

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION
June 11, 2014, 6:00 p.m.
District Office Board Room
3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are recorded; recordings are kept for one month.*
- *Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*

6:00 p.m. **ROLL CALL**

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

14-6-1 Approval of the Minutes of the Meeting of May 13, 2014

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

14-6-1A Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

14-6-2A Hearing of the Public on American Federation of State, County and Municipal Employees (AFSCME), Local 829, Council 57 Initial Contract Proposal to the District and Adoption of AFSCME's Initial Proposal

14-6-3A Hearing of the Public on California School Employees Association (CSEA), Chapter 33 Initial Contract Proposal to the District and Adoption of CSEA's Initial Proposal

UNFINISHED BUSINESS

14-6-1B [Approval of Board Core Values and Principles, 2014](#)

14-6-2B [Approval of Board Goals for 2014-15](#)

STUDY SESSION

14-6-1C [Report on Business Needs Assessment Sectors: Accounting; Digital Arts, Graphics and Media; and Districtwide Findings](#)

14-6-2C [Report on Study Abroad Initiative](#)

RECESS TO CLOSED SESSION

1. Closed Session Personnel Items
 - A. Administrative Appointment, Reappointment, Assignment and Reassignment: **College of San Mateo** – Dean of Academic Support & Learning Technologies; **Skyline College** – Dean of Academic Support & Learning Technologies
 - B. Public Employment
 1. Employment: **Cañada College** – Planning & Research Analyst, Science & Technology; English Instructor, Humanities & Social Sciences; Business Instructor, Business, Design & Workforce; **College of San Mateo** – Librarian, Instruction; Spanish Instructor, Language Arts; **Skyline College** – Communication Studies Instructor (2 positions), Language Arts; History Instructor, Creative Arts/Social Science; Career Advancement Academy Health Science Instructor, Science, Math & Technology; Career/Transfer Counselor, Counseling Services; **District Office** – Bookstore Operations Assistant, Auxiliary Services; Public Safety Officer, Public Safety; Network Engineer, Information Technology Services
 2. Re-Employment: **Skyline College** – Counselor, Counseling Services; Counselor/Coordinator, Counseling Services; CTE Career Advancement Academy Coordinator, Instruction; CTE Environmental Technology Coordinator, Instruction
 - C. Public Employee Discipline, Dismissal, Release
2. Conference with Property Negotiator: Price and Terms
Property: Parcel No. 017-080-160
Agency Negotiator: Barbara Christensen

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
May 13, 2014, San Mateo, CA**

The meeting was called to order at 6:03 p.m.

Board Members Present: President Karen Schwarz, Vice President Patricia Miljanich, Trustees Richard Holober, Dave Mandelkern and Tom Mohr, Student Trustee David Zay Latt

Others Present: Chancellor Ron Galatolo, Deputy Chancellor Jim Keller, Skyline College Vice President of Administrative Services Eloisa Briones, College of San Mateo President Michael Claire, Cañada College President Larry Buckley, District Academic Senate President Diana Bennett

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

None

MINUTES

It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the minutes of the regular meeting of April 23, 2014. The motion carried, all members voting "Aye." Trustee Mandelkern reported that, in accordance with the statement on page 5 regarding follow-up to a question regarding MediFit management fees, Vice Chancellor Tom Bauer subsequently let him know that this item is not included in the detail budget.

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS: PRESENTATION OF ABOVE AND BEYOND AWARD TO PAUL ROSCELLI, PROFESSOR OF ECONOMICS, CAÑADA COLLEGE (14-5-1C)

President Schwarz said the Board established the Above and Beyond Award for employees who are extraordinarily helpful to students and other employees and who go above and beyond their regular duties. President Schwarz described Professor Roscelli's extraordinary commitment to students in the classroom, as a mentor outside the classroom, and in his role as Phi Theta Kappa (PTK) advisor at Cañada College. She noted the many national and international awards and honors that Professor Roscelli and Beta Zeta Nu, the Cañada College PTK Chapter, have won. She said that, in addition to his dedication to students, Professor Roscelli has served on numerous College and District committees since 1990. President Schwarz presented a certificate of recognition to Professor Roscelli. She thanked him for helping to accomplish the District's goal of being a "students first" institution.

Professor Roscelli said he was humbled and grateful to receive the award and said it could go to any number of people in the District. He acknowledged past and present faculty advisors for Beta Zeta Nu: Pamela Smith, Jeanne Grosse, Jessica Kaven, Lisa Palmer, Anthony Swanson, and Patty Hall. He also thanked Dean Linda Hayes. He said that through five different College presidents, the support for PTK has been constant. He said the ESL Department, MESA, STEM and EOPS are among the groups on campus that have worked with PTK to help students' projects succeed. Professor Roscelli said membership in the UCLA Honors Transfer Alliance Program (TAP) complements PTK as it provides students in the honors program with research opportunities. Professor Roscelli said the District and Cañada College are blessed with amazing and unselfish students. He said he is amazed at how much they are willing to do for projects for which they are not graded and earn no credit.

Professor Roscelli said that three weeks ago, he went to a ceremony in Sacramento to recognize two students who were being honored, one for being named to the PTK Coca-Cola Community College Academic Team and the other for being named to the All-USA Academic Team. He said Chancellor Galatolo, President Schwarz and Trustee Mohr were present at the event and, in a room of 100 people, no other governing board members were present and only one other chancellor was present. Professor Roscelli said faculty deeply appreciate this type of support.

Trustee Mohr said there is no one he admires more than Professor Roscelli. He said Professor Roscelli is extremely sensitive in showing students how to support one another in their academic lives. He said Professor Roscelli helps students see themselves in a new light – as people who can learn almost anything. Trustee Mohr said it is a privilege to observe Professor Roscelli in the classroom, as he gets students to call upon all previous learning and project it forward into new learning.

Chancellor Galatolo said Professor Roscelli exemplifies academic excellence in the classroom. He said he has heard from many students about the impact Professor Roscelli has had on their lives. Chancellor Galatolo said no one is more deserving and he is appreciative that the Board has taken the time to recognize Professor Roscelli.

President Schwarz said the Board wants to honor deserving employees and would welcome nominations for future Above and Beyond awards.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

Skyline College Vice President Briones said two recent events were sponsored by the President’s Innovation Fund:

1. Brothers and Sisters Conference, which was a collaboration among several learning community programs at the College. The purpose of the conference was to strengthen and expand outreach to local high schools to bridge the gap that currently exists in the educational pipeline for African American students. More than 60 students from five high schools attended.
2. KinderCaminata, at which more than 350 Kindergartners and 140 parents and chaperones visited the campus. President Stanback Stroud welcomed the students as the “Class of 2026.” The event was enjoyable for the students and also provided an opportunity for parents to see programs in which they might be interested.

Vice President Briones said that at the Student Recognition and Awards ceremony, 247 scholarships, totaling almost \$220,000, were awarded. Many donations for the scholarships were secured by the San Mateo County Community Colleges Foundation. After the ceremony, students had the opportunity to personally thank donors at a reception. Student Trustee Latt was the recipient of one of the most prestigious scholarships. Commencement will be held on May 23. On May 29, a ribbon cutting ceremony will be held for the Bay Area Entrepreneur Center.

College of San Mateo President Claire said Mike Mitchell won a statewide California Community Colleges Classified Employee of the Year award. This is the second consecutive year that a College of San Mateo employee has received the award. President Claire will accompany Mr. Mitchell to Sacramento on May 20 for the awards ceremony. The Lady Bulldogs softball team finished the season with a 42-2 record. They were victorious in post-season play and will play for the state championship next week. As part of Asian Pacific Islander Heritage Month, the College hosted an event at which four successful Polynesian professionals shared their stories and encouraged students to stay in school. There was also a screening of the film “When the Man Went South” which was filmed in Tonga. The filmmakers were present at the event to answer questions. President Claire recognized classified employees Fi Tovo and Deborah Laulusa who continue to conduct outreach to the Pacific Islander community.

Cañada College President Buckley said Dr. Andrés Roemer, the Consul General of Mexico in San Francisco, will be the speaker at the commencement ceremony on May 24. Beginning July 1, ESL instructor Dr. Anniqua Rana will serve as the first Dean of Athletics, Library, and Learning Resources. Misha Maggi, who has served in an interim role as Student Life and Leadership Manager, has been selected to the permanent position. The District and Cañada College have entered into a partnership with the ESL Language Center. They will be bringing foreign students to the campus this summer and it is hoped that those students will be recruited to stay in the District. A delegation from the NSG Colleges visited the campus from Japan. They are interested in sending Japanese students to the College and having American students attend colleges in Japan. Cañada College hosted a meeting of the Adult Education, College, and Career Educational Consortium (ACCEL), the purpose of which is to mobilize in response to AB 86. Gregory Anderson, Vice President of Instruction at Cañada College, is co-director of the project for the District. Cañada College also hosted a meeting of the San Mateo County Leadership Institute, at which teachers and principals heard speakers address “21st Century Learning.” The Associated Students of Cañada College and Interclub Council held an awards event which was attended by President Schwarz. Assemblyman Rich Gordon was on campus last week to talk with students in Political Science classes.

Deputy Chancellor Keller said Governor Brown presented his May Revise today. Although some budget areas such as apportionment, growth and COLA do not apply to the District because it is a community-supported district, there are some areas that will impact the District:

- \$50 million in one-time funds for economic and workforce development
- \$20 million (\$6 million increase since January) for technology infrastructure; will likely impact the District more indirectly than directly
- \$148 million (\$27 million decrease since January) for physical plant and instructional equipment; all funds are slated to go toward deferred maintenance; no local match required in 2014-15
- slight decrease since January for Proposition 39 projects
- continuation of shifting of deferral paydowns

Deputy Chancellor Keller said an area of concern for next year and for the future is the amount of funds available – or not available – for retiree benefits. The Governor is proposing adding an additional \$450 million in this year’s state contribution for STRS. He is also talking about increasing the employee contribution over the next three years from 8% to 10.25% and the employer contribution over the next seven years from 8.2% to 19%.

Deputy Chancellor Keller said another area of concern is the Governor’s proposal for an increased use of infrastructure financing districts, which essentially provide a way for cities and counties to pay for their infrastructure that was previously financed through redevelopment agencies. The Governor has suggested decreasing the threshold for passage of bonds for infrastructure financing from two-thirds to 55%. If this happens, there will likely be more city and county bonds on the ballot which will compete with local school district and community college initiatives. In addition, increases in local property taxes are used to pay off the bonds. Deputy Chancellor Keller said there is also a question of whether the legislature has the ability to reduce the threshold from two-thirds to 55% without a change in the Constitution.

Trustee Holober asked if there are projections regarding increases to the employer contributions for CalPERS. Executive Vice Chancellor Blackwood said the CalPERS rate currently is slightly over 11% and is proposed to be over 20% by 2021. Trustee Holober said the increases for STRS and CalPERS will be phased in but they are issues the Board will have to deal with over time. Deputy Chancellor Keller said he will be surprised if the increases are as high as projected.

District Academic Senate President Bennett said the work of the Performance Evaluation Task Force is close to being finalized. Over the summer, the Academic Senate and AFT will review the document. They will share the document on Flex Days and will move forward for approval before the October accreditation visits. President Bennett said the Senate is working on Chapter 6 of Board Policies and Procedures. Revisions to Policy 6.22, Academic Renewal, will be presented to the Board in June so that it can be included in the College catalogs. There will be Flex Day faculty meetings across the campuses to discuss curriculum and other issues. In addition, the Senate has agreed to work with the Flex Coordinators at each campus so that the Flex Memo will include all activities for faculty, who can then choose from the list and not be restricted to what takes place on their own campus. President Bennett said elections are taking place for Senate leaders at Cañada College, Skyline College, and the District Academic Senate.

Hayley Sharpe, President of the Associated Students of College of San Mateo (ASCSM), reported on events that have taken place since her last report. They include: a Holiday Angels Toy Drive, a holiday party at the Child Development Center, Reboot Week, Club Fair, International Week, Valentine’s Day event, and Lunar New Year. The Cultural Awareness Board planned the Palestinian/Israeli Conflict event which featured guest speakers and panelists, along with two movies. Advocacy events included a trip to Sacramento during which student leaders met with assembly members, and attendance at the U.S. Student Association’s Legislative Conference in Washington, D.C. Ms. Sharpe said elections were held last week and all Senate seats and Executive Board positions are filled. Maggie Garcia will be the new ASCSM president. Ms. Sharpe said she will be transferring to Sacramento State University. She thanked the Board for their work and said that because of the Board, students in the District have opportunities to grow.

Vice President Miljanich said discussion of the Palestinian/Israeli issue provided an opportunity to learn more about people's beliefs and ideas. President Schwarz said she is impressed by the diversity of events hosted by ASCSM. She wished Ms. Sharpe best of luck in Sacramento. Trustee Mohr said he is impressed with the level of public service exhibited by the student body. He said Ms. Sharpe and other student leaders have tried to connect learning outside the classroom with what occurs inside the classroom; he said this enhances the learning process. Trustee Mandelkern thanked Ms. Sharpe for her excellent report and for her leadership. He wished her well and said he hopes she will tell others she meets of her success at College of San Mateo. Student Trustee Latt complimented Ms. Sharpe on her report. He said there is an active Associated Students group at the College and the incoming student leadership group is diverse. President Claire said it has been a pleasure to work with Ms. Sharpe. He said students are represented on all College committees. He said students are an important part of the team and the College is better because of their involvement. Chancellor Galatolo congratulated Ms. Sharpe and wished her all the best.

