

**AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION**

March 8, 2017

Closed Session at 5:00 p.m.; Open Meeting at 6:00 p.m.

District Office Board Room

3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
 - *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
 - *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
 - *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
 - *Regular Board meetings are 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.*
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5:00 p.m. Call to Order

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel Regarding One Case of Potential Litigation Pursuant to Subdivision (c) of Section 54956.9
2. Conference with Labor Negotiator
Agency Negotiator: Kathy Blackwood
Employee Organizations: AFT and CSEA
3. Employee Discipline, Dismissal, Release

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m. Call to Order

Roll Call

DISCUSSION OF THE ORDER OF THE AGENDA

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

MINUTES

17-3-1 Approval of the Minutes of the Regular Meeting of February 22, 2017

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

17-3-1A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

STUDY SESSION

17-3-1C Discussion of Master Agreement Between San Mateo County Community College District and San Mateo County Community Colleges Foundation

17-3-2C Update on Community, Continuing and Corporate Education

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO CLOSED SESSION (if necessary)

RECONVENE TO OPEN SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION (if necessary)

ADJOURNMENT

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
February 22, 2017, San Mateo, CA**

The meeting was called to order at 5:00 p.m.

Board Members Present: President Thomas Mohr, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Dave Mandelkern, Trustee Karen Schwarz

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Mohr said the need to take immediate action on one item of potential litigation came to the attention of the District subsequent to the agenda being posted. The Board voted unanimously to add this item to the closed session agenda. President Mohr said that during closed session, the Board will (1) hold a conference with the Real Property Negotiator regarding disposition of property and terms of payment as listed on the printed agenda, (2) hold a conference with agency labor negotiator Kathy Blackwood; the employee organizations are AFT and CSEA, and (3) hold a conference with legal counsel regarding one case of potential litigation.

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 5:03 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:09 p.m.

Board Members Present: President Thomas Mohr, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Dave Mandelkern, Trustee Karen Schwarz, Student Trustee Dennis Zheng

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

PLEDAGE OF ALLEGIENCE

DISCUSSION OF THE ORDER OF THE AGENDA

None

MINUTES

It was moved by Vice President Holober and seconded by Trustee Mandelkern to approve the minutes of the Regular Meeting of January 25, 2017. The motion carried, all members voting Aye.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

Chancellor Galatolo wished Student Trustee Zheng a happy birthday. He congratulated Eugene Whitlock, Vice Chancellor of Human Resources and General Counsel, who received the Association of California Community College Administrators (ACCA) Diversity Award for his contributions and leadership in promoting diversity and cultural awareness. Chancellor Galatolo asked President Stanback Stroud to report on a grant received by Skyline College. President Stanback Stroud said Skyline College was recently awarded a Chancellor's Office Innovation Grant. She said the award goes to both Skyline College and the District at-large. The amount of the award is \$1.5 million; \$750,000 will be used to support and implement the Skyline College Promise program and the remaining \$750,000 will be used to support Promise scholarships across the three Colleges.

District Academic Senate President Shaw said the three College Senates have voted to convert from being senates of the whole to representative senates. She said the Senates believe this will help them conduct their business more effectively. She said the Senates are reviewing their bylaws and looking at their processes of operation to examine how they can improve their roles in participatory governance. President Shaw said the Senates have responded to the Board's interest in attending District and local Senate meetings and will send a list of meetings in the near future.

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS: RECOGNITION BY THE BOARD OF DISTRICT AND COLLEGE CLASSIFIED EMPLOYEES OF THE YEAR AND SELECTION OF NOMINATION TO BE FORWARDED TO THE STATE CHANCELLOR'S OFFICE (17-2-1B)

President Mohr said this award honors community college classified employees who demonstrate the highest level of commitment to professionalism and community colleges. Each of the Colleges and the District Office were invited to nominate one classified employee, and each were honored by the Board. Each district may forward the information for one nominee to the California Community Colleges Chancellor's Office for consideration of a statewide award; that nominee is selected by the Board.

President Stanback Stroud introduced the nominee from Skyline College, Alana Utsumi, Program Services Coordinator in the Science/Math/Technology Division. She said terms often used to describe Ms. Utsumi are student-centered, sincere, dedicated and warm. She said Ms. Utsumi is known and loved by students, faculty, staff and administrators. She plays a key role in supporting the Expanding Your Horizons event. She also plays a pivotal leadership role and helped with the conversion of the Classified Council to the Classified Senate which is recognized by the State Community College System. President Stanback Stroud said she has had the pleasure of serving with Ms. Utsumi on the College Governance Council. Ms. Utsumi has been instrumental in supporting a collegial and collaborative relationship among classified staff, faculty, and administrators as well as supporting students. Ms. Utsumi is very active in the community. She is a breast cancer survivor and has participated in more than ten walks to bring awareness to breast cancer. She also provides support to people who are currently battling cancer. President Mohr presented a certificate to Ms. Utsumi and said it represents the fact that she is a treasure in the District. Ms. Utsumi introduced her husband and thanked her colleagues from Skyline College as well as friends from the District Office and other Colleges.

President Claire introduced the nominee from College of San Mateo, Finausina Tovo, MANA Program Services Coordinator. He said Ms. Tovo is an employee who makes a difference and is among those who are the heart and soul of College of San Mateo, representing the best of what the College does. Ms. Tovo began her career working in Enrollment Services. She saw that a number of Pacific Islander/Polynesian students needed help and she, along with colleagues, became the person these students came to for help. President Claire said this is how the MANA program developed, long before it was in the College plans. The results of her good work as the Program Services Coordinator for the MANA program are evident. Ms. Tovo spends a good deal of time volunteering in the community and received an award for her volunteer activities from the Peninsula Conflict Resolution Center. President Mohr presented a certificate to Ms. Tovo and said her work is valuable and transformative. Ms. Tovo introduced members of her family. She thanked President Claire for allowing her to be ambitious in her desire to make a difference for students. She said this award is shared by many at College of San Mateo upon whose shoulders she has stood. Ms. Tovo said that in her culture, "we don't talk, we sing." A group of students in the MANA program performed a lovely song for the audience.

President Moore introduced the nominee from Cañada College, Anna Camacho, Project Director in the STEM Center. She said the STEM Center has been transformative as it has enabled many students to make their way into STEM fields who otherwise would not have had the opportunity. All STEM Center students applying for a Karl S. Pister scholarship have identified their own interaction with Ms. Camacho as helping them progress toward their pathway to success. Ms. Camacho has been instrumental in Cañada College's partnership with San Francisco State University which offers a summer program that provides a foundation for STEM students to build upon. Ms. Camacho helps to set up internships for STEM students and is in charge of grants. She has also been instrumental in developing and sustaining collegial working relationships among faculty, staff and students. President Mohr presented a certificate to Ms. Camacho and said she represents the reason the STEM Center is successful. Ms. Camacho said she works with a wonderful team who dedicate every day to making sure students have everything they need to transfer successfully. She thanked the team, especially Dr. Amelito Enriquez who is an inspiration to both students and staff. She said she shares this award with her team and is proud to be a part of it.

Chief Technology Officer Bruce Griffin introduced the nominee from the District, Jasmine Robinson, District Director of Web Services. He said Ms. Robinson embodies commitment to the District and exhibits a very strong work ethic. In her 17 years with the District, she has held a number of positions in Information Technology Services. As Director of Web Services, she supports everyone in the District and the support happens 24 hours per day and seven days per week. She is committed to increasing her job knowledge and using it to benefit the District. Ms. Robinson has taken classes at Stanford University and has started an online degree program at Harvard University. Next month she will complete the California Community Colleges Chief Information Officer certification and the District is already seeing the benefits from her participation in the program. Ms. Robinson also shows a commitment to the community, including creating a

website connecting hospitalized patients with individuals who wish to send greeting cards. President Mohr presented a certificate to Ms. Robinson. He said that when an individual enters the IT Department, it is immediately clear that staff are there to be of assistance. He said that spirit is demonstrated by Ms. Robinson. Ms. Robinson thanked the Board, administration and Mr. Griffin. She said she is honored but noted that she is part of an incredible team who all share the honor. She said one of her team's mottos is, "If you do things right, people won't know you did anything at all."

President Mohr said it is wonderful to celebrate these very important people and all of the classified staff. He said that, unfortunately, each district may advance only one name to the State Chancellor's Office. He said that based on a survey among all Board members, the candidate whose name will be submitted for a statewide award is Anna Camacho.

Trustee Schwarz congratulated the four nominees. She said she is impressed that each of them wanted to share the award with the people with whom they work. She said they are all deserving of the award and she thanked them for all they give to the District.

Vice President Holober congratulated all of the nominees and said they are all winners. He said each nominee has a wonderful story of hard work, dedication, excellence and commitment to students and to the mission of the District. He said he is proud to have all of them working in the District and is grateful for the wonderful work they do.

Trustee Goodman thanked the nominees for everything they do for students and the District. He said they are excellent examples of the values expressed in the Strategic Plan and the District's mission. He said they are committed to putting students first, as well as being committed to their campuses and their teams. He asked that they express the Board's gratitude to the teams they represent.

Trustee Mandelkern said the four nominees are fantastic representatives of their campuses and the District Office. He said it takes many people to help the District be successful in its mission to make students successful and to help them achieve their dreams. He said the four nominees are outstanding and deserve the recognition they have received.

On behalf of students, Student Trustee Zheng thanked the four nominees for working to help students achieve their dreams.

President Mohr told the four nominees, "You are the best of who we are and who we strive to be."

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES – UPDATE ON THE STRONG WORKFORCE PROGRAM AT CAÑADA COLLEGE (17-2-7C)

Gregory Anderson, Vice President of Instruction, introduced Alex Kramer, Director of Workforce Development; Heidi Diamond, Dean of the Business, Design and Workforce Division; and Melinda Ramzel, Associate Professor in the Business, Design and Workforce Division.

Vice President Anderson said the State Legislature approved the Strong Workforce Program (SWP), adding an investment of \$200 million in ongoing categorical funds to spur career technical education (CTE) in the community colleges in order to address the need for one million more middle-skill workers. The Task Force on Workforce, Job Creation and a Strong Economy addressed the intent of the SWP, focusing on student success; workforce data and outcomes; curriculum; career pathways; CTE faculty; regional coordination; and funding. The intent is to increase the quantity of CTE – more enrollments in programs leading to high-demand, high wage jobs – and improve the quality of CTE leading to more students completing/transferring, more students employed, and more students improving their earnings.

Dean Diamond said the ongoing funds have been allocated to districts based on labor market need, enrollments and student outcomes. Sixty percent of the funds are allocated as Local Shares for districts to invest in CTE at the colleges and forty percent are allocated as Regional Shares to invest in CTE at colleges upon coordinated action. The District's shares are:

	Local Share	Regional Share
Cañada College	\$ 554,609	\$ 317,761
College of San Mateo	\$ 727,146	\$ 411,912
Skyline College	\$ 795,111	\$ 447,218
District Totals	\$2,076,866	\$1,176,891

Professor Ramzel said Cañada College has engaged the wider campus community with regard to the SWP, including faculty and students, as well as receiving feedback and input from community stakeholders including the adult schools, advisory boards, ACCEL and JobTrain.

Mr. Kramer said the three Colleges looked at labor market data in the region and throughout the state and cross-referenced them against supply data provided by the Centers for Excellence which is a branch of the State Chancellor's Office. They identified supply gaps and proposed investments through the SWP to fill those gaps. Four new programs for Cañada College were identified: Neurodiagnostic Technology; Teacher Credential Program (in partnership with San Francisco State University, Notre Dame de Namur University, and the County Office of Education); Information Security and Digital Currency; and Viticulture and Enology. Dean Diamond said the new programs will receive the same support that all CTE programs receive, including faculty professional development, program marketing, curriculum development, and facilities, equipment and software as needed.

Vice President Holober said he understands that the SWP is designed to address jobs that need middle-skill workers and which do not require four-year degrees. He asked about Cañada College's selection of a Teacher Credential Program given that teachers need a four-year degree in order to be credentialed. President Moore said the County Office of Education and Notre Dame de Namur University approached Cañada College indicating their desire to help bridge the gap to allow students who are in the Associate Degree pathway and those who are working at the County Office as paraprofessionals to take courses that will be needed for teacher credentialing. President Moore said Cañada College is opting to use SWP funds to create this pipeline.

Trustee Mandelkern asked what Neurodiagnostic Technology involves. Vice President Anderson said it involves assessing issues with the brain and fine and gross motor control. He said certification leads to jobs in a hospital setting. He said he will send more detailed information about Neurodiagnostic Technology to the Board.

President Mohr thanked the presenters for their concise and coherent report. He said he recalls that when the SWP was first brought forward, a large amount of the money was going to be retained at the State Chancellor's Office to be used for bureaucratic work. He said the leadership of this District, including Chancellor Galatolo and President Stanback Stroud, stepped forward to emphasize that it would be in the best interest of the colleges and the people being served to distribute the funds at the local and regional levels.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

Katharine Harer, faculty member at Skyline College and Co-Vice President of AFT Local 1493, distributed the following documents to the Board:

- Summary of AFT Faculty Workload Survey
- Examples of nonteaching workload activities reported by faculty in the AFT workload survey
- Letter from Jesse W. Raskin, J.D., Associate Professor at Skyline College
- Quotes from faculty from the workload survey

The documents were received by the Board and are part of the official minutes of record.

Eric Brenner, representing the AFT 1493 Executive Committee, said the faculty workload survey was conducted in spring of 2012. Nearly forty percent of all faculty in the District responded. Faculty were asked to reflect on their typical teaching and nonteaching tasks and were asked to answer the question, "Do you believe you routinely perform duties that are not specifically required of you by your contract?" Seventy percent of respondents answered yes and more than half reported that those tasks consume up to twenty percent of their average workday. From the Summary of AFT Faculty Workload Survey, Mr. Brenner read six points about workload which were revealed by the survey data.

Ms. Harer summarized examples of nonteaching workload activities reported by faculty in the AFT workload survey, as shown in the handout. She also referred to the letter from Professor Raskin which addresses the "unique burden placed on instructors who are the only full-timer in their department."

John Calavitta, Assistant Professor in the Language Arts Division at Skyline College, read quotes from faculty contained in the handout, "Quotes from faculty from the workload survey."

President Mohr thanked the speakers for their comments and noted that the Board is aware of the workload issue.

Celeni Cano, a student at Skyline College and College of San Mateo, said there are Dream Centers at Cañada College and Skyline College. She said there have been issues with funding for the Dream Center at College of San Mateo. She asked the Board to make sure that resources are available to open a Dream Center at College of San Mateo as soon as possible.

