AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION
July 8, 2015, 5:15 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.*

5:15 p.m.   **MEET IN CLOSED SESSION**

Closed Session Personnel Item: Public Employee Discipline, Dismissal, Release

6:00 p.m.   **CONVENE TO OPEN SESSION**

ROLL CALL

PLEDGE OF ALLEGIANCE

CLOSED SESSION ACTIONS TAKEN

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

15-7-1   Approval of the Minutes of the Meeting of June 24, 2015

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

15-7-1A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

STUDY SESSION

15-7-1C Discussion of Draft of District Strategic Plan

15-7-2C Information Report on Incorporating a Local Hire Requirement into the Program Labor Stabilization Agreement

STATEMENTS FROM BOARD MEMBERS

RECESS TO CONTINUATION OF CLOSED SESSION

1. Conference with Labor Negotiator
   Agency Negotiator: Eugene Whitlock
   Employee Organization: AFT

2. Conference with Legal Counsel-Anticipated Litigation Pursuant to Subdivision (c) of Section 54956.9: two cases

RECONVENE TO OPEN SESSION

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

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

Board Members Present: President Patricia Miljanich, Vice President Dave Mandelkern, Trustees Richard Holober, Thomas Mohr and Karen Schwarz, Student Trustee Rupinder Bajwa

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, 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

SWEARING IN OF STUDENT TRUSTEE
President Miljanich administered the oath of office to Student Trustee Rupinder Bajwa. She said the Board has enjoyed working with Student Trustee Bajwa and looks forward to working with him for another year. Student Trustee Bajwa thanked the Board for their support and for continuing to help students achieve their goals. He said he has learned a great deal during his first term and said he would welcome suggestions from Board members on how he might improve his service.

MINUTES
It was moved by Vice President Mandelkern and seconded by Trustee Holober to approve the minutes of the meeting of June 10, 2015. The motion carried, all members voting "Aye."

STATEMENTS FROM EXECUTIVES
Chancellor Galatolo congratulated Student Trustee Bajwa on his reelection; he thanked him for his service and said it is a pleasure to work with him. Chancellor Galatolo said he spoke with Mark Church, Assessor-County Clerk-Recorder and Chief Elections Officer for San Mateo County. Mr. Church said there are 37 jurisdictions that are involved in the all-mail ballot pilot program. Fourteen of those jurisdictions have not yet reported whether they will participate. All of those that have responded have reported that they will participate. If the all-mail election is held, there will be at least one polling place in each city and any registered voter will be allowed to vote at any polling place in the County. Mr. Church said he would be willing to accommodate the Board's request to have a polling place at each of the Colleges. Mr. Church said it is anticipated that voter turnout would increase by 10% and the cost of the election would decrease by one-third to one-half. Mr. Church also told Chancellor Galatolo that the increase in Assessed Valuation this year is 7.64% and this is unlikely to change by the end of the year. He said the CIP applied this year is 1.998%.

Skyline College President Stanback-Stroud said College administrators held a retreat in April. They developed standards of excellence which included leading with integrity, open and honest communication, challenging assumptions, using data in order to make decisions, acting as a team, and having deliberate and intentional focus. Their goal as an administrative team is to have 75% of students achieve completion as defined by their educational goals. The team then had the opportunity to provide input on the administrative evaluation process to help assure that administrators are evaluated on these standards of excellence. President Stanback Stroud said the recent Bay Area Entrepreneur Center Anniversary Celebration included an acknowledgment of the vision of Richard Soyombo. President Stanback Stroud introduced Will Minnich, the new Dean of Enrollment Services at Skyline College.

College of San Mateo President Claire said the student Business Club hosted an Innovators Forum. The event attracted 25 startup companies and more than 300 attendees. President Claire said members of the student Polynesian Club held a pre-graduation ceremony and then participated in the College's commencement. He said he is pleased with the work of the College in terms of outreach to the Pacific Islander/Polynesian community. He said the College has applied for an AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) grant.

Cañada College President Buckley said Misha Maggi, Student Life and Leadership Manager, has been elected President for the California Community College Student Affairs Association. Gregory Anderson, Vice President of Instruction, was

elected as the Region 4 representative to the California Community Colleges Chief Instructional Officers organization. President Buckley said Cañada College hosted a Changemakers event which recognized Sarahi Espinoza Salamanca, a Cañada College student who founded the DREAMers Club at the College and created the DREAMers Roadmap. Antonio Villaraigosa, former mayor of Los Angeles, was the keynote speaker. Donations to the Foundation were collected to support scholarships for DREAMers. President Buckley said the ACCEL (Adult Education College and Career Educational Leadership) Consortium has agreed to provide funding to bring adult education back to the Coastside after a ten year absence. He acknowledged the efforts of Vice President Anderson; Larry Teshara, Director of Adult Education at the San Mateo Union High School District; and Jenny Castello, ESL Professor at Cañada College.

Maggie Garcia, Past President of the Associated Students of College of San Mateo (ASCSM), said she graduated from College of San Mateo in spring 2015. She discussed major events for the spring semester which included a Club Fair, the Washington, D.C. advocacy trip, Spring Celebration with the Child Development Center, Spring Fling events, an Open Mic event at which students shared their struggles and how they overcame them, and the Fifth Annual Student Film Festival. Students volunteered at Glide Memorial Church in San Francisco, preparing and serving meals to the homeless. President Claire congratulated Ms. Garcia and said she did an outstanding job as a student leader.

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 (15-6-4A)
President Miljanich announced that there were minor changes to the board report on pages 3 and 4; copies of the revised report were provided to the Board. It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the actions in the revised report. The motion carried, all members voting "Aye."

APPROVAL OF ADMINISTRATOR EMPLOYMENT CONTRACT RENEWALS (15-6-5A)
It was moved by Trustee Mohr and seconded by Vice President Mandelkern to approve the contract renewals. The motion carried, all members voting "Aye."

APPROVAL OF CONSENT AGENDA
President Miljanich said the consent agenda consists of the board reports 15-6-1CA through 15-6-8CA as listed on the agenda. She said an updated copy of the Gann Limit Worksheet, which is included with board report 15-6-8CA, has been provided to the Board. It was moved by Trustee Schwarz and seconded by Trustee Holober to approve the consent agenda.

Trustee Mohr asked for further information on two warrants listed in board report 15-6-1CA: (1) the CSM Planetarium System Upgrade, and (2) Districtwide Field Turf Replacement. Chancellor Galatolo said the planetarium upgrade came to the Board earlier this year. The field turf replacement expense was for the release of the 10% retention.

Trustee Mohr asked for information about the course titled "The Graphic Novel" to be offered at Skyline College as listed in board report 15-6-4CA. President Stanback Stroud said students in the course will study the history, structure and content of the graphic novel genre, which is a narrative form that blends literary and visual components, e.g. comic books. She said it expands the conventional ways of looking at critical literacy. She said it is a genre that can make information accessible and relevant to the lives of students as themes are often connected to issues of society. President Stanback Stroud said many colleges and universities are offering courses on the graphic novel and resources for faculty are available.

Trustee Mohr referenced the course titled "Fast Track to Calculus." He said this is an important subject and asked what the course is intended to accomplish. President Stanback Stroud said research shows that students, particularly students of color, are more successful in courses that are accelerated. Through this course, students do not get locked into long sequences that lead to calculus.

After this discussion, the motion to approve the consent agenda carried, all members voting "Aye."

Other Recommendations

ADOPTION OF RESOLUTION NO. 15-23 REGARDING THE DELEGATION OF AUTHORITY TO MAKE PERSONNEL DECISIONS (15-6-101B)
It was moved by Trustee Schwarz and seconded by Trustee Mohr to adopt Resolution No. 15-23. The motion carried, all members voting "Aye."

ADOPTION OF RESOLUTION NO. 15-24 DIRECTING THE SAN MATEO COUNTY CHIEF ELECTIONS OFFICER TO CONDUCT THE NOVEMBER 3, 2015 ELECTION FOR THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT WHOLLY BY MAIL PURSUANT TO THE PILOT PROGRAM AUTHORIZED BY ASSEMBLY BILL 2028 IF ALL OTHER AFFECTED JURISDICTIONS ALSO REQUEST PARTICIPATION IN THE PILOT PROGRAM AT THAT ELECTION (15-6-102B)
It was moved by Trustee Schwarz and seconded by Vice President Mandelkern to adopt Resolution No. 15-24. The Board discussed their previously stated desire to have polling places at the campuses. It was agreed that, should the Board adopt the resolution, staff will compose a letter stating the Board's wishes and share it with the Board before sending it to Mr. Church along with the resolution. The motion carried, all members voting "Aye."

APPROVAL OF REVISIONS TO BOARD POLICIES: 1.25 SECRETARY FOR THE BOARD; 1.50 MINUTES OF MEETINGS; 2.11 PHILOSOPHY OF PERSONNEL MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT; 2.19 NONDISCRIMINATION; 2.20 EQUAL EMPLOYMENT OPPORTUNITY; 2.22 EMPLOYMENT OF RELATIVES; 2.25 PROHIBITION OF HARASSMENT; 2.75 INSTITUTIONAL PLANNING AND EFFECTIVENESS; 8.38 GIFTS AND DONATIONS; AND 8.80 COMMUNITY USE OF DISTRICT FACILITIES (15-6-103B)
It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the revisions as detailed in the report. Vice President Mandelkern pointed out that the Board elects a Secretary during its annual reorganization; this is in conflict with the statement in Policy 1.25 that "The Chancellor shall serve as Secretary to the Board of Trustees." The Board agreed to remove this sentence from the policy. There was further discussion regarding the Secretary's responsibility to jointly prepare meeting agendas with the Board President and the Secretary's responsibility to attend closed sessions; after the discussion, the Board agreed to accept the revisions as recommended.

Regarding the section of Policy 2.25 detailing the reporting structure for individuals who believe they have been harassed, Trustee Mohr said he believes that separating the list of people to whom employees may report such incidents should be separated by the word "or" rather than commas in order to make it more clear to anyone reading the policy. The Board agreed to this suggestion.

Trustee Holober expressed concern about the recommended revisions to Policy 2.22, Employment of Relatives. He said he does not believe that adding the word "directly" removes the potential for something improper occurring. He said he does not believe that an employee who is higher in a chain of command should supervise an employee in that chain at any level. He said this could bring, or at least have the perception of bringing, influence to bear in ways that are unfair. Therefore, he would prefer that the word "directly" not be added to the policy.

Trustee Mohr said this is a long-standing issue in education. He said the District should be careful not to lock out relatives who could be good employees or to disallow transfers into departments in which an employee has a relative.

Vice President Mandelkern said the recommended revisions include the stipulation that employees shall not "directly supervise the supervisor of a member of his/her immediate family. . . ." and he believes these levels of supervision are adequate.

President Miljanich suggested that the Board remove Policy 2.22 from the motion to approve the policy revisions. The motion to approve the remaining policies as listed above, with the changes in Policies 1.25 and 2.25 as noted above, carried, all members voting "Aye."

It was moved by Vice President Mandelkern and seconded by Trustee Schwarz to approve the revisions to Policy 2.22, Employment of Relatives. The motion carried, with Trustee Holober voting "No" and all other members voting "Aye."

APPROVAL TO IMPLEMENT A FEE STRUCTURE FOR DISTRICTWIDE ELECTRIC VEHICLE CHARGING STATIONS (15-6-104B)

It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the implementation of the fee structure as detailed in the report. Trustee Holober asked if there is a projection of the revenues to be brought in with the institution of a fee structure. Joe Fullerton, Energy and Sustainability Manager, said this is difficult to predict; however, applying the recommended $5.00 per hour fee to people who have stayed over the four hour limit to date would generate revenues of $16,000 annually. Imposing an energy-based fee would generate an additional $7,000. Mr. Fullerton said the recommended fee structure is designed to cover the District's annual costs.

Vice President Mandelkern said he is a board member of an organization called Charge Across Town; its charter is to place charging stations in public facilities around the Bay Area and throughout the State. He said there is a shortage of charging stations for the number of electric and hybrid plug-in vehicles that currently exist. He said he believes that imposing a fee structure is a reasonable approach to encouraging people to cycle through as soon as their charging is complete. Vice President Mandelkern suggested that, rather than simply covering costs, incremental revenue could be used to help pay for additional charging stations. Vice Chancellor José Nuñez said additional stations will be added over the next 12 months.

Trustee Schwarz, noting that the recommendation calls for the stations to be used free of charge for up to four hours for staff and students, asked how it will be determined which vehicles belong to staff and students. Mr. Fullerton said staff and students will receive an email asking them to let the Facilities team know if they intend to use the charging stations. Those who respond will be sent a code which can be entered at the stations along with other identifying information.

President Miljanich asked if a vehicle can be charged for a more limited amount of time and have the capacity to go for some distance. Mr. Fullerton said this depends on a number of factors. He said most vehicles will go from completely empty to completely full in four hours.

Trustee Holober asked if there is a continuing relationship with the company that was involved with the project initially. Mr. Fullerton said the installation of the charging stations was part of a California Energy Commission grant which stipulated that there be no fees for six months. The grant was administered by Schneider Electric. Mr. Fullerton said the new recommended fee structure does not include a continuing relationship with Schneider Electric.

Trustee Mohr asked what the ideal number of charging stations throughout the District would be. Mr. Fullerton said the market for electric vehicles is increasing. He said he recommends adding stations in phases, beginning with the District Office and Cañada College which have the highest usage, while continuing to monitor usage.

Trustee Schwarz asked if the solar field at Cañada College makes the cost less at that location. Mr. Fullerton said the energy costs for charging vehicles is minimal; the majority of costs are for installation, operation and administration.

After this discussion, the motion to approve implementation of the fee structure carried, with Vice President Mandelkern abstaining and all other members voting "Aye."

APPROVAL TO RENEW THE MANAGEMENT AGREEMENT WITH EXOS/MEDIFIT, INC. TO CONTINUE OPERATING THE SAN MATEO ATHLETIC CLUB AND OTHER DISTRICT OWNED COMMUNITY-BASED FITNESS CENTER(S) IN PARTNERSHIP WITH THE DISTRICT (15-6-105B)

It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve renewal of the contract as detailed in the report. Trustee Holober said the recommendation speaks to "any other community-based fitness center(s) owned by the District." He said the District is discussing having a fitness center at Cañada College; he asked if there is any doubt that the District would choose EXOS/MediFit as the management company. Chancellor Galatolo said the process for the contract renewal reinforced the fact that the District did due diligence and finds EXOS/MediFit to be the best provider. He said EXOS/MediFit would likely be the partner for a facility at Cañada College. He added that if the District has issues with EXOS/MediFit at the time a new facility is to be built, it could look for another provider.

Trustee Mohr said the potential fitness center at Cañada College can provide an incentive to EXOS/MediFit in terms of negotiating a good contract. Tom Bauer, Vice Chancellor of Auxiliary Services and Enterprise Operations, said he envisions the District creating its own "chain" and would not want something that would compete with itself. He said EXOS/MediFit is the top management company currently but the contract could be reexamined if this changed.

Vice President Mandelkern asked if there is certainty that the District will not be required to conduct a separate bid process for a new facility at Cañada College. Vice Chancellor Bauer said he was informed by County Counsel that a separate bid process is not required.

Vice President Mandelkern said that, based on previous discussions, he hopes that AFSCME will be included in the conversation as part of the contract negotiation. He said he hopes a solution can be found whereby a number of bargaining unit employees can do some of the janitorial work currently being contracted out.

President Miljanich said she agrees that EXOS/MediFit will have an incentive to negotiate a favorable new contract and to perform well.

After this discussion, the motion to renew the management agreement carried, all members voting "Aye."

APPROVAL OF 2017-2021 FIVE-YEAR CAPITAL CONSTRUCTION PLAN (15-6-106B)
It was moved by Trustee Schwarz and seconded by Trustee Holober to approve the Plan as detailed in the report. Trustee Mohr commented on the escalating costs of construction and asked if there is a prediction about whether it will continue. Vice Chancellor Nuñez said the construction budgets were based on the cost estimates provided by the consultant hired by District. He said the District is faced with challenges now because of the large number of construction projects available. He said some people believe costs will come down in approximately three years while others believe costs will continue to be high.

Trustee Schwarz asked if there is dialogue in Sacramento regarding a Statewide bond measure. Vice Chancellor Nuñez said there is no discussion about a bond measure at the State Chancellor's Office; however, there is a proposed initiative for the 2016 ballot that would provide funds for K-14 facilities projects. He said that the District would receive $35 million if the initiative qualifies and wins approval. Chancellor Galatolo said he believes the initiative will qualify for the ballot but is not sure it will be approved by voters.

After this discussion, the motion carried, all members voting "Aye."

ACCEPTANCE OF GRANT FROM THE CALIFORNIA ENERGY COMMISSION AND ALLOCATION OF FUNDS FOR THE COLLEGE OF SAN MATEO SOLAR PROJECT (15-6-107B)
It was moved by Trustee Schwarz and seconded by Trustee Holober to accept the grant and allocate funds as detailed in the report. Vice President Mandelkern said the report implies that there will be solar cells or fields at College of San Mateo to generate electricity. He asked where these will be located. Mr. Fullerton said there are several options, including the Bulldog and Beethoven lots and rooftop locations. He said a thorough analysis will be conducted before a decision is made. Vice President Mandelkern asked if a final recommendation, including the location, will be brought to the Board for action. Mr. Fullerton said staff will being the recommendation to the Board. After this discussion, the motion carried, all members voting "Aye." Vice Chancellor Nuñez acknowledged the high quality of work done by Mr. Fullerton.

ADOPTION OF THE 2015-16 TENTATIVE BUDGET (15-6-108B)
It was moved by Trustee Holober and seconded by Vice President Mandelkern to adopt the tentative budget. Executive Vice Chancellor Blackwood outlined the budget guidelines: make sure the budget addresses Board goals, the District Strategic Plan and community needs; balance the budget projections in each of the next three years; and use one-time funds for one-time expenses.

Executive Vice Chancellor Blackwood discussed assumptions for the tentative budget:
- State FTES Access/Growth and State COLA – included in State adopted budget but does not affect the District
- Property tax increase – was 7.20% for the tentative budget; now at 7.64%.
- RDA Funds - $6.9 million
- Non-Resident FTES – 60% growth based on International Education plans
- Inflation – 3.1% or best guess for each line item
- Student Fees – no increase

Executive Vice Chancellor Blackwood said projected Fund 1 revenues total $150.6 million, 80% of which come from property taxes and RDA funds. Additional revenue comes from Student Fees; Proposition 30; Non-Resident Tuition;

Mandated Costs; Lottery; Interest; and Other (includes LocusPoint, Community Education, State funds for apprenticeship and part-time faculty parity and health insurance; facility and cell site rentals; sales such as cosmetology; and transcripts). Executive Vice Chancellor Blackwood said projected Fund 1 expenses total $146 million; this excludes carryovers from 2014-15 which will come from the ending balance. Site Allocations, at $110 million, account for the majority of expenses. Salary commitments will be moved to the sites in the adopted budget.

Executive Vice Chancellor Blackwood compared the District's revenue based on community-supported status vs. State revenue limit. Based on P-1 and the likely adopted budget, she said the District will realize a benefit of $32,364,610 as a result of being community-supported. She discussed other community college districts in the state which are also community-supported.

Executive Vice Chancellor Blackwood reviewed other funds, including Internal Service, Debt Service, Restricted Fund, Capital Projects, Enterprise/Auxiliary, Special Revenue, Student Aid, and Reserve for Post-Retirement Benefits. She discussed Categorical Funds, comparing the State funding the District received for 2014-15 and estimated funding for 2015-16:
- Student Success and Support Program (SSSP) - $3.2 million for 2014-15; estimated $5 million for 2015-16
- Student Equity – $822,000 for 2014-15; estimated $2.2 million for 2015-16
- EOPS - $1.4 million for 2014-15; estimated $1.9 million for 2015-16
- Scheduled Maintenance and Instructional Equipment (one-time) - $2.5 million for 2014-15; estimated $2.5 million for 2015-16

Executive Vice Chancellor Blackwood said the District uses the self assessment checklist provided by the Chancellor's Office. The checklist is used for accreditation and helps show that the District is fiscally sound.

Executive Vice Chancellor Blackwood discussed this year's budget issues:
- Strategic Planning – An update will be brought to the Board at a meeting in the near future.
- Resource Allocation/Innovation Fund – The new resource allocation model is not driven by FTES but rather includes funding for implementing the Strategic Plan; this funding is being called the Innovation Fund.
- RDA Funding – Most RDAs are awaiting Department of Finance approval before they can begin planning to sell property. The District may receive one-time funds from sales but the timing and amount are unknown.
- Base Allocation – The State budget includes an augmentation to base funding that is expected to assist in covering the increases in STRS and PERS. The District will not receive any of the funds, but anticipates the entire increase for STRS and PERS to be almost $9 million in ongoing expenses by 2020-21.
- Full-time Faculty and Obligation – The State budget includes funding to hire additional full-time faculty. The District will not receive this funding but its obligation will be increased. There is no penalty to the District if it does not meet the obligation. The District is hiring additional full-time faculty using SSSP funds.
- Mandated Costs Block Grant – The State budget includes a one-time mandated costs block grant. The District will receive these funds and anticipates receiving more than $8 million this year. The District will not use all of these funds this year.
- Three Year Budgeting – Projecting three years out, including the increased costs due to the PERS and STRS increases and other compensation increases, Executive Vice Chancellor Blackwood had projected deficits in 2016-17 and 2017-18. By not using all of the one-time funds in 2015-16 and using them to offset the deficits in the succeeding years, she was able to avoid the deficits and smooth out the funding while property tax revenue catches up. The marginal revenue being carried over the future years is approximately $5 million.

Vice President Mandelkern, referring to the $32 million gap between the State revenue limit and the District's revenues as a result of being community supported, said he does not believe property taxes are likely to fall enough to erase that gap. However, he said a change in State law could erase the gap and would require the District to make substantial budget cuts. Chancellor Galatolo said that if State law were to be changed, he believes lawmakers would add a "hold harmless" clause for the District and the other community-supported districts as part of the legislation.

Trustee Mohr said he appreciates the opportunity to align District resources with the Strategic Plan. He said the goals of the Strategic Plan are designed to move the District forward in accordance with the direction given by the Board. He said the SSSP funding the District will receive is pertinent to the Strategic Plan. Noting that the District will also receive a share of Student Equity funding from the State, Trustee Mohr said some of those funds could be used to assist foster youth.

Trustee Mohr asked Executive Vice Chancellor Blackwood to explain the connection between the KCSM deficit and LocusPoint. Executive Vice Chancellor Blackwood said the District entered into an agreement with LocusPoint to subsidize KCSM-TV in the amount of $900,000 each year for up to four years. In exchange, LocusPoint will be entitled to a percentage of the proceeds of the sale of the station at the time of the Spectrum sale.

Trustee Holober asked if revenue limit districts are allowed to keep their RDA funds or if they are counted against their revenue limit. Executive Vice Chancellor Blackwood said RDA funds are counted against their revenue limit.

Trustee Holober asked if the $1.7 million expense for KCSM-FM is offset by revenues brought in by the station. Executive Vice Chancellor Blackwood said the expenses are offset, as KCSM-FM's expenses are less than the revenue they bring in.

Trustee Holober said the tentative budget does not show a significant increase in benefits costs; he asked if the escalation in PERS and STRS rates are not yet reflected. Executive Vice Chancellor Blackwood said the PERS increases have not occurred as quickly as anticipated. The STRS rates are written into legislation and are going up every year.

After this discussion, the motion to adopt the tentative budget carried, all members voting "aye."

INFORMATION REPORTS

INSTITUTIONAL EFFECTIVENESS GOALS (15-6-3C)
The Board accepted the report.

DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING MARCH 31, 2015 (15-6-4C)
The Board accepted the report.

COMMUNICATIONS
President Miljanich said that since the last meeting, the Board received a letter from a member of the community regarding an issue with a dog owner allowing his dog to be off-leash on District property.

STATEMENTS FROM BOARD MEMBERS
Student Trustee Bajwa said members of the Student Senates and presiding bodies at the Colleges have been elected and will present reports to the Board beginning in the fall.

Trustee Mohr said he attended the Education, Equity and Race Conference sponsored by the San Mateo County School Boards Association and held at Skyline College. He said President Stanback Stroud made an excellent presentation on what race means to her. Professor Amanda Lewis of the University of Illinois at Chicago also made an outstanding presentation and Trustee Mohr suggested that she be brought in as a speaker for faculty/staff development or for Opening Day. Trustee Mohr said he attended the anniversary celebration for the Bay Area Entrepreneur Center. He said the Center is a good example of how Skyline College has made a connection with the community. He said the event also included a very eloquent dedication to Richard Soyombo.

Trustee Holober said the Strategic Plan is taking solid form. He said the Board will soon receive the current draft with a plan to discuss it at a Board meeting in July and possibly adopt it in August. He said the Strategic Plan will set goals and direction going forward for several years and he encouraged everyone to review it carefully.

Vice President Mandelkern congratulated Student Trustee Bajwa on his reelection. He said Student Trustee Bajwa did an excellent job during the past year and it is a pleasure to have him serve another term. Vice President Mandelkern said he is pleased that the District is resuming employees' participation in the Museum of Tolerance training program. He said he believes this program can help broaden perspectives, increase understanding and teach tolerance.

Trustee Schwarz said she attended the Dental Assisting pinning ceremony at College of San Mateo. She said Dr. Ann Marie Silvestri, Dental Director at the County's San Mateo Medical Center, was also present and mentioned potential coordination between the County and the District on a Dental Hygiene program. President Claire said discussions about a potential partnership are in the very early stages. Trustee Schwarz said she attended Jazz on the Hill. She said it was well attended and she enjoyed listening to both the professional and student bands. Trustee Schwarz said she would be interested in learning more about AB 288 which addresses high school students' dual enrollment in community colleges. Chancellor Galatolo said regulations regarding concurrent enrollment were changed some years ago following an investigation into

improper enrollment and funding practices. In response to the findings, legislation was enacted which limited class enrollments and the number of units allowed. Chancellor Galatolo said AB 288 is intended to undo these restrictions. He said the bill has been changed multiple times and the current version restores approximately 80% of the initial program. He said he believes this is a step in the right direction. He said concurrent enrollment enhances the lives of students by providing greater opportunity, allowing students to advance earlier in their college careers, and creating a linkage to college in the high schools. Chancellor Galatolo said he believes AB 288 is likely to be enacted.

RECESS TO CLOSED SESSION
President Miljanich announced that during Closed Session, the Board will:
1. Hold a conference with Labor Negotiator Eugene Whitlock; the employee organizations are AFT, AFSCME and CSEA
2. Hold a conference with Labor Negotiator Ron Galatolo; the employee organization is unrepresented employees
3. Discuss one case of potential litigation as listed on the printed agenda

The Board recessed to Closed Session at 8:40 p.m. and reconvened to Open Session at 10:20 p.m.

CLOSED SESSION ACTIONS TAKEN
President Miljanich reported that at the Closed Session just concluded, the Board took no action.

ADJOURNMENT
It was moved by Vice President Mandelkern and seconded by Trustee Schwarz to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:22 p.m.

Submitted by

Ron Galatolo
Secretary

Approved and entered into the proceedings of the July 8, 2015 meeting.

Dave Mandelkern
Vice President-Clerk

San Mateo County Community College District   July 8, 2015

BOARD REPORT NO. 15-7-1A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations, 358-6883

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT

District Office

Jamillah Moore   Interim Vice Chancellor, Educational Services and Planning   District Office

New interim administrative employment, effective July 13, 2015.

Skyline College

Luis Escobar   Interim Dean, Counseling/Advising/Matriculation   Office of the Vice President
                                                                                    of Student Services

New interim administrative employment, effective June 29, 2015.

Michael Stokes   Director of TRiO   Counseling/TRiO

New Academic Supervisory (Exempt) employment, effective August 10, 2015.

B. PUBLIC EMPLOYMENT

1. Employment

Cañada College

Jenna French   Learning Disability Specialist and   Counseling
                          Disability Resource Center Counselor

New Contract I status academic employment, effective August 13, 2015.

College of San Mateo

Vera Fainshtein   Instructor, Digital Media   Creative Arts/Social Science

New Contract I status academic employment, effective August 13, 2015.

Judith Hunt   Instructor, History   Creative Arts/Social Science

New Contract I status academic employment, effective August 13, 2015.

