

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION
October 10, 2018
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 Three Cases of Existing Litigation:
 - a. San Mateo County Community College District v LocusPoint Networks, LLC, et al, Case No. 17CIV01534
 - b. LocusPoint Networks, LLC, et al v San Mateo County Community College District, Case No. 17CIV01550
 - c. LocusPoint Networks, LLC, et al. v San Mateo County Community College District, Case No. 17CIV04899
2. Conference with Legal Counsel Regarding One Case of Potential Litigation Pursuant to Subdivision (c) of Section 54956.9
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
 Pledge of Allegiance

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

18-10-1 Approval of the Minutes of the Study Session of September 12, 2018

18-10-2 Approval of the Minutes of the Regular Meeting of September 26, 2018

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

18-10-1A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

STUDY SESSION

18-10-1C Career Education and Job Placement

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 Study Session of the Board of Trustees
San Mateo County Community College District
September 12, 2018, San Mateo, CA**

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

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

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Holober said that during closed session, the Board will (1) hold a conference with legal counsel regarding three cases of existing litigation and one case of potential litigation as listed on the printed agenda, (2) consider ratification of confidential District warrants, and (3) consider employee discipline, dismissal, release.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to closed session at 5:01 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 6:10 p.m.

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

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College Vice President of Student Services Angélica Garcia, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore

PLEDGE OF ALLEGIANCE

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Holober announced that during closed session, the Board voted unanimously to ratify the confidential District warrants that were presented.

DISCUSSION OF THE ORDER OF THE AGENDA

President Holober said staff requests that item 18-9-1C, Update on District Strategic Plan, be heard immediately following Item 18-9-2A, Approval of the Allocation of Total Compensation and New Salary Schedules. There was no objection from the Board.

MINUTES

It was moved by Trustee Mohr and seconded by Vice President Goodman to approve the minutes of the study session of August 14, 2018. The motion carried, with Trustee Schwarz abstaining and all other members voting Aye.

It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve the minutes of the regular meeting of August 22, 2018. The motion carried, all members voting Aye.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (18-9-1A)

It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve the items in the report. The motion carried, all members voting Aye.

APPROVAL OF THE ALLOCATION OF TOTAL COMPENSATION AND NEW SALARY SCHEDULES (18-9-2A)

It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve allocation and salary schedules as presented. David Feune, Director of Human Resources, said that in order to comply with Government Code 54953, staff will summarize the allocation and salary schedules. He said AFT voted to allocate their 2018-19 funds entirely to the salary schedule, resulting in a 4.02% increase for full-time faculty and a 5.02% increase for part-time faculty. These increases are reflected in the Regular Faculty Schedules 80 and OL and Adjunct Faculty Schedules AJ and HI. In addition, on July 25, 2018, the Board approved the CSEA allocation of available compensation and CSEA Classified Salary Schedule 60 for 2018-19. CSEA Classified Salary Schedule 62 was unintentionally omitted from the July 25, 2018 board report and is being included on this report for approval. The approved 4.17% increase, which was approved by the Board on July 25, is reflected in the Classified Salary Schedule 62.

Trustee Mandelkern asked if the proposed 2018-19 budget incorporates these changes as if they had been approved. Executive Vice Chancellor Blackwood said the dollars are in the budget but have not been allocated for faculty. The lump sum is in Central Services and will be transferred and allocated according to this agreement and will not change the bottom line. The allocations for CSEA, AFSCME and non-represented employees are reflected in the budget.

President Holoher asked if the allocations could potentially affect the 50 Percent Law because of the raise in salaries. Chancellor Galatolo said the 50 Percent Law is based on an expenditure model rather than a budget model and is therefore not contemplated in the budget. He said the 50 Percent Law is calculated on actual expenditures which change during the course of the year and are reflected at the end of the year.

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

INFORMATION REPORT

UPDATE ON DISTRICT STRATEGIC PLAN (18-9-1C)

Aaron McVean, Vice Chancellor of Educational Services and Planning, said the focus of the presentation will be a discussion of the Strategic Plan and associated metrics, beginning with an overview of the metrics and targets for the District. The Colleges will then share efforts related to specific metrics, followed by a review of the Tableau Metrics Dashboard. Vice Chancellor McVean said the focus of the Strategic Plan is Students First: Success, Equity and Social Justice.

Vice Chancellor McVean provided an overview of the metrics:

- Enrollment of full-time, first-time students increased from fall 2016 to fall 2017, all attributable to Skyline College.
President Mohr asked how many first-time students attend full-time. Vice Chancellor McVean said the most recent data shows that 64% are full-time. President Holoher asked if the data disaggregates resident and non-resident students. Vice Chancellor McVean said it is disaggregated in the Dashboard.
- The percentage of students completing a Student Educational Plan continues to increase, along with content of the Plans.
- Fall-to-spring persistence – hope to increase as the number of full-time students increases.
- Percentage of initial enrollment in basic skills math and English vs. transfer level math and English:
Math – percentage in basic skills decreased to 17% in fall 2017 and percentage in transfer level increased to 48%
English – percentage in basic skills decreased to 3% and percentage in transfer level increased to 78%
Trustee Mohr, noting the 48% initial enrollment in transfer level math and 17% in basic skills math, asked where the remainder of students are placed. Vice Chancellor McVean said some students are in the degree applicable but not transferable level and others delay enrollment past their first year. He noted that these two options will essentially be eliminated with the implementation of AB 705 which mandates that colleges maximize the likelihood that students complete transfer level math and English in their first year.
- Cohort degree/certificate completers – cohorts are tracked for three years. The fall 2015 cohort ended with summer 2018 and updated data will show on-time completion for that group. Trustee Mohr asked if the definition of on-time completion is six semesters. Vice Chancellor McVean said 150% of normal time, or a three-year timetable, is a relatively standard definition of on-time completion. Trustee Mohr said the 2019-20 goal of 24% of students completing a degree within 150% of normal time seems very low given the amount of

money that is being spent on programs to improve this number. Trustee Mandelkern added that the stated goal does not match up mathematically with the goals listed by the Colleges. President Holober said these targets were set with the development of the Strategic Plan and were meant to be ambitious but not unattainable. He said the District's method of doing business has changed in the interim and he asked when it will be time to reexamine and adjust the targets. Vice Chancellor McVean said a comprehensive revision of the Strategic Plan is scheduled for next year. Trustee Mohr said he appreciates bold and audacious goals and would like to see them included in the revision.

- Non-cohort degree/certificate completers – data for 2017 is not yet available because the award of degrees and certificates is not typically finalized until mid-October. Vice Chancellor McVean said he will provide the data when it becomes available.
- CSU and UC transfers – the data will be available when these systems complete their January updates.
- San Mateo County high school take rate – 45% for the 2016-17 cohort. Efforts are underway to improve the high school alignment, such as an increase in dual enrollment.
Trustee Mandelkern asked if the take rate refers to the percentage of high school graduates who enroll in one of the Colleges and if it includes concurrent students. Vice Chancellor McVean said it is a rolling five-year average of the percentage of students who enroll in one of the Colleges and does not include concurrent enrollment.
- Course success rate differential in distance education – data is not showing a differential between distance education vs. face-to-face courses.

Skyline College

Dr. Luis Escobar, Dean of Counseling, said efforts at Skyline College, have centered on four main strategies:

1. Incentivizing full-time enrollment of students.
2. Creating intentional programming that encourages students to attend full-time and also makes it easier for them to attend full-time.
3. Emphasizing relationships with high school districts and individual feeder high schools.
4. Facilitating the transition to Skyline College through outreach and counseling at the high school campuses.

Dr. Escobar shared two of Skyline College's main efforts:

1. Expansion of the Promise Scholars Program. The program is based on City University of New York's (CUNY) Accelerated Study in Associate Programs (ASAP) model, which shows compelling data over a decade of being able to double and triple graduation rates and encouraging students to attend school full-time. The financial incentives have helped remove barriers that keep students from attending full-time, including waiver of fees, a monthly transportation incentive and the cost of textbooks. The completion rate is supported by dedicated counseling and career development collaboration. Recruitment efforts include messaging on the importance of attending full-time. The growth in the number of full-time students is in alignment with the scaling up of the program at the College.
2. Promise Summer Scholars Institute. The model for the Institute is based on acceleration, helping students start college at the transfer level. Ninety percent of students who have completed the Institute have placed in transfer level courses. Students who complete the Institute are guaranteed a spot in the Promise Scholars Program and almost all do participate in the program.

Lauren Ford, College Recruiter, said that through the High School Liaison Program and the Priority Enrollment Program (PEP), marketing efforts were designed to make sure high school students are able to matriculate successfully to Skyline College. In the 2016-17 school year, outreach staff worked with five of the ten feeder high schools and increased to seven high schools in the 2017-18 academic year. Intentional times were set aside throughout the academic year to complete all matriculation steps onsite at the high school campuses. The use of multiple measures also helped in completing the assessment piece and demystified the placement test. There was outreach to specialty programs such as Herman@s and Kapitiran to ensure these students received support. Consistent follow-up was conducted via emails, text messages and telephone calls to help students register for classes or help with any other barriers they were facing.

Ms. Ford said there has been increasing engagement with the community, with 258 events and activities throughout the fall 2016, spring 2017 and summer 2017 semesters.

Connor Fitzpatrick, Communications Manager, said the marketing campaign took a two-pronged approach. Traditional marketing included print and radio advertising, while the digital ad campaign served students via desktops, laptops and mobile devices. Digital ads were able to target specific locations, particular groups of people, such as individuals aged 18 to 24, and people with specific interests. For the summer/fall 2017 campaign, one digital campaign ran on Facebook and another ran through the media company Ad Taxi.

President Holober asked if staff is able to measure the reach of digital marketing. Mr. Fitzpatrick said the primary way to measure success is through click rates on the ads. He said the ads are targeted to specific populations, making it possible to determine who the users are.

Trustee Schwarz asked if staff is finding that family members and friends of individuals who have gone through the program are coming to the College. Dr. Escobar said there is anecdotal evidence of this, but there are no data at the present time.

Trustee Mandelkern asked how the average click-through rate on the Facebook platform compares with that on the Ad Taxi platform. Mr. Fitzpatrick said the Ad Taxi rates are around two percent, which is slightly higher than average for educational marketing. He said the Facebook click-through rates on Facebook were slightly lower, but were about average.

Trustee Mohr asked how many students from County high schools came to Skyline College this year and how many of them enrolled as full-time students. Dr. Escobar said approximately 1,250 new, first-time students came to Skyline College. Of these students, approximately 700 are full-time and of those 700, 507 are in the Promise Scholars Program. Trustee Mohr said this would be good benchmark data to be utilized over time.

Cañada College

Adam Windham, Interim Dean of Science and Technology, discussed data on the initial placement of first-time, full-time students in math. He said lower numbers of students are being placed in basic skills math and larger numbers are being placed into transfer level courses. He said this is due primarily to three factors:

1. Development of an accelerated pathway to transfer level for non-STEM majors. Math 190 serves students who would typically be placed into Elementary Algebra. Its function is to replace both Elementary and Intermediate Algebra by combining them into a one-semester, six unit course, offering a faster path to Statistics. Math 190 is not meant for students who will be Business majors at a UC or who will be STEM majors. Math 190 was first offered in fall 2013. Enrollment has grown as the course has become better known and placements have become more effective.
2. Adoption of multiple measures. Placement decisions are based on factors such as high school GPA and math courses completed in high school rather than solely on a placement test, resulting in students typically placing higher in the math sequence. Success rates for first-time students have remained approximately flat, indicating that students are not being left behind because of the use of multiple measures.
3. Proactive Registration. Collaborative efforts among Admissions and Records, Financial Aid, Counseling, Learning Center, STEM Center and faculty ensure that students are aware of the options available to them and are placed on the best pathway to meet their educational goals.

Vice President Goodman asked if Psychology 171 is an option for students who have completed Math 190 and if Math 190 could fulfill the prerequisite for Psychology 171 in place of Math 120. Mr. Windham said this has not been included in his discussions with math faculty and is not sure if it would be included as an alternative. He said that Math 190 includes the most relevant aspects of Math 120; therefore, it would be considered an equivalent and he would be surprised if it was not a possible prerequisite for Psychology 171. Vice President Goodman suggested that students be made aware of this alternative as part of the process. Mr. Fitzpatrick said this is an excellent suggestion and he will take it back to counseling and curriculum staff.

Trustee Mohr said Intermediate Algebra and Statistics are taught in the high schools. He suggested forming agreements with the high schools that would allow students to complete these courses through alignment with the Colleges or through dual enrollment. He said high schools typically offer Advanced Placement Statistics as well. He encouraged staff

to have discussions with the high schools on this issue. Mr. Fitzpatrick said multiple measures is part of that approach by not requiring students to repeat some courses that they took in high school.

Trustee Mandelkern said it is good to see data confirming the hypothesis that a single, high stakes placement test is not helpful to students in achieving their full potential. He asked if more accurate placements are impacting overall student success. Vice Chancellor McVean said data is not yet available but he expects to see increased success rates in the next couple of years due to more accurate placements, along with additional support in transfer level math and English. Trustee Mandelkern asked if the use of multiple measures puts the District at a competitive advantage in terms of attracting students. Vice Chancellor McVean said AB 705 will level the playing field, with the vast majority of districts expected to adopt the same placement guidelines. President Claire said high school superintendents have a greater level of confidence knowing that their graduates will be placed directly into transfer level courses, enabling them to move through the community college system. For this reason, he said he expects to see an increase in the take rates.

Anjélica Garcia, Vice President of Student Services at Skyline College, said that pedagogy also plays an important role. She said Cañada College math faculty recognized that instruction needed to be different and were ahead in this area. Tammy Robinson, Vice President of Instruction at Cañada College, said the math faculty recognized the need and did the hard work of examining and adapting the curriculum. She cited tutoring, counseling and institutional support as additional factors in the success at Cañada College.

College of San Mateo

Kristi Ridgway, Interim Dean of Language Arts, said College of San Mateo has continued to grant greater numbers of students access to transfer level English in the last few years. She said that about eighty percent of first-time, full-time students at College of San Mateo are placing into transfer level or higher English. Less than one percent are placing into basic skills English and the remainder are taking a degree applicable course. In 2016, the number of first-time, full-time students rose to 75 percent and increased in 2017 to 88 percent. Dean Ridgway said this correlated with (1) allowing use of the students' high school GPA or their grade in high school English to be used as part of the placement process and (2) elimination of one of the courses in the sequence for English.

Dean Ridgway said there is not a single factor for the maintenance of success rates. Along with the use of multiple measures, deliberate efforts include co-requisite support and streamlined course sequence. Since fall 2009, a five-unit transfer course with embedded reading support has been offered. Dean Ridgway said that during the past few years, there have been deliberate efforts by English faculty to be student-centered and to consider a comprehensive perspective that includes not only access to coursework, but also what the courses are and how they are taught. Instructors are taking additional time to make sure they know their students outside of the classroom as well as academically and are working to make sure students are well-connected to resources on campus. Dean Ridgway said the next step will be to address the kinds of support that might be needed by the small number of students who are in the one remaining basic skills section after that section is eliminated.

Krystal Duncan, Dean of Counseling, discussed the progression of the use of multiple measures as part of the placement process. In fall 2016, students with a 2.6 GPA were allowed to place into English 100. In fall 2017, high school transcripts were also allowed and this increased the number of students who placed into English 105. President Claire said with the future elimination of the basic skills English course, he is actively working with high school partners to discuss delivering that curriculum at the high school level so that students receive extra support at the appropriate time in their academic careers. Trustee Mandelkern said he would define the objective as making sure students are prepared when they come to the Colleges from the high schools.

Trustee Mandelkern noted the successful math placement program at Cañada College and the English placement at College of San Mateo. He asked what the plans are for the three Colleges to arrive at the same success rates. Vice Chancellor McVean said that while each College focused on a specific area for this presentation, they have all seen positive movement and have enjoyed increased collaboration with each other.

Trustee Mohr asked about the investment of resources that helped drive the process and what the need is for new or continued investments, particularly with regard to working with the high schools. President Claire said College of San Mateo has hired a full-time high school dual enrollment coordinator. Vice President Garcia said there have been increased dual enrollment efforts across the District. Kim Lopez, Vice President of Student Services at College of San Mateo, said the high schools are excited about the First Year Program and Promise Scholars Program, as well as AB 705. Vice President Lopez students need support services not just for their first year but for their second and even third years.