Iridian Martinez, a Skyline College student and part of SMCCCD Rise Up, said students are grateful for the “Resolution Affirming the San Mateo County Community College District’s Commitment to Protecting Undocumented Students and Student Privacy” that was passed recently. She said that students would now like to stress the urgency of their demand regarding extended hours on the campuses so that students have space to do homework. She said students are asking that the campuses have space that is open until at least 2:00 a.m. She asked that the Board and administration collaborate with students on this demand. Walter Manuofetoa, a student at College of San Mateo, said students who have night classes would appreciate the extended hours.

Trustee Mandelkern said the Board has heard repeatedly about the need for extended hours and asked that staff look into a solution. Chancellor Galatolo said staff is working on this issue and will bring a recommendation to the Board.

President Mohr thanked the students for being present at the meeting.

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (17-2-1A)

It was moved by Trustee Goodman and seconded by Trustee Mandelkern to approve the actions in the report. The motion carried, all members voting Aye.

APPROVAL OF CONSENT AGENDA

President Mohr said the consent agenda consists of Board Reports 17-2-1CA through 17-2-4CA as listed on the printed agenda. It was moved by Trustee Mandelkern and seconded by Trustee Schwarz to approve the items on the consent agenda. The motion carried, all members voting Aye.

Other Recommendations

APPROVAL OF APPOINTMENT TO EDUCATIONAL HOUSING CORPORATION BOARD OF DIRECTORS (17-2-100B)

It was moved by Trustee Schwarz and seconded by Vice President Holober to approve the appointment as detailed in the report. The motion carried, all members voting Aye.

AUTHORIZATION FOR EXECUTIVE VICE CHANCELLOR TO RENEW CONTRACT WITH CONSTELLATION NEWENERGY, INC. FOR PURCHASE OF ELECTRICITY (17-2-101B)

It was moved by Trustee Schwarz and seconded by Vice President Holober to authorize renewal of the contract as detailed in the report. The motion carried, all members voting Aye.

INFORMATION REPORTS

BOND OVERSIGHT COMMITTEE REPORT TO THE COMMUNITY (17-2-8C)

President Mohr said this is the report to the community from the Bond Oversight Committee on last year’s activities, as required by law. The Board accepted the report.

2017 CONTRACTOR PREQUALIFICATION UPDATE (17-2-9C)

The Board accepted the report. Trustee Schwarz noted the high number (49%) of prequalified contractors who declined to state their gender. Vice Chancellor José Nuñez agreed that this is a high number but does not know the reason.

DISCUSSION OF BOARD OF TRUSTEE SELF-EVALUATION RESULTS (17-2-10C)

President Mohr said that Board policy and accreditation standards require that the Board regularly evaluate its practices and performance and discuss the results at a public meeting. The results are used to improve board performance, academic quality, and institutional effectiveness. Board members completed a self-evaluation questionnaire addressing

ten areas: 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, and Governmental Relationships. Discussion of the results included the following:

- A focus of the Board has been developing the Strategic Plan along with metrics and this has been a positive transformation. Data are being made available but not yet in sufficient quantity to evaluate the success of programs. Adequate staffing at the research level is needed.
- Delivery of materials sufficiently in advance of official meetings is an ongoing issue.
- Administration does a good job of keeping the Board informed about what is occurring at the state level.
- The Board feels free to contact the College Presidents but uncertainty was expressed about Presidents feeling free to contact the Board directly. There was discussion about whether curtailing oral reports by Presidents at Board meetings has changed the dynamic. Chancellor Galatolo said Presidents and executive team members are encouraged to engage with the Board. President Claire said he appreciates the opportunity to communicate directly with the Board and to meet one-on-one at times.
- The Board shows care and concern for faculty and staff.
- Communication with students could go further. It is important to be culturally responsive, not just with Associated Student groups but with the greater population as well. Need to make sure students are informed about meetings and forums. Student Trustee Zheng suggested that Board members visit the campuses at times other than formal events in order to experience the unique environment of each campus.
- The Board should promote the District by informing the public about the good things it is doing and is striving to do. Board members do the best they can to be involved in community affairs and to attend events in the community. The work of the District can be of tremendous benefit to other governmental agencies and it is important to proactively inform them through joint meetings and other means.

The Board discussed the self-evaluation process. Trustee Mandelkern said he likes the rating scale used for the self-evaluation and suggested that it be used for the Chancellor's evaluation as well. The Board agreed with this suggestion. The Board also discussed the possibility of the evaluation including input from others, e.g. those who regularly attend Board meetings. After discussing the advantages and potential difficulties, such as the very limited group of constituents who attend meetings and the possible difference in understanding of the Board's role, it was agreed that at this time the Board will continue to use the existing self-evaluation instrument.

Vice President Holoher said the idea of televising Board meetings was raised in the past. He said this could expand the number of people who observe the Board and might be a way to get more feedback. Trustee Mandelkern agreed with revisiting this idea and asked that it be placed on the agenda for a future meeting. Chancellor Galatolo said staff will investigate logistics and costs and report back to the Board.

Trustee Mandelkern said he would be in favor of the Board holding a retreat focusing on Board relations.

President Mohr said two important areas that were noted in the self-evaluation are to be more present and engaged with students and to promote the District and be more engaged with the community.

COMMUNICATIONS

None

STATEMENTS FROM BOARD MEMBERS

Student Trustee Zheng reminded the Board of the Chinese Lantern Festival which will take place on February 23 at 11:30 a.m. at Skyline College.

Trustee Mandelkern said he attended the President's Council Appreciation Reception at Skyline College and said it was a nicely done event. Trustee Mandelkern referred to an interview with Senator Jerry Hill on KCBS regarding his introduction of a bill that would expand the four-year degree pilot program. He asked Chancellor Galatolo to provide an update to the Board on the bill. Trustee Mandelkern said the federal government is rolling back the guidelines on Title IX that were issued by the Obama administration regarding restroom and locker room access for transgender students. He asked that the District review its policy and that students in the District continue to be allowed to use restroom and locker room facilities consistent with their gender identity rather than what their birth certificates might specify. Chancellor Galatolo said District students are allowed to use restrooms consistent with their gender identity

and there will be no change in this policy. He said the Colleges continue to have men's and women's locker rooms but also have family changing rooms available. Trustee Mandelkern said he would hope that the District is showing sensitivity to transgender students by trying to make the campus environment as comfortable as possible for them.

Trustee Goodman said he attended a Legislative Summit in Washington, D.C. for community college trustees from around the country. Attendees participated in meetings and trainings as well as speaking with legislators on issues such as the extension of Pell Grants. Trustee Goodman said he met with both Republican and Democratic legislators to discuss food insecurity. For example, he met with Congressman Costa who was not aware that Stockton is ranked second in food insecurity. He said trustees in northern California are forming a coalition to help push this important issue forward. Chancellor Galatolo said Congresswoman Jackie Speier is also moving ahead on the issue of food insecurity and has assigned a full-time staff member to follow through.

Vice President Holober said the need for extending the hours on the campuses for students to study and do homework seems to be a recurring theme. He said he believes it is important to address this issue, perhaps by conducting a pilot study to get a sense of demand and costs along with staffing and safety concerns. He suggested looking at other districts that provide extended hours to see what their experience has been.

Trustee Schwarz said she would like clarification about the statement made by a student regarding funding issues for the Dream Center at College of San Mateo. President Claire said he will send an email to the Board tomorrow providing accurate information and clarification. Trustee Schwarz recognized Chief of Staff Mitch Bailey, saying that the Bond Oversight Committee Report to the Community was well done. Trustee Schwarz said she believes it is important that Board members meet with different groups of students. She asked for advice from Student Trustee Zheng on how to arrange such meetings. Trustee Schwarz said she attended the President's Council Appreciation Reception at Skyline College and noted that it was a wonderful event.

President Mohr said a recent report from the Center for Student Engagement addressed the issue of the cost of attending college. He said one-half of the students surveyed said they were serious about dropping out of college. Fifty percent said they had run out of money in the last twelve months. Four out of ten have Pell Grants. Forty-nine percent reported that they work more than 25 hours per week. President Mohr said this pertains to the College Promise and other efforts by colleges in relation to getting students into college full-time and completing on time as much as possible. He said Skyline College was mentioned in the report, along with two other colleges, for teaching financial literacy. President Mohr said he attended a Puente Project meeting and volunteered to be a mentor on a continual basis for a group of approximately six students. He said he is impressed with the Puente Project's emphasis on academic life. President Mohr said a national group that ranks high schools has rated four high schools in the San Mateo Union High School District in the top twenty in the state, with two in the top ten. President Mohr said he went into the disabled training room at the San Mateo Athletic Club late in the day and found it to be completely filled. He learned that this area serves 160 people per day. He said this is a great community endeavor.

ADJOURNMENT

The meeting was adjourned by consensus at 8:35 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the March 8, 2017 meeting.

Richard Holober, Vice President-Clerk

BOARD REPORT 17-3-1A

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. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT
(NP = New position, * = New Employee)

None

B. PUBLIC EMPLOYMENT

1. **New Hires (NP = New Position, * = New Employee)**

Cañada College

Josue Alcaraz* Program Services Coordinator (Funded by STEM Grant) (NP) Science/Technology

New full-time, 12-month temporary, grant-funded Classified employment, effective March 13, 2017. This is a new position that was Board approved on November 30, 2016.

Hannah Morrison* Retention Specialist Instructional Services

New full-time, 12-month Classified employment, effective March 14, 2017, replacing Monica Reynoso who resigned.

College of San Mateo

Jose Rocha* Project Director (Funded by HSI STEM Grant) (NP) Math/Science

New full-time, 12-month temporary, grant-funded Classified Professional employment, effective February 27, 2017. This is a new position that was Board approved on January 11, 2017.

Skyline College

Jessica Truglio*

Learning Disability Specialist

Student Equity & Support Programs

New Contract I status academic employment, effective March 1, 2017, replacing Carol Newkirk Sakaguchi who was reassigned to Director of Disabled Students Programs and Services (DSPS) at the College of San Mateo.

1. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS

District Office

Karen Pinkham

Facilities Manager

Facilities

Reassignment from a full-time, 12-month Project Manager II position (Grade 191E of the Academic-Classified Exempt Supervisory Salary Schedule 35) into this full-time, 12-month position at Grade 193E of the same salary schedule, effective February 14, 2017.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION

None

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

None

2. Resignation**Cañada College****Jaime Huston-Sylvester**

Basic Skills Counselor

Counseling

Resigned effective February 28, 2017.

Skyline College**Candace Dombkowski**

Cosmetology

Business, Education and Professional Programs

Resigned effective February 25, 2017.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS**None****J. SHORT-TERM, NON-CONTINUING POSITIONS**

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

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
College of San Mateo	Enrollment Services/ A & R	1	2/1/2017	6/30/2017	Admissions & Records II: Assist students and staff at the Admissions and Records counter; answering phones, responding to emails, and scanning and indexing documents.
College of San Mateo	KCSM	1	2/28/2017	6/30/2017	Accounting Technician: Incumbent Accounting Technician, Sam Haun, is on a detail position and a replacement is needed during his absence.
District Office	Enterprise Operations/Auxiliary Services	1	3/1/2017	6/30/2017	Office Assistant II: Provide administrative support for preparation for the Bay Area Pathways Academy program and summer programming.
Skyline College	Counseling	1	3/1/2017	3/31/2017	Office Assistant II: Position is currently vacant. Requesting additional time to complete the hiring process. Finalist selected withdrew from the process.

BOARD REPORT NO. 17-3-1C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

**DISCUSSION OF MASTER AGREEMENT BETWEEN SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT AND SAN MATEO COUNTY COMMUNITY
COLLEGES FOUNDATION**

The Second Amended Master Agreement between the District and Foundation was entered into as of January 15, 2013. The Agreement calls for periodic review during which “the parties shall review the terms of this Agreement and amend it, if necessary and as they shall then agree, to accommodate the needs of the parties at that time.”

At this meeting, the Board will begin the periodic review of the Agreement. A copy of the Second Amended Agreement is attached to this report.

SECOND AMENDED MASTER AGREEMENT

This Agreement is made and entered into as of January 15, 2013, by and between the San Mateo County Community Colleges Foundation (“Foundation”) and the San Mateo County Community College District (“District”) and amends the Master Agreement entered into as of July 1, 2002 and the First Amended Master Agreement entered into as of July 1, 2007 between the Foundation and the District.

RECITALS

- A. The San Mateo County Community Colleges Foundation (“Foundation”) was formed by the Board of Trustees of the San Mateo County Community College District (“District”) on March 25, 1966.
- B. The purposes of the Foundation are to (i) provide financial support to the three colleges of the District, including but not necessarily limited to, scholarships for students and grants to faculty, and (ii) to work with the District’s Board of Trustees and the administration of the District and its three colleges to promote the purposes of the District and its colleges.
- C. Over the past five years, the close working relationship between the Foundation and the District has enhanced the effectiveness of both organizations and has greatly benefitted the students and faculty of the District’s three colleges and thereby also benefitted all the communities in San Mateo County.
 - a. Using investment proceeds and funds donated for the general mission and purpose of the District and Foundation, and as permitted in its IRC 501(h) election, the Foundation supported the successful Measure G Campaign in 2009 in the amount of \$64,260, as the largest contributor to the Campaign. Measure G generates approximately \$6 million per year from July 1, 2010 to June 30, 2014. Measure G funding enables the District to preserve job

training programs, to maintain academic subjects to prepare students to transfer to four-year colleges and universities, to keep libraries open, to maintain academic counseling programs and other student services, to modernize technology, to provide equipment for science labs, and more.

- b. Despite the recent recession (2008-present), the Foundation has:
 - i. Increased scholarship funding by 61% and program funding by 9% over the past five years compared to the previous five years, which were periods of relative economic growth and stability. The average annual scholarship funding from 2008-2012 was \$440,342 versus \$273,387 from 2003-2007. The average annual program funding from 2008-2012 was \$345,095 compared to \$317,247 from 2003-2007.
 - ii. Increased total assets of the Foundation by 20%, from \$10.1 million to \$12.2 million.
 - iii. The Foundation's endowed funds have grown from \$5 million to \$9 million from 2008-2012 due to solicited major gifts, planned (testamentary) gifts, and investment and spending policies, and practices commensurate with the goals of cash for scholarships annually as well as long-term growth.
- c. Over the last five years, the Foundation has grown its database from contacts numbering 11,000 to over 100,000, representing an acquisition of more community and business donors and contacts as well as alumni who were not previously engaged. This is a result of raising funds to acquire a database with the technical capacity to manage this expansion. This also exemplifies the Foundation's expertise and growing capability in development and outreach.
- d. The Foundation is poised to make alumni engagement an important component of its fundraising efforts.
- e. The Foundation's Planned Giving Program, instituted in 2009, enables donors to make major gifts that significantly benefit the colleges, faculty and students. The Foundation works collaboratively with the District's Human

Resources department, with staff, with faculty, and with retiree groups to provide educational seminars about gift planning as part of a comprehensive financial plan.

