AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
Wednesday, February 26, 2020
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 and potential or existing litigation. No more than 20 minutes will be allocated for this section of the agenda. Speakers will be limited to three minutes each. 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 tape recorded; tapes are kept for one month.*

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

5:00 p.m.   Call to Order

CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Three cases

2. Employee Discipline, Dismissal, Release

3. Conference with Labor Negotiator
   Agency Negotiator: Mitchell Bailey
   Employee Organizations: AFT and CSEA

4. Public Employment Performance Evaluation: Interim Chancellor

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

20-2-1   Approval of the Minutes of the Regular Meeting of December 9, 2019

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

20-2-1B   Contemporary Conversation Regarding Race, Class, Gender, Privilege and Equity: Campus Activities Celebrating African American History Month

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

STATEMENTS FROM OTHER REPRESENTATIVE GROUPS

AFT, Local 1493
CSEA, Chapter 33
AFSCME, AFL-CIO, Local 829, Council 57

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

20-2-1A   Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

20-2-2A   Approval of Revision to Miscellaneous Pay Rates Salary Schedule

20-2-3A   Approval of Interim Chancellor Temporary Contract Amendment

Approval of Consent Agenda

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

20-2-1CA   Approval of Curricular Additions, Deletions and Modifications – Cañada College, College of San Mateo and Skyline College

20-2-2CA   Approval of Non-Resident Tuition Fee, 2020-2021

20-2-3CA   Ratification of November and December 2019 District Warrants

Other Recommendations

20-2-100B   Approval of Additional Exemptions to Board Directive Regarding Prohibition to Travel to States with Anti-LGBTQIA+ Policies

INFORMATION REPORTS

COMMUNICATIONS

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

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

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

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION
President Goodman said that during closed session, the Board will (1) hold a conference with legal counsel regarding two cases of anticipated litigation as listed on the printed agenda, (2) consider employee discipline, dismissal, release, (3) hold a conference with the labor negotiator as listed on the printed agenda, and (4) conduct a public employee performance evaluation as listed on the printed agenda.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY
None

RECESS TO CLOSED SESSION
The Board recessed to closed session at 5:02 p.m.

RECONVENE TO OPEN SESSION
The Board reconvened to open session at 6:17 p.m.

Board Members Present: President Maurice Goodman, Vice President Karen Schwarz, Trustee Richard Holober,
Trustee Dave Mandelkern, Trustee Thomas A. Nuris, Student Trustee Jordan Chavez

Others Present: Interim Chancellor Michael Claire, Chief Financial Officer Bernata Slater, Skyline College
Interim President Jannett Jackson, College of San Mateo Acting President Kim Lopez,
Cañada College Vice President of Instruction Tammy Robinson, District Academic Senate
President Jeramy Wallace

PLEDGE OF ALLEGIANCE

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION
President Goodman said the Board took no reportable action during the closed session.

DISCUSSION OF THE ORDER OF THE AGENDA
There was a request to move Statements from Executives and Student Representatives to be the next agenda item, beginning with Student Representatives first and then Executives; the request was granted by the Board.

President Goodman called upon Interim Chancellor Claire to introduce the student representative(s) presenting tonight. Interim Chancellor Claire introduced Alejandro Guzman, the Associated Students of Skyline College President. ASSC President Guzman began his presentation by recalling the ribbon cutting ceremony of Building 12 (Environmental Sciences) at the beginning of the 2019-2020 school year; he believes this event best represented the successes of collaboration for which the Skyline College campus is known. ASSC President Guzman stated there are currently 16 participatory governance committees in which the majority of Student Senate participates; these various committees give students the opportunity to have their opinions heard, including the ability to re-imagine Skyline College. In addition to these committees, there are currently 45 active clubs, including three new clubs: Active Minds, Open Mic Club and Students in Automotive Engineering.

ASSC President Guzman stated Skyline College has successfully sponsored 34 events, compared to 18 events during the last academic year. Four in-house retreats were held where all campus events were calendared and a handful of student council members attended two conferences: Adobe Max and the National Conference of Student Leadership (held in Florida). In collaboration with the Student Outreach and Financial Aid departments, ASSC President Guzman stated Skyline College held a "Welcome Week" where a variety of events were hosted to celebrate the service of the Skyline campus

community and bring awareness to ASSC's role and purpose. During "LatinX Heritage Month," Skyline students were treated to various Latin foods and drinks, clothing vendors and dancing; some students even had the opportunity to participate in a car show. In addition, a flag ceremony was held for the very first time to honor all Latin countries. ASSC President Guzman continued to state that various interactive activities were held throughout the first half of the school year. Around 24 council members were able to attend the ASSC Fall Leadership Retreat from September 20-22, 2019 in Mount Toyon (located in Aptos, CA); various leadership courses were offered to further strengthen the role and purpose of the ASSC.

ASSC President Guzman recalled the "Filipino-American History Month" celebration, where the ASSC collaborated with the Filipino Student Union and Kababayan Learning Community to set up a historical museum, offer food, games and movies based on the Filipino culture and hold a Filipino tattoo demonstration. The ASSC was also able to collaborate with the Dream Center during "Undocuweek" (October 14-19, 2020) to facilitate many events. ASSC President Guzman stated "LGBTQ+ History Month" was celebrated and the ASSC collaborated with SAGA and Learning Commons; "Coming Out Day" was held on October 10th, with a poetry corner and call to consciousness college lecture series (hosted by queer Tongan poet Loa Niumeitolu) being some of the events which took place. The ASSC was also able to assist with a fundraiser for the Photography Club to obtain more licenses for Adobe Max.

Skyline College student senators created other events, such as Warriors game watch parties and a donation drive for the Philippines; ASSC President Guzman believes this demonstration of unity proves how much the ASSC wants to make a global impact. In October, ASSC services were provided so that other clubs could perform outreach to students with the possibility of new membership. In November, Skyline students were able to attend a Tahitian dance workshop to learn about cultural dancing and drumming. ASSC President Guzman said Skyline College proudly hosted a member of the Tongan Royal Family, who facilitated an actual Kava ceremony.

ASSC President Guzman stated the ASSC is currently working with the Chumash tribe to host an interactive lecture for Skyline College's "First Peoples Day" event and a new student program called S.T.A.A.R. (Students, Community, Team Transfer, Advocacy, Achievement and Resources) was created during the Fall Retreat. ASSC President Guzman impressed those in attendance by stating there were only eight ASSC members at the beginning of the school year and now there are 24 members. ASSC President Guzman closed his presentation by thanking everyone for their time and introducing some of his associates in attendance: current ASSC Interim Advisor Alvin Gubatina, Commissioner of Activities Kaelynn Malani and former student senator Rolo Mutul.

Trustee Schwarz thanked ASSC President Guzman for his report and asked if there were any theories on how and why there was such a drastic increase in the number of ASSC members. ASSC President Guzman believes it was due to their passion for wanting to implement a change on the Skyline College campus, especially because of the 50th year anniversary. Previous ASSC members and students alike understand they need to leave an impact and being a member of the ASSC was one way to accomplish this goal. ASSC Interim Advisor Gubatina stated it was a testament to the collaboration found on the Skyline College campus and it proves their ability to reach out and truly provide services to the student population. Trustee Mandelkern congratulated the ASSC team on their fantastic report and great activities, stating it made him wish he was still a student back at Skyline College.

ORGANIZATION OF THE BOARD OF TRUSTEES
President Goodman announced that tonight is the annual organizational meeting of the Board to elect officers for the coming year, as required by the Education Code.

President Goodman started by taking the opportunity to thank the Board for allowing him to serve as Board President for the last year; it was a trying year, but he feels the Board will continue to build on its successes and overcome challenges as it did this year to build a stronger district for our students, faculty, staff and community to be proud of.

President Goodman proceeded to call for nominations for Board President and began the discussion by nominating Trustee Mandelkern as Board President for the coming year.

Trustee Mandelkern nominated Trustee Schwarz to serve as Board President; this was seconded by Trustee Nuris. In addition, Trustee Mandelkern requested to have his name withdrawn from the nomination list. Based on Trustee

Mandelkern's statement, Trustee Holober requested Trustee Mandelkern to clarify if he had any interest in the role of Board President, to which Trustee Mandelkern stated, "at this point, no."

Due to this action, President Goodman rescinded his nomination of Trustee Mandelkern and stated there was only one nomination for Board President left on the floor. By virtue of no other nominations, Trustee Goodman announced that Trustee Schwarz has been elected President of the Board by acclamation. President Schwarz then presided over the remainder of the meeting.

President Schwarz called for nominations for Vice President-Clerk. It was moved by Trustee Mandelkern to elect Trustee Nuris to serve as Vice President-Clerk. By virtue of no other nominations, President Schwarz announced that Trustee Nuris has been elected Vice President-Clerk by acclamation. Vice President-Clerk Nuris thanked the Board for his election.

President Schwarz proceeded to call for nominations for Secretary of the Board. It was moved by Trustee Goodman to re-elect Interim Chancellor Claire to serve as Secretary. By virtue of no other nominations, President Schwarz announced that Interim Chancellor Claire has been elected Secretary by acclamation.

President Schwarz then called for nominations for a Representative of the Board to serve on the County Committee on School District Organization. It was moved by Trustee Goodman for Trustee Mandelkern to continue to serve as Board Representative. By virtue of no other nominations, President Schwarz announced that Trustee Mandelkern has been appointed to continue serving as the Representative of the Board for the County Committee on School District Organization by acclamation.

President Schwarz added that Trustee Holober and Trustee Nuris would continue to serve as Board representatives for the San Mateo Community College Foundation to complete their two-year terms.

On behalf of the Board of Trustees, President Schwarz presented an award to Trustee Goodman in appreciation for his service as Board President during the past year. Trustee Nuris offered his thanks to Trustee Goodman for his leadership during a difficult year and appreciation for all of the added effort Trustee Goodman demonstrated during this time. Trustee Holober offered his thanks to Trustee Goodman as well, stating he demonstrated excellent leadership and devoted countless hours in his service on the Board, especially during numerous closed sessions. Trustee Holober continued to state that even though Trustee Goodman is leaving his position, he played a pivotal role and knows the Board has been left in a very positive and optimistic place for the future of the district. Trustee Mandelkern joined in on the accolades, stating it was a historic occasion when Trustee Goodman became president and has handled the position with nothing but grace, elegance and professionalism. Trustee Mandelkern stated he knew there was probably a lot of extra work Trustee Goodman wasn't expecting, but appreciates the leadership he showed during this difficult year. In addition, Trustee Mandelkern stated it was a tribute to our educational output to have a graduate of Skyline College take on the Board presidency.

President Schwarz called upon Interim Chancellor Claire to make a statement. Interim Chancellor Claire stated it was the last Board meeting for Ginny Brooks, Senior Executive Assistant to the Chancellor and Board of Trustees, and wanted to recognize her hard work and dedication to her position(s) and the Board by enjoying some refreshments during the recess. President Schwarz stated she preferred to do the resolution beforehand and then recess. Trustee Mandelkern had a quick procedural question about the leadership of the sub-committees the Board deals with regards to the newly reorganized Board positions; President Schwarz stated the leadership of the sub-committees should stay as-is. Interim Chancellor Claire gave a framed resolution to President Schwarz to announce regarding Ms. Brooks; President Schwarz proceeded to recite the resolution aloud and state it was passed by the Board of Trustees on today's date. Ms. Brooks thanked the Board and stated she was proud to have been part of an organization that is able to provide individuals with a better future. Ms. Brooks also took the time to welcome and introduce the new Executive Assistant to the Board of Trustees, Mr. Cirilo Espinoza.

RECESS

MINUTES
It was moved by Trustee Holober and seconded by Trustee Mandelkern to approve the minutes of the meeting of November 6, 2019. The motion carried, all members voting Aye.

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

CONTEMPORARAY CONVERSATION REGARFDING RACE, CLASS, GENDER, PRIVILEGE AND EQUITY: REAFFIRMATION OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT'S COMMITMENT TO EDUCATIONAL SOCIAL JUSTICE THROUGH ACCESS, AFFORDABILITY, INDIVIDUALITY, DIVERSITY AND INCLUSION (19-12-1C)
Trustee Holober questioned if this document contained existing language. President Schwarz confirmed it did, stating it was adopted in 2016. Trustee Holober stated this item seems to be a standing item on the agenda, but appreciates it because all of the details described seem to be right on target. Aside from social justice, Trustee Holober believes economic justice should be mentioned and/or referenced as well due to them being inextricably linked. President Schwarz asked if Trustee Holober believes there should be another bullet point; Trustee Holober believes another bullet point was not necessarily needed, but just a reference to economic justice in the second paragraph would be fine. After a quick conclusion, all Board members were in agreement with Trustee Holober's suggestion. President Schwarz asked if the appropriate staff would revise the document and re-submit it at a later date; Interim Chancellor Claire stated they would make the necessary changes and bring it back at a future meeting. President Schwarz furthered the conversation by suggesting to leave this as a standing item on the agenda, to which all of the Board was in agreement.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES
President Schwarz called upon Interim Chancellor Claire; Interim Chancellor Claire took this time to offer his thanks to Trustee Goodman regarding his tenure as President of the Board and stated even though it has not been an easy year, things were pretty stable when having someone like Trustee Goodman as board leader. In addition, Interim Chancellor Claire personally thanked Trustee Goodman for helping him transition into the role of Interim Chancellor. Interim Chancellor Claire also congratulated President Schwarz and Vice President Nuris, and welcomed Cirilo Espinoza to the District and thanked Ginny Brooks for the pleasure of working together for thirteen years in various roles. Ms. Brooks has been the epitome of professionalism and Interim Chancellor Claire wished her all the best in her retirement.

Skyline College Interim President Dr. Jannett Jackson mentioned the power outage that affected the campus today; the lights are finally starting to come back on, so classes will resume tomorrow. Dr. Jackson also offered her thanks to Trustee Goodman for his leadership, being a symbol of what can be and what success looks like. Dr. Jackson also wished the Board a happy holiday season and prosperous New Year.

On behalf of Cañada College President Jamillah Moore, Vice President of Instruction Tammy Robinson offered her thanks to the Board and congratulated President Schwarz and Vice President Nuris on their new positions within the Board. Dr. Robinson also thanked Trustee Goodman for his service on the Board, what it represents for both the San Mateo County and African-American communities and his role as a dedicated father.

Chief Financial Officer Bernata Slater congratulated President Schwarz and Vice President Nuris on the new roles and thanked Trustee Goodman for all of his hard work during his presidency.

District Academic Senate President Jeramy Wallace congratulated President Schwarz and Vice President Nuris, thanked Trustee Goodman for setting an example in leadership and wished Ginny Brooks a lovely retirement. Professor Wallace acknowledged all of the administrators he has worked with lately, stating he could not do his job properly without their assistance. Professor Wallace continued to state even though this was only his second report, the Academic Senate has been very busy with some long-term projects and would be providing an update. Under past president Leigh Anne Shaw, an update to the process of establishing minimum qualifications was completed; Professor Wallace thanked Professor Shaw and Dr. Aaron McVean for their support and hard work on this when it was initially started in 2018. Another project currently being worked on is standardizing and providing equity in short- and long-term professional development processes and procedures, which was yet another project Professor Shaw started with the DAS during her time as president. Recently, the Academic Senate has started to update the policies governing the hiring evaluation of full-time temporary employees; Professor Wallace stated he has worked with Dr. Jennifer Taylor-Mendoza, Vice President of Instruction, and David Feune, Director of Human Resources, on this project. Faculty hiring is another topic currently being discussed by the State Academic Senate, State Legislature and State Chancellor's Office; Professor Wallace stated he and his team are currently working on ways to diversify the faculty at the college level and will be reaching out to certain individuals in the District with regards to implementing processes and procedures in our hiring practices to obtain a faculty which mirrors our student population. Professor Wallace has also began working with Human Resources to clarify the part-time/full-time hiring

processes and clarifying the faculty involvement in said processes. Mr. Wallace stated he believes the District is in a place to start ratifying these updates around Spring 2020 so that they may be implemented in the Fall 2020 semester.

Mr. Wallace proceeded to state the District Senate spoke about the Chancellor hiring process and the appointment of faculty to that committee. During the discussion, a concern was raised about using one of the faculty positions for the AFT. In doing so, one of the colleges' faculty bodies would lose its voice on the committee. The teaching, learning and cultural environment at each college campus is completely different and to take away one of those positions away from one of the colleges would leave a huge hole on the search committee. To resolve this concern, the District Senate is requesting the Board of Trustees add a fourth faculty member to the search committee that could be appointed by the AFT. President Schwarz stated the Board would likely discuss the concerns and questions brought forth by the District Senate after they receive reports from the consultants on the hiring process and come back to them at a later date.

STATEMENTS FROM OTHER REPRESENTATIVE GROUPS
CSEA President Annette Perot thanked Trustee Goodman for his collaborative work with CSEA over the last few months and offered congratulations to President Schwarz and Vice President Nuris on their new roles in the Board. Ms. Perot stated CSEA recently held their annual holiday luncheon and thanked President Schwarz, Trustee Holober, Trustee Mandelkern, Interim Chancellor Claire and other staff for attending the event. Around 120 individuals attended the luncheon and Ms. Perot stated a raffle was held in order to provide scholarships to students at all three campuses. President Schwarz thanked CSEA for the invitation to the annual event.

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 (19-12-1A)
President Schwarz stated there was a request to remove consideration of the position of Office Assistant II in Business, Education & Professional Programs/BAEC under "Short-Term, Non-Continuing Positions." In addition, President Schwarz stated there was also a request to remove the retirement of Russell Cunningham under "Public Employee Retirement and Resignation." It was moved by Trustee Nuris and seconded by Trustee Mandelkern to approve the actions in the revised report.

Trustee Holober requested some clarification regarding a possible typographical error regarding the "January 1, 2019" date listed in the temporary positions section of the personnel report; Director of Human Resources David Feune stated this was indeed an error and would correct it to read "January 1, 2020." Trustee Holober recalled his comments from the last meeting about retroactive approvals regarding hiring independent promotion decisions; he appreciated the discussion he had with Interim Chancellor Claire and was thankful for his report on the work it is going to take. Trustee Holober understands things need to change, with most of it being a question of planning and boiling down to proper management. An organization of this size should generally be able to anticipate it hiring/promotional needs months out and Trustee Holober believes there should be a way where this could be completed in a timely fashion and brought to the Board before an individual is on the payroll, transferred or promoted. Trustee Holober appreciates this recognition and will vote for this report in that spirit, making note of the fact there were five backdated recommendations in the report (including one as far back as October 1, 2019, meaning this individual had been in place for around 70 days – which is not acceptable in his opinion). Trustee Holober hopes by working with administration, this would no longer be the case.

Aside from the retirement of Ms. Brooks, Trustee Mandelkern wanted to acknowledge the retirement of Mr. Raymond Hernandez, Dean of Science, Math & Technology (formerly the Director of the Respiratory Therapy Program) at Skyline College. Trustee Mandelkern stated Mr. Hernandez was extremely instrumental in bringing forward our first bachelor degree program and would like to recognize all the work Mr. Hernandez did to secure this program at the community college level.

The motion carried, all members voting Aye.

APPROVAL OF CONSENT AGENDA
President Schwarz stated the consent agenda consists of Board Reports 19-12-1CA and 19-12-2CA. It was moved by Trustee Goodman and seconded by Trustee Nuris to approve the items on the consent agenda. The motion carried, all members voting Aye.

Other Recommendations

APPROVAL OF CHANCELLOR POSITION ANNOUNCEMENT (19-12-100B)
It was moved by Trustee Goodman and seconded by Trustee Holober to approve the position announcement.

President Schwarz called on Dr. Joan Smith to present the report. With regards to the Chancellor position announcement, Dr. Smith stated four forums were held at each of the three colleges and one at the District Office. With well over 100 total people in attendance, Dr. Smith stated that opinions on San Mateo County strengths were voiced and taken into account from these town halls. Dr. Smith thanked David Feune for his assistance in the HR portions of the report and aligning her writing style with the HR procedures in place. Dr. Smith also thanked David McLain, Communications Manager, and Richard Rojo, Director of Community Relations and Marketing at CSM, for their assistance with graphics and overall design of the position announcement. In addition, Dr. Smith thanked Ginny Brooks, who was instrumental in coordinating numerous meetings with the District. Dr. Smith concluded her presentation and President Schwarz asked if any individuals in the audience wanted to comment on the report; no comments were made.