Tatiana Irwin   Instructor, History   Creative Arts/Social Science

New Contract I status academic employment, effective August 13, 2015.

Michelle Mullane   Instructor, Psychology   Creative Arts/Social Science

New Contract I status academic employment, effective August 13, 2015.

Robert Shoffner   Project Director (San Mateo County Small Business Development Center)   Business/Technology

New full-time, 12-month classified professional/supervisory employment, effective June 22, 2015.

District Office

Jeff Peterson   Foundation Business Manager   Foundation

New full-time, 12-month classified supervisory (exempt) employment, effective June 19, 2015.

Noel Ceja   Groundskeeper   Facilities

New full-time, 12-month classified employment, effective June 29, 2015.

Skyline College

Judy Hutchinson   College Business Officer   Vice President of Administrative Services

New full-time, 12-month classified supervisory (exempt) employment, effective June 29, 2015.

Anthony Brunicardi   Instructional Aide II   Kinesiology, Athletics and Dance

New full-time, 12-month classified employment, effective July 1, 2015.

C. REASSIGNMENT

None

D. TRANSFER

Skyline College

Soledad McCarthy   Program Services Coordinator   Counseling
(Funded by the Walter S. Johnson Foundation Grant)

Correction to the June 24, 2015 Board report. Transfer through the managed hiring process from a full-time, 12-month, Program Services Coordinator position (Grade 27 of the Classified Salary Schedule 60) into this temporary full-time, 12-month grant funded position at Grade 27 of the same salary schedule, effective July 1, 2015.

Sergio Ferreira   Library Support Specialist   Academic Support &
Learning Technologies

Transfer from an 80%, 12-month Library Support Specialist position (2C0035) in Academic Support and Learning Technologies into this full-time, 12-month position (2C0032), effective July 13, 2015.

E. CHANGES IN STAFF ALLOCATION

College of San Mateo

1. Recommend a change in staff allocation to add one full-time, 12-month Retention Specialist position (Grade 24 of Salary Schedule 60) in the International Student Center, effective July 1, 2015.

District Office

1. Recommend a change in title for the Vice Chancellor, Human Resources and Employee Relations position (Grade AA of the Management Salary Schedule 20) to Vice Chancellor, Human Resources and General Counsel, effective July 1, 2015.

2. Recommend a change in salary level of the Vice Chancellor, Auxiliary Services and Enterprise Operations, Vice Chancellor, Educational Services and Planning, Vice Chancellor, Facilities Planning, Maintenance and Operations, and Vice Chancellor, Human Resources and General Counsel classifications to Grade EC of the Executive Salary Schedule (10) from Grade AA of the Management Salary Schedule (20), effective July 1, 2015.

3. Recommend a change in staff allocation to delete one full-time, 12-month Director of Development position (1A0030) at Grade AI of the Management Salary Schedule (20) and add one full-time, 12-month Foundation Development Manager position in Foundation at Grade 189E of the Academic-Classified Exempt Supervisory Salary Schedule (35), effective July 1, 2015.

4. Recommend creation of a new classification titled, "Provost, International Education" at Grade AA of the Management Salary Schedule (20), effective July 1, 2015. In addition, recommend a change in staff allocation to add one full-time, 12-month Provost, International Education position, effective July 1, 2015. Also recommend that Jing Luan be placed into this new position, effective July 1, 2015.

5. Recommend a classification change of the Capital Projects Operations Manager position Board approved on December 10, 2014. New title of position will be Capital Projects Operations Manager (Funded by Measure H), effective July 1, 2015. The position is a temporary position funded by Measure H, effective July 1, 2015 through June 30, 2022 or expiration of Measure H funding.

Skyline College

1. Recommend a change in staff allocation to add two full-time, 12-month Admissions and Records III positions (Grade 24 of the Classified Salary Schedule 60) in Enrollment Services, effective July 9, 2015.

2. Recommend creation of a new classification position titled, "Program Services Coordinator (Funded by the Walter S. Johnson Foundation Grant)" at Grade 27 of the Classified Salary Schedule (60). Also recommend a change in staff allocation to add one full-time, 12-month Program Services Coordinator (Funded by the Walter S. Johnson Foundation Grant) position in Counseling, effective July 1, 2015. This position is a temporary, grant-funded position, effective July 1, 2015 through the expiration of the grant funding.

F. PHASE-IN RETIREMENT

Elizabeth Smith   Professor   Math/Science

Recommend approval of participation in the Phase-In Retirement Program, effective August 13, 2015. Confirmation of employee eligibility and final approval of the employee's proposed workload reduction is managed by the State Teachers Retirement System.

Eileen O'Brien   Professor   Counseling

Recommend approval of participation in the Phase-In Retirement Program, effective August 13, 2015. Confirmation of employee eligibility and final approval of the employee's proposed workload reduction is managed by the State Teachers Retirement System.

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

College of San Mateo

James Robertson   History Professor   Creative Arts & Social Science

Retired as Professor Emeritus, effective June 1, 2015 with 10 years of service. Not eligible for District retiree benefits.

Lynne Douglas   Learning Disability Specialist   Student Services

Retired as Professor Emerita, effective June 1, 2015 with 13 years of service. Not eligible for District retiree benefits.

2. Resignation

<u>**College of San Mateo**</u>

Tamara Hom   Program Services Coordinator   Student Services

Resigned effective June 30, 2015.

I. <u>ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS</u>

None

J. <u>SHORT-TERM, NON-CONTINUING POSITIONS</u>

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

Location	Division / Department	No. of Pos.	Start and End Date		Services to be performed
CSM	Business/Technology (FIRE)	6	08/01/2015	06/30/2016	**Instructional Aide II:** Assist Fire Technology Instructors during manipulative skills exercises in Firefighter Academy, assist EMT instructors during skills practice and testing, assist Recruit Firefighter Academy directors/instructors for the county academy.
CSM	Vice President Instruction/Library	1	07/01/2015	12/31/2015	**Library Support Specialist:** Create, interpret, modify, and verify bibliographic and other documentation related to print and non-print items (books, periodicals, government docs, serials, media, and equipment) into the library's catalog, acquisitions, and circulation modules. Perform technical processing on library materials and set up and maintain statistical and other records to monitor and track services and operations.
CSM	Student Services/Health Center	1	07/01/2015	06/30/2016	**Health Services Physician:** Oversee the practices of the nurse practitioners, provide medical advice and treatment in the College Health Centers, write prescriptions as needed; confer with medical plans providers and emergency medical personnel regarding follow-up care; set up and maintain confidential docs of treatment and services provided; complete required medical provider and emergency forms.

CSM	President's Office/Community Relations and Marketing	1	07/01/2015	08/31/2015	**Web Content Coordinator:** Primary point of contact for CSM Event Calendar content including additions, editing, approving, posting and creating associated electronic marketing collateral. Overall edit, creation and updating of web content for schedule of classes, catalog, career programs, student experience, interactive map, sports updates and other website content as assigned.
Skyline	Global Learning Programs and Services	3	07/01/2015	06/30/2016	**Shuttle Driver:** Drive District issued 10 passenger vans for various events, programs, meetings, and tours.

San Mateo County Community College District   July 8, 2015

BOARD REPORT NO. 15-7-1C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

DISCUSSION OF DRAFT OF DISTRICT STRATEGIC PLAN

The Board will discuss the draft of the District Strategic Plan. As stated in the Introduction to the document:

This Strategic Plan signals a new era for the San Mateo County Community College District (SMCCCD) through the year 2020. It is a vehicle by which the District will embark on progressive goals to match changing times. It replaces the former SMCCCD Strategic Plan covering the years 2008 to 2013. The plan consists of three overarching themes – student success, equity, and social justice; four strategic goals; and Districtwide strategies and metrics to be used to implement and measure the effectiveness of programs and activities in support of this plan. This document describes these components and the data used to inform its development.

Development of the District Strategic Plan was spearheaded by two committees: the District Strategic Plan Steering Committee, an executive-level team including members of the Board of Trustees, Chancellor, College Presidents, District Academic Senate, the Deputy and Executive Vice Chancellors of the District and the Director of Government and Community Relations; and the District Strategic Planning Task Force, consisting of the leadership mentioned above, less the Board members and including College Academic Senate leaders and District researchers. The Task Force served to review and inform output from the Steering Committee and manage dissemination of the information about the plan to their constituencies.

The plan's development was data driven and collaborative. Internal and external data regarding trends in demographics, competitors, workforce needs, housing, K-12 and higher education were collected and considered. This plan is integrated with and draws from the District and College plans: Educational Master Plans, Facilities Master Plan, Equity Plans and Strategic Enrollment Plans. Four strategy sessions at each college – a total of 12 forums – provided the opportunity to collect information and insights from faculty, staff and students. The Board of Trustees discussed the development of the plan at their Annual Retreat.

This Strategic Plan will help the District plan wisely for the future. It is tied to the Colleges' Educational Master Plans and to resource allocation. The new resource allocation model includes annual funding for an Innovation Fund to support program development. Additionally, the new plan provides a way for the District to demonstrate its accountability to stakeholders, taxpayers, and students. District leaders will use continuous analysis of student persistence, completion, award of certificates and degrees and transfers in addition to assessing student goal attainment to make strategic decisions. Student performance and outcomes underlie accountability for the overarching District goals-student success and equity and social justice. In addition to the metrics discussed in this document, the District will develop a District Scorecard that will track various performance measures. These metrics will provide visibility for the achievement of District goals outlined in this document.

Students First

A Strategic Plan for the San Mateo County Community College District

The Strategic Planning Committees of the San Mateo Community College District

6/29/2015

DRAFT

This strategic plan serves as a guide for the San Mateo County Community College District (SMCCCD) through the year 2020.

INTRODUCTION

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This plan will be reviewed regularly and discussed at the Board's Annual Retreat and at other times during the year. The metrics, some of which have yet to be developed, will change over time, as will the strategies as they are reviewed and refined annually.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT MISSION STATEMENT

PREAMBLE

The Colleges of the San Mateo County Community College District, Cañada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings, which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness and realize their individual potential. The District actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic freedom in which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education the State.

MISSION

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

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- Provide career and technical education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- Provide basic skills education in language and computational skills required for successful completion of educational goals; and
- Provide a range of student services to assist students in attaining their educational and career goals; and
- Provide self-supporting community education classes, contract education and training and related services tailored to the human and economic development of the community; and
- Provide leadership in aligning educational programs and services offered by all local educational institutions and community service organizations; and
- Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.

To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision-making, and that are respectful of all participants. The District plans, organizes and develops its resources to achieve maximum effectiveness, efficiency, equity and accountability.

The Mission is evaluated and revised on a regular basis.

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 College 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.

OVERARCHING THEMES

This summary of the District Strategic Plan lays out the major components of the plan and a summary of the principles, themes and data used to establish its goals, strategies and metrics.

STUDENTS FIRST: STUDENT SUCCESS, EQUITY AND SOCIAL JUSTICE

Success, Equity and Social Justice for our students are longstanding goals of the San Mateo County Community College District and have been defined as the overarching themes of the District's Strategic Plan. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. Providing equitable access to higher education is no longer sufficient. To fully meet the District's obligation to increase equity and student success, it must close longstanding gaps in student attainment. Continuous use of the District's data will be required to identify and close these gaps. While colleges are required to report success data to external agencies, these traditional measures of student completion and graduation do not fully capture the contributions of the District's Colleges to the County. A more student-centric definition of student success is necessary. Accordingly, the District defines student success as occurring when students reach the individual goals they set for themselves.

This **"students-first"** philosophy is deeply grounded in the belief that diversity is a value added rather than something to be overcome or transcended and is a necessary starting point rather than the entire goal. In order to create an equitable and rigorous educational environment, the value of diversity must be embedded in policy and practice, be reflected throughout the District and its guiding plans, and must address equitable impact as well as intent.

To ensure that adequate resources are available to achieve the goals of this Strategic Plan, the District will, at all times, undertake sound fiscal planning and management of allocations. It will be essential for the District to protect its community-supported revenue status through advocacy, education and alliances with other similarly-funded colleges. In addition, the District will need to continue to support and expand entrepreneurial efforts that produce additional revenue that can be used to support student educational programs and services beyond that which is available from other state and local sources.

DISTRICTWIDE STRATEGIES

The following strategies will help inform the District and Colleges in developing policies, procedures and initiatives in support of the Overarching Themes of this Strategic Plan.

- Develop a robust and comprehensive research, planning and institutional effectiveness infrastructure Districtwide to produce actionable data for use in Districtwide decision-making.
- Measure the impact of new and existing College efforts to increase success and equity for all students. Close gaps that result in inequitable outcomes.
- Capture the real education goals that students want to achieve and use these goals to determine their subsequent success.

- Continually explore and implement interventions that benefit all students, with particular emphasis on students with high potential and limited resources.
- Provide clear and distinct pathways for all students, particularly those from underserved populations, to accelerate program completion and successful transitions to work or transfer.
- Support the Colleges by providing resources for teaching and support innovations that are designed to increase student success
- Review student placement assessment processes and incorporate multiple measures of assessing the preparedness of new students for college level work for students with the goal of decreasing time needed to achieve one's goal.
- Engage in innovative course scheduling that provides more student options for course completion.

STRATEGIC GOALS, METRICS AND STRATEGIES

The Strategic Plan defines **Strategic Goals** that will help the District meet its commitment to achieving success, social justice, and equity for our students. Each strategic goal is accompanied by **metrics** that measure whether the plan is working. A number of **Districtwide strategies** that define, in broad terms, the means of achieving the strategic goals are also included. *Operational planning* at the Colleges will translates the Districtwide strategies into College-specific programs and activities that support the strategic goals. Systematic assessment of College programs and activities will inform the metrics for the District's strategic goals and guarantee transparency and accountability for District employees and the public. By implementing this plan, the District and Colleges will be accountable to the students they serve and the communities of San Mateo County.

STRATEGIC GOAL #1: DEVELOP AND STRENGTHEN EDUCATIONAL OFFERINGS, INTERVENTIONS, AND SUPPORT PROGRAMS THAT INCREASE STUDENT ACCESS AND SUCCESS

Students arrive at District Colleges with a range of educational goals. Students and the public need to know that their investment in time and money in their education will lead to tangible results. Accordingly, the District will seek to provide the best possible balance of programs and services that will result in clear transfer outcomes as well as alignment with emerging labor markets. Increasing student outcomes requires increased support and engagement.

METRICS [BENCHMARKS AND TARGETS TO BE DETERMINED]

Note: metrics will be calculated on cohorts of entering first-time students and disaggregated by student education goals to include race/ethnicity, gender, and socioeconomic status (Pell Recipients) to identify and address gaps in student success.

Metric	2010-11	2011-12	2012-13	2013-14	Baseline 2014-15	Target 2019-20
1.1 Increase the proportion of students who complete a Student Educational Plan (SEP) indicating a goal of degree, certificate or transfer.	-	-	-	-	NA	+5%
1.2 Increase the proportion of students who complete a Student Educational Plan (SEP) indicating a goal of a degree, certificate or transfer who started below transfer-level and completed a transfer-level course in the same discipline.	-	-	-	-	NA	+5%
1.3 Increase the proportion of students who successfully complete a course by earning a grade of "C" or better or "credit."	68.7	70.0	69.8	69.7	-	+1%
1.3.1 Increase the proportion of students who successfully complete a face-to-face (F2F) by earning a grade of "C" or better or "credit."	69.6	71.0	70.9	70.8	-	+1%
1.3.2 Increase the proportion of students who successfully complete a Distance Education (DE) course by earning a grade of "C" or better or "credit."	56.7	59.0	59.0	60.8	-	+10%
1.4 Increase the proportion of First-time students who complete a Student Educational Plan (SEP) indicating a goal of a degree and/or transfer who enroll in transfer-level coursework in English.	-	-	-	-	NA	+10%
1.5 Increase the proportion of First-time students who complete a Student Educational Plan (SEP) indicating a goal of a degree and/or transfer who enroll in transfer-level coursework in Math.	-	-	-	-	NA	+10%
1.6 Decrease the time to completion for associate degrees.	-	-	-	-	XX Terms	-20%
1.7 Decrease the time to completion for transfer.	-	-	-	-	XX Terms	-20%
1.8 Decrease the time to completion for certificates of achievement.	-	-	-	-	XX Terms	-20%
1.9 Decrease the time to completion for certificates of specialization.	-	-	-	-	XX Terms	-20%

DISTRICTWIDE STRATEGIES

- Increase the number of students who utilize support services that enable them to stay in school and succeed.
- Systematically evaluate the effectiveness of existing programs in all areas and develop, strengthen or eliminate programs to support student success.
- Strengthen the alignment of career and technical programs with projected workforce needs.
- Provide professional development resources for faculty, staff, and administration to ensure program viability and excellence in teaching.
- Create on-line and web-based options for students to access advising and counseling services, interactive scheduling, and educational plans.
- Establish a dedicated budget for program development (including personnel, professional development, and technology).
- Use emerging practices to accelerate student progression through basic skills and ESL sequences into college-level work.
- Expand the globalization of education as a critical means for graduates to engage and thrive in an increasingly small world.

STRATEGIC GOAL #2: ESTABLISH AND EXPAND RELATIONSHIPS WITH SCHOOL DISTRICTS, 4-YEAR COLLEGE PARTNERS, AND COMMUNITY-BASED ORGANIZATIONS TO INCREASE HIGHER EDUCATION ATTAINMENT IN SAN MATEO COUNTY

The District's Colleges are the center of higher education opportunity for San Mateo County. Yet, past successes are no guarantee of future enrollment. It is unlikely that service area demographics during the current planning period can ensure continually increasing enrollments. It will be increasingly important to work with education partners and community-based organizations to ease students' transitions to, within, and from the District's Colleges.

METRICS [BENCHMARKS AND TARGETS TO BE DETERMINED]

Metric	2010-11	2011-12	2012-13	2013-14	Baseline 2014-15	Target 2019-20
2.1 Increase overall post-secondary educational attainment of San Mateo County adults.	50.6%	50.3%	51.4%	53.6%	-	+1%
2.2 Increase Associate's degree attainment of San Mateo County adults.	7.6%	7.2%	7.7%	7.6%	-	+1%
2.3 Increase the proportion of San Mateo County high school graduates who successfully transition to postsecondary education.	-	-	-	-	NA	+5%
2.4 Increase proportion of San Mateo County high school graduates who enroll in the District.	NA	NA	54.3%	48.9%	-	+5%
2.5 Increase the number of Certificates awarded.	1474	1394	1623	1927	-	+10%
2.6 Increase the number of associates degrees awarded.	1129	1442	1639	1780	-	+25%
2.7 Increase the number of students who transfer to in-state private or out-of-state four-year post-secondary institutions of higher learning.	339	353	366	326	-	+10%
2.8 Increase the number of students who transfer to the California State University (CSU) system.	911	826	753	999	-	+10%
2.9 Increase the number of students who transfer to the University of California (UC) system.	269	240	292	280	-	+10%

DISTRICTWIDE STRATEGIES

- Support seamless transitions to College for secondary school students.
- Increase Middle College and Early College opportunities.
- Make concurrent and dual enrollment processes more efficient and accessible for secondary schools and their students.
- Work with feeder high schools to develop better placement processes that result in higher levels of students placed into college credit courses and programs.
- Invest in resources and support actions that will ensure quality teaching and learning.
- Emphasize and support both traditional and non-traditional contact with instructors and counselors.
- Expand student services, student clubs and learning communities for the benefit of all students but especially underrepresented or other at-risk students.
- Increase and articulate visible pathways for transfer and job placement to help students meet their stated goals.
- Increase/expand partnerships with four-year colleges and universities to increase seamless curriculum alignment and direct program transfer.
- Create faculty-to-faculty exchanges with high school discipline counterpart faculty to better align curricula and to create seamless transitions from secondary to postsecondary education.

STRATEGIC GOAL #3: INCREASE PROGRAM DELIVERY OPTIONS, INCLUDING THE EXPANDED USE OF INSTRUCTIONAL TECHNOLOGY, TO SUPPORT STUDENT LEARNING AND SUCCESS

In an educational environment that has become highly competitive, students and prospective students have many choices for higher education. Prospective adult learners are increasingly unlikely to enroll for semester-long classes, seeking instead shorter-term and online learning opportunities. Many younger students are digital natives and expect higher education to incorporate the customer experiences provided by successful online retailers. Recent national practices in Learning Communities, peer tutoring, and retention can also contribute to student success rates. Innovations can spur both larger enrollments and retention rates as well as higher levels of student success and satisfaction with the District's educational offerings. Technology will also provide access for populations currently unable to access the District's programs and support services. The District recognizes that such transformations require both the technological infrastructure and professional development to take advantage of new opportunities.

METRICS [BENCHMARKS AND TARGETS TO BE DETERMINED]

Metric	2010-11	2011-12	2012-13	2013-14	Baseline 2014-15	Target 2019-20
3.1 Number of students completing an Associate's Degree that includes at least one online course.	-	-	-	-	-	+20%
3.2 Number of students completing a certificate that includes at least one online course.	-	-	-	-	-	+20%
3.3 Number of Associate Degrees completed 100% online.	0	0	0	0	0	10
3.4 Number of Certificate completed 100% online.	0	0	0	0	0	10

DISTRICTWIDE STRATEGIES

- Expand program delivery options, including accelerated completion options, for all students including online students, e.g., College for Working Adults; short term classes; intersession classes; cohort classes; and continuing, corporate and community education.
- Develop a strategic distance education plan to increase the development and delivery of quality, fully online and hybrid classes and degree programs.
- Support professional development for faculty and staff to incorporate advances in teaching, learning, and effective use of technology.
- Increase technology use in the classroom and develop the overall District technology infrastructure to improve student success.
- Share data and information, especially about student success, with community partners.
- Integrate technological systems to ensure a seamless and efficient experience for students and staff.
- Ensure student services are addressing the needs of all students including online students.

STRATEGIC GOAL #4: ENSURE NECESSARY RESOURCES ARE AVAILABLE TO IMPLEMENT THIS STRATEGIC PLAN THROUGH SOUND FISCAL PLANNING AND MANAGEMENT OF ALLOCATIONS. PROTECT COMMUNITY-SUPPORTED STATUS AND UNDERTAKE THE DEVELOPMENT OF INNOVATIVE SOURCES OF REVENUE THAT SUPPORT EDUCATIONAL PROGRAMS BEYOND THAT WHICH IS AVAILABLE FROM COMMUNITY AND STATE ALLOCATIONS.

Many initiatives to improve student success can be achieved within existing resources. At the same time, new resources generated from the District's entrepreneurial actions will add significantly to those resources available to increase student success. Entrepreneurial actions will draw upon new and existing partnerships throughout the County as well as the state, nation, and internationally. As the District embarks on the strategies in this plan, it is critical that the additional resources be invested in innovation, faculty and staff development, and other productive actions that result in higher levels of student success, social justice and equity.

METRICS [BENCHMARKS AND TARGETS TO BE DETERMINED]

Metric	2010-11	2011-12	2012-13	2013-14	Baseline 2014-15	Target 2019-20
4.1 Increase revenue from alternative sources through entrepreneurial efforts:						
4.1.1 Grants	$21,667,773	$21,821,729	$19,035,093	$19,972,899	NA	
4.1.2 Contract Education	-	-	-	-	NA	+
4.1.3 Community Education	$1,137,099	$670,287	$657,850	$550,647	NA	
4.1.4 International Student Enrollment	-	179	246	341	515	2700
4.1.5 Facilities Rentals	$267,010	$301,733	$611,712	$982,871	NA	
4.1.6 Athletic Club(s)	$2,003,731	$2,774,126	$3,545,269	$4,104,263	NA	

DISTRICTWIDE STRATEGIES

- Review allocations so that they align with District goals and strategic actions.
- Protect and solidify District funding, predominately in the form of property taxes, through interaction and advocacy with key county and state legislators and the State Chancellor's Office. To ensure this is achieved, build coalitions among other community-supported districts and statewide assocations.
- Increase entrepreneurial actions across the District to provide new revenue sources.
- Increase Community, Continuing and Corporate Education (CCCE) training and services to San Mateo County residents, families and businesses through increased lifelong learning and professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private-sector organizations.
- Increase revenue-generating contract training for public and private sector organizations.
- Develop internationally recognized, revenue-generating Intensive English Programs for students, educators, administrators and executives.
- Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
- Increase credit-based enrollments through new credit/non-credit hybrid programming.
- Create or expand revenue-generating programs such as Study Abroad, San Mateo Athletic Club, and Tech Shop.
- Increase grant writing capability throughout the District.
- Link the District's community and international education efforts to create synergies that strengthen both programs.

SMCCCD STRATEGIC PLAN METRICS DEFINITIONS

	Strategic Goal #1: Develop and strengthen educational offerings, interventions, and support programs that increase student ACCESS and success
1.1	The proportion of First-time students in the fall term who indicate an informed Ed Goal (SS01 = A,B,C or E) degree, certificate or transfer.
1.2	The proportion of First-time students in the fall term who indicate an informed Ed Goal (SS01 = A,B,C or E) degree, certificate or transfer who enroll in below transfer level English and/or Math in their first academic year who subsequently successfully complete transfer level course work in that area.
1.3	The proportion of students who earn an "A,B,C,CR, or P" out of the total number of student who complete with and "A,B,C,D,F,W,CR,NC,P, or NP."
1.3.1	The proportion of students who earn an "A,B,C,CR, or P" out of the total number of student who complete with and "A,B,C,D,F,W,CR,NC,P, or NP" in face-to-face (F2F) courses.
1.3.2	The proportion of students who earn an "A,B,C,CR, or P" out of the total number of student who complete with and "A,B,C,D,F,W,CR,NC,P, or NP" in distance education (DE) courses, excluding hybrid courses.
1.4	The number of First-time students in the fall term who indicate an informed Ed Goal (SS01 = A,B,C or E) and subsequently enroll in Transfer Level English in their first academic year.
1.5	The number of First-time students in the fall term who indicate an informed Ed Goal (SS01 = A,B,C or E) and subsequently enroll in Transfer Level Math in their academic year.
1.6	Identify students who complete an initial associates degree. Look back six years to identify first term of enrollment. Determine the average number of terms (Fall, Spring, and Summer included) it took to complete the award.
1.7	Identify students who complete a certificate of achievement. Look back six years to identify first term of enrollment. Determine the average number of terms (Fall, Spring, and Summer included) it took to complete the award.
1.8	Identify students who complete a certificate of specialization. Look back six years to identify first term of enrollment. Determine the average number of terms (Fall, Spring, and Summer included) it took to complete the award.
1.9	Identify students who transfer to a four-year institution of higher education. Look back six years to identify first term of enrollment. Determine the average number of terms (Fall, Spring, and Summer included) it took to complete transfer.

	Strategic Goal #2: Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment In San Mateo County
2.1	Using the US Census Bureau American Community Survey (ACS) one-year estimate, the sum of the proportions of San Mateo County adults aged 25+ who have attained an Associate's, Bachelor's, Graduate or Professional Degree.

2.2	Using the US Census Bureau American Community Survey (ACS) one-year estimate, the proportions of San Mateo County adults aged 25+ who have attained an Associate's Degree.
2.3	The proportion of SMCCCD high school graduates who successfully transition to postsecondary education within the first year following graduation.
2.4	The proportion of SMCCCD students
2.5	The number of certificates awarded annually in the District.
2.6	The number of associates degrees awarded annually in the District.
2.7	The number of students who transfer to in-state private or out-of-state four-year post-secondary institutions of higher learning annually.
2.8	The number of students who transfer to the California State University (CSU system) annually.
2.9	The number of students who transfer to the University of California (UC system) annually.

	Strategic Goal #3: Increase program delivery options, including the expanded use of instructional technology, to support student learning and success
3.1	The number of students annually who complete an initial associates degree that includes at least one successfully completed distance education course (excluding hybrid).
3.2	The number of students annually who complete a certificate that includes at least one successfully completed distance education course (excluding hybrid).
3.3	Number of Associate Degrees completed annually where 100% of the coursework was delivered via distance education (excluding hybrid).
3.4	Number of certificates completed annually where 100% of the coursework was delivered via distance education (excluding hybrid).

	Strategic Goal #4: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.
4.1	The amount of revenue generated each fiscal year from specified efforts, including Grants, Contract Education, Community Education, International Student Enrollment, Facilities Rentals, and Athletic Clubs.