- f. The Foundation has expanded support for major fundraising events, both new and ongoing. The experience thus gained will enable the Foundation to increase the net income from these events to benefit the students and colleges.
- D. It is therefore advantageous to the mission and purpose of the District to continue the current relationship between the District and the Foundation. The Foundation is an integral and substantial source of scholarships and grants and similar financial assistance to the District's students, faculty and colleges. The Foundation and the District intend that this Second Amended Master Agreement shall be interpreted and applied in a manner consistent with the circumstances and purposes described in these Recitals.

NOW, THEREFORE, the parties hereto agree as follows:

AGREEMENT

1) Staffing

- a) The Foundation's staff that shall be employees of the District shall include such positions as an Executive Director, a Foundation Director of Development, and a Foundation Administrative Assistant, and such other personnel as needed as the two parties shall then agree.
- b) The Foundation's staff members that shall be employees of the District shall have the same rights and privileges of classified employees as specified in the California Education Code, operative Collective Bargaining Agreements, and the District Rules and Regulations. The District Board of Trustees shall have the same authority over Foundation staff that are District employees as it has over all other District staff, including, but not limited to, hiring and terminating the Foundation staff that are employees of the District.
- c) The Foundation and the District shall mutually agree on the position descriptions for the Foundation staff that are District employees and any amendments or modifications to such descriptions.

2) Services Provided by the Foundation to the District

The Foundation shall provide the following services to the District:

- a) Scholarships for students.
- b) Educational projects that enhance student learning.
- c) Special events fundraising.
- d) Loans to students, as needed and as the parties shall then agree.
- e) Reimbursement to the District for the salary of the Foundation Administrative Assistant in an amount not to exceed One Hundred Twenty Thousand Dollars (\$120,000) per year.
- f) Such other support for the District as needed and as the parties shall then agree, consistent with the Foundation's legal obligations and restrictions.

3) Services Provided by the District to the Foundation

The District shall provide the following services to the Foundation:

- a) Administrative support and the equipment and supplies necessary for such support (not including computer hardware, software or computer-related equipment such as printers).
- b) Staff as described in paragraph 1, including, but not limited to, worker's compensation insurance and unemployment insurance for such staff.
- c) Subsidized office space (i.e., the Foundation pays reduced rent).
- d) Liability and property insurance for the Foundation's office.
- e) Directors and officers liability insurance (D&O Insurance) covering the Foundation's directors and officers. General liability insurance (or, if applicable, errors and omissions insurance (E&O) insurance) covering the Foundation and its directors and officers.
- f) The District shall fund the salaries and benefits of the Foundation Executive Director and the Director of Development, and the benefits of the Foundation Administrative Assistant and the salaries and/or benefits other certain staff as the parties shall then agree.
- g) Such other support for the Foundation as needed and as the parties shall then agree, consistent with the District's legal obligations and restrictions.

4) Services Not Provided by the District to the Foundation

The Foundation shall obtain and pay:

- a) Office supplies, stationary, printing, and postage.
- b) Auditing costs.
- c) Bonding premium for a crime policy.
- d) Portfolio management fees and portfolio custodial fees.
- e) Computer hardware, software, and computer-related equipment such as printers.
- f) Dues, memberships, books and periodicals.
- g) Any other program expenses or other miscellaneous expenses.

5) Communications and Duties of the Executive Director

- a) The Foundation Board shall be responsible for setting Foundation policy, and the Executive Director of the Foundation shall look to the Foundation Board with respect to any policy decisions regarding the Foundation.
- b) The District Chancellor shall be responsible for overseeing and/or coordinating the management of operations of the Foundation, and the Executive Director shall look to the Chancellor with respect to any executive level operational issues of the Foundation. The parties intend that the Executive Director (with such consultation and advice from the Foundation board and/or Foundation officers as the Executive Director or the Foundation board may wish) shall oversee the day-to-day operations of the Foundation and its staff, and that the District Chancellor's management oversight and coordination responsibilities shall pertain to operational issues and efforts of major substance or significance.
- c) In the event of a conflict between the Foundation Board and the District as to the Executive Director's duties, activities or responsibilities, the Chancellor and the Foundation Board President, (in consultation with the Foundation Executive Committee), shall meet and resolve the conflict and mutually agree on how to direct the Executive Director as to the matter in conflict.
- d) If the Chancellor and the Foundation Board President are unable to agree upon a resolution of the conflict, the District Board of Trustees shall resolve the conflict.
- e) The Foundation Executive Director shall attend the regular meetings of the Chancellor's Council. At his or her discretion, the Executive Director may also attend the Chancellor's weekly staff meetings and the regularly scheduled College Presidents' Cabinet meetings when matters relevant to the Foundation are being discussed. The Chancellor and/or any College President may request, but shall not require, that the Executive Director attend such weekly meetings and/or cabinet meetings.
- f) The Chancellor and the College Presidents shall have the discretion to attend any of the regularly scheduled meetings of the Foundation's Executive Committee.

6) Consideration

The services provided by the Foundation to the District as set forth in paragraph 2 constitute the consideration for the services provided to the Foundation by the District as set forth in paragraph 3.

7) Coordination of Services

The Foundation's Executive Director and the District's Executive Vice Chancellor shall work together cooperatively to determine specifically how the services set forth in paragraphs 2 and 3 shall be provided to best serve the needs of the parties and the intent of this Agreement.

8) Term of Agreement

This Second Amended Master Agreement shall take effect as of the date first written above and shall remain in effect until terminated by either party by written notice given to the other party at least six (6) months in advance of the termination date specified in the notice.

9) Periodic Review

At least every five (5) years (counting from July 1, 2002) the parties shall review the terms of this Agreement and amend it, if necessary and as they shall then agree, to accommodate the needs of the parties at that time.

10) Notice

Any notice given pursuant to the terms of this Agreement shall be delivered personally or by first class mail, postage prepaid, return receipt requested, to the parties at the following addresses:

To the District: Executive Vice Chancellor
 San Mateo County Community College District
 3401 CSM Drive
 San Mateo, CA 94402-3699

To the Foundation: Executive Director, Foundation
 San Mateo County Community Colleges Foundation
 3401 CSM Drive
 San Mateo, CA 94402-3699

11) Audit and Financial Information

The District and the Foundation shall exchange audit and financial information and reports as either party shall then request.

12) Record of Services Provided and Compensation Received

The Foundation shall keep an inventory of the resources provided by the District to the Foundation and of the compensation (in the form of the services set forth in paragraph 2 and any other non-monetary benefits provided by the Foundation to the District) that the Foundation pays to the District in return for the District's services to the Foundation. The District and the Foundation shall work together to insure the accuracy of such inventory and shall jointly produce an annual report thereof.

13) Miscellaneous

- a) This Agreement may be modified or amended only by a writing signed by both parties.
- b) This Agreement shall inure to the benefit of and be binding upon the parties, their legal representatives, successors and assigns.
- c) This Agreement shall be subject to and be governed by the law of the State of California.
- d) In the event that any of the provisions, or portions thereof, of this Agreement are held to be unenforceable or invalid by any court of competent jurisdiction, the validity and enforceability of the remaining provisions or portions thereof shall not be affected thereby.
- e) This agreement contains the entire understanding between the parties concerning the subject matter contained herein. There are no representations, agreements, arrangements or understandings, oral or written, between the parties relating to the subject matter of this Agreement which are not fully expressed herein.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

San Mateo County Community Colleges Foundation

By  _____

Steve Dworetzky, President of the Board

San Mateo County Community College District

By  _____

Helen Hausman, President of the Board of Trustees

BOARD REPORT NO. 17-3-2C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Tom Bauer, Vice Chancellor, Auxiliary Services & Enterprise Operations, 358-6782
Jonathan Bissell, Executive Director, Community, Continuing & Corporate Education, 574-6179

UPDATE ON COMMUNITY, CONTINUING AND CORPORATE EDUCATION

Community Education was established in the California Community Colleges system for the specific purpose of offering additional educational opportunities to members of the local community other than for-credit instruction. Building a robust and effective Community Services Education program created the opportunity for colleges to address the needs of all the members of a community in credit, non-credit and not for credit instruction. Community Education, as it has been known in our district, has existed for many years serving the educational needs of the San Mateo County community as well as learners around the world. The program has evolved over the years and in 2015, the program known as Community Education, was rebranded Community, Continuing and Corporate Education (CCCE) with a focus on creating innovative education, signature programs with global impact. The District Strategic Plan, adopted by the District Board of Trustees on September 30, 2015, guided the team as we developed our programs.

Based on Strategic Goal #4 from the District Strategic Plan, we created our own strategic goals for Community, Continuing and Corporate Education with and through the Interim Vice Chancellor of Educational Services. Our 2015-2020 Strategic Goals are:

**Community, Continuing and Corporate Education
Strategic Goals for 2015-2020**

1. 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.
2. Increase revenue-generating contract training for public and private-sector organizations.
3. Develop internationally-recognized, revenue-generating Intensive English Programs for students, educators, administrators and executives.
4. Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
5. Increase credit-based enrollments through new credit/not-for-credit hybrid programming.
6. Create or expand revenue-generating programs in collaboration with the San Mateo Athletic Club.

The District Strategic Plan has also guided our team in refining our mission and focusing all of our energy and effort in achieving our mission:

Community, Continuing and Corporate Education (CCCE) seeks to educate and enhance the lives of San Mateo County residents, families, businesses, nonprofits, government agencies, and internationals through self-supporting innovative educational programs and partnerships, renowned signature programs, and global impact initiatives.

In addition to the District Strategic Plan Goal #4 (Appendix A) as our roadmap, we adhere to District Board Policy 6.90 (Appendix B) on Community Education and follow in large measure the guidelines outlined in the *California Community Colleges Guidelines for Community Services Offerings* (Appendix C), published by the California Community Colleges Chancellor's Office in September 2012. Throughout this report you will notice references to the District Strategic Plan, specifically to Strategic Goal # 4 with Districtwide Strategies that have become our action items.

The programs we offer range widely and address a broad range of educational and enrichment needs. We continue to offer programs in career and business, creative arts, health and wellness, food, languages, personal enrichment and home and garden and we are continually reaching out to our constituent base for new ideas for programs of interest to them. In addition to our catalog of live classes, we partner with our nationally recognized partner Ed2Go to offer their robust online educational programs, which are offered in partnership with thousands of colleges throughout the country and are available to students around the world who seek to better their understanding of a specific subject. A part of Cengage Learning, Ed2Go is the largest provider of online training and education solutions serving the adult education, career, and corporate training markets. Ed2Go partners with over 2,100 colleges, universities, community based organizations and other training providers and provides a constantly expanding catalog of high-quality online courses and career training programs.

We have created three signature programs. The **Bay Area Pathways Academy (BAPA)**, a comprehensive academic, enrichment and fitness summer program for students entering grades 6 to 9 where they enjoy an enhanced summer program offering an exciting array of grade-appropriate academic classes, engaging enrichment classes and fun fitness and aquatics classes, as well as the opportunity to enroll in up to 3 two-week sessions. The **Silicon Valley Intensive English Program (SVIEP)**, created and operated in collaboration with Skyline College and Cañada College, provides international students, community residents and expatriate professionals and their families with relevant and effective English language instruction and American cultural enrichment for academic, professional and personal purposes. This exciting new program of study is for students seeking high-quality, intensive English instruction and the opportunity to attend one of our three colleges upon successful completion of the program. This program offers students who, because they do not meet the minimum English proficiency requirements required by the colleges (Appendix E), are not qualified to attend one of our three colleges (and therefore would look elsewhere for assistance) an opportunity to improve their proficiency in English to the level required to be admitted to one of the three colleges. To date, four of eight such students referred to SVIEP by the colleges (1 of 3 from Skyline, 2 of 4 at College of San Mateo, and 1 of 1 at Cañada) have successfully completed the enrollment process and received visas to attend SVIEP. This program serves the greater needs of students around the world who dream of an opportunity to study in the United States but are held back by their lack of English language proficiency and increases our international student enrollment which helps underwrite domestic students and programs. Lastly, launching this summer, CCCE collaborated with full time Multimedia Arts faculty at Cañada College to design the **Multimedia Arts Summer Academy (MASA)**, beginning July 2017, as a tuition-based and scholarship-supported opportunity for area high school students to build their skills in Graphic Design, Web Design, Multimedia Arts, and Animation & Video Game Art. This full day, two-week program reflects the four major themes of the credit-bearing Multimedia Arts program and will introduce students to the skills needed for future digital arts career pathways as well as to certificate and degree program opportunities at Cañada College. In addition to skill building classes, Portfolio Days will be held each Friday to enable students to flesh out their projects from the week's classes, and to prepare for the final Portfolio Show (open to friends, parents and guardians), in which prizes will be awarded by a panel of industry experts.

In addition to these signature programs, we work with external partners including NOVA, a nonprofit, federally funded employment and training agency that provides customer-focused workforce development services in both San Mateo and Santa Clara Counties to address the workforce needs of Silicon Valley. We also work with the Human Services Agency of San Mateo County to develop training programs for their clients. In addition, we developed the District Professional Development Academy in partnership with Human Resources. Lastly, we continually collaborate with the colleges' leadership in creating programs that complement one another including the very successful Digital Advertising Program at College of San Mateo and the newly created Construction Management program at Skyline College.

Comparison of CCCE with Area Community Education Programs

In concert with its peers (Appendix D) throughout the Bay Area and the State, and in keeping with the *California Community Colleges Chancellor's Office Community Services Offering Guidelines*, Community, Continuing and Corporate Education (CCCE) provides community services offerings which are designed to contribute to the physical, mental, moral, economic or civic development of the enrolled individuals or groups, are open for admission of adults and minors who can benefit from the programs, and are self-supporting. A review of area and state Community Education counterparts reveals general consistency with CCCE's operational framework.

CCCE shares a common framework with peer Community Education programs at colleges around the state, such as Foothill-DeAnza, Mira Costa, Santa Rosa, Ohlone, Pasadena, Sierra, and Contra Costa. While specific offerings vary at each institution, similarities with CCCE offerings found from amongst these peer Community Education program offerings include online classes through Ed2Go, children's summer camp, Intensive English Program, contract training, and department-negotiated instructor compensation.

