AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
September 30, 2015
District Office Board Room
3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

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

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

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

       Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

      15-9-2   Minutes of the Study Session of September 9, 2015

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES

      15-9-3C   Small Business Development Center at College of San Mateo

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

      15-9-3A   Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

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

15-9-1CA	Ratification of May and June 2015 District Warrants
15-9-2CA	Approval of Internal Borrowing
15-9-3CA	Authorization to Enter into an Agreement with the Sonoma County Junior College District to Participate in the Career Technical Education Employment Outcomes Survey (CTE EOS)
15-9-4CA	Acceptance of Grant from the City of San Mateo in Support of Outreach Activities for the College of San Mateo Small Business Development Center (SBDC)
15-9-5CA	Acceptance of Minority Science and Engineering Improvement Program (MSEIP) Grant from the Department of Education for Cañada College
15-9-6CA	Acceptance of Program Self-Evaluation for the College of San Mateo Child Development Center and Skyline College Early Learning & Child Development Center
15-9-7CA	Approval of Appointment of Official Representatives to the Adult-Education College and Career Educational Leadership (ACCEL); Agreement to Report on Fund Use and Outcomes; and Agreement to Rules and Procedures
15-9-8CA	Approval of Curricular Additions, Skyline College
15-9-9CA	Denial of Claim Against the District by Interstate Grading and Paving, Inc.

Other Recommendations

15-9-1B	Approval of Distance Education Substantive Change Proposal for Skyline College to be Submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC)
15-9-2B	Adoption of District Strategic Plan
15-9-3B	Adoption of Resolution No. 15-27 Calling on the Accrediting Commission for Community and Junior Colleges to Grant City College of San Francisco Full Accreditation
15-9-100B	Approval of Sole Source Purchase of Precor Fitness Equipment
15-9-101B	Approval of Contract Award for Capital Improvement Program Phase 3 (CIP3) Construction Management Services
15-9-102B	Authorization for Capital Improvement Program Phase 3 (CIP3) Project Delivery Methods, Phase One Projects
15-9-103B	Adoption of Resolution No. 15-28 Regarding Board Absence

INFORMATION REPORTS

15-9-4C   A Discussion of Liabilities

15-9-5C   Discussion of Board of Trustees Self-Evaluation

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECESS TO CLOSED SESSION

1. Closed Session Personnel Items

    A. Public Employee Discipline, Dismissal, Release

    B. Public Employee Performance Evaluation

        1) President, Cañada College
        2) President, College of San Mateo
        3) President, Skyline College

2. Conference with Legal Counsel Regarding Potential Litigation (3 Cases) Pursuant to Subdivision (c) of Section 54956.9

3. Conference with Labor Negotiator
    Agency Negotiator: Eugene Whitlock
    Employee Organizations: AFSCME, AFT and CSEA

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

The meeting was called to order at 6:00 p.m.

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

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, College of San Mateo President Michael Claire, District Academic Senate President Diana Bennett

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

Vice President Mandelkern asked that this meeting be adjourned in memory of the victims of the San Bruno pipeline explosion; he noted that tomorrow will mark the five-year anniversary of that event.

MINUTES

It was moved by Trustee Mohr and seconded by Trustee Holober to approve the minutes of the Board meeting of August 12, 2015. The motion carried, with President Miljanich abstaining and all other members voting "Aye."

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (15-9-1A)

It was moved by Vice President Mandelkern and seconded by Trustee Holober to approve the actions in Board Report No. 15-9-1A. The motion carried, all members voting "Aye."

PUBLIC HEARING OF AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME), LOCAL 829, COUNCIL 57, AFL-CIO INITIAL CONTRACT PROPOSAL TO THE DISTRICT (15-9-2A)

It was moved by Vice President Mandelkern and seconded by Trustee Schwarz to conduct the public hearing. The motion carried, all members voting "Aye." President Miljanich declared the public hearing open at 6:04 p.m. She asked if there were public comments or questions; there were none. President Miljanich asked if there were or comments or questions from the Board. Hearing none, she declared the public hearing closed at 6:05 p.m.

OTHER RECOMMENDATIONS

PUBLIC HEARING OF THE 2015-16 FINAL BUDGET (15-9-100B)

It was moved by Trustee Schwarz and seconded by Trustee Holober to conduct the public hearing. The motion carried, all members voting "Aye." President Miljanich declared the public hearing open at 6:06 p.m.

Executive Vice Chancellor Blackwood thanked staff who helped prepare the budget report, particularly Rachelle Minong, District Budget Officer. Executive Vice Chancellor Blackwood presented an overview of the budget, including information on budget assumptions; Fund 1 revenues and expenses; community-supported vs. state revenue limit status; increased categorical funds; resource allocation; PERS and STRS increases; the Retirement Trust Fund; and other issues such as accreditation, the Measure G parcel tax, Redevelopment Agencies, reserves, the 50% Law, and the District Strategic Plan.

Following Executive Vice Chancellor Blackwood's report, President Miljanich asked for public questions or comments. Hearing none, she declared the public hearing closed at 6:25 p.m.

ADOPTION OF THE 2015-16 FINAL BUDGET (15-9-101B)
It was moved by Vice President Mandelkern and seconded by Trustee Schwarz to adopt the final budget as detailed in the report. Vice President Mandelkern said the Fund 1 expenses show an increase of $12.5 million over last year for the Materials and Operating line item. Noting that approximately $10 million of this is from one-time money received from the State as part of a mandated costs block grant which has not yet been allocated, he asked how the remainder will be spent. Executive Vice Chancellor Blackwood said she asked the Colleges and District Office to submit proposals. Discussions at Chancellor's Cabinet meetings, which includes the Vice Chancellors and College Presidents, are ongoing and there are no recommendations at this time. Chancellor Galatolo said the funds might not all be spent in one year. He said proposals are being aligned with the draft of the Strategic Plan and a spending plan will be brought to the Board. Trustee Holober said it is important to note that a Strategic Plan has not yet been approved and, therefore, should not be used as a rationale for expenditures. He also said he has some concern about spending all of the $10 million in one-time money in one year. He said he believes the Board should discuss spreading the funds over several years so that initiatives can have the ability to go forward beyond one year. He suggested that some of the money be placed in the reserves to be spent in future years. Executive Vice Chancellor Blackwood said this could most accurately be reflected in the revised budget which will be approved after the allocations are made. The Board agreed that when determining the allocations, it is important that all parties understand that the funds should not be considered as one year only funding.

Trustee Mohr asked about the process for determining allocations. Executive Vice Chancellor Blackwood said the discussions at the Chancellor's Cabinet focus on where the funds are needed most. Projects that have been submitted for funding include the SparkPoint Centers, Project Change, Supplemental Instruction, the Freshman Success Initiative, and the Middle Colleges.

Trustee Mohr said the budget report indicates that the District has spent approximately $1 million per year on behalf of managed hiring, which helped avoid layoffs. Executive Vice Chancellor Blackwood said the amount being spent is decreasing. There are approximately twelve positions that were marked for managed hire during the recession and still have not found a permanent home and are receiving support. Chancellor Galatolo added that there have been a number of temporary positions that have been converted to permanent positions after vacancies occurred. He said that as a result of managed hire, there have been no pink slips, March 15 notices, or layoffs.

Trustee Mohr noted that the Enterprise endeavors are doing well. Executive Vice Chancellor Blackwood said all Enterprise Operations need to maintain positive balances. For example, the Bookstores need a balance to carry inventory and the San Mateo Athletic Club must have a balance to handle depreciation and replenishment of equipment. Chancellor Galatolo said two standing items on the agenda for the Board's annual retreat will be (1) evaluating the Strategic Plan and (2) examining the balances in Enterprise Operations funds and identifying how to spend the revenues that are over and above the required balances.

Trustee Holober said that at the last Board meeting, he questioned a quarterly report that showed a large salary and benefit expense for the San Mateo Athletic Club. He said he received email responses indicating these are not District salaries and benefits; rather, they are third party management company salaries and benefits. Trustee Holober said page 80 of the budget report seems to indicate this, indicating that the operating expenses of $3.3 million consist of salaries and benefits paid by MediFit. He said he believes this a proper way to present the budget. However, he said that page 81 shows $2 million in salaries and $480,000 in benefits as if they are District expenses. Trustee Holober said he does not believe this is a proper way to present a budget. Chancellor Galatolo said page 81 is meant to be an information page which is supplemental to page 80, showing a breakdown of costs. He said the intent is to provide more detailed information to the reader. After further discussion, it was agreed that the supplemental page will be retained but expenses will be labeled "Contracted Salary" and "Contracted Benefits" to provide more clarity. Similarly, the salary and benefits expenses listed for District Cafeterias on page 79 will be labeled "Classified Salary" and "Classified Benefits" to provide clarification.

Trustee Holober said that in the past year, the Board has heard from one of the Vice Chancellors that approximately $100,000 in revenue from San Mateo Athletic Club was donated to charitable organizations. He asked where this is reflected in the budget. Executive Vice Chancellor Blackwood said it is reflected in "Other Out Go." Trustee Holober said he would like the $408,000 shown as "Other Out Go" to be shown as a transfer to the general fund. Executive Vice Chancellor Blackwood said she does not believe it can be shown as a transfer but she will check with the auditors.

Trustee Holober said he would like to assure that revenues from Enterprise Operations are under control of the Board in the future as they are decisions that should be made through the budget process. He said that when the Board adopts a budget, rules should be adopted by which to govern the budget and he would like to see the rules specify that these funds are under control of the Board. Chancellor Galatolo suggested that it be defined in a Board policy. He said the Board could set the stage for deciding how to spend the funds at their annual retreat in February, tentatively adopt a spending plan in June, and formally adopt it in September. He said this calendar could be reflected in the Board policy. Chancellor Galatolo said he envisions a process in which staff would bring a list of recommendations for the expenditure of Enterprise revenues for the Board to affirm, modify or reject.

Trustee Mohr said that clear processes for spending revenue are already in place and he believes the expenditure of the funds in question was an anomaly. He said the revenues were wonderfully spent in the interest of students but stood outside the normal process and should be moved back to the mainstream. President Miljanich agreed that there are processes on the campuses that should be followed. Trustee Schwarz asked if there will be a place in the budget to reflect how the revenue was spent. Chancellor Galatolo said he believes the narrative is the most appropriate place to include a list of programs that are underwritten by Enterprise Operations.

Trustee Mohr noted that one College had a significant increase in Internet enrollments while this was relatively steady at the other two Colleges; he asked if a cause and effect is known. President Claire said the difference is due in part to how Internet classes are categorized; for example, hybrid courses are not included in "Internet Enrollments." He said another factor is how many online courses are offered at each College at different times. Chancellor Galatolo said he is less concerned about enrollments than he is about load. He said that because the District is self-supporting, it has an opportunity to focus on serving the broader community by addressing the needs of traditionally underserved populations, secondary learners and those who need flexible learning schedules including online courses.

In response to a question from Student Trustee Bajwa, Executive Vice Chancellor Blackwood said the State permits colleges to offer courses that have hours by arrangement. However, in order to count as FTES, they must be regularly scheduled; the first hour for every student must occur before census date; all of the hours must be documented; and they must be under faculty supervision.

Vice President Mandelkern said he has concerns about the volatility indicated by changes in value in the Futuris Public Entity Trust for Other Post Retirement Benefits. He asked if there is an investment policy for the Trust. Executive Vice Chancellor Blackwood said the policy is not significantly different from the District's investment policy which was approved by the Board, although it permits investments in different items and for longer periods of time. Vice President Mandelkern asked if there is a professional fund manager for the Trust. Chancellor Galatolo said the investment manager is with Morgan Stanley. At Vice President Mandelkern's request, Executive Vice Chancellor Blackwood said she will arrange for the investment manager to present a report to the Board.

President Miljanich asked what "big picture" she should take away from the information on pages 131 and 132 which compare investments in the County Pool and the Local Agency Investment Fund (LAIF). Executive Vice Chancellor Blackwood said the charts show that the County Pool is doing much better than LAIF.

After this discussion, the motion to adopt the 2015-16 final budget carried, all members voting "Aye."

APPROVAL OF NON-SUBSIDIZED TUITION FEES FOR CHILD DEVELOPMENT CENTERS, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE (15-9-102B)
It was moved by Trustee Mohr and seconded by Trustee Schwarz to approve the tuition fees as outlined in the report. Student Trustee Bajwa asked if funding sources other than an increase in fees were considered. Executive Vice

Chancellor Blackwood said there are three sources of funding: (1) the subsidized contract from the California Department of Education; (2) fees paid by non-subsidized parents; and (3) a small amount of money for food from both the federal and state governments. Executive Vice Chancellor Blackwood said subsidized parents pay no fees. She added that there has not been an increase in fees for non-subsidized parents for five years. After this discussion, the motion carried, all members voting "Aye."

STUDY SESSION

CAPITAL IMPROVEMENT PROGRAM-PHASE 3 (CIP3) UPDATE: PROJECT OVERVIEW; DELIVERY METHODS; PRIORITIZE PROJECTS ALIGNED WITH DELIVERY METHODS (15-9-1C)
José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, said that at the last Board meeting, the Board directed staff to return with a comprehensive overview of plans for CIP3 including proposed project prioritization, budget, and delivery methods. The report tonight will cover these areas. Vice Chancellor Nuñez introduced Karen Powell, Executive Director of Facilities Planning and Operations; Brad Saylor, cost estimating consultant with Leland Saylor Associates; Mike Parkyn of Leland Saylor Associates; and Gary Moriarty, scheduling consultant with AECOM.

Vice Chancellor Nuñez outlined a budget of $481 million for CIP3 along with funding sources, including $388 million from Measure H. He said the projected need and recommended total program budget for CIP3 is approximately $530 million; therefore, there is a deficit of approximately $50 million. Vice Chancellor Nuñez discussed the programmatic needs and specific projects at each of the Colleges and for Districtwide projects. Working with the executive leadership at the Colleges, seven projects have been identified as priority, first wave projects:

- Cañada College – Kinesiology & Wellness (B1); Math/Science/Technology (B23N)
- College of San Mateo – Humanities & Arts (B3); Student Life & Learning Communities (B17); Center for Emerging Technologies (B19)
- Skyline College – Social Science & Creative Arts (B1N); Environmental Science (B12N)

Vice President Mandelkern said he recognizes the programmatic needs, but said the District has a budget that it must live within and it may not be possible to fund everything on the wish lists. He said there is a need to prioritize projects and complete those with highest priority first. He said that if the District is not successful in reducing the deficit sufficiently, some of the projects might not be able to be considered top priority. Ms. Powell said staffs is working to find other creative ways to meet the needs that have been articulated, such as submitting grant proposals.

Trustee Mohr said he assumes that the project costs being presented are based on the best estimates that staff has been able to acquire. Vice Chancellor Nuñez said cost estimates are based on industry standards. He said Mr. Saylor will provide more detailed information on cost estimates later during this meeting.

Trustee Holober asked for further information on funding sources, particularly Fund 4 and potential State Capital Outlay. Executive Vice Chancellor Blackwood said Fund 4 (Capital Project Fund) contains residual money primarily left over from the sale and swap of land at Skyline College. Vice Chancellor Nuñez said the State Capital Outlay money is earmarked for projects that have been approved by the State; however, the funds are not guaranteed and funding depends on passage of a statewide facilities bond in 2016.

President Miljanich said that while the projects are different, the process is similar to that in the past, i.e. staff works with the campuses and constituents to prioritize projects and brings recommendations to the Board. Vice Chancellor Nuñez agreed that the same process is being used that has been used in the past. Trustee Schwarz said the difference is that the reductions that are needed to stay within budget are greater than in the past. Trustee Mohr said the projects listed are those that faculty and staff at the Colleges believe are needed in order to complete the mission of the Colleges. He said collaboration with the College communities has been very thorough.

Mr. Saylor said Leland Saylor Associates has been a leader in construction cost estimating and market research for 53 years. He said Leland Saylor was brought in to establish a process for control which involves establishing a budget baseline; proactive value engineering and cost advice between phases; constant contact with vendors and

subcontractors, and utilization of program-wide estimating to ensure consistency in pricing. Mr. Saylor discussed market activity, including the increase in construction volume, productivity lags due to lack of trained, skilled tradespersons, rise in unit labor costs, and increasing backlogs. He said that on the Peninsula, costs are escalating at a rate well above the national average.

Trustee Holober noted that the estimated costs for most District projects include escalation for three years. Looking historically and given the cyclical nature of construction, he asked what the experience has been on the extent of this type of escalation before a recession hits and costs come down. Mr. Saylor said the indices indicate that as we move out of a recession, the escalation rate always increases. He said he anticipates another 18 months of higher than normal escalation. The rate may then plateau at an above-standard rate for the Bay Area and may continue for an additional 1.5 years until some of the larger construction projects in the area are completed. In response to a question from Ms. Powell, Mr. Saylor said that costs are not expected to decrease for the next five to ten years; rather, there will likely be an increase in costs of approximately 22% over the next five years.

Ms. Powell discussed the following project delivery methods: Design-Bid-Build, Multiple Prime, Design-Build, and Construction Management At Risk (CMAR). She said there is no perfect method and risks vary from project to project. She said each delivery method can mitigate different risks in different ways. She said the objective is to align each project with the delivery method that will best mitigate the particular risks associated with the project.

Trustee Holober asked how costs are locked in with a CMAR contract. Ms. Powell said a CMAR gives a time and materials proposal for pre-construction services during the design phase; this will be either a lump sum amount or a not-to-exceed amount. The CMAR submits a separate price quote for their overhead, profit and fees for the construction phase; this is generally fixed as a percentage of the estimated trade contract value. The District considers these costs, along with other qualifications and experience, when making a selection. The District then completes the design process, bids the subcontracts along with the CMAR, locks in the subcontract prices, and applies the previously agreed upon percentage; this comprises the Guaranteed Maximum Price. In response to a question from Trustee Holober, Ms. Powell said the subcontractors are chosen through a competitive bidding process and contracts are awarded to the lowest responsive bidder.

Trustee Mohr asked what explicitly would cause staff to recommend CMAR rather than Design-Build for a project. Ms. Powell said the District has more control over the design with CMAR and she would recommend this method for less complicated projects. For more complex and detailed projects, which have the potential for constructability issues and unforeseen gaps in the design, she would recommend the Design-Build method which would minimize the risk to the District.

Vice Chancellor Nuñez discussed which delivery method is recommended by staff for each of the seven projects.

Trustee Schwarz asked if any of the methods allows for the possibility of the owner and the selected contractor to be present when the subcontractor bids are opened. Ms. Powell said that with the CMAR method, staff or their representatives would open the envelopes. This would not be the dynamic with the Design-Build method but staff may introduce some transparency in the subcontractor bidding strategy.

Vice President Mandelkern asked what the timing would be for the rollout of projects. Ms. Powell said the seven first wave projects would be completed first. She said the Center for Emerging Technologies at College of San Mateo would be slightly behind. Vice President Mandelkern said the District has not used the CMAR method previously and said it might make sense to begin one of the projects utilizing CMAR first and monitor the process. Ms. Powell said the Cañada College projects, for which CMAR is recommended, are six to seven months ahead of all other projects in the design process, with the schematic design of the Kinesiology & Wellness building complete.

Trustee Holober asked what the cost is for the seven projects identified as first wave projects. Ms. Powell the cost is $362.5 million. Trustee Holober noted that there are assumptions built into the funding sources, including passage of a statewide facilities bond, which might not occur.

Trustee Holober said the mission of the District is the education and training of students and those who could benefit from academic and job training. He said he questions the placement of wellness facilities as priorities, particularly with the cost and size more than double what was presented in July of last year. He said it could perhaps be scaled back to the initial scope. Vice Chancellor Nuñez there are major instructional programs that would be housed in this building, including Kinesiology and Athletics. He said many other major instructional facilities were built during the first two phases of construction while Athletics was not addressed. Gregory Anderson, Vice President of Instruction at Cañada College, said the current facilities for instructional programs are decrepit. He said student needs in the Dance, Kinesiology and Athletics programs are not being met. He said the ability to attract students who come to the College because of its Athletics programs is completed hindered because of the facilities.

Trustee Holober said that at the July 2014 presentation of proposed projects to the Board, the Kinesiology and Wellness project at Cañada College was planned to replace the current 38,000 square foot building with another 38,000 square foot building. He said he assumes that discussions were held prior to that meeting and that the College administration believed the plan was sufficient to meet their needs. He asked what caused the change that more than doubles the size of the facility, now shown at 85,000 square feet. Chancellor Galatolo said the space for the academic and athletics programs remains at 38,000 square feet. He said the plan is to expand the project, with approximately 30,000 square feet of the additional space being used for a fitness center which will underwrite the 38,000 square feet of gymnasium that will be replaced.

Trustee Holober questioned whether the surplus funds from the San Mateo Athletic Club (SMAC) are sufficient to underwrite the academic/athletic programs at College of San Mateo. Chancellor Galatolo said the facility at College of San Mateo was largely underwritten by SMAC and community members' use of the facility. He said SMAC underwrites the cost of equipment, as well as maintenance of the pools which otherwise would have to be paid from the College's general fund. In addition, reserves from SMAC are being invested back into the College for valuable programs. Chancellor Galatolo said the facility is tri-purpose: training students to become professionals in the industry through a certificate/degree program; enabling students to meet general education requirements needed to complete non-fitness degrees; and providing a facility for community use.

Trustee Schwarz said she believes the leadership at the campuses understand the limited funding and the need to use the funds to the best of their ability. She said she does not believe it is her job as a trustee to prioritize projects. She said the Board may need more details about the changes caused by quickly rising costs. However, she is confident that District and College staff, as well as the experts that have been brought in, will do the best they can with the funding provided by the community.

Trustee Mohr said the Facilities team and their colleagues have accomplished a tremendous record of carrying out hundreds of millions of dollars in construction projects in an exemplary way because of the professional quality they bring. He said that, based on the experience of what the team has been able to do over time, he feels very confident with their recommendations. Regarding Building 1 at Cañada College (proposed to be replaced by the new Kinesiology and Wellness Building), Trustee Mohr said he cannot think of another building throughout the District that is more outdated than Building 1. He said opportunities for Cañada College students in the areas of Athletics, Dance and other programs are not in line with opportunities for students at the other two Colleges. For this reason, Trustee Mohr said he believes it is imperative to address this as a first priority project.

President Miljanich said there will be further discussion on CIP3 projects and delivery methods when a proposal is brought to the Board for action at the September 30th meeting.

REPORT ON PROGRAM STABILIZATION AGREEMENT AMENDMENT (15-9-2C)

Chris Strugar-Fritsch, Director of Capital Projects, said staff is in the process of developing an amendment to the District's Program Stabilization Agreement, also known as a Project Labor Agreement (PLA). He said the proposed amendment will include the project list; delivery methods; a requirement to support the Trades Introduction Program (TIP); and the right for the District to seek alternative measures for trade contracting if there are fewer than a minimum number of bids received and/or if the bids exceed a specified percentage over the District's engineers' cost estimates. Mr. Strugar-Fritsch said he has initiated dialogue with James Ruigomez, Business Manager/Executive Director of

the San Mateo County Building and Construction Trades Council, and is working with him on language for the amendment.

Trustee Schwarz asked if there is a timeline for putting an amended PLA in place. Mr. Strugar-Fritsch said it should be in place before the District solicits bids from subcontractors. He said construction managers, general contractors and design-build entities can be informed that the District may have a PLA when RFPs are sent out. Mr. Strugar-Fritsch said it is most important to develop a PLA that serves the District well.

Vice President Mandelkern asked what is meant by "alternative measures" if there are fewer than a minimum number of bids or the bids exceed a specified percentage over the estimates. Mr. Strugar-Fritsch said the District always has the right to rebid projects and staff would like this to be incorporated into the PLA. He said there is also concern about mechanical, electrical, and plumbing (MEP) costs. He said that if fewer than a favorable number of bids are received, staff would like to open it up so that non-union contractors can bid and be awarded the contract. Trustee Mohr asked if the Building Trades Council has provided feedback on this issue. Mr. Strugar-Fritsch said the Building Trades Council hesitates to commit to a minimum number of bids because contractors make business decisions about which projects to bid and the Building Trades Council cannot control this or guarantee a certain number of bids. He said the District needs to ask the Building Trades Council to help solicit as many bidders as possible. Ms. Powell said the Building Trades Council has been successful in the past in exercising influence in solicitation of bids. She said Mr. Ruigomez is responsive and collaborative and is interested in crafting an agreement that will work for everyone. Ms. Powell added that there are alternative measures in addition to opening the bidding to open shops; for instance, staff might restructure some trade packages or conduct different types of outreach.

Mr. Saylor said PLAs that have been in place for other projects in which Leland Saylor has been involved contain measures such as Mr. Strugar-Fritsch described. He said allowing workers to come in from other counties has been used in some PLAs and would likely be more agreeable to the Building Trades Council than going to open shops. Regarding costs, Mr. Saylor said there are not large cost differentials on the commercial side for hourly rates of pay and benefits between PLA and non-PLA projects.

Trustee Schwarz said she cannot foresee any labor union agreeing to have an open shop provision in a PLA; she said she could not support this either. She said she is in favor of flexibility and in working collaboratively with the Building Trades Council to develop an agreement that can work.

Vice President Mandelkern said that in open shops, workers would still be paid prevailing wages and benefits; therefore, rising costs cannot be blamed solely on labor costs. He said construction materials costs have risen, along with contractor profits due to the competitive environment.

Trustee Mohr said he appreciates knowing what all the factors are that drive up costs and he believes this was articulated well at this meeting. He said it is important to protect the investment of the public and if this can be done with a PLA, he is in favor of doing so. He said the District must be sure that companies with union workers are not colluding in a way that drives up costs.

Chancellor Galatolo agreed with Mr. Saylor and Vice President Mandelkern that union and non-union wages are fairly comparable because of prevailing wage. However, he said that owners of subcontracts can also build in margins. He asked Mr. Saylor if he has noticed margins being different in union and non-union environments. Mr. Saylor said margins are slightly higher in open shops than in union shops. He said union workers are generally more productive than non-union workers because they have more training. Because of lower productivity, non-union shops need larger margins to cover their fixed overhead.

STATEMENTS FROM BOARD MEMBERS
Trustee Schwarz said she attended the graduation ceremony for the third class of TIP graduates. She also attended an event honoring Georgi La Berge's retirement from the Peninsula Library Foundation; the San Mateo County Community Colleges Foundation golf tournament, at which she volunteered; and the Convocation Ceremony at Cañada College.

Vice President Mandelkern said he attended the Districtwide Opening Day ceremony which was well received. He also attended the Convocation Ceremony at Cañada College and the Skyline College President's Council Retreat which was held at the Cañada Vista clubhouse. Vice President Mandelkern said the Success Summit will be held at Skyline College on September 25 and he encouraged everyone who is able to attend.

Trustee Mohr said he attended the Districtwide Opening Day ceremony. He also attended a meeting of the Community College League's Advisory Committee on Education Services, which is tasked with assessing and evaluating the need for training for trustees and CEOs. Trustee Mohr is one of 14 members of the Committee. Trustee Mohr said Student Trustee Bajwa accompanied him to the Student Ambassador's office at College of San Mateo where he viewed an impressive list of student activities. Trustee Mohr said he had a conversation with President Claire regarding an activity being carried out at College of San Mateo whereby College faculty interact with faculty at the high schools. He said this connection truly matters in terms of what students learn and what they are prepared to do when they come to college. Trustee Mohr said the Accreditation Taskforce report from the State Chancellor's Office is very well done. He said it provides historic perspective, spells out the ideals of accreditation, and gives recommendations based on these ideals. Trustee Mohr recognized Chancellor Galatolo for his leadership in this endeavor.

RECESS TO CLOSED SESSION
President Miljanich said that during Closed Session, the Board will discuss the personnel items listed on the printed agenda. The Board will also hold a conference with District labor negotiator Kathy Blackwood; the employee organization is AFT.

The Board recessed to Closed Session at 9:30 p.m.
The Board reconvened to Open Session at 10:37 p.m.

CLOSED SESSION ACTIONS TAKEN
President Miljanich reported that no actions were taken at the Closed Session that was just concluded.

ADJOURNMENT
It was moved by Trustee Schwarz and seconded by Trustee Mohr to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:39 p.m. in memory of the victims of the San Bruno pipeline explosion.

Submitted by

Ron Galatolo
Secretary

Approved and entered into the proceedings of the September 30, 2015 meeting.

Dave Mandelkern
Vice President-Clerk

President's Report to the Board of Trustees

Dr. Regina Stanback Stroud

The Associated Students of Skyline College (ASSC), Welcome Week 2015
Photo Credit: ASSC

SKYLINE COLLEGE BOARD REPORT
SEPTEMBER 30, 2015

ASSOCIATED STUDENTS OF SKYLINE COLLEGE (ASSC) HIT THE ROAD FOR WELCOME WEEK

The Associated Students of Skyline College (ASSC) hosted Welcome Week 2015 to welcome students to the first week of the Fall semester. The student government teamed up with faculty and staff volunteers to serve food to hundreds of eager students, as they dashed through the Quad to find their classes. The ASSC also sponsored a Back to School Free Drawing over social media, to facilitate communication with the student body.

Students fueled up for the first day of class with doughnuts, coffee, and hot chocolate in the Quad. The ASSC also tabled throughout the day to help new students navigate their way through campus and promote student IDs. Tuesday featured a Dole Whip Social with ten of the unique Learning Communities that students can join. The annual Pancake Breakfast succeeded for another year on Wednesday morning, followed by a pizza night kickback in the evening. The Program Services and Club Fair concluded Welcome Week, as twenty-six campus groups gathered in the Fireside Dining Room to spread information and promote opportunities to students. A travelers-themed photobooth allowed students to share where they plan to go next on their academic journey!

Article by Marlon Gaytan Jr. Photos by Katherine Chan, Margo Feldman, and Dennis Zheng.

AMORY CARIADUS AND ACCEL WIN 10TH ANNUAL SKYLINE SHINES AWARDS

This year marked the 9th year of Skyline College's Skyline Shines Award, presented annually to one College employee or group and one community individual or group who help Skyline College to shine in terms of its quality of programs and services and its reputation for quality.

College Winner: Amory Cariadus

This year's college award went to Amory Cariadus, Director of Student Development. Amory has dedicated her career to supporting a campus climate that values students by placing them at the center of the college work, decisions, activities and efforts. Her leadership with the Associated Students of Skyline College helped create a robust and active student governance council that gives student voice to the many issues at the college.

Amory ensures students have access to quality programs and services. She often takes the time to provide the student perspective in the participatory governance process. Amory works with college administration, faculty and staff to bring in notable speakers, providing enrichment for the college campus and community, and she leads the student governance council and organizations to provide robust connections to the community.

Amory transformed the student activities department to a Center for Student Life with comprehensive programing that supports students' leadership development, academic excellence, a scholarly institutional environment and interesting social, political and career events.

Community Winner: Adult-Education College and Career Educational Leadership (ACCEL)

This year's community award went to Adult-Education College and Career Educational Leadership (ACCEL). ACCEL is the

planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86. ACCEL is collaboratively rethinking and redesigning Adult Education to accelerate student success. They are a coalition of adult schools, community colleges and partners throughout the region and their mission is to support adult education students' transition to college, workplace success, and community contributions. Skyline College's own Mary Gutierrez is on their steering committee and Leigh Anne Shaw and Gary Nichols in the ESOL area are active and influential participants.

Since its inception in 2014, the ACCEL North Collaborative Action Team, or CAT, has embodied a students-first philosophy with an express focus on diversity. Founded directly in response to Assembly Bill 86 – Adult Education Consortium, this team has been active in devising creative solutions to education for the thousands of adults left unserved by budget cuts to Adult Education. The team had a good foundation in the decade-long established relationship between Skyline College's ESOL department and the ESL departments at South San Francisco and Jefferson Adult School; AB 86 provided the opportunity for the ESOL and ESL faculty to turn their dreams into reality in the interest of their students, and they were joined by GED, Math, Counseling, and English faculty to round out the project.

Article by Connor Fitzpatrick and Dr. Regina Stanback Stroud. Photo by Raul Guerra.

Middle College is Here!

Skyline College welcomed its first class of 39 Middle College students from El Camino and South San Francisco high schools with a three-day orientation. Skyline College President Regina Stanback Stroud and South San Francisco Unified School District Superintendent Shawnterra Moore-Thomas greeted the students by expressing their enthusiasm about this unique educational experience being offered to students living in north San Mateo County. Both encouraged the students to take advantage of being in Middle College to pursue their dreams for academic and career success.

The three-day orientation familiarized the students with the campus facilities, provided a career education workshop, allowed the students to obtain textbooks and instructional materials, and introduced them to college resources and services. It also served to introduce students to Middle College staff and to build a sense of community. Students in this program are concurrently enrolled in high school and community college, taking all their courses on the Skyline College campus for two years with the college courses being tuition-free up to 11.5 units. Upon graduation from the Middle College, each student will receive a high school diploma and earn college credit toward a Career Technology Education certificate and/or an Associate Degree. Additionally, students may transfer their units to four-year college/university.

Article by Dr. Raymond Jones. Photos by Claudia Paz.

DELIVERING EDUCATION…LITERALLY!

Skyline College's Center for Sustainable Construction will be taking a "mobile classroom" (specially equipped vehicle) on the road this year to deliver a college-level, "Green" Construction Basics course to students on their high school campus. The program is designed to be a "bridge" for students in high school to get exposure to college faculty, curriculum, and culture. Students will receive both high school and college credit for the two-semester program. Our high school partners for the 2015-2016 pilot program include Capuchino and Mills High School.

Assistant Professor Bruce Greenstein is coordinating the program as well as teaching the courses. "It is my hope this program will garner interest in Skyline College's plethora of amazing program offerings or an interest in continuing education on some level. Integrating a young demographic into the emerging green sector is essential to the development and growth of a robust workforce to meet the challenging climate, energy, and water challenges in our near future."

This program was made possible through the efforts and dedication of Skyline College's Center for Workforce Development. Through support and collaboration with Deputy Sector Navigator, Catherine Ayers – a DSN sub-grant was awarded in April 2015 from Foothill/DeAnza CCD to develop, support, and execute the program.

The grant also supported our third annual High School Summer Energy Camp, another innovative "bridge" project to garner interest and inspire students to attend college, as well as educate youth on energy, environment, and science. The seven-day camp this year had nine students who came to learn about energy efficiency, solar and creating videos that illustrated their point

of view on the importance of reducing energy consumption, creating more comfortable and less energy-using homes and using solar as a cleaner, greener energy source.

As with last year, the camp blended technical knowledge on environmental subjects with film making best practices. The students got to apply what they learned to story telling using video production techniques. They were asked to produce two videos during the seven-day camp. And, once again, the camp culminated in an awards ceremony where judges gave feedback on the six videos that were created by three teams of students. This year, judges agreed that the video quality was the best ever. The final videos are uploaded to the dedicated YouTube channel.

Article by Bruce Greenstein. Photos by Claudia Paz.

STUDENT RECEIVES NATIONAL SCHOLARSHIP

Ten two-year college students have been named recipients of the 2015 Phi Theta Kappa Hites Transfer Scholarship, receiving a total of $75,000 to assist in the attainment of baccalaureate degrees. One of the recipients is Skyline College student Wafa Zeidan.

Wafa Zeidan is studying Biology with the desire to continue on with her education and earn a Medical Degree while continuing to do research throughout her career. She graduated from Skyline College in May 2015 and is transferring to the University of California Davis in the fall to complete her undergraduate studies. During her time at Skyline College, she conducted independent research along with her mentor, Dr. Christine Case to test the effects of a plant extract on various microorganism, thus proving that the extract is effective in killing and inhibiting various bacteria. She went on to present her research at the annual SACNAS conference in October 2014. She continued her research with Dr. Case in the summer of 2015 and will present her findings on the use of a plant extract to prevent foodborne illness at the 2015 SACNAS conference. In addition to doing research, she is also an active volunteer in her community, both volunteering with children at the UCSF Benioff Children's Hospital and also volunteering with her Phi Theta Kappa chapter's Computer Literacy and Internet Competency for Seniors program.

Article and photo by Dr. Christine Case.

GRADUATE WINS BAY AREA GARDENER FOUNDATION SCHOLARSHIP

Congratulations are in order for Skyline College student, Abby De Los Reyes, recipient of the 2015 Bay Area Gardner Foundation Scholarship. Yearly, BAGSF awards twenty scholarships of $1,500 to applicants who demonstrate superior academic performance, a measure of not just knowledge but commitment, dedication, and responsibility in achieving higher education goals, and community involvement through volunteering at non-profit organizations.

Abby, a transfer student to SFSU this fall semester received an Associate in Arts - Transfer degree in Psychology from Skyline College. Throughout her years here at Skyline College, she worked as a student assistant in the Career Services Center, clocked over 300 volunteer hours at the San Francisco SPCA as a Shelter Medicine Volunteer, served as a Teaching Assistant, and maintained an impressive academic grade point average.

Present at the awards ceremony in July to cheer her on were Lavinia Zanassi and Jocelyn Vila. The event proved to be an incredible evening for Abby as she was further recognized as a student displaying outstanding community involvement and excelling academically. For this distinguished effort, she was presented with an additional Scholarship of Excellence for a total award of $2,500!

We applaud this young woman as she continues on with her studies in Psychology and Animal Behavior.

Article and photo by Lavinia Zanassi.

GUARDIAN SCHOLARS PROGRAM LAUNCHES

The Guardian Scholars Program at Skyline College launched on July 1, 2015. The program is committed to providing services to former foster youth at Skyline College to help them succeed in college. The resources include a dedicated space located in Building 2, Room 2321, a dedicated counselor, a dedicated financial aid liaison, financial coaching, retention support, credit building or repair, resume development or building, cultural field trips, workshops and priority registration. Students may be eligible for free textbooks, school supplies and a laptop.

Article by Soledad McCarthy. Photo by Keisha Ford.

STUDY ABROAD, CUBA: SUCCESS!

The SMCCCD's faculty-led, short term Study Abroad trip to Cuba occurred July 31-Aug 11, 2015. Led by Skyline College History Professor, John Ulloa, the trip was comprised of 14 Skyline College students and one College of San Mateo Student. All student participants earned 3 units of credit by enrolling in SOSC 680SB, Life and Culture of the Local Area - Cuba. Trip highlights included lecture presentations and discussions with Cuban intellectuals including architect/urban planner Miguel Coyula, a discussion on contemporary race relations with Gisela Arandia as well as private music performances by Pablo Melendez and Grupo Mezcla and the top Afro-Cuban folkloric group, Los Muñequitos de Matanzas. There will be another trip to Cuba in early summer 2016.

Article and photo by John Ulloa.

SKYLINE COLLEGE BOARD REPORT
SEPTEMBER 30, 2015

REGISTRATION IS OPEN! "INTEGRATING GLOBAL TRADE & LOGISTICS AND CYBERSECURITY" (IGTLC) CONFERENCE NOV 12-14, 2015

Bay Area Center for International Trade Development (CITD) is delighted to announce that Registration is OPEN for the first annual "Integrating Global Trade & Logistics and Cybersecurity" (IGTLC) Conference, from November 12-14, 2015, in San Francisco. You may register at www.bayareacitd.org.

Details about the IGTLC Conference Registration, Hotel, Golf Tournament Scholarship Fundraiser, Exhibitor Booths, and Sponsorship can be found on the CITD website: www.bayareacitd.org.

Article by Yvonne Reid. Website by Liz Gaudet.

EIGHT SKYLINE COLLEGE STUDENTS TEACH ENGLISH IN ANTIGUA, GUATEMALA.

The African Diaspora and District Study Abroad programs, in the Global Learning Programs and Services division, sent eight Skyline College students to teach English to elementary school students in Antigua, Guatemala from August 1 – 8, 2015. This Service Learning Program was the capstone project for the students who participated in the African Diaspora Mentorship Program, and

was conducted in partnership with New Zealand-based International Volunteer HQ. The Service Leaders for the program were Communications Professor Danielle Powell and Program Services Coordinator Alina Din.

For many of the students, it was their first time traveling out of the country, and for some, first time flying on an airplane. The students and their two faculty leaders resided in a homestay with a very friendly and loving host, Doña Maria. Every morning, the students enjoyed chilly, low-pressure showers and a hot Guatemalan breakfast before boarding their shuttle to teach students aged 4-12 how to read and write in English. The experience was indeed life-changing and eye-opening for the students. After her fourth day teaching, Dominique Bill reflected, "School is a luxury here because even elementary school students need to work to help support their families. If a student drops out of school in Guatemala, no one cares. It makes me realize how good we have it in States!"

The Service Learning Program was also instrumental in helping other students of Central American origin feel more connected to their roots. Yuffita Palacios spoke of how much closer this experience made her feel with her parents: "Having parents who hail from Central America, this connected me to their history and how their past life was for them – it fills me with a sense of pride I can't describe. All the stories my parents told me, I've seen them come to life here. My parents always wanted me to know about our culture and to see how far they have come. This program was a like a revelation."

Despite only being in Guatemala for one week, the students developed close bonds with the young children they taught and came out of the program with a new sense of independence, fearlessness, and renewed hope for the future. For Stephanie Allen, it helped define future goals and taking advantage of

current opportunities. "[This program] has shown me that I 100% want to work with kids now, and there is nothing that can get in my way except my own fears. For people in Guatemala, it's really hard to move up in society. In the U.S., there's so much help you can get even if you're not wealthy."

To read the daily accounts of the students' service learning experience in Guatemala, please check out the blog at http://smcccdservicelearning.blogspot.com.

Article and photos by Alina Din.

Beta Theta Omicron Brings STEM to Boys and Girls Club

Skyline College's Phi Theta Kappa officers developed a summer science program for precollege students. The research that the students did earlier this year showed early exposure to STEM activities positively impacts elementary students' perceptions of science. And college students can inspire and motivate to precollege students to achieve higher goals.

During the summer, Sam Reveles, Karen Lai, Donway Sy, Jose Campos, Akayi Thein, Spencer Wu, Justin Tom, and Michael Wong brought science labs to the Boys & Girls Club. The kids especially enjoyed ice cream science.

Article by Dr. Christine Case. Photo by Pauline Maccay.

International Student Program (ISP) Welcomes More International Students!

Skyline College welcomed more than 70 new international students this fall! Not only is this the largest number we have ever received for one semester, this new group is bringing in more diversity to the campus than ever before. The fall new international students are coming from over 30 countries. The majority of the students are from East Asia and South East Asia, such as China, Japan, Malaysia, Vietnam and Thailand. The rest are from the Middle East, Europe, Africa, North America, Central America and South America, including countries such as Saudi Arabia, Tunisia, Sweden, Canada and Brazil.

The new students gathered for the four-day orientation held from August 4 -7, 2015. The orientation included variety of activities and presentations, placement tests and counseling, and a field trip to Great America. Seven orientation leaders took a leading role in many of the activities held during the orientation. The orientation leaders represent five different countries, and are current international students who volunteered their time for the event. They shared their knowledge and experiences as Skyline College international students in presentations, mingled with new students during the ice breakers and meals, and provided a tour around the campus. Having the current international students involved in the orientation certainly made the event more engaging and fun. One new international student from Moldova commented, "I came from another community college, but they did not provide an orientation like this. This is really nice!" Another new student from Singapore wrote to the ISP office to let us know that she had "a lot of fun at the orientation".

Article by Chikako Walker. Photo by Claudia Paz.

## The Next Generation of Learning with Dr. Mark David Milliron

On Wednesday, August 12, the Center for Transformative Teaching and Learning organized its first-ever pre-semester professional development day featuring nationally known guest speaker, Dr. Mark David Milliron. Dr. Milliron is best known as a champion for educational opportunity and beginning conversations on innovation. During his presentation, Dr. Milliron initiated conversations about the changing face of education. He provided issues and insights from research and practice on a wide variety of topics, including action analytics as a way to guide students towards success.

In the beginning of the presentation, Dr. Milliron illustrated through the "sexy or sneaky" hand exercise that, although difficult, it is vital to begin the discussion about addressing the diverse needs of students. This discussion should take into account the challenges of providing educational professionals the tools and training they need to meet students' needs.

With the growing diversity of teachers and students, Dr. Milliron discussed the importance of delivering accountability analytics to faculty to help with student retention and success. Dr. Milliron compared accountability analytics to a doctor receiving medical history about the patient, whereas in the situation of a student, faculty would receive the student's educational background in order to guide the student to meet his or her goal. By having many resources available, educational professionals can use this additional information to make a positive impact on a student's likelihood to graduate on time.

Article by Liezl Madrona. Photo by Claudia Paz.

LEGIT 3D Art Exhibition Opening
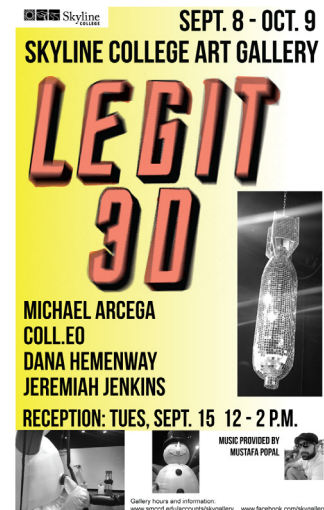
The LEGIT 3D Exhibition opens at the Art Gallery. The show features sculptural installations made from unconventional, commercial, and recycled materials including a huge extension cord macramé wall hanging by Dana Hemenway, a disco-mirror bomb by Jeremiah Jenkins, faux-fur toilet paper by Michael Arcega, and miniature google bus dioramas by COLL. EO (Colleen Flaherty and Matteo Bittanti). Definitely come see this show!

The exhibition runs from through October 9.

Article by Paul Bridenbaugh.

EPIcenter: Where Future Teachers Can Shake, Rattle, and Roll

Thanks to the Skyline College Presidents Innovation Fund and a very generous anonymous donor, The Early Childhood Education/ Education (ECE/EDU) Program can now begin work on an Educator Preparation Institute (EPIcenter). This will be housed in Building 8, Room 8317, and will be designed to be a "one stop shop" for all things teacher prep. Our Skyline College future educators will have two valuable academic resources on campus to assist with achieving their educational goals; the first being the Child Development Laboratory Center (CDLC) in Building 14 and now the new EPIcenter.

These two highly integrated programs, EPIcenter and CDLC, will provide students the opportunity to work on child observations, participate in the care of children from infancy through Prekindergarten, and assess a high quality child development environment at the CDLC, and at the EPIcenter, access to computers, educational resources, and space to meet with faculty or peers.

All of the staff in the ECE/EDU program are dedicated to the training of students who aspire to teach (Pre-k through elementary and Special Education), so keep an eye out for more to come, including our upcoming grand opening on November 17 from 1:00 p.m. – 4:00 p.m.

Article and photos by Kate Williams Browne, Sarita Santos, and Kristina Brower.

Veterans Resource Center Partners with San Francisco VA

On August 27, the Skyline College Veterans Resource Center partnered with the San Francisco VA Medical Center's Student Veteran Program to host a VA Enrollment and ID Card Photo Event. Many Skyline College Veterans were able to enroll in VA Health Care directly on campus and receive timely responses to questions straight from San Francisco VA Medical Center representatives. Students remarked how convenient it was to have representatives on campus and how grateful they were to be able to connect to VA Health Care in the comfort of their own Resource Center. The visiting representatives were highly impressed with the students they met with and look forward to continuing to support Skyline College Veterans. The event was a great success and a wonderful example of two organizations coming together to help connect Veterans to valuable resources. We look forward to future opportunities to collaborate with community based partners in support of Veteran success.

Article by Gina Ciardella. Photo by Brandina Jersky.

UPCOMING EVENTS

Legit 3D
Skyline College Art Gallery
Now - October 8, 2015

The Western Region Council on Black American Affairs (WRCBAA) Career Institute
Saturday, October 10, 2015
9:00 a.m. - 2:00 p.m.
Building 6

Facing Fear: Film Screening and Discussion
Wednesday, October 14, 2015
Theater

President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ September 30, 2015

Dolores Huerta Visits CSM

California State Assemblymember Rob Bonta poses with Dolores Huerta.

Hispanic Heritage Month was celebrated at CSM with a presentation by Dolores Huerta, cofounder of the United Farmworkers Union who addressed a standing-room-only audience on Friday, September 18. Ms Huerta captivated the audience comprised of students, faculty, staff and community members by sharing stories of her long history of activism and social justice efforts. She energized the crowd by having them shout out "¡Si Se Puede!," translated as "Yes, it can be done!" The slogan, which she created, became the rallying cry used by striking farmworkers led by Cesar Chavez in the '60s and '70s and which led to a nationwide grapes boycott.

Also sharing remarks was California State Assemblymember Rob Bonta. Assemblymember Bonta shared his experiences growing up a few houses from that of Cesar Chavez and noting that his parents, as well as many other Filipinos, were actively involved and an integral part of the farmworker movement. He encouraged students not be apathetic but to become actively involved in social justice events as a means of bringing about change in our society. Following the presentation a reception was held in The Village. (Article and photo provided by Henry Villareal) ▌

College of San Mateo

Health Center Establishes Food Pantry

On September 15, CSM's Health Center held a grand opening to celebrate the new food pantry housed in the Center. The food pantry is a collaboration with Second Harvest Food Bank; Second Harvest donated the refrigerators, freezers and shelving while CSM is providing the space and staffing. Moreover, Second Harvest will deliver canned and dried goods every other week to keep it well stocked. According to Health Services Director Sharon Bartels, "The college has been working toward the establishment of a food pantry on campus for many years." Furthermore, she says that there is a great need for this service. "We often see students who do not have enough to eat, or are making choices to buy books instead of groceries. We also know of many CSM employees who provide food for students."

Photos by Alexis Madayag

The pantry will be open to the community and participants must meet certain income guidelines. While no documentation of income or citizenship is required, participants will only need to sign a document that states the number in their household and monthly income. They can then access the pantry on a weekly basis. ∎

College Dedicates New Sundial

Astronomy students' newest educational tool also happens to be the oldest timepiece invented—a sundial. To celebrate the new addition to the science program, on September 25, Math/Science Division held a dedication ceremony for the college community in the newly completed Plaza of the Sun. The idea for the sundial was proposed by Professor Mohsen Janatpour and supported by Chancellor Ron Galatolo. Janatpour provided the design and oversaw all stages of the production and also determined the precise placement for accuracy. He explains how it will be used, "It will allow us to teach about seasonal changes, sidereal time vs. solar time, the sun's motion across the sky, rotation of the Earth about its axis and its revolution around the sun, among other concepts. Astronomy students will learn how to carry out calculations and check results

Photo by David McLain

by observing the motion of the gnomon's shadow across the face of the sundial." He added, "It is a great instrument to experience the awe of astronomy during the day. Egyptians, the first designers of the sundial, were very fond of incorporating columns in their architecture, so, I consider the column design of our sundial a tribute to the original creators." Janatpour's design illustrates a schematic of the solar system which wraps around the sundial's column to emphasize its astronomical roots. ▮

Baseball Team Achieves Impressive Transfer Stats

Congratulations to 15 members of CSM's 2014-15 baseball team who have accepted offers to continue intercollegiate athletics at the university level. Of the 15 transfers, 11 are moving on to Division 1 schools. In addition, seven bulldogs have earned full-ride scholarships and two received partial awards. The scholarship awards totaled $193,000 toward annual tuition and $386,000 over two years.

Head Baseball Coach Doug Williams comments on the program's success: "The players we recruit are motivated to attend CSM when they become aware of our stunning campus, top-notch facilities and baseball/academic tradition. Our players understand we have tremendous support from the district and college administration which enables CSM's baseball program to continually attract, support and ultimately transfer our players to the next level. The final transfer is really just the last piece of each student athlete's puzzle; one which is touched by so many here at CSM."

The transfer students and the universities:

Division I

Keone Cabinian: University of Nevada-Reno*
Matt Gorgolinski: Sacramento State*
Sam Hellinger: Gonzaga University*
Dylan Isquirdo: Virginia Commonwealth University*
Austin Lonestar: St. Mary's College
Devin Mahoney: St. Louis University*
Miles Mastrobuoni: University of Nevada-Reno*
Nate Miller: University of Michigan
Jonny Palsha: Sacramento State
Steve Pastora: Western Michigan University*
Brandon Radmacher: University of North Dakota
Bear Smith: UC Berkeley

Division II

Draco Roberts: San Francisco State University

NAIA

Tyler Carlson: Lewis & Clark State*
Brian Ransom: Menlo College*

denotes scholarship earned

College of San Mateo
BASEBALL

CSM Holds 9/11 Remembrance Event

On September 10, 2015, CSM's student veterans gathered in front of College Center to participate in the 3rd annual 9/11 Remembrance Event. Students, staff, and community members wrote messages reflecting on the accounts of heroism, courage, survival and loss on the day of 9/11. The written message boards are displayed inside the Veteran's Resource and Opportunity Center throughout the month of September in remembrance of the 9/11 tragedy. ∎

World Mixer Celebrates International Students

CSM's International Education Program hosted its first World Mixer to welcome new international students to the campus and provide an opportunity for returning students to connect with the incoming group. The event was a smashing success with roughly 100 students, faculty, staff and administrators in attendance. Guests were treated to a selection of international foods, world music, and a world challenge game with prizes. The event was held on the newly named International Terrace on the 3rd floor of Campus Center.

World Mixer provided an opportunity for students to meet with administrators and share their experiences about coming to the U.S. and studying at CSM. "It is events like this that help communicate to our international student that they made the right choice in enrolling at CSM, and that not only do the international staff care about them, but the college administration and other staff do as well," says Dean of Enrollment Services Henry Villareal.

CSM welcomed 171 new international students for fall 2015 with three-day orientations in July and August. The college currently has 418 international students representing 50 countries around the world.

The International Student Center is dedicated to providing a student-centered hub with resources, events, F-1 advising, SEVIS support, study space, a meditation room, printing center, outdoor terrace, and support staff. The program hosts a series of workshops on topics such as Working On-Campus, CPT/OPT, and Adapting to the American Classroom. There are several student organizations sponsored by the International Education Program including the International Club, International Ambassadors Program, and the CSM Lion Dance Team. Student programming includes World Chat, International Education Week, Lunar New Year Celebration, and more. (Article and images contributed by Danni Redding Lapuz) ▍

Record Number of Students Attend Transfer Day

On September 16, CSM's Transfer Day, broke a previous record for student attendance. According to Mike Mitchell, program supervisor in Transfer Services, more than 1,000 students dropped by Bayview Dining Room for opportunity to speak with representatives from more than 50 colleges and universities from the CSU and UC systems and private and out of state institutions.

Photo by Alexis Madayag

In addition, representatives from the two public systems held transfer workshops on UC Admissions/Application/Personal Statement Workshop and CSU Admissions/Application Workshop; more than 100 students attended those sessions.