Trustee Goodman began by thanking Dr. Smith and her staff for all of the work that went into this process and report; he also thanked the District faculty and staff for their time and effort spent on this. Trustee Goodman continued with the possibility of the Board giving the directive to add another spot for faculty on the sub-committee (as requested earlier); as of yet, the committee has not been formed, but it is in the works and the Board would be willing to consider the directive at that time. If need be, the Board could take formal action at a future Board meeting.

President Schwarz requested clarification on the actual number of spots on the Chancellor position search committee; Director Feune stated the decision was to have three faculty, three classified staff, three administrators, three students, one trustee and two community members on the committee. Professor Wallace clarified, stating the three faculty positions would be one from each college appointed by the District Senate and then the requested a fourth spot being a member of the AFT (a union appointment). President Schwarz and Trustee Goodman commented on the fact that this would affect CSEA and AFSCME and stated this concern had been previously discussed. Director Feune stated AFSCME would fall under CSEA because they are the body that would appoint the three classified positions on the committee and would be selecting the AFSCME individual. Trustee Holober clarified the current number of positions on the Chancellor position search committee again (15) and stated he would be in support of Trustee Goodman's suggestion. The size of the committee is a bit concerning, but it would be a balancing act, and Trustee Holober understands that CSEA is designated to be the appointer of any classified position. Trustee Goodman remembers enforcing a cap of 17 positions on this committee, so the request for a fourth position would still fall within that amount; at this point, however, he is unsure of how to guarantee there would be proper AFSCME representation versus just CSEA appointments. Ms. Annette Perot stated CSEA has already had a conversation with AFSCME about having an AFSCME member as one of the classified positions and is currently working with them to appoint one of their members while still making sure all prerequisites are met. Trustee Holober suggested to proceed with adding the one classified position to balance (per the request of the Academic Senate) and rely on good faith that AFT and AFSCME would make appropriate appointments. Trustee Nuris confirmed that even though individuals would be nominated or suggested for the committee, the Board would still have the final say as to the appointment of the positions. Trustee Holober stated AFT would need to submit one name to the Academic Senate, who would in turn submit the four nominations to the Board. Trustee Nuris questioned if this process would be problematic; Director Feune cited California Education Code, stating that Academic Senate is the appointing body for faculty, while CSEA appoints classified positions. He continued to state from his conversations with both union bodies, they would be bringing forth not just a recommendation, but the person they appointed to the position; Trustee Nuris stated he was fine with this as well. Trustee Mandelkern stated he was a bit reticent to expand the size of the committee beyond what was previously discussed at the November 6, 2019 Board meeting; however, he also believes if it is the will of the Board to approve this based on balancing purposes for faculty and classified positions, then it would be a very reasonable step to take. Trustee Mandelkern continued to state it would be nice if one of the classified positions could represent the District Office and a balance in diversity on the committee would be well appreciated. Dr. Jannett Jackson requested to make a point of clarification by stating Title V

does not speak to directing any classified union to follow this format and procedure (it is up to each district); it speaks only to the Academic Senate. It is this district's policy and in our contract with our bargaining unit, but not in Title V.

President Schwarz thanked Dr. Jackson for this reminder and proceeded to sum up the requests, thoughts/opinions and suggestions left on the floor regarding the Chancellor position search committee. Trustee Mandelkern requested in the spirit of good faith that the unions would listen to the suggestions of the Board and appoint appropriately. Ms. Perot stated their plan is to have an AFSCME, CSEA and a non-representative member appointed and make sure all groups are represented; the Board was in agreement with this solution. Interim Chancellor Claire noted a key feature of this procedure is regardless of who or what group has appointment rights, it is still a collaborative process; ultimately, the obligation is to have balance and make sure it is conducted in a collaborative fashion. President Schwarz agreed, stating she believed CSEA and the Academic Senate were acting in the best interest of the search committee process and surmised the need for an additional two positions (one classified and one faculty) on the Chancellor position search committee for a total of 17 spots; the Board agreed.

Trustee Holober requested to discuss the announcement of the Chancellor position with Dr. Joan Smith and began by saying how he appreciated all of the hard work and thought that went into the announcement, specifically the discussions regarding the strategic plan, student success, equity and social justice and how these aspects are brought to life and are central to the District's mission. However, Trustee Holober suggested some enhancement in areas of the announcement, such as the section regarding academic excellence. In addition, Trustee Holober stated there is virtually no discussion regarding the role of the Board of Trustees and the relationship between the Chancellor and an elected governing board and would like this explicitly discussed in the announcement. Trustee Holober also believes the applicant should have past experience working with appointed and/or elected governing officials and it should be reflected in candidate cover letters. Dr. Smith was receptive to the suggestions and stated they could be easily included.

Trustee Mandelkern requested to address the area in the announcement regarding "SMCCCD Strengths," specifically the last bullet point ("Community Supported"); he believes an applicant outside the state of California would be unfamiliar with this aspect, so some explanation would be appreciated. Trustee Mandelkern also questioned the placement of "beautiful campuses and grounds" in the list of strengths; it is certainly a nice attribute to have, but Trustee Mandelkern wondered if it truly needed to be at the top of the list due to other institutional strengths he felt would rank higher. Dr. Smith made note of these suggestions as well.

President Schwarz asked Dr. Smith if the aforementioned suggestions and revisions seemed feasible within her guidelines and timing; Dr. Smith stated she could work with Director Feune the following day and easily make the requested changes. Director Feune requested clarification from the Board; after the requested suggestions and changes are made in the announcement, does he have clearance to go ahead and post the position? Trustee Holober requested after the changes are made if Director Feune could consult with President Schwarz and Vice President Nuris first for feedback without having to wait for another Board meeting; Director Feune was in agreement with this request. Dr. Smith asked if she needed to work with the Board President and Vice President as well or should she continue to work with the sub-committee as she had already been doing; the Board stated she should continue her work with the sub-committee.

Trustee Mandelkern had one additional question, referencing the application procedure portion of the announcement. The position states it is "open until filled," but there is an initial screening with a deadline of February 19, 2020; Trustee Mandelkern wondered if the process would allow room for a last-minute applicant or submission and how it would work; Dr. Smith gave a brief explanation as to why this was included, but stated it really didn't matter and could remove it at the Board's request, leaving a hard deadline of February 19th. Trustee Mandelkern wished to honor a process so that everyone applying could have an equal chance and no one could short-circuit the process at the very end; this would mean enforcing a hard deadline of February 19, 2020. The rest of the Board was in agreement with Trustee Mandelkern's suggestion. Dr. Smith wanted the Board to be aware of her final meeting with the sub-committee before the position closes (part of the normal process anyway); she will make the necessary changes on her end and submit the amended announcement to Director Feune within the next day or so.

The motion carried, all members voting Aye.

ADOPTION OF RESOLUTION NO. 19-21 IN SUPPORT OF PROPOSITION 13: PUBLIC PRESCHOOL, K-12, AND COLLEGE HEALTH AND SAFETY BOND ACT OF 2020 (19-12-101B)

It was moved by Trustee Goodman and seconded by Trustee Holober to adopt Resolution No. 19-21. The motion carried, all members voting Aye.

SETTING OF BOARD OF TRUSTEES MEETING DATES FOR 2020 (19-12-102B)

It was moved by Trustee Nuris and seconded by Trustee Goodman to discuss and set the meeting schedule for 2020.

After discussion, it was decided that no Board meeting dates would be changed.

Trustee Mandelkern asked if the commencement dates for Spring 2020 were known so that he could put them in his calendar; at this point, the dates have not been determined yet, but they usually fall on the Memorial Day weekend, with College of San Mateo and Skyline College having their ceremony that Friday (May 22nd) and Cañada College that Saturday (May 23rd). Interim Chancellor Claire stated he would confirm the dates as well. The motion carried, all members voting Aye.

INFORMATION REPORTS

UPDATE ON CAÑADA COLLEGE BUILDING 1 – KINESIOLOGY AND WELLNESS PROJECT (19-12-2C)

President Schwarz called upon Interim Chancellor Claire to initiate the discussion. Interim Chancellor Claire stated he appreciated the conversation at the last Board meeting and mentioned discussing 13 items; the number of items has increased to 17. Interim Chancellor Claire continued to state he was very pleased with the progress of the various projects and wanted to stress this is very difficult work with many individuals and different opinions involved. Even though it is important to look at the history to see what has been done, now is the time to start looking forward. At this point, Interim Chancellor Claire stated it is all about finalizing Building 1; he continued to say it is critical to have solid communication and agreement on exactly what has already been agreed upon and you may disagree about the resolution of the item, but you have to agree to what the issues are. Interim Chancellor Claire stated even though there is still some work to do, we are in the final steps and on our way to a ribbon cutting.

Cañada College Vice President of Instruction Dr. Tammy Robinson began the update by stating there have been meetings on a weekly basis regarding all 17 items and most have been resolved; a few items will require a bit more time and planning as they move closer to the opening of the building. Dr. Robinson introduced Matt Lee, Interim Director of the Kinesiology, Athletics and Dance (KAD) department, and stated he would be presenting the report. Interim Director Lee thanked everyone for their time and sharing their concerns regarding some of the issues at hand. He also asked the audience to reference a handout, which was circulated. Interim Director Lee stated he would go through the list and provide a brief explanation/update for each of the 17 items.

- Entry Lobby – referring to the reception desk/area at the entrance of Building 1. Currently, this area is identified as "Enterprise Space" and academic personnel would not be situated at this desk to greet any individuals as they enter the space. KAD would like a presence there, although the building is not yet built and they actually don't have that position; it's been proposed and gone through the process, but it has not been funded for this fiscal year. The role has yet to be determined, but there are possibilities to open it up for discussion down the road. Essentially a "yes" from KAD, but pending updates.

- Membership Office – needing further discussion. Administration is aware of KAD's requests in that the academic space be strictly available to the academic personnel. Further discussions between KAD and the District will be needed.

- Laundry – all parties are in agreement that this issue is resolved. It will be located on the second floor of the building for use by the varsity team.

- Mother's Room – resolved; requirement through state legislation has been understood.

- Men's Locker Room in Enterprise Space – still needs further discussion. Administration understands the accessibility need for all parties and use by the general student population for restroom and shower purposes. Dr.

Robinson stated this was a major legal issue with regards to the homeless student population and she confirmed just last week that the students will have access to the showers; further details will be worked out down the road.

- Academic Space – can be reconfigured to allow KAD programming.

- Visitor's Team Room – resolved; wall can be eliminated to increase the square footage of the varsity weight room.

- Gymnasium – three items are still in discussion; bleachers issue has been resolved, with new bleachers being installed.

     a. Basketball Hoops – to be discussed further. Issue of permanent vs. suspension; the latter is favored so that they can be moved for KAD needs. Jack Herbert, Director of Construction Management, is looking into possible solutions. Dr. Robinson stated there are some solutions on the table, but they may require DSA approval; DSA approval will involve costs and possible delays. Waiting to get more research back, so the issue is resolved for now pending more data.

     b. 2nd Floor – discussion of actually looking into the gymnasium from an instruction standpoint. Possibility of using a partition or some sort of apparatus to separate the two areas. Director Herbert is looking into this as well for possible solutions.

     c. Gymnasium Floor/Ceiling – compliant with California Community College Athletic Association (CCCAA) standards and the NCAA.

- Pool Storage – resolved; space will be shared.

- Fitness Room – resolved.

- Fitness Lounge – further discussions are needed; potential to teach in this area was proposed today. Dr. Robinson stated once the building is completed, it is an issue that can be addressed at that time.

- Fitness Floor – being discussed.

- Parking – 350 new parking spaces will be available; request was made for KAD to look into how many parking spaces would be allocated to students vs. faculty/staff.

- Classroom Space – resolved in the sense that they want to look at if/how CSM's programmatic approach would work there.

- Ceiling – resolved.

- Hall of Fame Space – resolved; there will be an area designated.

Mr. Lee recognized all of the work that has gone into this building; President Schwarz agreed, stating it looks like a lot of work is being done. Interim Chancellor Claire offered his thanks to Dr. Robinson, Interim Director Lee and the rest of the KAD faculty and classified staff for their weekly meetings and disciplined approach to get this building built. There are clearly some issues that still need to be discussed, but Interim Chancellor Claire is confident everything will get resolved.

Trustee Holober stated he had a comment, but chose to wait to make his statement until after the public had their opportunity to make any comments. President Schwarz stated since the report that was just presented was an information report, there are normally no public comments made; she waived this rule and allowed the public to approach the podium for comments.

Sophia Tess, a student and member of the Cañada College tennis team, referenced a handout from her coach, commenting on the issue of the classroom not being resolved yet and indicating it has been classified as "shared space." Ms. Tess

questioned why the external management system needs a classroom; since it is an educational space, it should be dedicated to the students. Dr. Robinson responded, stating the classroom is a KAD-dedicated academic space.

Maxine Terner, a member of the public, sent a letter regarding Building 1 to the Board of Trustees. She stated that was shocked, both as a taxpayer and voter, to come to Board meetings and hear from KAD faculty and staff that educational issues were not being addressed; however, she is really pleased to see that progress is being made. Ms. Terner is still concerned about the fact that this project was never described in the beginning and how it morphed from a $40 million project into a $120 million project; she believes this is incomprehensible. Ms. Terner made a request to staff about six weeks ago on how this occurred and if there was a report or something on the website that shows what was added. In terms of the size, Ms. Terner quoted Trustee Nuris from the last Board meeting, "well, this is such a big building, obviously it was always going to be used for something else." Ms. Terner stated in her letter it was not always understood that this was the case. In terms of public trust, transparency and accountability, this is of grave concern to Ms. Terner. She understands that many individuals present at the Board meeting work extremely hard to make these facilities, but when something goes so off-course (like how this building has), she believes it is very important for both the administration and public alike to understand how it happened. Ms. Terner referenced a comment made earlier in the night about the costs connected to changing a basketball hoop, stating is was ridiculous since $120 million had already been spent. In closing, Ms. Terner requested administration and the Board of Trustees to be honest and take care of faculty and students (because that is where her money should be going to). She would still appreciate some documentation as to how this building went from what was proposed to where we are now and ideas on how to move forward without this happening in the future.

Jeanne Stalker, substitute program director at Cañada College, stated she couldn't agree more with Interim Chancellor Claire, stating it is time to move forward and find ways of getting there. At this point, she questioned the Board as to how we would go about this – the funding of more full-time faculty and coaches? When Jeanne began her employment years ago, there were 50 full-time coaches and now we have two; how are they able to compete with the other colleges? These are full-time students who average 17-19 units per semester and our GPA is 3.83 per athletes; this is something to be proud of, so how can we go about rebuilding and revitalizing her department?

Vera Quijano, assistant professor at Cañada College, said she wanted to speak on her parents' behalf, as her mother voted "yes" on Measure H. Her mother is very disturbed by this report, as it seems the focus has shifted away from the students. Professor Quijano would like to know who in attendance of the Board meeting is responsible for the misdirection of guidance and misappropriation of funds. She stated that for the last four months, she has attended multiple meetings on her own time and it seems as though no one in administration is putting the students first; it is disrespectful to faculty, staff and the students themselves. As an example, Professor Quijano referenced the first point on the handout ("Entry Lobby"), asking why there is no academic representation. She wondered how students straight out of high school are supposed to figure out how to navigate through without any academic representation. Professor Quijano stated she has been in her position for about 20 years and finds it hard to believe that no one is putting needs of the students at the top of the list. She is beyond the point of consistently hearing the same excuse over and over and would like someone to speak up and take responsibility. While in agreement with Interim Chancellor Claire on moving forward, Professor Quijano wondered how we could even get there. She referenced the estimated membership numbers of the enterprise clients (anywhere from 4,000 to 9,000), but with only 350 parking spaces being added, students are concerned about the parking and no one is listening to them. Professor Quijano wished there was at least one individual who would back up KAD faculty and students so they in turn could support students through Measure H. Regardless of if someone voted for Measure H or not, we are still paying for Exos and their service, which is essentially letting a company designing a teaching- and learning-centered environment for our students all on their own (with little to no knowledge of what a "teaching space" should be).

President Schwarz thanked the public for their comments. Trustee Goodman began by saying it has been a long four months, but we are experiencing an opportunity to make some movement and possible changes to ensure we are putting our students first. Trustee Goodman is seeing a lot of movement, but wondered if we were receiving it from the right areas and does Exos have the proper motivation to put our students first. He stated the changes being spoken of could have been brought to the table four months ago – even a year ago – but they weren't. Trustee Goodman continued to state that as Exos ends its contract with the possibility of renewal, the Board (along with administrators, faculty, staff, students and the community we represent) understands everything that has transpired and will take it all into consideration when discussing the renewal of said contract. Their actions, inactions, ability to work with our administration to put our students first; Trustee Goodman hoped this has been already been communicated to Exos and promised he would remember what they've done, how they've

done it and whether or not we're putting our students first. He has researched Exos' competitors and found there are other organizations that do this kind of work and are willing to make sure our students are put first.

Trustee Holober acknowledged Trustee Goodman's comments, stating there should be no assumptions on who will be running the facility and we should complete a competitive RFP process. Trustee Holober also stated he would consider the facility becoming a District-run operation, believing it would be well-run by the District (as opposed to being contracted out), and understands the individuals currently assigned to this relationship have a strong belief that that's not possible; he continued to say that as we consider our future, we should get some new faces and voices involved in analyzing that option. Trustee Holober acknowledged the work that has been completed at the direction of Interim Chancellor Claire, stating it may have been a different approach than what was conducted in the past. While he appreciates the Building 1 report, the development of and going through the list, Trustee Holober feels as if a majority of the work feels like it's being completed at the "goal line," where so much of the planning and development of this building was done without the proper input from faculty, staff and students – the individuals who would actually be using this facility. There is a lot of instructive value looking through the report and Trustee Holober believes this whole process was not done right and is an example of how not to do things. However, we need to learn from it and make changes down the road in our processes and, if necessary, possibly the people who are responsible for those processes. Trustee Holober stated while looking at this whole process, we need to identify what was done wrong and how it was done wrong. As early as May 15, 2013, there was a meeting conducted regarding this facility; talk of a private membership athletic club became evident a month later (June 17, 2013). According to Trustee Holober, the Board approved a Board report one month later that made no mention of any private membership athletic club for non-members of our campus community. On January 31, 2014, there was a meeting which included representatives from Exos who discussed in detail a 4,000-member private club in this facility; however, according to another Board report received and approved on June 25, 2014, there was no mention of a private club and the facility would only be for the use of our campus community. This, in turn, led to the July 2014 vote to put the measure on the ballot.

Trustee Holober continued that this doesn't speak to the exclusion of the KAD faculty, staff, students and the Board; the Board wasn't aware of what was being planned by staff, all the while being provided different information. In his opinion, Trustee Holober believes this is a very serious transgression, from which rules and regulations need to be developed so that this doesn't occur in the future. Trustee Holober counted at least 50 meetings in 2017 and 2018 to discuss many details regarding the construction of the facility; he was told there were no KAD participants at those meetings, but understands the meetings may have been at a level where KAD faculty was not needed. Trustee Holober has a hard time believing a deal that close to finalization was completed without the proper participation of said staff and it is completely the wrong way for the District to conduct business. When the plans were finally unveiled at a large meeting he attended in August 2019, Trustee Holober stated it basically led to a revolt by the individuals who were first learning about what had been developed without their participation. Trustee Holober stated for the record he is glad the revolt occurred as he believes it is a healthy thing and appreciates the Interim Chancellor Claire's leadership in working to address the issues that the Board had been told were addressable. There are many issues that are not addressable as it is too late in the game, so we need to move to a point where we can find a lesson to be learned. If the lesson is to not involve those whose input should be included nor those who make the decision to put this process in place and in the end say "it's kind of a done deal, but we can tinker with it," then we should keep doing what we are already doing; Trustee Holober believes this goes greatly against the spirit of how we are supposed to operate as a district. He is hoping the list that was discussed earlier will be addressed to the satisfaction of the employees and students who will be utilizing the facility and he is not prepared to accept something short of that; no progress on any of the issues discussed earlier would be completely unacceptable in Trustee Holober's eyes.