Continuing Education Industry Trends

According to an August 2016 article entitled, "Why Continuing Education Programs are Poised to Become Hubs of Innovation" written by columnist Michael Horn (whose co-authored book, "Disrupting Class: How Disruptive Education will Change the Way the World Learns" was named by BusinessWeek as one of the 10 Best Innovation & Design Books of 2008 and named as the 14th book on its list of "Fifty Books for Our Times" by Newsweek) in EdSurge (an educational technology company co-founded by former Executive Editor for Technology at Forbes Media and staff writer at The Washington Post, and others), "Because of their mission and relative autonomy on university campuses, continuing education programs – in the form of extension schools and schools of continuing and professional education – are well positioned to experiment with different student-centered learning models, create innovative programs that generate new revenue streams, and build bridges with industry partners." In his related report, "10 Trends Ahead for Continuing Education" (August 2016), Horn identifies 10 emerging trends and opportunities for innovation for leading continuing education schools of the future: Continuing education programs will support on-demand learning; Continuing education schools will offer creative financing options; Continuing education programs will adopt competency-based models; A new mainstream credentialing system will emerge for continuing education sector; Continuing education schools will dramatically improve career services; Continuing education schools will partner with companies to create custom employee training programs; U.S. continuing education programs will serve significantly more international students; Continuing education schools will master social advertising and conversion optimization; Continuing education schools will support transformation efforts throughout universities; and Continuing education schools will cultivate strategic public-private partnerships.

CCCE will continue to adapt its strategies to stay current with such emerging trends, and to support innovation within the District's three colleges and within the community.

Course/Instructor Selection, Evaluation and Compensation

Consistent with the practices of its peers, CCCE receives course proposals from potential instructors both internally and externally throughout the year via our registration platform, with occasional direct outreach on our website and through our email distribution system for new instructors for specific topic/content areas. Additionally, CCCE staff review our competitors' offerings in the region to get new ideas for courses that we currently do not offer and reach out to potential instructors from other community education institutions.

- A new course proposal by a current instructor requires that he/she submits a full course proposal, which is reviewed by program staff prior to assembling the catalog. CCCE requests a resume/CV with three references for each new instructor, and the Community Education Coordinator calls or emails the references to request a discussion with them about the instructor's capabilities. Because we have such a wide variety of courses, our criteria for every program and class is different to address the specific needs of each. Instructor experience, subject matter expertise, fit with existing or upcoming course offerings, relevance to targeted audience, and course marketability are taken into consideration.
- Course proposals must include a course description, method of instruction, teaching qualifications and experience, any prior community education or continuing education classes taught, campus preference, semester, proposed course length and logistical details, suggested course fee and materials fees, audiovisual and room needs, marketing strategy, and whether this course or a similar course has been offered before (including by whom, when, fee, where, number of participants).
- Courses deemed of strong interest and marketability to the community may be selected for further development. These potential courses are discussed and adjusted by CCCE staff and potential instructor, as well as discussed with college administration to avoid unnecessary duplication or competition with existing programs. Adjustments are made as needed. Courses selected to be included in the catalog are submitted to the Board of Trustees for approval. Proposals not accepted for the current term may be kept on file for future consideration.
- Courses and instructors are evaluated using Survey Monkey, an online survey tool. Survey Monkey evaluation access is emailed to all students upon the completion of the course, and students are emailed a total of three times in a two-week period before the survey closes. Once the survey closes, CCCE staff email a PDF report to the instructor and add it to our evaluation e-file in our server. Survey results are regularly reviewed by the Community Education Coordinator to determine student satisfaction with the instructor and course. Lower performing courses (poor evaluations and/or low enrollments/revenues) are reviewed for additional support needs, adjustments, or discontinuation.
- Program success is determined by students' successful completion of the program as well as positive evaluations of the program and the instructor. For courses with external exams, program staff will look at the national board exams (how many take the exams post course, how many pass the exams, and how many are licensed – if applicable). New courses or programs may be given additional time to demonstrate success.
- As outlined in the *California Community Colleges Chancellor's Office Community Services Offering Guidelines*, "some Community Services Offering programs pay their instructors on an hourly basis while others use revenue split, and some use both depending on the agreement with the instructor. On split revenue, the instructor and the Community Services Offering program agree on a percentage of revenue that the instructor will receive." CCCE offers split revenue (or revenue share) of 40% revenue share to the majority of its instructors, while a small handful are paid on an hourly basis depending on the specific nature of the class, its size, and cost factors.

History of Silicon Valley Intensive English Program (SVIEP)

The Silicon Valley Intensive English Program is intended to serve as a feeder program to the three SMCCCD colleges by providing English language instruction to international students who do not meet the colleges' academic and proficiency requirements for admission. After learning that they cannot attend one of our colleges because they do not meet the minimum English proficiency requirements required by the colleges,

the vast majority of these students look for admission elsewhere or attend a language school outside of our service area and are unlikely to return to us for admission. Some do but the vast majority do not. SVIEP provides students the necessary instruction to improve their proficiency to a level where they can be accepted to the District colleges. With the launch of SVIEP, the three colleges are now able to refer students who do not meet their minimum English proficiency standards to SVIEP so that the students may eventually matriculate back into the colleges. To date, four of eight such students referred to SVIEP by the colleges have successfully completed the enrollment process and received visas to attend SVIEP. Additionally, SVIEP graduated its first two students in October. Specifically noted as a districtwide strategy in the District Strategic Plan Goal #4, "Develop internationally recognized, revenue-generating Intensive English Programs for students, educators, administrators and executives," SVIEP is the vehicle by which this goal will be achieved.

Below is a brief history of the development of SVIEP and where we stand today. We believe it will take an additional 18 months for the program to financially break-even and an additional two years to be generating significant revenue for the District in terms of SVIEP tuition and from tuition paid by students who are now able to matriculate to one of the colleges who were unable to do so when they first applied.

- **April 2015:** Cañada College's President requested support from CCCE in developing a not-for-credit Intensive English Program, named the Silicon Valley Intensive English Program (SVIEP), to serve as a pipeline for international students to Cañada College.
- **April - May 2015:** In preparation for applying for federal approval for SVIEP to issue Form I-20, the Certificate of Eligibility for Nonimmigrant Student Status (Class of Admission F-1 Academic and Language studies) for international students, CCCE worked closely with the International Student Office at Cañada College to seek approval from ACCJC to begin the program. To gain this approval, CCCE worked closely with Cañada College to develop a description of a proposed program to offer an intensive version of Cañada College's existing ESL curriculum for international and domestic students.
- **June 2015:** Cañada College's President submitted a proposed program description to ACCJC, demonstrating that the proposed new courses in the description did not constitute a substantive change in the curriculum, nor were the means of delivery a rapid departure from the current face-to-face program. ACCJC provided swift approval to the proposal in the form of a verification letter stating that the proposed program met with Commission standards to allow international students access to the intensive curriculum format.
- **July - August 2015:** CCCE worked closely with Cañada College to recruit, teach and graduate students from a local program of domestic students, a required step in applying for federal approval to issue I-20s to F-1 students. During this period, SVIEP hired its first program staff to support the development of the program.
- **September 2015:** Skyline College's President requested support from CCCE in developing SVIEP at Skyline College, and Skyline College staff quickly adapted the description of a proposed program to offer an intensive version of Skyline College's existing ESL curriculum for international and domestic students. Skyline College received swift approval of the proposal in the form of a verification letter stating that the proposed program met with Commission standards to allow international students access to the intensive curriculum format.
- **August - October 2015:** SVIEP hired campus ESL adjuncts and other instructors to teach in the program, and served a small cohort of local residents and district facilities staff.

- **October 2015:** Upon completion of SVIEP's first local cohorts at both Cañada College and Skyline College, the International Program Designated School Officials (DSOs) at each campus formally applied to SEVIS to add SVIEP to their respective I-17s.
- **November 2015:** At the end of November, after a nation-wide search, SVIEP hired a full-time Project Director to oversee SVIEP at Cañada College and Skyline College, and the existing program staff transitioned to a Coordinator role at Cañada College.
- **December - March 2016:** SVIEP staff began an intensive process of developing the foundation for a full-time, federally approved Intensive English Program to launch at two campuses simultaneously. During this period, program staff met with ESL faculty within the District to recruit teachers and to discuss the program, created a comprehensive program website (<http://smccd.edu/sviep>), developed program policies and procedures, created marketing materials in anticipation of federal approval, and continued operation of the local programs at Cañada College and Skyline College.
- **April 2016:** SVIEP received federal approval at both Cañada College and Skyline College, which enabled SVIEP to begin formal marketing of the program and recruitment to international students including local international transfer students and students from Asia, South America, Europe, and more. SVIEP was approved to offer four levels of proficiency with five admission dates per year (8 weeks per session), with 22 hours of instruction per week.
- **May - July 2016:** SVIEP engaged in an intensive sprint to begin establishing recruiting pipelines, marketing channels, and agent agreements, conduct hiring, finalize payment processes, and more, in preparation for the launch of its first intensive program in August 2016. SVIEP was pleased to offer an exciting program of study for students seeking high-quality English instruction and the opportunity to matriculate into one of the District's three colleges upon successful completion of the program's level 4, and be assessed for placement into appropriate academic programs at Cañada College, Skyline College or College of San Mateo.
- **August - December 2016:** During this period, the SVIEP Project Director engaged in a recruiting trip across Asia to attend student fairs, meet with agents, and establish contact with local schools and sending organizations for future recruitment, as well as several agent fairs in Florida to build and enhance an international recruiting pipeline. SVIEP instructors included adjunct ESL faculty from both Cañada College and Skyline College as well as experienced external instructors. SVIEP served a total of three F-1 students for Fall A and seven F-1 students for Fall B. Also during this period, SVIEP graduated its first two students from level 4, one of whom matriculated to the College of San Mateo for Spring 2017 and is currently taking ESL 848 (3 units), Math 241 (5 units), COUN 111 (.5 units), BUS 100 (3 units), and FILM 135 (3 units), and the other who completed SVIEP and returned to his native country of Brazil to expand his business offering more services to English speaking clients. This Brazilian student will support recruiting efforts in Brazil. In March 2017 SVIEP will commence extensive recruitment and marketing campaigns in Latin America to further diversify our international student population at all three campuses in the district.
- **January 2017:** SVIEP began Spring A with a total of 22 F-1 students across both campuses, serving a diverse group of students from China (11), Myanmar (2), Venezuela (1), Taiwan (1), Mexico (1), Czech Republic (1), Turkey (1), Bolivia (1), Japan (1), Vietnam (1), and Uzbekistan (1).

Consistent with the District Strategic Plan Strategic Goal 4 strategy to link the District's community and international education efforts to create synergies that strengthen both programs, our teams are invested in the success of this program at every level and have been very fortunate to be working hand in hand with the administration and the faculty and staff at Skyline College and Cañada College serving these students as they work towards being able to matriculate to our colleges.

Corporate Education Update

Executing on several strategies in the District Strategic Plan Strategic Goal #4, including increasing revenue-generating contract training for public and private sector organizations and contributing to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies, CCCE's Corporate Education seeks to provide high caliber, customized training solutions for local and international corporations, government agencies, entrepreneurs, and non-profits to build and enhance the hard and soft skills critical for organizational success. CCCE corporate trainers have experience across multiple fields – Human Resources, Biotech, Pharma, High Tech, Government, Non-Profits and Start-ups – enabling Corporate Education to provide relevant workforce development training, performance improvement solutions, and a full range of supervisory and managerial classes and related business services, as well as customized training to meet specific organizational goals and needs.

Corporate Education has provided a wide variety of services to clients since its inception, including local, regional, national, and international clients. Services to local, regional and national clients have included opportunities such as Advanced Excel Training for Pentair Technical Solutions in Silicon Valley, Curriculum Development for the Interactive Advertising Bureau in New York City, Conflict Resolution training for SMCCCD Public Safety, Administrative Professional Training for Human Services Agency clients in San Mateo County, and Professional Development Academy training for SMCCCD staff. Services to international clients have included opportunities such as an Educational Seminar for senior educational officials from Kazakhstan, a Network and Wireless Technologies Seminar for Ocean Vista Education Group students from China, an Innovation Summer Camp for Doshisha International High School students from Japan, and a Robotics & Innovation training and corporate site visit program for senior government officials from China.

New Corporate Education initiatives currently in the pipeline include development of Teacher Education Camps for international teachers from Japan and China, Innovation Camps for international students from Guatemala, China, and Japan, Scrum (a framework for completing complex projects) training for employees of a locally based foreign vehicle manufacturer, and development of a professional development institute for companies seeking development of their managers and staff.

Collaborations with Cañada College, College of San Mateo, and Skyline College

In addition to facilitating connections between regional industry and government agency partners and campus administrators and faculty in regards to job opportunities for students and partnerships for specific programs, CCCE works closely with staff and faculty from Cañada College, College of San Mateo and Skyline College to develop and support for-credit programs and special initiatives that align with the philosophical mission of each college to serve their respective communities and to serve students who would not otherwise be served. Select examples of these collaborations with each college are included below.

Select Collaborations with Cañada College

- At the request of Cañada College's President, CCCE offered a three-week **College for Kids** program at Cañada College in 2015 for the purpose of providing summer enrichment and scholarship-supported learning opportunities to middle school students in nearby Redwood City and throughout Cañada College's southern county region. The program served 70 students, was well received by the public, and was featured in Cañada College's July 2015 Board of Trustees report as a positive experience for the Cañada College community.
- As a follow up to CCCE's 2015 partnership with Cañada College, CCCE began collaborating with full time faculty in the Multimedia Arts program at Cañada College in Fall 2016 to design the **Multimedia Arts Summer Academy (MASA)**. Open to high school students entering grades 10 to 12, the program

serves as a pipeline to the Multimedia Arts program at Cañada College and will launch in July 2017 as a tuition-based and scholarship-supported opportunity for area high school students to build their skills in Graphic Design, Web Design, Multimedia Arts, and Animation & Video Game Art. MASA students will have the opportunity to build their portfolios, learn about concurrent/dual enrollment and certificate/degree opportunities at Cañada College, develop a peer learning community, and discover if Multimedia Arts is a career pathway they wish to pursue. In addition to enjoying classes taught by adjunct faculty from Cañada College and external professionals, students will participate in weekly Portfolio Days to work on projects from the week's classes and to prepare for a final Portfolio Show (open to friends, parents and guardians) in which prizes will be awarded by a panel of industry experts. CCCE is working closely with Cañada College and with representatives from the County Office of Education and the Sequoia Union High School District to create awareness about program scholarships and to secure matching funds for student scholarships from area companies wishing to support talented yet under-resourced students. More information about the program is available at <http://smccd.edu/masa>.