Many university representatives remained on campus long after the event to personally answer the large number of student questions. In addition to bringing university reps to campus, the event included staff from many CSM resources—this additional presence gave students additional access to comprehensive transfer information. Members of the Student Senate were on hand to speak with students about getting involved in student government and clubs and how these activities can make students more competitive when applying to impacted majors and highly selective institutions. Staff from Financial Aid and the Scholarship Office were also present. And finally, the Transfer Club signed up nearly 100 new members. ▍

Kudos

~ **Professor of Sociology Minu Mather's** and her Sociology 100 students were honored by Second Harvest Food Bank with a silver medal for the food drive donations they made last semester. Professor Mathur offers her students extra credit for participating in this community service activity. Several years ago, one of her classes became bronze medal winners. The award was presented to her at a

Photo provided by Minu Mather

reception at the Computer History Museum in Mountain View earlier this month.

~ **Assistant Professor of ESL Lisa Suguitan Melnick** has been selected to receive the 100 Most Influential Filipina Women in the World Award™ in the Behind the Scenes Leader award category by the Filipina Women's Network (FWN). The award recognizes women of Philippine ancestry who are influencing the face of leadership in the global workplace. Lisa will receive the award on October 30, at the Filipina Women's Network Leadership Global Summit to be held in San Francisco.

Photo by David McLain

~ September 10 was a milestone day for 28 incarcerated young people as they completed "Keys to Success," the first college course ever offered at San Mateo County Juvenile Hall through CSM's **Project Change**. In addition to earning dual college credit and triple high school credit, each of these young people were able to say, "I am a college student." Katie Bliss, project director of Project Change, commented on the significance of the day, "Today is the last day of class but the first step for many future opportunities."

~ Congratulations to CSM students **Ariana Finato** and **Yareli Torres**, participants in the District's Study Abroad Program for fall 2015 in Barcelona, Spain, who are the recipients of scholarships awarded by the program. Each was awarded a $1,000 scholarship from the American Institute for Foreign Study and a $500 Study Abroad Scholarship from the SMCCD Foundation. As part of their scholarship, they will blog about their experiences in Barcelona on a weekly basis to be shared on the Study Abroad Program's Facebook page.

~ Patti Pace, regional director **NPower** for the San Francisco Bay Area, reports that 33 veterans graduated this June from the organization's inaugural class which was held at CSM. It has enrolled an additional 43 veterans in a second class with graduation planned for this December. There is additional good news: NPower has

been awarded a $3.7 million grant from the U.S. Department of Labor to continue funding the Technology Service Corps workforce development program; this funding will continue to support training in the Bay Area and other regions.

~ Four CSM faculty members have been awarded fellowships to participate in the Stanford Global Studies Education Partnership for Internationalizing Curriculum (EPIC) for 2015-16. The competitive fellowship, funded by the U. S. Department of Education Title VI program, brings together nine faculty from CSM and Foothill College to collaborate with colleagues at Stanford for the academic year. They will work on projects aimed at internationalizing course curricula and producing innovative materials designed for community college classrooms. CSM faculty who received the fellowships are:

- **Tania Beliz**, professor of biology - She is focusing on the ecological impact of food production and choices on biomes, climate change, and health. Tania hopes to inspire her students to care for the environment and hopefully pursue a STEM career.

- **Stephanie Roach**, librarian – Stephanie is designing a course in which learners will be challenged to recognize local and global issues that complicate discovery, use, and creation of information, including economic, social, legal, and ethical aspects.

- **John Stover**, adjunct faculty of sociology – He is working on an independent project in which he is internationalizing one-third of his sociology curriculum. The topics will vary, but will include issues related to gender, sexuality, and migration, among others.

- **Michele Titus**, adjunct faculty of anthropology - Michele will be collaborating with the Stanford Program on International and Cross-Cultural Education. She will focus on changes in diet for immigrants, in particular a case study of Tongan students. This is a component of the "Patterns of Subsistence" studies of cultural anthropology as well as nutritional effects studied in physical anthropology.

~ **Jennifer Taylor-Mendoza**, dean of academic support and learning technologies, has been appointed to serve as a member of the HIP Housing Board of Directors.

~ Former CSM football player **Anthony Hines** who played cornerback for Bulldogs last season has accepted a full-ride scholarship to University of Missouri.

~ The San Mateo County Law Enforcement Training Managers Association recently held a two-day training instructor development workshop at CSM. It was attended by more than 150 law enforcement officials from throughout California. ▮

UPCOMING EVENTS

Psychology/Philosophy Movie Night
Film: Rapa Nui
Friday October 2 • 6:30–9 pm
CSM Theatre

New Faculty & Classified Staff Reception
Tuesday, October 6 • 2:15–3:30 pm
Center for Student Life & Leadership,
Bldg. 17, Room 112

Family Science & Astronomy Festival + Makerspace
Saturday, October 17 • 2–11 pm
A day of science and astronomy workshops, planetarium shows, makerspace workshops, keynote speaker... and much more!

18th Annual John Noce Golf Classic
A Golf Tournament benefitting CSM Baseball
Friday, October 23 • 12 pm
College of San Mateo's Baseball program is holding the 18th Annual John Noce Golf Classic at Poplar Creek Golf Course in San Mateo.

Housing Leadership Day
Toward Shared Prosperity
Friday, October 23 • 9 am – 5 pm
The event "Toward Shared Prosperity" is an annual Housing Leadership Day conference with the goal of educating, raising awareness, and promoting housing affordability to benefit low-income people that live or work in San Mateo County. The keynote speaker is Jonathan Fisher from Center on Poverty and Inequality from Stanford University.

Jazz Record Swap
Inaugural Event with KCSM Jazz 91!
Saturday, October 31 • 10 am – 5 pm
College Center Building 10, 2nd Floor Terrace
KCSM Jazz 91 will have their first ever Record Swap (books, CD's, LP's, memorabilia).

Psychology/Philosophy Movie Night
Film: Tim's Vermee
Friday, November 2 • 6:30–9 pm
CSM Theatre

Voices on the Hill
Wednesday November 18 • Starts at 7 pm
CSM Theatre
High-energy showcase, featuring College of San Mateo Voice Department ubertalent and guest stars!

19th Annual CSM Jazz Festival
with Special Guest Artist: Dmitri Matheny
Friday, November 20 • 8 am – 6 pm
CSM Theatre
Join us for the 19th Annual College of San Mateo Jazz Festival.

The festival will feature performances by eighteen top high school jazz ensembles and a free 12:30 concert with special guest flugelhornist Dmitri Matheny performing with the CSM Monday Evening Big Band.

Student Success Story: Michael Cardona

UC Berkeley, BA degree, Rhetoric

Michael Cardona, a graduate of Hillsdale High School, came to CSM to play football with the goal of continuing his athletic career at the university level. While he worked hard to be the best player he could be, he realized that it wasn't enough. He changed direction and decided to focus on academics and becoming the best student he could be.

With the assistance of several college programs, Michael set his sights on getting into a top-notch university. Transfer Services helped him focus

Photo provided by Michael Cardona

on what was needed to get into various universities and connected him with the admissions staff at those schools. Through Transfer Services, Michael received guidance in writing an effective personal statement for his UC application. He was also a participant in the college's EOPS program, "As an EOPS student, I had the opportunity to tour several top universities. That experience helped me visualize myself at those schools." In addition, Michael received assistance from the Financial Aid Office which supplemented his income and allowed him to get involved in college life.

"I had great English teachers who helped me to become a better writer and more skilled at reading comprehension. I was glad to have the opportunity to focus on those important skills. They were key to transferring and my success at UC Berkeley." says Michael. "Becoming a better student also instilled confidence that I could accomplish my goals."

After earning associate degrees in administration of justice and liberal arts from CSM, Michael transferred to UC Berkeley as a rhetoric major. He also participated in the university's study abroad program, spending a semester in Thailand. After graduating in 2013 with his bachelor's degree, he was accepted to University of San Francisco's Law School. Michael clerked for the Alameda Public Defender's Office and has recently launched an online business (www.proplanner.us). He plans to pursue a career in law, specializing in defense litigation and starting more e-commerce websites.

Looking back at his experience at CSM, Michael says, "CSM met all of my expectations and more. The wonderful faculty and staff helped me to realize what I wanted out of life. I was fortunate because I had some very good mentors while I was at CSM including Sylvia Aguirre-Alberto, my EOPS counselor, other faculty and staff in EOPS and my English professors. I feel that by the time I completed my degree at CSM, I was not only a better student but a better person." ∎

Cañada College

report to the
SMCCCD Board of Trustees

September 30, 2015

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in this issue:

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Cañada College

ASCC Delivers Another Successful Welcome Week

This year, the Student Senate is living up to their theme of "Strength in Numbers: Get Involved on Campus". The 2015 senate is currently the largest Cañada Student Senate in four years and the members are determined to get as many students as they can involved on campus in a meaningful way.

Student Senate put a twist on Welcome Week, and prepared themed days and interactive stations where new students had to do more than just grab free food and walk away. Setting up engaging learning games, "Bagels and Binders" and "Pancakes and Prep" encouraged students to hear more about what steps they could take to get involved while earning an abundance of free school supplies. Special "Chai and Chat" stations were created where students, staff, administrators, and faculty could sit in intimate table settings and have a meaningful conversation with each other over a free hot meal.

"Map Mates" helped more than 150 new students find their places on a Cañada map, and created a spark of connection while student leaders walked new students to their classes. The "Deans' Den" booth was also a new addition where students could interact with campus Dean's and learn where their educational pathways could lead them. The "SBC Creation Station" was also new to Welcome Week—for the first time giving students the opportunity to get their Student Body Card at a new Mobile Station. These activities have led to groundbreaking numbers in Inter-Club Council, Student Senate, and Student Body Card creation. More importantly, multiple new students came back after the event was over and told our students, "I've been to a couple different campuses, and I have to say, I just feel at home here thanks to you all!". Keep an eye out for this new Student Senate; there's "Strength in Numbers", and they are just getting started!

Puente Students Attend Ropes Course

Our first Puente cohort has been busy adjusting to life as transfer-bound students at Cañada College. In the classroom, they have started to learn how self-assessment is an important step in the career exploration process as they successfully complete course assignments in CRER 137 Life and Career Planning. They have also expanded their reading and writing skills through the coursework provided in Engl 847 Accelerated Academic Read and Writing led by Puente English Professor Valenzuela.

In addition to the academics, there are multiple out-of-class events, activities, and field trips that make the Puente Project experience a unique and holistic program for our Puente students. These activities serve to strengthen the interpersonal skills, create the 'familia' environment, and to expand the knowledge and horizons of our Puente students. Students kicked off fall 2015 events with the annual Ropes Course activity at Fort Miley in San Francisco. The Ropes Course is a team building activity that Puente students take part in during the beginning of the fall semester. The activity is a great way to encourage team development, support, trust, leadership and personal goal-setting which is at the heart of the Puente Project mission.

Our Puente students really enjoyed the Ropes Course activity and thought it was a great way to start the year. As one of our students stated, "It was my first time doing a ropes course and just like my experience in college it was a bit scary. I had no idea what to expect. I soon learned that I was not alone in the process since we were all there to support one another. I was surprised that with the support of my classmates I could make it. I tried all the activities and I felt so proud of myself. In fact, I know others have been in my situation before and have made it through so I can do the same."

Our Puente team has a busy Fall 2015 semester planned, yet we are excited to support our Puente students as they move closer to reaching their transfer goals.

Fourth Annual Convocation

The College held its 4th Annual Convocation Ceremony on August 26th in the Campus Theater. Students, faculty, staff, and community members gathered to celebrate and prepare for the academic year.

The short program was opened by Dean David Johnson's welcome to students and a description of what they can expect this semester. Academic Senate President Doug Hirzel and ASCC President Evelyn Valenzuela delivered welcoming remarks with President Buckley highlighting programs and services offered to students. A reception with light refreshments followed the formal ceremony. Convocation underscored our commitment to academic excellence and highlights the opportunities and resources Cañada affords every student.

Welcome Margarita Lozano, New Student Life and Leadership Assistant

Margarita "Maggie" Lozano is the new Student Life and Leadership Assistant at Cañada College. Ms. Lozano earned a bachelor's degree in Communication Studies at San Jose State University (SJSU) and a master's degree in Postsecondary Educational Leadership with an emphasis in Student Affairs at San Diego State University (SDSU). Ms. Lozano's journey into a career in higher education began with her involvement and participation in TRIO Student Support Services (SSS) at SJSU. As a first generation and low-income student, SSS connected her to a community of mentors dedicated to buttress the success of historically underrepresented students in education. As a result, Ms. Lozano developed a passion to work in education and has since been involved in various areas of student affairs administration including university housing services, community centers, and outreach programs.

As an undergraduate student, Ms. Lozano participated in the International Student Exchange Program (ISEP) and studied abroad at the University of Puerto Rico – Mayaguez. Through her experience abroad, Ms. Lozano developed a passion to travel and learn about different communities. In graduate school, Ms. Lozano served as the vice president of the 2013 cohort in education at SDSU, where she assisted in the development of a graduate mentoring program, cap and gown rental program, newsletter, and the revamping of the leadership model of cohort officers. Staying true to her passions, Ms. Lozano also participated in the Alternative Spring Break (ASB) program to Ghana, Africa.

Ms. Lozano is a recipient of the Hispanic Association of Colleges and Universities (HACU) National summer internship program, where she worked for the U.S. Department of the Interior as the Instructional Design Intern at the Office of Surface Mining Reclamation and Enforcement in Denver, Colorado. In her role, Ms. Lozano helped support the Technical Innovation and Professional Services (TIPS) Training Program in the development, implementation, and maintenance of the TIPS E-Newsletter. With experience in both the government and public sector, Ms. Lozano looks forward to share her experience and resources with the students she serves at the Center for Student Life and Leadership Development.

Cañada College Women's Soccer Team

The Cañada College Women's soccer team is off to a fantastic start. The Colts are led by a team of new coaches, and are powered by a young group of 21 freshman and three sophomores. The Colts won their season opener on August 27th with a win against Sacramento City College. Freshmen Erika Negrete, Tatiana Quintanilla, and Amy Shinshiro tallied a goal each in the 3-1 win.

In another dominating performance, the Colts defeated American River College after making the long trip up to West Sacramento. Freshman Ashley Harper gave the Colts the early lead, with an upper 90 goal in the first 15 minutes. Freshman Amy Shinshiro sealed the win with another goal late in the second half.

San Mateo County Community College District

September 30, 2015

BOARD REPORT NO. 15-9-3C

SMALL BUSINESS DEVELOPMENT CENTER AT COLLEGE OF SAN MATEO

There is no printed board report for this agenda item.

BOARD REPORT NO. 15-9-3A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel
                        (650) 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. <u>ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT</u>

<u>Skyline College</u>

Pearl Ly   Director of Learning Commons   Academic Support &
                                                                                Learning Technologies

New full-time, 12-month academic supervisory employment, effective September 21, 2015. This is a new position that was Board approved on May 13, 2015.

B. <u>PUBLIC EMPLOYMENT</u>

1. Employment

<u>Cañada College</u>

Gonzalo Arrizon   Retention Specialist (Grant Funded by CalStep)   Science and Technology

New full-time, 12-month temporary, grant-funded classified employment, effective September 18, 2015, replacing Christine Woo.

<u>College of San Mateo</u>

Gabriel Collins   Cosmetology Aide   Business/Technology

New part-time (48%), 11-month classified employment, effective September 2, 2015, replacing Jacklyn Laquindanum.

District Office

Hilary Ego   Utility and Sustainability Specialist   Facilities

New full-time, 12-month classified employment, effective October 5, 2015. This is a new position that was Board approved on June 24, 2015.

Skyline College

Jessica Belluomini   Instructional Aide II (Funded by Basic Skills Initiative)   Academic Support & Learning Technologies

New part-time (48%), 10-month temporary classified employment, effective September 14, 2015. This is a new position that was Board approved on July 22, 2015.

Ryan Samn   Instructional Aide II (Funded by Basic Skills Initiative)   Academic Support & Learning Technologies

New part-time (48%), 10-month temporary classified employment, effective September 14, 2015. This is a new position that was Board approved on July 22, 2015.

Liezl Madrona   Instructional Aide II (Funded by Student Equity)   Academic Support & Learning Technologies

Correction to the September 9, 2015 Board report. This new part-time (48%), 12-month classified employment, effective August 24, 2015 is a temporary position. This is a new position that was Board approved on July 22, 2015.

Kristen Lee   Library Support Specialist   Academic Support & Learning Technologies

New part-time (80%), 12-month classified employment, effective September 23, 2015, replacing Sergio Ferreira.

Heather Thornton   Admissions & Records Assistant III   Admissions & Records

New full-time, 12-month classified employment, effective October 1, 2015. This is a new position that was Board approved on July 8, 2015.

Krista Allen   Automotive Technician   Business, Education And Professional Programs

New full-time, 12-month classified employment, effective September 28, 2015, replacing Filipp Gleyzer.

C.   REASSIGNMENT

College of San Mateo

Valerie Tyler   Web Programmer Analyst   Community Relations & Marketing

Reassigned from a full-time, 12-month Promotions & Web Content Coordinator position (Grade 31 of Salary Schedule 60) into this full-time, 12-month position at Grade 37 of the same salary schedule, effective August 24, 2015.

District Office

Robert Spacher   Maintenance Engineer   Facilities

Reassigned from a full-time, 12-month Senior Maintenance Engineer position (Grade HH of Salary Schedule 70) into this full-time, 12-month position at Grade FF of the same salary schedule, effective September 10, 2015.

Michel Manneh   IT Support Technician II   ITS

Reassigned from a part-time (48%), 11-month Instructional Aide II position (Grade 22 of Salary Schedule 60) into this full-time, 12-month position at Grade 34A of the same salary schedule, effective September 9, 2015. Michael Manneh is a "Managed Hire" employee going into a permanent position.

D.   TRANSFER

None

E.   CHANGES IN STAFF ALLOCATION

Cañada College

1. Recommend creation of a new classification titled, "Math Instructional Aide II" at Grade 22 of the Classified Salary Schedule (60), effective October 1, 2015. In addition, recommend a change in staff allocation to add one full-time, 11-month Math Instructional Aide II position, effective October 1, 2015.

College of San Mateo

1. Recommend creation of a new classification titled, "Instructional Support Assistant" at grade 27 of the Classified Salary Schedule (60), effective October 1, 2015. In addition, recommend a change in staff allocation to add one full-time, 12-month Instructional Support Assistant position, effective October 1, 2015.

Districtwide

1. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 1, 2015. Also, recommend the reclassification of Edith Flores from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 1, 2015.

2. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 2, 2015. Also, recommend the reclassification of Dorothy Shiloh from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 2, 2015.

3. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 3, 2015. Also, recommend the reclassification of Jeremy Mileo from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 3, 2015.

4. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 4, 2015. Also, recommend the reclassification of Vivien Huynh from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 4, 2015.

5. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 5, 2015. Also, recommend the reclassification of Chequita Williams-Cox from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 5, 2015.

6. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 6, 2015. Also, recommend the reclassification of Minerva Velasquez from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 6, 2015.

7. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 7, 2015. Also, recommend the reclassification of Wendy Cazares De Reynaga from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 7, 2015.

8. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 8, 2015. Also, recommend the reclassification of Finausina Tovo from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 8, 2015.

9. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 9, 2015. Also, recommend the reclassification of Elnore Mariano from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 9, 2015.

10. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 10, 2015. Also, recommend the reclassification of Julene Rhoan from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 10, 2015.

11. Recommend a change in staff allocation to add one full-time, 12-month Admissions and Records Assistant III position (Grade 24 of the Classified Salary Schedule 60), effective September 11, 2015. Also, recommend the reclassification of Gretel Barreto from Admissions and Records Assistant II (Grade 20 of the same salary schedule) into this new position, effective September 11, 2015.

F.   LEAVE OF ABSENCE

   None

G.   PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

   1.   Retirement

College of San Mateo

Valerie Anderson   President's Office Coordinator   Office of the President

Retiring effective September 30, 2015 with 35 years of service. Eligible for District retiree benefits.

District Office

John Hall   IT Support Technician II   ITS

Retired effective September 11, 2015 with 20 years of service. Eligible for District retiree benefits.

H.   ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

College of San Mateo

Emily Kurland   English   Language Arts

In accordance with Education Code 87359, the Academic Senate, Vice President of Instruction, and the President have approved the Equivalence Committee's validation of equivalent academic qualifications to teach in the English discipline.

I.   SHORT-TERM, NON-CONTINUING POSITIONS

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

Location	Division / Department	No. of Pos.	Start and End Date		Services to be performed
Cañada	Student Services/ Upward Bound	2	10/01/2015	12/17/2015	**Instructional Aide II:** Provides math and science tutoring to TRIO Upward Bound high school students. Assists program staff in the delivery of services and student success workshops, monitoring grades, student supervision, and record keeping.

Cañada	Mail Clerk	1	09/14/2015	12/31/2015	**Mail Clerk:** Organizes, sorts and bundles mail, including letters, packages, and other material. Drives a motor vehicle to transport, pick up and deliver packages, equipment and supplies. Operates postal machines and scales.
CSM	Enrollment Services/Veterans Resource Opportunity Center	1	09/01/2015	10/31/2015	**Office Assistant II:** Assists the center by staffing the reception desk, answering telephones, assisting students with registration, and making referrals to campus departments.
Skyline College	Health Services	1	07/01/2015	06/30/2016	**Health Services Physician:** Physician for the Health Center.

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

RATIFICATION OF MAY AND JUNE 2015 DISTRICT WARRANTS

Attached as Exhibits A and B are the warrants in excess of $10,000 that were issued in the months of May and June 2015 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

RECOMMENDATION

It is recommended that the Board of Trustees approve the warrants issued during the period May 1, 2015 through June 30, 2015 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
MAY 1-31, 2015
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
		District Accounts Payable		
063038	05/04/15	U.S. Bank National Association ND, .	337,485.08	Districtwide Procurement Card Payment
063039	05/04/15	Advance Soil Technology Inc.	17,952.00	CSM & Skyline Geotechnical Inspections
063042	05/04/15	Computerland	15,161.05	Districtwide Computer Purchases
063049	05/04/15	School Project for Utility Rate Reduction (SPURR)	24,474.30	Utilities
063051	05/04/15	SMC College Ed Housing Corp - Canada Vista	71,433.00	Cañada Vista Monthly Rent Payment
063052	05/04/15	SMC College Ed Housing Corp - College Vista	49,225.00	College Vista Monthly Rent Payment
063058	05/04/15	VALIC Retirement Services Company	275,131.49	Tax Shelter Annuities
063219	05/14/15	Casey Printing, Inc.	14,124.69	Cañada Class Schedules Printing Services
063221	05/14/15	Computerland	27,460.60	Districtwide Computer Purchases
063243	05/14/15	Schneider Electric Buildings Americas, Inc.	11,664.50	Districtwide Building Management System Maintenance
063244	05/14/15	SM County Community College District	24,851.08	Replenish Flex Spending Account
063247	05/14/15	Sutro Tower Inc.	38,822.00	KCSM TV Broadcast Site Lease at Sutro Tower
063325	05/21/15	Roscelli, Paul S.	10,736.28	Staff & Students Travel Expenses Reimbursement
063330	05/21/15	Constellation NewEnergy, Inc.	71,267.29	Utilities
063331	05/21/15	Coulter Construction Inc.	26,480.90	CSM Construction Project
063333	05/21/15	Educational Computer Systems, Inc.	19,927.46	Annual Form 1098T Services to Students
063337	05/21/15	Intermountain Electric Company	59,277.22	CSM & Cañada Lighting Retrofit Projects
063341	05/21/15	Purple Communications Inc.	18,470.00	CSM Students Sign Language Interpreting Services
063343	05/21/15	San Mateo County Schools Insurance Group	186,293.52	Monthly Dental and Vision Insurance Premiums
063344	05/21/15	School Project for Utility Rate Reduction (SPURR)	12,799.42	Utilities
063349	05/21/15	SMCCCD Bookstore	46,268.96	Special Programs Books Rental & Purchase Services
063351	05/21/15	Sutro Tower Inc.	19,411.00	KCSM TV Broadcast Site Lease at Sutro Tower
063420	05/28/15	Computerland	10,127.59	Districtwide Computer Purchases
063425	05/28/15	GRD Energy Inc.	13,090.00	Districtwide Utility Consumption Measurements & Verification Services
063431	05/28/15	Richard McMahon	15,643.49	Districtwide Catering Services
063432	05/28/15	School Project for Utility Rate Reduction (SPURR)	38,293.28	Utilities
063437	05/28/15	SMCCCD Bookstore	13,030.55	Skyline Special Program Students Books & Supplies Purchase
476529	05/04/15	Atlas Pellizzari Electric, Inc.	38,967.00	CSM Electrical Project
476530	05/04/15	CDW LLC	482,670.77	Districtwide Servers Purchase
476549	05/04/15	Robert A Bothman, Inc.	93,716.61	CSM Construction Project
476552	05/04/15	STV Incorporated	31,915.00	Districtwide Master Planning Design & Program Services
476556	05/04/15	American Federation of Teachers	63,160.38	Monthly Union Dues
476561	05/04/15	C S E A	13,234.79	Monthly Union Dues
476577	05/04/15	Hartford Life & Accident Insurance Co.	39,323.83	Monthly Life Insurance Fees
476582	05/04/15	MassMutual Retirement Service	41,688.13	Tax Shelter Annuities
476584	05/04/15	Public Empl Ret Sys	1,450,839.59	Monthly Health Insurance Premium

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
MAY 1-31, 2015
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
476606	05/07/15	Allana Buick & Bers, Inc.	28,151.25	Districtwide Roofing Services
476608	05/07/15	Anderson, Carsbia W.	16,000.00	Skyline Student Services Positions Searching & Hiring Services
476622	05/07/15	CDW LLC	172,204.23	Districtwide Servers Purchase
476623	05/07/15	City of Redwood City	11,611.06	Utilities
476626	05/07/15	City of San Bruno	19,177.98	Utilities
476637	05/07/15	Employment Development Department	11,766.91	Districtwide Quarterly Unemployment Tax Payment
476725	05/14/15	Foundation for California Community College	19,300.00	Skyline CAA Program Contracted Services
476746	05/14/15	Pac Gas & Elec Co	29,578.58	Utilities
476751	05/14/15	Robert A Bothman, Inc.	54,009.29	Districtwide Construction Projects
476753	05/14/15	SARS Software Products Inc.	21,058.75	Districtwide Messaging Services Software License Fees
476799	05/14/15	T-Mobile	33,941.68	Refund AR Overpayment
476816	05/19/15	Calif Water Service Co	22,931.71	Utilities
476819	05/19/15	CDW LLC	36,374.26	Districtwide Computer Purchases
476821	05/19/15	Comm College League/Calif	55,151.59	CSM Library Subscription Services
476844	05/19/15	Pac Gas & Elec Co	22,754.74	Utilities
476860	05/19/15	Strata Information Group	54,000.00	Districtwide Professional & Management Services
476873	05/21/15	Allana Buick & Bers, Inc.	551,015.77	Cañada Solar Project Services
476876	05/21/15	B & H Photo Video	12,075.00	CSM Equipment Purchase
476879	05/21/15	Burke, Williams & Sorensen, LLP	29,161.00	Districtwide Legal Services
476883	05/21/15	Cenetri Group, LLC	10,510.00	CSM Microenterprise Center Research Consulting Services
476892	05/21/15	Eternal Construction, Inc.	17,952.00	District Office Construction Project
476898	05/21/15	Illuminated Creations Inc.	20,951.90	Cañada Light Poles Banners Installation Services
476947	05/21/15	Allana Buick & Bers, Inc.	27,286.00	Cañada Solar Project Services
477027	05/28/15	MediFit Corporate Services, Inc.	33,848.01	CSM Fitness Center Equipment Purchase
477043	05/28/15	Pac Gas & Elec Co	12,781.38	Utilities
477062	05/28/15	STV Incorporated	15,127.50	Districtwide Master Planning Design & Program Services
477072	05/28/15	Allana Buick & Bers, Inc.	249,250.25	Cañada Solar Project Services
477083	05/28/15	Division of the State Architect	10,831.92	Application for Alteration to Existing Districtwide Utilities
477100	05/28/15	U.S. Postal Services	10,000.00	Skyline Postage Purchase

District Payroll Disbursement (excluding Salary Warrants)

J1504654	05/01/15	US Treasury - Federal Payroll Tax	1,821,069.37	Federal Payroll Tax
J1504654	05/01/15	EDD - State Payroll Tax	350,508.25	State Payroll Tax
J1504654	05/01/15	EDD - State Payroll Tax	18,559.55	State Tax - Disability Insurance
J1504655	05/01/15	State Teacher Retirement - Defined Benefit	701,652.68	STRS Retirement - Defined Benefit 95%
J1504787	05/07/15	State Teacher Retirement - Defined Benefit	36,926.62	STRS Retirement - Defined Benefit Balance

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
MAY 1-31, 2015
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
J1504786	05/08/15	State Teacher Retirement - Cash Balance	69,718.42	STRS Retirement - Cash Balance
J1505042	05/20/15	US Treasury - Federal Payroll Tax	76,299.41	Federal Payroll Tax
		SMCCCD Bookstores		
114340	05/04/15	Canada College Bookstores	24,413.62	Purchase of Inventory
114408	05/28/15	SMCC College District	204,346.60	Salaries & Benefit Reimbursement For April 2015
EFT 02923	05/22/15	Board Of Equalization	10,194.72	Sales Tax Payment For April 2015
		Subtotal	8,646,909.85	87%
		Warrants Issued ≤ $10,000	1,247,873.06	13%
		Total Non-Salary Warrants Issued	9,894,782.91	100%

District Accounts Payable	Ck#476525-477102, #943988-944094, DD63033-6344	6,433,065.97	
District Payroll	Ck#106920-107629, DD50091400-50093186	9,267,810.37	
SMCCCD Bookstores	Ck#114339-114416, EFT 02923	374,486.43	
	Total Warrants Including Salaries - May 2015	16,075,362.77	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JUNE 1-30, 2015
WARRANT SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
		District Accounts Payable		
063475	06/02/15	U.S. Bank National Association ND, .	367,657.15	Districtwide Procurement Card Payment
063506	06/04/15	Advance Soil Technology Inc.	11,699.00	CSM Geotechnical Inspections
063520	06/04/15	Netronix Integration, Inc.	72,860.08	Districtwide ACAMS Software System Upgrade Services
063522	06/04/15	Richard McMahon	11,214.17	Districtwide Catering Services
063523	06/04/15	SMC College Ed Housing Corp - Canada Vista	75,613.00	Cañada Vista Monthly Rent Payment
063524	06/04/15	SMC College Ed Housing Corp - College Vista	48,175.00	College Vista Monthly Rent Payment
063527	06/04/15	SMCCCD Bookstore	25,053.47	Cañada Special Programs Books Purchases & Rentals
063529	06/04/15	VALIC Retirement Services Company	262,896.08	Tax Shelter Annuities
063617	06/11/15	Associated Std -Canada	50,000.00	Interbank Transfer
063622	06/11/15	Dell Marketing LP	33,779.80	Districtwide Computer Purchases
063623	06/11/15	Dovetail Decision Consultants, Inc.	11,206.20	Districtwide FF&E Planning Services
063630	06/11/15	Kimbia Inc	14,031.04	KCSM Credit Card Processing Services
063634	06/11/15	Schneider Electric Buildings Americas, Inc.	248,875.27	Districtwide Building Management System Maintenance
063636	06/11/15	SM County Community College District	20,534.46	Replenish Flex Spending Account
063642	06/11/15	Swinerton Management & Consulting	379,173.51	Program Management Services
064625	06/18/15	Advance Soil Technology Inc.	13,985.00	CSM Geotechnical Inspections
064629	06/18/15	Computerland	23,163.75	Districtwide Computer Purchases
064630	06/18/15	Constellation NewEnergy, Inc.	67,907.44	Utilities
064638	06/18/15	Krueger International, Inc.	53,135.77	Utilities
064641	06/18/15	Purple Communications Inc.	11,050.00	CSM Students Sign Language Interpreting Services
064644	06/18/15	Schneider Electric Buildings Americas, Inc.	247,989.76	Districtwide Utility Measurement & Verification Services
064645	06/18/15	School Project for Utility Rate Reduction (SPURR)	12,791.28	Utilities
064714	06/24/15	Computerland	19,575.18	Districtwide Computer Purchases
064716	06/24/15	Coulter Construction Inc.	18,000.00	Cañada Construction Project
064723	06/24/15	Intermountain Electric Company	74,255.80	CSM & Cañada Electrical Projects
064730	06/24/15	Netronix Integration, Inc.	25,712.00	Districtwide ACAMS Software System Upgrade Services
064731	06/24/15	Purple Communications Inc.	14,705.00	CSM Students Sign Language Interpreting Services
064732	06/24/15	Richard McMahon	68,062.56	Districtwide Catering Services
064733	06/24/15	Rodan Builders, Inc.	58,105.80	Skyline Soccer Fields Construction Project
064734	06/24/15	San Mateo County Schools Insurance Group	187,255.25	Monthly Dental and Vision Insurance Premiums
064739	06/24/15	SMCCCD Bookstore	10,926.23	CSM Supplies & Books Purchases
064740	06/24/15	SMCCCD Bookstore	17,016.66	Cañada Special Programs Books Purchases
065198	06/29/15	Associated Std-Skyline	100,000.00	Interbank Transfer
065199	06/29/15	DTRS St. Francis LLC	22,472.10	Skyline Global Trade Conference Hotel Reservations Deposit
065201	06/29/15	Noll & Tam	58,843.50	CSM Architectural Services
477103	06/04/15	Alfa Tech Consulting Engineers, Inc.	27,195.90	Skyline Construction Design Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JUNE 1-30, 2015
WARRANT SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
477113	06/04/15	BWNVT Motors LLC	27,257.31	Skyline Facilities Vehicle Purchase
477120	06/04/15	City of San Bruno	19,461.87	Utilities
477130	06/04/15	Eternal Construction, Inc.	12,029.20	CSM Construction Project
477156	06/04/15	Newcomb Anderson McCormick, Inc.	16,365.94	Cañada Solar Project Services
477161	06/04/15	PerkinElmer Health Science, Inc	20,532.24	CSM Equipment Purchase
477173	06/04/15	SVM, LP	14,285.00	CSM Special Programs Students Gas Cards Purchase
477182	06/04/15	American Federation of Teachers	59,753.95	Monthly Union Dues
477183	06/04/15	Anderson, Carsbia W.	17,500.00	Skyline Student Services Positions Searching & Hiring Services
477197	06/04/15	C S E A	13,359.13	Monthly Union Dues
477198	06/04/15	CalPERS	540,945.20	Monthly PERS Classic Members Contribution Advance Payment
477199	06/04/15	CalPERS	93,005.90	Monthly PERS New Member Contribution Advance Payment
477228	06/04/15	Hartford Life & Accident Insurance Co.	40,046.54	Monthly Life Insurance Fees
477240	06/04/15	MassMutual Retirement Service	49,463.13	Tax Shelter Annuities
477248	06/04/15	Public Empl Ret Sys	1,432,101.93	Monthly Health Insurance Premium
477268	06/04/15	Vavrinek, Trine, Day & Co.	12,000.00	Districtwide Audit Services
477287	06/11/15	Swinerton Management & Consulting	19,956.51	Program Management Services
477290	06/11/15	Deaf Services of Palo Alto, Inc.	13,671.82	Cañada Students Sign Language Interpreting Services
477298	06/11/15	ICF Jones & Stokes, Inc.	14,105.60	Districtwide CEQA Compliance Study Services
477310	06/11/15	Liberty Mutual Insurance Company	14,575.71	CSM North Gateway Construction Project
477321	06/11/15	Pacific Gas & Electric Co	34,590.56	Utilities
477323	06/11/15	Pacific Gas & Electric Co	13,191.94	Utilities
477329	06/11/15	Prime Efficiency Equipment, Inc	17,861.25	Skyline Dining Room Odor Abatement Services
477338	06/11/15	Steinberg Architects	27,201.80	Districtwide Standards Update Services
477351	06/11/15	City of Redwood City	11,495.54	Utilities
477356	06/11/15	Division of the State Architect	20,541.79	Application for KCSM Tenant Improvement Project
477375	06/11/15	Schneider Electric Buildings Americas, Inc.	12,484.78	Districtwide Utility Measurement & Verification Services
477802	06/18/15	Allana Buick & Bers, Inc.	30,536.38	Districtwide Construction Projects
477825	06/18/15	Eternal Construction, Inc.	18,228.29	District Office Construction Project
477828	06/18/15	FieldTurf USA	113,136.61	Districtwide Baseball Fields Replacement Project
477839	06/18/15	ICF Jones & Stokes, Inc.	92,990.77	Districtwide CEQA Compliance Study Services
477863	06/18/15	Pacific Gas & Electric Co	25,602.76	Utilities
477878	06/18/15	STV Incorporated	11,850.00	Districtwide Master Planning Design & Programming Services
477897	06/18/15	Calif Water Service Co	20,516.65	Utilities
477906	06/18/15	Division of the State Architect	347,190.00	Application for Cañada Construction Project
477924	06/18/15	Schneider Electric Buildings Americas, Inc.	13,052.09	Districtwide Utility Measurement & Verification Services
478099	06/24/15	Pacific Gas & Electric Co	14,187.80	Utilities
478116	06/24/15	Steinberg Architects	13,600.90	Districtwide Standards Architectural Services
478117	06/24/15	STV Incorporated	22,850.00	Districtwide Master Planning Design & Program Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JUNE 1-30, 2015
WARRANT SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
478122	06/24/15	Voorhees Group, LLC	17,790.00	Districtwide Strategic Planning Professional Services
478164	06/29/15	Condensed Curriculum International, Inc.	11,969.60	Community Education Lecture Services
478184	06/29/15	Pacific Gas & Electric Co	17,062.39	Utilities
		District Payroll Disbursement (excluding Salary Warrants)		
J1505441	06/01/15	US Treasury - Federal Payroll Tax	1,719,632.80	Federal Payroll Tax
J1505441	06/01/15	EDD - State Payroll Tax	323,113.31	State Payroll Tax
J1505441	06/01/15	EDD - State Payroll Tax	15,812.14	State Tax - Disability Insurance
J1505440	06/01/15	State Teacher Retirement - Defined Benefit	687,640.26	STRS Retirement - Defined Benefit 95%
J1505681	06/08/15	State Teacher Retirement - Defined Benefit	36,743.25	STRS Retirement - Defined Benefit Balance
J1505684	06/10/15	State Teacher Retirement - Cash Balance	58,689.76	STRS Retirement - Cash Balance
J1505956	06/19/15	US Treasury - Federal Payroll Tax	88,308.00	Federal Payroll Tax
		SMCCCD Bookstores		
114485	06/23/15	Pens etc.	10,083.25	Purchase of Inventory
114489	06/23/15	SMCC College District	204,337.91	Salaries & Benefits Reimbursement For May 2015
EFT 88008	06/24/15	Board of Equalization	34,806.02	Sales Tax Payment For May 2015
		Subtotal	9,282,392.79	80%
		Warrants Issued ≤ $10,000	2,388,656.86	20%
		Total Non-Salary Warrants Issued	11,671,049.65	100%

District Accounts Payable	Ck#477103-478190, #944095-944829, DD63469-65202	8,369,584.60	
District Payroll	Ck#107630-108436, DD50093187-50094412	6,629,254.78	
SMCCCD Bookstores	Ck#114417-114500, EFT 88008	356,301.53	
	Total Warrants Including Salaries - June 2015	15,355,140.91	

San Mateo County Community College District

September 30, 2015

BOARD REPORT NO. 15-9-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Raymond Chow, Chief Financial Officer, 358-6742

APPROVAL OF INTERNAL BORROWING

Now that the District has achieved community supported status, it is not receiving apportionment payments from the State. While the District planned for a certain amount of cash flow interruption with the issuance of a TRAN, $21 million will not quite cover three months. Fortunately, the District has sufficient cash in its Capital Outlay Fund to meet the District's needs for the near future. This request is for the Board to authorize up to $20 million of internal borrowing for no longer than a six-month period as allowed by law.

RECOMMENDATION

It is recommended that the Board of Trustees approve internal borrowing of up to $20 million for up to six months as needed for cash flow purposes.

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-3CA

To: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Gregory Anderson, Vice President of Instruction, Cañada College, 306-3298
                        Sandra Stefani-Comerford, Vice President of Instruction, College of San Mateo, 574-6404
                        Sarah Perkins, Vice President of Instruction, Skyline College, 738-4321

AUTHORIZATION TO ENTER INTO AN AGREEMENT WITH THE SONOMA COUNTY JUNIOR COLLEGE DISTRICT TO PARTICIPATE IN THE CAREER TECHNICAL EDUCATION EMPLOYMENT OUTCOMES SURVEY (CTE EOS)

The CTE Employment Outcomes Survey will gather information on employment outcomes from students participating in CTE programs at Cañada College, College of San Mateo, and Skyline College. Outcomes will include employment within students' field of study, community college coursework contributing to their earning potential, and how CTE programs can be improved.

The Bay Area Community College Consortium is funding this survey utilizing a CTE Enhancement Fund grant from the California Community College Chancellor's Office for building the capacity of colleges to collaboratively meet the needs of regional labor markets. Staff time will be required to provide contact information from the College's database for the students who will be surveyed.

The survey is administered by Santa Rosa Junior College, which began a pilot with 15 colleges in 2012. Program completers and skills builders from the 2013-14 cohort will be surveyed using first email, mail, and finally phone for those not reached by the first two methods. Completers are those who completed a CTE certificate or degree. Skills builders are those students who completed at least 9 units of CTE courses by the end of 2013-14 and then did not enroll in 2014-15.

Data from the survey has proven to be valuable to colleges in a number of ways. Job placement and wage progression data has shown that students who complete courses, but do not complete certificates or degrees, still receive substantial economic benefit. The data has helped deepen appreciation for the role community colleges play in upgrading the skills of the workforce. CTE program staff used the data for program planning purposes, to guide program improvement efforts, and to inform students of outcomes they can expect when they complete programs. The data has also proven to be very useful in accreditation self-studies.

Results are aggregated at the program level and made available in a variety of ways at the college, regional and state level. This enables college researchers, faculty, and administrators to review and analyze data for their own programs and to compare it with data from similar programs at other colleges. It is hoped that the sharing of data will help colleges better understand how to work together to serve regional labor markets and facilitate identification and sharing of effective practices.

RECOMMENDATION

It is recommended the Board of Trustees authorize the San Mateo County Community College District to enter into the CTE Employment Outcomes Survey Agreement with the Sonoma County Junior College District and to approve any subsequent amendments as necessary to carry out the intention of the Agreement.

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-4CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Sandra Stefani Comerford, Vice President of Instruction, College of
                        San Mateo, 574-6404

**ACCEPTANCE OF GRANT FROM THE CITY OF SAN MATEO IN SUPPORT OF
OUTREACH ACTIVITIES FOR THE COLLEGE OF SAN MATEO SMALL BUSINESS
DEVELOPMENT CENTER (SBDC)**

The College of San Mateo Small Business Development Center requested support for workshops,
speakers, and various outreach events from the City of San Mateo. On July 1, 2015, the City issued
a grant to CSM's Small Business Development Center and sent a check in the amount of $60,000
made payable to the SBDC of College of San Mateo. This donation is to be used in support of
workshops, speaker events, and outreach activities for the SBDC. The SBDC plans to host a number
of small business workshops and events geared towards entrepreneurs. The grant from the City will
help support the following:

- Outreach for workshops and events
- Supplies for workshops and events
- Program materials for workshops and events

RECOMMENDATION

It is recommended that the Board of Trustees accept the grant for $60,000 from the City of San
Mateo for the Small Business Development Center of College of San Mateo in support of
workshops, events, and outreach activities.

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-5CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Janet L. Stringer, Dean, Science and Technology, Cañada College, 306-3322

ACCEPTANCE OF MINORITY SCIENCE AND ENGINEERING IMRPOVEMENT PROGRAM (MSEIP) GRANT FROM THE DEPARTMENT OF EDUCATION FOR CAÑADA COLLEGE

Cañada College has been awarded a grant through the Minority Science and Engineering Improvement Program (MSEIP) at the Department of Education. The proposed program, "Accelerated STEM Pathways through Internships, Research, Engagement, and Support (ASPIRES)," is a collaborative proposal between Cañada College, San Francisco State University, UC Merced, Sequoia High School and Woodside High School.

The objectives of the ASPIRES project are: 1) to improve student retention and success in foundational STEM courses, especially among underrepresented minority students; 2) to increase the number of underrepresented community college students in transfer-level STEM courses and pursuing STEM majors; 3) to provide community college students with research experiences; 4) to increase awareness of and interest in STEM educational and career paths among underrepresented high school and community college students, including female students; 5) to strengthen community college STEM programs through engaging curricula and improved course articulations; and 6) to strengthen collaborative relationships among high school teachers, two-year and four-year faculty, and non-profit organizations to help enhance academic success of underrepresented students.

The full award is for $900,000 over a three year period from October 1, 2015 through September 30, 2018 with $300,000 awarded for the first year. The award includes a subcontract to San Francisco State University of $60,740 per year and a second subcontract to UC Merced of $16,820 per year (both excluding indirect costs).

RECOMMENDATION

It is recommended that the Board of Trustees accept the award to Cañada College from the Department of Education, including the subcontracts to San Francisco State University and UC Merced.

San Mateo County Community College District September 30, 2015

BOARD REPORT NO. 15-9-6CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Tina Watts, Coordinator, Child Care Services, Skyline College, 378-7071
Louise Piper, Coordinator, Child Care Services, College of San Mateo, 574-6279

ACCEPTANCE OF PROGRAM SELF-EVALUATION FOR THE COLLEGE OF SAN MATEO CHILD DEVELOPMENT CENTER AND SKYLINE COLLEGE EARLY LEARNING & CHILD DEVELOPMENT CENTER

The California Department of Education, Early Education and Support Division, requires its contractors to complete a Program Self-Evaluation each year. The District's self-evaluation was conducted at two sites: College of San Mateo Child Development Center and Skyline College Early Learning & Child Development Center. A copy of the Self-Evaluation is attached.

As required, the Self-Evaluation is being presented to the Board of Trustees. It will also be presented to the program staff and to parents of children enrolled in the Centers.

RECOMMENDATION

It is recommended that the Board accept the Program Self-Evaluation for the College of San Mateo Child Development Center and Skyline College Early Learning & Child Development Center.

California Department of Education
Early Education and Support Division
March 2015

EESD 4000

**Instructions for
Program Self-Evaluation Cover Page**

Contract Types

CSPP: California State Preschool Program

CCTR: California Center-Based Child Care

CHAN: California Severely Handicapped

CFCC: California Family Child Care Homes

CMIG: California General Migrant Child Care

CMAP: California Migrant Alternative Payment

CRRP: California Resource and Referral Program

CAPP: California Alternative Payment Program

C2AP: CalWORKs Stage 2

C3AP: CalWORKs Stage 3

Submission Requirements

Submit **one** Program Self-Evaluation (PSE) Cover Page (EESD 4000).

NOTE: CAPP, CMAP, C2AP, C3AP, and CRRP contractors **are required** to complete and submit the PSE for FY 2014–15.

Contractor Information

- Insert the Contractor's legal name

- Insert the four-digit Vendor Number

- Check all applicable contract types

- For CSPP, CCTR, CFCC, CMIG, and CHAN contracts, insert the number of classrooms and/or number of family child care homes for each of the applicable contract types.

California Department of Education
Early Education and Support Division
March 2015

Program Self-Evaluation Process

Summarize the process developed and implemented to meet requirements of 5 *CCR* Section 18279.

- Insert the date(s) the PSE will be or has been presented to the governing board.

- Sign and date the Statement of Completion certification. Include name and title, phone number of signator, and name and number for the contact person if different than person signing the EESD 4000.

California Department of Education
March 2015

California Department of Education
Early Education and Support Division
March 2015

EESD 4000

Program Self-Evaluation Cover Page

Contractor's Legal Name San Mateo Community College District					Vendor Number 6905	
Contract Type(s)	**# of classrooms by age group and setting**					
	Infant Toddler		**Preschool**		**School Age**	
	Center	**FCCHEN**	**Center**	**FCCHEN**	**Center**	**FCCHEN**
☒ **CSPP**			5			
☒ **CCTR**	2					
☐ **CFCC**						
☐ **CHAN**						
☐ **CRRP**						
☐ **CMIG**						
☐ **CMAP**						
☐ **CAPP**						
☐ **C2AP**						
☐ **C3AP**						

(Note: This area expands as necessary.)

Describe your program self-evaluation process

The agency self-evaluation was conducted at 2 sites: College of San Mateo Child Development Center and Skyline College Early Learning & Child Development Center. At College of San Mateo, the children enrolled in both classrooms are 2 ½ to 5 years old and at Skyline College, there are five classrooms with children enrolled in a 1/2, 2/3, 3/4, and 4 year old combination classroom. As a result, children ages 2 ½ - 5 years old at both sites are co-mingled under CCTR and CSPP contracts.

The Program Director, Site Supervisor, program staff, families, community members, Early Childhood Education (ECE) students, ECE faculty, Early Learning System Specialist from Child Signature Program and external ECERS and CLASS assessors from West Ed and Bandtec provided input on the agency self-evaluation for 2014-15. The ECERS-R was used by staff, external assessors and ECE students to assess all 7 classrooms in order to identify program strengths and areas for improvement. The CSP Early Learning System Specialist provided feedback and coaching to individual classroom staff at both sites. Data collected from the Desired Results Developmental Profiles and the Desired Results Parent Surveys were also used in the self-evaluation process. Finally, the EESD Program Instrument was used by the Program Director and the Site Supervisor to assess program compliance. The ERS Summary of Findings, the DRDP Classroom Summary of Findings and the DR Parent Survey Summary of Findings were used to identify educational goals and objectives including teaching practices, professional development, curriculum, staff/child interactions, family engagement and program materials/equipment. The self-evaluation process began in September 2014 and was completed in May 2015.

California Department of Education
Early Education and Support Division
March 2015

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.	Date 6/24/2015
Statement of Completion: I certify that the information included in this report is accurate and factual to the best of my knowledge.	
Signature	Date 05/28/2015
Name and Title Tina Watts, Program Director	Phone Number (650) 738-7071
Contact Name and Number if different from above	Phone Number

EESD 4001

Instructions for
Early Education and Support Division (EESD) Program Review Instrument
Summary of Findings and Action Plans

Submission Requirements

All contractors operating, CSPP, CCTR, CFCC, CMIG, CHAN, **CAPP, CMAP, C2AP, C3AP,** and **CRRP contract(s)** must complete one (1) EESD 4001 **for each contract type** operated by the contractor.

Contractor Information

Complete the requested information at the top of form EESD 4001, including Contractor's Legal Name, Contract Type, Age Group(s) being served, Planning Date, and Lead Planner's Name and Title.

Summary of Findings and Action Plans

Using the EESD Program Instrument 2014–15 at http://www.cde.ca.gov/ta/cr/documents/ees201415a.pdf for all applicable domains and items (EES 01-19), verify the summary of findings determined in the program self-evaluation process as follows:

California Department of Education
Early Education and Support Division
March 2015

- For each item applicable to the contract type, left click on the box. An "x" mark will appear in the box. This "x" verifies the item the contractor was required to review.

- For any item **not** fully meeting requirements enter a description of the finding(s) and include a plan to resolve the finding. This plan must include Actions (What will be done, not already being done?), Persons Responsible (Who will do what?) and a timeline (By when?). These boxes will allow for as much writing space as needed.

California Department of Education
Early Education and Support Division
March 2015

EESD 4001

Early Education and Support Division Program Review Instrument
Fiscal Year 2014-15

Contractor's Legal Name San Mateo County Community College District	**Vendor Number** 6905
Contract Type CSPP	**Age Group (Infant/Toddler, Preschool, School-Age)** Preschool
Planning Date April 2015	**Lead Planner's Name and Title** Tina Watts, Program Director and Louise Piper, Site Supervisor

Summary of Findings and Action Plans
Complete the Summary of Findings and Actions Plans as directed in the instructions.

INVOLVEMENT

☒ EES-01: Plan for Parent Involvement
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

GOVERNANCE AND ADMINISTRATION

☒ EES-02: Family Eligibility Requirements
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:
Agency will require that parents sign an employer release form so agency can contact employer for verification and/or clarification of income.

Agency will verify single head of household status for parents living with relatives by requiring additional documentation from relatives such as, utility bill, rental agreement in relatives name, etc.

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☒ EES-03: Child Need Requirement Verification
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:
Agency will record detailed case notes on a consistent basis to clearly document family need and eligibility.

Agency will attest to the reasonable nature of self-employed parents need for services and for parents with a variable schedules.

☒ EES-04: Recording and Reporting Attendance
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

☒ EES-05: Correct Fee Assessed
(CCTR, CSPP, CMIG, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

☒ EES-06: Inventory Records
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP, CRRP)

Corrective Action Plan:

☐ EES-07: Alternative Payment (AP) Policies
(CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

☒ EES-08: Desired Results Profile and Data
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

☒ EES-09: Annual Evaluation Plan
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

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☒ EES-10: Site Licensure
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

STAFFING AND PROFESSIONAL DEVELOPMENT

☒ EES-11: Staff Development Program
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, C2AP, C3AP, CRRP)

Corrective Action Plan:

☒ EES-12: Qualified Staff and Director
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

☒ EES-13: Staff-Child Ratios
(CCTR, CSPP, CMIG, CHAN)

Corrective Action Plan:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

☒ EES-14: Family Selection
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP)

Corrective Action Plan:
Agency will assign each family on the eligibility list the correct income ranking.

Agency will prioritize eligibility list to enroll children who are 4 years old first in CSPP 1/2 day program.

☒ EES-15: Compliance with Due Process
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:
Agency will include information on service limitations on the NOA for families with vocational training as basis for need.

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☒ EES-16: Refrain from Religious Instruction
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

☒ EES-17: Services Responsive to Family Needs
(CRRP)

Corrective Action Plan:

TEACHING AND LEARNING

☒ EES-18: Environment Rating Scale
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:
SKY - In subscale of Space and Furnishings, staff will design classroom environments that will allow for fluid traffic flow and provide supervision for all private areas of the classroom.

SKY - In subscale of Personal Care Routines, staff will continue to work on the length of time children spend hand washing time and ensure that both children and staff are consistently handwashing.

SKY - In the subscale of Listening and Talking, staff will engnage children more often in informal conversation and use how/why questions to encourage the use of reasoning skills.

SKY - In the subscale of Activities, staff will revise daily schedule to meet substantial portion of the day and ensure that the interest areas are available throughout the day; staff will remove all computers from the classroom until the program develops a Movie and Computer Use policy for staff to follow.

CSM - In subscale of Program Structure, staff will design the children's daily schedule to eliminate long waiting periods during transitions. In addition, staff will limit large group times to shorter periods to accommodate age and individual needs of mixed age group of children.