Trustee Mandelkern began by stating he does not disagree with what his colleagues have already stated and he appreciates the efforts of Dr. Robinson and Interim Director Lee trying to reach some conclusions. At this point, he believes it is important to separate out the time-critical pieces that have to deal with construction and then deal with programmatic issues. Trustee Mandelkern stated if there is a need to say stop and hit the "pause button," he is fully prepared to do so, even if there is a cost in construction because we need to get this right. He is encouraged by the progress he is hearing and thanks the multiple groups for coming together to try to reach some solutions, but believes this is something that should have been done a couple of years ago and not during the 11th hour while construction of the building is already underway. Trustee Mandelkern proceeded to thank Ms. Terner for being a member of the Bond Oversight Committee and her communication with the Board; he reminded the audience that one factor for the drastic increase in funds is due to the dramatic rise in construction costs in the Bay Area. Trustee Mandelkern ended his comments by saying the Exos contract (up for renewal in 2020) must have a thorough undertaking; he has a completely open mind at this point with regards to what the nature of

the operation might be and/or if it should resemble anything already at Cañada College or College of San Mateo. In addition, no one should assume the Board has already made a decision about who the operator of this facility is going to be.

Trustee Nuris stated he would agree with most of what was already said, declaring he cannot account for most of what was previously said or decided upon as he was not a trustee at that time; since he can only observe at this point, his first observation is that he sees a very large building he doesn't believe would have been planned at all without the thought of some sort of outside club coming in and occupying the space (akin to the College of San Mateo). Trustee Nuris stated his second observation is as an educational institution, we cannot know from year to year what the financial situation will be; this district has already gone into enterprise areas in order to raise funds outside of those already coming in from the state and various taxations to supplement and pay for things we want our students to have. If we have a building that can serve all the needs of our students, faculty and staff, while at the same time providing an outlet to our community for their wellness needs, Trustee Nuris doesn't view this as a bad thing for the District or the school because it only serves to increase the flow of support to the school. He is confident we can work together to figure this out and is not about to start trying to find a scapegoat; whatever happened is in the past and we can't change all of the things, so he believes all should work together to change what we can now in order to provide something that is in the best interest of our students, faculty, staff and community. Trustee Nuris is hopeful the end result will allow the District to continue to gain the financial aspects that benefit the school and various programs we have. There is a balance and Trustee Nuris will be looking at everyone to work together in good faith to achieve that goal.

Interim Chancellor Claire reassured the Board that the true test of a good building is if it is still functional 10-15 years out; for this to happen, you need to design a building to be as flexible as possible. Like Trustee Nuris, Interim Chancellor Claire is new to this as well, but see the potential given the amount of flexibility. He used the open design of Building 10 and the Learning Center on the College of San Mateo campus as an example; while controversial at first, Interim Chancellor Claire and Vice President of Instruction Jennifer Taylor-Mendoza were able to design a building with supreme flexibility and that would change over time. Interim Chancellor Claire cautioned the Board about stopping construction, stating we do not have bond dollars for a "do-over" at this point (as advised by Chief Financial Officer Bernata Slater). Interim Chancellor Claire does believe we can get this done; the weight room has been made bigger and there are some walls that can be put in here and there, but he cautions there are some designs we should be careful in implementing because we may not be able to recover from them. In keeping the open design, the building will be able to change over time.

President Schwarz thanked the members of the Board for their input and proceeded to make her comments, stating she would first like to compliment the resolutions that have occurred on the building thus far. She requested clarification on the items there were a "no" for now; is it definite or are they still open for suggestions? Dr. Robinson stated the whole list is essentially open for suggestions and is still receiving input. President Schwarz thanked Dr. Robinson for her response and stated she is hopeful we can reach resolution on all of the issues in a timely manner. "We can't move forward if we keep bringing up everything that happened in the past," President Schwarz stated; some of the items just need to end so that we can look forward to what kind of facility we're going to have. President Schwarz recalls going through numerous Board reports regarding construction, materials, labor costs and other factors that have led to the escalation in the cost of the building (which we should all be aware of); the increase does not stem from the planning and/or design of the building at all. She continued to state it was assumed because this building was so successful at the College of San Mateo, we had the possibility to do the same thing at Cañada College; people wanted this facility there and it was never a secret. President Schwarz continued to remind everyone in attendance that we have to let go of some of these issues in order to move forward; she stated she has questions like everyone else, like why is there a pool when we have no swimming team? Maybe someone is being progressive enough to look toward the future and think about having things we didn't have in the past, which could result in wonderful possibilities. "We cannot stop what's there, but we can certainly work together to make what's there better," President Schwarz added. She takes offense to the statement made earlier about students not being put first; students are always first in this District, no doubt about it. Faculty and staff most definitely come next; we wouldn't have created this facility at the College of San Mateo and now Cañada College if the District didn't care about the wellness of their students, faculty and staff. President Schwarz ended her comments by stating she has seen nothing but positive benefits come out of this scenario from the College of San Mateo and we will get those same results eventually at Cañada College if we just take a step back to reflect and proceed to work forward together toward completion. We may not like everything, but we must come to a mutual decision in order for this to work properly.

ADDRESSING HUNGER AND FOOD INSECURITY (19-12-3C)

President Schwarz called upon Vice Chancellor of Educational Services and Planning Dr. Aaron McVean to initiate the discussion. Dr. McVean thanked President Schwarz, members of the Board, faculty, staff and those in the community for their time and proceeded to reference his report (included in the Board Packet) on how the District is trying to address hunger and food insecurity among students. Dr. McVean stated a survey was conducted in spring 2018 to receive feedback on student experiences with food and housing insecurities; results indicated nearly two-thirds of students reported experiencing some sort of food and housing insecurity in the previous 12 months and nearly half indicated the food they purchased just didn't last long enough. This shortage is something that has been identified as a reality across the nation and as a partial response to this, Dr. McVean's team has implemented a number of services to address this very real issue that is affecting our students' ability to achieve their educational goals. In this most recent fiscal year, the District allocated $1million to launch a pilot program to continue to address the barriers students face; the details of this program are included in the Board report.

Skyline College Vice President of Student Services Dr. Angelica Garcia spoke about some of the existing services, reminding what was already available and what was planned for spring 2020. Dr. Garcia began stated even though we operate three distinct college campuses, it is clear we are still one district and students deserve to have a common experience across the three campuses; the evolution and growth of the SparkPoint centers throughout the District have been a shining example of what that looks like. Dr. Garcia referenced the report in the packet and pointed out there were descriptions of the variety of programs offered at each of the three college campuses intended for students; these programs include food pantries, a "grab & go" program and at Skyline College there is now a free community market. Colleagues within our district share in this good work and many individuals work together to figure out how all three colleges can best collaborate; Director of SparkPoint Chad Thompson has gone to the state capital to present on our behalf and hopefully appeal to the state's year-end donation program. Dr. Garcia stated the SparkPoint centers are tailored for short- and long-term needs, such as financial coaching and savings support programs. She continued to state that food insecurity is systemic and institutionalized and not just one thing will overcome it; the program being developed to help combat this issue consists of a team across the District. Dr. Garcia mentioned the report and how it explains who is involved and the efforts they undertook to get input from all three campuses and community members to get a sense of what it means to support students and develop this program; Dr. Garcia and her team also performed research on the Hope Centers to achieve this goal. They found that community colleges, specifically in the state of California, are more expensive than colleges in the UC system due to the way our funding is provided.

Within the program, Dr. Garcia stated we have $1million and are using Pell Grant recipients as a proxy for low-income status; the program is designed, however, to assist a student any time they present as having a need and there would be access within our realm to support the student. In addition, there is an intentional case management model so that students could receive up to $300 a month and have access to hot meals multiple times throughout the day. Dr. Garcia continued to say they focused on having a dignity-centered program, which is viewed as a retention strategy; feedback from students on all three campuses helped to develop this approach while still maintaining the having the highest level of dignity for students. The timeline presented in the report is accurate; the pilot program is ready to be launched in the Spring 2020 semester and the teams have mobilized at the three campuses using a combination of SparkPoint and student support. The program would allow students to purchase warm food at our campuses and have case management and/or program support. Dr. Garcia stressed that a student does not need to be Pell Grant eligible in order to receive assistance; if a student discloses the need to a faculty or staff member, Dr. Garcia's team is ready to mobilize and assist when needed. We are in a really unique place right now because many colleges across the state are trying to find ways to support their students; EOPS at Cañada College was a big influence and model for this program in providing hot meals to students. Dr. Garcia stated that she feels privileged to work in a district where students' needs are a primary focus and to have a team that cares so much about wanting to help students in any way, shape or form. She also feels we are in a position to support our students and not let them feel they are less valuable in the hierarchy of public education in the state of California.

President Schwarz thanked Dr. Garcia for her efforts and opened the floor up for discussion. Student Trustee Chavez questioned what happens once the funds are exhausted and students still express the need for it; Dr. Garcia stated they are looking into learning what the thresholds of need might look like and referenced the Board report for further explanation and projections. Dr. Garcia has been told these are one-time funds and not to expect them to continue, but she is hopeful decisions made down the road would allow for this program to continue. Trustee Nuris stated once you have a grant to fund a program, many times it is a great launching pad to go out and get other agencies and/or organizations in the community involved and possibly on board based on the history you're creating. He continued to say we should be sharing this

information (if not already) with city councils and other school districts; the more information out could possibly springboard into other areas of support.

Trustee Mandelkern thanked Dr. Garcia for the update and report and believes it is critically important to support our students in their successes. We are well aware of the support that is directed to the K-12 level, so Trustee Mandelkern is glad to see that thoughts, support and programs are finally being implemented in the community college system. There is a lot of support with the need for lunches and hot meals for children and it seems that once they graduate, the notion is that the needs just disappears, which we all know is not the case. Trustee Mandelkern wanted to add a bit of cautionary advice, stating "don't let perfect be the enemy of good enough." We are striving to have a perfected system of providing three hot meals a day, but we shouldn't let that interfere with getting what we can out to students; we should start doing something now and then work our way up before we really roll anything out. Trustee Mandelkern is also aware of two initiatives at the state and federal levels and is curious to see if we could tap into those resources; the former being the governor specifically allocating money to the community college system to address hunger, while the latter involving a program created by Anna Eshoo and Adam Schiff called "Food For Thought." With the governor's allocation, there seems to be a hierarchy on how the community college districts within the state rank, so Trustee Mandelkern is unsure of how that would work. With regards to the "Food For Thought" initiative, Trustee Goodman added that it has about a 6% chance of passing, so it's not something that will happen for sure.

Addressing the state program, Dr. Garcia stated there are two data variables that often determine whether if it's a competitive grant from the State Chancellor's Office or just a "this is how we're making allocations." Whenever we're talking about food and housing for students, the two data metrics are the Pell Grant recipients and the California College Promise Grant (CCPG; formerly known as the Board of Governor's Fee Waiver). Dr. Garcia stated these are usually the factors that set a baseline for a proxy on how the funds will be distributed. In addition to this aspect, funds are distributed to colleges that have established community partnerships; due to our SparkPoint centers and other local agencies, we have strong ties to the community and this translates to more grants. Concerning the receivable grants which will be used for food, Trustee Mandelkern questioned if we knew how the distribution would occur. Dr. Garcia stated at this time, we don't know what the allocations will be nor if it will be competitive; the hope is that it is based off of the two aforementioned factors and not be competitive, but we should find out in January 2020.

Student Trustee Chavez referenced the two pilot programs in the report and wondered which version would be rolled out in the Spring 2020 semester. Dr. Garcia stated they are actually going to roll out both at the same time and evaluate which one works best on a case-by-case basis; some students are very connected in the programming on campus, so the need to disclose would come easy for them. We also want to reach those students who are not as connected and make sure they are not being excluded from this service; there are no unit enrollment restrictions, so any student should feel welcome to disclose. Student Trustee Chavez asked how a student could go about applying for this program and Dr. Garcia stated there will be communication to students via posted information and word of mouth. In addition, the colleges already have CARE reports where faculty and staff can disclose on behalf of a student and students will sometime disclose their situation in actual assignments, so Dr. Garcia stated faculty will be tasked with paying more attention to this aspect of the classroom. President Schwarz thanked Dr. Garcia for the information and stated she is anxious to hear their first report.

REPORT ON ENERGY, SUSTAINABILITY AND CLIMATE ACTION (19-12-4C)
President Schwarz called upon Energy and Sustainability Manager Joe Fullerton to initiate the discussion. Mr. Fullerton stated he would be conducting more of an interactive presentation and proceeded to introduce and describe the role of each member of his team: Madeline Willett (Utility and Sustainability Specialist), Isaac Knipfing (Utility and Sustainability Specialist), Fatima Abdul-Khabir (Decarbonization Fellow) and Isabel Pares (Zero Waste Associate). Mr. Fullerton continued to state the primary role of the Sustainability program is to mitigate the risk of violating regulations and requirements put in place by state law; in his presentation, Mr. Fullerton presented a slide of several regulations our district needs to abide by, such as greenhouse gas reductions, electric vehicle requirements and requirements for sustainable procurement. Most recently, the Board of Governors developed a set of policies to align with these goals; one goal is the 40% reduction of greenhouse gas emissions to below 1990 levels. Mr. Fullerton stated it will be hard to achieve this goal because we are unaware of what our 1990 greenhouse gas emission levels were and we only have a short time to reach those levels. Mr. Fullerton continued to highlight the mitigation of risks, stating he and his team are working in a collaborative sense to engage and enrich students, faculty, staff and the greater community, while empowering everyone with the ability and knowledge to make a change.

Madeline Willett stated we are making progress on a variety of energy and sustainability topics; most of the topics were established in 2013 and the team has done their own research to identify certain goals, drive business value, mitigate risks and connect with stakeholders. Ms. Willett stated the Energy and Sustainability team is using "campus is a living lab" as a primary vehicle of progress, which means turning each of the three campuses and their respective operations and facilities into labs where students can learn about and engage in sustainability topics. In addition, "campus is a living lab" allows for putting students first by prioritizing learning, all the while achieving facilities excellence by building a bridge between our students and operations team. Ms. Willett continued the discussion while referencing her presentation; she spoke about students who were learning about global water conservation efforts and collecting data from campus water use. By the end of the lecture and lab, these students were able to work together to identify roughly $28,000 of operational water savings. Ms. Willett proved that while "campus is a living lab" has social benefits between students and operational benefits for the district, there are also academic benefits; students are able to engage in peer-to-peer learning and problem-solving and connect to their work and studies in a more physical way.

Isabel Pares explained that students at Skyline College were directly responsible for the district-wide composting program; they noticed around 60% of our disposed waste consisted of organic/compostable materials and this waste was going to landfills instead of suitable locations (our campuses didn't have compost bins at the time). The initiative shown by these students inspired the program, with composting bins and recycling stations being placed throughout all three campuses. Ms. Pares stated they are there to support the students in their desire to make the campuses more sustainable because they do care about the environment and finding ways to combat climate change, which affects all of us. The idea of making our campuses more sustainable is about environmental and social issues and doing things right. In terms of zero waste, Ms. Pares stated we are on track for reaching a 70% diversion rate for our waste; we have a goal of being a "zero waste district" by 2025, so this high diversion rate really helps. Ms. Pares clarified that zero waste doesn't just mean recycling and composting; we are also looking at our business operations to make sure we are not generating unnecessary waste and greenhouse gas emissions. By working with General Services, we have been able to begin work on a sustainable procurement policy for the district, where the idea is to reduce the environmental and carbon footprint of our purchasing practices. Ms. Pares ended her presentation by saying she is very excited and proud to work for an organization that is not only envisioning the future, but taking proactive solutions and actions along the way.

Fatima Abdul-Khabir stated she grew up conscientious about energy-saving processes and procedures; her family eventually purchased solar panels and this led to her interest in sustainability. She is extremely happy to be here, working with SMCCCD on such large- and small- scale energy projects. Ms. Abdul-Khabir proceeded to state that she and Ms. Pares are "Climate Core Fellows;" Climate Core Fellows have being helping the Sustainability team on projects for the District since 2014. Their main objective is to learn and continue work on driving down the District-wide operational cost. Ms. Abdul-Khabir referenced a slide in the presentation, pointing out how past Fellows have assisted in achieving this goal.

Isaac Knipfing stated he has worked with SMCCCD for the past two years and, in each year, has seen a different set of challenges posed to the District. In November 2018, many challenges stemmed from the fires in the North Bay; the impact these fires had on our campuses was great, with the colleges being shut down for several days. For 2019, Mr. Knipfing stated just the threat of fires triggered the "public safety power shutoff" event (PSPS), which caused our campuses and dwellings to periodically lose power. Unfortunately, this is our new normal; Mr. Knipfing stated this is directly due to climate change and we should also be worrying about other problems that stem from this, such as rising sea levels. The greatest effects of climate change seem to appear on our most marginalized communities in San Mateo County. Mr. Knipfing continued to state the effects of climate change on human health have been drastic, while referring to the presentation. He is proud, however, to work with an organization that is addressing climate change and taking steps to help students combat the subsequent issues, such as food shortages, affordable housing and transportation. Mr. Knipfing stated one of the best and fastest ways the District can continue its progress on sustainability is by buying into a "solar plus storage system;" this system will drive business value, help mitigate the risks in PSPS events and help educate students on aspects of sustainability. This system would have a capacity of eight million watts of solar electricity and two and a half million watts of lithium-ion battery storage; the way we would procured this system is through a "power purchase agreement" (PPA), which leverages federal tax incentives. Mr. Knipfing stated a company would come to our campuses and install these systems at no cost to the District so that we could obtain energy through these systems at a lower monetary rate than what our current agreement is with our local utility provider (PG&E). These systems are also carbon-free, so we would be falling in line with regulations and not contributing to the issues previously outlined. Mr. Knipfing continued to state that the most favorite parts of his work are having the chance to make energy tangible to our students and turning our facilities projects

inside out so that students are able to learn what actually happens in real life instead of a classroom. In closing, Mr. Knipfing stated they are just trying to educate and raise the next generation of "sustainability superheroes" for the future.

Trustee Goodman thanked Mr. Fullerton and his team for bringing the presentation forward and educating the Board on some of the energy and sustainability issues we face as a district. He truly appreciates all the hard work and the opportunity to put something on the agenda that hits close to home and allows us to end the year on a high note. Trustee Goodman hopes Mr. Fullerton and his team will hold the Board accountable for addressing some of these issues, specifically with the decarbonization plan as we have roughly ten more years to be in accordance with the law.

Trustee Nuris thanked Mr. Fullerton and his team as well for a great presentation, stating it was very clear and easy to capture information. Trustee Nuris asked how much of our energy usage could we feasibly shift over to solar and/or other alternative sources; Mr. Fullerton stated we would eventually have to shift over to 100%. This particular project evaluation outline would allow the District to get 80% of the way there with our current operations, but it doesn't take in account the bigger future projects on the horizon nor the issues that surround decarbonization, such as transportation. Mr. Fullerton said the District would need to work more collaboratively with public transportation and shuttle service agencies; in turn, these agencies would need to improve services on their end as well. As of now, we are already a leader in EV charging stations in terms of community colleges, but we could make huge dent in progress if we retrofit and/or replace our boilers; most of the boilers on the campuses were installed back when the campuses were actually built, so we are in dire need of replacements and those will be electric. With the addition of these electric boilers, it will increase our electric load significantly, so we will need to make a very strategic decision on how we will procure energy from the grid while maintaining the zero carbon status. With the way the market is trending, Mr. Fullerton stated we could procure zero carbon energy at a very marginal increase in cost and we could easily make up the increase with other efficiency efforts.

Trustee Holober questioned if the battery storage system would be connected to the grid and how it would work. Mr. Fullerton stated the project is devised so that the District could "island" from the grid; this system would be perfect in cases where the power goes out – we would still have power. However, we would need to install some additional controllers and actual electronic devices throughout our current grid in order to be able to island; we would also need to take into account highly sensitive equipment around the campuses, such as our internet servers, emergency operation centers and medical devices. Mr. Fullerton furthered the conversation by stating the next best thing that would allow us to unplug from the grid is called a "microgrid;" in the current project outline, we are taking a big step toward this, but we're not quite there yet due to some technical reasons. Trustee Holober then asked what the exact storage numbers (2.5 million) would equate to as far as powering our campuses during a loss of power; Mr. Fullerton stated the batteries are currently not designed to support a whole campus and would be used more as an energy arbitrage. We generate energy differently throughout different times of the year; for instance, we generate a lot more electricity during the summer than we do in the winter. In addition, we operate our campuses 24 hours a day/seven days a week, so we have a need for energy at all times of the day. With that being said, we could leverage our storage reserves and sell them back to the grid at the most opportune/valuable time.