- At the request of College for Working Adults at Cañada College, CCCE offered a **“Returning to College – Earn That Degree”** evening workshop through its Community Education catalog for a fee of \$20. Taught by Jeri Eznekier, Director of College for Working Adults at Cañada College, the class provides information on going back to school and earning a college degree or finishing a degree already started. The class also discusses how to realign one’s professional life, family life, and personal life in order to be successful. Students also have the opportunity to learn steps needed to make this dream come true from the application process through the class registration process, all the way to graduation, and gain knowledge of local accredited programs that offer the most flexibility, support, and pathways to transfer and/or graduation. Although these first offerings at each campus did not run due to low enrollment, four of the students who expressed interest were contacted and subsequently three enrolled in College for Working Adults. The class is being offered again in April 2017.

Select Collaborations with College of San Mateo

- Due to CCCE’s shared regional commitment to creating a diverse workforce, NOVA Workforce Board (a nonprofit, federally funded employment and training agency that provides customer-focused workforce development services in San Mateo and Santa Clara Counties) introduced the Interactive Advertising Bureau’s Education Foundation to CCCE in 2015 with a request to create and pilot a first-of-its-kind in the nation **Digital Advertising Program**. CCCE initiated a partnership with the Digital Media program at College of San Mateo and collaborated with CSM and the Interactive Advertising Bureau’s iDiverse Initiative to develop and launch the nation’s first-ever entry-level Digital Advertising program leading to industry-recognized certification. Designed to run as a pilot not-for-credit program while simultaneously being submitted for credit-bearing approval and taught by certificated faculty at CSM, this rigorous program serves as a model for rapid development of industry-initiated training from not-for-credit to credit-bearing programming. Through CCCE’s collaboration and support, this course is now running as an approved, credit-bearing course operated by the Digital Media program at CSM. The Digital Advertising program seeks to increase racial, gender, economic, and cultural diversity in the digital media and marketing workforce through the provision of industry-validated, entry-level technical and soft skills needed for future career advancement, and to prepare participants for entry-level positions in the digital advertising industry. The program also features advertising industry guest speakers and not-for-credit skill-building workshops such as presentation skills, effective teamwork, customer service, and career navigation. Twenty-one of the twenty-three students who took the industry certification exam following the program have passed and will receive job search support from the IAB Education Foundation. Student profiles are available at <http://www.idiverse.org/education-programs/college-san-mateo/2016-graduates/>, and videos related to the program may be found at <https://youtu.be/dp3aJS5krZM> and <https://www.youtube.com/watch?v=qIQYFn5MYjU>.



iDiverse Digital Advertising Program Graduating Students ...

www.youtube.com

Randall Rothenberg, President and CEO, IAB, welcomes on stage at ALM two graduating students from the Digital Advertising Program at the College of San Mateo...

- As a follow up to this initiative, and pending final funding approval, CCCE will collaborate with College of San Mateo, NOVA, IAB Education Foundation and regional partners in a State Workforce Slingshot supported initiative called the **Digital Advertising Incumbent Workers Initiative**. This pilot program seeks to leverage experience from the existing industry-initiated digital advertising program for entry-level workers and will create a pilot that promotes income mobility for incumbent workers. Building on the success of the entry-level program and working through connections with organizations working with diverse populations, this pilot will go far in addressing critical industry skills needs as well as create accessible career pathways to higher-skill jobs in the digital economy. This initiative will enable CCCE and the College of San Mateo to play a significant role in promoting opportunity and income mobility for all San Mateo County residents, and in piloting and scaling solutions to Silicon Valley's workforce-related challenges.
- In addition to the initiatives described above, CCCE collaborated with a full time Digital Media professor at College of San Mateo to pilot a Spring 2017 not-for-credit Community Education class called, "**Coding for Beginners: Introduction to HTML 5 & CSS 3.**" The purpose of the gateway class is to stimulate community interest in CSM's coding programs and to serve as a pre-learning experience for prospective DGME students. The class and was widely marketed through the CCCE catalog and on campus, with instructor compensation through revenue share.

Select Collaborations with Skyline College

- After several previously unsuccessful efforts by Skyline College to build a Construction Management program, in Spring 2015 the Skyline College President requested support from CCCE to help Skyline College develop a for-credit Construction Management program. CCCE worked closely with full time faculty member Bruce Greenstein of the Center for Sustainable Construction, Dean Ray Hernandez of Science/Math/Technology, and Dean Christine Roumbanis of Business, Education and Professional Programs on a series of initiatives. These included securing feedback from industry advisory partners, developing and running a pre-marketing Construction Management Speakers Series in Fall 2015, creating the **Construction Management Career Certificate**, and recruiting qualified faculty to teach. The Construction Management Career Certificate was designed to focus on the core technical and management skills required in the field of Construction Management, and to meet the needs of students seeking to pursue skills and abilities within the Construction Management profession. The certificate is intended to provide students currently employed in the construction industry the opportunity for entry into and/or advancement in management positions. The program was approved by the Skyline College Curriculum Committee in Spring 2016, and began its first classes in Fall 2016. Through CCCE's support, the Construction Management program is now operating as a for-credit program by Skyline College and is developing marketing strategies to grow the program. Information on the program can be found at <http://www.skylinecollege.edu/estm/constructionmanagement.php>.

- In Fall 2016, CCCE was requested to work closely with Skyline College's Global Learning Programs and Services to apply for the **Mandela Washington Fellowship** grant from the Department of State's Bureau of Educational and Cultural Affairs. Within a short, two-week window, CCCE collaborated closely with Global Learning Program and Services staff to co-author a winning \$150,000 Mandela Washington Fellowship grant proposal. Skyline College, working hand in hand with the CCCE Executive Director, became the first community college ever awarded a Mandela Washington Fellowship grant. According to the Department of State, "the Mandela Washington Fellowship for Young African Leaders is the flagship program of the Young African Leaders Initiative (YALI) and embodies the United States' commitment to invest in the future of Africa. The Mandela Washington Fellowship brings young leaders to the U.S. for academic coursework and leadership training and creates unique opportunities in Africa for Fellows to put new skills to practical use in leading organizations, communities, and countries." The 2017 awards were granted through an open competitive process to 10 new and 28 continuing colleges and universities across 25 states, including such notable institutions as Dartmouth, Northwestern University, Purdue University, University of Notre Dame, UC Davis, and more. The six-week program will host 25 young African leaders at Skyline College from June 16 to July 30 and will provide Fellows aspiring to become leaders in the private sector or to start their own business ventures in Africa with full immersion in a Business and Entrepreneurship Institute.
- At the request of the Skyline College President, in Spring 2016 CCCE developed a draft proposal for a summer learning initiative for underserved and under-resourced area high school students at Skyline College. The mission of the program, called the **Future Scholars Initiative (FSI)**, is to provide STEM-centered academics and tutoring, infused with exposure to a college-going culture and concurrent and dual enrollment opportunities at Skyline College, to a cohort of Boys & Girls Club high school students in grades 10-12. The two-week program will include access to Skyline College's MIT-built Fab Lab, opportunities for students to immerse themselves in a college-going culture, and information sessions about concurrent and dual enrollment as well as degree and certificate programs offered by Skyline College. The program is anticipated to run Monday through Friday from 9 AM to 4 PM, with a break for lunch (provided by FSI) from 12 to 1 PM. The Future Scholars Initiative will be provided at no cost to students and will be staffed by Skyline College and CCCE. The Future Scholars Initiative will also serve as a gateway to Summer Scholars programs offered by Skyline College, and to future matriculation opportunities at the college.

Not-for-Credit Healthcare Certificates

CCCE offers two not-for-credit healthcare certificates: Pharmacy Technician and Clinical Medical Assistant. The programs are scheduled on evenings and weekends and serve working professionals who are unable to attend daytime classes, as well as foreign-born professionals with prior experience who are seeking a short course of study. The programs prepare students to take an external exam upon completion of the program and include an externship option. Requirements for enrollment include a high school diploma/GED and prepare students for entry-level positions that do not require a credit-bearing certification or degree for employment. These programs, as with most of the programs offered through CCCE, are geared to learners who have needs/goals other than those provided by a traditional for-credit program and we create schedules that synergistically enable these learners to achieve their goals while engaging in their daily life and work.

Pharmacy Technician

The not-for-credit Pharmacy Technician program has been offered by Community Education since 2011 and is a 10-week, 55-hour class held on Saturdays from 9:00 AM to 3:30 PM. The cost of the program is \$1699, which includes classroom instruction, textbooks, and an 80-hour externship. Total hourly cost to students, including textbooks, breaks down to \$12.59 per hour. One-hour information sessions are offered to prospective students several weeks before the start of each program by the Community Education Coordinator and program instructor and includes information about the Pharmacy Technician program and a question and

answer time. Representatives from various clinical sites also attend these information sessions to learn more about the program, and many have requested the opportunity to serve as clinical externship sites for students.

Pharmacy Technician is offered in partnership with Condensed Curriculum International (CCI), which has offered its not-for-credit healthcare certificate programs since 1993 with over 400 partners within 40 different states. Instructors are hired directly by CCI and are Pharmacist and Doctorate of Pharmacy candidates with at least three years of experience, or Pharmacy Technicians with at least seven years of both hospital and retail experience. Candidates undergo a multi-step hiring process with CCI before being referred to the partner institution.

CCI assigns an individual clinical coordinator to every class offering an unpaid externship opportunity. The coordinator works with students individually and places them at a partnering facility within a reasonable distance from the student's home address. Externship assignments are completed after the in-class portion is completed. Only facilities that meet clinical criteria and sign a contract with CCI participate in the externship portion of the program. Community Education added the externship component to the Pharmacy Technician program in 2015 to provide students with hands on experience in retail pharmacy.

Upon completing the Pharmacy Technician program, students are eligible to sit for the PTCB national certification exam which enables them to apply through the California State Board of Pharmacy to become a Certified Pharmacy Technician. Students are not required to take the exam as they may be taking the course to gain experience for related jobs – such as a recent program graduate who completed his externship at Sequoia Hospital and then secured a position as an implementation consultant working with Med automation machines, EMR software, and multiple interfaces.

Pass rates for the PTCB exam were not historically tracked prior to 2015 as students are not required to take the exam and did not disclose their results to program staff. As a result of research by the Community Education Coordinator which showed that few prior graduates had taken the exam, Community Education initiated a PTCB Intensive Review Course in Fall 2016, which was offered free of charge to all prior graduates of the program, and for \$199 to external students. The review course will continue to be offered as a separate option for students seeking to sit for the exam after extended periods out of the classroom.

Clinical Medical Assistant

The not-for-credit Clinical Medical Assistant program has been offered by Community Education since Spring 2016, and is a 15-week, 140-hour class held on Tuesday/Thursday evenings from 6:00 to 9:30 PM, and on six Saturdays from 9:00 to 4:30 PM. The cost of the program is \$2599, which includes instruction, textbooks, and a 160-hour externship. Total hourly cost to students, including textbooks, breaks down to \$8.66 per hour. One-hour information sessions are offered to prospective students several weeks before the start of each program by the Community Education Coordinator and program instructor and includes information about the Clinical Medical Assistant program and a question and answer time. Representatives from various clinical sites also attend these information sessions to learn more about the program, and many have requested the opportunity to serve as clinical externship sites for students.

Clinical Medical Assistant is offered in partnership with Condensed Curriculum International (CCI), which has offered its not-for-credit healthcare certificate programs since 1993 with over 400 partners within 40 different states, including San Francisco State University's Extended Learning. Instructors are hired directly by CCI and are Certified Medical Assistants, LPN's, RN's or MD's with at least eight years of experience in the medical field. Candidates undergo a multi-step hiring process with CCI before being referred to the partner institution.

Additionally, CCI assigns an individual clinical coordinator to every class offering an unpaid externship opportunity. The coordinator works with students individually and places them at a partnering facility within

a reasonable distance from the student's home address. Externship assignments are completed after the in-class portion is completed. Only facilities that meet clinical criteria and sign a contract with CCI participate in the externship portion of the program. Upon completing the Clinical Medical Assistant program, students are eligible to sit for the Certified Clinical Medical Assistant National exam through the National Health Career Association (NHA).

The Certified Clinical Medical Assistant exam may be taken directly through NHA, and is offered as a proctored exam on campus upon completion of the program. The CMA students may if they wish pay for and sit for a National Board Exam provided through NHA or take their exam here at CSM. **The Clinical Medical Assistant program currently has a total pass rate of 88%.**

The Clinical Medical Assistant program provides opportunities for working adults to transition into a new career – such as a recent program graduate who dreamed of being in the medical profession and was able to achieve her dream because she was able to complete the program and her externship with a podiatrist while maintaining her full time job as a teacher.

Conclusion

We hope that this review has provided additional insight into the work of the team in CCCE. Further, we hope that it is clearly articulated throughout this report that we have taken the District Strategic Plan to heart and, as mentioned earlier, have adopted the Districtwide Strategies in Strategic Goal #4 as action items for our team and have based our own strategic goals as a department on the goals for the District as a whole. We believe that our offerings, which range in cost from \$20 to \$2599, and of which over 90% are offered for less than \$200, enhance the lives of learners at home and around the world and that the revenue we generate will add to the resources available to support local students and programs in the District. Likewise, our signature programs, the Silicon Valley Intensive English Program (SVIEP), the Bay Area Pathways Academy (BAPA) and the Multimedia Arts Summer Academy (MASA), each designed for very different audiences, are engaging learners at various levels and connecting them with our colleges and our District, firmly believing that many of these learners will one day be part of our academic community. As seen through the many examples of collaborations with the colleges provided in this report, CCCE's collaboration and support has enabled creation of two credit-bearing programs (Digital Advertising at CSM and Construction Management at Skyline College), two not-for-credit gateway Community Education courses designed to lead to credit-bearing courses (Coding for Beginners class at CSM and Returning to College class at Cañada College), a prestigious State Department grant never before awarded to a community college (Mandela Washington Fellowship at Skyline College), a not-for-credit, scholarship-supported summer camp for middle school students in the community (College for Kids at Cañada College), and a not-for-credit pipeline program for high school students to credit-bearing Multimedia Arts programs. Entrepreneurial programs like CCCE and the San Mateo Athletic Club (SMAC) are great examples of how we as a District outreach beyond our walls to engage with learners of all ages who have varied interests and goals and bring them into our community for the betterment of all. We will continue to work with the colleges and the District to identify additional ways and avenues in which we can partner and develop and we will continue to use the District Strategic Plan as our roadmap for continued success.