She said resources are needed to provide this support. Sandra Comerford, Vice President of Instruction at College of San Mateo, said professional development for faculty is another critical component for which support is needed.

Karrie Mitchell, District Vice President of Planning, Research and Institutional Effectiveness, demonstrated the Tableau Dashboard, showing how data can be disaggregated by college, part-time versus full-time status, gender, race ethnicity and international versus non-international students, along with a variety of other factors. She offered to meet with any Board member who is interested in doing so and invited Board members to send her questions.

Vice Chancellor McVean said he believes that the District's Strategic Plan and metrics, along with the focus on equity and success, are impressive. He recognized the intentional efforts of the Colleges. He said it will take sustained focus, innovation and resources to continue to support the work.

Trustee Mandelkern said he appreciates seeing meaningful data which provides quantitative measures of results. He said the Dashboard is a useful tool. He said the presentation was impressive and he thanked everyone for their hard work.

Trustee Mohr said the results shown during the presentation are professionally remarkable. He said this is what happens when there is a strategic plan and vision and resources are used in a focused way. He said the Colleges have become results oriented and this is making a difference in student performance.

President Holober said the presentation was excellent. He said a number of factors are involved in the success reported, including the development of the District Strategic Plan which includes measurable goals. He said the District is more purposeful in the way it is doing business, due both to innovative and creative work and to external requirements. President Holober said it adds up to the kind of change everyone is pleased to see.

President Holober said he understands that the high school take rate is to some extent a function of the economy. However, he said this is an area in which the District might be missing students who should be coming to the Colleges but are not doing so. He said he would like to address this in the future.

Trustee Mohr asked if staff is looking at data to see if the District is closing the gap with regard to social justice. Vice Chancellor McVean said this is a regular focus at each of the Colleges.

Trustee Mandelkern said that the development and implementation of strategic plans was a topic at a Community College League of California conference he attended two years ago. He said he would like to see the District be able to present at statewide conferences to share the knowledge it has gained.

Other Recommendations

PUBLIC HEARING OF THE 2018-19 FINAL BUDGET (18-9-100B)

It was moved by Trustee Mandelkern and seconded by Vice President Goodman to hold the public hearing. The motion carried, all members voting Aye. The public hearing was called to order at 8:06 p.m.

Executive Vice Chancellor Blackwood and Chief Financial Officer Bernata Slater presented an overview of the budget, including information on the new state student-centered budget model; District budget guidelines; budget assumptions for the General Fund (Fund 1); Fund 1 revenues and expenses; three-year projections; community-supported status vs. state revenue limit; increased categorical funds; capital outlay; innovation funds; PERS and STRS increases; the Retirement Trust Fund; and other issues including accreditation, the District Strategic Plan, and longer term funding needs. Executive Vice Chancellor Blackwood said there is \$97 million in the Futuris Other Post-Employment Benefits (OPEB) Trust. Combined with \$16 million in the Reserve Fund for Post-Retirement Benefits (Fund 8), the District has funded 97 percent of its \$117 million liability for post-retirement medical benefits. Later this year or in the next fiscal year, the District should be able to pay all of the premiums out of the trust.

Trustee Mandelkern said the Fund 1 information for 2018-19 shows a net change between the beginning fund balance and the ending fund balance of approximately -\$10.5 million. CFO Slater said the negative number is due to a carryover of approximately \$10 million from the prior year, which is budgeted as an expense. Chancellor Galatolo said this represents encumbrances in the prior year and will become realized expenses in the current year. Vice Chancellor Blackwood said this happens every year. She said that in this case, authorization was granted to spend the money in 2017-18 but some of the money is being carried over and is still authorized to be spent. She said that as the sites plan for

future multi-year projects, they will probably carry over some of the money to 2019-20. Trustee Mandelkern asked if there is a limit on the number of years encumbrances can run. Chancellor Galatolo said there is not a limit. President Holober said he recognizes that there are multi-year projects, but said the District has a good idea of what will be spent each year. He asked if the actual costs for the year are considered when building the budget. Executive Vice Chancellor Blackwood said this depends largely on what the projects are and for how many years they will be funded.

Trustee Mandelkern asked if the County Assessor has provided guidance on how a potential recession would impact the District in terms of Assessed Valuation (AV). Executive Vice Chancellor Blackwood said the Assessor does not provide guidance. Chancellor Galatolo discussed the historic changes in AV and said the trend for budget purposes would be a six percent growth over a ten year period. He said it is also important to try to build other revenue sources. Trustee Mandelkern said that because the District's budget has grown significantly, decreases in income would represent a smaller percentage of the total budget and would be easier to absorb.

President Holober asked what the source is for Innovation funds. Executive Vice Chancellor Blackwood said that of the \$2 million in ongoing Innovation funds, \$1 million comes from the unrestricted general fund and \$1 million comes from the Housing fund, Auxiliary Services and the Foundation.

President Holober addressed the PERS and STRS increases (for PERS, from 11% in 2013-14 to 18% in 2018-19 and almost 24% in 2021-22; for STRS, from 8.25% in 2013-14 to 16% in 2018-19 and 19% in 2021-22). He asked if the future numbers are actual numbers or projections. Executive Vice Chancellor Blackwood said they are projections; however, the STRS increases are in law and are unlikely to change. She said the PERS Board has the option to change every year. President Holober asked if PERS and STRS have gotten back to a solvency position because of the booming stock market of the past few years. Executive Vice Chancellor Blackwood said PERS wants even more money now because: (1) they reduced their projection for ongoing earnings to reflect the fact that they did not make what they projected, and (2) they shortened the timeframe over which they are amortizing their liability. Trustee Mandelkern said that this year, for the first time in recent memory, PERS and STRS met or exceeded their target rate of return on investments. He said that when things were going well in 1997-99, they started cutting back on contribution percentages, which was a mistake. He said his sense is that they became aggressive in terms of increases in order to keep the system solvent. He said that if they started having at least average returns that approximated their goal, perhaps they could get more conservative on contribution percentages. Chancellor Galatolo said this is a nearly fully funded retirement system. He said it is irresponsible to fully fund the system and it is more responsible to fund a going concern at forty to sixty percent. He said going to a fifty percent level would free up \$200 billion to be used for education.

Trustee Mohr asked if staff has ever assessed the costs of accreditation. Executive Vice Chancellor Blackwood said that for the last accreditation cycle, each college received an additional \$100,000 to hire a writer, but are now expected to pay from their own budgets. She added that the costs are significantly more than \$100,000.

Following the report, President Holober asked if there were any additional questions or comments from the public. Hearing none, he declared the public hearing closed at 8:58 p.m.

ADOPTION OF THE 2018-19 FINAL BUDGET (18-9-101B)

It was moved by Vice President Goodman and seconded by Trustee Mohr to approve the budget. Trustee Mandelkern asked if the budget can be used as a guide to determine the District's status in terms of the 50 Percent Law. Chancellor Galatolo said he does not know of a way to use budget numbers to predict the status because there are many factors that go into the calculation. He said he believes the number will likely be lower because the District continues to put money into wraparound services and release time for faculty in order to build programs. He said other community-supported districts are also not complying with the 50 Percent Law because they are investing in things that support the Promise Program.

Trustee Mandelkern said the Board previously discussed the 50 Percent Law and gave guidance to staff to initiate discussion with constituency groups to try to reach a mutually agreeable solution. Chancellor Galatolo said the District is ready to sunshine and he believes that is an appropriate forum for the conversation. Trustee Mohr said he believes it was the wish of the Board that the entities would come together to try to reach a mutual conclusion. Chancellor Galatolo said staff will reach out to the AFT executive leadership to pursue informal discussions.

President Holober said the budget report projects an ending reserve balance of approximately \$27 million. He asked if this amount is aside from the transfers out that are shown in the budget. Executive Vice Chancellor Blackwood said the

\$27 million is for unforeseen activities and cash flow and is not intended to be spent or moved. President Holoher asked if this is outside of the calculation of compliance with the 50 Percent Law; Executive Vice Chancellor Blackwood said it is. President Holoher asked if staff has looked at what is considered the current expense of education that could be reallocated out of the general fund. Chancellor Galatolo said money could be moved to categorical funds, but staff is trying to have the budget reflect a true spending document. President Holoher said that when the Board received the last audit report, it was noted that the District did not conform with the 50 Percent Law and the District received a letter from an attorney indicating at least a potential threat of litigation. He said he is trying to see if there are ways to close the gap without taking money away from programs that are succeeding and fulfilling the District's mission. He said one way might be to re-categorize funds. Executive Vice Chancellor Blackwood said this is already being done; for example, the Colleges have been instructed to move all Promise expenses from the general fund to Fund 3.

Chancellor Galatolo noted that the 50 Percent Law calculation is based only on unrestricted general fund expenditures and income is not a factor. He said there are few options for conforming to the Law. He said teachers who are on release time and counselors could be shifted back into the classroom, but the load would be severely affected, with seven or eight students in some classes. He said the most viable option might be President Holoher's suggestion to move general fund money into categorical funds, such as the Foundation.

President Holoher said that converting some part-time faculty to full-time faculty would reduce the gap in compliance with the 50 Percent Law because full-time faculty earn more and receive benefits. He said he believes this also conforms with the goal of improving student achievement by providing a qualitative improvement in the student experience. He said he believes the District has the funding to do this at the present time. President Holoher said that during the discussion of the tentative budget, he indicated his hesitation about adopting the budget because of the nonconformance with the 50 Percent Law. He said his hesitation would be less if the District demonstrated good faith in moving toward the goal of closing the gap. To this end, he said he believes it would be prudent to put \$1 million of the \$27 million reserve into converting part-time faculty to full-time faculty. He said he would hope that the additional full-time faculty would come from the ranks of current part-time faculty. Trustee Mohr said he believes full-time faculty are a value-added proposition because of their strong connection with students and the learning outside of the classroom that occurs mostly with full-time faculty. He said the constituency groups should discuss this issue in good faith.

Executive Vice Chancellor Blackwood said the \$27 million in the reserve is one-time money and is not for ongoing expenses. She said spending any of this money on salaries would continue to reduce the reserve every year. Trustee Mandelkern said he believes it would be possible to bring it back into balance with future changes in revenue and efficiencies in expenses. Executive Vice Chancellor said a discussion with faculty would be needed to see if they would be interested in this proposal because although it would reduce the gap by \$1 million, it would not bring the District into compliance with the 50 Percent Law.

Trustee Schwarz said she is not in favor of spending one-time money on salaries and believes it would set a bad precedent. She said she would need to see a proposal and have a conversation to see if faculty would even be interested because it does not bring the District into compliance.

Trustee Mohr said that when personnel reports are presented, the Board approves a number of ancillary faculty positions. He asked if these positions are rigorously examined to see how they are utilized in terms of efficiency and investment versus the criticality of their engagement around the Strategic Plan. He questioned whether some of the positions could be replaced with more classroom instructors. Trustee Mohr said he believes that an organization that has \$55 million more than a revenue limit district should be very rigorous in its thinking about how it uses affluence at that level and whether it is used as efficiently and productively as possible.

Trustee Schwarz said the Board previously had a discussion about how to use increased funding to help students. She said this resulted in a move toward the Promise Program, which required more classified staff than instructors. She said she supports the idea of moving part-time faculty to full-time positions, but does not support doing so to appease one group. She asked if the State requires a minimum amount of funds to be in a reserve and asked how the District's reserve amount compares with other community college districts. Executive Vice Chancellor Blackwood said the State does not have a required minimum for community colleges but recommends five percent. She said some community colleges have reserves as high as thirty percent. Executive Vice Chancellor Blackwood said that some years ago, she brought a proposed policy on reserves to the Board, taken from the Government Finance Officers Association. She said that while the Board did not formally adopt a policy, it did agree on a goal of moving to a reserve of fifteen percent. Trustee Schwarz said that before making a decision on President Holoher's proposal, she believes more discussion is needed on

reducing the reserve, spending one-time money, how close the District is to conforming with the 50 Percent Law, and how full-time faculty placements would be determined.

Vice President Goodman said he commends the Board for having the conversation and for trying to creatively address the problem. He said the Board must ask if the solution being proposed is optimal and if data supports a need for more full-time faculty, knowing that classrooms are not full. He said the Board must also consider how the District would be affected if there is another economic downturn. Vice President Goodman said he does not believe a solution can be addressed at this meeting. He said it will not be known how close the District is to conforming with the 50 Percent Law until the end of the year. He said conversations with AFT should be initiated and the Board should continue discussions, making sure that every conversation is worthwhile.

Trustee Mandelkern said there seems to be agreement that having more full-time faculty is better and that converting some adjunct faculty to full-time is a good idea. He asked if the Board could begin to evaluate President Holober's proposal to shift \$1 million to convert part-time faculty to full-time in the context of the budget. He said there is \$200 million in the general fund and this proposal would use only one-half of one percent of that amount and could be made to work within the budget.

Chancellor Galatolo said he supports the idea of converting part-time faculty to full-time status; however, he said it troubles him if this is used as a mechanism to solve the issue with the 50 Percent Law.

President Holober said the current ratio of full-time to part-time faculty is two to one. He said the Board has the opportunity to increase this ratio without noticeable impact on the budget. He said he believes this would make a difference in the quality of instruction and he does not believe it would be appealing anyone. President Holober said he believes this would be the right statement of leadership for the Board to make.

Trustee Mandelkern suggested an amendment to the motion to adopt the budget, specifying that the Board examine the possibility of converting some part-time faculty to full-time status. Trustee Schwarz questioned why this would be added as an amendment since the Board can have discussions at any time. President Holober agreed that an amendment would be needed only if it was for approval to move \$1 million out of the reserve.

Trustee Mohr said the Board previously asked that the two parties begin discussions to address the issue of the 50 Percent Law. He said this must be done in good faith, which requires considering how it fits into the big picture and examining every alternative.

After this discussion, the motion to approve the 2018-19 final budget carried, with President Holober abstaining and all other members voting Aye.

STATEMENTS FROM BOARD MEMBERS

Trustee Mohr said Professor Kate Browne provided an invitation to a fundraiser for the Institute for Human and Social Development (IHSD) to be held on October 21. He asked that staff forward the invitation to the Board.

Trustee Mandelkern congratulated President Claire and College of San Mateo on the football team, which has enjoyed a good start to the season. Trustee Mandelkern said he met with Tom Nuris, who is running unopposed for a seat on the Board, representing Trustee Area 2. Trustee Mandelkern said he looks forward to working with Mr. Nuris.

ADJOURNMENT

The meeting was adjourned by consensus at 9:48 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the October 10, 2018 meeting.

Maurice Goodman, Vice President-Clerk

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
September 26, 2018, San Mateo, CA**

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

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

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Holober said that during closed session, the Board will (1) hold a conference with legal counsel regarding three cases of existing litigation and one case of potential litigation as listed on the printed agenda, and (2) consider employee discipline, dismissal, release.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 5:00 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:05 p.m.

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

Others Present: Chancellor Ron Galatolo, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College Vice President of Instruction Tammy Robinson, Chief Financial Officer Bernata Slater, District Academic Senate President Leigh Anne Shaw

PLEDGE OF ALLEGIENCE

REPORT OF ACTION TAKEN DURING CLOSED SESSION

President Holober said the Board took no action during closed session.

DISCUSSION OF THE ORDER OF THE AGENDA

President Holober said there was a request to hear all action items before other items on the agenda. Subsequently, in order to accommodate guests who will speak on agenda items, staff requested that item 18-9-4C, Discussion with AFSCME Regarding Interests in Future Negotiations, be heard immediately following item 18-9-2C, Report on Upward Scholars Program.

There were no objections from the Board regarding these changes.

ADOPTION OF RESOLUTION NO. 18-24 AUTHORIZING THE ISSUANCE AND SALE OF SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT 2018 GENERAL OBLIGATION BONDS (ELECTION OF 2014), SERIES B, IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$261,000,000 (18-9-102B)

It was moved by Trustee Mandelkern and seconded by Trustee Schwarz to adopt Resolution No. 18-24. Chief Financial Officer Slater said the District is ready to issue Series B of the 2014 General Obligation Bonds in the amount of \$261 million. In addition, the District can now refinance certain maturities of the 2014 General Obligation Refunding Bonds as well as Series A of the 2014 General Obligation Bonds to provide savings to taxpayers. CFO Slater introduced John Sheldon, Managing Director at Morgan Stanley, and Chris Lynch, Bond Counsel with Jones Hall.