Trustee Mandelkern thanked the Energy and Sustainability team as a whole for their hard work and effort. A couple of years ago, Trustee Mandelkern mentioned there was a discussion about putting a wind-powered apparatus that could generate electricity at Skyline College and/or College of San Mateo and wanted to know if there were any further details on this idea. Mr. Fullerton stated due to the varying degrees of weather and wind, this wouldn't really be worthwhile as device pieces could easily rust. We know the sun shines every day (even at Skyline College) and this is far more predictable than if it will be windy on any given day. In addition, concerns were raised regarding potential bird strikes, so wind-powered devices present more issues that need further discussion than solar powered devices.

President Schwarz stated she has always been very impressed with what Mr. Fullerton and his team has been able to accomplish in their time together and wondered how electrical and technical upgrades get updated. Mr. Fullerton stated it happens all the time; we are using terms now that were never used before, such a light diodes (instead of bulbs). The Energy and Sustainability recognizes we need to engage students and the community and somehow get them involved in these projects. In addition, the team also realizes one of the biggest sustainability problems we face is with Human Resources; finding and retaining the best employees most equipped to perform this kind of work will be a big challenge, but we will offer programming and training so that these individuals know they will have a chance to be involved and make a difference firsthand. President Schwarz thanked Mr. Fullerton and his team for a very informative presentation.

FIRST QUARTER REPORT OF AUXILIARY OPERATIONS, 2019-20 (19-12-5C)
President Schwarz asked if there were any comments from the public. Maxine Terner approached the podium, stating she would like some clarification on the San Mateo Athletic Club (SMAC) Report. She is unclear as to what some of the budget terms mean and would like some elaboration on "District support expense" and "operating expenses charged back to the District." Ms. Terner would like to get more of a sense of how the revenue generated from SMAC is used; she questioned if the pool maintenance really is $12,000 for a whole year and what some of the operating District support expenses are, such as administrative salaries and benefits. Ms. Terner noted there has been quite a reduction in the net income loss and quoted the report, stating "the fiscal year will close with a surplus of one million dollars." She questioned if this was a reserve that accumulated over many years because the District is not earning a million dollar surplus on a yearly basis. Ms. Terner made one last request about the private membership portion of the operation be charged a rental fee for the use of the taxpayers' subsidized bond measure building; the membership fees would probably be increased, but the monies generated would go right back into the District.

Trustee Holober stated this report only reflects one quarter of the year and quoted some monetary numbers that were discussed at prior Board meetings, namely $1.4 million. Around $400,000 of that amount is available for the academic program in SMAC, while the rest is left for equipment replacement and other various business expenditures. Chief Financial Officer Bernata Slater proceeded to clarify by stating there is a surplus, but cautioned that there are costs associated with running a facility such as SMAC. In a nutshell, we do generate revenue and part of it is distributed back into the colleges for the Promise Program after the costs for facility operations, maintenance and upkeep are taken out. Interim Chancellor Claire stated he is in the process of creating a very detailed profit and loss spreadsheet and, like Ms. Terner, was unaware of some of the business terms and methodologies described in the report. He now has a detailed spreadsheet since SMAC's inception and the facility is netting $1.3 million a year in gross profit (after all fees and Exos are paid). Since inception, Interim Chancellor Claire believes the facility has brought in a total of $8.3 million; once he finishes the spreadsheet, he will make it available to the Board and public. Costs, such as pool heating, maintenance, exercise equipment and replacements, would need to be paid anyway, regardless of it was for a SMAC facility or not. Interim Chancellor Claire reasoned that the revenue generated from and upkeep performed at SMAC ultimately goes back to our students.

Since the San Mateo Athletic Club is District-owned, Trustee Nuris understands that the managing company (Exos) is not our tenant (we do not charge rent) and is only there to manage the facility on our behalf. Trustee Mandelkern elaborated further, stating SMAC is not a separate entity and if we were to charge rent, we would essentially charging ourselves. Ms. Terner continued to question why the membership fees are so low compared to other markets; Trustee Mandelkern stated the District sets the fees low on purpose, making the facility accessible to as many individuals (faculty, staff, students and community members) as possible every day, night and weekend, regardless if the activity is academic-related or not. The profit is designed to cover the costs of operating this facility, while the excess is used to maintain the upkeep. Ms. Terner thanked Trustee Mandelkern for the clarification.

DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING SEPTEMBER 30, 2019 (19-12-6C)
President Schwarz asked if there were any comments from the public or Board members regarding this report; no comments were presented at this time.

COMMUNICATIONS
No communications were presented at this time.

STATEMENTS FROM BOARD MEMBERS
Student Trustee Chavez thanked Ginny Brooks for all of her assistance in associating him with the "Student Trustee" role and dedication to the Board.

Trustee Holober "seconded" Student Trustee Chavez's comments, stating it has been a pleasure working with Ms. Brooks for many years. He also recognized all the work Ms. Brooks put in working with past student trustees and her overall performance and professionalism in the Executive Assistant role. Trustee Holober requested if the Board could have an update soon on various campus construction projects – the status of current projects, timelines of completion and what we have coming up in the immediate future. Trustee Holober continued to propose a possible topic for future discussion regarding the guidelines for development and programming of buildings and how these practices could be improved. Trustee Holober wished everyone a happy holiday and safe new year.

Once again Trustee Mandelkern thanked Trustee Goodman for his service during an extremely challenging year. He also thanked Ms. Brooks for her many years of service, wished her a wonderful retirement and welcomed Cirilo Espinoza to the role. Trustee Mandelkern stated that he and Trustee Nuris attended the Strategic Planning group meeting this afternoon and worked on an environmental landscape analysis looking at the demographic and economic trends and strengths and weaknesses of the District. The group will meet again in January, where they will start to formulate their ideas into drafts of what the strategic planning goal should be. Trustee Mandelkern recently learned more details about our four-year degree program; under Senator Jerry Hill, a measure to extend the sunset date of the current pilot periods from 2023 to 2026 (or eliminate the date entirely) has been brought to the table. In addition, there were discussions of expanding the current four-year degree program within community colleges to any community college and/or area of allied health; Trustee Mandelkern hopes we can support Senator Hill in his quest to see this measure through. Aside from the presentation on food insecurity, Trustee Mandelkern would like to see more information on the issue of housing insecurity. An update on our various measures to support students in various housing crisis modes and emergency housing would be very much appreciated. In addition, Trustee Mandelkern mentioned how Redwood City is in the process of creating a safe parking lot with amenities and facilities for basic human needs for individuals who are currently living in a mobile environment. Some of our students are currently in this situation and Trustee Mandelkern believes it is our responsibility to provide assistance to these individuals. Trustee Mandelkern thanked CSEA for his invitation to their luncheon; he also attended the Labor Council luncheon, stating it was good to see our building trades' colleagues who help with our project labor agreement and other various projects in the District. Trustee Mandelkern spoke with our AFSCME business agent and clarified some agenda inconsistencies, assuring her we would have a section in our agenda for bargaining unit presentations. Finally, Trustee Mandelkern wished everyone a happy holiday season and best wishes in the new year.

Trustee Nuris thanked Ms. Brooks for her service to the District, recalling how welcoming and assisting she was to him when he became a Board member; he wished her nothing but the very best in her retirement.

Trustee Goodman thanked Ms. Brooks as well, stating her dedication and commitment is to the Board is something that should be commended.

President Schwarz welcomed Cirilo Espinoza once again and asked Trustee Nuris to accompany her to review the Board Packet prior to upcoming meetings. She proceeded to thank Ms. Brooks again for her help in getting Board members to the right locations, keeping them on track during Board meetings and all of her legal expertise. President Schwarz is delighted Ms. Brooks will be able to enjoy her retirement and visit her family; she ended with wishing everyone a happy holiday as well.

MEETING OF THE BOARD OF DIRECTORS OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT FINANCING CORPORATION
President Goodman called the meeting to order at 9:59 p.m.

Present: President Maurice Goodman, Vice President Michael Claire, Secretary Karen Schwarz, Director Richard Holober, Director Dave Mandelkern, Director Thomas Nuris, Treasurer Bernata Slater

Approval of Minutes of the December 12, 2018 meeting
It was moved by Director Mandelkern and seconded by Director Holober to approve the minutes as presented. The motion carried, all members voting Aye.

Naming of Officers for 2020
President Goodman said that in accordance with the bylaws of the Financing Corporation, the officers for 2020 will be:

President – Board of Trustees President Karen Schwarz
Vice President – Interim Chancellor Michael Claire
Secretary – Board of Trustees Vice President-Clerk Thomas A. Nuris
Treasurer – Chief Financial Officer Bernata Slater
Board of Trustees members Richard Holober and Dave Mandelkern will serve as Directors.

It was moved by Director Mandelkern and seconded by Director Nuris to ratify the new officers. The motion carried, all members voting Aye.

President Schwarz announced that the next scheduled meeting of the Financing Corporation will be held in conjunction with the Board of Trustees regular meeting in December 2020.

It was moved by Director Mandelkern and seconded by Director Holober to adjourn the meeting. The meeting was adjourned at 10:01 p.m.

ADJOURNMENT OF BOARD OF TRUSTEES MEETING
The Board adjourned by consensus at 10:01 p.m.

RETURN TO CLOSED SESSION
The Board returned to closed session at 10:05 p.m. to continue consideration of the closed session items listed on the printed agenda.

RECONVENE TO OPEN SESSION
The Board reconvened to open session at 10:50 p.m.

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION
President Goodman said the Board took no reportable action during closed session.

Submitted by

Michael Claire, Secretary

Approved and entered into the proceedings of the February 26, 2020 meeting.

Thomas A. Nuris
Vice President-Clerk

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-1B

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

**CONTEMPORARY CONVERSATION REGARDING RACE, CLASS,
GENDER, PRIVILEGE AND EQUITY: CAMPUS ACTIVITIES CELEBRATING
AFRICAN AMERICAN HISTORY MONTH**

Over the course of the last three years, the Board and the District have had focused conversations relating to race, class, gender, privilege and equity. The foundations of these conversations are manifested in the District's Strategic Plan and facilitated across the campuses in classrooms, programs, curriculum, policies, trainings and general awareness and actions.

The Board will continue this conversation with a discussion of contemporary issues relating to race, class, gender, privilege and equity. In particular, the Board will receive an update on activities from the three campuses relating to African American History Month.

Cañada College
Report to the
SMCCCD Board of Trustees

February 26, 2020

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Cañada College

Cañada College Students Invited to Cannes Film Festival

For the third year in a row, Cañada College students have been invited to the Cannes Film Festival! The film festival is an annual event held in Cannes, France, which previews new films of all genres, including documentaries from all around the world.

Cañada College hosts an annual event called Campus Movie Fest, which provides the students with the tools to create a film and then submit their films to the Cannes Film Festival. This is the third consecutive year that Cañada College has had the privilege to send remarkable students to Cannes, via exclusive invitations. Overall, this is Cañada's fourth time sending students to the festival. In addition, Cañada College is the only community college in the United States to participate in Campus Movie Fest, a national event which has the ability to offer this incredible opportunity to hard-working students.

This success is a testament to the value of community college. It's also worth noting that, as

in the last two years, many of the students invited are women. In animation, women are historically underrepresented, so this is yet another well-deserved victory for this year's invited animator's/ filmmakers: Adrian Affif, Elizabeth Birdwell, Tabitha Liu, Heather Theroff and Ivy Wooldridge. In addition, this is Ivy's and Elizabeth's second Cannes invitation.

Adrian's film, "I Do Not Fear You," depicts an emotive story of a father and son who must learn to overcome challenges, such as threats and bullies, after moving to America.

Tabitha's film, "Gacha," tells the moving story of a young girl, growing into adulthood, who finds something she loves, loses it and recaptures it once more.

Heather's film, "Don't Blink," follows the mysterious story of a detective, his coworker and his boss working towards solving what they know to be a series of the largest known theft cases their city has ever experienced.

Ivy Wooldridge's and Elizabeth Birdwell's film, "Hidden," is about two brothers coping with the loss of their father, a government secret agent, in a small town in Oregon. When the boys work up their courage to enter his forbidden workshop, they find a gift from their father.

While it is not required to participate in Campus Movie Fest or the Cannes Film Festival, many of the students invited to the festival are products of the Cañada College Digital Art & Animation Department. This skilled department provides courses taught by faculty with extensive academic, professional and industry experience. Students are guided through the department's project-based courses to develop the knowledge and skills needed to incorporate the principles of visual communication in their work.

The 73rd Annual Cannes Film Festival is scheduled to take place from May 12-23 and, as you can imagine, the trip to France to attend the Cannes Film Festival can be costly. With this, a donation fund has been established through the San Mateo Community Colleges Foundation for those who would like to contribute toward the students' journeys.

Cañadians Connect with Companies at Internship Fair

Cañada students had the opportunity to connect with several companies at the Spring Internship Fair on February 5. The Internship Fair assists students looking to learn outside of the classroom and find internships that allow them to bridge the connection between their studies and a future career. While some internships are paid and others are unpaid, the real value comes from the in-person experience from these opportunities. For students with undecided majors, the Internship Fair allows them to learn about different interests and can steer them towards their true passion. For students with fixed majors, the Internship Fair offers a variation of employers which allows students to find the most suitable

internship for them. These internships provide experience, networking, and professionalism that will undeniably set student resumes apart from other applicants. As competition in the job market becomes stronger, it is important that Cañada College students take advantage of this first-hand exposure to working in the real world.

The Grove was crowded with students thrilled to meet various skilled employers. Cañada College student Sarah Hollister says, "The Internship Fair was so interesting. After meeting representatives from Sunrise Senior Living, I realized I want to help people more hands-on and will be switching my major to Nursing."

This year, more than 30 companies attended the Internship Fair, including: Arthur Sharif & Associates, AvalonBay Communities, Building Kidz Worldwide and CASA of San Mateo County. Mary White, Board Certified Specialist in Estate Planning Trust and Probate Law, attended the Internship Fair as an employer looking for Paralegal interns to aid with her cases. She remarked "I have met wonderful students who are excited to learn about law!" A special thank you to the Cañada College Career Center for hosting the Spring Internship Fair.

Dr. Moore Recognized with National Award

Cañada College President, Dr. Jamillah Moore, will be recognized by the Phi Theta Kappa Honor Society (PTK) with the Paragon Award. This award will be presented during the Society's annual conference, PTK Catalyst 2020, held in Texas April 2-4. The Paragon Award is given to college presidents who have shown strong support of student success by recognizing academic achievement, leadership, and service among high-achieving students at their college. Recipients were nominated for the award by the students on their campus. More than 500 college presidents were eligible to receive this award and Dr. Moore is one of 28 college presidents to be nationally recognized

Phi Theta Kappa is the premier honor society recognizing the academic achievement of students at associate degree-granting colleges and helping them to grow as scholars and leaders. The Society is made up of more than 3.5 million members and nearly 1,300 chapters in 11 nations, with approximately 240,000 active members in the nation's colleges.

Concurrent Enrollment Students Recognized with Community Scholarship

Three Cañada College Concurrent Enrollment Students have been recognized with an impressive community-based scholarship. The Sequoia Awards offers scholarships to senior high school students who reside in the Redwood City community and actively volunteer their time. More than $2,200,000 in scholarship money has been awarded since 1993. This year, three of Cañada College's concurrent enrollment students will receive this prestigious scholarship: Maria Casique, Eduardo Hinojosa and Leslie Zaragoza.

Maria is a part of both TRIO Upward Bound and Middle College High School. She has volunteered with the Upward Bound Scholars Advisory Team,

the OYE Latinx Youth Conference Committee and Sequoia High Youth Advisory Board. Through each of these programs, Maria was able to listen to and voice the concerns of her community. She wants to focus on the education and health of her peers because she sees such a disparity between those who have resources and those who have yet to be connected. Maria won the top honor given at the Sequoia Awards and she hopes to attend a four-year university directly after Middle College graduation.

Eduardo started at Summit High School before completing a semester at The School for Ethics and Global Leadership. He then transferred to Woodside High School so he could attend Middle College. He enjoys mentoring younger students and says volunteering at the Boys and Girls Club and Books and Basketball has given him a sense of purpose and motivates him to do his best in school. He also volunteered with Meals on Wheels and liked helping a different segment of his community. He is hoping to study Applied Math and Computer Science in college and eventually wants to start a non-profit organization focused on keeping students in school and helping under-represented students get to college.

Leslie is in her last year of the TRIO Upward Bound program. Through her advocacy and leadership

Concurrent Enrollment Students Recognized with Community Scholarship (cont.)

in the Dream Club at Sequoia High School, Leslie has helped raise scholarship funds for undocumented students. She has run workshops, planned banquets and presented to her peers on the needs of undocumented students and mixed status families. She has also been an active leader in the Upward Bound Scholars Advisory Team where she led her cohort of students in analysis of the goals and objectives of the program. Leslie leads by example and inspires all who work with her, both peers and adult allies alike.

Each of these students has a bright future ahead of them. This is only the first of many opportunities where they will be nominated as change-makers in their communities. Congratulations to each of them.

College Holds Strategic Enrollment Management Retreat

More than 45 faculty, classified staff and administrators participated in an important, day-long Strategic Enrollment Management (SEM) retreat on January 31.The group reviewed the strategies that have emerged from the SEM Committee's yearlong effort to better understand the trends and issues that help explain the College's dramatic drop in Full Time Equivalent Students. Over the coming weeks, the Committee will be addressing and incorporating the feedback it received from the retreat participants and will be bringing their recommendations to the Planning and Budgeting Council in March.

Cañada College Offers Sustenance at Community Market

"Everyone needs food!" The free Cañada College Community Market operates on this generous mentality. The Community Market is open to students, staff, faculty and community members on the first Monday of every month, through May, in front of the campus Bookstore. The Market serves healthy and nutritious food where everyone can enjoy the veggies, fruits, and canned goods. The February Market, held on February 3, provided free groceries to 328 children, 344 adults, 32 seniors, serving a total of 183 families.

Cañada College Offers Sustenance at Community Market (cont.)

The Community Market concept was created to alleviate financial pressure on residents who live in one of the most expensive areas of California. In San Mateo County, one-fifth of the population struggles to make ends meet which makes the journey to higher education that much more difficult. The food provided by the Community Market helps to offset other living expenses for those who need it and allows for Cañada College students to focus on completing their educational goals.

Who needs the Community Market? If you like food you are welcome to participate. One of the Market's team goals is to reduce the stigma of receiving groceries from campus. Regardless of your socioeconomic standing, SparkPoint Director Adolfo Leiva says, "there are so many other expenses to pay, why not take food off that expense list? Receiving free food from the Community Market is not a reflection of your housing state. All individuals are welcome to enjoy this nutritious food!"