APPENDICIES

- APPENDIX A- DISTRICT STRATEGIC GOAL #4**
- APPENDIX B- DISTICT BOARD POLICY 6.90, COMMUNITY EDUCATION CLASSES**
- APPENDIX C- CALIFORNIA COMMUNITY COLLEGES GUIDELINES FOR COMMUNITY SERVICES OFFERINGS**
- APPENDIX D- PEER COMMUNITY EDUCATION PROGRAMS**
- APPENDIX E- PROOF OF ENGLISH PROFICIENCY TO THE INTERNATIONAL STUDENT PROGRAM AT SAN MATEO COLLEGES (CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE)**

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.

**CHAPTER 6: Educational Program
BOARD POLICY NO. 6.90 (BP 4400)**

**BOARD POLICY
San Mateo County Community College District**

Subject: 6.90 Community Education Classes
Revision Date: 10/09; Reviewed 3/15
Policy Reference: Education Code Section 78300

1. The Board of Trustees authorizes the offering of fee-based community education courses and programs in a “not-for-credit” mode to respond to community needs.
2. The Colleges of the District may offer community education or personal enrichment classes in subject matter areas that, in content or depth of treatment, are not appropriate for college credit but are appropriate to the functions of the Colleges and have broad community appeal or fulfill a specific and significant community educational or service need.
3. A community education class may qualify for continuing education units (CEUs) upon certification of a specified minimum number of hours of instruction approved or accepted by State licensing or regulatory agencies and/or professional associations.
4. Community education classes and activities shall be adapted to the needs, interests and desires of various segments of the community served by the District and shall draw upon the various resources represented in the total academic community of each College. Close liaison and cooperation shall be maintained with interested community groups in the planning, organization and implementation of these programs.
5. Criteria for community education classes:
 - a. The community education program determines that the instructor of record has a demonstrated expertise in the subject.
 - b. The class shall not require an official student performance evaluation.
 - c. The class shall be coordinated with appropriate College administrators.
 - d. The class shall not unnecessarily duplicate local adult education and recreational programs.
 - e. The class shall require formal registration.
6. Community education may be offered at various locations in the county to achieve geographical balance in program offerings.
7. Fee-based community education classes and activities shall be self-supporting. Students involved in community education classes shall be charged a fee not to exceed the cost of maintaining the classes. Classes may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

6.90 Community Education Classes (Continued)

8. Registration fees and instructor remuneration shall be calculated based upon total direct and indirect costs of the program involved and the anticipated enrollment.
9. Community education offerings shall be closely coordinated with appropriate College administrators to avoid unnecessary duplication and to prevent problems relating to the use of facilities.
10. The Board shall approve community education offerings each semester.



California Community Colleges Guidelines for Community Services Offering

This document provides guidelines for establishing
Community Services Offerings programs at a college.

**California Community Colleges Chancellor's Office
September 2012**

For questions regarding the Guidelines on Community Services Offering,
please contact:

Dr. Barry Russell, Vice Chancellor of Academic Affairs, California Community
Colleges Chancellor's Office at brussell@cccco.edu or 916-322-6886.

Table of Contents

I.	Introduction.....	1
II.	Definition of Terms.....	2
III.	Reasons to Offer Community Services Offerings.....	2
	Suggestions for Success	3
IV.	Statutory Requirements and Regulations to Create a Community Services Offering.....	4
V.	Best Practices in Administering a Community Services Offering.....	5
	Vision and Mission	5
	Policies	6
	Staffing	6
	Record Keeping	7
	Class Formats.....	7
	Marketing Strategies	8
VI.	Establishing a Community Services Offering.....	9
	Community Services Offering Class Elements.....	10
	Community Services Offering Class Approval Process.....	10
	Selection of Instructors and Other Providers	11
	Community Services Offering Instructor Guide.....	11
	Compensation of Instructors/Providers	12
	Payment Schedule for Instructors/Providers.....	13
	Class Cost	14
	Student Registration.....	15
	Refund Policy for Community Services Offerings	15
	Facilities	16
	Customer Service Evaluation	16
VII.	Combined Classes	16
VIII.	Contract Education.....	17
IX.	Resources	17

California Community Colleges Chancellor's Office Community Services Offering Guidelines September 2012

I. Introduction

The purpose of these guidelines is to provide basic guidance as required by Education Code section 78300 for colleges contemplating or planning to add a Community Services Offering to their college or to expand an existing one. Community Services Offerings are also known as Community Education, Community Services, and Continuing Education, but for the purpose of these guidelines, it will be referred to only as Community Services Offering. The guidelines provide both suggested steps to consider during the implementation of a Community Services Offering and examples of best practices gathered from Community Services Offering programs at several community colleges throughout the state.

Background

The state's fiscal condition has a direct impact on funding for community colleges. Any reductions in state funding require colleges to make difficult choices in how to prioritize course offerings, support services, make faculty hiring decisions, and consider new program development options. As colleges set priorities for program offerings in credit or noncredit classes, the option of transitioning some courses to a fee-based, Community Services Offering is one possibility colleges may consider.

Community Services Offering class fees cover the direct costs of instruction such as instructor, supplies, field trips, and other class requirements. Class fees also cover relevant indirect administrative costs such as staff support, facility, rent, advertising, custodial, and heating, as determined by the local college.

Community Services Offering classes provide no credit units and are offered outside the regular college credit and noncredit programs. Students who take Community Services Offering classes are not permitted to convert their classes for credit. Also, a Community Services Offering is not required to be included in the college's catalog and does not generate full-time equivalent student (FTES) apportionment.

This document was created by the Association of Community and Continuing Education (ACCE) with support from Chancellor's Office staff and was vetted through the System Advisory Committee on Curriculum (SACC) and the Consultation Council. This collaboration included a statewide survey of ACCE members and reflects the variety of implemented methods that might be employed. Community needs vary greatly throughout the state; therefore, it is important to remember that no single solution will fit every community. Flexibility is a key element to ensuring that a Community Services Offering is both self-sufficient and responsive.

II. Definition of Terms

For the purpose of understanding title 5 related to a Community Services Offering, it is important to note the definitions of the following terms and how they are applied.

Community Services Offering: A fee-supported, not-for-credit community services class authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of title 5, section 55002, for which state apportionment is not claimed and credit is not awarded (title 5, section 55000).

Contract Course: A course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization (title 5, section 55000).

Degree-Applicable Credit Course: A course which has been designated as appropriate to the associate degree in accordance with the requirements of title 5, section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students (title 5, section 55002).

Noncredit Course: A course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of title 5, section 55002) and approved by the district governing board as a course meeting the needs of enrolled students (title 5, section 55002).

Nondegree-Applicable Credit Course: A credit course designated by the governing board as not applicable to the associate degree which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under the subdivision (a)(1) of title, 5 section 55001) and is approved by the district governing board (title 5, section 55001).

III. Reasons to Offer Community Services Offerings

Each college should determine if it will offer a Community Services Offering programs. The following are questions to consider when making that determination:

- Is there value to the college to offer a Community Services Offering?
 - If a class is not considered a budgetary priority to a college and may possibly be discontinued but it still meets the mission of the college, a Community Services Offering may be an option to continue providing that service to the community in a way that does not impact the college's general fund. A Community Services Offering may particularly help the college address a range of needs within the community college mission and provide specific lifelong learning opportunities to its local community.

- Some pre-requisite classes for credit programs are offered on a not-for-credit basis. For example, nursing programs require CPR certification as a pre-requisite, which is often offered as a fee-based class.
- Offering a Community Services Offering may provide a way of defraying some of the college's operating costs. For example, in calculating indirect costs to determine fees, a college might reasonably consider including some portion of the costs of custodial, utilities, or other maintenance of a facility.
- Community Services Offering classes are often used to “test the market” for potential credit or noncredit courses. For example, at one institution, a medical billing program was initially offered as a Community Services Offering program, but demand and the option for career laddering allowed the college to expand and transform the curriculum into a credit vocational certificate.
- Is there value to the community to offer Community Services Offering programs?
 - High demand for a particular class or activity, such as local industry needs or community recreation, may serve as the basis for creating a Community Services Offering.
 - Community Services Offering programs can extend a college's mission into the community by meeting the needs of individuals who might not otherwise attend the college.

Note: Not all credit or noncredit courses translate well to the Community Services Offering; however, if there is an appropriate market for the class or activity, a Community Services Offering should be considered.

Suggestions for Success

When implementing a new Community Services Offering or transitioning credit or noncredit courses into one, several strategies may help ensure the success of that effort. Below are factors suggested by successful Community Services Offering programs:

- Communicate to administration and faculty groups that the a Community Services Offering program stands ready to explore the transition of inactivated credit/noncredit courses to fee-based alternatives or support the addition of classes complementary or necessary to credit courses.
- Communicate to administration that Community Services Offering program revenue can help contribute toward some of the basic operational costs of the college.
- Communicate to administration that a Community Services Offering programs are community-driven and responsive to market-driven opportunities.
- Build collaboration between credit and noncredit constituent groups as credit/noncredit courses are transitioned to fee-based versions.

- Gain a thorough knowledge of its local community, and recognize what works in one district or college may not work in another.
- Hire only skilled, reputable instructors.
- Ensure that Community Services Offering classes reflect the college's high standards and create a high quality product.
- Price classes to sell, develop "go/no go" decisions that are responsive to last minute demand and take into account "hidden cost" factors.
- Pay instructors an appropriate rate that can be covered by the fee structure. Take into consideration this will probably not be the credit or noncredit rate of pay. Avoid using an exact duplicate of the faculty contract rate, as fee-based instructors are not considered college faculty and are rarely included in the college faculty contract.
- Promote the class to the target market and beyond.
- Partner with other organizations within the community, county, state or at the national level. Identify opportunities for synergy and cost savings with these partners.

IV. Statutory Requirements and Regulations to Create a Community Services Offering

In accordance to title 5, section 55002, a Community Services Offering must meet the following minimum requirements:

1. is approved by the district governing board;
2. is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
3. provide subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
4. is conducted in accordance with a predetermined strategy or plan;
5. is open to all members of the community willing to pay fees to cover the cost of the offering; and
6. may not be claimed for apportionment purposes.

Colleges establishing a Community Services Offering program should address the program in their board and administrative policies. The following provide examples of the different policies:

Example of Mira Costa College's Board of Trustees Policy that addresses Community Services Offering:

<http://www.miracosta.edu/officeofthepresident/board/downloads/4400BP-Fee-BasedCommunityServicesPrograms.pdf>

Example of Mira Costa College's Administrative Policy that addresses Community Services Offering:

<http://www.miracosta.edu/officeofthepresident/board/downloads/4400AP-Fee-BasedCommunityServicesPrograms-Effective6-15-10.pdf>

V. Best Practices in Administering a Community Services Offering Program

Vision and Mission Statements

When deciding on vision and mission statements, it is acceptable to adopt the college's vision and mission statements. If the statements are created specifically for a Community Services Offering program, they need to meet the goals of the college and community.

- Vision Statement
 - A vision statement provides a broad, inspirational image of the future; the organization's goals and what it aims to accomplish; and/or description of their objectives and future plans.
 - Example of a vision statement from Mt. San Antonio:

Mt. San Antonio College strives to be regarded as one of the premier community colleges in the nation. We will be viewed as a leader in community college teaching, programs, and services.

As a premier community college, we will provide access to quality, focusing on student success within a climate of integrity and respect. We will earn this reputation by consistently exceeding the expectations of our students, our staff, and our community.
- Mission Statement
 - A mission statement defines what an organization is, why it exists, and its reason for being. At a minimum, your mission statement should define who your primary customers are, identify the services produced, and describe the location in which you operate.

- Example of a Community Services Offering mission statement from Mira Costa College:

The purpose of Community Services is to serve the diverse and changing needs of our community by cooperating with and complementing other offerings and programs of Mira Costa College. Community Services links the community to the college and lifelong learning through affordable avenues to personal and career enrichment. Through excellent customer service, Community Services highlights the value of Mira Costa College.

Policies

Specific policies related to the Community Services Offering program should be clear and accessible to the college and public. Policies for Community Services Offering office staff, instructors and students (customers) should be included and may address topics such as refund policies, student conduct, course standards.

Example of a New Presenter Orientation Guide from Riverside Community College:
<http://204.69.1.55/Teacher%20Support%20Services.htm>

Staffing

The following are staffing considerations for a Community Services Offering program:

- **Office Staff:** The local college should work with its Community Services Offering program to determine appropriate staffing to assure that adequate oversight and services are maintained as excellent customer service is imperative to program success. Since a Community Services Offering program should be self-sufficient, it should not be a cost to district revenues and staffing costs to run the program should be considered. A program should try to maintain a staff that is adequate for the program's size but does not drain the program's revenue. Office staff costs include both salary and benefits.
- **Class Instructors:** The decision to hire existing district employees as Community Services Offering instructors/presenters is made locally. Most programs hire instructors as temporary employees of the district, or as independent contractors or on a cost-sharing basis.
 - In hiring independent contractors, local districts should ensure that Community Services Offering programs follow appropriate IRS definitions when hiring independent contracts vs. contract employees.

Example of Presenter Contract – Not an Independent Contractor:
<http://acceonline.org/resource/file131.doc>

Example of Presenter Contract –Independent Contractor:
<http://acceonline.org/resource/file130.doc>

Record Keeping

- Community Services Offering programs should keep distinct records from local district operations. At a minimum, records should include enrollee information, enrollment/registration, class completions, revenue, and expenses.
- Many Community Services Offering programs use proprietary, web-based enrollment management systems.
- Community Services Offering programs often include preparation for certificates awarded by industries or the State of California. When appropriate, Community Services Offerings should adhere to the terminology required by the certifying body. However, Community Services Offerings should avoid using the certificate terminology used by credit and noncredit programs (for example, State-approved credit certificate programs use the term “certificate of achievement” (title 5, section 55070) and noncredit certificate programs use the terms “certificates of completion and competency” (title 5, section 55151). Therefore, not-for-credit certificate programs should be careful with the use of the certificate terminology to avoid confusion with these other certificate terms.

