursue her dream of helping low-income people by using her education to better engineer medical devices.

“That’s my ultimate goal,” she said. “I want to give back to the community.”



**BOARD REPORT 12-6-2A**

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

**Patty Della Bona** Project Director Business Services

Reassigned through the managed hiring process from a Project Manager I position in Facilities Operations & Planning (Grade 210S of Salary Schedule 40) into this Project Director position (Grade 175S of Salary Schedule 40), effective June 11, 2012.

District Office

**Alan Miller** Programmer Analyst ITS

Reassigned through the managed hiring process from an Administrative Analyst position in Facilities Operations & Planning (Grade 195S of Salary Schedule 40) into this Programmer Analyst position (Grade 37 of Salary Schedule 60), effective July 1, 2012.

**B. CHANGE IN STAFF ALLOCATION**

College of San Mateo

Recommend approval of a temporary increase in staff allocation for two 10.5-month positions at the College of San Mateo Library for Summer Session 2012, effective June 18, 2012. This temporary increase will cover the eight-week Summer Session, ending on August 11, 2012:

<u>Allocation</u>	<u>Incumbent</u>	<u>Assignment</u>
Instructional Aide II	Theresa Vigilia	40 days
Library/Media Technician	Huda Shuhaiber	32 days

Skyline College

1. Recommend approval of a temporary increase in staff allocation to extend one 10-month position at the Skyline College EOPS Department for one month, effective June 1, 2012. This temporary assignment will enable completion of MIS data required for EOPS reporting:

<u>Allocation</u>	<u>Incumbent</u>	<u>Assignment</u>
Office Assistant I	Guillermo Alonzo	16 days

2. Recommend approval of change in staff allocation to increase an Instructional Aide II position (2C0049) in the DSPS Program from 40% to 100%, effective July 1, 2012. The increase in assignment for this position will meet the needs of the department.

It is also recommended that the assignment of the incumbent, Michael Rojas, be adjusted accordingly, effective July 1, 2012.

3. Recommend approval of an increase in staff allocation to add a part-time (48%) 11-month Program Services Coordinator position in the Counseling Services division, effective July 1, 2012. The increase in staff allocation is necessitated by a growth in the CalWORKS student population. Services have been provided by temporary staff for the past two years.
4. Recommend approval of change in staff allocation to increase Theater Events Manager position (2C0082) in the Creative Arts/Social Science Division from 80% to 100%, effective July 1, 2012. The increase in assignment for this position will meet the needs of the department.

It is also recommended that the assignment of the incumbent, Alan Ceccarelli, be adjusted accordingly, effective July 1, 2012.

### 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	Bookstore/Campus Copy & Post Center	1	7/1/2012	1/31/2013	<b>Staff Assistant:</b> Assist staff in the daily operation of the Campus Copy & Post, including pricing, stocking shelves, cashiering, customer service, merchandise preparation, and other duties as assigned.
District	Community Education	1	7/1/2012	12/31/2012	<b>Office Assistant I:</b> Assist with College for Kids program, Community Education student registration, customer service, preparation and distribution of instructor materials and marketing materials during peak registration periods.
District	Chancellor's Office	1	7/1/2012	6/30/2013	<b>Office Assistant II:</b> Assist Chancellor's Office support staff with scanning and organizing grant documents and other related tasks.
Cañada	Enrollment Services	1	7/1/2012	6/30/2013	<b>Financial Aid Assistant:</b> Provide front counter coverage, assist permanent staff, and supervise student workers. Position is 20 hours per week during afternoons and evenings with additional hours required during peak student contact periods.

Cañada	Vice President of Student Services/EOPS	1	7/1/2012	2/28/2013	<b>Office Assistant II:</b> Due to increased CalWORKS participants, additional clerical work is required.
CSM	Admissions & Records	1	7/1/2012 8/15/2012 1/2/2013 6/1/2013	7/20/2012 9/15/2012 2/1/2013 6/20/2013	<b>Admissions &amp; Records Assistant II:</b> Perform duties related to student registration, such as answering telephones, scanning and indexing, assisting students, and making reminder calls about student fee payment.
CSM	Business/Technology	6	7/1/2012	6/30/2013	<b>Instructional Aide II:</b> Assist Fire Technology instructors during manipulative skills exercises, assist EMT instructors during skills practice and testing in the EMT courses.
CSM	Division Assistant	1	8/1/2012	12/31/2012	<b>Division Assistant:</b> Provide training for new division assistants; provide assistance with special projects associated with VATEA funding and activity facilitation; provide transfer and career service support; provide support to transcript evaluation task force, etc.
CSM	General Administration	3	7/1/2012	6/30/2013	<b>Equipment Manager:</b> Facilitate events for outside groups renting CSM's athletic facilities.
Skyline	Business/Cosmetology	2	8/20/2012	5/25/2012	<b>Instructional Aide II:</b> Assist students in applying proper massage and spa therapy techniques, body mechanics, ergonomic principles, palpation and kinesiology skills. The services are provided intermittently at varied days/times for short periods of time.
Skyline	Business/Cosmetology	1	8/19/2012	6/30/2012	<b>Cosmetology Aide:</b> Oversees student performance during practical application experiences. The services are provided intermittently at varied days/times for short periods of time.
Skyline	Business Services	2	8/1/2012 1/3/2013 6/3/2013	9/12/2012 2/6/2013 6/30/2013	<b>Accounting Technician:</b> Student payment processing, issuance of parking permits, balancing of cash, etc. during peak registration periods. One position will assist with evening coverage and emergency coverage, and the other position will assist with additional workload relating to the "Plan-Ahead, Pay-Ahead" program.

Skyline	Enrollment Services	2	8/6/2012 1/2/2013 6/10/2013	9/14/2012 2/8/2013 6/20/2013	<b>Admissions &amp; Records Assistant II:</b> Perform duties related to student registration, such as answering telephones, scanning and indexing, assisting students, and making reminder calls about student fee payment.
Skyline	Language Arts & Learning Resources	14	7/1/2012	6/30/2013	<b>Instructional Aide II:</b> Provide tutorial services to all students in multiple subject areas over the course of a 12 hour day, assist in the presentation of workshops, classroom visits, and student groups.
Skyline	Math/Science/Technology/EMT	6	7/1/2012	6/30/2013	<b>Instructional Aide I:</b> Oversee skills testing during specific labs as required by accrediting agencies.
Skyline	Math/Science/Technology/EMT	4	7/1/2012	6/30/2013	<b>Instructional Aide II:</b> Oversee skills testing during specific labs and provide supervision for Instructional Aide I positions as required by accrediting agencies.
Skyline	Math/Science/Technology/Basic Skills	3	7/1/2012	12/31/2012	<b>Instructional Aide II:</b> Supplemental instruction leaders will work 7 hours per week with specific classes. This function is a fundamental part of the Basic Skills Initiative.
Skyline	Math/Science/Technology/MESA	2	7/2/2012	6/30/2013	<b>Instructional Aide II:</b> Provide intermittent assistance to students in the MESA Center in physics and chemistry. Hours will occur during midterm and final exam preparation.
Skyline	Math/Science/Technology/Respiratory Therapy	1	7/2/2012	6/30/2013	<b>Instructional Aide II:</b> Assist with lab assignments and skills testing during specific labs.
Skyline	Math/Science/Technology/Biology, Biotechnology, Physics	4	7/2/2012	6/30/2013	<b>Lab Technician:</b> Assist during intense instructional times such as lab tests, complex experiments, and student check in and check out.
Skyline	Vice President of Instruction/Workforce Grants	1	7/1/2012	12/31/2012	<b>Program Services Coordinator:</b> Assist in planning and coordinating student recruitment, orientation, enrollment, job skill assessments and job placement for grant-funded cohorts.

**BOARD REPORT NO. 12-6-3A**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

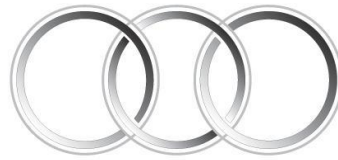
PREPARED BY: Harry W. Joel, Vice-Chancellor,  
Human Resources and Employee Relations, (650) 358-6767

**APPROVAL OF REVISION TO MISCELLANEOUS PAY RATES SALARY SCHEDULE**

The Miscellaneous Pay Rates Salary Schedule was originally established by the Board of Trustees in 1989 (Board Report No. 89-7-3A) for selected services not covered by other District salary schedules. The classifications are designed to supplement current staff services on a short-term, non-continuing basis, and constitute temporary, at-will employment for special District services and projects.

**RECOMMENDATION**

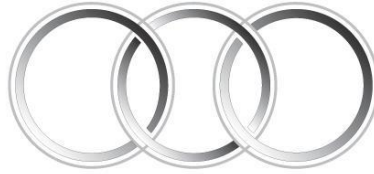
It is recommended that the Miscellaneous Pay Rates Salary Schedule be revised effective July 1, 2012 to include a 10% rate increase for the College Physician position as indicated on the attached pay schedule.



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

**MISCELLANEOUS PAY RATES SALARY SCHEDULE**  
(Revised July 1, 2012)

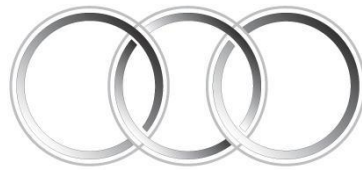
<b>CLASSIFICATION</b>	<b>HOURLY PAY RATES</b>
<p><b>KCSM Projects Leader</b> Under direction of General Manager or other management staff, directs and coordinates contracts, technical requirements, compliance with Federal Communications Commission regulations, studio scheduling and other strategic planning and logistics for special station projects and productions.</p>	\$60.00 Flat Rate
<p><b>KCSM Production Operator</b> Operates cameras; adjusts camera angles and apertures; makes minor repairs to equipment and supplies; serves as studio mixer; operates teleprompters.</p>	\$35.00 – \$40.00 - \$45.00
<p><b>KCSM Floor Director</b> Works with producer and other directors to set up, monitor and adjust camera angles, cues, lighting and sound performance quality; supervises scripts, placement and performance of on-air talent.</p>	\$30.00 – \$35.00 – \$40.00
<p><b>KCSM Video Shader</b> Operates cameras to monitor color and level of consistency throughout various programs.</p>	\$30.00 – \$35.00 – \$40.00
<p><b>KCSM Video Mixer</b> Sets up production video consoles pursuant to producer/director requests. Serves as interface between producer/directors and crews.</p>	\$35.00 – \$40.00 – \$45.00
<p><b>Lifeguard</b> Monitors swimming pool and guest safety; performs watch and rescue procedures; administers CPR and other First-Aid as required; trains guests in swimming pool safety. American Red Cross Lifeguard Training Certificate and ARC CPR/First Aid for the Professional Rescuer.</p>	\$8.50 – \$9.00 – \$9.50
<p><b>Senior Lifeguard</b> Trains and directs the work of Lifeguards; monitors swimming pool and guest safety; performs watch and rescue procedures; administers CPR and other First-Aid as required; trains guests in swimming pool safety. American Red Cross Lifeguard Training Certificate and ARC CPR/First Aid for the Professional Rescuer.</p>	\$10.50 – \$11.00 – \$11.50



**SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT**

**MISCELLANEOUS PAY RATES SALARY SCHEDULE (continued)**  
(Revised July 1, 2012)

<b>CLASSIFICATION</b>	<b>HOURLY PAY RATES</b>
<p><b>College Physician</b> Plans, implements and leads professional College health care services in conjunction with public health nursing staff; provides medical advice and treatment in the College Health Center; writes prescriptions as needed; confers with medical plan providers and emergency medical personnel regarding follow-up care; sets up and maintains confidential documentation of treatment and services provided; completes required medical provider and emergency forms; makes presentations to students, organizations and other groups as assigned.</p>	\$110 Flat Rate
<p><b>Assistant Coach</b> Provide support for coaching in a specific sport; supervise practices, assist at games.</p>	Up to \$5,000 per season.
<p><b>EMT I Proctor</b> Assists instructors in the various classes and schedules assignments to part-time instructors, which can result in work assignments varying from one to several class sessions per semester.</p>	\$25.00 Flat Rate
<p><b>Health Educator</b> Assist in organizing and delivering health education programs and services to students. Provide proactive health information on an as-needed basis.</p>	\$27.00 Flat Rate
<p><b>Accompanist</b> Play piano to assist in voice classes and for choral groups.</p>	\$26.00 – \$36.00
<p><b>Fashion Design Program Assistant</b> Makes minor repairs to sewing machines, provides department tours, designs program websites, creates brochures and flyers to advertise classes and events, speaks at career days, plans for events, and manages supplies and equipment for the Fashion Design program.</p>	\$16.19 – \$16.98 – \$17.80



**SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT**

**MISCELLANEOUS PAY RATES SALARY SCHEDULE**  
(Revised July 1, 2012)

**EMPLOYMENT REGULATIONS**

Individuals who are employed in classifications listed on the Miscellaneous Pay Rates Salary Schedule are not a part of the classified service, are at-will employees, subject to unemployment insurance regulations, and are employed pursuant to California Education Code Section 88003.

The “Miscellaneous Pay Rates” classifications are designed to supplement current staff services on a short-term, non-continuing basis, and constitute temporary, at-will employment for special District services and projects.

**SALARY STEP PLACEMENT**

The initial placement of individuals at one of three steps within a pay range, as well as their subsequent movement to a higher step within the range dependent upon relevant training and previous applicable work experience, and is at the discretion of hiring manager.

Individuals who are employed in any of the listed classifications are paid via timesheet, and are subject to payment at time and a half of the hourly rate for hours in excess of the regular District work day or work week.

**EQUAL EMPLOYMENT OPPORTUNITY**

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who present the rich diversity of cultures, language groups and abilities in its surrounding communities.

(Rev. 7/1/2012)



**BOARD REPORT NO. 12-6-1CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Kathryn Blackwood, Executive Vice Chancellor, 358-6869

**RATIFICATION OF MARCH AND APRIL 2012 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 2012 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, 2012 through April 30, 2012 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
MARCH 1-31, 2012  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
025704	03/01/12	Constellation NewEnergy Inc.	17,661.10	Utilities
025705	03/01/12	Coulter Construction Inc.	34,726.14	Cañada Construction Project
025708	03/01/12	Krueger International	14,109.22	Skyline Furniture Purchase
025709	03/01/12	Noll & Tam	22,197.50	Cañada & CSM Construction Project
025713	03/01/12	SMCCCD Bookstore	32,187.30	Skyline EOPS Program Book Purchase
025714	03/01/12	Sutro Tower Inc.	17,247.00	KCSM TV Broadcast Site lease at Sutro Tower
025732	03/06/12	GRD Energy Inc.	13,000.00	CSM Site Lighting
025734	03/06/12	Intermountain Electric Company	34,865.25	Skyline Fire Alarm System & Cañada Kitchen Service
025735	03/06/12	Krueger International	10,898.28	CSM Furniture Purchase
025736	03/06/12	Sallie Mae Inc.	180,305.96	Financial Aid Disbursement
025738	03/06/12	SM County Community College District	22,598.43	Replenish Flex Spending Account
025741	03/06/12	Sutro Tower Inc.	17,764.00	KCSM TV Broadcast Site lease For March
025754	03/08/12	Coulter Construction Inc.	34,950.60	Skyline Construction Project
025759	03/08/12	Performance Abatement Services, Inc.	17,955.00	Skyline Waste Disposal Services
025761	03/08/12	SMCCCD Bookstore	19,751.21	Skyline Textbooks Purchase for Rental Program
025771	03/13/12	U.S. Bank National Association ND, .	431,575.56	District Procurement Card Payment
025773	03/13/12	Associated Std-Skyline	100,000.00	Skyline ASB Interbank Transfer
025774	03/13/12	Bunton Clifford Associates, Inc.	37,535.24	Cañada Construction Project
025776	03/13/12	Coulter Construction Inc.	22,300.74	CSM Construction Project
025778	03/13/12	Interline Brands Inc.	10,009.34	CSM Purchase of Supplies
025779	03/13/12	Keenan & Associates	19,031.75	Districtwide Construction Project
025781	03/13/12	Sallie Mae Inc.	109,689.32	Financial Aid Disbursement
025786	03/13/12	SMCCCD Bookstore	17,946.06	Skyline Textbooks Purchase for Rental & EOPS Program
025948	03/20/12	Casey Printing, Inc.	11,093.59	CSM Printing for Class Schedule
025949	03/20/12	Computerland	11,203.94	Skyline Printer Purchase
025950	03/20/12	Constellation NewEnergy Inc.	70,182.23	Utilities
025958	03/20/12	Sallie Mae Inc.	266,778.77	Financial Aid Disbursement
025959	03/20/12	Schneider Electric Buildings Americas, Inc.	31,838.68	Skyline & Cañada Equipment Purchase
025967	03/22/12	Computerland	257,271.33	Districtwide Computer Purchase
025973	03/22/12	Sutro Tower Inc.	22,148.85	KCSM TV Broadcast Site lease For April
025985	03/27/12	Sallie Mae Inc.	209,594.30	Financial Aid Disbursement
025995	03/29/12	Constellation NewEnergy Inc.	19,797.66	Utilities
025999	03/29/12	SMCCCD Bookstore	51,457.07	CSM EOPS Program & CARE Book Service & Paper Supplies

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
MARCH 1-31, 2012  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
446778	03/01/12	Allana Buick & Bers, Inc.	20,420.85	CSM Construction Project
446794	03/01/12	Eaton Corp.	14,890.70	CSM Battery Replacement & Update
446804	03/01/12	John Plane Construction	23,353.00	Cañada Construction Project
446812	03/01/12	Netronix Integration, Inc.	22,027.16	Districtwide ACAMS System Installation
446816	03/01/12	Pac Gas & Elec Co	11,024.73	Utilities
446818	03/01/12	Pac Gas & Elec Co	15,708.08	Utilities
446845	03/01/12	Calif Water Service Co	13,689.78	Utilities
446851	03/01/12	Public Empl Ret Sys	1,250,317.93	Health Insurance Monthly Premium
446868	03/05/12	Bench Pro Inc.	18,136.90	Skyline Purchase of Furniture
446872	03/05/12	Caftec, Inc.	11,529.63	CSM Café Purchase of Machine & Filter System
446891	03/05/12	Golden Project Mgmt& Install LLC	15,000.00	CSM Construction Project
446903	03/05/12	Netronix Integration, Inc.	47,279.45	Districtwide ACAMS System Installation
446913	03/05/12	Robert A. Bothman	47,773.00	CSM Construction Project
446916	03/05/12	Ellucian Support Inc.	322,135.00	Districtwide Banner Maintenance
446937	03/05/12	S.M.C.S.I.G.	159,943.80	Dental Premium Payment
446943	03/06/12	Kutak Rock LLP	10,000.00	Consulting Service for Bonds
446947	03/06/12	S.M.C.S.I.G.	19,495.13	Vision Premium Payment
446964	03/08/12	County of San Mateo	44,870.40	Skyline WIB Consulting Services
446970	03/08/12	ELS Language Centers	11,885.00	Spring 2012 Recruitment Tour Package
447018	03/08/12	San Francisco State University	14,494.98	Cañada Contract Service with SFSU - School of Engineering
447073	03/12/12	Hartford Life & Accident Insurance Co.	34,985.38	Monthly Insurance Premiums
447091	03/15/12	AEDIS Inc.	12,861.84	Skyline Architectural Services
447096	03/15/12	AutomationDirect.com, Inc.	22,596.00	CSM Purchase of Supplies
447112	03/15/12	Commercial Energy of Montana, Inc.	62,418.59	Utilities
447113	03/15/12	County of San Mateo	15,076.70	Districtwide Parking Income
447127	03/15/12	Industrial Employers/Distributors Assoc.	10,437.58	Monthly Service Fees for Labor Relations
447144	03/15/12	MK Pipelines, Inc.	11,220.00	Skyline Pipe Installation
447149	03/15/12	Pac Gas & Elec Co	31,703.09	Utilities
447311	03/19/12	Atlas/Pellizzari Electric Inc.	10,948.00	Skyline & CSM Electrical Project
447322	03/19/12	Public/Private Ventures	19,500.00	Career Advancement Academies Evaluation
447323	03/19/12	Rosendin Electric, Inc.	47,160.00	CSM Camera Installation
447328	03/19/12	Trimark ERF, Inc.	10,296.73	Skyline Equipment Purchase
447330	03/19/12	U.S. Postal Services	10,000.00	Skyline Third Class and First Class Mail
447331	03/19/12	U.S. Postal Services	10,000.00	Skyline Third Class and First Class BULK Mail
447337	03/19/12	Ad Age Broadcast Network	10,962.45	Cañada Purchase of Supplies

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
MARCH 1-31, 2012  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
447350	03/20/12	Calif Water Service Co	12,210.58	Utilities
447392	03/22/12	LPAS, Inc.	32,500.00	Skyline Architectural Service
447404	03/22/12	Pac Gas & Elec Co	29,595.15	Utilities
447449	03/26/12	Goombah's Embroidery	10,399.73	Districtwide Uniforms Replacement
447468	03/26/12	Sedgwick Claims Management Services. Ir	21,420.00	Worker's Compensation TPA service fee for 2011-12
447485	03/27/12	Atlas/Pellizzari Electric Inc.	26,685.00	Cañada & CSM Electrical Project
447490	03/27/12	John Plane Construction	145,088.74	Cañada Construction Project
447492	03/27/12	John Plane Construction	16,120.97	Cañada Construction Project
447502	03/29/12	Atlas/Pellizzari Electric Inc.	48,419.00	Skyline & CSM Electrical Project
447505	03/29/12	Butte-Glenn Community College District	28,821.87	District 2nd Circuit Annual Assessment
447522	03/29/12	Harris Corp. Broadcast Division	17,246.43	CSM Equipment Purchase
447527	03/29/12	Netronix Integration, Inc.	38,381.44	Districtwide ACAMS System Installation
447531	03/29/12	Pac Gas & Elec Co	14,088.53	Utilities
447534	03/29/12	Pac Gas & Elec Co	17,553.33	Utilities
447539	03/29/12	Robert A. Bothman	20,562.28	CSM Construction Project
447547	03/29/12	Western Allied Mechanical Inc.	103,363.56	Cañada & CSM Boilers Upgrade
447570	03/29/12	Western Allied Mechanical Inc.	11,484.84	Cañada & CSM Boilers Upgrade
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1203414	03/01/12	US Treasury - Union Bank	1,389,890.27	Federal Tax
J1203414	03/01/12	EDD - Union Bank	277,244.27	State Tax
J1203414	03/01/12	EDD - Union Bank	17,259.06	State Tax - SDI
J1203783	03/15/12	State Teacher Retirement - Cash Balance	65,451.98	STRS Retirement - Cash Balance
J1203838	03/19/12	US Treasury - Union Bank	53,787.84	Federal Tax
J1204169	03/30/12	State Teacher Retirement - County Paid	612,048.63	STRS Retirement - Defined Benefit
<u>SMCCCD Bookstores</u>				
109499	03/08/12	Skyline College	10,000.00	Donation to Skyline Presidents Innovation Fund
109491	03/08/12	Pepsi - Cola	10,128.29	Purchase of Inventory
109478	03/08/12	MPS	10,423.86	Purchase of Inventory
109504	03/08/12	SYSCO Food Company of SF	11,423.20	Purchase of Inventory
109546	03/20/12	MPS	13,039.58	Purchase of Inventory

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
 MARCH 1-31, 2012  
 WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
109444	03/08/12	CSM Bookstore	16,608.94	Purchase of Inventory
109476	03/08/12	MBS Textbook Exchange	20,069.95	Purchase of Inventory
109544	03/20/12	McGraw-Hill Companies	20,997.83	Purchase of Inventory
109550	03/20/12	Pearson Education, Inc.	45,169.21	Purchase of Inventory
109483	03/08/12	Nebraska Book Company, Inc.	67,303.92	Purchase of Inventory
109489	03/08/12	Pearson Education, Inc.	102,343.28	Purchase of Inventory
EFT 13712	03/23/12	Board of Equalization	17,101.65	Sales Tax Payment February 2012
		Subtotal	<u>7,958,046.51</u>	86%
		Warrants Issued ≤ \$10,000	<u>1,255,045.83</u>	14%
		Total Non-Salary Warrants Issued	<u><u>9,213,092.34</u></u>	100%
District Accounts Payable		Ck#446777-447576, DD25701-25999	6,294,406.29	
District Payroll		Ck#78148-78946, DD50031421-50032962	8,028,344.15	
SMCCCD Bookstores		Ck#109424-109568, EFT13712	<u>496,569.49</u>	
		Total Warrants including Salaries - March 2012	<u><u>14,819,319.93</u></u>	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
APRIL 1-30, 2012  
WARRANT SCHEDULE GREATER THAN \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
026001	04/03/12	U.S. Bank National Association ND, .	335,513.12	District Procurement Card Payment
026005	04/03/12	Sallie Mae Inc.	138,865.94	Districtwide Financial Aid Refunds
026006	04/03/12	SMC College Ed Housing Corp - Canada Vista	69,401.89	Cañada Vista Monthly Rent Payment
026007	04/03/12	SMC College Ed Housing Corp - College Vista	46,038.00	College Vista Monthly Rent Payment
026012	04/03/12	VALIC Retirement Services Company	219,549.39	Tax Shelter Annuities
026017	04/10/12	Cappa, Loretta M.	10,390.00	CSM Contracted Services
026028	04/10/12	CIS, Inc	16,820.00	Districtwide DSA Inspection Services
026029	04/10/12	Computerland	123,835.27	Districtwide Computer Equipment Purchase
026036	04/10/12	Sallie Mae Inc.	44,467.00	Districtwide Financial Aid Refunds
026037	04/10/12	Shannon - Leigh Associates	19,091.23	Districtwide Construction Projects
026048	04/12/12	Computerland	40,437.02	Districtwide Computer Equipment Purchase
026056	04/12/12	Western Allied Mechanical Inc.	21,995.00	CSM Boiler Replacement Project
026065	04/17/12	Associated Std-CSM	60,000.00	CSM ASB Interbank Transfer
026066	04/17/12	Casey Printing, Inc.	31,265.97	Cañada Class Schedules Printing Services
026067	04/17/12	Computerland	17,676.60	Districtwide Computer Equipment Purchase
026072	04/17/12	Sallie Mae Inc.	146,798.25	Districtwide Financial Aid Refunds
026073	04/17/12	SM County Community College District	46,443.21	Flex Spending Account Reimbursement
026085	04/19/12	Computerland	85,674.58	Districtwide Computer Equipment Purchase
026086	04/19/12	Constellation NewEnergy Inc.	67,018.09	Utilities
026089	04/19/12	Netronix Integration, Inc.	110,049.66	Districtwide ACAMS System Installation
026091	04/19/12	Siemens Industry, Inc.	36,774.18	Districtwide Fire and Vesda Systems Maintenance and Installation
026098	04/24/12	Computerland	25,620.50	Districtwide Computer Equipment Purchase
026099	04/24/12	Constellation NewEnergy Inc.	22,073.22	Utilities
026100	04/24/12	Coulter Construction Inc.	98,174.40	Skyline and CSM Construction Projects
026102	04/24/12	GRD Energy Inc.	14,630.00	CSM Commissioning Services
026105	04/24/12	Noll & Tam	19,993.25	CSM and Cañada Architectural Services
026106	04/24/12	Sallie Mae Inc.	136,423.50	Districtwide Financial Aid Refunds
026116	04/26/12	Computerland	10,234.07	Districtwide Computer Equipment Purchase
026122	04/26/12	Western Allied Mechanical Inc.	230,031.34	CSM and Cañada Boiler Upgrade Services
447579	04/02/12	CalPERS	509,208.67	Monthly PERS Contribution Advance Payment
447596	04/02/12	Schindler Elevator Corporation	15,324.18	Districtwide Elevator Maintenance Services
447606	04/02/12	American Federation of Teachers	55,000.04	Monthly Union Dues
447608	04/02/12	C S E A	12,487.90	Monthly Union Dues
447633	04/02/12	Hartford Retirement Plans Service Center	43,144.77	Tax Shelter Annuities

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
APRIL 1-30, 2012  
WARRANT SCHEDULE GREATER THAN \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
447643	04/02/12	Public Empl Ret Sys	1,248,808.44	Health Insurance Monthly Premium
447645	04/02/12	S.M.C.S.I.G.	19,643.60	Vision Premium Payment
447646	04/02/12	S.M.C.S.I.G.	161,574.66	Dental Premium Payment
447667	04/05/12	County of San Mateo	26,142.12	Districtwide Legal Consulting Services
447670	04/05/12	Four Star Cleaning & Restoration Inc.	34,728.98	CSM Emergency Flood Water Restoration Services
447690	04/05/12	Public/Private Ventures	47,500.00	Career Advancement Academics Evaluation
447700	04/05/12	Hartford Life & Accident Insurance Co.	34,990.32	Monthly Insurance Premiums
447739	04/09/12	San Francisco State University	13,397.48	Cañada Coordination of SFSU CalStep Activities
447773	04/12/12	C H Bull & Co	14,547.68	CSM Equipment Purchase
447782	04/12/12	City of San Bruno	11,386.14	Utilities
447783	04/12/12	Commercial Energy of Montana, Inc.	57,998.83	Utilities
447798	04/12/12	John Plane Construction	14,508.87	Cañada Construction Project
447802	04/12/12	Landscape Forms	23,642.56	Cañada Benches Purchase
447819	04/12/12	R.F. MacDonald Company. Inc.	337,875.00	Skyline Boiler Purchase
447829	04/12/12	Southwest Interiors	89,000.00	Cañada Construction Project
447864	04/12/12	U.S. Postal Services	15,000.00	CSM Postage Expense
447865	04/12/12	U.S. Postal Services	25,753.40	KCSM Postage Expense
447866	04/12/12	U.S. Postal Services	30,000.00	CSM Postage Expense
447890	04/16/12	Lewis, Janet L.	12,147.69	Cañada Sign Language Interpreter Services
447894	04/16/12	Netronix Integration, Inc.	23,376.69	Skyline ACAMS System Installation
447901	04/16/12	Vangent, Inc.	27,475.44	1098 Form Processing Services
447905	04/16/12	CalPERS	10,512.26	Monthly PERS Contribution Final Payment
447909	04/16/12	Employment Development Department	363,600.72	2012 1st Qtr. Unemployment
447949	04/19/12	Foundation for California Community College	10,080.00	Cañada ACT Testing Units
447962	04/19/12	Pac Gas & Elec Co	28,676.77	Utilities
447963	04/19/12	Pac Gas & Elec Co	32,971.25	Utilities
447978	04/19/12	Strata Information Group	50,504.00	ITS Consulting Services
447990	04/19/12	Calif Water Service Co	12,538.77	Utilities
448004	04/23/12	BNBuilders	34,133.45	Skyline Construction Project
448005	04/23/12	Borel Private Bank & Trust Co.	30,120.15	Cañada Construction Project
448008	04/23/12	DAVCO Waterproofing Services, Inc.	15,000.00	Skyline Roof Repair Services
448026	04/23/12	LPAS, Inc.	19,500.00	Skyline Architectural Services
448058	04/23/12	County of San Mateo	610,704.49	November Election Services
448063	04/23/12	North Orange CCC District	35,248.59	3CBG Trust Account Balance Transfer
448064	04/23/12	Pac Gas & Elec Co	20,780.89	Utilities
448071	04/24/12	Associated Std -Canada	32,069.55	Cañada Quarterly Student Fees Reimbursement

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
APRIL 1-30, 2012  
WARRANT SCHEDULE GREATER THAN \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
448072	04/24/12	Associated Std-CSM	42,339.88	CSM Quarterly Student Fees Reimbursement
448073	04/24/12	Associated Std-Skyline	53,869.45	Skyline Quarterly Student Fees Reimbursement
448075	04/24/12	County of San Mateo	13,676.91	Skyline Green Innovation Challenge Project
448078	04/24/12	Long Beach Co. Comm. College Dist.	27,352.77	Skyline Green Innovation Challenge Project
448094	04/26/12	Contra Costa Comm Coll Dist.	175,642.95	Skyline Green Innovation Challenge Project
448105	04/26/12	John Plane Construction	15,825.00	Cañada Construction Project
448120	04/26/12	Pac Gas & Elec Co	13,260.53	Utilities
448123	04/26/12	Pac Gas & Elec Co	16,701.48	Utilities
448127	04/26/12	Professional Personnel Leasing	10,031.45	Skyline Professional Services
448147	04/26/12	Western Allied Mechanical Inc.	19,896.36	CSM and Cañada Boiler Upgrade Services
448151	04/26/12	Three Sixty HR, LLC	18,012.50	District Professional Legal Services
448152	04/26/12	U.S. Postal Services	21,261.34	KCSM Postage Expense
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1204191	04/02/12	US Treasury - Union Bank	1,416,323.66	Federal Tax
J1204191	04/02/12	EDD - Union Bank	282,241.40	State Tax
J1204191	04/02/12	EDD - Union Bank	18,272.58	State Tax - SDI
J1204597	04/16/12	US Treasury - Union Bank	59,129.56	Federal Tax
J1204597	04/16/12	State Teacher Retirement - Cash Balance	67,625.40	STRS Retirement - Cash Balance
J1204890	04/30/12	State Teacher Retirement - County Paid	598,270.31	STRS Retirement - Defined Benefit
<u>SMCCCD Bookstores</u>				
109625	04/03/12	SYSCO Food Company of SF	10,691.68	Purchase of Inventory
109647	04/19/12	D&H Distributing	26,936.78	Purchase of Inventory
109691	04/26/12	SMCCD	84,744.79	Purchase of Inventory
109620	04/03/12	SM CC College District	183,473.21	Salaries & Benefits - February 2012
109690	04/26/12	SM CC College District	187,353.33	Salaries & Benefits - March 2012
EFT54809	04/30/12	Board of Equalization	28,779.00	Sales Tax Payment March 2012
Subtotal			9,848,101.35	92%
Warrants Issued ≤ \$10,000			814,337.55	8%
Total Non-Salary Warrants Issued			<u>10,662,438.90</u>	100%



SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
APRIL 1-30, 2012  
WARRANT SCHEDULE GREATER THAN \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
District Accounts Payable		Ck#447577-448154, DD26000-26126	7,568,215.38	
District Payroll		CK#78947-79699, DD50032963-50034523	7,756,105.90	
SMCCCD Bookstore		Ck#109569-109691, EFT54809	644,352.08	
		Total Warrants Including Salaries - April 2012	<u>15,968,673.36</u>	

**BOARD REPORT NO. 12-6-2CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6790

**APPROVAL OF VOLUNTARY INTERNATIONAL STUDENT INSURANCE PROGRAM, 2012-13**

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 found in previous programs for students, including availability of emergency care and dental care, but also includes the new changes in mandated coverage under the so-called Obama Health Plan (pending Supreme Court decision). Due to a significant increase of international student claims in the last few years, a policy with comparable benefits found in the UnitedHealthcare Insurance program is the best possible option at this time with a 23% premium increase.