Mr. Sheldon provided a financing summary for both the new money bonds and the refunding bonds (item 18-9-103B).

New Money Bonds

Mr. Sheldon said that in November 2014, the District's voters approved a \$388 million General Obligation (GO) Bond authorization (Measure H). In 2015, the District issued \$127 million of 2015 GO Bonds, Series A, to fund Measure H projects. The District expects to issue up to the remaining \$261 million of 2018 GO Bonds, Series B in November 2018 to continue funding eligible projects over the next three years.

Refunding – 2014 GO Refunding Bonds

Mr. Sheldon said the District expects to issue tax-exempt bonds to refund up to \$34.2 million of its 2014 GO Refunding Bonds for debt service savings.

Refunding – 2015 Bonds, Series A

Mr. Sheldon said federal tax reform (Tax Cuts and Jobs Act of 2017) eliminated the ability to execute tax-exempt advance refundings as of January 1, 2018. The District may issue (a) tax-exempt forward delivery bonds or (b) taxable bonds to refund up to \$25.3 million of its 2015 GO Bonds, Series A. District staff will make a determination prior to pricing whether to execute either approach depending upon market conditions and new money approach.

Mr. Sheldon reviewed tax-exempt interest rates and past District sales. He said that in the current market, tax-exempt 20-year interest rates are close to the same level as during the District's last bond sale in June 2015. However, short-term tax-exempt interest rates have increased substantially since that time. Mr. Sheldon said the news that the Federal Reserve has raised interest rates and is expected to do so again in December and multiple times next year has impacted the short end of the yield curve but not necessarily bonds sold at longer terms like the District does to finance capital projects. He said that long-term rates actually fell when the Federal Reserve announced the short-term rate hike.

Mr. Sheldon provided an Assessed Value (AV) and tax rate update. He said the District's 2018-19 AV is \$223.5 billion. The AV grew by 8% between 2017-18 and 2018-19. It has had a compound annual growth rate of 6.1% since 1988-89. Mr. Sheldon said that assuming annual AV growth of 3.9% and a 2045 final maturity for Series B, the District is estimated to be able to maintain a Measure H tax rate of approximately \$6.11 per \$100,000 of AV, more than \$2.00 below original estimates from 2014.

Mr. Sheldon discussed key financing dates:

- September 26: Ask for Board approval of financing and bond documents
- October 18: Receive credit ratings on the bonds
- November 7: Bond pricing
- November 28: Closing (New Money, 2014 Refunding and possible 2015 Refunding)
- June 6: Forward settlement (if necessary, for 2015 Refunding only)

Trustee Mohr asked if the District will receive a new credit rating from Standard & Poors. Mr. Sheldon said it will receive new ratings and will benefit from the assignment of ratings to the new bonds. He said he would be shocked if the District does not receive a AAA rating, not only because of the service area and growth in AV, but because of the good management of the District.

Trustee Mandelkern, noting the statutory requirement to spend the money within three years, asked Facilities staff if they believe it is feasible to do so. Vice Chancellor José Nuñez said he is very confident that they money can be spent within three years.

Trustee Mandelkern asked what effect the forecast of rising interest rates will have in terms of the pricing of bonds. Mr. Sheldon said the rise in short-term interest rates is not very impactful to the District's borrowing costs. However, the District has some short-term bonds that will feel the effect of rate rises. He said he believes this is a very advantageous time to borrow funds, particularly in California.

In response to a question from President Holober, Mr. Sheldon clarified that the refund interest will be lower than the current rate. President Holober asked if local investors will have an opportunity to purchase the bonds. Mr. Sheldon said he expects to see involvement from hundreds of investors, including individuals, around the County.

After this discussion, the motion to adopt Resolution No. 18-24 carried, all members voting Aye.

ADOPTION OF RESOLUTION NO. 18-25 AUTHORIZING THE ISSUANCE AND SALE OF 2018 GENERAL OBLIGATION REFUNDING BONDS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$65,000,000 (18-9-103B)

It was moved by Trustee Mohr and seconded by Trustee Mandelkern to adopt Resolution No. 18-25. Trustee Mandelkern asked if there are restrictions on Board members purchasing the bonds. Mr. Sheldon said there are no restrictions. President Holober asked where people would go if they wanted to purchase the bonds. Mr. Sheldon said he will coordinate with staff to make sure that contact information is provided for all of the Morgan Stanley offices in the County. Mr. Sheldon said the Board also has the authority to give priority to San Mateo County residents, without affecting pricing. Trustee Mohr asked if there is a downside to doing this. Mr. Sheldon said there is no downside because investors are not given the option of driving interest rates. He said there is an upside because it encourages as much individual demand as possible to compete with large institutional demand. Mr. Sheldon said that giving priority to San Mateo County residents does not require formal Board action as the Chancellor and his staff can dictate how Morgan Stanley allocates to investors. The Board agreed unanimously to give priority to San Mateo County residents to purchase the bonds.

After this discussion, the motion to adopt Resolution No. 18-25 carried, all members voting Aye.

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (18-9-3A)

It was moved by Trustee Mandelkern and seconded by Trustee Mohr to approve the items in board report 18-9-3A. Trustee Schwarz noted the appointment of Sonya Pope as an Office Assistant II at Skyline College. She recalled that Ms. Pope is a former Skyline College student whose book of poetry was published and provided to the Board.

Trustee Mandelkern noted that Professor Amelito Enriquez is retiring from Cañada College. He said Dr. Enriquez has been a monumental figure in the STEM programs at Cañada College and his leadership has been recognized as high as the White House in terms of his educational acumen. He said Dr. Enriquez has had a great impact on a number of students with non-traditional backgrounds who have become engineers in companies and organizations throughout California and the nation. He said Dr. Enriquez will be missed as a leader in the District. Trustee Mohr said Dr. Enriquez has had tremendous impact on education throughout America and has received a number of awards. He said Dr. Enriquez put Cañada College on the map in terms of engineering programs.

Trustee Mohr asked if the recommendation for the creation of a new classification titled “Kinesiology Program Director” is related to the new Kinesiology and Wellness facility that will be located at Cañada College. Vice President Robinson said that is correct.

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

APPROVAL OF CONSENT AGENDA

President Holober said the consent agenda consists of board reports 18-9-1CA through 18-9-3CA as listed on the printed agenda. It was moved by Trustee Schwarz and seconded by Vice President Goodman to approve the items on the consent agenda. The motion carried, all members voting Aye.

Other Recommendations

AUTHORIZATION OF SOLE SOURCE PURCHASE OF TRANSMITTER FOR KCSM-FM (18-9-104B)

It was moved by Vice President Goodman and seconded by Trustee Mohr to authorize the purchase as outlined in the report. The motion carried, all members voting Aye.

APPROVAL OF CONSTRUCTION CONSULTANTS (18-9-105B)

It was moved by Vice President Goodman and seconded by Trustee Schwarz to approve the construction consultants as presented. Maxine Terner, a member of the public, asked the Board to request that the Chancellor develop a comprehensive report to show how the buildings being constructed relate to educational priorities, the Strategic Plan and jobs assessment. She said she would like to have more information about the following firms shown on the construction consultants list: Allana Buick & Bers, Inc., Cody Anderson Wasney Architects Inc., Group 4, and ICF. Chancellor Galatolo provided details on the projects involving Allana Buick & Bers, Inc. and ICF. Vice Chancellor Nuñez provided details on Cody Anderson Wasney Architects Inc. and Group 4. Trustee Mohr said it might be helpful

to provide more detail on future reports on needs for specific projects. Trustee Mandelkern said the construction consultants list is presented to the Board twice a year. He said the numbers are not to exceed dollar amounts and it is not anticipated that all of the money will be spent. He asked how much of the authorization has been spent with previous approvals. Vice Chancellor Nuñez said very detailed records are kept on all expenditures and he will forward the information to the Board. President Holober asked if this is an open-ended authorization until the amount per consultant is exhausted. Vice Chancellor Nuñez confirmed this to be the case. After this discussion, the motion carried, all members voting Aye.

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS: REPORT ON UPWARD SCHOLARS PROGRAM (18-9-2C)

Elizabeth Weal, Executive Director of Upward Scholars, thanked Trustee Mohr, saying he is a great advocate of underserved students and has been a great advocate of the Upward Scholars Program. She said Cañada College President Jamillah Moore has also been extremely helpful in forging the program's alliance with Cañada College. She introduced Dr. Linda Prieto, a Professor of Bilingual/Bicultural Education and a member of the program's Board of Directors, and Jenny Castello, former professor and Department Chair at Cañada College and a member of the program's advisory board.

Ms. Weal presented a brief history of the program. She said she was teaching ESL at the Sequoia Adult School and noticed that her students were not going to Cañada College, even though the College had an excellent ESL program. Upward Scholars was started to encourage students to take advantage of the program at Cañada College. It started in 2011 with 21 students and it now has 280 students attending the District's three colleges. The program serves a very underserved population, with many students having families and working at two jobs. Almost all of the students attend college on a part-time basis. The number of students who return to the program is increasing and the average stay in the program is four semesters. While the majority of students attend Cañada College, the program was instituted at College of San Mateo and Skyline College two years ago and is expected to grow. All of the students in the program are immigrants who came to the United States as adults. The average age is 34 and 60 percent are female. Most of the students live in Redwood City, East Palo Alto and Menlo Park, with increasing numbers from the North Peninsula.

Ms. Weal said the goal of the program is to enable students to move from the basic ESL program to the advanced ESL program. The program supports students by providing financial support, including textbooks, Clipper cards, parking passes, laptops and food vouchers through SparkPoint. It offers academic support through a strong tutoring program, with almost one-third of the students having a one-on-one tutor. The program also enjoys community support and students report that this makes them feel valued and supported.

Ms. Weal said the students' goal is to finish ESL and move from low wage to middle wage jobs. At Cañada College, students earn a Preparation for Academic Scholarship and Success (PASS) certificate, signifying that they have passed Freshman English. Fifty-three percent of 2018 PASS recipients are Upward Scholars students. Responses from a survey of Upward Scholars students indicates that individuals who know English earn more money, and they earn more the longer they stay in the program. The survey also indicated that individuals who learn English are more engaged and effective parents because they are able to help their children with homework and to communicate with their children's teachers.

Ms. Weal described the success of three Upward Scholars students and said it is a program that changes lives. She said the program's 2018 budget is \$297,000. Income comes from individuals (71%), foundations (22%) and corporations (7%). This supports 280 students, 80 tutors and 1.5 staff. Ms. Weal said the program would not be possible without the strong and welcoming programs at the Colleges.

Trustee Mohr said the Upward Scholars Program's accomplishments are remarkable. He said the program serves people who have the need to be engaged with the educational process and gives them the opportunity to have a better life. He said the students in the program are some of the most appreciative individuals he has ever met.

District Academic Senate President Shaw said that as an ESL teacher at Skyline College, she has had Upward Scholars students in her classes. She said they are some of the hardest working students she has worked with and are touched that the program exists for them to be able to achieve their dreams.

Trustee Mandelkern said Upward Scholars is a fabulous program. He said that although the Promise Program emphasizes attending school full-time, some concepts of the two programs are very similar, such as transportation

issues and the cost of textbooks, supplies and ancillary fees presenting barriers to students who would like to pursue educational opportunities. He asked whether the College Promise tent is large enough to include students like the Upward Scholars students who are successful in their own programs. Ms. Weal said this kind of support would be very helpful to Upward Scholars students.

Trustee Schwarz congratulated Ms. Weal on the program and said the data shows how successful it is. She said she hopes this presentation will trigger thoughts on how the District can do more to connect the College Promise with this program. Trustee Schwarz said she is pleased that the Upward Scholars Program has expanded to College of San Mateo and Skyline Colleges and she is confident it will continue to grow.

President Holober said the Upward Scholars Program is very impressive. He thanked Ms. Weal for her excellent report and for the great work she is doing.

INFORMATION REPORT: DISCUSSION WITH AFSCME REGARDING INTERESTS IN FUTURE NEGOTIATIONS (18-9-4C)

President Holober said the Board invited AFSCME representatives and others to share their thoughts, interests and concerns. He said this will be an open discussion.

Jo Bates, Business Agent for AFSCME, asked AFSCME members present to introduce themselves.

Joseph Puckett, AFSCME Vice President, said he has worked at the District for nearly eleven years. He said the team appreciates what they have with the District. He said they are sometimes overlooked in daily interactions and only called on when needed. He said they put forth great effort and would like to know they are being seen and heard and that they are valued.

Alejandro Toscano, Shop Steward at Cañada College, said he will have been with the District for nearly sixteen years and has four children. He said he is grateful for the opportunities the District provides, including the ability to advance, especially with more trainings being offered in the recent past. He said the best thing about working for the District is getting to know the people he works with every day, who let him know they appreciate his hard work. He thanked Vice Chancellor Nuñez for working hand in hand with the team.

Anthony Burrola said he has been with the District for ten years and has four children. He said he is grateful for the opportunities the District provides to take classes and advance. He said he is thankful that working with the District has allowed him to provide for his family. He said he is currently the resident manager at Cañada Vista and is grateful that the District provides the housing opportunity for employees.

Hugo Zarco Vargas said he has been with the District for eight years. He said he started attending College of San Mateo in 2006 and is thankful for the opportunity to now work at the District and be able to provide for his wife and new baby. He said he has been an engineer for eleven months because the District provides opportunities for employees to gain training and knowledge. He thanked the Board, Vice Chancellor Nuñez and Interim Vice President Harry Joel for providing the best for employees.

José Alberto Ruiz said he has been with the District for four years and has two daughters. He said the training provided by the District is outstanding. He said the Facilities team works hard and gives one hundred percent.

Rafael Mendez said he has been with the District for eight years and thanked everyone for the opportunities provided.

Otto Sanchez said he has been with the District for three and one-half years and has seven children. He said he is grateful for the opportunity to work at the District.

Maria Alcalá said she has been with the District for almost four years and has four children and three grandchildren. She said she is happy to work at the District and appreciates the opportunities provided to employees.

Maria Duarte Noyola said she is a recent hire and is happy and grateful to be working at the District.

José Guerrero said he has been with the District for four years. He said he likes his job and the people with whom he works.

Ms. Bates identified the positions in the bargaining unit as Custodian, Lead Custodian, Groundskeeper, Lead Groundskeeper, Maintenance Engineer, Senior Maintenance Engineer, Utility Engineer and Chief Engineer. She said the Board heard about their families and about how grateful they are to have their jobs, but also heard that they are sometimes forgotten. She said the team believes in collaboration and appreciates the fact that Vice Chancellor Nuñez goes to bat for his team.

Ms. Bates said AFSCME believes that they have a fairly sound contract. She said they want to keep in mind the COLA and parity across the board. She said they acknowledge and appreciate the fact that the District prides itself on having parity with no distinction between workers.

Ms. Bates said AFSCME would like to address the grievance procedure and disciplinary procedures. Regarding the grievance procedure, she said the contract lacks the ability to have mediation. When a grievance is filed, there is an opportunity to go to arbitration but the arbitration is advisory. Both parties have the responsibility to put forth a case before a neutral arbitrator. If the decision rendered is in favor of the union, the Board of Trustees can make a decision to accept, reject or modify the award. Ms. Bates said AFSCME would like to see a binding process; however, before going to binding arbitration, it would be good to get a recommendation from a mediator assigned by the State. If both parties do not agree to accept the recommendation of the mediator, the case would move on to binding arbitration.

Regarding disciplinary procedures, Ms. Bates said AFSCME is interested in fine-tuning and developing clear and concise language about what happens as an employee moves through the Skelly Process. She said one flaw is that when there is discipline, there is an immediate suspension of the worker without pay before having an opportunity to fully investigate the claim. She said she believes employees should remain on paid administrative leave during the investigation in most cases.

Trustee Schwarz thanked the speakers for coming to the meeting. She said speaking in public is not easy and she commended them for being willing to do so. She said she commends the AFSCME leadership for having a representative speak at the Opening Day event as well. Trustee Schwarz said it was delightful to hear the speakers say that they enjoy their jobs, the opportunities to advance and the camaraderie within the team. She said she appreciated Ms. Bates' presentation on AFSCME's interests, which will lead to more dialogue.