Class Formats

- **Classes:** Instructional modules usually scheduled over several weeks, typically with a few hours of instruction per week. Courses are often repeated during the same semester. Instructors are required to hold the class with a pre-determined minimum of pre-enrollment that will cover the class costs; however, the college and/or instructor may decide to teach for fewer students. It is important to consider hidden costs when determining whether to hold a low enrolled class or to cancel it; the marketing and other production costs associated with each class may justify the offering of a class that isn't quite at the “go” rate needed. These costs should be determined for the entire program to ensure that prudent cancelations are made. Late registrations and “walk in” enrollments can also push a class that might otherwise be cancelled.
- **Workshops:** Instructional modules of brief duration, and otherwise function similarly to classes. Instructors are required to hold the workshop with a pre-determined minimum of pre-enrollment; however, college and/or instructor may decide to teach for fewer students. The “go/no-go” decision and consideration of hidden costs should also be evaluated before the decision to cancel a class is made.
- **Community Services Offering Excursions:** Generally, one-time educational events typically fall into two categories: local (events within a county) and international (overseas). For local trips, participant enrollment is based on the nature of the event and the facility in which the event is held.

- **Work Skills Programs or Classes:** Instructional skills training modules typically scheduled over several weeks to several months with differing hours of instruction assigned, which are usually based on certification provisions and skills acquisition requirements. It is common to offer repeated classes on an ongoing basis. The awarding of an industry recognized certificate such as Red Cross or CPR is the objective of these types of programs.

The following provide examples of the different types of classes offered in a Community Services Offering program:

Example of classes offered at Riverside Community College District:

<http://204.69.1.55/2012%20comm%20ed%20summer.pdf>

Example of classes offered at Mt. San Antonio College:

<http://communityed.mtsac.edu/index.cfm?fuseaction=1010>

Example of classes offered at Modesto Junior College:

<http://www.mjc4life.org/index.cfm?fuseaction=1010&&>

Marketing Strategies

The following are ideas to promote Community Services Offering:

- Printed catalog of classes mailed to local communities
- Email and/or mailing list
- Instructor network and participation
- Flyers
- Word of mouth to students, other classes, co-workers or friends
- Press releases or news interest stories
- Blogging, Tweeting, Facebook, or other social media resources
- Purchased space on professional certification websites

Marketing materials should be worded using persuasive, active language, focusing on what the student (customer) will gain from their experience; potential customers will not be “sold” on course or certificates that use credit or noncredit terminology.

Note: To circumvent misunderstandings among students, it is recommended that Community Services Offering programs include clear statements on their brochures, flyers, and (if included) in college catalogs that distinguish Community Services Offering courses from credit and noncredit courses.

The following is an example of a statement from El Camino College's Community Education department distinguishing the difference between Community Services Offering courses from credit and noncredit courses:

El Camino College's Community Education department provides short-term, not-for-credit classes, workshops, career-training programs and events designed for professional and/or personal development with a special emphasis on inspiring a sense of wonder and imagination toward life-long learning. College credit is not provided for classes conducted by the Community Education department. There are no transcripts or grades. Community Education is a self-supporting entity of the college and is not funded by taxpayer dollars.

VI. Establishing a Community Services Offering Class

Community Services Offering Class Elements

Each college Community Services Offering program should determine minimum required elements of a class proposal. The following elements are used to varying degrees by Community Services Offering programs.

- **Class Title:** Provide a logical, short title for the class.
- **Class Description:** Write a brief description highlighting the topics covered. The description will appear in all class publicity.
- **Class Format:** Write a brief description of the class format; for example, classroom, workshops, excursions, or work skills programs/classes.
- **Reason for Offering the Class:** Support your belief that there is community interest in your topic.
 - What groups might be interested or served by the class?
 - Who could benefit from participating in the class?
 - What economic or social trends exist to support a need for information on this topic?
- **Class Goals:** List two to four goals that students will achieve by taking the class. Use language such as: students will be able "to understand the basic elements of," "know the uses of," or "recognize the value of."
 - **Example:** To encourage and enable students to understand the basic elements of Photo Shop.

- **Class Objectives:** Objectives are the way the goals are accomplished. Specifically state the skills, abilities, or knowledge students should be able to perform, demonstrate, or apply after taking the class. Use language such as, students will be able “to write,” “to solve,” “to design,” “to evaluate.” Avoid vague terms such as to really understand, to know, to believe, or to enjoy.
 - **Example:** Students will explain the function of the basic task of enhancing pictures.
- **Methods of Instruction:** Specify the teaching techniques which will work best to assist participants in learning the material. Consider lecture, discussion, role-play, or class demonstrations.
- **Methods of Evaluating Student Learning:** Give the methods which best assess how well the participants have learned the class material; for example, demonstration of skills, certification exam, or presentation of finished product.
- **Materials, Supplies, and Equipment:** List all resources needed to offer the class such as texts, audio visual tapes, instructor-developed handouts, or perishable supplies. Be specific where possible, listing titles and sources of materials.

Example of a Community Services Offering Proposal Guide from Allan Hancock College:

<http://www.hancockcollege.edu/communityeducation/docs/Fee-Based%20Course%20Proposal%20Form.pdf>

Example of a Community Services Offering Proposal Form from Riverside Community College:

http://204.69.1.55/teaching_form.pdf

Community Services Offering Class Approval Process

Local approval processes may vary; however, all colleges must have a process in place and title 5, section 55002 (d)(1) specifically mentions “approved by the district governing board.” The process should assist in fostering collaboration and communication between Community Services Offering and campus departments and committees.

Communication with both college personnel and the public is key to avoid potential confusion between a Community Services Offering and the college’s credit/noncredit programs and courses. Best practices to avoid this confusion vary among colleges but include:

- Maintaining ongoing dialogue between Community Services Offering staff and faculty from credit or noncredit programs as new Community Services Offerings are developed.
- Including new Community Services Offering course titles as information items on curriculum committee and academic senate agendas.

- Ensuring that the language used in any Community Services Offering publicity (for example, flyers, schedules of offerings) clearly defines the not-for-credit nature of the offerings to potential enrollees and differentiates the Community Services Offerings from those offered as credit/noncredit.
- Publishing Community Services Offering class schedules separately from the schedule of courses.

Colleges have found that dialogue between Community Services Offerings and credit or noncredit programs has strengthened the college (credit/noncredit) programs by developing fee-based feeder classes which, in turn, point their completers to the credit or noncredit programs for further education. As an example, a college could offer a short three-week course in Photoshop that provides introductory activities that might lead a student to a full-semester credit course. At Santa Monica College, the photography department appreciates the students who take the array of fee-based courses and then feed into their program because these students have gained a foundation of basic skills and are well prepared for the credit photography courses.

Additionally, in some cases Community Services Offerings have served as "incubators" for new programs that were eventually converted to credit or noncredit. For example, Santa Monica College's Photo-Voltaic program started out as personal-interest, fee-based short courses, one geared toward individuals interested in entering the field as professional installers and the other for homeowners interested in having systems installed. The success of the professional course led to the subsequent development of a comprehensive vocational credit program and the college is now offering a full degree for technicians in this field.

Based on local decisions and processes, a college occasionally offers a course or a program as a fee-based Community Services Offering that may be comparable to a credit or noncredit course or program. In these cases, however, the college has determined that it reaches different community members who have different goals. There are many individuals in the community who want to take short-term classes for personal interest and growth without the expectations and pressures of a 16 to 18 week credit class with homework, assignments, examinations, etc. Also, these students don't want nor do they need credit, transcript records, etc. The longest Community Services Offering classes are typically six to eight weeks long and are for the enrichment of the individual. As an example of Community Services Offerings which are comparable to a credit offering, a college might offer a fee-based course for a community Choir as well as offer a Collegiate Choir which would be offered through the credit program. Other examples include many of the fine/performing arts classes (e.g., Jewelry Making, Introduction to Guitar, Acting for Commercials, How To Do Voiceovers), physical education (e.g., Yoga, Pilates, Kick Boxing, etc.) and humanities classes (e.g., Writing the Great American Novel, Introduction to Screen Writing, etc.).

These local practices have been successful for credit and noncredit programs as well as the Community Services Offering. The important principle is ongoing dialogue and collaboration under local control.

Selection of Instructors and Other Providers

Policies and procedures for the selection of instructors for a Community Services Offering should be developed. Some guidelines are:

- Instructors and other providers (workshop leaders, lecturers, speakers, moderators, consultants, or performers) selected for classes/activities should have demonstrable and recognizable expertise in their areas of instruction and fields. However, Community Services Offering instructors are not required to meet minimum qualifications in accordance with Education Code Sections 87001, 87002, 87003, 87356 and 87359.
- The following factors have been used by other districts in the selection of instructors, lecturers, and other providers of Community Services Offering:
 - Recognized competence relating to the activity;
 - Sensitivity to the principles of academic freedom which ensure consideration of a variety of viewpoints on any issue;
 - Sensitivity to the diversity of the audience;
 - Demonstrated understanding of the educational goals of the college;
 - The selection process will reflect the cultural diversity of the community; and
 - When applicable, qualifications mandated by a licensing or governmental agency must be adhered to (for example, California Department of Health).

Example of Peralta Community College District's Approval Manual:

<http://www.laney.edu/wp/articulation/files/2010/03/ProgramCourseApprovalProcessManual-rev20031.pdf>

Community Services Offering Instructor Guide

Community Services Offering programs should develop written guidelines that describe what the instructors/presenters can expect from the program and what the program expects from the instructors/presenters.

Example of a new Presenter Guide from Riverside Community College:

<http://204.69.1.55/Teacher%20Support%20Services.htm>

Compensation of Instructors/Providers

Compensation for Community Services Offering instructors is typically negotiated between the instructor and the college or based on established salary schedules. However, it is recommended to research the local policy for compensation of instructors/providers to ensure the appropriate payment method. Community Services Offering instructors are typically NOT part of a college's bargaining units although some exceptions exist. When establishing compensation, the following are factors to consider:

- Community Services Offering providers (workshop leaders, lecturers, speakers, moderators, panel members, consultants, or performers) should be compensated on the basis of professional reputation, potential drawing power, anticipated fee collection, travel requirements, and expenses pertaining to the service. Compensation preapproved by the local and/or district board varies from campus to campus; therefore, campus policy should be verified before making a final offer of compensation.
- Community Services Offering Instructors should be compensated on an individual assignment basis approved by the local and/or district board. Common practices include payment per hour of instruction or payment via percentage of registration revenue. A broad, non-specific policy is recommended to provide room for negotiation.
- Consultants/Independent contractors providing services to the Community Services Offering should be processed according to district policy and procedures established for consultants/independent contractors. Compensation should be negotiated between the consultant/independent contractor and the college.
- Lecturers in Community Services Offering should be compensated at an individually negotiated rate and not negotiated in terms of bargaining unit.

Payment Schedule for Instructors/Providers

Suggestions for paying Community Services Offering instructors/providers:

- The college pays the Community Services Offering instructor or provider in accordance with a signed contract, either as a contract employee or independent contractor as appropriate.

Example of Request for Payment from Riverside Community College:

<http://204.69.1.55/Presenter%20Pay%20Doc.pdf>

- Consultants/independent contractors providing services to the Community Services Offering program should be paid according to district policy and procedures established for consultants/independent contractors.

- Some Community Services Offering programs pay their instructors on an hourly basis while others use revenue split, and some use both depending on the agreement with the instructor. On split revenue, the instructor and the Community Services Offering program agree on a percentage of revenue that the instructor will receive. Often, the type of compensation depends on the specific nature of the class; its size and cost factors. For example, a short-term class with a limited enrollment should probably hire an instructor on an hourly basis, while other classes of longer duration and indeterminate class size would be better offered on a cost-sharing basis.

Class Cost

Students should be charged a fee that reasonably represents the costs that a pre-determined minimum number of students would have to pay to cover the costs of a Community Services Offering. This amount is determined by dividing the estimated direct costs and indirect costs for the class by the proposed minimum enrollment. The instructor should be notified when the enrollment will not support the class/activity. All fees collected should be used to defray the direct and indirect costs of instruction in the Community Services Offering.

Determination of class fees and cost must adhere to title 5 regulations: Pursuant to Education Code, section 76385, "A Student enrolled in a class offered by a community college district which is not eligible for state apportionments may be required by the governing board of the district maintaining the class to pay a fee for such class. The total revenues derived from the fee shall not exceed the estimated cost of all such classes maintained."

Local college Community Services Offering policy should determine direct and indirect costs. The following are examples of common costs:

- Direct Cost Consideration
 - Instructor Salary
 - Supplies
 - Non-instructional staff directly supporting the class (e.g. proctor)
 - Facility
 - Field Trips
 - Other Fees (computer lab, cooking lab, student insurance, parking fees)
- Indirect Cost Consideration
 - Printing/Postage
 - Promotional Charges
 - Staff Support
 - Overhead
 - Facility
 - Custodial
 - Utilities
 - Communications Infrastructure

Student Registration

- Online: most colleges offer an electronic registration once a student has registered with the college.
 - Link to Online registration examples:

Example from Mt. San Antonio College:

<http://communityed.mtsac.edu/index.cfm?method=CourseSeries.SearchForCourseSeries&session.addtoken>

Example from Modesto Junior College:

<http://www.mjc.edu/community/enroll/commed/commed-classes/index.html>

Example from Riverside Community College District:

<http://www.rcccommunityed.com>

- By fax, phone or in-person: colleges should provide specific instructions on where and when through their website, class schedule/marketing brochure, or other methods.

Example of Registration Form from Gavilan College:

<http://www.gavilan.edu/ce/documents/RegForm.pdf>

Refund Policy for Community Services Offerings

Practices regarding monetary refunds vary. Some Community Services Offering programs attempt to first offer students a credit or voucher toward future classes in order to retain the revenue. Other programs prefer to provide monetary refunds when conditions meet the refund policy. Examples of typical college refund policies include the following situations:

- If it is necessary for the college to cancel the class/activity due to minimum enrollment not being met, a full refund should be offered. Notification of class/activity cancellations is the responsibility of the college.
- If the class/activity has reached maximum enrollment (for example, due to limitation on facilities), the registration request should be rejected and payment returned to the student.
- If an enrollee withdraws and requests a refund prior to the start of the class/activity, then a full refund is given by some programs; details vary by program.

- Once the class/activity starts, it is common for no refund to be given; however, some programs provide for refunds when there is evidence of extenuating circumstances.

Example of a refund policy from Modesto Junior College:
<http://www.mjc.edu/community/enroll/commed/commed-classes/refundpolicy.html>

Example of a cancellation policy from Gavilan College:
<http://gavilan.augusoft.net/index.cfm?fuseaction=1060&>

Facilities

- Community Services Offering programs should work closely and collaboratively with their college when scheduling classroom facilities.
- Credit and noncredit classes should receive first priority in classroom assignments in college facilities.
- Community Services Offering proposal forms should require the Instructor to list classroom needs (types of desk, computer needs, AV equipment requests, sink usage).
- Some Community Services Offering programs operate off-campus in contracted facilities if space is not available or allowed on campuses.
- Preliminary room assignments are usually listed on student receipts and on websites that are accessible by students and instructors.
- Community Services Offering programs should direct their instructors to leave their classrooms in clean and ready to use condition at the conclusion of each class session as a courtesy for the next class.