Student Trustee Latt introduced Student Trustee-Elect Rupinder Bajwa, who was in the audience. He said he is leaving the District with the knowledge that Mr. Bajwa is well-qualified to be the new student trustee.

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES: STEM CENTER ACTIVITIES AT CAÑADA COLLEGE (14-5-2C)

Gregory Anderson, Vice President of Instruction at Cañada College, introduced the three STEM Center presenters: Danni Redding Lapuz, Project Director; Anna Camacho, Assistant Project Director; and Chris Burwell-Woo, Retention Specialist, Math Jam Coordinator.

Ms. Redding Lapuz said the STEM Center was created in 2012. It was the result of an idea to create an umbrella entity that would encompass all STEM related grants, programs, opportunities, events, information, and people in one place. Its mission is to provide programs, activities, support services, and opportunities related to STEM education for students, faculty, staff, and the greater community. Ms. Redding Lapuz said the STEM Center provides accelerated math courses; college and career workshops; faculty office hours; field trips and campus visits; research opportunities; STEM events (Pi Day, Earth Day); clubs; internships; mentors; Research Poster Expo; scholarships, STEM Speaker Series; transfer support; tutoring and study groups; supplemental instruction; and a social hub. The STEM Center serves high school students (STEM Institute and Summer Engineering Institute); college students (Math Jam, Physics Jam, Supplemental Instruction, STEM Speaker Series, NASA-CIPAIR Internship Program, NSF Scholarship Program, Accelerated Math); and faculty (Summer Engineering Teaching Institute and Joint Engineering Program). Students may join the STEM Center even if they are not STEM majors.

Ms. Camacho said the STEM Center provides a roadmap for students who do not always understand how to use resources and take advantage of opportunities. It provides a STEM Student Action Plan, a three-year plan for STEM student engagement and preparation for transfer.

Mr. Burwell-Woo discussed key obstacles students face: lack of awareness of academic options; attrition; lack of social/academic integration; and low self-efficacy. He outlined STEM Center activities and programs which address these obstacles.

Ms. Redding Lapuz outlined what the STEM Center can do to better serve students – improve current programs, create new services to address student needs, and discontinue ineffective practices. She said the STEM Center has developed partnerships with the College for Working Adults, Placement Testing Office, Middle College, Outreach and Recruitment, and ESL. Partnerships with outside organizations include San Francisco State University, Pierce College, NASA Ames Research Center, Stanford University, local high schools, UC Santa Cruz and Cal Tech.

Ms. Redding Lapuz said that in 2013, the STEM Center received a J. Russell Kent Award for Exemplary Program; Excelencia in Education Associates Level Award; and Academic Senate of California Community Colleges Exemplary Program Award.

Vice President Miljanich asked if the accelerated math program is for students who have had difficulty with math or for those trying to finish requirements. Ms. Camacho said the program addresses both. The Pathway to Statistics

course takes students from pre-algebra to statistics and the Fast Track to Calculus course covers trigonometry and pre-calculus in a single semester.

Trustee Mohr asked if a comparative study has been started regarding retention rates of students participating in STEM Center programs. Ms. Redding Lapuz said research has been done on specific programs, such as MathJam, but not on the STEM Center as a whole. She said a new researcher has just been hired and this will allow further research to be conducted.

Trustee Mandelkern said the success of STEM Center programs, as well as other programs, is a result of outstanding and dedicated faculty members. He asked what is being done to assure that programs will continue and become self-sustaining over time after individual faculty members retire. President Buckley said staff play a very important role as well as faculty. He said the College is committed financially and philosophically to supporting the STEM Center and the people who are part of it. He said it is important to stay in touch with program leadership and to provide mentorship to others so that they can step into roles as faculty members retire. Ms. Redding Lapuz added that there are many new, young faculty members who are very engaged in the program.

President Schwarz said she is impressed by the expansion and growth of the STEM Center between 2012 and 2014 and is pleased to learn that all students may join the STEM Center. President Schwarz asked if there is substitute funding to replace the loss of Measure G funds. Ms. Redding Lapuz said Measure G provided a small part of STEM Center funding and its loss will not devastate the program.

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 (14-5-1A)

President Schwarz announced that under "Reassignments," Lindsey Bynum should be listed under College of San Mateo rather than Cañada College. It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the actions in the amended report. The motion carried, all members voting "Aye."

AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES, LOCAL 829, COUNCIL 57, AFL-CIO INITIAL CONTRACT PROPOSAL TO THE DISTRICT (14-5-2A)

It was moved by Vice President Miljanich and seconded by Trustee Mohr to accept the initial proposal and hold a public hearing at the next regularly scheduled Board meeting. The motion carried, all members voting "Aye."

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 33 INITIAL CONTRACT PROPOSAL TO THE DISTRICT (14-5-3A)

It was moved by Vice President Miljanich and seconded by Trustee Holober to accept the initial proposal and hold a public hearing at the next regularly scheduled Board meeting. The motion carried, all members voting "Aye."

APPROVAL OF CONSENT AGENDA

President Schwarz said the consent agenda consists of Board Reports 14-5-1CA through 14-5-5CA:

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| 14-5-1CA | Ratification of Student Trustee Privileges |
| 14-5-2CA | Acceptance of Grant Funds from the Bay Area Workforce Funding Collaborative and Authorization to Execute Grant Agreement |
| 14-5-3CA | Acceptance of Grant Funds from the California Community Colleges Chancellor's Office and Authorization to Execute Grant Agreement |
| 14-5-4CA | Curricular Additions – Cañada College and College of San Mateo |
| 14-5-5CA | Approval of Agreement with Jacobs Technology Inc. to Fund Internships at NASA for Cañada College Students |

It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the items on the consent agenda. The motion carried, all members voting "Aye."

Other Recommendations

CONSIDERATION OF SERVICE AWARD FOR 2012-13 STUDENT TRUSTEE (14-5-100B)

It was moved by Trustee Mandelkern and seconded by Trustee Mohr to approve the service award as detailed in the report. Trustee Mandelkern said he supports the service award enthusiastically. He said Mr. Latt has been an exemplary student trustee who is always prepared and asks insightful questions. Vice President Miljanich said she also appreciates the way in which Student Trustee Latt recognizes students who are present at Board meetings, either in the audience or making presentations to the Board. Trustee Mohr said he admires Student Trustee Latt's quiet, understated way of being brilliant; he said Mr. Latt has served the District very well. Trustee Holober said Mr. Latt has been outstanding as a student and as student trustee. He said he has enjoyed serving with him and wishes him well as he continues his higher education. President Schwarz said it has been a pleasure to work with Student Trustee Latt. She said she appreciates the way he brings the student perspective forward. She said Student Trustee Latt began his term as the Board was going through the process of trying to appoint a Board member and he participated with expertise. She said he will continue to make the Board, as well as his family, proud.

After this discussion, the motion carried, all members voting "Aye." President Schwarz presented a plaque to Student Trustee Latt in appreciation for his service. Student Trustee Latt thanked the Board for being open to listening to the student perspective on issues affecting students. He said that even when there are differences of opinion, the Board works effectively and efficiently to resolve the challenging issues facing the District. He said it has been an honor and privilege to be a part of this Board. Student Trustee Latt also thanked Chancellor Galatolo and Ginny Brooks for their assistance during his term of office.

APPROVAL OF REVISIONS TO BOARD POLICIES: 2.27 POLICY ON SMOKING; 6.34 KCSM-TV AND KCSM-FM; 7.73 STUDENT GRIEVANCES AND APPEALS; 8.38 GIFTS AND DONATIONS (14-5-101B)

It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the revisions as detailed in the report. Regarding Policy 2.27, Trustee Mandelkern said he believes it is an excellent idea to include e-cigarettes in smoking prohibitions; he said many organizations are doing the same. Trustee Mohr said he is encouraged to see the statement that the Colleges may impose more restrictive policies than the minimum restrictions listed in the policy. Trustee Mandelkern said that the section in Policy 7.73 that deals with parking citation appeals appears to be procedural. Chancellor Galatolo agreed and said staff will move the detailed steps in the appeals process to the procedure. After this discussion, the motion carried, all members voting "Aye."

POSSIBLE ACTION ON SURVEY OF VOTERS AND DISCUSSION OF POTENTIAL BOND MEASURE (14-5-103B)

It was moved by Trustee Mohr and seconded by Vice President Miljanich to direct staff to conduct a survey of the public regarding a potential bond measure for the November 2014 ballot.

Trustee Mohr said he reviewed the list of proposed bond projects. He said most of the projects are critical to advancing the teaching and learning process of the District; therefore, he believes it is important to conduct a survey to determine if it is an appropriate time to move forward with a bond measure.

Trustee Mandelkern said the 2011 bond measure lost and he believes this was a message that what the District was asking for was not sufficiently compelling to at least 55% of the voters. Trustee Mandelkern said that after that loss, he suggested a community needs assessment as a way of communicating with voters in the County to see what they would like the District to do and what the District's needs would be in order to fulfill those wishes. He said that if the results of the assessment indicate a need for additional facilities, capital construction, capital equipment, etc., the District would be in a position to tell the public that it has listened to them and is ready to move forward in keeping with their wishes. Trustee Mandelkern said the process is not complete as the Board has not yet received a final report on the community needs assessment. He said he believes it is premature to talk about going to the public until completing the process. Trustee Mandelkern said the results of surveys are relevant for a limited period

of time; therefore, he believes the value of surveying voters would occur when the District is in close proximity of going to voters for a bond measure.

Trustee Holober said he believes the Board should ascertain Board members' interest in placing a bond measure on the November ballot before conducting a survey. He said that if it is determined that there is interest, a survey would then be conducted as a check of public support before making a final decision. He said the Board agrees that there are substantial unmet needs that can only be met by going to the public. Trustee Holober said he believes the issue is one of timing: (1) whether there has been sufficient passage of time since the fall 2011 bond measure, and (2) with regard to the decision not to ask for renewal of Measure G, Trustee Holober believes there would be benefit in terms of goodwill to let voters see the decrease in their tax bills before asking them to be taxed in a different way. He said he believes that waiting even one year would create a proper space in time.

Trustee Holober said he believes that, because of the success of the District's prior bond measures, the assumption was made in 2011 that if the public is asked, they will support the District's initiatives. He said that because of that assumption, some groundwork that was done for prior measures was not done in 2011. He said he would like to see outreach efforts, e.g. appearances at school board meetings, city council meetings, Chambers of Commerce, etc. to explain the District's needs. He said he believes these efforts should take place over a one-year period before placing a bond measure on the ballot.

Vice President Miljanich said the District has important needs and there is no way to meet them other than to ask voters to pass a bond measure. She said she believes the Board would be shirking their responsibility if they do not do everything they can to assure the needs are met. She said that during her time on the Board, she has learned how important data is when making decisions. Vice President Miljanich said any reasons given for the failure of the last bond measure are pure speculation. She said the only way to get a sense of whether the timing is right is to go to voters to see if they would support a bond measure. She said she is in favor of obtaining this information and then making a decision. She said she does not benefit personally from a bond measure and does not apologize for asking the public for support.

President Schwarz asked what the status is of the needs assessment. Barbara Christensen, Director of Community/Government Relations, said the Board has received a report on the general survey of community members. They have also received two of five business needs assessment reports and two more will be presented at the Board meeting of June 11. The Computer/Information Science business needs assessment has been delayed because faculty will be going out to small businesses during the summer to gather information; this report will likely be presented in early September. The student needs assessment report will be presented at the Board meeting of June 25. Ms. Christensen said the community needs assessment and the business needs assessments have not provided any information regarding facilities needs; they are directed at educational needs.

Trustee Mohr said he believes a survey is the only way to determine the feasibility of pursuing a bond measure now or at a later time. He said the people of San Mateo County depend on the District to drive the economy and facilities are needed to carry it out at the highest level. He said he believes people understand that community colleges are critical in filling the educational gap created by national and state policies that have disinvested in higher education.

Trustee Holober said there is agreement that a public opinion survey provides essential information and is needed at some point before making a decision about a bond measure. He said there is also agreement that there are facilities needs that cannot be met in other ways. He said the disagreement concerns whether there are considerations beyond the public opinion passage number when deciding if 2014 is the year to go forward. He said that for reasons that are not data-related, i.e. relationships with the community, 2014 is not the year he would support for going forward. Therefore, he would not need to obtain the data from a survey at this time. Trustee Holober said his position is based on keeping faith with voters for a longer term. He said the message regarding the non-renewal of Measure G was that taxpayers were there when the District needed them and they helped the District through a crisis. He believes it would be right for taxpayers to see the Measure G charge removed from their tax bills before bringing forth another tax measure. He said he believes a tax measure in 2014 might create the appearance that one tax went

away because the District is asking for another, more costly tax. Trustee Holoher said he would like to allow a separation in time.