SUMMARY OF DATA TRENDS AND THEIR IMPLICATIONS FOR THE PLANNING PROCESS

Development of this Strategic Plan was a data-driven process. An environmental scan was conducted to assess external and internal factors that will likely have implications for the District currently and well into the future. Internal, local, regional, state and national data describing demographics, the workforce, housing, education and education policy was collected and analyzed. A complete description of the environmental scan data is included in Appendix B.

Examination and further analysis of the environmental scan data revealed several trends that will have implications as to how the District can best continue its "Students First" philosophy through advancing its overarching themes of student success and social justice and equity. A summary of the implications revealed by this data collection and analysis process is shown below. The District's four Strategic Goals directly address these implications. The link between each particular implication and the particular Strategic Goal(s) that is addressed in response to the implication is also shown. A detailed description of the trend analysis that led to these implications appears in Appendix A of this document.

PLANNING ASSUMPTIONS

Development of the strategic goals and strategies was informed by a data-driven process and guided by a set of **planning assumptions**. Planning assumptions are statements that shape the planning process and create a shared future vision. The success of current and future learners is paramount.

- The District is committed to being a central hub of intellectual, cultural, social, economic, and health and wellness programs and services that attract the San Mateo County community members to our campuses.

- Access and student equity are key values that drive development of academic programs and student services. Educational delivery modes must address the needs of all students, including underserved and underrepresented populations.

- The Colleges will continue to deliver relevant, timely, and effective programs for transfer and degree attainment, career and technical certification, workforce development, and the acquisition of basic skills necessary to pursue higher learning.

- The District will explore means to create additional clear and efficient pathways for students to achieve their educational aspirations.

- The District promotes the seamless integration of education at all levels—from K-12 through higher learning—and will actively pursue initiatives.

IMPLICATIONS OF DEMOGRAPHIC TRENDS

Population growth has slowed amid the County's relative affluence and educational attainment. Slow growth means that the District and its Colleges will need to increase take rates and continually revise and renew program options to maintain current enrollment levels. High-income households may not view community college education as a first choice. At the same time, there are persistent pockets of poverty within San Mateo County. The number of youth who speak languages other than English will increase. Programs and partnerships focused on the success of low-income students and students of color will be of critical importance. Similarly, the increasing proportion of older citizens and their preferences for learning will be a challenge. These trends require evaluation of the District's current array of programs, classes, and scheduling options as well as student support programs. Matching educational offerings to new needs based on an understanding where gaps exist is critical to the District's future.

Associated Goals

Goal #1 – Develop and strengthen new educational offerings, interventions, and support programs that increase student access and success.
Goal #2– Establish and expand relationships with school districts, 4-year college partners, and community based organizations to increase higher education attainment in San Mateo County

IMPLICATIONS OF WORKFORCE TRENDS

There is a commercial real estate boom underway in the County owing in part to its location in the middle of the Silicon Valley. Propelled by technology and innovation, Silicon Valley and the Peninsula create both opportunity and challenges for the District, especially in matching employer needs for qualified workers and in preparing students to advance in the workforce. The number of "middle jobs" appears to be declining, placing a premium on those individuals with skills and leaving behind those without. Even with an unemployment rate well below the state average, pockets of unemployment persist in the county. Amid

PLANNING ASSUMPTIONS

- Through contract education and community education, as well as other program modes, the District is committed to serve the lifelong learning and personal enrichment needs of County residents.

- The District will attract and hire the very best faculty and staff.

- The District will continue to provide robust professional development opportunities that keep employees current in their fields of study and practice.

- The District and Colleges will actively pursue a variety of strategies to assure the ongoing fiscal integrity of the operation, including new resource development.

- The District will continue to modify, renew and/or rebuild facilities and technology to support effective teaching and learning in the 21st Century.

- The District values collaboration with other organizations in the community that support student success and educational attainment.

- The District and its Colleges will continue to be accountable to taxpayers for effective deployment of resources.

- The District is committed to monitoring and reviewing its progress towards the accomplishment of Strategic Planning goals

these changes continued deep collaboration with business and industry to provide needed training and skills upgrades for current employees will be increasingly important.

Associated Goals

Goal #1 – Develop and strengthen new educational offerings, interventions, and support programs that increase student access and success.

Goal #3– Increase program delivery options including the expanded use of instructional technology, to support student learning and success.

Goal # 4– Ensure necessary resources are available to implement this strategic plan through solid fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.

IMPLICAITONS OF HOUSING TRENDS

Homeownership costs are high meaning that young families may be unable to relocate to San Mateo County without sufficiently high levels of income typically brought about by accompanying high levels of education. As the population ages in the County and as available land increases in cost, an increasing proportion of new construction will be in multi-unit structures. As the housing market, especially in places where rental costs are high, squeezes lower-income families disposable income for education and tuition may decline, making it more difficult for the District to increase its penetration rate for this key demographic.

Associated Goals

Goal #3-Increase program delivery options including the expanded use of instructional technology, to support student learning and success.

Goal # 4–Ensure necessary resources are available to implement this strategic plan through solid fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.

IMPLICATIONS OF COMMUNITY COLLEGE TRENDS

Enrollment growth in community colleges nationwide has stabilized or declined as the national economy improves. Competition for students will increase as a result. Besides the three colleges within the District,

GLOSSARY OF PLANNING TERMS

Strategic Goals are overarching goals establish broad directions and do not tend to change over time. In fact, goals can be carried over from one planning cycle to the next with only minor modification. Strategic goals are fundamental issues that the District must address. Strategic goals are desired ends, which are not necessarily attainable or quantifiable

Strategies are a means of achieving, or moving toward, a strategic goal. Sometimes called "objectives" or "initiatives," strategies are measurable and quantifiable. They focus efforts on demonstrable results and provide broad categories for resource allocation. Strong strategies are SMART: Specific, Measureable, Attainable, Realistic, and Time-Based.

Metrics are also known as "progress measures," "evaluation measures," or "targets" are specific performance targets that address its strategic goals, are stated in terms of measurable and verifiable outcomes.

Benchmarking is the process of continuously comparing and measuring an organization against recognized leaders, other colleges, and its own performance to gain information that can help the District take action to improve its performance. By comparing metrics, judgments can be made about performance and where to direct human and financial resources. Benchmarks are typically adjusted annually after implementation to reflect changing circumstances and organizational learning.

there are ten community colleges operating in the area. A [Competitor Analysis](#) documents their program arrays and will be a strategic factor as the District explores strengthening existing programs and creating new programs based on market needs and demographics. The increasing proportion of students entering college with skills deficits will require new responses including mandatory scheduling and advising to increase student success and retention.

Associated Goals

Goal #1 – Develop and strengthen new educational offerings, interventions, and support programs that increase student access and success.
Goal #2– Establish and expand relationships with school districts, 4-year college partners, and community based organizations to increase higher education attainment in San Mateo County.
Goal #3– Increase program delivery options, including expanded use of technology, to support student learning and success.
Goal # 4–Ensure necessary resources are available to implement this strategic plan through solid fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.

IMPLICATIONS OF STATE EDUCATION POLICY TRENDS

It is likely that the California Legislature will continue to develop new policies that will impact the District and its operations. Especially prominent will be policies intended to increase student transfer and completion. Accreditation is the most recent area targeted for legislative intervention.

Associated Goals

Goal #1 – Develop and strengthen new educational offerings, interventions, and support programs that increase student access and success.

Goal #2– Establish and expand relationships with school districts, 4-year college partners, and community based organizations to increase higher education attainment in San Mateo County.

Goal #3-Increase program delivery options including the expanded use of instructional technology, to support student learning and success.

Goal # 4–Ensure necessary resources are available to implement this strategic plan through solid fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.

IMPLICATIONS OF K THROUGH 12 TRENDS

K-6 enrollments throughout the County will not increase at the same rate as secondary enrollments, signaling a future declining recruitment pool for the District.   The dropout rate for students of color in secondary schools is significantly higher than the rate for white students. Since high school graduates entering the District's Colleges enroll primarily on a full-time basis, changes in penetration rates will need to be closely monitored and new pathways built to provide enrollment stability. Pathways to the District's Colleges that are established in middle and secondary schools will be increasingly important.

Associated Goals

Goal #2– Establish and expand relationships with school districts, 4-year college partners, and community based organizations to increase higher education attainment in San Mateo County.

Goal # 4–Ensure necessary resources are available to implement this strategic plan through solid fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.

GLOSSARY OF PLANNING TERMS

Implementation plan. An implementation plan makes the strategic plan real by turning its goals into a working plan. Sometimes called an "operational" or "action" plan, the implementation plan needs to be directive, clear, and documented. Implementation plans are created at or near the end of a strategic planning process.

Implementation plans are not necessarily intended for public consumption and are not usually shared with governing boards. The primary reason is that, unlike the strategic plan, the implementation plan is revised, amended, and changed frequently to respond to environmental factors.

Implementation plans identify resources each strategy will require. Resources include not just dollars, but people, time, space, and technology. Frequently strategies found in an implementation plan are "no cost" since they involve the redirection of employee time. Operational plans to implement these strategies are embedded in the colleges' Educational, Enrollment and Equity plans.

IMPLICATIONS OF NEW EDUCATIONAL PARADIGMS

Educational technology has evolved dramatically over the past two decades, causing higher education institutions to rethink how and when to deliver courses and programs. Learners everywhere—especially in the Silicon Valley—are likely to have high expectations for the use of technology in courses and support services. Similarly, competency-based learning approaches can help develop accelerated pathways for certificate and degree attainment that are important to students and employers.

Associated Goals

Goal #3-Increase program delivery options including the expanded use of instructional technology, to support student learning and success. Goal # 4–Ensure necessary resources are available to implement this strategic plan through solid fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.

APPENDIX A: EXTERNAL TRENDS AND THEIR IMPLICATIONS FOR STRATEGIC PLANNING

DEMOGRAPHIC TRENDS

SAN MATEO COUNTY

San Mateo County is an urban, educated, and, a financially affluent county. The estimated population in 2013 was 747,373. Whites (41.1%) were the major demographic group. Hispanics and Asians were next with 25.4% and 26.9% respectively. African-Americans comprised 3% of the county's total population. [1]

Median household income in the County is $87,751, well above the $61,400 state average. Educational attainment and related household income, however, is far below the county and state average for Hispanic and African-American residents.[2]

The population of the county 65 and over is expected to increase dramatically in the coming decades.[3]

Since 2010, San Mateo County has grown about 1% annually. Offshore migration is increasing while domestic migration is slowing. In 2013, the county had 2,229 new residents owing to migration. Births accounted for 9,235 new residents.[4]

The proportion of all persons living in poverty in San Mateo County (7.6%) is half the California (11.5%) and United States (10.9%) proportions. However, four locations within the county exceed the county's average: East Palo Alto (18.4%), Redwood City (9.0%), Daly City (8.6%), and Colma (8.0%).[5]

The County is also linguistically complex. Fifty seven percent of youth (aged 5 to 17) speak English only versus the United States proportion of English only speakers (78%). One in four of the County's youth speak Spanish while one in ten speak Asian or Pacific Island languages.[6]

Cities within the County that exceed the County's overall proportion of youth speaking Spanish include East Palo Alto (63%), Half Moon Bay (49%), Redwood City (48%), San Bruno (27%), San Mateo (26%), and South San Francisco (31%).[7]

Cities within the County that exceed the County's overall proportion of youth speaking Asian or Pacific Island languages include Daly City (27%), Foster City (26%), Millbrae (27%), and South San Francisco (14%).[8]

Bachelor's and Master's degree attainment for San Mateo County's adults aged 25 older exceeds both the California and United States proportions by wide margins [Table 1 below].9

Table 1 Comparative Education Attainment			
Level	United States	California	San Mateo County
Less Than High School Diploma	13.6	18.5	11.2
High School Graduate or GED	28.0	20.6	16.9
Some College or Associate's Degree	29.2	30.0	28.1
Bachelor's Degree	18.2	19.6	26.2
Graduate or Professional Degree	10.9	11.3	17.5
Data are for the year 2012. Source: US Census American FactFinder (n.d.). Retrieved at factfinder2.census.gov			

Those places within the County with households with children aged 18 and under that exceed the County average for all households (33.6%) are important locations which the District should consider when planning for future full-time enrollment. East Palo Alto (51.0%), Hillsborough (42.9%), Colma (37.0%), South San Francisco (36.8%), Woodside (36.7%), Redwood City (36.6%), Daly City (35.2%), Foster City (35.1%), Atherton (34.9%), and San Carlos (33.5%).[10]

BAY AREA AND THE PENINSULA

By 2040 the San Francisco Bay Area is projected to add 2.1 million people from 7.2 million to 9.3 million, an increase of 30%.[11]

The Bay Area is one of the most congested areas in the United States, costing commuters an average of $1,109 annually.[12]

At the same time, Caltrain ridership from San Francisco to the Silicon Valley has doubled since 2004, with more than 47,000 passengers on average each weekday.[13]

People who are 65 and over now represent 12 percent of the Bay Area's total population, but by 2040 their proportion will increase to 22 percent. The result is that more than one in five people in the Bay Area will be members of the 65+ group by 2040.[14]

By 2040 the Bay Area will become substantially more racially and ethnically diverse. Hispanics will emerge as the largest ethnic group, increasing from 23 to 35% of the population. The number of Asians will also increase, growing from 21 to 24% of the population.[15]

CALIFORNIA

Over the past year, the natural increase (births minus deaths) in California was 266,000 individuals. Natural increase remains the primary source of the California's growth. In comparison, net migration increased the state's population by 66,000 residents. Net migration includes all legal and unauthorized foreign immigrants, residents who left the state to live abroad, and the balance of hundreds of thousands of people moving within the United States both to and from California. During the fiscal year just past, the state gained about 169,000 net foreign immigrants.[16]

Although California continues to add population faster than the average of other states (2.1% v 1.7%), immigration into the state has slowed.[17]

The state's immigrant population increased by only 15% (1.3 million) in the 2000's, compared to 37% (2.4 million) in the 1990's. The recent decline in international immigration has been a contributing factor in the slowdown of California's overall population growth.[18]

Asia has now surpassed Latin America as the leading source of immigrants to California. This trend will continue for the foreseeable future.[19]

California's Hispanic population now equals the non-Hispanic white population. By early 2014, the California Department of Finance expects that California's Hispanic population will have become a plurality for the first time in state history.[20]

The proportion of adults who have attained at least a bachelor's degree (30.2%) in California is higher than the national proportion (28.2%). At the other end of the spectrum, the proportion of California adults who have earned a high school degree or higher (80.8%) lags the national

proportion (85.4%), suggesting that the state imports a significant number of educated adults while native-born Californians have a lower rate of education attainment.[21]

High rates of educational attainment are correlated with high levels of income. California's per capita income ($29,634) leads the U.S. statistic ($27,915).[22]

California's high per capita income, however, masks the fact that one in three working families in the state are considered low-income. Sixty percent of these families lack postsecondary education.[23]

More than 3.2 million children, or 40 percent of all children under the age of 18 in California, are in working low-income families.[24]
Compared to the national proportion (20.3%), California households (43.2%) are twice as likely to speak a language other than English.[25]

Fifty percent of California's population aged 18 and under is Latino.[26]

The majority of California's Latino population is native-born, especially among those under 18 years of age, while 37 percent of Latinos are foreign-born.[27]

Recent research finds that 83 percent of Latino parents in California hope their children earn at least a bachelor's degree and 92 percent of Latinos believe that a college education is "very important.[28]

More Blacks live in California than the combined total in Alabama, Louisiana, and Mississippi.[29]

UNITED STATES

It is estimated that by 2025, the number of Americans over 60 will increase by 70%. Over the next decade, the challenge of providing for an aging population will come to the forefront. Aging individuals will increasingly demand opportunities, products, and medical services to accommodate more healthy and active senior years.[30]

The demographics of the United States are growing increasingly complex. Nineteen percent of the total U.S. population consists of racial minorities while 20% of these report Hispanic ethnicity. A five percent increase in residents born outside the US between 2010 and 2012 culminates in 13% of the total population. Of these, a majority (53%) was born Latin America while more than one quarter (28%) were born in Asia.[31]

Youth and young adults from immigrant families today represent 25% of the United States' population between the ages of 16 and 26—up from 20% just 15 years ago.[32]

Of the 47.6 million people who classified themselves as being of Hispanic or Latino origin on the 2010 census, 30.5 percent also considered themselves "some other race." Many emphasized their Hispanic

heritage by writing in "Mexican," "Hispanic," "Latin American" or "Puerto Rican" to specify what they meant.[33]

Implication of demographic trends. Population growth has slowed amid the County's relative affluence and educational attainment. Slow growth means that the District and its Colleges will need to increase take rates and continuously revise and renew program options to maintain current enrollment levels. High-income households may not view community college education as a first choice. At the same time, there are persistent pockets of poverty within San Mateo County. The number of youth who speak languages other than English will increase. Programs and partnerships focused on the success of low-income students and students of color will be of critical importance. Similarly, the increasing proportion of older citizens and their preferences for learning will be a challenge.   These trends require evaluation of the District's current array of programs, classes, and scheduling options as well as student support programs. Matching educational offerings to new needs based on an understanding where gaps exist is critical to the District's future.

WORKFORCE TRENDS

SAN MATEO COUNTY

The most recent, published unemployment rate (March 2015) for the County was 3.4%, 2nd lowest among California counties.[34] There are, however, pockets of unemployment that drag the average employment rate for the county downward. These cities and locations exceeded the County rate: Broadmoor CDP (5.6%), East Palo Alto (5.4%), North Fair Oaks CDP (5.1%), Brisbane (4.4%), Daly City (4.2%) and South San Francisco (3.6%) .[35]

Business building and leasing activity is accelerating in San Mateo Countybecause the County is a desirable location for tech companies to expand.[36]

Examples of recent economic expansion include: (a) BayCenter office campus along the Highway 92 corridor in San Mateo was recently sold for $128.5 million; (b) Storm's Crossing 900 is on track to be completed by 2015. The 300,425-square-foot high-rise office development is located in Downtown Redwood City and already is 100% leased to Box, a young high tech company,[37] and (c) Alibaba, the Chinese internet commerce giant is increasing its leased space in San Mateo.

The top ten jobs with the largest number of openings are dominated by the service industry but also include jobs emphasizing quantitative and computer-related skills: Food Preparation and Serving Related Occupations; Computer and Mathematical Occupations; Business and Financial Operations Occupations; Computer Specialists; Sales and Related Occupations; Office and Administrative Support Occupations Business Operations Specialists; Management Occupations; Personal Care and Service Occupations; and Food and Beverage Serving Workers.[38]

The ten bottom jobs forecast to decline in number the most are principally associated with old technologies and include: Prepress Technicians and Workers; Claims Adjusters, Examiners, and Investigators; Postal Service Clerks; Travel Agents; Switchboard Operators, Including Answering Service; Printing Workers; Communications Equipment Operators; Farmers, Ranchers, and Other Agricultural Managers; Postal Service Mail Carriers; and Postal Service Mail Sorters, Processors, and Processing.[39]

There is more job churn in San Mateo County's labor market than any other county in the Bay Area. In an average year, 9.0% of all jobs will disappear. At the same time, jobs amounting to 10.1% of existing employment will be created, resulting in a net gain.[40]

A substantial number of San Mateo County residents work in San Francisco and Santa Clara counties while a substantial number of workers in San Mateo County live outside the county. Of the 348,055 resident workers in San Mateo County, 75,045 worked in San Francisco County and 50,125 worked in Santa Clara County. Of the 347,120 jobs in San Mateo County 43,425 were filled by residents of San Francisco County, 41,520 from Santa Clara County and 50,900 from other Bay Area counties. Given this mobility for work and its location on the Peninsula, San Mateo County is situated squarely in the middle of a regional and not a local labor market.[41]

BAY AREA AND THE PENINSULA

The Bay Area is home to 2.4% of the nation's total jobs. The Bay Area has 10.3% of all software jobs in the U.S., 8.3% of the Internet services jobs, 12% of computer and electronic manufacturing jobs, 7% of computer services jobs; and 8.1% of jobs in scientific R&D services. The Bay Area also has above average shares in management, consulting and architectural and engineering services.[42]

An entrepreneurial spirit pervades the Bay Area. In 2010, Bay Area organizations held 16,364 patents; 2nd place was New York with 6,383. Additionally the Bay Area has the highest proportion of college grads in the workforce (44% v. 28%) and the highest share of jobs in the innovation sectors. The Bay Area has half the number of clean tech firms in the U.S., and 70% of the top social media firms.[43]

Between 2007 and 2040, the Bay Area Council of Regional Governments projects above average job growth in these areas: Educational and Health Services (70%); Professional and Business Services (57%); Leisure and Hospitality (39%); Self-Employed (31%); and Information (30%). Below average growth is predicted for Manufacturing (-16%), Transportation, Warehousing, and Utilities (-17%); Government (-9%); Construction (-9%); and Financial Activities (-9%).[44]

The Bay Area is the world's largest center for venture capital-backed high tech industry in the United States and the world. The region — which includes Silicon Valley, San Francisco, the Peninsula, Oakland and surrounding areas — attracted $13.5 billion in venture capital investment in 2011, more than four times that of greater Boston or greater New York.[45]

A growing number of Bay Area baby boomers will retire by 2030. These retirements will produce a large number of replacement job openings across a wide range of occupations and skill categories. These job openings will need to be filled by growth in the workforce, particularly by workers aged 25–34, by existing workers and by new immigrants.[46]

In April 2014, job levels in the Peninsula metro areas were 8.3 percent above the pre-recession peak while the Peninsula unemployment rate was down to 4.8 percent. The gains were led by a surge in technology jobs from San Francisco to San Jose.[47]

The Peninsula's economic base is led by the surge in technology. The Information and Professional & Business Services sectors are where most of this job growth is occurring. Health care and the Leisure & Hospitality sector (led by restaurant and hotel growth) are the other growth leaders. These sectors were barely touched by the recession and have grown steadily during the recovery.[48]

As of October 2013, the most recent job ads for Marin, San Francisco and San Mateo counties are Software Developers, Marketing Managers, Web Developers, Retail Sales Persons, Network and Computer Systems, Information Technology Project Managers, Computer Systems Analysts, Registered Nurses, Accountants, and Medical Scientists, Except Epidemiologists.[49]

Against this rosy picture, an alternate view is emerging. Namely, the Peninsula economy is no longer generating as many mid-range jobs as it formerly did and low-wage jobs are proliferating, creating an "hour glass" labor market. The forecast is for the Peninsula to have more jobs that have a median wage under $20 per hour and more jobs above $35 per hour, and either segment will outnumber middle wage jobs paying between $20 and $35 per hour. [50]

Emerging practices in workforce development can help the County meet future needs especially for immigrants. A recent report recommends that industries should host on-site English and related job readiness programs, participate in linked learning programs to inform and excite high school students, and develop industry-driven training partnerships. The same report recommends that workforce boards and training partners should collaborate to develop regional training programs that avoid duplication, help customers learn about online job searching, and form alumni groups to mentor and network current program participants.[51]

A strong practice in workforce development is contextualization in which low-skilled adults simultaneously learn job skills and basic skills. A new collaboration between the San Mateo and Santa Clara County Workforce Boards known as the Alliance for Language Learners' Education and Success (ALLIES) seeks to build the workforce competencies of adult immigrants. Skyline College and four area hotels are participants.[52]

San Mateo County's average weekly wage ($3,240) was in the top four for counties nationally in the fourth quarter of 2012. The US average was $1,000.[53]

CALIFORNIA

California is on track to face a shortage of 2.3 million college graduates needed to meet the state's workforce demands in 2025.[54]

The top five *fastest growing* employment industries in California through the year 2020 include: mining, quarrying, and oil and gas extraction (38%, 63,730 total jobs); education services (32%, 479,560 total jobs); professional, scientific, and technical services (27%, 1,785,860 total jobs); healthcare and social assistance (27%, 1,950,160 total jobs); and administrative and support and waste management and remediation services (25%, 1,278,930 total jobs.[55]

The bottom five *slowest growing* employment industries to the year 2020 include: management of companies and enterprises (-1%, 171,650 total jobs); manufacturing (3%, 1,113,830 total jobs); agriculture, forestry, fishing, and hunting (4%, 385,350 total jobs); information (11%, 461,730 total jobs); and government (11%, 2,205,160 total jobs).[56]

States now appear to be increasing their budgetary commitment to higher education. However, it should be remembered that the percentage increases are based upon smaller bases and thus may look greater than the actual amounts would imply. The approximate year-to-year change for public universities in California was 5 percent. It is anticipated that this will allow the UC and CSU systems to keep tuition and fees for 2015 at the 2014 levels.[57]

The Golden State sets the gold standard for innovation and access to capital, and its economy is turning around. But "golden" could also describe the state's costs of living and doing business. California ranks 1st in access to capital and in technology and innovation but 48th overall in the cost of doing business according to a recent study. Lower rankings for the cost of living, business friendliness, and education and availability of its workforce offset the state's top rankings. The District can impact this trend by acceleratingf efforts to educate students in technology and other workforce-related programs. [58]

A study by the University of California, Davis' Center for Watershed Sciences find that this year's drought and the resulting water shortage will cost the state about $1.5 billion in direct agricultural costs, including $810 million in crop revenue and over $200 million in dairy and livestock. Total drought-related costs to the California economy for the year are projected at $2.2 billion, with a loss of 17,100 seasonal and part-time jobs. [59]

UNITED STATES

In 1970, seven in 10 workers with high-school diploma were in the middle class. Today fewer than 4 in 10 with only high school degrees as their highest level of education attainment remain there. [60]

Associate degree attainment is increasingly important. The median earnings of associate's degree holders during their careers are about $259,000 more than for high school graduates.[61] Attending or graduating from a community college doubles an individual's chance of finding a job compared to those who failed to complete high school.[62] The U.S. Bureau of Labor Statistics projects that

occupations that require an associate degree will grow by 18 percent through 2020 – faster than the new job growth for those with a bachelor's degree.[63]

The percentage of jobs that require college degrees has doubled in the past 40 years and will continue to increase. By 2018, 637,000 more low-skill jobs will disappear or go offshore. At the same time millions of Americans could miss out on entering the middle class if they don't obtain a degree, because the workforce will require 22 million degree-equipped employees for new high-skill jobs created by 2018.[64]

The United States is losing ground in the critical area of college completion. We now ranks 14th among 37 OECD and G20 countries in the percentage of 25 to 34 year-olds with higher education 42%, far behind the leader, Korea (65%).[65]

The US has a higher youth unemployment rate (26.6%) than France, Britain, Japan, Germany, and Canada. This rate is vastly higher than it was in 2000, when the U.S. had lower youth unemployment than all those countries. Unemployment rates are higher among youth with high school degrees than those with college degrees.[66]

Implications of Workforce Trends. There is a commercial real estate boom underway in the County owing in part to its location in the middle of the Silicon Valley. Propelled by technology and innovation, Silicon Valley and the Peninsula create both opportunity and challenges for the District, especially in matching employer needs for qualified workers and in preparing students to advance in the workforce. The number of "middle jobs" appears to be declining, placing a premium on those individuals with skills and leaving behind those without. Even with an unemployment rate well below the state average, pockets of unemployment persist in the county. . Amid these changes, continued collaboration with business and industry to provide needed training and skills upgrades for current employees will be increasingly important.

HOUSING TRENDS

BAY AREA, THE PENINSULA, AND SAN MATEO COUNTY

As the region ages, retirements will follow as well as an increased potential demand for smaller housing units and increased demand for housing in high-amenity neighborhoods.

San Mateo County's homeownership rate (59.7%) exceeds California's (56.0%). The median value of owner-occupied housing in the county was nearly double the overall California statistic.[67] Both statistics suggest a stable but expensive home market, especially for first-time homebuyers and young families.

More than 70 percent of recent residential building has been in multi-family structures, for both sale and rental, a share that could increase in the coming years.[68]

About 40% of the housing units in San Mateo County are rentals and it appears that the rental share of the overall housing market is growing.[69] In 2012, median monthly rent was $1,541 and that median rent is much higher in 2015. Higher rents usually translate into fewer dollars available for education. Rents are relative, however, and a more useful statistic for community college planning is the proportion of household income paid to rent. Portola Valley (40.5), East Palo Alto (39.6%), Brisbane (36.8%), Daly City (33.3%), Redwood City (31.8%), and South San Francisco (31.0%) exceed the county's overall statistic for proportion of household income paid to rent (30.3%).[70]

Implications of Housing Trends. Homeownership costs are high meaning that young families may be unable to relocate to San Mateo County without sufficiently high levels of income typically brought about by accompanying high levels of education. As the population ages in the County and as available land increases in cost, an increasing proportion of new construction will be in multi-unit structures. As the housing market, especially in places where rental costs are high, squeezes lower-income families disposable income for education and tuition may decline, making it more difficult for the District to increase its penetration rate for this key demographic.