The maximum benefit per injury or illness per student under the insurance is \$200,000. Included in the coverage are hospital room stays, physician expenses, dental care, X-ray, and laboratory work. The \$25 co-pay is waived if the student is referred by the Student Health Center. The policy meets all of the mandates of the federal regulations by providing medical evacuation and repatriation of remains benefits. The reimbursement rate for services provided is 100% with no deductible for students if services are rendered at the Student Health Center, and \$75 per year deductible for dependents. The 2012-13 premium will be \$1,340 per student per year, a 23% increase from 2011-12.

**RECOMMENDATION**

It is recommended that the Board approve the 2012-13 voluntary insurance program for international students underwritten by UnitedHealthcare Insurance Company and administered through Student Insurance Agency, as detailed above.

**BOARD REPORT NO. 12-6-3CA**

**TO:** Members of the Board of Trustees

**FROM:** Ron Galatolo, Chancellor

**PREPARED BY:** Jan Roecks, Director of General Services, 650-358-6879  
 Bob Domenici, Senior Buyer, 650-358-6728

**DECLARATION OF SURPLUS PROPERTY**

In accordance with Education Code Sections 81450 and 81452, property that becomes surplus to the needs of the District will be declared as such by the Board with the method of disposal dictated by the value of this property. Board policy (Section 8.02, District Rules and Regulations) delegates the disposal, in compliance with State or local laws and regulations, to the Chancellor, Associate Chancellor, or designee.

During fiscal year 2012, the volume and variety of surplus continued to grow. The items listed in the table below were submitted by the District for disposal in connection with the preparation for construction and renovation work. The equipment mainly consisted of machinery from College of San Mateo Building 25 and styling stations and hydraulic chairs from the Skyline College Cosmetology Department. As always, the General Services Department is committed to handling this surplus in an efficient manner.

<b>Commodity</b>	<b>Surplus Sales</b>
Equipment	\$ 29,702
Vehicles	\$ 5,682
Furniture	\$ 312
<b>Total Sales</b>	<b>\$ 35,696</b>

**RECOMMENDATION**

It is recommended that the Board of Trustees declare the items listed above as surplus to the needs of the District's and the Colleges' services and programs.

**BOARD REPORT NO. 12-6-4CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jan Roecks, Director of General Services, 358-6879  
Bob Domenici, Senior Buyer, 358-6728

**AWARD OF CONTRACT FOR CUSTODIAL SUPPLY PRODUCTS**

The District has contracted with Cleansource for custodial supply products for all three campuses since August, 2009. The District elected to re-bid custodial supply products in an effort to reduce costs instead of extending the contract with a renewal option. Bid specifications were developed by General Services in coordination with the Facilities Planning and Operations Department. Bidders were requested to provide a comprehensive and complete Custodial Supply Pricing Proposal for a specified list of items used by the District on an annual basis including paper supplies, latex gloves, and hand soap. Bidders were asked to answer a customer service questionnaire. The District requested products that meet or exceed minimum EPA requirements.

On April 11, 2012 the legal ad for Request for Proposal (RFP) for the purchase of District's custodial supply products was placed in the newspaper and the RFP was sent to eleven vendors who expressed interest in bidding. The District received ten bid responses on April 26, 2012. The pricing proposals submitted by all bidders were compared based on the lowest common unit of measure for all products listed in the RFP. The total estimated dollar amount of comparison was reached by multiplying the proposed unit costs by the estimated annual usage. Below are the five lowest bids that provided a comprehensive and complete Pricing Proposal to the District.

The bidders were asked to maintain pricing of products for two years except for liners which is subject to fuel prices. Per the cost analysis and the favorable customer service questionnaire response, Cleansource is the most advantageous vendor to the District.

<b>Vendor</b>	<b>Projected Cost Based on Estimated Annual Usage</b>
Cleansource	\$132,580
Unisource	\$143,747
Pacific Janitorial	\$145,811
Office Depot	\$181,920
Techniclean	\$233,193

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the award of a two-year contract beginning July 1, 2012 through June 30, 2014 with the option for three one-year renewals for the purchase of custodial supplies. The District anticipates spending \$270,000 from July 1, 2012 through June 30, 2014 plus applicable sales taxes.

**BOARD REPORT NO. 12-6-5CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6790

**ADOPTION OF RESOLUTION NO. 12-7 ESTABLISHING 2012-13 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 2012-13 worksheet has been available in the Chancellor's Office since June 5, 2012, and provides the basis for approval of Resolution No. 12-7

The appropriations limit for 2011-12 totaled \$152,689,868. The limit decreased to \$142,713,246 for 2012-13 with application of the inflation factor of 1.0377 and the population FTES change factor of 0.900704, 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 2012-13 is \$42.6 million higher than the appropriations subject to that limit.

**RECOMMENDATION**

It is recommended that the Board of Trustees adopt Resolution No. 12-7 in compliance with California Government Code Section 7910 (SB1352, Chapter 1205, Statutes of 1980) for establishment of the 2012-13 appropriations limit at \$142,713,246 as described in the attached Exhibit A.

**RESOLUTION NO. 12-7**

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

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**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 2012-13 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 2012-13 fiscal year has been duly calculated; and

**BE IT FURTHER RESOLVED** that the level of expenditure of local taxes required to fund the 2012-13 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 27<sup>th</sup> day of June 2012.

Ayes:

Noes:

Abstentions:

Attest:

\_\_\_\_\_  
Helen Hausman, Vice President-Clerk  
Board of Trustees

**CALIFORNIA COMMUNITY COLLEGES  
GANN LIMIT WORKSHEET  
2012-13**

DISTRICT NAME: San Mateo County Community College District

DATE: June 5, 2012

**I. 2012-13 APPROPRIATIONS LIMIT:**

A.	2011-12 Appropriations Limit	<u>\$152,689,868</u>
B.	2012-13 Price Factor: 1.0377	
C.	Population factor:	
1.	2010-11 Second Period Actual FTES <u>21,723</u>	
2.	2011-12 Second Period Actual FTES <u>19,566</u>	
3.	2012-13 Population change factor <u>0.900704</u> (line C.2. divided by line C.1.)	
D.	2011-12 Limit adjusted by inflation and population factors (line A multiplied by line B and line C.3.)	\$142,713,246
E.	Adjustments to increase limit:	
1.	Transfers in of financial responsibility	\$ .....
2.	Temporary voter approved increases	_____
3.	Total adjustments - increase	-0-
	Sub-Total	\$142,713,246
F.	Adjustments to decrease limit:	
1.	Transfers out of financial responsibility	\$ .....
2.	Lapses of voter approved increases	_____
3.	Total adjustments - decrease	< -0- >
G.	2012-13 Appropriations Limit	<u>\$142,713,246</u>

**II. 2012-13 APPROPRIATIONS SUBJECT TO LIMIT:**

A.	State Aid (General Apportionment, Apprenticeship Allowance, Basic Skills, and Partnership for Excellence)	\$ 62,150
B.	State Subventions (Home Owners Property Tax Relief, Timber Yield tax, etc.)	639,243
C.	Local Property taxes	91,683,501
D.	Estimated excess Debt Service taxes	.....
E.	Estimated Parcel taxes, Square Foot taxes, etc.	7,050,000
F.	Interest on proceeds of taxes	600,000
G.	Local appropriations from taxes for unreimbursed State, court, and federal mandates	< _____ >
H.	2012-13 Appropriations Subject to Limit	<u>\$100,034,894</u>

**BOARD REPORT NO. 12-6-6CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6790

**APPROVAL OF OFF-CAMPUS FACILITIES, 2012-13**

In order to bring programs and services to various sectors of the community that the District serves, it is frequently necessary to use facilities other than those provided at the Colleges. The additional off-campus facilities are used to provide programs that either require specialized facilities or are of such a nature that they need to be conducted at off-campus sites. Most of the sites are utilized at no cost to the District. Also, contract classes conducted by the Colleges and Community Education are often offered at off-campus facilities, as noted in the attachment.

The attachment indicates the planned off-campus sites for 2012-13, as submitted by Colleges.

**RECOMMENDATION**

It is recommended that the Board approve use of off-campus facilities for the 2012-13 academic year as detailed in the attached.



**CAÑADA COLLEGE**  
**Off-Campus Facilities**  
**2012 – 2013**

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
Boys & Girls Club 2031 Pulgas Avenue East Palo Alto	English as a Second Language/CBET	None
Burlingame-Pacific Medical Group, Inc. 1828 El Camino Real, Ste. 507 Burlingame	Clinical Externships	None
Carlmont High School 1400 Alameda De Las Pulgas Belmont	Mathematics	None
Cunha Intermediate School 600 Church Street Half Moon Bay	CBET, CBOT	None
East Palo Alto Academy 475 Pope Street Menlo Park	Health Science, General education	None
East Palo Alto Phoenix Academy 1039 Garden Street East Palo Alto, CA 94303	General education	None
Hawes School 909 Roosevelt Avenue Redwood City	English as a Second Language/CBET CBOT/ESL Learning Community	None
Hoover School 701 Charter Street Redwood City	English as a Second Language/CBET CBOT/ESL Learning Community	None
John Gill Elementary School 555 Avenue del Ora Redwood City	English as a Second Language/CBET; ECE/ESL Learning Community	None
Kaiser Medical Center 1200 El Camino Real South San Francisco	Clinical Instruction	None

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
Kaiser Medical Center 1150 Veterans Boulevard Redwood City	Clinical Instruction	None
Kaiser Outpatient Clinics Mountain View, Campbell, Milpitas	Clinical Instruction	None
Lucile Packard Children's Hospital, Stanford 725 Welch Road Palo Alto	Clinical Instruction	None
Menlo Park Center/Job Train 1200 O'Brien Menlo Park	Computer Business Office Technology; Business, Early Childhood Education; Human Services, & Multimedia	None
PAMF: Redwood City Center 805 Veterans Blvd. Redwood City	Clinical Instruction	None
Palo Alto High School 50 Embarcadero Road Palo Alto, CA 94301	Mathematics	None
Palo Alto Medical Foundation 795 El Camino Real Palo Alto	Clinical Externship	None
Redwood City Main Library 1044 Middlefield Road Redwood City	Learning Center	None
San Francisco VA Medical Center 2150 Clement Street San Francisco	Clinical Instruction	None
San Mateo County Human Services Agency 400 Harbor Blvd. Belmont	Foster Care – Resource Parent Training	None
San Mateo County Law Library 710 Hamilton Redwood City	Paralegal	None

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
San Mateo County Medical Center 222 West 39th Avenue San Mateo	Clinical Instruction	None
Sequoia Hospital Whipple and Alameda Redwood City	Clinical Instruction	None
Sequoia High School 1201 Brewster Avenue Redwood City	Mathematics	None
Seton Coastside 600 Marine Boulevard Moss Beach	Clinical Instruction	None
Seton Hospital 1900 Sullivan Daly City	Clinical Instruction	None
Taft Elementary 903 10 <sup>th</sup> Street Redwood City	English as a Second Language/CBET ESL Learning Community	None
VA Palo Alto Health Care System 3801 Miranda Avenue Palo Alto	Clinical Instruction	None
Woodside High School 199 Churchill Avenue Woodside	Mathematics	None

**COLLEGE OF SAN MATEO**  
**Off-Campus Facilities**  
**2012-13**

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
San Mateo County Medical Center 222 W. 39 <sup>th</sup> Ave. San Mateo	Clinical Instruction	None
University of Pacific School of Dentistry 2155 Webster St. San Francisco	Clinical Instruction	None
Private Dental Offices San Mateo County	Clinical Instruction	None
Kaiser Medical Center 1150 Veterans Blvd. Redwood City	Clinical Instruction	None
Mills Peninsula Health Services 101 S. San Mateo Dr. San Mateo and 1501 Trousdale Drive Burlingame	Clinical Instruction	None
San Francisco VA Medical Center 4150 Clement Street San Francisco, CA 94121	Clinical Instruction	None
Sequoia Hospital 170 Alameda de las Pulgas Redwood City	Clinical Instruction	None
Seton Medical Center 1900 Sullivan Ave. Daly City and Seton Coastside 600 Marine Boulevard Moss Beach, CA 94038	Clinical Instruction	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
University of California San Francisco Medical Center 505 Parnassus, L1-171 San Francisco	Clinical Instruction	None
Coyote Point Fire Range 1601 Coyote Point Drive San Mateo	Admin. of Justice	None
Belmont Fire Department One Twin Pines Lane, Ste. 210 Belmont	Fire Technology	None
Central County Fire Department 1399 Rollins Road Burlingame	Fire Technology	None
Calif. Dept. of Forestry Fire Station 20 Tower Rd. Belmont	Fire Technology	None
Coastside Fire Protection District 1191 Main Street Half Moon Bay	Fire Technology	None
Foster City Fire Department 1040 East Hillsdale Blvd. Foster City	Fire Technology	None
Menlo Park Fire Protection District 300 Middlefield Rd. Menlo Park	Fire Technology	None
North County Fire Authority 10 Wembley Drive Daly City	Fire Technology	None
Redwood City Fire Department 755 Marshall St. Redwood City	Fire Technology	None
San Bruno Fire Department 555 El Camino Real San Bruno	Fire Technology	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
San Mateo Fire Department 120 S. Ellsworth Ave. San Mateo	Fire Technology	None
So. San Francisco Fire Department 33 Arroyo Dr., Suite F South San Francisco	Fire Technology	None
San Carlos Fire Department 666 Elm St. San Carlos	Fire Technology	None
Woodside Fire Protection District 3111 Woodside Rd. Woodside	Fire Technology	None
Sprinkler Fitters' Training Center 23312 Cabot Blvd. Hayward	Sprinkler Fitters Apprenticeship	Per agreement
Electricians' Training Center 625 Industrial Rd. San Carlos	Electricians Apprenticeship	Per agreement
Kaiser Medical Center 27400 Hesperian Hayward	Clinical Instruction	None
Hillsdale High School 3115 Del Monte Street San Mateo, CA 94403	Concurrent Enrollment Classes	None
Martin Luther King Center 725 Monte Diablo Ave. San Mateo	General Education	None
Latino Commission 301 Grand Avenue, So. San Francisco	Alcohol and Other Drug Studies	None
Half Moon Bay High School (HMBHS) Lewis Foster Drive Half Moon Bay, CA 94019	Coastside Courses (Watercolor—Art Classroom)	Leased

**COMMUNITY EDUCATION CLASSES  
Off Campus Facilities  
2012-2013**

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
Kathy's Kreative Kakes 631 S. B. Street San Mateo	Cake Decorating Classes	None
San Francisco National Cemetery San Francisco	Tour of San Francisco National Cemetery	None
Union Cemetery Woodside Rd. Redwood City	Tour of Union Cemetery	None
Peninsula Parks and Trails Various field trip locations to Bay Area parks	Walking Tours	None
Burlingame Recreation Center 850 Burlingame Ave. Burlingame	Emeritus classes	None
San Mateo Senior Center 2645 Alameda de las Pulgas San Mateo	Emeritus classes	None
Peninsula Photography Field Trips Various photography field trips to local locations	Photography field trips	None

**SKYLINE COLLEGE**  
**Off-Campus Facilities**  
**2012-2013**

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
1 <sup>st</sup> String Athletic Club 888 Hinckley Road Burlingame	Kinesiology	None
Alameda County Medical Center 1411 East 31 <sup>st</sup> Street Oakland	Surgical and Central Service Technology	None
Alta Bates Medical Center 2450 Ashby Avenue Berkeley	Surgical and Central Service Technology	None
American Medical Response (AMR) 1616 Rollins Road Burlingame	Emergency Medical Technology	None
BayShore Ambulance Company 370 Hatch Foster City	Emergency Medical Technology	None
California Pacific Medical Center 2333 Buchanan Street San Francisco	Respiratory Therapy – Clinical Instruction, Surgical and Central Service Technology	None
Children’s Hospital and Research Center Oakland 747 52 <sup>nd</sup> Street Oakland	Surgical and Central Service Technology	None
Community Learning Center 520 Tamarack Lane South San Francisco	English for Speakers of Other Languages	None
Cypress Golf Course 2001 Hillside Boulevard Colma	Kinesiology	None
Eden Medical Center Lake Chabot Road Castro Valley	Surgical Technology	None



<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
El Camino Hospital 2500 Grant Road Mountain View	Surgical Technology	None
Genentech (Allerton) 444 Allerton Avenue South San Francisco	Early Childhood Education (Bright Horizons)	None
Genentech (Grandview) 1500 Grandview Drive South San Francisco	Early Childhood Education (Bright Horizons); Biotechnology Courses	None
Goodwill 1500 Mission Street San Francisco, CA	Business	None
Hillsdale High School 3115 Del Monte Street San Mateo	Psychology	None
Jefferson High School 6996 Mission Street Daly City	Dance	None
John Muir 1601 Ygnacio Valley Road Walnut Creek	Surgical and Central Service Technology	None
Kaiser Northern California Foundation Hospitals and the Permanente Medical Group (to include: Kaiser Walnut Creek, Kaiser Santa Clara, Kaiser Hayward, Kaiser Redwood City, Kaiser Santa Rosa, Kaiser San Rafael & Kaiser South San Francisco) Oakland	Surgical Technology; Central Service Technology	None
Kaiser Permanente – San Francisco 2425 Geary Street San Francisco	Respiratory Therapy & Surgical Technology – Clinical Instruction	None
Los Gatos Community Hospital 815 Pollard Road Los Gatos	Surgical Technology	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
Lucile Packard Children's Hospital 725 Welch Rd Palo Alto	Surgical and Central Service Technology	None
Marin General Hospital 250 Bon Air Road Greenbrae	Surgical and Central Service Technology	None
Mills-Peninsula Hospital 1783 El Camino Real Burlingame	Respiratory Therapy, Emergency Medical Technology, Surgical Technology & Central Service Technology – Clinical Instruction	None
Oceana High School 401 Paloma Avenue Pacifica	Music	None
Our Second Home 725 Price Street Daly City	Early Childhood Education	None
Petaluma Valley Hospital 1165 Montgomery Drive Santa Rosa	Surgical Technology	None
Saint Francis Memorial Hospital 900 Hyde Street San Francisco	Respiratory Therapy & Surgical Technology – Clinical Instruction	None
St. Luke's Hospital 3555 Army Street San Francisco	Respiratory Therapy & Surgical Technology – Clinical Instruction	None
St. Mary's Medical Center 450 Stanyan St San Francisco	Surgical and Central Service Technology	None
St. Rose Hospital 27200 Calaroga Avenue Hayward	Surgical Technology	None
San Francisco General Hospital 1001 Potrero Street San Francisco	Respiratory Therapy – Clinical Instruction, Surgical and Central Service Technology	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
Santa Clara Valley Medical Center 751 South Bascom San Jose	Surgical and Central Service Technology	None
Santa Rosa Memorial Hospital 1165 Montgomery Santa Rosa	Surgical Technology	None
Sequoia Hospital 170 Alameda Redwood City	Emergency Medical Technology, Surgical Technology & Central Service Technology – Clinical Instruction	None
Seton Medical Center 1900 Sullivan Daly City	Respiratory Therapy, Emergency Medical Technology, Surgical Technology & Central Service Technology – Clinical Instruction	None
South San Francisco High School 400 B Street South San Francisco	Career & Personal Development	None
Stanford Health Services 300 Pasteur Drive Stanford	Respiratory Therapy; Surgical and Central Service Technology	None
University of California, S.F. 501 Parnassus Avenue San Francisco	Respiratory Therapy – Clinical Instruction, Surgical and Central Service Technology	None
VA MC 4150 Clement Street San Francisco	Respiratory Therapy; Surgical and Central Service Technology	None
Washington Hospital 200 Mowry Avenue Fremont	Surgical and Central Service Technology	None
Westmoor High School 131 Westmoor Avenue Daly City	Foreign Languages Instruction	None

**BOARD REPORT NO. 12-6-2B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6560

**REVIEW AND ADOPTION OF THE BOARD OF TRUSTEES' 2012 REAFFIRMATION OF  
CORE VALUES AND PRINCIPLES**

On November 18, 2009, the Board of Trustees reviewed and adopted the 2009 Reaffirmation of Core Values and Principles. The document is being updated to reflect more current information on the State budget and its impact on the District.

In addition, increasing opportunities for international education students has been added as one of the innovative methods to pursue in the effort to preserve classes and programs for students.

**RECOMMENDATION**

It is recommended that the Board adopt the 2012 Reaffirmation of Core Values and Principles, as shown on the attached.

**Reaffirmation of Core Values and Principles**  
**Board of Trustees**  
**San Mateo County Community College District**  
~~December, 2009~~ **June, 2012**

Public higher education in California is facing the most difficult and challenging budget environment experienced in the State since the passage of Proposition 13 in 1978. ~~The three Colleges and the District Office are currently engaged in a process to determine the budget cuts that will be necessary in order for the District to have a balanced budget in 2010-11. This follows the 10% reduction that was made last year; budget and political experts are predicting a \$21 billion shortfall over the next 18 months (through June 30, 2011).~~ In the past three years, the State of California has unfunded eight percent of the student population at our three Colleges and has assigned a \$3 million deficit to our state revenue. Budget and political experts are predicting an additional \$15.7 billion statewide shortfall for fiscal year 2012-13. In June 2010, voters in San Mateo County approved a four-year parcel tax for the College District which brings in about \$7 million annually; these funds have been used to restore some class and service reductions made in the past three years.

The Board of Trustees recognizes that dealing with the impact of one more year of budget reductions and related uncertainties will be extremely difficult for faculty, staff and students of the San Mateo County Community College District. The decisions we face will not be easily made and likely will not satisfy everyone. Given these realities, the Board reaffirms its commitment to the following core values and principles of the District:

- **Student-Centered Mission:** The Board places top priority on our core mission of providing transfer education and workforce training to as many students as possible. Basic skills classes which are focused on preparing our students for our core mission courses as noted above are also necessary and appropriate. While lifelong learning classes have long been an important part of the community college mission, in the current situation, these courses cannot assume the same importance as transfer and workforce development courses.

In our current economic reality—with high jobless rates and four-year colleges and universities reducing their course offerings—many more students are turning to community colleges as their last opportunity to obtain a higher education and we must be able to respond to this demand. Therefore, the most important consideration as budget reductions are proposed is whether or not the proposed action will unnecessarily reduce our core mission courses in transfer and workforce development.

The Board recognizes that low-enrolled courses; classes and programs that are outside of the core mission of transfer and workforce training; and courses and programs that no longer meet student or employment demand will have to be reduced or eliminated. The Board also expects that, when possible, the Colleges will work together to consolidate under enrolled classes or programs in order to preserve opportunities for our students.

The Board expects that the Colleges and the District Office will **continue to** examine all items in the budget to evaluate whether they are essential and whether they contribute to student instruction in our core mission areas and reduce or eliminate those items that do not contribute (e.g., travel, conferences and other discretionary items). Preserving core mission courses and programs must be our highest priority.

The Board acknowledges the commitment of faculty members who have increased their class sizes in order to accommodate as many students as possible. It is this type of commitment to students that has distinguished our District as a student-centered and first-rate institution.

Student support services and staff are also important and help ensure the success of our students in their pursuit of a postsecondary education; however, the Board believes that, in order to preserve the greatest number of classes and programs to meet student demand, the College District may need to reduce, consolidate and/or automate student support services.

- **Support for Innovation:** The Board believes that its long-standing support for innovation and creative solutions to problem solving is essential for the overall advancement of the District; this support is even more important during difficult economic times. The Board will aggressively encourage the pursuit of innovative efforts that result in preservation of classes and programs for students, such as the development of partnerships and cost-sharing programs with local schools, businesses and other public agencies; additional grant writing; moving lifelong learning classes to Community Education; **increasing opportunities for international education students** and other entrepreneurial endeavors.
- **Employment Philosophies:** The Board subscribes to the principles of human resource management which promote: equal access; equal opportunity; equal treatment and fairness; staff development and training opportunities; fair compensation and accountability. The Board reaffirms the long-standing District policy that it always seeks to employ the very best qualified applicant for each job and does not make decisions about employment, retention, compensation, promotion, termination or other employment status which would discriminate on the basis of race, color, religion, national origin, age, gender, disability, marital status, sexual orientation, medical conditions or other similar factors.
- **Shared Governance:** The Board is deeply committed to the shared governance process as it has been established in this District, and believes that this process can produce decisions that are comprehensive, fair and in the best interests of students, the community and employees. The Board encourages and expects the participation of all constituents in shared governance and recognizes shared governance as the means for having the voices and opinions of various constituencies heard.
- **Final Decision-Making Authority:** In this shared governance environment, the Board, as the elected representatives of the people of San Mateo County, will ultimately make the final decision regarding budget reductions based upon what it believes is in the best interests of the District as a whole. In reaching its decisions, the Board acts independently, but considers the informed viewpoints of all participants and constituencies; it relies on the research, advice, experience and management expertise within the District.

The Board believes that adherence to these core values and operating principles will continue to support the District and advance the interests of students, faculty, staff and the San Mateo County community.

Adopted by the Board of Trustees on June 27, 2012

**BOARD REPORT NO. 12-6-3B**

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 84 courses to, and the deletion of five courses from, the College catalogs are proposed by Cañada College, College of San Mateo, and Skyline College at this time. Additionally, 40 courses are proposed to be offered in the distance education mode. The addition of two Associate Degrees, 14 Associate Degrees for Transfer, six Certificates of Achievement, three Certificates of Specialization, three Career Certificates and four program departments, as well as 12 degrees/certificates and 10 department deletions are also proposed. In addition to the degree/certificate deletions, four degrees/certificates were assigned inactive status.

In addition to the courses deleted, 113 courses in the fields of Adapted Physical Education, Arabic, Business, Career and Life Planning, Combatives, Computer and Information Science, Computer Applications and Office Technology, Computer Science, Dance, Economics, English as a Second Language, Ethnic Studies, Family and Consumer Sciences, Fire Technology, Fitness, History, Individual Sports, Japanese, Kinesiology, Learning Skills, Library, Physical Education, Political Science, Reading, Spanish, Team Sports, Telecommunications and Network Information Technology and Varsity Sports 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**

## Art

109 Honors Seminar - A Moveable Feast

## Business

335 Theories and Practices of Global Business

## Career and Personal Development

110 Honors Colloquium in Career and Personal Development: Transfer Essentials and Planning

## Chemistry

231 Organic Chemistry I

## Early Childhood Education/Child Development

247 Foundations for School Success

## English

827 Integrated Reading and Writing

829 Reading, Writing and Rhetoric

847 Accelerated Academic Reading and Writing

849 Academic Reading, Writing and Rhetoric

## English as a Second Language

808 Integrated Grammar Review

830 ESL for Child Development

840 ESL for ECE. Principles

860 ESL for Child, Family and Community

## Environmental Science and Technology

115 Environmental Science

## Interior Design

403 Green/Sustainable Practices

## Kinesiology, Athletics and Dance – Dance

121 Contemporary Modern Dance

## Music

109 Honors Seminar - A Moveable Feast

## Paralegal

272 Immigration Law

**College of San Mateo**

## Art

383 Intermediate Digital Photography

384 Advanced Digital Photography



385	Master Portfolio – Digital Photography
386	Darkroom Workshop
387	Photo Open Lab
388	Master Photography Portfolio
Astronomy	
200	Introduction to Astrophysics
203	Astroimaging Techniques
204	Application of Astroimaging Techniques
Biology	
329	Honors Project Seminar
Computer and Information Science	
117	Internet Programming: Python
127	Internet Programming: HTML5 CSS
132	Introduction to Databases
420	Project Management
Career and Life Planning	
310	Summer Bridge Academy
Electronics	
445	Industrial Data Communications Systems
English	
329	Honors Project Seminar
Film	
329	Honors Project Seminar
Kinesiology	
125	Pilates Mat Instructor Training
126	Pilates Reformer Instructor Training
127	Pilates Apparatus Instructor Training
Kinesiology - Dance	
100	Dance Appreciation
122	Modern Dance II
Learning Center	
100	Effective Tutoring
698	Supervised Tutoring/Academic Assistance
Mathematics	
329	Honors Project Seminar
Music	
231	Afro-Latin Percussion Ensemble 1
232	Afro-Latin Percussion Ensemble 2
233	Afro-Latin Percussion Ensemble 3
234	Afro-Latin Percussion Ensemble 4

- 429 Wind Ensemble
- 454 Jazz Workshop Big Band
- 455 Jazz Ensemble

#### Philosophy

- 329 Honors Project Seminar

#### Physics

- 329 Honors Project Seminar

#### Psychology

- 120 Introduction to Research Methods

### **Skyline College**

#### Automotive Technology

- 524 Smog Check Inspector Training Level I
- 525 Smog Check Inspector Training Level II
- 824 Smog Check Inspector Training Level I (Apprenticeship)
- 825 Smog Check Inspector Training Level II (Apprenticeship)

#### Business Computer Systems and Management

- 417 Adobe Illustrator Essentials

#### Early Childhood Education

- 339 Social Emotional Learning Fundamentals
- 368 Practicum in Early Intervention

#### Education

- 120 Historical, Socio-Cultural, and Philosophical Foundations of Education
- 200 Introduction to Classroom Teaching

#### Emergency Medical Care

- 400 Emergency Medical Responder

#### English for Speakers of Other Languages

- 805 English for Health Care I: Patients and Health Care Professionals
- 806 English for Health Care II: Health Care Practices
- 807 English for Health Care III: Challenges in Health Care

#### Environmental Science and Technology

- 425 Building Performance, Assessment and Sales

#### Health Science

- 314 Health, Safety and Nutrition for Young Children

#### History

- 429 History of Latinos in the United States

#### Kinesiology – Dance

- 100 Dance Appreciation

- 395 Dance Workshop
- 410 Dance for the Musical Theater Production

## Kinesiology – Fitness

- 235 Cross Training Boot Camp

## Music

- 107 Music Theory III
- 108 Music Theory IV
- 112 Musicianship II
- 113 Musicianship III
- 114 Musicianship IV
- 276 Hip Hop: Culture and Politics
- 355 Violin/Viola I
- 356 Violin/Viola II

## Social Science

- 270 The Civil Rights Movement
- 275 Struggle for Civil Rights in California

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

## Anthropology

- 110 Cultural Anthropology
- 125 Introduction to Physical Anthropology
- 200 Ethnographic Film
- 351 Introduction to Archaeology and World Prehistory

## Astronomy

- 100 Introduction to Astronomy
- 101 Astronomy Laboratory

## Biological Sciences

- 310 Nutrition

## Communication Studies

- 110 Public Speaking

## Early Childhood Education/Child Development

- 247 Foundations for School Success

## Mathematics

- 268 Discrete Mathematics

## Sociology

- 100 Introduction to Sociology

**College of San Mateo**

## Accounting

162 Intermediate Accounting II

## Art

101 Art &amp; Architecture from the Ancient World to Medieval Times (c. 1400)

## Biology

210 General Zoology

## Chemistry

231 Organic Chemistry I

232 Organic Chemistry II

## Chinese

121 Advanced Elementary Chinese I

122 Advanced Elementary Chinese II

## Communication Studies

110 Public Speaking

## Computer and Information Science

117 Internet Programming: Python

127 Internet Programming: HTML5 CSS

132 Introduction to Databases

## Kinesiology

101 Introduction to Kinesiology

## Mathematics

111 Elementary Algebra I

112 Elementary Algebra II

122 Intermediate Algebra I

123 Intermediate Algebra II

125 Elementary Finite Math

145 Liberal Arts Mathematics

200 Elementary Probability and Statistics

222 Precalculus

850 Mathematics Supplement

## Psychology

100 Introduction to Psychology

410 Abnormal Psychology

**Skyline College**

## Business

401 Business Communications

Business and Computer Systems Management

408 Multimedia Project

Early Childhood Education

244 Pre-Kindergarten Learning and Development Guidelines

History

240 History of Ethnic Groups in California

Kinesiology – Dance

100 Dance Appreciation

Kinesiology – Physical Education

301 Introduction to Personal Training

**PROPOSED CURRICULAR DELETIONS:**

**Cañada College**

Business

110 Business Arithmetic

Chemistry

234 Organic Chemistry I

237 Organic Chemistry Laboratory I

Computer Information Science

119 Open Computer Lab I

English as a Second Language

805 Advanced Grammar Review

**College of San Mateo**

None

**Skyline College**

None

**PROPOSED PROGRAM ADDITIONS:**

**Cañada College**

Engineering

Surveying and Computer-Aided Design – Certificate of Achievement

Spanish

Bilingualism and Biliteracy in English/Spanish – Certificate of Achievement

**College of San Mateo**

Administration of Justice

Administration of Justice – Associate in Science Degree for Transfer (Board approved: February 22, 2012)

Alcohol and Other Drug Studies

Alcohol and Other Drug Studies – Certificate of Specialization

Astronomy

Astroimaging and Observatory Operation – Certificate of Achievement

Business

Business Administration – Associate in Science Degree for Transfer (Board approved: May 16, 2012)

Electronics Technology

Electrical Power Systems and Instrumentation – Associate in Science Degree

Fundamentals of Smart Building Systems – Certificate of Specialization

Telecommunications Fundamentals – Certificate of Specialization

Geology

Geology – Associate in Science Degree for Transfer (Board approved: February 22, 2012)

History

History – Associate in Arts Degree for Transfer (Board approved: May 16, 2012)

Kinesiology

Dance – Associate in Arts Degree

Kinesiology – Associate in Arts Degree for Transfer (Board approved: February 22, 2012)

Specialized Pilates Instructor – Certificate of Achievement

Physics

Physics – Associate in Science Degree for Transfer (Board approved: March 28, 2012)

Psychology

Psychology – Associate in Arts Degree for Transfer (Board approved: February 22, 2012)

Studio Arts

Studio Arts – Associate in Arts Degree for Transfer (Board approved: February 22, 2012)

**Skyline College**

Automotive Technology

Automotive Entrepreneurship – Career Certificate

Business

Business Administration – Associate in Science Degree for Transfer (Board approved: February 22, 2012)

Entrepreneurship – Career Certificate

Entrepreneurship and Small Business Management – Certificate of Achievement

Communication Studies

Communication Studies – Associate in Arts Degree for Transfer (Board approved: February 22, 2012)

Cosmetology

Cosmetology Entrepreneurship – Career Certificate

Early Childhood Education

Early Childhood Education – Associate in Science Degree for Transfer

Early Childhood Education Entrepreneurship – Career Certificate

Early Intervention Assistant – Certificate of Achievement

English

English – Associate in Arts Degree for Transfer (Board approved: February 22, 2012)

Kinesiology

Kinesiology – Associate in Arts Degree for Transfer (Board approved: February 22, 2012)

Physics

Physics – Associate in Science Degree for Transfer

**PROPOSED PROGRAM DELETIONS:**

**Cañada College**

None

**College of San Mateo**

Art

Fine Arts Commercial – Associate in Arts Degree

Fine Arts Option 1: Drawing – Associate in Arts Degree

Fine Arts Option 3: Painting – Associate in Arts Degree

Fine Arts Option 4: Printmaking – Associate in Arts Degree

Business

Insurance Property and Casualty – Associate in Arts Degree, Certificate of Achievement and Certificate of Specialization

Merchandising, General - Certificate of Achievement

Merchandising, Management – Associate in Arts Degree and Certificate of Achievement

Computer and Information Science

Computer Support Specialist: Network Support – Associate in Science Degree and Certificate of Achievement

**Skyline College**

None

**PROPOSED DEPARTMENT ADDITIONS:**

**Cañada College**

Environmental Science and Technology (ENVS)

Interdisciplinary Studies (IDST)

**College of San Mateo**

Learning Center (LCTR)

**Skyline College**

Business Computer Systems and Management (BCM.)