☒ EES-19: Nutritional Needs
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

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EESD 4002

Instructions for
Desired Results Program Action Plan – Reflection on Action Steps

Submission Requirements

Contractors with CSPP, CCTR, CFCC, CMIG, and CHAN contracts are required to complete and submit a Reflection on Action Steps and goals with the FY 2014–15 PSE.

Complete an EESD 4002, **one for each contract type by age group** as applicable. As the FY 2013–14 Action Steps would be different or unique to the contract type and age group, a separate reflection and narrative for each is required.

Contractor Information

Complete the requested information at the top of the EESD 4002, including Contractor's Legal Name, Contract Type, Age Group(s), Planning Date, and Lead Planner's Name and Title.

Provide a Reflection Narrative

The Fiscal Year (FY) 2014–15 Program Self-Evaluation (PSE) includes the critical Reflection on Action Steps in the self-evaluation process; the Desired Results Program Action Plan – Reflection on Action Steps (CD 4002) form. Contractors shall provide a brief narrative reflecting on the action steps identified in FY 2013–14 PSE.

Review the Desired Results Developmental Profile Summary of Findings and Program Action Plan (CD 4001A) and record the reflections on the EESD 4002. This reflective process will help contractors identify accomplishments and lessons learned to use in future planning for program quality.

Reflect upon each set of action steps submitted in the FY 2013–14 PSE for each age group (infants/toddlers,

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preschoolers, and school-age, as applicable). Use the EESD 4002 to describe the successful implementation of each Program Action Plan (CD 4001A). Provide a narrative summarizing the outcome of each Action Step.

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EESD 4002

Desired Results Program Action Plan – Reflection on Action Plan from FY 2013–14 Plan

Contractor's Legal Name	**Vendor Number**
San Mateo County Community College District	6905
Contract Type	**Age Group (Infant/Toddler, Preschool, School-Age)**
CSPP	Preschool
Planning Date	**Lead Planner's Name and Title**
April 2015	Tina Watts, Program Director and Louise Piper, Site Supervisor

Reflection of Program Action Plan from FY 2013-14 PSE

Review each Program Action Plan submitted in the FY 2013-14 Program Self-Evaluation Report. Provide a separate reflection and narrative for each contract and age group, including the outcome of each action step. Record how each action step was successfully accomplished. If there were modifications or revisions to the action steps, reflect on and record the outcome of those changes.

This form can be expanded and is not limited to a single page

CSPP (Preschool): Skyline College –
The Program Action Plan for CSPP 13-14 addressed the planning and curriculum in the Language and Literacy Domain. The Preschool age staff used various teaching strategies to promote and encourage language and literacy development including encouraging phonological awareness alphabet knowledge, vocabulary and emerging writing (ongoing). These activities were consistent throughout the year and provided a foundation for language and literacy development in the classrooms. Staff met on a regular basis during the fall semester to discuss individualized planning and feedback from external evaluations (CLASS, 2/15; ITERS-R, 1/15). Meetings during the spring semester were infrequent due to staffing constraints. This lack of meeting time had a direct impact oin aspects of the classroom environment.

Despite a lack of designated meeting times, staff received technical assistance from the Child Signature Program (CSP) of San Mateo County regarding changes to environments and additional strategies to support language and early literacy skills (9/15, 10/15, 11/15, 1/15). Staff used the Foundations and Frameworks to plan and integrate activities into daily curriculum and environment planning (monthly). The staff participated in a variety of professional development activities including the California Pre-School Instructional Network (CPIN) which provided

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Contractor's Legal Name	Vendor Number
San Mateo County Community College District	6905

a variety of Home, Dual, and Early Language trainings (1/15, 2/15, 3/15, 4/15, 5/15), participated in VPK training (Fall 2014), provided a VPK liaison for the Math & Language/Literacy Trainings (ongoing), participated in Foundations and Frameworks training (1/15), and attended four-year institutions to make progress toward obtaining a bachelor's degree (9/14-5/15). In the classroom, staff provided various language and literacy prompts including books and pictures, displays and documentation boards and classroom, dictation and print in the classroom, rhyming and word play (ongoing). The designated literacy interest areas allowed children to engage with books, pictures, print, and writing tools throughout the day (ongoing). The classrooms also provided information for parents through newsletters (9/14, 10/14, 11/14), curriculum documentation boards (ongoing), the Virtual Pre-Kindergarten (VPK) documentation board (Fall 2014), verbal check-ins (ongoing), and at Orientation Meetings (ongoing), Transition Meetings (Fall 2014), and Parent Conferences (Spring 2015).

Upon reflection on our strategies in this domain as well as feedback provided through external evaluations, environmental rating scales, and parent surveys, the staff have demonstrated basic practices and experiences for the children. Based on the ERS for the pre-school classrooms, our environments require additional supports in the area of display and langauge and literacy. The staff believes that ongoing meeting times, training and practice in creating language and literacy rich environments would greatly enhance the curriculum currently being provided. Specifically we will focus on providing visual daily schedules for children, large and small group spaces that incorporate language and literacy activities, family related displays in classrooms, interest areas that include language and literacy supports, conveniently stored materials for easy access such as flannel stories and books on CD, classroom environment design that supports teacher interactions and small target group activities, and events and activities that provide opportunities to engage in language and literacy outside of the classroom like a field trip to the library and nature walks. Although there was evidence of all of these components, they did not contain depth desired for our program and were not well integrated into the curriculum. Along with a focus on environment, the staff will partner this with ongoing trainings directed toward pre-literacy skills and teacher interactions and may include specific training in CLASS in the Instructional Support domain with a focus on the Concept Development and Quality of Feedback dimensions. The staff will use the Foundations and Frameworks in curriculum planning and with support from the Coordinator, will develop additional language and literacy materials and activities to engage families. The Coordinator will make efforts to ensure regular meeting times for at least the lead teaching staff.

CSPP (Preschool): College of San Mateo -
The focus of the program action plan for 2013-14 was in the domain of Language and Literacy. Staff attended a series of valuable professional development opportunities conducted by CPIN. As a result, in planning the program, staff used the PLFs and PCF to understand the competencies typical of children making progress toward kindergarten readiness and also to guide teaching practices in the classroom. As a result of engaging in professional development activities, staff implemented new strategies to promote letter identification and letter-sound knowledge and began providing alphabet knowledge in context instead of offering information on letters and sounds separate from children's

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Contractor's Legal Name	Vendor Number
San Mateo County Community College District	6905
meaningful, direct experience. Staff changed their perception of the teacher's role as it relates to alphabetics. Children's learning was enhanced because they were given a balance of explicit instruction along with ample time to experiment and practice the alphabet through play on their own and with peers. Changes in the classroom environment also fostered children's learning and moved them forward in the area of language and literacy. Letters were displayed with a cooresponding pictures, soft, relaxing reading areas were created away from active, noisy play. Staff demonstrated a new understanding of developmentally appropriate ways to teach alphabetics and phonological awareness and let go of their reluctance to implement some strategies that involved explicit instruction. Staff also supported dual language learners by using visuals, body language, self and parallel talk, repeating common phrases slowly & clearly, and learning key words/phrases in home language. Staff promoted a stronger connection between home and school through authentic family engagement that included a take home book bag program to encourage reading aloud, a family lending library, a family newsletter, family volunteers in the classrooms and special activities for families such as, favorite children's book sharing events. As a result, families engaged in more intentional activities with their children and were inspired to reinforce language and literacy learning at home. Finally, through a training series on Powerful Interactions, staff learned to extend children's learning and promote language use by engaging in frequent conversations, using rich vocabulary, asking divergent, open-ended questions to encourage children to think in new ways and by playing with language. The greatest impact resulted when staff began using these strategies during routine parts of the day, encouraging children to think out loud, wonder and share together as tables were set for meals, during mealtimes, as mats were laid out for rest and while diapering, handwashing, etc. Capturing multiple opportunities to engage with individual children and small groups in more meaningful ways, sharing richer conversations throughout the day, has forged stronger bonds/relationships and created an atmosphere of new excitement about exchanging ideas and sharing experiences.	

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EESD 4003

**Instructions for
Desired Results Developmental Profile Summary of
Findings Program Action Plan (EESD 4003)**

Submission Requirements

For CSPP, CCTR, CFCC, CMIG, and CHAN contract types only, complete a
program-level (not a classroom level) Summary of Findings and Program Action Plan
(EESD 4003), one for each contract type by age group as applicable.

Contractor Information

Complete the requested information at the top of form EESD 4003, including
Contractor's Legal Name, Contract Type, Age Group, Planning Date, and Lead
Planner's Name and Title.

Summary of Findings and Program Action Plan

Contractors serving children in a Family Child Care Home Education Network
(FCCHEN) must complete a Desired Results Developmental Profile (DRDP)
Summary of Findings for the **infant/toddler age group** unless no services to
infants/toddlers are provided. In this case, complete and submit a summary of findings
and program action plans for the age group with the highest number of children
enrolled.

Key Findings – Ask: Where is the program now?

- To determine key findings, compile the information from **all** of the individual
  classroom or family child care home DRDPs. The Classroom/Family Child Care
  Home DRDP Summary of Findings form and Instructions are available on the
  Desired Results Web site at http://www.desiredresults.us/form_ps.htm.

- If the center-based contractor has multiple sites, first compile the information by
  site, and then at the program level.

- FCCHENs may collect information from each family child care home and
  first compile the information by each designated teacher case load

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assignment (similar to a center-based "site") and then compile the
information at the program level.

- Look for trends or patterns in the DRDP data to identify overall strengths and
  areas needing improvement at the domain level. Use this information to
  identify and write at least one (1) key finding in the row labeled, "Key Findings
  from Developmental Profiles."

Educational Goal – Ask: Where does the program want to go?

- Define at least one goal at the domain level to address important issues
  regarding the educational needs of children identified in the key findings.

- Write the Educational Program Goal in the row labeled, "Educational Program
  Goal(s)."

Action Steps – Ask: How does the program get there?

- Develop and write attainable action steps to achieve the program's goal(s).
  The action steps should identify a variety of strategies to achieve the goal
  such as:

    - Activity planning
    - Curriculum modifications
    - Materials required
    - Staff or program schedules
    - Child-staff interactions
    - Classroom use of space
    - Professional development
    - Parent education

- Write the Action Steps in the spaces provided.

- CDE publications and resources are available to assist in the development of
  Action Steps and are located on the Publications Web site at
  http://www.cde.ca.gov/sp/cd/re/cddpublications.asp.

**Expected Completion Date, and/or Ongoing Implementation and Persons
Responsible – Ask: By when?** Enter responses in the corresponding response box.

- Enter the date when the Action Steps will be completed.

- Enter "Ongoing" when the Action Step implementation will continue

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        throughout the year.

- Identify the key person(s) who will be responsible for each Action Step.

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EESD 4003

Desired Results Developmental Profile Summary of Findings and Program Action Plan
Educational Goal

Contractor's Legal Name	**Vendor Number**
San Mateo Community Community College District	6905
Contract Type	**Age Group (Infant/Toddler, Preschool, School-Age)**
CSPP	Preschool
Planning Date	**Lead Planner's Name and Title**
May 2015	Tina Watts, Program Director and Louise Piper, Site Supervisor

Review the Desired Results Developmental Profile Summary of Findings at the Program or Network level and plan on the areas that your agency will focus on for the FY 2015–16. Each contract type should have a program level plan and action steps. Include this information in the response boxes below. *Each response box below will expand as needed*	
Key Findings by Domain from Developmental Profiles **Ask: Where is the program now?**	CSPP (Preschool): SKY: Domain: Language and Literacy Development For the Preschool age group approximately 18% - Building Earlier, 40% - Building Middle, 24% - Building Later, and 15% - Integrating Earlier. CSPP (Preschool): CSM: Domain: Visual and Performing Arts Classroom A: 21% of 4-5 year olds were at Building Earlier and 29% at Building Middle Classroom B: 6% of 4-5 year olds were at Building Earlier and 36% at Building Middle

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Educational Program Goal(s) **Ask: Where does the program want to go?**	CSPP (Preschool): SKY: Language & Literacy: In an effort to deepen our understanding and implemetation of language and literacy activities, our program will support children's learning and development in language and literacy by focusing on responsiveness to interest in literacy, comprehension of age appropriate text, phonological awareness, and emergent writing. We will have at least one in-service training that will support staff to understand the importance of phonological awareness and provide teaching strategies that can be easily implemented in the classroom setting. We will build upon our current strengths by focusing on the classroom environment and how it supports teacher interactions. We will complete two ERS assessments, one in the fall semester and one in the spring semester to ensure that we have a variety of language and literacy supports for children. The Preschool age staff will use the Foundations and Frameworks for curriculum planning and may also incorporate strategies specific to the CLASS in the Instructional Support domain with a focus on Concept Development and Quality of Feedback dimensions. Our goal is to better integrate language and literacy activities into the classroom environment so that these experiences are a focal point in our classrooms and build a foundation for all other activities and interactions. CSPP (Preschool): CSM: Visual & Performing Arts: The program will support children's learning and development in visual and performing arts including visual art, music, and drama. Staff will incorporate the Preschool Learning Foundations and Curriculum Framework into program planning using the guiding principles as a benchmark. The goal is to include both the self-expression and intellectual components of creative arts education by balancing child-guided and adult-guided experiences in the curriculum. Children will express themselves, create and develop skills. Exploring the arts will promote learning in other areas including social interaction, language development, cultural identity, emotional competence and fine motor skills.
Action Steps (i.e. address activity planning, curriculum modifications, materials required, staff or program schedules, child-staff	CSPP (Preschool): SKY: Language & Literacy: Pedagogical Approaches: Staff will receive at least one in-service training that provides a format for discussion in using language and literacy in all interactions as appropriate. We will discuss at staff meetings ways to support individual children's efforts to communicate verbally and non-verbally and use daily experiences to support language and literacy use. We will utilze the PAC to identify ways of connecting experiences at home and at school and encouraging shared experiences and thinking out loud. With support from the Coordinator we will focus on using a literacy rich environment to support ongoing observations of children. Along with these guiding principles and environment supports staff will review opportunities to ask how/why questions, brainstorm, provide conversation and feedback loops. We will discuss the use of repetition and self- and parallel-talk, and introduce new vocabulary that expands children's understanding of their daily experiences.

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interactions, classroom use of space, professional development, parent education, and/or community outreach) **Ask: How does the program get there? (This form can be expanded and is not limited to a single page.)**	Professional Development: Staff will receive at least one in-service training on classroom environments that support language and literacy including print in the environment, rhyming and word-play games and songs, ECERS-R environmental supports in the area of Personal Care Routines. Language and Reasoning, and Activities, and may include training on CLASS in the Instructional Support domain in the areas of Concept Development and Quality of Feedback dimensions. The Coordinator will provide classroom specific feedback and support staff to use the Foundations and Frameworks to plan appropriate curriculum activities for both indoor and outdoor spaces. Curriculum/Environment: Staff will use the ERS findings to provide a language and literacy rich environment including a wide variety of books, pictures, displays, classroom labels, documentation boards, current events, small and large group spaces, songs that integrate word play and rhyming. The PAC will be used to create parent-indicated language supports in the classroom to help identify language and literacy opportunities. Primary care and target groups will be in place to support relationships and communication goals. Child/Staff Interactions: In the context of the primary care or target group, staff will provide conversation, grammar and vocabulary, print, dictation, and phonological awareness activities. Staff will identify additional ways to provide caring, responsive language and communication opportunities, building relationships and modeling language for children and using the environment to inspire and engage children in conversation. Parent Education: Staff will provide documentation and displays in the classroom and program that identify and highlight language and literacy learning and development in the classroom, participate in VPK, provide opportunities for parents to discuss language and literacy development of their child in a single or group setting and provide information about language and literacy in Parent Orientations, Transition Meetings, and Parent Conferences. The PAC will be used as a discussion format to identify supports and collaborate with families to support culturally responsive language and literacy activities. Our Action Steps included both internal and external resources to support the staff in a deeper understanding of language and literacy activities using the environemnt as a catalyst and through integrated curriculum. By focing on the environment, we can strengthen the foundation of language and realtionship based learning.

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	CSPP (Preschool): CSM: Visual & Performing Arts
	Planned Learning Opportunities: explore a variety of media through drawing, painting, sculpting and 2 & 3 dimensional collages and explore artistic patterns in nature; create instruments and integrate with storybooks, listen to a variety of music reflecting the diverse cultures of families served, invite live musicians. incorporate chant games, explore sound patterns and sound production; provide learning opportunities to engage in child-initiated role plays, provide books with drama elements to reenact; provide fine motor activities using a variety of tools in various positions, promote ability to manipulate objects by feel, engage in "heavy work" activities to strengthen trunk and shoulder muscles, provide resistive activities to develop hand strength and precision.
	Child-Staff Interactions: support exploration & discovery, explore children's thinking about their creations, provide new vocabulary to support children's descriptions (contours, geometry, proportions, patterns, monochromatic), engage in self and parallel talk, provide scaffolding as children engage in discovery types of learning by experimenting and problem-solving; use drama based vocabulary, model appropriate ways of using drama materials, use costumes, props, scenery to inpsire dramatic play and engage with children becoming a player.
	Classroom Environment/Learning Materials: create outdoor art area w/ tables, shelving and storage for art supplies, purchase different media and tools (clay, canvas, matte board), provide uninterrupted time and ample, comfortable space for children to engage in creative process; incorporate books related to music, provide story books and persona puppets and puppet theatre, and flannel board stories for enriching drama scenarios.
	Professional Development: In-service training on visual art, music and drama, including PLF & PCF: guiding principles of creative arts education; supporting exploration & discovery; cultural competence through the arts; intentional, creative learning experiences that are process-based; role of the teacher; and environment and materials. In-service training on art therapy, musical concepts. Professional development opportunities through AEYC, RAFT, etc.
	Family Engagement: family scavenger hunt for beauty in home city, create family survey "What is beautiful?", build family awareness through newsletter, parenting workshops on art therapy, create weekly postings of new vocabulary, invite families to share music they enjoy and intergenerational music of their families, invite families to particpate in dramatic play scenarios, incorporate props and costumes that reflect home culture, and create lending library of props and costumes to support dramatic play at home.
Expected Completion Date	CSPP (Preschool): SKY: Langauge & Literacy
	Tina Watts, Head Teachers, and all Preschool staff - All classroom activities will be ongoing to be reviewed monthly as

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and/or Ongoing Implementation and Persons Responsible **Ask: By when?**	part of on-going curriculum and in November 2015 after the Fall DRDP's have been completed. Professional development activities will be on-going as opportunities permit and may include CPIN, CAEYC, DRDP and DRDPtech, and other trainings as offered by the San Mateo County Office of Education. Parent Education components will be completed on-going and reviewed in November 2015. In-service training and ECERS-R review in the specific areas of Personal Care Routines and Activities will be completed by 12/2015. Movie and Computer Use policy will be developed with the PAC for staff to follow. Regular lead teaching staff meetings will occur at least monthly (ongoing). In-service trainings will be completed by February 2016. CSPP (Preschool): CSM: Visual & Performing Arts On-going implementation 8/17/15 - 5/27/16 Louise Piper, Site Supervisor Classroom A Teaching Staff: Karen Wiggins-Dowler, Maggie Barrientos, Clara Valdez-Chon, Mariya Semit, Tiffani Tapia Classroom B Teaching Staff: Lori Pilster, Yovanka Crossley, Michelle Tating, Annie Huynh Professional Development: In-service training on visual art, music and drama, including PLF & PCF: guiding principles of creative arts education; supporting exploration & discovery; cultural competence through the arts; intentional, creative learning experiences that are process-based; role of the teacher; and environment and materials. Louise Piper, Karen Wiggins Dowler, Master Teacher Lori Pilster, Master Teacher By 3/25/16 In-service training on art therapy Morgan Katcher, art therapist By 12/18/15 In-service training on musical concepts Krys Bobrowski, music professor By 12/18/15 Professional development opportunities through AEYC, RAFT, etc. By 4/29/16

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-7CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Gregory Anderson, Vice President, Instruction, Cañada College, 306-3298
                        Larry Teshara, Director, San Mateo Adult School, 558-2100

**APPROVAL OF APPOINTMENT OF OFFICIAL REPRESENTATIVES TO THE ADULT-
EDUCATION COLLEGE AND CAREER EDUCATIONAL LEADERSHIP (ACCEL);
AGREEMENT TO REPORT ON FUND USE AND OUTCOMES; AND AGREEMENT TO RULES
AND PROCEDURES**

Background
The 2015-16 State Budget includes a $500 million Adult Education Block Grant (AEBG). The AEBG funds are designed to maintain existing adult school programs and support collaborative planning and programming between adult schools and community colleges. The goal of the AEBG is to accelerate academic and career success of adult learners through coordinated educational service delivery.

Funding is dedicated exclusively to services for adults age 18 or older for the following program areas:
1. Elementary and secondary basic skills
2. Offerings for immigrants – citizenship, ESL and workforce preparation classes in basic skills
3. Education programs for adults with disabilities
4. Short-term career technical education programs with high employment potential
5. Programs for apprentices
6. Workforce entry or reentry programs for older adults
7. Programs for adults to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

The Adult-Education College and Career Educational Leadership (ACCEL), a collaboration between San Mateo County area adult schools and the San Mateo County Community College District, was formed in response to the legislation that preceded the AEBG, AB 86. The goal of AB 86 was to create an educational system with seamless transitions for students across adult schools and community colleges. After more than a year of collaborative efforts, ACCEL will continue to serve as the local infrastructure to support the mission of the AEBG.

ACCEL has eight member organizations: Cabrillo Unified School District, Jefferson Union High School District, La Honda-Pescadero Unified School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, the San Mateo County Community College District (SMCCCD), and the San Mateo County Office of Education.

The ACCEL regional comprehensive plan was completed on March 1, 2015 and described ACCEL's vision and strategies, identified regional needs, and potential projects that are being developed. The comprehensive plan was developed with input from monthly steering committee meetings, a series of regional convenings and

the ongoing work of committees with representatives from ACCEL members to address topics including curriculum alignment, college and career pathway development, and student support and transition services. The AEBG requires open meetings for all decisions and describes general guiding principles for consortium governance while allowing each consortium to develop and implement their own governance and decision-making processes. ACCEL has successfully used the shared agreement model of decision-making for the development of the regional comprehensive plan and proposes to continue using shared agreement for decision-making. Shared agreement means that all members of a group support a given decision, either because they fully support it or because they believe it's a viable solution that was developed through a credible process. Shared agreement is a structured consensus process by which a group makes decisions by considering the perspectives and interests of all members. A given issue can be refined and tested for shared agreement several times, to address as many interests as possible.

The legislation requires that each consortium, including ACCEL, obtain governing board approval for (1) the appointment of the Official Representative(s) to ACCEL; (2) agreement to report on fund use and outcomes; and (3) agreement to Rules and Procedures.

I. Appointment of Official SMCCCD Representatives to ACCEL
In response to the legislative guidance, the ACCEL leadership team has identified the Steering Committee as the primary body to make decisions on behalf of ACCEL using the shared agreement model. When the Steering Committee is unable to make a decision using shared agreement, the Executive Committee will vote to make decisions using a two-thirds majority vote. It is recommended that the individuals listed below serve as the Official Representatives on the Steering Committee and Executive Committee for SMCCCD:
- Mary Gutierrez, Skyline College
- Jennifer Taylor-Mendoza, College of San Mateo
- Anniqua Rana, Cañada College
- Gregory Anderson, SMCCCD

II. Agreement to Report on Fund Use and Outcomes
As a member of ACCEL, SMCCCD and its representatives agree to report on the use of funds as described in Section 84917 of AB 104:

- The Adults in Correctional Facilities Program
- Adult Education and Family Literacy Action (WIOA Title II)
- Carl D. Perkins Career and Technical Education Act (PL 109-270)
- Local Control Funding Formula apportionments received for students who are 18 years of age or older
- Community college apportionments received for providing instruction in courses in the AEBG programs (see above).
- State CalWORKS funds for remedial education or job training services

As a member ACCEL, SMCCCD and its representatives also agree to report outcomes described in AB 104:

- Number of students served
- Improved literacy skills
- Completion of high school diplomas or their recognized equivalents
- Completion of postsecondary certificates, degrees or training programs
- Placement into jobs
- Improved wages

III. Agreement to Rules and Procedures
As a member of ACCEL, SMCCCD and its representatives agree to abide by the Rules and Procedures for implementing AB 104:

1. Representation by officially appointed district employee
Each School District's governing board shall designate an official representative and official alternate. The Co-Directors of ACCEL shall ensure that only official representatives participate in decision-making of the Consortium steering committee.

2. Assurance of Participation
ACCEL will assure participation of members by ensuring that a quorum exists for all meetings. A quorum is defined as 70% of the membership (rounded to the closest whole number). If a quorum is not achieved at a meeting, decisions will be postponed until a meeting where a quorum is achieved.
> *(NOTE: Having a quorum could alter voting weights depending on who shows up. Do we want to delete the quorum and indicate participation by use of proactive/advance scheduling and use of alternate representatives as needed?)*

3. Voting Rules
AB 86 established a principle of "shared leadership" between the community college district and the K-12 based adult schools. Based on this guidance, ACCEL will primarily use the "Shared Agreement" model for decision-making. This method develops broad-based agreements through an open, structured collaborative sequence of information development and decision-making (see Appendix A.1). Shared Agreement also includes the two County Offices of Education in the region.

Voting will be used as a back-up method. In keeping with the principle of shared leadership, the community college district will have a number of votes equal to the adult school votes. The following agencies have one vote each: Jefferson Adult School, San Mateo Adult School, Sequoia Adult School, South San Francisco Adult School. The following agencies have one-half a vote: Cabrillo Unified School District, La Honda Pescadero School District, and San Mateo County Office of Education. The following have one and two-thirds votes each: Cañada College, College of San Mateo, and Skyline College.

There are ten and one-half votes in total. Seven votes are needed to pass any motion. This voting level means that each segment (K12 adult and community college district) must have the concurrence of members of the other segment or the County Office of Education, or both, to achieve approval of any proposal.

4. Approval of Decisions
Decisions are approved when a quorum is present and each official representative indicates one of the following a) unqualified support for the proposed course of action, b) the course of action is acceptable (best of the options under consideration), or c) they can "live with" the decision (not strong support but believe the process was fair and the decision acceptable). All members indicating a, b, or c means the decision has "shared agreement". If not all official representatives indicate a, b or c, the consortium will identify the areas of disagreement and attempt to develop modifications to gain shared agreement. If shared agreement cannot be achieved within state and local budgeting, implementation and accountability timelines, the consortium will approve decisions requiring 70% approval.

5. Process to develop the decision-making model
ACCEL developed the decision-making model by adapting the district-wide decision-making process used at two multi-college California community college districts. The proposal was reviewed and approved by existing steering committee members.

6. Process for proposed decisions to be considered in open, noticed meetings
The consortium will publish a calendar of all steering committee meetings at the beginning of the fiscal year. All meetings will be open to the public. Meeting agendas and/or schedule changes will be published 72 hours before each meeting on an ACCEL website and distributed to the project mailing list.

7. Provision of Notice of Proposed Decisions
Proposed decisions will be posted on the ACCEL consortium website and distributed to the mailing list 72 hours before each meeting.

8. Distribution of Public Comments
Comments submitted by members of the public, including comments submitted ahead of time and submitted at the meeting, will be compiled and submitted with the meeting minutes after each meeting.

9. Process to solicit input from stakeholders
In addition to public comment at the meetings and regularly scheduled steering committee meetings, the consortium will hold periodic input sessions with regional partners to identify needs and opportunities. ACCEL will invite the partners consulted in the development of the March 2015 regional plan as well as others, and send invitations to the project e-mail distribution lists. The regional partners will be included on the project mailing list, which will ensure that they receive notice of the annual calendar of meetings, schedule updates and meeting agendas.

10. Approval of distribution schedule
The consortium will conduct an annual planning and budgeting process reflecting the state's timeline for communicating budget projections and estimates. The distribution schedule will be based on the ACCEL Regional Plan. Specific implementation roles and corresponding distributions will be identified based on a planning process agreed to by the ACCEL Member Leadership Team. The meetings to develop, receive public comment, and approve the plan priorities and budget (and distribution schedule) will be noticed through publication of the annual calendar of meetings and updates on the ACCEL website and to the distribution list.

11. Fund administrator
ACCEL shall use a single fund administrator to fulfill the following functions and characteristics:

- Provides the functions of a "bank", i.e., holds and distributes AEBG funds on behalf of the consortium
- Processes expenses related to the grant as agreed upon by consortium members
- Certifies that expenditures have been prepared in accord with Federal/State regulations
- Works with consortium to implement fiscal decisions made by the members.

The agency providing the fund administration services will also be part of the membership leadership group. However, the fund administrator role is a distinct and separate role from the governance role. Fund administration is separate from the consortium's policy and operational decision-making. The fund administrator does not have the authority to approve expenses applied against the grant, except as regards technical documentation. Is not assigned the oversight role in the consortium for program and fiscal decisions. The personnel assigned the fund administration role are not part of the governance group (leadership team).

12. Members join, leave or be dismissed
Members will be permitted to join pursuant to state law. State law will govern members' resignations. Potential local standards include the following: Members seeking to leave must give as much notice as possible, no less than six months, and enter into binding discussions with the project directors regarding any outstanding deliverables or unused AEBG funds. The Members Leadership Team will develop policies based on state law for dismissal. Potential factors include regular attendance at ACCEL Members Leadership Team meetings and effectiveness in serving adult learners.

RECOMMENDATION

It is recommended that the Board approve (1) the appointment of the District's Official Representatives to ACCEL as listed above; (2) the agreement to report on fund use and outcomes; and (3) the agreement to Rules and Procedures.

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-8CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jamillah Moore, Ed.D., Interim Vice Chancellor, Educational Services and
                         Planning, 358-6890

APPROVAL OF CURRICULAR ADDITIONS
SKYLINE COLLEGE

The addition of six courses to the Skyline College catalog is proposed by Skyline College at this time.

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

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for Skyline College.

San Mateo County Community College District   September 30, 2015

PREPARED BY: Sarah F. Perkins, Vice President, Instruction
                    Skyline College

APPROVED BY: Dennis Wolbers, Curriculum Committee Co-Chair
                    Skyline College

                    John Ulloa, Curriculum Committee Co-Chair
                    Skyline College

                    Kathryn Browne, Academic Senate President
                    Skyline College

                    Regina Stanback Stroud, President
                    Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ART

425.1   STUDIO PRACTICES IN PHOTOGRAPHY I (3.0) (day or evening)

Justification: This transferable course is intended to provide a major component of photographic skills not offered in the current core photography course offerings. In anticipation of development of a certificate program in photography, this course will serve as both an augmentation of skills for photography as an art medium and an introduction to some vocational aspects of photography.

Prerequisite: ART 354 or equivalent.

Recommended Preparation: None.

Description: An introduction to the materials and techniques often used in location and studio situations. Principles and practices of lighting control to achieve the aesthetic mandates of expression, content and composition in still photographic images. The controlled uses of natural and artificial lighting sources are a major emphasis.

Classification: AA/AS Degree; CSU transferable.

AUTOMOTIVE TECHNOLOGY

695 INDEPENDENT STUDY IN AUTOMOTIVE TECHNOLOGY (.5-3.0) (day or evening)

Justification: This transferable course will offer students an opportunity for advanced education promoting critical thinking skills while working independently on a special project in Automotive Technology under the guidance of an instructor.

Prerequisite: None.

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

Description: Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used – laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

Classification: AA/AS Degree; CSU transferable.

BUSINESS

695 INDEPENDENT STUDY IN BUSINESS (.5-3.0) (day or evening)

Justification: Designed to provide students with an opportunity for advanced individualized study in a particular area of Business.

Prerequisite: None.

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

Description: Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used – laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

Classification: AA/AS Degree; CSU transferable.

BUSINESS COMPUTER SYSTEMS AND MANAGEMENT

695 INDEPENDENT STUDY IN BUSINESS COMPUTER SYSTEMS AND MANAGEMENT (.5-3.0) (day or evening)

Justification: Designed to provide students with an opportunity for advanced individualized study in a particular area of Business Computer Systems and Management.

Prerequisite: None.

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

Description: Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used – laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

Classification: AA/AS Degree; CSU transferable.

COSMETOLOGY

695 <u>INDEPENDENT STUDY IN COSMETOLOGY</u> (.5-3.0) (day or evening)

<u>Justification</u>: Designed to provide students with an opportunity for advanced individualized study in a particular area of Cosmetology.

<u>Prerequisite:</u> None.

<u>Recommended Preparation</u>: Eligibility for ENGL 846 or ESOL 400, or equivalent.

<u>Description</u>: Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used – laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

<u>Classification</u>: AA/AS Degree; Certificate; not transferable.

KINESIOLOGY

695 <u>INDEPENDENT STUDY IN KINESIOLOGY</u> (.5-3.0) (day or evening)

<u>Justification</u>: This transferable course will provide an opportunity for students to expand their studies in the area of Kinesiology.

<u>Prerequisite:</u> None.

<u>Recommended Preparation</u>: Eligibility for ENGL 846 or ESOL 400, or equivalent.

<u>Description</u>: Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used – laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

<u>Classification</u>: AA/AS Degree; CSU transferable.

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-9CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**DENIAL OF CLAIM AGAINST THE DISTRICT
BY INTERSTATE GRADING AND PAVING, INC.**

On or about September 1, 2015, the San Mateo County Community College District (District) received an additional California Government Code Claim from Interstate Grading and Paving, Inc.,(IGP), seeking damages in an amount in excess of $10,000 for damages IGP contends it incurred as a result of a number of alleged issues, including the District's default termination of IGP's right to proceed under the contract, contract schedule disputes, schedule delays, Change Orders 7 and 8, the District's withholdings assessed against Payment Applications 18 and 19, the District's assessment of liquidated damages, and the District's withholding of retention funds in escrow, all associated with the College of San Mateo North Gateway Part II project.

RECOMMENDATION

It is recommended that the Board of Trustees deny Interstate's latest Government Code Claim dated September 1, 2015, and refer the matter to the District's legal advisors.

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Sarah Perkins, Vice President of Instruction, Skyline College, 738-4321
                       Jonathan Paver, Dean, Academic Support and Learning Technologies Division,
                       Skyline College, 738-7149

APPROVAL OF DISTANCE EDUCATION SUBSTANTIVE CHANGE PROPOSAL FOR SKYLINE COLLEGE TO BE SUBMITTED TO THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES (ACCJC)

A review of the courses that have been approved by Skyline College's Curriculum Committee and Academic Senate to be delivered via distance education revealed that there are 27 new or existing programs where students could potentially complete more than 50% of program units online or 100% of program units online. The Distance Education Substantive Change Proposal is to request formal approval by ACCJC to offer eleven degree and certificate programs 100% online and sixteen programs 50% or more online. Specific degree and certificate programs are detailed in the report itself.

All courses which comprise the degrees, certificates, and transfer curriculum addressed in the Distance Education Substantive Change Proposal have been reviewed and approved by Skyline College's Curriculum Committee and Academic Senate. In addition, all courses have been approved by the Board of Trustees as part of its annual curriculum review.

RECOMMENDATION

It is recommended that the Board of Trustees approve the distance education substantive change proposal for Skyline College.

Substantive Change Report

Distance Education

Submitted by:

Skyline College
3300 College Drive
San Bruno, CA 94066

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
November 4, 2015

Reviewed by:

SMCCD Board of Trustees
September 30, 2015

Prepared by:

Dr. Angelica Garcia, Vice President of Student Services

Aaron McVean, Dean, Planning, Research and Institutional Effectiveness

Dr. Jonathan Paver, Dean of Academic Support & Learning Technologies

Dr. Sarah Perkins, Vice President of Instruction

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Narrative

NARRATIVE

A. DESCRIPTION OF PROPOSED CHANGE AND RATIONALE

Description of Proposed Change

Central to the mission of Skyline College is our commitment to expanding access to quality higher education programs and providing learners with the resources and skills needed for successful completion of their degree and certificate programs. One mode of instruction that supports the College in meeting this goal is Distance Education (DE). Since the College last addressed this issue in our 2013 Distance Education Substantive Change request (http://www.skylinecollege.edu/accreditation/assets/documents/DE%20Sub%20Change%20Report%20Total_022613.pdf) we have continued to identify student needs for distance education options and developed additional online courses that meet those needs. The proposed substantive change in the instructional mode of delivery addresses all new and modified programs and certificates at Skyline College taught through distance education since the approval of our 2013 Distance Education Substantive Change request.

Over the past three years, several new degree and certificate programs have been approved in which students can earn more than 50% of their units through Distance Education. In addition, one new certificate program was approved in which students can earn 100% of their units through Distance Education. Furthermore, the approval of some general education and program courses for Distance Education delivery moved several existing programs into the 50% or greater category or moved select programs from greater than 50% to 100% available online.

As a result, 6 new associate degrees for transfer and 5 new certificate programs now meet 50% or more of the requirements online, and 1 new certificate program meets 100% of the requirements online. One existing associate degree for transfer and 4 existing certificate programs now meet 50% or more of the requirements online. Five existing associate degrees for transfer and 5 existing certificate programs now meet 100% of the requirements online. The 27 new/existing programs at Skyline College that have been modified related to distance education since the approval of the 2013 Distance Education Substantive Change request are listed in the tables below.

New & Existing Associate Degrees for Transfer (AA/AS/AA-T/AS-T) Available 50% or more

Program	New or existing	Availability Online
Anthropology (AA-T)	New	50% or more
Elementary Teacher Education (AA-T)	New	50% or more
Energy Efficiency (AS)	New	50% or more
Entrepreneurship and Small Business Management in Energy Systems Technology (AS)	New	50% or more
Solar Technology and Business (AS)	New	50% or more
Spanish (AA-T)	New	50% or more
Legal Secretary (AS)	Existing	50% or more

New & Existing Associate Degrees for Transfer (AA/AS/AA-T/AS-T) Available 100% online

Program	New or existing	Availability Online
Business Administration (AS-T)	Existing	100% online
Office Management (AS)	Existing	100% online
Interdisciplinary Studies – Organizational Structures - Skyline Track (AA)	Existing	100% online
Interdisciplinary Studies – Letters & Science - Skyline Track (AA)	Existing	100% online
Interdisciplinary Studies – Social & Natural Sciences - Skyline College Track (AA)	Existing	100% online

New & Existing Certificates Available 50% or more

Program	New or existing	Availability Online
Entrepreneurship & Small Business Management	New	50% or more
Warehousing & Logistics	New	50% or more
Foundations in Early Childhood Education	New	50% or more
Individual Tax Preparer	New	50% or more
Medical Office Receptionist	New	50% or more
Early Childhood Education	Existing	50% or more
Early Childhood: Special Education	Existing	50% or more
Journalism	Existing	50% or more
Legal Secretary	Existing	50% or more

New & Existing Certificates Available 100% online

Program	New or existing	Availability Online
Fundamentals in Early Childhood Education	New	100% online
Business Administration	Existing	100% online
Accounting Computer Specialist	Existing	100% online
Computer Information Specialist	Existing	100% online
General Supervision	Existing	100% online
Paralegal, Legal Assistant	Existing	100% online

Relationship to Institutional Mission

Skyline College is deeply committed to supporting student learning and degree completion. In June, 2012, the College concluded an extensive and inclusive re-visioning process that more clearly articulated our educational purposes and values, our commitment to the students that we serve, and our support for student achievement (Skyline College Educational Master Plan 2013-2019:http://www.skylinecollege.edu/prie/assets/june2013documents/Skyline%20draft%20of%20 EMP%20-%206.13.13%20with%20graphics.pdf). The interrelationship between these components is best captured and expressed through a comprehensive Mission-Vision-Values Statement.

The continuing growth of quality distance education programs for increased student access and degree/ certificate completion is clearly related to our institutional mission-vision-values: by embracing and implementing Skyline College's vision and mission to inspire, empower, and transform a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment; and through the College's values of open access, student success, academic excellence, participatory governance, sustainability, and a (virtual and embodied) campus climate characterized by a "students first" philosophy.

The Mission-Vision-Values Statement for Skyline College can be found on the website: http://www.skylinecollege.edu/aboutskyline/mission.php.

Rationale for Change

Skyline College is committed to supporting effective student learning and student success in achieving their educational goals. Over the past three years, the faculty has continued to expand curriculum development to include online delivery methods, while students have embraced the expanded choice in the delivery method of courses. Expanding distance learning enables students to tailor their educational schedules to their individual needs and learning styles. This flexibility supports students in completing their educational goals in a timely manner. The growth in opportunities for learning through distance education at Skyline College is consistent with our commitment to serving as a comprehensive, responsive, and student-centered community college.

B. DESCRIPTION OF EDUCATIONAL PROGRAMS OFFERED

In fall 2015, the College reviewed the additional courses approved through the curriculum committee for delivery through distance education and analyzed newly approved degrees and certificates. This review revealed that there were additional programs where 50% or more or 100% of the units could potentially be completed through distance education. New AA-T degrees in Anthropology, Elementary Teacher Education, and Spanish along with AS degrees in Energy Efficiency, Entrepreneurship and Small Business Management in Energy Systems Technology, and Solar Technology and Business were approved and students are able to earn 50% or more of the required units through distance education. The existing AS degree in Legal Secretary is now available 50% or more through distanced education. In addition, the existing AS-T degree in Business Administration, AS degree in Office Management, and AA degrees in Interdisciplinary Studies – Organizational Structures, Interdisciplinary Studies – Letters & Sciences, and Interdisciplinary Studies – Social & Natural Sciences are now available 100% through distance education.

Through a combination of new and existing program courses being approved for Distance Education delivery, new certificates in Entrepreneurship & Small Business Management, Warehousing & Logistics, Foundations in Early Childhood Education, Individual Tax Preparer, and Medical Office Receptionist are available 50% or more through distance education. In addition, the new certificate program in Fundamentals in Early Childhood Education is available 100% online. The approval of existing courses for distance education resulted in several existing certificates being available 50% or more through distance education. These are certificates in Early Childhood Education, Early Childhood: Special Education, Journalism, and Legal Secretary. In addition several existing certificates are now available 100% online. These are certificates in Business Administration, General Supervision, Accounting Computer Specialist, Computer Information Specialist, and Paralegal, Legal Assistant.

Educational Purposes of the Change

The primary educational purpose of the proposed change in the instructional mode of delivery is to continue to grow the availability of programs, certificates, and degrees (including transfer degrees) that are available to distance learners, in order to increase access and support student success in the completion of their educational goals.

Each new educational development or modification is guided by ongoing collegial dialogue focused on the improvement of student learning and institutional processes. Discussions are informed by indicators of student success, including data on student learning outcomes. These dialogues begin at the department or division level and continue through processes for annual program planning, participatory governance, six-year comprehensive program reviews, and curriculum approval. Throughout each of these processes, multiple opportunities for input and evaluation are provided. The Skyline College Office of Planning, Research, and Institutional Effectiveness (PRIE) provides ongoing and expanded information on a variety of student data; including enrollment trends, student retention, persistence, and success rates, to better inform the decision-making process of the Instructional Leadership Team. In considering online delivery, faculty carefully analyze whether this mode of delivery best meets student needs.

Eligibility Requirements, Accreditation Standards and Commission Policies Met

The proposed change in the mode of delivery for the courses noted is in full alignment with the eligibility requirements and accreditation standards of the ACCJC, and fully incorporates Commission policies governing distance education. The courses and programs addressed in the proposal are part of existing programs that have undergone a rigorous review and approval process; and have been approved by the College and the Office of Academic Affairs of the California Community College Chancellor's Office. The College fully complies with state and federal regulations on distance learning.

The Curriculum Committee separately approves each course proposed for distance learning to ensure that the College meets all policy criteria. The curriculum review and approval process for courses in all modalities occurs in identifiable stages and is faculty driven. Faculty with subject matter expertise, develop curricula and work with their dean and Curriculum Committee representatives to prepare materials for committee review. The review process ensures that each new course reflects the College's mission-vision-values, as well as ensuring the quality, currency, and rigor of the course itself. Faculty proposing new or modified courses for distance education complete an additional

Ongoing faculty support opportunities are provided through the *Center for Transformative Teaching and Learning* (CTTL) to develop and strengthen effective use of technology and pedagogies appropriate to the distance education mode, both through collaboration with more experienced colleagues and through workshops, resources, and support (http://skylinecttl.org/). Ongoing professional development and collegial collaboration further ensure that the quality and rigor of instruction in distance education courses are equivalent to those of onsite courses. Multiple measures are used to achieve and assess student learning for both onsite and online students.

Pursuant to Title 5 and the *Distance Education Guidelines for the California Community Colleges*, faculty teaching Skyline College distance education courses maintain "regular and effective contact" between the instructor and students through a variety of methods. The *Skyline College Distance Education (DE) Handbook* provides specific guidelines for course management, communication with students, and providing accessibility, in order to promote best practices and ensure compliance with this policy. In keeping with Higher Education Opportunity Act (HEOA) regulations, the *DE Handbook* also provides information about proctored exams, which may be taken at designated locations on campus (such as the Learning Center), or at pre-arranged approved locations off campus (such as an accredited institution of higher learning, public school, or academic or public library). Students are required to show identification prior to beginning proctored exams at any location and, if taking the exam off campus, they must complete and return the required form one week prior to taking the exam.

The course management system utilized by Skyline College requires that students enrolled in distance education courses authenticate their identity through a required secure log-in and password. This step also serves to protect the privacy of the student.

Distance Education faculty undergo the same performance evaluation process as onsite faculty. A Performance Evaluation Task Force was constituted by the district to review all evaluation process for faculty. The new faculty evaluation procedures have components specifically addressing distance education courses and became effective Fall 2014.

Skyline College's Division of Student Services is proactive in ensuring that all areas within the division deliver continuous and high quality support for distance learners. All students, including students who are part of the distance education program, may access services via email, internet, WebSMART web access and telephone. Many services are offered online or via email including, access to the class schedule, college catalogue, and student handbook. Students may also access online enrollment, counseling, assessment, orientation, and financial aid, place their book orders online through the campus bookstore, and utilize an online student complaint process.

C. DESCRIPTION OF PLANNING PROCESS

Relationship to College's Planning, Evaluation, and Mission

The integrated planning process at Skyline College is grounded in our mission-vision-values, institutional goals, and institutional student learning outcomes and results in the development of the College's annual strategic priorities. The College planning process is broad-based and inclusive, using an Integrated Budgeting and Planning Calendar that cycles budget, planning, and evaluation information from across the College through the participatory governance process and key areas of the College to create an integrated College Plan. Areas include the College's units, programs, and divisions; the College Budget Committee; the College Governance Council; the Curriculum Committee; the Instructional Leadership Team; and the Institutional Planning Committee, in continuous dialogue with the Vice President of Instruction, the Vice President of Student Services, and the College President.

As is the case with all major campus decisions, discussions and decisions about distance learning needs are informed by five major components of the integrated planning/budgeting/ assessment cycle: Administrative Leadership Unit Reviews (ALUR), Annual Program Planning and Comprehensive Program Reviews, College Strategic Priorities, the Resource Allocation Process (Budget and Staffing), and Outcomes Assessment (Balanced Scorecard).

Through annual program planning, departments within the instructional and student service areas review on-going programs and plans for the following year. In addition to these annual program plans, every 6 years departments and programs complete a comprehensive program review. These program plans evaluate the success of the current programs and address any identified need for development of alternative and innovative instruction and student services. For example, a department might see a growing demand for online offerings in its area and propose a plan to develop specific courses for distance learning. The program planning cycle also addresses assessment of student learning outcomes at the course and program level. The learning outcomes are evaluated for both face-to-face and distance learning courses and programs. Both the annual program plans and the six-year comprehensive program review ask for needed resources to be identified in each of the following five areas: research, equipment/ technology, facilities, professional development, and staffing. As programs continue to learn about opportunities for

enhancing student success through distance learning and supports, this process strengthens their ability to grow programs and resources in a more holistic, intentional, and sustainable manner.

The Skyline College Technology Advisory Committee (TAC) further assists distance learning planning by providing leadership and support for ongoing technological innovation, and serving as a viable forum through which faculty, staff and administrators discuss, plan, investigate, and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services. The TAC is responsible for the development of the College's Technology Plan and for setting priorities for campus technology. It also helps to provide data and feedback to departments and divisions in order to help balance the growth in distance education offerings and ensure that student services meet the needs of online students.

Assessment of Needs and Resources

As Skyline College expands distance education learning, the need for increased technological infrastructure and training for faculty and staff has also increased. Some of these needs are addressed by the College directly, such as the professional development provided through Skyline College's *Center for Transformative Teaching and Learning* (CTTL) while others are addressed in collaboration with the District, such as the STOT 1 and STOT 2 (Structured Training in Online Teaching) training.

The *Center for Transformative Teaching and Learning* (CTTL) provides a centralized space to promote collegial dialogue among faculty on direct observation/experience within the Skyline College context, providing an additional lens for evaluating the strengths and challenges of different tools, pedagogies and methodologies for effective distance learning. Leadership for the CTTL is provided by the Dean of Academic Support and Learning Technologies, and is currently supported by a Faculty Coordinator of Professional Development (.80 FTE), a Faculty Coordinator for Distance Education (.40 FTE), a full-time Instructional Technologist, an Instructional Aide II (.48 FTE), and a Program Services Coordinator for Distance Education (.40 FTE).

Anticipated Impact

The primary impact anticipated from the proposed change is increased student access to degree and certificate programs, and enhancing student success in achieving completion and transfer outcomes. Skyline College anticipates that a larger number of students will continue to enroll in online education opportunities. We are finding a growing demand from students in both transfer and CTE (career and technical education) pathways for online and hybrid format course offerings. In order to increase flexibility in scheduling for our students and to grow our distance education offerings, general education courses were specifically targeted to ensure that sufficient courses are available online in a particular content area or department. We have continued to grow the number of general education courses that could be available online, along with an increasing number of core disciplinary courses. The result is an increase in the number of degree and certificate programs that could be offered in an online format.

<u>Intended Benefits</u>

The benefits of expanding the number of our online courses includes supporting student success by increasing access to higher education through increased flexibility in scheduling, enhancing degree and certificate completion, and increasing student engagement in postsecondary education opportunities. Students at Skyline College continue to want to include online courses in pursuing their educational goals as this format provides more flexibility in addressing family and work demands, transportation costs, time constraints, and economic pressures.

<u>Preparation and Planning Process</u>

Skyline College has continued to prepare and plan for increased availability of distance learning opportunities since the College last addressed this issue during our 2013 Distance Education Substantive Change process. Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD). The District provides support to all three colleges through strategic planning, infrastructure support, and shared opportunities for capacity building and professional development. The Skyline College Technology Advisory Committee (TAC) and the District Distance Education Advisory Committee (DEAC), collaborate closely to facilitate more integrated resource sharing and strategic planning.

By coordinating resources with the District, Skyline College is able to both tailor Distance Education planning to the specific needs of Skyline College students and to maximize resources and opportunities by drawing on resources, support, and training opportunities offered by the District. As a result of the continued work from the 2013 substantive change process, the College has continued to build quality online education to support student success and completion, and to build capacity among faculty for effective incorporation of pedagogies and technologies appropriate to distance learning.

D. INSTITUTIONAL SUPPORT TO DEMONSTRATE QUALITY STANDARDS

<u>Sufficient, Qualified, and Accessible Student Support Services</u>

Skyline College provides comprehensive student support services to all students across learning modalities, and continuously assesses the quality and effectiveness of these supports. Evaluation mechanisms include annual program plans, six-year comprehensive program reviews, the Student Equity Plan, the Community College Survey of Student Engagement, and the Student Services Council (among others).

The Skyline College Distance Education website:
http://www.skylinecollege.edu/distanceeducation/
The DE website serves as a centralized hub for information and resources for distance learners, and links directly to both instructional and student support websites and tools. It also includes online tutorials that will help distance learners learn to navigate effectively in their new virtual environments.

Online Readiness Self-assessment Tool:
Students can utilize this tool to assess their readiness for online learning**.** After completing the questionnaire, students receive a numerical score, and depending upon the range in which they score, they are advised as to whether they would be good candidates for successful online learning. However, no student is prevented from enrolling in an online course based on the self-assessment.

Library Online Resources: http://www.skylinecollege.edu/library/ Faculty Librarians provide expertise in the selection and maintenance of educational materials and equipment that enhance student learning, and provide both onsite and remote support to students in accessing and effectively utilizing these resources. The Library currently subscribes to a comprehensive array of online, academic databases, including: PsycARTICLES and the EBSCO Premier Package (which includes Academic Search Premier, eBook Academic Subscription Collection, America: History & Life, and the Psychology & Behavioral Sciences Collection); as well as resources such as ProQuest Biology Journals, Films On Demand's streaming video collection, Academic Video Online (Alexander Street Press), CQ Researcher, ACS chemistry journals, Grove Music Online, JSTOR, Science Magazine Online, JAMA Online, McGraw Hill AccessScience, CountryWatch, Oxford English Dictionary, and Serials Solutions.. Students may submit specific factual questions online via the "Ask a Librarian" link; or request support on the completion of bibliographic citations or the use of our online catalog, article databases and reference sources. (http://www.skylinecollege.edu/library/askalibrarian.php)

Tutoring: http://www.skylinecollege.edu/learningcenter/
The Learning Center at Skyline College offers tutoring to distance education students. The Center is currently planning to adopt the NetTutor platform for online tutoring during the 2015-2016 academic year. This will enhance the tutoring services being offered to distance education students.

DegreeWorks: http://skylinecollege.edu/academics/degreeworks.php
DegreeWorks is an online academic advising and degree application system that provides distance education and onsite students with a way to track their degree progress and course work. It uses the student's academic history and the college degree audit data to enhance the advising process for students, counseling, and staff; while simultaneously building data structures that support future academic planning, provide course work demand analysis, and assist with educational planning. Students access DegreeWorks through the College's web access portal, and the system enables students to see what transfer requirements they are missing in the CSU General Education and IGETC patterns.

Academic Advising and Counseling: http://www.skylinecollege.edu/counseling/index.php
Both distance education and onsite students have access to individualized advising and counseling via the online "Electronic Counseling Services (ECS)," which may be accessed via the Counseling Website. While all counselors handle emails from students, the Counseling Division has a FT (1.0 FTE) counselor dedicated to responding to online counseling contacts. Online Counseling (ECS) provides students with the ability to access counseling services utilizing the Internet, email, fax, telephone, voice mail, and in-person appointments when necessary. Although any student may use electronic counseling services, ECS is particularly

helpful to distance learners and to students who may find it difficult to make counseling appointments at times convenient for them.

ECS includes the full range of counseling services with the exception of psychological services. Examples of the services available include schedule planning, Student Education Planning (SEP) preparation, career planning, assistance with Associate Degree petitions, progress reviews, General Education status checks, transfer information, certificate completion checks, assistance with transcripts, and educational problem-solving.