COMMUNITY COLLEGE TRENDS

BAY AREA, THE PENINSULA, AND SAN MATEO COUNTY

In addition to three Colleges that comprise the San Mateo Community College District, there are 10 other public community colleges operating within a 25-mile radius of the City of San Mateo.[71]

There are three public higher education institutions offering bachelor's degrees in a 25-mile radius of the City of San Mateo. San Mateo County, however, lacks a full-service 4-year public higher education institution.[72]

CALIFORNIA

California's public higher education sectors grew in enrollment by 14.4% from 1990 through 2011. Among these sectors, the community colleges grew the least (9.8% while the California State University System grew by 44.7% and the University of California System grew by 24.8%.[73]

California is home to nearly 25 percent of the nation's community college students, but approximately only half of those seeking a degree, certificate, or transfer meet their goal within six years. Hispanic and Black students in California fare even worse.[74]

About two-thirds of young (aged 25-34) Asians/Pacific Islanders have achieved a postsecondary degree in California, compared with 52% for White non-Hispanics, 29% for Black non-Hispanics, 27% for American Indians/Alaska Natives, and 17% for Hispanics.[75]

In 2012, Latinos outnumbered all others in applications to the University of California schools for the first time.[76]

By 2016 California community college students for the first time will need to maintain certain academic performance standards to remain eligible for fee waivers. The result may alter student attendance patterns significantly for community colleges.[77]

In April 2013, the California Community Colleges joined other states to release a "Student Success Scorecard." Mandated by AB1456, it provides transfer and degree or certificate completion and persistence rates as well as data on how effectively colleges move students through remedial and career-technical courses on each of the system's 112 campuses. Each measure is reported by college-prepared and unprepared for college, and broken down by race, ethnicity, gender, and age and includes transfer rates and "momentum points," such as the percentage of students who complete 30 units.[78]

California's new streamlined transfer program developed by California Community Colleges and California State University now offers 1,000 associate degrees for transfer. In the 2012-2013 academic year, the first full year that these transfer degrees were available, 1,730 Associate of Science for Transfer and 3,571 Associate of Arts for Transfer degrees were awarded to California community colleges students.[79]

In the most recent California Legislative session, SB 440 was passed which expands the Student Transfer Achievement Reform Act of 2010 to require that, prior to the 2014-15 academic year, every California Community College create an associate degree for transfer in every major that has a transfer model curriculum. Students completing Associate Degrees for Transfer receive priority registration in the California State University system.[80]

Seventy-seven percent of all students enrolled in California community colleges are categorized as "below college level." Six-year completion rates for these students are consistently in the range of 42 to 43%, contrasted to the 72% rates for students who are designated as college level.[81]

In August 2014 the California Legislature passed a bill allowing up to 15 community college districts to establish a statewide baccalaureate degree pilot program in consultation with the California State University and the University of California. Districts would be permitted to offer one baccalaureate degree program each, to be determined by the chancellor and approved by the board of governors. The SMCCCD was one of 12 colleges to be selected for this pilot program. This brings the total to 23 states that now authorize baccalaureate degrees at their community colleges. [82]

California Community Colleges recently released a scorecard documenting completion rates for students by race/ethnicity. The scorecard shows that Completion rates have declined over the past six years for Latinos, African Americans, Asians, and Whites. Further, there is a large and persistent gap between "prepared" and "underprepared" students.[83]

Experience demonstrates that narrowing programmatic and academic options for low-income students while providing them with more structure can dramatically improve their completion rates. The City University of New York, for example, found that a third of structured program participants had graduated over two and a half years compared to less than a fifth of other students.[84]

UNITED STATES

After increasing throughout the Great Recession, overall postsecondary enrollments decreased 1.5% from the previous Fall. In Fall 2013, enrollments decreased among four-year for-profit institutions (-9.7%) and two-year public institutions (-3.1%). However, enrollments increased slightly among four-year public institutions (+0.3%) and four-year private non-profit institutions (+1.3%). The public two-year college decrease was the third consecutive decline and reflects, in part, a recovering national economy. [85]

College enrollment overall is becoming more racially diverse. The national percentage of Hispanic college students rose from 11% to 17% between 2006 and 2012. The number of black students rose slightly, from 14% to 15%, while the number of non-Hispanic white students went down, from 67% to 58%.[86]

Postsecondary enrollment of adults aged 25 and older is projected to grow by 25.4% between Fall 2008 and Fall 2019.[87]

The numbers of low-income students are changing, as well. Half of low-income high school graduates were college students in 2012, up from one-third in the 1980's. The current gap between high-income and low-income students entering college is 31%.[88]

The United States ranks 27th among developed nations in the proportion of college students earning undergraduate degrees in science or engineering.[89]

Declining state funding has forced students to shoulder a bigger proportion of college costs; tuition in the United States has almost doubled as a share of public college revenues over the past 25 years from 25 percent to 47 percent.[90]

President Obama unveiled a plan in August 2013 to measure college performance through a new ratings system so students and families have the information to select schools that provide the best value. And after this ratings system is well established, Congress would presumably have the

information to tie federal student aid to college performance so that students maximize their federal aid at institutions providing the best value. [91]

Changes in federal financial aid eligibility made effective in 2012 impact all community colleges' efforts to recruit and retain students. These changes mandate that students must have earned either a high school diploma or a recognized equivalent [such as a General Educational Development certificate [GED] or a homeschool education] prior to admission, meaning students will longer be able to simply take a test, often know as an "ability to benefit test," to be admitted.[92]

Another large federal policy change made in 2012 is the limit in the length of time students can receive Pell Grants; students are now capped at 12 semesters or the equivalent. Those that exceed this limit are denied eligibility for future Pell Grants.[93]

As the United States continues to push education in STEM (Science, Technology, Engineering and Mathematics) areas, it is interesting to note that most students who received bachelor's in these areas do not always end up in jobs or careers in these areas.[94]

Over the past six years the percentage of community colleges student loan borrowers who have defaulted has risen from 13 to nearly 21 percent. Under the new national standard, colleges will be accountable for their three-year default rates and penalties will take effect if a colleges' cohort default rate exceeds 30 percent for three years in a row, or 40 percent for a single year.[95]

Implications of Community College Trends. Enrollment growth in community colleges nationwide has stabilized or declined as the national economy improves. Competition for students will increase as a result. Besides the three Colleges within the District, there are ten community colleges operating in the area. Understanding their array of programs will be a strategic factor as the District explores strengthening existing programs and creating new programs based on market needs and demographics. The increasing proportion of students entering college with skills deficits will require new responses including mandatory scheduling and advising to increase student success and retention.

HIGHER EDUCATION POLICY

CALIFORNIA

Two years ago, the California Community College Board of Governors established the Student Success Task Force. The Task Force was to examine best practices and provide recommendations for improving student educational outcomes and workforce preparedness. The Task Force made 22 recommendations that were signed into legislation known as the Student Success Act of 2012, Senate Bill 1456. The key provisions are mandated assessment, orientation, and education planning tied to a new performance-based funding model, the Student Success Services and Programs (SSSP), replacing the categorical funding model in Fall 2014.[96]

UNITED STATES

Performance-based funding, in effect paying colleges for students that graduate or meet other criteria and not simply for enrollment, has evolved into a national movement in public higher education. Thirty-nine states are currently active in performance based funding. Twenty-two states have performance based funding in place. Seven are in transition while 10 states are actively discussing it. [97]

Implications of State Education Policy Trends. It is likely that the California Legislature will continue to develop new policies that will impact the District and its operations. Especially prominent will be policies intended to increase student transfer and completion. Accreditation is the most recent area targeted for legislative intervention.

K THROUGH 12 TRENDS

SAN MATEO COUNTY

The County's K-12 enrollment is projected to grow by 3% over the District's current planning period (from 2014-15 through 2019-20). Most of that growth (7%) is forecast for the secondary level; the K-6 cohort will grow by just one percent, signaling a coming decline in the college recruitment pool. The number of high school graduates, however, is predicted to grow during the planning period by 4% through the year 2020, adding 256 additional graduates and increasing in number to 5,836.[98]

Hispanics are the largest single K-12 ethnic group in San Mateo public schools. At the same time, their enrollment is proportionately less than in California overall. When compared to California, San Mateo K-12 enrollment is less likely to be Hispanic or Latino (38% v. 53% statewide) and African American (2% v. 6% statewide). In contrast, San Mateo's K-12 enrollment is more likely to be Asian (13% v. 9% statewide), Filipino (8% v. 2% statewide), and White (29% v. 25% statewide).[99]

At the secondary level, Hispanic or Latino students account for 37% of secondary enrollments in the County followed by Whites (29%), Asians (12%), Filipinos (8%), African Americans (3%), and Pacific Islanders (2%).

Secondary school dropout rates in the County vary significantly by race and ethnicity. During the 2012-13 year, for example, the overall dropout rate for 12th graders was 3.9%. American Indians (15.8%), Pacific Islanders (7.3%), Hispanic or Latinos (5.8%), and African Americans (7.0%) significantly exceeded the overall rate.[100]

Thirty-two percent of the County's 11th graders are estimated to be college ready in English while 20.8% are college ready in math. Thirty-four percent of 5th graders are on track to be college ready in English and math. [101]

More than a third (34.2%) of the County's K through 12 enrollment qualifies for free or reduced fee lunches. [102]

CALIFORNIA

California's production of high school graduates peaked in 2010-11 at more than 430,000, marking the end of an era of explosive growth from 1989-90 that added over 196,000 graduates (84%). Between 2010-11 and 2013-14, production will fall by over 37,000 (a 9% decline), after which it will continue to decline, though inconsistently and at a more modest pace, through 2020-21.[103]

California's implementation of the new Common Core State Standards and Smarter Balance standardized assessments creates a necessity for open access colleges and universities to specify academic preparation needed for college to align curricula with high schools to improve both access and completion.[104]

Wide gaps persist in test results across racial and ethnic, gender, and income groups in California. On the most recent National Assessment of Education Progress, African American students had an average score 28 points lower than White students, a performance gap not significantly different from that in 1998 (30 Points). Hispanic students had an average score 23 points lower, narrower than that in 1998. In 2013, female students averaged 10 points higher than males while students eligible for free or reduced priced school lunch averaged 25 points lower than those who did not.[105]

UNITED STATES

The United States ranks 20th in high school completion rate among industrialized nations and 16th in college completion rate.[106]

At the national level, only 68% of ninth graders graduate from high school in four years, and only 18% go on to complete an associate's degree within three years after entry into a community college or a bachelor's degree within six years of enrolling in a 4-year college.[107]

Implications of K through 12 Trends. K-6 enrollments throughout the county will not increase at the same rate as secondary enrollments, signaling a declining recruitment pool for the District. The dropout rate for students of color in secondary schools is significantly higher than the rate for White students. Since high school graduates entering the District's colleges enroll primarily on a full-time basis, changes in penetration rates will need to be closely monitored and new pathways built to provide enrollment stability. Pathways to the District's colleges that are established in middle and secondary schools will be increasingly important.

NEW PARADIGMS

BAY AREA, THE PENINSULA, AND SAN MATEO COUNTY

The Bay Area is home to eLearning firms operating on the cutting edge and attempting to reshape education opportunities throughout the world. These including the Khan Academy, Animation

Mentor, Udacity, The eLearning Guild, Emantras, and Coursera, all or one of which may be a potential partner.

A recent partnership between Udacity and San Jose State University to make Massively Open Online Courses (MOOC's) available at low cost may hold lessons for other higher education institutions. Limited Internet experience and technical glitches hampered many students, especially those in remedial classes, which had high failure rates. One major problem is matching student needs to complete work more quickly and others to take more time, especially since SJS is set up entirely on the semester system.[108]

CALIFORNIA

California, at 6.4%, was among the bottom five states as measured by the number of students taking only on-line courses.[109]

Of all courses offered at California's community colleges, 12.3% are offered through distance education, and it is estimated that nearly half of all courses have some online component.[110]

Fifty-one percent of California's community colleges offer certificates and degrees that can be earned without stepping onto campus for classes. This typically includes a combination of both online and television courses.[111]

Thirty-seven percent of California community college students surveyed in 2011 said they enrolled in at least one distance education course because of the convenience.[112]

UNITED STATES

The number of students who choose to take online courses for credit is on the rise and by 2013 totaled a record 7.1 million. In the past few years the rate has been slower, but online classes are still growing faster than higher institutions' enrollment overall.[113]

In 2011, it was estimated that about $35.6 billion was spent on self-paced eLearning across the globe. Today, e Learning is a $56.2 billion industry. It's predicted to double by 2015.[114]

Seventy-seven percent of academic leaders in the U.S. rate the learning outcomes in online education as the same or superior to those in face-to-face classes. However, the proportion of chief academic officers who believe their faculty accepts the value and legitimacy of online education has not increased (30.2%) from last year's survey. Nonetheless, the proportion of chief academic leaders who say online learning is critical to their long-term strategy is at a new high (69.1%).[115]

Smartphones are increasingly a vehicle for American's to access the Internet. For example, 46% of Americans have a home broadband connection and a smartphone, 24% have a home broadband connection, but not a smartphone, and 10% have a smartphone, but not a home broadband

connection. These routes to connectivity are more pronounced among young people; 95% report having access to the Internet either through smartphones or home broadband.[116]

Colleges, universities, and foundations have poured more than $100-million into creating open education resources (OER). But higher education has been slow to use the resources as alternatives to expensive textbooks. Known as the "Textbook Zero" model, savings to students can be game changing while providing the same pathway to learning mastery as traditional textbooks.[117]

Competency-based learning approaches to delivering and managing curricula are gaining newfound acceptance in American higher education and have spread to the community college sector. For example, Western Governor's University is now working with a cohort of eleven community colleges to create their own competency-based degrees and certificates, mostly in information technology tracks.[118]

The University of Southern New Hampshire (SNHU) also uses competency-based curriculum to speed student completion of online associate degrees. Tuition and fees at SNHU's College for America are $1,250 per six-month term. The college uses a subscription-style model in which students can complete assessments at their own speed. The associate degree is designed for students to complete in an average of two years -- at a cost of $5,000.[119] SNHU was the only university to make Fast Company's 2012 list of the World's 50 Most Innovative Companies, which included such companies as Apple, Google, HBO and LinkedIn.[120]

The "Flipped Classroom" has gained traction in higher education as an active learning model. It inverts the traditional method of providing instruction by hosting video lectures for students to watch before class at home and activities and discussion in the classroom. By reversing the typical lecture and homework elements, students become more engaged in course material.[121]

When asked whether they think students should be able to receive college credit for knowledge and skills acquired outside the classroom, nearly 9 in 10 Americans [87%] said yes. This suggests that higher education institutions could initiate community collaborations/partnerships to help facilitate certificate or degree completion for some working Americans.[122]

Additionally, three-quarters of Americans (75%) indicate that they would be more likely to enroll in a higher education program if they could be evaluated and receive credit for what they already know.[123]

A very recent survey of 343 US executives familiar with their company's workforce-development strategy and higher-education efforts indicates that 71% surveyed say that increased employee loyalty and higher retention rates is a top incentive for investing in post-secondary education and training programs for employees. This report also suggests that colleges think they're adequately preparing students for the workforce but that industry sharply disagrees.[124]

An increasing number of colleges are making use of student data to improve classes, teaching methods, and entire programs. Sometimes called Big Data, businesses have been mining such data for years to predict trends and consumer behavior patterns thereby providing a custom experience to consumers. "Learning analytics" will be effective as higher education moves to personalize the educational experience for learners at the individual level.[125]

Mobile computing is now defined by smartphones and simple, low-cost software extensions known as "apps." Simple but useful apps have found their way into almost every task imaginable and they continue to grow in popularity. In 2013 it is estimated that 102 billion apps were downloaded

Implications of New Paradigms. Educational technology has evolved dramatically over the past decade, causing higher education institutions to rethink how and when to deliver courses and programs. Learners everywhere—especially in the Silicon Valley—are likely to have high expectations for the use of technology in courses and support services. Similarly, competency-based learning approaches can help develop accelerated pathways for certificate and degree attainment that are important to students and employers.

APPENDIX B: IMPERATIVES FOR PLANNING – OBSERVATIONS FROM THE DATA PREPARED FOR THE SMCCCD STRATEGIC PLAN

The environmental trends section developed for this strategic planning report paints a picture of external factors that drive planning in the District. Highlights are summarized here.
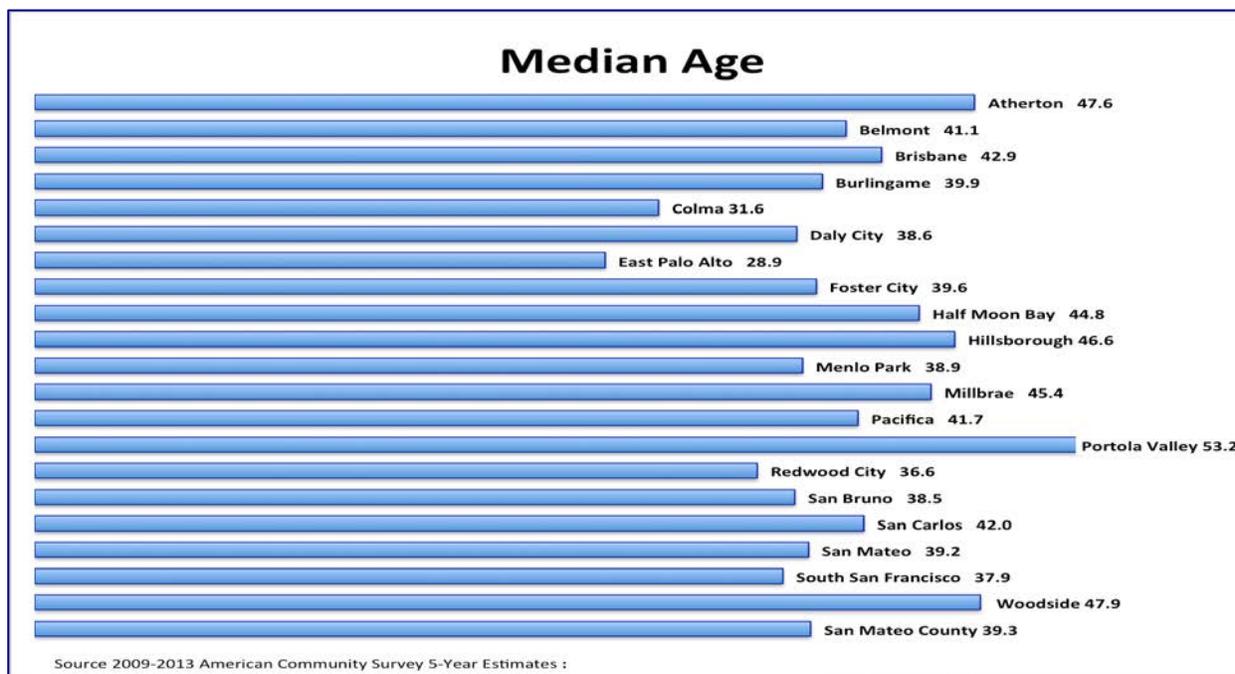
DEMOGRAPHICS

Situated between San Francisco to the north and San Jose to the south, San Mateo County is in the middle of the Silicon Valley. San Mateo County is, on average educated, and affluent amid pockets of low education attainment and poverty. Overall demographic projections call for a 9.4% growth in population in San Mateo County between 2015 and 2030. Almost all of this growth will take place after the planning period, however.

AGE AND FORECASTED SHIFTS

Median age in the County and its cities is found in Figure 1. San Mateo County's median age is 39.3. Cities falling under that median are: East Palo Alto (28.9), Colma (31.6), Redwood City (36.6), South San Francisco (37.9), San Bruno (38.5), Daly City (38.6), Menlo Park (38.9), and San Mateo (39.2). The oldest cities in the County include Portola Valley (53.2), Woodside (47.9), and Atherton (47.6).

Figure 1

Median Age

Atherton	47.6
Belmont	41.1
Brisbane	42.9
Burlingame	39.9
Colma	31.6
Daly City	38.6
East Palo Alto	28.9
Foster City	39.6
Half Moon Bay	44.8
Hillsborough	46.6
Menlo Park	38.9
Millbrae	45.4
Pacifica	41.7
Portola Valley	53.2
Redwood City	36.6
San Bruno	38.5
San Carlos	42.0
San Mateo	39.2
South San Francisco	37.9
Woodside	47.9
San Mateo County	39.3

Source 2009-2013 American Community Survey 5-Year Estimates :

After the planning period, younger adults (age ranges 15 to 34) will increase sharply as will older adults (ages 60 and above). Beyond the planning period, San Mateo and the surrounding counties are expected to experience above average growth in population for people ages 29 and younger, and declines in population for adults ages 30-54. The decline in younger adults during the planning period is a pivotal finding facing the District's immediate future (Figure 2).

RACE AND ETHNICITY

Shifting race and ethnicity patterns in San Mateo County also shape the District's strategic planning (Table 1). It is estimated that the overall White population will decline over the planning period while the proportion of San Mateo County's population that identifies themselves as Asian, Hispanic or Latino, American Indian, or Two or More Races will increase. These changes are more evident at the secondary school level where the proportion of Hispanic graduates now surpasses the White Not-Hispanic proportion (Figure 3).
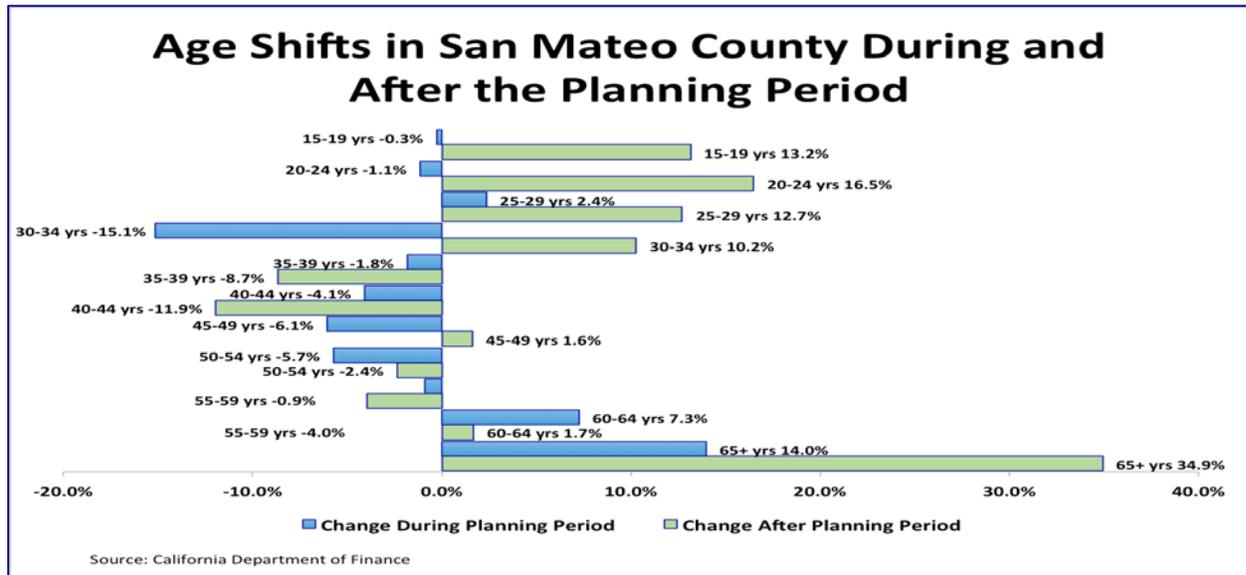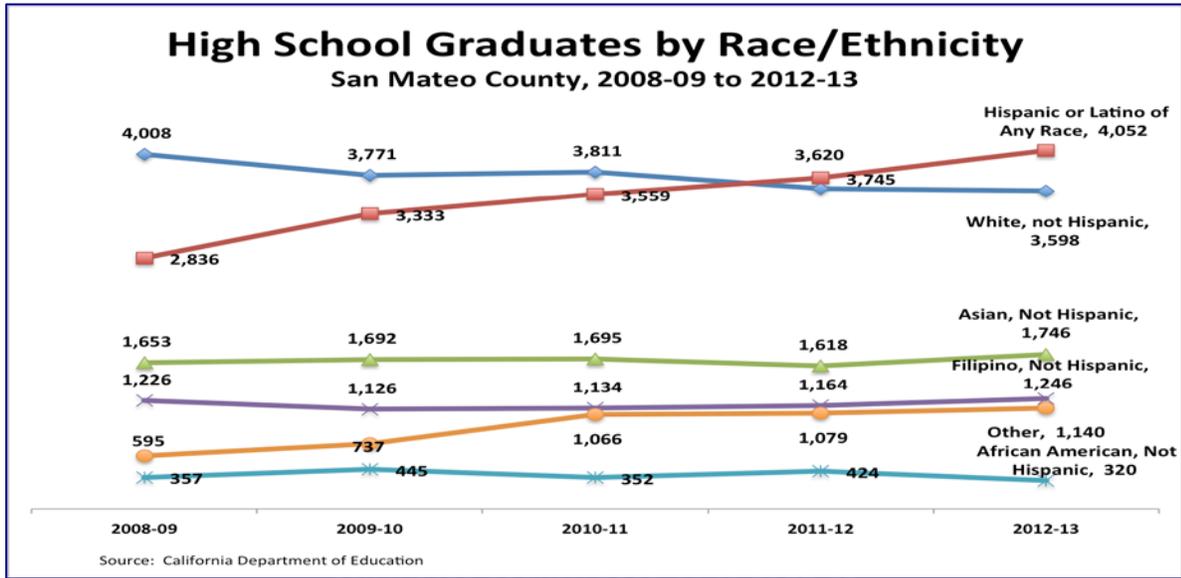
Figure 2

Age Shifts in San Mateo County During and After the Planning Period

Source: California Department of Finance

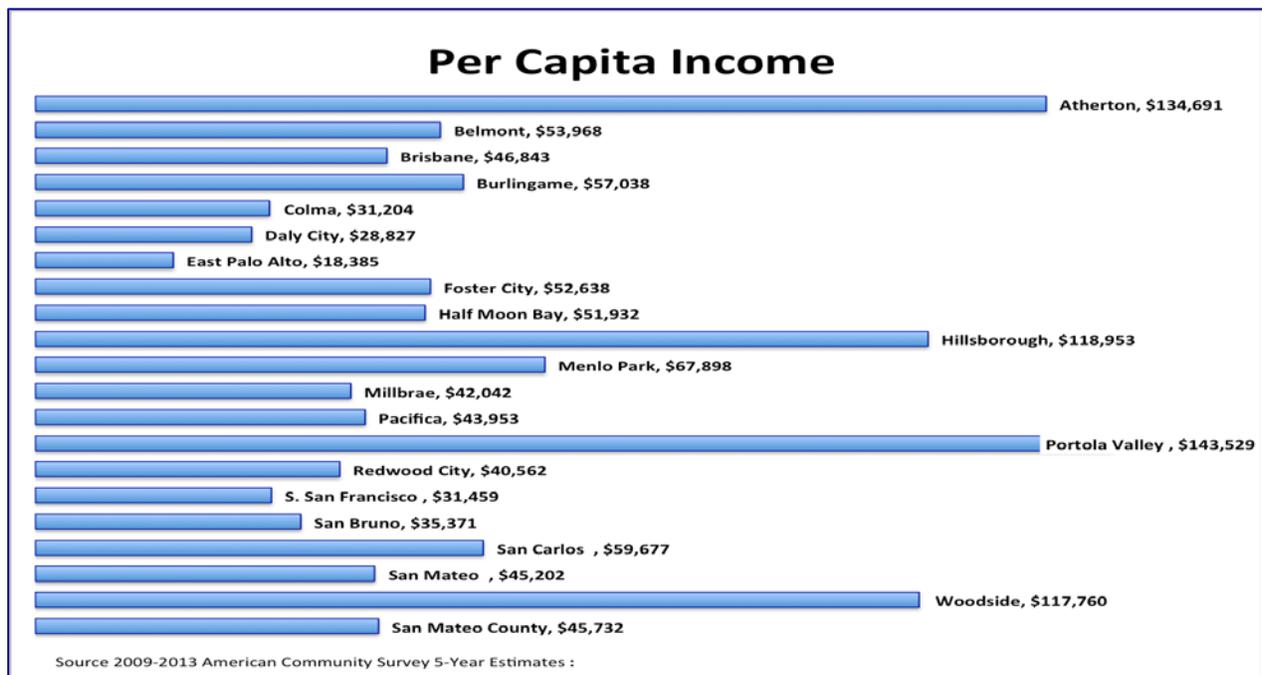| Table 1			
Overall Shifts in Race and Ethnicity in San Mateo County			
	2015	2020	2030	% Change During the Planning Period
American Indian and Alaska Native Alone, Not Hispanic or Latino	1,202	1,251	1,286	4.1%
Asian Alone, Not Hispanic or Latino	192,367	204,567	215,893	6.3%
Black or African American Alone, Not Hispanic or Latino	19,038	18,877	18,689	-0.8%
Hispanic or Latino of Any Race	195,499	207,976	220,579	6.4%
Native Hawaiian and Other Pacific Islander Alone, Not Hispanic or Latino	11,395	12,392	13,360	8.7%
Two or More	25,725	28,328	31,404	10.1%
White, Not Hispanic or Latino	307,525	303,697	299,717	-1.2%
Source: California Department of Finance				

Figure 3

High School Graduates by Race/Ethnicity
San Mateo County, 2008-09 to 2012-13

Source: California Department of Education

INCOME AND POVERTY

The County's median household income of $87,751 is substantially higher than all but several counties in California. The proportion of all persons living in poverty in San Mateo County (7.6%) is half the California (15.9%) and United States (15.4%) proportions. However, four cities within the county exceed the San Mateo County average: East Palo Alto (18.4%), Redwood City (9.0%), Daly City (8.6%), and Colma (8.0%). [1] Figure 4 depicts Per Capita Income in San Mateo County and shows the wealth gap in the County.