The Community Market is one of the many free services offered through SparkPoint at Cañada College, which is a one-stop financial coaching and education center that provides students and community members with access to a full range of free services that lead towards financial stability. Other incredible services include: financial coaching, financial education workshops, accounts and banking, the food pantry, and the legal clinic. Cañada College is proud to provide these community services.

upcoming events:

FEBRUARY 26

Anime/Comic-Con Club Rush

9 a.m.- 1 p.m. in The Grove

FEBRUARY 27

Third Annual Awareness Summit

7:30 a.m.- 12 p.m. in Building 6, Room 101/102

MARCH 12

International Women's Day

9 a.m.- 1 p.m. and 6-8 p.m. in The Grove

Men's Baseball vs College of San Mateo

2:30 p.m. at Colts Baseball Field

MARCH 24

**HERstory Month Author Event:
Jessica Care Moore**

2 p.m. in Building 6, Room 101/102

upcoming events:

THIRD ANNUAL
AWARENESS SUMMIT

Cañada College

HOW HOUSING & FOOD INSECURITY IMPACTS OUR STUDENTS

THURSDAY, FEB. 27, 2020

7:30 a.m. - 12 p.m.
Cañada College
Building 6, Room 101/102

Follow us on
Facebook & Instagram
@canadacollegeRWC

REGISTER:
canadacollege.edu/awareness

"HERSTORY MONTH" AUTHOR EVENT
JESSICA CARE MOORE

MARCH 24, 2020
2:00 P.M.
CAÑADA COLLEGE
BUILDING 6, ROOM 101/102

Please join internationally renowned poet, playwright, performance artist, and producer Jessica Care Moore as she talks about her life, her art, her activism, and her new book *We Want Our Bodies Back*.
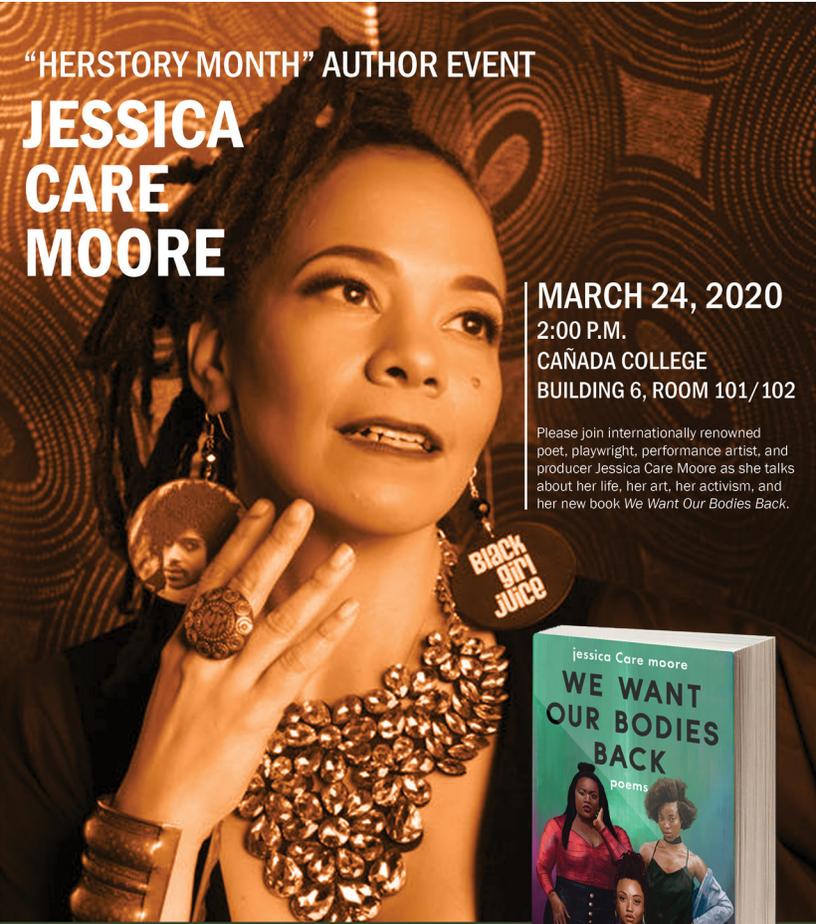
For more information
about the author, please visit:
jessicacaremoore.com

Cañada College

jessica Care moore
WE WANT OUR BODIES BACK
poems

President's Report to the SMCCCD Board of Trustees

Acting President Kim Lopez ~ February 21, 2020

Inside...

CSM Presents Thought-Provoking Black History Month Events

BLACK HISTORY MONTH 2020

STAY WOKE! STAY WOKE!

History of the Belgian Congo: Imperialism, Genocide, & Atrocities
Monday, February 10 • 9:45–11:00 am
College Center Building 10, Room 193

Colorism Wokeshop
Wednesday, February 12 • 1:30–3:00 pm
College Center Building 10, Room 148

Film Screening and Discussion: *If Beale Street Could Talk*
Wednesday, February 19 • 1:30–3:00 pm
North Hall Building 18, Room 110, The Village

Poetry Reading and Conversation/ Open Mic with Tongo Eisen-Martin
Monday, February 24 • 2:30–4:00 pm
College Center Building 10, Bayview Dining Room

Caring for the Women of the Congo; Rape as a Weapon of War
Tuesday, February 25 • 9:45–11:00 am
College Center Building 10, Room 193

Talent & Fashion Show
Wednesday, February 26 • 1:30–3:00 pm
College Center Building 10, Bayview Dining Room

If you would like to participate in the talent show, please contact the Umoja Club at UmojaCSM@gmail.com

Current schedule of events
collegeofsanmateo.edu/bhm

CSM students step back into history for the inspiration to lead us into a brighter future!

HEALTH • WEALTH • HISTORY

CSM's 2020 Black History Month celebration combines film, lectures, poetry, and the ever-popular talent & fashion show. Once again springing from the theme of "Health, Wealth, History," the programs connect historical events with a look at future pride and identity. See the full online schedule.

College of San Mateo

Lively Guided Pathways Workshop Prepares CSM for Cross-functional Teams

College of San Mateo is taking the first step in exploring the role and purpose of cross-functional teams to support student success. Cross-functional teams will be organized around soon-to-be decided instructional clusters.

On Thursday, February 13, approximately 50 staff, faculty and administrators gathered for a workshop led by higher-education coach, trainer, and blogger Dr. Al Solano. In the workshop, small groups focused on what an ideal cross-functional team would do to impact student success in areas such as career connection, academic persistence and completion.

The conversation will continue on Thursday, March 5, in CSM's next Guided Pathways Flex Day workshop.

State Senate Candidates Appear at ASCSM Town Hall Event

The Associated Students of College of San Mateo organized a town hall for candidates for State Senate, District 13. CSM alumnus Jerry Hill has served as the District's Senator since 2012, and will term-out this year. Five candidates for his seat were on campus February 6 to share their views. Participants included Josh Becker (D), Mike Browrigg (D), Alex Glew (R), Sally Lieber (D), and Shelly Masur (D).

CSM Political Science Professor Lee Miller moderated, having the candidates respond to prepared questions. He then opened the floor for questions from the audience. The event was sponsored by the Associated Students of College of San Mateo and organized by the ASCSM Advocacy Board. □

Career Services Hosts "Fall in Love with a Career" Events for Valentine's Day Week

Students, staff, and faculty turned out for a pair of programs on February 12. In a morning session, Career Services worked with students to find out where they are in their career planning, asking questions like: *Do you have a major? Have you thought about*

a career pathway? And What's your Why, your motivation for achieving your goals? Career counselors were on-hand for consultations.

In the afternoon, the audience enjoyed an inspirational "I Love My Job" panel with two Bay Area individuals who love their careers. Sherri Franklin, CEO of Muttville Senior Dog Rescue, founded a San Francisco nonprofit that has rescued more than 6,800 senior dogs. Jeff Becker, Head of Marketing, BrainCo, and Startup Marketing Consultant, has been working in high-tech marketing in Silicon Valley for more than 25 years. Unafraid of failure, Jeff quickly fell in love with the challenge and excitement of the Startup Life, and has forged an unconventional path to success.

This event kicked off to CSM's "Fall in Love with a Career" series, which includes activities (speakers, workshops, etc.) designed to help students navigate their academic planning and career goals.

Football Team Organizes Bone Marrow Donor Recruitment

The 2019 Norcal champion Bulldog Football team turned its attention in the offseason to a cause that is close to home. Last year, CSM assistant football coach Mike Dovenberg wrapped up 13 months of treatment for leukemia, including a bone marrow transplant, and returned to coaching. His successful battle has been an inspiration to the team and the community.

Dovenberg and the team partnered with Be The Match to run a campus swab drive on February 12 to increase the bone marrow/ stem cell donor registry pool. This helps to increase the chance that a cancer patient will have a successful transplant match. The odds are particularly difficult for patients of color, so the diversity of CSM's campus is particularly helpful.

CSM student athletes did an outstanding job of connecting with other students on campus and recruited more than 200 new potential donors. Far exceeding expectations, the students ran out of swab kits and many new donors will be getting theirs in the mail to complete. It was a victory for the fight against cancer, and a valuable leadership opportunity for student athletes.

Event Highlights

Poster Campaign celebrating 100-year anniversary of Bauhaus
Opening Reception

Tuesday, Mar. 17, 2:15 – 3:15 pm
CSM Library

A poster collection celebrating 100 years of Bauhaus

Also featuring the work of CSM digital media students

bau

haus

Curated by
Serge Serov
Golden Bee
Global Biennale
President

College of San Mateo Library
1700 W Hillsdale Blvd, Building 9,
San Mateo, CA 94402

100

Exhibit dates:
February 24 - April 11, 2020

Opening reception:
Tuesday, March 17, 2020
2:15pm-3:15pm

Organized by
poster**territory** **DigitalMedia** COLLEGE OF SAN MATEO LIBRARY

Join us to celebrate the opening of the new exhibit Bauhaus 100, an international poster campaign dedicated to one of the most influential movements of modern art history. This commemorative project organized by the PosterTerritory presents the work of contemporary artists and designers from around the globe who were compelled to express their personal take on the unique phenomenon that is Bauhaus. The show also features hanging mobiles and large-format posters created by CSM Digital Media students in Intro to Design and 2-D Design courses in response to the Bauhaus 100 theme.

San Mateo City Council Member Diane Papan

Discussing Local Politics & Government
Wednesday, Feb. 26 • 10:10 am - 11:00 am
CSM Building 16, Room 209

San Mateo City Council Member Diane Papan discusses local politics and government in a political science class. Free and open to the public.

'I Love My Job!' Presentation and Discussion with Kristin Kunzelman

Part of CSM's 'Fall in Love with a Career' Speaker Series

Thursday, Feb. 27 • 12:30 pm - 1:20 pm
CSM Music Building 2, Room 110, Choral Room

Meet musician Kristin Kunzelman, Deputy Director of Programs for Music for Minors. Learn how she found and followed her passion, and now shares her love of music with children throughout the Bay Area.

CA State Senator Jerry Hill

Presentation and Q&A
Friday, Feb. 28 • 12:10 pm - 1:00 pm
CSM Building 18, Room 308

Senator Jerry Hill discusses California politics and government in a political science class. Free and open to the public.

Free 2019 Income Tax Preparation (VITA)

Saturdays, through Mar. 28 • 9:00 am - 12:30 pm
CSM South Hall Building 14, Room 104

CSM Accounting students prepare non-complex income tax returns for free for individuals/families with basic tax returns. See CSM website for details.

Jazz Under the Stars

Free Stargazing on CSM's Rooftop Observatory
Saturday, Feb. 29, 2020 •8:30 pm - 10:30 pm
CSM Science Building 36, Rooftop Observatory

Come see craters on the first quarter moon, Mars, Venus, Jupiter's moons, the rings of Saturn, star clusters, and more through our telescopes while listening to KCSM Jazz 91!

Spring Career Awareness and Exploration Fair

Wednesday, Mar. 4 • 11 am - 1 pm
College Center Building 10, Bayview Dining Room

Join us for the next What's Your Why? Career Awareness and Exploration Fair. Meet professionals from a range of job fields, ask our speakers about career pathways, learn about new opportunities, and explore your possibilities.

Journey With the Genome: My Unique Path to Becoming a Genetic Counselor and Roadblocks Along the Way

Part of the Science-in-Action Speaker Series
Wednesday, Mar. 4 • 5:30 pm - 6:30 pm
CSM Building 36, Planetarium

Kayla Muirhead is a currently a second year genetic counseling master's student at Stanford. Hear about her path into this fascinating field.

Ribbon Cutting: Center for Equity, Leadership, & Community

Wednesday, March 11 • 12–2 pm
CSM Building 17

Join students, faculty, staff, and community members for a celebration of the new Center for Equity, Leadership, & Community. This major renovation creates high quality space for CSM Learning Communities, SparkPoint, student government and the Promise Scholars Program. Register at Eventbrite.

The Sky Tonight Planetarium Shows

Incoming!: Asteroids, Comets, and the Hard-Hitting Stories of Our Cosmic Origins
Friday, Mar. 13 •7:30 and 8:30 pm (two shows)
CSM Science Building 36, Planetarium

Come for a live presentation about what's visible in the night sky tonight, followed by a full-dome immersive movie about fascinating topics in astronomy!

Bulldog Football Crab Feed

Friday, Mar. 14 • 6–10 pm
Bayview Dining Room, Building 10
Early-bird Price: $55 (before 3/1/2020);
$65 after 3/1/2020

Join us to support the Bulldog Football Program and celebrate Coach Larry Owens. The evening will feature a cocktail hour, crab and spaghetti dinner, silent auction and raffle.

President's Report to the Board of Trustees

Dr. Jannett Jackson

Model United Nations (MUN) team had the privilege of going to Vancouver to compete in the largest Model United Nations conference in Western Canada.

Model United Nations Team Goes Beyond the Boundaries

After many months of collaboration and hard work, the Model United Nations (MUN) team had the privilege of going to Vancouver to compete in the largest Model United Nations conference in Western Canada. The tournament was hosted by the University of British Columbia MUN delegation in multiple conference rooms at the Hyatt Regency in Vancouver on January 17-19, 2020.

The conference held multiple simulations of committees such as the *Economics and Social Council: UN Commission on Population and Development* and the *UN General Assembly Fourth Committee: Special Political and Decolonization Committee* to solve global issues through the format of the United Nations.

A key aspect of the conference is a press conference in which students are assigned a specific news outlet to represent, allowing them to report and submit articles online. One such student was Skyline College's Jacob Harding who represented Israel Hayom, and who actively reported and wrote articles on what was enacted at the conference. The articles can be found at: ubcmunipc.wordpress.com.

Ralph Alpay, Skyline College sophomore and Director of Marketing of MUN, created a video on the club's experiences which can be found here. He says, "The perspectives from different universities and international views was one of the most beneficial parts of experiencing an international conference."

The college's delegation was made up of six students who range in experience levels from beginner to intermediate and were able to polish their policy-making skills and interpersonal relations, as well as stretch their public speaking muscles.

This opportunity was one of the first times that Skyline College MUN (SkyMUN) as a delegation had the opportunity to go to an international conference, allowing SkyMUN to build international connections and relationships.

Article by Mariegail Mijares

ISP and CSSA Usher in the Year of the Rat!

On February 5, 2020, the International Student Program (ISP) and the Chinese Student Scholar Association (CSSA) hosted a Lunar New Year Celebration at the Fireside Dining Room. Lunar New Year, also known as Spring Festival, is one of the biggest and most important festivals in Chinese culture. Students from the CSSA set up tables with traditional food and games and played traditional Chinese music.

Mingsha Mo, an international student in charge of one of the games, shared the meaning behind her game, "Eating nuts on Chinese New Year symbolizes good luck and in this game they will attempt to eat the most sunflower seeds in 60 seconds. The one who eats the most wins a prize."

CSSA President Xiao Xin Li spoke about bringing the community together at school through such events. CSSA's Spring Festival succeeded in bringing not only the Chinese community together but also students from many other countries.

Oleg, a student from Russia, really liked haw flakes (山楂餅, *shan zha bing*), a Chinese candy. He said, "I like Chinese candies. The candies are not sweet like American candies." Another student, Yunrui Bao, spoke about her heart-warming experience, "Spring Festival is the biggest event in China for family reunions and is about being able to relax and share your happiness with your family. Today, at this event, I felt the same."

Events like these bring the students together despite their hectic schedules. CSSA and ISP are glad to have been able to provide this experience to students.

Article by Umaima Ejaz | Photo by Clair Yeo–Sugajski

Welcome Spring Job Shadow Students!

On February 5, 2020, the Bay Area Entrepreneur Center (BAEC) on-boarded the newest cohort of students into the Internship Job Shadow Program, a semester-long career exploration experience. This group of students will spend the spring semester shadowing under local business owners and campus programs, learning all that can from this real-world career experience.

The theme for this semester's job shadow is "Leadership at all Levels". The new student interns attended an interactive workshop where they painted their own picture of leadership and will have several opportunities throughout the semester to learn leadership practices and philosophies. Please join the BAEC in welcoming the new students to the team!

Article by Pcyeta Stroud | Photo by Sarina O'Gilvie

Study Abroad Program Hosts Over 150 Attendees for Florence Pre-Departure Orientation

On Saturday, January 11, 2020, the San Mateo County Community College District (SMCCCD) Study Abroad Program hosted over 150 people for the Northern California Study Abroad Consortium (NCSAC) Pre-Departure Orientation at Skyline College. The orientation was in preparation for students' upcoming semester abroad in Florence, Italy.

SMCCCD will send 21 students to Florence for the Spring 2020 semester as part of a cohort of 91 students from the consortium. Faculty and students depart for Florence on February 1, 2020 and return on May 1, 2020. Other participating districts include Contra Costa Community College District, Los Rios Community College District and Santa Rosa Junior College. The program is offered in partnership with the American Institute for Foreign Study (AIFS). San Mateo County Community College District has participated in the consortium since 1986.

This semester, students in the program will have the opportunity to take courses in anthropology, English, sociology, political science, and history. Cañada College Anthropology professor, Jessica Marshall, will teach four courses in Florence: Cultural Anthropology, Physical Anthropology, Ethnographic Film, and Italian Life and Culture. Over twenty years ago, Professor Marshall was a community college student in this same program, and she is thrilled to share this experience with her students. Students enrolled in her courses

have expressed excitement to immerse themselves in the language, culture and history of Italy, allowing the museums and historical streets and buildings of Florence to be their living classroom.

Congratulations to: Bella Marinos from Skyline College, and Nanci Garcia-Montalvo and John Michael Mendoza from College of San Mateo, who received the prestigious U.S. Department of State's Benjamin A. Gilman International Scholarship as well as the SMCCCD Foundation for Study Abroad scholarship; and Emily Cochran from College of San Mateo, who received a scholarship from AIFS. As part of their scholarships, they will share their experience in Florence with fellow students when they return to campus next semester.

SMCCCD Study Abroad is the district-wide study abroad program housed in the Global Learning Programs and Services Division at Skyline College.

Article by Stephanie Wells | Photo by Zaid Ghori

Inaugural SOCC Leadership Training

On January 24, 2020, The Associated Students of Skyline College (ASSC) hosted its inaugural Skyline College Organization and Club Council (SOCC) Leadership Training event. The goal of the event was to create a network opportunity that will bolster a sense of community within Skyline College and their affiliates.

There were over 30 club members and advisors present for the workshops. The event started with a welcome from Alvin Gubatina, Student Life and Leadership Manager. Ryan Samn, Student Life and Leadership

Assistant, and Marcy Escobar, ASSC/SOCC bookkeeper, then presented on the proper ways to handle the paperwork process, covered topics such as reimbursements and booking venues for events. They also emphasized the importance of equity.

Furthermore, workshops were based on designing flyers and moving from pocket to project led by the Photography Club and Strategic Partnerships & Workforce Development respectively. Photography Club introduced Adobe Spark, which makes the flyer-making process fun and simple. After a quick How-to session, the Photography Club tasked different groups to create flyers for the upcoming Club Fair event.

Additionally, Strategic Partnerships & Workforce Development held a workshop on Adobe Capture, an app used for scanning shapes and finding text fonts. Their goal was to teach easy and applicable skills to advertise and market their clubs and upcoming events to increase student engagement.

Article by David Torres | Photo by Alvin Gubatina

Kababayan Learning Community and Filipino Student Union Participate in the 2020 Filipino Policy Symposium

The Kababayan Learning Community (KLC) and the Filipino Student Union (FSU) participated in the recently concluded annual statewide Filipino Policy Symposium held at the California State University, East Bay on February 1, 2020.

In attendance were Skyline College students FSU President Marianne Millena, FSU Secretary Michael France Sagum, Nicholas Kossman, FSU SOCC

Representative Gene Ryan Pangan and Fulbright Foreign Language Teaching Assistant (FLTA) Joedel Penaranda. Meanwhile, Counselor Crystal Ayop and Language Arts Professor Liza Erpelo represented the Kababayan Learning Community (KLC).

The team participated in panel sessions on ethnic studies and education, housing justice, mental health, civic engagement, and immigrant and workers' rights as well as plenary discussions on Pin@ys on Public Policy which were all delivered and facilitated by Filipinx American experts.

Attended by nonprofits, community, grassroots and student organizations, the Bulosan Center for Filipino Studies and Leadership, Education, Activism, & Dialogue (LEAD) Filipino. The event addresses the lack of Filipino representation and political voice at the statewide level. Moreover, the symposium aimed at building the political agency of California's Filipinx and Filipinx American community, involving the community in policy and legislative systems, and form a united front on quality of life issues that impact Filipinx and Filipinx American communities.

According to the steering committee, previous milestones of the said symposium include advocacies for Domestic Workers Outreach and Education Fund, AB 1482, and a one million dollar allocation to the UC Davis Bulosan Center for Filipino Studies. Furthermore, through community building, the offshoots of the symposium led to engaged new youth and student leaders in organizing advocacy efforts, broad and intergenerational coalitions and policies that protect marginalized community members.

The said steering committee was comprised of the Bulosan Center for Filipino Studies, DJ Kuttin Kandi, Filipino Advocates for Justice Filipino American Educators Association of California, Filipino Mental Health Initiative, Solano County, Kuya Ate Ading Mentorship Program (KAAMP), Kirin Amiling Macapugay, South of Market Community Action Network (SOMCAN) Kumare Culture, LEAD Filipino, Little Manila Rising, New Haven Pilipino

American Society for Education (PASE), Sean Tan, Sinig Tala, Team Kapwa/Filipino Family Health Initiative, This Filipino American Life Podcast, and UCLA Asian American Studies Center.