Trustee Mandelkern said he respects Vice President Miljanich's passion and enthusiasm for attempting to meet the District's unmet needs. He said he believes there is a difference in philosophy. One approach is to always ask taxpayers for support if poll numbers indicate that a measure would pass. On the other hand, Trustee Mandelkern said he believes it is the Board's and District's responsibility to build a compelling case regarding the District's needs; he said if a compelling case is made to voters, the survey numbers will indicate that there is support. He said he believes one reason the last bond measure failed is because a compelling case was not presented. He said he believes the Board and District have yet to build a compelling case and, based on some of the projects on the list, it could be a difficult case to build. He said he believes time is needed to explain to the public why the projects are needed to meet the community's needs as expressed in the community needs assessment.

President Schwarz said the case must be made to the public that a parcel tax and bond measure are for two entirely different needs; that the District has unmet facilities needs; and that there is no other way to get funding for facilities. She said she would not make a commitment to go forward with a bond measure without first conducting a survey, and she would like to go forward with a survey at this time.

Trustee Mohr said he believes that in the last effort to pass a bond measure, the compelling needs were not conveyed to the public. He said the playing field has changed and community colleges are now more critical than ever before to the County. He said the District must explain its vision clearly and explain that it has compelling needs because it is now the linchpin to the economy and to the education of the populace. He said the District should be open, honest and transparent from the very beginning. Trustee Mohr said he believes now is the time to move forward.

Vice President Miljanich said she appreciates Trustee Holoher and Trustee Mandelkern explaining their positions, but she cannot base her decision-making on their opinions. She said "building a compelling case" and "keeping faith" seem to her to be vague and subjective thoughts. She said she needs data to help guide her decisions, as has always been done in the past. Vice President Miljanich said she would not want to base her decisions on anyone's – including her own – subjective opinion on why the last bond measure was not successful.

Trustee Mandelkern said he agrees with Trustee Mohr about the importance of creating a compelling vision and communicating it to the public. He said he does not believe there is enough time to do so between now and early August, when a bond measure would have to be submitted for the November 2014 ballot. Therefore, he does not believe money should be spent on a survey at this time.

President Schwarz said she is in favor of conducting a survey at this time. She said if the results are positive, the Board can then consider whether there is time to convey a vision to the public before the November 2014 election. She said her options remain open but a survey would help her in making decisions about the future of the District. She said competition on future ballots, as mentioned by Deputy Chancellor Keller, would play a part in discussions about timing.

Student Trustee Latt said he believes conducting a survey now is a good idea because it would help the Board make an informed decision about whether to go forward or wait until later. He said the District's needs are great and a successful bond measure would help enhance the opportunities the District is trying to provide to students.

After this discussion, President Schwarz called for a vote on the motion to direct staff to conduct a survey of the public regarding a potential bond measure for the November 2014 ballot. The measure carried, as follows:

Aye: President Schwarz, Vice President Miljanich, Trustee Mohr

Nay: Trustee Holoher, Trustee Mandelkern

Student Trustee Latt cast an advisory "Aye" vote.

INFORMATION REPORTS

REVIEW OF BOARD CORE VALUES AND PRINCIPLES (14-5-3C)

Trustee Mandelkern thanked Barbara Christensen for accurately capturing the Board's comments and discussion in editing the document. Vice President Miljanich said she particularly appreciates that this document is a broad overview and expresses values and principles as opposed to goals. Trustee Mohr said the core values and principles are a good springboard for moving toward a vision. He noted that the core values and principles, as well as the goals, are the Board's and the District's values and goals.

Trustee Holober said the document is very well written. Regarding the statement, "The Board is committed to providing a wide array of student services that support student success and that do not duplicate services offered in the community", he said previous Board discussions included the idea that the District is not responsible for replacing services that other public agencies are required to provide when those agencies fail to fulfill their obligations. After discussion, Ms. Christensen said she would clarify the statement in the document that will be submitted for Board action.

Regarding the statement, "The Board believes that adherence to these core values and operating principles will allow the District to be one of the most innovative and progressive in the State, and that these values and principles will continue to support the District and advance the interests of students, faculty, staff and the San Mateo County community", Trustee Mohr said he hopes the Board will at some point discuss what it means to be one of the most innovative and progressive districts and how this District knows that it is one of those districts. Chancellor Galatolo said some examples of things the District has done that set it apart are: the parcel tax initiative; faculty/staff housing; and the STEM, MathJam and Writing in the End Zone programs. He agreed that there should be discussions to identify other things for the future that will set the District apart relative to other districts in the State. Trustee Mohr said those discussions should focus on the basic mission of the District, which is teaching and learning. Vice President Miljanich said she looks forward to a future discussion. She said the District might be interested in things other districts are doing and might also be interested in expansion of some things the District is doing currently.

REVIEW OF PROPOSED BOARD GOALS FOR 2014-15 (14-5-4C)

Board members said they are comfortable with the goals as presented. They thanked Ms. Christensen for capturing their ideas and comments from previous meetings.

COMMUNICATIONS

President Schwarz said she sent a letter of congratulations to Mike Mitchell on being selected as a statewide classified employee of the year. She said she will attend the awards ceremony in Sacramento with Chancellor Galatolo, President Claire and CSEA President Annette Perot.

STATEMENTS FROM BOARD MEMBERS

Student Trustee Latt said it has been a rewarding experience to work with the Board. He said he will attend the Skyline College commencement ceremony as a graduate and will attend the commencement ceremony at Cañada College the next morning. He said he will be transferring and will most like attend UC Berkeley.

Trustee Mohr said it has been a great pleasure to sit next to Student Trustee Latt at Board meetings. He said Mr. Latt is service-oriented and will do well in his future endeavors. Trustee Mohr said he attended the scholarship events at the three Colleges; he said it was inspiring to see the impact of great teaching and support services. He attended the SAMCEDA Innovators: Awards of Excellence event and the San Mateo County School Boards Association event titled "Progress Report: Beyond Newtown Summit." Trustee Mohr also attended the Housing Leadership Council's Legislative Policy Breakfast and the Social Justice Forum; at both events, people from around the County approached him to comment on the leadership of the District Board and Chancellor regarding housing.

Trustee Mandelkern said Student Trustee Latt's success in college admissions is striking. He said he hopes Mr. Latt will continue to be an ambassador, sharing with others what the District has done for him. Trustee Mandelkern welcomed Student Trustee-Elect Bajwa and said he looks forward to working with him. Trustee Mandelkern

reminded Board members and others of the second annual Skyline College Success Summit to take place on the morning of September 26. He congratulated the scholarship winners at all of the Colleges and said he is looking forward to commencement ceremonies.

Trustee Holober said he is certain that Student Trustee Latt will achieve great success; he said he has enjoyed working with him. Trustee Holober said he is looking forward to commencement ceremonies. He said the Board received an informative report on MediFit at the last Board meeting. He said that as a future topic, he would like the Board to discuss related policy questions that are of interest to them. He said there is approximately one year left on MediFit's contract. Trustee Holober said the CCLC dropped its opposition AB 2087 (Ammiano) because of the amendments added to the bill. He said the amended bill is weaker than the Board would like to have seen; it merely tells the Board of Governors that they need to develop more specific timetables and goals for a district to move out of state-imposed trusteeship back to self-governance and they need to make sure they communicate with districts while they are under the rule of special trusteeship. The Board agreed to consider action to support the amended bill at the meeting of June 25.

President Schwarz congratulated Student Trustee Latt and wished him much success. She said she attended the scholarship events at the three Colleges and will attend commencement ceremonies at College of San Mateo and Cañada College. She said that hearing accolades for students and witnessing their success remind her of why she has been a trustee for all these years. President Schwarz said she attended the leadership awards at Cañada College, retirement parties for Vice Chancellor Harry Joel and Sue Eftekhari, Business/Workforce Development Program Services Coordinator at Cañada College, and the District 25 Year Service Awards.

President Schwarz said *The Daily Journal* published an article on the hospitality program to begin at Skyline College; she asked if there is an update on the program. Sarah Perkins, Vice President of Instruction at Skyline College, said Andrea Vizenor, Director of the Retail, Hospitality and Tourism Program, is the Deputy Sector Navigator for the Bay Area Region. Ms. Vizenor is working on developing curriculum at Skyline College and is working with industry partners all around the Bay Area. Vice President Perkins said hospitality is an emerging industry for the Peninsula.

President Schwarz referenced an article announcing that 24 California community colleges and six law schools signed an agreement to smooth a way to a law degree; she asked if any of the District's Colleges is interested in this program. Vice President Perkins said this is a pathways to law school program designed to place more underrepresented people into the pipeline for law school. There is no money involved in the program but it provides an opportunity for articulation. Vice President Perkins said Skyline College applied and was not selected but will proceed with a pathways program nonetheless. President Buckley said Dean Linda Hayes and the paralegal faculty are working on a program at Cañada College as well.

RECESS TO CLOSED SESSION

President Schwarz announced that during Closed Session, the Board will consider the personnel items listed as 1A, 1B and 1C on the printed agenda.

The Board recessed to Closed Session at 8:59 p.m. and reconvened to Open Session at 9:50 p.m.

CLOSED SESSION ACTIONS TAKEN

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

ADJOURNMENT

It was moved by Trustee Mandelkern and seconded by Trustee Holober to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 9:55 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the June 11, 2014 meeting.

Patricia Miljanich
Vice President-Clerk

BOARD REPORT 14-6-1A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations
(650) 358-6883

APPROVAL OF PERSONNEL ITEMS

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

A. REASSIGNMENT

Skyline College

Kristina Brower Program Services Coordinator Business, Education & Professional Programs

Promoted through the hiring process from a Child Development Center Aide III position (Grade 22 of Salary Schedule 60) into this full-time, 12-month position at Grade 27 of the same salary schedule, effective July 1, 2014. The change in staff allocation was Board approved on December 11, 2013.

Michael Manneh Program Services Coordinator Language Arts

Promoted through the hiring process from a part-time, 11-month Instructional Aide II position (Grade 11 of Salary Schedule 60) into this full-time, 12-month position at Grade 27 of the same salary schedule, effective June 10, 2014. The change in staff allocation was Board approved on December 11, 2013.

District Office

John Cuevas Lead Groundskeeper Facilities Planning & Operations

Promoted through the hiring process from a full-time, 12-month Groundskeeper position (Grade BA of Salary Schedule 70) into this full-time, 12-month position at Grade DD of the same salary schedule, effective July 1, 2014, replacing Joel Rivas who is retiring.

B. CHANGES IN STAFF ALLOCATION

College of San Mateo

1. Recommend a change in staff allocation to delete one full-time, 12-month Director of Learning Center position (Grade 192E of Salary Schedule 35) and to add one full-time, 12-month Learning Center Manager position at Grade 189E of Salary Schedule 35, effective July 1, 2014.

2. Recommend a change in staff allocation to delete one full-time, 12-month Program Services Coordinator position (4C0338) at Grade 27 of Salary Schedule 60 and to add one full-time, 12-month Program Supervisor position at Grade 180S of Salary Schedule 40, effective June 1, 2014. Also recommend the reclassification of Laura Skaff into this new classification, effective June 1, 2014.

3. Recommend approval of a temporary increase in staff allocation for four 10-month positions at the College of San Mateo Child Development Center for Summer Session 2014, effective June 16, 2014. This temporary increase will cover the six-week Summer Session:

<u>Allocation</u>	<u>Incumbent</u>	<u>Assignment</u>
Child Development Center Aide III	Lori Pilster	30 days
Child Development Center Aide II	Yovanka Crossley	29 days
Child Development Center Aide II	Maggie Lam	13 days
Child Development Center Aide I	Clara Valdez Chon	4 days

Skyline College

1. Recommend a change in staff allocation to delete one full-time, 12-month Learning Center Project Director position (2C0234) at Grade 175S of Salary Schedule 40 and to add one full-time, 12-month Learning Center Manager position at Grade 189E of Salary Schedule 35, effective July 1, 2014. Also recommend the reclassification of David Reed into this new classification, effective July 1, 2014.

2. Recommend approval of a temporary increase in staff allocation for four 10-month positions at the Skyline College Child Development Center for Summer Session 2014, effective June 2, 2014. This temporary increase will cover the six-week Summer Session:

<u>Allocation</u>	<u>Incumbent</u>	<u>Assignment</u>
Child Development Center Aide III	Nataliya Gamburg	32 days
Child Development Center Aide II	Martina Center	44 days
Child Development Center Aide II	Michelle Amaral	44 days
Child Development Center Aide II	Alexa Valles	42 days

3. Recommend approval of a temporary increase in staff allocation for two 10-month positions at the Skyline College Cosmetology Department for the Summer Session 2014, for the period June 16, 2014 through July 10, 2014:

<u>Allocation</u>	<u>Incumbent</u>	<u>Assignment</u>
Cosmetology Aide	Lynsey Hemstreet	12 days
Cosmetology Aide	Evelyn Smith	12 days

Districtwide

Recommend a change in title for the Campus Certificated Payroll Clerk to Payroll Technician and a change in salary level from Grade 24 to Grade 26 on the regular Classified Salary Schedule (60), effective May 1, 2014. Accordingly, recommend a corresponding adjustment in placement for the incumbents, Christine Huynh (3C0013), Ellen Lee (2C0029), and Kathy McEachron (4C0029), effective May 1, 2014.