Figure 4

Per Capita Income

Atherton, $134,691
Belmont, $53,968
Brisbane, $46,843
Burlingame, $57,038
Colma, $31,204
Daly City, $28,827
East Palo Alto, $18,385
Foster City, $52,638
Half Moon Bay, $51,932
Hillsborough, $118,953
Menlo Park, $67,898
Millbrae, $42,042
Pacifica, $43,953
Portola Valley , $143,529
Redwood City, $40,562
S. San Francisco , $31,459
San Bruno, $35,371
San Carlos , $59,677
San Mateo , $45,202
Woodside, $117,760
San Mateo County, $45,732

Source 2009-2013 American Community Survey 5-Year Estimates :

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[1] Source: U.S. Census Bureau. 2009-2013 American Community Survey 5-Year Estimates, DP03 File.

ENGLISH LANGUAGE PROFICIENCY

San Mateo County is linguistically complex as illustrated by Table 2. The majority of residents of East Palo Alto speak Spanish at home. Other locations where more than a quarter of homes speak Spanish include Colma, Redwood City, Half Moon Bay, and South San Francisco. Locations where more than a quarter of homes speak Asian and Pacific Islander languages include Daly City, Foster City, and Millbrae.

Table 2 Language Spoken at Home, San Mateo County and Cities					
	English only	Spanish	Other Indo-European languages	Asian and Pacific Islander languages	Other languages
San Mateo County	54.0%	20.3%	6.3%	18.0%	1.4%
Atherton	84.4%	4.2%	6.2%	5.1%	0.2%
Belmont	65.6%	10.2%	10.5%	11.8%	1.9%
Brisbane	63.9%	10.7%	3.4%	21.9%	0.2%
Burlingame	68.1%	9.6%	7.0%	14.5%	0.8%
Colma	27.6%	44.6%	3.4%	24.2%	0.1%
Daly City	31.4%	18.2%	4.2%	44.4%	1.8%
East Palo Alto	29.9%	57.2%	2.4%	8.4%	2.1%
Foster City	50.0%	3.3%	14.8%	29.3%	2.6%
Half Moon Bay	64.8%	28.5%	4.3%	2.0%	0.3%
Hillsborough	72.8%	3.5%	6.4%	16.5%	0.8%
Menlo Park	69.6%	16.5%	6.3%	6.5%	1.1%
Millbrae	49.5%	9.5%	6.8%	31.8%	2.4%
Pacifica	72.1%	10.3%	4.2%	12.4%	0.9%
Portola Valley	87.8%	4.0%	4.2%	3.7%	0.3%
Redwood City	54.5%	33.8%	5.0%	5.9%	0.8%
San Bruno	50.1%	21.4%	8.1%	18.1%	2.3%
San Carlos	78.3%	6.2%	7.8%	7.2%	0.5%
San Mateo	55.8%	20.7%	7.7%	14.2%	1.6%
South San Francisco	40.4%	26.9%	6.5%	24.6%	1.7%
Woodside	88.9%	4.2%	4.4%	1.8%	0.7%
Source: 2009-2013 American Community Survey 5-Year Estimates					

EDUCATIONAL ATTAINMENT

Educational attainment among adults aged 25 in San Mateo County older exceeds both the California and United States proportions by wide margins (Table 3). The proportion of adults in the County holding Bachelor's degrees or higher is significantly greater than either California or the nation. Even with a high overall rate of educational attainment, there are cities and other locations in the

County where educational attainment are low (Table 4). Through this plan the District will work with school districts, community based organizations, businesses and industry, and other partners to help close these gaps.

Table 3 Comparative Education Attainment by Adults 25 years and Older			
Attainment	% United States	% California	% San Mateo County
Less Than High School Diploma	13.6	18.5	11.2
High School Graduate or GED	28.0	20.6	16.9
Some College or Associate's Degree	29.2	30.0	28.1
Bachelor's Degree	18.2	19.6	26.8
Graduate or Professional Degree	10.9	11.3	17.6
U.S. Census survey, 2013			

Table 4 Education Attainment by City									
	Less than 9th Grade	9th to 12th Grade, no Diploma	High School graduate or GED	Some college, no degree	Associate's degree	Bachelor's degree	Graduate or Prof. Degree	High School Graduate +	Bachelors +
Atherton	0.4%	1.7%	4.1%	6.0%	3.7%	42.6%	41.5%	98.0%	84.1%
Belmont	2.1%	2.4%	12.3%	20.1%	7.6%	30.4%	25.0%	95.4%	55.5%
Brisbane	4.6%	2.6%	14.7%	21.2%	4.9%	36.0%	16.1%	92.8%	52.0%
Burlingame	2.6%	1.9%	13.0%	16.8%	7.4%	32.7%	25.6%	95.5%	58.3%
Colma	9.6%	5.8%	18.5%	27.6%	4.8%	28.1%	5.7%	84.6%	33.7%
Daly City	7.4%	6.5%	21.1%	22.3%	9.5%	27.2%	6.0%	86.1%	33.2%
East Palo Alto	21.4%	11.5%	27.6%	18.9%	4.3%	9.6%	6.7%	67.1%	16.3%
Foster City	1.6%	2.1%	10.7%	16.6%	6.7%	33.7%	28.6%	96.3%	62.3%
Half Moon Bay	11.6%	6.1%	14.4%	18.2%	4.5%	25.5%	19.8%	82.4%	45.3%
Hillsborough	2.3%	1.5%	6.0%	9.6%	4.5%	32.8%	43.2%	96.1%	76.0%
Menlo Park	4.2%	3.0%	7.9%	10.3%	4.2%	30.6%	39.8%	92.8%	70.4%
Millbrae	4.4%	4.0%	19.0%	23.5%	7.9%	26.5%	14.6%	91.6%	41.1%
Pacifica	2.1%	3.3%	18.3%	25.9%	10.3%	26.8%	13.4%	94.6%	40.1%
Portola Valley	1.1%	3.3%	4.1%	7.0%	3.9%	36.1%	44.5%	95.6%	80.5%
Red Wood City	8.6%	7.1%	18.6%	19.4%	6.1%	24.0%	16.2%	84.3%	40.2%
San Bruno	5.4%	4.3%	22.2%	23.7%	9.5%	25.5%	9.5%	90.3%	35.0%
San Carlos	1.4%	1.9%	11.3%	17.8%	7.5%	32.7%	27.3%	96.6%	60.0%
San Mateo	7.1%	4.5%	16.2%	20.1%	7.8%	26.9%	17.5%	88.4%	44.4%
South San Francisco	7.2%	8.1%	24.4%	20.1%	10.5%	21.9%	7.8%	84.7%	29.8%
Woodside	2.4%	1.1%	12.9%	11.7%	5.4%	31.0%	35.5%	96.5%	66.5%
Source: 2009-2013 American Community Survey 5-Year Estimates									

DEMOGRAPHIC SUMMARY

The demographic pattern in San Mateo County as portrayed above shows income, age, and languages spoken at home to be correlated. In general, cities where these factors are lower also have lower levels of education attainment. The reverse is also true. Since this strategic plan seeks to increase the education attainment level in the County, the communities with these characteristics are the places where accelerated effort should be directed.

EQUITY

The San Mateo Community College District has a longstanding commitment to closing equity gaps. This commitment has seen recent and accelerated interest statewide. In particular the Student Success Act of 2012 has been a focus for the State Assembly as well as the California Community Colleges. To meet its obligations to students and taxpayers, the District will continue to utilize its own research to identify where all students are succeeding or not succeeding in their educational pursuits. In particular, these disaggregated subgroups will be a focus of Districtwide efforts to close equity gaps: race/ethnicity, age, gender, veteran's status, economic disadvantage, and foster youth. Closing equity gaps depends on understanding the experiences of students entering one of the three Colleges as well as those prospective students who do not enter. Cohort analysis will continue to be used to determine both overall success rates for all students in the District as well as success rates for the subgroups identified above.

In November 2014 the San Mateo Community College Board of Trustees approved Equity Plans developed by each College to identify gaps in access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the California Community Colleges Student Success Scorecard, as well as local measures developed at each College. College plans identify quantitative benchmarks and associated targets to close equity gaps. Prior to next academic year, 2015-16, the State Chancellor's office will set system targets for overall improvement while individual community colleges will set their own targets. These targets will be updated annually.

ECONOMICS

EMPLOYMENT

Business building and leasing activity is accelerating in San Mateo County,and the County is a desirable location for tech companies to expand. The acceleration of openings in the tech-based economy recently placed the County as the second most favorable unemployment rate among California's counties. There are, however, pockets of unemployment within the County that drag the average employment rate downward. As of March 2015, these cities and locations exceeded the

County's 3.4% unemployment rate: Broadmoor CDP (5.6%), East Palo Alto (5.4%), North Fair Oaks CDP (5.1%), Brisbane (4.4%,), Daly City (4.2%), and South San Francisco (3.6%).[2]

BUSINESS EXPANSION

Examples of recent economic expansion include: (a) San Mateo BayCenter Office Campus along the Highway 92 corridor in San Mateo was recently sold for $128.5 million; (b) Storm's Crossing 900 is on track to be completed by 2015. The 300,425-square-foot high-rise office development is located in Downtown Redwood City and already is 100% leased to Box, a young high tech company and (c) Alibaba, the Chinese internet commerce giant is increasing its leased space in San Mateo.

HOUSING

Housing prices determine whether young families become established in the County or whether they seek other Counties to raise their children. Housing prices also affect older aged individuals who may wish to downsize their living space by moving into condominiums, townhouses, or managed living environments. Homeownership costs throughout the County are high meaning that young families may be unable to relocate to San Mateo County without sufficiently high levels of income typically brought about by accompanying high levels of education.

As the population ages in the County and as available land increases in cost, an increasing proportion of new construction will be in multi-unit structures. As the housing market—especially in places where rental costs are high—squeezes lower-income families' disposable income the result is that family resources available for education and tuition may correspondingly decline, making it more difficult for the District to increase its penetration rate from a low-income, rental demographic.

COMMUNITY SUPPORTED STATUS

The San Mateo County Community College District is a "community-supported or basic aid " district unlike 66 of the 72 California community college districts that receive state aid through apportionment (general fund monies based on student enrollment). These 66 colleges are allocated state resources based on the Full Time Equivalent Student (FTES) cap number set in the State Chancellor's Office.   Community supported means that when the State sets the District's revenue limit (determining how many students we are funded to serve) and deducts from that revenue limit the local property taxes and student fees, there is no need for State apportionment to sum to our

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[2] California Employment Development Department . *Labor Force and Unemployment Rates for Cities and Census Designated Places.* Retrieved April 30, 2015 at
http://www.labormarketinfo.edd.ca.gov/CES/Labor_Force_Unemployment_Data_for_Cities_and_Census_Areas.html#CCD

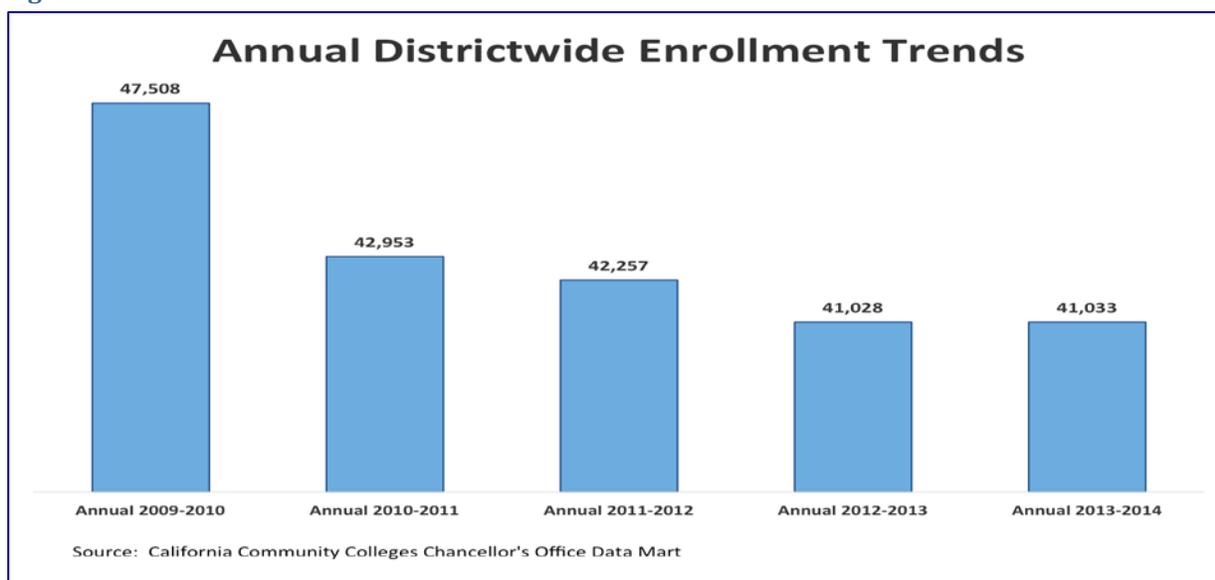revenue limit. Property taxes, then, are the chief source of revenue in a community-supported district.

Community-supported funding for the San Mateo Community College District has risen independently of student enrollment, a result of increasing property values. The San Mateo County Community College District is not obligated to increase enrollment annually to increase revenues. The fundamental obligation of the San Mateo Community College District is to serve San Mateo County citizens irrespective of limits set by the state. The District's financial position provides opportunities to create new approaches to serve San Mateo citizens independent of state revenues and community college funding levels. At the same time, enrollment levels are an important barometer for assessing the vitality of the District's Colleges and the programs they offer.

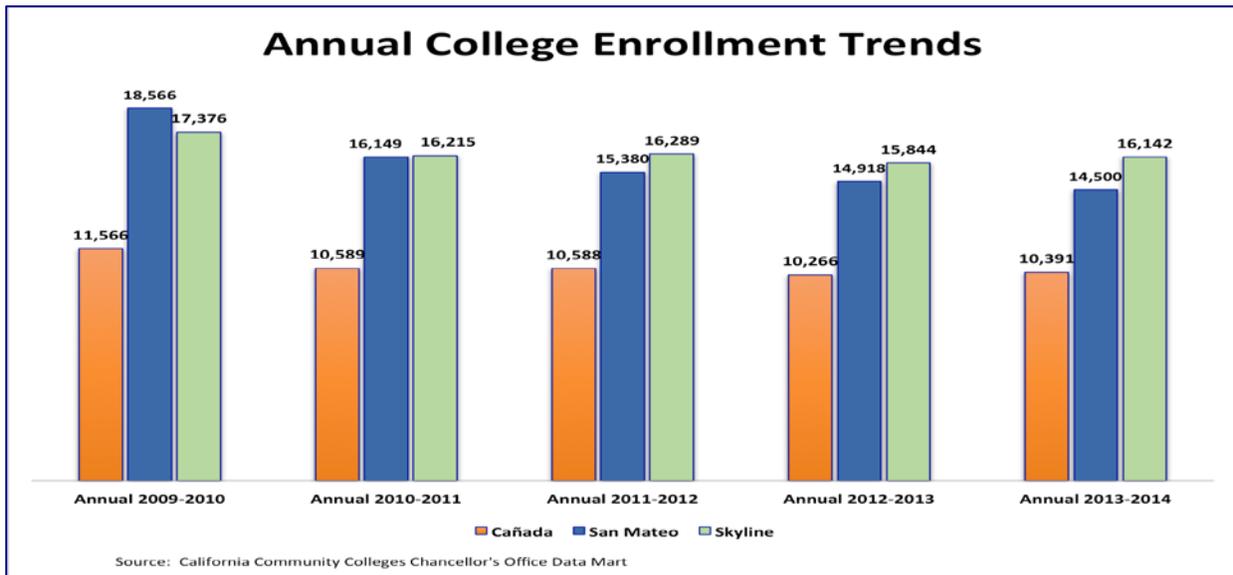## ENROLLMENT AND STUDENT DEMOGRAPHICS

CHANGES IN ENROLLMENT

District enrollments have generally declined over the past five years (Figure 3) in tandem with statewide community college enrollments that saw 2.3 million fewer students enrolled from 2008-09 to 2012-13 due to reduced funding from the State. Statewide economic declines resulted in severe budget cuts to community colleges. Consequently, colleges cut back on courses and sections they offered. As a result of the voter-approved parcel tax, SMCCCD did not cut as severely as other colleges. As the economy recovered, SMCCCD's enrollment declined, as higher education enrollments traditionally decline as students pursue employment over college attendance. Changes in state policy in 2012 limiting the number of times that students may repeat classes in physical education, performing and visual arts areas also impacted SMCCCD enrollments.

Figure 5

Annual Districtwide Enrollment Trends

47,508 — Annual 2009-2010
42,953 — Annual 2010-2011
42,257 — Annual 2011-2012
41,028 — Annual 2012-2013
41,033 — Annual 2013-2014

Source: California Community Colleges Chancellor's Office Data Mart

During this same time, enrollment has shifted at Cañada, College of San Mateo, and Skyline (Figure 6). While all three colleges have declining enrollment, Skyline College has had less consistent drops and CSM has seen the most percentage drop.
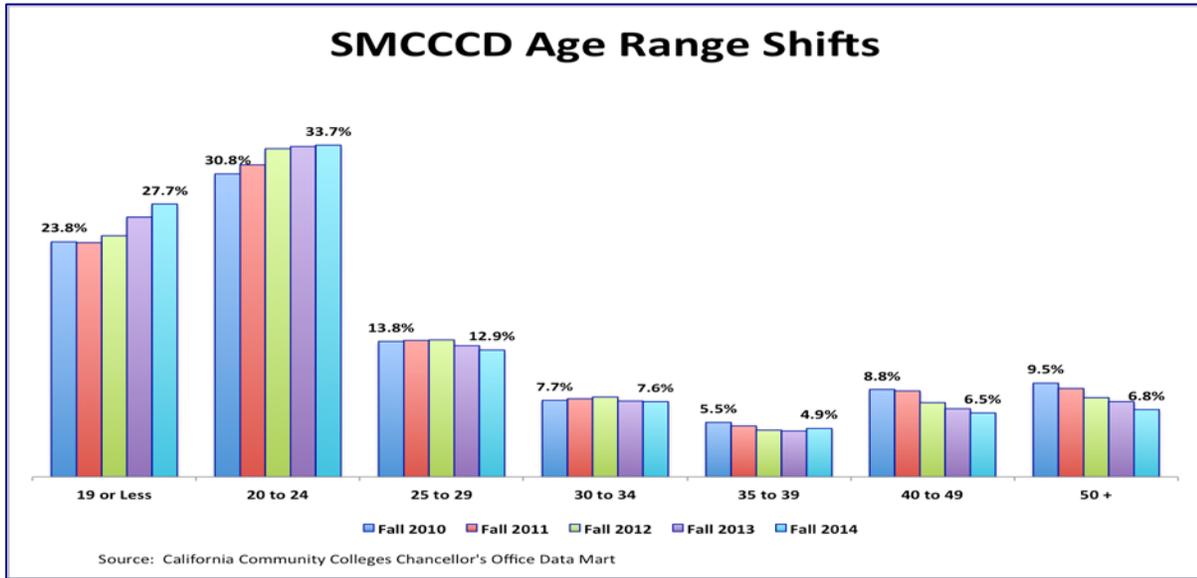
Figure 5

Annual College Enrollment Trends

Source: California Community Colleges Chancellor's Office Data Mart

SHIFTS IN STUDENT DEMOGRAPHICS

AGE TRENDS

The District has become younger during the past five Fall terms (Table 5 and Figure 7) when the proportion of enrollment in Fall terms is considered. Older student age ranges have declined, perhaps the result of state policy changes noted above as well as an economy, while always healthy in San Mateo County, which has become even more robust. Increasing fees at CSU and UC may have shifted more high school graduates to community college as well.

| Table 5 Districtwide Proportionate Age Range Shifts						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change Fall 2010 to 2014
19 or Less Headcount	6,406	6,331	6,181	6,751	6,893	487
% of Fall Total	23.8	23.7	24.4	26.3	27.7	16.1
20 to 24 Headcount	8,271	8,446	8,422	8599	8,393	122
% of Fall Total	30.8	31.7	33.3	33.5	33.7	9.5
25 to 29	3,702	3,697	3,518	3418	3,213	-489
% of Fall Total	13.8	13.9	13.9	13.3	12.9	-6.4
30 to 34	2,081	2,108	2,041	1967	1,897	-184
% of Fall Total	7.7	7.9	8.1	7.7	7.6	-1.7
35 to 39	1,481	1,376	1,195	1191	1,221	-260
% of Fall Total	5.5	5.2	4.7	4.6	4.9	-11.1
40 to 49	2,377	2,318	1,899	1768	1,613	-764
% of Fall Total	8.8	8.7	7.5	6.9	6.5	-26.8
50 +	2,565	2,385	2,026	1952	1,697	-868
% of Fall Total	9.5	8.9	8.0	7.6	6.8	-28.6

Figure 6

GENDER TRENDS

The District has become slightly but increasingly more male during the past five falls (Figure 8).

Figure 7
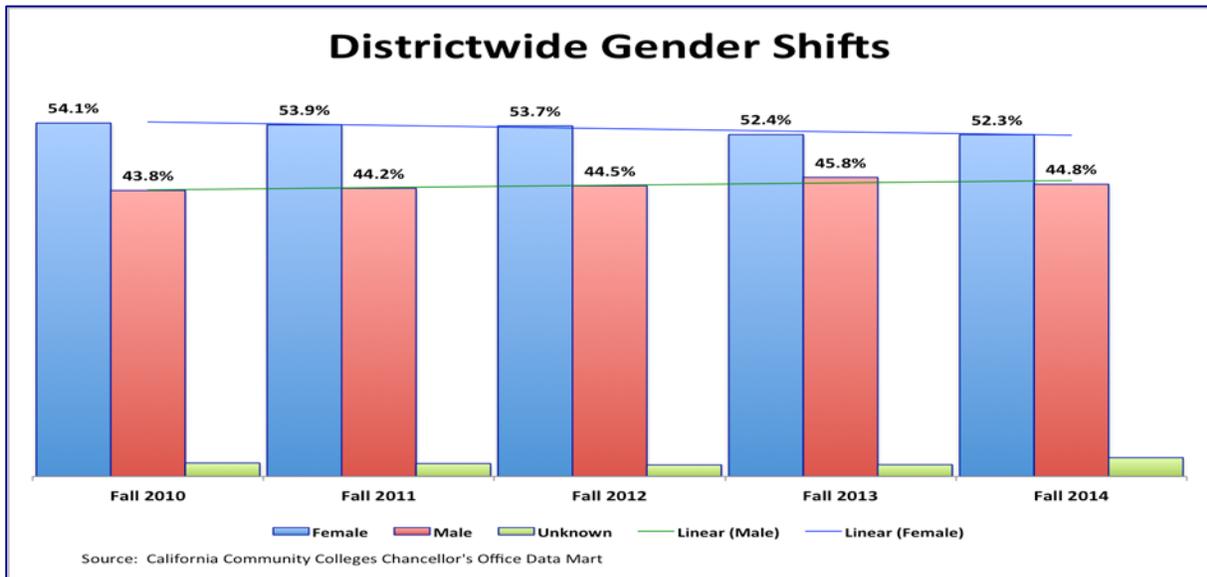
ETHNICITY TRENDS

The District has become more racially and ethnically diverse during the past five Fall terms (Table 6). Hispanics and White Non-Hispanics constituted equal parts of the District's profile in Fall 2010. Since that time, the proportion of Hispanics has increased while White Non-Hispanics have decreased. Asian, American Indian/Alaskan Native, and Pacific Islander students have remained stable while there is an increase in students who identify themselves as Multi-Ethnic.