Trustee Mandelkern said the Facilities team is very much in the Board's thoughts. He said the Board recognizes and acknowledges all they do to make the District what it is. He said the District could not function without their contributions, along with those of the other bargaining units and non-represented employees. Trustee Mandelkern said that for the past few years, the leadership has done an outstanding job of representing AFSCME at Opening Day. He said the AFSCME business agents have also been very effective representatives of the employees' interests. He said that representatives from the other bargaining units typically attend Board meetings and he would welcome and encourage AFSCME to do so as well and to provide their input to the Board. He said he appreciates the recognition that the District values the concept of fairness and equity across all employees.

Trustee Mohr said the Facilities team members speak very well, with great meaning and humanity, and are inspiring in many ways. He said they are some of the most welcoming people one could hope to meet. He said their feeling of service and care is remarkable and they are greatly admired across the entire District. He said the quality of their work is evidenced by the beauty of the campuses. Trustee Mohr said the matters raised as priorities by Ms. Bates deserve the Board's attention.

Trustee Mandelkern said that as the District engages in construction, rebuilding and renovation, the Facilities team brings important insight gained from their day-to-day operations.

President Holober thanked everyone who attended the meeting and who addressed the Board. He said the Board recognizes the central and crucial role they play in making the colleges successful. He said the District tries to honor this by the wages and benefits it offers. He said the Board previously discussed the Supreme Court Janus decision, which is hostile to public sector unions. He said the Board believes very differently about the importance of collective bargaining and unions. President Holober said the Board has asked the administration to work with union representatives, within the limits of what is legally possible, to craft a statement stating the District's strong support for the working members of the District who are union represented to belong to and participate in the union. President Holober said he is interested in learning more about the comments regarding AFSCME's interests. He said there is

always room for improvement, which sometimes can be made at the bargaining table and sometimes through other processes.

President Holober said he understands that with mediation, someone from the State Mediation and Conciliation Service would be brought in to mediate a dispute and would make a recommendation. He asked Ms. Bates to expand on this process. Ms. Bates said the Mediation and Conciliation Service would assign a mediator to hear the dispute between the parties and render a nonbinding recommendation that addresses the needs of both parties. She said this provides an opportunity to engage in the process before getting to the point of having to arbitrate the issue.

Regarding the Skelly Process, President Holober asked if it is true that an employee is automatically placed on unpaid suspension when there is an allegation of misconduct. Ms. Bates said that has been her experience with the District since 2015. In addition, her experience in most cases has been that if a decision is made to have an employee return to work, the employee does not receive back pay for the time of the suspension. She said this has not been her experience in other districts.

President Holober said the purpose of the meeting is for the Board to listen and learn. He said he appreciates Ms. Bates sharing information with the Board. Ms. Bates thanked the Board for recognizing what unions stand for and what they do. She said the Board's collaborative support is appreciated.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

Michelle Chee, President of the Associated Students of Skyline College (ASSC), and Vice President Sara Benchohra presented the student report. They noted that students serve on an array of District and College governance committees, taskforces and operational work groups. There are currently 44 active clubs on the Skyline College campus. The Biomedical, Mechanical, Electronic and Chemical Engineering (BMCE) Club and Philosophy Club are new. The ASSC sponsored Welcome Week, with activities from August 15 through August 23, and is currently observing LatinX Heritage Month. Voter registration activities are ongoing and a Free Speech Forum will be held on October 17. Student government leaders recently attended the ASSC Leadership event in Pescadero where they had the opportunity to learn leadership skills and experience team building. Upcoming events include a National Coming Out Day, Skylloween, Club Rush, Native American Heritage Celebration and DeStrees Finals Give A Ways.

Trustee Schwarz said ASSC is active and inclusive. She said she appreciates that they are holding voter registration activities. Trustee Mohr said ASSC is doing an amazing number of things. He agreed that voter registration is an important activity. Trustee Mandelkern said Ms. Chee and Ms. Benchohra made an excellent presentation. President Holober said he enjoyed the presentation and encouraged Ms. Chee and Ms. Benchohra to keep up the good work.

District Academic Senate President Shaw said the District Curriculum Committee reported that the Chancellor's Office has been streamlining curriculum approval and reaffirming how curriculum is approved. She said a certification process has been in place for some time, but the District is now asking for a specific chart to be included in a Board approved policy. She said the Senate is reviewing this and she hopes to bring it to the Board in the near future. President Shaw said the District Academic Senate met on September 10 and will meet again on October 8. She thanked Trustee Mohr for attending the meeting on September 10 and said that all Board members are welcome to come to any of the meetings.

President Shaw said the District Academic Senate has appointed Lezlee Ware of Cañada College to co-chair the Distance Education Advisory Committee with Vice Chancellor Aaron McVean. She said one of the primary focuses of the committee will be access to training for online teaching and technology. She said there has been a somewhat uneven rollout among the Colleges and they would like to see equal access qualitatively and quantitatively for all faculty. President Shaw said that because the training is not compensated, it tends to favor full-time faculty participation over adjunct faculty and they are hoping to explore ways to mitigate this.

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES: FALL LAUNCH OF META MAJORS AND GUIDED PATHWAYS AT SKYLINE COLLEGE (18-9-3C)

President Stanback Stroud said the presentation is intended to provide an understanding of the full scale of the Comprehensive College Redesign efforts and a broad perspective of the launch of Guided Pathways and Meta Majors at Skyline College. She said the Comprehensive Redesign is founded on the work that is grounded in the College's equity work and is based on the foundations of the Comprehensive Diversity Framework. President Stanback Stroud

said Skyline College is about three years ahead of the work being done around the state and in the District's other Colleges because it began the work much earlier. She said the overall goal is to increase student success so that at least 75 percent of students get in, get through, and graduate on time.

Jennifer Taylor-Mendoza, Vice President of Instruction, said all College constituencies have worked together to become a student-ready institution. She said the strategies used to fulfill the Skyline College Promise that 75% of students get in, get through, and graduate on time are: intentionality and connection, leadership lens and innovation, equity minded praxis, and being data informed. Vice President Taylor-Mendoza said the College had to deal with some brutal facts:

- Fall to spring persistence – the College was losing 50 percent of first-time students. Addressed through Summer Scholars Institute and Promise Scholars Program
- 11 percent completion rate overall. Addressed through Promise Scholars Program, Guided Pathways and Transformative Teaching and Learning
- Average unit accumulation – students were attempting 120 units and completing 120, but only 60 units are needed for a degree. Addressed through Guided Pathways and Meta Majors

Cherie Colin, Director of Community Relations and Marketing, said that in working to deliver on the College's promise and to clearly communicate the mission both internally and externally, three signature acts were identified:

- Increasing transfer and degree completion through the Promise Scholars Program; this maps to District Goal 1.
- Streamlining academic choice and progress through Guided Pathways and Meta Majors; this maps to District Goal 2.
- Advancing education and equity through Transformative Teaching and Learning; this maps to District Goal 3.

Ms. Colin said Skyline College is currently in the third year of its Promise Scholars Program. She said this is the first year that the program completely replicates the Accelerated Study in Associate Programs (ASAP) model and Skyline College is the first college in California to do so. She noted that ASAP students have had early success rates in associate degree attainment. Ms. Colin said the District is the only multi-college district to receive the Innovation Grant in Higher Education Award. The \$3 million awarded to the District is the largest in the state. She said Skyline College will be modeling the ASAP model to other community colleges in the state, as well as to Cañada College and College of San Mateo.

Angélica Garcia, Vice President of Student Services, said there is a common misconception that Guided Pathways is only about course sequencing to make sure students get to completion. She said it is actually about defining what students experience from their point of first contact, often through concurrent enrollment or dual enrollment. She said Skyline College defines Guided Pathways as follows: "A guided pathway integrates student services, the learning commons and instruction to create a cohesive student experience." She discussed aspects of how this is operationalized, including onramp processes, solidifying partnerships with the local high schools, and streamlining the use of technology. Vice President Garcia said it is clear that Skyline College will be student-ready, that some students will come to the college exploring areas of interest rather than having decided on a pathway, and that there must be integration of academic, career and student support.

Ms. Colin discussed the Skyline College Meta Majors. She said four Meta Majors were launched this fall and counselors were assigned to each Meta Major. Counselors use a case management model. A Meta Major Preview Day was created and the staff is exploring the development of a First Year Seminar, which would be contextualized based on the Meta Major. Ms. Colin demonstrated the Meta Majors webpage, which is comprehensive, interactive and student friendly.

Vice President Taylor-Mendoza discussed current work being done with Guided Pathways:

- High Impact Practices (HIPS), including service learning, e-portfolios and student success teams
- General Education redesign
- Having a Director of Guided Pathways and Comprehensive Redesign
- The CRM Platform (Guided Pathways website under development with District ITS)

Vice President Taylor-Mendoza said another component of Guided Pathways is Transformative Teaching and Learning. She said conversations about and work on student-ready curriculum are taking place. She said that for students, Transformative Teaching and Learning means they will experience an intentionally inclusive and accessible

educational environment, will be made to feel that they belong, and will have a shared relationship in the classroom so that their voices will be heard.

Vice President Garcia said the conversation on teaching and learning has been expanded to address more than what happens in the classroom. Skyline College has engaged students, the community, faculty, staff and administration to communicate needs, resource and aspirations and to see everyone as educators. The college is grounding its work on equity and social justice, recognizing that in its diverse environment, it must intentionally engage the issues that impact students from the perspective of race, class and gender. Equity experiences at the college include the Equity Training Institute, Beyond the Margins, A Call to Consciousness Lecture Series and the upcoming Equity Summit.

Vice President Garcia said Skyline College's Guided Pathways Program and redesign leadership are connected to statewide efforts. She said the college had the opportunity to present to the Legislature in August 2018 and has had a presence on the Guided Pathways Advisory Committee at the statewide level. She said Skyline College is viewed as a model, grounded in equity.

Trustee Mohr said the programs described in the presentation are practical, down to earth and data based, and are visionary at the same time. He said he applauds the audacious goals and the fact that they are built on transformative teaching and relationships throughout the system. He said he is impressed that goals keep getting set higher as people at the college see what is possible.

Trustee Mandelkern said he believes everything is moving in the right direction. As a cautionary note, he said that changing many things at the same time could present two potential problems: (1) something might be broken accidentally, and (2) it may not be possible to identify exactly what change led to outcomes. He said he does not want the College to scale back or slow down, but suggested that they be careful. President Stanback Stroud said she appreciates the comments and cautionary note. She said Skyline College started the work seven years ago when 89 percent of students were not finishing in three years. She said she saw this as an emergency that needed to be addressed with a sense of urgency. She said everyone at the institution wants to improve student success and they took time during the seven years to develop strategies. She said everyone worked collaboratively and came to the table prepared.

Vice President Goodman asked if all constituency groups have been engaged regarding how they believe the work affects them, for example with regard to the 50 Percent Law. He said these initiatives will not be sustainable without addressing the looming issue of ongoing funding. Vice President Garcia said the College has made sure to integrate and involve all groups in every aspect of the College Redesign. For example, the design team has representation from all constituencies across the campus and classified staff is essential to the logistics and communication team. She said she is confident that the College has been inclusive in getting all of the groups' participation.

Vice President Goodman said the next step in being student ready is making sure that classified staff and counseling offices are available when students are present. Vice President Garcia said a work team dealing with Student Services redesign focused on the counseling modality during the last academic year to make sure the first initial appointment hit on key benchmarks that would put students on a path to success for completion. This year, the work team is concentrating on availability and the context in which students can be offered a variety of services, such as counseling, tutoring, supplementary instruction and peer mentoring. She said being student ready means that the college needs to meet students in the spaces and during the times they are on campus.

Vice President Goodman said he believes the initiatives at Skyline College have the support of the Board, but he would like to know if there have been conversations about contract issues in terms of classified staff and possibly department heads working at night. He said the Board should be informed of issues so that they are aware of the support that is needed. President Stanback Stroud said Vice President Goodman raised an important issue. She said she believes it is the College leadership's responsibility to make sure there is infrastructure redesign to support the work being done. She said it is also the leadership's responsibility to communicate with the Chancellor and the Board about what additional support is needed if the needs are not met through existing contracts or policies and procedures.

Trustee Schwarz said she attended a meeting of the Skyline College Academic Senate last week, at which the Senate did a deep dive on student success. She said everyone agreed with the commitment to make the initiatives work. She said the only negative comments she heard dealt with how to get full involvement and commitment from faculty when adjunct faculty are not available to participate in the discussions. Vice President Garcia said the college is aware of this issue. She said the work of the design team, especially as it relates to adjunct faculty, is compensated. Trustee Schwarz

said her sense is that the issue is more about adjunct faculty not being available because of other job commitments than it is about compensation. Professor Paul Rueckhaus, an adjunct faculty member at Skyline College, said he was heavily involved in the redesign when he was a full-time faculty member. He says he misses the work but finds it impossible to be fully engaged while maintaining schedules elsewhere. He said that if adjunct faculty will carry much of the load in the delivery of programs, they will need to be fully informed about what the programs are. Trustee Mohr said he believes all faculty want to feel that they are integral to the success of the initiatives and he said a major question has been raised. He said it is important that everyone be engaged and it might be advisable for the Board to discuss further strategies that could be brought to bear.

Trustee Mandelkern said he likes the sense of urgency described by President Stanback Stroud because the stakes are high. Regarding Guided Pathways, he said he would advise that the college keep in mind that many things are changing in the external world, such as pathways to the UCs and CSUs, fluctuations in the economy and changes in transfer majors. He said it is incumbent to look toward the future and keep an eye out for where you want to be going.

President Holober said the work described in the presentation is exciting and crucial. He asked if the associate degrees for transfer are integrated with the initiatives. Vice President Garcia said they are integrated. She said the course sequence is prescriptive and is connected to Guided Pathways. She said there are ongoing conversations about how to best serve students who are transferring with associate degrees.

President Holober said “confronting brutal facts” is not an easy thing to do and he applauds Skyline College for doing so.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

COMMUNICATIONS

President Holober said staff received emails from four school superintendents expressing appreciation for the Board’s support of their bond or parcel tax measures. He said the Board also received an email from Ms. Terner regarding the Bond Oversight Committee.

STATEMENTS FROM BOARD MEMBERS

Vice President Goodman thanked the Board for allowing him to leave the meeting for a short time, while not missing any votes on action items, to be present for his daughter’s swearing in as a youth counselor in South San Francisco.

Trustee Mohr said that in addition to attending the District Academic Senate meeting, he attended Academic Senate meetings at College of San Mateo and Skyline College. He said important discussions took place, mostly around great teaching and learning. He also attended the Health Fair sponsored by the District, which was very well done. Approximately 200 people were present and more than 20 vendors participated, including providers of health benefits, life insurance, long-term disability and tax deferred annuities, as well as banks and credit unions.

Trustee Mohr said he dropped by the Digital Arts and Animation Annual Show at Cañada College which included animated short films from festivals all over the world, as well as the three Cañada College students who went to France to show their films at the Cannes Film Festival. Trustee Mohr said he was invited to be a guest speaker on leadership at a Cañada College class. He talked with the students about (1) what distinguishes a servant leader from other kinds of leaders, and (2) how emotional intelligence is more important than any other matter, including formal knowledge and formal skills. Trustee Mohr thanked the District Vice Chancellors for communicating with the Board on initiatives on which they are working.

Trustee Mohr said he read about a study by the University of Wisconsin, which looked at approximately 30,000 students at community colleges across the country. The study showed that approximately fourteen percent of the students surveyed in the study are homeless or about to be homeless. Trustee Mohr said another article in *The Christian Science Monitor* highlighted a community college that, with the help of a church and community, developed a program that provided 45 beds as temporary shelter. He suggested that the District talk to the County and other entities in the County to explore whether they might welcome some sort of coalition.

Trustee Mandelkern said he stopped in at the College of San Mateo football game last Saturday and was able to see the Bulldogs defeat the Fresno City College team and also congratulate President Claire on his wedding anniversary. He

also complimented the District Auxiliary Services staff and Pacific Dining on a job well done when he and his wife celebrated their anniversary in the Bayview Dining Room at College of San Mateo. He said he received many compliments on the venue and the quality of the food.