**PROPOSED DEPARTMENT DELETIONS:**

**Cañada College**

None

**College of San Mateo**

Aeronautics (AERO)

American Sign Language (ASL)\*

Combatives (COMB)

Horticulture (HORT)\*

Humanities (HUM.)\*

Italian (ITAL)\*

Japanese (JAPN)\*

Meteorology (METE)\*

Physical Science (PSCI)

\*Programs discontinued on July 27, 2011.

**Skyline College**

Computer Applications and Office Technology (CAOT)



San Mateo County Community College District

June 27, 2012

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

James Keller, Interim President  
Cañada College

## **PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE**

### COURSE DESCRIPTIONS AND JUSTIFICATIONS

#### **ART**

109 HONORS SEMINAR - A MOVEABLE FEAST (2.0) (day or evening)

Justification: This course was previously offered successfully as an experimental course (ART 680CB), it is part of the Transfer Honors Program.

Prerequisite: Completion of, or concurrent enrollment in one of the following: ART 101, 102, 103 104, 201, 204, 207, 214, 221, 301, or 351; MUS. 115, 202, 230, 250; DRAM 101, 140, 200, 201, 202, 203, 221, 233, or 300.

Recommended Preparation: Eligibility for ENGL 100.

Description: Art, theater and music set a four-course banquet for students interested in an interdisciplinary taste of arts experiences. Students attend arts exhibitions, theatrical and musical performances. Events are preceded by a lecture appetizer, and followed by written reflection and discussion dessert. Honors credit will also be earned for both ART 109 and the approved, concurrently enrolled course, upon completion with a grade of A or B.

Classification: AA/AS Degree; CSU transferable.

#### **BUSINESS**

335 THEORIES AND PRACTICES OF GLOBAL BUSINESS (3.0) (day or evening)

Justification: International business is an area that is gaining increasing recognition in the global market place. This course is designed to provide the necessary framework and practical knowledge for those students who wish to prepare themselves to transfer to four-year universities, who aspire to manage

businesses that cross national boundaries and to function in the global business environment. BUS. 335 is one of the core courses that comprise the proposed International Business Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: Introduction to the theories and practices of international business. Various environmental, economic, political, and social constraints on doing business abroad are explored. Topics include: political economy of international trade and investment, global monetary system, foreign market analysis and firms' operational strategy; management issues and challenges.

Classification: AA/AS Degree; CSU transferable.

## **CAREER AND PERSONAL DEVELOPMENT**

### **110 HONORS COLLOQUIUM IN CAREER AND PERSONAL DEVELOPMENT: TRANSFER ESSENTIALS AND PLANNING (1.0) (day or evening)**

Justification: This course equips students with information that is essential for transferring to a university and planning for a long term goal, prepares students with global and broader perspectives in planning, and guides them to advocate for themselves during the transfer process and at the transfer institution. This course is enriched and offers the material in greater depth and emphasizes critical and independent thinking to produce a creative application of ideas in support of students who are in the Transfer Honors Program.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: Provides essential information about the transfer process to a four-year university that includes transfer explorations, transfer policies, academic requirements, transfer planning and process, and available tools and services in support of transfer goal. It also provides opportunities to visit universities, guides students to examine their life plan and achievements, and develop a strong personal statement. Students complete a cost analysis and explore resources to fund their education. Students have the opportunity to broaden their perspectives by examining the changes in the education policies and regulations that impact society and may influence their transfer planning and admission to a university. Students must have completed at least 12 transferable semester units prior to enrolling in this course.

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

## **CHEMISTRY**

### **231 ORGANIC CHEMISTRY I (5.0) (day or evening)**

Justification: This course is equivalent to CHEM 234: Organic Chemistry I, and CHEM 237: Organic Chemistry Laboratory I. The equivalent courses are being deleted and replaced with CHEM 231 in order to incorporate the lecture and lab components into one single course. CHEM 231 is a core course required to complete an Associate Degree in Physical Sciences, and it also meets CSU GE and IGETC requirements.

Prerequisite: CHEM 220.

Recommended Preparation: Eligibility for ENGL 100.

Description: Introduction to the chemistry of hydrocarbons with emphasis on structure and reactivity of alkanes, alkenes, alkynes, alkyl halides, and conjugated systems. Mechanisms, stereochemistry and spectroscopy are an integral part of the course. Basic synthesis, separation, purification and spectroscopic techniques are introduced in the laboratory. Designed as the first semester of a one-year organic course.

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

## **EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

247 FOUNDATIONS FOR SCHOOL SUCCESS (3.0) (day or evening)

Justification: The ECE/CD department received a grant from the Silicon Valley Community Foundation to develop a 6 unit specialization in "school readiness". The purpose of the specialization is to assist in the preparation of ECE/CD teachers in their efforts to prepare children for school success. This course is the second course in the specialization.

Prerequisite: None.

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

Description: Reviews criteria for curriculum and program planning to prepare children to transition from preschool into kindergarten/early elementary grades. Topics covered include: strategies for parent engagement; play-infused curriculum design to support development in all domains/subject areas; kindergarten expectations and curriculum alignment; current research, policies and issues.

Classification: AA/AS Degree; CSU transferable.

## **ENGLISH**

827 INTEGRATED READING AND WRITING (7.0) (day or evening)

Justification: This course is necessary to address the achievement gap through acceleration by means of eliminating exit points.

Prerequisite: None.

Recommended Preparation: Open Curriculum.

Description: Equivalent to ENGL 826 and READ 826. This course improves reading and writing skills through reading nonfiction and fiction, developing vocabulary, and practicing sentence-level, paragraph-level, and essay-level composition. Efficient reading strategies and study techniques are introduced to improve word analysis, vocabulary, reading comprehension, and study skills. Recommendation via College Placement Test. (*Units do not apply toward AA/AS degree.*)

Classification: Not degree applicable; not transferable.

829 READING, WRITING AND RHETORIC (0.5) (day or evening)

Justification: English faculty have observed that our students need additional, individualized, support in order to master the ability to write accurately and well. The lab will encompass an overview of the writing process, grammar and mechanics, as well as personalized instruction to help students recognize and correct their misconceptions.

Prerequisite: None.

Recommended Preparation: Open Curriculum.

Description: The course helps students succeed in ENGL 826 by offering individualized writing instruction. Students learn to identify and correct errors in grammar, syntax, and mechanics, and to edit their writing for improved clarity. (*Units do not apply toward AA/AS degree.*)

Classification: Not degree applicable; not transferable.

847 ACCELERATED ACADEMIC READING AND WRITING (5.0) (day or evening)

Justification: This course provides an accelerated pathway to transfer-level courses by combining ENGL 836 and READ 836. This course is necessary to address the achievement gap through acceleration by means of eliminating exit points.

Prerequisite: Successful completion of ENGL 827; OR ENGL 826 and READ 826; OR eligibility for ENGL 847; OR eligibility for READ 836 and ENGL 836 based on scores on approved Cañada College assessment instruments (placement tests with multiple measures assessment), or \*successful completion of coursework at other colleges/universities equivalent to ENGL 801 or 826 and READ 801 or 826; OR ENGL 827.

Recommended Preparation: Not applicable.

Description: This course integrates ENGL 836 and READ 836, satisfying both requirements. It introduces students to college-level reading and writing, covering thesis construction, organization, development, sentence skills, text-based writing, and effective reading strategies to improve comprehension, analysis, and vocabulary. Successful completion of ENGL 847, OR both ENGL 836 and READ 836 is required for entrance into ENGL 100.

Classification: AA/AS Degree; not transferable.

849 ACADEMIC READING, WRITING AND RHETORIC (0.5) (day or evening)

Justification: English faculty have observed that our students need additional, individualized, support in order to master the ability to write accurately and well. The lab will encompass an overview of the writing process, grammar and mechanics, as well as personalized instruction to help students recognize and correct their misconceptions.

Prerequisite: None.

Recommended Preparation: Not applicable.

Description: Students receive individualized instruction in the skills taught in ENGL 836, learning to identify and correct errors in grammar, syntax, and mechanics, and to edit their writing for improved clarity. Upon successful completion of the course, students are prepared to write at the college level.

Classification: AA/AS Degree; not transferable.

## **ENGLISH AS A SECOND LANGUAGE**

808 INTEGRATED GRAMMAR REVIEW (3.0) (day or evening)

Justification: Integration of language and academic skills and vocabulary is recommended by current literature on best practices in pedagogy and student success in ESL; based on the literature and data from the Basic Skills Initiative and our College, writing, grammar and vocabulary skills are being integrated with academic skills.

Prerequisite: ESL 821 and 841, or ESL 921, or placement by College ESL Placement Test.

Recommended Preparation: Open Curriculum.

Description: This course is primarily for students whose native language is other than English. Students review, practice, and synthesize the grammar in reading, writing, listening/speaking skills of standard English in an academic context. (*Units do not apply toward AA/AS degree.*)

Classification: Not degree applicable; not transferable.

830 ESL FOR CHILD DEVELOPMENT (2.0) (day or evening)

Justification: This ESL companion course is needed in order for the College to comply with California law regarding native language instruction, prepare students to enter English-only ECE. pathway, and improve access to ECE/ESL pathway.

Prerequisite: None.

Recommended Preparation: Open Curriculum.

Description: Academic language support for ESL students taking ECE. 201, Child Development in Spanish; Development of vocabulary, oral communication and writing skills in preparation for taking English-only ECE. courses. ESL 922 is recommended. (*Units do not apply toward AA/AS degree.*)

Classification: Not degree applicable; not transferable.

840 ESL FOR ECE. PRINCIPLES (2.0) (day or evening)

Justification: This ESL companion course is needed in order for the College to comply with California law regarding native language instruction, prepare students to enter English-only ECE. pathway, and improve access to ECE./ESL pathway.

Prerequisite: None.

Recommended Preparation: Open Curriculum.

Description: Academic language support for ESL students taking ECE. 210, Principles for Early Childhood Education in Spanish; Development of vocabulary, oral communication and writing skills in preparation for taking English-only ECE. courses. ESL 922 is recommended. (*Units do not apply toward AA/AS degree.*)

Classification: Not degree applicable; not transferable.

860 ESL FOR CHILD, FAMILY AND COMMUNITY (2.0) (day or evening)

Justification: This ESL companion course is needed in order for the College to comply with California law regarding native language instruction, prepare students to enter English-only ECE. pathway and improve access to ECE/ESL pathway.

Prerequisite: None.

Recommended Preparation: Open Curriculum.

Description: Academic language support for ESL students taking ECE. 212, Child Family and Community in Spanish; Development of vocabulary, oral communication and writing skills in preparation for taking English-only ECE. courses. ESL 922 is recommended. (*Units do not apply toward AA/AS degree.*)

Classification: Not degree applicable; not transferable.

## **ENVIRONMENTAL SCIENCE AND TECHNOLOGY**

115 ENVIRONMENTAL SCIENCE (3.0) (day or evening)

Justification: Cañada College is growing programming in Environmental Science and Sustainability. This course will be a core course in the new A.S. degree in Environmental Science that we are currently working on.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: Introduction to environmental issues from a scientific perspective, focusing on physical, chemical, and biological processes within the Earth system, the interaction between humans and these processes, and the role of science in finding sustainable solutions. Topics include contemporary environmental issues related to resource use, pollution, and human population growth.

Classification: AA/AS Degree; CSU transferable.

## **INTERIOR DESIGN**

403 GREEN/SUSTAINABLE PRACTICES (3.0) (day or evening)

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

Prerequisite: INTD 400 and 401.

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

Description: Provides the opportunity to develop green/sustainable design projects for the community in commercial, residential, and historic buildings for real clients and locations using the green design principles and codes.

Classification: AA/AS Degree; CSU transferable.

## **KINESIOLOGY, ATHLETICS AND DANCE - DANCE**

121 CONTEMPORARY MODERN DANCE (1.0) (day or evening)

Justification: This course is a core requirement for the Dance A.A. Degree that we are in the process of submitting to the state for approval.

Prerequisite: None.

Recommended Preparation: Open Curriculum.

Description: Teaches fundamentals of contemporary modern dance technique. Emphasis is placed on developing body awareness, body alignment, musicality, and self expression through movement. Students develop physical strength, flexibility, coordination, and increase movement memory. Dance combinations are taught sequentially becoming more challenging and complex as the semester progresses and culminating in a group performance.

Classification: AA/AS Degree; CSU transferable.

## **MUSIC**

109 HONORS SEMINAR - A MOVEABLE FEAST (2.0) (day or evening)

Justification: This course was previously offered successfully as an experimental course (MUS. 680CB), it is part of the Transfer Honors Program.

Prerequisite: Completion of, or concurrent enrollment in one of the following: ART 101, 102, 103 104, 201, 204, 207, 214, 221, 301, or 351; MUS. 115, 202, 230, 250; DRAM 101, 140, 200, 201, 202, 203, 221, 233, or 300.

Recommended Preparation: Eligibility for ENGL 100.

Description: Art, theater and music set a four-course banquet for students interested in an interdisciplinary taste of arts experiences. Students attend arts exhibitions, theatrical and musical performances. Events are preceded by a lecture appetizer, and followed by written reflection and discussion dessert. Honors credit will also be earned for both MUS. 109 and the approved, concurrently enrolled course, upon completion with a grade of A or B.

Classification: AA/AS Degree; CSU transferable.

**PARALEGAL**

272 IMMIGRATION LAW (3.0) (day or evening)

Justification: A paralegal studies program today, especially in California, cannot be considered comprehensive without a course in Immigration Law. The ever-growing field calls for the training of more professionals, lawyers and paralegals alike. An accomplished immigration law practice or legal services program most always has as its cornerstone a competently trained and highly professional paralegal staff. Community colleges are in a unique position to provide quality job-training, knowledge and skills to its students to fill this valuable need.

Prerequisite: LEGL 249.

Recommended Preparation: Eligibility for ENGL 100.

Description: This hands-on course focuses on immigration law in the areas of family and employment visas, labor certification, non-immigrant visas, and political asylum. Students gain a working knowledge of immigration theory and practice while gaining practical skills in preparation of forms and supporting documents, handling client interviews, and preparation of cases.

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

**PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE****ANTHROPOLOGY**

- 110 Cultural Anthropology
- 125 Introduction to Physical Anthropology
- 200 Ethnographic Film
- 351 Introduction to Archaeology and World Prehistory

**ASTRONOMY**

- 100 Introduction to Astronomy
- 101 Astronomy Laboratory

**BIOLOGICAL SCIENCES**

- 310 Nutrition

**COMMUNICATION STUDIES**

- 110 Public Speaking

**EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

- 247 Foundations for School Success

**MATHEMATICS**

- 268 Discrete Mathematics

**SOCIOLOGY**

- 100 Introduction to Sociology



**PROPOSED CURRICULAR DELETIONS – CAÑADA COLLEGE****BUSINESS**110 BUSINESS ARITHMETIC

Justification: This course is no longer needed in the Business curriculum. Students get the knowledge they need to be successful by taking either BUS. 115, Business Mathematics or MATH 811, Pre-Algebra.

**CHEMISTRY**234 ORGANIC CHEMISTRY LABORATORY I

Justification: CHEM 234 and 237 are being replaced by CHEM 231 which has both the lecture and lab components. CHEM 234/237 will be considered equivalent courses.

237 ORGANIC CHEMISTRY I

Justification: CHEM 234 and 237 are being replaced by CHEM 231 which has both the lecture and lab components. CHEM 234/237 will be considered equivalent courses.

**COMPUTER INFORMATION SCIENCE**119 OPEN COMPUTER LAB I

Justification: The content taught in CIS 119 is being incorporated into CIS 118, Introduction to Object-Oriented Program Design. CIS 118 will now have both the lecture and lab components and will be taught as a 4 unit course.

**ENGLISH AS A SECOND LANGUAGE**805 ADVANCED GRAMMAR REVIEW

Justification: This course was created many years ago for ESL students who had already completed the ESL grammar sequence. We no longer plan to offer this course as we now encourage ESL students who have completed the ESL sequence to move into transfer-level courses.

**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:

**ENGINEERING**

**Surveying and Computer-Aided Design** – Certificate of Achievement (36 units)

**SPANISH**

**Bilingualism and Biliteracy in English/Spanish** – Certificate of Achievement (12 units)

**PROPOSED PROGRAM DELETIONS – CAÑADA COLLEGE**

None.

**PROPOSED DEPARTMENT ADDITIONS – CAÑADA COLLEGE**

Cañada College proposes to add the following departments:

**ENVIRONMENTAL SCIENCE AND TECHNOLOGY (ENVS)**

The new department code (ENVS) will be used to create several courses which are going to be part of an Environmental Studies program as outlined below:

The goal of the Recycling and Resource Management (RRM) Certificate of Achievement program is to initiate Cañada College's workforce offerings in the area of Environmental Sustainability by developing a series of stackable certificate programs that culminate in an A.S. degree in Environmental Studies. These certificate programs are driven by the regional labor market needs that will enable students to obtain desirable employment in the expanding field of environmental sustainability in local region.

**INTERDISCIPLINARY STUDIES (IDST)**

The new department code (IDST) will be used to create several courses which are going to supplement the Environmental Studies program as outlined below:

The new curriculum which is currently being created, integrates the areas of English, Science, Economics, Sociology, Political Science, Fashion Design and Merchandising, Interior Design, and Environmental Studies to address the issue of sustainability. These upcoming courses will broaden and deepen the offerings in all disciplines. The courses will prepare workforce and transfer students with a greater opportunity for high level critical thinking needed in preparation for courses at the UC's and CSU's, and for the workforce.

**PROPOSED DEPARTMENT DELETIONS – CAÑADA COLLEGE**

None.

San Mateo County Community College District

June 27, 2012

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

APPROVED BY: Teresa Morris, Chair, Curriculum Committee  
College of San Mateo

James Carranza, 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

#### **ART**

383 INTERMEDIATE DIGITAL PHOTOGRAPHY (3.0) (day or evening)

Justification: Intermediate Digital Photography will replace the existing ART 365 course. The new course number allows beginning, intermediate and advanced courses to follow a logical sequence of numbers that appear together in the schedule and college catalog.

Prerequisite: ART 381.

Recommended Preparation: ART 351.

Description: Introduction to digital editing and printing using current tools and software through the development of a portfolio. Students to provide photographic materials in the form of images from digital cameras. Extra supplies may be required. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

384 ADVANCED DIGITAL PHOTOGRAPHY (3.0) (day or evening)

Justification: Advanced Digital Photography will replace the existing ART 366 course. The new course number allows beginning, intermediate and advanced courses to follow a logical sequence of numbers that appear together in the schedule and college catalog.

Prerequisite: ART 383.

Recommended Preparation: ART 351.

Description: Designed for advanced students to refine and develop their digital editing and printing using current tools and software through the development of a portfolio. Includes exploration of digital papers and

inks. Students to provide photographic materials in the form of images from digital cameras. Extra supplies may be required. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

385 MASTER PORTFOLIO – DIGITAL PHOTOGRAPHY (2.5) (day or evening)

Justification: This course is primarily a lab course where highly advanced students will conceive, design, and produce a sophisticated photographic project (portfolio). This course provides the unique opportunity for advanced students to develop a master portfolio.

Prerequisite: ART 384.

Recommended Preparation: None.

Description: Designed for students who have completed the Digital Photography Program and wish to enroll in a course that allows them to produce a professional quality photographic portfolio on a topic of their choice. Extra supplies may be required. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

386 DARKROOM WORKSHOP (1.5) (day or evening)

Justification: This course provides students with additional lab time to complete their portfolios.

Prerequisite: ART 351.

Recommended Preparation: None.

Description: The course is designed to allow intermediate or advanced level photography students extended lab time to refine their darkroom skills. Film processing, printing, and print finishing. A materials fee as shown in the Schedule of Classes is payable upon registration. Extra supplies may be required.

Classification: AA/AS Degree; CSU transferable.

387 PHOTO OPEN LAB (.5) (day or evening)

Justification: This course provides students with additional lab time to complete their portfolios.

Prerequisite: ART 351.

Recommended Preparation: None.

Description: The course is designed, primarily, for students concurrently enrolled in photography courses at CSM that desire additional access to the darkroom facilities. Film processing, printing, and print finishing. A materials fee as shown in the Schedule of Classes is payable upon registration. Extra supplies may be required.

Classification: AA/AS Degree; CSU transferable.

388 MASTER PHOTOGRAPHY PORTFOLIO (2.5) (day or evening)

Justification: This course was created due to student demand.

Prerequisite: ART 353 and ART 360.

Recommended Preparation: None.

Description: Designed for students who have completed the Photography Program and wish to enroll in a course that allows them to produce a professional quality photographic portfolio on a topic of their choice. A materials fee as shown in the Schedule of Classes is payable upon registration. Extra supplies may be required.

Classification: AA/AS Degree; CSU transferable.

**ASTRONOMY**200 INTRODUCTION TO ASTROPHYSICS (3.0) (day or evening)

Justification: This course was created for the Astroimaging and Observatory Operation Certificate.

Prerequisite: ASTR 103, 125 and PHYS 220 or 270.

Recommended Preparation: None.

Description: Designed for students who want to take a course more advanced than the introductory survey courses in astronomy. This course covers the fundamentals of photometry, spectroscopy, and stellar astrophysics. Topics include study of pulsating and cataclysmic variable stars, contact binaries, and galactic cannibalism. Emphasis is on a thorough understanding of basic astrophysics.

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

203 ASTROIMAGING TECHNIQUES (4.0) (day or evening)

Justification: This course was created for the Astroimaging and Observatory Operation Certificate.

Prerequisite: ASTR 103.

Recommended Preparation: None.

Description: Hands-on learning of various imaging techniques including astrophotography of galaxies and nebulae, spectroscopy, and photometry.

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

204 APPLICATION OF ASTROIMAGING TECHNIQUES (4.0) (day or evening)

Justification: This course was created for the Astroimaging and Observatory Operation Certificate.

Prerequisite: ASTR 203.

Recommended Preparation: None.

Description: Application of techniques learned in ASTR 203 to gather data about celestial bodies. Topics investigated will include the use of spectroscopy to determine stellar composition and photometry to verify times of ingress and egress of transiting extrasolar planets. In addition, observatory control fundamentals will be emphasized and planned imaging runs will be an important component.

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

## **BIOLOGY**

329 HONORS PROJECT SEMINAR (2.0) (day or evening)

Justification: This course is an honors seminar required of students accepted into the honors program. Students sign up for this course in conjunction with a transferable course (selected by the student, under advisement of the honors coordinator). The honors project seminar is a cross-disciplinary “designated” honors course in which students collaborate while pursuing special honors level scholarly projects in their respective transfer course disciplines. The honors project seminar is the crux of the honors program, the vital site where honors students develop a cohort as well as the skills for achieving academic excellence.

Prerequisite: None.

Recommended Preparation: None.

Description: Interdisciplinary seminar designed for students admitted into the honors program. Students develop honors level scholarly projects corresponding to a selected transfer course in which they are concurrently enrolled. Intensive instruction in diverse research methods; emphasis on collaboration and various strategies for achieving academic excellence.

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

## **COMPUTER AND INFORMATION SCIENCE**

117 INTERNET PROGRAMMING: PYTHON (4.0) (day or evening, distance education)

Justification: Python is currently one of the most popular web scripting languages and is heavily used by Google, among other companies. It is an important language for Android programming. We currently offer it as an experimental course as recommended by the CIS Advisory Committee. The permanent course will be an elective for the CIS internet programming certificate.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848 and completion of CIS 111, CIS 125 or CIS 254.

Description: Comprehensive course in Python, an open-source dynamic object-oriented scripting language. Covers variables, arrays, lists, tuples, dictionaries, functions, methods, classes, objects, and writing server-side Python scripts for the Web. Also covered are exception handling, regular expressions, and modules. An introduction to SQL and the MySQL database, and advanced topics such as Model-View-Controller architecture and Web application development with the Django framework. Intended for students with previous programming experience.

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

127 INTERNET PROGRAMMING: HTML5 CSS (3.0) (day or evening, distance education)

Justification: CSM needs to offer a course in HTML5 and CSS as recommended by the CIS Advisory Committee. This course will be an elective for the CIS internet programming certificate.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848 and completion of CIS 111, CIS 125 or CIS 254.

Description: Introduction to HTML5 and CSS (Cascading Style Sheets). Covers CSS3, HTML5 elements, HTML5 APIs, forms, audio and video, offline applications, Canvas drawing and animation, communication APIs, Web Sockets, and Web Workers. Introduces HTML5 Geolocation, local and session storage, the Web SQL Database, and advanced topics such as mobile web applications, performance analysis, browser issues, and developer tools. Intended for students with previous programming experience.

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

132 INTRODUCTION TO DATABASES (3.0) (day or evening, distance education)

Justification: We need to offer an introductory course in databases that covers relational and NoSQL databases as recommended by the CIS Advisory Committee. We currently offer only MySQL and a more advanced data warehousing course. This course will be an elective for the CIS internet programming certificate.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848.

Description: This course covers database design and the use of database management systems. It includes an introduction to the relational model, relational algebra, and SQL. It also covers XML data including DTDs and XML Schema for validation, and an introduction to the query and transformation languages XPath, XQuery, and XSLT. The course includes relational design principles based on dependencies and normal forms. Additional database topics introduced are indexes, views, transactions, authorization, integrity constraints, triggers, on-line analytical processing (OLAP), and emerging NoSQL (not only SQL) databases for cloud and desktop computing.

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

420 PROJECT MANAGEMENT (3.0) (day or evening)

Justification: This course prepares students to take the Project Management Professional (PMP) certificate exam from the Project Management Institute (PMI). This certificate is extremely popular and in high demand among professionals involved in project and general management. The PMP exam is considered to be difficult and challenging and therefore there is high demand in the market for preparatory courses such as the one proposed here.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed for those who are currently employed in a project management position or have experience with the project management process. Intended for professionals seeking to acquire the Project Management Professional (PMP) certification from the Project Management Institute (PMI). This course provides an overview of the standard PMP test content and format, practice with sample questions, and discussion and advice on the mechanisms and logistics of the certification test.

Classification: AA/AS Degree; CSU transferable.

## **CAREER AND LIFE PLANNING**

310 SUMMER BRIDGE ACADEMY (2.0) (day or evening)

Justification: Research shows that SUMMER BRIDGE courses, targeted to students who place into developmental education, positively affect student success. Academically underprepared students benefit from a course that assists with the transition to college life and academic expectations. SUMMER BRIDGE programs are becoming a standard for California community colleges.

Prerequisite: None.

Recommended Preparation: None.

Description: Summer Bridge Academy assists new incoming students to transition into the college environment. Through a holistic approach, Summer Bridge Academy introduces students to a range of academic tools and assists students to develop skills and behaviors that are critical to succeed in college. Summer Bridge Academy supports academic and personal growth and understanding by providing strategies to enhance student engagement in the learning process. Topics covered include the introduction to college resources and support programs, understanding the college system and college life, educational and career goal planning and management, assessment of learning styles, campus contacts, and more. Summer Bridge Academy students participate in off campus fieldtrips.

Classification: AA/AS Degree; CSU transferable.

## **ELECTRONICS**

445 INDUSTRIAL DATA COMMUNICATIONS SYSTEMS (4.0) (day or evening)

Justification: This course completes the student's knowledge base for remote control operation of electrically powered systems used in industry.

Prerequisite: ELEC 112.

Recommended Preparation: None.

Description: A practical course in industrial data communication starting from the basics, this course demonstrates how to design and maintain industrial communications systems in an industrial production environment.

Classification: AA/AS Degree; CSU transferable.



**ENGLISH**329 HONORS PROJECT SEMINAR (2.0) (day or evening)

Justification: This course is an honors seminar required of students accepted into the honors program. Students sign up for this course in conjunction with a transferable course (selected by the student, under advisement of the honors coordinator). The honors project seminar is a cross-disciplinary “designated” honors course in which students collaborate while pursuing special honors level scholarly projects in their respective transfer course disciplines. The honors project seminar is the crux of the honors program, the vital site where honors students develop a cohort as well as the skills for achieving academic excellence.

Prerequisite: None.

Recommended Preparation: None.

Description: Interdisciplinary seminar designed for students admitted into the honors program. Students develop honors level scholarly projects corresponding to a selected transfer course in which they are concurrently enrolled. Intensive instruction in diverse research methods; emphasis on collaboration and various strategies for achieving academic excellence.

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

**FILM**329 HONORS PROJECT SEMINAR (2.0) (day or evening)

Justification: This course is an honors seminar required of students accepted into the honors program. Students sign up for this course in conjunction with a transferable course (selected by the student, under advisement of the honors coordinator). The honors project seminar is a cross-disciplinary “designated” honors course in which students collaborate while pursuing special honors level scholarly projects in their respective transfer course disciplines. The honors project seminar is the crux of the honors program, the vital site where honors students develop a cohort as well as the skills for achieving academic excellence.

Prerequisite: None.

Recommended Preparation: None.

Description: Interdisciplinary seminar designed for students admitted into the honors program. Students develop honors level scholarly projects corresponding to a selected transfer course in which they are concurrently enrolled. Intensive instruction in diverse research methods; emphasis on collaboration and various strategies for achieving academic excellence.

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

**KINESIOLOGY**125 PILATES MAT INSTRUCTOR TRAINING (3.0) (day or evening)

Justification: This course is a requirement of the Pilates Instructor Certificate Program. Which prepares students for job placement at health clubs, fitness centers and privately owned studios.

Prerequisite: None.

Recommended Preparation: FITN 335; BIOL 130 or 250.

Description: For students enrolled in the Pilates Instructor Certificate Program (PICP) and for students who would like to deepen their knowledge and skill of the Pilates Mat exercises. This course includes an introduction to the history and principles of Pilates, a review of core anatomy, beginning, intermediate, and advanced level Pilates Mat exercises as well as modifications for each exercise. This course includes lectures on class order, programming in a fitness setting, and guidelines for safely teaching special populations. During the lab portion of this course, students will gain practical teaching experience by instructing their classmates.

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

### 126 PILATES REFORMER INSTRUCTOR TRAINING (3.0) (day or evening)

Justification:

To meet the Board Core Values, the department of Kinesiology continues to develop certificate programs to provide workforce training in the field of Health and Wellness. Upon successful completion of the certificate, students will be prepared to enter the workforce in the Health/Fitness Industry

Prerequisite: None.

Recommended Preparation: BIOL 130 or 250; KINE 125; FITN 335.

Description: For students enrolled in the Pilates Instructor Certificate Program (PICP) and for students who would like to deepen their knowledge and skill of the Pilates Reformer exercises. This course includes an introduction to the Pilates Reformer including set up, safety, and maintenance. Students will learn how to practice and teach the beginning, intermediate, and advanced exercises as well as modifications for each exercise. This course includes lectures on class order, programming in a fitness setting, and guidelines for safely teaching special populations. During the lab portion of this course, students will gain practical teaching experience by instructing their classmates.

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

### 127 PILATES APPARATUS INSTRUCTOR TRAINING (3.0) (day or evening)

Justification: To meet the Board Core Values, the department of Kinesiology continues to develop certificate programs to provide workforce training in the field of Health and Wellness. Upon successful completion of the certificate, students will be prepared to enter the workforce in the Health/Fitness Industry.

Prerequisite: None.

Recommended Preparation: BIOL 130 or 250; KINE 125; KINE 126; FITN 335.

Description: For students enrolled in the (PICP) Pilates Instructor Certificate Program and for students who would like to deepen their knowledge and skill of the Pilates Apparatus exercises. Pilates Apparatus includes the complete repertoire on the Trapeze Table/ Cadillac/ Tower, the Pilates Chair, the Barrels, and

small equipment. This course completes the comprehensive Pilates Instructor Training Certificate Program and offers Pilates instructors a great variety of tools to use when working with clients. During the lab portion of this course, students will gain practical teaching experience by instructing their classmates.

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

## **KINESIOLOGY - DANCE**

100 DANCE APPRECIATION (3.0) (day or evening)

Justification: This will be a required course in the new dance AA degree.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848.

Description: A survey course exploring Western concert dance as well as world dance forms. Explore what dance reveals about cultural, national and ethnic identity, class and gender, and study the history of major dance forms. Investigate dance through readings, videos, dance participation exercises and by attending live performances.