Online Transfer Services: http://www.skylinecollege.edu/transfercenter/index.php
Skyline College offers a robust Transfer Services program, and provides a variety of online services and resources for students, including, virtual individual or small group counseling sessions/transfer information workshops, Facebook, email, and a transfer website.

Online Services for EOPS/CARE: http://www.skylinecollege.edu/eops/index.php
EOPS communicates with its students primarily through WebAccess and Facebook. On WebAccess, students can track their eligibility progress, manage email and event scheduling, and complete both the online orientation and the exit survey. The EOPS application is available online for new students to download and complete.

Disability Resource Center: http://www.skylinecollege.edu/disabilityresources/index.php
The Disability Resource Center (DRC) provides students with a copy of the district accommodation policy and links where they can contact members of the DRC staff through email. The DRC also works with campus departments to ensure that all online support services are accessible and meet the needs of students with disabilities. The Assistive Technology Program gives students with disabilities access to computers using adaptive software and hardware. Eligible students may enroll in an Assistive Computer Technology course to receive individualized training in the adaptive software that is unique to their learning and/or computer access needs. Through the Assistive Technology Program, students with learning or physical disabilities may request and receive their textbooks, tests, and classroom materials in alternate format (e.g., electronic text, Braille or large print) from the Alternate Media Specialist.

Student Life and Leadership Development:
http://www.skylinecollege.edu/centerforstudentlife/index.php
A Welcome to Skyline College webpage enables distance education students to link directly to College information from student services, international services, the bookstore, and tutoring resources, and includes information about commencement and online resources, such as the Student Handbook. Distance education students may also access information about events, student clubs and the Associated Students of Skyline College through College webpages and social media sites. Distance education prospective and current students can submit questions and feedback via the "Ask Skyline College" program on the College's website: (http://skylinecollege.edu/). The program, run through the IntelliResponse system, maintains a knowledge base of over 1000 questions tailored to Skyline College and is accessible 24 hours per day, 7 days per week.

Admissions and Records: http://www.skylinecollege.edu/admissions/index.php

All students must apply online and may perform all aspects of registration online, including class registration, dropping or adding a course, withdrawing from classes, selecting variable unit levels of enrollment, and selecting a grade option for a course. Students may also access and manage their records, purchase a parking permit, pay their fees, and complete various academic standard petitions online (such as course repeat requests, dropping courses after deadline, or academic renewal) by accessing the Admissions and Records webpage.

Career Services: http://www.skylinecollege.edu/careercenter/index.php
The Career Center has solicited feedback from students via surveys and focus groups. As a result of both student and employer feedback, Career Services has built an extensive array of resources for students to access online, including instructional videos, interactive interviewing software, online career assessments, and an online job board.

Financial Aid: http://www.skylinecollege.edu/financialaid/forms.php
Students can check their financial aid application and awards status via the Internet using the WebSMART (https://websmart.smccd.edu/) portal. Students can track the completion of loan requirements on their own online account, and opt-in to receive financial aid information/notifications via email. Most information and forms for financial applications are available via the Internet from the financial aid webpages.

Delivery of Course Material Bookstore:
http://bookstore.skylinecollege.edu/SiteText.aspx?id=1648
Books and related course materials are available for online purchase through the College book store. Additional course materials and access to course required testing are made available through the online instructors' websites.

Sufficient and Qualified Faculty, Management, and Support Staffing Management

The Vice President of Instruction is responsible for the distance education program. An Instructional Dean has been assigned to oversee the distance education mission of the College. Under the VPI's leadership, members of the Skyline College TAC, the Distance Education Steering Committee, staff of the Skyline College CTTL, and the CTTL faculty coordinator develop the strategic vision and plan for the College's distance education, plan and provide professional development, and work closely with the Curriculum Committee and faculty to ensure ongoing course quality and technological capacity. Overall coordination of educational technology for the District is provided by the SMCCCD's Vice Chancellor for Educational Services and Planning. The Vice Chancellor also co-chairs the SMCCCD Distance Education Advisory Committee, and provides management support for distance education to the three district colleges.

Faculty
Faculty members teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed time.

Faculty planning to offer online instruction were encouraged to participate in the SMCCCD Structured Training for Online Teaching 1 and 2 (STOT) program (or its equivalent), use the official SMCCCD email as their primary email for student contact, and include their course description and details in the district-supported WebSMART page (of all distance learning courses in the District).

Regular and Substantive Interaction between Students and Instructor
Faculty presence is an important factor in the success of online courses. Online instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, as appropriate. The faculty is aware that student retention and success rates are enhanced by active participation in classes that foster a sense of community. To this end, online instructors design multiple opportunities for learner-learner contact and instructor-learner contact, and provide frequent and timely feedback Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to develop a Student Prep Plan to send to enrolled students the week prior to the course start date that provides a welcome letter, the course syllabus, and course guidelines for communication.

Faculty Evaluation
Distance Learning faculty historically have been evaluated according to the same guidelines governing the evaluation of faculty teaching traditional classes, subject to contractual agreements with the American Federation of Teachers (AFT).

Professional Development for Faculty & Staff

Both the College and the District are committed to providing extensive professional development opportunities for faculty and staff to ensure high quality distance education offerings and support. The *Skyline College Center for Transformative Teaching and Learning* (CTTL) http://www.skylinecttl.org provides leadership, expertise, mentoring, resources, technology, and facilities designed to support faculty and staff in developing and strengthening effective use of technology and pedagogies appropriate to the distance education model. The CTTL's Learning Space serves as both a physical and a virtual space fostering collegial dialogue, peer mentoring, and information sharing. Faculty can convene and engage in ongoing dialogue and assessment of student learning needs, share promising practices and emerging theories on student learning, or strengthen skills in using teaching technologies. Student support staff can share similar dialogues on effective engagement and retention for online learners, and strategies for strengthening a "multiple points of entry" approach to student services and support. The CTTL serves as a hub for centralizing information and resources, and as a space for both structured and spontaneous dialogues about innovations in distance teaching and learning, pros and cons of emerging technology, and current scholarship. Faculty and staff have opportunities for individualized or group instruction, designed to significantly enhance professional capacity for providing quality instruction and support services to distance learners.

The CTTL hosts professional development workshops on an ongoing basis, hosts webinars on distance learning (and other areas of professional development), and provides information about local, regional, and national conferences. The District also offers ongoing professional

development opportunities; including a two-part distance education training through the District Structured Training for Online Teaching 1 and 2 (STOT).

Appropriate Equipment and Facilities

Skyline College assures that any technology support that it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. The College utilizes a comprehensive set of administrative software services to assist with communication, budgeting, planning, and research, and a comprehensive set of student enabling software services to assist with degree audit, scheduling, communications, on-line instruction, and fee payments.

The District provides extensive infrastructure and technology support for the operation of the distance education programs of each of the three colleges. A centralized district-level Information Technology Services (ITS) department provides information technology leadership and support staff training. ITS monitors and updates technology-related policies and procedures, supports local technology initiatives, and provides each of the Colleges with one-on-one or group support for both local technology initiatives or needs and shared district resources that support teaching and learning. The District has invested in two ADA compliant platforms for online course management, WebACCESS, and CurrucUNET (a web-based curriculum management application designed to automate and enhance the development and approval of new curriculum, including proposals for distance learning) and TracDat (a web-based application to strengthen the management and assessment of student learning outcomes by simplifying collection, review, management, and use of data).

Sustainable Fiscal Resources

Overall, both Skyline College and the San Mateo County Community College District as a whole are in sound fiscal shape thanks to a combination of exceptional financial stewardship, incredible vision, strong community and voter support of general obligation bonds, a parcel tax measure, and a series of state and federal grants. The institution made great strides in successfully increasing financial resources to provide short-term and long-term financial stability, especially in light of the District gaining basic aid status; thereby protecting the District from state budget cuts.

Skyline College has a history of financial stability and supporting student learning programs and services. Overall, the College relies primarily on its share of the District's general unrestricted fund which is distributed among the three colleges, district office, and facilities and central services through the resource allocation model. The district has a funding plan in place, providing for the maintenance and replacement of IT/equipment for the three colleges. These funds will be used to replace instructional labs and operational computers, and to support instructional equipment. The College also continues to develop partnerships and seek grant funding. The district and the College both budget very conservatively to ensure that resources are adequate for permanent additions to the College general fund budget. Positions are permanent commitments, and salaries as well as benefits are considered when determining the cost of new positions.

The College general fund has and will continue to support Distance Education expenditures, including salaries, office hours, benefits and professional development for faculty teaching distance education courses. Providing administrative oversight are the Vice President of Instruction and the Dean of Academic Support & Learning Technologies who additionally co-chairs the Technology Advisory Committee. The faculty coordinator for Distance Education holds a (.40 FTE) position, and also Co-Coordinates the Center for Transformative Teaching and Learning (CTTL). The Instructional Technologist (1.0 FTE) works directly with the DE faculty coordinator, as well as faculty and staff, in layout, pedagogy and design for online teaching and learning. These positions totaling 1.4 FTE are paid out of the general fund. The general fund also provides for the program's supplies, software and licenses, and equipment needed for the Distance Education platform. Distance education budgeting is supported through the College's integrated planning and budget processes.

The SMCCCD/Skyline College uses the Banner financial accounting system for journal entries, accounts payable, account receivables, revenues, payroll, student administration and purchase requisitions as well as budget information. The VPI and Business Officer track all budgets and expenditures for distance education in Banner. The Skyline College TAC provides ongoing recommendations about distance learning budgetary needs as part of the College's integrated planning and budget cycle.

Plan for Monitoring Desired Outcomes

Monitoring and assessment of desired outcomes is integrated throughout the planning process, coordinating several components. Annual Plans and Comprehensive Program Reviews are compiled and reviewed through Instruction and Student Services planning structures, and include review and discussion of student learning outcomes for all courses and programs, including distance education. The Skyline College Technology Advisory Committee (TAC) makes recommendations on distance education needs. The Office of Planning, Research and Institutional Effectiveness (PRIE) compiles and analyzes data, and monitors student success and retention in both online and onsite courses. Each of these planning stages is integrated into the overall planning for the College. As part of this process, needs are assessed in each of five areas (budget, facilities, professional development, research, and equipment). This information is updated annually and reviewed by TAC. Utilizing Skyline College's participatory governance structure and Annual Budgeting and Planning Calendar, information is effectively shared across all of these groups.

Student Success, Retention, and Completion

Data collection and analysis of student success, retention and completion for distance education courses and programs is handled in the same manner as for onsite courses and programs - through the Skyline College Office of Planning, Research, and Institutional Effectiveness (PRIE). Annually, PRIE reports online enrollment, fill rates, and retention and success rates by course and student characteristics. The Office also provides a comparative analysis of student success in online vs. face-to-face, and student success and retention for online courses. Data produced by PRIE are used in annual program planning and in the Six-Year Comprehensive

Program Review process. Data acquired through course evaluations, the Student Learning Outcomes Assessment Cycle (SLOAC), and research conducted through the PRIE all contribute to the College's ability to measure effectiveness and inform modifications to methodologies and pedagogies in support of student learning and success.

E. EVIDENCE OF APPROVALS

<u>Faculty, Administrative, Governing Board, and Regulatory Agency Approvals</u>

In accordance with ACCJC policy requirements, SMCCCD policy, and best practices in distance education; all distance education courses, certificates, and degrees at Skyline College:
- include clearly stated student learning outcomes (SLO's);
- meet the same quality, standards, and requirements as onsite courses;
- have been reviewed and approved through the same processes as onsite courses;
- have received separate approval of the *Curriculum Committee Distance Education Supplement* form (Appendix I);
- provide for the authentication of student identity;
- protect the privacy of the students; and,
- provide for regular, effective, and substantive interaction between instructor and students.

All courses and programs at Skyline College have been approved by the Curriculum Committee, Academic Senate, and Vice President of Instruction. Both online and onsite courses have received final approval through the Board of Trustees; and new degrees have received final approval through the California Community College State Chancellor's Office.

<u>Legal Requirements</u>

Skyline College complies with all Title 5 (§55200- §59402), federal, and accreditation requirements for distance education, including ensuring regular effective contact between instructors and students, authentication of student identity, and protection of student privacy. Skyline College also complies with accessibility requirements under Section 508 of the Rehabilitation Act. All legal requirements have been met.

<u>Governing Board</u>

The Skyline College Substantive Change Proposal Instructional Mode of Delivery: Distance Education was approved by the Board of Trustees of the San Mateo County Community College District on September 30, 2015.

F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT IS FULFILLED

Skyline College continues to fulfill each of the twenty-one eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges:

1. Authority
Skyline College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. All programs offered at Skyline College, including distance education, are overseen by the ACCJC.

2. Mission
Skyline College's educational mission-vision-values are clearly defined and are reviewed on an ongoing basis by the Skyline College Governance Council (CGC) and the San Mateo County Community College District (SMCCCD) Board of Trustees, in accordance with Board policy. The mission-vision-values were most recently updated in June 2012, following a comprehensive and participatory process. Skyline College utilizes a combined Mission-Vision-Values Statement that clearly articulates the College's educational purposes, the students we serve, and our commitment to student learning. Skyline College mission-vision-values information is published in the current catalogue and on our website. Distance education opportunities further advance the College's commitment to quality, inclusive, and transformative education by increasing access that can increase degree and certificate completion, enhancing students' educational success.

3. Governing Board
Skyline College is one of three colleges that comprise the San Mateo County Community College District (SMCCCD), along with the College of San Mateo (CSM) and Cañada College. A five-member Board of Trustees governs the district and its colleges. San Mateo County voters elect the five Trustees (at large) for four-year terms. Students elect a non-voting student Trustee each year for a one-year term. The Board's organization, which includes authority, membership, election, and terms of office is outlined in Board Policy 1.02. The duties and responsibilities of the Board are detailed in Board Policy 1.10.

4. Chief Executive Officer (CEO)
The SMCCCD Board of Governors appoints a Chancellor to act as CEO of all three colleges in the District, and the Chancellor oversees a President at each of the three district colleges. The Chancellor's duties are outlined under Board Policy 2.02. Each of the three Presidents administer his/her college, as outlined under Board Policy 2.03: "The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations."

5. Administrative Capacity
Skyline College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose. In addition to the President, Skyline College has Vice Presidents of Instruction, Administrative Services, and Student Services, Deans of Academic Support & Learning Technologies; Business; Counseling, Advising, and Matriculation; Enrollment Services; Kinesiology/Athletics/Dance; Language Arts; Planning, Research, and Institutional Effectiveness; Science, Math, and Technology; and Social Science/Creative Arts;

and Directors of; Library Services; Marketing, Communications and Public Relations; and
Workforce Development.

6. Operational Status
Skyline College has been in continuous operation since 1969. In the 2014/15 academic year, the
College had a unique headcount of 17,460 (7,945 FTES) enrolled in 726 courses offered in 2,098
sections. Approximately 49 percent of these students listed transfer as their educational goal
while 26 percent and 13 percent listed educational and career development, respectively, as their
goal. Of these nearly 17,460 students in 2014/15, 3,060 took both online and face-to-face classes
and 2,058 took only online classes. Approximately one percent of students who took an online
course identified themselves as a non-California resident. Online and hybrid enrollment was 15
percent of the total enrollment in spring of 2015.

7. Degrees
Skyline College offers 36 Associate of Arts and Associate of Science degrees, 18 Associate
Degrees for Transfer, and 62 Certificate Programs. The degrees and majors offered by Skyline
College are listed in the catalogue and online at
http://www.skylinecollege.edu/academics/degreescertificates.php

8. Educational Programs
The degree programs offered at Skyline College are aligned with its mission and meet the
California Education Code of Regulations, Title 5 curriculum requirements. When combined
with the general education component, this represents two years of full-time academic work. All
course outlines of record and degrees have been carefully reviewed, and include student learning
outcomes that students can achieve through class content, assignments, and activities. All
curricula, including courses offered through distance learning, undergo approval by the Board of
Trustees. Program and course descriptions are found in the catalogue, available both in print and
on the web http://www.skylinecollege.edu/catalogschedule/

9. Academic Credit
Skyline College awards academic credit using the Carnegie standard unit, in accordance with the
California Community Colleges Chancellor's Office requirements under California Code of
Regulations and Title 5. Sections of courses offered through distance education courses earn the
same credits as other sections of the same courses.

10. Student Learning and Achievement
Each course and program offered at Skyline College has defined and measurable student learning
outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by
department and discipline faculty, every course across all modes of delivery or locations, follows
the course outline of record and the defined student learning outcomes. The College has also
defined student learning outcomes for general education and for the institution. For a listing of
Institutional Student Learning Outcomes, rubrics, and assessment information, please see
http://www.skylinecollege.edu/sloac/isloassessments.php. Program Student Learning Outcomes
are listed in the annual skyline College Catalogue, in both print and electronic format.
http://www.skylinecollege.edu/catalogschedule/

11. General Education
Skyline College requires a minimum of 19 units in general education towards degree attainment, with 6 units in English Language Communication and Critical Thinking, 4 units in Scientific Inquiry, 3 units in Arts and Humanities, 3 units in Social Science, and 3 units in Lifelong Learning and Self Analysis. General Education requirements introduce students to areas of study that develop breadth of outlook and contribute to balanced development.
The Skyline College General Education Handbook is available at
http://www.skylinecollege.edu/curriculumcommittee/assets/General%20Education%20Fall%202013%207.9.2013.pdf

12. Academic Freedom
The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the district does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the College community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education. http://skylinecollege.edu/generalinformation/academicfreedom.php.

13. Faculty
Skyline College has 120 full-time faculty and approximately 250 part-time faculty (AY 2014-15). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Skyline College Faculty Handbook, at
http://skylinecollege.edu/insideskylinecollege/assets/documents/FacultyHandbook.pdf and the American Federation of Teachers (AFT) contract (www.aft1493.org) Faculty carry out comprehensive program reviews every six years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections.

14. Student Services
Skyline College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Unless exempted, each new student is required to participate in the matriculation process; which involves assessment for admissions, appropriate course placement, college orientation, academic career and personal counseling. All student support services programs promote the objective of serving the whole student and supporting student success. http://www.skylinecollege.edu/officevpss/index.php

15. Admissions
Skyline College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information about admissions requirements is available in the catalogue, in the schedule of classes and on district and college websites. http://skylinecollege.edu/admissions/

16. Information and Learning Resources
Skyline College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of its students. The library is staffed to assist students, including both onsite and distance learners, in the use of College resources. Wireless internet is available throughout the campus and through computers in the library and learning center without charge to students. The institution is committed to enhancing its learning resources across all possible locations and delivery methods. http://www.skylinecollege.edu/library/.

17. Financial Resources
Skyline College, through the San Mateo County Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The distance education courses are integrated into the annual budget that is approved by the Board of Trustees.

18. Financial Accountability
The San Mateo County Community College District undergoes an annual external financial audit for the district and the 3 colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The District's audits for the last eight or more years show no financial audit adjustments and no major findings.

19. Institutional Planning and Evaluation
Skyline College practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional mission-vision-values, goals, and strategic priorities. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation, in order to maximize effectiveness in promoting academic excellence and student success. A detailed overview of Skyline College's institutional planning and evaluation processes is provided in *Skyline College Planning and Governance Resources* (http://www.skylinecollege.edu/prie/resources.php).

20. Public Information
Regularly updated information about all aspects of a Skyline College education, including both onsite and distance education, are available to the public through the Skyline College website, annually published course catalogues, and class schedules published for each semester. Information includes, among others, the College mission-vision-values and goals, academic calendar, degrees and certificates offered, graduation requirements, costs and refund policies, available learning resources, grievance procedures, names and credentials of faculty and administrators, names of members of the Board of Trustees, and relations with Accrediting Commission.

The San Mateo County Community College District Board of Trustees provides assurance that Skyline College complies with all ACCJC/WASC requirements and accreditation standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer.

21. Relations with the Accrediting Commission
The SMCCCD Board of Trustees provides assurance that Skyline College complies with all of the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC)/ Western Association of Schools and Colleges (WASC); describes itself in the same manner to all of its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission. Skyline College maintains contact with the Commission through its Accreditation Liaison Officer (ALO).

G. ACCREDITATION STANDARDS FULFILLED

Skyline College meets all accreditation standards of the ACCJC/WASC. The College received renewal of its accreditation in Feb 2014.

Distance education courses at Skyline College undergo the same rigorous curriculum proposal, review, and approval process as onsite courses, and the College ensures that distance learning students are aware of and have access to quality student support services and resources, which include online information and library resources and support. All student learning outcomes, assessment plans, program review processes and academic revision and renewal processes are applied to online instruction and services in the same way as onsite instruction.

Standard I: Institutional Mission and Effectiveness

A. Mission
Skyline College's mission-vision-values demonstrate strong commitment to student learning and achievement; and the expansion of distance learning opportunities continues to enhance student access and promote successful completion/ transfer. The institution utilizes analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished, and ensure the continuing alignment of instructional and support programs with the institutional mission-vision-values.

B. Improving Institutional Effectiveness

Through the College's integrated participatory governance structure, all campus constituencies are involved in the strategic planning process and in self-reflective dialogue about student learning and institutional processes. All strategic planning is linked to data-informed program review. The program review process includes all areas of the College (instruction, student services and administration) for both onsite and distance learners. The overarching goals of the institutional planning and assessment processes are to meet the needs of our students across all instructional modalities, respond to the ever-changing educational needs of the community at large and to ensure that resources are aligned to achieve these goals. The ongoing improvement of student learning outcomes for both onsite and online learners is assessed through the Student Learning Outcomes Assessment Cycle (SLOAC), driven by a student learning philosophy and framework that is driven by the College's mission-vision-values. The effectiveness of the institution in meeting the benchmark-specific student learning goals that are grounded in the Mission-Vision-Values Statement is completed using the Balanced Scorecard system. An annual assessment of the institution's effectiveness is completed and posted for the College's reference, through the Institutional Planning Committee (IPC).

Standard II: Student Learning Programs and Services

Skyline College offers high-quality instructional programs, student support services, and library and learning support services that promote the intellectual, aesthetic, and personal development of all of its distance learning and onsite students in a comparable manner. The College provides a strong learning environment that facilitates the achievement of our student learning outcomes, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility. The growth in distance education strengthens Skyline College's continuing ability to meet this Standard and extends access to additional learners in support of the institutional mission-vision-values of the College. All online courses are held to the same academic rigor, review, and student learning outcomes assessment as onsite courses; and undergo the same approval process.

A. Instructional Programs

Skyline College actively builds a comprehensive curriculum that is formed by community input, faculty expertise and data analysis; and which effectively supports transformative teaching and learning across a wide range of learning styles and pedagogies. The delivery of degrees, certificates and courses via distance education methods is aligned with initiatives within instructional departments. Student Learning Outcomes (SLOs) are established and clearly listed for each course offered at Skyline College across modalities, in alignment with Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs). The Skyline College Distance Education Coordinator serves as a distance education advisor to the Curriculum Committee for technical review of courses being proposed for distance learning. All actions on new, revised, banked, or deleted courses are approved by the Board of Trustees. Student Learning Outcomes (SLOs) are developed for each course offered at Skyline College, in alignment with the Program Student Learning Outcomes (PSLOs), the Institutional Student Learning Outcomes (ISLOs), and the College's mission-vision-values. .

Skyline College continues to meet the instructional programs component of this standard, ensuring that all instructional programs across modalities of delivery address and promote the mission-vision-values and the integrity of the institution; design, implement, and measure the effectiveness of student learning outcomes on an ongoing basis; and meet the varied educational needs of our diverse students. The institution assures the quality and improvement of instructional courses and programs across all modalities of delivery, conducts ongoing assessment, and ensures the centrality of faculty leadership in establishing and maintaining quality programs and instruction.

B. Student Support Services

Skyline College is proactive in ensuring that all areas within Student Support Services provide continued, high quality, and comparable support for distance learners in establishing and reaching their educational goals. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission-vision- values. Student support services address the identified needs of students and enhance a supportive learning environment characterized by promotion of student access, progress, learning, and success while ensuring accountability, affordability, and transparency. Skyline College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Skyline College provides comprehensive student support services that are available to all students across learning modalities. Students may access a growing number of resources, services, and supports directly online, and additional information about accessing each resource is available via email, internet, Web Smart, WebAccess and telephone. All students must apply online, and may perform all aspects of registration and record management online, including class registration, dropping or adding a course, withdrawing from classes, selecting variable unit levels of enrollment, selecting a grade option for a course, purchasing a parking permit, or paying their fees. Many aspects of the financial aid process may be completed and monitored online, and students may opt-in to receive financial aid information/notifications via email. Extensive links to external financial aid resources are also available online, through the Financial Aid webpage. Students may access the Skyline College bookstore and purchase their books and supplies online.

Skyline College also offers academic advising and counseling online, via Electronic Counseling Services (ECS). Although any student may use electronic counseling services, ECS is particularly helpful to distance learners and to students who may find it difficult to make counseling appointments at times convenient for them. ECS is available through internet, email, fax, telephone, voice mail, and in-person appointments when necessary and includes the full range of counseling services with the exception of psychological services.

Skyline College continues to meet the student support services component of this standard by ensuring access across modalities to quality programs and services, providing professional development to support staff for ongoing capacity building for meeting the constantly evolving needs of distance learning students, and utilizing current data (including the *Community College Survey of Student Engagement* and data compiled by the Office of Planning, Research, and

Institutional Effectiveness, among others) for continuous improvement of support services across modalities.

C. Library and Learning Support Services

Extensive online learning resources and the expertise of faculty librarians combine to augment the educational experience of both distance and onsite learners. Library and other support services for students are sufficient to support the institutions' instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Skyline College faculty librarians select and maintain a comprehensive array of online academic databases, and provide both onsite and remote support to students in accessing and effectively utilizing these learning resources. The databases are accessible off-campus with a library card barcode and PIN, which also serves to authenticate student identity. Librarians provide additional remote support via the "Ask a Librarian" link. The Learning Center at Skyline College offers online tutoring in the evenings to facilitate access for online learners and students with multiple daytime commitments, and a virtual Writing and Reading Lab that provides online writing and grammar guides, advice on research and documentation, and valuable website links.

Skyline College continues to meet the library and learning support services component of this standard by providing both distance and onsite learners with extensive, varied, and high quality library and learning support resources, and providing faculty and student support expertise and educational equipment and materials that directly contribute to the achievement of student learning.

Standard III: Resources

Skyline College has sufficient human, physical, technology, and financial resources to sustain quality and effective distance education programs. The institution employs qualified personnel to support student learning programs and services in all modalities, and provides faculty who have been approved to teach in the online instruction mode with appropriate pedagogical and technological training. Human, physical, technology, and financial resource planning are all integrated with institutional planning, and are regularly assessed in order to ensure the integrity and quality of Skyline College's programs and services.

A. Human Resources

In an effort to continuously enhance our human resources, Skyline College engages in an integrated planning process that is both participatory and transparent. Guided by the College's strategic priorities, mission-vision-values, and goals; each stage of this integrated process incorporates multiple voices, promotes equity and excellence, and utilizes promising practices that maximize institutional effectiveness and student success.

The institution employs qualified personnel to continuously improve institutional effectiveness and student learning outcomes, and continually strengthen student learning programs and services for all learners. Skyline College's recruitment, hiring, retention, and ongoing professional development principles and practices are designed to attract a diverse, talented, engaged faculty and staff who are committed to student success for all learners. The *Skyline College Human Resources Plan: Staffing for Student Success* provides additional detail about our

integrated planning for Human Resources, position allocation and prioritization, constituent participation in the process, equity and excellence in staffing, and the College's commitment to ensuring "sufficient" staffing at all levels while also striving for a standard of excellence/ideal staffing above that minimum standard. Personnel are treated equitably, evaluated regularly and systematically, and provided with opportunities for professional development.

B. Physical Resources
Physical resources which include facilities, equipment, land, and other assets, support student learning programs and services, and improve institutional effectiveness. Skyline College integrates physical resource planning with institutional planning. The College provides safe and sufficient physical resources that support and assure the integrity and quality of programs and services for both distance and onsite learners. In order to ensure the ongoing effectiveness and quality of these resources, the College uses multiple measures, including Program Review, the Educational and Facilities Master Planning Project (EFMPP), the District Facilities Master Plan, and the College Technology Plan.

Through the individual Program Review Process, divisions and programs identify facility and equipment needs based on their mission and consistent with achieving student and program learning outcomes. Equipment requests are forwarded to the appropriate Vice President, and facility needs are forwarded to the President's Cabinet, where projects are prioritized. Based on cost, priority, and/or need, certain projects are completed immediately while others are placed in a capital project category. Funding of capital projects utilizes the Educational and Facilities Master Planning Project, through a process which ensures that new facilities and building modernization projects are consistent with institutional mission-vision-values and goals. After being vetted by the EFMPP, capital projects are forwarded to the District and placed on the District Facilities Master Plan.

C. Technology Resources
Skyline College utilizes appropriate technology resources to improve institutional effectiveness and to support student learning programs and services for both onsite and online learners. Technology planning is integrated with institutional planning, and is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. In collaboration with the district, the College provides a robust technology infrastructure and technology resources that includes: smart classrooms; 100% campus wireless Internet access coverage; program-specific instructional computer labs; Student Services, Career, and Transfer computer labs; and a comprehensive set of both administrative software services and student enabling software services that support both online and onsite learners.

The *Skyline College Education Master Plan 2013-2019* (http://skylinecollege.edu/prie/educationmasterplan.php) and *Skyline College Technology Plan* provide the overarching doctrines for all decisions about technology. The identification of instructional and administrative technology needs and priorities is a collaborative process and is addressed throughout various stages of the integrated planning and budget cycle. District ITS also plays a critical role in identifying campus instructional and administrative needs and trends. The College provides ongoing capacity building and professional development opportunities for faculty and staff.

D. Financial Resources
Skyline College has sufficient financial resources to support its student learning programs and services and to improve institutional effectiveness. Through sound fiscal management and strong leadership, the College has maximized resources and continues to demonstrate a reasonable expectation of both short-term and-long term solvency and stability. The San Mateo County Community College District is also in sound fiscal shape, and the distance learning resources provided by both the College and the district remain stable and sufficient.

Financial planning at the College is conducted through an integrated, well-documented, and participatory process that involves all constituencies and is grounded in Skyline College's mission-vision-values. Independent external audits are conducted annually. The results of the audits are reported to the Board of Trustees and audit reports are posted on the District website. The District utilizes the California Community College Sound Fiscal Management Self-Assessment Checklist as a barometer for the fiscal health of the institution and as a guide to maintain long-term and short-term financial stability.

Standard IV: Leadership and Governance

A. Decision-making Roles and Processes
Skyline College is fundamentally committed to education as an ideal, and to the empowerment and fulfillment of all learners. The College enacts a level of participatory governance that reflects the College's "students first" philosophy and engage in this process with mutual respect between constituencies and appreciation for the diversity of perspectives and ideas, histories and experiences, cultures and abilities. Because we believe that students' success is inextricably linked to our success in governance and planning, the College strives to make the best decisions at optimal times in order to best serve the students at every stage of their educational journey. Participatory governance and planning are guided by the College's mission-vision-values and goals and, when successful, result in the accomplishment of the institutional learning outcomes and strategic priorities. Participatory governance and planning are designed to facilitate broad-based engagement that fosters innovation and collaboration. The result is outstanding programs and services for the Skyline College community.

B. Board and Administrative Organization
The Board of Trustees provides the final level of approval for all onsite and online courses once they have advanced through the proper channels at each of the three colleges. All degrees and certificates included in this proposal have been approved by the Board of Trustees and comply with state and federal regulations for distance education.

San Mateo County Community College District

September 30, 2015

BOARD REPORT NO. 15-9-2B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6790

ADOPTION OF DISTRICT STRATEGIC PLAN

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, has met throughout the 2014/15 year and into this year and is pleased to present to the Board <u>STUDENTS FIRST, A Strategic Plan for the San Mateo County Community College District</u>. This Strategic Plan signals a new era for the San Mateo County Community College District (SMCCCD) through the year 2020. 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.

The District is already incorporating programs and funding into the goals of the strategic plan and is developing reporting mechanisms and metrics for tracking our progress in achieving these goals. This is not a shelf document but instead is a convergence of and impetus for college plans, programs and activities. The Board will receive periodic updates on the programs and progress as well as a more thorough update at the Board's annual retreat in February.

RECOMMENDATIONS

It is recommended that the Board adopt the District Strategic Plan.

Students First

A Strategic Plan for the San Mateo County Community College District

The Strategic Planning Committees of the San Mateo Community College District

9/30/2015

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

INTRODUCTION

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 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 included in Appendix A, 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.

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

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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

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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 Statement 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 are 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. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced based practices 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.

The District and the three colleges of the district consider the needs and best interest of students in decision-making and resource allocation. This **"students-first"** philosophy complemented 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 social justice 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. Social justice is a complex theory with broad meaning much beyond the scope of this Strategic Plan. For our purposes, it is understood to be a value of equal access to liberties, rights, and opportunities with attention to low resourced members of our society.

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 will be accompanied by **metrics** that measure whether the plan is working. Draft metrics are included in Appendix A. These metrics are placeholders until we can better define metrics for each goal. 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 translate 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 and professional development that focuses on excellence in teaching.

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). Invest in resources and support actions that will ensure quality teaching and learning.
- 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.

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.
- 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 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.

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.

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 associations.
- 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.

STRENGTHS WEAKNESSES OPPORTUNITIES AND THREATS (SWOT) ANALYSIS

A SWOT analysis is a listing and/or description of a project's or proposal's strengths, weaknesses, opportunities and threats relative to the competitors. For SMCCCD, this SWOT analysis is a consideration of the District within its environment of San Mateo County, and to the larger extent, the State of California, and the initiatives proposed by this Strategic Plan.

Strengths	Weaknesses
- Community-supported status - Administration, faculty and staff - Culture of cooperation and innovation - Relationships with communities (schools, cities, civic organizations)	- Insufficient funds for everything we want to do - Anticipated retirement of seasoned employees
Opportunities	Threats
- International student growth - Community and corporate ed growth - CTE transitions with Adult Ed - Early College High School	- Legislation that harms the District - Competition for international students

STRENGTHS

The District is in the enviable position of having attained community-supported status. This means that the District's property taxes and student fees combined exceed the revenue limit determined by the State. The District gets to keep the additional funds. While not making the District wealthy, it does afford the District the ability to do some activities that would otherwise not be possible. It also makes our revenue more predictable and stable.

The current administration, faculty and staff bring a tremendous amount of expertise to the District. In addition, the tenure of the senior administration and much of the faculty means that the wealth of knowledge and experience is significantly more than in districts with younger and/or less experienced employees.

This District has a culture of cooperation that comes from the very top all the way through line staff. All of the administration meets monthly; the faculty has discipline meetings between the campuses annually; and the staff work in teams across the campuses to develop procedures that create a uniform experience for students. The District strives to innovate and try out new ideas and is willing to take risks.
The Board of Trustees has met with other school boards and city councils to address topics such as a joint early college high school and transportation problems. Skyline College held a one-day workshop with local

community, board and council members on "The Last Mile" addressing transportation issues at Skyline College. College of San Mateo staff is meeting regularly with representatives of their feeder high schools to share placement information and develop curriculum. Cañada College is leading the District's participation in the Adult Education Coalition in the County. College administration and staff engaged with local employers and workforce professionals to assess skills and training needs for the local workforce. This activity informs college program offerings.

WEAKNESSES

Despite having attained community-supported status, the District is experiencing strains on the budget. There is a pent-up pressure to increase compensation, and the PERS and STRS rate increases are adding significant additional expense to the compensation budget. The District chose to pursue and pass a bond that was smaller than needed as indicated by the Facilities Master Plan. The new initiatives that are driven in part by this Strategic Plan also need additional funding. The District will not be able to complete all of its initiatives in the time frame desired.

As noted in Appendix B, a large proportion of our faculty are over 56 – within retirement age – and there are certain disciplines in which most if not all faculty will be replaced in the near term. Similarly, the average age of administration is 53. This anticipated turnover in employees, while providing opportunities for some individuals, also stresses the organization.

OPPORTUNITIES

The District's international student headcount has increased from 179 in 2011/12 to a projected 720 in 2015/16 through a concerted recruitment effort. The increase in international students brings many benefits to the District, including funding for additional sections for resident students and professional development funds to globalize the curriculum, as well as covering all of the program's direct and indirect costs. We anticipate the growth to continue at 30% to 50% annually.

The Community, Corporate and Continuing Education program has been revitalized and is exploring education programs for businesses and the general community that brings in additional resources for the District, brings community members onto the campuses, and promote awareness of and appreciation for the Colleges. We anticipate significant growth in community education as well as a brand new program of corporate education.

CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. SMCCCD's CTE "Transitions," is a coordinated program between the San Mateo County High Schools/San Mateo County Office of Education Regional Occupational Program (SMCOE ROP)/Job Train and the San Mateo County Community College District (SMCCCD) to

allow high school students to take "articulated" (comparable) classes in high school/SMCOE ROP/Job Training and receive both high school and college units. The focus of the articulated classes is to blend technical skills with traditional academics for improved future-ready career opportunities. The San Mateo County Community College District currently has more than 70 articulation agreements in more than 10 career majors with most of the high schools in San Mateo County, the SMCOE ROP, Job Train and Goodwill.

California is on track to face a shortage of 2.3 million college graduates needed to meet the state's workforce demands in 2025. Through the District's entrepreneurial actions and CTE Transitions, we believe we will draw upon new and existing partnerships throughout the County as well as the state and nation. The goal is not only to address future workforce demands, but also to develop a more comprehensive CTE Transitions program that will give high school students greater exposure to SMCCCD professors, programs and services. This work is in progress as the Board of Trustees has met with the Sequoia Union High School District Board of Trustees to explore a joint effort in creating an Early College High School. The Chancellor is meeting with the SUHS Superintendent on an ongoing basis to develop the plans for this program. It is a very exciting venture that will meet many of the goals of this Strategic Plan.

THREATS

The District is continually monitoring proposed legislation that could affect the District's community supported status, as well as other legislation that could affect how the District operates or the funding the District receives. The District supports staff participation in statewide boards and councils that help develop Chancellor's Office policies and procedures and guide the conversation around District-critical issues.

Despite the District's rapid growth in international student numbers, there is significant competition for international students. In particular, two of the largest community college programs in the state are nearby at Foothill-De Anza and Diablo Valley College. The District will need to continue to be innovative in reaching out to high schools (which neither competitor had done before our District began doing so) and developing relationships and contracts with agents that send students to our district as opposed to our competitors.

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 to eliminate unnecessary barriers.

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

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.

with an unemployment rate well below the state average, pockets of unemployment persist in the County. Amid 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.

IMPLICATIONS OF HOUSING TRENDS

Home ownership 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.

GLOSSARY OF PLANNING TERMS

Strategic Goals are overarching goals, which 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, also known as "progress measures," "evaluation measures," or "targets," are specific performance targets that address strategic goals and 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.

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. 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.

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 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, which is available from community and state allocations.

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.

SMCCCD STRATEGIC PLAN METRICS DEFINITIONS

These metrics are under development and will be revised over time.

	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 students 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 students 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 students 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 associate 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, 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 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 associate 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.

APPENDIX A: METRICS

METRICS [FINAL 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 – Goal 1	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) course 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%

Metric – Goal 2	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 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%

Metric – Goal 3	2010-11	2011-12	2012-13	2013-14	Baseline 2014-15	Target 2019-20
3.1 Number of students completing an associate 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 certificates completed 100% online.	0	0	0	0	0	10

Metric – Goal 4	2010-11	2011-12	2012-13	2013-14	Baseline 2014-15	Target 2019-20
4.1 Increase revenue contributions 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	

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DEMOGRAPHIC TRENDS

SAN MATEO COUNTY

San Mateo County is an urban, educated, and 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 approximately 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 speaks 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 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 that 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%).[9]

BAY AREA AND THE PENINSULA

By 2040, the San Francisco Bay Area is projected to add 2.1 million people, going from 7.2 million to 9.3 million, an increase of 30%.[10]

The Bay Area is one of the most congested areas in the United States, costing commuters an average of $1,109 annually.[11]

 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.[12]

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.[13]

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.[14]

CALIFORNIA

Over the past year, the natural increase (births minus deaths) in California was 266,000 individuals. Natural increase remains the primary source of 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.[15]

Although California continues to add population faster than the average of other states (2.1% v 1.7%), immigration into the state has slowed.[16]

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.[17]

Asia has now surpassed Latin America as the leading source of immigrants to California. This trend will continue for the foreseeable future.[18]

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.[19]

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.[20]

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).[21]

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.[22]

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.[23]

Compared to the national proportion (20.3%), California households (43.2%) are twice as likely to speak a language other than English.[24]

Fifty percent of California's population aged 18 and under is Latino.[25]

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.[26]

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."[27]

More Blacks live in California than the combined total in Alabama, Louisiana, and Mississippi.[28]

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.[29]

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.[30]

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.[31]

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.[32]

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 of 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%, second lowest among California counties.[33] 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%).[34]

Business building and leasing activity is accelerating in San Mateo County because the County is a desirable location for tech companies to expand.[35]

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;[36] 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.[37]

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.[38]

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.[39]

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.[40]

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.[41]

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 graduates 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.[42]

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%).[43]

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.[44]

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.[45]

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.[46]

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.[47]

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.[48]

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. [49]

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.[50]

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.[51]

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.[52]

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.[53]

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.[54]

The bottom five *slowest growing* employment industries through 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).[55]

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.[56]

The Golden State sets the gold standard for innovation and access to capital, and its economy is turning around. However, "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 accelerating efforts to educate students in technology and other workforce-related programs. [57]

A study by the University of California, Davis' Center for Watershed Sciences finds 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. [58]

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. [59]

Associate degree attainment is increasingly important. The median earnings of associate degree holders during their careers are about $259,000 more than for high school graduates.[60] 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.[61]   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.[62]

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 do not obtain a degree, because the workforce will require 22 million degree-equipped employees for new high-skill jobs created by 2018.[63]

The United States is losing ground in the critical area of college completion. We now rank 14th among 37 OECD and G20 countries in the percentage of 25 to 34 year-olds with higher education at 42%, far behind the leader, Korea (65%).[64]

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 of those countries. Unemployment rates are higher among youth with high school degrees than those with college degrees.[65]

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.[66] 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.[67]

Approximately 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.[68] 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%).[69]

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 the 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.[70]

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.[71]

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%.[72]

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.[73]

Approximately 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.[74]

In 2012, Latinos outnumbered all others in applications to the University of California schools for the first time.[75]

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.[76]

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.[77]

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.[78]

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.[79]

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.[80]

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. [81]

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.[82]

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.[83]

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. [84]

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%.[85]

Postsecondary enrollment of adults aged 25 and older is projected to grow by 25.4% between Fall 2008 and Fall 2019.[86]

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%.[87]

The United States ranks 27th among developed nations in the proportion of college students earning undergraduate degrees in science or engineering.[88]

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.[89]

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. 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. [90]

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 known as an "ability to benefit test," to be admitted.[91]

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 who exceed this limit are denied eligibility for future Pell Grants.[92]

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 receive bachelor's in these areas do not always end up in jobs or careers in these areas.[93]

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 college's cohort default rate exceeds 30 percent for three years in a row, or 40 percent for a single year.[94]

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.[95]

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. [96]

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.[97]

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).[98]

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.[99]

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. [100]

More than a third (34.2%) of the County's K-12 enrollment qualifies for free or reduced fee lunches.
[101]

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 more than 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.[102]

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.[103]

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.[104]

UNITED STATES

The United States ranks 20th in high school completion rate among industrialized nations and 16th in college completion rate.[105]

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 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.[106]

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.[107]

CALIFORNIA

California, at 6.4%, was among the bottom five states as measured by the number of students taking only on-line courses.[108]

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.[109]

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.[110]

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.[111]

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.[112]

In 2011, it was estimated that about $35.6 billion was spent on self-paced eLearning across the globe. Today, eLearning is a $56.2 billion industry. It is predicted to double by 2015.[113]

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%).[114]

Smartphones are increasingly a vehicle for Americans' 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.[115]

Colleges, universities, and foundations have poured more than $100million into creating open education resources (OER). However, 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.[116]

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.[117]

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.[118] 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.[119]

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.[120]

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.[121]

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.[122]

A very recent survey of 343 U.S. 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 are adequately preparing students for the workforce but that industry sharply disagrees.[123]

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.[124]

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 C: 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

City	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 County 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

Figure 2. Age Shifts in San Mateo County During and After the Planning Period. Source: California Department of Finance.
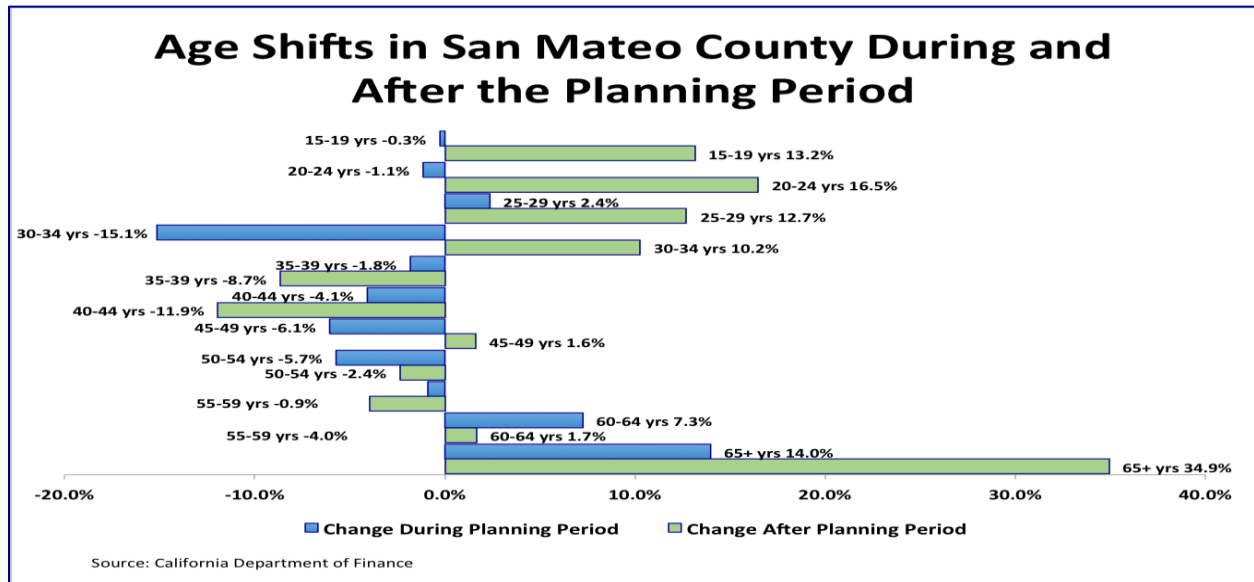
Table 1 Overall Shifts in Race and Ethnicity in San Mateo County				
	2015	2020	2030	% Change During the Planning Period
American Indian and Alaska Native Alone, Not Hispanic or Latino	1,202	1,251	1,286	4.1%
Asian Alone, Not Hispanic or Latino	192,367	204,567	215,893	6.3%
Black or African American Alone, 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
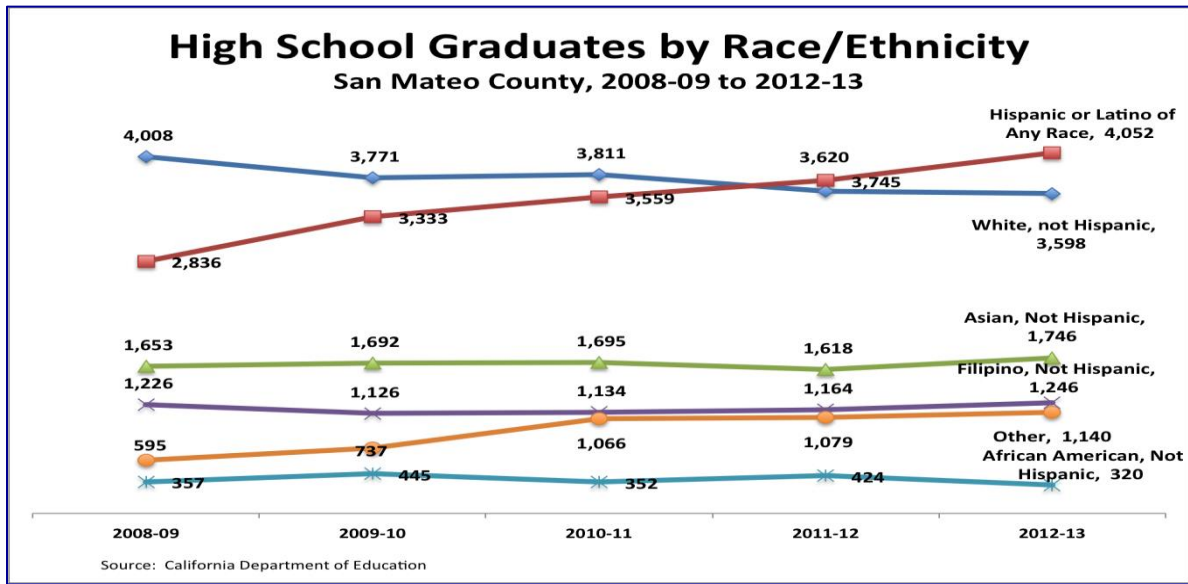
INCOME AND POVERTY

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

City	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 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 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 and 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

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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

the local property taxes and student fees, there is no need for State apportionment to sum to our 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

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

Source: California Community Colleges Chancellor's Office Data Mart

49
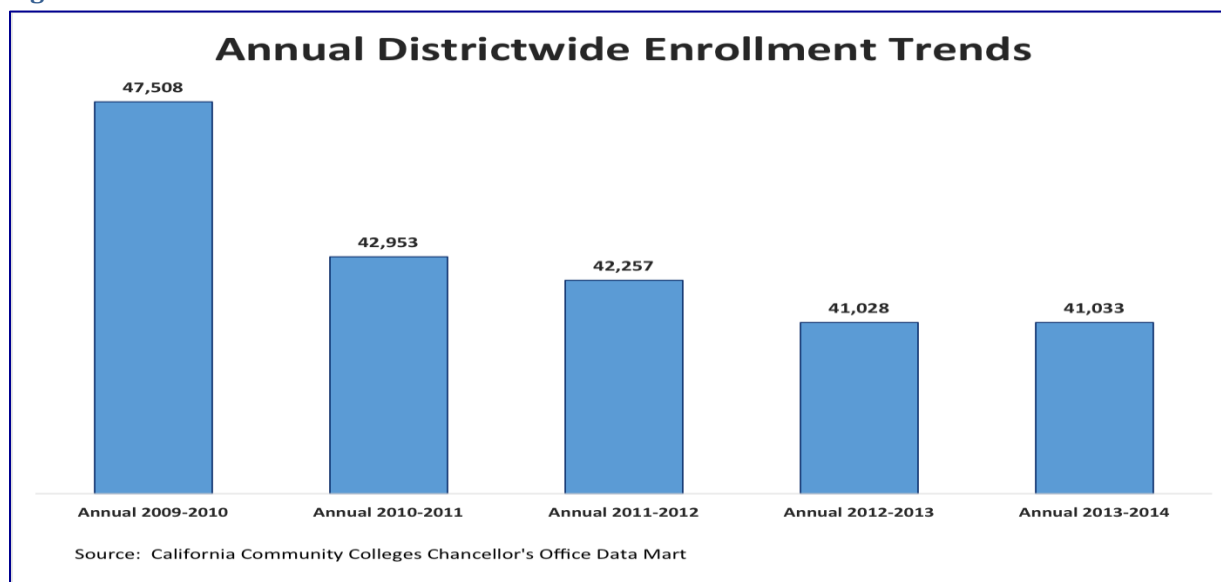
During this same time, enrollment has shifted at Cañada College, College of San Mateo, and Skyline College (Figure 6). While all three Colleges have declining enrollment, Skyline College has had less consistent drops and CSM has seen the most percentage drop.