Trustee Schwarz said there was an excellent article in *The Skyline View* titled, “CA community college system dismisses mental health services.” She said that through her involvement in a human trafficking awareness program, she has heard many presentations that focus on vulnerable students. She said the District’s colleges likely have many students who fall into that category and she would like to receive an update on what the Colleges offer students in terms of mental health services.

Trustee Schwarz thanked Chancellor Galatolo for informing the Board about the “Caps for Cancer” initiative launched by Diana Thomas, San Mateo Athletic Club General Manager, and Cassandra King, College of San Mateo lab technician. Through the program, employees and members of the community knit caps for newborn babies and children undergoing chemotherapy. Trustee Schwarz said she would like to nominate this for an “Above and Beyond Award” and learn more about the program during the presentation of the award. There were no objections from other Board members and staff will facilitate the award presentation.

ADJOURNMENT

The meeting was adjourned by consensus at 9:05 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the October 10, 2018 meeting.

Maurice Goodman
Vice President-Clerk

BOARD REPORT NO. 18-10-1A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: David Feune, Director, Human Resources, 358-6775

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)

District Office

Tykia Warden Executive Director, Foundation Foundation

Reassigned from a full-time, 12-month Foundation Development Director position (Grade 193E of the Academic-Classified Supervisory Exempt Salary Schedule 35) into this full-time, 12-month administrative position at Grade AC of the Management salary schedule 20, effective September 1, 2018.

B. PUBLIC EMPLOYMENT

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

Cañada College

Afsaneh Salim* Office Assistant II Counseling

New part-time (48%), 12-month classified employment, effective October 1, 2018. This is a vacant position.

Skyline College

Gavin Townsley* Program Services Coordinator Academic Support & Learning Technologies

New full-time, 12-month classified employment, effective September 24, 2018, replacing Timurhan Vengco who resigned.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS

None

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

Skyline College

Lucia Nolasco Financial Aid Technical Support Specialist Enrollment Services

Transferred from a full-time, 12-month Financial Aid Technical Support Specialist (Grade 34A of the Classified Salary Schedule (60)) into this full-time, 12-month position at the same grade and same salary schedule, effective October 1, 2018.

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

Caroline Ouyang Transition Coordinator Academic Support
& Learning Technologies

Resigned effective September 21, 2018.

Skyline College**Yeni Galvez**

Office Assistant II

Student Equity
& Support Programs

Resigned effective September 5, 2018.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

None

K. 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	Business/Technology	1	8/15/2018	12/31/2018	Instructional Aide II: Tutoring for Electronics students

BOARD REPORT NO. 18-10-1C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Aaron D. McVean, Vice Chancellor of Educational Services and Planning,
358-6803

CAREER EDUCATION AND JOB PLACEMENT

Being a student ready community college district includes programs and services designed to understand the educational goal of each student in order to ensure that they are completing their goal... on-time! Whether a student wants to earn a certificate or degree, transfer to a four-year university or immediately join the workforce, it requires a focus and intentionality on career education. Each of the colleges of the SMCCCD has been engaged in active efforts to redesign the student experience to provide better and more specific information on eventual career outcomes related to a student's guided pathway. Additionally, for students who are seeking to immediately enter the workforce following completion of their educational journey, the colleges have designed and are implementing a robust model of job placement.

CAREER EDUCATION

AT

Cañada College

Prepared for the San Mateo County Community College District Board of Trustees
 Wednesday, October 10, 2018 | Job Placement Study Session

Cañada College is implementing a comprehensive job placement strategy that works to ensure the successful placement of students into meaningful careers which are closely aligned with industry need and field of study. This strategy is achieved with active employer participation *and* faculty involvement. As such, the college has developed a seamless support structure integrated into a student's academic learning which assists to identify and explore career opportunities using real-time labor market information, stand out in a competitive job market through resume critique and mock interviews, development of a digital footprint, and finally, a warm handoff to employer partners as students earn a certificate or degree.

Pivot from Passive to Active Career Placement

Historically, colleges served as a resource for connecting students with job opportunities using a more passive approach such as providing access to online job boards and resume development software, or hosting internship and employment fairs for students. While these efforts *do work* to assist placement of students into jobs, it can be difficult to track results of these efforts including whether or not a job was obtained, if that job pays a living wage in San Mateo County or whether the job is closely aligned with the student's academic studies.

Living Wage Attainment in San Mateo County

2017 Living Wage Data	Hourly	Annual
Single Individual	\$19.63	\$40,830
Single Adult (one child)	\$38.83	\$80,766
Two Adults (two children)	\$23.79 (two working)	\$98,966

Source: MIT Living Wage Calculator (<http://livingwage.mit.edu/>)

Infrastructure to Support Student Career Placement

In order to support the college's career placement strategy, faculty and support staff will play a vital role in the career placement "ecosystem" developed at the college (please see below). Initiatives included in these efforts include the development of two online courses; one course to support student career preparation and placement and one to support faculty and support staff career placement training.

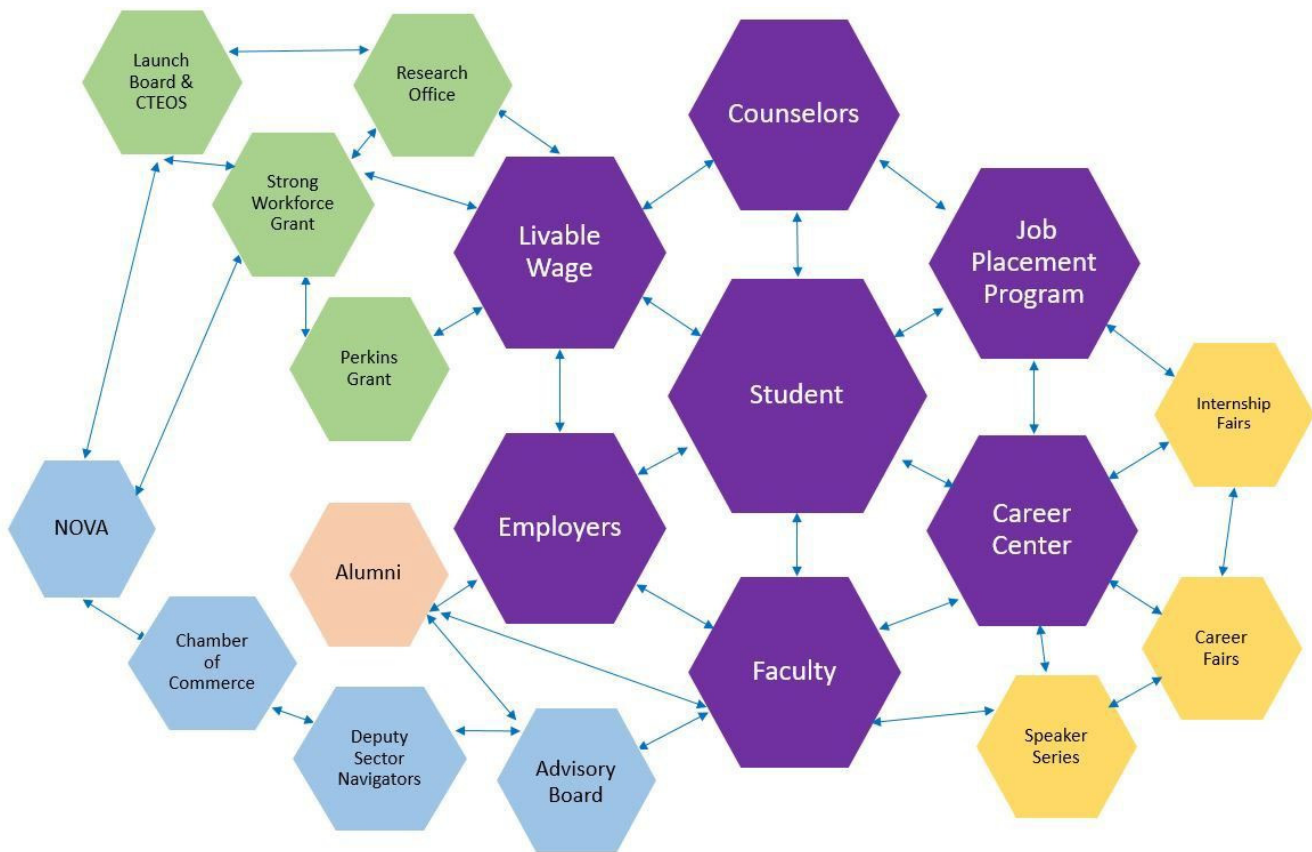
Online Course for Career Exploration and Preparation

This comprehensive career placement strategy has been achieved via the development of a faculty and employer driven online course which students are encouraged to enroll midway through a degree or certificate sequence. The course is designed to assist students in identifying and planning for specific careers linked to their area of study. Further, the course supports soft skills development, resume development and includes employer critique, mock interviews and best practices for engaging with employers via professional social media outlets such as LinkedIn. Students that successfully complete this course, along with the courses in their field of study, are fully prepared to enter the workforce as ambassadors of the college.

Training Faculty and Staff to Support Student Career Placement

In order to prepare to offer this course by fall 2019, mentors will attend several “career coaching” trainings to be led the director of the college Career Center and director of Workforce Development. This training prepares faculty and support staff with knowledge of best practices around the topics to be covered in the online course and ensures consistency across all offerings of the course. The director of workforce development works with faculty members to make connections with local employers supporting active placement of students into job openings as they complete a certificate or degree at the college.

Career Placement Ecosystem at Cañada College

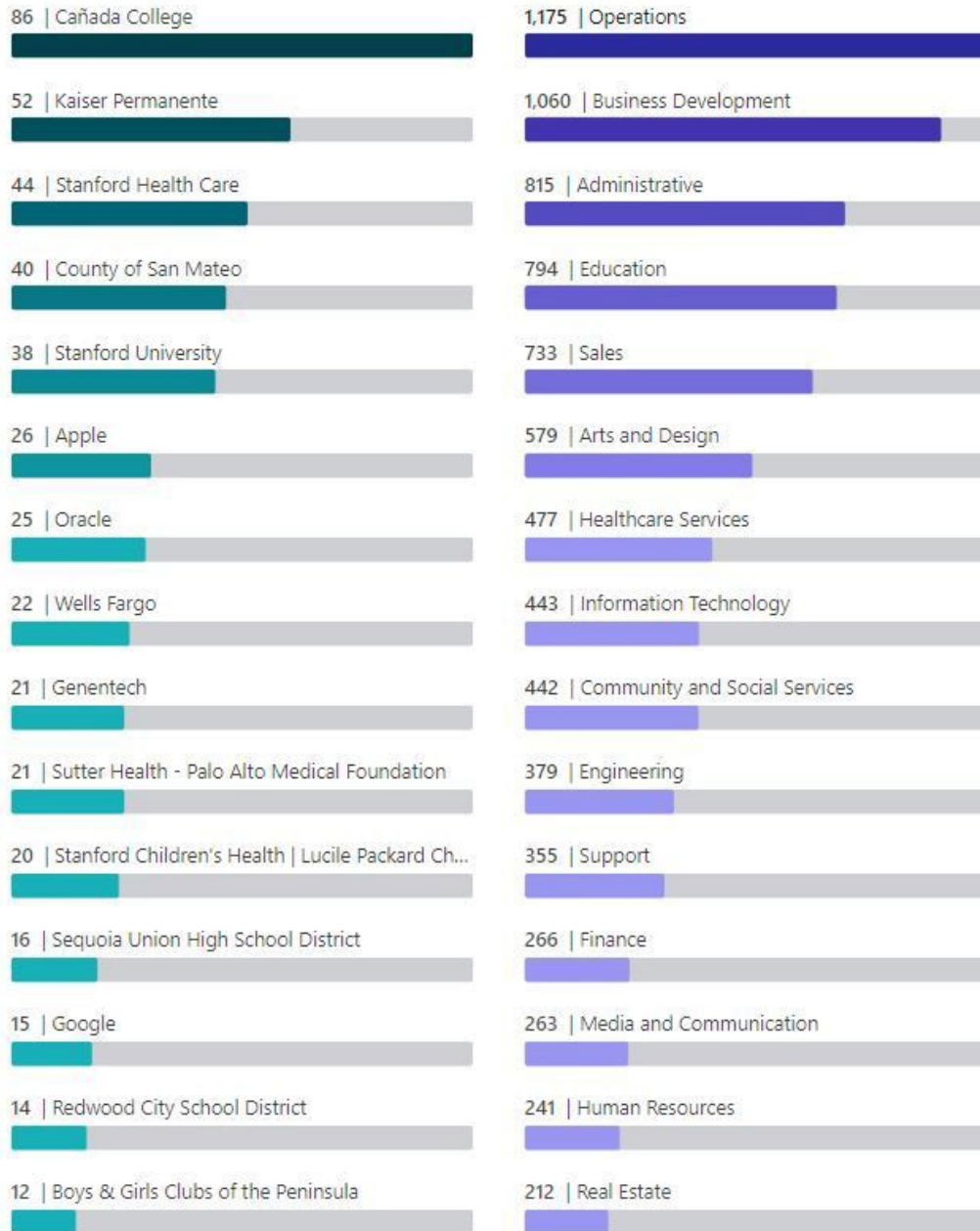


Measuring our Success

It is vital for the college to collect robust data on student employment to measure the success of our efforts. One solution to data collection is the use of LinkedIn to track program graduates as they progress in their careers. The college actively collects student employment data via exit surveys (CTE Employment Outcomes Survey) and phone calls. Data collected is closely aligned with the metrics of the Strong Workforce Program. Data includes questions regarding:

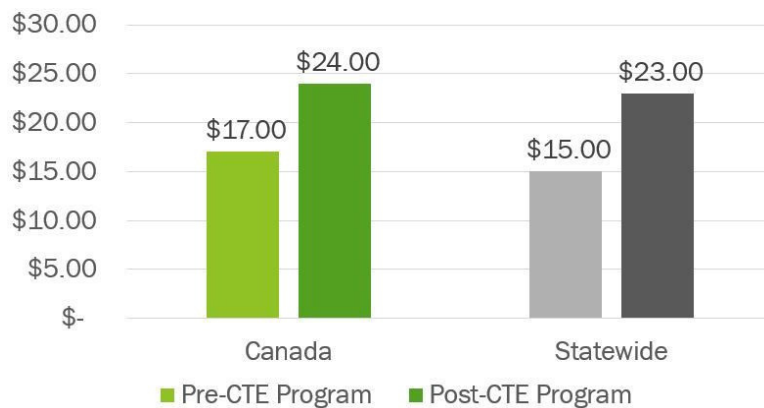
- Wage gains as a result of achieving educational milestones
- Whether a student is earning a living wage, and
- If the student is employed in their field of study

2018 Cañada College Student & Alumni Employment Overview



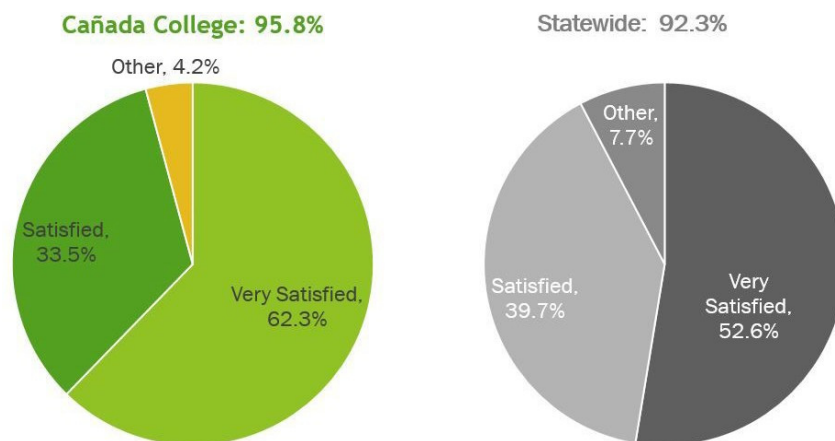
Source: LinkedIn.com

Hourly Wage Pre-and-Post CE Program



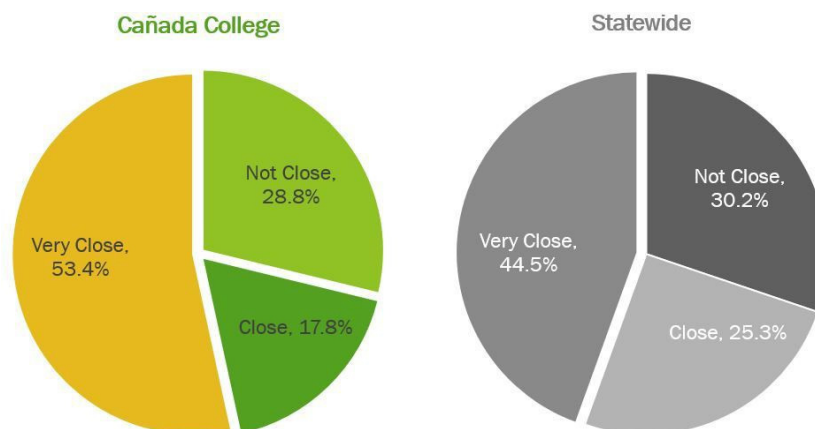
Source: 2018 CTE Employment Outcomes Survey Data

Student Satisfaction with CE Program



Source: 2018 CTE Employment Outcomes Survey Data

Students' Job Relation to Program of Study



Source: 2018 CTE Employment Outcomes Survey Data

Engagement with Employers

Cañada College works to continuously engage with employers in a variety of ways. In addition to the initiatives outlined below, the college conducts regular outreach with employers to identify new-hire skills gaps and to source advisory board members to provide input on the development of new programs. Further, the college collects feedback from employers regarding their satisfaction with student graduates (please see Appendix A).