Classification: AA/AS Degree; CSU transferable.

122 MODERN DANCE II (.5 or 1.0) (day or evening)

Justification: This course will be part of the dance major.

Prerequisite: DANC 121.

Recommended Preparation: ENGL 828.

Description: Intermediate levels of modern dance technique. Emphasis is placed on deepening body awareness, body alignment, musicality, and self expression through movement. Students will increase physical strength, flexibility, coordination, and movement memory. Dance combinations are taught sequentially becoming more challenging and complex as the semester progresses - culminating in a group performance.

Classification: AA/AS Degree; CSU transferable.

## **LEARNING CENTER**

100 EFFECTIVE TUTORING (1.0) (day or evening)

Justification: This course will explore an array of procedures for understanding and utilizing effective tutoring practices. Peer Tutors will need to be properly trained to ensure the quality of our tutorial program. All tutors working in the Learning Center will be required to take this course. Additionally, this course fulfills the College Reading and Learning Association (CRLA) program's guidelines for program certification for tutor training, tutor experience, and tutor evaluation.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838/848, or ESL 400 and READ 830.

Description: Explores a variety of procedures for understanding and utilizing effective peer tutoring practices. Under guided supervision, students use classroom experiences to connect theory to practice. Communication and study strategies, course specific tutoring expertise, and techniques for working with students from diverse cultural and academic backgrounds are emphasized. This course is for students who have been selected as peer tutors for the Learning Center.

Classification: AA/AS Degree; CSU transferable.

698 SUPERVISED TUTORING/ACADEMIC ASSISTANCE (0.0) (day or evening)

Justification: Under the supervision of the Director the Learning Center, this course will allow students to receive academic assistance such as tutoring or computerized supplemental instruction in areas of academic need. All students (tutees) who receive computerized supplemental instruction in assignments or tutoring by tutors will be required to register for this course. The course will also be used to track positive attendance.

Prerequisite: None.

Recommended Preparation: None.

Description: Under the supervision of the Director the Learning Center, students receive academic assistance such as tutoring or computerized supplemental instruction in areas of academic need. Students receive computerized supplemental instruction in assignments or tutoring by tutors who have demonstrated competence in specific subject, skill and/or discipline and who have successfully completed a tutor training course. (Units do not apply toward AA/AS degree.)

Classification: Not degree applicable; noncredit; not transferable.

## **MATHEMATICS**

329 HONORS PROJECT SEMINAR (2.0) (day or evening)

Justification: This course is an honors seminar required of students accepted into the honors program. Students sign up for this course in conjunction with a transferable course (selected by the student, under advisement of the honors coordinator). The honors project seminar is a cross-disciplinary “designated” honors course in which students collaborate while pursuing special honors level scholarly projects in their respective transfer course disciplines. The honors project seminar is the crux of the honors program, the vital site where honors students develop a cohort as well as the skills for achieving academic excellence.

Prerequisite: None.

Recommended Preparation: None.

Description: Interdisciplinary seminar designed for students admitted into the honors program. Students develop honors level scholarly projects corresponding to a selected transfer course in which they are concurrently enrolled. Intensive instruction in diverse research methods; emphasis on collaboration and various strategies for achieving academic excellence.

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

## MUSIC

### 231 AFRO-LATIN PERCUSSION ENSEMBLE 1 (2.0) (day or evening)

Justification: Ensemble percussion course will provide opportunities to learn the techniques and skills of music performance associated with Afro-Latin music at a beginner level. Ensemble courses are an important part of the music major and music curriculum in general.

Prerequisite: None.

Recommended Preparation: None.

Description: Course focuses on the basic percussive techniques and rhythms associated with the genre of Afro-Latin music, as it applies to traditional and contemporary expression. It is intended to address how percussion and percussive instruments, much like their African prototypes, have been utilized as indispensable tools of artistic and social expression. Focus will be centered on but not limited to Afro-Caribbean instruments and forms, their parallel relationships, and the telling socio-political circumstances in which they developed. The conga drum is the main instrument of this class.

Classification: AA/AS Degree; CSU transferable.

### 232 AFRO-LATIN PERCUSSION ENSEMBLE 2 (2.0) (day or evening)

Justification: Ensemble percussion course will provide opportunities to learn the techniques and skills of music performance associated with Afro-Latin music at a beginner level. Ensemble courses are an important part of the music major and music curriculum in general.

Prerequisite: MUS. 231.

Recommended Preparation: None.

Description: Course focuses on the basic percussive techniques and rhythms associated with the genre of Afro-Latin music, as it applies to traditional and contemporary expression. It is intended to address how percussion and percussive instruments, much like their African prototypes, have been utilized as indispensable tools of artistic and social expression. Focus will be centered on but not limited to Afro-Caribbean instruments and forms, their parallel relationships, and the telling socio-political circumstances in which they developed. Students will build on the skills developed in Music 231: Afro-Latin Percussion Ensemble, by singing and playing simultaneously, and by playing additional instruments including güiro and cowbell (cencerro), as well as by incorporating more complex rhythms, rhythmic exercises, and variations of fundamental rhythms.

Classification: AA/AS Degree; CSU transferable.

### 233 AFRO-LATIN PERCUSSION ENSEMBLE 3 (2.0) (day or evening)

Justification: Ensemble percussion course will provide opportunities to learn the techniques and skills of music performance associated with Afro-Latin music at an intermediate level. Ensemble courses are an important part of the music major and music curriculum in general.

Prerequisite: MUS. 232.

Recommended Preparation: None.

Description: Course focuses on the basic percussive techniques and rhythms associated with the genre of Afro-Latin music, as it applies to traditional and contemporary expression. It is intended to address how percussion and percussive instruments, much like their African prototypes, have been utilized as indispensable tools of artistic and social expression. Focus will be centered on but not limited to Afro-Caribbean instruments and forms, their parallel relationships, and the telling socio-political circumstances in which they developed. Students will build on the skills developed in Music 232: Afro-Latin Percussion Ensemble 2, by singing and playing more intricate rhythms simultaneously, playing additional instruments including the timbales, as well as by incorporating a wide variety of listening exercises, and incorporating more complex rhythms, rhythmic exercises, and variations of fundamental rhythms.

Classification: AA/AS Degree; CSU transferable.

234 AFRO-LATIN PERCUSSION ENSEMBLE 4 (2.0) (day or evening)

Justification: Ensemble percussion course will provide opportunities to learn the techniques and skills of music performance associated with Afro-Latin music at an advanced level. Ensemble courses are an important part of the music major and music curriculum in general.

Prerequisite: MUS. 233.

Recommended Preparation: None.

Description: Course focuses on the basic percussive techniques and rhythms associated with the genre of Afro-Latin music, as it applies to traditional and contemporary expression. It is intended to address how percussion and percussive instruments, much like their African prototypes, have been utilized as indispensable tools of artistic and social expression. Focus will be centered on but not limited to Afro-Caribbean instruments and forms, their parallel relationships, and the telling socio-political circumstances in which they developed. Students will build on the skills developed in Music 233: Afro-Latin Percussion 3, through fundamental improvisation, as well as by incorporating more complex rhythms, rhythmic exercises, and variations of fundamental rhythms.

Classification: AA/AS Degree; CSU transferable.

429 WIND ENSEMBLE (1.5) (day or evening)

Justification: The demand for this ensemble has created an overflow of intermediate and advanced students interested in wind band performance, and has created the necessity of offering such a group at the advanced level.

Prerequisite: Satisfactory performance audition: demonstration, through audition, of advanced proficiency in instrumental technique, and music reading.

Recommended Preparation: None.

Description: Preparation and performance of advanced level literature from the contemporary and traditional wind band repertoire. Course emphasizes performance of a variety of band styles, meters, and sight-reading. Open to all students by audition. Auditions will take place at the first class meeting. Participation at all scheduled performances is required.

Classification: AA/AS Degree; CSU transferable.

454 JAZZ WORKSHOP BIG BAND (1.5) (day or evening)

Justification: The demand for this ensemble has created an overflow of students interested in jazz performance of the big band genre, and has created the necessity of offering such a group at the intermediate/advanced level.

Prerequisite: Satisfactory performance audition: demonstration, through audition, of intermediate to advanced level proficiency in instrumental technique, music reading and jazz improvisation.

Recommended Preparation: None.

Description: Preparation and performance of literature for the big band from 1960 to current contemporary repertoire. Course emphasizes large group jazz performance of a variety of jazz styles, sight-reading, and jazz improvisation in a big band setting. Open to all students by audition. Auditions will take place at the first class meeting. Participation at all scheduled performances is required.

Classification: AA/AS Degree; CSU transferable.

455 JAZZ ENSEMBLE (1.5) (day or evening)

Justification: The demand for this ensemble has created an overflow of students interested in jazz performance of the big band genre, and has created the necessity of offering such a group at the advanced level.

Prerequisite: Satisfactory performance audition: demonstration, through audition, of advanced level proficiency in instrumental technique, music reading and jazz improvisation.

Recommended Preparation: None.

Description: Preparation and performance of advanced level literature from the contemporary large group repertoire. Course emphasizes big band jazz performance of a variety of jazz styles, meters, sight-reading, and jazz improvisation in a big band setting. Open to all students by audition. Auditions will take place at the first class meeting. Participation at all scheduled performances is required.

Classification: AA/AS Degree; CSU transferable.

## **PHILOSOPHY**

329 HONORS PROJECT SEMINAR (2.0) (day or evening)

Justification: This course is an honors seminar required of students accepted into the honors program. Students sign up for this course in conjunction with a transferable course (selected by the student, under advisement of the honors coordinator). The honors project seminar is a cross-disciplinary “designated” honors course in which students collaborate while pursuing special honors level scholarly projects in their respective transfer course disciplines. The honors project seminar is the crux of the honors program, the vital site where honors students develop a cohort as well as the skills for achieving academic excellence.

Prerequisite: None.

Recommended Preparation: None.

Description: Interdisciplinary seminar designed for students admitted into the honors program. Students develop honors level scholarly projects corresponding to a selected transfer course in which they are concurrently enrolled. Intensive instruction in diverse research methods; emphasis on collaboration and various strategies for achieving academic excellence.

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

## **PHYSICS**

329 HONORS PROJECT SEMINAR (2.0) (day or evening)

Justification: This course is an honors seminar required of students accepted into the honors program. Students sign up for this course in conjunction with a transferable course (selected by the student, under advisement of the honors coordinator). The honors project seminar is a cross-disciplinary “designated” honors course in which students collaborate while pursuing special honors level scholarly projects in their respective transfer course disciplines. The honors project seminar is the crux of the honors program, the vital site where honors students develop a cohort as well as the skills for achieving academic excellence.

Prerequisite: None.

Recommended Preparation: None.

Description: Interdisciplinary seminar designed for students admitted into the honors program. Students develop honors level scholarly projects corresponding to a selected transfer course in which they are concurrently enrolled. Intensive instruction in diverse research methods; emphasis on collaboration and various strategies for achieving academic excellence.

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

## **PSYCHOLOGY**

120 INTRODUCTION TO RESEARCH METHODS (3.0) (day or evening)

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

Prerequisite: PSYC 100 or SOCI 100 and MATH 120.

Recommended Preparation: None.

Description: Students examine fundamental elements of empirical research and the ways psychologists and 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.



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

162 Intermediate Accounting II

**ART**

101 Art &amp; Architecture from the Ancient World to Medieval Times (c. 1400)

**BIOLOGY**

210 General Zoology

**CHEMISTRY**

231 Organic Chemistry I

232 Organic Chemistry II

**CHINESE**

121 Advanced Elementary Chinese I

122 Advanced Elementary Chinese II

**COMMUNICATION STUDIES**

110 Public Speaking

**COMPUTER AND INFORMATION SCIENCE**

117 Internet Programming: Python

127 Internet Programming: HTML5 CSS

132 Introduction to Databases

**KINESIOLOGY**

101 Introduction to Kinesiology

**MATHEMATICS**

111 Elementary Algebra I

112 Elementary Algebra II

122 Intermediate Algebra I

123 Intermediate Algebra II

125 Elementary Finite Math

145 Liberal Arts Mathematics

200 Elementary Probability and Statistics

222 Precalculus

850 Mathematics Supplement

**PSYCHOLOGY**

100 Introduction to Psychology

410 Abnormal Psychology

**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:

**ADMINISTRATION OF JUSTICE**

**Administration of Justice – Associate in Science Degree for Transfer** - (18-19 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) – Board approved: February 22, 2012

**ALCOHOL AND OTHER DRUG STUDIES**

**Alcohol and Other Drug Studies** – Certificate of Specialization (15 units)

**ASTRONOMY**

**Astroimaging and Observatory Operation** – Certificate of Achievement (27-31 units)

**BUSINESS**

**Business Administration – Associate in Science Degree for Transfer** - (27-30 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) – Board approved: May 16, 2012.

**ELECTRONICS TECHNOLOGY**

**Electrical Power Systems and Instrumentation** – Associate in Science Degree (35 units)

**Fundamentals of Smart Building Systems** – Certificate of Specialization (15 units)

**Telecommunications Fundamentals** – Certificate of Specialization (11 units)

**GEOLOGY**

**Geology – Associate in Science Degree for Transfer** - (28 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) – Board approved: February 22, 2012.

**HISTORY**

**History – 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) – Board approved: May 16, 2012.

**KINESIOLOGY**

**Dance** – Associate in Arts Degree (18 units)

**Kinesiology – Associate in Arts Degree for Transfer** - (20-24 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) – Board approved: February 22, 2012.

**Specialized Pilates Instructor** – Certificate of Achievement (18-22 units)

**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) – Board approved: March 28, 2012.

**PSYCHOLOGY**

**Psychology – Associate in Arts Degree for Transfer** - (18-19 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) – Board approved: February 22, 2012.

**STUDIO ARTS**

**Studio Arts – Associate in Arts 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) – Board approved: February 22, 2012.

**PROPOSED PROGRAM DELETIONS – COLLEGE OF SAN MATEO****ART**

**Fine Arts Commercial** – Associate in Arts Degree

**Fine Arts Option 1: Drawing** – Associate in Arts Degree

**Fine Arts Option 3: Painting** – Associate in Arts Degree

**Fine Arts Option 4: Printmaking** – Associate in Arts Degree

Justification:

The Art degrees are being deleted because they are either no longer relevant or are being replaced by the Studio Arts TMC degree.

**BUSINESS**

**Insurance Property and Casualty** – Associate in Arts Degree, Certificate of Achievement and Certificate of Specialization

**Merchandising, General** - Certificate of Achievement

**Merchandising, Management** – Associate in Arts Degree and Certificate of Achievement

Justification:

Insurance - The insurance degree and certificates have experienced a steady decline in enrollment. The courses have been frequently cancelled and we do not have students with Insurance as a declared major. No insurance courses have been offered in the last four semesters.

Merchandising – This degree has direct overlap of requirements with the major in Business Administration. We do not have a separate demand for the Merchandising major and do not offer any courses directly related to Merchandising activities. Canada College does offer Fashion Design and Merchandising with directly related curriculum.

**COMPUTER AND INFORMATION SCIENCE**

**Computer Support Specialist: Network Support** – Associate in Science Degree and Certificate of Achievement

**Justification:**

Many of the courses required to complete this degree have been discontinued for some time and the students that were in the program have completed their degree. We no longer experience demand for this program and the Networking major at Skyline has replaced this degree.

**PROPOSED DEPARTMENT ADDITIONS – COLLEGE OF SAN MATEO**

College of San Mateo proposes to add the following department:

**LEARNING CENTER (LCTR)**

The department was created to provide courses in peer tutoring which will take place in the new Learning Center facility.

**PROPOSED DEPARTMENT DELETIONS – COLLEGE OF SAN MATEO****AERONAUTICS (AERO)**

The department is being deleted since the remaining Aeronautics course was banked.

**AMERICAN SIGN LANGUAGE (ASL)**

Discontinued at July 27, 2011 Board meeting.

**COMBATIVES (COMB)**

Due to difficulty finding an instructor, the only course under Combatives was banked so consequently the department is being deleted.

**HORTICULTURE (HORT)**

Discontinued at July 27, 2011 Board meeting.

**HUMANITIES (HUM.)**

Discontinued at July 27, 2011 Board meeting.

**ITALIAN (ITAL)**

Discontinued at July 27, 2011 Board meeting.

**JAPANESE (JAPN)**

Discontinued at July 27, 2011 Board meeting.

**METEOROLOGY (METE)**

Discontinued at July 27, 2011 Board meeting.

**PHYSICAL SCIENCE (PSCI)**

The department is being deleted since the remaining Physical Science course was banked.

San Mateo County Community College District

June 27, 2012

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

APPROVED BY: Dr. Nick Kapp, Curriculum Committee 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

#### **AUTOMOTIVE TECHNOLOGY**

524 SMOG CHECK INSPECTOR TRAINING LEVEL I (3.5) (day or evening)

Justification: Changes to the Smog Check licensing process have mandated a new course structure for obtaining a Smog Check Inspector's License.

Prerequisite: None.

Recommended Preparation: None.

Description: Intended to provide students with fundamental knowledge of engine and emission control theory, design and operation. Students who successfully complete this training course will have met the first of two requirements for the Smog Check Inspector license. *NOTE: This course is not required for students who hold ASE or BAR A6, A8, and L1 certifications.*

Classification: AA/AS Degree; CSU transferable.

525 SMOG CHECK INSPECTOR TRAINING LEVEL II (2.0) (day or evening)

Justification: This course allows the Automotive Technology program to continue offering the latest BAR training courses required to obtain a State of California Smog Check Inspector License.

Prerequisite: None.

Recommended Preparation: BAR Specified Criteria: ASE A6, A8 and L1; or Associate Degree in Automotive Technology and 1 year experience; or 2 years experience and BAR Alternative/ASE equivalency training.

Description: Intended to provide students with the knowledge, skills and abilities needed to perform Smog Check inspections. Students who successfully complete this training will have met step two of the Bureau of Automotive Repair's training requirements to qualify to take the Smog Check Inspector state licensing examination if they have met the recommended course preparations.

Classification: AA/AS Degree; CSU transferable.

824 SMOG CHECK INSPECTOR TRAINING LEVEL I (APPRENTICESHIP) (3.5) (day or evening)

Justification: Changes to the Smog Check licensing process have mandated a new course structure for obtaining a Smog Check Inspector's License.

Prerequisite: Indenture with a Joint Apprenticeship Council.

Recommended Preparation: None.

Description: Intended to provide students with fundamental knowledge of engine and emission control theory, design and operation. Students who successfully complete this training course will have met the first of two requirements for the Smog Check Inspector license. *NOTE: This course is not required for students who hold ASE or BAR A6, A8, and L1 certifications.*

Classification: AA/AS Degree; not transferable.

825 SMOG CHECK INSPECTOR TRAINING LEVEL II (APPRENTICESHIP) (2.0) (day or evening)

Justification: This course allows the Automotive Technology program to continue offering the latest BAR training courses required to obtain a State of California Smog Check Inspector License.

Prerequisite: Indenture with a Joint Apprenticeship Council.

Recommended Preparation: BAR Specified Criteria: ASE A6, A8 and L1; or Associate Degree in Automotive Technology and 1 year experience; or 2 years experience and BAR Alternative/ASE equivalency training.

Description: Intended to provide students with the knowledge, skills and abilities needed to perform Smog Check inspections. Students who successfully complete this training will have met step two of the Bureau of Automotive Repair's training requirements to qualify to take the Smog Check Inspector state licensing examination if they have met the recommended course preparations.

Classification: AA/AS Degree; not transferable.

## **BUSINESS COMPUTER SYSTEMS AND MANAGEMENT**

417 ADOBE ILLUSTRATOR ESSENTIALS (1.5) (day or evening)

Justification: This course is designed to provide an introduction to the newest version of Adobe Illustrator, with a focus on using the program to design print and web images projects. Completion of this course will allow students to create a final portfolio of their work to make them more attractive to prospective employers in the business office environment. Adobe Illustrator is the industry standard drawing program used by design professionals in the multimedia area. The course will enhance and broaden the course offerings in the Multimedia Technology degree program.

Prerequisite: None.

Recommended Preparation: None.

Description: Use the latest version of Adobe Illustrator to create, edit and publish graphics. Utilize Illustrator tools and features to create graphics for print and current digital format publications. Student hands-on design projects will contribute to a final print and digital media portfolio.

Classification: AA/AS Degree; CSU transferable.

## **EARLY CHILDHOOD EDUCATION**

### 339 SOCIAL EMOTIONAL LEARNING FUNDAMENTALS (3.0) (day or evening)

Justification: This course is designed for early childhood teachers and parents to gain a deep understanding of challenging behaviors in children and how to address them appropriately. The course provides evidence-based strategies for creating early learning environments that promote development and are responsive to child and family needs and promote developmentally appropriate educational experiences in classrooms and early childhood programs. This course is required for a Master Teacher specialization, as noted in the Child Development Permit matrix.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: Assists early childhood professionals and parents in understanding and addressing children's challenging behaviors. The main areas of focus will be defining challenging behaviors, exploring prevention and intervention strategies, and understanding the behavioral planning process. The teaching pyramid will be presented as a model for promoting children's social emotional development and preventing challenging behaviors. Required for a Master Teacher specialization, as noted in the Child Development Permit matrix.

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

### 368 PRACTICUM IN EARLY INTERVENTION (3.0) (day or evening)

Justification: This course is designed to provide students with the opportunity to gain direct field experience in developmentally appropriate early intervention settings under the supervision of qualified teachers. It is required for the new Early Intervention Assistant certificate and provides student teaching experience in qualified early intervention settings that serve children from infancy to age three. Students will work in programs that include children with special needs or are exclusively for those children. Required for the new Early Intervention Assistant Certificate

Prerequisite: ECE. 210, ECE. 212, ECE. 223 and ECE. 225, or equivalent.

Recommended Preparation: : Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Required for the Early Intervention Assistant Certificate, this course provides student teaching experience in qualified settings that serve children from infancy to age three.

Classification: Certificate; CSU transferable.

## **EDUCATION**

### **120 HISTORICAL, SOCIO-CULTURAL, AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3.0) (day or evening)**

Justification: This course will serve as a requirement for the Teacher Preparation Stackable Certificate Program. Ultimately it will serve, in part, as a career pathway for those interested in pursuing a teaching credential to become K-12 teachers. This course will be required for the After School Program Assistant Certificate and the After School Program Associate Teacher Certificate.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: Examination of major historical developments, socio-cultural issues, and philosophical aspects of the American education system with a focus on teaching and learning. Recommended for prospective teachers/professional educators.

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

### **200 INTRODUCTION TO CLASSROOM TEACHING (3.0) (day or evening)**

Justification: This course will serve as a requirement for the Teacher Preparation Stackable Certificate Program. Ultimately it will serve, in part, as a career pathway for those interested in pursuing a teaching credential to become K-12 teachers. This course will be required for the After School Program Assistant Certificate and the After School Program Associate Teacher Certificate.

Prerequisite: None.

Recommended Preparation: Completion of or concurrent enrollment in EDUC 120; and eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: A survey of the teaching profession including: pedagogical methods; theories of learning; planning, delivering and assessing instruction; classroom management, professional and ethical considerations; diversity; and standards for the teaching profession. A total of 48 hours of fieldwork in schools is required.

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

## **EMERGENCY MEDICAL CARE**

### **400 EMERGENCY MEDICAL RESPONDER (2.5) (day or evening)**



Justification: This course meets the College's mission to provide career technical education and supports the Career Advancement Academy/Allied Health Pathway.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: Develops manipulative and problem solving skills necessary for the initial evaluation and stabilization of victims of emergency illness or trauma. First responder-level training for fire service, emergency, law enforcement, civil, and industrial personnel. Upon completion, student receives a CPR for Healthcare Provider card, a Skyline College course completion certificate, and is eligible for the National Registry Emergency Medical Responder written examination.

Classification: AA/AS Degree; not transferable.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

805 ENGLISH FOR HEALTH CARE I: PATIENTS AND HEALTH CARE PROFESSIONALS (3.0) (day or evening)

Justification: Following a workshop attended in 2006 by two Skyline faculty, the idea for this course series was developed through frequent talks in 2009 and 2010 between the English Language Institute (ELI) of Skyline College and the Welcome Back Center of San Francisco. The mission of the Welcome Back Center is “To build a bridge between the pool of internationally trained health workers living in the United States and the need for linguistically and culturally competent health services in underserved communities.” The ELI offered test workshops in English for Health Care using the Welcome Back Center’s specially designed curriculum, called English Health Train. The results were positive enough to lead the College to believe that English for Health Care is a vital need in North San Mateo County. The health sector is one of the few areas of the economy that continues to grow. With the passage of the Health Reform legislation, we can expect to see a new wave of growth in the health fields in the coming years. In order to provide health coverage to the additional 30 million people that will be covered by the new Affordable Care Act, the nation will need many more health professionals who can bring cultural and linguistic diversity to the health workforce. This course is part of a three-course series designed to offer critical language and acculturation skills for foreign-born medical degree holders and immigrant health care workers to help them integrate into and/or advance in the U.S. health care system. The series culminates in a certificate that recognizes the acquisition of communicative and cultural competence needed to succeed in health care fields in the U.S.

Prerequisite: None.

Recommended Preparation: ESOL 840; and eligibility for ESOL 400 or appropriate skill level as indicated by ESL placement test and other measures as necessary, or equivalent.

Description: Designed for health care professionals in all health fields with high-intermediate English language proficiency. Integrated language skills on themes such as career options and requirements in health care, patient-centered communication, interaction patterns on health care teams, assertive communication, health care systems and traditions, and cultural diversity in health care.

Classification: Certificate; not transferable.

**806 ENGLISH FOR HEALTH CARE II: HEALTH CARE PRACTICES (2.0) (day or evening)**

**Justification:** Following a workshop attended in 2006 by two Skyline faculty, the idea for this course series was developed through frequent talks in 2009 and 2010 between the English Language Institute (ELI) of Skyline College and the Welcome Back Center of San Francisco. The mission of the Welcome Back Center is “To build a bridge between the pool of internationally trained health workers living in the United States and the need for linguistically and culturally competent health services in underserved communities.” The ELI offered test workshops in English for Health Care using the Welcome Back Center’s specially designed curriculum, called English Health Train. The results were positive enough to lead the College to believe that English for Health Care is a vital need in North San Mateo County. The health sector is one of the few areas of the economy that continues to grow. With the passage of the Health Reform legislation, we can expect to see a new wave of growth in the health fields in the coming years. In order to provide health coverage to the additional 30 million people that will be covered by the new Affordable Care Act, the nation will need many more health professionals who can bring cultural and linguistic diversity to the health workforce. This course is part of a three-course series designed to offer critical language and acculturation skills for foreign-born medical degree holders and immigrant health care workers to help them integrate into and/or advance in the U.S. health care system. The series culminates in a certificate that recognizes the acquisition of communicative and cultural competence needed to succeed in health care fields in the U.S.

**Prerequisite:** None.

**Recommended Preparation:** ESOL 840; and eligibility for ESOL 400 or appropriate skill level as indicated by ESL placement test and other measures as necessary, or equivalent.

**Description:** Designed for health care professionals in all health fields with intermediate English language proficiency. Integrated language skills on themes such as interviews in health care, interaction patterns on health care teams, discussion of treatment options with patients, alternative health perspectives, and communication strategies among culturally diverse patients and health workers.

**Classification:** Certificate; not transferable.

**807 ENGLISH FOR HEALTH CARE III: CHALLENGES IN HEALTH CARE (3.0) (day or evening)**

**Justification:** Following a workshop attended in 2006 by two Skyline faculty, the idea for this course series was developed through frequent talks in 2009 and 2010 between the English Language Institute (ELI) of Skyline College and the Welcome Back Center of San Francisco. The mission of the Welcome Back Center is “To build a bridge between the pool of internationally trained health workers living in the United States and the need for linguistically and culturally competent health services in underserved communities.” The ELI offered test workshops in English for Health Care using the Welcome Back Center’s specially designed curriculum, called English Health Train. The results were positive enough to lead the College to believe that English for Health Care is a vital need in North San Mateo County. The health sector is one of the few areas of the economy that continues to grow. With the passage of the Health Reform legislation, we can expect to see a new wave of growth in the health fields in the coming years. In order to provide health coverage to the additional 30 million people that will be covered by the new Affordable Care Act, the nation will need many more health professionals who can bring cultural and linguistic diversity to the health workforce. This course is part of a three-course series designed to offer critical language and acculturation skills for foreign-born medical degree holders and immigrant health care workers to help them integrate into and/or advance in the U.S. health care system. The series culminates in a certificate that recognizes the acquisition of communicative and cultural competence needed to succeed in health care fields in the U.S.

Prerequisite: None.

Recommended Preparation: ESOL 840; and eligibility for ESOL 400 or appropriate skill level as indicated by ESL placement test and other measures as necessary, or equivalent.

Description: Designed for health care professionals in all health fields with high-intermediate English language proficiency. Integrated language skills on themes such as professional behavior and development, supervisory and collegial challenges, safety issues, special needs patients, telephone and electronic communication, underserved communities, and legal and ethical issues in health care.

Classification: Certificate; not transferable.

## **ENVIRONMENTAL SCIENCE AND TECHNOLOGY**

425 BUILDING PERFORMANCE, ASSESSMENT AND SALES (4.0) (day or evening)

Justification: This Career Technical Education (CTE) course complements other courses in the Environmental Science program, including courses in solar, energy efficiency, and Introduction to Environmental Science. It prepares students to enter energy-related employment fields.

Prerequisite: None.

Recommended Preparation: ENVS 680SF; eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent; and eligibility for MATH 110 or equivalent.

Description: Provides a foundation to conduct home energy audits and sell home energy upgrade products and services. Topics include fundamental building science concepts, best practices for auditing and data analysis, BPI standards, and the Title 24 energy code. Prepares students for the Building Performance Institute certification exam.

Classification: AA/AS Degree; CSU transferable.

## **HEALTH SCIENCE**

314 HEALTH, SAFETY AND NUTRITION FOR YOUNG CHILDREN (3.0) (day or evening)

Justification: Presents content and concepts central to the health sciences discipline. By cross-listing this course in the HSCI department, qualified discipline faculty with expertise in public health education will be able to teach this health-centered ECE. course.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: Introduction to the laws, regulations, standards, policies, procedures and early childhood education curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children. Also listed as ECE. 314.

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

## **HISTORY**

429 HISTORY OF LATINOS IN THE UNITED STATES (3.0) (day or evening)

Justification: The Latino/Hispanic population at Skyline College is 18%, and according to the U.S. Census, the Latino/Hispanic population now living in the U.S. exceeds 35 million, making Latinos the largest minority group in the nation. This course will provide students with the opportunity to understand the impact of a diverse, bilingual, bicultural/multicultural ethnic population in the U.S.

Prerequisite: None.

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

Description: Examination of the impact of the Latino/a Diaspora on the culture, identity and politics in the United States from Spanish exploration in the Americas to the contemporary period. Emphasis on the Latino/a effect on American political, cultural, and economic systems and institutions.

Classification: AA/AS Degree; CSU transferable.

## **KINESIOLOGY – DANCE**

100 DANCE APPRECIATION (3.0) (day or evening, and/or distance education)

Justification: An overview of dance history, this course will fulfill a requirement for the Dance major and is intended to be transferable to both UC and CSU.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: Designed to give the student an overview of dance history. Beginning with classical era folk and ethnic dance, this course will survey the development of Modern, Ballet, Jazz and other dance forms. Focusing largely on the 20th Century, students will read, write and watch videos to form an overview of the history of dance and the historical events that influenced the major choreographers of the 20th Century.

Classification: AA/AS Degree; CSU transferable.

395 DANCE WORKSHOP (1.0 or 2.0) (day or evening)

Justification: This course provides a structured, collaborative setting for students' dance choreography/exploration. This course will fulfill a requirement for the Dance major and is intended to be transferable to both UC and CSU.

Prerequisite: None.

Recommended Preparation: None.

Description: Designed to provide a structured workshop for students to collaborate and develop choreographic works. Students will dance in other students' work, and may also choreograph their own pieces. Students will perform these works for peer analysis and performance.

Classification: AA/AS Degree; CSU transferable.

410 DANCE FOR THE MUSICAL THEATER PRODUCTION (2.0) (day or evening)

Justification: This course offers the opportunity for students interested in Theater Arts to perform in the spring musical. This course is intended to be transferable to UC and CSU, and it fulfills an elective for the Dance major.

Prerequisite: None.

Recommended Preparation: None.

Description: Theory and practice in dance composition, performance and program production, designed to prepare students to perform in a musical theater production. Activities include learning dance technique and choreography that will be utilized in performance. Lecture subjects cover the historical context of the libretto, costuming and choreography specific to the production. All levels of dance skill are welcome.

Classification: AA/AS Degree; CSU transferable.

## **KINESIOLOGY - FITNESS**

235 CROSS TRAINING BOOT CAMP (0.5 or 1.0) (day or evening)

Justification: This course is an additional fitness/strength offering that will fulfill an elective for the Physical Education major and is intended to be transferable to CSU and UC.

Prerequisite: None.

Recommended Preparation: None.

Description: Designed to incorporate various exercises including: dumb bell weights, calisthenics, whole body lifts, abdominal (core) movements, bicycle ergometer intervals, jump rope, speed drills, and flexibility exercises. Emphasizes multiple body aerobic and anaerobic exercises to produce cross training effect.

Classification: AA/AS Degree; CSU transferable.

## **MUSIC**

107 MUSIC THEORY III (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 requested special project studies from the theory instructor. Special project courses appear on student transcripts without description of their content, and the result is that these transcripts do not accurately represent the course material studied. The addition of Music Theory III 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. 106 or equivalent.

Recommended Preparation: None.

Description: Incorporates and builds on concepts introduced in MUS. 106. Through four-part chorale writing, analysis and music composition, students continue studies in functional tonal harmony. Topics include introduction to chromatic harmony; secondary/applied chords; modulation; borrowed chords; introduction to Neapolitan and augmented-sixth chords.

Classification: AA/AS Degree; CSU transferable.

108 MUSIC THEORY IV (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 requested special project studies from the theory instructor. Special project courses appear on student transcripts without description of their content, and the result is that these transcripts do not accurately represent the course material studied. The addition of Music Theory IV 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. 107 or equivalent.

Recommended Preparation: None.