Figure 5

Annual College Enrollment Trends

Source: California Community Colleges Chancellor's Office Data Mart
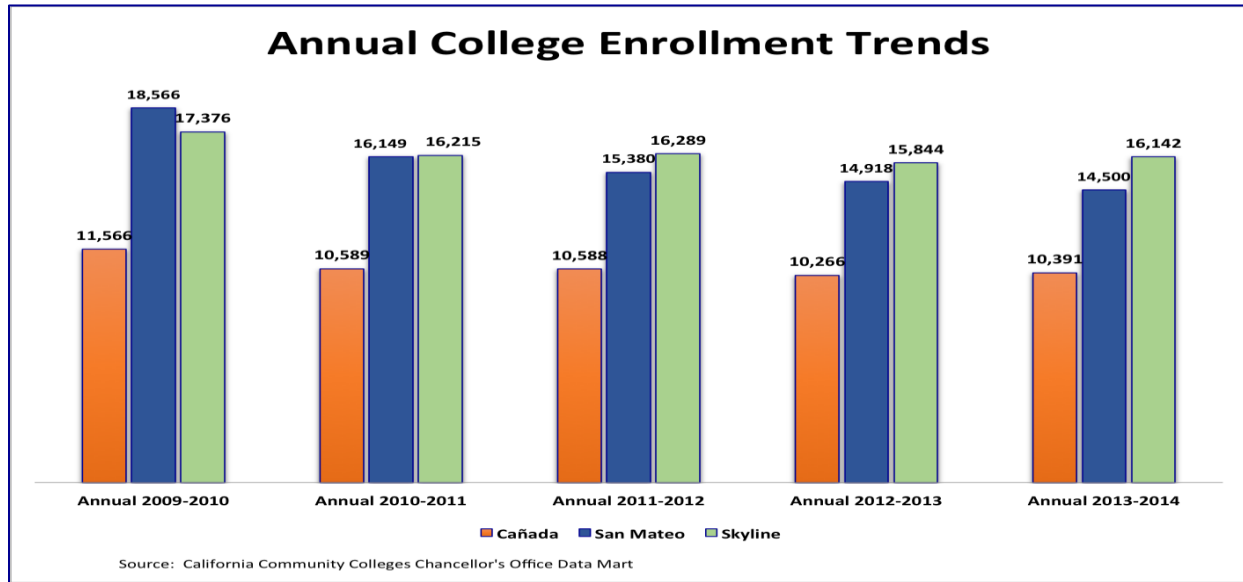
SHIFTS IN STUDENT DEMOGRAPHICS

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

SMCCCD Age Range Shifts

Source: California Community Colleges Chancellor's Office Data Mart
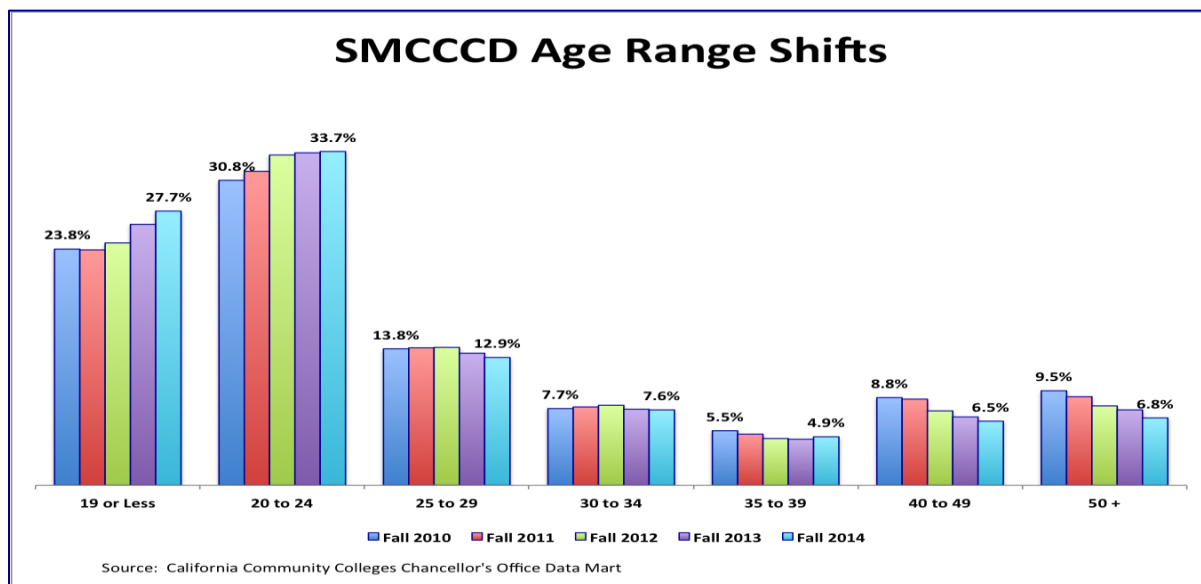
GENDER TRENDS

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

Figure 7

Districtwide Gender Shifts

Source: California Community Colleges Chancellor's Office Data Mart

52
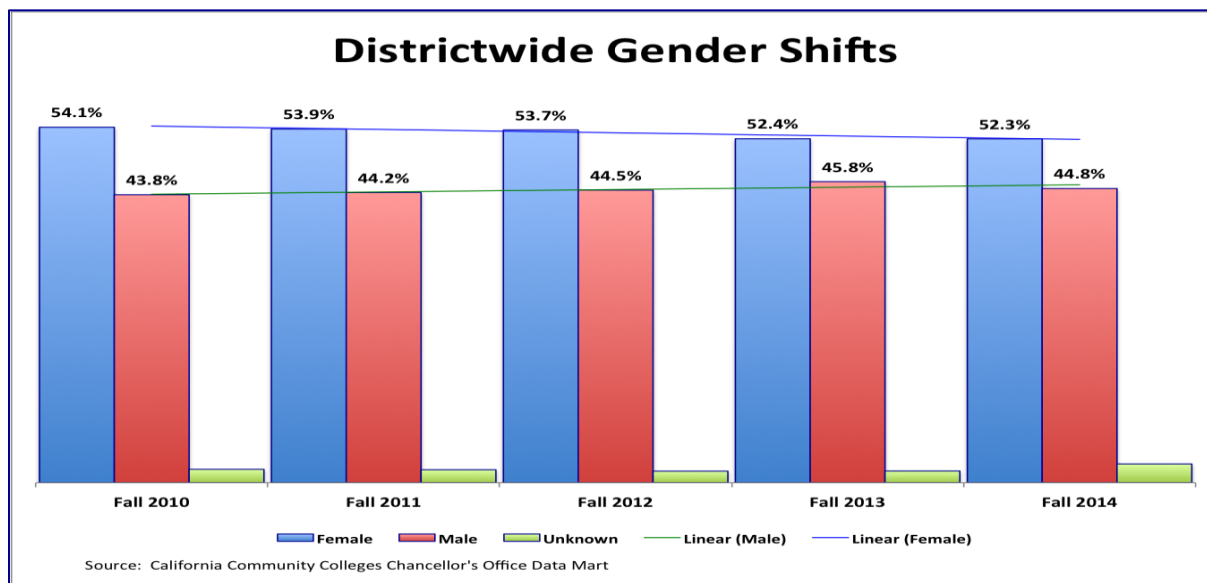
ETHNICITY TRENDS

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 Fall terms. The number of financial aid recipients increased most at Skyline College (n=2,556). CSM and Cañada College added 1,343 and 1,264, respectively.

Figure 9

Annual District Enrollment and Financial Aid Recipients
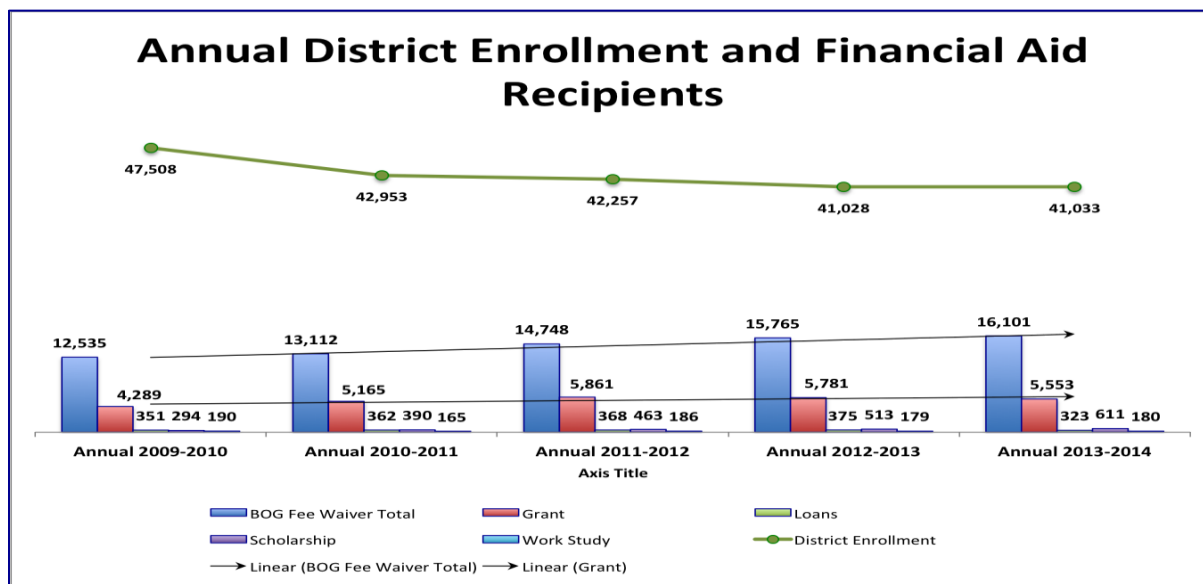
Table 7					
Financial Aid Recipients by College					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cañada College	4,408	4,481	4,834	5,416	5,672
Grants	1,003	1,209	1,406	1,338	1,340
Loans	128	111	147	142	102
Scholarship	94	128	148	158	150
Work Study	25	30	35	35	34
College of San Mateo	5,029	5,235	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 College	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 forecasted 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
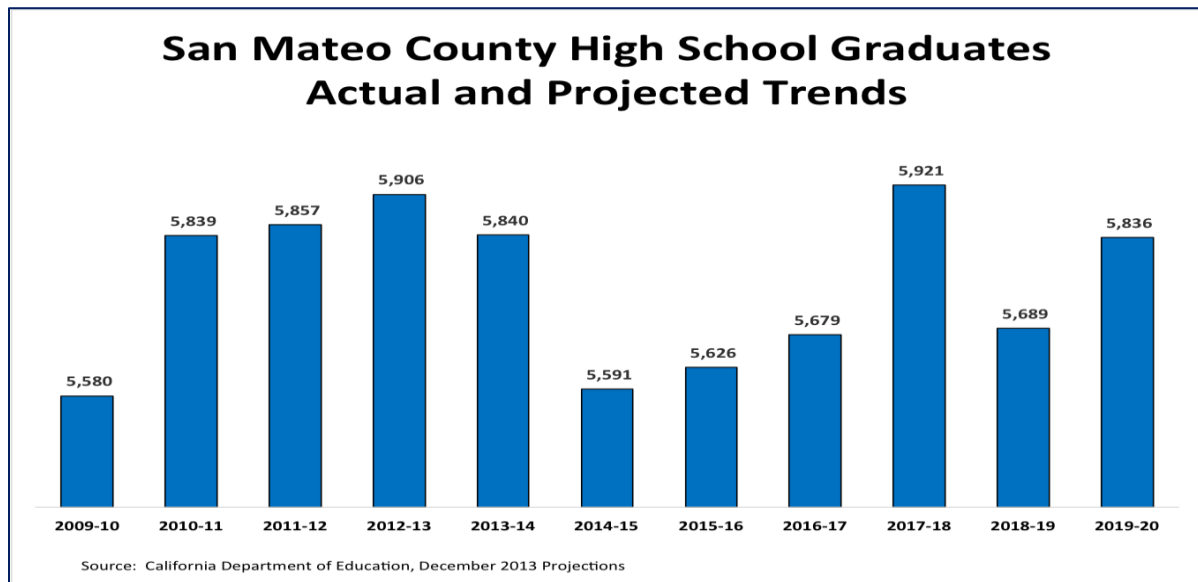
Figure 11 shows that Hispanic or Latino graduates in the County surpassed White Non-Hispanic graduates in 2011-12. Higher birthrates among Hispanic citizens make it likely that this trend will continue.

Figure 11
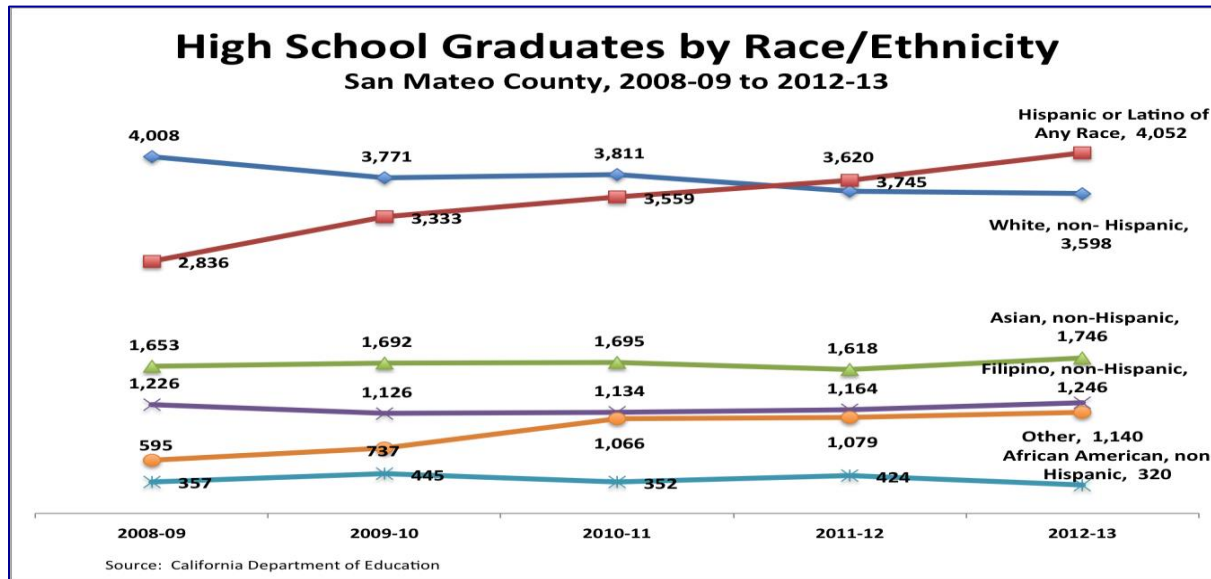
Figure 12
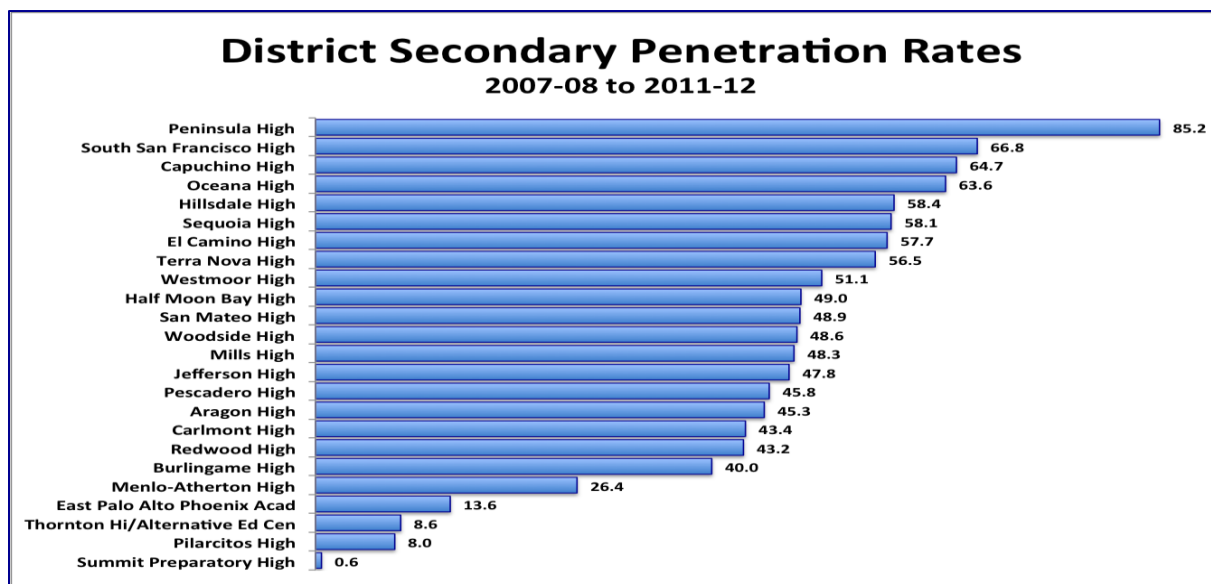
Figure 12 depicts the high school senior take-rate in the District over a five-year span. During this time span, 49.0% of the County's high school seniors enrolled in one of the District's Colleges.

HIGH SCHOOL STUDENT ENROLLMENT

Students enrolled in San Mateo County 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
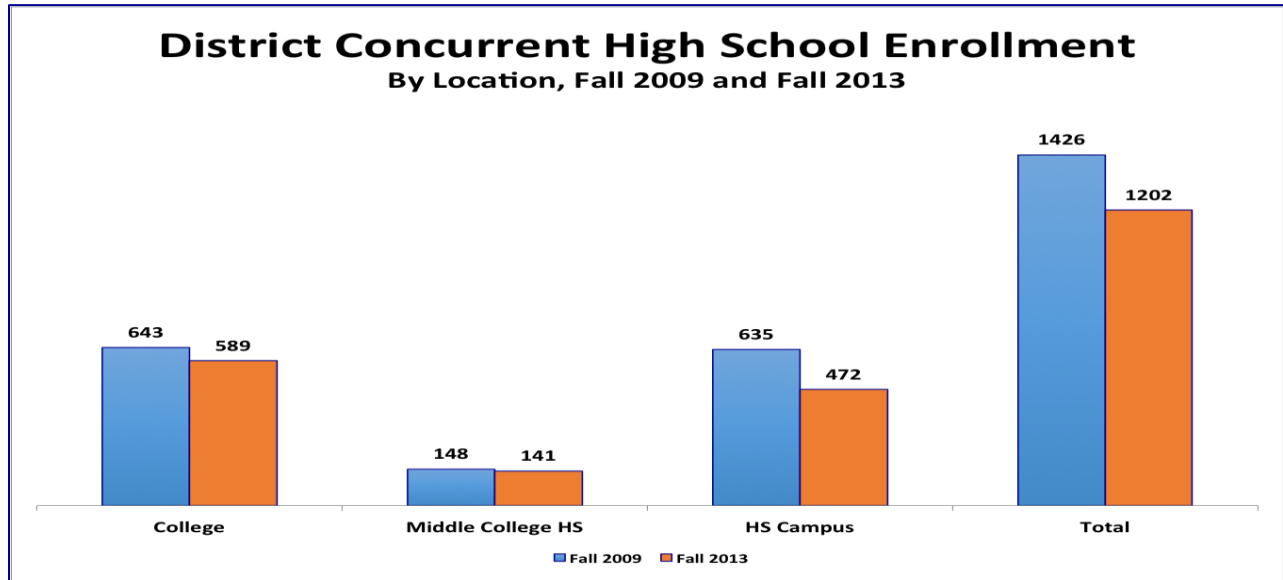
CONNECTIONS TO LABOR MARKETS

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 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 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 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 will grow 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 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 including 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

Program	Percentage
Architecture and Environmental Design	0.2%
Commercial Services	0.6%
Environmental Sciences and Technologies	0.1%
Biological Sciences	4.5%
Business and Management	7.5%
Media and Communications	1.8%
Information Technology	1.0%
Interdisciplinary Studies	10.8%
Social Sciences	10.2%
Public and Protective Services	2.1%
Psychology	4.5%
Education	9.6%
Engineering and Industrial Technologies	2.7%
Physical Sciences	4.2%
Fine and Applied Arts	6.9%
Mathematics	10.5%
Foreign Language	1.0%
Health	2.5%
Humanities (Letters)	14.9%
Law	0.3%
Family and Consumer Sciences	3.6%
Library Science	0.4%

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%

[3] Interdisciplinary studies include 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

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
17: Mathematics	3,180	5,489	5,577	5,855	6,024	Large	89%
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%

SCHEDULED CLASS TIMES

Figure 15 is the distribution of start times for Districtwide face-to-face classes showing that 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, 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.
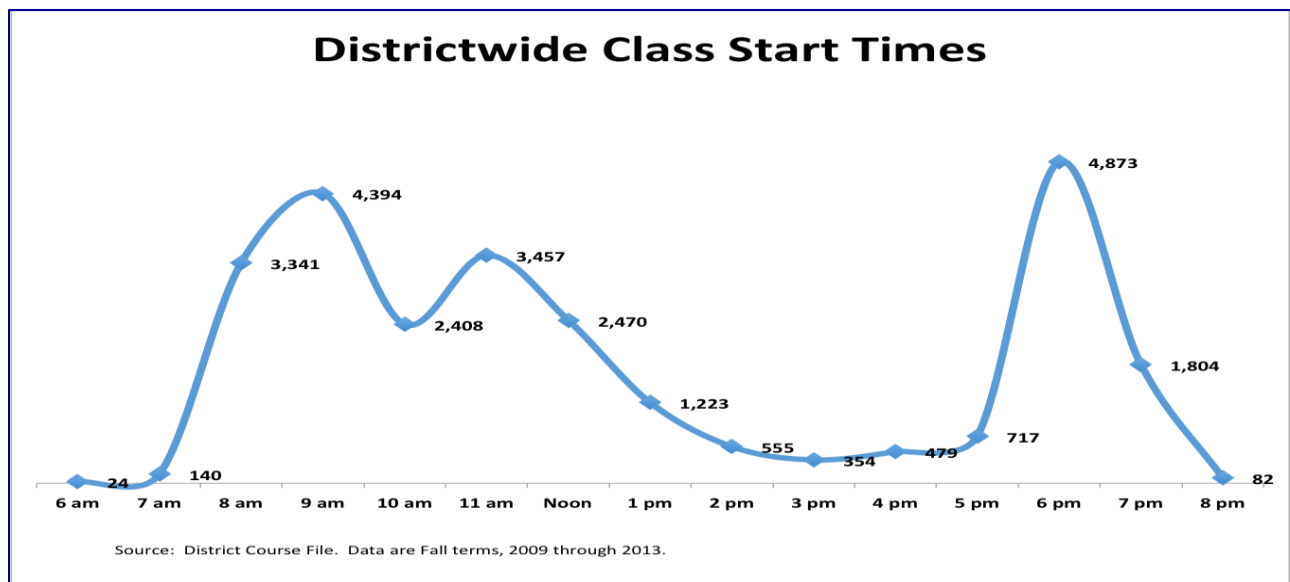
Faculty Age Characteristics and Projections

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 College 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

Figure 17

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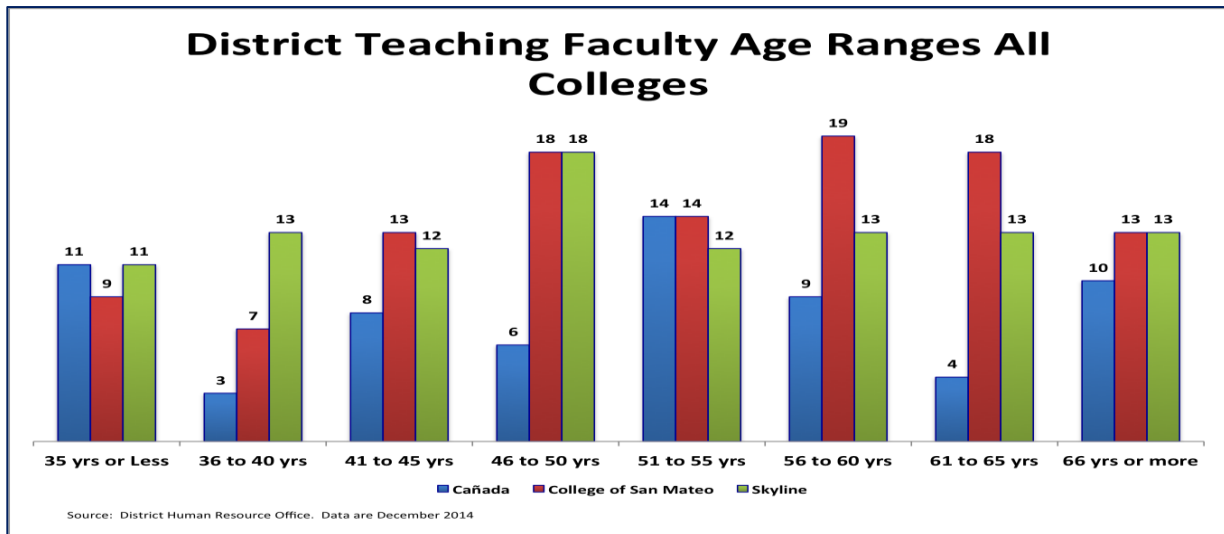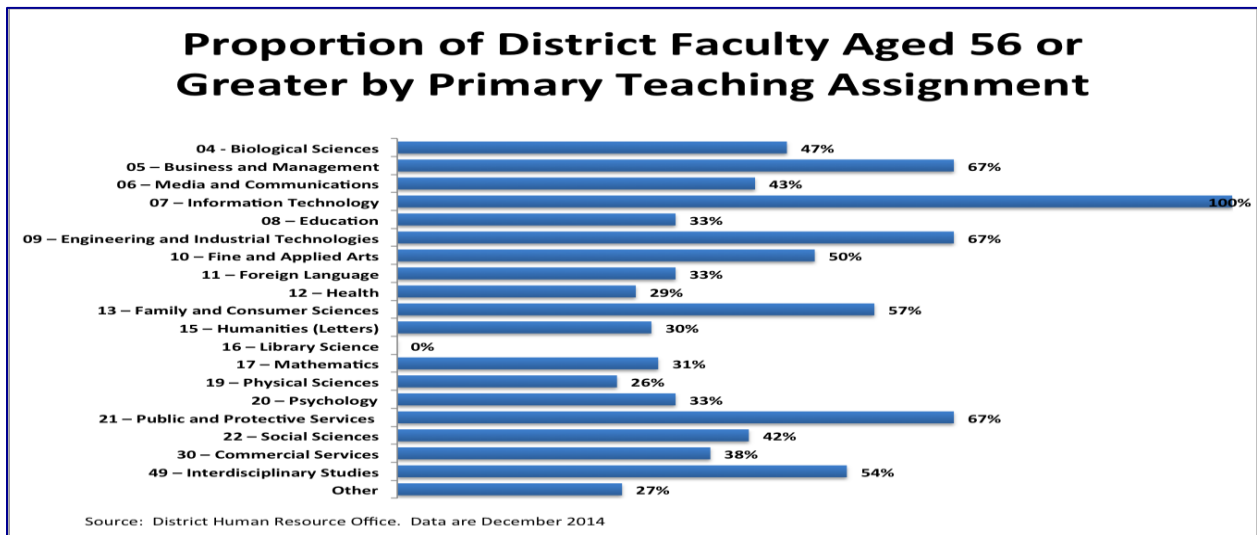
ONLINE INSTRUCTION

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
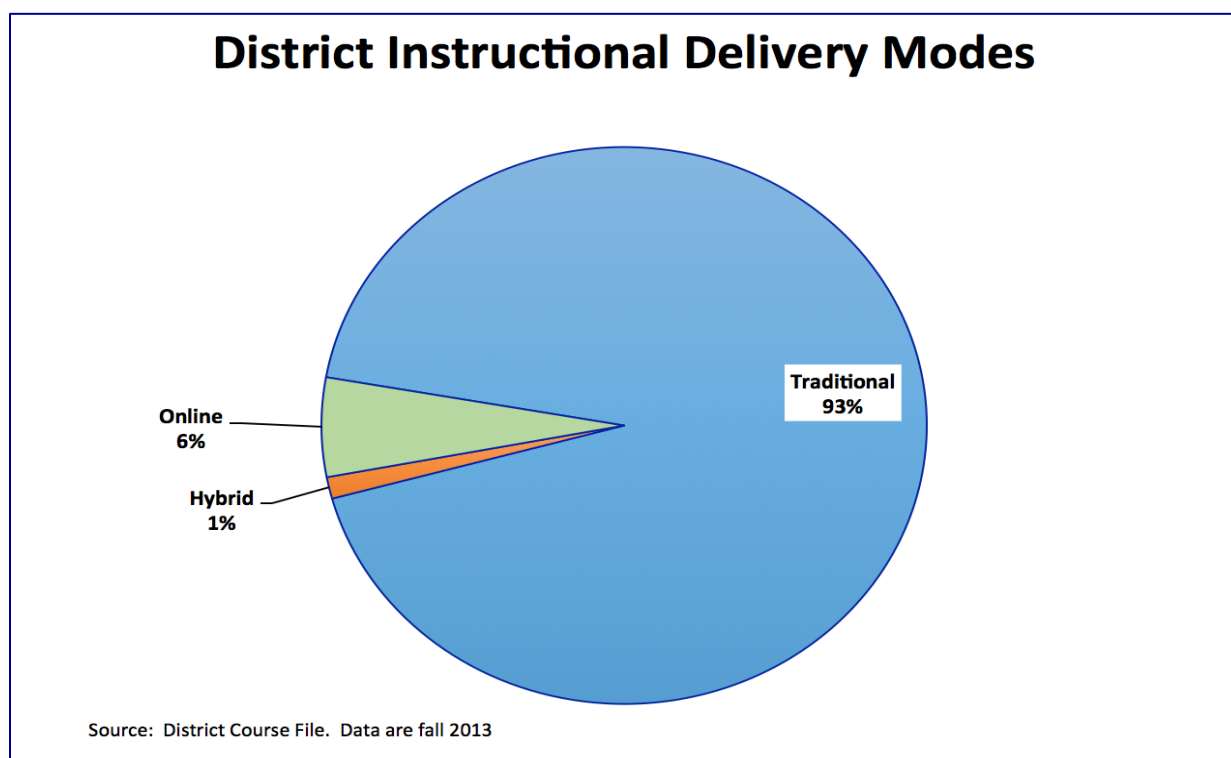
COMPETITOR ANALYSIS

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
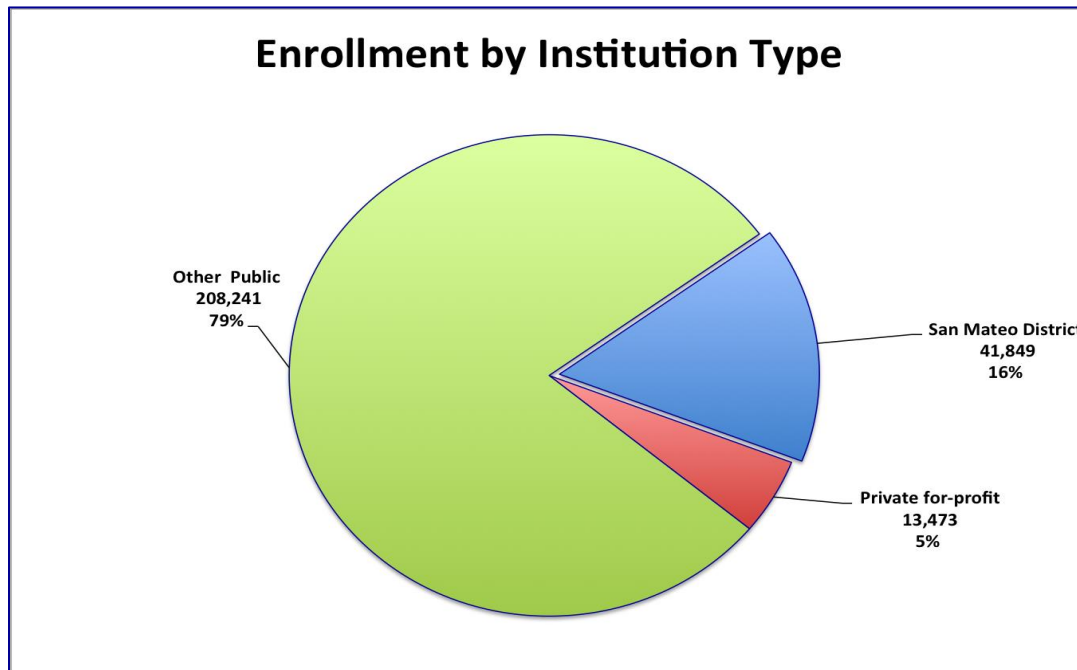
For example, programs with no competition include[4]:

- 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 a 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 "skills 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 or 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 experienced not only by the District, but 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

70
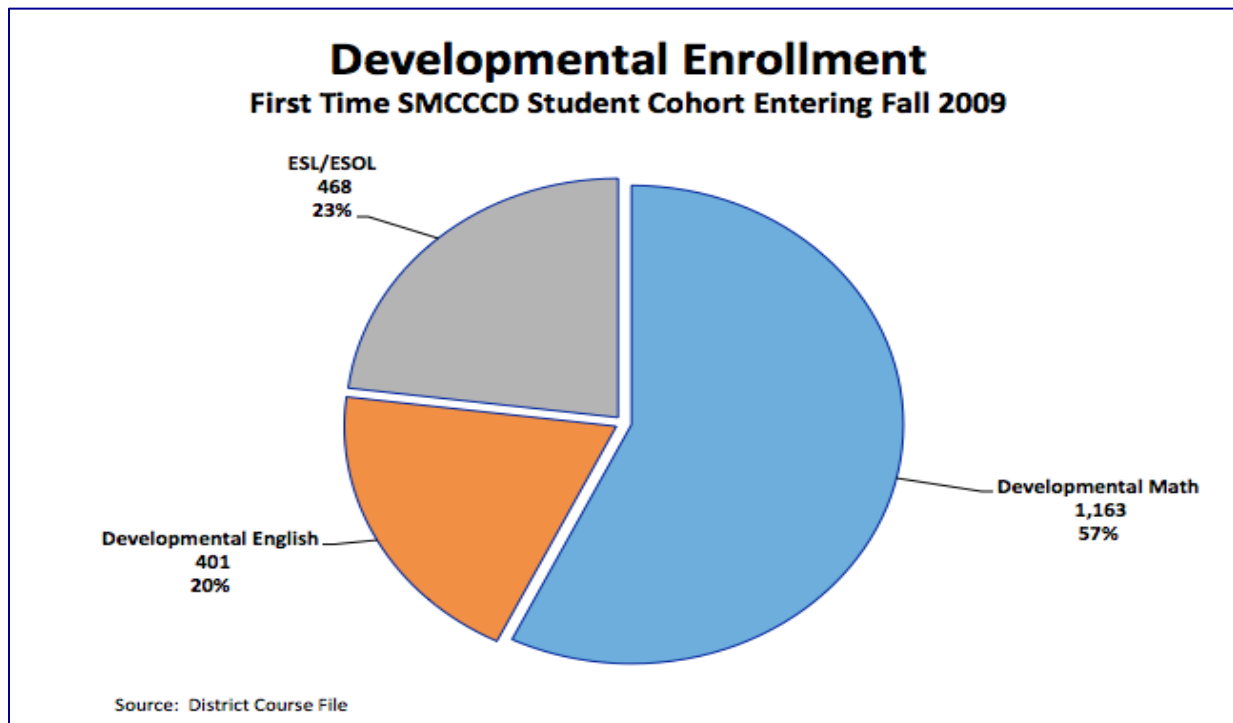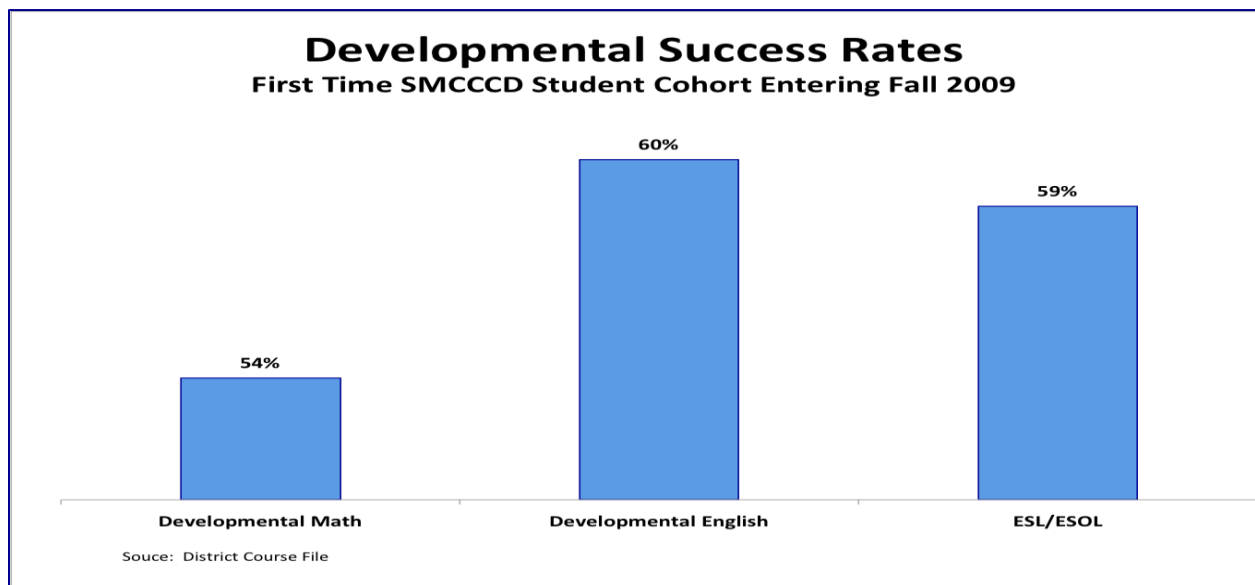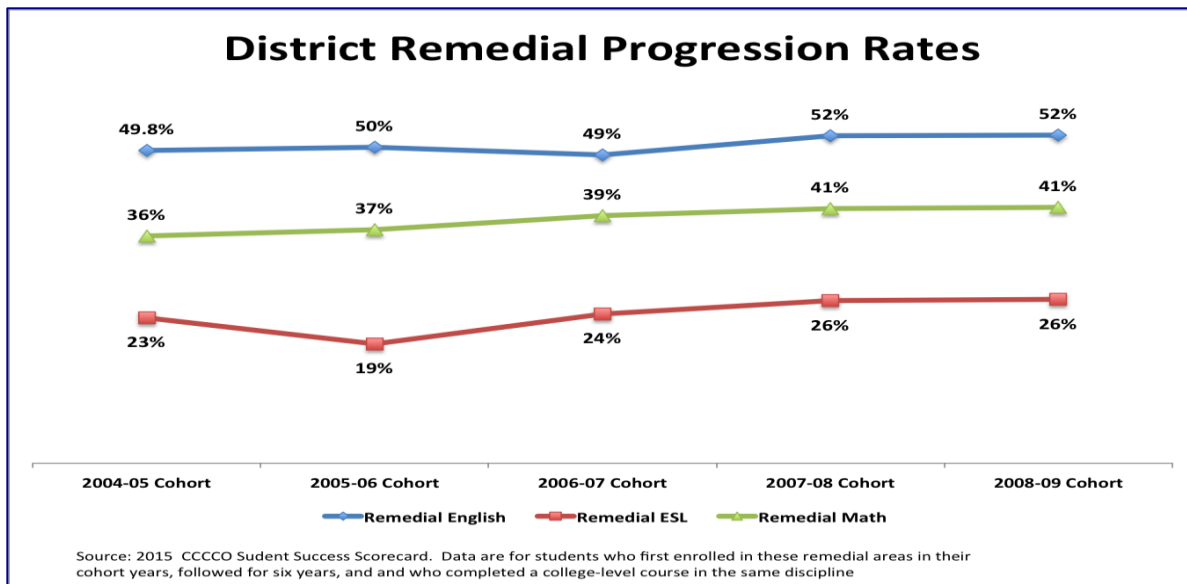
Figure 22

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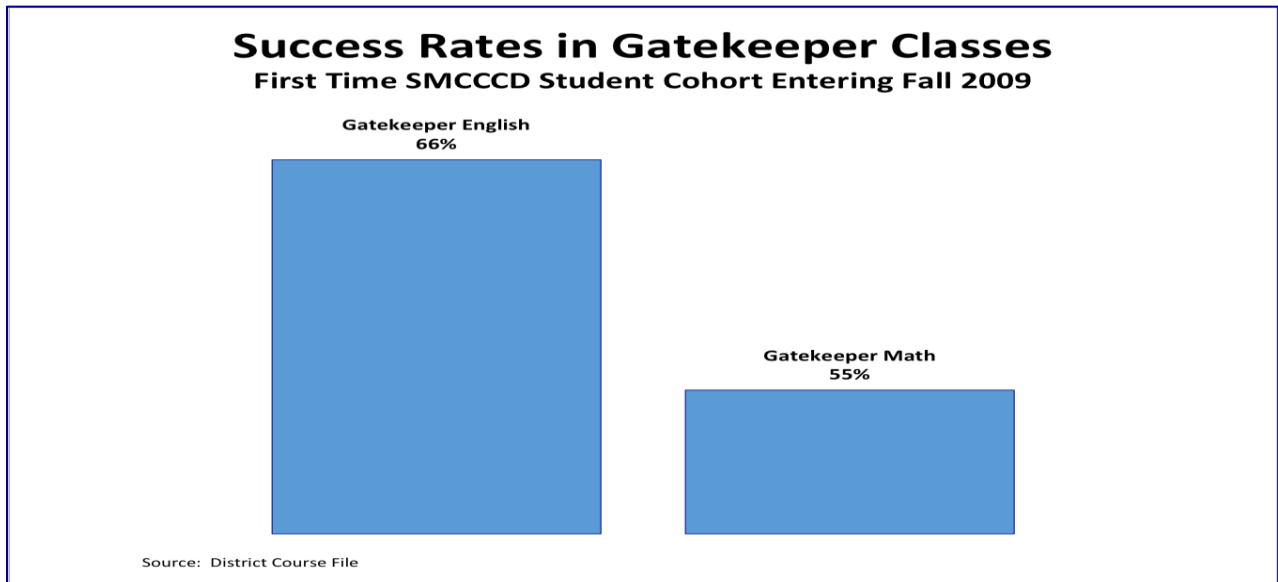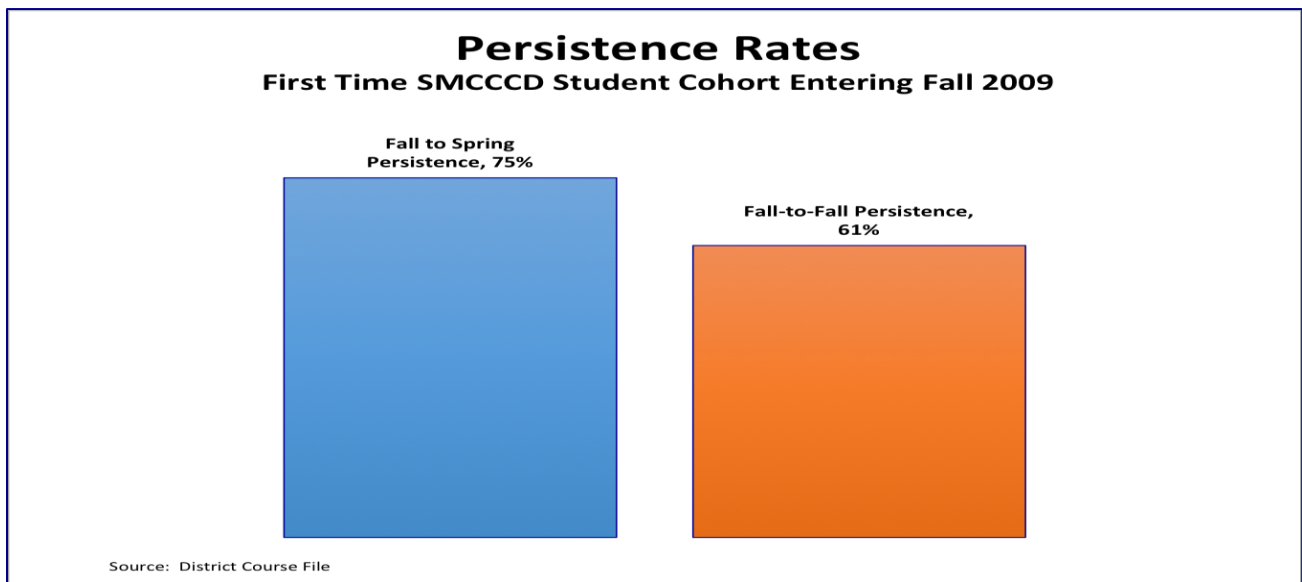
Figure 24 shows the persistence rate of the entering Fall 2009 cohort for Spring 2010 and Fall 2010. Figure 24 shows that 20% of the entering Fall 2009 cohort earned degrees (12%) or certificates (8%) by Spring 2014.

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
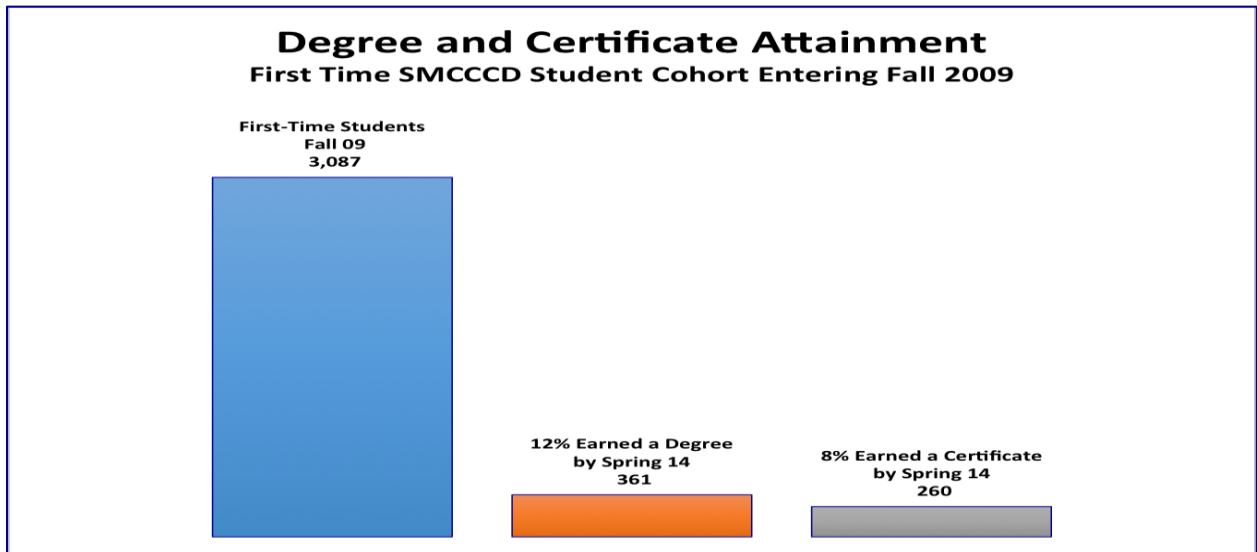
DEGREES, CERTIFICATES, AND NONCREDIT AWARDS

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
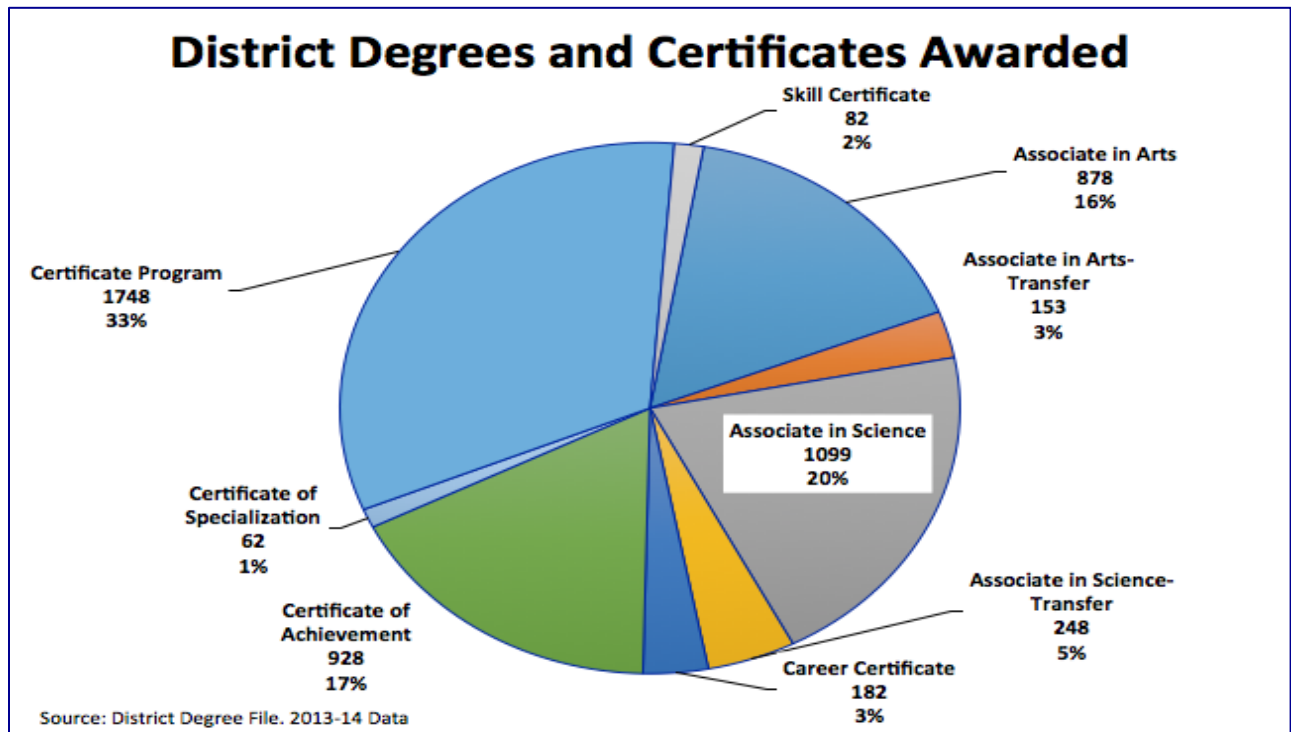
TRANSFER TO THE UC AND CSU SYSTEMS

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.

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
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

Transfers to UC and CSU by College
2008-09 to 2012-13

Source: District Transfer Files
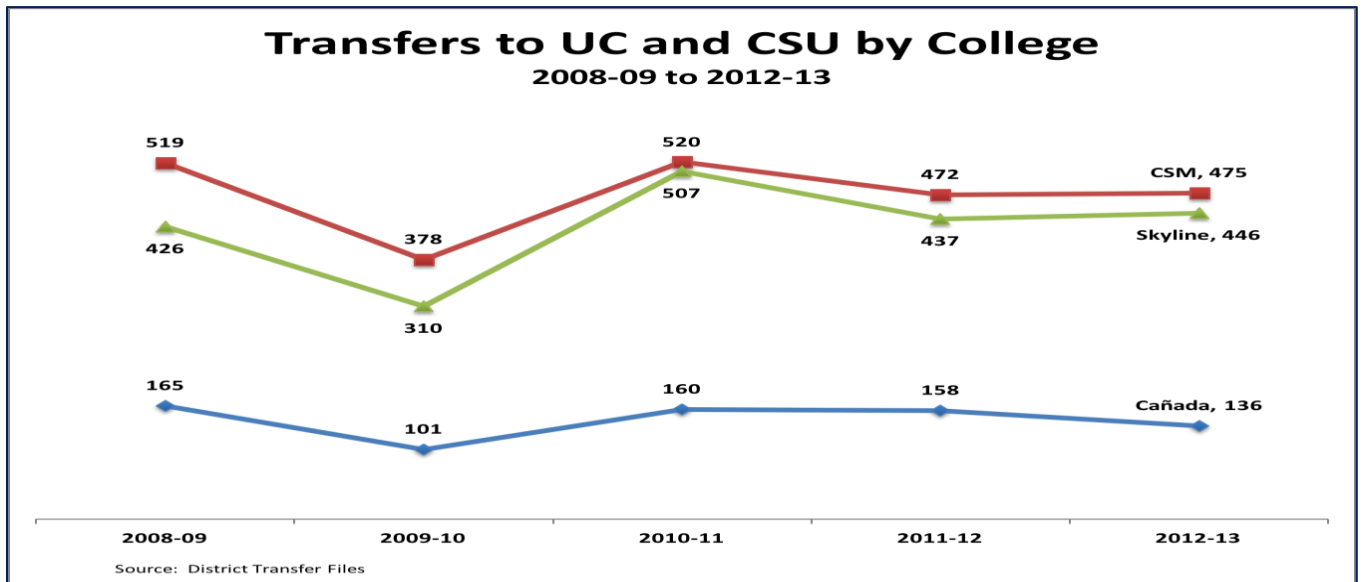
APPENDIX D: DISTRICT DEGREES AND CERTIFICATES AWARDED			
Title	#	Title	#
University Transfer: CSUGE	222	Computer Info Specialist	7
Early Childhood Education	165	ECE/Child Development: CSU	7
Accounting	149	Entry Level Bookkeeper	7
Social Science	148	Health Sciences	7
Administration of Justice	142	Mathematics 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 D: 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 D: 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 E: 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.

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RESOLUTION NO. 15-27

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

RESOLUTION CALLING ON THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES TO GRANT CITY COLLEGE OF SAN FRANCISCO FULL ACCREDITATION

WHEREAS, public institutions should be evaluated to ensure they provide quality educational services and are properly spending taxpayers' money; and

WHEREAS, the Accrediting Commission for Community and Junior Colleges (ACCJC) has been authorized by the United States Department of Education to be an accrediting agency to determine if colleges comply with standards of accreditation and thus are eligible for federal financial aid programs and, under California law, eligible to participate in the Cal Grant program; and

WHEREAS, ACCJC has been empowered by the State of California to ensure that the State's community colleges are providing students with a quality education and properly spending public funds; and

WHEREAS, ACCJC found City College of San Francisco (CCSF) failed to meet numerous accreditation standards and announced on July 3, 2013 that CCSF should have its accreditation terminated, which would have effectively forced the college to close as of July 31, 2014; and

WHEREAS, in the past, CCSF provided needed educational opportunities for more than 100,000 enrolled students from diverse backgrounds in the San Francisco region and, for 79 years, has been crucial to the economic and social development of San Francisco; and

WHEREAS, the U.S. Department of Education states that the goal of accreditation is "to ensure that education provided by institutions of higher education meets acceptable levels of quality;" and

WHEREAS, the 2012 ACCJC visiting team to CCSF concluded in its report "that the instructional programs in credit and non-credit programs provide high-quality instruction to meet the needs of the community while also demonstrating the College effort to meet the broad mission of the institution" which could be reasonably interpreted to mean that CCSF exceeded the U.S. Department of Education goal for accreditation; and

WHEREAS, the 2012 ACCJC visiting team indicated the following in its report:
- "…confirmed that City College of San Francisco offers degree programs that are appropriate to and congruent with its mission, are based on recognized higher education fields of study, and are of sufficient content and length to ensure quality. Noncredit classes and programs also are offered with appropriate rigor and in accordance with the college's mission,"
- "commended" CCSF "for several exemplary models of demonstrated educational quality based on their program reviews, student learning outcomes and assessment results used for continuous improvement," and

- noted CCSF's "exceptional CTE programs including its highly regarded Culinary Arts Program, its excellent Computer Network and Information Technology Program, its Computer Science Program, its Engineering Program, the Graphic Communications Program, the Business Program, and multiple health career programs;" and

WHEREAS, in this same 2012 report, the ACCJC visiting team:
- "confirmed that City College of San Francisco provides comprehensive and accessible student services to its students in accordance with its mission and purposes," and
- found "noteworthy…student support services that are demonstrating a strong connection to the campus communities through outreach and enrollment services, as well as student activities that demonstrate institutional progress towards improving student persistence and performance through retention efforts aimed at those students assessed as having the greatest needs;" and

WHEREAS, additionally, the visiting team:
- "confirmed that City College of San Francisco provides specific, long-term access to sufficient information and learning resources and services to support its mission and instructional programs through a variety of formats, including library collections, media centers, computer labs, and other means," and indicated that
- pointed to "rich evidence that library faculty and staff demonstrate that their courses and services meet students' learning needs by taking into account student-use demographics and the contribution of the library's activities to student learning and student satisfaction;" and

WHEREAS, a reasonable conclusion is that the above describes a college that is fulfilling its purpose which is to educate and serve students; and

WHEREAS, despite being adversely affected by large budget cuts during the recession, CCSF maintained an ending balance every year in excess of state requirements and met its financial obligations; and

WHEREAS, after CCSF had been placed on show cause in 2012, voters approved local parcel tax Proposition A and State Proposition 30, resulting in additional revenue to CCSF that strengthened its finances; and

WHEREAS, all 15 members of the 2012 ACCJC visiting team recommended that the commission impose a milder sanction of "probation" instead of the harshest sanction of "show cause" that required the college to demonstrate why it should not lose its accreditation; and

WHEREAS, in order to come into compliance with what ACCJC defines as deficiencies, much time and many resources are being devoted to complying with the vague and ever-changing standards of ACCJC as opposed to being used for the purpose of educating students and providing them with needed services; and

WHEREAS, the U.S. Department of Education in 2013 found that aspects of the agency's accreditation review process did "not meet the Secretary's Criteria for Recognition" and determined that ACCJC is out of compliance with the requirements of sections of the Higher Education Action of 1965, as amended; and

WHEREAS, the State audit in 2014 found that the ACCJC sanctions colleges at a rate far greater than other regional accreditors, roughly 53 percent compared to just over 12 percent for other regional accreditors in the United States and that AACJC was "inconsistent in applying its accreditation process" and lacks transparency in its deliberations; and

WHEREAS, San Francisco Superior Court Judge Karnow found ACCJC to have engaged in "significant unlawful practices" when it decided in 2013 to close CCSF as of July 2014; and

WHEREAS, ACCJC's 2012 show cause sanction and the closure decision in 2013 have caused great damage to CCSF, as reflected in its dramatic decline in enrollment that was once over 100,000 students, but now stands at under 75,000 and recovery from this damage will take many years;

NOW, THEREFORE, BE IT RESOLVED that the San Mateo County Community College District Board of Trustees urges ACCJC to immediately declare CCSF fully accredited until the time of its next normally scheduled evaluation in 2018.