Employer Portal

In order to facilitate employer engagement it is vital that we simplify the process to connect with relevant points of contact at the college. Currently, employer facing services on campus are siloed and difficult to access by employers. In response to this barrier, the college is working in partnership with the District to develop a portal to allow employers to quickly understand how the college can serve their hiring needs. This new portal includes:

- Options to connect with students for internship and career opportunities including information on Career Center services and the Cooperative Education program
- Information regarding participating on advisory boards to provide input on the development of specific curriculum or inform faculty of emerging industry trends
- Connections with other District resources such as Community, Continuing and Corporate Education (CCCE)

In phase two of this project, skills developed in each career education program offered at the college will be mapped to a “skills tree” for employers to easily understand the types of skills students will be prepared to effectively employ.

Skills Mapping & Digital Badging

Building upon the efforts described above, the college continues to work to raise brand awareness for its career education programs by mapping student skills from each career education program and transposing these skills in the form of industry approved digital badges that can be displayed on a student’s online professional network (e.g. LinkedIn). This gives students a competitive advantage over their peers as they become more visible to employers seeking talent with specific skill sets. In essence, students benefit from higher credibility and employers have the ability to easily “shop” for talent they are seeking.

Supporting Engagement with Students

Cañada utilizes several approaches to support engagement with prospective, current and former students. These efforts are intended to:

- Support increased enrollments through the promotion of career education programs:
 - Dual enrollment, articulation agreements with high schools
 - Working with incarcerated and formerly incarcerated individuals
 - Collaboration with adult education programs
- Student exploration of potential career paths

- Increase ongoing engagement with alumni

Promotion of Career Education Programs

The college has completed a full rebrand of all career education programs. Included in these efforts are redesigned program brochures with industry demand and wage data within each field of study. In addition, the college completed a series of several promotional videos featuring successful alumni and local employers. These videos are scheduled to be released for a fall marketing campaign to drive spring 2019 enrollments.

Supporting Career Exploration

In order to increase student career awareness, the college is organizing an ongoing speaker series event that showcases alumni who are successfully employed in their field of study. These events focus on industry trends, skills development and overcoming challenges. Further, they provide insight to specific careers tied to educational programs offered at Cañada. Support to host these events comes from faculty, student clubs such as Phi Theta Kappa, the Director of Workforce Development, the Career Center and support staff in the Business, Design and Workforce Division at the college.

- *Example: Women in Technology Panel (<https://goo.gl/TE85TZ>)*
- *Example: STEM Entrepreneur Panel (<https://goo.gl/SqBDM1>)*

Ongoing Engagement with Alumni

To support engagement with alumni, the Career Education division partners with Marketing and Outreach and the Career Center promote events for the college's robust alumni community. A LinkedIn group facilitated by the college drives networking between alumni. In addition, annual newsletters spotlight successful alumni and career education department updates.

- *Example: Accounting Student Success Story (<https://goo.gl/MwCpCH>)*
- *Example: Digital Art & Animation Success Story (<https://goo.gl/x2VjLU>)*
- *Example: Interior Design Success Story (<https://goo.gl/xMw5D5>)*

A Clear Path Ahead

Moving forward, Cañada College will work to build upon its successful model of student career placement. By employing faculty to assist students in career exploration and readiness, this model is easily scalable to support all programs at the college. Further, utilization of existing structures such as advisory boards, and resources such as Deputy Sector Navigators, trade groups and Chambers of Commerce will allow all programs to remain resilient as economic conditions fluctuate. Cañada is excited for this new paradigm shift and looks forward to continuing to build a lasting program that truly serves all students.

Appendix A Paralegal Program Employer Survey



Paralegal Program Survey

Your Information

Name and Occupation: _____

Organization Name: _____

Phone Number: () _____ email: _____

Survey Questions

1. What is the size of your organization?

- 1-10 employees
 10-20 employees
 20-30 employees
 30+ employees

2. Have you ever hired or worked with a Cañada College Paralegal Program alum?

- Yes
 No

3. If yes to question 2, what was your experience?

4. What are some of the entry-level positions you hire at your organization? (Select all that apply)

- Paralegal
 Legal Secretary
 Legal Assistant
 Office Assistant
 Legal Office Manager
 File Clerk
 Other: _____

5. What skills do you expect your entry-level employees to be prepared with? (Select all that apply)

- 3rd Party Software
 Cloud Apps
 Conferencing Tools
 Research Skills
 Other: _____

6. What is the average education level of your entry-level support staff? (Select all that apply)

- High School
- Some College
- Associate's Degree
- Bachelor's Degree
- Master's Degree
- JD
- Other: _____

7. Have you considered the community college system as a resource for any of the following? (Select all that apply)

- Continuing Education
- Training
- Legal Interns
- Other: _____

8. Do the following courses serve any need at your organization? (Select all that apply)

- Intro. to the Legal System
- Torts
- Family Law
- Civil Litigation & Trial Preparation
- Paralegal & Study of Legal Ethics
- Contracts
- Immigration Law
- Electronic Litigation
- Paralegal Internship

9. May we reach out to you for a more in-depth conversation?

- Yes
- No

10. Is there anything else you would like to share with us?

Appendix B Student Success Stories

ACCOUNTING AT Cañada College

Cañada College Accounting Department Student Success Story – Xiomara Hernandez



Xiomara M. Hernandez was born in El Salvador, Central America. She moved to the United States when she was 12 years old, and learned English shortly after. She currently works as a finance associate for the Stanford Woods Institute for the Environment. Previously she has worked as an administrative assistant in the Stanford's School of Medicine Pathology Department, and was an account manager at the Stanford Blood Center. Xiomara attended Canada College and received an A.S. in Accounting and Business Administration. After graduating from Canada College, she attended Palo Alto University and graduated with a B.S. degree in Business Psychology. She is currently a graduate student at San Francisco State, and will graduate with an Executive MBA, class of 2019.

What do you love about Cañada College's campus?

Canada College has a beautiful view, you feel like you are sitting on top of the world. The staff was always helpful, and teachers were always so pleasant.

What made you decide on Cañada College?

I decided to attend Canada College because they offered a great accounting program, and certificates in various fields.

What did you love most about the Accounting and Business Departments at Cañada College?

What I loved the most was my favorite teacher in the whole world, Professor Leonor Cabrera. She taught me so much and had so much patience. The classes were a lot of work and even though I failed managerial accounting a few times, I was determined to pass it, and I did.

What is next in your career?

My next career is to continue to grow and go into management at Stanford University!

What advice would you give to current Accounting students at Cañada College?

The advice would be to invest in yourself! Education is so important and there are so many opportunities with an Accounting degree. Accounting is a great field and there is always jobs in the Bay Area. Students should take advantage of the Learning Center when they need help. I would also say, keep going and never give up, it will all be worth it at the end!



Cañada College Digital Art & Animation Department Student Success Story – Truman Simpson



Truman Simpson is a Bay Area native who did odd jobs here and there while he was unsure about how to go about learning how to pursue his dream of making video games. He eventually ended up working at Sony in Foster City for several years until they closed the department he was working in. This was a catalyst for him to return to school, and finish his education. He learned about Cañada College's Digital Art & Animation Program and started taking classes right away. The day after he completed the 3D Animation and Videogame Art Program, he interviewed at Zynga, where he has been working for the past 6 years.

What did you enjoy the most about the Digital Art & Animation Program at Cañada College?

I liked the format of the Digital Art & Animation program at Cañada College; it was organized a lot like the discipline breakdown in the studios I have worked in.

What advice would you give to students currently in the Digital Art & Animation Program at Cañada College?

The best advice I can give is to get to know your colleagues, I have had many opportunities through working with new and diverse groups of people.

What do you love the most about working in your industry?

I LOVE making games for a living, I genuinely am excited about the work that I am doing on a daily basis.

What inspires you?

I am inspired by working with talented artists and game makers, and I get to do BOTH every day.

What is next in your career?

I am currently working on a NEW IP (Intellectual Property) for a studio that was just acquired for millions of dollars. I am always looking for new challenges, and am excited for whatever the future holds. Mostly VR (Virtual Reality) and AR (Augmented Reality).

-Jonathan Wax



Cañada College Interior Design Department Student Success Story – Renée Bautista



Renée Bautista grew up in the Bay Area and studied at UC Berkeley, earning bachelor's degrees in French and English. She moved through varied careers after graduation, including managing operations of a law firm and writing patents for a robotics company. However, Renée felt that a creative element was missing from her professional life. After taking introductory Interior Design classes at night, she decided to pursue an Associate's degree at Cañada College. Renée is currently a full-time student in Cañada College's Interior Design program. She will graduate in Fall 2018, and has secured a full-time position as an Interior Designer at a San Francisco architecture firm.

What initially made you decide to take Interior Design classes at Cañada College?

I have always been interested in Interior Design, but never considered it a real career possibility until I found out about a friend in Cañada College's Interior Design program.

What do you enjoy the most about the Interior Design Program at Cañada College?

Sharon Kasser's business class is one of the most informative and practical classes I have ever taken. I love that the program is focused on getting students real jobs after graduation and connecting students with professionals currently working in the industry. I also loved Denny Holland's color class and problem solving in space planning.

Collaboration and networking is an important component of the Interior Design program, did you experience this yourself?

Absolutely. In addition to working with peers in class, the Interior Design Club provides many opportunities for students to interact with professionals through tours with local showrooms and suppliers and events hosted by professional membership groups.

What advice would you give to students interested in the Interior Design Program at Cañada College?

Take the plunge. You won't regret it!

Where would you like to see your career in Interior Design go now that you are graduating from the program?

I hope to work in commercial design on public spaces like libraries, medical facilities, museums, and transportation hubs.

-Jonathan Wax

College of San Mateo

College of San Mateo's Job Placement Model: The Career & Workforce Hub

Where students get the Inside Job Track!

Abstract

College of San Mateo is committed to supporting a clear and intentional job search model for our students. CSM's Career and Workforce team has designed a Career and Workforce Hub that is refocusing students' *education-to-job* connection through an inclusive and dynamic process that responds to the shifting local, national and global economic landscape. CSM's Career and Workforce team will collaborate with the college's Guided Pathways and Year One Promise teams to support an open access, equity focused approach to support students' career and job search efforts. In addition, the Year One Promise program's "career milestones" are closely aligned with the Career and Workforce team's goal of preparing students for jobs and careers. By using contemporary social media and job search sites combined with hands-on career guidance and training, CSM's Career and Workforce Hub will match students' educational skills with employers' articulated workforce needs. The Career and Workforce Hub will meet students where they are by offering both a physical venue as well as roving pop-up services.

Context

According to a 2017 study about global human capital trends conducted by Deloitte, "paradigm-shifting forces such as *cognitive technologies* and the *open talent economy* are reshaping the future workforce." Moreover, California's small businesses comprise 98 percent of all businesses in the state and over half of our state's private sector jobs. (California Association of Independent Business, 2018). The result of these economic trends is that many of our students work as freelance employees in small businesses throughout San Mateo County. With the only Small Business Development Center in the county on its campus, CSM is well positioned to serve small businesses and aspiring entrepreneurs.

CSM's goal is to help close the wage gap for our students so they can earn a living wage that is commensurate with the cost of living in the bay area region. By providing students with the education and skills they need in middle-wage jobs, CSM is helping lay the groundwork for our students to make significant wage gains over the course of their careers. As the region surrounding San Mateo County grows, so do opportunities for workforce development and career education. Silicon Valley's workforce changes constantly, so it is necessary to monitor industry and occupational growth in order to meet employers' changing job needs. The fastest growing occupations in the five County region (San Francisco, Santa Clara, Contra Costa, Alameda, and San Mateo) are shown in the chart on the next page. These occupations are middle-wage jobs that require no more than a Baccalaureate degree. They have been prioritized by CSM's PRIE office as occupations on a

growth trajectory. Average earnings per worker cut off at a minimum of \$60,000. This minimum salary places students on track for middle-wage jobs.

Fastest Growing Occupations

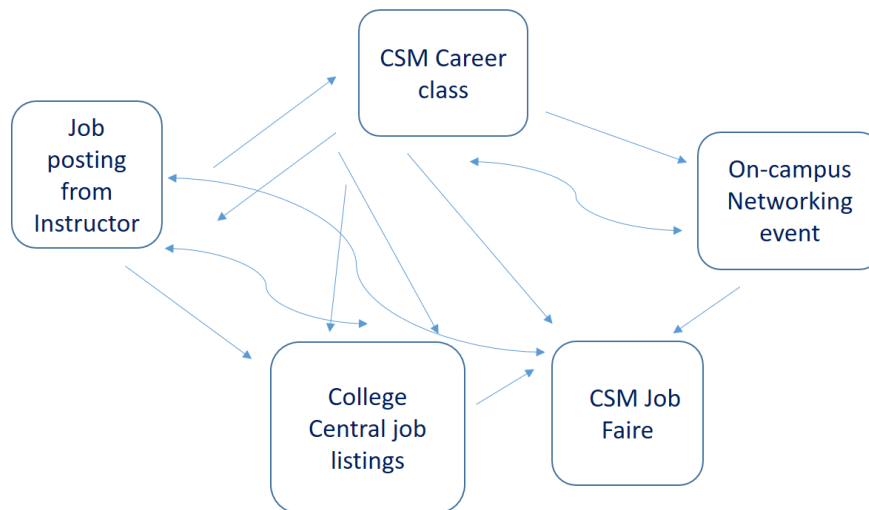
Occupation	2016 Jobs	2023 Jobs	Change in Jobs (2016-2023)	% Change	2017 Median Hourly Earnings	2017 Median Yearly Earnings
Operations Specialties Managers	78,284	92,905	14,621	19%	\$70.46	\$146,556
Health Diagnosing and Treating Practitioners	114,925	133,855	18,930	16%	\$60.98	\$126,838
Top Executives	73,850	84,282	10,432	14%	\$59.46	\$123,676
Computer Occupations	268,285	334,343	66,058	25%	\$53.92	\$112,320
Financial Specialists	143,407	160,349	16,942	12%	\$39.35	\$81,848
Business Operations Specialists	207,177	242,318	35,141	17%	\$38.62	\$80,308
Preschool, Primary, Secondary, and Special Education School Teachers	76,457	86,686	10,229	13%	\$32.23	\$67,038
Sales Representatives, Services	99,659	117,291	17,632	18%	\$30.14	\$62,691

Source: Economic Modeling Specialists Inc. Data for San Mateo, Alameda, San Francisco, Santa Clara, and Contra Costa Counties, Analysis by CSM PRIE

Problem

Students need well-paying jobs to live in the region. When students enroll at CSM, their expectation is that they can move from low-wage to middle and high-wage jobs. Until now, students’ job search process has been challenging because the path has been unclear and the job search process decentralized, with multiple disparate entry points. For example, students may enter the job search process by responding to a job posting sent by an instructor; or perhaps they completed a CSM career class, responded to College Central job listings, or attended a CSM job fair or networking event.