Description: Incorporates and builds on concepts introduced in MUS. 107. Through four-part chorale writing, analysis and music composition, students study post-Romantic techniques such as borrowed chords and modal mixture, chromatic mediants, Neapolitan and augmented-sixth chords, 9th, 11th and 13th chords, altered chords and dominants. Through analysis and music composition, students study twentieth-century techniques such as: Impressionism, tone rows, set theory, pandiatonicism and polytonalism, and advanced approaches to meter and rhythm.

Classification: AA/AS Degree; CSU transferable.

112 MUSICIANSHIP 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 Musicianship I or (2) requested special project studies from the theory instructor. Repeatability of Musicianship I has recently been eliminated, so this option will no longer be possible. Additionally, special project courses appear on student transcripts without description of their content, and the result is that these transcripts do not accurately represent the course material studied. The addition of Musicianship 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. 111 or equivalent.

Recommended Preparation: None.

Description: Incorporates and builds on concepts introduced in MUS. 111. Further development of ear training and sight singing skills. Topics include melodic, harmonic, and rhythmic performance, analysis and dictation.

Classification: AA/AS Degree; CSU transferable.

113 MUSICIANSHIP III (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 requested special project studies from the theory instructor. Special project courses appear on student transcripts without description of their content, and the result is that these transcripts do not accurately represent the course material studied. The addition of Musicianship III 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. 112 or equivalent.

Recommended Preparation: None.

Description: Incorporates and builds on concepts introduced in MUS. 112. Further development of ear training and sight singing skills. Topics include triplets/duplets, syncopations, chromatic alterations, and modulation to closely-related keys.

Classification: AA/AS Degree; CSU transferable.

114 MUSICIANSHIP IV (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 requested special project studies from the theory instructor. Special project courses appear on student transcripts without description of their content, and the result is that these transcripts do not accurately represent the course material studied. The addition of Musicianship IV 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. 113 or equivalent.

Recommended Preparation: None.

Description: Incorporates and builds on concepts introduced in MUS. 113. Further development of ear training and sight singing skills. Topics include: advanced chromaticism including modulation to distantly-related keys, diatonic modes, non-diatonic and synthetic scales, pitch sets and tone rows, irregular beat division, polyrhythms, asymmetrical meters, mixed meters.

Classification: AA/AS Degree; CSU transferable.

276 HIP HOP: CULTURE AND POLITICS (3.0) (day or evening)

Justification: This course expands the music department offerings in the general area of the history of music to include an important contemporary music idiom. It also provides an additional course that makes diverse cultures accessible to students. It also provides an additional elective for the Music major.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Description: Examination of all aspects of the culture and politics of Hip Hop through the lens of Urban Music. Influences from Funk and Jazz are covered.

Classification: AA/AS Degree; CSU transferable.

355 VIOLIN/VIOLA I (2.0) (day or evening)

Justification: This course is an elective for the Music major. It is intended to introduce basic string playing technique to Music majors. The coursework will benefit music majors continuing on to study in such fields as conducting, composition, instrumental music, and music education.

Prerequisite: None.

Recommended Preparation: MUS. 100 or equivalent.

Description: An introduction to the fundamentals of playing the violin or viola. Students will learn proper posture and basic playing techniques through the practice of exercises and short pieces. Elements of music notation and music theory will be introduced.

Classification: AA/AS Degree; CSU transferable.

356 VIOLIN/VIOLA II (2.0) (day or evening)

Justification: This course is an elective for the Music major. It is intended to continue and refine basic string playing technique introduced in MUS. 355 to music majors. The coursework will benefit Music majors continuing on to study in such fields as conducting, composition, instrumental music, and music education.

Prerequisite: MUS. 355 or equivalent, or by audition.

Recommended Preparation: None.

Description: An introduction to the skills appropriate for the advancing beginner. Students will expand upon and strengthen skills (bowing and left hand technique) learned in MUS. 355. Musical expression, sight-reading, and ensemble skills will be introduced. Skills will be developed through exercises and short pieces.

Classification: AA/AS Degree; CSU transferable.



**SOCIAL SCIENCE****270 THE CIVIL RIGHTS MOVEMENT (3.0) (day or evening)**

Justification: This course will allow students to gain firsthand knowledge of the Civil Rights Movement in the 1960's. It will explore the dynamics of this movement not only from a historical perspective but how society as a whole was affected psychologically and sociologically. Students will gain an understanding of how racial prejudice negatively impacted not only African Americans but society as a whole. The class will further come to be familiar with how the effects of this movement subsequently impacted virtually every ethnic or minority group in the nation on issues ranging from affirmative action to immigration. The course will serve as an additional elective for several areas of emphasis within the Interdisciplinary Studies major as well as apply to Associate Degree General Education, and is intended to be CSU and UC transferable.

Prerequisite: None.

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

Description: A survey of the social, economic and political history of the Civil Rights Movement in the United States through the perspective of major events that took place within this movement in the 1950's and 1960's. Study of the principles of non-violence and their application in the movement. An examination of how bigotry, discrimination, hatred and violence affect society. The course will serve as an additional elective for several areas of emphasis within the Interdisciplinary Studies major as well as apply to Associate Degree General Education, and is intended to be CSU and UC transferable.

Classification: AA/AS Degree; CSU transferable.

**275 STRUGGLE FOR CIVIL RIGHTS IN CALIFORNIA (3.0) (day or evening)**

Justification: This course is being designed to relate how society acts and reacts to prejudice and discrimination seen through the lens of a sociological discipline. Learning of these developments will be enhanced by on-site visitations associated with the Civil Rights Movement in California.

Prerequisite: None.

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

Description: A study of the struggle for civil rights experienced by various groups in California. This study will include an examination of the nature of prejudice and discrimination and how these factors affect society. Perspectives through social, economic and political histories will be offered as well as on-site-tours of places associated with efforts to achieve equity in California Society.

Classification: AA/AS Degree; CSU transferable.

**PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE****BUSINESS**

401 Business Communications

**BUSINESS AND COMPUTER SYSTEMS MANAGEMENT**

408 Multimedia Project

**EARLY CHILDHOOD EDUCATION**

244 Pre-Kindergarten Learning and Development Guidelines

**HISTORY**

240 History of Ethnic Groups in California

**KINESIOLOGY – DANCE**

100 Dance Appreciation

**KINESIOLOGY – PHYSICAL EDUCATION**

301 Introduction to Personal Training

**PROPOSED CURRICULAR DELETIONS – SKYLINE COLLEGE**

None.

**PROPOSED PROGRAM ADDITIONS – SKYLINE COLLEGE**

Skyline College proposes to offer an Associate Degree, Associate Degree for Transfer, Certificate of Achievement (18 units or more, state approved), and/or Career Certificate (fewer than 12 units, not state approved) in the following programs:

**AUTOMOTIVE TECHNOLOGY****Automotive Entrepreneurship** – Career Certificate (10 units)**BUSINESS**

**Business Administration** – Associate in Science Degree for Transfer (26-28 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) – Board approved: February 22, 2012

**Entrepreneurship** – Career Certificate (9-10 units)**Entrepreneurship and Small Business Management** – Certificate of Achievement (19 units)**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) – Board approved: February 22, 2012

**COSMETOLOGY****Cosmetology Entrepreneurship** – Career Certificate (9 units)**EARLY CHILDHOOD EDUCATION**

**Early Childhood Education** – 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)

**Early Childhood Education Entrepreneurship** – Career Certificate (10 units)**Early Intervention Assistant** – Certificate of Achievement (24 units)

**ENGLISH**

**English** – 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) – Board approved: February 22, 2012

**KINESIOLOGY**

**Kinesiology** – Associate in Arts Degree for Transfer (22-24 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) – Board approved: February 22, 2012

**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)

**PROPOSED PROGRAM DELETIONS – SKYLINE COLLEGE**

None.

**PROPOSED DEPARTMENT ADDITIONS – SKYLINE COLLEGE**

Skyline College proposes to add the following department:

**BUSINESS COMPUTER SYSTEMS AND MANAGEMENT (BCM.)**

The Business Computer Systems and Management (BCM.) department has been created to replace Computer Applications and Office Technology (CAOT) in order to better reflect the skills and training provided for the degrees and certificates offered in the department.

**PROPOSED DEPARTMENT DELETIONS – SKYLINE COLLEGE****COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY (CAOT)**

The Computer Applications and Office Technology (CAOT) department is being replaced by Business Computer Systems and Management (BCM.) in order to better reflect the skills and training provided for the degrees and certificates offered in the department.

**BOARD REPORT NO. 12-6-4B**

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 2012-2013 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**  
**2012-13**

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
<b>Accounting:</b>			
ACTG	200	QuickBooks	\$6.00
<b>Astronomy:</b>			
ASTR	101	Astronomy Laboratory	\$6.00
<b>Business:</b>			
BUS.	103	Introduction To Business Information Systems	\$6.00
<b>Computer Business Office Technology:</b>			
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	470	Advanced Spreadsheets	\$4.00
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
<b>Chemistry:</b>			
CHEM	192	Elementary Chemistry	\$3.00
CHEM	210	General Chemistry I	\$3.00
CHEM	220	General Chemistry II	\$3.00
CHEM	231	Organic Chemistry I	\$3.00
CHEM	238	Organic Chemistry Laboratory II	\$3.00
CHEM	410	Chemistry For Health Sciences	\$3.00
<b>Chemical Laboratory Technology:</b>			
CHMT	340	Introduction To Chemical Laboratory Instrumentation	\$3.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
<b>Computer Information Science:</b>			
CIS	118	Introduction to Object-Oriented Program Design	\$2.00
<b>Computer Information Systems:</b>			
COMP	330	Introduction To Perl	\$4.00
COMP	331	Intermediate Perl	\$4.00
<b>English:</b>			
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	827	Integrated Reading and Writing	\$3.00
ENGL	836	Writing Development	\$2.00
ENGL	847	Accelerated Academic Reading and Writing	\$3.00
<b>Engineering:</b>			
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
<b>English as a Second Language:</b>			
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
<b>Fashion Design:</b>			
FASH	180	Computerized Pattern Design	\$6.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
<b>Health Science:</b>			
HSCI	481	Phlebotomy Externship	\$2.00
<b>Kinesiology - Varsity Sports:</b>			
VARS	154	Varsity Soccer (Men only)	\$75.00
<b>Learning Center:</b>			
LCTR	810	Study Skills	\$2.00
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
<b>Library Science:</b>			
LIBR	100	Introduction To Information Research	\$2.00
<b>Multimedia Art and Technology:</b>			
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

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



**COLLEGE OF SAN MATEO**  
**Instructional Material Fees**  
**2012-13**

<b><u>SUBJECT</u></b>	<b><u>C.N.</u></b>	<b><u>TITLE</u></b>	<b><u>AMOUNT</u></b>
<b>Administration of Justice:</b>			
ADMJ	185	Introduction to Forensic Science	\$15.00
<b>Architecture:</b>			
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
<b>Art:</b>			
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	383	Intermediate Digital Photography	\$45.00
ART	384	Advanced Digital Photography	\$45.00
ART	385	Master Portfolio-Digital Photography	\$45.00
ART	386	Darkroom Workshop	\$20.00
ART	387	Photo Open Lab	\$10.00
ART	388	Master Photography 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	665MK	Digital Photography	\$40.00
ART	824	Old Masters' Aesthetics and Techniques	\$25.00

<b><u>SUBJECT</u></b>	<b><u>C.N.</u></b>	<b><u>TITLE</u></b>	<b><u>AMOUNT</u></b>
<b>Biology:</b>			
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
<b>Business:</b>			
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
<b>Business Microcomputer Applications - Windows Platform:</b>			
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
<b>Chemistry:</b>			
CHEM	192	Elementary Chemistry	\$4.00
CHEM	210	General Chemistry I	\$4.00
CHEM	220	General Chemistry II	\$4.00
<b>Computer and Information Science:</b>			
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
CIS	255	Programming Methods: JAVA	\$2.00

<b><u>SUBJECT</u></b>	<b><u>C.N.</u></b>	<b><u>TITLE</u></b>	<b><u>AMOUNT</u></b>
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	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

**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

<b><u>SUBJECT</u></b>	<b><u>C.N.</u></b>	<b><u>TITLE</u></b>	<b><u>AMOUNT</u></b>
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
<b>Drafting:</b>			
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
<b>Developmental Skills:</b>			
DSKL	817	Assistive Computer Access	\$5.00
<b>Electronics Technology:</b>			
ELEC	111	Introduction to Electronics	\$22.00
ELEC	112	Advanced Electronics Fundamentals	\$8.00
<b>English:</b>			
ENGL	161	Creative Writing I	\$5.00
ENGL	162	Creative Writing II	\$5.00
ENGL	163	Creative Writing III	\$5.00
<b>Engineering:</b>			
ENGR	100	Introduction to Engineering	\$4.00
<b>Fire:</b>			
FIRE	796	Emergency Medical Technician - Basic	\$150.00
<b>Reading:</b>			
READ	400	Academic Textbook Reading (Fall 2012)	\$5.00
READ	400	Academic Textbook Reading (Spring 2013)	\$4.00
READ	825	Introduction to College Reading (Fall 2012)	\$5.00
READ	825	Introduction to College Reading (Spring 2013)	\$4.00
READ	830	College and Career Reading (Fall 2012)	\$5.00
READ	830	College and Career Reading (Spring 2013)	\$4.00

**SKYLINE COLLEGE**  
**Instructional Material Fees**  
**2012-2013**

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
<b>Accounting:</b>			
ACTG	171	Federal Income Tax	\$3.00
<b>Art:</b>			
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	665SA	Fundamentals of Digital Photography	\$15.00
ART	665SB	Black & White Photo Lab	\$10.00
ART	665SJ	Sculpture: Lost Wax Bronze Casting	\$5.00
ART	665SK	Sculpture: Exploration of Figurative Sculpture	\$10.00
ART	665SL	Ceramics	\$10.00
ART	665SN	Introduction to Stone Carving	\$10.00
ART	665SO	Bronze Casting Techniques	\$5.00
ART	665SP	Explorations in Clay	\$10.00
ART	665SQ	Raku and Low Fire Ceramics	\$10.00
ART	665ST	Underglazing Techniques	\$10.00
ART	665SU	Advanced Marble Carving	\$10.00
ART	665SV	Ceramics: Modern Art Glazing	\$10.00
ART	665SX	Sculpture: Portraits in Clay	\$10.00
ART	665SY	Ceramics: Surfaces & Firings	\$12.00
ART	665SZ	Advanced Ceramics	\$12.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
<b>Art (continued):</b>			
ART	665S2	Photography: Image Transfers	\$10.00
ART	665S3	Photography: Hand-Coated Emulsions	\$10.00
ART	665S6	Patinas for Bronze	\$10.00
ART	665S7	Advanced Techniques in Stone Carving	\$10.00
ART	667SA	Ceramics Portfolio	\$12.00
ART	667SB	Plaster Sculpture	\$10.00
ART	667SE	Advanced Technique in Ceramic Sculpture	\$10.00
<b>Automotive Technology:</b>			
AUTO	665SD	Evaporative Emission Systems	\$90.00
AUTO	665SF	BAR A6 Alternative Training	\$55.00
AUTO	665SG	BAR A8 Alternative/Engine Performance	\$55.00
AUTO	665SH	BAR L1 Alternative Training	\$55.00
AUTO	665SI	Multiplexing and CAN Systems	\$100.00
AUTO	665SY	2011 Smog Check Update	\$45.00
AUTO	665S4	2013 Smog Check Update	\$75.00
AUTO	739/839	OBD II Evaporative Emission Systems	\$90.00
AUTO	751	Automotive Engine Performance	\$125.00
AUTO	752	Advanced Engine Performance	\$380.00
AUTO	765/865	Ignition Systems	\$50.00
AUTO	793/893	Engine Performance	\$50.00
<b>Business:</b>			
BUS.	103	Introduction to Business Information Systems	\$3.00
<b>Business Computer Systems and Management:</b>			
BCM.	100	Beginning Computer Keyboarding	\$3.00
BCM.	101	Computer Keyboarding Skill Building	\$3.00
BCM.	104	Introduction to Computers with Windows I	\$3.00
BCM.	105	Introduction to Computers with Windows II	\$3.00
BCM.	200	Introduction to MS Office Suite	\$3.00
BCM.	201	Integration of MS Office Applications	\$3.00
BCM.	214	Word Processing I: WORD	\$3.00
BCM.	215	Word Processing II: WORD	\$3.00
BCM.	225	Spreadsheets I: EXCEL	\$3.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
<b>Business Computer Systems and Management (continued):</b>			
BCM.	226	Spreadsheets II: EXCEL	\$3.00
BCM.	400	Internet I	\$3.00
BCM.	408	Multimedia Project	\$3.00
BCM.	416	Adobe InDesign Essentials	\$3.00
BCM.	665S3	Adobe Illustrator CS5: Creative Print and Web Design for Non-Designers	\$3.00
<b>Computer Science:</b>			
COMP	155	Computer Programming Visual Basic	\$2.00
COMP	412	Flash I	\$3.00
COMP	413	Flash II	\$3.00
<b>Cosmetology:</b>			
COSM	665	Selected Topics in Cosmetology	\$15.00
<b>Developmental Skills:</b>			
DSKL	811	Differential Learning Skills Assessment	\$15.00
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
<b>Emergency Medical Care:</b>			
EMC.	415	Emergency Medical Technician I – Refresher	\$17.00
<b>Mathematics:</b>			
MATH	150	Mathematics for Elementary School Teachers	\$5.00
<b>Respiratory Therapy:</b>			
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 Exam Preparation and Review	\$5.00
<b>Wellness:</b>			
WELL	665SA	Introduction to Herbs	\$15.00
WELL	665SB	Self-Help Stress Reduction Techniques	\$15.00
WELL	665SC	Introduction to Face and Décolleté Massage	\$15.00
WELL	665SD	Introduction to Hand Massage	\$15.00
WELL	665SE	Introduction to Foot Massage	\$15.00

<u>SUBJECT</u>	<u>C.N.</u>	<u>TITLE</u>	<u>AMOUNT</u>
<b>Wellness (continued):</b>			
WELL	665SF	Introduction to Neck and Shoulder Massage	\$15.00
WELL	665SG	Introduction to Back Massage	\$15.00
WELL	665SH	Introduction to Flower Essences	\$15.00
WELL	665SI	Introduction to Aromatherapy	\$15.00
WELL	665SJ	Introduction to Gem Elixirs	\$15.00
WELL	665SK	Asian Bodywork Systems	\$5.00
WELL	665SL	Tax and Business Basics for Bodyworkers	\$10.00



**BOARD REPORT NO. 12-6-5B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Lily C. Lau, Director of Community Education  
Community Education, 574-6179

**APPROVAL OF COMMUNITY SERVICES CLASSES, FALL/WINTER 2012  
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 2012. 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**

Aerobics Fitness for Women over 40 (two sessions)  
Alpine Christmas Travel Tour  
Aromatherapy Spa Gifts for the Holidays  
Beginners' Latin Dance  
Canadian Rockies by Train Travel Tour  
Conversational German for Beginners  
Conversational Italian I  
Conversational Italian II  
Earn Extra Income: Auto Wholesale Business from Home  
Floral Design: Holiday Tabletop Boxwood Tree  
Gift Wrapping: The Art of Repurposing Everyday Materials  
Holiday Gift Wrapping  
How to Get What You Want with Soft Power  
How to Stand Out and Move Up in Your Career  
How to Taste, Evaluate and Appreciate Wine  
Imperial Cities: Prague, Vienna & Budapest Travel Tour  
Intermediate Sewing - Making Garments that Fit  
iPads and Tablets for Travel and Entertainment  
Landscape Design Studio for Homeowners  
Learn to Draw - Level II  
Painting Flowers Simply and Beautifully in Watercolor  
Paths to Publishing

PC Performance  
Pilates Plus Workout (two sessions)  
Sewing Made Easy  
Shades of Ireland Travel Tour  
Wearing Color with Confidence

### **Skyline College**

None

### **Off Campus**

3-D shaped Cakes

### **Emeritus**

American Women of Distinction, 1890-1945 - Up from Queen Victoria (two sessions)  
American Women on Parade, 1945 and After - Beyond Rosie the Riveter

### **Continuing Programs**

### **Cañada College**

Financial Strategies for Successful Retirement Session II

### **College of San Mateo**

An Introduction to Voiceovers  
An Unforgettable Evening with Leonardo da Vinci  
Astronomy - Magnificent Fall Skies  
Become a Children's Picture Book Author  
Beginners' Ballroom Dancing  
Beginning Blues Harmonica  
Beginning Chen Tai Chi and Qigong (two sessions)  
Chinese Brush Painting for Beginners  
Computer Basics  
Confident Communication Skills  
Conversational Mandarin Chinese  
Dog Obedience Classes - All Levels  
Email Basics  
Facebook, Twitter, LinkedIn and Social Networking  
Fast, Fun French I  
Fast, Fun French II  
Fencing (two sessions)  
Financial Strategies for Successful Retirement  
Find Your Inner Editor: Copyediting/Proofreading Workshop  
Food Handling Test Preparation Certification & Exam for Managers  
Fun with Guitar I  
Fun with Guitar II  
Getting More From Your Digital Camera  
Getting Started in Digital Photography  
Getting to Know Your DSLR (Digital Single Lens Reflex) Camera  
Graceful Hawaiian Hula - Level I

Graceful Hawaiian Hula - Level II  
Homebuying 101  
How to Start Your Own Business  
Importing as a Small Business  
Instant Piano (for Hopelessly Busy People)  
Intermediate Tai Chi and Applications (two sessions)  
iPhones, iPads, and I'm Lost!©  
Landscape Design Fundamentals  
Learn to Draw - Level I  
Learn to Sell and Make Money on eBay  
Magic Flutes, Flute Orchestra  
Make Your College Application Essay Stand Out!  
Make Your Own Luxurious Creams and Lotions  
Motorcycle Safety Training (Ongoing)  
MS Excel - Advanced Formulas, Pivot Tables & Charts  
MS Excel Basics (two sessions)  
MS Excel II - Tables, Charts & Advanced Formatting  
Notary Public Workshop and Exam (two sessions)  
Peninsula Parks & Trails Lectures  
Personal Fitness Trainer Certification  
Pharmacy Technician Program  
PSAT Crash Course  
SAT Preparation  
Secrets of a Super Memory  
Secrets of Home Interior Decorating  
Sensational Sushi  
Spanish - Intermediate  
Spanish for Beginners  
Speaking Without Words: The Secret Meaning of Body Language  
Speed Read for Success  
Sports Nutrition Consultant Certification  
Step-by-Step Make-Up Application  
Ukulele - Fun and Easy I (two sessions)  
Ukulele - Fun and Easy II

### **Skyline College**

Be A Mystery Shopper - Get Paid to Eat and to Shop!

### **Off Campus**

Crazy Cake Pops (two sessions)  
Cupcake Decorating (two sessions)  
Peninsula Parks & Trails Field Trips  
Peninsula Photography Field Trips  
San Francisco National Cemetery - In the Footsteps of Patriots  
You Can Decorate Your Cake and Eat it Too!

### **Emeritus**

Jazz from the Hill (two sessions)  
Revisiting the Peninsula Rich - The Next Generation

### **Online Classes**

#### **New Classes**

Certificate in Integrative Mental Health  
Creating WordPress Websites II  
Differentiating K-12 Assessments  
Intermediate InDesign CS5  
Intermediate Microsoft Access 2010  
Intermediate Photoshop CS5  
Introduction to Chemistry  
Introduction to Digital Scrapbooking  
Introduction to Microsoft Access 2010  
Introduction to Microsoft Publisher 2010  
Introduction to Python 3 Programming  
Introduction to QuickBooks 2012  
Mastering Public Speaking  
Microsoft PowerPoint 2010 in the Classroom  
Microsoft Word 2010 in the Classroom  
Performing Payroll in QuickBooks 2012  
Photoshop Elements 10 for the Digital Photographer  
Photoshop Elements 10 for the Digital Photographer II  
QuickBooks 2011 for Contractors  
QuickBooks 2012 for Contractors  
Singapore Math Strategies: Advanced Model Drawing for Grades 6-9  
Start Your Own Edible Garden  
Teaching Students with ADHD  
What's New in Microsoft Office 2010

#### **Continuing Classes**

A to Z Grant Writing  
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  
Advanced Fiction Writing  
Advanced Grant Proposal Writing  
Advanced Microsoft Excel 2003  
Advanced Microsoft Excel 2007  
Advanced Microsoft Word 2003  
Advanced PC Security  
Advanced Web Pages  
An Introduction to Teaching ESL/EFL  
Assisting Aging Parents

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  
Breaking Into Sitcom Writing  
Building Teams That Work  
Business and Marketing Writing  
Computer Skills for the Workplace  
Conversational Japanese  
Creating a Classroom Web Site  
Creating a Successful Business Plan  
Creating K-12 Learning Materials  
Creating the Inclusive Classroom: Strategies for Success  
Creating Web Pages  
Creating WordPress Websites  
Designing Effective Websites  
Differentiated Instruction in the Classroom  
Discover Digital Photography  
Distribution and Logistics Management  
Drawing for the Absolute Beginner  
Easy English 1  
Easy English 2  
Easy English 3  
Effective Business Writing  
Effective Selling  
Employment Law Fundamentals  
Empowering Students With Disabilities  
Enhancing Language Development in Childhood  
Explore a Career as a Paralegal  
Explore a Career as a Pharmacy Technician  
Explore a Career as an Administrative Medical Assistant  
Explore a Career in a Dental Office  
Explore a Career in Medical Coding  
Explore a Career in Medical Transcription  
Fundamentals of Supervision and Management  
Fundamentals of Supervision and Management II  
Fundamentals of Technical Writing  
Genealogy Basics  
Get Assertive!  
Get Funny!  
Get Grants!  
Get Paid to Travel  
GMAT Preparation  
Going Green at Home  
Going Green at the Workplace  
Grammar for ESL  
Grammar Refresher  
GRE Preparation - Part 1 (Verbal and Analytical)

GRE Preparation - Part 2 (Quantitative)  
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  
Individual Excellence  
Instant Italian  
Integrating Technology in the Classroom  
Intermediate C# Programming  
Intermediate CSS and XHTML  
Intermediate Dreamweaver CS3  
Intermediate Dreamweaver CS4  
Intermediate Dreamweaver CS5  
Intermediate Flash CS4  
Intermediate Flash CS5  
Intermediate Java Programming  
Intermediate Microsoft Access 2003  
Intermediate Microsoft Access 2007  
Intermediate Microsoft Excel 2003  
Intermediate Microsoft Excel 2007  
Intermediate Microsoft Excel 2010  
Intermediate Microsoft Word 2003  
Intermediate Microsoft Word 2007  
Intermediate Microsoft Word 2010  
Intermediate Networking  
Intermediate Oracle  
Intermediate Photoshop CS3  
Intermediate Photoshop CS4  
Intermediate PHP and MySQL  
Intermediate SQL  
Intermediate Visual Basic 2008  
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 Criminal Law  
Introduction to Criminal Law II  
Introduction to Crystal Reports  
Introduction to Crystal Reports 10  
Introduction to CSS and XHTML  
Introduction to Database Development  
Introduction to Dreamweaver CS3  
Introduction to Dreamweaver CS4

Introduction to Dreamweaver CS5  
Introduction to Flash CS4  
Introduction to Flash CS5  
Introduction to Guitar  
Introduction to Illustrator CS3  
Introduction to Illustrator CS4  
Introduction to Illustrator CS5  
Introduction to InDesign CS3  
Introduction to InDesign CS4  
Introduction to InDesign CS5  
Introduction to Interior Design  
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 Excel 2010  
Introduction to Microsoft Expression Web  
Introduction to Microsoft Outlook 2007  
Introduction to Microsoft Outlook 2010  
Introduction to Microsoft PowerPoint 2003  
Introduction to Microsoft PowerPoint 2007  
Introduction to Microsoft PowerPoint 2010  
Introduction to Microsoft Project 2007  
Introduction to Microsoft Project 2010  
Introduction to Microsoft Publisher 2007  
Introduction to Microsoft Word 2003  
Introduction to Microsoft Word 2007  
Introduction to Microsoft Word 2010  
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 2012  
Introduction to Perl Programming  
Introduction to Photoshop CS3  
Introduction to Photoshop CS4  
Introduction to Photoshop CS5  
Introduction to PHP and MySQL  
Introduction to Programming  
Introduction to Python 2.5 Programming  
Introduction to QuickBooks 2010  
Introduction to QuickBooks 2011  
Introduction to QuickBooks 2012  
Introduction to Ruby Programming  
Introduction to SQL  
Introduction to Stock Options  
Introduction to Visual Basic 2008

Introduction to Windows 7  
Introduction to Windows XP  
Keyboarding  
Keys to Effective Communication  
Keys to Successful Money Management  
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  
Manufacturing Applications  
Manufacturing Fundamentals  
Marketing Your Business on the Internet  
Marketing Your Nonprofit  
Mastery of Business Fundamentals  
Math Refresher  
Medical Math  
Medical Terminology: A Word Association Approach  
Merrill Ream Speed Reading  
Microsoft Excel 2007 in the Classroom  
Microsoft Excel 2010 in the Classroom  
Microsoft PowerPoint 2007 in the Classroom  
Microsoft Word 2007 in the Classroom  
Music Made Easy  
Mystery Writing  
Navigating the Internet  
Nonprofit Fundraising Essentials  
Performing Payroll in QuickBooks 2010  
Performing Payroll in QuickBooks 2011  
Personal Finance  
Photographing Nature with Your Digital Camera  
Photographing People With Your Digital Camera  
Photoshop CS4 for the Digital Photographer  
Photoshop CS5 for the Digital Photographer  
Photoshop CS5 for the Digital Photographer II  
Photoshop Elements 8 for the Digital Photographer  
Photoshop Elements 8 for the Digital Photographer II  
Photoshop Elements 9 for the Digital Photographer  
Photoshop Elements 9 for the Digital Photographer II  
Pleasures of Poetry  
Practical Ideas for the Adult ESL/EFL Classroom  
Praxis I Preparation  
Prepare for the GED® Language Arts, Writing Test  
Prepare for the GED® Math Test  
Prepare for the GED® Test  
Professional Sales Skills  
Project Management Applications  
Project Management Fundamentals  
Protect Your Money, Credit, and Identity  
Purchasing Fundamentals



QuickBooks 2010 for Contractors  
Ready, Set, Read!  
Real Estate Investing  
Real Estate Investing II: Financing Your Property  
Real Estate Law  
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 Computational Strategies  
Six Sigma: Total Quality Applications  
Skills for Making Great Decisions  
Small Business Marketing on a Shoestring  
Solving Classroom Discipline Problems  
Solving Classroom Discipline Problems II  
Spanish for Law Enforcement  
Spanish for Medical Professionals  
Spanish in the Classroom  
Speed Spanish  
Speed Spanish II  
Speed Spanish III  
Start a Pet Sitting Business  
Start and Operate Your Own Home-Based Business  
Start Your Own Arts and Crafts Business  
Start Your Own Gift Basket Business  
Start Your Own Small Business  
Starting a Consulting Practice  
Starting a Nonprofit  
Stocks, Bonds, and Investing: Oh, My!  
Supply Chain Management Fundamentals  
Survival Kit for New Teachers  
Teaching Adult Learners  
Teaching ESL/EFL Grammar  
Teaching ESL/EFL Reading  
Teaching ESL/EFL Vocabulary  
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 Students With Learning Disabilities  
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 Connection  
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  
Web 2.0: Blogs, Wikis, and Podcasts  
What's New In Microsoft Office 2007  
Where Does All My Money Go?  
Wireless Networking  
Workers' Compensation  
Wow, What a Great Event!  
Write and Publish Your Nonfiction Book  
Write Fiction Like a Pro  
Write Your Life Story  
Writeriffic 2: Advanced Creativity Training for Writers  
Writeriffic: Creativity Training for Writers  
Writing and Selling Self-Help Books  
Writing Effective Grant Proposals  
Writing Essentials  
Writing for Children  
Writing for ESL

#### **RECOMMENDATION**

It is recommended that the Board of Trustees approve the Community Services classes to be offered for fall/winter 2012 at Cañada College, College of San Mateo and Skyline College as well as off-campus locations.

**BOARD REPORT NO. 12-6-100B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Frank Vaskelis, Director Information Technology Services, 358-6720

**APPROVAL OF AMENDMENT TO AGREEMENT WITH PENINSULA LIBRARY SYSTEM**

On May 4, 1988, the Board authorized the District to join the Peninsula Library System (PLS) and approved a joint powers agreement which includes all of the city and county public libraries in San Mateo County. The primary objective of the District in joining PLS was to automate the libraries of each College, expand the library resources available to students and faculty and benefit from other cooperative activities of the public libraries within the County. This experience has proven to be extremely cost-effective and beneficial to the District and each of the three Colleges.

As authorized by the Board on April 27, 1994, an agreement was executed with PLS which relocated the PLS library computer system, network and their support staff to the District's Department of Information Technology Services (ITS). In this initial agreement, the District provided PLS office space for their technical staff, rack space for their servers in our computer center, utilities, network and technical support services, computer operations support, and management services. The agreement has been amended several times to extend the term and make adjustments to the level of services provided by the District to support them. At present, the District is hosting their servers, functioning as the PLS internet services provider and technical support services as needed. The last amendment to this agreement will expire on June 30, 2012.

Both PLS and the District have substantially benefited from this agreement and want to extend the agreement for another four years. Since 1994, PLS has paid the District \$2,452,100 for the services described above. These funds have been used by Information Technology Services to support a variety of technology initiatives and projects.

Therefore, it is recommended that the agreement with PLS be modified as follows:

- 1. Term:** Extend the term for an additional four years effective July 1, 2012.
- 2. Price and Payment:** PLS shall pay the District \$140,000 per year for the services provided by ITS.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve an amendment to the agreement with the Peninsula Library System in which the District provides facilities and information technology support services for a four year period, commencing July 1, 2012 for payment by PLS in the amount of \$140,000 per year.