REGULARLY PASSED AND ADOPTED this 30th day of September, 2015.

Ayes:

Noes:

Abstentions:

Attest: _____
       Dave Mandelkern, Vice President-Clerk
       Board of Trustees

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-100B

To: Members of the Board of Trustees

From: Ron Galatolo, Chancellor

Prepared by: Tom Bauer, Vice Chancellor, Auxiliary Services (650) 358-6782
                         Susan Harrison, Director, General Services (650) 358 6879

APPROVAL OF SOLE SOURCE PURCHASE OF PRECOR FITNESS EQUIPMENT

Some Precor fitness equipment at the San Mateo Athletic club has reached the end of its useful life and needs to be replaced. The District is recommending a sole source procurement for this equipment and substitution of another brand of equipment for Precor is not advisable. The Precor brand is the academic program and club standard and its unique adaptive and cardiovascular equipment is essential in maintaining our standards. EXOS|Medifit has collaborated with Precor on developing proprietary fitness software that is designed to run exclusively on the Precor equipment. EXOS|Medifit will install the software on the new machines and it will be used in relation to club operations for members and college programs using the equipment.

The District recommends that EXOS|Medifit, an authorized Precor distributor, be the sole source provider of the equipment. Purchasing staff investigated pricing for this equipment. The equipment can only be purchased through an authorized Precor distributor or through Precor directly. Precor advised the District that Exos|Medifit's purchasing volume provides them with aggressive wholesale pricing allowing EXOS|Medifit to quote Precor products lower than any other distributor. Staff also priced the equipment as if purchased directly through Precor. The quote from Precor direct, without the advantage of EXOS|Medifit pricing, resulted in a quote $41,000 greater than the EXOS|Medifit pricing.

RECOMMENDATION

It is recommended that the Board approve the sole source purchase of Precor fitness equipment from EXOS|Medifit in an amount not to exceed $145,000.

BOARD REPORT NO. 15-9-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Executive Director, Facilities Planning & Operations, 358-6836

**APPROVAL OF CONTRACT AWARD FOR CAPITAL IMPROVEMENT PROGRAM PHASE 3 (CIP3)
CONSTRUCTION MANAGEMENT SERVICES**

Capital Improvement Program Phase 3 (CIP3) is funded by (1) proceeds from the General Obligation Bond Measure H, (2) interest earnings from the Measure H bond, (3) Fund 4, (4) unused Measure A proceeds, (5) potential State Capital Outlay funds, (6) grants, and (7) other miscellaneous sources. CIP3 includes demolition, new construction, infrastructure repair, renovations and upgrades to existing buildings, and procurement of related furniture, fixtures, equipment.

Staff worked to implement a competitive selection process for Construction Management (CM) services to support implementation of CIP3. A number of required, comprehensive services were identified for an effective implementation. Requested activities and services include but are not limited to:

- work collaboratively with District staff and other consultants in the development of the Program schedule by the program scheduling consultant
- confirm project budgets with the cost estimator
- assist in selection of individual project delivery methods
- work with District staff to review and refine standard forms of agreements and contracts for professional services and contracting firms developed by District legal counsel
- provide management of all aspects of each project from programming, design, bidding, contract award, construction, commissioning, turnover, and project closeout
- develop and maintain a comprehensive strategic plan for each campus, accounting for construction schedules, logistics, required resources, and academic schedules
- provide oversight of Construction Safety Program
- assist in ensuring that compliance with applicable environmental requirements such as those associated with the Environmental Protection Agency (EPA), Cal/EPA, California Environmental Quality Act (CEQA) and the Regional Water Quality District, are incorporated into procurement and contract documents and enforced
- coordinate with the Division of State Architect (DSA) office to facilitate plan checks and approval
- oversee implementation of District's Project Labor Agreement (PLA)
- administer, maintain, and archive all project and progress documents
- develop and implement communication plans
- develop and monitor implementation of Quality Assurance Plan
- work with District General Services department in the procurement and contracting process

Facilities and General Services Staff worked together to develop the qualifications/proposal request package and evaluation matrix. In February 2015, the District received proposals from three (3) pre-qualified firms: Gleeds, Harris & Associates, and Swinerton Management & Consulting.

The selection committee analyzed the Statements of Qualifications and proposals, ranking each of the firms quantitatively based on the following selection criteria:

- demonstrated ability to work on a day-to-day basis with governing boards, faculty, staff, students, consultants, contractors and vendors in a community college setting
- demonstrated ability to act as an "Owner's Representative" in complex construction projects for public sector agencies
- location relative to the District
- experience in working on publicly funded projects
- relevant employment experience of the proposed project team
- a clear understanding of the District's goals for CIP3 and the work involved in executing the program
- commitment to a collaborative management style that demonstrates sensitive, respectful and effective communication with people who are diverse in their cultures, language groups and abilities

The selection committee conducted interviews to identify the firm whose experience, qualifications, approach and proposal (including costs) best meet the District's goals and requirements for CIP3. While all firms are held in high regard by their customers and by the industry in general, Swinerton demonstrated best value for the District based on successful, relevant experience, technical expertise, and cost, as shown in the table below.

	Swinerton	**Harris**	**Gleeds**
Project Executive	$206	$225	$235
Director	$185	$188	$210
Senior Project Manager	$165	$175	$195
Project Manager	$143	$160	$185
Project Engineer	$98	$122	Cost not provided
Senior Field Administrator	$93	$108	Cost not provided

Swinerton's proposal clearly meets the District's requirements for implementation of CIP3. The firm is headquartered locally, in San Francisco. The team conveyed their understanding of the importance of community engagement through websites, open meetings, exploration of internship programs, and coordination with the college and surrounding communities, particularly during the construction phase, to mitigate potential conflicts.

Based on their accurate understanding of the District's key goals and priorities for CIP3, exemplary experience and references, and competitive cost structure, the selection team identified Swinerton Management & Consulting as the best qualified respondent. The proposed contract period is seven years. The contract will include comprehensive articulation of each service to be provided, clear payment terms based on definitive milestone deliverables over the duration of the contract, and specific termination provisions and procedures for breach of contract or convenience of either party.

RECOMMENDATION

It is recommended that the Board of Trustees authorize execution of a contract with Swinerton Management & Consulting in an amount not to exceed $25,203,556.

BOARD REPORT NO. 15-9-102B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning, Maintenance & Operations, 358-6836

AUTHORIZATION FOR CAPITAL IMPROVEMENT PROGRAM PHASE 3 (CIP3) PROJECT DELIVERY METHODS, PHASE ONE PROJECTS

On January 14, 2015, August 12, 2015, and September 9, 2015, staff presented information reports on various project delivery methods. The delivery methods reported on were, respectively: Lease Lease-Back (LLB) (Board Report No. 15-1-2C), Construction Management at Risk (CMAR) (Board Report No. 15-8-12), and Design Build and Multiple Prime (Board Report No. 15-9-1C). These reports outlined the key functional components associated with implementing each delivery method, along with their respective benefits. Staff submits the following recommendations for the delivery methods deemed best suited to the projects prioritized for the first phase of Capital Improvement Program Phase 3 (CIP3):

The **Cañada College Kinesiology and Wellness Building (Building 1N)** project includes demolition and reconstruction of the existing Building 1. The new ~85,000 SF facility will provide new state-of-the-art learning, fitness and wellness facilities for students and the community. The facility will include classrooms, faculty offices, a NCAA regulation gymnasium, group exercise and dance studios, locker rooms, a competition swimming pool and instructional swimming pool. This is a large project, which warrants design phase constructability and value engineering consultancy and preconstruction logistics planning. Based on the project size and complexity, Staff recommends the CMAR project delivery method for this project.

The **Cañada College Math and Science Building (Building 23N)** project will construct a new ~48,000 SF math and science instructional facility. The new building will include state-of-the-art computer labs, earth science, astronomy, biology, microbiology labs, lecture classrooms, anatomy and cadaver labs, radiology technology, and program administrator and faculty offices. This is a large project, which warrants design phase constructability and value engineering consultancy and preconstruction logistics planning. The science laboratory designs are typical for community colleges, and the building will incorporate standard educational technology in the classrooms. Based on the project size and complexity, Staff recommends the CMAR project delivery method for this project.

The **College of San Mateo Humanities and Arts Building (Building 3)** project will modernize the building's infrastructure including heating and cooling systems, plumbing, and fire sprinklers. The project also includes accessibility upgrades to meet current applicable codes, and audio visual and acoustical performance upgrades, including A/V controls at stage for instructional purposes. Classrooms, dressing rooms, restrooms, warm up rooms, and backstage areas will be renovated. This is a medium sized project, of sufficient magnitude to warrant design phase constructability and value engineering consultancy and preconstruction logistics planning. Based on the project size and complexity, Staff recommends the CMAR project delivery method for this project.

The **College of San Mateo Student Life and Learning Communities (Building 17)** project provides tenant improvements to an existing ~7,000 SF area to create collaborative student support and learning environments including Puente Project, Honors Project, Mana, Umoja, and Project Change. The renovation will include computer labs, seminar rooms, meeting rooms, program administrator and faculty offices. This project is a small and uncomplicated tenant improvement project. Based on the project size and complexity, Staff recommends the Design-Bid-Build project delivery method for this project.

The **College of San Mateo Building Center for Emerging Technologies** (**Building 19N)** project provides for demolition of the existing Building Nos. 12, 20 and 20A and demolition and reconstruction of the existing Building 19, and a parking lot. The new ~55,000 SF facility will provide state-of-the-art laboratories and classrooms for engineering, architecture and computer sciences, including computer-aided design labs. The building will feature a Maker Space/Tech Shop. This is a large, complex project that will benefit from the Design-Build delivery method. The complexity associated with demolition of multiple structures and complex design details related to Maker Space/Tech Shop access, technology, and equipment warrants shifting design error and omission risk to the Design Build Entity (DBE). Additionally, the project delivery time will be accelerated, resulting in earlier occupancy and reduced costs. Based on project size and complexity, Staff recommends the Design Build project delivery method for this project.

The **Skyline College Social Science and Creative Arts (Building 1N)** project provides for demolition and reconstruction of the existing Building 1. The new ~120,000 SF facility will include a new 520-seat main theater, a 60-seat Black Box theater, a 220-seat choral room, music practice rooms, several large lecture halls, an art gallery, sculpture studios, classroom and laboratory facilities for 2D and 3D design studios, photography dark room and laboratory, digital media art studios, art history classrooms, ceramics classroom and studio, and program administrator and faculty offices. This project is very large and complex. The existing structure and site house the campus boiler plant and the campus main point of entry (MPOE) for electrical, gas, water and IT infrastructure. Coordination of demolition and reconstruction activities to ensure continuous utility service to the campus is critical to the delivery of instruction. The new facility will also include highly complex systems, particularly those serving fine and performing arts programs, which are vulnerable to design errors and omissions, particularly in regards to installation details. The Design-Build delivery method will shift risks associated with design errors and omissions and utility service coordination to the Design-Build Entity (DBE). Additionally, the recommended delivery method integrates design and construction to improve schedule and utility coordination/logistics which in turn is expected to save the District costs. Based on project size and complexity, Staff recommends the Design-Build project delivery method for this project.

The **Skyline College Environmental Science Building (Building 12N)** project will construct a new ~21,000 SF environmental sciences instructional facility with two large lecture halls, two classroom/laboratories, and complementary outdoor learning spaces. It will include a large gathering space with a catering kitchen for students, faculty and community functions. This is a large project, which warrants design phase constructability and value engineering consultancy and preconstruction logistics planning. Based on project size and complexity, Staff recommends the CMAR project delivery method for this project.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Vice Chancellor of Facilities Planning, Maintenance and Operations to proceed with the implementation of these CIP3 projects utilizing the project delivery methods recommended above.

RESOLUTION NO. 15-28

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

RESOLUTION REGARDING BOARD ABSENCE

WHEREAS, California Education Code states that a Governing Board member of a community college district may receive compensation for any meeting when absent if the Board, by resolution duly adopted, finds that at the time of the meeting, he or she is performing services outside the meeting for the community college district; he or she was ill or on jury duty; or the absence was due to a hardship deemed acceptable by the Board; and

WHEREAS, at the time of the August 12, 2015 meeting of the Board, Trustee Patricia Miljanich was absent due to hardship deemed acceptable by the Board;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the San Mateo County Community College District finds that under current law, Trustee Miljanich is entitled to receive the regular compensation for the meeting at which she was absent.

REGULARLY PASSED AND ADOPTED this 30th day of September, 2015.

Ayes:

Noes:

Abstentions:

Attest: _____
          Dave Mandelkern, Vice President-Clerk
          Board of Trustees

BOARD REPORT NO. 15-9-4C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6790

A DISCUSSION OF LIABILITIES

The District plans for and projects its short and long term liabilities. The District also mitigates those where possible. There are four main liabilities that we should review:

Capital Outlay Bonds. These are the bonds that were approved by the voters in Measures C, A and H. Fortunately, these bonds will be paid by San Mateo County taxpayers. Nonetheless, the bonds appear on our Statement of Net Position in our financial statements. The outstanding amount as of 6/30/2015 is $837,574,017. The District has authorization for $261,000,000 in unissued bonds for Measure H.

Workers Compensation. The District is self-insured for workers compensation. Workers compensation covers job-related injuries. Each year, there are incidents, and some of these may result in injuries that have claims that go over multiple years. Each year we hire a firm to perform an actuarial study determining our liability for future claims on existing injuries. We use this study to set the rates that we charge ourselves to cover these costs. This way, we set aside funds every year to pay for these claims. These funds are reflected as Current Liability – Accounts Payable on our Statement of Net Position. The latest actuarial study is attached as Exhibit A. The District has a reserve of $2,035,000 as of 6/30/2015. In addition, our claims rate has been very low compared to statewide averages, and we were able to lower our workers compensation rate from 1% to 0.96% of payroll.

Post-retirement Medical Benefits. As part of our collective bargaining agreements, the District provides medical benefits for qualified retirees. These are often called Other Post-Employment Benefits or OPEB, to distinguish them from pension benefits. The District started setting aside funds for this purpose in 1991, and established an irrevocable trust in 2009. The Government Accounting Standards Board (GASB) issued accounting pronouncement GASB 45 in 2004 that required governments to assess their liabilities and, over time, recognize them on our financial statements. We started amortizing our liability in 2009 using a 30 year timeframe. Currently, we have funded more than is required by GASB 45. As of 6/30/2015, our required contribution – the amount of the liability we were required to recognize on our financial statements – was $119,086,798 while we have funded $67,752,791 in the irrevocable trust. Similar to workers compensation, the District sets a rate to charge ourselves for the future costs of our current employees, and also has been continuing to fund the liability already incurred. The District has an actuarial study done every two years to value these liabilities. The latest study is attached as Exhibit B. Based on the study and our anticipated payroll, the District is charging 5% of payroll. This charge is transferred to the District's Post Retirement Reserve (Fund 8) prior to transferring it to the OPEB Trust. The balance in the OPEB Trust as of 6/30/2015 is $67,752,791. The balance in the District's Post Retirement Reserve is $19,243,322 for a total reserve of $86,996,113. This means that we have funded 73% of our anticipated liability.

PERS and STRS Pensions. The District also participates in the Public Employees Retirement System (CalPERS) and State Teachers Retirement System (CalSTRS). The District and the employee each pay a percentage of the employee's salary into one of these systems. The State of California has contributed to these systems as well. The rates that are paid are set by the CalPERS Board for CalPERS and by the State legislature for CalSTRS. Over the years, the employee rates for both systems have not changed, but the CalPERS Board has decreased or increased the employer rate as deemed necessary. At this time, both systems are underfunded in terms of their total liability. Last year, the CalPERS Board projected (subject to change) and the State legislature set (in law) rates that are projected to near or exceed 20% by 2021. We anticipate these increases to cost the District at least $9 million annually by 2021.

Employer Rates	CalPERS	CalSTRS
2013-14	11.44%	8.25%
2014-15	11.77%	8.88%
2015-16	11.85%	10.73%
2016-17	13.05%	12.58%
2017-18	16.60%	14.43%
2018-19	18.20%	16.28%
2019-20	19.90%	18.13%
2020-21	20.20%	19.10%

In addition, for the first time, and effective with our 2014/15 fiscal year, GASB 68 requires the District to record its share of the systems' total liabilities for these benefits. The rationale is that the employers all have pooled to create these systems and thus are jointly responsible for any shortfall in the systems' reserves. Each of the systems has less funding than their actuarial studies say is needed to provide benefits for current and future retirees.

	CalSTRS	CalPERS	Total
Net Pension Liability	$ 58,437,000,000	$ 11,352,434,849	
SMCCCD Share	0.1030%	0.3571%	
SMCCCD Liability	$ 60,190,110	$ 40,539,545	$ 100,729,655

This means that on our 6/30/2015 Statement of Net Position, the District will record an additional $100 million of liability. Since our Statement of Net Position is entity-wide, that is, it includes all funds, we do not have a negative ending balance or Net Position, but it will look significantly less than the previous year.

Bickmore

Actuarial Review of the Self-Insured Workers' Compensation Program

Outstanding Liabilities as of June 30, 2015
Forecast for Program Years 2015-16

Presented to

San Mateo Community College District

March 27, 2015

Bickmore

Friday, March 27, 2015

Ms. Kathy Blackwood
Executive Vice Chancellor
San Mateo Community College District
3401 CSM Drive
San Mateo, CA 94402

Re: Actuarial Review of the Self-Insured Workers' Compensation Program

Dear Ms. Blackwood:

As you requested, we have completed our review of San Mateo Community College District's self-insured workers' compensation program. Assuming an SIR of $350,000 per occurrence, we estimate the ultimate cost of claims and expenses for claims incurred during the 2015-16 program year to be $704,000. This amount includes allocated loss adjustment expenses (ALAE) and a discount for anticipated investment income, but excludes unallocated loss adjustment expenses (ULAE). ALAE is the direct cost associated with the defense of individual claims (e.g. legal fees, investigation fees, court charges). ULAE is the cost to administer all claims to final settlement, which may be years into the future (e.g. claims adjusters' salaries, taxes). The discount for investment income is calculated based on the likely payout pattern of the District's claims, assuming a 3.0% return on investments per year. For budgeting purposes, the expected costs of 2015-16 claims translates to a rates of $0.66 per $100 of payroll.

In addition, we estimate the program's liability for outstanding claims to $2,035,000 as of June 30, 2015, again including ALAE and discounted for anticipated investment income, but excluding ULAE.

The $2,035,000 estimate is the minimum liability to be booked by the District at June 30, 2015 for its workers' compensation program, in accordance with Governmental Accounting Standards Board (GASB) Statement #10. GASB #10 requires the District to accrue a liability on its financial statements for the ultimate cost of claims and expenses associated with all reported and unreported claims, including ALAE and ULAE. GASB #10 does not prohibit the discounting of losses to recognize investment income.

Our conclusions regarding the District's liability for unpaid loss and loss adjustment expenses (LAE) at June 30, 2015 are summarized in the table below.

San Mateo Community College District
Self-Insured Workers' Compensation Program
Estimated Liability for Unpaid Loss and ALAE
at June 30, 2015

	Expected	Marginally Acceptable 70% CL	Recommended Range			Conservative 90% CL
			Low 75% CL	Target 80% CL	High 85% CL	
Loss and ALAE	$2,418,000					
ULAE	0					
Investment Income Offset	(383,000)					
Discounted Loss and LAE	$2,035,000	$2,322,000	$2,446,000	$2,591,000	$2,770,000	$3,008,000

GASB #10 does not address an actual funding requirement for the program, but only speaks to the liability to be recorded on the District's financial statements.

Because actuarial estimates of claims costs are subject to some uncertainty, we recommend that an amount in addition to the discounted expected loss costs be set aside as a margin for contingencies. Generally, the amount should be sufficient to bring funding to the 75% to 85% confidence level for primary programs. We consider funding to the 70% confidence level to be marginally acceptable and funding to the 90% confidence level to be conservative.

The table below shows our funding recommendations for San Mateo Community College District for the 2015-16 fiscal year.

San Mateo Community College District
Self-Insured Workers' Compensation Program
Loss and ALAE Funding Guidelines for 2015-16
Self-Insured Retention (SIR) of $350,000

	Expected	Marginally Acceptable 70% CL	Recommended Range Low 75% CL	Target 80% CL	High 85% CL	Conservative 90% CL
Loss and ALAE	$807,000					
ULAE	0					
Investment Income Offset	(103,000)					
Discounted Loss and ALAE	$704,000	$855,000	$931,000	$1,019,000	$1,129,000	$1,278,000
Rate per $100 of 2015-16 Payroll	$0.66	$0.80	$0.87	$0.96	$1.06	$1.20

The funding recommendations shown in the table above do not include any recognition of the existing funding margin at June 30, 2015. They are for losses and allocated loss adjustment expenses only, and do not include a provision for loss control, overhead, excess insurance premiums, and other expenses associated with the program.

3

The loss projections in this report reflect the estimated impact of benefit legislation contained in AB749, AB227, SB228, SB899, SB863, and recent WCAB court decisions based upon information provided by the WCIRB.

The ultimate impact on loss costs of legislated benefit adjustments are generally difficult to forecast in advance because the changes typically take place over a period of several years following enactment. Furthermore, actuarially derived benefit level evaluations often underestimate actual future cost levels. The shortfalls result from a variety of circumstances, including: increases in utilization levels, unanticipated changes in administrative procedures, and cost shifting among benefit categories. Thus, actual cost increases could differ, perhaps substantially, from the WCIRB's estimates.

The report that follows outlines the scope of our study, its background, and our conclusions, recommendations, and assumptions. Judgments regarding the appropriateness of our conclusions and recommendations should be made only after studying the report in its entirety, including the graphs, attachments, exhibits and appendices. Our report has been developed for the District's internal use. It is not intended for general circulation.

We appreciate the opportunity to be of service to San Mateo Community College District in preparing this report. Please feel free to call John Alltop at (916) 244-1160 or Becky Richard at (916) 244-1183 with any questions you may have concerning this report.

Sincerely,

Bickmore

John Alltop, FCAS, MAAA
President, Consulting, Bickmore
Fellow, Casualty Actuarial Society
Member, American Academy of Actuaries

Becky Richard, ACAS, MAAA
Manager, Property and Casualty Actuarial Services, Bickmore
Associate, Casualty Actuarial Society
Member, American Academy of Actuaries

TABLE OF CONTENTS

I. BACKGROUND

San Mateo Community College District began its self-insured workers' compensation program on July 1, 2006. Its current self-insured retention is $350,000. Claims administration services are provided by the District's Risk Management Department. Additional background on the program is given in Appendix J.

The purpose of this review is to provide a guide to the District to determine reasonable funding levels for its self-insurance program according to the funding policy the District has adopted and to comply with Governmental Accounting Standards Board Statements #10 and #30. The specific objectives of the study are to estimate the District's liability for outstanding claims as of June 30, 2015, project ultimate loss costs for 2015-16, and provide funding guidelines to meet these liabilities and future costs.

II. CONCLUSIONS AND RECOMMENDATIONS

A. LIABILITY FOR OUTSTANDING CLAIMS

Graph 1 on the following page summarizes our assessment of the District's funding position as of June 30, 2015. The dark-colored bars indicate our estimates of the program's liability for outstanding claims before recognition of the investment income that can be earned on the assets held before the claim payments come due. The horizontal line across each graph indicates the District's available assets at June 30th of each year.

Our best estimate of the full value of the District's liability for outstanding claims within its self-insured retention (SIR) is $2,418,000 as of June 30, 2015. This amount includes losses, allocated loss adjustment expenses (ALAE), and unallocated loss adjustment expenses (ULAE). ALAE is the direct cost associated with the defense of individual claims (e.g. legal fees, investigation fees, court charges). ULAE is the cost to administer claims to final settlement, which may be years in the future (e.g. claims adjusters' salaries, taxes).

There is some measure of uncertainty associated with our best estimate because of the random nature of much of the process that determines ultimate claims costs. For this reason, we generally recommend that a program such as this include some funding margin for the possibility that actual loss costs will be greater than the best estimate. We generally measure the amount of this margin by thinking in terms of the probability distribution of actual possible results around our best estimate. As the margin grows, the probability that the corresponding funding amount will be sufficient to meet actual claim liabilities increases. We typically refer to this probability as the "confidence level" of funding. Graph 1 shows the liabilities for outstanding claims at several confidence levels that are typically of interest to risk managers in formulating funding policies for self-insurance programs.

The District can earn investment income on the assets it holds until claims payments come due. Assuming a long-term average annual return on investments of 3.0%, we estimate the impact of investment income earnings to be about 16% if the program is funded within the range indicated in the graph, resulting in a discounted liability for outstanding claims of $2,035,000 as of June 30, 2015.

Investment income earnings will be less than this when the program does not maintain sufficient funding, and more when there is excess funding. Thus, thinking in terms of liabilities discounted for investment income can actually mask funding deficiencies and redundancies that might otherwise be obvious. However, the discounted liabilities do represent legitimate funding targets. The light-colored bars on Graph 1 show our estimates of the District's discounted liability for outstanding claims.

Graph 1

San Mateo Community College District-
Outstanding Liability ($000's)
at June 30, 2015

Confidence Levels	Discounted	Undiscounted
Expected	2,035	2,418
70%	2,322	2,759
75%	2,446	2,906
80%	2,591	3,078
85%	2,770	3,291
90%	3,008	3,574

Confidence Levels

□ Discounted   ■ Undiscounted
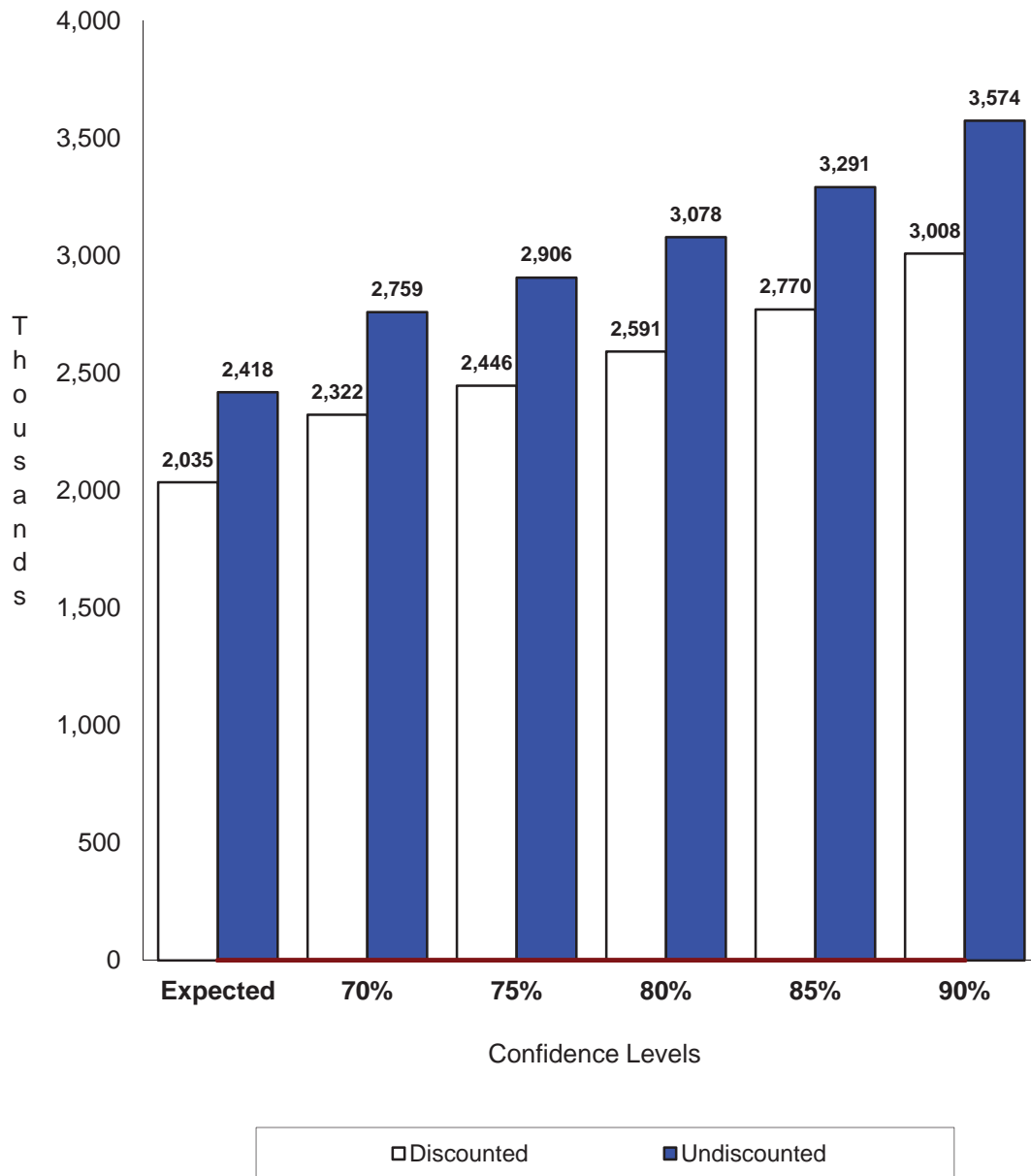
The table below displays a breakdown of the program's outstanding loss and ALAE liabilities into case reserves and incurred but not reported (IBNR) reserves at June 30, 2015, before recognition of investment income. Please note, ULAE reserves are not included.

<div align="center">

San Mateo Community College District
Self-Insured Workers' Compensation Program
Estimated Liability for Unpaid Loss and ALAE at June 30, 2015

</div>

Year	Case Reserves	IBNR Reserves	Total Outstanding
2006-07	$125,693	$28,384	$154,077
2007-08	158,639	61,250	219,889
2008-09	(835)	53,558	52,723
2009-10	179,619	44,244	223,863
2010-11	(84)	86,812	86,728
2011-12	140,208	148,268	288,476
2012-13	129,047	222,832	351,879
2013-14	122,573	280,383	402,956
2014-15	82,688	554,922	637,610
Loss and ALAE	$937,548	$1,480,653	$2,418,201

B. PROGRAM FUNDING: GOALS AND OBJECTIVES

As self-insurance programs have proliferated among public entities, it has become apparent that there is a large measure of inconsistency in the way in which these programs recognize and account for their claims costs. This is the result of the fact that there have been several different sources of guidance available, none of which has been completely relevant to public entity self-insurance programs.

According to the Governmental Accounting Standards Board (GASB), the most relevant source of guidance on the subject is Financial Accounting Standards Board Statement #60. A liability for unpaid claim costs, including all loss adjustment expenses, should be accrued at the time the self-insured events occur. This liability should include an allowance for incurred but not reported claims. It may be discounted for investment income at an appropriate rate of return, provided the discounting is disclosed. The regulations detailing the way in which this must be done are outlined in GASB's statements #10 and #30. These regulations are required to be applied by the District.

GASB #10 and #30 do not address funding requirements. They do, however, allow a range of funded amounts to be recognized for accounting purposes; specifically, GASB #10 and #30 which allow recognition of a funding margin for unexpectedly adverse loss experience. Thus, for accounting purposes, it is possible to formulate a funding policy from a range of alternatives. The uncertainty in any estimate of the program's liability for outstanding claims should be taken into consideration in determining funding policy, but it may be offset by recognizing anticipated investment income earnings. This usually means developing a funding program based on discounted claims costs with some margin for unexpected adverse loss experience.

The amount of the margin should be a question of long-term funding policy. We recommend that the margin be determined by thinking in terms of the probability that a given level of funding will prove to be adequate. For example, a reasonable goal might be to maintain a fund at the 85% confidence level.

A key factor to consider in determining funding policy is the degree to which stability is required in the level of contributions to the program from year to year. If you elect to fund at a low confidence level, the chances are much greater that future events will prove that additional contributions should have been made for current claims. The additional contributions for years by that time long past may be required at the same time that costs are increasing dramatically on then-current claims. The burden of funding increases on past years as well as on current years, may well be prohibitive.

We generally recommend maintaining program funding at the 80% confidence level, after recognition of investment income, with a recommended range of the 75% to 85% confidence levels. We tend to think of the 70% confidence level as marginally acceptable and of the 90% confidence level as conservative. We recommend the 75% to 85% confidence level range because the probabilities are reasonably high that resulting funding will be sufficient to meet claim liabilities, yet the required margins are not so large that they will cause most self-insured entities to experience undue financial hardship. In addition, within this range, anticipated investment income generally offsets the required margin for the most part, which means that it is also reasonable to think of the liabilities as being stated on an undiscounted basis.

We also strongly believe, however, that the confidence level to which any future year is funded should be evaluated in light of the relative certainty of the assumptions underlying the actuarial analysis, the District's other budgetary constraints, and the relative level of risk it is believed appropriate to assume. This means formulating both short and long-term funding goals, which may be the same in some years, but different in others.

In general, we recommend that you fund each year's claims costs in that year. When surpluses or deficiencies have developed on outstanding liabilities and funding adjustments are necessary, they should be clearly identified as such so that the habit of funding each year's claims costs that year is maintained. We also recommend that you reduce surplus funding more slowly than you would accumulate funding to make up a deficiency.

C. HISTORICAL TRENDS IN THE SELF-INSURANCE PROGRAM

The program's dollars of loss per $100 of payroll, or loss rate, has been fairly variable over the period show below. Our loss rate of $0.50 per $100 of payroll for the 2014-15 program year is slightly higher than the average loss rate for the most recent three years.

Graph 2

San Mateo Community College District-
Workers' Compensation
Ultimate Dollars of Loss & ALAE
per $100 of Payroll
(Loss & ALAE Limited to $100,000 per Occurrence)

Program Year	Loss Rate
06-07	0.60
07-08	0.30
08-09	0.41
09-10	0.51
10-11	0.08
11-12	0.49
12-13	0.52
13-14	0.41
14-15	0.50

□ Loss Rate

12
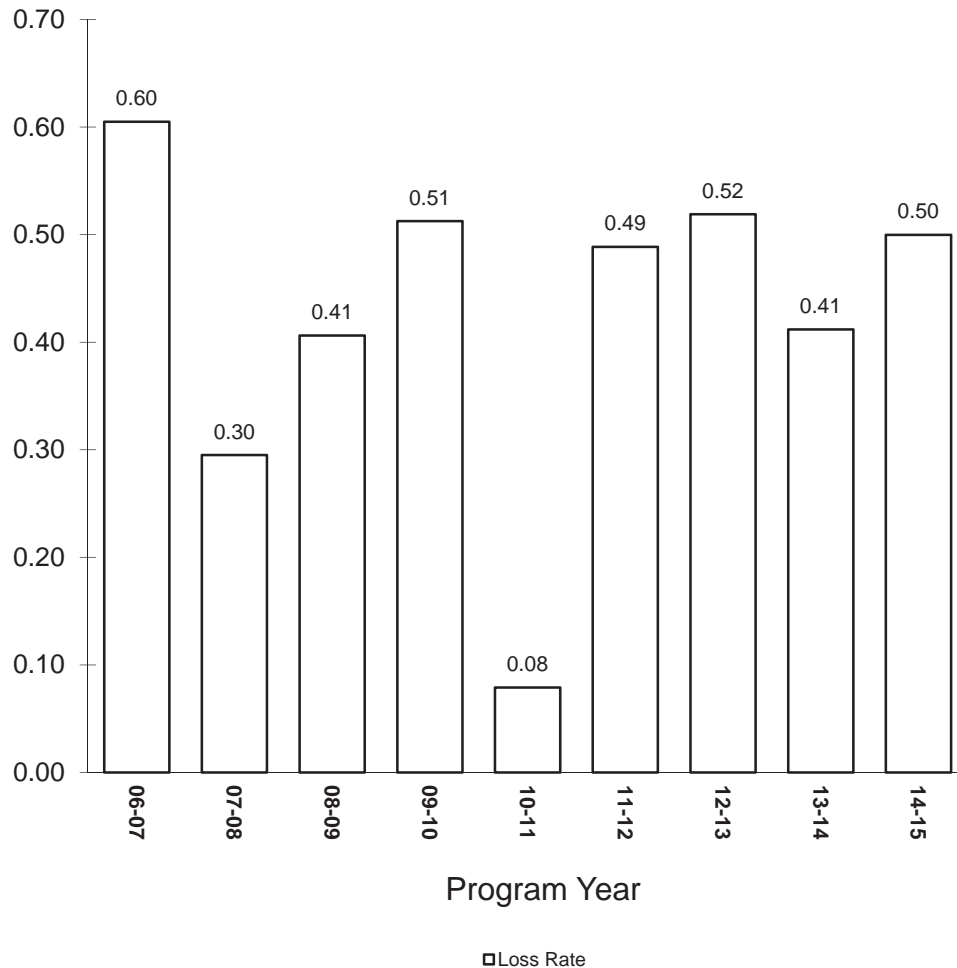
The average dollars of loss per claim, or severity, also has varied. We selected a severity of $18,900 per claim for the 2014-15 program year based on the most recent increasing trend. See graph below.

Graph 3

San Mateo Community College District-
Workers' Compensation
Ultimate Dollars of Loss & ALAE
per Claim
(Loss & ALAE Limited to $100,000 per Occurrence)

Program Year

□Claim Severity
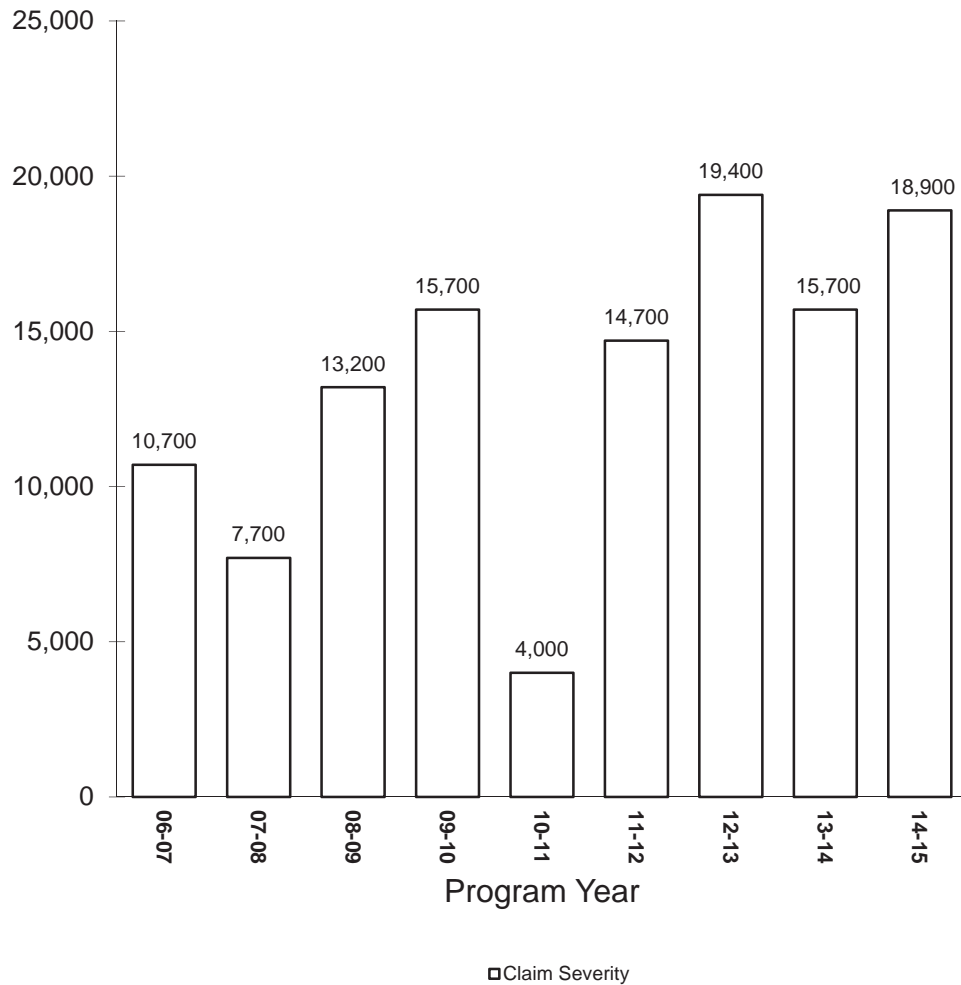
The number of claims per $1 million of payroll, or frequency, appears to have followed a decreasing trend since the program's inception but appears to be leveling off. We selected a frequency of 0.27 claims per $1 million of payroll based on the most recent trend. See graph below.

Graph 4

San Mateo Community College District-
Workers' Compensation
Number of Claims per
$1 Million of Payroll

□ Claim Frequency

14
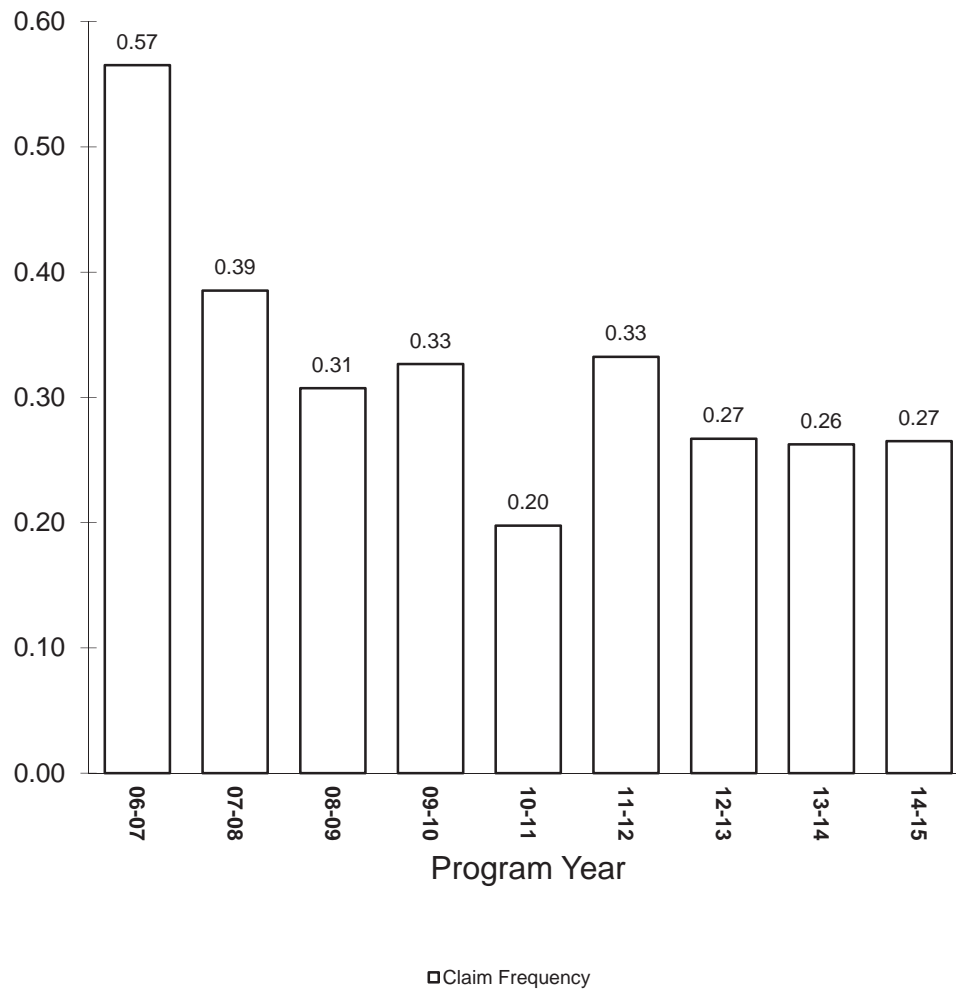
D. COMPARISON WITH PREVIOUS RESULTS

The prior report for San Mateo Community College District was dated March 26, 2013. In the tables below we display actual versus expected development of incurred and paid losses and ALAE by accident year between the 12/31/12 evaluation date of the prior report and the 12/31/14 evaluation date of the current report.

Actual Versus Expected Incurred Loss and ALAE Development

Accident Year	Expected Incurred Development	Actual Incurred Development	Actual Minus Expected
2006-07	$9,000	($153,989)	($162,989)
2007-08	22,000	92,363	70,363
2008-09	32,000	(172,888)	(204,888)
2009-10	50,000	190,064	140,064
2010-11	101,000	(5,718)	(106,718)
2011-12	162,000	236,456	74,456
2012-13	316,000	339,860	23,860
2013-14	416,000	278,617	(137,383)
Total	$1,108,000	$804,765	($303,235)

As shown, actual incurred development was less than anticipated for all program years since the prior report.

Actual Versus Expected Paid Loss and ALAE Development

Accident Year	Expected Paid Development	Actual Paid Development	Actual Minus Expected
2006-07	$102,000	$44,470	($57,530)
2007-08	60,000	42,181	(17,819)
2008-09	102,000	35,183	(66,817)
2009-10	84,000	76,002	(7,998)
2010-11	91,000	182	(90,818)
2011-12	153,000	213,149	60,149
2012-13	250,000	330,589	80,589
2013-14	215,000	175,162	(39,838)
Total	$1,057,000	$916,918	($140,082)

As shown, actual paid development was also less than anticipated since the prior report.

In the table below we display the change in our estimates of the program's ultimate losses and ALAE by accident year since our prior report.

Change in Ultimate Loss and ALAE

Accident Year	Prior Report	Current Report	Change In Ultimate
2006-07	$1,043,000	$888,000	($155,000)
2007-08	501,000	577,000	76,000
2008-09	667,000	434,000	(233,000)
2009-10	542,000	621,000	79,000
2010-11	323,000	154,000	(169,000)
2011-12	657,000	722,000	65,000
2012-13	719,000	787,000	68,000
2013-14	764,000	617,000	(147,000)
Total	$5,216,000	$4,800,000	($416,000)

As shown, overall we have decreased our estimated ultimate's by $416,000 since our prior report. These changes correlate with the incurred actual versus expected development shown on the previous pages.

At the time of the prior report, we estimated the liability for outstanding claims as of June 30, 2013 to be $1,902,000 at the discounted, expected level. Our current estimate as of June 30, 2015, is $2,035,000, which reflects an increase in our assessment of the District's outstanding liabilities, as shown below:

Outstanding Claim Liabilities for Loss and ALAE

	Prior Report at June 30, 2013	Current Report at June 30, 2015	Change
(A) Case Reserves:	$992,000	$937,000	($55,000)
(B) IBNR Reserves:	1,272,000	1,481,000	209,000
(C) Claims Administration Reserves:	0	0	0
(D) Total Reserves:	$2,264,000	$2,418,000	$154,000
(E) Offset for Investment Income:	(362,000)	(383,000)	(21,000)
(F) Total Outstanding Claim Liabilities:	$1,902,000	$2,035,000	$133,000

As shown, our estimate of outstanding claims liabilities at the discounted, expected level has increased between June 30, 2013 and June 30, 2015 as reflected in our prior and current reports respectively.

The increase in claim reserves (case and IBNR) is driven primarily by lower than expected payout of claims, minimal change in case reserves and essentially no change in the number of open claims. This increase in reserves leads to a larger offset for investment income. The net change due to the above factors is an overall increase of $133,000 in our estimate of outstanding claim liabilities for loss and ALAE.

At the time of the prior report, our funding estimate for the 2013-14 year was $879,000 at the discounted, 75% confidence level. That amount included allocated loss adjustment expenses (ALAE) and a discount for anticipated investment income, but excluded unallocated loss adjustment expenses (ULAE). Our current estimate for the 2015-16 year is $931,000 at the discounted, 75% confidence level, an increase in the program's expected loss costs, as shown in the table below:

Comparison of Funding for Loss and ALAE

	Prior Report 2013-14 SIR = $350,000	Current Report 2015-16 SIR = $350,000	Change
(A) Ultimate Loss and ALAE:	$1,012,000	$1,067,000	$55,000
(B) Ultimate Claims Administration (ULAE):	0	0	0
(C) Total Claim Costs:	$1,012,000	$1,067,000	$55,000
(D) Offset for Investment Income:	(133,000)	(136,000)	(3,000)
(E) Total Recommended Funding:	$879,000	$931,000	$52,000
(F) Funding per $100 of Payroll:	$0.91	$0.87	($0.03)

As you can see, our funding recommendations at the discounted, expected level have increased between 2013-14 and 2015-16, as shown in our prior and current reports respectively.

While the rate has decreased, payroll has increased, resulting in a $55,000 increase in our estimate of ultimate loss and ALAE. As a result, investment income is expected to be slightly higher. The net change due to the above factors is an overall increase of $52,000 in our annual funding estimate for loss and ALAE.

E. DATA PROVIDED FOR THE ANALYSIS

Overall, the data utilized in preparing this report appears to be accurate.

Comments and issues regarding the data are as follows:

- We have assumed that the program's self-insured retention will remain at $350,000 per occurrence for 2015-16 (See Appendix J).
- We received loss data evaluated as of 12/31/14 (See Appendix K). We also utilized the data from the District's most recent actuarial study for our assessment of loss development.
- We have assumed that the District's payroll for 2015-16 will be $106,489,600 based upon information provided by the District (See Appendix L).

The data provided for the analysis appears to be reasonable for use in this actuarial valuation of liabilities and projection of loss costs.

III. ASSUMPTIONS AND LIMITATIONS

Any quantitative analysis is developed within a very specific framework of assumptions about conditions in the outside world, and actuarial analysis is no exception. We believe that it is important to review the assumptions we have made in developing the estimates presented in this report. By doing so, we hope you will gain additional perspective on the nature of the uncertainties involved in maintaining a self-insurance program. Our assumptions, and some observations about them, are as follows:

- Our analysis is based on loss experience, exposure data, and other general and specific information provided to us by the District. We have accepted all of this information without audit.

- We have also made use of loss statistics that have been developed from the information gathered and compiled from a large group of California public entities with self-insured workers' compensation programs.

- In San Mateo Community College District's case, we were not able to obtain sufficient historical data to produce District-specific loss development factors. As a result, we have had to rely, in part, on statistics and historic loss development patterns derived from the loss history of the other comparable entities workers' compensation program in the aggregate. This increases the uncertainty associated with the conclusions of this report.

- We have assumed that the future development of incurred and paid losses can be reasonably predicted on the basis of development of such losses in the recent past. We have also assumed that the historical development patterns for a large group of public entities with similar self-insured workers' compensation programs in the aggregate form a reasonable basis of comparison to the patterns from San Mateo Community College District's data.

- We have made use of cost relationships for claims of various sizes derived from the most recent actuarial review of the large group of California public entities with self-insured workers' compensation programs.

- We have assumed that there is a continuing relationship between past and future loss costs.

- It is not possible to predict future claim costs precisely. Most of the cost of workers' compensation claims arise from a small number of incidents involving serious injury. A relatively small number of such claims could generate enough loss dollars to significantly reduce, or even deplete, the self-insurance fund.

- We cannot predict and have not attempted to predict the impact of future law changes and court rulings on claims costs. This is one major reason why we believe our funding recommendations are reasonable now, but should not be extrapolated into the future.

- The changes in cost levels associated with benefit increases and administrative changes typically take place over a period of several years following their enactment, and these changes are very difficult to forecast in advance. We have based our benefit level factors on those produced by the Workers' Compensation Insurance Rating Bureau of California (WCIRB). See Appendix E for a display of the benefit level cost indices by fiscal year.

- We have assumed that the loss rate trend associated with claim costs increases at 0.5% per year. We have assumed that claim severity increases at 2.5% per year, and that claim frequency decreases at 2.0% per year.

- We have assumed that payroll and other inflation-sensitive exposure measures increase 2.5% annually due to inflation.

- We have assumed that assets held for investment will generate an average annual return of 3.0% over the duration of payment of the loss liabilities. It should be noted that actual future investment returns may vary significantly from this assumption, depending upon the prevailing investment market conditions.

- The claims costs we have estimated include indemnity and medical payments, and all loss adjustment expenses. We have not included estimates for excess insurance contributions and other expenses associated with the program.

- Our funding recommendations do not include provisions for catastrophic events not in the District's history, such as earthquakes, flooding, mass civil disorder, or mass occupational disease.

- Our estimates assume that all excess insurance is valid and collectible. Further, our funding recommendations do not include a provision for losses greater than the District's excess coverage.

IV. GLOSSARY OF ACTUARIAL TERMS

Accident Year - Year during which the accidents that generate a group of claims occurs, regardless of when the claims are reported, payments are made, or reserves are established.

Allocated Loss Adjustment Expenses (ALAE) - Expense incurred in settling claims that can be directly attributed to specific individual claims (e.g., legal fees, investigative fees, court charges, etc.)

Benefit Level Factor - Factor used to adjust historical losses to the current level of workers' compensation benefits.

Case Reserve - The amount left to be paid on a claim, as estimated by the claims administrator.

Claim Count Development Factor - A factor that is applied to the number of claims reported in a particular accident period in order to estimate the number of claims that will ultimately be reported.

Claim Frequency - Number of claims per $1 million payroll.

Confidence Level - An estimated probability that a given level of funding will be adequate to pay actual claims costs. For example, the 85% confidence level refers to an estimate for which there is an 85% chance that the amount will be sufficient to pay loss costs.

Discount Factor - A factor to adjust estimated loss costs to reflect anticipated investment income from assets held prior to actual claim payout.

Expected Losses - The best estimate of the full, ultimate value of loss costs.

Incurred but not Reported (IBNR) Losses - Losses for which the accident has occurred but the claim has not yet been reported. This is the ultimate value of losses, less any amount that has been set up as reported losses by the claims adjuster. It includes both amounts for claims incurred but not yet received by the administrator and loss development on already reported claims.

Loss Development Factor - A factor applied to losses for a particular accident period to reflect the fact that reported and paid losses do not reflect final values until all claims are settled (see Section IV).

Loss Rate - Ultimate losses per $100 payroll.

Non-Claims Related Expenses – Program expenses not directly associated with claims settlement and administration, such as excess insurance, safety program expenses, and general overhead. These exclude expenses associated with loss settlements (Indemnity/Medical, BI/PD), legal expenses associated with individual claims (ALAE), and claims administration (ULAE).