Problem:
Decentralized Student Job Search Experience



CSM Bridges the Gap between Students and Employers

As evidenced from the table below, there is a gap between our students' current skills and employers' workplace needs. CSM's Career and Workforce team has gathered the following data from advisory board feedback, employer focus groups and industry practitioners who are also employed as CSM faculty. The Career and Workforce Hub will bridge the gap for students and employers by offering students multiple, convenient access points for job and career guidance and support. The CSM model will provide both a physical space on campus (Career and Workforce Hub) as well as roving mobile pop-ups to ensure access for all students. Roving, mobile pop-ups will serve students in the Library Maker Space, the STEM Center, the PE division, the Language Arts division, and more. The CSM Career and Workforce team will give students customized assistance to meet the needs of their meta-majors and areas of interest.

Student Needs:	Employer Needs:
Marketable skills	21 st Century job skills
LinkedIn profiles	Interpersonal skills
Resumes	Software knowledge
Interview skills	Workplace etiquette
Internship connections	Global market knowledge
Access to jobs and internships	Ability to work on teams

Source: CSM Career and Workforce Hub, Spring 2018.

CSM faculty work closely with employers to develop industry informed curriculum that is relevant and current. This important partnership ensures that our students have acquired essential job skills when they begin employment. CSM faculty have recently developed the following high demand courses in response to employer demand: Cybersecurity and DevOps courses in Computer Science, Advanced Tax courses in Accounting, and Advanced Spreadsheets and Google docx courses in Business.

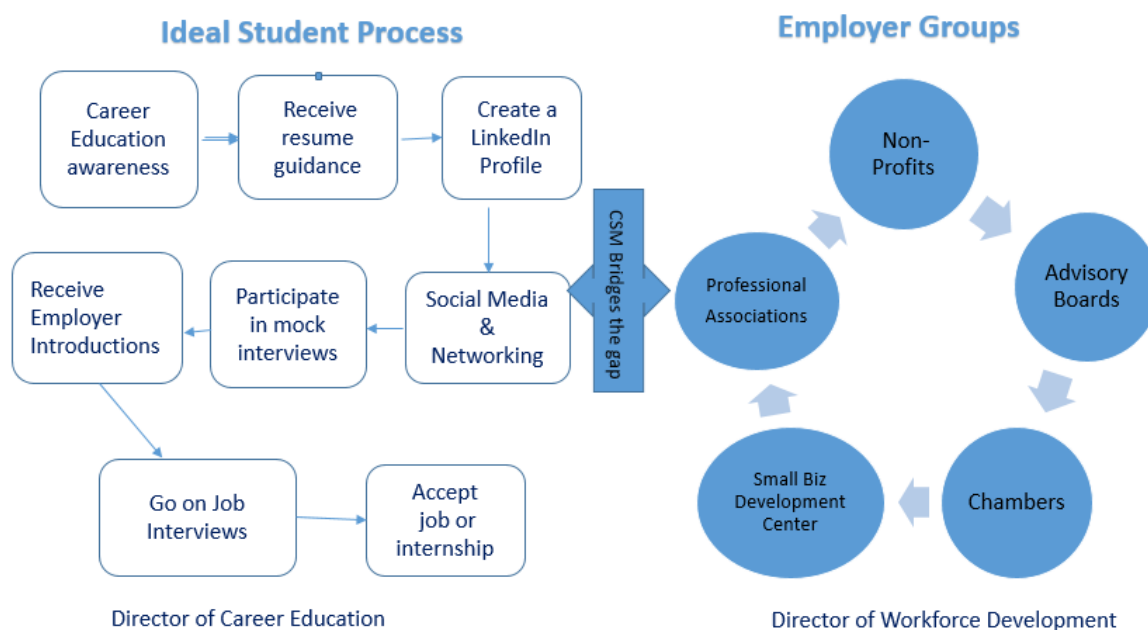
Matching Student and Employer Objectives

In contrast to the decentralized job search process students may have experienced in the past, students will now be able to receive guidance and assistance from CSM's Career and Workforce team. The Career and Workforce team has the knowledge, tools and resources to match students' skills and education with employer job needs in multiple sectors. By working with faculty and alumni who are current industry experts, and by cultivating strong employer partnerships, CSM's Career and Workforce team has developed a streamlined process that leverages contemporary job search tools to help students build branded, competitive online profiles. The Career and Workforce Hub will serve students' career development along the following path:

Learn about careers – Prepare for work – Build sustainable connections – Go to work

Solution: CSM Career & Workforce Hub

Connecting students to jobs and gainful employment!



CSM's Resource Commitment

Human Resources

Faculty, students, employers and alumni are enthusiastic about partnering with CSM's Career and Workforce Hub. The following team will collaborate with internal and external partners:

1. Director, Career Education – Ashley Phillips
2. Director, Workforce Development – TBD
3. PSC, Career and Workforce Hub – LaShonda Kennedy
4. PSC, Small Business Development Center & SWP – Samantha Vargas
5. Career Services Coordinator – Christine Su
6. Dean, Business and Technology – Heidi Diamond
7. Dean, Planning, Research, Innovation and Effectiveness – Hilary Goodkind

Internal and External Partners include:

8. Director, Small Business Development Center and faculty – Robert Shoffner
9. Director, Learning Commons, Library (Maker Space) – Elnora Tayag
10. Guided Pathways team
11. Year One Promise team
12. Adult Education Block grant team
13. Employers in multiple sectors
14. CSM Alumni in multiple sectors

Financial Resources

The Directors of Career Education and Workforce Development and the Dean of Business and Technology manage the following grant initiatives that support job attainment and career advancement for CSM students:

Grant	Amount	Expiration date
Strong Workforce (16/17)	1,139,057.00	12/31/2018
Strong Workforce (17/18)	1,369,856.00	12/31/2019
Strong Workforce (18/19)	1,369,856.00*	12/31/2020
Pre-Apprenticeship	497,209.00	1/31/2020
Perkins & CTE Transitions	197,038.00	6/30/2019
Prop 39 Clean Energy	90,000.00	1/31/2019
Total	\$4,663,016.00	

*Approximate amount

The Strong Workforce Program and Perkins grant initiatives are ongoing grants that support improved and innovative career education as well as student success outcomes. CSM's Career and Workforce team will pursue additional grant funds in order to grow and sustain a robust Job Placement program for CSM students.

Physical Resources

The Career and Workforce Hub will have multiple access points to bring job and career services to students as follows:

- 1.) Building 10 – second floor dedicated space
- 2.) Roving Mobile Pop-ups (can visit multi-campus locations and events)
- 3.) Offices of Hub Directors and Program Service Coordinator – buildings 10 and 19

Resources to serve student job and internship outcomes

The Career and Workforce Hub team has many resources to assist students:

- 1.) LinkedIn profile building and Job Search strategies
- 2.) Career inventory assessments
- 3.) Resume building tools (industry focused)
- 4.) College Central Network job listings (tracking mechanism)
- 5.) WorkKeys skill building and assessments
- 6.) Cooperative education classes
- 7.) Ongoing employer partnerships and guest presentations
- 8.) Internship, Job Shadowing and Mentorship opportunities
- 9.) Alumni Networking events

Timeline for Career and Workforce Hub Launch and Implementation

- Spring 2018 – Conceptualize and develop CSM’s Career and Workforce Hub
- Spring/Summer 2018 – Share Hub concept with campus & community stakeholders
- Fall 2018 – Hire a talented and knowledgeable Career and Workforce team
- Fall 2018 – Lay the groundwork for Hub launch
- Fall 2018 – Collaborate with Guided Pathways, Promise teams and college partners
- Spring 2019 – Launch CSM’s Career and Workforce Hub
- Every spring – Establish a regular assessment cycle

Assessing Job Placement Success

The college can track CSM student job outcomes via LinkedIn metrics. In addition, the Career and Workforce team has developed an online intake form and system for tracking the following numbers:

1. Students who visit the Career and Workforce Hub
2. Career and job search events
3. Job placements
4. Job internships
5. Job shadows
6. Employer contacts and advisory board meetings
7. Alumni follow up and engagement

The Career and Workforce team will work with CSM and District PRIE offices to explore the possibility of using internal Banner databases to export data to the SAP reporting platform. Another option may be use the new District CRM – Salesforce to manage student and alumni data to gather and summarize job placement details.

For more details, please see:

Appendix A: Student and Alumni Employment Statistics (LinkedIn 2018)

Appendix B: Advisory Board Member Lists by Career Education Program

Appendix C: Career and Workforce Hub Intake form

A Flexible System Built to Endure

The CSM Career and Workforce Hub has been designed with adaptability. As CSM develops and implements its Guided Pathways, Makerspace, and Promise initiatives, the Career and Workforce Hub’s systems can be modified to meet the needs of specific populations. For example, the roving career and workforce pop-up might visit the science building to meet science students to provide a STEM customized job and internship focus. These efforts would be coordinated with STEM faculty. Career and job opportunities for the STEM program would be promoted with discipline specific faculty collaborating with our team. Similar programs could be adapted for all programs at CSM. Regular feedback and assessment for all constituents (students, faculty, employers, and alumni) will enable our team to fine tune and adapt our support systems.

Appendix A

College of San Mateo

Student & Alumni Employment Statistics *(LinkedIn, 2018)*

Where they work

127 Kaiser Permanente
127 College of San Mateo
93 United Airlines
83 County of San Mateo
83 Genentech
81 Apple
58 Wells Fargo
57 Stanford Health Care
49 Sutter Health
46 Oracle
45 Pacific Gas and Electric Company
38 Tesla
34 Cisco
30 Keller Williams Realty, Inc.
29 Google

What they do

3,099 Operations
2,771 Business Development
1,932 Sales
1,581 Administrative
1,329 Information Technology
1,283 Engineering
1,206 Arts and Design
1,181 Education
1,070 Healthcare Services
972 Community and Social Services
948 Support
774 Finance
672 Media and Communication

Appendix B

College of San Mateo

Advisory Board Member List by Career Education Program**Accounting**

Enterprise Car Rental

IDEO

Sf City/Cnty

AccessClosure

Marcussen

Matisse Software

Administration of Justice

Atherton Police Department

BART Police Department

Belmont Police Department

Brisbane Police Department

Broadmoor Police Department

Burlingame Police Department

Colma Police Department

Daly City Police Department

East Palo Alto Police Department

Foster City Police Department

Hillsborough Police Department

Menlo Park Police Department

Pacifica Police Department

Redwood City Police Department

San Bruno Police Department

San Francisco Police Department - SFIA Division

San Mateo Police Department

South San Francisco Police Department

San Mateo County Sheriff's Office

San Mateo County District Attorney

San Mateo County OES & Homeland Security

San Mateo County OES - Fire Liaison

San Mateo County Public Safety Communications

San Mateo County Police Chiefs & Sheriff Association

San Mateo County Communications Managers Association

Building Inspection Technology

Building Official and Permit Center Coordinator - Belmont
Assistant Building Official, PE - Palo Alto
Division Manager, Building Plan Review - San Jose
Division Manager, Field Inspections - San Jose

Business Management

Siebel Corporation
San Jose SBDC
Citibank, N.A.
Samsung

Computer & Information Science

Silicon Valley Regional Computer Forensics Lab
VOOnline
Webprofessionals
Sutter Health
Adjunct Instructor College of San Mateo
IBM
SMUHSD
Walmart.com
USF
Serena
StackMob
County of San Mateo
Path Solutions
Soliant Consulting
Atlassian

Cosmetology

Alexander's Aesthetics Inc.
Art-Chi-Tech Salon
Barberia Salon
DBE/CosmoProf
Drybar
European Wax Center
Eva's Esthetics
Goldwell
Great Clips
La Reve' Salon
L-Salon

Noir Lash
Lounge
ONYX Salon
Salon Kavi
Strands Salon
X.L. Salon

Dental Assisting

Dr. Stephen Henry
Dr. Stephen John
Dr. Al Landucci
Dr. Ann Marie Silvestri

Digital Media

Dreamworks
KCSM
World Organization Webmasters
Flying Colours Design
Visa
Kron 4
Greb Inc.
KCSM
Flying Moose Pictures
Adobe Systems
San Francisco Examiner
Daily Post
KR Productions
DUUPLEX

Drafting

SFO
AIA Architect

Electronics

PG&E
Tesla Motors
XP Power

Fire Technology

Woodside Fire Protection District
Redwood City Fire Department
North County Fire Authority

Kinesiology

SM Athletic Club
24 Hour Fitness, SM
Equinox
YMCA, SM
Club One
Evolution Trainers

Nursing

San Mateo Medical Center
Seton Medical Center
Kaiser Redwood City
Crossroads Home Health & Hospice
Health Workforce Initiative
Mills Peninsula Hospital
Kaiser Santa Clara
Hospital Consortium Education
Kaiser Hayward

Real Estate

The Gilmartins



**Appendix C
Career and Workforce Hub Intake Form**

CSM CAREER & WORKFORCE HUB INTAKE FORM

Application Date: _____

DEMOGRAPHICS

Full name: _____ Student G #: _____

Address: _____

_____ Street address _____ City _____ State _____ Zip

Phone: () _____ Alternative phone: () _____ Email: _____

Preferred contact method: Email Text Phone US Mail

Date of Birth: _____ Gender: Male Female Decline to state

Do you consider yourself transgender? Yes No Decline to state

Are you a U.S. citizen? Yes No Temporary Resident
Refugee Student Visa (F-1 or M-1)

Visa Issue Date _____ Visa Expiration Date _____

US Military/Dependent of Military:
Yes No

Are you a Veteran?: Yes No

Race/Ethnicity

Per U.S. Department of Education guidelines, colleges are required to collect this racial and ethnic data.

Are you Hispanic or Latino? Yes No

What is your race? Check one or more:

<p>Asian: Indian <input type="checkbox"/></p> <p>Asian: Chinese <input type="checkbox"/></p> <p>Asian: Japanese <input type="checkbox"/></p> <p>Asian: Korean <input type="checkbox"/></p> <p>Asian: Laotian <input type="checkbox"/></p> <p>Asian: Cambodian <input type="checkbox"/></p> <p>Asian: Vietnamese <input type="checkbox"/></p> <p>Asian: Filipino</p>	<p>Asian: Other <input type="checkbox"/></p> <p>Black or African American <input type="checkbox"/></p> <p>American Indian / Alaskan Native <input type="checkbox"/></p> <p>Pacific Islander: Guamanian <input type="checkbox"/></p> <p>Pacific Islander: Hawaiian <input type="checkbox"/></p> <p>Pacific Islander: Samoan <input type="checkbox"/></p> <p>Pacific Islander: Other <input type="checkbox"/></p> <p>White <input type="checkbox"/></p>

FINANCIAL INFORMATION

- Have you submitted a FAFSA ? Yes No Plan to Submit
- Are you currently receiving college financial aid (includes work study)? Yes No
- Are you receiving TANF/CalWorks, SSI, or General Assistance? Yes No

EMPLOYMENT

Currently employed? Yes No Employer Name: _____ Current wage & Hrs./week: _____

If Yes, Temporary Permanent PT/FT Seasonal

If no, have you been employed in past 24mo.? Yes No Are you looking for work? Yes

No Would you like more information on student employment? Yes No

What industry do you have experience in? -

What are your top industries/job titles of interest? _____

Have you ever been convicted of a Crime? Yes No

Please provide further details on your conviction:

This information will be kept confidential and will only be used to help assist in job placement.

EDUCATION INFORMATION

Education Achieved to Date (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> High school (# years completed: _____) | <input type="checkbox"/> Associate's degree |
| <input type="checkbox"/> GED | <input type="checkbox"/> Bachelor's degree |
| <input type="checkbox"/> Some college (but no degree) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Certificate (vocational) | |

Cumulative College Credits Earned: _____ **Cumulative College GPA:** ____

Do you require special accommodations in accordance with the Americans with Disabilities Act? Yes No
Please list your special accommodations:

HOW DID YOU LEARN ABOUT THE CAREER AND WORKFORCE HUB?

- Another student member
- Class presentation
- Student Services
- Poster on campus
- Orientation/New Student Info
- Other: _____
- Referral: Faculty or staff
- Social Media

CAREER GOALS

In one short paragraph describe your educational and career goals, along with what motivates you to attend College of San Mateo

ENROLLMENT STATUS AT CSM

Please indicate your current enrollment status at CSM:

- Currently enrolled _____ # of credits enrolled in current quarter
- Fall Winter Spring Summer Year _____

- Not currently enrolled, but will be next quarter _____# of credits planning to take next quarter
- Fall Winter Spring Summer Year_____

Which CSM degree or certificate are you planning to pursue?