**BOARD REPORT NO. 12-6-101B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jose D. Nunez, Vice Chancellor of Facilities Planning, Maintenance & Operations,  
358-6836

**APPROVAL OF 2014-2018 FIVE-YEAR CAPITAL CONSTRUCTION PLAN**

On July 13, 2011 (Board Report No. 11-7-101B), the Board authorized submittal of the District's 2013-2017 Five-Year Capital Construction Plan (5YCP) and the related Initial Project Proposals (IPP's) and Final Project Proposals (FPP's) to the California Community Colleges Chancellor's Office (CCCCO). The authorization is in accordance with the Community College Construction Act and both the Education Code Section 81800, *et seq.*, and State Administrative Manual 6610. The plan constitutes the first part of the capital outlay proposal process and was prepared according to current guidelines.

The CCCCCO reviews and evaluates submitted plans for conformance to existing guidelines and potential for funding. Generally, this review is complete and project approvals are communicated to the District during the Fall following submittal. Again this year, the CCCCCO review extended beyond the usual timeframe, and as a result the CCCCCO has extended the submittal deadline for the 2014-2018 Five-Year Capital Construction Plan from the customary date of July 1 to August 1, 2012.

Competition is increasingly fierce in light of the Legislature's decisions not to put statewide bonds on the November 2008 and November 2010 ballots and it is unlikely there will be a November 2012 statewide bond. Because of the lack of a statewide bond, in 2008 the CCCCCO un-approved two years' worth of projects (including six District projects) previously approved for the 2009-2010 and 2010-2011 funding cycles. With these projects, along with those submitted in 2011, a significant and growing backlog of projects is now competing for limited funding. With the majority of this funding guaranteed for life-safety projects, the San Mateo County Community College District was fortunate that in 2011 the CCCCCO approved FPP's submitted for the modernization of Cañada College's Multiple Program Instructional Center (Building 13), College of San Mateo Emerging Technologies Center Project (Building 19) and the Skyline College Workforce and Economic Development Prosperity Center (Building 2). Funding for all of these projects is dependent upon a future statewide bond; therefore, the CCCCCO has elected to move these three approved projects from fiscal year 2013/2014 to fiscal year 2014/2015. Because these previously approved projects were moved forward to fiscal year 2014/2015, the CCCCCO requested that Districts refrain from submitting new Initial and Final Project Proposals (IPP's and FPP's) for this planning cycle.

In preparing and submitting the 2014-2018 plan, the District maintains its priorities with regard to funding improvements for (1) buildings and facilities, (2) improvements and modifications to meet the needs of the physically limited, and (3) response to safety concerns.

This report is broken down into three categories:

- I. Fiscal Year 2011-2015 State Capital Outlay Projects (Approved, State funding available)
- II. Fiscal Year 2014-2018 State Capital Outlay Projects (Approved, but State funding not available)
- III. Fiscal Year 2014-2018 State Capital Outlay Projects (Submitted for future funding consideration)
- IV. Locally funded current and future projects

Each project is described under these sections and this report is meant to give the Board a detailed understanding of the projects anticipated to be implemented in the 2013-2017 timeframe.

#### **I. Fiscal Year 2011-2015 State Capital Outlay Projects (Approved, State funding available)**

##### **CAÑADA COLLEGE BUILDINGS 5 & 6 – REACTIVATION OF ACADEMIC FACILITIES AND CODE COMPLIANCE UPGRADES**

**Project Description:** This project converted approximately 17,124 ASF in Buildings 5 and 6, vacated as a result of the new Library/Learning Resource Center/Student Services Facility. Accessibility upgrades were required as a condition of extensive modernization, and were accomplished via this project along with the creation of new classrooms, assembly spaces and major building systems upgrades. Also included in the project is the addition of 1,400 GSF of new construction associated with a new elevator to improve access to the buildings. Renovations to the Cañada cafeteria are expected to transform this space into a vibrant location for student interaction.

**Total Project Cost:** The total cost of this project was \$14.378 million. State Capital Outlay funds of \$4.917 million were approved by the CCCCCO, which was supplemented by \$9.461 million in Measure A general obligation bond funds.

**Status:** The project is complete and in the process of being closed out with the CCCCCO; occupancy was phased over Summer and Fall 2011.

##### **CAÑADA COLLEGE - ELECTRICAL INFRASTRUCTURE REPLACEMENT**

**Project Description:** This project corrected the safety and serviceability deficiencies of the aged electrical infrastructure at Canada College which was constructed in the 1960's.

The aging power infrastructure had deteriorated to the point where failures were increasingly common. This posed potential disruptions to College operations, including class cancellations, property damage, loss of data, compromised ongoing science experiments, diminished employee productivity, recovery costs, and mental anguish and stress among students, faculty and staff. The code compliance and safety violations presented significant liability risk of losses to life and property. This FPP received State funding to replace the critical components of the electrical power infrastructure as part of a priority A-4 Immediate Infrastructure Failure project.

**Total Project Cost:** The total cost of this project was \$3.978 million. State Capital Outlay funds of \$2.778 million were approved by the CCCCCO, which was supplemented by \$1.200 million in Measure A general obligation bond funds.

**Status:** Construction is complete and the project went on-line January 2012. The project is in the process of being closed out with the CCCCCO.

**SKYLINE COLLEGE - ELECTRICAL INFRASTRUCTURE REPLACEMENT**

**Project Description:** This project replaced underground Load Center #2 with a new above-grade pad-mounted load center as a priority A-4 Immediate Infrastructure Failure Project. The electrical infrastructure at Skyline College was constructed in the 1960's. Critical components had deteriorated and were no longer code compliant.

The aging power infrastructure had deteriorated to the point where failures were increasingly common, occurring several times a year. This created significant disruptions to college operations, including class cancellations, property damage, loss of data, compromised ongoing science experiments, diminished employee productivity, recovery costs, and mental anguish and stress among students, faculty and staff. The code compliance and safety violations presented liability and risks of losses to life and property. This FPP received State funding to replace the critical components of the electrical power infrastructure as part of a priority A-4 Immediate Infrastructure Failure project.

**Total Project Cost:** The total cost of this project was \$1.530 million. State Capital Outlay funds of \$0.580 million were approved by the CCCCCO, which was supplemented by \$0.950 million in Measure A general obligation bond funds.

**Status:** Construction is complete and the project went on-line January 2012. The project is in the process of being closed out with the CCCCCO.

**COLLEGE OF SAN MATEO - NORTH GATEWAY PROJECT (Demolition of Seismic Hazardous Buildings, #21-29)**

**Project Description:** This project will remove seismic hazards from the College of San Mateo. Four buildings on the CSM campus, Buildings 21, 23, 25, and 27, have been rated F in a seismic survey and by recent additional structural analysis. Some of the buildings contain hazardous materials, which could be widely dispersed in the event of a structural collapse. The project proposes to remove these dangers through demolition of Buildings 21-29 and to repair and reconfigure the site with accessible pathways, recreating parking lots 9 and 10, refreshed landscaping, installation of energy efficient LED lighting and a performance/gathering venue. Additionally, load center #4 of the site's main electrical distribution system was in need of replacement due to safety concerns stemming from water infiltration into the vault. The creation of new load center #8 allows the contractors to safely disable the electrical system prior to the demolition of the buildings. In order to expedite resolution of the safety issues associated with the required replacement load center #4 with the new load center #8, the work included in this project was separated into three phases.

**Total Project Cost:** This project has an estimated cost of \$18.552 million. State Capital Outlay funds of \$10.907 million have been approved by the CCCCCO, supplemented by \$7.645 million in Measure A general obligation bond funds.

**Status:** Phase I, Load Center #8, commenced in December 2010 and is now complete. The new load center #8 has been constructed, installation of electrical equipment has been completed and the electrical cutover from load center #4 to load center #8 occurred in June of 2011. All Phase I work is complete.

The second phase of the project abated all hazardous building materials from Buildings #21-29, in preparation for demolition. All asbestos and lead containing building materials, and all above-

ground transite pipe has been removed and properly disposed of by a licensed hazardous materials abatement contractor and the buildings are now ready for demolition.

The third phase of the project, including demolition of Buildings 21-29 and the balance of the work described above, was bid last year and a construction contract was scheduled to be awarded in August 2011. Due to legal challenges, the construction contract was not awarded as planned. The project is now being re-bid and award of a construction contract is scheduled for August 2012. Construction work is planned to commence in October 2012 and is anticipated to be complete by September 2013, assuming resolution of legal challenges.

## **II. Fiscal Year 2014-2018 State Capital Outlay Projects (Approved, but State funding not available)**

### **CAÑADA COLLEGE BUILDING 13 – MULTIPLE PROGRAM INSTRUCTIONAL CENTER**

**Project Description:** This project involves the modernization of the academic classroom Building 13. The building was one of the original instructional buildings built on the Cañada campus in 1968. The project proposes code upgrades to 12,110 gross square feet of restroom facilities, corridors and vertical circulation systems. The modernization will serve several purposes. This modernization will improve facility accessibility for ADA compliance and replace building finishes and components that have exceeded their service life expectancy. The project will replace the mechanical and electrical systems. Modernization of faculty offices is a part of this proposed project.

**Total Project Cost:** The reconstruction of this facility has an estimated total project cost of \$18.236 million, with \$9.302 million requested from State Capital Outlay funding supplemented by \$8.934 million in local funds.

**Status:** Based on the assumption that a statewide bond passes in November 2014, and the CCCCCO authorizes the project to proceed, design would commence in late 2016 with construction starting in late 2017. Assuming State Capital Outlay funding is secured, the facility would be ready for use in 2018-2019.

### **SKYLINE COLLEGE - WORKFORCE DEVELOPMENT AND ECONOMIC PROSPERITY CENTER**

**Project Description:** This project provides a readily accessible integrated service center that responds to the need to link services, benefits, opportunities, and instruction to build on the State's investment in workforce and economic development and to strengthen the connections of the public to benefits and opportunities that help build personal and community economic sustainability. In particular, it addresses the specific needs of students by linking their educational experience with the job market and long term careers. The services consist of three strands: employment/career services, income/work supports, and financial services/asset building.

This 14,520 ASF facility includes a job placement center, resource libraries, international trade and development center, center for workforce development, and an English language institute. To be located in Building 2, part of the project includes activating 7,897 ASF of unassigned space.

**Total Project Budget:** The total project budget is estimated to be \$24.983 million, with \$17.617 million in requested State Capital Outlay funding, supplemented by \$7.366 million in local funds.

**Status:** Based on the assumption that a statewide bond passes in November 2014 and the CCCCCO authorizes the project to proceed, design would commence in late 2016 with construction starting in late 2016. Assuming State Capital Outlay funding is secured, the facility would be ready for use in 2019-2020.

### **COLLEGE OF SAN MATEO BUILDING 19 – EMERGING TECHNOLOGIES CENTER**

**Project Description:** This FPP includes modernization of Building 19 to allow for the consolidation and centralization of highly active technology programs in Computer Information Science (CIS), Electronics, Engineering, Architecture, Building Technology, and Computer Aided Drafting. The building will support the mission of integrative learning wherein departments actively blend curricula and faculty to bring different disciplines together to work on projects. The Technology Building will be home to Engineering, Architecture, Drafting, Electronics, Computer Information Sciences, and Building Inspection. The proximity of these disciplines will provide a unique opportunity to simulate industry’s “Architecture, Engineering, and Construction” (A/E/C) process model for both large and small projects.

Students enrolled in programs in this facility will be trained to transfer to more advanced programs in architecture, engineering and building technology at the university level or will be able to join the local Bay Area job market in advanced computer technology, electronics, engineering and building technology fields. The College and the District will form partnerships with local industry to develop more directed areas of study that fit the needs of local employers and better develop the students’ capability toward skilled and professional advancement.

**Total Project Cost:** The total project cost is \$20.420 million, with \$12.528 million requested State Capital Outlay funding, supplemented by \$7.892 million in local funds.

**Status:** Based on the assumption that the CCCCCO again authorizes the project to proceed, and funding is secured via a new statewide bond in 2014, design would commence in late 2016 with construction starting in late 2017. Assuming funding is available from the State, the facility would be ready for use in 2018-2020.

### **III. Fiscal Year 2014-2018 State Capital Outlay Projects (Submitted for future funding consideration)**

#### **SKYLINE COLLEGE - CENTER FOR KINESIOLOGY AND HUMAN PERFORMANCE**

**Project Description:** This IPP was submitted in 2011 and will be resubmitted in 2012. The project proposes construction of 25,060 ASF/32,218 GSF of new facilities to respond to the growing demand for programs in fitness and wellness. These physical fitness programs at the college represent more than a third of the physical education program enrollment with 157 FTEs in 2006-2007; in the past, it has been as high as 271 FTEs. The demand is becoming difficult to keep pace with due to the competition in the use of existing PE spaces many of which are not constructed to adequately support the fitness programs and are required for use in the other physical education programs which are growing as well. The Wellness Center facilities will include Fitness Training, Spinning classes, Sports Medicine Training, and an area for Yoga, Dance & Pilates. These spaces are significantly different than the main gym floor and the weight rooms that currently make up the main gym. In addition, the planned location of this building near the new Cosmetology/Multicultural Building, constructed using local funds, brings the Cosmetology & Wellness programs together and will allow the programs to appeal to a broader audience of students and public patrons who might not



be aware of the diverse offerings that Skyline College can provide. In preparation for construction of this facility, temporary Buildings 31, 32, 33, 34 and 35 will be demolished.

**Total Project Cost:** The total project cost is estimated at \$17.335 million, with \$11.172 million requested State Capital Outlay funding, supplemented by \$6.163 million in future general obligation bond funds.

**Status:** Based on the assumption that the CCCCCO again authorizes the project to proceed, and funding is secured via a new statewide bond in 2014, design would commence in late 2016 with construction starting in late 2017. Assuming funding is available from the State, the facility would be ready for use in 2018-2019.

#### IV. Locally funded current and future projects

##### CAÑADA COLLEGE BUILDING 5 – CAFETERIA DINING ROOM PROJECT

**Project Description:** As the final piece in the modernization of Buildings 5 and 6, the goal of the Cañada College Cafeteria Dining Room project is to revitalize the dining room space and make it a destination for students at Cañada. The remodel will bring an active, architecturally interesting area for students to congregate, study and socialize. The addition of the Career Center and the new Student Lounge will make this area a hub of activity and provide Cañada with a Student Center. The finishes highlighted by wood accents, large pendant lighting fixtures, soffits and angled wing walls will soften the space, enhance the acoustics and take away the “old school” cafeteria feel. A new large video wall will help attract students to the dining room, bringing a modern, hip feel to the college.

**Total Project Cost:** The estimated cost of this project is \$2.000 million and is funded by Measure A general obligation bond funds.

**Status:** The project is under construction with occupancy planned for Fall 2012.

##### COLLEGE OF SAN MATEO - EDISON PARKING LOT PROJECT

**Project Description:** Building 20 and the associated greenhouses are nearly 50 years old, in great disrepair, non-ADA compliant and grossly underutilized (most programs that had been located there have moved to the new College Center). The Board of Trustees approved the discontinuance of the Horticulture program. In addition, the one classroom located in Building 20 is not needed due to the fact that the College has added approximately 41,750 sq. ft. of new classroom, lab and office space over the past eight years. The District’s facilities condition database indicates that all building systems in Building 20 are beyond their service life, except for the floor slab, exterior walls and roof. The FCI Facilities Condition Index for Building 20 is 68.36%, which indicates it is in very poor condition.

As a result, the Administration determined that it would be best to demolish Building 20 and the associated greenhouses; construct approximately 125-200 parking spaces (replacing 30-40 spaces now there); and retain a garden area to be used by science classes. Due to the opening of the new Building 10, new parking spaces on the east side of campus are definitely needed. The garden area (which currently is in great disrepair due to years of neglect) can be used for the plant species that are most critical to the College’s biological sciences programs.

**Total Project Cost:** This project has an estimated cost of \$3.300 million and is funded by Measure A general obligation bond funds.

**Status:** The District initially explored delivering this project via the Design-Build delivery method. Subsequently, staff determined that utilizing the Design-Bid-Build, or “traditional” delivery method would yield better value for the District in this very competitive bid climate. Development of the schematic designs resulting from the initial design build exploration will be developed into detailed design documents suitable for a public works bid, upon resolution of legal challenges.

### **CAÑADA COLLEGE - CENTER FOR KINESIOLOGY AND DANCE**

**Project Description:** The CCCCCO previously approved this FPP under the project name “Building 1 Physical Education Conversion & Code Compliance Upgrade.” At the request of the College, the FPP was revisited prior to resubmittal in 2011 to ensure that it reflected the current needs and priorities of the college, and was renamed as part of this process. Upon further study, staff has determined that the facility requirements associated with the College’s planned instructional programs will exceed the limitations of the State Capital Outlay Process, particularly the inclusion of an Aquatics Complex in the project. In view of the desired scope for this project, the growing back log of projects in the queue for Capital Outlay funding, and continuing indications from the CCCCCO that physical education projects will not be prioritized for funding, the administration has elected to remove this project from the Capital Outlay funding queue, and to utilize future local general obligation bond funds to insure the project meets the needs of the institution. Consideration is being given to demolition and replacement of Building 1, in lieu of renovation of the existing 43 year old Building. Programs housed in this facility will allow completion of certificate degrees and transfers in Kinesiology, Fitness Professional, and Dance. The project will include appropriate locker rooms to meet accessibility codes and to comply with Title IX<sup>1</sup> requirements. In addition, this project will add a classroom dedicated to the advancement of the Kinesiology and Fitness Professional programs.

**Total Project Cost:** The estimated cost of this project is \$20.000 million, to be funded by a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **SKYLINE COLLEGE - SOCIAL SCIENCE/CREATIVE ARTS COMPLEX**

**Project Description:** Building 1 will be demolished to allow the construction of a new Social Science/Creative Arts Complex that will better address the needs of the programs currently housed at this location. The new Social Science/Creative Arts Complex will support the instructional needs of these two divisions. It will include a theater, art studios, classrooms, and support spaces. This building will replace the existing Building 1 in its current location. The new facility will be designed to serve as an identifiable entry on the south side of campus and play a key role in creating an important connection to the campus core.

**Total Project Cost:** The estimated cost of this project is \$80.000 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

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<sup>1</sup> Title IX is a 1972 federal civil rights law prohibiting discrimination in education programs and activities receiving federal funds. It was the first comprehensive federal law to prohibit sex discrimination in these institutions.

**COLLEGE OF SAN MATEO BUILDING 8 – GYM MODERNIZATION**

**Project Description:** The CCCO has previously approved this project for Capital Outlay funding; however, the project remains unfunded. In view of the growing backlog of projects in the queue for Capital Outlay funding, together with continuing indications from the CCCCO that physical education projects will not be prioritized for funding, the administration has elected to remove this project from the Capital Outlay funding queue, and to utilize future general obligation bond funds to deliver this critical project. This project proposes to modernize the 48 year old Gym on the College of San Mateo campus. The Gymnasium was constructed in 1963 and was among the first buildings built on the site. It has never undergone any major renovations or remodeling for the past 48 years. There have been substantial changes in the program, code compliance issues, and infrastructure issues that require attention. This project addresses these conditions and will increase the energy efficiency of the building as a whole.

**Total Project Budget:** The estimated cost of this project is \$25.000 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

**CAÑADA COLLEGE - BUILDING 3 PERFORMING ARTS CENTER TECHNOLOGY AND ENVIRONMENTAL MODERNIZATION**

**Project description:** This project proposes to address academic issues brought about by changes in the strategies of teaching over the past two decades. Significant changes have occurred in the technologies that support the teaching of the Fine Arts, especially Photography, as well as Theatre and Theatre support areas. Lighting, sound systems and backstage support rooms require renovation in order to properly train students in the use of these new methodologies. Also, the building infrastructure is overburdened and needs upgrading to support the new technologies. This IPP proposes to upgrade this facility to bring it up to current teaching standards in its academic arena.

**Total Project Cost:** The estimated cost of this project is \$4.000 million, to be funded by a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

**SKYLINE COLLEGE – BUILDING 5 LEARNING RESOURCE CENTER TECHNOLOGY AND ENVIRONMENTAL UPGRADE**

**Project description:** This project proposes to address program issues related to the library/LRC. Substantial changes in the technologies supporting library and LRC programs have occurred rapidly during the last 10 years. This project addresses these changes by reconfiguring spaces to incorporate techno-media-internet elements into the program. In addition, the project incorporates energy saving technologies, sustainability and, in general, reduction of operating costs of this high cost building. The project also results in reestablishment of points of access/egress to respond to the beaten path used by students to get to the parking lots; use of the single door at the loading dock has resulted in a potential danger to students who are looking for the shortest distance to the lot.

**Total Project Cost:** The estimated cost for this project is \$7.500 million. This project is to be funded

via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **COLLEGE OF SAN MATEO - BUILDING 12 MODERNIZATION**

**Project Description:** Building 12 is more than 45 years old and is the last building standing of the four that once housed science programs at the College of San Mateo. In 2004, the College undertook construction of a new science facility using local bond funds to accommodate changing programmatic needs and provide safer science facilities. After completion of the new facility, the space in Building 12 was classified as ‘Unassigned’ Room Type 050. As part of the Master Plan for reinvigoration of this campus, it is the intent of the College to renovate this inactive space to serve the growing requirement for multi-discipline lab and lab serve facilities. The existing electrical, plumbing, HVAC, data and security systems have exceeded their life cycle and serviceability. This project seeks to renovate and remodel approximately 8,990 assignable square feet of ‘inactive’ space for instructional and support facilities. In addition, the project provides elevator upgrades to address accessibility issues.

**Total Project Cost:** The estimated cost for this project is \$4.200 million, to be funded by a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **CAÑADA COLLEGE - SCIENCE/ALLIED HEALTH/WORKFORCE DEVELOPMENT BUILDING**

**Project Description:** The Facilities Master Plan identifies two possible locations for a new Science, Allied Health, and Workforce Development Building. Either location would help to anchor and define the North Quad area of the campus. The new building should also house large lecture halls to improve the utilization of campus facilities.

**Total Project Cost:** The estimated cost for this project is \$40.000 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **DISTRICT OFFICE / COLLEGE OF SAN MATEO – DATA CENTER AND PUBLIC SAFETY BUILDING**

**Project Description:** This new building at the District Office site will provide for the consolidation of the rapidly increasing information technology functions that service this multi-college district and are a necessary component to the advancement of college programs into the digital age. The District Computer Center provides technical support for the computer needs of both the academic programs and the administrative units throughout the District. The District Computer Center will be responsible for the operation and maintenance of all computer equipment and software, telephone system, website support and management, programming, repair of computers, receipt and preloading of computers, instructional support for faculty, training, Q&A support, and even e-Waste disposition and recycling. Some of the functions are currently performed in 4,452 ASF of the District Office

building. Because of the inability to provide additional space in the building, the remaining functions are performed by using 9,000 ASF of swing space on the College of San Mateo campus which is scheduled to be demolished. Location of this new facility on the footprint of Building 1 on the College of San Mateo Campus is under consideration. The estimated cost noted below assumes this location, and includes the cost of demolition of Building 1, relocation of utilities as necessary, and accommodation of Districtwide and College of San Mateo Public Safety staff.

**Total Project Cost:** The estimated cost for this project is \$20.000 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **COLLEGE OF SAN MATEO - BUILDING 7 FACILITY MAINTENANCE CENTER DEMOLITION & RECONSTRUCTION**

**Project Description:** The Master Plan proposes to improve the College's ability to maintain its building assets by constructing a new Facilities Maintenance Center. The new center will replace the outdated and inadequate facility and provide appropriate administrative, operational, office, engineering, shop spaces and vehicle storage for the facilities and maintenance. The project scope also includes stabilization and upgrades for the corporation yard.

**Total Project Cost:** The estimated cost for this project is \$14.825 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **SKYLINE COLLEGE – BUILDINGS 19 & 20, PACIFIC HEIGHTS DEMOLITION AND NORTH CAMPUS IMPROVEMENTS**

**Project Description:** This project proposes to demolish two hazardous buildings, Buildings 19 and 20, located in the Pacific Heights section of the Skyline College campus. The project removes 26,832 ASF from the campus space inventory including 14,806 ASF of classroom, 7,870 ASF of class laboratory, 3,442 ASF of office, and 714 of other space. The project will terminate all utilities, remove all debris from the site, and landscape the area vacated by the buildings in a manner consistent with the existing campus.

**Total Project Cost:** The estimated cost for this project is \$10.000 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **CAÑADA COLLEGE – SOLAR ARRAY**

**Project Description:** As part of a Districtwide study to explore opportunities to improve sustainability of operations, reduce utility expenditures, and model environmental stewardship to its students and to the community, the District has commissioned a report to identify possible locations for a solar array on Cañada's campus. The location will be selected to provide maximum return on investment to the District. Consideration of campus functionality and the possibility of additional

future expansion of campus facilities outside the range of time anticipated in this plan will also be taken into account.

**Total Project Cost:** The cost estimate for this project is \$10.000 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **COLLEGE OF SAN MATEO – BUILDING 9 MODERNIZATION LEARNING RESOURCE CENTER**

**Project Description:** The library at College of San Mateo was constructed in 1963 and houses the learning resource functions and a television studio. The building has seen minor remodeling and a seismic upgrade over the past 40 years and is need of a major modernization to catch up with the media and library technologies relevant to today and conform to current codes, particularly ADA.

This project modernizes 49,402 GSF in the heart of the campus. It upgrades internal spaces of the library to address the infusion of the digital elements so prevalent in library systems of today. It reconditions the distance learning TV studio and support spaces to provide for the audio and video elements essential to broadcasting in a digital environment.

The project also addresses the inadequacy of the utility systems, acoustics, and environmental controls of the building.

**Total Project Cost:** The estimated cost for this project is \$7.500 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

### **SKYLINE COLLEGE AND COLLEGE OF SAN MATEO – RENEWABLE AND ALTERNATIVE ENERGY PROJECTS**

**Project Description:** As part of a Districtwide study to explore opportunities to improve sustainability of operations, reduce utility expenditures, and model environmental stewardship to its students and to the community, the District is working to identify possible types and locations for renewable and alternative energy installations. Technologies being considered include micro-wind turbines, fuel cells and / or micro-turbine co-generation units. Potential installations will be evaluated based upon proven performance track records, integration with campus esthetics and operations, and financial performance. Consideration of campus functionality and the possibility of additional future expansion of campus facilities outside the range of time anticipated in this plan will also be taken into account.

**Total Project Cost:** Project costs cannot be estimated at this time, pending identification of appropriate technologies and locations for installations. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

**COLLEGE OF SAN MATEO – BUILDING 3 THEATER MODERNIZATION**

**Project Description:** This project proposes to complete the renovation of Building 3 Theater (27,027 GSF) to support the educational mission and performing arts at College of San Mateo. The theater has undergone partial renovations over the past 40 years; however, a substantive remodel and reconfiguration of spaces will address program needs and bring the facility into the 21st century. In addition to the programming changes, there are infrastructure issues that need to be corrected to meet the needs of the modern theater and associated support and office space. Included as part of this project will be classroom renovations including the introduction of smart classroom technologies, safety and security enhancements, installation of the District's electronic security system, improving the indoor air quality with substantive changes to the building's failing ventilations system, as well as modernizing zone controls, renovating restrooms, addressing ADA accessibility issues, installing a much-needed elevator and activating the Theater lobby.

**Total Project Cost:** The estimated cost for this project is \$5.000 million. This project is to be funded via a future general obligation bond.

**Status:** Design will commence upon voter approval of a future general obligation bond.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize submission of the District's 2014-2018 Five-Year Capital Construction Plan to the California Community Colleges Chancellor's Office, along with related Initial and Final Project Proposals seeking State Capital Outlay Funding.

**BOARD REPORT NO. 12-6-102B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Regina Stanback Stroud, President, Skyline College, 738-4111

**ACCEPTANCE OF THE CENTER FOR LAW AND SOCIAL POLICY (CLASP) AND  
AMERICAN ASSOCIATION OF COMMUNITY COLLEGES (AACC),  
BENEFITS ACCESS FOR COLLEGE COMPLETION GRANT (BACC)**

The Center for Law and Social Policy (CLASP) and American Association of Community Colleges (AACC) has awarded Skyline College a grant to participate in the implementation phase of *Benefits Access for College Completion* (BACC) in the amount of \$325,000. The BACC is funded through a collaboration of major funders, the Ford Foundation, the Lumina Foundation, and the Open Society Foundations, with contributions from the Annie E. Casey Foundation. The initiative seeks to improve community college completion rates by helping students gain access to public benefits and help close the gap in unmet financial need beyond financial aid.

The \$325,000 grant is to support Skyline College efforts during the implementation phase of the BACC initiative.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the Benefits Access for College Completion grant in the amount of \$325,000.



**BOARD REPORT NO. 12-6-103B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Jan Roecks, Director of General Services, 358-6879

**APPROVAL OF CONTRACT FOR SKYLINE COLLEGE TRACK RENOVATIONS**

The Skyline College track was last re-coated in April 2005 as part of the Districtwide Athletics Project and is in need of resurfacing. The District reviewed the scope of needed repairs with Hellas Construction, Inc. which has a contract with the State of California through the California Multiple Award Schedules (CMAS) to provide installation of synthetic turf. CMAS offers contracts to state and local government agencies that have been assessed to be fair, reasonable, and competitive. Hellas has successfully completed a number of track projects in California and throughout the Southwest.

Per the Hellas Construction Inc. proposal for Skyline College, Hellas will grind down the surface of the track at worn/deteriorated areas as needed, wash and clean the surface, patch minor holes and cracks, fill in identified separation cracks at the perimeter of the track, then prime the surface before applying a poured color coat at 3-4 mm thick. This poured application will fill low spots and level out the surface to help prevent ponding. Restriping lane marking and painting college logos is included. The total dollar amount of the proposal is \$314,884.00, which is actually less than the cost of the project in 2005. A 10% project contingency of \$31,488 is recommended to be added for the total authorization amount. The source of funding for this renovation is redevelopment funds.

**RECOMMENDATION**

It is recommended that the Board of Trustees award the contract to Hellas Construction, Inc. for renovating the Skyline College track for an amount not to exceed \$346,372.00.

**BOARD REPORT NO. 12-6-104B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Jan Roecks, Director of General Services, 358-6879

**APPROVAL OF CONTRACT FOR DISTRICTWIDE FOOD SERVICES OPERATIONS**

The Food Service operations for the District provide comprehensive food and dining services for all three college campuses. These services include management of the cafeteria services for more than 25,000 students at College of San Mateo, Skyline College and Cañada College as well as catering services for both college-sponsored campus events and events held on the campuses by outside groups. The vendor managing the operation is responsible for providing all labor, including management at each site; supplies, materials, and additional equipment as necessary to meet the food service needs.

Since summer of 2007, the District has contracted with Pacific Dining, Inc. which has operated a successful and profitable business while working through two cafeteria closures for renovations (College of San Mateo and Cañada College). The contract is due to expire on June 30, 2012.

The District issued a Request for Proposal (RFP) for Districtwide Food Services Operations in May, seeking proposals from qualified vendors to provide quality food at reasonable prices delivered with a high level of service that is responsive to the needs of each College and its students. The quality and variety of menus, the company's management, staffing, evidence of financial stability, and responses to questions regarding quality, method of delivery and hours of operation, proposed staffing plans and commitment of on-site management, quality assurance and sanitation practices, and licenses were among items evaluated and scored. An important aspect of the RFP, different from five years ago when the District last sought food service operators, was the requirement that the vendor must have local San Francisco Bay Area senior level management and have no subcontractors. This level of commitment by the vendor ensures immediate and personal response for any issues that may arise on site. Respondents were also required to propose a financial offer to the District and what in-kind services they would provide to each College.

The District received two responses to the RFP. One was from the current vendor, Pacific Dining, and the other was received from WM Café, which runs the food service program owned and operated at West Valley-Mission College District. Each proposal was evaluated and scored according to the stated criteria as mentioned. Pacific Dining scored 10% higher in this area than WM Café.

Both bidders included a financial proposal to the District for operating the cafeterias and providing catering services, as well as an offer of in-kind services. WM Café proposed an annual flat fee for cafeteria sales totaling \$120,000 per year for all three campuses, a 10% commission on the catering profits, and in-kind services totaling \$9,000/year. Pacific Dining offered 7% of net sales which is an estimated \$115,000 per year (based on a conservative forecast of sales by the Vice Chancellor of Auxiliary Services), a 10% commission on catering profits, and offered \$31,500 of in-kind services to the campuses. Overall, Pacific Dining's financial proposal was 13% higher than WM Café based on the

conservative estimate of sales. It is in the District's best interest to work with a vendor on commission of sales so that as sales grow, the commission payable to the District grows rather than be locked into an annual fee.

The Colleges have come to appreciate and rely on in-kind services from the food service operator to subsidize their budgets and to be able to provide food for special events on campus. The details of Pacific Dining's in-kind services for each College are as follows:

- Sponsor two scholarships in the amount of \$1,000 annually
- Sponsor annual Scholarship and Awards Banquet with in-kind catering services valued at \$4,500
- Co-sponsor with Student Life and Associated Students of each College four events each year of the contract up to \$500 annually
- Co-sponsor with college president four events annually for faculty, staff, and managers up to \$500

Pacific Dining has provided excellent service to the District for the past five years. They met or exceeded all criteria questions and have offered the most beneficial financial proposal to the District.

### **RECOMMENDATION**

It is recommended that the Board of Trustees award the District's food service contract to Pacific Dining, Inc. for an initial period of three years, commencing July 1, 2012, with an option for two one-year extensions.

**BOARD REPORT NO. 12-6-105B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Interim Executive Vice Chancellor, 358-6869

**ADOPTION OF THE 2012-13 TENTATIVE BUDGET**

In accordance with State law, the Tentative Budget must be adopted by the Board of Trustees on or before July 1, 2012. The budget will be revised during the summer to reflect needed changes resulting from passage of the State Budget and from 2011-12 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 19, 2012.

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 2012-13 Budget and Planning Calendar on January 25, 2012.