District Office

1. Recommend a change in title for the Payroll Clerk II to Senior Payroll Technician and a change in salary level from Grade 26 to Grade 28 on the regular Classified Salary Schedule (60), effective July 1, 2014. Accordingly, recommend a corresponding adjustment in placement for the incumbents, Sharon Himebrook (1C0039 and Christopher Luo (1C0037), effective July 1, 2014.

2. Recommend a change in salary level for the Payroll Specialist classification from Grade 31 to Grade 33 on the regular Classified Salary Schedule (60), effective July 1, 2014. Accordingly, recommend a corresponding adjustment in placement for the incumbent, Lorna Leyson (1C0382), effective July 1, 2014.

3. Recommend a change in staff allocation to add one part-time (48%) Office Assistant II position in the Chancellor's Office (Grade 18 of Salary Schedule 60), effective July 1, 2014. The position is required to assist with policies and procedures and Board documents.

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 (Cañada)	3	7/1/2014	6/30/2015	Cashier/Clerk: Pricing, stocking, cashiering, customer service, merchandise shipping preparation and other duties related to semester closing and opening. Seasonal work during peak periods.
District	Bookstore (CSM)	5	7/1/2014	6/30/2015	Cashier/Clerk: Pricing, stocking, cashiering, customer service, merchandise shipping preparation and other duties related to semester closing and opening. Seasonal work during peak periods.
District	Bookstore (Skyline)	5	7/1/2014	6/30/2015	Cashier/Clerk: Pricing, stocking, cashiering, customer service, merchandise shipping preparation and other duties related to semester closing and opening. Seasonal work during peak periods.
District	Chancellor's Office	1	7/1/2014	9/30/2014	Office Assistant II: Assist with clerical duties relating to Board documents, policies and procedures and other duties as assigned.
District	Facilities, Planning & Operations	1	7/1/2014	6/30/2015	Document Management Specialist: Provide archiving support for CIP related projects.
District	Facilities, Planning & Operations	1	7/1/2014	6/30/2015	Project Manager II: Provide additional support for various capital improvement projects districtwide.
District	Facilities, Planning & Operations	2	7/1/2014	6/30/2015	Custodian: Provide intermittent services to supplement current permanent staff during the fiscal year.

District	Facilities, Planning & Operations	2	7/1/2014	6/30/2015	Groundskeeper: Provide intermittent services to supplement current permanent staff during the fiscal year.
District	Facilities, Planning & Operations	2	7/1/2014	6/30/2015	Maintenance Engineer: Provide intermittent services to supplement current permanent staff during the fiscal year.
District	Facilities, Planning & Operations	1	7/1/2014	12/31/2014	Program Services Coordinator: Support the Energy Management Coordinator with sustainability districtwide initiatives to be implemented. Extension of previously approved position.
District	Public Safety	3	7/1/2014	6/30/2015	Public Safety Officer: Provide intermittent services to supplement current permanent staff during the fiscal year.
District	Human Resources	1	7/1/2014	9/30/2014	Human Resources Representative: Assist with recruitment needs during the implementation of a new applicant tracking system.
Cañada	General Administration	5	8/1/2014	6/30/2015	Theater Production Technician: Assist with technical theatre operations to support outside theater facility rental events.
Cañada	Humanities & Social Science/Drama	4	8/1/2014	6/30/2015	Theatre Production Technician: Assist with construction and implementing theatre sets, lighting, sound and other operational aspects.
Cañada	Counseling Services/ Welcome Center	1	7/1/2014	12/31/2014	Office Assistant II: Provide assistance with phones and in-person visitors; maintain SARS scheduling of counseling orientation and assessment appointments; and assist with online and paper college applications.
Cañada	Humanities & Social Sciences/Photography	1	8/18/2014	6/30/2015	Instructional Aide II: Maintain photo lab enlargers and all photographic equipment, assist students with all aspects of black and white photography and darkroom techniques, and maintain a safe and clean darkroom.
Cañada	Science & Technology Division	1	7/1/2014	12/13/2014	Program Services Coordinator: Lead coordinator for the Fall 2014 STEM Speaker Series, including arranging speakers, creating an outreach strategy, serving as a liaison with faculty and staff, and directing the work of student assistants.

Cañada	Vice President of Student Services/TRiO Student Support Services & A2B	2	8/1/2014	6/30/2015	Instructional Aide II: Design and offer instructional support services that meet the needs of developmental and lower-level college English and math students through supplemental instruction, tutoring, and group and individual academic coaching.
Cañada	Vice President of Student Services/A2B	1	7/1/2014	6/30/2015	Retention Specialist: Support the retention efforts of the A2B and University Center programs, including monitoring student progress, track use of support services, and develop pathway programs.
Cañada	Vice President of Student Services/A2B	2	7/1/2014	6/30/2015	Instructional Aide II: Design and offer instructional support services for developmental and lower level English and math students, including tutoring and academic coaching.
Cañada	Vice President of Student Services/A2B	1	7/1/2014	6/30/2015	Accounting Technician: Provide accounting clerical assistance related to A2B grant budget issues, account records, transactions, funding, and accounts payable.
CSM	Business & Technology/Cosmetology	1	7/1/2014	6/30/2015	Cosmetology Aide: Serve as on-call classroom aide during absences of regular staff.
CSM	Business & Technology/ Fire Technology	6	7/1/2014	6/30/2015	Instructional Aide II: Assist Fire Technology instructors during manipulative skills exercises; assist EMT instructors during skills practice and testing in the EMT courses.
CSM	Enrollment Services/ Admissions & Records	1	7/1/2014 8/15/2014 12/15/2014 6/1/2015	7/30/2014 9/15/2014 2/15/2015 6/30/2015	Admissions & Records Assistant II: Intermittent processing of applications and student registrations; assist students at counter and by phone during registration periods.
CSM	KCSM	8	7/1/2014	6/30/2015	Staff Announcer/Producer (FM): Select music, maintain music library and computer database, host radio programs, produce promotional announcement, and operate specialized station equipment.

CSM	KCSM	2	7/1/2014	6/30/2015	Broadcast Operations Engineer: Record and prepare programs for storage, check for technical quality, monitor on-air and cable signals for quality, check for correct program guide and captioning information, maintain logs, and other duties as assigned.
CSM	Kinesiology/Athletics/ Dance	15	7/1/2014	6/30/2015	Assistant Coach: Assist with coaching, recruiting, practice planning/implementation, record-keeping, and filming practices/games. Coaches will be assigned to support Baseball, Basketball, Cross Country, Football, Softball, Track, Swimming, and Water Polo.
CSM	Kinesiology/Athletics/ Dance	3	7/1/2014	6/30/2015	Equipment Manager: Facilitate events for outside groups renting CSM's athletic facilities.
CSM	Kinesiology/Athletics/ Dance	2	7/1/2014	12/31/2015	Athletic Trainer: Assist with assessing injuries and managing rehabilitation of student-athletics under the supervision of the head athletic trainer.
CSM	Math/Science Division	1	7/1/2014	6/30/2015	Program Services Coordinator: Ensure timeline for production of extra-large online courses and facilitate faculty support to ensure that timelines and goals are met.
CSM	Student Services/CalWORKS	1	7/1/2014	12/31/2014	Program Services Coordinator: Develop job skills training workshops for CalWORKS students, assist with case management, and update files for student records.
CSM	Student Services/Child Development Center	3	7/1/2014	6/30/2015	Child Development Center Aide I: Supervise children and plan and implement curriculum. This position will assist to maintain the required adult/child ratios.
CSM	Student Services/EOPS & CARE	1	7/1/2014	12/31/2014	Office Assistant I: Assist program staff with responding to student inquiries regarding program eligibility and support services; assist with initial program eligibility; complete computer related assignments; and maintain current and archived student files.

CSM	Vice President of Instruction	1	7/1/2014	12/31/2014	Staff Assistant: Provide information regarding division services, curriculum software, policies, and procedures; maintain a wide variety of data and files; compose minutes and agendas; screen and answer calls, greet visitors, and schedule appointments.
CSM	Vice President of Instruction/Library	2	7/1/2014	12/31/2014	Library Support Specialist: Create, interpret, modify, and verify bibliographic and other documentation related to print and non-print items into the library's catalog, acquisitions, and circulation modules.
Skyline	Business Services	2	7/1/2014	6/30/2015	Accounting Technician: Intermittent collection of fees, issuance of parking permits, and functions of cashiering; assist students at counter and by phone during registration periods.
Skyline	Business/Cosmetology	12	7/1/2014	5/22/2015	Cosmetology Aide: Oversee student performance during practical application experiences. The services are provided intermittently at varied days/times.
Skyline	Counseling Services	1	7/1/2014	9/30/2014	Office Assistant II: Provide clerical assistance for division, including entering and retrieving data using various software, preparing activity reports, calling and e-mailing students for follow-up activities.
Skyline	Counseling Services/Assessment	1	6/12/2014	6/30/2014	Office Assistant II: Assist Assessment Center with proctoring exams.
Skyline	Counseling Services/TRIO	3	7/1/2014	6/30/2015	Instructional Aide II: Provide tutorial services to students in English, Math, ESOL, Science, and other disciplines over the course of a 12-hour day; assist with presentations and study groups. Each will work approximately 7 hours per week.
Skyline	Enrollment Services/ Admissions & Records	3	7/1/2014 8/15/2014 12/15/2014 6/1/2015	7/30/2014 9/15/2014 2/15/2015 6/30/2015	Admissions & Records Assistant II: Intermittent processing of applications and student registrations; assist students at counter and by phone during registration periods.

Skyline	Enrollment Services/Health Services	1	7/1/2014	6/30/2015	Health Services Physician: Provide health related services to students.
Skyline	Global Learning Programs & Services	1	6/16/2014	6/30/2014	Office Assistant II: Provide clerical assistance in support of the program's activities.
Skyline	Global Learning Programs & Services	1	6/12/2014	6/30/2014	Program Services Coordinator: Provide community outreach, program planning and implementation, preparation of data for reports and other materials, and a variety of other duties as assigned.
Skyline	Kinesiology/Athletics/Dance	1	8/18/2014	6/1/2015	Assistant Coach: Assist with ongoing Dance choreography, rehearsals, public relations, day of event management, coordination of student segments, brochure publication, website updates, sponsor solicitation, etc.
Skyline	Kinesiology/Athletics/Dance	2	8/6/2014	12/08/2014	Assistant Coach: Provide support for Intercollegiate, Men's and Women's Soccer programs, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting, and filming.
Skyline	Kinesiology/Athletics/Dance	1	8/6/2014	12/08/2014	Assistant Coach: Provide support for Intercollegiate Volleyball programs, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting, and filming.
Skyline	Kinesiology/Athletics/Dance	1	8/6/2014	12/15/2014	Assistant Coach: Provide support for Intercollegiate Wrestling program, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting, and filming.
Skyline	Kinesiology/Athletics/Dance	2	10/1/2014	3/15/2015	Assistant Coach: Provide support for Intercollegiate Men's and Women's Basketball programs, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting, and filming.

Skyline	Kinesiology/Athletics/ Dance	1	1/6/2015	5/25/2015	Assistant Coach: Provide support for Intercollegiate Baseball program, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting, and filming.
Skyline	Kinesiology/Athletics/ Dance	1	2/2/2015	5/15/2015	Assistant Coach: Provide support for Intercollegiate Badminton program, including assistance with game day preparation, planning instruction, recruiting, fundraising, scouting, and filming.
Skyline	Kinesiology/Athletics/ Dance	1	8/18/2014	6/1/2015	Assistant Coach: Provide integral functions for the Athletic program at its promotion, including public relations, web site updates, and coordination of team photos for the Men's and Women's Basketball and Soccer teams, and for the Volleyball, Wrestling, Badminton, and Baseball programs.
Skyline	Kinesiology/Athletics/ Dance	1	7/28/2014	6/1/2015	Athletic Trainer: Assist with assessing injuries and managing rehabilitation of student-athletes under the supervision of the head athletic trainer.
Skyline	Language Arts	14	7/1/2014	6/30/2015	Instructional Aide II: Provide individualized and small group tutorial services to students in specific subject areas.
Skyline	Math/Science/Technology/ Biology, Biotechnology & Physics	4	7/1/2014	6/30/2015	Lab Technician: Assist with lab tests, complex experiments and student check in and check out.
Skyline	Math/Science/ Technology/EMT	6	7/1/2014	6/30/2015	Instructional Aide I: Oversee skills testing during specific labs as required by accrediting agencies.
Skyline	Math/Science/ Technology/EMT	4	7/1/2014	6/30/2015	Instructional Aide II: Oversee skills testing during specific labs and provide supervision for Instructional Aide I positions as required by accrediting agencies.
Skyline	Math/Science/ Technology/MESA	2	7/1/2014	6/30/2015	Instructional Aide II: Provide intermittent assistance to students in the MESA Center in physics and chemistry during midterm and final exam preparation.