- Certificate
- Associate Degree

Course of study: _____

Current Academic advisor: _____

I certify that the information on this form is true and correct

Applicant's Signature

Date

Please complete and turn form in to the
CSM Career and Workforce Hub

Ashley Phillips – (650)574-6296 phillipsa@smccd.edu

LaShonda Kennedy- (650)378-7290 kennedylashonda@smccd.edu

NEW STAFFING MODEL - PROGRAM SERVICES COORDINATORS: JOB PLACEMENT



CAREER AND WORKFORCE PROGRAMS



Arts, Languages & Communication



Science, Technology & Health










Business, Entrepreneurship & Management



Society & Education

JOB DEVELOPMENT: ENTRY-LEVEL, MIDDLE SKILL, ADVANCED

JOB PLACEMENT & CAREER DEVELOPMENT INTEGRATION		
YEAR 1		
UNITS	BENCHMARKS/OUTCOMES/ MILESTONES	ACTIVITIES
WORKFORCE READINESS SEMESTER I: (0-15 UNITS)	<ul style="list-style-type: none"> Develop a professional online presence Select your career or major  	<ul style="list-style-type: none"> Experiences embedded in foundational courses (project based learning) Guest speakers and panels Professional photo LinkedIn profile creation Work with counselor to clarify major and career goals via MyMajors
PROFESSIONAL EXPERIENCE & INDUSTRY ENGAGEMENT SEMESTER II: (15-30 UNITS)	<ul style="list-style-type: none"> Engage in career options within your Meta Major Build an established network of students and professionals in areas of career interest Entry-level work experience specific to Meta Major 	<ul style="list-style-type: none"> Informational interview Job shadows Undergraduate research, professional fairs, and professional organizations Mock interviews Mentorship events Resume and cover letter designed specifically to Meta Major LinkedIn profile enhancement
YEAR 2		
NETWORKING & WORKFORCE PREPARATION SEMESTER III: (30-45 UNITS)	<ul style="list-style-type: none"> Prepare for your career or major Create content in area of interest Endorsements by Teachers/ Professors/ Mentors 	<ul style="list-style-type: none"> Career events by Meta Major Enhance employability skills specific to Meta Major (<i>i.e. LinkedIn Learning, communication, problem solving, teamwork, critical thinking, technology</i>) Internship participation Industry recognized credentials/licensures Refining resume and cover letter
JOB PLACEMENT SEMESTER IV: (45-60 UNITS)	<ul style="list-style-type: none"> Complete your LinkedIn Professional Profile Job Placement   	<ul style="list-style-type: none"> Meta Major specific job fairs Mock interviews Remain abreast and engaged with trends and insight shaping industry/career/ interest area Online search and application savvy Alumni relations

- Concierge Type Service
- One-on-One Resume Development & Coaching
- Skills Gap Analysis
- Community Engagement & Career Fairs
- Career Clothing Closet
- Upskill Opportunities



INDUSTRY ENGAGEMENT BY META MAJOR

Partnership Development

- Guest Lecturers
- Workplace Tours
- Job Shadows
- Internships
- Jobs

Industry Engagement

- Faculty Connection
- Consistent Engagement
- Advisory Boards by Meta Major
- Skyline Promise Investments



- Robust Student Profile and Enhanced Visibility
- Skills Gap Analysis and Readiness Tool
- Alumni Connection
- Program Development and Perception Shift
- LinkedIn Learning Subscription for Students



SKYLINE COLLEGE ALUMNI - LINKEDIN

Skyline College has 13,634 students who have identified as alumni using LinkedIn. We know that these numbers are underreported because not all alums will include Skyline College in their profile. As we build out our integrated career development and job placement suite of services, all incoming students will complete a LinkedIn profile so that we can accurately capture data for Skyline College alums.

According to LinkedIn career insight data, the top roles in industry for our alums are as follows:

Operations	2,141
Business Development	1,228
Sales	1,211
Administrative	1,135
Education	821
Information Technology	784
Support	774
Healthcare Services	760
Community and Social Services	621
Engineering	528
Finance	489
Arts and Design	478
Accounting	426
Human Resources	400
Media and Communication	361

MAJOR EMPLOYERS INCLUDE:

- Apple
- Bright Horizons
- City and County of San Francisco
- Genentech
- Kaiser Permanente
- San Francisco State University
- Sutter Health
- Stanford Health Care
- Starbucks
- Skyline College
- Tesla
- University of California, San Francisco
- United Airlines
- UCSF Medical Center
- Wells Fargo

TOP COMPANIES BY META MAJOR

ARTS, LANGUAGES & COMMUNICATION

- Sephora
- Regis Premium Salons
- Adobe
- L'Oréal
- San Mateo Daily Journal
- California Academy of Sciences

SCIENCE, TECHNOLOGY & HEALTH

- Kaiser Permanente
- Genentech
- UCSF Medical Center
- Apple
- Stanford Health Care
- Tesla

BUSINESS, ENTREPRENEURSHIP & MANAGEMENT

- Deloitte
- Wells Fargo
- United Airlines
- Macy's
- Hilton
- Visa

SOCIETY & EDUCATION

- Skyline College
- University of San Francisco
- City and County of San Francisco
- Thermo Fisher Scientific
- Bright Horizons

SKILLS

According to LinkedIn career insight data alumni reported the following skills critical in the work they perform:

Customer Service	5,909
Microsoft Office	4,631
Microsoft Excel	3,794
Microsoft Word	3,433
Leadership	3,338
Management	3,303
Microsoft PowerPoint	2,764
Sales	2,503
Public Speaking	2,324
Social Media	2,274
Time Management	1,909
Event Planning	1,793
Research	1,776
Teamwork	1,748
Training	1,673



PROGRAM OF STUDY

ARTS, LANGUAGES & COMMUNICATIONS

- Liberal Arts and Sciences/Liberal Studies
- General Studies
- Cosmetology
- Journalism

SCIENCE, TECHNOLOGY & HEALTH

- Computer Science
- Health Services/Allied Health/Health Science
- Information Technology

BUSINESS, ENTREPRENEURSHIP & MANAGEMENT

- Business Administration and Management
- Accounting
- Marketing
- Business/Commerce, General
- International Business
- Business, Management, Marketing and Related Support Services

SOCIETY & EDUCATION

- Psychology
- Education
- Early Childhood Education and Training
- Legal Assistant/Paralegal

Educational

Professional

Digital

ASSET DEVELOPMENT

SKYLINE COLLEGE | DUAL ENROLLMENT | CAREER-FOCUSED GUIDED PATHWAYS

PATHWAY	SEMESTER 1 - Jr	SEMESTER 2 - Sr	SKYLINE COLLEGE 0-15	SKYLINE COLLEGE 15-30	PROGRAM SPOTLIGHT & HIGH SCHOOL LOCATION
EARLY CHILDHOOD EDUCATION <ul style="list-style-type: none"> AS-T Early Childhood Education Early Childhood Education Certificate of Achievement 	ECE. 210 ECE. 201	ECE. 211 ECE. 212	ECE. 333 ECE. 272	ECE. 314 ECE. 366	Child Development Associate Permit Teacher Preparation Pipeline Location: Oceana High School
AUTOMOTIVE TECHNICIAN CERTIFICATE OF ACHIEVEMENT <ul style="list-style-type: none"> Advanced Engine Performance Tech Asian Engine Performance Tech Chassis Technology Drive Train Technology Electricity/Electronics Engine Performance Engines Technology 	AUTO 710 (Gateway course)	AUTO 541 AUTO 542	AUTO 752 or AUTO 749 or AUTO 721 or AUTO 735 or AUTO 713 or AUTO 751 or AUTO 734	AUTO 752 or AUTO 749 or AUTO 721 or AUTO 735 or AUTO 713 or AUTO 751 or AUTO 734	STAR Program 100% Job Placement 71% Livable Wage Careers Automotive Service Excellence (ASE) Electric Certification Audi Education Partnership Subaru University Nissan & Ford Partnership Location: Terra Nova/South San Francisco & El Camino High School
COMPUTER SCIENCE <ul style="list-style-type: none"> AS-T Associate in Science Degree for Transfer The Computer Science program prepares Skyline College students graduates for transfer to a 4-yr-institution to complete their Bachelor's degree in Computer Science or software engineering. APP DEVELOPMENT & UX DESIGN CERTIFICATE PROGRAMS UNDER DEVELOPMENT	ENGR 400	COMP 250 (Pre-calculus prerequisite)	COMP 252 COMP 256 MATH 251 PHYS 250	COMP 262 MATH 252 PHYS 260	Apple Technologies Partnership New App Development & UX Design Certificate Programs under development Location: Westmoor/Jefferson High School
HOSPITALITY, TOURISM & MANAGEMENT <ul style="list-style-type: none"> Hospitality: Guest Service Entry-Level Professional Hospitality: Food & Beverage Entry-Level Professional Hospitaly, Tourism & Management Associate degree under development 	HTM 124 HTM 125	HTM 101 HTM	HTM 230	HTM 120 HTM 125	Grand Hyatt opening at the SFO Airport 2019 Program Aligned with CSU System Paid Internship and Culinary Apprenticeship with Bon Appétit Location: Peninsula High School

SKYLINE COLLEGE | STRATEGIC PARTNERSHIPS

Jefferson Union High School District

South San Francisco Unified School District

San Mateo Union High School District

Sequoia Union High School District

SKYLINE COLLEGE | DUAL ENROLLMENT | **CAREER-FOCUSED GUIDED PATHWAYS**

PATHWAY	SEMESTER 1 - Jr	SEMESTER 2 - Sr	SKYLINE COLLEGE 0-15	SKYLINE COLLEGE 15-30	PROGRAM SPOTLIGHT & HIGH SCHOOL LOCATION
BIOTECHNOLOGY <ul style="list-style-type: none"> • Biotechnology Manufacturing Assistant, Certificate of Achievement • Biotechnology Manufacturing Technician, Certificate of Achievement • Biotechnolgoy Manufacturing Technician, Associate in Science Degree 	BTEC 400	BTEC 170 BTEC 171 BTEC 480/482 or BTEC 484	BTEC 150 BTEC 210 BTEC 220	BIOL 230 CHEM 210 MATH 200	Full Internship Program Cutting Edge Lab Biotechnology Summer Camps Location: Carlmont/South San Francisco & El Camino High School
ENTREPRENEURSHIP <ul style="list-style-type: none"> • Entrepreneurship Certificate of Specialization • Entrepreneurship and Small Business Management Certificate of Achievement 	BUS 150 BUS 161	ACTG 100 MGMT 100	BUS 166 BUS 180	BUS 100 BUS 201 BUS 401	Bay Area Entrepreneur Center Business Expo Week Location: Baden High School
HEALTH CAREERS EMERGENCY MEDICAL CARE <ul style="list-style-type: none"> • Emergency Medical Technology Career Certificate 	EMC 180 EMC 425	EMC 400 EMC 665	EMC 410		CPR Certification National Registry Emergency Medical Responder Exam Preparation San Mateo County Emergency Medical Services Agencies Accreditation Location: Mills High School
ENERGY SYSTEMS TECHNOLOGY MANAGEMENT (ESTM) <ul style="list-style-type: none"> • Solar Energy Technology Certificate of Achievement • Construction Management Career Certificate 	ESTM 400 ESTM 482	ESTM 411 ESTM 484	ESTM 410 ELEC 110 ESTM 425* ESTM 450 <small>* Waived if ESTM 482 & 484 are completed</small>	ELEC 110 ESTM 413 ESTM 452 ESTM 455 ESTM 490	Solar and Building Science Lab Residential House Model Insulation Lab Solar Lab/Workshop The North American Board of Certified Energy Practitioners (NABCEP) - Industry Credential Location: Peninsula/Capuchino High School

COUNSELING 101 | Career Exploration | Matriculation | Educational Plan | Skyline Promise

LOCATIONS: Peninsula High School/ Baden High School / Thornton High School

FALL 2018
of NEW students: **414**

SPRING 2019
of NEW students: **832**

TOTAL
of NEW students: **1,246**

CAREER EDUCATION DATA "AT A GLANCE"



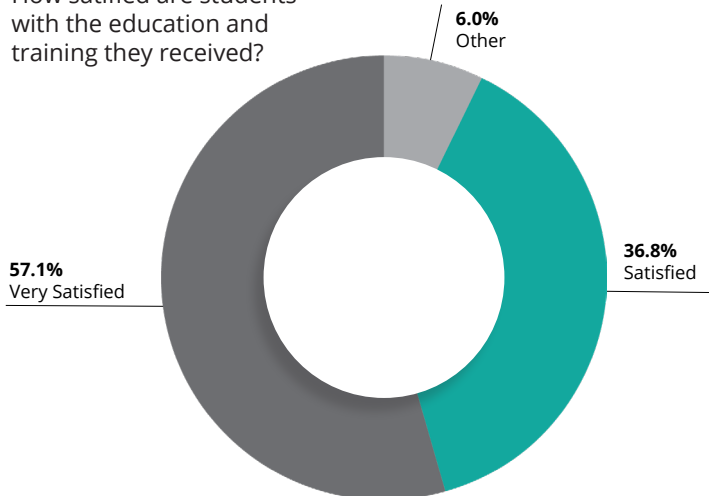
CAREER AND WORKFORCE PROGRAMS

Median Wage 3 Years After Award

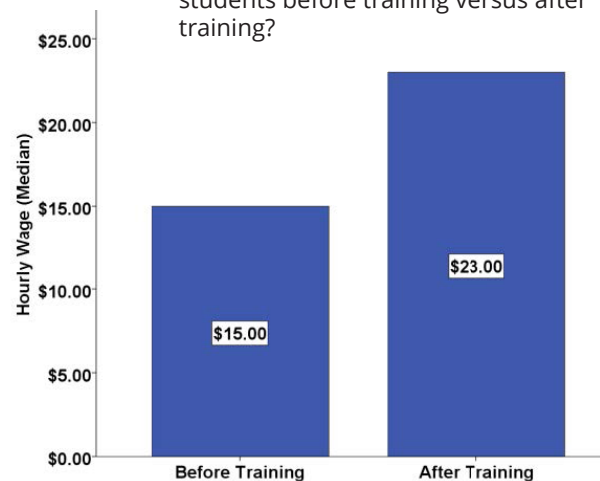
SKYLINE COLLEGE

Accounting-050200	
AA/AS Degree Recipient	\$52,923
Chancellor's Office Approved Certificates Recipient	\$49,856
Locally Approved Certificates Recipient	\$40,220
Automotive Technology-094800	
Locally Approved Certificates Recipient	\$37,010
Business Administration-050500	
AA/AS Degree Recipient	\$40,616
Child Development/Early Care and Education-130500	
AA/AS Degree Recipient	\$31,906
Chancellor's Office Approved Certificates Recipient	\$28,821
Cosmetology and Barbering-300700	
Locally Approved Certificates Recipient	\$25,412
Emergency Medical Services-125000	
Locally Approved Certificates Recipient	\$54,530
Health Professions, Transfer Core Curriculum-126000	
AA/AS Degree Recipient	\$54,848
Hospital Central Service Technician-120900	
Locally Approved Certificates Recipient	\$54,446
Liberal Arts and Sciences, General-490100	
AA/AS Degree Recipient	\$43,493
Paralegal-140200	
Chancellor's Office Approved Certificates Recipient	\$56,610
Respiratory Care/Therapy-121000	
AA/AS Degree Recipient	\$85,979
Surgical Technician-121700	
AA/AS Degree Recipient	\$66,104
Chancellor's Office Approved Certificates Recipient	\$71,161

How satisfied are students with the education and training they received?



What are the hourly wages of students before training versus after training?



MARKETING & OUTREACH



CAREER AND WORKFORCE PROGRAMS

#IWasHired

BRIGHT HORIZONS
Executive Director

RACHYL ALCANTARA
Associate in Science, Early Childhood Education

LEARN MORE. REGISTER TODAY!




#IWasHired

TESLA
Tesla Technician

DAVID WU
Associate in Science, Automotive Technology

LEARN MORE. REGISTER TODAY!




#IWasHired

#Excellence

#DreamJob