Article by Joedel O. Peñaranda | Photo by Liza Erpelo

Stephen Martin Crowned State Champion in Wrestling

Skyline College's Stephen Martin was crowned top wrestler in the state of California in the 184 pound weight division at the California Community College Athletic Association State Championship on Saturday, December 14, 2019 at Fresno City College.

Martin, a sophomore, cruised through the quarter and semi-final on Friday and Saturday winning his matches by scores of 6-0 and 6-1. Using a methodical approach in the championship match, he opened with a first period takedown and rode Jacob Annis, of Bakersfield College, the final 2:15 of the period. With Annis choosing neutral to start the second period, the two looked to see who would get the next advantage, with Martin securing another takedown with 37 seconds left in the period. Stephen ended the match strongly with another late takedown for the shutout win.

Stephen Martin became the first Skyline College state champion in wrestling since 2000 and just the fifth in school history. His aggregate score of 20-1 demonstrated his dominance of the 184 pound weight division.

Stephen's performance carried the Skyline College team to a 16th place finish overall in the championships. Congratulations to Stephen, his teammates and Coach Haddon and his assistants on an outstanding season!

Article by Joe Morello

Students Visit the BAEC

In a partnership between the Bay Area Entrepreneur Center (BAEC) and the Business, Entrepreneurship & Management Meta Major at Skyline College, business students are being referred to access services offered by the BAEC.

After and an in-class presentation by BAEC Director Pcyeta Stroud and referrals from Business Professor Soledad McCarthy, a number of students have stopped by the Center to sign up for coaching, co-working and other offerings. Radu Skutaru, an international student from Russia, and business major, was one of those students.

Radu had a very informative conversation with a BAEC coach regarding his business aspirations and next steps. He learned that the Center offers one-on-one business coaching, social media marketing workshops, networking events and space for him to brainstorm ideas, bounce them off others or work independently, all at no cost to him. In response to learning about these resources the student said, "I can't believe this is real!"

Article and Photo by Sarina O'Gilvie

Women's Basketball Selected by CCCAA as Scholar Team for 2018 – 2019

Skyline College Women's Basketball Team was named Scholar Team recipient by the California Community College Athletic Association (CCCAA) for the 2018 – 2019 Academic Year. Only one team is selected for each sport sponsored by the CCCAA. This is a special award as it emphasizes academic achievement of all the members of a specific team.

The criteria for nomination are:

1. Participation in an intercollegiate sport during the 2018 – 2019 academic year

2. 80% or more of team participants successfully completing 12 or more units during their season of sport.

3. Achieving a cumulative GPA of 3.0 or higher for all units attempted by members of the team during their season of sport.

4. Achieving better than average results in intercollegiate athletic competition

Teams are nominated by each conference in every sport and compete against all other teams / conferences in the state for this honor. Congratulations to our deserving students on their wonderful accomplishments both in the classroom and on the court and to their Head Coach Chris Watters, and his staff in supporting and working with the students.

Additional thanks to all the faculty and staff at Skyline College, with special recognition to Kate Browne and Dr. Jennifer Taylor-Mendoza who wrote letters

of support for the nomination, for your hard work in helping the students. This is the second consecutive year that the Women's Basketball program has been selected for this honor.

Article by Joseph Morello | Photo by Visual Sports

BAEC Provides Business Assistance to the Equity Institute

The Bay Area Entrepreneur Center (BAEC) has recently signed-on with the Equity Institute (EI) to provide business plan resources and financial forecasting services. The EI Team, led by Executive Director Lasana Hotep, recently met with BAEC Program Coordinator Nicole Moreno-Deinzer and BAEC Director Pcyeta Stroud to discuss the scope of the project and to provide valuable historic information on the EI and its importance to the college community. This meeting served as an opportunity to gain valuable insight into the EI and to further connect campus programs with BAEC services and offerings. The group met in the Equity Institute's brand new location on the second floor of Building 1.

The BAEC is an offsite location for Skyline College. It serves the college community by empowering students to develop and grow their ideas and by providing resources such as 1:1 business coaching, internship opportunities, fun co-working spaces, start-up assistance and special-topic workshops to local businesses and community members.

Article by Pcyeta Stroud | Photo by Flor Lopez

New Library Technology Promises Improved Learning Experience for Students

The Skyline College Library is proud to announce an abundance of new technology this spring:

- Two new, large Samsung smart signage interactive e-boards offer students a whiteboard feature, web-browsing and projection from mobile devices or laptops.

- OneSearch, the District's new library search platform. The platform offers improved academic content, a more intuitive research experience and is accessible to all students, college employees and community members.

- All computers are updated with new CPUs and monitors for student use.

- Chromebooks which students can check out for three days (renewable), any time during the semester.

The Library is also pleased to take down the following barriers:

Effectively immediately, students no longer need library cards to check out books or use electronic sources from off-campus.

The Library has eliminated overdue fines for books in the Library's circulating collection.

Next month, the Library's instructional classroom will begin sporting laptops for a more flexible teaching and learning environment.

The Library will also begin circulating hotspots with unlimited data, allowing students to access their courses and electronic resources from anywhere.

These changes have been in the works for many months. Students can look forward to more changes planned throughout spring 2020!

Article by Jessica Silver-Sharp | Photo by Sherri Wyatt

International Student Program Hosts Spring 2020 Orientation

On January 7, 2020, Skyline College held its spring 2020 orientation for incoming international students from over 20 countries. The International Student Program (ISP) hosted the orientation, which kicked off with the Vice President of Instruction Dr. Jennifer Taylor-Mendoza and Dean of Global Learning Programs and Services Division Russell Waldon welcoming the students to our campus.

Dr. Taylor-Mendoza highlighted the significance in fostering an inclusive and diverse community.

The morning started with coffee and donuts for breakfast followed by a meet-and-greet with the ISP staff. Fun activities like a campus tour, live music, a lucky draw and a welcome lunch for the students then followed.

Then on Day 2, students took placement tests and received test scores. On the final day of the orientation, students met their respective counselors to discuss their student education plans and registered for classes.

Article by Umaima Ejaz | Photo by Nyi Tun

Study Abroad Program's France Community Travel Enrolls 25 Participants

Last week, over 20 members of the San Mateo County community joined the San Mateo County Community College District (SMCCCD) Study Abroad Program and College of San Mateo Art Professor Rebecca Alex for a Community Travel Art Immersion in France Program meet-and-greet. This event allowed community members registered for the SMCCCD Community Travel Art Immersion in France Program to get to know each other and prepare for their one month stay in France this coming summer. Participants enjoyed hors d'oeuvres while they discussed their itinerary, accommodations, packing and engaged in travel-related icebreakers.

The SMCCCD Community Travel Program is a curated group travel experience for adults and life-long learners. Participants travel with an SMCCCD representative and local tour manager as they enjoy local food, special attractions, guided sightseeing and in the case of the Art Immersion in France Program—lectures with local art historians, visits to art museums and guided time for painting and drawing.

The France Community Travel Program is currently full with 25 registered participants and open for a waitlist. Space is still available in the SMCCCD Community Travel Cultural Gems of Japan Program, a 10 day tour of Japan this October, including visits to Tokyo, Kyoto and Nara.

The Community Travel Program was created as a way for Skyline College to connect with the larger community of San Mateo County, as well as to help our students live

and learn in other countries. For many college students, study abroad is a special goal of their undergraduate years; however, financially, the experience is often out of reach. With the Community Travel Program, $500 (tax-deductible) of each participant's registration fee goes directly into the SMCCCD Foundation for Study Abroad Scholarship Fund, helping to make transformative global opportunities more accessible for our students.

Article and Photo by Stephanie Wells

UPCOMING EVENTS

A Call to Consciousness: College Lecture Series featuring Dr. Allyson Tintiangco-Cubales
March 11, 2020 | 11:00 a.m. - 2:00 p.m.
Skyline College Theater, Building 1

President's Breakfast
March 26, 2020 | 7:00 a.m. - 8:30 a.m.
The Farallon Room, Building 12

BOARD REPORT NO. 20-2-1A

TO:	Members of the Board of Trustees
FROM:	Michael Claire, Interim Chancellor
PREPARED BY:	David Feune, Director of 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

Marie Mejia	Acting Director, Capital Projects (Measure H)	Facilities

Reassigned from Project Manager II (Measure H) (Grade 191E of the Academic-Classified Exempt Supervisory Salary Schedule 35) into this administrative assignment at Grade AE of the Management Salary Schedule 20, effective February 13, 2020, temporarily replacing Chris Strugar-Fritsch who is on a leave of absence.

Kathleen Harris*	Interim, Foundation Development Director	Foundation

New classified supervisory (exempt) employment, effective February 27, 2020, replacing Reginald Duhe who resigned.

Skyline College

Connor Fitzpatrick	Acting Director, Community Relations & Marketing	Marketing, Communications & Public Relations

Reassigned from Communications Manager (Grade 192S of the Classified Professional/ Supervisory Salary Schedule 40) into this administrative assignment at Grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule 35, effective January 21, 2020, temporarily replacing Cherie Colin who is on a leave of absence.

B. PUBLIC EMPLOYMENT

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

Cañada College

David Henriquez*	Program Services Coordinator (NP)	Kinesiology, Athletics & Dance

New full-time, 12-month (temporary) classified employment, effective February 27, 2020. This position was previously Board approved on October 23, 2019.

College of San Mateo

Steven Kong*   Athletic Trainer   Kinesiology

New full-time, 12-month classified employment, effective March 2, 2020, replacing Mackenzie Munson who resigned.

District Office

Camila Bellido*   Operations Manager   Auxiliary and Community Services
(Community, Continuing & Corporate Education)

New classified supervisory (exempt) employment, effective March 2, 2020, replacing Laura Brugioni who was reassigned.

Ya-Chi Su*   Intensive English   Auxiliary and Community Services
Program Coordinator

New full-time, 12-month classified employment effective February 27, 2020, replacing Yuri Goda who was reassigned.

Skyline College

Kourosh Ghaderi*   Instructional Aide II   Academic Support &
Learning Technologies

New part-time (48%), 10-month classified employment, effective February 27, 2020, replacing Mayra Lopez Thibodeaux who was reassigned.

2. **Re-Employment**

Skyline College

Mandy Lucas*   Counselor (Promise Scholars Program)   Counseling

Recommend approval of an extension for a temporary, categorically-funded academic position (10-month), effective fall semester 2020 through spring semester 2021. The position was originally approved on June 26, 2019.

C. **REASSIGNMENT THROUGH THE HIRING PROCESS**

Cañada College

Krystal Martinez   Division Assistant   Science and Technology

Reassigned from a full-time, 12-month Office Assistant II (Grade 18 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 27 of the same salary schedule, effective March 1, 2020, replacing Georgia Clark who retired.

College of San Mateo

Priscilla Menjivar   Program Services Coordinator   Enrollment Services

Promise Scholars

Reassigned from a full-time, 12-month Retention Specialist (Yr. 1 Promise) (Grade 24 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 27 of the same salary schedule, effective February 27, 2020, replacing Alexandra Luicharoenwatthana who was reassigned.

District Office

Jose Cortez Arias   Groundskeeper   Facilities

Reassigned from a full-time, 12-month Utility Engineer (Grade DD of the Buildings and Grounds Salary Schedule 70) into this full-time, 12-month position at Grade BA of the same salary schedule, effective February 18, 2020, replacing Vincent Lorenzo who resigned.

Skyline College

Kelly Li   Program Services Coordinator   Enrollment Services
Degree Audit

Reassigned from a full-time, 12-month Admissions and Records Assistant III (Grade 24 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 27 of the same salary schedule, effective February 27, 2020. This position was previously Board approved on December 09, 2019.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

College of San Mateo

Maggie Li   Division Assistant   Language Arts

Transferred from a full-time, 12-month Division Assistant (Grade 27 of Classified Salary Schedule 60) into this full-time, 12-month position at the same grade and salary schedule, effective February 3, 2020, replacing Valerie Young who resigned.

District Office

Alexis Lora Pena   Groundskeeper   Facilities

Transferred from a full-time, 12-month Groundskeeper at Skyline College into this full-time, 12-month position at Cañada College, effective January 30, 2020.

Cristina May   Public Safety Officer   Public Safety

Transferred from a full-time, 12-month Public Safety Officer at Cañada College into this full-time, 12-month position at College of San Mateo, effective January 21, 2020.

James McCoy   Public Safety Officer   Public Safety

Transferred from a full-time, 12-month Public Safety Officer at College of San Mateo into this full-time, 12-month position at Cañada College, effective January 21, 2020.

Matthew Parish   Public Safety Officer   Public Safety

Transferred from a full-time, 12-month Public Safety Officer at College of San Mateo into this full-time, 12-month position at Cañada College, effective January 21, 2020.

Douglas Pickel   Public Safety Officer   Public Safety

Transferred from a full-time, 12-month Public Safety Officer at Cañada College into this full-time, 12-month position at College of San Mateo, effective January 21, 2020.

E.   CHANGES IN STAFF ALLOCATION

College of San Mateo

1.   Recommend a change in staff allocation to add one full-time, 12-month Staff Assistant position at Grade 21 of the Classified Salary Schedule (60) in Enrollment Services and Support Programs, effective July 1, 2020.

District Office

2.   Recommend a change in staff allocation to add two full-time, 12-month Project Coordinator I positions at Grade 30 of the Classified Salary Schedule (60) in Facilities, effective February 27, 2020.

3.   Recommend a change in staff allocation to add one full-time, 12-month Human Resources Representative position at Grade 208C of the Confidential Salary Schedule (50) in Human Resources, effective February 27, 2020.

4.   Recommend creation of a new classification titled, "AV Systems Engineer" at Grade 210S of the Classified Professional/Supervisory Salary Schedule 40 (salary range; $101,164 - $127,848), effective February 27, 2020. In addition, recommend a change in staff allocation to add one full-time, 12-month AV Systems Engineer position in the ITS department, effective February 27, 2020.

F.   PHASE-IN RETIREMENT

Skyline College

Jan Fosberg   Professor   Physical Education/Athletics

Recommend approval of participating in the Phase-In Retirement Program, effective August 17, 2020. Confirmation of employee eligibility and final approval of the employee's proposed workload reduction is managed by the State Teachers Retirement System.

G.   LEAVE OF ABSENCE

College of San Mateo

Paola Mora Paredes   Retention Specialist   Enrollment Services

Medical leave of absence without pay with benefits, effective February 7, 2020 through July 6, 2020.

District Office

Ady Beltran   Custodian   Facilities

Medical leave of absence without pay with benefits, effective January 7, 2020 through June 30, 2020.

Khanh Lam   Custodian   Facilities

Medical leave of absence without pay with benefits, effective January 1, 2020 through March 31, 2020.

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

None

2. Post-Retirement

None

3. Resignation

College of San Mateo

Mondana Bathai   Instructional Aide II   Language Arts

Resignation effective January 9, 2020 with 5.25 years of District Service.

Kathryn Bliss   Program Services Coordinator   Academic Support &
Learning Technologies

Resignation effective February 17, 2020 with 4.33 years of District Service.

James J. Grainger   Project Director   Business & Technology

Resignation effective February 28, 2020 with 5 months of District Service.

Valerie Young   Division Assistant   Language Arts

Resignation effective February 22, 2020 with 7.5 years of District Service.

District Office

Jeffrey Szklanecki   Maintenance Engineer   Facilities

Resignation effective January 20, 2020 with 5.67 years of District Service.

Skyline College

Steven Lopez   Program Service Coordinator   Career & Workforce
(Funded by Strong Workforce Program)

Resignation effective January 17, 2020 with 1.25 years of District Service.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

Location	*Division / Department*	*No. of Pos.*	*Start and End Date*		*Services to be performed*
Cañada College	Science & Technology STEM	1	03/01/2020	04/30/2020	**Consultant (Non-Instructional):** Development of presentations, workshops, and assessments base on the information gathered from the program team and stakeholders.
District Office	Auxiliary and Community Services	50	03/01/2020	08/31/2020	**Community Services Instructors:** Bay Area Pathways Academy (BAPA) and Silicon Valley Intensive English Program (SVIEP) Instructors.

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:

Location	*Division / Department*	*No. of Pos.*	*Start and End Date*		*Services to be performed*
District Office	Auxiliary and Community Services	11	06/01/2020	07/31/2020	**Office Assistant I:** This position will assist CCCE Bay Area Pathways Academy (BAPA) kids summer program. Assist in classrooms and ensure students safety while on campus.
District Office	Auxiliary and Community Services	3	02/27/2020	06/30/2020	**Office Assistant I:** This position will assist Corporate Education, Human Services Agency (HSA) of San Mateo County, and Cañada College credit project.
District Office	Auxiliary and Community Services	2	06/01/2020	07/31/2020	**Project Director:** This position will assist CCCE Bay Area Pathways Academy (BAPA) kids summer program. Create and maintain a safe and enjoyable learning environment for students, teachers, staffs, and volunteers. Plan, organize, and coordinate orientations, sessions, evaluations including updates and changes.
Skyline College	Planning / Research / Institutional Effectiveness	1	03/02/02020	06/30/2020	**Planning Research Analyst:** This position is needed to work part-time (40%) for statistical data analysis and reporting for special projects related to AB705 and the College Comprehensive Redesign,

					including the Promise Scholars Program.
Skyline College	Strategic Partnership & Workforce Development	1	02/27/2020	06/30/2020	**Staff Assistant:** *Previously Requested Position* This position will provide clerical and operational support to the Strategic Partnerships and Workforce Development Division, faculty and stakeholders to assist with core activities necessary to ensure critical outcomes of the 'Improving Online CTE Pathways' Grant. Coordination and planning of meetings, community of practice sessions, and professional development. Position funded by the Improving Online CTE Pathways Grant.

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-2A

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: David Feune, Director of Human Resources, (650) 358-6775

APPROVAL OF REVISION TO MISCELLANEOUS PAY RATES SALARY SCHEDULE

The Miscellaneous Pay Rates Salary Schedule was originally established by the Board of Trustees in 1989 (Board Report No. 89-7-3A) for selected services not covered by other District salary schedules. The classifications are designed to supplement current staff services on a short-term, non-continuing basis, and constitute temporary, at-will employment for special District services and projects.

The pay rates for the **Community Services Instructors/Short Course (Teacher) Instructors** classification and **Consultant (Non-Instructional)** classification are in need of adjustment to address the needs of the divisions/ departments that hire employees in these two classifications.