Community Services Offering Customer Service Evaluation

Every Community Services Offering should have a Participant Evaluation form to assess the strengths and weaknesses of the class and instructor with the goal to improve and serve the community better.

Example Evaluation form from Riverside Community College:
<http://204.69.1.55/aevaluation.pdf>

VII. Combined Classes

Further guidance is forthcoming.

VIII. Contract Education

Contract Education is a delivery modality. Services offered through Contract Education are pursuant to a contract with a business, organization, or public entity. The intent is to provide training to their employees. The vast majority of contract education training provided across California is not-for-credit. The topics are based on the needs of businesses located within a college district and offer a wide range of topics including quality improvement, frontline management, computer training and other areas that typically satisfy the specific needs of the company or industry contracting with the college. Contracts for training usually result from marketing or other outreach and most contracts result from referrals of current or past clients. The definition and other governing policy are covered in California Education Code section 78020.

Contract Education programs may offer credit classes where the client (employer) pays the full cost of instruction and enrollment in the course is limited to the client's workforce. These courses must not be submitted for state apportionment. When an employer pays the full cost of instruction for a course, the students do not pay enrollment fees (California Education Code Section 76300). Very rarely do employees or companies request or desire college credit for the training but there may be a situation where a company wants training and credit and could contract to offer the class at their site, at a particular time and over a particular time period. Colleges should have adequate safeguards in place to assure that these classes are not submitted for apportionment. Contract education courses offered for credit should be tagged by the registrar's office as contract education, non-apportionment.

Contract Education is distinct from Community Services Offering; however, Community Services Offering programs often have responsibility to oversee it, including credit classes offered directly to a company for their employees.

IX. Resources

ACCE

Association of Community and Continuing Education (ACCE) develops and promotes desirable policies, practices, and support for the educational constituencies within the Association and to promote professional growth of the membership.

ACCE Objectives and Functions:

- To contribute to the professionalism of community service (fee-based), continuing education (noncredit state supported), and contract education practitioners.
- To provide special assistance, including professional growth and development opportunities for community, continuing, and contract education providers.
- To promote friendship and collegiality among the membership.

- To play a leadership role in the development of community services, continuing education, and contract education programs.

To discover more about ACCE and the resources available visit their website:

<http://acceonline.org/index.cfm>

LERN

Learning Resources Network (LERN) is an international association of lifelong learning programming, offering information and resources to providers of lifelong learning programs.

LERN is engaged in providing any kind of lifelong learning program and can provide members with practical, how-to information on a variety of programs.

To discover more about LERN and the resources available visit their website:

<http://www.lern.org/>

Peer Community Education Programs

- Foothill-DeAnza Community College District Community Services:** Recognizing that community services is one of the major purposes and an authorized function of public community colleges, the Foothill-De Anza Community College District will provide a program of educational, personal growth, enrichment, cultural and recreational community services. This program shall be so structured as to supplement, extend and enhance the instructional and student activity programs of the colleges. The Foothill-De Anza Community College District, dedicated to the principle of freedom of inquiry and recognizing an obligation to provide its community with extended opportunities for education, personal growth, and enrichment beyond that provided by the regular college curriculum, will offer a diversified and balanced program of Community Services short courses.

Selection of these short courses will be governed by the following guidelines: A. All new and continuing courses to be offered will be reviewed and approved by the Board of Trustees. B. Courses will be approved if they conform to principles enumerated below: 1. Are appropriate to post-secondary education for adult offerings. 2. Are appropriate to elementary and secondary education, i.e., in the case of College for Kids, Sports Camp and Summer Swim. 3. Do not carry college credit. 4. Continuing education classes may be eligible for continuing education units. 5. Are supported by participant fees. 6. Emphasize personal and/or professional development and enrichment. 7. Are part of a program designed to satisfy a wide range of public interest. 8. Provide opportunities for introductory courses which might promote interest and participation in the regular course program. 9. Attempt to appeal to all citizens in the community including those not ordinarily involved in other District programs. 10. Emphasize the objective imparting of information. 11. Do not advocate or denigrate any religious philosophy or doctrine. 12. Do not proselytize for the benefit of organizations or individuals. 13. Do not promote a commercial interest.

- Mira Costa Community Education:** As per Board of Trustees Policy 4400: Fee-Based Community Services Programs: The district shall maintain a Community Services program designed to contribute to the physical, mental, moral, economic, workforce, or civic development of the individuals or groups enrolled in it. Community Services offerings shall be open for admission of adults and minors who can benefit from the programs. Community Services and contract training shall be self-supporting. Students involved in Community Services offerings shall be charged a fee not to exceed the cost of maintaining the classes, workshops, excursions, or other activities. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups. At Mira Costa College, Community Education encompasses both fee-based community classes and workforce development programs and activities, and noncredit, tuition-free, Continuing Education programs and courses. Programs include Employee Training, Job Training Programs, Online Classes through Ed2Go and other vendors, College for Kids, Community Education Classes, Excursions, and an English Language Institute (ELI) for international F-1 students.

Offerings are established and maintained to meet the changing needs of the community and complement the credit and noncredit offerings of the college. Classes, workshops, excursions, etcetera are designed for both minors and adults. Community Services instructors are not placed on the faculty salary schedule but are paid based on labor-market research, following a formula that allows for some negotiation. Their Community Services assignments do not count toward credit or noncredit loads. Contract Education instructors are paid in the same manner, unless the offerings are delivered as either credit or noncredit; in that case, the instructors are paid based on the appropriate salary schedule and the assignment is calculated as part of their load. General-purpose revenues received from the state are not used to subsidize Community Services or Contract Education programs. Enrollment fees for individuals and contract-training fees are based on labor-market research and actual costs for providing each activity or training. Every effort is made to recover the actual costs of providing the programs, including administrative costs, through public or private contracts, contributions, donations, or user fees. The college recognizes the value-added contributions of Community Services and Contract Education to the overall marketing and public relations of the college.

- **Santa Rosa Community Education:** In recognition of the Sonoma County Junior College District's community service mission, District will maintain a Community Education Program. The program consists of courses and events designed to enhance the cultural, educational, recreational and professional lives of individuals in the community. These activities are not associated with academic credit. Courses and events are wholly self-supporting. In addition, Community Education coordinates the Arts and Lectures series and the Chamber Concert series. Community Education also coordinates not-for-credit co-enrollment in credit classes.

From time to time, as part of its economic development and community outreach efforts, the College provides customized training to companies and organizations. The process may involve creation of new courses, revision of existing course outlines, special assistance with registration and assessment, or consultation to define specific training needs. In recognition of these special activities, the College may contract with the company or organization to deliver specified services. These contract education activities are generally closed to the public.

- **Ohlone College Community Education:** In accordance with the Education Code, section 78300, as well as per Ohlone College Board Policy section 4400, Community Services Programs, The District shall maintain a community services program that includes classes in civic, vocational, literacy, health, homemaking, technical and general education, including but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics. The community services program shall be designed to contribute to the physical, mental, moral, economic or civic development of the individuals or groups enrolled in it. Community services classes shall be open for admission of adults and of minors who can benefit from the programs.

Classes are designed to meet the not-for-credit education needs of individuals in the Tri-Cities area. No tests or exams are required. Classes provide skills, knowledge, and hands-on activities appropriate to the content. Students can improve job skills, prepare for promotion, or explore new careers by taking not-for-credit workshops. Many classes are available online. The Ohlone for Kids and Teens program has special classes designed for students going into grades 4-11. Students practice critical thinking skills and enjoy a variety of activities including arts, computers, math, reading, and writing. The Community Education program is self-supporting and receives no taxpayer funding. Community Education aims to promote lifelong learning through courses designed for personal enrichment, professional development, skill development, and recreational enjoyment.

- **Pasadena Community College District Extension:** It is the policy of the Pasadena Area Community College District that the District shall maintain a community services program that may include courses in civic, career technical, literacy, health, homemaking, technical and general education as well as classes in the fields of music, drama, art, handicraft, science, literature, nature study, environmental stewardship, aquatic sports and athletics. The program also may offer both day and overnight trips. The community services program shall be designed to contribute to the physical, mental, moral, economic or civic development of the individuals or groups enrolled in it. Community services courses shall be open for admission of adults and of minors who can benefit from the programs. No General Fund monies may be expended to establish or maintain community services courses. Students involved in community services courses shall be charged a fee not to exceed the cost of maintaining the courses. Courses also may be offered for remuneration by contract or with contributions or donations of individuals or groups.

Community Services Program offerings may be proposed by a presenter, faculty, staff, or a member of the community. Proposal packets may be obtained from the Website or requested through the department. Proposals are accepted on an ongoing basis and are reviewed prior to the start of catalog development four times each year. Proposals are reviewed for possible interest to the community, fit within the established mix of current Community Services Program offerings, and appropriateness for the college. New offerings are sent to the Board of Trustees for approval. In addition, at the start of each fiscal year, all current classes and presenters are sent to the Board of Trustees for annual approval. Classes are advertised both in a published Extended Learning schedule and on the department Website. Students may enroll online, by FAX, phone, mail or in person. Cash, check, and credit cards are accepted according to the registration method. Department policies are clearly explained both in the Extended Learning schedule and on the Website. A class that meets minimum enrollment as established by formula for covering the cost may be offered. Presenter and class content are evaluated by attendees through evaluation forms issued in class and returned in a sealed envelope to the department. Presenter compensation, class fees and any materials fees are negotiated with the presenter and established by the department.

- **Sierra College Community Education:** The District shall maintain a community education program of not-for-credit, fee-based classes offered in addition to the college's instructional program. Classes and activities offered through in this program include, but are not limited to: classes in civic, occupational, literacy, health, and technical education. These may include a variety of topics in business, computers, creative arts, health and fitness, home and garden, language and writing, music and drama, personal growth, trips and travel, as well as sports camps, and guided tours. The community education program shall be designed to contribute to the physical, mental, moral, economic or civic development of the individuals or groups enrolled in it. Community education classes shall be open for admission of adults and minors who can benefit from the programs. No General Fund monies may be expended to establish or maintain community education classes. Students involved in community educational classes shall be charged a fee not to exceed the cost of maintaining the classes.

Classes are established and maintained in addition to the college's instructional program. Classes and activities include but are not limited to: classes in civic, occupational, literacy, health, and technical education. These may include a variety of topics in business, computers, creative arts, health and fitness, home and garden, language and writing, music and drama, personal growth, trips and travel, as well as sports camps, and guided tours. Classes are designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in them. Classes are open for the admission of adults and those minors who in the judgment of the governing board may benefit from the programs. General Fund monies are not expended to establish and maintain community education classes. Students enrolled in community education classes may be charged a fee not to exceed the cost of maintaining community education classes.

- **Contra Costa Community College District Self-Funded/Fee Based Instruction:** Community service classes/activities and not-for-credit instruction, including workshops, demand driven short-term classes and seminars (herein referred to as programs) approved through the regular college approval process may be offered to individuals. Participating individuals shall be charged fees which totally fund the direct instructional costs of the program plus appropriate administrative costs. Each college President may approve such programs under procedures and in the agreement format as delineated in Business Procedures approved by the Chancellor. All self-funded/fee-based programs will be reported to the Board as information items.

Proof of English Proficiency for Admission to the International Student Program at San Mateo Colleges (Cañada College, College of San Mateo and Skyline College)

College placement test required upon arrival at the College, students will take the English or English as a Second Language and math placement test. The Placement Test determines course eligibility for English, ESL, and math classes and any courses that have an English or math prerequisite.

Applicants can demonstrate English proficiency by fulfilling one of the following criteria:

- Test of English as a Foreign Language (TOEFL)
Information about TOEFL is available at <http://www.toefl.org>
 - A minimum qualifying score on the iBT TOEFL is 56 (iBT is Internet-based TOEFL)
 - A minimum qualifying score on the pencil & paper TOEFL is 480, with no sectional scores below 48
- International English Language Testing System (IELTS) Academic
Information about the IELTS is available at <http://www.ielts.org>
 - A minimum qualifying level of Band 5.5
- Pearson PTE Academic <http://pearsonpte.com/PTEAcademic/Pages/home.aspx>
 - A minimum qualifying score of 42
- Completed a specified level or higher at the following Intensive English Language Schools:
 - [SVIEP \(two locations: Cañada College & Skyline College\)](#): Level 4
 - [AAE \(American Academy of English\)](#): Advanced Level or the University Readiness Program
 - [Century School of Languages](#): Level 6
 - [Columbia West College](#): Standard ESL Program Level V
 - [EF International Schools](#): Level B2-3
 - [ELS Language Centers](#): Level 109
 - [FLS International](#): Level 7
 - [Golden Gate Language Schools](#): Level 12
 - [Kaplan International](#): Higher Intermediate Level
 - [ILSC \(International Language Schools of Canada\)](#): Academic Preparation Level I4
 - [Language Pacifica](#): Level 5
 - [St. Giles International](#): Level 5
 - [Stafford House](#): Upper Intermediate Level 5 of Level B2 of the GE Curriculum
 - [TALK School of Languages](#): Level 9
 - [USC International Academy](#): UP Gateway Level 4
- Certification of completion of the highest level from any accredited U.S. intensive English language school.

Other

1. Secondary Education: Earned a high school diploma, or studied for a minimum of 2 years and attained a grade of "C" or better in English in one of the English speaking countries (U.S., U.K., Canada, Australia and New Zealand).
 - a. Nordic institutions: Gymnasium English B and received grades of "VG" or "MVG".
 - b. For Sweden, a new grading system was implemented in 2014: "VG" = "C" and "MVG" = "A/B". Also, English B = English 6.
 - c. Singapore: Completed all years of study in Singapore schools. Completion of secondary school only will require a TOEFL or IELTS score.
2. International School: Earned a high school diploma in an International School or similar, where English is the primary language of instruction. You must submit high school transcripts and other documentation, such as a letter on school's letterhead, stating that English was the primary language of instruction.
3. Completed advanced level ESL or college-level English classes at a U.S. college or university. You must provide an official transcript to receive this waiver.
4. Received a degree from a college or university in the U.S., the U.K., Canada, Australia or New Zealand. You must provide an official transcript to receive this waiver.
5. Are a resident of and completed all years of study in a country (not listed above) whose official language is English.

PLEASE NOTE: *Change of Visa Status student (J-1 to F-1) may consult with the International Program Office for additional options.*