Table 6 Districtwide Race and Ethnicity Shifts					
	Fall 2010 (%)	Fall 2011 (%)	Fall 2012 (%)	Fall 2013 (%)	Fall 2014 (%)
African-American	3.7%	3.6%	3.7%	3.4%	3.3%
American Indian/Alaskan Native	0.3%	0.3%	0.2%	0.2%	0.2%
Asian	16.7%	15.9%	15.9%	16.1%	16.8%
Filipino	9.8%	9.7%	9.6%	10.1%	10.5%
Hispanic	28.4%	30.5%	31.9%	34.1%	35.3%
Multi-Ethnicity	2.4%	3.4%	4.1%	4.6%	4.7%
Pacific Islander	2.0%	2.0%	2.0%	1.7%	1.7%
White Non-Hispanic	28.8%	28.6%	27.8%	26.1%	24.8%
Unknown	8.0%	5.9%	4.8%	3.6%	2.9%
Source: California Community Colleges Chancellor's Office Data Mart					

FINANCIAL AID TRENDS

While District annual enrollments have declined over the past five years, the proportion of students receiving financial aid has increased, indicating an upward shift in low-income students (Figure 9). Table 7 depicts the numbers of financial aid recipients by College over the past five Falls. The number of financial aid recipients increased most at Skyline (n=2,556). CSM and Cañada added 1,343 and 1,264, respectively.
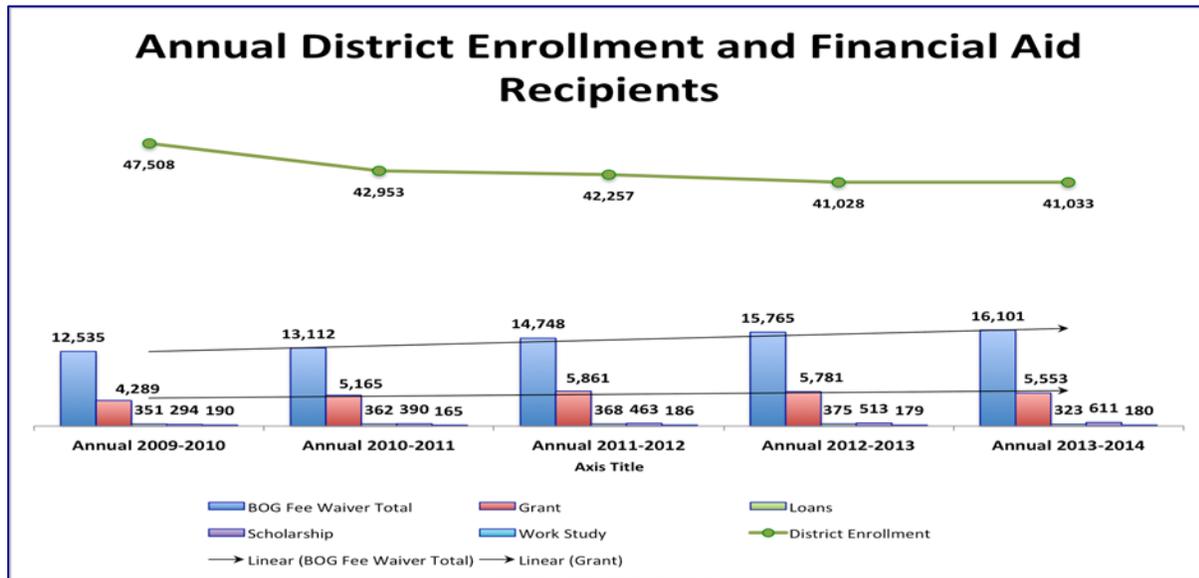
Figure 9

Annual District Enrollment and Financial Aid Recipients

Table 7 Financial Aid Recipients by College					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cañada	4,408	4,481	4,834	5,416	5,672
Grants	1,003	1,209	1,406	1,338	1,340
Loans	128	111	147	142	102
Scholarship	94	128	148	158	150
Work Study	25	30	35	35	34
San Mateo	5,029	5,235	6,019	6,426	6,372
Grants	1,520	1,708	1,764	1,806	1,635
Loans	130	142	91	102	91
Scholarship	117	144	166	202	268
Work Study	74	64	69	49	67
Skyline	5,458	6,012	7,033	7,624	8,014
Grants	1,768	2,248	2,693	2,638	2,578
Loans	93	109	130	131	130
Scholarship	86	118	153	157	194
Work Study	91	71	82	95	79
Source: California Community Colleges Chancellor's Office Data Mart					

SECONDARY SCHOOLS AND PENETRATION RATES

Figure 10 shows the recent upswing in high school graduates in the County through 2013-14 followed by a forecast decline of 249 graduates in 2014-15. Whether the forecasted upward trajectory continues throughout the planning period is in question since state population projections suggest that the 15 to 19 year-old age range will decline slightly from 2015 to 2020.
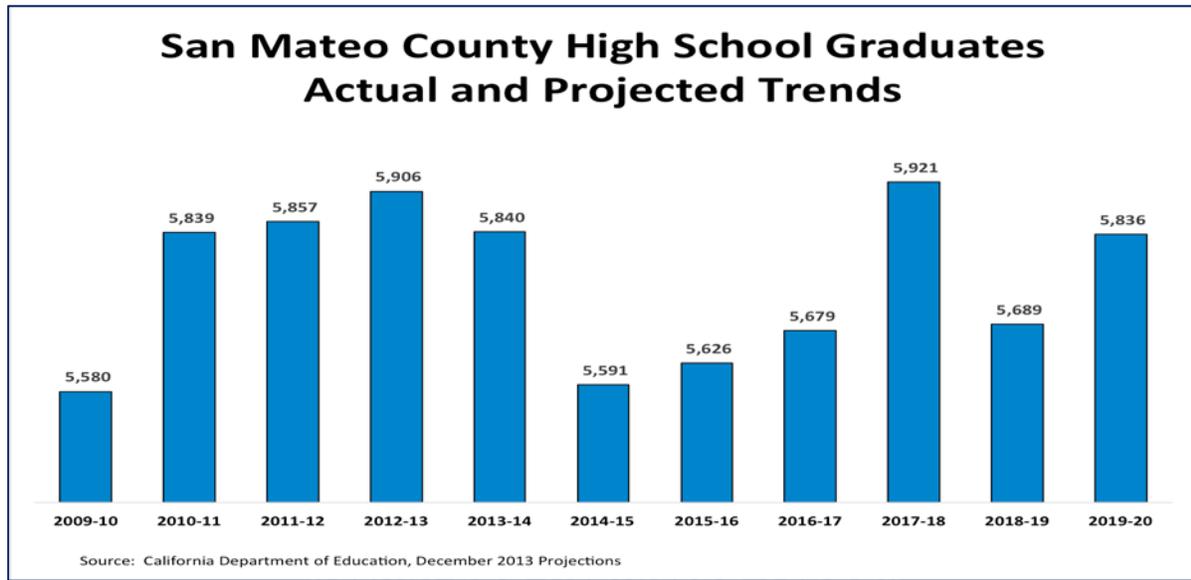
Figure 10

Figure 11 shows that Hispanic or Latino graduates in the County surpassed White Non-Hispanic graduates in 2011-12. Higher birthrates among Hispanic citizens make it likely that this trend will continue.

Figure 11

High School Graduates by Race/Ethnicity
San Mateo County, 2008-09 to 2012-13

Source: California Department of Education

Figure 12
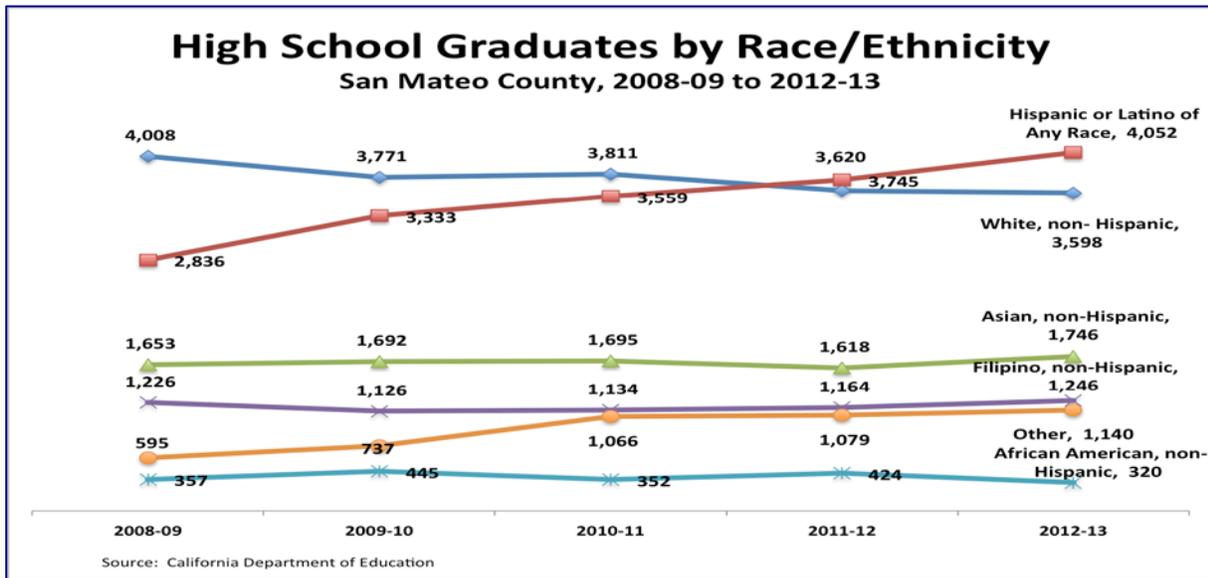

District Secondary Penetration Rates
2007-08 to 2011-12
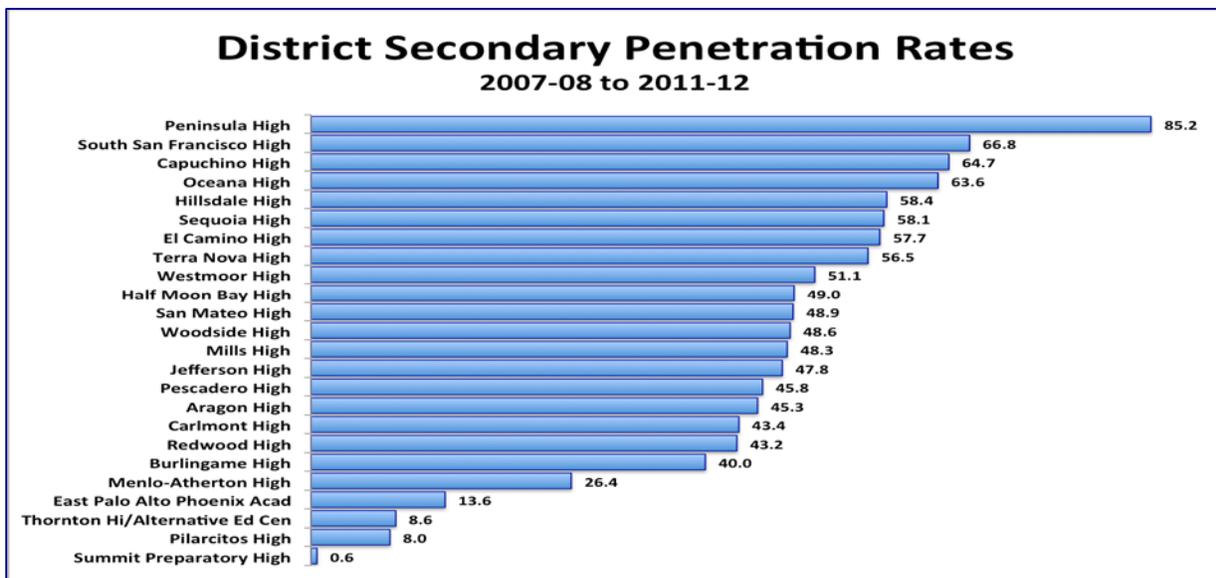
Figure 12 depicts the high school senior take-rate in the District over a five-year span. During this time span, 49.0% of the County's high school seniors enrolled in one of the District's Colleges.

HIGH SCHOOL STUDENT ENROLLMENT

Students enrolled in San Mateo high schools can enroll in District classes at one of the three Colleges, at District-sponsored Middle College High Schools, and through classes delivered at their own high schools (Figure 13).

Figure 13

District Concurrent High School Enrollment
By Location, Fall 2009 and Fall 2013
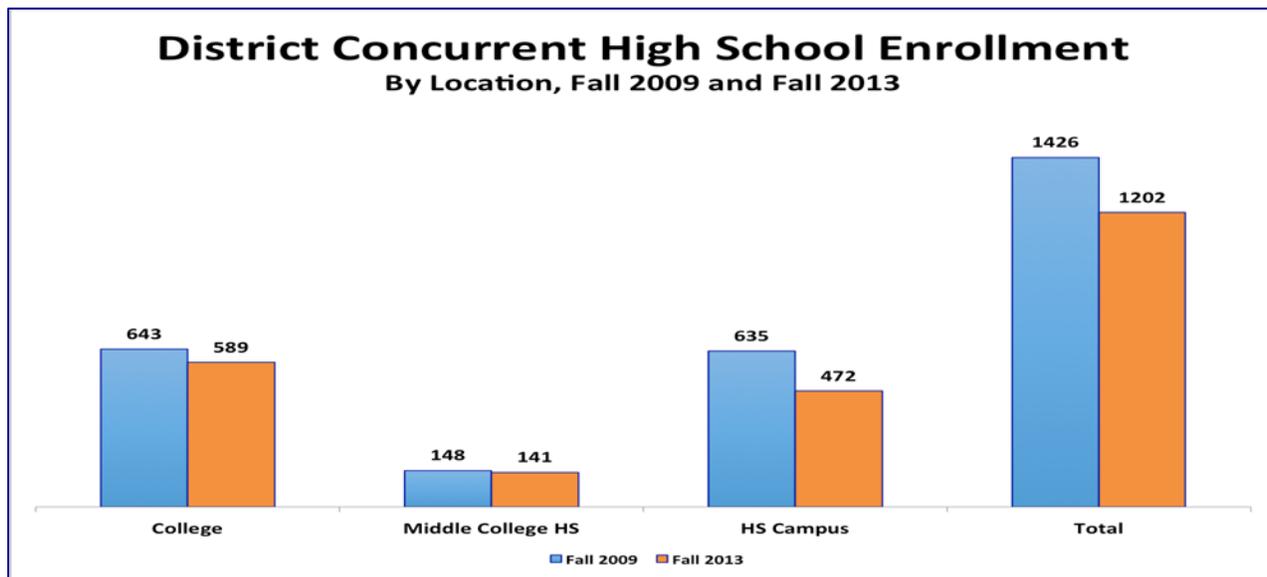
CONNECTIONS TO LABOR MARKETS

San Mateo County lies directly between and is a part of two dynamic employment centers, San Francisco to the north and Santa Clara to the south. Employment in this region grew even during the recent Recession and rapid growth is expected throughout the planning period. Employment growth in San Mateo County has been robust throughout the past several years while unemployment has come down steadily since early 2010. Many of the jobs in the County are in professional, scientific, and information sectors. The boom in information technology, e-commerce, media, and mobile technology has contributed to a healthy employment outlook.

As bright as the future looks for high-end jobs in the County, recent research shows that the Peninsula economy is no longer generating as many mid-range jobs as it once did while low-wage service jobs are multiplying. This gap is widening and the District can play a key role in providing workforce solutions by refining existing certificate and degree programs and creating new programs that lead to jobs not only in technology and related services but also in jobs in support fields. Working with business and industry partners, the District has assessed employer demand in these key areas: (1) accounting, (2) biotechnology, (3) digital arts, graphics and media, (4) health care, and (5) computer information systems. Changes in curriculum to match this research are underway.

A labor market analysis developed for the planning process documents the rise in low-wage service jobs in the region both among jobs with the most openings. In fact, the top four jobs with the *most openings* are high turnover occupations that require only short-term on-the-job training. Other jobs are also low-wage and high turnover although they require a level of supervision for which the Colleges can prepare managers. Other occupations with the largest number of openings require postsecondary education and sometimes longer-term or intensive on-the-job training. These jobs should be a focus for the District's academic planning and include: Market Research Analysts and Marketing Specialists, Software Developers, Accountants and Auditors, Registered Nurses, Customer Service Representatives, Office Clerks, General and Operations Managers, and Food Preparation Workers. Of these occupations that are forecast to grow the most, Registered Nursing requires an Associate's degree for entry.

The *fastest growing* occupations for this same timeframe are skilled occupations and, to a large degree, are concentrated in the computer and technology sectors. The computer and technology sectors including software application developers and systems software developers will see an annual employment increases between 48 and 57 percent; information security analysts, web developers and computer network architects will grow by 37 percent; computer and information systems managers is estimated to grow by 30 percent; network and computer systems administrators are predicted to grow by 40 percent; and multimedia artist and animators growing by 38 percent. Nearly all of these jobs are linked to a bachelor's degree for entry, suggesting that a District academic planning focus should be on providing the first two years of applied study in these fields for transfer students as well as short-term classes and training for individuals already employed in these fields.

INSTRUCTIONAL PROGRAMS

BREADTH OF OFFERINGS AND TRENDS

The District provides an array of instructional programs across its three Colleges (Figure 14). Larger areas of instruction are in "traditional" college programs and including humanities, mathematics, social sciences, education, psychology interdisciplinary studies, and business and management. The District also offers a range of career and technical programs that are smaller in scope and in engineering and industrial technologies, health, public and protective services, architecture and environmental design, media and communication, and information technology.

Figure 14

Distribution of Instructional Programs
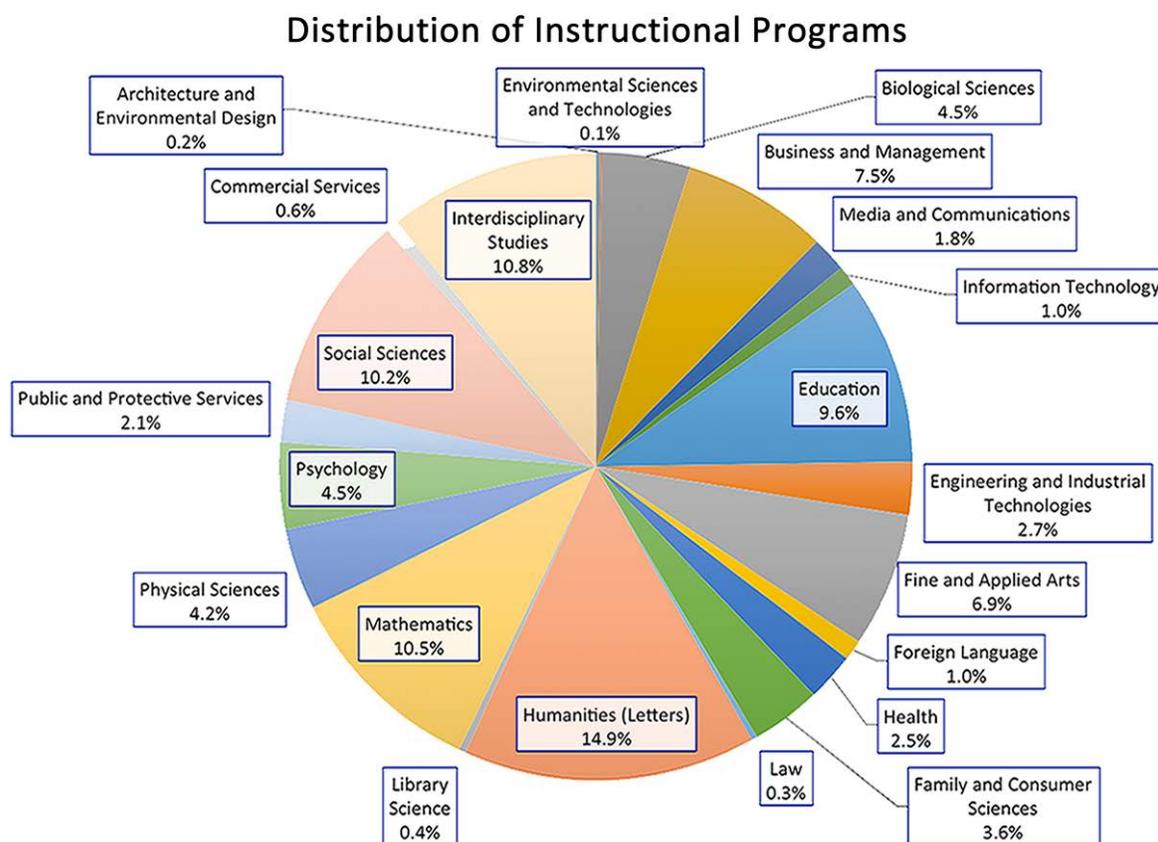
Table 8 is an overview of program trends from Fall 2009 through Fall 2013. This table shows a decline in course enrollments of 6% Districtwide during this span, reflecting, in part, purposeful decisions made the District to reduce course sections and the 2012 state requirement to limit the number of course repeats. Large program areas increasing the most were mathematics (89%) and humanities (31%). The three largest declines among large programs were interdisciplinary studies (-

42%), business and management (-14%) and education (-11%).[3] Smaller programs that grew the most were information technologies (39%), environmental sciences and technologies (13%), and health (5%). The steepest declines in smaller programs were in commercial services (-49%), foreign language (-46%), law (-35%), family and consumer sciences (-28%), architecture and environmental design (-21%), fine and applied arts (-19%), and public and protective services (-13%).

| Table 8 | | | | | | | |
| District Instructional Course Enrollment Trends by Instructional Area | | | | | | | |
Taxonomy of Program Areas	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Size Fall 2013	% Change Fall 2009 to Fall 2013
01: Agriculture and Natural Resources	70	39	58			--	n/a
02: Architecture and Environmental Design	146	123	137	109	116	Small	-21%
03: Environmental Sciences and Technologies	61	87	118	81	69	Small	13%
04: Biological Sciences	2,537	2,568	2,705	2,740	2,579	Medium	2%
05: Business and Management	5,017	4,811	4,645	4,483	4,300	Large	-14%
06: Media and Communications	1,135	1,244	1,104	1,037	1,041	Medium	-8%
07: Information Technology	421	424	423	487	586	Small	39%
08: Education	6,196	5,555	5,672	5,716	5,532	Large	-11%
09: Engineering and Industrial Technologies	1,575	1,645	1,575	1,568	1,570	Small	0%
10: Fine and Applied Arts	4,925	4,589	4,169	3,920	3,983	Medium	-19%
11: Foreign Language	1,113	836	764	707	599	Medium	-46%
12: Health	1,359	1,434	1,440	1,536	1,423	Medium	5%
13: Family and Consumer Sciences	2,839	2,625	2,634	2,196	2,056	Medium	-28%
14: Law	258	259	200	206	167	Small	-35%
15: Humanities (Letters)	6,532	7,893	8,345	8,509	8,588	Large	31%
16: Library Science	22	67	124	158	208	Small	845%
17: Mathematics	3,180	5,489	5,577	5,855	6,024	Large	89%

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[3] Interdisciplinary studies includes remedial courses that were moved to other program areas during this time, accounting for most of the decline in this area. Remedial classes mathematics, for example, was moved out of interdisciplinary studies to the mathematics area accounting, in part, for the growth in mathematics

Taxonomy of Program Areas	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Size Fall 2013	% Change Fall 2009 to Fall 2013
19: Physical Sciences	2,359	2,171	2,432	2,424	2,411	Medium	2%
20: Psychology	2,486	2,216	2,374	2,417	2,576	Medium	4%
21: Public and Protective Services	1,408	1,372	1,408	1,259	1,226	Medium	-13%
22: Social Sciences	6,394	6,113	6,010	6,001	5,851	Large	-8%
30: Commercial Services	698	371	399	412	353	Small	-49%
49: Interdisciplinary Studies	10,667	5,770	5,862	6,049	6,206	Large	-42%
Grand Total	61,398	57,701	58,175	57,870	57,464		-6%

Table 8
District Instructional Course Enrollment Trends by Instructional Area

SCHEDULED CLASS TIMES

Figure 15 is the distribution of start times for Districtwide face-to-face classes showing the more than half of all classes (52%) are scheduled in the morning hours while afternoon (22%) and evenings (26%) account for the remainder. In general, the District facilities have capacity for additional courses scheduled for the afternoon and evening hours.

Figure 15

Source: District Course File. Data are Fall terms, 2009 through 2013.
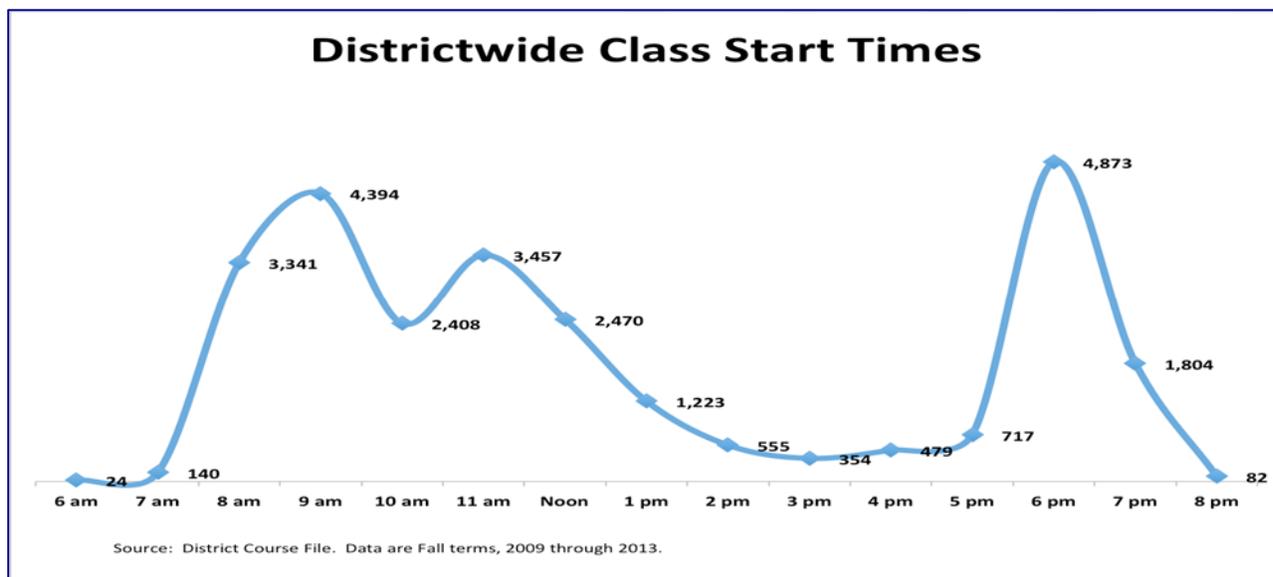
Faculty Age Characteristics and Projections

There are 281 full-time teaching faculty and 41 other faculty (student services and librarians) in Fall 2014. Their average age is 51.4 years while average years of service is 12.0. The College of San Mateo is the oldest of the colleges while Cañada is the youngest in teaching faculty (Figure 16). Analyses of faculty age ranges and program assignment shows more specifically where future hiring needs are likely to emerge (Figure 17). Nearly 40% (112/281) of all teaching faculty are in the retirement zone. For example, all current Information Technology faculty are older than 56.   Other programs with relatively high age distributions include: Business and Management, Engineering and Industrial Technologies, and Public and Protective Services. Future demand for instruction in a particular program area may not be static over time, a factor that could influence future resource allocations.