Skyline	Math/Science/ Technology/Respiratory Therapy	1	7/1/2014	6/30/2015	Instructional Aide II: Assist with lab assignments and skills testing during specific labs.
Skyline	Math/Science/ Technology/Surgical Technology	1	7/1/2014	6/30/2015	Instructional Aide II: Assist with lab assignments and skills testing during specific labs.
Skyline	Vice President of Instruction/Retail Hospitality & Tourism	1	7/1/2014	6/30/2015	Office Assistant II: Provide clerical assistance related to organizing, maintaining, and scheduling programs, as well as recruitment, orientation, special events, tours, and specialized programs.
Skyline	Vice President of Instruction/Workforce Development	2	7/1/2014	6/30/2015	Office Assistant II: Provide clerical assistance related to the program, including registration, student recruitment, and orientations for the Career Advancement Academy.

BOARD REPORT NO. 14-6-2A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Harry Joel, Vice Chancellor, Human Resources (358-6767)

HEARING OF THE PUBLIC ON AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME), LOCAL 829, COUNCIL 57 INITIAL CONTRACT PROPOSAL TO THE DISTRICT AND ADOPTION OF AFSCME'S INITIAL PROPOSAL

At its meeting of May 13, 2014, the Board of Trustees received an initial proposal from AFSCME, Local 829, Council 57. A copy of the AFSCME proposal is attached and by reference made a part of this agenda item.

The District will negotiate in good faith AFSCME's proposals as has occurred in the past.

RECOMMENDATION

It is recommended that the Board of Trustees hold a public hearing at this meeting as required by the Educational Employment Relations Act. After the public hearing, it is recommended that the Board of Trustees adopt AFSCME's initial proposal to the District.

5.5.6 Assignment During Large Events: Whenever a special event or activity occurring on District property, in facilities with a capacity of more than 100, and the attendance is anticipated to be **50** or more, management will assign a custodian, engineer and/or groundskeeper, as required, to provide adequate support. The assignment should include a reasonable amount of time to clean the facility immediately following the event. This is especially important if food is served at the event. If the event is lecture only with no food, then the assigned time can be reduced.

5.5.6.1 Whenever a special event is held and no bargaining unit staff is assigned or available and either students or volunteers are assigned to clean the facility, on the following working day the steward and the campus supervisor will tour the facility to check cleanliness. If the facility is not clean, a minimum of four (4) hours at the overtime rate will be assigned to bargaining unit staff to restore order to the facility.

8.2.4 Backhoe Differential: A member of the unit who is classified as a Lead Groundskeeper or groundskeeper, and who is assigned to operate the backhoe will be paid a 10% hourly wage differential for the duration of the time worked operating the backhoe. A minimum of one hour will be paid for each of these occasions.

8.9 Uniform Allowance

The District will provide the following types of uniform work clothes to all permanent employees, at no cost to the employee:

1. Five work shirts and five T-shirts, which can be either button-down collared shirts or any combination thereof:
 - a. Long sleeve button-down collared work shirt
 - b. Short sleeve button-down collared work shirt
 - c. Long sleeve T-shirt
 - d. Short sleeve T-shirt
2. One work jacket
3. One work vest (optional at the employee's request)
4. One hat (optional at the employee's request)
5. One pair of coveralls (optional at the employee's request)
6. **Groundskeepers & Lead Groundskeepers will be able to receive up to two pair of work boots that meet the established safety standards per year. The maximum allowance will be \$400.00.** Custodians, Lead Custodians, Utility Engineer, Maintenance Engineer, Painter, Project Engineer, Senior Maintenance Engineer, Systems Engineer and Chief Engineer will have a maximum of \$200.00 per year to spend on work boots that meet the standard for the type of work being performed. If there is additional money left on the District voucher after allotted work boots have been purchased, the employee may use the remaining money on the voucher solely towards an additional pair of work boots that meet the established safety standards. If the balance does not cover 100% the additional pair of work boots the employee would be responsible for the balance.
7. Rain gear – jacket, pants and rubber boots.

All work shirts, vests, coveralls and jackets will have the employee's name and the SMCCCD Facilities logo. Individual items will be replaced as needed. On a quarterly basis (July, October, January and April) the College Facilities Operations Office will initiate replacement uniform orders, at which time Employees should submit their request for replacement uniforms. A copy of the form

submitted will be given to the employee for his or her records. Other clothing items not on this list may be requested by an employee and are subject to the approval of the Director of Facilities Maintenance and Operations. A denial may be appealed to the Vice Chancellor – Human Resources & Employee Relations

The District will provide laundry service for work jackets, vests and overalls. Each employee will be responsible for the laundering of shirts, T-shirts, and other items.

Under this agreement, it is the responsibility of the employee to report for work in appropriate uniforms and to request replacement clothing as needed. It is the responsibility of management to provide uniforms, to replace worn clothing in a reasonable amount of time, and to provide laundry service for hard-to-clean items (overalls and jackets).

Employees who refuse to wear the organizational work clothes or report to work inappropriately dressed, may be subject to disciplinary action. In the case of an employee emergency call-back to work, employees should wear an appropriate uniform if possible. Of primary importance is the employee's swift return to the site of the emergency.

BOARD REPORT NO. 14-6-3A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Harry Joel, Vice Chancellor, Human Resources (358-6767)

**HEARING OF THE PUBLIC ON CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
(CSEA), CHAPTER 33 INITIAL CONTRACT PROPOSAL TO THE DISTRICT AND
ADOPTION OF CSEA'S INITIAL PROPOSAL**

At its meeting of May 13, 2014 the Board of Trustees received an initial proposal from CSEA, Chapter 33. A copy of the CSEA proposal is attached and by reference made a part of this agenda item.

The District will negotiate in good faith CSEA's proposals as has occurred in the past.

RECOMMENDATION

It is recommended that the Board of Trustees hold a public hearing at this meeting as required by the Educational Employment Relations Act. After the public hearing, it is recommended that the Board of Trustees adopt CSEA's initial proposal to the District.

CSEA CHAPTER 33
INITIAL CONTRACT PROPOSAL

2014-2015

April 10, 2014

Article 8.7 Salary Survey: At least once every four (4) years, a salary survey shall be completed with the following criteria:

- a. The compensation for each bargaining unit classification will be compared with the compensation for similar classifications using the Bay Ten community colleges and other organization as mutually agreed upon by the District and CSEA. The District will review and update all generic job descriptions and send copies to CSEA for approval before the salary survey is begun. Only the summary will be used in the survey and no reference to job titles will be included. Comparisons will be of monthly salaries for organizations surveyed, adjusted for the number of hours worked per week. Monthly salaries in those districts whose employees work a 40-hour week will be multiplied by a factor of .9375 to equate them to the monthly salaries of SMCCCD employees who work a 37.5 hour work week.

For employees in classifications assigned to KCSM, the District and CSEA agree to utilize a mutually agreed upon alternate list of survey entities.

- b. Step one (1) will be used as the basis for comparison.
- c. The survey shall use the benchmark system.
- d. The grouping of the classification families to be reviewed shall be as described in Appendix F.
- e. Results of the survey will be utilized to show how our District compares to the fourth ranking of each classification. ***Each classification that falls below fourth ranking, salary adjustments will be made to bring these classifications to fourth rank.***
- f. CSEA will receive a copy of ***all salary survey results*** prior to negotiations.
- g. ~~Salary surveys may include recommendations adjustments; the results of the survey are negotiable.~~
- h. Changes resulting from this survey will be retroactive to the previous July 1.
- i. Salary surveys will be conducted for all groups together once every four (4) years starting with the first survey in ~~1999-2000~~ fiscal year ***2015-2016***, followed by the next survey in ~~2003-2004~~ ***2019-2020*** and every four (4) years thereafter.

Article 10.5 Personal Necessity: In case of personal necessity, a member of the unit may draw on accumulated sick leave not to exceed seven (7) days in any fiscal year for any one or any combination of the following purposes:

- a. Additional days beyond the three (3) or five (5) granted in paragraph 10.4. ***Additional days used for bereavement will not be charged against the seven (7) personal necessity days, the unit member may draw on accumulated sick leave for this purpose. Not to exceed seven (7) days.***
- b. Accident involving the employee's person or property or the person or property of the employee's immediate family.
- c. Appearance in court or before an administrative tribunal as a litigant.
- d. Religious holidays other than legal holidays on the Board-adopted calendar.
- e. Imminent danger to his/her home occasioned by an event such as flood or fire, serious in nature, which under the circumstances the employee cannot reasonably be expected to disregard, and which requires the attention of the employee during his/her assigned hours of service.
- f. Such other reasons as approved by the District.

*******Article 8.1.1 Salary increase has already been determined from 2014-2015, please refer to the CSEA contract for details. Article 9.1.1 Medical Cap carry-over from last years' negotiations, CSEA/District will negotiate this article once the new premiums have been determined which will be around July 1, 2014***

**Core Values and Principles
Board of Trustees
San Mateo County Community College District
2014**

In response to severe budget reductions that began in 2002 and continued for several years, the Board of Trustees adopted a “Reaffirmation and Recommitment to Core Values and Operating Principles” statement in 2004 that was intended to help guide faculty and staff decision-making regarding necessary budget reductions. As economic circumstances faced by California Community Colleges continued to decline, that statement was re-examined, edited, and re-adopted in December 2009 and again in June 2012.

The District’s financial situation has stabilized within the last 18 months and even begun to improve due to several factors. In June 2010, voters in San Mateo County approved the first-ever California Community College parcel tax, a four-year measure which helped alleviate some of the downward budget pressures the District had been experiencing. Over the past 18 months, the demise of local Redevelopment Agencies (RDAs) has returned millions in property taxes to the District. Most recently, achievement of “community supported status” (where the District’s operating funds are derived primarily from local property taxes and student enrollment fees) has provided a much more stable and growing source of income than that derived from State Apportionment.

Given these changed economic circumstances, the San Mateo County Community College District has a unique opportunity to commit itself to a bold vision of expanding educational opportunities to meet the community’s needs and to provide the staffing and resources to fund it. The San Mateo County Community College District Board of Trustees commits itself to the following Core Values and Principles:

- **Student-Centered Mission:** The Board recognizes each individual’s right to education and commits itself to providing the occasions and settings that will allow our students to develop their minds and skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness and realize their individual potential. The Board recognizes that our core mission is to provide transfer education and career/technical 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.

Lifelong learning classes which had long been an important part of the community college mission were necessarily curtailed during difficult budget years. The Board asserts that, given the District’s financial outlook at this time, the Colleges should consider restoring some of these programs—through contract education, not-for-credit programs, community education and hybrid community education/credit courses.

In order to insure that all programs and courses offered remain relevant, necessary and are serving student needs, the District’s programs and classes should be regularly examined and updated based upon student, employer and community need as determined through surveys, focus groups and other measurements.

Student support services and staff are also important and help ensure the success of our students in their pursuit of a postsecondary education. The Board is committed to providing a wide array of student services **that are necessary and** that support student success and that do not **unnecessarily** duplicate services offered in the community.

- **Support for Innovation/Expanding Educational Opportunities:** The Board believes that its long-standing support for innovation and creative approaches to serving the educational needs of the community has been essential to ensure that the Colleges are offering the appropriate balance of academic programs and in maintaining the academic excellence of these programs. With the changed financial status of the District, the Board encourages the Colleges to seek out underserved populations; evaluate their educational needs and provide courses and programs to serve them. Using the Business and Community Needs Assessment data, the Board also encourages the Colleges to provide new classes, certificate programs or AA/AS degrees that will meet those identified needs. The Colleges should also continue efforts to expand programs that extend access to new populations of students, many of whom cannot attend traditional college classes. Finally, the Board is interested in maintaining/expanding unique programs at the Colleges that serve broad community needs and draw that community to our campuses.
- **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; competitive compensation that draws the best candidates to the District; and accountability. The Board reaffirms the long-standing District policy that it always seeks to employ the most 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 national origin, religion, age, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.
- **Participatory Governance:** The Board is deeply committed to the participatory 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 decision-making and governance and recognizes participatory governance as the means for having the voices and opinions of various constituencies heard.
- **Final Decision-Making Authority:** In this participatory governance environment, the Board, as the elected representatives of the people of San Mateo County, will ultimately make the final decision and sets policy on issues 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 and relies on the research, advice, experience and expertise within the District.

The Board believes that adherence to these core values and operating principles will allow the District to be one of the most innovative and progressive in the State, and that these values and principles will continue to support the District and advance the interests of students, faculty, staff and the San Mateo County community.

Adopted June 11, 2014

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
PROPOSED BOARD GOALS FOR 2014-15**

In adopting the following goals for 2014-15, the Board of Trustees commits itself to work collaboratively to support administrators, faculty, staff and students as they complete the work outlined below.