**RECOMMENDATION**

To meet the California Code of Regulations, Section §58305 requirements for Tentative Budget approval, to proceed with the orderly closing of the 2011-12 accounting records, and to begin 2012-13 disbursements in July 2012, it is recommended that the Board of Trustees adopt the following Tentative Budget:

General Fund, Unrestricted	\$ 131,718,782
General Fund, Restricted	19,516,147
Self-Insurance Fund	10,731,976
Debt Service Fund	48,184,859
Capital Projects Fund	133,790,133
Bookstore Fund	15,583,090
Cafeteria Fund	605,030
San Mateo Athletic Club/Aquatic Center (SMAC)	2,663,228
Child Development Fund	1,273,208
San Mateo Parcel Tax (Measure G)	8,064,439
Trust Funds (Financial Aid)	23,659,279
Reserve Fund for Post-Retirement Benefits	<u>19,425,709</u>
<b>TOTAL – ALL FUNDS</b>	<b>\$ 415,215,880</b>

THE TENTATIVE BUDGET REPORT provides a summary of 2012-13 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.

California's economy continues to improve but at a slow pace. Although there are encouraging signs that the State is on the mend, the very slight decrease in unemployment in March and April coupled with the latest dismal jobs report has raised some concern for economists. These persistent double digit unemployment rates have added to a cautious economic outlook. Growth in the housing and technology sectors will be modest at best.

Both houses of the legislature passed the main budget bill plus other related trailer bills to meet the constitutional deadline of June 15<sup>th</sup>. Reminiscent of last year at this time, a final deal has not been agreed to by the Legislature and the Administration as negotiations continue. As of June 19, the legislature has not yet passed all of the relevant trailer legislation needed to implement the budget (including education). It remains unclear whether Governor Brown will veto what was sent to him.

Once again, the budget was approved by a simple majority consisting of only the Democrats and no Republican support. It is being described as only a "budget in concept."

### **May Revision**

By the time the May Revision was released, the State budget deficit had grown to \$15.7 billion from the January estimate of \$9.2 billion. The \$6.5 billion increase is attributed to three factors:<sup>1</sup>

- *Lower revenues*
- *Proposition 98 spending increase*
- *Court decisions against the Governor's proposals*

With the larger budget gap, the May Revision proposes \$4.1 billion in additional spending reductions, for a total of \$8.3 billion in reductions as well as \$5.8 billion in new tax revenues. These tax revenues are dependent on voter approval of the Governor's tax initiative in November.

The May Revision assumes approval of the Governor's proposals in November 2012. The proposed quarter cent sales tax and tax on upper-income wage earners will generate \$8.5 billion in 2012-13. Should the ballot measure not pass, mid-year reductions will be triggered and \$6.0 billion of additional cuts would go into effect beginning January 1, 2013 of which \$5.5 billion would be to Proposition 98 funding. There is no funding for COLA, no additional funding for student growth, and no additional funding for categorical programs.

The Community College League of California website (CCLC) forecasts two possible scenarios for the State budget as it pertains to the community college system. Under Scenario A, should the Governor's tax proposal pass, the impact to community colleges would be \$212.9 million that would be used to "buy-down" deferrals. In Scenario B, should the tax proposals fail, the impact Statewide would be a cut of \$338.5 million resulting in a 7.3% workload reduction of 75,500 FTES spread among all the non-basic aid community college districts. School districts have been advised to "plan a prudent budget assuming the worst case scenario." The final impact to each district will change based on policy decisions, actual 2011-12 workload reduction, and accounting adjustments by the Chancellor's Office.<sup>2</sup>

Under the May Revision, there is a proposal that Cal Grant awards will be modified to follow the same method as Pell Grants wherein needy students would receive the maximum allowed while those with higher family incomes would receive reduced awards. These provisions would be effective for those who apply after July 2012.

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<sup>1</sup> Department of Finance Governor's May Revision

<sup>2</sup> CCLC website <http://www.ccleague.net/district-budget-impact/>

There was no mention of pension reform in the May Revise and reform bills have been stalled in the Legislature pending news from the Conference Committee on public employee benefits which is expected in the next few months.<sup>3</sup>

### **District Budget Planning**

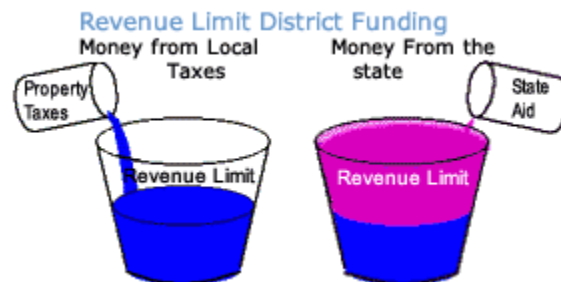
In comparison to previous years, the District finds itself in a much better financial position due primarily to some significant events that occurred in the current fiscal year. First, the District became an “excess tax school entity” or more commonly understood as “basic aid” or “self-supporting” during the spring. A second key factor is the abolishment of redevelopment agencies in fiscal year 2011-12.

#### ***Basic Aid Status***

In early spring, it was apparent from Executive Vice Chancellor Kathy Blackwood’s calculations that the San Mateo County Community College District attained basic aid status and joined three other community college districts (Marin, Mira Costa and South Orange) in the State. The County was immediately informed as was the State Chancellor’s Office. In the District’s case, due to the continuing cuts to funding by the State, the District’s revenue limit dropped. Consequently, the District’s share of property taxes and student fees exceed the revenue limit pushing the District into basic aid status.

Achieving basic aid status is a complex process. The non-partisan group EdSource provides the following illustration of basic aid.<sup>4</sup> *The State determines a district's revenue limit funding. A typical way of explaining basic aid funding is “the bucket analogy.” Each district has a different-sized bucket that represents its revenue limit. School funding is derived from income sources like property taxes and student fees. If the bucket is not filled all the way, the State fills it with State tax revenues.*

*If the bucket is completely filled by local property tax revenues, the State has no need to “top off” the bucket. If the bucket overflows with local property taxes, the district gets to keep the overage. Districts whose buckets are filled by local property taxes are called “basic aid” or “excess revenue” districts.*



The biggest advantage of being basic aid is predictability as funding is derived from local property taxes rather than State apportionment. As such, we are shielded from the severe reductions imposed by the State. Without State general fund apportionment, our District will not share in the \$338 million cut should the tax proposal not pass. On many occasions at several venues, Kathy Blackwood has noted that “being basic aid does not mean we have more money but it does mean that we are partially protected from deeper cuts.”

Additionally, it should be noted that the District’s basic aid status favorably impacts the State community college system as a whole. Under a complex mechanism called the Triple Flip as part of the 2004 budget package, we were able to return \$50 million of ongoing apportionment that will be redistributed to non-basic aid districts.

There have been attempts and recommendations led by the Legislative Analyst’s Office to cut categorical funding to basic aid districts as a “fair share” of the cuts non-basic aid districts are experiencing. Chancellor Galatolo, the

<sup>3</sup> School Services of CA Community College Update, May 25, 2012

<sup>4</sup> Ed Source Revenue Limits page [http://www.edsource.org/iss\\_fin\\_sys\\_revlimits.html](http://www.edsource.org/iss_fin_sys_revlimits.html)

District administration and Board of Trustees remain committed to challenge any legislation that would threaten our property taxes. State Senator Joe Simitian is one of the few legislators to propose legislation to protect basic aid districts.<sup>5</sup>

While almost all districts in our surrounding area have experienced layoffs, furloughs, “take-aways” and drastic program cuts, our District has remained steadfast and determined to avoid these actions. With continued teamwork and discussions among the administration, faculty, staff and students, our District will thrive. The collective efforts and cooperation throughout the District are vital to our survival.

### ***Redevelopment***

Last year, groundbreaking legislation and landmark case law led to the dissolution of Redevelopment Agencies (RDAs) throughout the State. These agencies were funded with local property taxes and, with their dissolution, any monies remaining in their budgets not needed for obligations are to be returned to local governments and educational agencies.

Statewide, the fiscal impact is approximately \$5.2 billion dollars with approximately \$180 million coming to various agencies throughout San Mateo County. Our District could potentially receive over \$2 million in one-time funds through the liquidation and distribution of existing redevelopment assets in addition to a \$2 million (and growing) ongoing augmentation of our property tax increment. These are preliminary valuations, but are fairly conservative estimates.

Although there are a number of nuances and complexities related to this transition, our District financial experts have taken a leadership role – at both the local and State level – to ensure that we receive all of the resources we are entitled to by law. Accordingly, four representatives from our District have been appointed to all thirteen oversight committees throughout the County to verify and oversee the transfer of funds to our District.

Realizing the high probability of the unanticipated resources noted above in the coming year, Chancellor Galatolo has instructed Kathy Blackwood to identify the magnitude of these ongoing and one-time funds and reflect those proceeds in the 2012-13 Tentative Budget as an “unallocated reserve” for further discussion by the Board of Trustees.

### **District Cash Flow**

The ongoing cash flow crisis Statewide has been a serious concern for many school districts in the last few years. As the District now would be receiving property tax dollars in December and April, the Board of Trustees approved a resolution in February 2012 authorizing the issuance of Tax and Revenue Anticipation Notes (TRANS) not to exceed \$30 million to provide the necessary cash flow to fund District operations prior to the receipt of property tax revenues.

### **Measure G**

The District is extremely fortunate to have this funding source to help 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.

For 2012-13, the Colleges’ allocations are relatively close to those approved by the Board in December for 2011-12 and adjusted based on what has been received as of May 2012:

Cañada College	\$2,350,000
College of San Mateo	\$2,350,000
Skyline College	\$2,350,000

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<sup>5</sup> SV[e]F Silicon Valley Education Foundation, March 2, 2011

## 2012-13 Revenue Projection

The revenue estimates are based upon local property taxes, redevelopment funds, and student fees. The District has prepared an estimate of its base revenue taking into consideration a set of factors that include enrollment and projected property tax assessed valuation. The District's total revenue projection is \$112,030,925 which is \$5,116,399 more than last fiscal year's final budget.

For 2012-13, the assumptions include:

1. Basic Aid status achieved in 2011-12.
2. 2012-13 FTES based on estimated funded cap.
3. 2012-13 Non-resident FTES changes at the same rate as average of the last 2 years.
4. Zero State revenue COLA.
5. Workload reduction.
6. Deficit factor on State revenue projected.
7. 3.17% inflation on certain expenses.
8. Utilities and benefits are based on 2011-12 increase over 2010-11.
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. No salary compensation settlement.
12. Student fee increase from \$36 to \$46 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.

<b>Revenues</b>	<b>2011-12 Final Budget</b>	<b>2012-13 Tentative</b>	<b>\$ Change</b>
Base Revenue	\$106,894,205	\$109,606,028	\$2,711,823
Growth/Restoration	(7,399,051)	(5,004,429)	2,394,622
Lottery	2,590,000	2,590,000	0
State PT Faculty Parity	385,618	385,618	0
P/T Faculty Office Hours/Med.	241,805	241,805	0
Apprenticeship	62,150	62,150	0
Non-Resident Tuition	1,899,299	1,959,253	59,954
Interest	600,000	1,000,000	400,000
Miscellaneous	1,640,500	1,190,500	(450,000)
<b>Total</b>	<b>\$106,914,526</b>	<b>\$112,030,925</b>	<b>\$5,116,399</b>

<b>Expenditures</b>	<b>2011-12 Final Budget</b>	<b>2012-13 Tentative</b>	<b>\$ Change</b>
Site Allocations with Benefits	\$91,744,384	\$91,535,202	\$(209,182)
Other Employee Benefits	2,161,629	2,161,629	0
Retiree Benefits	7,788,000	8,193,576	405,576
Formula Adjustments	877,161	877,161	0
Apprenticeship	62,150	62,150	0
Miscellaneous	1,263,000	1,263,000	0
Utilities	4,050,648	4,179,054	128,406
Salary Commitments	2,664,571	3,524,874	860,303
Managed Hiring	1,358,000	1,358,000	0
Insurance	1,098,422	1,133,242	34,820



<b>Expenditures</b>	<b>2011-12 Final Budget</b>	<b>2012-13 Tentative</b>	<b>\$ Change</b>
Consultant/Legal/Election	400,000	412,680	12,680
Staff Development	337,780	296,743	(41,037)
Software/Hardware/Telephone	1,134,319	1,228,043	93,724
<b>Total</b>	<b>\$114,940,066</b>	<b>\$116,225,355</b>	<b>\$1,285,289</b>

For the Tentative Budget, the estimated expenditures exceed projected revenues by \$4,194,430. In anticipation of budget shortfalls, the Colleges and District Office have diligently saved throughout the fiscal year to augment 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 2011-12 fiscal year-end numbers along with existing fund balances.

### **2011-12 Ending Balance Estimates**

The sites are relying on the ending balances to partially cover deficits in 2012-13. 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 achieve a balanced budget.

The current projections of 2011-12 ending balances submitted by the Budget Offices at each site for the Tentative Budget are as follows:

Cañada College	\$679,141
College of San Mateo	\$1,149,680
Skyline College	\$942,629
District Office	\$385,500
Facilities	\$522,461

### **2012-13 Estimated Beginning Balance**

The beginning balance is estimated at \$12,274,188 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 2011-12 year and will be carried over into the new fiscal year as 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.

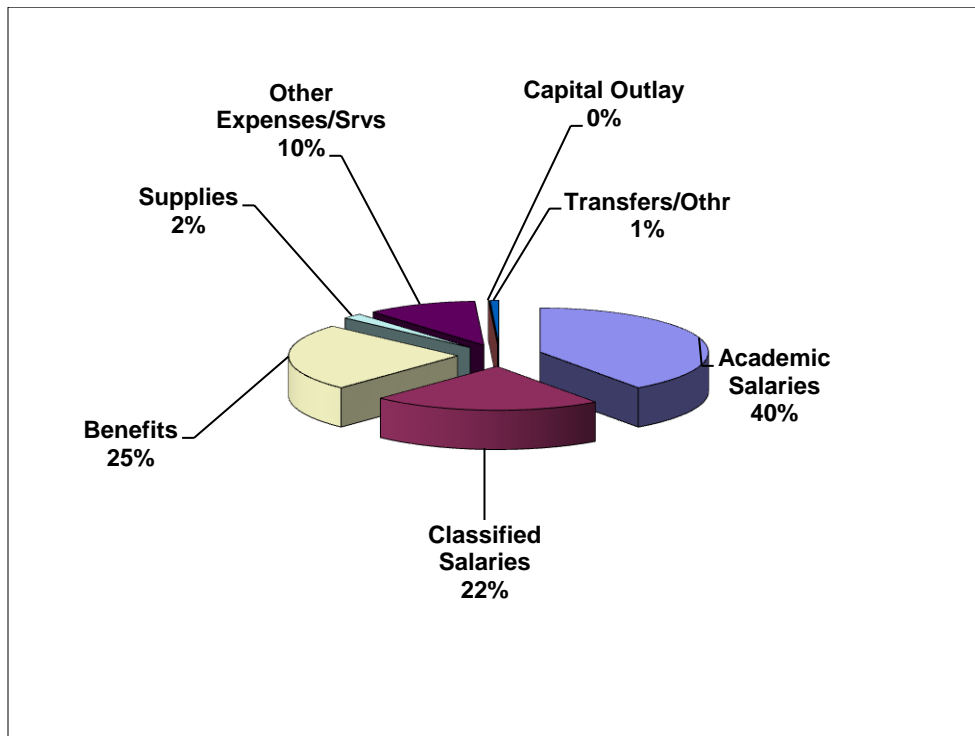
### **2012-13 Site Allocations**

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.

<b>Site</b>	<b><u>Allocation total with benefits</u></b>
Cañada College	\$16,165,223
College of San Mateo	27,424,473
Skyline College	28,077,595
District Office	10,482,480
Facilities	9,385,431

The major functional uses of the unrestricted general fund budget are illustrated below by major account category.

Account Category	2011-12 Final Budget	2012-13 Tentative	\$ Change
Certificated Salaries	\$47,240,210	\$46,621,667	\$(618,543)
Classified Salaries	25,091,638	25,506,988	415,350
Employee Benefits	26,240,814	28,668,692	2,427,878
Supplies/Materials	3,533,954	2,189,199	(1,344,755)
Operating Expenses	17,795,541	12,235,264	(5,560,277)
Capital Outlay	63,209	60,194	(3,015)
Transfers/Other	1,412,104	943,350	(468,754)
<b>Total</b>	<b>\$121,377,471</b>	<b>*\$116,225,355</b>	<b>\$(5,152,116)</b>



\*Does not include beginning balance/carryover as that will not be known until after 2011-12 closes

## San Mateo County Community College District

# 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?
  - No, the district has a deficit budget for 11/12 and 12/13, but has adequate reserves and plans to balance the budget over several years.
- Has the district controlled deficit spending over multiple years?
  - Yes, the District's unrestricted GF Net Change in Fund Balance for 2007/08 was (\$259,096), for 2008/09 was \$4,217,848 for 2009/10 was \$1,447,475, for 2010/11 was \$4,647,752. The unrestricted GF Net Change in Fund Balance for 2011/12 is projected to be deficit, but the ending fund balance will still be 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 as well as projections for local property tax growth in assessed valuation and changes to redevelopment agency funding.
- Does the district automatically build in growth revenue estimates?
  - The District will now be building in changes in assessed valuation and consequent changes in property taxes received. State growth funding no longer affects the District.

#### 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 \$14,530,400 in 2008/09, \$15,977,878 in 2009/10 and \$20,625,632 in 2010/11.
- 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 was reduced in 2010/11 and 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 achieved its funded enrollment cap every year since 2005/06.

## San Mateo County Community College District

**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%- 18% 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. With the advent of Basic Aid status, the District will be relying even more on the TRANS.
- 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, 2010. No economic improvements were negotiated and reopeners on economic matters are ongoing for fiscal years 2011-12 and 2012 -13. The District also concluded negotiations with AFSCME for a three year agreement commencing on July 1, 2010 and expiring on June 30, 2013. No economic improvements were negotiated. Negotiations are ongoing with AFT. It is the District's preference to reach agreements that mirror the AFSCME 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 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 2008/09 the District was at 86%, in 2009/10 the District was at 85% and in 2010/11 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.

## San Mateo County Community College District

**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 completes an actuarial study every two years and last completed a 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.

## San Mateo County Community College District

**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 will be hiring a new president for Cañada College next year. The position was 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 2011 for 2010/11. 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

**2012-13 TENTATIVE BUDGET - UNRESTRICTED GENERAL FUND  
NET BEGINNING BALANCE (PRIOR YEAR CARRYOVER)**

	<b>Final Budget 2010-11</b>	<b>Tentative Budget 2011-12</b>	<b>Final Budget 2011-12</b>	<b>Tentative Budget 2012-13</b>
<b>ESTIMATED NET BEGINNING BALANCE</b>				
Carryover Balances - Committed but unexpended				
Professional Development	\$258,318	\$220,000	\$249,725	\$250,000
Program Improvement	37,107	75,000	21,006	10,500
Staff Development	95,226	50,000	118,270	100,000
Duplicating Equipment Upgrade	9,544	11,000	20,179	18,000
CSM Science Sales	7,756	6,400	6,402	4,000
SFSU Nursing Program	182,818	226,000	281,811	280,000
College Events Funds	110,418	0	127,469	120,000
Emergency Preparedness	288,654	250,000	354,790	315,000
Fleet Program	22,304	7,000	22,304	15,000
Equipment Surplus	35,765	35,000	36,384	30,000
Satellite Dish Contracts	446,597	580,000	605,581	630,000
Apprenticeship Programs	3,005	0	49,090	85,000
College International Programs	0	0	0	75,000
Skyline Tech Replacement	0	0	0	120,000
President's Innovation Fund	64,128	46,800	18,176	38,000
Contingency Increment	0	59,960	0	54,909
Miscellaneous Projects	2,062,901	481,810	1,039,362	636,000
Subtotal	\$3,624,541	\$2,048,970	\$2,950,549	\$2,781,409
Savings for Rebudgeting				
College of San Mateo	1,989,235	1,643,102	959,459	1,149,680
Cañada College	1,012,079	873,212	828,646	679,141
Skyline College	1,562,010	1,584,773	988,995	942,629
Chanc. Office/Facilities	1,602,407	872,466	784,757	907,961
Subtotal	\$6,165,731	\$4,973,553	\$3,561,857	\$3,679,411
<b>ESTIMATED COMMITMENTS/SAVINGS TO REBUDGET</b>	<b>\$9,790,272</b>	<b>\$7,022,523</b>	<b>\$6,512,406</b>	<b>\$6,460,820</b>
Reserve for Contingency	\$6,101,537	\$5,813,368	\$6,029,412	\$5,813,368
Revolving Fund, and General Reserve	0	0	0	0
Subtotal	\$6,101,537	\$5,813,368	\$6,029,412	\$5,813,368
Unrestricted Balance	86,069	0	8,083,814	0
<b>TOTAL ESTIMATED NET BEGINNING BALANCE</b>	<b>\$15,977,878</b>	<b>\$12,835,891</b>	<b>\$20,625,632</b>	<b>\$12,274,188</b>
<b>INCOME ASSUMPTIONS</b>				
<b>ESTIMATED CURRENT INCOME</b>				
General Revenue and Fees	102,602,469	108,484,927	102,602,469	109,606,028
Restoration/Growth	2,120,617	-7,468,171	2,120,617	-5,004,429
Lottery	2,400,000	2,400,000	2,400,000	2,590,000
State Part-Time Faculty Support	628,736	628,736	628,736	627,423
Apprenticeship Programs	99,800	52,353	99,800	62,150
Non-Resident Tuition	1,688,341	1,719,889	1,688,341	1,959,253
Interest Income	1,000,000	1,000,000	1,000,000	1,000,000
Miscellaneous Income	1,720,500	1,640,500	1,720,500	1,190,500
<b>TOTAL ESTIMATED CURRENT INCOME</b>	<b>112,260,464</b>	<b>108,458,234</b>	<b>112,260,464</b>	<b>112,030,925</b>
<b>TOTAL INCOME + NET BEGINNING BALANCE (Unrestricted General Fund)</b>	<b>\$128,238,342</b>	<b>\$121,294,125</b>	<b>\$132,886,096</b>	<b>\$124,305,113</b>

San Mateo County Community College District

Exhibit A-2

**2012-13 TENTATIVE BUDGET - UNRESTRICTED GENERAL FUND  
ESTIMATED EXPENDITURES**

	<b>Final Budget 2010-11</b>	<b>Tentative Budget 2011-12</b>	<b>Final Budget 2010-11</b>	<b>Tentative Budget 2011-12</b>
<b>EXPENDITURE PLAN</b>				
<b>ESTIMATED 2009-10 CARRYOVER</b>				
<b>COMMITMENTS</b> (From Previous Page)	\$3,624,541	\$2,048,970	\$2,950,549	\$2,781,409
Contingency Increment (Included below)	0	(59,960)	0	(54,909)
<b>ESTIMATED SAVINGS FOR</b>				
<b>REBUDGETING</b> (From Previous Page)	6,165,731	4,973,553	3,561,857	3,679,411
<b>COMMITMENTS AND REBUDGETED SAVINGS</b>	<b>\$9,790,272</b>	<b>\$6,962,563</b>	<b>\$6,512,406</b>	<b>\$6,405,911</b>
<b>ESTIMATED CURRENT EXPENDITURES:</b>				
Site Allocations				
College/District Base Allocations	69,081,614	90,922,719	91,744,384	91,535,202
Formula Adjustments/Contracts	877,161	877,161	877,161	877,161
Apprenticeship Programs	99,800	52,353	62,150	62,150
Salary commitments	3,174,396	4,067,455	2,664,571	3,524,874
<b>Districtwide Obligations</b>				
Other Employee/Retiree Benefits	28,751,155	10,016,926	7,788,000	10,355,205
Utilities	5,070,145	5,161,408	4,050,648	4,179,054
Insurance	1,079,000	1,098,422	1,098,422	1,133,242
Soft/Hardware Maintenance Contracts	1,046,702	1,141,333	1,134,319	1,228,043
<b>Special Appropriations</b>				
FTES Growth	0	0	0	0
Managed Hiring	1,358,000	1,093,500	1,358,000	1,358,000
Resource Allocation Model	0	0	0	0
Miscellaneous	1,118,000	1,118,000	3,397,919	1,263,000
Consultants/Legal Expense	200,000	403,600	200,000	212,680
Election	0	0	200,000	200,000
Program Improvement	0	0	0	0
Classified Staff Development	50,000	50,000	50,000	50,000
Management Staff Development	19,492	19,492	19,492	10,543
Professional Development	265,000	245,000	245,000	236,200
Technology Advancement	0	0	0	0
Museum of Tolerance	0	0	0	0
<b>ESTIMATED CURRENT EXPENDITURES</b>	<b>\$112,240,465</b>	<b>\$116,267,369</b>	<b>\$114,940,066</b>	<b>\$116,225,354</b>
<b>TOTAL ESTIMATED EXPENDITURES</b> including carryover	<b>\$122,030,737</b>	<b>\$123,229,932</b>	<b>\$121,452,472</b>	<b>\$122,631,265</b>
Reserve for Contingency	\$6,101,537	\$6,161,497	\$6,101,537	\$6,156,446
Revolving Fund, Stores, & General Reserve	0	0	0	0
Unallocated Ending Balance	86,069	0	8,083,814	7,125,500
Estimated Marginal Revenue/Deficit	2	-7,809,135	-8,025,539	-4,194,429
<b>TOTAL EXPENDITURES + RESERVES</b> <b>(Unrestricted General Fund)</b>	<b>\$128,218,345</b>	<b>\$121,582,294</b>	<b>\$127,612,284</b>	<b>\$131,718,782</b>



San Mateo County Community College District

Exhibit B

**2012-13 TENTATIVE BUDGET - SELF-INSURANCE FUND**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$ 7,504,144	\$ 8,629,439	\$ 8,629,439	\$ 9,221,976
ESTIMATED INCOME				
Self Insurance Transfer	1,647,583	1,650,000	1,503,744	1,510,000
TOTAL ESTIMATED INCOME	<u>\$ 1,647,583</u>	<u>\$ 1,650,000</u>	<u>\$ 1,503,744</u>	<u>\$ 1,510,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 9,151,727</u>	<u>\$ 10,279,439</u>	<u>\$ 10,133,183</u>	<u>\$ 10,731,976</u>
ESTIMATED EXPENDITURES				
Salaries	\$ 61,369	\$ 26,842	\$ 160,071	\$ 165,000
Benefits	29,780	10,871	67,296	69,400
Supplies	-	10,000	-	10,000
Operating Expenses	431,139	500,000	683,840	700,000
TOTAL ESTIMATED EXPENDITURES	<u>\$ 522,288</u>	<u>\$ 547,714</u>	<u>\$ 911,207</u>	<u>\$ 944,400</u>
TOTAL ENDING BALANCE	<u>\$ 8,629,439</u>	<u>\$ 9,731,725</u>	<u>\$ 9,221,976</u>	<u>\$ 9,787,576</u>
TOTAL EXPENDITURES AND ENDING BALANCE	<u>\$ 9,151,727</u>	<u>\$ 10,279,439</u>	<u>\$ 10,133,183</u>	<u>\$ 10,731,976</u>

San Mateo County Community College District

Exhibit C

**2012-13 TENTATIVE BUDGET - DEBT SERVICE**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$ 20,213,255	\$ 22,040,502	\$ 22,040,502	\$ 20,509,859
ESTIMATED INCOME				
Interest	\$ 142,748	\$ 164,600	\$ 103,473	\$ 145,000
Property Taxes	27,866,774	27,443,200	25,900,000	27,400,000
Transfer In	-	-	-	-
Others	181,714	117,300	120,000	130,000
TOTAL ESTIMATED INCOME	<u>28,191,237</u>	<u>27,725,100</u>	<u>26,123,473</u>	<u>27,675,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 48,404,492</u>	<u>\$ 49,765,602</u>	<u>\$ 48,163,975</u>	<u>\$ 48,184,859</u>
ESTIMATED EXPENDITURES				
Debt Reduction - Principal	\$ 11,200,000	\$ 12,985,000	\$ 12,985,000	\$ 14,910,000
Debt Reduction - Interest	15,163,991	14,669,116	14,669,116	14,120,413
Others	-	-	-	-
TOTAL ESTIMATED EXPENDITURES	<u>\$ 26,363,991</u>	<u>\$ 27,654,116</u>	<u>\$ 27,654,116</u>	<u>\$ 29,030,413</u>
TOTAL ENDING BALANCE	<u>\$ 22,040,502</u>	<u>\$ 22,111,486</u>	<u>\$ 20,509,859</u>	<u>\$ 19,154,446</u>
TOTAL EXPENDITURES AND ENDING BALANC	<u>\$ 48,404,492</u>	<u>\$ 49,765,602</u>	<u>\$ 48,163,975</u>	<u>\$ 48,184,859</u>

San Mateo County Community College District

Exhibit D

**2012-13 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 - Upward Bound	Federal		75,000			75,000
30005	Work Study	Federal	106,385	83,799	262,102		452,286
30007	CTEA IC	Federal	193,918	143,628	234,076		571,622
30028	TRIO - Student Support Services	Federal		238,496			238,496
30057	Workability III	Federal			149,214		149,214
30086	NSF S-STEM (M-SETS) Scholarships	Federal		150,000			150,000
30093	NSF Online Engineering Education	Federal		50,000			50,000
30094	NASA CIPAIR	Federal		150,000			150,000
30098	SMC CBJTG HERO	Federal		20,000	250,000		270,000
30099	FCCC-MESA-CA Connects-ARRA	Federal		6,500	3,000		9,500
30101	TRIO - Student Support Services	Federal			512,198		512,198
30102	HSI STEM 10/01/11-09/30/16	Federal		1,185,694			1,185,694
30104	NSF-PAESMEM-01/26/12-01/26/14	Federal		20,000			20,000
30105	CTE Transitions	Federal	49,389	49,389	49,389		148,167
30107	The San Francisco Foundation - Allied Health	Federal			210,000		210,000
30108	STEP-Brazil 9/30/11-9/29/12	Federal			70,000		70,000
30109	Santa Ana WIB-USDOL H-1B	Federal		65,000			65,000
30110	TRIO - Upward Bound	Federal		218,750			218,750
31002	DSP&S	State	429,098	214,512	346,019		989,629
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 - Student Success and Support	State	274,887	188,344	227,745		690,976
31012	Foster Care Education	State		81,673			81,673
31016	AB602-Board Fin Asst Prog Adm Allow	State	279,180	217,735	278,433		775,348
31031	CalWORKs	State	113,520	118,487	112,266		344,273
31032	Middle College High School	State	100,000	100,000			200,000
31033	TANF	Federal	24,054	24,842	24,494		73,390
31035	Center for Int'l Trade Development	State			205,000		205,000
31045	Staff Diversity	State				8,540	8,540
31055	MESA/CCCP	State		50,500	50,500		101,000
31069	Prop 20 Lottery - Instructional Materials	State				400,000	400,000
31078	Enrollment Growth AD Nursing	State	112,487				112,487
31113	Basic Skills 10-11 Appropriation	State	80,000	50,000			130,000
31118	CTE Com Collaboration Proj. 2011-2013	State			80,000		80,000
31120	Basic Skills 2011-12 Allocation	State	90,000	100,000			190,000
31121	CCCCO-CTE-Career Advancement Academy	State		300,381	159,619		460,000
31122	CTE Pathways Initiative	State			300,000		300,000
31123	Youth Entrepreneurship Program	State			110,000		110,000
3112X	Basic Skills 2012-13 Allocation	State	90,000	100,000	100,000		290,000
32003	Public Bdcst-CSG-TV	Local	350,000				350,000
32004	Public Bdcst-CSG-FM	Local	170,000				170,000
32005	Public Bdcst-CSG-Interconnect	Local	7,000				7,000
32017	Menlo Park Redevelopment	Local		229,000			229,000
32033	San Francisco Foundation	Local			40,000		40,000
32055	Peninsula Health Care	Local	50,000				50,000
32056	San Francisco Foundation	Local			20,000		20,000
32063	SMCOE - First 5 Early Childhood - EQUiP	Local		234,059			234,059
32079	The Grove Foundation-SKY CTE Schol	Local			100,000		100,000
32080	The Grove Foundation-CAN CBET	Local		15,000			15,000
32086	UWBA-SparkPoint	Local			27,000		27,000
32088	SVCF-CBET Program 12/31/11-11/30/12	Local			70,000		70,000
32089	W.S. Johnson Fdtn 1/1/12 - 12/31/12	Local			70,000		70,000
32090	AACC CLASP Benefits Access Grant	Local			325,000		325,000
32092	United Way of the Bay Area-Joy Family Fdtn.	Local			8,000		8,000
35022	KCSM TV	Local	600,000				600,000
35023	KCSM FM	Local	1,600,000				1,600,000
35045	Financial Aid Admin Cost Allow	Local	4,000	10,000	40,000		54,000
35046	Peninsula Library Systems	Local				60,000	60,000
36015	SMCWIB WIA Veterans Employment VEAP	Local		180,000			180,000
39001	Parking Fees	Local				3,000,000	3,000,000
39030	Health Service Fees	Local	400,000	250,000	400,000		1,050,000
Total 2012-2013 Tentative Budget			<u>\$5,545,909</u>	<u>\$5,285,224</u>	<u>\$5,216,474</u>	<u>\$3,468,540</u>	<u>\$19,516,147</u>