Figure 16

District Teaching Faculty Age Ranges All Colleges

Source: District Human Resource Office. Data are December 2014

Figure 17

Proportion of District Faculty Aged 56 or Greater by Primary Teaching Assignment

04 - Biological Sciences	47%
05 – Business and Management	67%
06 – Media and Communications	43%
07 – Information Technology	100%
08 – Education	33%
09 – Engineering and Industrial Technologies	67%
10 – Fine and Applied Arts	50%
11 – Foreign Language	33%
12 – Health	29%
13 – Family and Consumer Sciences	57%
15 – Humanities (Letters)	30%
16 – Library Science	0%
17 – Mathematics	31%
19 – Physical Sciences	26%
20 – Psychology	33%
21 – Public and Protective Services	67%
22 – Social Sciences	42%
30 – Commercial Services	38%
49 – Interdisciplinary Studies	54%
Other	27%

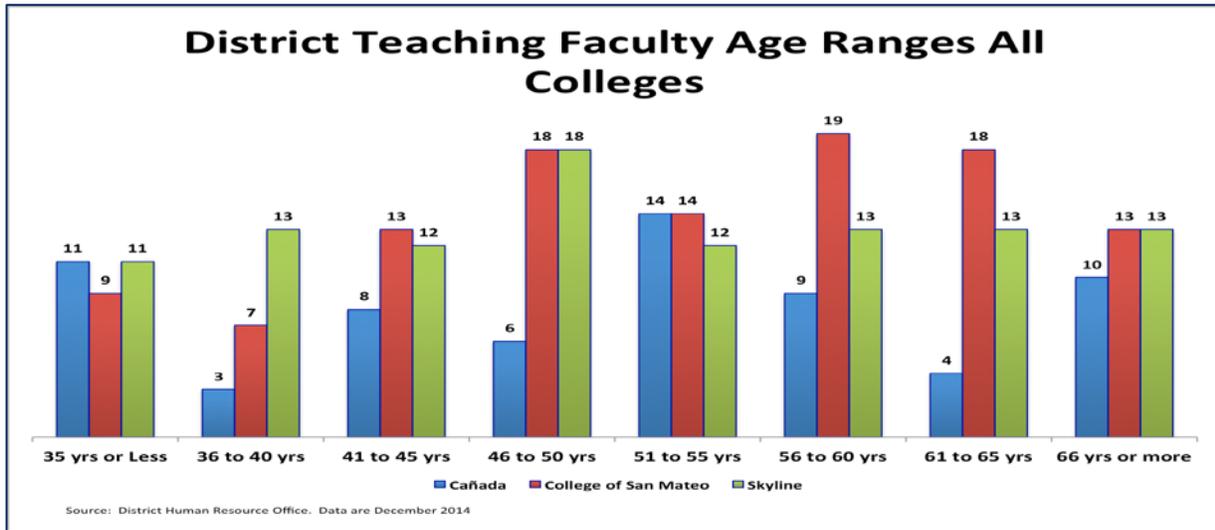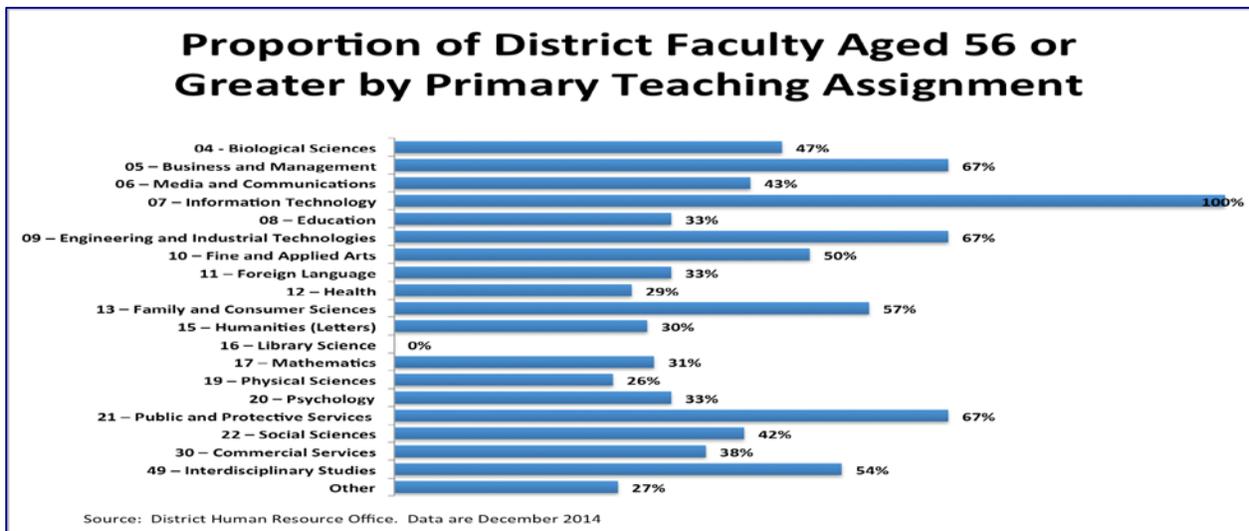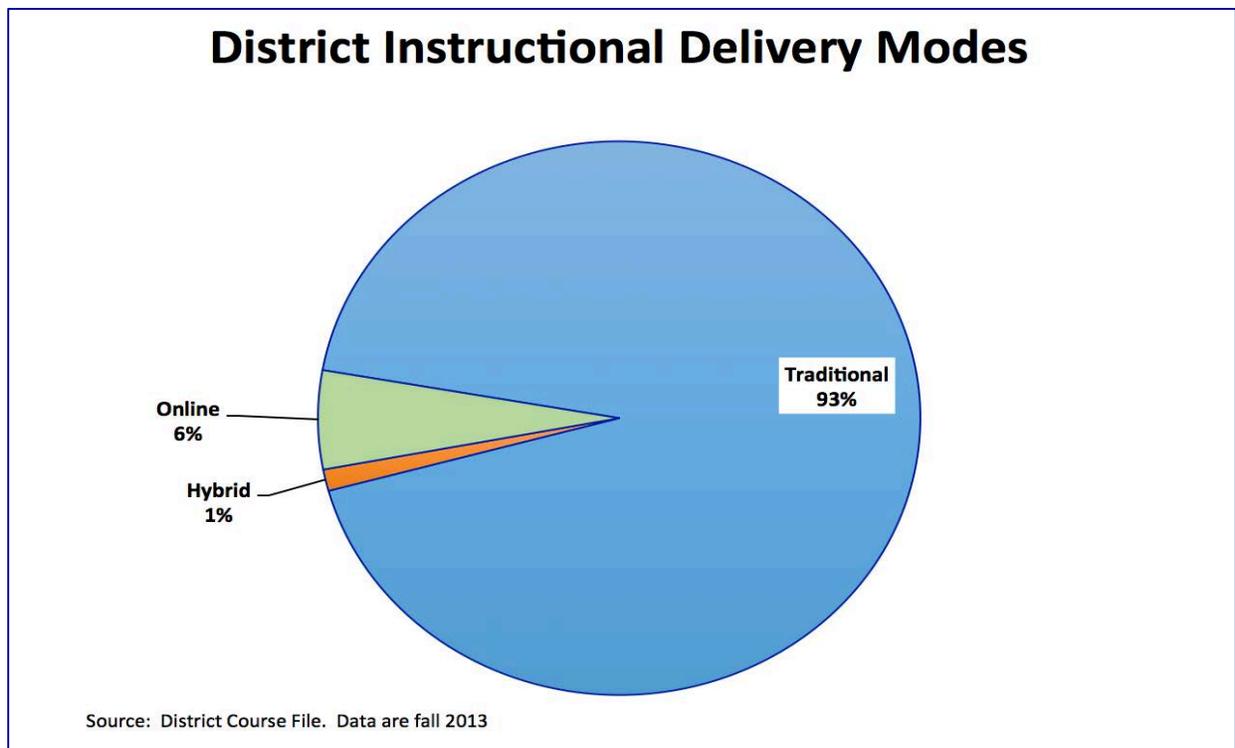Source: District Human Resource Office. Data are December 2014

ONLINE INSTRUCTION

Ninety-three percent of all District courses are delivered in a traditional face-to-face instruction format. These courses may or may not have some online component. The remainder of District courses are available online (6%) or through hybrid delivery (1%), in which classes meet face-to-face and online (Figure 18). Statewide, more than 12% of all community college courses are offered through distance education, and it is estimated that nearly half of all courses have some online component. Twenty-one percent of all District students enroll for at least one online course. The District is now working to create XLOnline courses that will expand the District's capacity for providing online learning by enrolling up to 100 students.

Statewide activity in online instruction is increasing. The Online Education Initiative (OEI) is near conclusion of its pilot phase. It is planned that all California Community Colleges will have access to online learning readiness modules and tutoring solutions for free or at reduced cost. There is also a professional development and collaboration component for faculty and staff.

Figure 18

District Instructional Delivery Modes

Online 6%
Hybrid 1%
Traditional 93%

Source: District Course File. Data are fall 2013

COMPETITOR ANALYSIS

The San Mateo County Community College District enrolls sixteen percent of all students attending public and private two-year colleges in a 25-mile radius of the County (Figure 19). Private-for-profit institutions in this radius enroll a much smaller share of total enrollment (5%).   A report documenting competing programs reveals potential niches for new program development as well as places where the District's programs appear to be saturated.

Figure 19

Enrollment by Institution Type

Other Public 208,241 79%

San Mateo District 41,849 16%

Private for-profit 13,473 5%
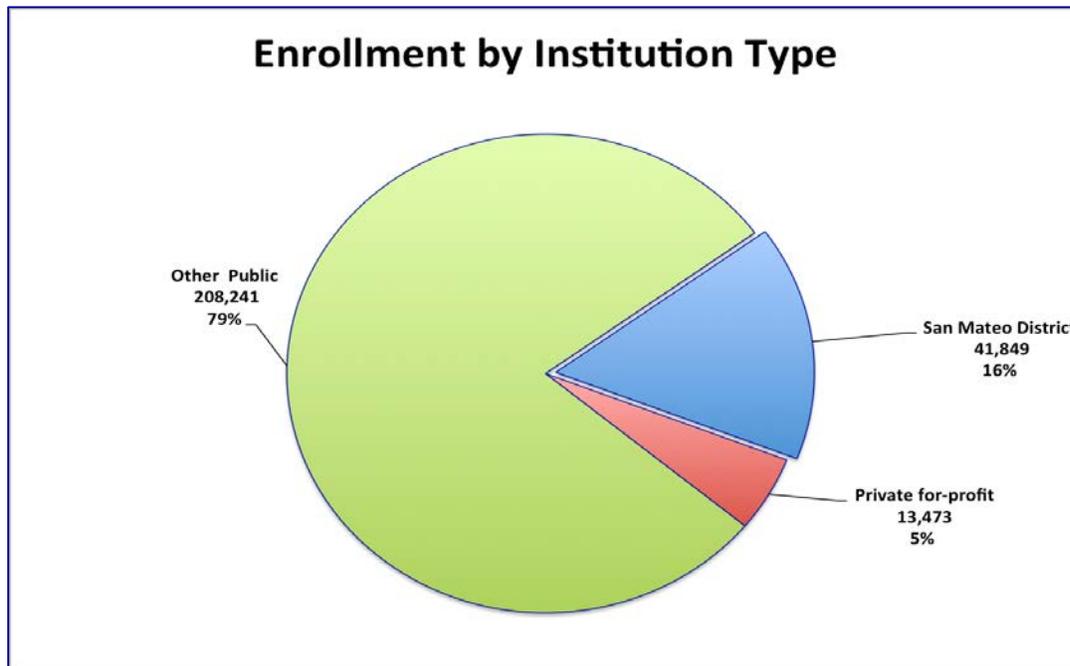
For example, programs with no competition include[4]:

- Astronomy (CSM)
- Bilingualism and Biliteracy in English/Spanish (Cañada)
- Family and Consumer Studies (Skyline)
- Fashion Production (Cañada)
- Police Academy (CSM)

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[4] This program analysis does not include individual courses or clusters of courses. For public institutions, only those programs officially registered with the California Community Colleges Chancellor's Office were employed in the analysis.

District programs with one to three competitors in the 25-mile radius include:

- Administrative Medical Assisting (Cañada, Skyline)
- Alcohol and Controlled Substances (CSM)
- Computer Graphics and Digital Imagery (Cañada, CSM)
- Cosmetology and Barbering (CSM, Skyline).
- Dance (Cañada, Skyline)
- Earth Science (Cañada)
- Fashion Merchandising (Cañada, Skyline)
- Fire Technology (CSM)
- Fitness Trainer (Cañada, CSM)
- Geology (CSM, Skyline)
- Health Professions, Transfer Core Curriculum (Cañada, Skyline)
- Human Services (Cañada)
- Humanities and Social Sciences (Skyline)
- Interior Design and Merchandising (Cañada)
- Physical Sciences, General (CSM)
- Retail Store Operations and Management (Cañada, CSM, Skyline)
- Website Design and Development (Cañada, CSM, Skyline)

WORKFORCE ALIGNMENT

Alignment with workforce needs is central to the District's planning strategy. Research to support this planning process includes forecasts for the top 20 jobs predicted to grow the most as well as those predicted to grow the fastest in the District's geographical area.[5] This research compares the availability of degree and certificate programs offered by two-year colleges or less throughout District's 25-mile radius with current District programming, labor force needs, and the number of completers.[6] This analysis shows the San Mateo County Community College District's current alignment with labor market needs as well as opportunities to develop new certificate and degree programs in related areas.

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[5] See the District's strategic planning website for the full report

[6] The District also addresses workforce needs by offering courses corresponding to those needs. This strategic plan specifically recognizes that not all learners are interested in completing degrees or certificate but may be interested in one or more classes to advance their skills. Official labor market projections, however, are developed on the basis of minimum levels of education (e.g., certificates and degrees) required for entry into specific jobs and are a solid basis for designing and improving pathways to employment.

The District also recognizes that not all students who enroll in its career and technical programs intend to complete a degree or certificate. Students who complete one or several courses or clusters of courses to advance their skills are a critical contribution to workforce alignment. As key component of this plan's strategic goals (below), the District will create new research to document these successful outcomes for students and for its Colleges. Future employment demand requires at least some postsecondary education but may not automatically mean completion of a certificate or degree. Recent research on California's "skill builders." community college students who attend college to improve skills and not necessarily to earn a credential, shows increases in median wages for students who complete specific coursework, but do not complete a community college degree or certificate, nor transfer to a four-year institution. Statewide, skills builder students in 2011-12 enjoyed an earnings gain of $5,100 or 15%.

Alignment in high skill areas also is a statewide concern at the baccalaureate degree level. Earlier in 2015, Skyline College's respiratory therapy program was one of twelve California community colleges selected to pilot a baccalaureate degree program by Fall 2016.

DISTRICT PROGRAM ALIGNMENT WITH LABOR MARKETS

The programs below offered by District Colleges are aligned with the top 20 jobs predicted to grow either the most of the fastest through the planning period.

- Audio and Video Equipment Technicians (CSM)
- Broadcast Technicians (CSM)
- Dental Assistants (CSM)
- Emergency Medical Technicians and Paramedics (Skyline)
- Firefighters (CSM)
- Hairdressers, Hairstylists, and Cosmetologists (CSM, Skyline)
- Health Technologists and Technicians, All Other (Skyline [Surgical Technology])
- Massage Therapists (Skyline)
- Paralegals and Legal Assistants (Cañada, Skyline)
- Radiologic Technologists and Technicians (Cañada)
- Registered Nurses (CSM)
- Respiratory Therapists (Skyline)
- Skincare Specialists (Skyline)
- Sound Engineering Technicians (CSM)
- Telecommunications Equipment Installers and Repairers, Except Line Installers (Skyline)

PROGRAM OPPORTUNITIES

The programs below represent the Top 20 jobs predicted to grow either the most or the fastest but for which the District currently does not offer programs.

- Aircraft Mechanics and Service Technicians
- Construction Managers
- Dental Hygienists
- First-Line Supervisors of Production and Operating Workers
- General and Operations Managers
- Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- Licensed Practical and Licensed Vocational Nurses
- Life, Physical, and Social Science Technicians
- Manicurists and Pedicurists
- Nursing Aides, Orderlies, and Attendants
- Preschool Teachers, Except Special Education
- Veterinary Technologists and Technicians

STUDENT ACHIEVEMENT AND SUCCESS

Understanding student success and equity requires use of cohort analysis to gauge where students are progressing within institutions and where they are not progressing. Identifying bottlenecks in that progression is an important ingredient in strategic planning. As part of the current strategic planning process, a cohort of all entering students (n=3,807) in the Fall of 2009 was created and tracked through Spring 2014, a five-year timeframe.[7]

SUCCESS RATES FOR STUDENTS IN COURSEWORK

In this entering cohort, 1,163 entered remedial math, 401 entered remedial English, and 468 entered ESL/EOSL courses. Their success rate (passing with a grade of C or better) was 54%, 60%, and 59% respectively. Students who do not meet with success in developmental coursework most frequently do not return.

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[7] The Student Success Scorecard published by California Community Colleges Chancellor's Office provides an overview of the progress of defined student cohorts for the District but does not provide the District with a picture of all entering students.

GATEKEEPER CLASSES

Success rates in the first college-level course in English and math are 66% and 55%, respectively. These gatekeeper courses are required in all degree programs and many certificate programs and determine who progresses toward a degree, certificate, or successful transfer. Lack of success in developmental and gatekeeper courses carries negative consequences for students and for enrollment in the District's other courses at the 100 and 200 levels.

RETENTION RATES

The Fall 2009 to Spring 2010 retention rate was 75% while Fall 2009 to Fall 2010 retention rates were 61%.

DEGREE AND CERTIFICATE COMPLETION

Last, the cohort's degree completion rate during the four-year span was 12% and certificate completion was 8%. An upward spike in these rates would also be favorable for the District and for students.

Success rates can serve as a benchmark for the District's effort to increase student progression.

DEVELOPMENTAL SKILLS AND STUDENT SUCCESS

More than 2,000 course enrollments occur in three developmental areas Districtwide (Figure 20). A key to community college student success nationwide and in California is the progress students placed in basic skills make toward completing their basic skills courses, entering gatekeeper courses, and earning certificates, degrees, or successfully transferring. Short-term retention (Fall term to Spring term) and longer-term retention (Fall term to next Fall term) are also key measures of success for basic skills students. Figure 21 shows that throughout the District 54% of students complete developmental Math courses with a grade of "C" or better while success rates for developmental English and ESL are 60% and 59%, respectively.

Changes in basic skills placement testing procedures are afoot in the San Mateo County Community College District. Recognizing that a single, "high stakes" test does not serve students or Colleges well, the District will investigate and implement multiple measures for placing students in basic skills classes when required. This imperative is not only experienced by the District, it is also a statewide concern.
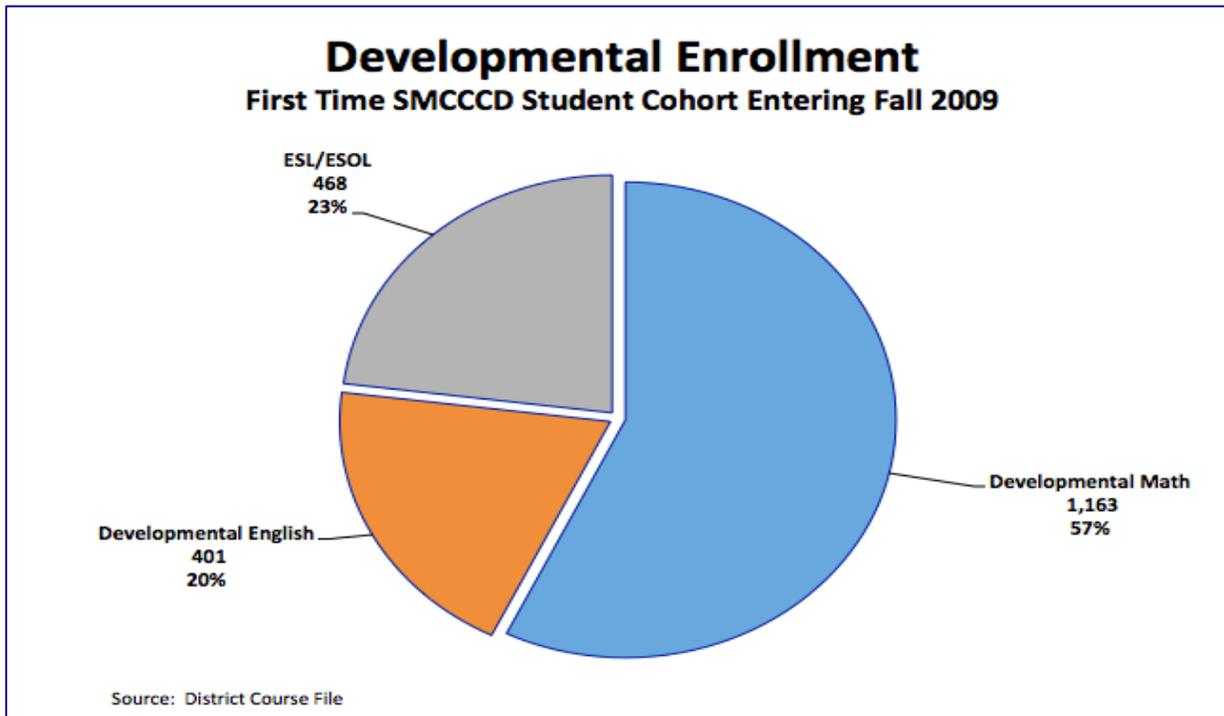
Figure 20

Developmental Enrollment
First Time SMCCCD Student Cohort Entering Fall 2009

ESL/ESOL
468
23%

Developmental English
401
20%

Developmental Math
1,163
57%

Source: District Course File

Figure 21

Developmental Success Rates
First Time SMCCCD Student Cohort Entering Fall 2009

60%

59%

54%

Developmental Math   Developmental English   ESL/ESOL

Souce: District Course File

Figure 22

District Remedial Progression Rates

Source: 2015 CCCCO Sudent Success Scorecard. Data are for students who first enrolled in these remedial areas in their cohort years, followed for six years, and and who completed a college-level course in the same discipline
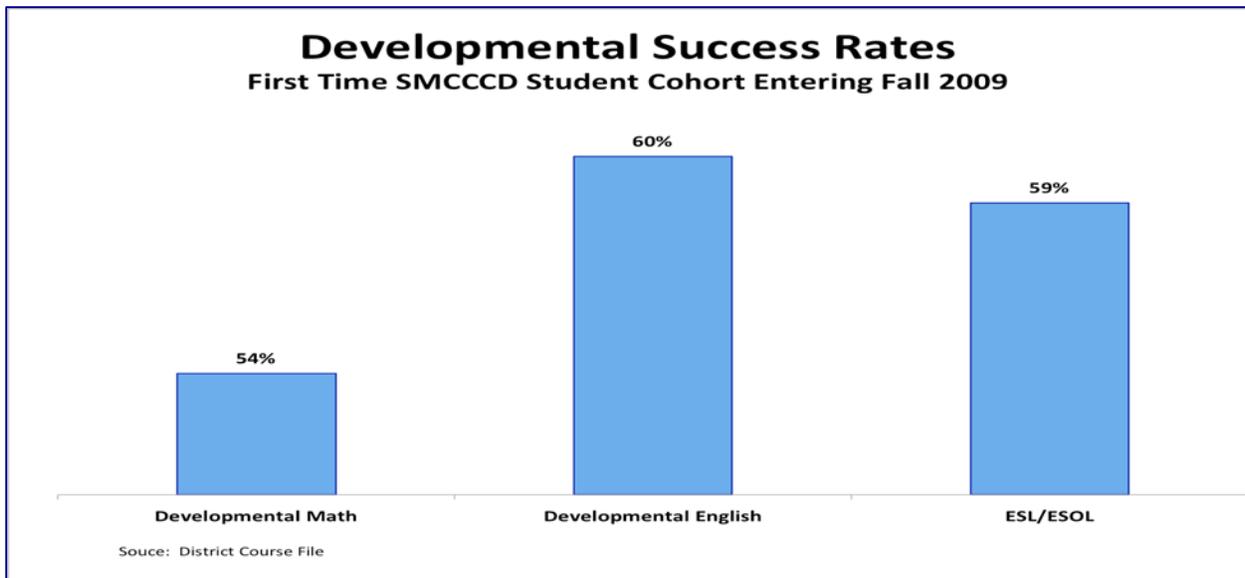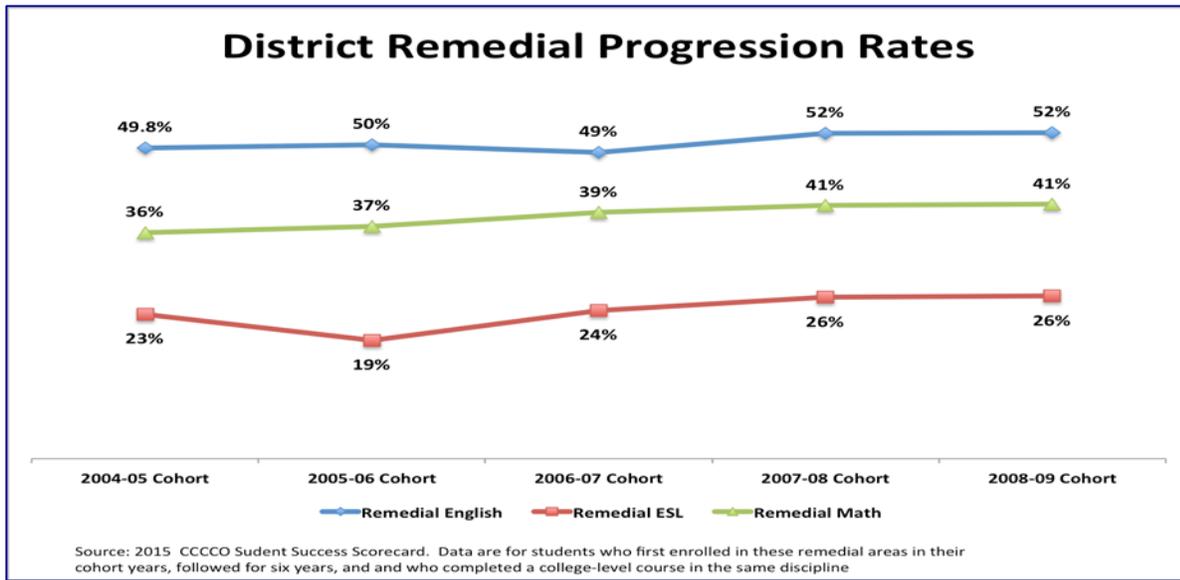
Figure 22 displays the proportion of entering students moving from basic skills to the next level college credit class for five cohort years of entering students. Figure 23 shows pass rates in District gatekeeper classes for the entering Fall 2009 cohort.
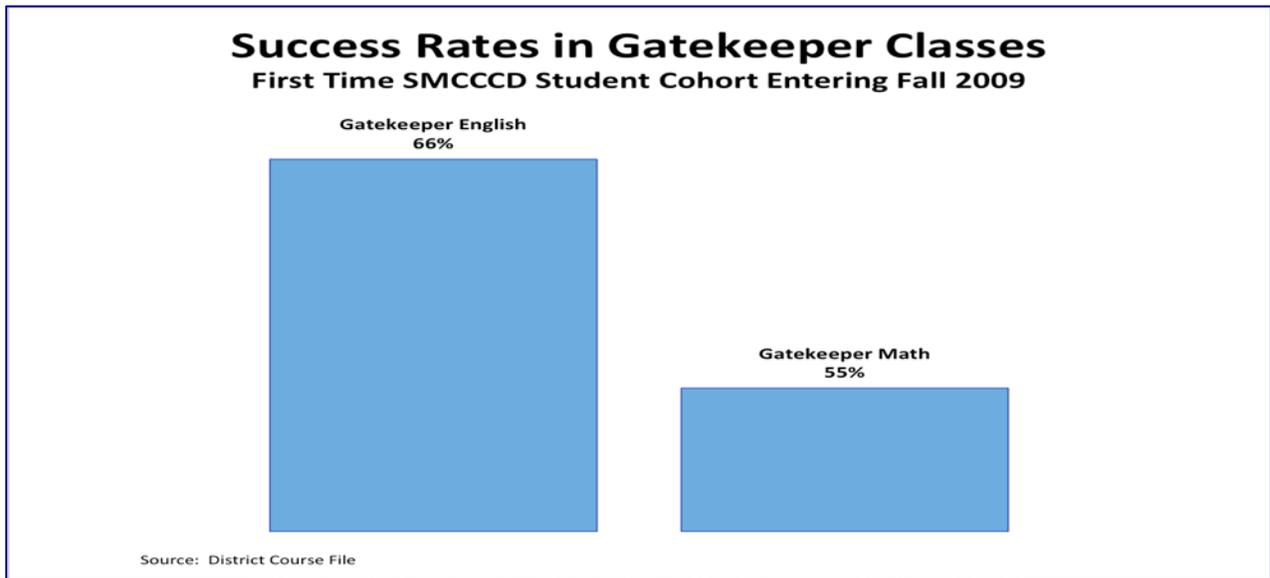
Figure 23

Success Rates in Gatekeeper Classes
First Time SMCCCD Student Cohort Entering Fall 2009

Gatekeeper English
66%

Gatekeeper Math
55%

Source: District Course File

Figure 24

Persistence Rates
First Time SMCCCD Student Cohort Entering Fall 2009

Fall to Spring
Persistence, 75%

Fall-to-Fall Persistence,
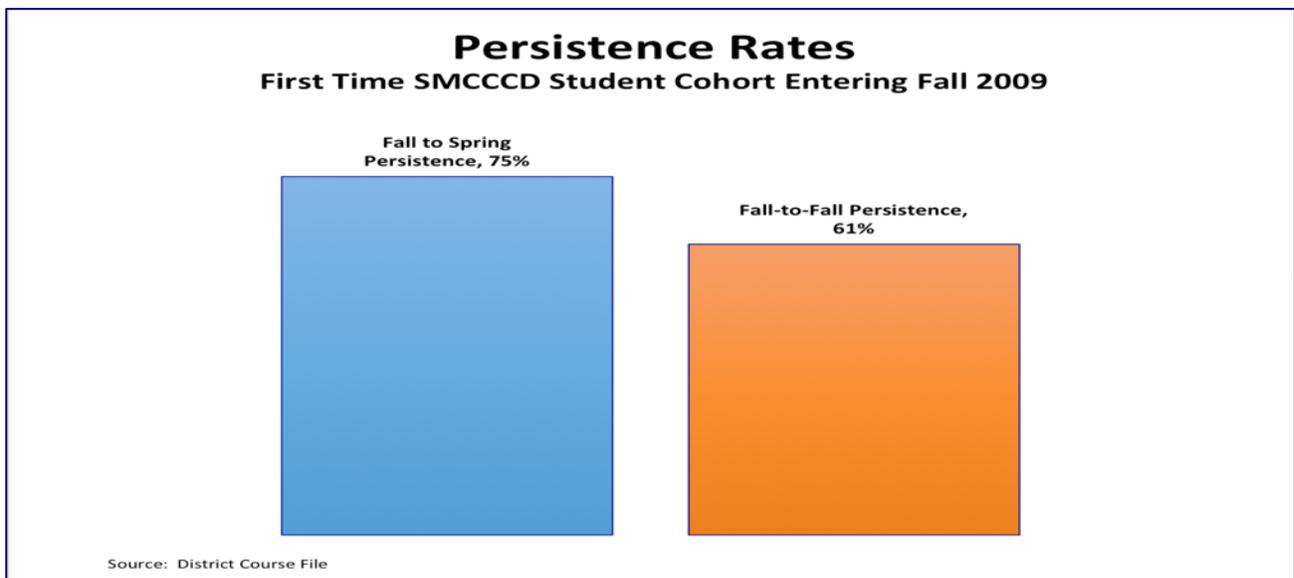61%
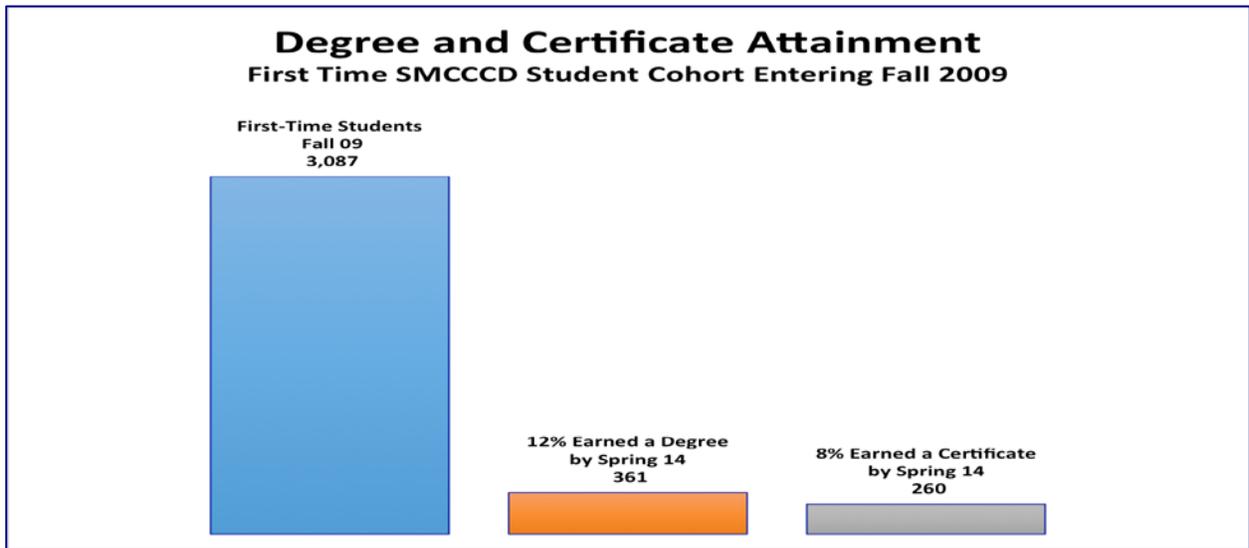
Source: District Course File

Figure 24 shows the persistence rate of the entering Fall 2009 cohort for Spring 2010 and Fall 2010. Figure 24 shows that 20% of the entering Fall 2009 cohort earned degrees (12%) or certificates (8%) by Spring 2014.