1. Maintain fiscal stability while, at the same time, re-examining the means and methods by which the College District can expand educational opportunities to meet documented community needs and provide the staffing and resources needed to fund it. The District must also continue to scrutinize programs and services to assure that they are most relevant, meeting community needs, and aligned with the Board's Core Values and Principles.
2. Examine current student success data tracked by each College to determine what common elements should be tracked, benchmarked, and assessed Districtwide. Determine what additional data should be gathered and tracked that expand upon the current national and state definitions of student success. Develop community determinants of success. Work with District researchers to develop data points that allow monitoring of program strengths and weaknesses and the progress of the Colleges in driving higher levels of success and completion.
3. Explore how to better serve at-risk and place-bound students, especially in traditionally underserved populations within San Mateo County, to ensure greater participation and academic success by these targeted populations. In particular, examine how innovative dual enrollment or concurrent enrollment programs could improve access to a college education for high school students in these targeted populations.
4. Begin to examine how the District can offer lifelong access to higher education for members of our community who are not on the traditional paths of transfer, career tech or remedial education, possibly through community education, contract education, non-credit programs or hybrid credit/noncredit courses.
5. Provide faculty and staff development programs that will drive innovative efforts that result in new teaching and learning strategies; new classes, certificate programs or AA/AS degree programs that meet community and business needs; online teaching strategies that extend access for students; expanded Middle College, concurrent enrollment and international education programs that benefit more students; unique programs and entrepreneurial efforts that serve special community needs and draw the community to our campuses.
6. Broaden global perspective and enrich our cultural and educational diversity by fostering institutional relationships abroad; attracting international students to our campuses; and offering teach/study abroad opportunities for faculty and students. Continue strengthening the collaboration of District and College international education staff in order to assure the efficiency and effectiveness of services to international students. Consider additional strategies to recruit and serve international students, including the Bridge program, camps and training. Continue to use revenue from international student tuition to expand course offerings for San Mateo County students.
7. Examine the District's hiring policies and practices to affirm that they are fair and inclusive and result in the District hiring the best candidate for each position.

8. Define capital improvement program needs, including modernization, new construction, major equipment and infrastructure replacement (telephone system, network infrastructure, utility and building systems infrastructure) as well as energy efficiency projects and develop funding strategies to address these needs.
9. Monitor and, when necessary, influence state legislation on a variety of issues of importance to the District, including “community funded” financial status; the 50% law; Faculty Obligation Number (FON); 55% majority on parcel taxes; baccalaureate degrees in selected areas at community colleges; authorization to choose an accrediting organization; eliminating the 11 unit cap for Middle College students; and developing a means for funding high cost programs.
10. Participate in Board development activities offered locally, online or at the state level and/or federal level in order to assure that Trustees are kept current with community college issues, opportunities, and new initiatives. Assure that the new trustee participates in a new trustee orientation program and has one-on-one meetings with key individuals in the District in order to assure that he/she is thoroughly educated about the role and responsibilities of a community college trustee.
11. Build stronger relationships with local cities and local school districts through joint meetings with their boards or councils; outreach and participation in joint activities. Hold joint Board meetings when there are issues of importance to both the city/school district and the College District. Invite public partners to use the College facilities for official functions. Encourage faculty to hold subject matter-specific discussions with high school faculty, as well as in-depth discussion about the Common Core standards that define expectations about what students are expected to learn in each subject matter at each grade level.

Adopted **June 11, 2014**

BOARD REPORT NO. 14-6-1C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**REPORT ON BUSINESS NEEDS ASSESSEMENT SECTORS: ACCOUNTING;
DIGITAL ARTS, GRAPHICS AND MEDIA; AND DISTRICTWIDE FINDINGS**

In October 2013, the Board received reports on two of the five focus areas in the Business Needs Assessment that have been conducted this year: Health Care Services and Biotechnology. In this evening's report, you will receive two additional sector reports—Accounting (Exhibit A) and Digital Arts, Graphics and Media (Exhibit B). Also included is a report on findings that were common to all five sectors (Exhibit C).

The Student Needs Assessment Report will be presented to the Board at the June 25 meeting. The final report for the Business Needs Assessment—on Computer Information Science—has been delayed until September 2014 because faculty needed time during the summer to conduct interviews with small business owners during regarding their CIS needs. When that is received, the Needs Assessment Project—which included a Community, Business and Student Needs Assessment—will be concluded.

ACCOUNTING EMPLOYER NEEDS ASSESSMENT REPORT

ISSUES

Financial services occupations are anticipated to have significant growth over the next decade due to business expansion and replacement needs. Accountants and Auditors are projected to have a 13% growth in job openings nationally through 2022. Likewise, bookkeepers, accounting, and auditing clerks are projected to have 11% growth (U.S. Bureau of Labor Statistics).

In a survey conducted by Monster.com in 2012 (Monster.com, 2012. Financial Services 2012 Job Conditions: insights and analysis from professionals, recruiters, and hiring managers), the following were listed as the top 20 financial services job titles and account for nearly one half (48%) of financial service opportunities.

Monster.com Job Posting Titles

- | | |
|---------------------------|---------------------------------|
| 1. Sr. Accountant | 11. Accounts Receivable Clerk |
| 2. Staff accountant | 12. Tax Manager |
| 3. Financial Analyst | 13. Payroll Clerk |
| 4. Accounts Payable Clerk | 14. Auditor |
| 5. Accountant | 15. Medical Billing Clerk |
| 6. Bookkeeper | 16. Finance manager |
| 7. Accounting Clerk | 17. Sr. Tax Accountant |
| 8. Accounting Manager | 18. Financial Reporting Manager |
| 9. Sr. Financial Analyst | 19. Financial Consultant |
| 10. Controller | 20. Bill Collector |

Local labor data projections in the accounting field mirror the national trend. Through 2017, it is anticipated that 4,499 positions will be created in this field in the local area, which includes San Mateo San Francisco, Contra Costa, Marin, Alameda, and Santa Clara Counties. Annual openings for specific job categories are:

Position	<i>Annual Projected Openings through 2017 for San Mateo, San Francisco, and Marin</i>
Information and Record Clerks	2,566
Bookkeeping, Accounting, and Auditing Clerks	557
Financial Clerks	1,174
Bills and Account Collectors	202
Financial Specialists	197

Source: The Economic Modeling Specialists Incorporated (EMSI) database

ASSESSMENT PROCESS

Our effort to understand entry-level accounting needs in San Mateo County began with labor market data. An internal work group comprised of faculty and deans from accounting-related fields at all three Colleges analyzed data and met to discuss accounting labor market needs. Given the complexity of data, we chose a multistage approach to our assessment:

1. Interviews with leading accounting staffing agencies:
 - a. Account Temps/Robert Half
 - b. Accounting Principals
 - c. Kelly Staffing
2. Informal survey of 40 small businesses in San Mateo County: An online survey tool was distributed to employers through the San Mateo County Chambers of Commerce, the San Mateo Economic Development Growth Enterprise (EDGE), San Mateo County Economic Development Association (SAMCEDA), and the CalCPA Association.
3. Scan of local job ads: A scan of 115 local job ads for entry-level accounting positions was completed in February/March, 2014. Eight positions were researched, including: AP Clerk; Accountant; Bookkeeper; Accounting Clerk; AR Clerk; Payroll Clerk; Accounting Assistant; and Office Manager

Through surveys, interviews, and job ad scans, the accounting workgroup sought to understand:

- Educational requirements for entry-level occupations
- Entry-level job skill requirements
- Current and future software demands within the accounting field
- The perceived value of internships
- Possible course modifications or certificate offerings of value to business

FINDINGS FOR THE COLLEGES

Placement Agency Interview Findings

The top three job placement agencies in San Mateo County were interviewed regarding industry standards with regard to entry-level hiring needs.

- Required degrees:
 - ✓ Small companies: All agencies interviewed stated that small companies are more flexible with degree requirements than medium-to-large companies. They typically hire candidates with accounting backgrounds and QuickBooks experience who come with personal referrals. They prefer a degree but will waive the requirement for a candidate who is trustworthy, flexible, will grow with the company, and fits the company culture. Placement agencies believe that public accounting and/or small business accounting courses help candidates find employment in small businesses.
 - ✓ Medium-to-large companies: Education requirements are generally stringent. According to all agencies interviewed, medium-to-large sized companies seek applicants with four-year accounting degrees plus experience. Publicly traded companies and those with compliance requirements also require four-year degrees. Medium or large companies would consider a candidate with a four--year degree that is not in Accounting/Finance if the candidate had applicable experience in a financial institution.
- Perceived value of internships: There was no consensus among those interviewed on the value of internships. One participant commented that internships with CPAs or tax firms may not be useful because they are often limited to data entry roles. In general, most believed that experience on specific projects can add to a resume but do not substitute for work experience.

- Required entry-level skills:
 - ✓ Accounts receivable
 - ✓ Collections
 - ✓ Payables
 - ✓ Month end close
 - Understand bank statements and balance checks
 - Reconcile to the General Ledger
 - ✓ Accounts Payable/Accounts Receivable (AP/AR)
 - ✓ Journal ledger entries
 - ✓ Bank reconciliation
 - ✓ Knowledge of Generally Accepted Accounting Principles (GAAP) processes. These are rules accountants follow when preparing financial statements.
 - ✓ Invoices
 - ✓ Full cycle accounts receivable/payable

- Software most requested: The following is a list of software that employers request job candidates to know.
 - ✓ QuickBooks is a baseline requirement
 - ✓ Advanced Excel skills
 - Financial Modeling
 - Regressions
 - Macro building
 - Handling multiple spreadsheets
 - Pivot tables, H and VLOOKUP
 - Link multiple worksheets
 - Averages, Sums, Sort, Counts, Sumifs, Countifs
 - Standard Deviations
 - Transpose Functions
 - Special Copying and pasting functionalities
 - Histograms
 - All kinds of charts (especially bars, pies, columns, dispersion)
 - ✓ Oracle 12R
 - ✓ NetSuite cloud based applications
 - ✓ Dynamics AX
 - ✓ Dynamics GP, formerly Great Plains
 - ✓ Sales Force
 - ✓ Peach Tree
 - ✓ Mass 90
 - ✓ Paycheck

- Common entry-level job titles: Common entry-level job titles that community college graduates could be eligible for include: Junior Accountant; Data Entry Clerk; General Ledger Accountant; and Staff Accountant.

- Requested curriculum content: Placement agencies stated that the following curriculum should be covered by the Colleges:
 - ✓ QuickBooks
 - ✓ NetSuite
 - ✓ AP/AR and reconciliation are more important than payroll and purchasing
 - ✓ Reconciliation of operations, accounts, and checkbooks
 - ✓ Financial Statement construction.
- Workplace Readiness: Placement agency representatives indicated that “workplace readiness” (i.e., work ethic, showing up on time, appropriate dress, workplace communications skills, etc.) is lacking in community college graduates. They emphasized the need for candidates to have sophisticated resumes with accurate dates, good references, and no typos. They also advised candidates to research the company they are applying to and to be prepared for situational questions.

Informal Survey of San Mateo County Small Business

Our informal survey of 40 San Mateo County employers validated the placement agency interviews. The majority of respondents were from small companies with 99 employees or less that represent professional and technical services, finance/insurance, and other business types.

Of those surveyed, the primary financial role under the CEO/Owner is either a CFO, business manager, or some other position related to finance or operations. Entry-level positions in accounting tend to be Bookkeepers, Office Managers, Accounting Managers, or Junior Accountants. In a small business, most employees fulfill multiple roles. More than half of the respondents stated that employees in a small business need to fill customer service, human resource, and sales roles in addition to finance.

As placement agencies noted, small businesses surveyed believe financial accounting experience is the most desired job qualification. They were split equally between their perceived value of an AA versus BA degree. The majority (55%) of respondents said that they have made exceptions to the degree requirement for: 1) specialized accounting experience; 2) a referral from a trusted source; or 3) an internal promotion.

When asked about the most important job skills an applicant can offer, small businesses survey respondents valued: 1) the ability to work as part of a team; 2) financial technical competence/experience or education; and 3) interpersonal communication skills. These responses were consistent with the placement agency interviews.

Survey respondents believe that a general AA degree in accounting is valuable. The most desired certificate programs for entry-level employees are: 1) Bookkeeper; 2) Tax Preparer; and 3) Compliance Officer. The Colleges offer both Bookkeeper and Tax Preparer certificates but not Compliance Officer because compliance issues and auditing varies greatly by industry. Most compliance positions require a baccalaureate degree and/or industry specific certification.

Regional Job Ad Scan

A scan of 115 local job ads was conducted in February/March 2014 for the following skill sets: AP Clerk; Accountant; Bookkeeper; Accounting Clerk, AR Clerk; Payroll Clerk; and Accounting Assistant; and Office Manager.

This job ad scan revealed that companies are flexible regarding degree requirements for Bookkeepers, Accounts Receivable Clerk, Payroll Clerk, Accounting Clerks, Accounting Assistants, and Office Managers.

IMPACT ON DISTRICT PROGRAMS

The data summarized above was extensively discussed by faculty and deans in the accounting area and the assessment has resulted in creation of two new College offerings to address the accounting needs of our regional businesses. The assessment effort has also inspired a new Districtwide effort, through a Districtwide Advisory Committee on Accounting to enhance accounting offerings.

New College Offerings

Based on assessment findings, Cañada College has added: 1) a new Payroll Specialist Certificate of Achievement (18 units) and; 2) a new Professional Bookkeeping Preparation class. Both have been approved by the College Curriculum Committee and will be offered at Cañada College in Fall, 2014. Descriptions of both offerings are attached.