RECOMMENDATION

It is recommended that the range for the Community Services Instructors/ Short Course (Teacher) Instructors classification start at $20 per hour (previously $50 per hour) as indicated on the attached pay schedule. It is also recommended that the range for the Consultant (Non-Instructional) classification start at $25 per hour (previously $50 per hour) as indicated on the attached pay schedule.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

MISCELLANEOUS PAY RATES SALARY SCHEDULE
(Effective February 27, 2020)

CLASSIFICATION	HOURLY PAY RATES
Accompanist Play piano to assist in voice classes and for choral groups.	$50.00 – $75.00
Art Model Perform specialized services in an instructional classroom environment for Art classes where the curriculum calls forth the requirement of drawing the human figure, with attention to drawing from the live model.	$25.00 - $50.00
Assistant Coach Provide support for coaching in a specific sport; supervise practices, assist at games.	Up to $20,000 per season.
College Physician Plans, implements and leads professional College health care services in conjunction with public health nursing staff; provides medical advice and treatment in the College Health Center; writes prescriptions as needed; confers with medical plan providers and emergency medical personnel regarding follow-up care; sets up and maintains confidential documentation of treatment and services provided; completes required medical provider and emergency forms; makes presentations to students, organizations and other groups as assigned.	$110.00 - $125.00
Community Services Instructor/Short Course (Teacher) Instructor Instruct not-for-credit, personal and professional enrichment courses taught on a wide variety of topics at SMCCCD, as well as out in the community. Per contractual agreement between CCCE and business and industry customers, instruct and set up activities and develop curriculum or activities within the focus of the program(s). Independently prepare lesson plans and class/program materials, records of attendance and other related duties.	$20.00 - $350.00
Consultant (Non-Instructional) Perform review, analysis, and consultation for specific events/ and/or projects requiring specialized knowledge or expertise. Work is completed with a high degree of discretion, independent judgement, and generally performed as professional or administrative work.	$25.00 - $200.00
Contract Education Instructor (not-for-credit) Instruct not-for-for credit programs that are offered to public or private organizations to promote education/training and economic development for the business community. Maximum rate of pay subject to agreement between the district and trainer.	$50.00 - $350.00

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

MISCELLANEOUS PAY RATES SALARY SCHEDULE
(Effective February 27, 2020)

CLASSIFICATION	HOURLY PAY RATES
Counseling Intern Provides individual, couple and group personal counseling to students; provides consultation with faculty and staff; attends outreach activities (in class presentation, workshops, tabling, etc.); collaborates with on-campus programs; provides referrals to off-campus resources; attends weekly group supervision/training and individual supervision; maintains clinical records.	$20 Flat Rate
EMT I Proctor Assists instructors in the various classes and schedules assignments to part-time instructors, which can result in work assignments varying from one to several class sessions per semester.	$25.00 Flat Rate
Fashion Design Program Assistant Makes minor repairs to sewing machines, provides department tours, designs program websites, creates brochures and flyers to advertise classes and events, speaks at career days, plans for events, and manages supplies and equipment for the Fashion Design program.	$16.19 – $16.98 – $17.80
Health Educator Assist in organizing and delivering health education programs and services to students. Provide proactive health information on an as-needed basis.	$27.00 Flat Rate
KCSM Projects Leader Under direction of General Manager or other management staff, directs and coordinates contracts, technical requirements, compliance with Federal Communications Commission regulations, studio scheduling and other strategic planning and logistics for special station projects and productions.	$60.00 Flat Rate
KCSM Production Operator Operates cameras; adjusts camera angles and apertures; makes minor repairs to equipment and supplies; serves as studio mixer; operates teleprompters.	$35.00 – $40.00 - $45.00
KCSM Floor Director Works with producer and other directors to set up, monitor and adjust camera angles, cues, lighting and sound performance quality; supervises scripts, placement and performance of on-air talent.	$30.00 – $35.00 –$40.00
KCSM Video Shader Operates cameras to monitor color and level of consistency throughout various programs.	$30.00 – $35.00 – $40.00
KCSM Video Mixer Sets up production video consoles pursuant to producer/director requests. Serves as interface between producer/directors and crews.	$35.00 – $40.00 – $45.00

MISCELLANEOUS PAY RATES SALARY SCHEDULE
(Effective February 27, 2020)

CLASSIFICATION	HOURLY PAY RATES
Shuttle Drivers Drive District-issued 10 passenger van for various events, programs, meetings, and tours.	$16.50
Videographer Film specific events and/or projects such as, campus events, campus activities, teaching in classrooms, campus landscapes, and conduct interviews to gather footage for the college. Film will be edited for use on the college website, social media and to document the work and activities of the college for communications and promotional purposes.	$50.00 - $200.00

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-3A

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

APPROVAL OF INTERIM CHANCELLOR TEMPORARY CONTRACT AMENDMENT

On August 12, 2019, the Board of Trustees appointed College of San Mateo President Michael Claire as Acting Chancellor of the District. On September 11, 2019, the Board appointed Mr. Claire as Interim Chancellor of the District. At its January 22, 2020 meeting, the Board set the salary for Mr. Claire's interim role.

To reflect the salary adjustment and responsibilities of this new role, it is recommended that the Board amend Mr. Claire's current contract, which was entered into on July 1, 2019 and reflects his role and salary as President of College of San Mateo.

Mr. Claire's current contract and the proposed amendment is attached for the Board's consideration.

RECOMMENDATION

Staff recommends approval of the amendment to the Interim Chancellor's contract to reflect the duties, reporting and compensation associated with his new role.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

EMPLOYMENT AGREEMENT FOR COLLEGE PRESIDENT

This Employment Agreement (the "Agreement") is made and entered into on **July 1, 2019** by and between the Board of Trustees of the San Mateo County Community College District (referred to as either the "District" or the "Board", as appropriate) and **Claire, Michael** (the "Employee"). The Parties mutually agree to the following:

1. **EMPLOYMENT.** The Board employs the Employee as **President, College of San Mateo** (the "Position") for the term beginning **July 1, 2019** through and including **June 30, 2022.** Employee is an administrator as defined in the Education Code. Employee shall be required to render twelve (12) months of full and regular service to the District during each year of this Agreement.

2. **DUTIES.** Employee shall perform duties as required by law; as described in the job announcement on file for the Position or in any subsequent description prepared by the Office of Human Resources; and/or as assigned by the District. In addition to the duties and responsibilities enumerated in the job description, Employee is expected to represent the College and/or District by attending and participating in a variety of community and civic programs and events, public service occasions, social events, job-related meetings at the local and state level, and other activities as directed by the Chancellor. Employee shall devote his/her time, skills, labor and attention to performing in the Position.

3. **REPORTING RELATIONSHIP.** Employee shall report directly and solely to the Chancellor.

4. **OUTSIDE EMPLOYMENT.** The District grants Employee permission to teach, consult or conduct other non-District related business with the prior written approval of the Chancellor, which shall not be unreasonably withheld, provided the outside activities do not interfere with Employee's ability to perform his duties for the District, including the supervision of personnel and departments Employee is responsible for supervising.

5. **SALARY.** Employee shall be compensated in accordance with the Management Salary Schedule established and approved by the Board at Grade **EC**, Step **6**, in the amount of **$24,770.00** per month. A step increase will occur on the anniversary date, if applicable. Any general salary increase granted by the Board to management employees shall be applied to the monthly salary then in place. Although the Board reserves the right to increase the salary of this position from time to time, such increases shall not be interpreted as a new agreement or operate as an extension or renewal of this Agreement.

6. **ALLOWANCES.** In addition to the salary set forth above, Employee is entitled to the following allowances:
    a. <u>Reimbursement For Actual Approved Expenses</u>. The District agrees to reimburse Employee for actual and necessary expenses incurred by Employee in the performance of Employee's duties, including travel expenses, incurred outside the

District and those incurred in attending conventions and conferences approved by the Board or the Chancellor and in the performance of other duties for the District when approved by the Board or the Chancellor.

b. Annuity. The District shall establish a deferred compensation vehicle for the Employee through an annuity to be determined by the District and in accordance with State statutes and State and District regulations. The District shall contribute $10,000 each year into such annuity on a tax deferred basis. Vesting of the annuity shall be 100% after the completion of five years of service with the District. Vesting credit shall begin with the Employee's original hire date as President. If Employee terminates employment prior to full vesting, all money in the annuity shall revert back to the District.

7. **VACATION LEAVE.** During the term of this Agreement, Employee shall accrue vacation at 18.75 hours/month for each full month of employment and use it in accordance with the terms and conditions as approved by the Board. Employee shall be entitled to any increase in this vacation allowance as may be granted from time to time to all other unrepresented managers by the Board. Said vacation may be taken only at times that are convenient to the operation of the District, as approved by the Chancellor. The maximum vacation accumulation shall not exceed two times (2x) the annual vacation allowance then in place, which shall include any portion of unused vacation for the current year. Once Employee reaches the maximum amount, Employee will cease to accrue additional vacation hours until that balance falls below the maximum amount. However, if Employee is unable to take vacation days because the District has been unwilling to allow utilization of those days, and Employee's accumulation will exceed the maximum, Employee shall be paid for said days in cash. In addition, at Employee's option, Employee may receive ten (10) days, or such higher amount as approved by the Chancellor, of vacation pay out in cash from earned and accumulated vacation leave each fiscal year.

8. **SICK LEAVE.** During the term of this Agreement, Employee shall accrue one (1) day of sick leave per month for each full month of employment and use it in accordance with the terms and conditions as approved by the Board. Upon termination of employment, unused sick leave will have no cash value to Employee, other than its use as potential service credit with the Public Employees Retirement System or the State Teachers Retirement System as may be allowed by law. Employee shall be entitled to any increase in this sick leave allowance as may be granted from time to time to all other unrepresented managers by the Board.

9. **PAID HOLIDAYS AND OTHER LEAVES.** Employee shall be entitled to all paid holidays granted by the District during the term of this Agreement to all other unrepresented management employees, and those other holidays which might be required by the California Education Code. Employee shall be entitled to such other leaves of absence granted by the Education Code, District Rules and Regulations, or offered from time to time to all other unrepresented managers by the Board.

10. **HEALTH AND WELFARE BENEFITS.** The District shall provide to Employee all health and welfare benefits which presently include health, medical, dental, vision, and life insurance

for which Employee is eligible, and shall have the premiums for such plans paid by the District up to the employer contribution limit set for all other unrepresented managers of the District. It is agreed and understood that these fringe benefits may be amended and modified or deleted in their entirety from time to time as determined by the Board. At the conclusion of employment with the District, Employee shall receive the same retiree health benefits as the District provides for managers who meet certain age and service requirements as set forth in Exhibit A (which is attached and by reference incorporated as a part of this agreement).

11. **RETIREMENT.** Employee acknowledges that the Position is covered by the State Teachers Retirement System, and that Employee will be required to participate in this program with the requisite employee contribution rate.

12. **BONDING.** The District shall bear the full cost of any fidelity or other bonds required of Employee under any law or District Rule or Regulation.

13. **PERFORMANCE EVALUATIONS.** Employee will be evaluated in accordance with the District's Policy and Procedures for the evaluation of the Position. Compliance with the Section by the District shall not be a condition precedent to the right of the District to reassign Employee, terminate and/or renew this Agreement and the failure to timely evaluate Employee shall not constitute a basis to challenge any reassignment, termination or decision not to renew this Agreement. The District reserves the right to conduct additional evaluations if recommended by the Chancellor.

14. **PROFESSIONAL/EDUCATIONAL GROWTH.** The District encourages Employee to participate in professional and educational growth opportunities and training. To that end, the Chancellor and Employee shall mutually agree on professional and/or educational growth activities for the employee that the District shall fund during the term of this contract.

15. **ELIMINATION OR MODIFICATION OF ADMINISTRATIVE POSITION.** The Parties acknowledge that within the term of the Agreement, the Employee's Position may be eliminated, or the duties of that administrative assignment modified in the sole discretion of the District. In the event Employee's Position is eliminated or the Position's duties are modified in accordance with this paragraph, Employee may have the following options with respect to his/her assignment: if eligible, the Employee may exercise retreat rights to a faculty position or become a first-year probationary faculty member under California Education Code sections 87454-87458.1; the Employee may be reassigned to another administrative position; the Employee may have his/her position upgraded or downgraded; or the Employee may be released from any and all administrative positions held. In the event of retreat or reassignment, Employee shall not be entitled to retain the salary, benefits, and title provided for in this Agreement.

16. **RENEWAL.** Any notice to Employee that this Agreement will not be renewed shall be provided twelve (12) months in advance of the expiration date of this Agreement. If District fails to reemploy Employee by appointment or Agreement upon expiration of this Agreement, and the notice required for in this paragraph was not given, the Employee shall be deemed reemployed by District for a period of one year, from the expiration date of the

current Agreement, with all other terms and conditions remaining unchanged.

17. **TERMINATION OF CONTRACT.** Employee serves in the Position at the pleasure (at-will) of the District. This Agreement may be terminated in accordance with the following:

   a. <u>Mutual Consent</u>. Employee and the District may agree, in writing, to terminate this Agreement by mutual consent.

   b. <u>Termination by Employee</u>. Employee may terminate Employee's obligations under this Agreement by providing no less than 60 days' written notice to the Chancellor.

   c. <u>Termination for Cause</u>. This Agreement may be terminated for cause if Employee has materially breached the terms of this Agreement, has neglected to perform the duties under it, or committed an act specified in Education Code Section 87732. Prior to termination on this basis, Employee shall be entitled to a pre-disciplinary letter outlining the charges and evidence to support the dismissal. Employee shall have a right to an evidentiary hearing before the Board of Trustees or an impartial hearing officer selected by the Board to render an advisory decision to the Board. This opportunity to be heard shall be provided within thirty (30) school days after being served with the pre-disciplinary letter. The decision of the Board of Trustees shall be final.

   d. <u>Termination without Cause</u>. Notwithstanding any other provision of this Agreement, the Board, or its designee, shall have the option to terminate this Agreement by providing Employee with a written notice of termination. If the Board elects to terminate this Agreement pursuant to this section, Employee shall receive (a) an amount equivalent to twelve (12) months of salary, plus one additional month of salary for every year of service to the District in the Position, or the equivalent, up to a maximum of eighteen (18) months of salary, or (b) an amount equal to the salary remaining under the Agreement, whichever is less. This amount shall be offset by any amounts actually earned by Employee as a faculty member following the termination of this Agreement. The intent of this provision is to satisfy the requirements of California Government Code sections 53260-53264, and shall be interpreted consistent with those statutes.

   The parties further agree that this sum constitutes liquidated damages in recognition of the extreme difficulty of determining actual damages to Employee resulting from this Agreement's termination without cause. These liquidated damages represent Employee's sole and exclusive remedy for any and all damages, known or unknown, tort, contract or otherwise, flowing from the termination of Employee's employment with the District. The parties recognize that upon payment of the liquidated damages sum, Employee will be foreclosed from bringing any action or proceeding of any nature against the District.

e. <u>Retreat Rights</u>. This provision does not affect an administrator's right to continued employment in a faculty assignment, or rights afforded other administrators under Education Code sections 87454-87458.1, to the extent such rights exist. Notwithstanding the foregoing, for an Employee who has a right to continued employment in a faculty assignment, or rights afforded other administrators under Education Code sections 87454-87458.1, if Employee engages in conduct subject to discipline under Education Code sections 87732-87734, or others relating to academic employees, the District reserves the right to impose discipline on Employee, up to and including termination, in accordance with provisions of the Education Code applicable to academic employees.

18. **SEVERABILITY.** If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, such provision shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions shall continue to remain in full force and effect.

19. **WAIVER.** The failure or neglect of either party to exercise any right hereunder or under law, shall not constitute a waiver of any other rights or privileges hereunder.

20. **MODIFICATION.** This Agreement cannot be changed or supplemented orally. It may be modified or superseded by mutual, written agreement, executed by both the parties.

21. **APPLICABLE LAW, RULES AND REGULATIONS.** This contract is subject to all applicable laws of the State of California, the rules and regulations of the Board of Governors of the California Community Colleges, and the rules, regulations and policies of the District, all of which are made a part of the terms and conditions of this contract as though set forth herein. This Agreement shall prevail over any conflicting District rules, regulations, policies or procedures.

22. **VENUE.** The Parties agree that in the event of litigation, venue shall be the proper state or federal court serving San Mateo County, State of California.

23. **ENTIRE AGREEMENT.** This agreement contains the entire agreement and understanding between the parties. There is no oral understanding, or terms and conditions not contained or referenced in this Agreement. This Agreement cannot be changed orally.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
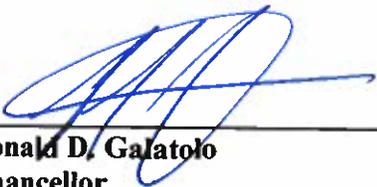
By: **Ronald D. Galatolo**
       Chancellor

ACCEPTANCE OF EMPLOYMENT AGREEMENT

I have reviewed this Employment Agreement and I accept this Employment Agreement and the terms and conditions of that employment. I have not agreed to employment and/or contracted for employment with the governing board of any other school district or community college district which will, in any way, conflict with my duties in this position.

Employee Signature: Claire, Michael E.

*Digitally signed by Claire, Michael E
DN: dc=net, dc=smccd, ou=District, ou=CSM, ou=President's Office, ou=President's Office, cn=Claire, Michael E, email=clairem@smccd.edu
Date: 2019.07.29 09.48.06 -07'00'*

Claire, Michael

Date: 7/29/19

EXHIBIT A
MANAGEMENT RETIREE HEALTH AND WELFARE BENEFITS

1. <u>**RETIREE MEDICAL AND DENTAL BENEFITS:**</u> The District will provide medical and dental benefits, as described in the benefits handbook available in the Office of Human Resources, to managers who were employed as regular faculty, classified or management employees by the District prior to January 1, 1987. The eligible retired manager, and that manager's spouse at the time of the manager's retirement, shall be eligible for continuation of benefits during the life of the retired manager, and, following the death of the retired manager, during the life of the un-remarried surviving spouse.

1.1 <u>**Employed On or After 1/1/1987 and Prior to 9/8/1993:**</u> For those employed as regular faculty, classified or management employees by the District on or after January 1, 1987, the maximum amount paid by the District for retiree medical benefits will be the amount the District would have been required to pay had the retiree selected the appropriate Kaiser Health Plan.

1.2 <u>**Employed On or After 9/8/1993:**</u> For managers whose first day of paid service as a regular faculty employee, classified employee or manager commences on or after September 8, 1993, the maximum amount paid by the District for retiree health benefits (medical and dental) shall be $450/month until the manager becomes eligible for Medicare Part B. At that time, the District will then pay, for the manager only, the lowest cost medical plan available within the agreement between the parties.

1.3 <u>**10 Years of Service Required – Employed Prior to 9/8/1993:**</u> For those managers hired as a regular faculty employee, classified employee or manager prior to September 8, 1993, to be eligible for District-paid retiree medical and dental benefits, the retiree must have ten (10) full years of service with the District and be at least 55 years of age. For a year of service to be counted, the assignment must have been such that the manager was eligible for medical insurance benefits if such benefits were available to employees.

1.4 <u>**20 Years of Service Required – Employed On or After 9/8/1993:**</u> For those managers hired as a regular faculty employee, classified employee or manager whose first day of paid service commences on or after September 8, 1993, to be eligible for District-paid retiree medical and dental benefits, the retiree must have twenty (20) full years of service within the District, must be at least 55 years of age, must be currently employed by the District at the time of retirement, and the age at the time of retirement of the retiree (in full years), when added to the full years of service, must total 75 or more. For a year of service to be counted, the assignment must have been such that the manager was eligible for medical insurance benefits if such benefits were available to employees.\

TEMPORARY AMENDMENT TO EMPLOYMENT AGREEMENT FOR MICHAEL E. CLAIRE

There is an employment agreement made and entered into on **July 1, 2019** by and between the Board of Trustees of the San Mateo County Community College District (referred to as either the "District" or the "Board", as appropriate) and **Michael E. Claire** (the "Employee") for his role as President of the College of San Mateo ("Employment Agreement").

Subsequently, the Board appointed the employee to additional roles: Acting Chancellor (effective August 12, 2019 – September 10, 2019) and Interim Chancellor (effective September 11, 2019).

Accordingly, the employee's Employment Agreement is hereby amended as follows to reflect the temporary duties, reporting and compensation associated with these new roles.

Section 1: EMPLOYMENT. Substitute Interim Chancellor for President, College of San Mateo.

Section 2: DUTIES. Job description and duties in this section shall relate to those for Chancellor.

Section 3: REPORTING RELATIONSHIP. Employee shall report directly and solely to the Board of Trustees.

Section 5: SALARY. Employee will be compensated at the following rates of pay for the following time periods:

> **Acting Chancellor -** $25,878.00 per month, effective August 12, 2019 through September 10, 2019
>
> **Interim Chancellor -** $27,083.33 per month, effective September 11, 2019.

Section 6: ALLOWANCES. In subsection (b), substitute $10,000 each year for annuity with $20,000 each year for annuity.

Section 7: VACATION LEAVE. Substitute the last sentence of the existing paragraph with the following sentence: In addition, at Employee's option, Employee may receive twenty (20) days, or such higher amount as approved by the Board of Trustees, of vacation pay out in cash from earned and accumulated vacation leave each fiscal year.

Section 17: TERMINATION OF CONTRACT. Substitute the following subsections with the following language:

> b. Termination by Employee. Employee may terminate Employee's obligations under this Agreement by providing no less than 60 days' written notice to the Board of Trustees.

c. Termination for Cause. This Agreement may be terminated for cause if Employee has materially breached the terms of this Agreement, has neglected to perform the duties under it, or committed an act specified in Education Code Section 87732. Prior to termination on this basis, Employee shall be entitled to a pre-disciplinary letter outlining the charges and evidence to support the dismissal. Employee shall have a right to an evidentiary hearing before the Board of Trustees or an impartial hearing officer selected by the Board to render an advisory decision to the Board. This opportunity to be heard shall be provided within thirty (30) school days after being served with the pre-disciplinary letter. The decision of the Board of Trustees shall be final.

d. Termination without Cause. Notwithstanding any other provision of this Agreement, the Board, or its designee, shall have the option to terminate this Agreement by providing Employee with a written notice of termination. If the Board elects to terminate this Agreement pursuant to this section, Employee shall receive eighteen (18) months of Employee's salary and benefits, which shall be paid out on a monthly basis commencing on the date of termination.