Outstanding Losses - Losses that have been incurred but not paid. This is the ultimate value of losses less any amount that has been paid.

Paid Losses - Losses actually paid on all reported claims.

Program Losses - Losses, including ALAE, limited to the SIR for each occurrence.

Reported Losses - The total expected value of losses as estimated by the claims administrator. This is the sum of paid losses and case reserves.

Self-Insured Retention (SIR) - The level at which an excess insurance policy is triggered to begin payments on a claim. Financially, this is similar to an insurance deductible.

Severity - Average claim cost.

Ultimate Losses - The value of claim costs at the time when all claims have been settled. This amount must be estimated until all claims are actually settled.

Unallocated Loss Adjustment Expenses (ULAE) – Claim settlement expenses that cannot be directly attributed to individual claims (e.g., claims adjusters' salaries, taxes, etc.)

San Mateo Community College District - Workers' Compensation

Funding Guidelines for Outstanding Liabilities at
December 31, 2014

(A) Estimated Ultimate Losses
Incurred through 12/31/14: $5,183,000
(From Appendix F)

(B) Estimated Paid Losses
through 12/31/14:   2,885,000
(From Appendix F)

(C) Estimated Liability for Claims
Outstanding at 12/31/14: $2,298,000
(From Appendix F)

(D) Estimated Liability for Outstanding
Claims Administration Fees at 12/31/14:   0
(From Not Included)

(E) Total Outstanding Liability for
Claims at 12/31/14: $2,298,000
((C) + (D))

(F) Reserve Discount Factor (Based on a Discount Rate of 3.0%.)   0.842
(Appendix H, Page 1, (G))

(G) Discounted Outstanding Liability for
Claims at 12/31/14: $1,935,000
((E) x (F))

	Marginally Acceptable		Recommended		Conservative
Confidence Level of Adequacy:	70%	75%	80%	85%	90%
(H) Confidence Level Factor: (From Appendix I)	1.141	1.202	1.273	1.361	1.478
(I) Margin for Adverse Experience: ((G) x [(H) - 1])	273,000	391,000	528,000	699,000	925,000
(J) Total Required Assets at 12/31/14: ((G) + (I))	$2,208,000	$2,326,000	$2,463,000	$2,634,000	$2,860,000

San Mateo Community College District - Workers' Compensation

Funding Guidelines for Outstanding Liabilities at
June 30, 2015

(A) Estimated Ultimate Losses
Incurred through 6/30/15: $5,566,000
(From Appendix F)

(B) Estimated Paid Losses
through 6/30/15:   3,148,000
(From Appendix F)

(C) Estimated Liability for Claims
Outstanding at 6/30/15: $2,418,000
(From Appendix F)

(D) Estimated Liability for Outstanding
Claims Administration Fees at 6/30/15:   0
(From Not Included)

(E) Total Outstanding Liability for
Claims at 6/30/15: $2,418,000
((C) + (D))

(F) Reserve Discount Factor (Based on a Discount Rate of 3.0%.)   0.842
(Appendix H, Page 1, (H))

(G) Discounted Outstanding Liability for
Claims at 6/30/15: $2,035,000
((E) x (F))

	Marginally Acceptable	Recommended			Conservative
Confidence Level of Adequacy:	70%	75%	80%	85%	90%
(H) Confidence Level Factor: (From Appendix I)	1.141	1.202	1.273	1.361	1.478
(I) Margin for Adverse Experience: ((G) x [(H) - 1])	287,000	411,000	556,000	735,000	973,000
(J) Total Required Assets at 6/30/15: ((G) + (I))	$2,322,000	$2,446,000	$2,591,000	$2,770,000	$3,008,000

San Mateo Community College District - Workers' Compensation

Funding Options for Program Year 2014-2015 (SIR = $350,000)

		Dollar Amount	Payroll Rate
(A)	Estimated Ultimate Losses Incurred in Accident Year 2014-2015: (From Appendix F)	$766,000	$0.725
(B)	Estimated Claims Administration Fees Incurred in Accident Year 2014-2015: (From Exhibit 5, Page 1, item (L))	0	0.000
(C)	Total Claims Costs Incurred in Accident Year 2014-2015: ((A) + (B))	$766,000	$0.725
(D)	Loss Discount Factor (Based on a Discount Rate of 3.0%.) (Appendix H, Page 2, (F))	0.873	
(E)	Discounted Total Claims Costs Incurred in Accident Year 2014-2015: ((C) x (D))	$668,000	$0.632

		Marginally Acceptable	Recommended			Conservative
		70%	75%	80%	85%	90%
(F)	Confidence Level Factor: (From Appendix I)	1.215	1.322	1.447	1.603	1.816
(G)	Margin for Adverse Experience: ((E) x [(F) - 1])	144,000	215,000	299,000	403,000	545,000
(H)	Recommended Funding in 2014-2015 for Claims Costs and Other Expenses ((E) + (G))	$812,000	$883,000	$967,000	$1,071,000	$1,213,000
(I)	Rate per $100 of Payroll: ((H) / $1,056,433)	$0.769	$0.836	$0.915	$1.014	$1.148

Payroll rates are per hundred dollars of 2014-2015 payroll of $105,643,300.

San Mateo Community College District - Workers' Compensation

Funding Options for Program Year 2015-2016 (SIR = $350,000)
One-Year Funding Plan

		Dollar Amount	Payroll Rate
(A)	Estimated Ultimate Losses Incurred in Accident Year 2015-2016: (From Appendix F)	$807,000	$0.758
(B)	Estimated Claims Administration Fees Incurred in Accident Year 2015-2016: (From Exhibit 5, Page 1, item (L))	0	0.000
(C)	Total Claims Costs Incurred in Accident Year 2015-2016: ((A) + (B))	$807,000	$0.758
(D)	Loss Discount Factor (Based on a Discount Rate of 3.0%.) (Appendix H, Page 2, (F))	0.873	
(E)	Discounted Total Claims Costs Incurred in Accident Year 2015-2016: ((C) x (D))	$704,000	$0.661

		Marginally Acceptable		Recommended		Conservative
		70%	75%	80%	85%	90%
(F)	Confidence Level Factor: (From Appendix I)	1.215	1.322	1.447	1.603	1.816
(G)	Margin for Adverse Experience: ((E) x [(F) - 1])	151,000	227,000	315,000	425,000	574,000
(H)	Recommended Funding in 2015-2016 for Claims Costs and Other Expenses ((E) + (G))	$855,000	$931,000	$1,019,000	$1,129,000	$1,278,000
(I)	Rate per $100 of Payroll: ((H) / $1,064,896)	$0.803	$0.874	$0.957	$1.060	$1.200

Payroll rates are per hundred dollars of 2015-2016 payroll of $106,489,600.

San Mateo Community College District - Workers' Compensation

IBNR as of 6/30/15 at Expected Claims Level

Accident Year	Estimated Ultimate (A)	Reported as of 12/31/14 (B)	Estimated IBNR as of 12/31/14 (C)	Estimated Percent of IBNR Reported Between 1/1/15 and 6/30/15 (D)	Estimated IBNR Reported (E)	Estimated IBNR as of 6/30/15 (F)
2006-2007	$888,000	$856,616	$31,384	8.5%	$3,000	$28,384
2007-2008	577,000	510,750	66,250	7.6%	5,000	61,250
2008-2009	434,000	376,442	57,558	7.4%	4,000	53,558
2009-2010	621,000	573,756	47,244	7.4%	3,000	44,244
2010-2011	154,000	59,188	94,812	8.3%	8,000	86,812
2011-2012	722,000	559,732	162,268	8.9%	14,000	148,268
2012-2013	787,000	540,168	246,832	9.9%	24,000	222,832
2013-2014	617,000	278,617	338,383	17.0%	58,000	280,383
2014-2015	766,000	60,078	323,000	21.4%	151,000	554,922
Totals	$5,566,000	$3,815,347	$1,367,731		$270,000	$1,480,653

Notes:

(A) From Exhibit 4, Page 1.
(B) Provided by the District. These losses exclude amounts
      incurred above the District's SIR for each year.
(C) (A) - (B).
(D) Percentage of incurred but not reported (IBNR) expected to be
      reported between 1/1/15 and 6/30/15. The percentage is based
      on the development pattern selected in Appendix A.
(E) ((A) - (B)) x (D).
(F) (A) - (B) - (E).

This exhibit shows the calculation of the amount of incurred but not reported losses we expect as of
6/30/15. This amount is dependent on both the strength of the case reserves and the average
frequency and severity of the losses incurred.

San Mateo Community College District - Workers' Compensation

Estimated Ultimate Program Losses

Accident Year	Reported Loss Development Method (A)	Paid Loss Development Method (B)	Exposure Method Based on Reported Losses (C)	Exposure Method Based on Paid Losses (D)	Frequency-Severity Method (E)	Selected Estimate of Ultimate Losses (F)
2006-2007	$948,274	$887,957	$922,982	$849,762	$684,696	$888,000
2007-2008	576,637	433,930	552,613	418,657	367,780	577,000
2008-2009	434,414	519,866	444,475	517,623	511,672	434,000
2009-2010	679,901	561,626	661,234	561,566	526,959	621,000
2010-2011	72,801	97,712	164,511	281,586	335,019	154,000
2011-2012	724,853	780,140	693,820	687,980	614,550	722,000
2012-2013	754,615	930,527	713,206	749,830	535,125	787,000
2013-2014	489,809	550,884	568,332	633,597	606,918	617,000
Totals						$4,800,000

Projected Losses for the Year 2014-2015 (G)	$766,000
Projected Losses for the Year 2015-2016 (H)	$807,000

Notes:
- (A) From Appendix A, Page 1, Column (G).
- (B) From Appendix B, Page 1, Column (G).
- (C) From Appendix C, Page 1, Column (G).
- (D) From Appendix C, Page 2, Column (G).
- (E) From Appendix D, Page 1, Column (C).
- (F) Selected averages of (A), (B), (C), (D), and (E).
- (G) From Exhibit 5, Page 1, Line (K).
- (H) From Exhibit 5, Page 1, Line (K).

This exhibit summarizes the results of the actuarial methods we have applied to estimate ultimate losses for each year. It is important to apply a number of estimation methods because each one relies on specific assumptions about the claims process that tend to hold generally true, but that may be violated in specific situations. Thus, the more estimation methods that can be applied, the better.

San Mateo Community College District - Workers' Compensation

Estimated Ultimate Limited Losses Capped at $100,000 per Claim

Accident Year	Reported Loss Development Method (A)	Paid Loss Development Method (B)	Exposure Method Based on Reported Losses (C)	Exposure Method Based on Paid Losses (D)	Frequency- Severity Method (E)	Selected Ultimate Limited Losses (F)
2006-2007	502,774	482,718	502,577	484,303	502,994	503,000
2007-2008	268,312	261,172	268,250	261,766	267,995	268,000
2008-2009	369,578	410,364	369,609	405,120	369,992	370,000
2009-2010	461,712	448,922	459,709	441,711	377,986	455,000
2010-2011	61,674	75,072	75,220	144,485	238,510	68,000
2011-2012	422,729	459,929	422,173	446,716	434,070	441,000
2012-2013	472,073	498,935	468,674	470,909	375,000	486,000
2013-2014	360,530	386,583	384,645	430,656	422,006	408,000
2014-2015	174,947	319,414	407,116	511,216	504,000	528,000
Totals						$3,527,000

Projected Losses for the Year 2014-2015 (G)	$528,000
Projected Losses for the Year 2015-2016 (H)	$553,000

Notes:

(A) From Appendix A, Page 1, Column (D).
(B) From Appendix B, Page 1, Column (D).
(C) Based on results in Appendix C, Page 1.
(D) Based on results in Appendix C, Page 2.
(E) Based on results in Appendix D, Page 1.
(F) Selected averages of (A), (B), (C), (D), and (E).
(G) From Exhibit 5, Page 1, Line (K) / Line (G).
(H) From Exhibit 5, Page 1, Line (K) / Line (G).

This exhibit summarizes the results of the actuarial methods we have applied to estimate limited losses for each year. These results are used to select a limited loss rate for future years.

San Mateo Community College District - Workers' Compensation

Selection of Projected Limited Loss Rate
and Projection of Program Losses and ULAE

Accident Year	Ultimate Limited Losses (A)	Trend Factor (B)	Trended Limited Losses (C)	Trended Payroll ($00) (D)	Trended Limited Loss Rate (E)
2006-2007	503,000	1.654	831,962	1,013,606	0.821
2007-2008	268,000	1.516	406,288	1,080,060	0.376
2008-2009	370,000	1.392	515,040	1,056,869	0.487
2009-2010	455,000	1.250	568,750	1,004,939	0.566
2010-2011	68,000	1.185	80,580	949,788	0.085
2011-2012	441,000	1.172	516,852	972,077	0.532
2012-2013	486,000	1.153	560,358	984,309	0.569
2013-2014	408,000	1.087	443,496	1,015,397	0.437
2014-2015	528,000	1.000	528,000	1,056,433	0.500
Totals	$3,527,000		$4,451,326	$9,133,478	$0.487
09/10-13/14	1,858,000		2,170,036	4,926,510	0.440
11/12-13/14	1,335,000		1,520,706	2,971,783	0.512

(F) Selected Limited Rate: $0.500
Prior: $0.550

Program Year:	2014-2015	2015-2016
(G) Factor to SIR:	1.449	1.461
(H) Trend Factor:	1.000	1.038
(I) Program Rate:	$0.725	$0.758
(J) Trended Payroll ($00):	$1,056,433	$1,064,896
(K) Projected Program Losses:	766,000	807,000
(L) Projected ULAE:	0	0
(M) Projected Loss and ULAE:	$766,000	$807,000

Notes appear on the next page.

San Mateo Community College District - Workers' Compensation

Selection of Projected Limited Loss Rate
and Projection of Program Losses and ULAE

Notes:

(A) From Exhibit 4, Page 2, Column (F).
     For purposes of projecting future losses, losses
     are capped at $100,000 per occurrence.
(B) From Appendix E, Column (B).
(C) (A) x (B).
(D) From Appendix M, Column (C).
(E) (C) / (D).
(F) Selected based on (E).
(G) Based on a Weibull distribution, a mathematical model
     of claim sizes.
(H) From Appendix E.
 (I) (F) x (G) x (H).
(J) From Appendix M, Column (C).
(K) (I) x (J).
(L) Based on an estimated claim closing pattern and the District's
     historical claims administration expenses.
(M) (K) + (L).

This exhibit shows the calculation of future loss costs based on the past loss
rates per $100 of payroll. The projections will be accurate only to the extent
that what has happened in the past is representative of what will happen in the
future.

San Mateo Community College District - Workers' Compensation

Reported Loss Development

Accident Year (A)	Limited Reported Losses as of 12/31/14 (B)	Reported Loss Development Factor (C)	Ultimate Limited Losses (D)	Program Reported Losses of 12/31/14 (E)	Reported Loss Development Factor (F)	Ultimate Program Losses (G)
2006-2007	490,511	1.025	502,774	856,616	1.107	948,274
2007-2008	260,750	1.029	268,312	510,750	1.129	576,637
2008-2009	357,772	1.033	369,578	376,442	1.154	434,414
2009-2010	445,238	1.037	461,712	573,756	1.185	679,901
2010-2011	59,188	1.042	61,674	59,188	1.230	72,801
2011-2012	401,834	1.052	422,729	559,732	1.295	724,853
2012-2013	437,916	1.078	472,073	540,168	1.397	754,615
2013-2014	278,617	1.294	360,530	278,617	1.758	489,809
2014-2015	60,078	2.912	174,947	60,078	4.075	244,818
Totals	$2,791,904		$3,094,329	$3,815,347		$4,926,122

Notes:

(A) Years are 7/1 to 6/30.
(B) Provided by the District. These losses exclude
      amounts over $100,000 per occurrence.
(C) From Appendix A, Page 2.
(D) (B) x (C). These estimated losses exclude
      amounts over $100,000 per occurrence.
(E) Losses capped at the District's SIR. Amounts are provided by the District.
(F) Derived from factors on Appendix A, Page 3.
(G) (E) x (F).

This method tends to understate ultimate losses for the most recent several years
because the large losses for those years generally have not yet emerged at the time
of our review.

This exhibit shows the calculation of estimated ultimate losses for each year based
on paid losses and case reserves as reported by the claims administrator. These
losses tend to "develop" or change from period to period as more information
becomes available about the cases. This development tends to follow quantifiable
patterns over time.

San Mateo Community College District - Workers' Compensation
Reported Loss Development

Limited Losses Reported as of:

Accident Year	6 Months	18 Months	30 Months	42 Months	54 Months	66 Months	78 Months	90 Months	102 Months
2006-2007			500,212	515,392	490,942	491,220	491,228	488,396	490,511
2007-2008		390,608	295,938	323,514	312,934	310,750	310,750	260,750	
2008-2009	206,306	325,311	388,643	461,984	447,923	377,519	357,772		
2009-2010	125,271	290,134	413,493	383,692	437,174	445,238			
2010-2011	92,467	81,275	64,906	59,014	59,188				
2011-2012	56,179	313,855	402,270	401,834					
2012-2013	200,308	362,775	437,916						
2013-2014	184,542	278,617							
2014-2015	60,078								

Reported Loss Development Factors:

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
2006-2007			1.030	0.953	1.001	1.000	0.994	1.004	
2007-2008		0.758	1.093	0.967	0.993	1.000	0.839		
2008-2009	1.577	1.195	1.189	0.970	0.843	0.948			
2009-2010	2.316	1.425	0.928	1.139	1.018				
2010-2011	0.879	0.799	0.909	1.003					
2011-2012	5.587	1.282	0.999						
2012-2013	1.811	1.207							
2013-2014	1.510								

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
Average	2.280	1.111	1.025	1.006	0.964	0.983	0.917	1.004	
Dollar-weighted Averages									
3-yr	2.166	1.194	0.959	1.044	0.946	0.983			
4-yr	1.943	1.258	1.029	1.024	0.962				
Industry I	2.700	1.085	1.020	1.010	1.005	1.004	1.004	1.004	1.025
Indsutry II	2.765	1.262	1.070	1.020	1.013	1.010	1.009	1.009	1.055
Prior	2.700	1.200	1.065	1.015	1.005	1.004	1.055		
Selected	2.250	1.200	1.025	1.010	1.005	1.004	1.004	1.004	1.025
Cumulated	2.912	1.294	1.078	1.052	1.042	1.037	1.033	1.029	1.025

San Mateo Community College District - Workers' Compensation
Reported between $100,000 and $500,000 Loss Development

Losses Reported as of:

Accident Year	6 Months	18 Months	30 Months	42 Months	54 Months	66 Months	78 Months	90 Months	102 Months
2006-2007			314,279	314,477	410,392	575,462	610,580	608,912	366,104
2007-2008				19,693	99,696	107,637	110,033	339,643	
2008-2009			28,966	84,698	101,407	94,697	18,670		
2009-2010					128,517	128,517			
2010-2011									
2011-2012		9,421	82,656	157,898					
2012-2013		48,113	102,252						
2013-2014									
2014-2015									

Reported Loss Development Factors:

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
2006-2007			1.001	1.305	1.402	1.061	0.997	0.601	
2007-2008				5.063	1.080	1.022	3.087		
2008-2009			2.924	1.197	0.934	0.197			
2009-2010					1.000				
2010-2011									
2011-2012		8.774	1.910						
2012-2013		2.125							
2013-2014									

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
Average		5.450	1.945	2.522	1.104	0.760	2.042	0.601	
Dollar-weighted Averages									
3-yr					1.004	0.950			
4-yr					1.225				
Industry I	3.800	2.125	1.560	1.315	1.195	1.114	1.089	1.075	1.421
Industry II	3.801	2.127	1.559	1.316	1.192	1.114	1.089	1.075	1.421
Prior	3.800	2.125	1.560	1.315	1.195	1.114	1.664		
Selected	3.800	2.125	1.560	1.315	1.195	1.114	1.089	1.075	1.421
Cumulated	36.708	9.660	4.546	2.914	2.216	1.854	1.664	1.528	1.421

San Mateo Community College District - Workers' Compensation

Paid Loss Development

Accident Year (A)	Limited Paid Losses as of 12/31/14 (B)	Paid Loss Development Factor (C)	Ultimate Limited Losses (D)	Program Paid Losses of 12/31/14 (E)	Paid Loss Development Factor (F)	Ultimate Program Losses (G)
2006-2007	444,083	1.087	482,718	722,504	1.229	887,957
2007-2008	234,445	1.114	261,172	334,564	1.297	433,930
2008-2009	357,772	1.147	410,364	376,442	1.381	519,866
2009-2010	378,199	1.187	448,922	378,199	1.485	561,626
2010-2011	59,112	1.270	75,072	59,112	1.653	97,712
2011-2012	323,438	1.422	459,929	405,689	1.923	780,140
2012-2013	305,159	1.635	498,935	407,411	2.284	930,527
2013-2014	175,162	2.207	386,583	175,162	3.145	550,884
2014-2015	26,313	12.139	319,414	26,313	17.416	458,267
Totals	$2,303,683		$3,343,109	$2,885,396		$5,220,909

Notes:

(A) Years are 7/1 to 6/30.
(B) Provided by the District. These losses exclude amounts over $100,000 per occurrence.
(C) From Appendix B, Page 2.
(D) (B) x (C). These estimated losses exclude amounts over $100,000 per occurrence.
(E) Losses capped at the District's SIR. Amounts are provided by the District.
(F) Derived from factors on Appendix B, Page 3.
(G) (E) x (F).

This method tends to understate ultimate losses for the most recent several years because the large losses for those years generally have not yet emerged at the time of our review.

This exhibit shows the calculation of estimated ultimate losses for each year based on paid losses as reported by the claims administrator. These losses tend to "develop" or change from period to period as more information becomes available about the cases. This development tends to follow quantifiable patterns over time.

San Mateo Community College District - Workers' Compensation
Paid Loss Development

Limited Losses Paid as of:

Accident Year	6 Months	18 Months	30 Months	42 Months	54 Months	66 Months	78 Months	90 Months	102 Months
2006-2007			274,147	301,408	388,381	431,311	433,937	442,286	444,083
2007-2008		113,619	176,656	221,105	226,251	234,229	234,445	234,445	
2008-2009	27,664	202,048	246,407	284,263	336,139	350,610	357,772		
2009-2010	40,067	162,724	252,195	302,197	346,597	378,199			
2010-2011	10,982	51,067	58,930	58,938	59,112				
2011-2012	19,782	192,540	299,123	323,438					
2012-2013	76,822	263,922	305,159						
2013-2014	45,489	175,162							
2014-2015	26,313								

Paid Loss Development Factors:

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
2006-2007			1.099	1.289	1.111	1.006	1.019	1.004	
2007-2008		1.555	1.252	1.023	1.035	1.001	1.000		
2008-2009	7.304	1.220	1.154	1.182	1.043	1.020			
2009-2010	4.061	1.550	1.198	1.147	1.091				
2010-2011	4.650	1.154	1.000	1.003					
2011-2012	9.733	1.554	1.081						
2012-2013	3.436	1.156							
2013-2014	3.851								

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
Average	5.506	1.365	1.131	1.129	1.070	1.009	1.010	1.004	
Dollar-weighted Averages									
3-yr	4.445	1.307	1.122	1.149	1.059	1.010			
4-yr	4.460	1.366	1.131	1.117	1.075				
Industry I	5.950	1.425	1.165	1.085	1.070	1.035	1.030	1.025	1.100
Industry II	3.653	1.715	1.266	1.127	1.069	1.041	1.026	1.017	1.102
Prior	6.100	1.450	1.200	1.150	1.070	1.035	1.147		
Selected	5.500	1.350	1.150	1.120	1.070	1.035	1.030	1.025	1.087
Cumulated	12.139	2.207	1.635	1.422	1.270	1.187	1.147	1.114	1.087

San Mateo Community College District - Workers' Compensation
Paid between $100,000 and $500,000 Loss Development

Losses Paid as of:

Accident Year	6 Months	18 Months	30 Months	42 Months	54 Months	66 Months	78 Months	90 Months	102 Months
2006-2007			23,839	41,914	49,161	175,660	244,097	269,854	278,421
2007-2008					24,407	58,154	71,974	100,120	
2008-2009					5,120	18,670	18,670		
2009-2010									
2010-2011									
2011-2012				82,251					
2012-2013		12,855	102,252						
2013-2014									
2014-2015									

Paid Loss Development Factors:

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
2006-2007			1.758	1.173	3.573	1.390	1.106	1.032	
2007-2008					2.383	1.238	1.391		
2008-2009					3.646	1.000			
2009-2010									
2010-2011									
2011-2012									
2012-2013		7.954							
2013-2014									

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
Average		7.954	1.758	1.173	3.201	1.209	1.249	1.032	
Dollar-weighted Averages									
3-yr						1.326			
4-yr									
Industry I	5.004	3.280	2.571	1.941	1.591	1.380	1.272	1.209	1.924
Industry II	5.004	3.280	2.571	1.941	1.591	1.380	1.272	1.209	2.397
Prior	5.004	3.280	2.571	1.941	1.591	1.380	2.959		
Selected	5.004	3.280	2.571	1.941	1.591	1.380	1.272	1.209	1.924
Cumulated	532.080	106.331	32.418	12.609	6.496	4.083	2.959	2.326	1.924

San Mateo Community College District - Workers' Compensation

Exposure and Development Method
Based on Reported Losses

Accident Year	Trended Payroll ($00) (A)	Reported Losses as of 12/31/14 (B)	Loss Development Factor (C)	Percentage of Losses Yet to Be Reported (D)	Program Rate (E)	Incurred but not Reported (IBNR) (F)	Ultimate Program Losses (G)
2006-2007	1,013,606	856,616	1.107	0.097	0.675	66,366	922,982
2007-2008	1,080,060	510,750	1.129	0.114	0.340	41,863	552,613
2008-2009	1,056,869	376,442	1.154	0.133	0.484	68,033	444,475
2009-2010	1,004,939	573,756	1.185	0.156	0.558	87,478	661,234
2010-2011	949,788	59,188	1.230	0.187	0.593	105,323	164,511
2011-2012	972,077	559,732	1.295	0.228	0.605	134,088	693,820
2012-2013	984,309	540,168	1.397	0.284	0.619	173,038	713,206
2013-2014	1,015,397	278,617	1.758	0.431	0.662	289,715	568,332
2014-2015	1,056,433	60,078	4.075	0.755	0.725	578,265	638,343
Totals	$9,133,478	$3,815,347				$1,544,169	$5,359,516

Notes:

(A) From Appendix M, Column (C).
(B) Provided by the District. These losses exclude
     amounts incurred above the District's SIR for each year.
(C) From Appendix A, Page 1, Column (F).
(D) 1 - 1/(C).
(E) From Appendix C, Page 3, Column (H).
(F) (A) x (D) x (E).
(G) (B) + (F).

This exhibit shows the calculation of ultimate losses based on the assumption that there is an underlying relationship between losses and payroll that changes in regular ways over time. The method relies on the premise that the losses that are currently unreported will cost what this relationship would suggest.

San Mateo Community College District - Workers' Compensation

Exposure and Development Method
Based on Paid Losses

Accident Year	Trended Payroll ($00) (A)	Paid Losses as of 12/31/14 (B)	Loss Development Factor (C)	Percentage of Losses Yet to Be Paid (D)	Program Rate (E)	Incurred but not Paid (F)	Ultimate Program Losses (G)
2006-2007	1,013,606	722,504	1.229	0.186	0.675	127,258	849,762
2007-2008	1,080,060	334,564	1.297	0.229	0.340	84,093	418,657
2008-2009	1,056,869	376,442	1.381	0.276	0.484	141,181	517,623
2009-2010	1,004,939	378,199	1.485	0.327	0.558	183,367	561,566
2010-2011	949,788	59,112	1.653	0.395	0.593	222,474	281,586
2011-2012	972,077	405,689	1.923	0.480	0.605	282,291	687,980
2012-2013	984,309	407,411	2.284	0.562	0.619	342,419	749,830
2013-2014	1,015,397	175,162	3.145	0.682	0.662	458,435	633,597
2014-2015	1,056,433	26,313	17.416	0.943	0.725	722,257	748,570
Totals	$9,133,478	$2,885,396				$2,563,775	$5,449,171

Notes:

(A) From Appendix M, Column (C).
(B) Provided by the District. These losses exclude
       amounts paid above the District's SIR for each year.
(C) From Appendix B, Page 1, Column (F).
(D) 1 - 1/(C).
(E) From Appendix C, Page 3, Column (H).
(F) (A) x (D) x (E).
(G) (B) + (F).

This exhibit shows the calculation of ultimate losses based on the assumption that there is an underlying relationship between losses and payroll that changes in regular ways over time. The method relies on the premise that the losses that are currently unpaid will cost what this relationship would suggest.

San Mateo Community College District - Workers' Compensation

Exposure and Development Method

Accident Year	Trended Payroll ($00) (A)	Ultimate Limited Losses (B)	Trend Factor (C)	Trended Limited Losses (D)	Trended Limited Loss Rate (E)	Limited Loss Rate (F)	Factor to SIR (G)	Program Loss Rate (H)
2006-2007	1,013,606	503,000	1.654	831,962	0.821	0.496	1.361	0.675
2007-2008	1,080,060	268,000	1.516	406,288	0.376	0.248	1.372	0.340
2008-2009	1,056,869	370,000	1.392	515,040	0.487	0.350	1.383	0.484
2009-2010	1,004,939	455,000	1.250	568,750	0.566	0.400	1.394	0.558
2010-2011	949,788	68,000	1.185	80,580	0.085	0.422	1.405	0.593
2011-2012	972,077	441,000	1.172	516,852	0.532	0.427	1.416	0.605
2012-2013	984,309	486,000	1.153	560,358	0.569	0.434	1.427	0.619
2013-2014	1,015,397	387,000	1.087	420,669	0.414	0.460	1.438	0.662
2014-2015	1,056,433	319,000	1.000	319,000	0.302	0.500	1.449	0.725
Total/Avg	$9,133,478	$3,297,000		$4,219,499	$0.462			
09/10-13/14	4,926,510	1,837,000		2,147,209	$0.436			
11/12-13/14	2,971,783	1,314,000		1,497,879	$0.504			

Selected Limited Rate:	$0.500
Prior Selected Limited Rate	$0.530

Notes:

(A) From Appendix M, Column (C).
(B) Selected average of results from Appendices A and B.
(C) From Appendix E, Column (B).
(D) (B) x (C).
(E) (D) / (A).
(F) Selected Limited Rate / (C). For 2008-2009 and prior (B) / (A).
(G) Based on a Weibull distribution, a mathematical model
      of claim sizes.
(H) (F) x (G).

This exhibit shows the calculation of the underlying historical relationship between losses and payroll that is needed to apply the estimation methods shown on pages 1 and 2 of this Appendix.

San Mateo Community College District - Workers' Compensation

Frequency and Severity Method

Accident Year	Ultimate Program Severity (A)	Adjusted Ultimate Claims (B)	Ultimate Program Losses (C)
2006-2007	14,568	47	684,696
2007-2008	10,508	35	367,780
2008-2009	18,274	28	511,672
2009-2010	18,171	29	526,959
2010-2011	19,707	17	335,019
2011-2012	20,485	30	614,550
2012-2013	21,405	25	535,125
2013-2014	23,343	26	606,918
2014-2015	26,089	28	730,492
Total		265	$4,913,211

Notes:

(A) From Appendix D, Page 2, Column (H).
(B) From Appendix D, Page 2, Column (B).
(C) (A) x (B).

This exhibit shows the calculation of the estimated ultimate losses for each year based on the observed average frequency and severity of claims.

San Mateo Community College District - Workers' Compensation

Frequency and Severity Method

Accident Year	Ultimate Limited Losses (A)	Adjusted Ultimate Claims (B)	Ultimate Limited Severity (C)	Trend Factor (D)	Trended Limited Severity (E)	Limited Severity (F)	Factor to SIR (G)	Program Severity (H)
2006-2007	503,000	47	10,702	1.939	20,751	10,702	1.361	14,568
2007-2008	268,000	35	7,657	1.742	13,338	7,657	1.372	10,508
2008-2009	370,000	28	13,214	1.568	20,720	13,214	1.383	18,274
2009-2010	455,000	29	15,690	1.381	21,668	13,034	1.394	18,171
2010-2011	68,000	17	4,000	1.283	5,132	14,030	1.405	19,707
2011-2012	441,000	30	14,700	1.244	18,287	14,469	1.416	20,485
2012-2013	486,000	25	19,440	1.200	23,328	15,000	1.427	21,405
2013-2014	408,000	26	15,692	1.109	17,402	16,231	1.438	23,343
2014-2015	459,000	28	16,393	1.000	16,393	18,000	1.449	26,089

Average Limited Severity:	$17,447
Average 09/10-12/13 Limited Severity:	$17,104
Average 11/12-13/14 Limited Severity:	$19,672
Selected Limited Severity:	$18,000
Prior Selected Limited Severity:	$17,500

Notes:

(A) Selected average of results from Appendices A, B, and C.
(B) Appendix D, Page 3, Column (C).
(C) (A) / (B).
(D) From Appendix E, Column (J).
(E) (C) x (D).
(F) Selected Limited Severity / (D).
(G) Based on a Weibull distribution, a mathematical model
     of claim sizes.
(H) (F) x (G).

This exhibit shows the calculation of the historical average cost per claim, or severity. The observed average severity is used in the method shown on page 1 of this Appendix.

San Mateo Community College District - Workers' Compensation

Frequency and Severity Method
Projection of Ultimate Claims

Accident Year	Reported Claim Development (A)	Closed Claim Development (B)	Selected Ultimate Claims (C)	Trended Payroll ($000,000) (D)	Claim Frequency (E)	Trend Factor (F)	Trended Claim Frequency (G)
2006-2007	47	44	47	101	0.464	0.851	0.395
2007-2008	35	34	35	108	0.324	0.868	0.281
2008-2009	28	30	28	106	0.265	0.886	0.235
2009-2010	29	27	29	100	0.289	0.904	0.261
2010-2011	17	18	17	95	0.179	0.922	0.165
2011-2012	30	31	30	97	0.309	0.942	0.291
2012-2013	25	22	25	98	0.254	0.961	0.244
2013-2014	26	23	26	102	0.256	0.980	0.251
2014-2015	17	17	28	106	0.265	1.000	0.265
Total	254	246	265	913.348			0.266

(H) Selected 2014-2015 Frequency:		0.265
Prior Selected Frequency:		0.300

	Program Year:	2014-2015	2015-2016
(I)	Trend Factor:	1.000	0.980
(J)	Selected Frequency:	0.265	0.260
(K)	Estimated Payroll ($000,000):	$106	$106
(L)	Ultimate Claims:	28	28

Notes:

(A) From Appendix D, Page 4, (C).
(B) From Appendix D, Page 5, (C).
(C) Selected from (A) and (B).
(D) From Appendix M, Column (C) divided by 10,000.
(E) (C) / (D).
(F) From Appendix E.

(G) (E) x (F).
(H) The selected frequency of .265 is based on (G).
(I) From Appendix E.
(J) (H) x (I).
(K) From Appendix M, Column (C) divided by 10,000.
(L) (J) x (K).

This exhibit summarizes the estimated numbers of claims and shows the estimated frequencies per $1,000,000 of trended payroll.

San Mateo Community College District - Workers' Compensation

Frequency and Severity Method
Reported Claim Count Development

Accident Year	Claims Reported as of 12/31/2014 (A)	Reported Claim Development Factor (B)	Ultimate Claims (C)	Trended Claim Frequency (D)
2006-2007	47	1.000	47	0.395
2007-2008	35	1.000	35	0.281
2008-2009	28	1.001	28	0.235
2009-2010	29	1.003	29	0.261
2010-2011	17	1.006	17	0.165
2011-2012	30	1.010	30	0.291
2012-2013	25	1.016	25	0.244
2013-2014	25	1.026	26	0.251
2014-2015	6	2.873	17	0.161
Total	242		254	0.254

Notes:

(A) Provided by the District.
(B) From Appendix D, Page 6.
(C) (A) x (B).
(D) (C) / [Appendix D, Page 3, (D)] x [Appendix D, Page 3, (F)].

This exhibit shows the calculation of estimated ultimate claims for each year
based on reported claims as provided by the District. These numbers of
claims tend to "develop" or change from period to period as more claims are filed.
This development tends to follow quantifiable patterns over time.

San Mateo Community College District - Workers' Compensation

Frequency and Severity Method
Closed Claim Count Development

Accident Year	Claims Closed as of 12/31/2014 (A)	Closed Claim Development Factor (B)	Ultimate Claims (C)	Trended Claim Frequency (D)
2006-2007	43	1.032	44	0.369
2007-2008	33	1.041	34	0.273
2008-2009	28	1.055	30	0.251
2009-2010	25	1.078	27	0.243
2010-2011	16	1.110	18	0.175
2011-2012	27	1.154	31	0.300
2012-2013	18	1.246	22	0.215
2013-2014	16	1.433	23	0.222
2014-2015	1	17.196	17	0.161
Total	207		246	0.246

Notes:

(A) Provided by the District.
(B) From Appendix D, Page 7.
(C) (A) x (B).
(D) (C) / [Appendix D, Page 3, (D)] x [Appendix D, Page 3, (F)].

This exhibit shows the calculation of estimated ultimate claims for each year
based on closed claims as provided by the District. These numbers of
closed claims tend to "develop" or change from period to period as more claims are
closed. This development tends to follow quantifiable patterns over time.

San Mateo Community College District - Workers' Compensation
Reported Claim Count Development

Claims Reported as of:

Accident Year	6 Months	18 Months	30 Months	42 Months	54 Months	66 Months	78 Months	90 Months	102 Months
2006-2007			46	46	47	47	47	47	47
2007-2008		34	34	34	34	35	35	35	
2008-2009	18	28	28	28	28	28	28		
2009-2010	14	29	29	29	29	29			
2010-2011	5	17	17	17	17				
2011-2012	8	30	30	30					
2012-2013	8	25	25						
2013-2014	10	25							
2014-2015	6								

Reported Claim Count Development Factors:

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
2006-2007			1.000	1.022	1.000	1.000	1.000	1.000	
2007-2008		1.000	1.000	1.000	1.029	1.000	1.000		
2008-2009	1.556	1.000	1.000	1.000	1.000	1.000			
2009-2010	2.071	1.000	1.000	1.000	1.000				
2010-2011	3.400	1.000	1.000	1.000					
2011-2012	3.750	1.000	1.000						
2012-2013	3.125	1.000							
2013-2014	2.500								

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
Average	2.734	1.000	1.000	1.004	1.007	1.000	1.000	1.000	
Claim-weighted Averages									
3-yr	3.077	1.000	1.000	1.000	1.011	1.000			
4-yr	3.129	1.000	1.000	1.000	1.007				
Industry I	2.200	1.025	1.006	1.004	1.003	1.002	1.001	1.000	1.000
Industry II	2.494	1.052	1.005	1.004	1.002	1.002	1.001	1.000	1.000
Prior	2.500	1.010	1.007	1.005	1.004	1.002	1.001		
Selected	2.800	1.010	1.006	1.004	1.003	1.002	1.001	1.000	1.000
Cumulated	2.873	1.026	1.016	1.010	1.006	1.003	1.001	1.000	1.000

San Mateo Community College District - Workers' Compensation
Closed Claim Development

Claims Closed as of:

Accident Year	6 Months	18 Months	30 Months	42 Months	54 Months	66 Months	78 Months	90 Months	102 Months
1993-1994									
1994-1995									
1995-1996									
1996-1997									
1997-1998									
1998-1999									
1999-2000									
2000-2001									
2001-2002									
2002-2003									
2003-2004									
2004-2005									
2005-2006									
2006-2007			39	40	41	41	41	42	43
2007-2008		29	30	30	30	32	32	33	
2008-2009	7	21	22	23	23	26	28		
2009-2010	3	21	20	24	25	25			
2010-2011	2	13	15	16	16				
2011-2012	2	24	25	27					
2012-2013	1	18	18						
2013-2014	1	16							
2014-2015	1								

Closed Claim Count Development Factors:

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
1993-1994									
1994-1995									
1995-1996									
1996-1997									
1997-1998									
1998-1999									
1999-2000									
2000-2001									
2001-2002									
2002-2003									
2003-2004									
2004-2005									
2005-2006									
2006-2007			1.026	1.025	1.000	1.000	1.024	1.024	
2007-2008		1.034	1.000	1.000	1.067	1.000	1.031		
2008-2009	3.000	1.048	1.045	1.000	1.130	1.077			
2009-2010	7.000	0.952	1.200	1.042	1.000				
2010-2011	6.500	1.154	1.067	1.000					
2011-2012	12.000	1.042	1.080						
2012-2013	18.000	1.000							
2013-2014	16.000								

	6-18 Months	18-30 Months	30-42 Months	42-54 Months	54-66 Months	66-78 Months	78-90 Months	90-102 Months	102-Ult. Months
Average	10.417	1.038	1.070	1.013	1.049	1.026	1.028	1.024	
Claim-weighted Averages									
3-yr	14.500	1.055	1.117	1.016	1.064	1.020			
4-yr	11.833	1.026	1.098	1.011	1.042				
Industry I	3.000	1.150	1.080	1.040	1.030	1.022	1.013	1.009	1.032
Industry II	2.887	1.280	1.065	1.040	1.027	1.020	1.013	1.009	1.031
Prior	5.000	1.150	1.070	1.045	1.032	1.025	1.051		
Selected	12.000	1.150	1.080	1.040	1.030	1.022	1.013	1.009	1.032
Cumulated	17.196	1.433	1.246	1.154	1.110	1.078	1.055	1.041	1.032

San Mateo Community College District - Workers' Compensation

Loss Trend Factors

Accident Year	Benefit Level Factor (A)	Factor to 2014-2015 Loss Rate Level (B)	Factor to 2015-2016 Loss Rate Level (C)	Factor to 2016-2017 Loss Rate Level (D)	Factor to 2017-2018 Loss Rate Level (E)	Factor to 2014-2015 Frequency Level (F)	Factor to 2015-2016 Frequency Level (G)	Factor to 2016-2017 Frequency Level (H)	Factor to 2017-2018 Frequency Level (I)	Factor to 2014-2015 Severity Level (J)
1993-1994	1.883	2.085	2.164	2.204	2.244	0.655	0.642	0.629	0.616	3.161
1994-1995	1.772	1.952	2.026	2.063	2.101	0.668	0.655	0.642	0.629	2.902
1995-1996	1.625	1.780	1.848	1.882	1.917	0.682	0.669	0.655	0.642	2.597
1996-1997	1.456	1.586	1.646	1.677	1.707	0.696	0.682	0.668	0.655	2.269
1997-1998	1.261	1.366	1.418	1.444	1.471	0.710	0.696	0.682	0.668	1.917
1998-1999	1.119	1.208	1.253	1.276	1.300	0.725	0.710	0.696	0.682	1.661
1999-2000	0.998	1.072	1.112	1.133	1.154	0.740	0.725	0.710	0.696	1.445
2000-2001	0.936	1.000	1.038	1.057	1.077	0.755	0.740	0.724	0.710	1.322
2001-2002	0.937	0.997	1.035	1.054	1.074	0.769	0.754	0.739	0.724	1.292
2002-2003	0.989	1.048	1.087	1.107	1.128	0.785	0.770	0.754	0.739	1.330
2003-2004	1.227	1.294	1.343	1.367	1.393	0.801	0.785	0.769	0.754	1.610
2004-2005	1.579	1.657	1.720	1.751	1.784	0.817	0.801	0.785	0.769	2.022
2005-2006	1.697	1.772	1.840	1.873	1.908	0.834	0.818	0.801	0.785	2.119
2006-2007	1.592	1.654	1.717	1.749	1.781	0.851	0.834	0.817	0.801	1.939
2007-2008	1.466	1.516	1.574	1.603	1.632	0.868	0.851	0.834	0.817	1.742
2008-2009	1.352	1.392	1.445	1.471	1.498	0.886	0.869	0.851	0.834	1.568
2009-2010	1.220	1.250	1.297	1.321	1.346	0.904	0.886	0.868	0.851	1.381
2010-2011	1.162	1.185	1.230	1.252	1.275	0.922	0.904	0.886	0.868	1.283
2011-2012	1.155	1.172	1.216	1.239	1.262	0.942	0.923	0.904	0.886	1.244
2012-2013	1.141	1.153	1.196	1.218	1.241	0.961	0.942	0.922	0.904	1.200
2013-2014	1.082	1.087	1.128	1.149	1.170	0.980	0.960	0.941	0.922	1.109
2014-2015	1.000	1.000	1.038	1.057	1.076	1.000	0.980	0.960	0.941	1.000
2015-2016	0.968	--	1.000	1.018	1.037	--	1.000	0.980	0.960	--
2016-2017	0.955	--	--	1.000	1.018	--	--	1.000	0.980	--
2017-2018	0.943	--	--	--	1.000	--	--	--	1.000	--

Notes:
- (A)   Based on WCIRB.
- (B) - (E) (A) adjusted for a 0.5% annual loss rate trend.
- (F) - (I) (A) adjusted for a -2.0% annual frequency trend.
- (J)   (A) adjusted for a 2.5% annual severity trend.

This exhibit shows the calculation of the ways in which we expect claims costs to have changed over the past twenty years due to changes in statutory workers' compensation benefit levels and changes in actual claims costs in excess of changes in payroll. Changes in the ways in which claims are filed as a result of greater awareness of workers' compensation benefits are not generally reflected in the statutory benefit level factors shown above, but may be part of the reason for changes in actual claims costs in excess of payroll changes.

San Mateo Community College District - Workers' Compensation

Payment and Reserve Forecast

		Calendar Period	
Accident Year	As of 12/31/2014	1/1/2015 to 6/30/2015	7/1/2015 to 6/30/2016
2006-2007			
Ultimate Loss	$888,000	$888,000	$888,000
Paid in Calendar Period	-	11,419	19,260
Paid to Date	722,504	733,923	753,183
Outstanding Liability	165,496	154,077	134,817
2007-2008			
Ultimate Loss	$577,000	$577,000	$577,000
Paid in Calendar Period	-	22,547	36,062
Paid to Date	334,564	357,111	393,173
Outstanding Liability	242,436	219,889	183,827
2008-2009			
Ultimate Loss	$434,000	$434,000	$434,000
Paid in Calendar Period	-	4,835	9,385
Paid to Date	376,442	381,277	390,662
Outstanding Liability	57,558	52,723	43,338
2009-2010			
Ultimate Loss	$621,000	$621,000	$621,000
Paid in Calendar Period	-	18,938	36,042
Paid to Date	378,199	397,137	433,179
Outstanding Liability	242,801	223,863	187,821
2010-2011			
Ultimate Loss	$154,000	$154,000	$154,000
Paid in Calendar Period	-	8,160	14,397
Paid to Date	59,112	67,272	81,669
Outstanding Liability	94,888	86,728	72,331
2011-2012			
Ultimate Loss	$722,000	$722,000	$722,000
Paid in Calendar Period	-	27,835	50,483
Paid to Date	405,689	433,524	484,007
Outstanding Liability	316,311	288,476	237,993
2012-2013			
Ultimate Loss	$787,000	$787,000	$787,000
Paid in Calendar Period	-	27,710	56,301
Paid to Date	407,411	435,121	491,422
Outstanding Liability	379,589	351,879	295,578
2013-2014			
Ultimate Loss	$617,000	$617,000	$617,000
Paid in Calendar Period	-	38,882	65,279
Paid to Date	175,162	214,044	279,323
Outstanding Liability	441,838	402,956	337,677
2014-2015			
Ultimate Loss	$383,000	$766,000	$766,000
Paid in Calendar Period	-	102,077	149,201
Paid to Date	26,313	128,390	277,591
Outstanding Liability	356,687	637,610	488,409

San Mateo Community College District - Workers' Compensation

Payment and Reserve Forecast

		Calendar Period	
Accident Year	As of 12/31/2014	1/1/2015 to 6/30/2015	7/1/2015 to 6/30/2016
2015-2016			
Ultimate Loss	-	-	$807,000
Paid in Calendar Period	-	-	151,716
Paid to Date	-	-	151,716
Outstanding Liability	-	-	655,284
Totals			
Ultimate Loss	$5,183,000	$5,566,000	$6,373,000
Paid in Calendar Period	-	262,403	588,126
Paid to Date	2,885,396	3,147,799	3,735,925
Outstanding Liability	2,297,604	2,418,201	2,637,075
Total Outstanding ULAE	0	0	0
Outstanding Liability plus ULAE	2,297,604	2,418,201	2,637,075

Notes appear on the next page.

San Mateo Community College District - Workers' Compensation

Payment and Reserve Forecast

Notes to previous page:

·   Accident Year is associated with date of loss. Calendar Period is associated with date of
    transaction. For example, for the losses which occurred during 2012-2013, $27,710 is
    expected to be paid between 1/1/15 and 6/30/15, $435,121 will have been paid by 6/30/15,
    and the reserve for remaining payments on these claims should be $351,879.

·   Ultimate Losses for each accident year are from Exhibit 4, Page 1.

·   Paid in Calendar Period is a proportion of the Outstanding Liability from the
    previous calendar period. These proportions are derived from the paid loss development
    pattern selected in Appendix B. For example, $56,301 = $351,879 x 16.0%.

·   Paid to Date is Paid in Calendar Period plus Paid to Date from previous
    calendar period. For example, $491,422 = $56,301 + $435,121.

·   Outstanding Liability is Ultimate Loss minus Paid to Date. For example,
    $351,879 = $787,000 - $435,121.

This exhibit shows the calculation of the liability for outstanding claims as of the date of evaluation, the end of
the current fiscal year, and the end of the coming fiscal year. It also shows the expected claims payout during
the remainder of the current fiscal year and the coming fiscal year. Refer to the Totals at the end of the exhibit
for the balance sheet information. The top parts of the exhibit show information for each program year.

San Mateo Community College District - Workers' Compensation

Short- and Long-Term Liabilities

Liabilities as of 12/31/14:		Expected	Discounted
Current (Short Term)	Loss and ALAE:	$160,326	$157,974
	ULAE:	0	0
	Short-Term Loss and LAE:	$160,326	$157,974
Non-Current (Long Term)	Loss and ALAE:	$2,137,278	$1,776,339
	ULAE:	0	0
	Long-Term Loss and LAE:	$2,137,278	$1,776,339
Total Liability	Loss and ALAE:	$2,297,604	$1,934,313
	ULAE:	0	0
	Total Loss and LAE:	$2,297,604	$1,934,313

Liabilities as of 6/30/15:		Expected	Discounted
Current (Short Term)	Loss and ALAE:	$436,410	$430,008
	ULAE:	0	0
	Short-Term Loss and LAE:	$436,410	$430,008
Non-Current (Long Term)	Loss and ALAE:	$1,981,791	$1,605,004
	ULAE:	0	0
	Long-Term Loss and LAE:	$1,981,791	$1,605,004
Total Liability	Loss and ALAE:	$2,418,201	$2,035,012
	ULAE:	0	0
	Total Loss and LAE:	$2,418,201	$2,035,012

		Discounted with a Margin for Contingencies				
		70% Confidence	75% Confidence	80% Confidence	85% Confidence	90% Confidence
Liabilities as of 12/31/14:						
Current (Short Term)	Loss and ALAE:	$180,248	$189,885	$201,101	$215,003	$233,486
	ULAE:	0	0	0	0	0
	Short-Term Loss and LAE:	$180,248	$189,885	$201,101	$215,003	$233,486
Non-Current (Long Term)	Loss and ALAE:	$2,026,803	$2,135,159	$2,261,279	$2,417,597	$2,625,429
	ULAE:	0	0	0	0	0
	Long-Term Loss and LAE:	$2,026,803	$2,135,159	$2,261,279	$2,417,597	$2,625,429
Total Liability	Loss and ALAE:	$2,207,051	$2,325,044	$2,462,380	$2,632,600	$2,858,915
	ULAE:	0	0	0	0	0
	Total Loss and LAE:	$2,207,051	$2,325,044	$2,462,380	$2,632,600	$2,858,915
Liabilities as of 6/30/15:						
Current (Short Term)	Loss and ALAE:	$490,639	$516,870	$547,400	$585,241	$635,552
	ULAE:	0	0	0	0	0
	Short-Term Loss and LAE:	$490,639	$516,870	$547,400	$585,241	$635,552
Non-Current (Long Term)	Loss and ALAE:	$1,831,310	$1,929,214	$2,043,170	$2,184,410	$2,372,196
	ULAE:	0	0	0	0	0
	Long-Term Loss and LAE:	$1,831,310	$1,929,214	$2,043,170	$2,184,410	$2,372,196
Total Liability	Loss and ALAE:	$2,321,949	$2,446,084	$2,590,570	$2,769,651	$3,007,748
	ULAE:	0	0	0	0	0
	Total Loss and LAE:	$2,321,949	$2,446,084	$2,590,570	$2,769,651	$3,007,748

Note: Current (short term) liabilities are the portion of the total estimated liability shown on Appendix F that is expected to be paid out within the coming year. Totals may vary from Exhibit 1, due to rounding.

San Mateo Community College District - Workers' Compensation

Discount Factors to be Applied to Overall Reserves

Accident Year	Full Value of Reserve at 12/31/14 (A)	Discount Factor (B)	Discounted Reserve at 12/31/14 (C)	Full Value of Reserve at 6/30/15 (D)	Discount Factor (E)	Discounted Reserve at 6/30/15 (F)
1993-1994	$0	0.985	$0	$0	0.985	$0
1994-1995	0	0.973	0	0	0.985	0
1995-1996	0	0.949	0	0	0.960	0
1996-1997	0	0.927	0	0	0.938	0
1997-1998	0	0.908	0	0	0.917	0
1998-1999	0	0.890	0	0	0.898	0
1999-2000	0	0.874	0	0	0.881	0
2000-2001	0	0.860	0	0	0.867	0
2001-2002	0	0.849	0	0	0.854	0
2002-2003	0	0.839	0	0	0.843	0
2003-2004	0	0.832	0	0	0.835	0
2004-2005	0	0.826	0	0	0.828	0
2005-2006	0	0.822	0	0	0.824	0
2006-2007	$165,496	0.823	$136,193	$154,077	0.821	$126,454
2007-2008	242,436	0.828	200,849	219,889	0.825	181,443
2008-2009	57,558	0.833	47,946	52,723	0.832	43,853
2009-2010	242,801	0.835	202,847	223,863	0.834	186,759
2010-2011	94,888	0.839	79,566	86,728	0.837	72,560
2011-2012	316,311	0.841	265,964	288,476	0.840	242,441
2012-2013	379,589	0.842	319,595	351,879	0.841	296,016
2013-2014	441,838	0.849	375,314	402,956	0.843	339,553
2014-2015	356,687	0.858	306,039	637,610	0.856	545,933
Totals	$2,297,604		$1,934,313	$2,418,201		$2,035,012

(G) Discount Factor at 12/31/14 for Overall Reserve: 0.842
(H) Discount Factor at 6/30/15 for Overall Reserve: 0.842

Notes:
- (A) From Appendix F, Outstanding Liability at 12/31/14.
- (B) Based on Appendix H, Page 2, Column (E).
- (C) (A) x (B).
- (D) From Appendix F, Outstanding Liability at 6/30/15.
- (E) Based on Appendix H, Page 2, Column (E).
- (F) (D) x (E).
- (G) Total of (C) / Total of (A).
- (H) Total of (F) / Total of (D).