Districtwide Accounting Advisory Committee To Focus on Internal Improvements

Faculty and deans from the three Colleges greatly valued the opportunity to collaborate with colleagues across the District and indicated a desire to continue this collaboration in order to assure that the Colleges are offering the right programs that benefit students and local employers. They discussed formation of a Districtwide Accounting Advisory Committee (rather than three College committees) as a means to continue the collaboration and the work of regularly analyzing and updating course offerings, Certificates of Achievement and degrees. Some of the discussion items suggested for the Districtwide Advisory Committee meetings could be:

- Development of multi-campus course offerings that utilize distance-learning technology.
- Coordinate and streamline the QuickBooks course content among the Colleges.
- Create a common numbering system for accounting courses offered at all three Colleges.
- Develop an optional .5 unit work flow practice set for students to simulate on-the-job training.
- Research Great Plains and Solomon software for Districtwide student use
- Develop an honors accounting program. Common standards will be developed with a pilot program at Cañada College for transfer programs.
- Discuss the requirement of additional Excel skills specific to accounting for College programs.

Cañada College
Accounting 250 Official Course Outline

1. **COURSE ID:** ACTG 250 **TITLE:** Certified Bookkeeper AIPB
Preparation **Semester Units/Hours:** 3.0 units; a minimum of 48.0
lecture hours/semester **Method of Grading:** P/NP Only
Prerequisite: ACTG 121, and ACTG 180 ACTG 200

2. **COURSE DESIGNATION:**

Degree Credit

Transfer credit:

CSU

3. **COURSE DESCRIPTIONS:**

Catalog Description:

Certified Bookkeeper Preparation class in order to take the AIPB examination. Topics covered during the preparation course include accruals, deferrals, and adjusted trial balance, correction of accounting errors and bank reconciliations, handling payroll, calculating depreciation and recording and valuating merchandise inventory. Two of the examinations for certification must be completed at a Testing Center. In addition to participating in in-depth instructional sessions, students complete personal-study workbooks outside of class and the CB examinations during the course.

Schedule of Classes Description

Certified Bookkeeper Preparation class in order to take the AIPB examination. Topics covered during the preparation course include accruals, deferrals, and adjusted trial balance, correction of accounting errors and bank reconciliations, handling payroll, calculating depreciation and recording and valuating merchandise inventory. Two of the examinations for certification must be completed at a Testing Center.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Prepare the trial balance, compute and record all end-of-period adjustments and present the adjusted trial balance.
2. Analyze and create the monthly bank reconciliation and move on to uncovering and correcting errors in the trial balance and in the accruals and deferrals.
3. Compute and record depreciation for book and tax purposes; the 4 major methods of GAAP depreciation; MACRS depreciation for tax purposes, including Section 179 deductions; and tax depreciation for cars, SUVs and other vehicles.
4. Prepare a strategy to control cash and assets; prevent—or spot—employee theft, customer check and credit-card fraud, and Internet scams.
5. Discuss the perpetual and periodic methods of recording inventory. Calculate methods of inventory cost methods and record cost of goods sold using weighted and moving average, FIFO, LIFO and lower of cost or market.
6. Prepare and analyze a payroll register and payroll process. Differentiate between wages and salaries, calculate payroll deductions and contributions. Process a W-4 and complete the 941, 940, W-2 and W-3.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Analyze variances and correct errors in the General Ledger and journal entries.
2. Prepare month end adjusting entries.
3. Calculate payroll and the complete the Federal and State California forms required.
4. Calculate depreciation entries using a variety of methods: straight-line depreciation, units of production depreciation, declining balance method, sum of the years digits, and depreciation for tax purposes (MACRS).
5. Calculate inventory valuation using the following methods: specific item, Last In First Out (LIFO), First In First Out (FIFO), and weighted average.
6. Identify internal controls necessary for fraud prevention.

6. COURSE CONTENT:**Lecture Content:**

1. Certified Bookkeeper Program
 - A. Eligibility Requirements
 - B. Testing Program
 - C. Code of Ethics
 - D. Maintenance of Certification
2. Accruals, Deferrals, and the Adjusted Trial Balance
 - A. Why Accruals, Deferrals, and Other Adjustments are Made
 - B. Accruing Revenues and Expenses
 - C. Recognizing Revenues Collected in Advance
 - D. Recognizing Expenses After a Prepayment
 - E. Other Adjusted Entries
 - F. Unadjusting Trial Balance Through the Adjusted Trial Balance
3. Correction of Accounting Errors and the Bank Reconciliation
 - A. When and Where Accounting Errors Occur and How They Are Discovered
 - B. Performing the Bank Reconciliation
 - C. Finding and Correcting Errors on the Unadjusted Trial Balance
 - D. Correcting Current-Period Accrual and Deferral Errors
4. Payroll
 - A. How to Pay Different Types of Employees
 - B. Federal and State Wage-Hour Law
 - C. Paying Employees Under Federal Law
 - D. Employment Records and Payroll Recordkeeping
 - E. Form W-4 and Comparable State Forms
 - F. Withholding and Depositing Federal Taxes
 - G. Federal Employment Reporting Forms and Due Dates
 - H. When Wages Become Taxable
 - I. Other Reporting Rules
 - J. Payroll Register and Journal Entries
5. Depreciation
 - A. The Difference Between Book and Tax Depreciation
 - B. Depreciation under GAAP
 - C. Computing and Allocation Depreciation
 - D. Depreciation Under Federal Tax Depreciation Rules
 - E. Tax Depreciation of Vehicles

6. Inventory

- A. General Concepts of Accounting for Inventory
- B. The Perpetual Method
- C. The Periodic Method
- D. Weighted-Average and Moving-Average Methods
- E. First-In, First-Out (FIFO) Method
- F. Last-In, First-Out (LIFO) Method
- G. Lower of Cost or Market LCM Rule

7. Internal Controls and Fraud Depreciation

- A. How to Prevent or Spot Theft of Inventory and Other Non-cash Assets by Employees
- B. Preventing Employee Theft, Embezzlement, or Fraud by Hiring the Right Personnel
- C. Insuring the Company Against Theft
- D. How to Prevent or Spot Customer Check Fraud
- E. Signs that May Indicate Payroll Fraud
- F. How to Prevent or Spot Customer Credit Card Fraud
- G. Recommended Rules for Company Credit Cards
- H. Preventing Vendors From Cheating the Company

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

1. Lecture
2. Discussion
3. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- Students will be required to answer case studies in paragraph form on a weekly basis. These cases are at the end of each topic session; the majority of writing focuses on internal controls and fraud prevention.
- Topics included in the 6 textbooks will be required. Each week one chapter will be assigned, approximately 15 to 20 pages. Case studies will be provided by the professor and these cases are approximately 5 pages.

Reading Assignments:

- Topics included in the 6 textbooks will be required. Each week one chapter will be assigned, approximately 15 to 20 pages. Case studies will be provided by the professor and these cases are approximately 5 pages.

Other Outside Assignments:

- None

To be Arranged Assignments (if applicable):

- Not applicable

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

1. Class Participation
2. Class Performance
3. Class Work
4. Exams/Tests
5. Homework
6. Quizzes
7. For two sections of the AIPB examination the students will be required to use a Prometric Center

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

1. ExamReview. *Uniform Bookkeeper Certification Exam ExamFOCUS Study Notes & Review Questions 2013*, ed. CreateSpace Independent Publishing Platform (February 3, 2013), 2013

Possible manuals include:

1. American Institute of Professional Bookkeepers. Mastering Correction of Accounting Errors, AIPB, 01-01-2013
2. American Institute of Professional Bookkeepers. Mastering Inventory, AIPB, 01-01-2013
3. American Institute of Professional Bookkeepers. Mastering Internal Controls and Fraud Prevention, AIPB, 01-01-2013
4. American Institute of Professional Bookkeepers. Mastering Depreciation, AIPB, 01-01-2013
5. American Institute of Professional Bookkeepers. Mastering Adjusting Entries, AIPB, 01-01-2013

Cañada College

PAYROLL SPECIALIST: Certificate of Achievement

Payroll Specialists require specific bookkeeping/accounting/payroll training and current computer technology including word processing and spreadsheet programs. The specialist will perform a wide variety of record keeping and payroll processing activities, including computing wage and overtime payments, calculating and recording payroll deductions, processing requests for paycheck advances, and processing terminations.

Career Opportunities:

Assistant Payroll Clerk, Payroll Clerk

Program Learning Outcomes:

Upon Completion of Certificate requirements, students will be able to:

- Design and manage business documents using current technology to engage in creative problem solving.
- Communicate an understanding of business concepts professionally through written, oral and visual presentations using current technology.
- Recognize ethical behavior in their chosen profession and behave in a socially responsible manner. Analyze business issues, interpret financial data and identify economic trends.

Complete Core Courses, 15 units

Units

ACTG	100	Accounting Procedures	3
ACTG	180	Payroll and Business Taxes	1.5
ACTG	200	QuickBooks	3
BUS	103	Introduction to Business Information Systems	3
CBOT	435	Spreadsheets	3
CBOT	470	Advanced Spreadsheets	1.5

Selective Courses: choose 3 units from the following:

Units

BUS	101	Human Relations in Business	3
		or	
MGMT	204	Managing Employees Effectively	3
Total Units			18

DIGITAL ARTS, GRAPHICS, AND MEDIA EMPLOYER NEEDS ASSESSMENT REPORT

ISSUES

By 2017, San Mateo region will have 50,849 jobs in the Digital Arts, Graphics and Media occupations (up 25% from 2012) with 2,360 annual openings averaging \$41.70 per hour (Center of Excellence in the Community Colleges). These jobs present great opportunity for those with the appropriate skills and education. According to Economic Modeling Specialists Incorporated (EMSI), numerous education and training opportunities exist in this field. Occupations with the largest numbers of projected job openings in the Bay Area:

High Demand Occupations	Annual Openings through 2019	Total Openings
Computer Programmers	620	3,721
Software Developers, Applications	1,547	9,280
Multimedia Artists, Animators, and Graphic Designers,	373	2,238
Audio and Video Equipment Technician	75	450
Gaming and miscellaneous computer occupations	203	1,218
Broadcast Technician, Sound Engineering Technicians	52	315

ASSESSMENT PROCESS

Our effort to understand entry-level Digital Arts, Graphics and Media needs in the region began with labor market data. An internal work group comprised of faculty and deans from Digital Media related fields at all three Colleges analyzed data and met to discuss how to assess labor market needs. Four areas of focus within the Digital Art, Graphics and Media sector were selected based on job data, current college program strengths and weaknesses, and sector trends. Each is covered in this report.

Four focus areas of this assessment:

1. Web based technology: Web based technology with a particular emphasis on user interface and user experience (UI/UX) was identified as a growth area; a focus group of eight representatives from five companies was held to discuss this area.
2. Animation and Interactive Media: Design needs for interactive media was the second focus area. A focus group with seven representatives from five companies specializing in animation and interactive media was held to discuss these needs.
3. Digital Audio and Video Production: Faculty identified this area as one in which the Colleges need to validate and update the current curriculum in this program based on industry trends. Interviews with seven professionals representing five local television production companies were conducted. In each interview, existing SMCCCD curriculum and potential program enhancements were discussed.
4. Audiovisual Technician (AV Tech): An internal program review led by faculty was conducted to assess AV Tech training opportunities.

1. WEB BASED TECHNOLOGY FINDINGS FOR THE COLLEGES

A focus group of eight representatives from five web based technology companies (Wells Fargo, Crittercism.com, Design Map, Visa, Inert Soap) was held to discuss user interface and user experience (UI/UX) hiring needs. A summary of the focus group discussion follows:

- Demand for formal education:

Educational requirements vary by company. All participants agreed that a breadth of skills is very important. Portfolios that demonstrate creative thinking were more important to half the participants than formal education.

- Hiring challenges:

Design Skills: A UI/UX professional needs to understand how consumers experience websites and how to develop user-friendly websites. To understand the user experience, students need a blend of skills:

- ✓ Basic graphic design principles.
- ✓ Understanding UI patterns on web pages and the need to minimize clicks.
- ✓ Knowledge of software commonly used by UI/UX professionals: Adobe Suite, (including Adobe Illustrator and Photoshop); knowledge of FTP; Dropbox; Balsamic software; HTML; CSS; Envisionapp.com; TextMate; web content manager programs; and Wordpress.
- ✓ Familiarity with typography, including hand drawn typography.
- ✓ The ability to create models that incorporate the technical, user, and business angles.
- ✓ Project management skills, including cross-functional collaboration.
- ✓ Knowledge of multiple work methodologies including: Agile; Waterfall; GIRA; Pivotal; Subversion; Basecamp; and/or SharePoint.

Creative thinking: Companies want to know how candidates think and handle constructive criticism. Potential employees need to show the logic and flow of a web page using wireframes (a web page blueprint) or site maps (a visual model of a web page's content). Wireframes can demonstrate a candidate's ability to understand the customer thought processes. If built well, a wireframe will get a candidate an interview faster than examples of finished products.

Understanding business demands: Web sites exist to generate revenue. Potential employees need to understand how business needs can influence the creative development process. UI/UX is a hybrid role that combines user perspective with programming and business needs.