Figure 25

Degree and Certificate Attainment
First Time SMCCCD Student Cohort Entering Fall 2009

First-Time Students
Fall 09
3,087

12% Earned a Degree
by Spring 14
361

8% Earned a Certificate
by Spring 14
260

DEGREES, CERTIFICATES, AND NONCREDIT AWARDS

Figure 26 is an overview of degrees and certificates awarded by District Colleges. Appendix C provides a detailed list of degrees and certificates awarded by title.

Figure 26
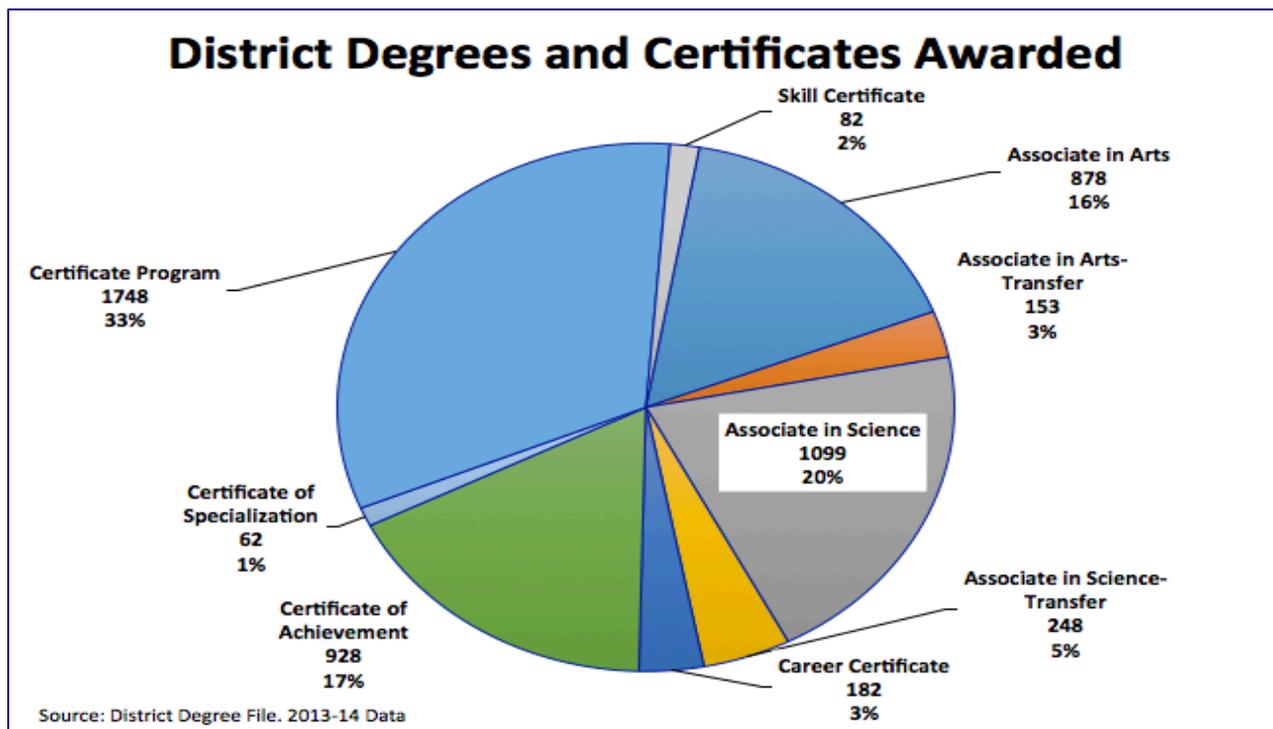
TRANSFER TO THE UC AND CSU SYSTEMS

The District transfers more than a thousand students annually to the University of California and California State University Systems (Table 9). Within the CSU system, the largest transfer destination is San Francisco State followed by San Jose State and East Bay. In the UC System, Davis is the largest transfer destination followed by Berkeley.   Figure 27 shows transfer numbers from the District's three colleges.

System	Campus	2008-09	2009-10	2010-11	2011-12	2012-13
Table 9	SMCCCD Transfers to CSU and UC Systems 2008-09 to 2012-13					
CSU						
	Bakersfield	3	1	0	0	0
	Channel Islands	0	0	0	1	1
	Chico	11	8	11	14	10
	Dominguez Hills	2	3	3	1	1
	East Bay	104	80	80	101	91
	Fresno	5	2	4	3	5
	Fullerton	2	3	0	1	3
	Humboldt	7	5	11	7	9
	Long Beach	11	4	3	10	13
	Los Angeles	7	6	7	6	2
	Maritime Academy	1	1	5	1	0
	Monterey Bay	3	4	3	9	8
	Northridge	5	4	7	7	9
	Pomona	5	1	2	2	5
	Sacramento	25	20	42	26	27
	San Bernardino	3	1	1	2	0
	San Diego	11	2	13	4	22
	San Francisco	471	311	615	502	418
	San José	162	71	87	100	103
	San Luis Obispo	7	6	3	13	8
	San Marcos	1	0	0	0	0
	Sonoma	8	5	8	10	11
	Stanislaus	6	0	6	6	7
CSU Total		860	538	911	826	753
UC						
	Berkeley	55	70	73	53	76
	Davis	91	78	95	80	124
	Irvine	8	9	8	6	13
	Los Angeles	22	22	19	19	17
	Merced	4	1	2	3	3
	Riverside	7	7	4	8	6
	San Diego	17	24	28	40	18
	Santa Barbara	20	17	13	7	11
	Santa Cruz	26	23	34	25	36
UC Total		250	251	276	241	304

Table 9 SMCCCD Transfers to CSU and UC Systems 2008-09 to 2012-13						
System	Campus	2008-09	2009-10	2010-11	2011-12	2012-13
Grand Total		1,110	789	1,187	1,067	1,057
Source: District Transfer Files						

Figure 27
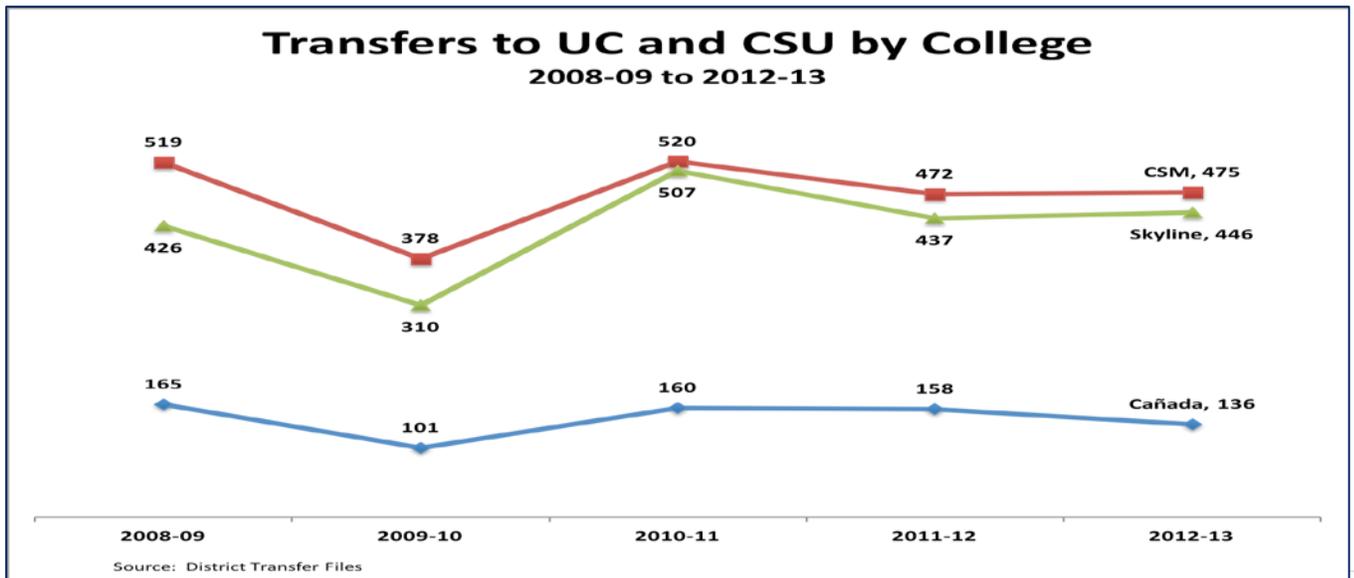
APPENDIX C: DISTRICT DEGREES AND CERTIFICATES AWARDED			
Title	#	Title	#
University Transfer: CSUGE	222	Computer Info Specialist	7
Early Childhood Education	165	ECE/Child Development: CSU	7
Accounting	149	Entry Level Bookkeeper	7
Social Science	148	Health Sciences	7
Administration of Justice	142	Mathematics for Transfer	7
Business Administration	123	Medical Office Assistant	7
Interdisciplinary Studies	99	Multimedia: Web Design	7
Computer & Information Science	97	Re-Design & Home Staging	7
University Transfer: IGETC/UC	93	Sociology: UC	7
IS-Letters & Science (Opt. I)	88	Tax Preparer II	7
Allied Health	85	DGME: Graphic Design	6
IS-Social & Behavioral Sci (Opt I)	66	International Trade	6
Auto Electricity/Electronics CB	62	KINE Pilates Mat Instructor	6
Emergency Medical Technician I	61	Kinesiology: CSU	6
Communication Studies	58	Multimedia Technology	6
IS-Social/ Nat Sciences-Opt. I	57	Music	6
IS-Arts & Humanities (Opt. I)	55	Solar Energy Technology	6
University Transfer: CSU GE	55	3D Animation & Videogame Art	5
Auto Engines Technology CB	50	Architecture	5
University Transfer: IGETC/CSU	50	ECE: Special Education	5
Nursing	49	Engineering	5
Fire Technology	44	IS-Social & Behavioral Science	5
Psychology	42	KINE Group Fitness Instructor	5
Electrical Power Systems	41	Multimedia Art and Technology	5
Business Administration AS-T	39	Physical Education	5
Auto Drive Train Technology CB	36	Physics	5
Paralegal	35	Political Science	5
Admin Medical Assistant	34	Spanish	5
Cosmetology	34	Art: Fine Arts	4
Medical Assistant	34	Business, Business Info Processing	4
Auto Chassis Technology CB	33	Fitness Professional	4
Network Engineering	33	General Office	4
Accounting Assistant	32	Graphics	4
Interior Design	31	IS-Letters & Science	4
Promoter Ed & Employ Proj	31	Journalism	4
Sub-total by Certificate of Specialization	31	Medical Transcriber	4
Dental Assisting	30	Multimedia: Graphic Design	4

APPENDIX C: DISTRICT DEGREES AND CERTIFICATES AWARDED				
Title	#		Title	#
Human Services	30		Office Assistant	4
Psychology for Transfer	30		Real Estate	4
University Transfer: IGETC UC	30		Administrative Support Assistant	3
Preparation for Academic	28		Art: Studio Art	3
Auto Engine Performance Tech CB	27		Communication Studies: UC	3
Auto Adv. Engine Perf. Tech CB	26		Early Childhood Education AS-T	3
Asian Engine Perf. Tech CB	23		Electrical Technology	3
KINE Yoga Instructor	23		Int'l Logistics-Customs Broker	3
Natural Science	23		IS-Arts & Humanities	3
English	22		KINE Pilate Mat & Reform Instructor	3
Family Development	22		KINE Pilates Instructor	3
PC Config. & Repair Endorse.	22		Management: Marketing Management	3
Medical Coding & Billing	21		Music: Electronic Music	3
Respiratory Therapy	21		Business Administration: CSU	2
Basic Networking Skill Endorsement	20		Business: Office Assistant I	2
Liberal Arts	20		CPA Exam Preparation	2
Sociology: CSU	19		Dance	2
Solar Installation Career Cert	19		Film	2
Alcohol & Other Drug Studies	18		International Business	2
Community Health Worker	18		International Logistics	2
Esthetician CB	18		IS-Social & Natural Sciences	2
Massage Therapy	18		Life Sciences - Biological	2
Radiologic Technology	18		Life Sciences: Medical	2
Biology: Pre Nursing	17		Multimedia: Digital Video	2
Human Resources Management	17		Office Management CB	2
Liberal Studies	17		Project Management	2
Paralegal/Legal Assistant	17		Sustainable Design	2
Tax Preparer I	17		Wiring & Install. Skill Endorsement	2
Mathematics	16		Anthropology	1
Economics	15		Asian Business Practices	1
Psychology: CSU	15		Automotive Technician	1
Biology	14		Biology - General	1
Kinesiology	14		Biology: Medical	1

APPENDIX C: DISTRICT DEGREES AND CERTIFICATES AWARDED			
Title	#	Title	#
AOD: Co-Occurring Disorders	13	Broadcast & Electronic Media	1
Automotive Technology	12	Business Management AS	1
Basic Police Academy	12	Business, Merchandising Management	1
Biology: Biotechnology	12	Business: Office Assistant II	1
Fashion Merchandising	11	Central Service Technology	1
History	11	Computer Information Systems:	1
IS-Org. Structures (Opt. I)	11	DGME: Digital Video Production	1
Surgical Technology	11	DGME: TV Producing	1
Art	10	DGME: Web Design	1
Fashion Design	10	Drafting Technology	1
Found. in Early Childhood Education	10	ECE. Entrepreneurship CA	1
Kinesiology AA-T	10	Entrepreneurship &	1
IS-Health/Physical Ed (Opt. I)	9	Fashion Design Merchandising	1
Management: Business Management	9	Global Studies	1
Medical Coding Specialist	9	Horticulture: Floristry	1
Sociology	9	Image Consulting	1
Accounting Computer Specialist	8	Int'l Logistics-Air Freight	1
Building Inspection	8	Int'l Logistics-Ocean Freight	1
Central Serv. Tech. w/Clinical	8	KINE Comp Pilates Instructor	1
Digital Media	8	KINE Spl Pilates Instructor	1
Fashion Design:	8	Life Sciences: Pre Nursing	1
Medical Billing Specialist	8	Management: Retail Management	1
Physics AS-T	8	Mathematics: UC	1
Administrative Assistant	7	Multimedia	1
Art - Photography	7	Philosophy	1
Art: Art History	7	Political Science	1
Biological Sciences	7	Speech	1
Chemistry	7	Theater Arts	1
Communication Studies: CSU	7	University Studies	1
		Web Developer	1
Source: District Degree File. In addition to the degrees and certificates reported to the California Community Colleges Chancellor's Office, these data contain "certificates of specialization" thereby reflecting the District's total contribution to degrees and certificates. Data are 2013-14			

APPENDIX D: OTHER DATA DEVELOPED FOR THE STRATEGIC PLAN

The following links lead to data components developed specifically to inform the District's new strategic plan. Much of the information is also included in summary or in its entirety in this report.

- [External Trends and Implications for Strategic Planning](#)
- [District Enrollment Projections and Scenarios](#)
- [College Specific Enrollment Projections and Scenarios](#)
- [Competitor Analysis](#)
- [Labor Market Forecasts](#)
- Connections: Labor Markets, Programs, Competitors and Jobs Forecast
- Course Enrollments by TOP Code Area by College
- Instructional Program Course Enrollment Trends by 2-Digit Top Code
- Summary of Local K through 12 Enrollment Projections

Other supporting data and key information used to create this strategic plan can be found in the [Strategy Session Presentations](#) which were held at each College throughout this process and are available on the District's strategic planning website.

SOURCES FOR ENVIRONMENTAL TRENDS

[2] Levy, S. (2014, May). Trends Affecting Workforce Development in San Mateo County and the San Francisco Peninsula. Silicon Institute for Regional Studies Retrieved at http://samceda.org/san-mateo-county-information-resources/economy2/

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BOARD REPORT NO. 15-7-2C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Karen D. Powell, Executive Director, Facilities Planning and Operations, 358-6808

INFORMATION REPORT ON THE IMPLICATIONS OF INCORPORATING A LOCAL HIRE REQUIREMENT INTO THE PROGRAM LABOR STABILIZATION AGREEMENT

In 2003, upon commencement of the first phase of the Capital Improvement Program (CIP1), the Board of Trustees entered into a Program Labor Stabilization Agreement (PLA) with the local Building Trades. Staff worked with a San Mateo County Building and Trades Council executive to negotiate the mutually beneficial agreement, which safeguards the District against work stoppages and insures the major projects delivered under the Capital Improvement Program are supported by skilled tradespersons. Based upon the successful outcomes of CIP1, the PLA was amended in 2007, 2009 and 2012 to include projects delivered under the subsequent phases of the CIP.

In November 2014 the San Mateo County voters passed Measure H, providing the primary funding source to support the third phase of the Capital Improvement Program (CIP3). In January 2015 the Board of Trustees convened a sub-committee comprised of Trustees Richard Holober and Karen Schwarz, Vice Chancellor of Facilities Planning, Maintenance and Operations José Nuñez, and Executive Director of Facilities Planning and Operations Karen Powell.

The subcommittee has met and provided staff with direction and feedback in regards to efforts to gather data on the benefits and implications of incorporating a local hire component into the PLA for CIP3. Staff initially focused on the successful San Francisco Local Hire ordinance, instituted in 2010 in response to record unemployment rates resulting from the economic downturn. The San Francisco Local Hire Ordinance currently in force for City funded projects was instituted in 2010, and is one of the most stringent in the nation.

Elements of the San Francisco ordinance include:

1. Mandatory local hiring goals, with penalties for not meeting goals
2. Goals are by trade, rather than overall project
3. Goals include disadvantaged hire as a subcomponent of local hire in the apprentice category
4. The ordinance initially required that 20% of hours worked be local at beginning of program, with planned annual increases in required participation rates until a high of 50% local hours is reached in 2018

As one of the most stringent programs, by measure of local participation, San Francisco's has also been one of the most successful in expanding local hire participation rates in the majority of projects under the ordinance. However, San Francisco elected to freeze the percentage requirement rather than continuing to increase the required rate as initially planned. San Francisco has also exempted a number of significant projects from the ordinance, as well as certain trades wherein it proved challenging to achieve compliance.

Staff has worked diligently to elicit feedback and data from local building trades and contractors, including local hiring hall capacity and local labor availability, estimated contractor costs associated with program compliance

management, potential productivity impacts and potential effect on contractor participation rates in projects with such requirements. Unfortunately, such data has proved difficult to secure. The San Mateo Building and Trades Council executive had indicated that a 5% local hire requirement would be acceptable to their members; however, more detailed information about potential cost and productivity impacts has not been forthcoming.

Therefore, staff has sought input from a variety of other sources, including local cost estimating consultants with strong ties to local contractors, and participants in the development of such policies for San Francisco, Port of Oakland, and the San Francisco and South San Francisco Unified School Districts. Based upon this feedback, staff offers the following anecdotal data.

More stringent programs, such the San Francisco Local Hire Ordinance, are expected to have higher administrative costs, larger productivity decreases and higher construction costs than other types of local hire programs.

Our initial investigation has identified the following costs:

1. **Administrative costs:** The costs associated with tracking local hire work hours, approving/ disapproving waivers, and calculating fines (if required) and reporting. Both the District and participating contractors are expected to incur such costs, and staff assumes contractors will pass their costs along to the District.
2. **Productivity losses**: Any costs associated with the hiring and training of new local workers, instead of "core," more experienced employees
3. **Costs associated with less competition:** In a busy economy, contractors are increasingly challenged to garner the required 4-5 bidders per trade to approximate what the industry calls "competitive bidding." Fewer numbers of bidders are expected to raise construction costs. If the local hire ordinance is considered onerous or burdensome, this could result in fewer bidders per trade, lessening competition and raising costs.

Administrative Costs

According to the Office of Economic Workforce Development (OEWD) in San Francisco, the Local Hire Ordinance administrative costs consist of one full time compliance officer and one full time liaison officer, with additional help provided from other compliance officers and liaisons in the department as needed. It is anticipated that the administrative labor (on the owner side) associated with the Local Hire Ordinance is approximately $260,000 to $520,000 per year on a total of approximately $1 billion of projects subject to the ordinance. This translates into a cost of .026% to .052% of total program covered.

On another program, San Francisco Unified School District, all compliance is handled by one compliance officer with help as needed from the OEWD staff, which would translate into a percentage cost of .065% to .1% of program value. Therefore, it appears there are some economies of scale on the larger City of San Francisco program and likely percentage costs would be in the .065% to .13% range for SMCCCD. This would translate into a cost of $65,000 to $130,000 (one half time to one full time officer) per year assuming a $100,000,000 a year in construction spending.

The City of San Francisco has numerous types of local hire programs, and the OEWD reports that the Local Hire Ordinance is not any more onerous to administer than the other, non-mandatory local hire programs. Because most of the local hire data is extracted from the labor compliance reports that the contractors are already submitting, this information is readily available and does not require a large amount of effort to track.

General Contractors did not feel that the administrative burden was onerous or added significantly to their costs; however, they did indicate that there was a significant learning curve on the part of the subcontractors, where the

bulk of the labor hours lie. The subcontractors contacted were not able to quantify exactly what their administrative labor costs were, but most subcontractors indicated the bulk of the costs of compliance with the ordinance lay not with the administrative costs, but the lost productivity, detailed below.

Productivity Losses

Input was sought from five local subcontractors, with extensive experience working on local hire projects; their trades were drywall, roofing, mechanical and electrical. All felt there was a significant loss of productivity due to local hire. In general, subcontractors have a core labor force that has been with the firm for some time, is experienced in their ways and means, and are highly productive. When a local hire ordinance requires subcontractors to hire local workers in a percentage higher than is present in their existing workforce, they must recruit from the local hiring halls. This presents some difficulties in areas where the local union halls cover dispatch for more than one county. As dispatch for most trades is first come first served, there is no guarantee that the worker next in line would be from the desired locality. Side agreements may be needed from the unions involved to alter the dispatch process. In addition, with the rapid growth in the Bay Area construction economy, subcontractors say that there are few workers currently in the halls who have the qualifications or experience they are looking for. Still, they must interview, train, and orient them. While some new hires are successful, many are not, and there is a minimum four hour pay and a whole day of production lost if the new hire is not successful. The process must be repeated until the goal is reached.

Despite these efforts, there are several trades (in the San Francisco market) where subcontractors have been having difficulty in meeting the percentages, including drywall, glazing and ironworkers. There is also a list of trades that are not covered by the ordinance due to the difficulty of staffing the requirements, due to either the lack of availability due to the highly skilled nature of the trade, or more commonly, due to the small scope of the trade, where there may only be a few workers or hours on that trade. Currently, the City of San Francisco is holding the new local hire requirements to 30% for another year due to concerns about skilled worker availability in the current construction economy.

Three subcontractors put the lost productivity costs due to San Francisco's local hire ordinance at 3 to 5% of total labor costs, while two others put is as high as 12 to 15% of labor costs. With labor costs usually 50% of the cost of the building, even a 3 to 5% loss of productivity could result in a cost of $5,130,000 to $8,550,000 over the life of the SMCCCD program. However, loss of productivity would likely occur only should the District's local goals exceed current local participation.

Costs related to decreased competition

In general, in a faltering construction economy, contractors will assume almost any risk or administrative burden to keep their doors open and their workers busy. Conversely, in a growing economy, contractors are much less likely to assume risk or administrative burden. We asked the contracting community whether the implementation of a stringent local hire policy may impact their desire to bid the project. All the contractors and subcontractors participating in the survey indicated they would bid the project, but would include an estimated lost productivity costs in their bid, primarily within subcontracts.

However, all the contractors and subcontractors in the survey were already working on local hire jobs, and presumably had the administrative capability of successfully negotiating the local hire process. The survey did not capture those subcontractors who may be smaller and more challenged by the administrative requirements. As of this writing, it is not possible to quantify the cost associated with a potential lack of competition.

Differences between the SF Local Hire Ordinance and proposed SMCCCD Ordinance

The unemployment rate in San Mateo County is currently estimated to be 3.2%, in contrast to record unemployment rates approaching 10% in San Francisco County at the outset of their local hire program, according to the U.S. Bureau of Labor Statistics:

https://www.google.com/publicdata/explore?ds=z1ebjpgk2654c1_&met_y=unemployment_rate&idim=county:CN0608100000000&fdim_y=seasonality:U&hl=en&dl=en#!ctype=l&strail=false&bcs=d&nselm=h&met_y=unemployment_rate&fdim_y=seasonality:U&scale_y=lin&ind_y=false&rdim=country&idim=county:CN0608100000000:CN0607500000000&ifdim=country&hl=en_US&dl=en&ind=false

In the absence of resources such as OEWD and associated recruitment and training organizations to support a local hire program, it is unclear how best to identify, recruit and train a potential local workforce in San Mateo County.

Summary

Staff has begun to analyze 2009 certified payroll data submitted by general contractors and their subcontractors at the peak of CIP2 for the following projects: College of San Mateo (CSM) Buildings 5 and 10 and Sitework, and Skyline College Buildings 4 and 11 and Electrical Infrastructure Upgrade. The data is voluminous and it has required approximately 130 labor hours to analyze just three months of data. This data is now quite dated and economic, housing and employment conditions have changed significantly in the intervening six years. Preliminary analysis indicates that over 90% of the local labor provided in 2009 was confined to two trades, electrical and mechanical.

It is likely that given the astronomical rise in housing costs in the county, some portion of 2009 residents may have relocated. Due to several major construction projects now underway in the county, it is expected that remaining county residents are now engaged in ongoing projects and may not be available for dispatch to CIP3 projects. Based upon the San Mateo County Building and Trades Council's proposal to limit local hire requirements to 5%, staff believes these to be valid concerns.

Staff has gathered the above—largely anecdotal—data in an informal manner through a variety of resources. Further study is needed to more specifically assess the potential cost and productivity impacts of a local hire requirement here in San Mateo County, and to identify or develop organizational resources to recruit, train and refer local labor, similar to those supporting the San Francisco Ordinance. In order to gather this data, a consultant with expertise in this area is likely required.