This exhibit shows the expected impact of anticipated investment income on the liability for outstanding claims at the date of evaluation and the end of the current fiscal year. For example, if the discount factor in item (G) is 0.842, the discounted liability for outstanding claims is 84.2% of the full value.

San Mateo Community College District - Workers' Compensation

Calculation of Discount Factors

Payment Year (A)	Payment Pattern (B)	Discounted* Reserves (C)	Undiscounted Reserves (D)	Discount Factor (E)
22	5.7%	0.057	0.057	0.985
21	0.7%	0.062	0.065	0.960
20	0.8%	0.068	0.072	0.938
19	0.7%	0.073	0.079	0.917
18	0.8%	0.078	0.087	0.898
17	0.7%	0.083	0.094	0.881
16	0.9%	0.089	0.103	0.867
15	1.0%	0.096	0.113	0.854
14	1.2%	0.105	0.124	0.843
13	1.4%	0.115	0.138	0.835
12	1.5%	0.127	0.153	0.828
11	1.8%	0.141	0.171	0.824
10	2.2%	0.159	0.194	0.821
9	3.4%	0.188	0.228	0.825
8	4.5%	0.227	0.273	0.832
7	4.8%	0.268	0.322	0.834
6	5.8%	0.317	0.379	0.837
5	7.4%	0.381	0.453	0.840
4	8.0%	0.448	0.532	0.841
3	9.7%	0.530	0.629	0.843
2	18.6%	0.698	0.815	0.856
1	18.5%	0.860	1.000	0.860

(F) Discount Factor for Future Funding: 0.873

* Assumed Investment Rate: 3.0%

Notes:
- (A) This is the year of payment relative to the accident year. For example, year 7 refers to payments made in the seventh year after the inception of the accident year. We assume that payments are made at midyear.
- (B) Percent of ultimate loss paid this year. This payment pattern is based on the paid loss development pattern selected in Appendix B, Page 2.
- (C) Discounted Reserves at the beginning of this year is next year's Discounted Reserves discounted one year plus this year's payments discounted six months. For example, in year 2, 69.8% = [53.0% / 1.030] + [18.6% / (1.015)].
- (D) Summation of future (B) values. This is the percent of ultimate loss unpaid at the beginning of the year.
- (E) (C) / (D).
- (F) (E) at year 1, with interest accumulated for six months. We assume that the required funding is deposited at the middle of the first year.

This exhibit shows the calculation of the effect of anticipated investment income on future claims costs. Thus, if the discount factor in item (F) is 0.87, on a discounted basis, $0.87 must be budgeted for every $1 that will actually be paid on claims that will be incurred in the next fiscal year.

San Mateo Community College District - Workers' Compensation

Confidence Level Table

Probability	Projected Losses	Outstanding Losses
95%	2.166	1.671
90	1.816	1.478
85	1.603	1.361
80	1.447	1.273
75	1.322	1.202
70	1.215	1.141
65	1.122	1.087
60	1.037	1.037
55	0.960	0.992
50	0.887	0.948
45	0.817	0.907
40	0.750	0.866
35	0.684	0.825
30	0.618	0.784
25	0.551	0.741

To read table: For the above retention, there is a 90% chance
that final loss settlements will be less than
1.816 times the average expected amount of losses.

This exhibit shows the loads that must be applied to bring estimated losses
at the expected level to the various indicated confidence levels.

San Mateo Community College District - Workers' Compensation

Program History

Policy Year Start Date	Policy Year End Date	Policy Year	Self-Insured Retention	
			Per Occurrence	Aggregate
7/1/1993	6/30/1994	1993-1994	350,000	(none)
7/1/1994	6/30/1995	1994-1995	350,000	(none)
7/1/1995	6/30/1996	1995-1996	350,000	(none)
7/1/1996	6/30/1997	1996-1997	350,000	(none)
7/1/1997	6/30/1998	1997-1998	350,000	(none)
7/1/1998	6/30/1999	1998-1999	350,000	(none)
7/1/1999	6/30/2000	1999-2000	350,000	(none)
7/1/2000	6/30/2001	2000-2001	350,000	(none)
7/1/2001	6/30/2002	2001-2002	350,000	(none)
7/1/2002	6/30/2003	2002-2003	350,000	(none)
7/1/2003	6/30/2004	2003-2004	350,000	(none)
7/1/2004	6/30/2005	2004-2005	350,000	(none)
7/1/2005	6/30/2006	2005-2006	350,000	(none)
7/1/2006	6/30/2007	2006-2007	$350,000	(none)
7/1/2007	6/30/2008	2007-2008	350,000	(none)
7/1/2008	6/30/2009	2008-2009	350,000	(none)
7/1/2009	6/30/2010	2009-2010	350,000	(none)
7/1/2010	6/30/2011	2010-2011	350,000	(none)
7/1/2011	6/30/2012	2011-2012	350,000	(none)
7/1/2012	6/30/2013	2012-2013	350,000	(none)
7/1/2013	6/30/2014	2013-2014	350,000	(none)
7/1/2014	6/30/2015	2014-2015	350,000	(none)
7/1/2015	6/30/2016	2015-2016	350,000	(none)

Third Party Claims Administrator	Begin Date	End Date
District's Risk Management Department	7/1/2006	Current

This exhibit summarizes some of the key facts about the history of the program.

San Mateo Community College District - Workers' Compensation

Incurred Losses as of 12/31/14

Accident Year (A)	Unlimited Incurred (B)	Additions to Losses (C)	Subtractions from Losses (D)	Adjusted Incurred (E)	Incurred Over SIR (F)	Incurred Over $100,000 (G)	Incurred Capped at $100,000 (H)	Incurred $100,000 to SIR Layer (I)	Incurred Capped at SIR (J)	Incurred Capped at SIR & Aggregate (K)
2006-2007	$856,616	$0	$0	$856,616	$0	$366,104	$490,511	$366,104	$856,616	$856,616
2007-2008	600,392	0	0	600,392	89,643	339,643	260,750	250,000	510,750	510,750
2008-2009	376,442	0	0	376,442	0	18,670	357,772	18,670	376,442	376,442
2009-2010	573,756	0	0	573,756	0	128,517	445,238	128,517	573,756	573,756
2010-2011	62,567	0	3,379	59,188	0	0	59,188	0	59,188	59,188
2011-2012	566,057	0	6,325	559,732	0	157,898	401,834	157,898	559,732	559,732
2012-2013	540,168	0	0	540,168	0	102,252	437,916	102,252	540,168	540,168
2013-2014	278,617	0	0	278,617	0	0	278,617	0	278,617	278,617
2014-2015	60,078	0	0	60,078	0	0	60,078	0	60,078	60,078
Total	$3,914,693	$0	$9,704	$3,904,989	$89,643	$1,113,084	$2,791,905	$1,023,442	$3,815,346	$3,815,346

Notes:

(A) Years are 7/1 to 6/30.
(B) Provided by the District.
(C)
(D) Subrogation Recovereis.
(E) (B) + (C) - (D).
(F) Sum of incurred losses in excess of SIR.
(G) Sum of incurred losses in excess of $100,000.
(H) (E) - (G).
 (I) (G) - (F).
(J) (E) - (F).
(K) Minimum of (J) and the aggregate stop loss. See Appendix J.

San Mateo Community College District - Workers' Compensation

Paid Losses as of 12/31/14

Accident Year (A)	Unlimited Paid (B)	Additions to Losses (C)	Subtractions from Losses (D)	Adjusted Paid (E)	Paid Over SIR (F)	Paid Over $100,000 (G)	Paid Capped at $100,000 (H)	Paid $100,000 to SIR Layer (I)	Paid Capped at SIR (J)	Paid Capped at SIR & Aggregate (K)
2006-2007	$722,504	$0	$0	$722,504	$0	$278,421	$444,083	$278,421	$722,504	$722,504
2007-2008	334,564	0	0	334,564	0	100,120	234,445	100,120	334,564	334,564
2008-2009	376,442	0	0	376,442	0	18,670	357,772	18,670	376,442	376,442
2009-2010	378,199	0	0	378,199	0	0	378,199	0	378,199	378,199
2010-2011	62,492	0	3,379	59,112	0	0	59,112	0	59,112	59,112
2011-2012	412,015	0	6,325	405,689	0	82,251	323,438	82,251	405,689	405,689
2012-2013	407,411	0	0	407,411	0	102,252	305,159	102,252	407,411	407,411
2013-2014	175,162	0	0	175,162	0	0	175,162	0	175,162	175,162
2014-2015	26,313	0	0	26,313	0	0	26,313	0	26,313	26,313
Total	$2,895,102	$0	$9,704	$2,885,397	$0	$581,713	$2,303,684	$581,713	$2,885,397	$2,885,397

Notes:

(A) Years are 7/1 to 6/30.
(B) Provided by the District.
(C)
(D) Subrogation Recovereis.
(E) (B) + (C) - (D).
(F) Sum of paid losses in excess of SIR.
(G) Sum of paid losses in excess of $100,000.
(H) (E) - (G).
 (I) (G) - (F).
(J) (E) - (F).
(K) Minimum of (J) and the aggregate stop loss. See Appendix J.

San Mateo Community College District - Workers' Compensation

Case Reserves as of 12/31/14

Accident Year (A)	Unlimited Reserves (B)	Additions to Losses (C)	Subtractions from Losses (D)	Adjusted Reserves (E)	Reserves Over SIR (F)	Reserves Over $100,000 (G)	Reserves Capped at $100,000 (H)	Reserves $100,000 to SIR Layer (I)	Reserves Capped at SIR (J)	Reserves Capped at SIR & Aggregate (K)
2006-2007	$134,111	$0	$0	$134,111	$0	$87,684	$46,428	$87,684	$134,111	$134,111
2007-2008	265,828	0	0	265,828	89,643	239,523	26,305	149,880	176,185	176,185
2008-2009	0	0	0	0	0	0	0	0	0	0
2009-2010	195,557	0	0	195,557	0	128,517	67,039	128,517	195,557	195,557
2010-2011	76	0	0	76	0	0	76	0	76	76
2011-2012	154,043	0	0	154,043	0	75,647	78,396	75,647	154,043	154,043
2012-2013	132,757	0	0	132,757	0	0	132,757	0	132,757	132,757
2013-2014	103,455	0	0	103,455	0	0	103,455	0	103,455	103,455
2014-2015	33,765	0	0	33,765	0	0	33,765	0	33,765	33,765
Total	$1,019,591	$0	$0	$1,019,591	$89,643	$531,371	$488,220	$441,728	$929,949	$929,949

Notes:

(A) Years are 7/1 to 6/30.
(B) Appendix K, Page 1, Column (B) - Appendix K, Page 2, Column (B).
(C) Appendix K, Page 1, Column (C) - Appendix K, Page 2, Column (C).
(D) Appendix K, Page 1, Column (D) - Appendix K, Page 2, Column (D).
(E) (B) + (C) - (D).
(F) Sum of case reserves in excess of SIR.
(G) Sum of case reserves in excess of $100,000.
(H) (E) - (G).
(I) (G) - (F).
(J) (E) - (F).
(K) Minimum of (J) and the aggregate stop loss. See Appendix J.

San Mateo Community College District - Workers' Compensation

Claim Counts as of 12/31/14

Accident Year (A)	Reported Claims (B)	Additions to Reported Claims (C)	Subtractions from Reported Claims (D)	Adjusted Reported Claims (E)	Closed Claims (F)	Additions to Closed Claims (G)	Subtractions from Closed Claims (H)	Adjusted Closed Claims (I)	Open Claims (J)	Adjusted Open Claims (K)
2006-2007	47	0	0	47	43	0	0	43	4	4
2007-2008	35	0	0	35	33	0	0	33	2	2
2008-2009	28	0	0	28	28	0	0	28	0	0
2009-2010	29	0	0	29	25	0	0	25	4	4
2010-2011	17	0	0	17	16	0	0	16	1	1
2011-2012	30	0	0	30	27	0	0	27	3	3
2012-2013	25	0	0	25	18	0	0	18	7	7
2013-2014	25	0	0	25	16	0	0	16	9	9
2014-2015	6	0	0	6	1	0	0	1	5	5
Total	242	0	0	242	207	0	0	207	35	35

Notes:

(A) Years are 7/1 to 6/30.
(B) Provided by the District.
(C)
(D)
(E) (B) + (C) - (D).
(F) Provided by the District.
(G)
(H)
 (I) (F) + (G) - (H).
(J) (B) - (F).
(K) (E) - (I).

San Mateo Community College District - Workers' Compensation

Exposure Measures

Accident Year	Total Payroll ($00) (A)	Inflation Trend Factor (B)	Trended Payroll ($00) (C)
2002-2003	727,963	1.345	979,111
2003-2004	667,000	1.312	875,104
2004-2005	700,153	1.280	896,195
2005-2006	738,747	1.249	922,695
2006-2007	831,506	1.219	1,013,606
2007-2008	908,377	1.189	1,080,060
2008-2009	911,094	1.160	1,056,869
2009-2010	887,755	1.132	1,004,939
2010-2011	860,316	1.104	949,788
2011-2012	902,578	1.077	972,077
2012-2013	936,545	1.051	984,309
2013-2014	990,631	1.025	1,015,397
2014-2015	1,056,433	1.000	1,056,433
2015-2016	1,064,896	1.000	1,064,896

Notes:

(A)   Provided by the District.
(B)   Based on WCIRB.
(C)   (A) x (B).

Total Compensation Systems, Inc.

San Mateo County Community College District
Actuarial Study of
Retiree Health Liabilities
As of February 1, 2015

Prepared by:
Total Compensation Systems, Inc.

Date: June 4, 2015

Total Compensation Systems, Inc.

Table of Contents

Total Compensation Systems, Inc.

San Mateo County Community College District
Actuarial Study of Retiree Health Liabilities

PART I: EXECUTIVE SUMMARY

A. Introduction

San Mateo County Community College District engaged Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program as of February 1, 2015 (the valuation date). The numbers in this report are based on the assumption that they will first be used to determine accounting entries for the fiscal year ending June 30, 2015. If the report will first be used for a different fiscal year, the numbers will need to be adjusted accordingly.

This report does not reflect any cash benefits paid unless the retiree is required to provide proof that the cash benefits are used to reimburse the retiree's cost of health benefits. Costs and liabilities attributable to cash benefits paid to retirees are reportable under Governmental Accounting Standards Board (GASB) Standards 25/27.

This actuarial study is intended to serve the following purposes:

➢ To provide information to enable San Mateo CCD to manage the costs and liabilities associated with its retiree health benefits.

➢ To provide information to enable San Mateo CCD to communicate the financial implications of retiree health benefits to internal financial staff, the Board, employee groups and other affected parties.

➢ To provide information needed to comply with Governmental Accounting Standards Board Accounting Standards 43 and 45 related to "other postemployment benefits" (OPEB's).

Because this report was prepared in compliance with GASB 43 and 45, as appropriate, San Mateo CCD should not use this report for any other purpose without discussion with TCS. This means that any discussions with employee groups, governing Boards, etc. should be restricted to the implications of GASB 43 and 45 compliance.

This actuarial report includes several estimates for San Mateo CCD's retiree health program. In addition to the tables included in this report, we also performed cash flow adequacy tests as required under Actuarial Standard of Practice 6 (ASOP 6). Our cash flow adequacy testing covers a twenty-year period. We would be happy to make this cash flow adequacy test available to San Mateo CCD in spreadsheet format upon request.

We calculated the following estimates separately for active employees and retirees. As requested, we also separated results by the following employee classifications: AFSCME, Certificated Management, Certificated, Classified and Classified Management. We estimated the following:

➢ the total liability created. (The actuarial present value of total projected benefits or APVTPB)

➢ the ten year "pay-as-you-go" cost to provide these benefits.

➢ the "actuarial accrued liability (AAL)." (The AAL is the portion of the APVTPB attributable to employees' service prior to the valuation date.)

Total Compensation Systems, Inc.

> ➢ the amount necessary to amortize the UAAL over a period of 25 years.

> ➢ the annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost").

> ➢ The Annual Required Contribution (ARC) which is the basis of calculating the annual OPEB cost and net OPEB obligation under GASB 43 and 45.

We summarized the data used to perform this study in Appendix A. No effort was made to verify this information beyond brief tests for reasonableness and consistency.

All cost and liability figures contained in this study are estimates of future results. Future results can vary dramatically and the accuracy of estimates contained in this report depends on the actuarial assumptions used. Normal costs and liabilities could easily vary by 10 - 20% or more from estimates contained in this report.

B. General Findings

We estimate the "pay-as-you-go" cost of providing retiree health benefits in the year beginning February 1, 2015 to be $7,265,110 (see Section IV.A.). The "pay-as-you-go" cost is the cost of benefits for current retirees.

For current employees, the value of benefits "accrued" in the year beginning February 1, 2015 (the normal cost) is $2,853,655. This normal cost would increase each year based on covered payroll. Had San Mateo CCD begun accruing retiree health benefits when each current employee and retiree was hired, a substantial liability would have accumulated. We estimate the amount that would have accumulated to be $119,086,798. This amount is called the "actuarial accrued liability" (AAL). The remaining unamortized balance of the initial unfunded AAL (UAAL) is $116,207,056. This leaves a "residual" AAL of $2,879,742.

San Mateo CCD has established a GASB 43 trust for future OPEB benefits. The actuarial value of plan assets at January 31, 2015 was $62,328,025. This leaves a residual unfunded actuarial accrued liability (UAAL) of *negative* $59,448,283. We calculated the annual cost to amortize the residual unfunded actuarial accrued liability using a 7% discount rate. We used an open 25 year amortization period. The current year cost to amortize the residual unfunded actuarial accrued liability is *negative* $3,860,401.

Combining the normal cost with both the initial and residual UAAL amortization costs produces an annual required contribution (ARC) of $7,138,932. The ARC is used as the basis for determining expenses and liabilities under GASB 43/45. The ARC is used in lieu of (rather than in addition to) the "pay-as-you-go" cost.

We based all of the above estimates on employees as of January, 2015. Over time, liabilities and cash flow will vary based on the number and demographic characteristics of employees and retirees.

C. Description of Retiree Benefits

Following is a description of the current retiree benefit plan. District practices are based on Government Code sections collectively known as PEMHCA, which vary from collective bargaining agreements.

Total Compensation Systems, Inc.

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	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Benefit types provided	Medical, Part B	Medical, Part B	Medical, Part B	Medical, Part B	Medical, Part B
Duration of Benefits	Lifetime	Lifetime	Lifetime	Lifetime	Lifetime
Minimum Age Required Service	Retirement from Applicable Retirement System	Retirement from Applicable Retirement System	Retirement from Applicable Retirement System	Retirement from Applicable Retirement System	Retirement from Applicable Retirement System
Dependent Coverage	Yes	Yes	Yes	Yes	Yes
District Contribution %	100%	100%	100%	100%	100%
District Cap	$704 per month*	$704 per month*	$704 per month*	$704 per month*	$704 per month*

*The District contribution is changed periodically. Grandfathered employees and retirees receive benefits that may exceed this cap.

D. Recommendations

It is outside the scope of this report to make specific recommendations of actions San Mateo CCD should take to manage the substantial liability created by the current retiree health program. Total Compensation Systems, Inc. can assist in identifying and evaluating options once this report has been studied. The following recommendations are intended only to allow the District to get more information from this and future studies. Because we have not conducted a comprehensive administrative audit of San Mateo CCD's practices, it is possible that San Mateo CCD is already complying with some or all of our recommendations.

➢ We recommend that San Mateo CCD inventory all benefits and services provided to retirees – whether contractually or not and whether retiree-paid or not. For each, San Mateo CCD should determine whether the benefit is material and subject to GASB 43 and/or 45.

➢ We recommend that San Mateo CCD conduct a study whenever events or contemplated actions significantly affect present or future liabilities, but no less frequently than every two years, as required under GASB 43/45.

➢ We recommend that the District communicate the magnitude of these costs to employees and include employees in discussions of options to control the costs.

➢ Under GASB 45, it is important to isolate the cost of retiree health benefits. San Mateo CCD should have all premiums, claims and expenses for retirees separated from active employee premiums, claims, expenses, etc. To the extent any retiree benefits are made available to retirees over the age of 65 – *even on a retiree-pay-all basis* – all premiums, claims and expenses for post-65 retiree coverage should be segregated from those for pre-65 coverage. Furthermore, San Mateo CCD should arrange for the rates or prices of all retiree benefits to be set on what is expected to be a self-sustaining basis.

➢ San Mateo CCD should establish a way of designating employees as eligible or ineligible for future OPEB benefits. Ineligible employees can include those in ineligible job classes; those hired after a designated date restricting eligibility; those who, due to their age at hire cannot qualify for District-

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paid OPEB benefits; employees who exceed the termination age for OPEB benefits, etc.

> ➤ Several assumptions were made in estimating costs and liabilities under San Mateo CCD's retiree health program. Further studies may be desired to validate any assumptions where there is any doubt that the assumption is appropriate. (See Appendices B and C for a list of assumptions and concerns.) For example, San Mateo CCD should maintain a retiree database that includes – in addition to date of birth, gender and employee classification – retirement date and (if applicable) dependent date of birth, relationship and gender. It will also be helpful for San Mateo CCD to maintain employment termination information – namely, the number of OPEB-eligible employees in each employee class that terminate employment each year for reasons other than death, disability or retirement.

Respectfully submitted,

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PART II: BACKGROUND

A. Summary

Accounting principles provide that the cost of retiree benefits should be "accrued" over employees' working lifetime. For this reason, the Governmental Accounting Standards Board (GASB) issued in 2004 Accounting Standards 43 and 45 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees (including early retirees).

B. Actuarial Accrual

To actuarially accrue retiree health benefits requires determining the amount to expense each year so that the liability accumulated at retirement is, on average, sufficient (with interest) to cover all retiree health expenditures without the need for additional expenses. There are many different ways to determine the annual accrual amount. The calculation method used is called an "actuarial cost method."

Under most actuarial cost methods, there are two components of actuarial cost - a "normal cost" and amortization of something called the "unfunded actuarial accrued liability." Both accounting standards and actuarial standards usually address these two components separately (though alternative terminology is sometimes used).

The normal cost can be thought of as the value of the benefit earned each year if benefits are accrued during the working lifetime of employees. This report will not discuss differences between actuarial cost methods or their application. Instead, following is a description of a commonly used, generally accepted actuarial cost method permitted under GASB 43 and 45. This actuarial cost method is called the "entry age normal" method.

Under the entry age normal cost method, the actuary determines the annual amount needing to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. This amount is the normal cost. Under GASB 43 and 45, normal cost can be expressed either as a level dollar amount or a level percentage of payroll.

The normal cost is determined using several key assumptions:

➢ The current *cost of retiree health benefits* (often varying by age, Medicare status and/or dependent coverage). The higher the current cost of retiree benefits, the higher the normal cost.

➢ The *"trend" rate* at which retiree health benefits are expected to increase over time. A higher trend rate increases the normal cost. A "cap" on District contributions can reduce trend to zero once the cap is reached thereby dramatically reducing normal costs.

➢ *Mortality rates* varying by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce normal costs, the mortality assumption is not likely to vary from employer to employer.

➢ *Employment termination rates* have the same effect as mortality inasmuch as higher termination rates reduce normal costs. Employment termination can vary considerably between public agencies.

➢ The *service requirement* reflects years of service required to earn full or partial retiree benefits.

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While a longer service requirement reduces costs, cost reductions are not usually substantial unless the service period exceeds 20 years of service.

➢ **Retirement rates** determine what proportion of employees retire at each age (assuming employees reach the requisite length of service). Retirement rates often vary by employee classification and implicitly reflect the minimum retirement age required for eligibility. Retirement rates also depend on the amount of pension benefits available. Higher retirement rates increase normal costs but, except for differences in minimum retirement age, retirement rates tend to be consistent between public agencies for each employee type.

➢ **Participation rates** indicate what proportion of retirees are expected to elect retiree health benefits if a significant retiree contribution is required. Higher participation rates increase costs.

➢ The **discount rate** estimates investment earnings for assets earmarked to cover retiree health benefit liabilities. The discount rate depends on the nature of underlying assets. For example, employer funds earning money market rates in the county treasury are likely to earn far less than an irrevocable trust containing a diversified asset portfolio including stocks, bonds, etc. A higher discount rate can dramatically lower normal costs. GASB 43 and 45 require the interest assumption to reflect likely *long term* investment return.

The assumptions listed above are not exhaustive, but are the most common assumptions used in actuarial cost calculations. The actuary selects the assumptions which - taken together - will yield reasonable results. It's not necessary (or even possible) to predict individual assumptions with complete accuracy.

If all actuarial assumptions are exactly met and an employer expensed the normal cost every year for all past and current employees and retirees, a sizeable liability would have accumulated (after adding interest and subtracting retiree benefit costs). The liability that <u>would have</u> accumulated is called the actuarial accrued liability or AAL. The excess of AAL over the **actuarial value of plan assets** is called the *unfunded* actuarial accrued liability (or UAAL). Under GASB 43 and 45, in order for assets to count toward offsetting the AAL, the assets have to be held in an irrevocable trust that is safe from creditors and can only be used to provide OPEB benefits to eligible participants.

The actuarial accrued liability (AAL) can arise in several ways. At inception of GASB 43 and 45, there is usually a substantial UAAL. Some portion of this amount can be established as the "transition obligation" subject to certain constraints. UAAL can also increase as the result of operation of a retiree health plan - e.g., as a result of plan changes or changes in actuarial assumptions. Finally, AAL can arise from actuarial gains and losses. Actuarial gains and losses result from differences between actuarial assumptions and actual plan experience.

Under GASB 43 and 45, employers have several options on how the UAAL can be amortized as follows:

➢ The employer can select an amortization period of 1 to 30 years. (For certain situations that result in a reduction of the AAL, the amortization period must be at least 10 years.)

➢ The employer may apply the same amortization period to the total combined UAAL or can apply different periods to different components of the UAAL.

➢ The employer may elect a "closed" or "open" amortization period.

➢ The employer may choose to amortize on a level dollar or level percentage of payroll method.

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PART III: LIABILITIES AND COSTS FOR RETIREE BENEFITS

A. Introduction.

We calculated the actuarial present value of projected benefits (APVPB) separately for each employee. We determined eligibility for retiree benefits based on information supplied by San Mateo CCD. We then selected assumptions for the factors discussed in the above Section that, based on plan experience and our training and experience, represent our best prediction of future plan experience. For each employee, we applied the appropriate factors based on the employee's age, sex and length of service.

We summarized actuarial assumptions used for this study in Appendix C.

B. Medicare

The extent of Medicare coverage can affect projections of retiree health costs.   The method of coordinating Medicare benefits with the retiree health plan's benefits can have a substantial impact on retiree health costs. We will be happy to provide more information about Medicare integration methods if requested.

C. Liability for Retiree Benefits.

For each employee, we projected future premium costs using an assumed trend rate (see Appendix C).   To the extent San Mateo CCD uses contribution caps, the influence of the trend factor is further reduced.

We multiplied each year's projected cost by the probability that premium will be paid; i.e. based on the probability that the employee is living, has not terminated employment and has retired. The probability that premium will be paid is zero if the employee is not eligible. The employee is not eligible if s/he has not met minimum service, minimum age or, if applicable, maximum age requirements.

The product of each year's premium cost and the probability that premium will be paid equals the expected cost for that year. We discounted the expected cost for each year to the valuation date February 1, 2015 at 7% interest.

Finally, we multiplied the above discounted expected cost figures by the probability that the retiree would elect coverage. A retiree may not elect to be covered if retiree health coverage is available less expensively from another source (e.g. Medicare risk contract) or the retiree is covered under a spouse's plan.

For any current retirees, the approach used was similar. The major difference is that the probability of payment for current retirees depends only on mortality and age restrictions (i.e. for retired employees the probability of being retired and of not being terminated are always both 1.0000).

We added the APVPB for all employees to get the actuarial present value of total projected benefits (APVTPB). The APVTPB is the estimated present value of all future retiree health benefits for all **current** employees and retirees. The APVTPB is the amount on February 1, 2015 that, if all actuarial assumptions are exactly right, would be sufficient to expense all promised benefits until the last current employee or retiree dies or reaches the maximum eligibility age.

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Actuarial Present Value of Total Projected Benefits at February 1, 2015

	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Active: Pre-65	$12,199,356	$1,259,147	$474,419	$4,382,567	$4,086,049	$1,997,174
Post-65	$50,525,267	$4,110,300	$3,004,454	$20,485,525	$15,364,875	$7,560,113
Subtotal	$62,724,623	$5,369,447	$3,478,873	$24,868,092	$19,450,924	$9,557,287
Retiree: Pre-65	$3,400,170	$808,401	$16,593	$743,782	$1,477,809	$353,585
Post-65	$70,277,075	$1,327,731	$801,103	$42,259,951	$24,715,508	$1,172,782
Subtotal	$73,677,245	$2,136,132	$817,696	$43,003,733	$26,193,317	$1,526,367
Grand Total	$136,401,868	$7,505,579	$4,296,569	$67,871,825	$45,644,241	$11,083,654
Subtotal Pre-65	$15,599,526	$2,067,548	$491,012	$5,126,349	$5,563,858	$2,350,759
Subtotal Post-65	$120,802,342	$5,438,031	$3,805,557	$62,745,476	$40,080,383	$8,732,895

The APVTPB should be accrued over the working lifetime of employees. At any time much of it has not been "earned" by employees. The APVTPB is used to develop expense and liability figures. To do so, the APVTFB is divided into two parts: the portions attributable to service rendered prior to the valuation date (the past service liability or actuarial accrued liability under GASB 43 and 45) and to service after the valuation date but prior to retirement (the future service liability).

The past service and future service liabilities are each funded in a different way. We will start with the future service liability which is funded by the normal cost.

D. Cost to Prefund Retiree Benefits

1. Normal Cost

The average hire age for eligible employees is 38. To accrue the liability by retirement, the District would accrue the retiree liability over a period of about 23 years (assuming an average retirement age of 61). We applied an "entry age normal" actuarial cost method to determine funding rates for active employees. The table below summarizes the calculated normal cost.

Normal Cost Year Beginning February 1, 2015

	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
# of Employees	878	84	50	325	291	128
Per Capita Normal Cost						
Pre-65 Benefit	N/A	$828	$778	$852	$733	$733
Post-65 Benefit	N/A	$2,322	$3,356	$2,838	$2,094	$2,083
First Year Normal Cost						
Pre-65 Benefit	$692,479	$69,552	$38,900	$276,900	$213,303	$93,824
Post-65 Benefit	$2,161,176	$195,048	$167,800	$922,350	$609,354	$266,624
Total	$2,853,655	$264,600	$206,700	$1,199,250	$822,657	$360,448

Accruing retiree health benefit costs using normal costs levels out the cost of retiree health benefits over time and more fairly reflects the value of benefits "earned" each year by employees. This normal cost would increase each year based on covered payroll.

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2. Amortization of Unfunded Actuarial Accrued Liability (UAAL)

If actuarial assumptions are borne out by experience, the District will fully accrue retiree benefits by expensing an amount each year that equals the normal cost. If no accruals had taken place in the past, there would be a shortfall of many years' accruals, accumulated interest and forfeitures for terminated or deceased employees. This shortfall is called the actuarial accrued liability (AAL). We calculated the AAL as the APVTPB minus the present value of future normal costs.

The initial UAAL was amortized using level percent, closed 30 year amortization. The District can amortize the remaining or residual UAAL over many years. The table below shows the annual amount necessary to amortize the UAAL over a period of 25 years at 7% interest. (Thirty years is the longest amortization period allowable under GASB 43 and 45.) GASB 43 and 45 allow amortizing the UAAL using either payments that stay the same as a dollar amount, or payments that are a flat percentage of covered payroll over time. The figures below reflect level percent, open 25 year amortization.

Actuarial Accrued Liability as of February 1, 2015

	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Active: Pre-65	$7,971,843	$785,006	$282,325	$2,771,266	$2,705,551	$1,427,695
Post-65	$37,437,709	$2,780,644	$2,175,831	$15,118,303	$11,421,132	$5,941,799
Subtotal	$45,409,552	$3,565,650	$2,458,156	$17,889,569	$14,126,683	$7,369,494
Retiree: Pre-65	$3,400,170	$808,401	$16,593	$743,782	$1,477,809	$353,585
Post-65	$70,277,075	$1,327,731	$801,103	$42,259,951	$24,715,508	$1,172,782
Subtotal	$73,677,245	$2,136,132	$817,696	$43,003,733	$26,193,317	$1,526,367
Subtot Pre-65	$11,372,013	$1,593,407	$298,918	$3,515,048	$4,183,360	$1,781,280
Subtot Post-65	$107,714,784	$4,108,375	$2,976,934	$57,378,254	$36,136,640	$7,114,581
Grand Total	$119,086,798	$5,701,783	$3,275,852	$60,893,301	$40,320,000	$8,895,862
Unamortized Initial UAAL	$116,207,056					
Plan assets at 1/31/15	$62,328,025					
Residual UAAL	($59,448,283)					
Residual UAAL Amortization at 7% over 25 Years	($3,860,401)					

3. Annual Required Contributions (ARC)

If the District determines retiree health plan expenses in accordance with GASB 43 and 45, costs include both normal cost and one or more components of UAAL amortization costs. The sum of normal cost and UAAL amortization costs is called the Annual Required Contribution (ARC) and is shown below.

Annual Required Contribution (ARC) Year Beginning February 1, 2015

	Total
Normal Cost	$2,853,655
Initial UAAL Amortization	$8,145,678
Residual UAAL Amortization	($3,860,401)
ARC	$7,138,932

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The normal cost remains as long as there are active employees who may some day qualify for District-paid retiree health benefits. This normal cost would increase each year based on covered payroll.

<u>4. Other Components of Annual OPEB Cost (AOC)</u>

Expense and liability amounts may include more components of cost than the normal cost plus amortization of the UAAL. This applies to employers that don't fully fund the Annual Required Contribution (ARC) through an irrevocable trust.

> ➢ The annual OPEB cost (AOC) includes assumed interest on the net OPEB obligation (NOO). The annual OPEB cost also includes an amortization adjustment for the net OPEB obligation. (It should be noted that there is no NOO if the ARC is fully funded through a qualifying "plan".)

> ➢ The net OPEB obligation equals the accumulated differences between the (AOC) and qualifying "plan" contributions.

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PART IV: "PAY AS YOU GO" FUNDING OF RETIREE BENEFITS

We used the actuarial assumptions shown in Appendix C to project ten year cash flow under the retiree health program. Because these cash flow estimates reflect average assumptions applied to a relatively small number of employees, estimates for individual years are **certain** to be *in*accurate. However, these estimates show the size of cash outflow.

The following table shows a projection of annual amounts needed to pay the District share of retiree health premiums.

Year Beginning February 1	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
2015	$7,265,110	$146,770	$80,842	$4,394,536	$2,466,590	$176,372
2016	$7,416,979	$158,321	$86,943	$4,456,878	$2,516,177	$198,660
2017	$7,774,146	$189,136	$111,168	$4,600,516	$2,601,061	$272,265
2018	$8,058,615	$224,365	$133,645	$4,682,560	$2,688,330	$329,715
2019	$8,336,384	$260,110	$156,758	$4,757,674	$2,763,947	$397,895
2020	$8,585,314	$297,386	$178,721	$4,818,546	$2,837,636	$453,025
2021	$8,807,552	$336,451	$200,618	$4,860,197	$2,901,116	$509,170
2022	$9,012,471	$374,358	$221,816	$4,885,632	$2,960,448	$570,217
2023	$9,210,407	$403,001	$246,260	$4,905,969	$3,034,972	$620,205
2024	$9,416,566	$437,508	$271,803	$4,927,194	$3,105,749	$674,312

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PART V: RECOMMENDATIONS FOR FUTURE VALUATIONS

To effectively manage benefit costs, an employer must periodically examine the existing liability for retiree benefits as well as future annual expected premium costs. GASB 43/45 require biennial valuations. In addition, a valuation should be conducted whenever plan changes, changes in actuarial assumptions or other employer actions are likely to cause a material change in accrual costs and/or liabilities.

Following are examples of actions that could trigger a new valuation.

➢ An employer should perform a valuation whenever the employer considers or puts in place an early retirement incentive program.

➢ An employer should perform a valuation whenever the employer adopts a retiree benefit plan for some or all employees.

➢ An employer should perform a valuation whenever the employer considers or implements changes to retiree benefit provisions or eligibility requirements.

➢ An employer should perform a valuation whenever the employer introduces or changes retiree contributions.

We recommend San Mateo CCD take the following actions to ease future valuations.

➢ We have used our training, experience and information available to us to establish the actuarial assumptions used in this valuation. We have no information to indicate that any of the assumptions do not reasonably reflect future plan experience. However, the District should review the actuarial assumptions in Appendix C carefully. If the District has any reason to believe that any of these assumptions do not reasonably represent the expected future experience of the retiree health plan, the District should engage in discussions or perform analyses to determine the best estimate of the assumption in question.

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PART VI: APPENDICES

APPENDIX A: MATERIALS USED FOR THIS STUDY

We relied on the following materials to complete this study.

➢ We used paper reports and digital files containing employee demographic data from the District personnel records.

➢ We used relevant sections of collective bargaining agreements provided by the District.

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APPENDIX B: EFFECT OF ASSUMPTIONS USED IN CALCULATIONS

While we believe the estimates in this study are reasonable overall, it was necessary for us to use assumptions which inevitably introduce errors. We believe that the errors caused by our assumptions will not materially affect study results. If the District wants more refined estimates for decision-making, we recommend additional investigation. Following is a brief summary of the impact of some of the more critical assumptions.

1. Where actuarial assumptions differ from expected experience, our estimates could be overstated or understated. One of the most critical assumptions is the medical trend rate. The District may want to commission further study to assess the sensitivity of liability estimates to our medical trend assumptions. For example, it may be helpful to know how liabilities would be affected by using a trend factor 1% higher than what was used in this study. There is an additional fee required to calculate the impact of alternative trend assumptions.

2. We used an "entry age normal" actuarial cost method to estimate the actuarial accrued liability and normal cost. GASB allows this as one of several permissible methods under GASB45. Using a different cost method could result in a somewhat different recognition pattern of costs and liabilities.

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APPENDIX C: ACTUARIAL ASSUMPTIONS AND METHODS

Following is a summary of actuarial assumptions and methods used in this study. The District should carefully review these assumptions and methods to make sure they reflect the District's assessment of its underlying experience. It is important for San Mateo CCD to understand that the appropriateness of all selected actuarial assumptions and methods are San Mateo CCD's responsibility. Unless otherwise disclosed in this report, TCS believes that all methods and assumptions are within a reasonable range based on the provisions of GASB 43 and 45, applicable actuarial standards of practice, San Mateo CCD's actual historical experience, and TCS's judgment based on experience and training.

ACTUARIAL METHODS AND ASSUMPTIONS:

ACTUARIAL COST METHOD: Entry age normal. The allocation of OPEB cost is based on years of service. We used the level percentage of payroll method to allocate OPEB cost over years of service.

Entry age is based on the age at hire for eligible employees. The attribution period is determined as the difference between the expected retirement age and the age at hire. The present value of future benefits and present value of future normal costs are determined on an employee by employee basis and then aggregated.

To the extent that different benefit formulas apply to different employees of the same class, the normal cost is based on the benefit plan applicable to the most recently hired employees (including future hires if a new benefit formula has been agreed to and communicated to employees).

AMORTIZATION METHODS: We used a level percent, closed 30 year amortization period for the initial UAAL. We used a level percent, open 25 year amortization period for any residual UAAL.

SUBSTANTIVE PLAN: As required under GASB 43 and 45, we based the valuation on the substantive plan. The formulation of the substantive plan was based on a review of written plan documents as well as historical information provided by San Mateo CCD regarding practices with respect to employer and employee contributions and other relevant factors.

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ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 27 (ASOP 27). Among other things, ASOP 27 provides that economic assumptions should reflect a consistent underlying rate of general inflation. For that reason, we show our assumed long-term inflation rate below.

INFLATION: We assumed 2.75% per year.

INVESTMENT RETURN / DISCOUNT RATE: We assumed 7% per year. This is based on assumed long-term return on plan assets assuming 100% funding through Futuris. We used the "Building Block Method" as described in ASOP 27 Paragraph 3.6.2.

TREND: We assumed 4% per year. Our long-term trend assumption is based on the conclusion that, while medical trend will continue to be cyclical, the average increase over time cannot continue to outstrip general inflation by a wide margin. Trend increases in excess of general inflation result in dramatic increases in unemployment, the number of uninsured and the number of underinsured. These effects are nearing a tipping point which will inevitably result in fundamental changes in health care finance and/or delivery which will bring increases in health care costs more closely in line with general inflation. We do not believe it is reasonable to project historical trend vs. inflation differences several decades into the future.

PAYROLL INCREASE: We assumed 2.75% per year. This assumption applies only to the extent that either or both of the normal cost and/or UAAL amortization use the level percentage of payroll method. For purposes of applying the level percentage of payroll method, payroll increase must not assume any increases in staff or merit increases.

ACTUARIAL VALUE OF PLAN ASSETS (AVA): We used asset values provided by San Mateo CCD. We used a 5 year smoothing formula with a 20% corridor around market value.

The following are the calculations for the adjusted value of plan assets:

Futuris - Custom San Mateo CCD	Amount
(1) Market value at 1/31/15	$62,138,871
(2) Accumulated contributions (disbursements) at 7%	$62,375,313
(3) Value in (2) + 1/5 of (1) minus (2)	$62,328,025
(4) Value in (3) adjusted to minimum or maximum*	$62,328,025
(5) AVA at 1/31/15 adjusted to valuation date at 7%	$62,328,025

* Minimum is 80% of market value; maximum is 120% of market value

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NON-ECONOMIC ASSUMPTIONS:
Economic assumptions are set under the guidance of Actuarial Standard of Practice 35 (ASOP 35).

MORTALITY

Employee Type	Mortality Tables
Certificated	2009 CalSTRS Mortality
Classified	2014 CalPERS Active Mortality for Miscellaneous Employees

RETIREMENT RATES

Employee Type	Retirement Rate Tables
Certificated	2009 CalSTRS Retirement Rates
AFSCME	Hired before 1/1/2013: 2009 CalPERS Retirement Rates for School Employees Hired after 12/31/2012: 2009 CalPERS Retirement Rates for Miscellaneous Employees 2% @ 60 adjusted to minimum retirement age of 52
Classified	Hired before 1/1/2013: 2009 CalPERS Retirement Rates for School Employees Hired after 12/31/2012: 2009 CalPERS Retirement Rates for Miscellaneous Employees 2% @ 60 adjusted to minimum retirement age of 52
Classified Management	Hired before 1/1/2013: 2009 CalPERS Retirement Rates for School Employees Hired after 12/31/2012: 2009 CalPERS Retirement Rates for Miscellaneous Employees 2% @ 60 adjusted to minimum retirement age of 52

VESTING RATES

Employee Type	Vesting Rate Tables
Certificated	Retirement from applicable retirement systeme
AFSCME	Retirement from applicable retirement systeme
Classified	Retirement from applicable retirement systeme
Classified Management	Retirement from applicable retirement systeme

COSTS FOR RETIREE COVERAGE
There was not sufficient information available to determine whether there is an implicit subsidy for retiree health costs. Based on ASOP 6, there can be justification for using "community-rated" premiums as the basis for the valuation where the insurer is committed to continuing rating practices. This is especially true where sufficient information is not available to determine the magnitude of the subsidy. However, San Mateo CCD should recognize that costs and liabilities in this report could change significantly if either the current insurer changes rating practices or if San Mateo CCD changes insurers.

Retiree liabilities are based on actual retiree costs. Liabilities for active participants are based on the first year costs shown below. Subsequent years' costs are based on first year costs adjusted for trend and limited by any District contribution caps.

Employee Type	Future Retirees Pre-65	Future Retirees Post-65
AFSCME	Hired < 7/1/95: $12,887 Hired > 6/30/95: $8,051	Hired < 7/1/95: $7,782 Hired > 6/30/95: $7,632
Certificated	Hired < 7/1/95: $13,294 Hired > 6/30/95: $8,051	Hired < 7/1/95: $9,561 Hired > 6/30/95: $7,632
Certificated Management	Hired < 7/1/95: $13,294 Hired > 6/30/95: $8,051	Hired < 7/1/95: $9,561 Hired > 6/30/95: $7,632
Classified	Hired < 7/1/95: $12,887 Hired > 6/30/95: $8,051	Hired < 7/1/95: $7,782 Hired > 6/30/95: $7,632
Classified Management	Hired < 7/1/95: $12,887 Hired > 6/30/95: $8,051	Hired < 7/1/95: $7,782 Hired > 6/30/95: $7,632

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PARTICIPATION RATES

Employee Type	<65 Non-Medicare Participation %	65+ Medicare Participation %
Certificated	100%	100%
Classified	100%	100%

TURNOVER

Employee Type	Turnover Rate Tables
Certificated	2009 CalSTRS Termination Rates
Classified	2009 CalPERS Termination Rates for School Employees

SPOUSE PREVALENCE

To the extent not provided and when needed to calculate benefit liabilities, 80% of retirees assumed to be married at retirement. After retirement, the percentage married is adjusted to reflect mortality.

SPOUSE AGES

To the extent spouse dates of birth are not provided and when needed to calculate benefit liabilities, female spouse assumed to be three years younger than male.

AGING FACTORS

Attained Age	Medical Annual Increases
50-64	3.5%
65-69	3.0%
70-74	2.5%
75-79	1.5%
80-84	0.5%
85+	0.0%

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APPENDIX D: DISTRIBUTION OF ELIGIBLE PARTICIPANTS BY AGE

ELIGIBLE ACTIVE EMPLOYEES

Age	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Under 25	6	1	0	0	4	1
25-29	47	6	0	2	34	5
30-34	73	6	1	25	32	9
35-39	112	12	5	36	41	18
40-44	84	10	3	33	23	15
45-49	113	11	12	45	27	18
50-54	128	16	7	49	41	15
55-59	133	16	5	51	44	17
60-64	114	6	9	41	35	23
65 and older	68	0	8	43	10	7
Total	878	84	50	325	291	128

ELIGIBLE RETIREES

Age	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Under 50	0	0	0	0	0	0
50-54	2	0	0	0	1	1
55-59	16	7	0	2	6	1
60-64	66	1	1	27	33	4
65-69	115	1	4	53	55	2
70-74	152	0	2	99	50	1
75-79	129	0	1	86	41	1
80-84	129	0	0	89	39	1
85-89	85	0	0	53	31	1
90 and older	74	0	0	35	36	3
Total	768	9	8	444	292	15

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APPENDIX E: CALCULATION OF GASB 43/45 ACCOUNTING ENTRIES

This report is to be used to calculate accounting entries rather than to provide the dollar amount of accounting entries. How the report is to be used to calculate accounting entries depends on several factors. Among them are:

1) The amount of prior accounting entries;

2) Whether individual components of the ARC are calculated as a level dollar amount or as a level percentage of payroll;

3) Whether the employer using a level percentage of payroll method elects to use for this purpose projected payroll, budgeted payroll or actual payroll;

4) Whether the employer chooses to adjust the numbers in the report to reflect the difference between the valuation date and the first fiscal year for which the numbers will be used.

To the extent the level percentage of payroll method is used, the employer should adjust the numbers in this report as appropriate to reflect the change in OPEB covered payroll. It should be noted that OPEB covered payroll should only reflect types of pay generating pension credits for plan participants. Please note that plan participants do not necessarily include all active employees eligible for health benefits for several reasons. Following are examples.

1) The number of hours worked or other eligibility criteria may differ for OPEB compared to active health benefits;

2) There may be active employees over the maximum age OPEB are paid through. For example, if an OPEB plan pays benefits only to Medicare age, any active employees currently over Medicare age are not plan participants;

3) Employees hired at an age where they will exceed the maximum age for benefits when the service requirement is met are also not plan participants.

Finally, GASB 43 and 45 require reporting covered payroll in RSI schedules regardless of whether any ARC component is based on the level percentage of payroll method. This report does not provide, nor should the actuary be relied on to report covered payroll.

GASB 45 Paragraph 26 specifies that the items presented as RSI "should be calculated in accordance with the parameters." The RSI items refer to Paragraph 25.c which includes annual covered payroll. Footnote 3 provides that when the ARC is based on covered payroll, the payroll measure may be the projected payroll, budgeted payroll or actual payroll. Footnote 3 further provides that comparisons between the ARC and contributions should be based on the same measure of covered payroll.

At the time the valuation is being done, the actuary may not know which payroll method will be used for reporting purposes. The actuary may not even know for which period the valuation will be used to determine the ARC. Furthermore, the actuary doesn't know if the client will make adjustments to the ARC in order to use it for the first year of the biennial or triennial period. (GASB 45 is silent on this.) Even if the actuary were to know all of these things, it would be a rare situation that would result in knowing the appropriate covered payroll number

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to report. For example, if the employer uses actual payroll, that number would not be known at the time the valuation is done.

As a result, we believe the proper approach is to report the ARC components as a dollar amount. It is the client's responsibility to turn this number into a percentage of payroll factor by using the dollar amount of the ARC (adjusted, if desired) as a numerator and then calculating the appropriate amount of the denominator based on the payroll determination method elected by the client for the appropriate fiscal year.

If we have been provided with payroll information, we are happy to use that information to help the employer develop an estimate of covered payroll for reporting purposes. However, the validity of the covered payroll remains the employer's responsibility even if TCS assists the employer in calculating it.

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APPENDIX F: GLOSSARY OF RETIREE HEALTH VALUATION TERMS

Note: The following definitions are intended to help a *non*-actuary understand concepts related to retiree health valuations. Therefore, the definitions may not be actuarially accurate.

Actuarial Accrued Liability: The amount of the actuarial present value of total projected benefits attributable to employees' past service based on the actuarial cost method used.

Actuarial Cost Method: A mathematical model for allocating OPEB costs by year of service.

Actuarial Present Value of Total
Projected Benefits: The projected amount of all OPEB benefits to be paid to current and future retirees discounted back to the valuation date.

Actuarial Value of Assets: Market-related value of assets which may include an unbiased formula for smoothing cyclical fluctuations in asset values.

Annual OPEB Cost: This is the amount employers must recognize as an expense each year. The annual OPEB expense is equal to the Annual Required Contribution plus interest on the Net OPEB obligation minus an adjustment to reflect the amortization of the net OPEB obligation.

Annual Required Contribution: The sum of the normal cost and an amount to amortize the unfunded actuarial accrued liability. This is the basis of the annual OPEB cost and net OPEB obligation.

Closed Amortization Period: An amortization approach where the original ending date for the amortization period remains the same. This would be similar to a conventional, 30-year mortgage, for example.

Discount Rate: Assumed investment return net of all investment expenses. Generally, a higher assumed interest rate leads to lower normal costs and actuarial accrued liability.

Implicit Rate Subsidy: The estimated amount by which retiree rates are understated in situations where, for rating purposes, retirees are combined with active employees.

Mortality Rate: Assumed proportion of people who die each year. Mortality rates always vary by age and often by sex. A mortality table should always be selected that is based on a similar "population" to the one being studied.

Net OPEB Obligation: The accumulated difference between the annual OPEB cost and amounts contributed to an irrevocable trust exclusively providing retiree OPEB benefits and protected from creditors.

Normal Cost: The dollar value of the "earned" portion of retiree health benefits if retiree health benefits are to be fully accrued at retirement.

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OPEB Benefits:	Other PostEmployment Benefits. Generally medical, dental, prescription drug, life, long-term care or other postemployment benefits that are not pension benefits.
Open Amortization Period:	Under an open amortization period, the remaining unamortized balance is subject to a new amortization schedule each valuation. This would be similar, for example, to a homeowner refinancing a mortgage with a new 30-year conventional mortgage every two or three years.
Participation Rate:	The proportion of retirees who elect to receive retiree benefits. A lower participation rate results in lower normal cost and actuarial accrued liability. The participation rate often is related to retiree contributions.
Retirement Rate:	The proportion of active employees who retire each year. Retirement rates are usually based on age and/or length of service. (Retirement rates can be used in conjunction with vesting rates to reflect both age and length of service). The more likely employees are to retire early, the higher normal costs and actuarial accrued liability will be.
Transition Obligation:	The amount of the unfunded actuarial accrued liability at the time actuarial accrual begins in accordance with an applicable accounting standard.
Trend Rate:	The rate at which the cost of retiree benefits is expected to increase over time. The trend rate usually varies by type of benefit (e.g. medical, dental, vision, etc.) and may vary over time. A higher trend rate results in higher normal costs and actuarial accrued liability.
Turnover Rate:	The rate at which employees cease employment due to reasons other than death, disability or retirement. Turnover rates usually vary based on length of service and may vary by other factors. Higher turnover rates reduce normal costs and actuarial accrued liability.
Unfunded Actuarial Accrued Liability:	This is the excess of the actuarial accrued liability over assets irrevocably committed to provide retiree health benefits.
Valuation Date:	The date as of which the OPEB obligation is determined. Under GASB 43 and 45, the valuation date does not have to coincide with the statement date.
Vesting Rate:	The proportion of retiree benefits earned, based on length of service and, sometimes, age. (Vesting rates are often set in conjunction with retirement rates.) More rapid vesting increases normal costs and actuarial accrued liability.

San Mateo County Community College District   September 30, 2015

BOARD REPORT NO. 15-9-5C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

DISCUSSION OF BOARD OF TRUSTEES SELF-EVALUATION

Board Policy 1.35 states, "Board members, including the Student Trustee, shall participate in an annual Board evaluation process which will be conducted each calendar year. The purpose of this evaluation of the Board as a whole is to identify those areas of Board functioning which are working well and those which need improvement and to improve communication and understanding among Board members." Each member of the Board of Trustees has completed a self-evaluation dealing with the performance of the full Board. The areas covered in the self-evaluation are:

- Institutional Mission and Educational Policy
- Institutional Planning
- Instructional/Student Services Programs
- Facilities
- Financial Resources
- Board Operations
- Board-Chancellor Relations
- Faculty/Student/Classified Relationships
- Community Relations
- Governmental Relationships

The results have been compiled by staff and the Board will engage in a dialogue regarding the results of the self-evaluations.