IMPACT ON WEB BASED TECHNOLOGY DISTRICT PROGRAMS

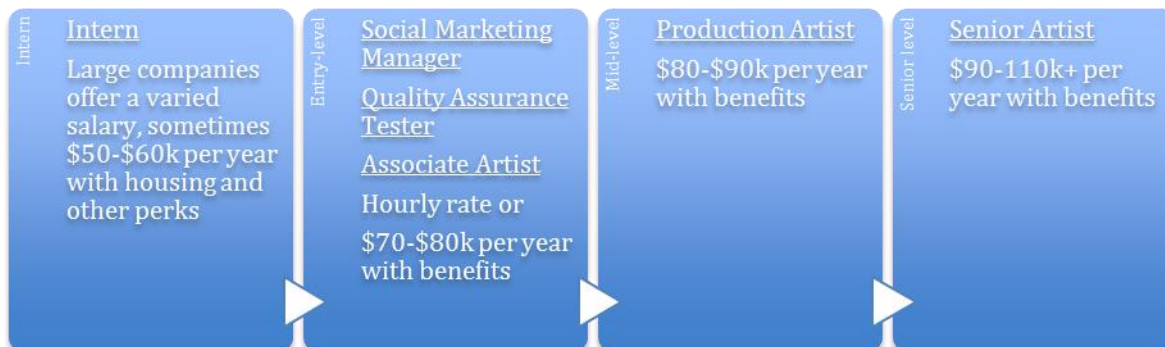
- New Course Development: Based on the results of this assessment, Canada College proposed a new course on UI/UX that was approved by the Curriculum Committee and will be offered in Fall, 2014. The course will cover the fundamentals of user-centered interface design concepts and practices for web, mobile devices, and other applications. Students would gain an understanding of how users interact with an interface and be introduced to the concepts of usability, interface associations and aesthetics, and the user experience. This course was developed and approved through the local curriculum process and will be offered in Spring, 2015

2. ANIMATION AND INTERACTIVE MEDIA FINDINGS FOR THE COLLEGES

A focus group of seven representatives from five companies (Pixar, Ring Digital, Bash Gaming, Zynga, and Sledgehammer Games) was held to discuss labor market demands for animation and interactive media.

- Candidate requirements:
 - ✓ Fundamentals of animation: Candidates need to understand the fundamentals of animation: drawing, painting, perspective, lighting and color. They need to be specialized artists; self-driven problem solvers; and able to work long hours.
 - ✓ Degrees & Portfolios: Neither an AA or a BFA is required to secure a position in animation. The portfolio is the determining factor. Focus group participants agree that college degrees (AA and/or BA) are generally the means to gain the skills to develop an impressive portfolio.
 - ✓ Demo Reels: Job candidates should be prepared to present a demo reel that showcases the student’s best animation work.
 - ✓ Software programs: The focus group participants did not identify particular software programs that candidates should use and noted that new software programs are constantly being introduced. Instead, companies seek individuals who are familiar with several software programs and who explore emerging programs.
 - ✓ Interview Skills: Candidates need to research a prospective company, taking company culture into account for the actual interview. Focus group participants stated that good artists collaborate, work well with others, are open to new ideas, and take criticism well. Employers look for these characteristics during interviews.

- Desired skills and knowledge:
 - ✓ Internships: Internships are valuable. Employers prefer candidates who have completed at least one internship. At large companies, internships are paid entry-level positions where those with talent are quickly hired into regular jobs. Internship positions are generally posted on larger company websites. They are competitive and in high demand.
 - ✓ Entry-level positions on a career pathway: Sample animation and interactive media jobs along career pathways with corresponding salaries are depicted in the graphic below.



To be promoted, employees need to be recognized for excellent work and collaboration and also understand that they are part of a team that contributes to a pipeline of work where assets are passed back and forth.

- ✓ **Transferrable skills:** Interactive media provides transferrable skills that are applicable to many industry sectors outside of animation. Animation is used heavily in marketing. Data visualization is particularly relevant to biotechnology and medical device companies. Corporate eLearning uses interactive media to efficiently train employees across many sectors. An interactive media background can offer many students a variety of work options.

IMPACT ON ANIMATION & INTERACTIVE MEDIA DISTRICT PROGRAMS

This assessment has resulted in Cañada College proposing two new course offerings, a course modification, and a course expansion.

- **Proposed new course: Organic Modeling**

Creation of organic forms (human, animal, creature, and plants) using 3D digital sculpting tools and Maya 3D software. Emphasis is placed on surface topology, optimization of the 3D mesh object, surfacing, texturing, and efficient working methods. Students gain an understanding of utilizing these tools to create models that will function well in a game or movie environment.

- **Proposed new course: 3D Animation Mechanics:**

Fundamentals of 3D animation mechanics, using Maya software. Basic motion mechanics and animation principles are emphasized and practiced via short animated clips produced in computer animation software. Topics include squash, stretch, overlap and follow-through, timing, and spacing. Students' progress from simple exercises with geometric objects to more complex shots utilizing a simple character rig.

- **Course modification: 3D Character Animation**

Techniques taught in 3D Animation Mechanics are applied to character performances. Creation of animated sequences that bring inanimate objects, human, and creature characters to life. Synchronize movements with sound, dialog, and music. Creation of entry-level professional clips that can be used in a demo reel. Small group projects in which students can create animated shorts.

- **Course Expansion: Compositing**

A proposal is underway to expand the existing Compositing class to a full semester class rather than half semester incorporating subject matter such as green screen filming, compositing animation layers to create a complete image, compositing special effects (smoke, fire, water, electricity), and exploration of secondary compositing techniques (layer-based versus node-based compositing techniques).

3. DIGITAL AUDIO AND VIDEO PRODUCTION TECHNOLOGY FINDINGS FOR THE COLLEGES

Interviews with seven professionals representing five local television production companies (SF Giants, Oakland A's, Golden Gate Warriors, Telemundo, and Peninsula TV) were conducted to determine labor market demands and possible enhancements to existing SMCCCD programs,

- **Skills required in digital audio and video production positions:**

Technical skills: A variety of technical skills are required to work in production positions:

- ✓ The ability to write, edit and produce a script and storyboard.
- ✓ Knowledge of video production with a focus on documentary style.
- ✓ Knowledge of analog media in a digital world.
- ✓ Software skills: Avid Media Composer and Adobe Creative Suite.
- ✓ Studio production experience.
- ✓ Motion graphics and/or compositing.

Editing skills: Employees are expected to understand the basic principles of non-linear editing as they apply to all formats (including Apple, Avid, and Premiere). Lighting, shot composition, frame rates, color composition and camera work are important skills.

Flexibility and the ability to multi task: New hires are required to fill a range of roles and need to be flexible and organized. Media companies look for candidates who can manage audio, camera, editing software and motion graphics. Production assistants help with everything from logging footage to cable wrapping.

Internships: Most companies interviewed would like the Colleges to encourage students to complete internships to gain real experience and to help students understand employer demands.

IMPACT ON DIGITAL AUDIO AND VIDEO PRODUCTION DISTRICT PROGRAMS

Demand for both AV production experience and broadcasting classes within the District is high; classes consistently fill and employers demand real life experience. As a result of this assessment, CSM is exploring expanding the existing TV Studio Production course at CSM to include a new TV program- BULLDOGS TV!

- Potential course expansion: TV Studio Production at CSM

CSM is exploring an expansion of TV Studio Production (DGME 112) to provide students experience with live remote sports broadcast through multi-camera and studio experiences. A live multi-camera “remote” experience at CSM could be provided through the College’s athletic teams. The course, if created, could establish Bulldogs TV! The District has the capability to expand multi-camera studio offerings by using state-of-the-art TV studios at CSM. In addition, a remote or field multi-camera live broadcast experience could be offered to students.

- Proposed SMCCCD Streaming TV Channel: BULLDOGS TV!

BULLDOGS TV!, if created, would address production company demands for real life experience and internships, making SMCCCD students more desirable in the workplace. It would expand the capacity of the broadcasting program by covering multiple sports so that games could be broadcast, recorded, or streamed. Studio skills would be used in the field to shoot multi-camera live productions under the direction of a technical director (student) and director (student). In order to launch BULLDOG TV!, there are both equipment and staffing needs that would need to be addressed.

- Increase partnerships for student interns

CSM intends to partner with local sports production facilities and teams (Giants, Warriors, 49ers, and local minor leagues) to help place students in sports-related internships. CSM broadcasting alumni and interview participants from this assessment indicate both the willingness and opportunity to partner with the College.

4. AUDIOVISUAL TECHNICIAN (AV TECH) FINDINGS FOR THE COLLEGES

An internal assessment of audiovisual technical training needs was conducted and existing training opportunities were explored in the Broadcasting and Drama Departments. A new certificate that combines classes from both departments will be proposed to train AV Technicians.

- Proposed new certificate program: Audiovisual Technician

A new certificate program for Audiovisual Technicians will be proposed at Skyline as a result of this assessment. Students would complete a maximum of 9 units in 1 semester to earn their certificate. The certificate program builds upon a drama class at Skyline (DRAM 310) and proposes to teach camera, audio set-up, presentation technologies, and conference set-up. DRAM 310 currently teaches technical theater skills that are transferrable to theatres, concert venues, and conference centers. AV Technicians need to be skilled in five areas: Audio, Video, Computer, Lighting, and Rigging. DRAM 310 touches on each area, but another course is needed to fill skill gaps specific for AV Techs.

The proposed AV Tech Certificate content would include:

- ✓ Stage and set construction
- ✓ Pipe and drape of stage and projection screens
- ✓ Audio set-up, including microphones and speakers
- ✓ Stage lighting, including training on motion lights
- ✓ Rigging field lights
- ✓ Projection and multi-projection or multi-screen set ups
- ✓ Camera operation (for multi-camera live switch)
- ✓ Computer software and applications for presentation
- ✓ Responsibilities of technical crews
- ✓ Guest speakers from AV companies and presentation events

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT EMPLOYER NEEDS ASSESSMENT: DISTRICT FINDINGS

OVERVIEW

The San Mateo County Community College District began an assessment of San Mateo County business needs in 2013. The assessment focused on five employment sectors with high demand/high wage career pathways for students: 1) Health Care; 2) Biotechnology; 3) Accounting; 4) Digital Arts, Media and Graphics; and 5) Computer Information Systems. A work group was assigned to each sector that included faculty and deans from the discipline at all three colleges. Labor market data provided the basis for research that was then supplemented with a combination of interviews, focus groups, and surveys. Assessment findings for Health Care and Biotechnology were shared with the Board in October 2013. Findings for Accounting and Digital Arts, Media and Graphics will be presented in June. The workgroup for Computer Information Systems will have final interviews with small business completed in August, with presentation to the Board in September.

During the assessment process, three Districtwide issues were raised that, if resolved, could result in increased efficiencies, reduced costs and improved service for students. They are:

1. **Districtwide Advisory Committees for selected CTE programs:** Faculty and deans discussed the idea of forming a Districtwide Advisory Committee for certain programs that are offered at two or more Colleges, such as Accounting and Cosmetology. (Currently, the Fashion Merchandising and Early Childhood Education programs at Canada and Skyline have one Districtwide committee.) The participants cited several potential benefits of this approach including more efficient use of faculty members' time; the possibility of attracting more employers to serve on advisory committees; and the value of faculty discussions about curriculum among the three Colleges. Also, if more employers participate on the Committees, it will assist faculty in the continuous assessment of employer needs and increase the opportunity for internship opportunities, mentorship, and guest speaker options.

Further discussion is needed to determine the feasibility of this approach and which programs could benefit from a single Advisory Committee. **This item has been assigned to the Vice Presidents of Instruction and the Career and Technical Education Deans for study and action, under the leadership of VPI Sarah Perkins.**

2. **Demand for soft skills:** Employers in all five sectors voiced concerns about potential employees lacking workplace soft skills, i.e. communications (including accent reduction), appropriate dress, workforce etiquette, dependability, conscientiousness, conflict resolution and problem solving skills. The lack of these skills can result in a student not being offered a particular job and/or severely limit the career progression of an employee. Employers expect college graduates to have these soft skills and are increasingly disappointed.

Several solutions were discussed, including creating a sociology or human relations course that incorporates soft skills training that is a transferable course; develop a unit on soft skills

that faculty can add to existing courses; or developing a humorous video that could be shown at orientation and/or provided to faculty to use in their courses. The US Department of Labor has a series of short soft skills training courses titled “Skills That Pay the Bills’ and it includes segments on Communication, Teamwork, Enthusiasm and Attitude, Networking, Professionalism and Problem Solving. Solutions for soft skills issues need to be addressed at all three Colleges to better prepare students for work. **This item has also been assigned to the Vice Presidents of Instruction and the Career and Technical Education Deans for study and action, under the leadership of VPI Sandra Comerford.**

3. **Career services:** Across all five sectors, employers stated that internships, networking opportunities, and mentorships help students compete for jobs. There are currently more interns than internships available in most fields and, therefore, students need the support and skills to compete for them.

The workgroups discussed the need to increase internships and networking opportunities for students. Opportunities abound, yet additional staffing in the Career Centers is needed to cultivate and manage the opportunities. Sector-focused alumni groups, professional associations, email lists, and LinkedIn pages were all discussed as a means to create a more robust menu of career services. **This item has also been assigned to the Career Services Managers and the Career and Technical Education Deans for study and action, under the leadership of VPSS Jennifer Hughes.**

San Mateo County Community College District

June 11, 2014

BOARD REPORT NO. 14-6-2C

REPORT ON STUDY ABROAD INITIATIVE

There is no printed board report for this agenda item.