## San Mateo County Community College District

## Exhibit E

**2012-13 TENTATIVE BUDGET - CAPITAL PROJECTS FUND**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$ 218,549,642	\$ 144,616,359	\$ 144,616,359	\$ 129,714,041
<b>ESTIMATED INCOME</b>				
Bond Construction	\$ 910,421	\$ 700,000	\$ 549,000	\$ 400,000
Capital Outlay Projects - State Funded	0	0	0	0
Capital Outlay - Planning	725,000	0	0	0
C.O.P. Capital Projects	51,435	0	0	0
College Capital Outlay Planning	6,063,175	768,686	790,575	17,592
College Housing Maintenance Reserves	4,536,056	1,116,000	1,135,550	1,110,500
Facilities Capital Improvement	1,313,168	215,115	215,578	0
Foundation Funded Projects	3,307	1,165	1,165	0
Hazardous Substances Projects -State Funded	4,888,870	4,304,915	4,285,113	-
Interest	396,950	220,000	200,000	200,000
Pacific Heights Project - Skyline	0	0	0	0
Property Management Study	0	0	0	0
Redevelopment	2,561,412	2,025,000	1,979,945	2,266,000
Scheduled Maintenance - State Funded	20,507	0	0	0
Scheduled Maintenance - District Funded	21,600	0	0	0
Non-resident capital outlay recovery fee	50,990	82,580	82,654	82,000
<b>TOTAL ESTIMATED INCOME</b>	<b>\$ 21,542,890</b>	<b>\$ 9,433,461</b>	<b>\$ 9,239,580</b>	<b>\$ 4,076,092</b>
<b>TOTAL INCOME &amp; NET BEGINNING BALANCE</b>	<b>\$ 240,092,532</b>	<b>\$ 154,049,820</b>	<b>\$ 153,855,939</b>	<b>\$ 133,790,133</b>
<b>ESTIMATED EXPENDITURES</b>				
Bond Construction	\$ 87,453,572	\$ 58,869,076	\$ 19,556,659	\$ 13,800,000
Canada Staff Housing Planning	2,008,972	265,344	0	265,344
Capital Outlay - Planning	18,344	24,548,829	8,325	1,000,000
Capital Outlay Projects - State Funded	0	0	0	0
C.O.P. Capital Projects	75,225	1,063,745	27,253	1,036,492
College Capital Outlay Planning	406,506	7,258,532	851,207	500,000
College Housing Maintenance Reserves	0	4,319,500	0	100,000
Facilities Capital Improvement	240,027	6,976,619	179,777	1,000,000
Foundation Funded Projects	3,307	1,165	1,165	0
Hazardous Substances Projects -State Funded	4,888,515	4,286,950	4,286,950	0
Pacific Heights Project - Skyline	285,000	26,491,846	36,227	1,455,619
Property Management Study	1,000	315,326	275,549	39,777
Redevelopment	4,115	13,983,882	27,795	956,087
Scheduled Maintenance - State Funded	62,597	0	0	0
Scheduled Maintenance - District Funded	29,340	678,748	0	678,748
ChildCare Outgoing Transfer	0	0	0	287,431
Non-resident capital outlay recovery fee	(346)	572,991	0	540,511
<b>TOTAL ESTIMATED EXPENDITURES</b>	<b>\$ 95,476,174</b>	<b>\$ 149,632,554</b>	<b>\$ 25,250,908</b>	<b>\$ 21,660,009</b>
<b>TOTAL ENDING BALANCE</b>	<b>\$ 144,616,358</b>	<b>\$ 4,417,267</b>	<b>\$ 128,605,031</b>	<b>\$ 112,130,124</b>
<b>TOTAL EXPENDITURES &amp; ENDING BALANCE</b>	<b>\$ 240,092,532</b>	<b>\$ 154,049,820</b>	<b>\$ 153,855,939</b>	<b>\$ 133,790,133</b>

San Mateo County Community College District

Exhibit F

**2012-13 TENTATIVE BUDGET - BOOKSTORE FUND**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$ 6,102,265	\$ 6,298,105	\$ 6,298,105	\$ 6,808,090
ESTIMATED INCOME				
Sales	\$ 7,112,128	\$ 7,400,000	\$ 8,220,929	\$ 8,125,000
Other	456,670	250,000	593,805	650,000
TOTAL ESTIMATED INCOME	<u>\$ 7,568,797</u>	<u>\$ 7,650,000</u>	<u>\$ 8,814,734</u>	<u>\$ 8,775,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 13,671,062</u>	<u>\$ 13,948,105</u>	<u>\$ 15,112,839</u>	<u>\$ 15,583,090</u>
ESTIMATED EXPENDITURES				
Cost of Merchandise Sold	\$ 4,668,077	\$ 4,700,000	\$ 5,212,229	\$ 5,400,000
(Classified) Salaries	1,344,705	1,405,000	\$ 1,628,335	1,650,000
Employee Benefits	421,858	410,000	\$ 415,555	400,000
Supplies	43,417	45,000	\$ 35,093	30,000
Other Operating Expense	621,980	650,000	\$ 774,076	750,000
TOTAL ESTIMATED EXPENDITURES	<u>\$ 7,100,037</u>	<u>\$ 7,210,000</u>	<u>\$ 8,065,287</u>	<u>\$ 8,230,000</u>
DISTRICT SUPPORT PAID/(RECEIVED)				
Salaries & Benefits	\$ 121,953	\$ 130,000	\$102,566	\$ 110,000
Rent	67,700	67,700	\$67,770	67,700
Donations	83,267	15,000	\$69,126	50,000
TOTAL DISTRICT SUPPORT	<u>\$ 272,920</u>	<u>\$ 212,700</u>	<u>\$ 239,462</u>	<u>\$ 227,700</u>
TOTAL ENDING BALANCE	<u>\$ 6,298,105</u>	<u>\$ 6,525,405</u>	<u>\$ 6,808,090</u>	<u>\$ 7,125,390</u>
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$ 13,671,062</u>	<u>\$ 13,948,105</u>	<u>\$ 15,112,839</u>	<u>\$ 15,583,090</u>

San Mateo County Community College District

Exhibit G

**2012-13 TENTATIVE BUDGET - CAFETERIA FUND**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$ 415,501	\$ 334,603	\$ 334,603	\$ 363,530
Adjustment to the Beginning Balance				
ESTIMATED INCOME				
Food Service Income	\$ 116,149	\$ 150,000	\$ 119,984	\$ 135,000
Special Contract Revenue	20,000	20,000	20,000	\$ 20,000
Vending Income	54,627	65,000	54,755	\$ 50,000
Event Facilities Rental Income	5,004	-	26,427	\$ 35,000
Other (interest/other)	2,922	2,000	3,458	\$ 1,500
TOTAL INCOME	<u>\$ 198,702</u>	<u>\$ 237,000</u>	<u>\$ 224,624</u>	<u>\$ 241,500</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 614,203</u>	<u>\$ 571,603</u>	<u>\$ 559,227</u>	<u>\$ 605,030</u>
ESTIMATED EXPENDITURES				
District/College Support	\$ 65,913	\$ 77,000	\$ 58,576	\$ 50,000
Operational Expenses	213,687	\$ 92,300	137,120	120,000
TOTAL EXPENDITURES	<u>\$ 279,600</u>	<u>\$ 169,300</u>	<u>\$ 195,696</u>	<u>\$ 170,000</u>
TOTAL ENDING BALANCE	<u>\$ 334,603</u>	<u>\$ 402,303</u>	<u>\$ 363,530</u>	<u>\$ 435,030</u>
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$ 614,203</u>	<u>\$ 571,603</u>	<u>\$ 559,227</u>	<u>\$ 605,030</u>

San Mateo County Community College District

Exhibit H

**2012-13 TENTATIVE BUDGET - SAN MATEO ATHLETIC CLUB & AQUATIC CENTER**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$ (321,505)	\$ (215,983)	\$ (215,983)	\$ 263,228
ESTIMATED INCOME				
Registration and Memberships	\$ 2,003,731	\$ 2,300,000	\$ 2,635,100	\$ 2,400,000
TOTAL ESTIMATED INCOME	<u>\$ 2,003,731</u>	<u>\$ 2,300,000</u>	<u>\$ 2,635,100</u>	<u>\$ 2,400,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 1,682,226</u>	<u>\$ 2,084,017</u>	<u>\$ 2,419,117</u>	<u>\$ 2,663,228</u>
ESTIMATED EXPENDITURES				
Preopening Expenses	\$ -	\$ -	\$ -	\$ -
Operating Expenses	<u>1,833,347</u>	<u>2,087,587</u>	<u>\$ 2,077,972</u>	<u>2,030,000</u>
TOTAL ESTIMATED EXPENDITURES	<u>\$ 1,833,347</u>	<u>\$ 2,087,587</u>	<u>\$ 2,077,972</u>	<u>\$ 2,030,000</u>
DISTRICT SUPPORT				
Exp - Admin. Salaries, Utilities, Pool Exp.	<u>64,862</u>	<u>-</u>	<u>77,917</u>	<u>80,000</u>
TOTAL DISTRICT SUPPORT	<u>\$ 64,862</u>	<u>\$ -</u>	<u>\$ 77,917</u>	<u>\$ 80,000</u>
TOTAL ENDING BALANCE	<u>\$ (215,983)</u>	<u>\$ (3,570)</u>	<u>\$ 263,228</u>	<u>\$ 553,228</u>
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$ 1,682,226</u>	<u>\$ 2,084,017</u>	<u>\$ 2,419,117</u>	<u>\$ 2,663,228</u>

San Mateo County Community College District

Exhibit I

**2012-13 TENTATIVE BUDGET - CHILD DEVELOPMENT FUND**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$188,718	\$188,777	\$188,777	\$152,177
ESTIMATED INCOME				
Fees	\$244,982	\$278,851	\$364,204	\$391,000
Calif. Dept. of Educ. - Child Development	326,134	460,000	321,000	382,400
Calif. Dept. of Educ. - Child Nutrition	1,997	2,800	2,655	2,700
Federal Revenue - Child Nutrition	34,328	47,800	44,367	48,000
Calif. Dept. of Educ. - Facilities Renovation	1,680	0	0	0
Sequoia Healthcare District Grant	0	0	10,000	9,500
Western Growers Foundation Grant	0	0	1,000	0
Incoming Transfers/Other	405,787	232,145	317,807	287,431
TOTAL INCOME	\$1,014,908	\$1,021,596	\$1,061,033	\$1,121,031
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$1,203,626</u>	<u>\$1,210,373</u>	<u>\$1,249,810</u>	<u>\$1,273,208</u>
ESTIMATED EXPENDITURES				
Salaries	\$628,785	\$697,565	\$704,313	\$749,829
Employee Benefits	313,840	232,145	274,404	293,002
Supplies	15,004	7,550	12,000	10,600
Food	45,535	74,000	64,536	65,000
Other Operating Expense	10,004	6,872	5,700	2,600
Facilities Renovation	1,680	0	0	0
Outgoing Transfers	0	0	36,680	0
TOTAL ESTIMATED EXPENDITURES	\$1,014,849	\$1,018,132	\$1,097,633	\$1,121,031
ESTIMATED ENDING BALANCE	\$188,777	\$192,241	\$152,177	\$152,177
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$1,203,626</u>	<u>\$1,210,373</u>	<u>\$1,249,810</u>	<u>\$1,273,208</u>



San Mateo County Community College District

Exhibit J

**2012-13 TENTATIVE BUDGET - SM Parcel Tax (Measure G)**

	Actual 2010-11	Final Budget 2011-12	Adjusted Budget 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$ -	\$ 2,669,498	\$ 2,669,498	\$ 1,014,439
ESTIMATED INCOME				
Property Taxes	\$ 7,055,081	\$ 6,000,000	\$ 7,139,440	\$ 7,050,000
TOTAL ESTIMATED INCOME	<u>\$ 7,055,081</u>	<u>\$ 6,000,000</u>	<u>\$ 7,139,440</u>	<u>\$ 7,050,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$ 7,055,081</u>	<u>\$ 8,669,498</u>	<u>\$ 9,808,938</u>	<u>\$ 8,064,439</u>
ESTIMATED EXPENDITURES				
Salaries	\$ 3,852,741	\$ 6,959,691	\$ 7,270,275	\$ 5,672,748
Benefits	426,516	1,111,030	902,424	997,553
Supplies	46,885	216,382	216,422	221,382
Operating Expenses	59,441	1,432,395	405,378	158,316
TOTAL ESTIMATED EXPENDITURES	<u>\$ 4,385,583</u>	<u>\$ 9,719,498</u>	<u>\$ 8,794,499</u>	<u>\$ 7,050,000</u>
TOTAL ENDING BALANCE	<u>\$ 2,669,498</u>	<u>\$ (1,050,000)</u>	<u>\$ 1,014,439</u>	<u>\$ 1,014,439</u>
TOTAL EXPENDITURES AND ENDING BALANCE	<u>\$ 7,055,081</u>	<u>\$ 8,669,498</u>	<u>\$ 9,808,938</u>	<u>\$ 8,064,439</u>

San Mateo County Community College District

Exhibit K

**2012-13 TENTATIVE BUDGET - TRUST FUNDS**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$250,430	\$284,279	\$284,279	\$284,279
ESTIMATED INCOME				
Federal PELL, SEOG, ACG, Direct Loans	\$19,708,049	\$19,893,446	\$21,694,590	\$22,000,000
Cal Grants	519,600	515,000	650,000	650,000
Scholarships SMCCCF	379,361	400,000	400,000	400,000
Transfers-In	371,991	0	319,123	325,000
Other	19,182	0	0	0
TOTAL ESTIMATED INCOME	<u>\$20,998,182</u>	<u>\$20,808,446</u>	<u>\$23,063,713</u>	<u>\$23,375,000</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u>\$21,248,612</u>	<u>\$21,092,725</u>	<u>\$23,347,992</u>	<u>\$23,659,279</u>
ESTIMATED EXPENDITURES				
Federal PELL, SEOG, ACG, Direct Loans	\$19,770,498	\$19,893,446	\$21,694,590	\$22,000,000
Cal Grants	519,600	515,000	650,000	650,000
Scholarships SMCCCF	379,361	400,000	400,000	400,000
Scholarships Grove Foundation	73,700	0	75,000	75,000
Other (EOP&S, CARE, TRIO, NSF)	221,175	0	244,123	250,000
TOTAL EXPENDITURES	<u>\$20,964,333</u>	<u>\$20,808,446</u>	<u>\$23,063,713</u>	<u>\$23,375,000</u>
TOTAL ENDING BALANCE	\$284,279	\$284,279	\$284,279	\$284,279
TOTAL EXPENDITURES & ENDING BALANCE	<u>\$21,248,612</u>	<u>\$21,092,725</u>	<u>\$23,347,992</u>	<u>\$23,659,279</u>

San Mateo County Community College District

Exhibit L

**2012-13 TENTATIVE BUDGET - RESERVE FUND FOR POST-RETIREMENT BENEFITS**

	Actual 2010-11	Final Budget 2011-12	Estimated Actual 2011-12	Tentative Budget 2012-13
ESTIMATED NET BEGINNING BALANCE	\$ 33,749,526	\$ 26,537,646	\$ 26,537,646	\$ 17,934,300
ESTIMATED INCOME				
Interest	\$ 389,319	\$ 195,000	\$ 114,500	\$ 110,000
OPEB Contribution	2,406,374	2,380,000	1,274,154	1,368,000
Home Loan Income	41,034	12,500	13,000	13,409
TOTAL INCOME	<u>\$ 2,836,727</u>	<u>\$ 2,587,500</u>	<u>\$ 1,401,654</u>	<u>\$ 1,491,409</u>
TOTAL INCOME & NET BEGINNING BALANCE	<u><u>\$ 36,586,253</u></u>	<u><u>\$ 29,125,146</u></u>	<u><u>\$ 27,939,300</u></u>	<u><u>\$ 19,425,709</u></u>
ESTIMATED EXPENDITURES				
Retirement Trust Transfer out	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000
Other Outgo	0	0	0	0
Operating Expenses	48,607	30,000	5,000	5,000
ESTIMATED EXPENDITURES	<u>\$ 10,048,607</u>	<u>\$ 10,030,000</u>	<u>\$ 10,005,000</u>	<u>\$ 10,005,000</u>
TOTAL ENDING BALANCE	<u>\$ 26,537,646</u>	<u>\$ 19,095,146</u>	<u>\$ 17,934,300</u>	<u>\$ 9,420,709</u>
TOTAL EXPENDITURES & ENDING BALANCE	<u><u>\$ 36,586,253</u></u>	<u><u>\$ 29,125,146</u></u>	<u><u>\$ 27,939,300</u></u>	<u><u>\$ 19,425,709</u></u>



**San Mateo County Community College District**

**Board of Trustees Meeting**  
**Post Sale Summary**  
**General Obligation Bond Refinancing**

June 27, 2012

San Mateo County Community  
College District

- The District's refunding of Election of 2001 and Election of 2005 General Obligation bonds was extremely successful, with the District achieving significant savings and very strong credit ratings

## 2012 Refunding Summary

- The District's financing process began in February 2012, culminating in the sale of GO refunding bonds on April 26<sup>th</sup> and a closing on June 5<sup>th</sup>
- The District's credit ratings for its GO bonds were affirmed at Aaa by Moody's Investors Service; and upgraded from AA to AA+ by Standard & Poor's, representing the highest ratings for any community college district in California
- The GO bonds received strong investor demand, with initial orders of over \$171 million for the \$107.6 million of bonds offered
- By refinancing \$113.1 million of GO Bonds, the District captured debt service savings that averages over \$1 million every year through 2026
  - Aggregate cash flow savings of \$16.4 million
  - Equivalent to \$0.76 per \$100,000 of FY2012 Assessed Valuation
- The District's combined tax rate for Measures C and E is now projected to average \$19.99 per \$100,000 of assessed value

- Both Moody's and S&P agree that the District's credit strengths justify its long-term GO ratings of Aaa/AA+

## Rating Agency Highlights

### Moody's Investors Service

- Moody's highlights the District's following credit strengths:
  - Continuing growth in the District's large-sized tax base
  - Sound financial operations and strong reserves
  - Low debt burdens
  - High resident income levels
- The rating agency also distinguishes the District's recent attainment of basic aid funding status, which will likely offset funding challenges associated with reliance on state aid

### Standard and Poor's Ratings Services

- S&P raised its long-term rating to "AA+" on the District's general obligation bonds, based on the District's newly acquired basic-aid status and its historical maintenance of very strong reserve levels
- S&P recognizes the District's credit strengths below:
  - Good management practices and financial policies
  - Sizable economic base that is central to the very large and diverse San Francisco Bay region, coupled with very-strong-to-extremely-strong income and wealth indicators
  - Continued demand for educational services
  - Strong reserves

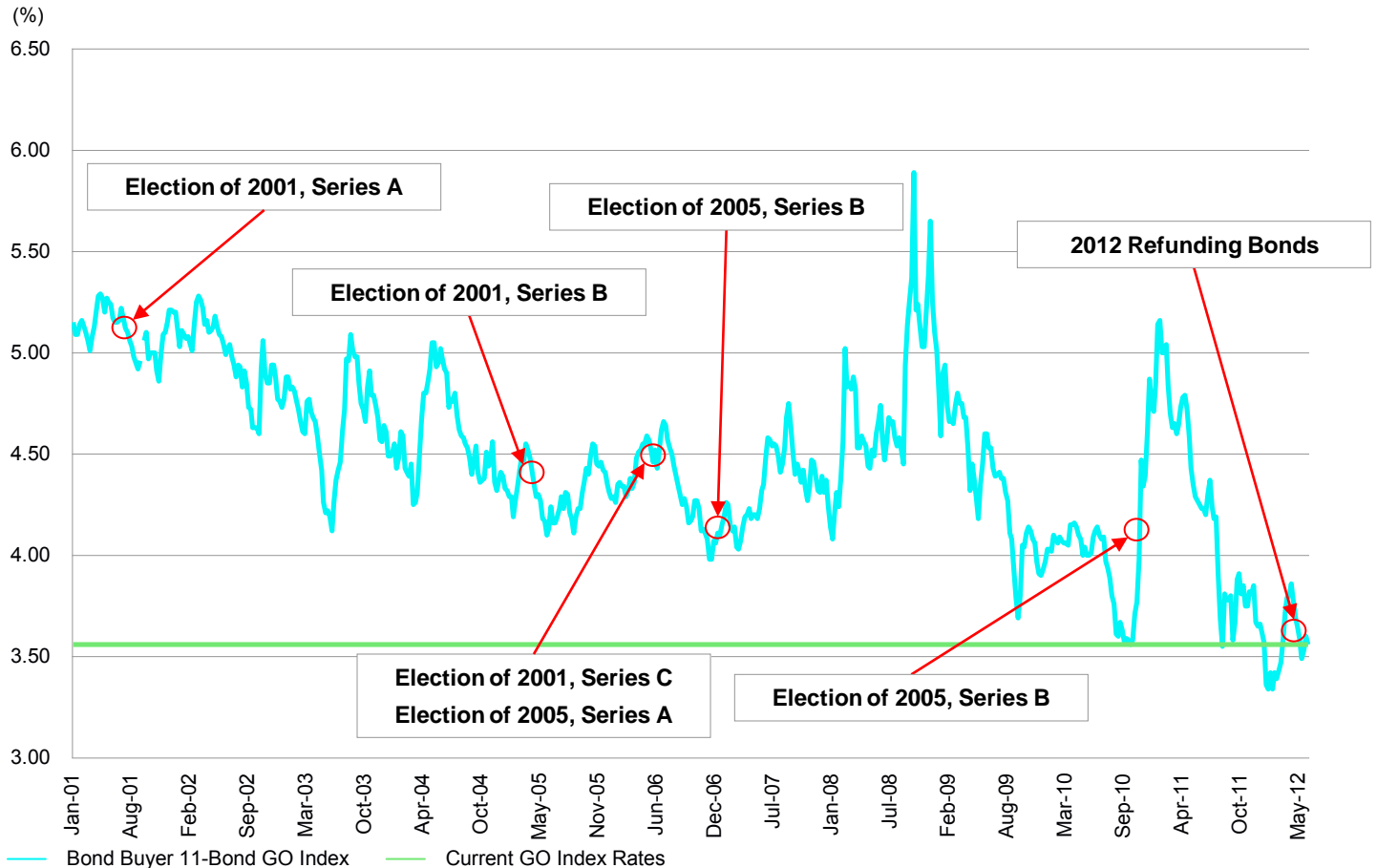
**San Mateo County Community College District**

- Tax-exempt interest rates remained near all time lows through pricing
  - On the April 26<sup>th</sup> date, rates were lower by 160 basis points since the highs in January 2011

# Interest Rate Market Conditions

## Bond Buyer 11-Bond GO Index, with San Mateo CCD GO Sales

January 2001 to Present



Bond Buyer 11-Bond GO Index is the average yield of eleven 20-year bonds with an average rating of Aa1 from Moody's and AA+ from S&P.

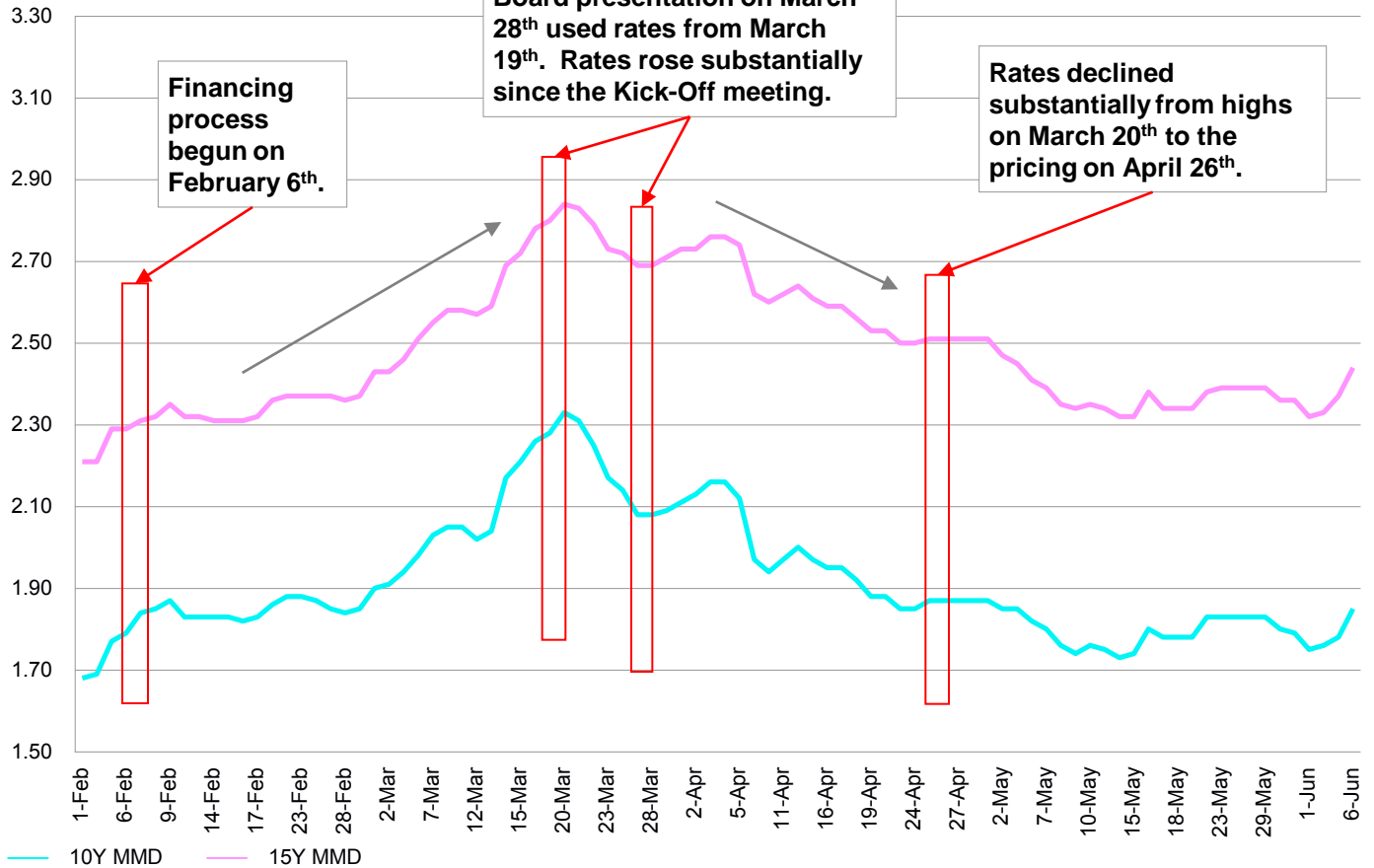
- Tax-exempt rates declined by 46 basis points from the rates shown in the last Board meeting on March 28<sup>th</sup> to pricing on April 26<sup>th</sup>

## Successful Pricing Amid Volatile Interest Rates

### Benchmark Tax-Exempt Rates Remained Volatile throughout Financing Process

February 2012 to Present

Axis Label



Source Thomson Financial



**San Mateo County Community College District**

- Between the March 19<sup>th</sup> meeting and the pricing on April 26<sup>th</sup>, municipal borrowing rates declined sharply, allowing the District to refund additional bonds and increase total cash flow savings by nearly \$5 million

# Summary of Refunding Results

## Summary of Refunding Results

Final Pricing Results

	Results at 3/28 Board Meeting	Final Financing Results
<b><u>Refunded Bonds</u></b>		
Par Amount	\$69,705,000	\$113,120,000
Average Coupon	5.06%	5.03%
Average Life	7.9 Years	7.7 Years
Series and Maturities Refunded	Election of 2001, Series A: 2013 – 2026 Election of 2001, Series B: 2016 – 2020	Election of 2001, Series A: 2013 – 2026 Election of 2001, Series B: 2016 – 2020 Election of 2005, Series B: 2017 – 2023
<b><u>Refunding Bonds</u></b>		
Proceeds	\$73,688,633	\$125,553,013
Interest Cost	2.63%	1.91%
PV Savings	\$9,129,808	\$14,713,823
PV Sav. as % of Ref. Par	13.10%	13.01%
Total Cash Flow Savings	\$10,690,182	\$16,423,675
Average Annual Savings	\$712,679	\$1,094,912
Reduction in Tax Rate	\$0.50 / \$100,000 of AV	\$0.76 / \$100,000 of AV

Additional bonds were included in the refunding based on favorable market conditions at the time of the sale

Savings are driven by refinancing outstanding debt with an average rate of 5.03% with new debt with a 1.91% interest rate

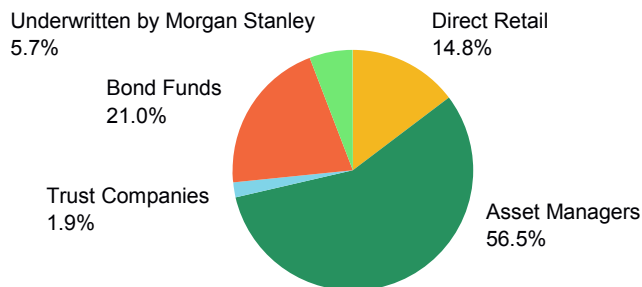
Savings are passed on to tax-payers in the form of lower tax rates.

# Summary of Investor Distribution

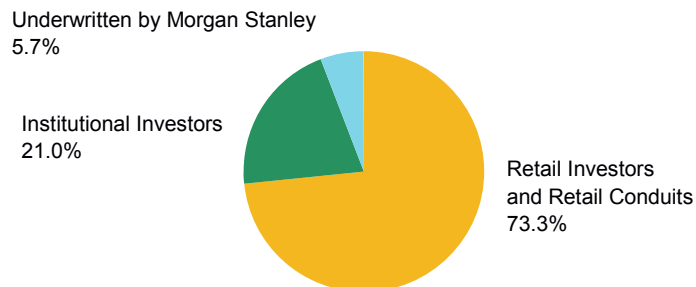
## Investor Distribution by Par Amount Allotted

Final Pricing Results

### Final Allotments by Investor Category



### Retail versus Institutional Participation



Investor	Investor Type	Allotted Amount (\$)
<b>Retail Investors and Retail Conduits</b>		
Morgan Stanley Smith Barney	Direct Retail	15,940,000
Nuveen Asset Management	Asset Manager	37,210,000
Goldman Private Client Services	Asset Manager	8,755,000
J.P. Morgan Investment Mgt	Asset Manager	4,950,000
UBS Asset Management	Asset Manager	4,850,000
Columbia Asset Management	Asset Manager	4,550,000
Northern Trust Company	Trust Company	1,900,000
Standish, Ayer & Wood Inc.	Asset Manager	250,000
Neuberger & Berman LLC	Asset Manager	240,000
Wilmington Trust Corporation	Trust Company	185,000
<b>Sub-Total</b>		<b>\$78,830,000</b>
<b>Institutional Investors</b>		
Blackrock/MLAM	Bond Fund	13,125,000
Eaton Vance	Bond Fund	4,735,000
Franklin Fund	Bond Fund	4,490,000
Value-Line Fund	Bond Fund	275,000
<b>Sun-Total</b>		<b>\$22,625,000</b>
Stock (Underwritten by Morgan Stanley)	–	\$6,140,000
<b>Total</b>		<b>\$107,595,000</b>

**San Mateo County Community College District**

# Projected Debt Service and Combined Tax Rate

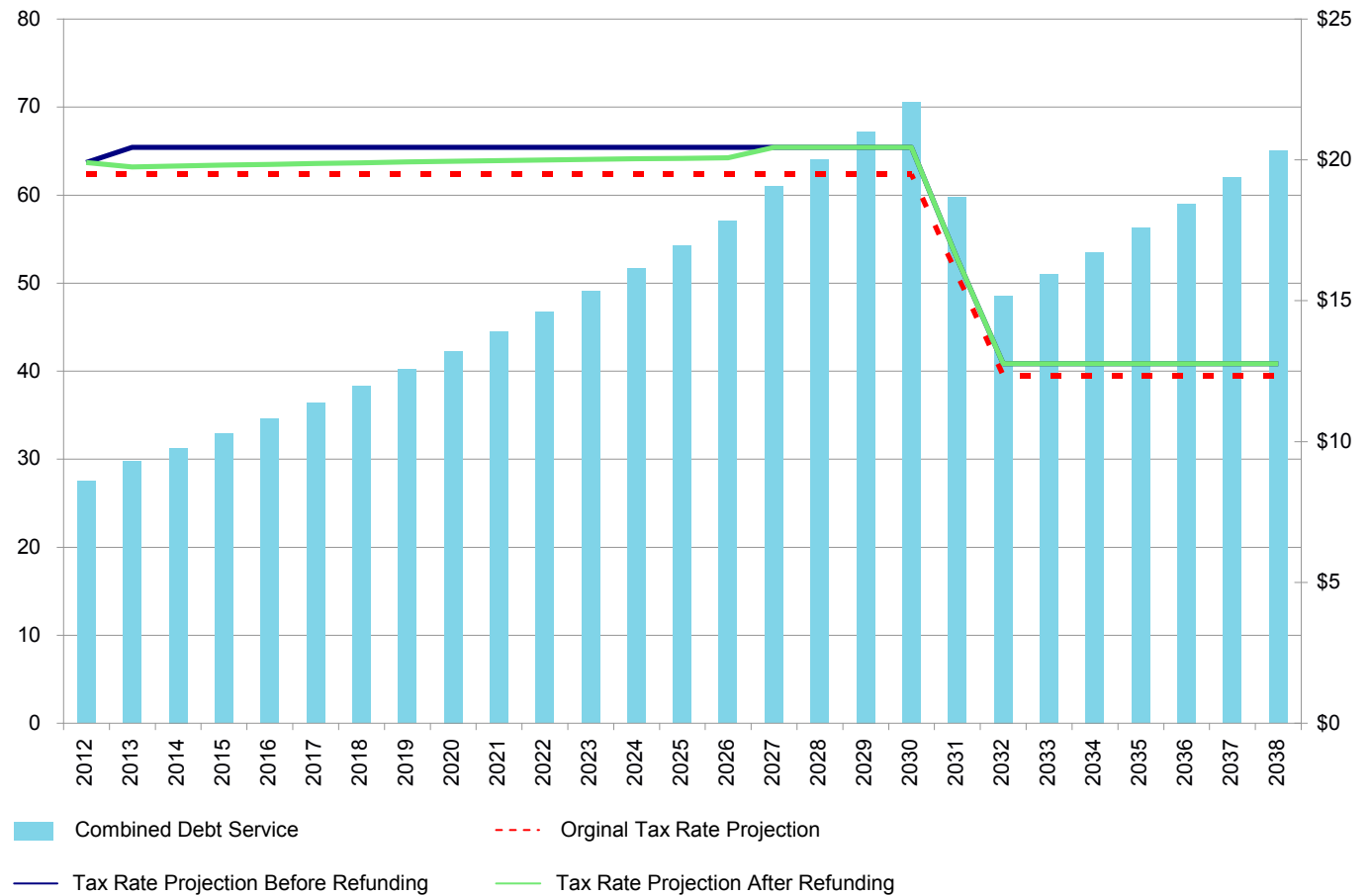
Measures C and E

- The refinancing reduces the projected tax rate through 2026
- Despite AV growth moderation, the current tax rate projection for Measures C and E combined remains very near the original projection of \$19.47 per \$100,000 of AV

## Combined Tax Rate Projection

Based on FY 2012 Assessed Valuation

(\$ MM)



**San Mateo County Community  
College District**

**Appendix A**

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