This Amendment and all modifications it makes to the July 1, 2019 Employment Agreement relate specifically to the positions of Acting Chancellor and Interim Chancellor. This Amendment shall terminate and be of no further force an effect immediately upon appointment by the Board of Trustees of either (1) a new and different Interim Chancellor; or (2) a Chancellor. Employee may return to his original position as President, College of San Mateo under the terms of the Employment Agreement dated July 1, 2019 as it existed prior to this Amendment. The end of the acting or interim assignment does not constitute termination.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

_____
By: Karen Schwarz
**   Board President**

ACCEPTANCE OF TEMPORARY AMENDMENT TO EMPLOYMENT AGREEMENT
I have reviewed this Amendment to Employment Agreement and I accept the terms and conditions of that employment. I have not agreed to employment and/or contracted for employment with the governing board of any other school district or community college district which will, in any way, conflict with my duties in this position.

Employee Signature: _____
                            Michael E. Claire

                        Date: _____

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-1CA

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

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

APPROVAL OF CURRICULAR ADDITIONS, DELETIONS AND MODIFICATIONS – CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE

The addition of eight courses and one program to and the deletion of six courses and five programs from the College catalogs are proposed by Cañada College, College of San Mateo, and Skyline College at this time. Additionally, thirteen courses are proposed to be offered in the distance education mode.

Two courses and three programs were assigned inactive status, which removes them from the catalog and schedule. Since they have not been deleted, they can be more easily reinstated at a later time. If reinstatement is unlikely, these courses and program will be deleted in the coming years.

Furthermore, one hundred and one courses and twenty-three programs were modified.

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

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo and Skyline College catalogs.

San Mateo County Community College District   February 26, 2020

> This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Tammy Robinson, Vice President, Instruction
                 Cañada College

APPROVED BY: Candice Nance, Curriculum Committee Chair
                 Cañada College

                 Diana Tedone, Academic Senate President
                 Cañada College

                 Jamillah Moore, President
                 Cañada College

PROPOSED CURRICULAR MODIFICATIONS – CAÑADA COLLEGE

COMPUTER SCIENCE

122   Introduction to Programming: Python

ECONOMICS

230   Economic History of the United States

EDUCATION AND HUMAN DEVELOPMENT: EARLY CHILDHOOD EDUCATION

191   Children's Literature
201   Child Development
210   Early Childhood Education Principles
211   Early Childhood Education Curriculum
212   Child, Family, and Community
213   The School Age Child
225   Care and Education for Infants and Toddlers
240   Administration I: Business/Legal
242   Adult Supervision and Mentoring
244   Curriculum and Strategies for PreK-Kindergarten
247   Foundations for School Success
254   Teaching in a Diverse Society
260   Children with Special Needs
263   Curriculum and Strategies for Children with Special Needs
275   Children's Language and Literacy Development
313   Health, Safety and Nutrition
333   Observation and Assessment of Young Children
362   Communicating with Families
366   Practicum in Early Childhood Education
369   Reflective Teaching Seminar

FASHION DESIGN AND MERCHANDISING

100	Principles of Design
110	Beginning Clothing Construction
111	Techniques of Fit
113	Textiles
114	Travel Study: Introduction to Italian Fashion
115	Intermediate Clothing Construction
116	Tailoring
118	Flat Pattern
122	Advanced Tailoring
123	Introduction to the Fashion Industry
132	Trouser Construction
133	Copying Ready-to-Wear
134	Beginning Millinery
140	Basic Serging
146	Designer Techniques in Sewing
150	History of Fashion
151	Fashion Merchandising
162	Advanced Flat Pattern
163	Pattern Grading
164	Fashion Illustration
167	The Custom Dress Form
168	Fashion Draping
170	French Pattern Drafting
171	Pants Drafting
172	Bustier
173	Lingerie Design and Construction
175	Advanced Illustration
178	Computerized Pattern Grading
180	Computerized Pattern Design
195	Portfolio Development
196	Introduction to the Costume Industry
197	Pattern Design for Historic Costume
199	Costuming for Theatrical Production
225	Apparel Analysis
226	Visual Merchandising and Display

KINESIOLOGY, ATHLETICS AND DANCE: DANCE

100	Dance Appreciation
140.1	Ballet I
140.2	Ballet II
140.3	Ballet III
140.4	Ballet IV

PSYCHOLOGY

106	Psychology of Prejudice and Discrimination

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE

COMPUTER SCIENCE

    122   Introduction to Programming: Python

PSYCHOLOGY

    106   Psychology of Prejudice and Discrimination

San Mateo County Community College District   February 26, 2020

       This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Mike Holtzclaw, Vice President, Instruction
                      College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee
                      College of San Mateo

                      Arielle Smith, President, Academic Senate
                      College of San Mateo

                      Kim Lopez, Acting President
                      College of San Mateo

PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO

COURSE DESCRIPTIONS AND JUSTIFICATIONS

COMPUTER AND INFORMATION SCIENCE

502 ADVANCED PYTHON PROGRAMMING (4) (day or evening; distance education)

Justification: Knowledge of Python programming is becoming fundamental hiring requirement in IT technology. This course will be part of the Python Programming certificate of specialization.

Prerequisite: MATH 120, CIS 117

Recommended Preparation: None.

Description: The course introduces advance topics in Python programing and Python software development. The course also introduces some important Python libraries.

Classification: AA/AS Degree; Certificate; CSU transferable.

MUSIC

120 SONGWRITING (3) (day or evening)

Justification: To provide options for students interested in songwriting that can lead to many different career opportunities. This course is one of two needed to be able to offer the proposed Commercial Music ADT.

Prerequisite: None.

Recommended Preparation: Music 100 or equivalent experience/knowledge.

Description: Explores the process of songwriting, allowing students to use their creativity while building skills in songwriting and performance. Specific topics include: contemporary song chord structures and harmony; form; melody; rhythm; lyric creation and original compositions and performances. No songwriting experience necessary.

Classification: AA/AS Degree; CSU transferable.

286 MUSIC BUSINESS (3) (day or evening; distance education)

Justification: Music Business is one of the required courses for the Commercial Music CCCMC (California Community College Model Curriculum). CSM already offers a number of related commercial music courses and is interested in offering this certificate.

Prerequisite: None.

Recommended Preparation: None.

Description: Overview of the business and legal aspects of the music industry. Topics include: record contracts, performance agreements, publishing, licensing, self-release, distribution, copyright, promotion and social media. In addition, the duties and responsibilities of music producers, agents, managers, promoters, and performing artists will be examined.

Classification: AA/AS Degree; CSU transferable.

423 SMALL ENSEMBLES (2) (day or evening)

Justification: Ensemble courses are a requirement for both the music AA and AA-T degrees. Currently our ensemble offerings are limited to symphonic band, jazz band and ensembles, and large concert choir. This course is needed to accommodate students whose specialty is other than band or voice, and can accommodate a wide range of genres to fit the needs and specialties of the students.

Prerequisite: Demonstration, through audition, of proficiency in technique and music reading.

Recommended Preparation: None.

Description: This course is designed for advanced electric instrumental, acoustic instrumental, and vocal students who want to interpret, perform, and record ensemble repertoire at a professional level. The course content, depending upon the instrumental and vocal makeup of the class, will include a diversity of styles that may range from Latin, Asian, popular, electroacoustic, and contemporary classical music.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR MODIFICATIONS – COLLEGE OF SAN MATEO

BIOLOGY

184   Wildlife Biology

COSMETOLOGY

758   Advanced Techniques/Photo Shoot
759   Advanced Techniques/Hair Specialties

DIGITAL MEDIA

100   Media in Society
118   Digital Audio Production

ENGLISH SECOND LANGUAGE

887   Pronunciation of English Consonants and Vowels
888   Pronunciation of English Stress, Rhythm and Intonation

KINESIOLOGY

125   Pilates Mat Instructor Training
126   Pilates Reformer Instructor Training
127   Pilates Apparatus Instructor Training

MUSIC

202   Music Appreciation

SOCIAL SCIENCE

301   Introduction to Addiction Studies

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – COLLEGE OF SAN MATEO

BIOLOGY

184   Wildlife Biology

COMPUTER AND INFORMATION SCIENCE

502   Advanced Python Programming

DIGITAL MEDIA

118   Digital Audio Production

MUSIC

286   Music Business

SOCIAL SCIENCE

301   Introduction to Addiction Studies

PROPOSED PROGRAM ADDITION – COLLEGE OF SAN MATEO

21st Century Office Management – Certificate of Specialization (15 units)

PROPOSED PROGRAM MODIFICATION – COLLEGE OF SAN MATEO

KINESIOLOGY

Yoga Teacher Training – 200 Hour – Certificate of Specialization

San Mateo County Community College District   February 26, 2020

> This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Dr. Jennifer Taylor-Mendoza, Vice President, Instruction
                    Skyline College

APPROVED BY: Jessica Hurless, Curriculum Committee Chair
                    Skyline College

                    Kathryn Browne, Academic Senate President
                    Skyline College

                    Dr. Jannett Jackson, Interim President
                    Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

AUTOMOTIVE TECHNOLOGY

665S9 2021 SMOG CHECK UPDATE (1.0) (day or evening)

Justification: The Automotive Technology Program has been offering Smog Check Update courses every two years since 2005. By offering these courses, working Smog Check Technicians can renew their Repair License with the Bureau of Automotive Repair. Without it, they would be unable to perform Smog Check repairs.

Prerequisite: None.

Recommended Preparation: None.

Description: Designed for automotive professionals who need to meet the 2020/2021 Smog Check Technician Repair licensing renewal requirements.

Classification: AA/AS Degree; not transferable.

LEARNING SKILLS

894 PHYSICS JAM (0.0) (day or evening)

Justification: Physics Jam is a noncredit preparatory physics course. Following a similar approach to Math Jam and Chemistry Jam, it addresses the low levels of preparation of incoming students taking Physics 210, 211 and 250. Physics Jam will assist students not to feel so under-prepared and overwhelmed, so they can complete their physics courses, progress faster through Skyline's physics sequences, and transfer to a four-year university or complete an Associate degree in various STEM fields sooner. The course is designed to enhance students' awareness of skills and resources they need to be successful, as well as to develop a

learning community among program participants. It provides incoming and current Skyline College students with critical physics foundational knowledge to successfully complete the physics course in which they are enrolling.

Prerequisite: None.

Recommended Preparation: None.

Description: Designed for students who are preparing to take Physics 210, 211 or 250 to review foundational Physics concepts such as unit conversions, vector addition and problem solving skills applied to kinematics while receiving academic support and instruction. Under the supervision of qualified faculty and staff in the Learning Center, STEM Center and Physics Department. (Does not apply toward the Associate Degree.)

Classification: Noncredit; not degree applicable; not transferable.

MATHEMATICS

211 INTRODUCTION TO DATA SCIENCE (4.0) (day or evening)

Justification: The collection, study, and use of data is a central theme in modern society, and data science is one of the most in demand careers. There is a need for members of the population to better understand how data is collected, analyzed, and used in policy decisions. Moreover, with AB705, MATH 200 – Introduction to Statistics is the default math placement for the majority of students, which effectively eliminates the possibility of students pursing a STEM major. This class serves to be an entry point into STEM for students in statistics who wish to pursue more data analysis skills, as well as an alternate major or opportunity to learn data analysis skills for B-STEM majors. This course, together with existing math and computer science courses, is part of a transfer pathway in Data Science to four-year universities.

Prerequisite: MATH 130, MATH 200, MATH 225 or MATH 241, or equivalent.

Recommended Preparation: None.

Description: An introduction to the foundations of data science from three perspectives: inferential thinking, computational thinking, and real-world relevance. The course teaches critical concepts and skills in computer programming and statistical inference in conjunction with hands-on analysis of real-world datasets, as well as social issues surrounding data analysis such as privacy and design.

Classification: AA/AS Degree; CSU transferable.

680SA INTRODUCTION TO DATA SCIENCE (4.0) (day or evening)

Justification: The collection, study, and use of data is a central theme in modern society, and data science is one of the most in demand careers. There is a need for members of the population to better understand how data is collected, analyzed, and used in policy decisions. Moreover, with AB705, MATH 200 – Introduction to Statistics is the default math placement for the majority of students, which effectively eliminates the possibility of students pursing a STEM major. This class serves to be an entry point into STEM for students in statistics who wish to pursue more data analysis skills, as well as an alternate major or opportunity to learn data analysis skills for B-STEM majors. This course, together with existing math and computer science courses, is part of a transfer pathway in Data Science to four-year universities. This

experimental offering provides the department with the opportunity to offer the course while waiting for articulation of the permanent course, MATH 211.

Prerequisite: MATH 130, MATH 200, MATH 225 or MATH 241, or equivalent.

Recommended Preparation: None.

Description: An introduction to the foundations of data science from three perspectives: inferential thinking, computational thinking, and real-world relevance. The course teaches critical concepts and skills in computer programming and statistical inference in conjunction with hands-on analysis of real-world datasets, as well as social issues surrounding data analysis such as privacy and design.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR DELETIONS – SKYLINE COLLEGE

EDUCATION/CHILD DEVELOPMENT

213 THE SCHOOL-AGE CHILD
244 CURRICULUM AND STRATEGIES FOR PRE-KINDERGARTEN TO KINDERGARTEN
261 EARLY INTERVENTION PRACTICES
665SA ECERS TRAINING
665SC CCPPNS
665SJ CHALLENGING BEHAVIOR, PART II

Justification: The Education/Child Development faculty request the deletion of these courses as they are no longer offered and will not be offered in the future.

PROPOSED CURRICULAR INACTIVATIONS – SKYLINE COLLEGE

EDUCATION/CHILD DEVELOPMENT

335   Child Guidance
360   Advocacy in the Early Childhood Field

PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE

ANESTHESIA TECHNOLOGY

425   Anesthesia Technology Clinical Experience I
435   Anesthesia Technology Clinical Experience II

AUTOMOTIVE TECHNOLOGY

665   Selected Topics in Automotive

BIOLOGY

170   Principles of Applied Bioscience

BIOTECHNOLOGY

170   Principles of Applied Bioscience

CHINESE

122   Advanced Elementary Chinese II

EDUCATION/CHILD DEVELOPMENT

272   Teaching in a Diverse Society

EDUCATIONAL ACCESS (formerly Developmental Skills)

824   Fundamental Skills and Strategies for Writing II
831   Technology Tools for Reading
832   Technology Tools for Note Taking
840   Success Strategies for Math

FILM

440   Film Study and Appreciation

GEOLOGY

110   General Geology

HISTORY

235   History of Ethnic Groups in the United States

HOSPITALITY AND TOURISM MANAGEMENT

140   Introduction to Meeting, Event and Conference Management

MATHEMATICS

243   Applied Calculus II with Trigonometry

PARALEGAL STUDIES

304   Concepts of Criminal Law

RESPIRATORY CARE

438   Clinical Clerkship I
448   Clinical Clerkship II
458   Clinical Clerkship III
488   Clinical Clerkship IV
B60   Advanced Neonatal and Pediatric Respiratory Care
B90   Respiratory Care Capstone Project

SPANISH

111 Elementary Spanish I
112 Elementary Spanish II

SURGICAL TECHNOLOGY

443 Clinical Practice for Surgical Technology

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE

BIOLOGY

170 Principles of Applied Bioscience

BIOTECHNOLOGY

170 Principles of Applied Bioscience

FILM

440 Film Study and Appreciation

HISTORY

235 History of Ethnic Groups in the United States

HOSPITALITY AND TOURISM MANAGEMENT

140 Introduction to Meeting, Event and Conference Management

PARALEGAL STUDIES

304 Concepts of Criminal Law

PROPOSED PROGRAM DELETIONS – SKYLINE COLLEGE

EDUCATION/CHILD DEVELOPMENT

Family Support Area of Specialization – Skills Certificate
Fundamentals in Early Childhood Education – Career Certificate
Parent/Family Relationships Area of Specialization – Skills Certificate
School-Age – Certificate of Achievement
School-Age Child Care Area of Specialization – Skills Certificate

Justification: The Education/Child Development faculty request the deletion of these certificates, as they are no longer relevant. Students do not have interest in these certificates, and many of the courses that comprise them are no longer offered.

PROPOSED PROGRAM INACTIVATIONS – SKYLINE COLLEGE

AUTOMOTIVE TECHNOLOGY

Automotive Entrepreneurship – Career Certificate
Automotive Technician – Entry Level – Career Certificate

EDUCATION/CHILD DEVELOPMENT

Children's Language and Literacy Area of Specialization – Skills Certificate

PROPOSED PROGRAM MODIFICATIONS – SKYLINE COLLEGE

ADMINISTRATION OF JUSTICE

Administration of Justice for Transfer – Associate in Science for Transfer Degree

ANTHROPOLOGY

Anthropology for Transfer – Associate in Arts for Transfer Degree

ART

Art – Associate in Arts Degree
Art History for Transfer – Associate in Arts for Transfer Degree
Studio Arts for Transfer – Associate in Arts for Transfer Degree

BIOTECHNOLOGY

Biotechnology Manufacturing Assistant – Certificate of Achievement

BUSINESS

Office Assistant – Certificate of Achievement

COMMUNICATION STUDIES

Communication Studies for Transfer – Associate in Arts for Transfer Degree

COMPUTER SCIENCE

Computer Science for Transfer – Associate in Science for Transfer Degree

ECONOMICS

Economics for Transfer – Associate in Arts for Transfer Degree

ENGLISH

English for Transfer – Associate in Arts for Transfer Degree

ENVIRONMENTAL SCIENCE

Environmental Science for Transfer – Associate in Science for Transfer Degree

GEOGRAPHY

Geography for Transfer – Associate in Arts for Transfer Degree

GEOLOGY

Geology for Transfer – Associate in Science for Transfer Degree

HISTORY

History for Transfer – Associate in Arts for Transfer Degree

KINESIOLOGY

Kinesiology for Transfer – Associate in Science for Transfer Degree

MATHEMATICS

Mathematics for Transfer – Associate in Science for Transfer Degree

MUSIC

Music for Transfer – Associate in Arts for Transfer Degree

PARALEGAL STUDIES

Paralegal, Legal Assistant – Certificate of Achievement
Paralegal, Legal Assistant – Associate in Arts Degree

SOCIAL SCIENCE

Social Justice Studies for Transfer – Associate in Arts for Transfer Degree

SOCIOLOGY

Sociology for Transfer – Associate in Arts for Transfer Degree

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-2CA

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Bernata Slater, Chief Financial Officer, 358-6795

APPROVAL OF NONRESIDENT TUITION FEE, 2020-2021

ation Code Section 76140 requires community college districts to establish the nonresident tuition fee for the forthcoming fiscal year no later than March 1 and also prescribes the basis for determining the fee.

The nonresident tuition fee is composed of two parts: the tuition fee and an assessment for capital outlay.

San Mateo County Community College District's fee for the 2019-20 fiscal year was $273 per semester unit (Board Report No. 19-1-4CA). The tuition fee was set at $265 and Capital Outlay Fee at $8 for a total of $273 (applicable to all nonresident students).

For 2020-21, the statewide average rate for noresident tuition is $290 compared to the district's computed rate of $410 as shown in the attached worksheet. Under these circumstances, the district has the following options for nonresident tuition:

1. District cost of $410: The district expense of education in the preceding fiscal year increased by the projected increase in the Consumer Price Index divided by the total FTES in the preceding fiscal year.

2. District cost with 10% or more noncredit FTES: This is not applicable to SMCCCD.

3. Statewide average cost of $290: The statewide expense of education in the preceding fiscal year increased by the projected percent increase of the Consumer Price Index divided by the statewide total FTES in the preceding year.

4. Highest statewide average cost of $290: The highest statewide average for the succeeding fiscal year, current fiscal year, or past four fiscal years.

5. Continguous District: An amount not to exceed the fee established by the governing board of any contiguous district.

6. Between the statewide average expense of education and the district cost of education: Fees adopted must be greater than the statewide average of $290 and less than the district cost ($410).

7. Comparable states average of $414: No greater than the 2018-19 average nonresident tuition fees of public community colleges in at least 12 states comparable to California cost of living.

Additionally, Education Code Section 76141(a) allows a district to levy a capital outlay recovery fee on students who are residents as well as citizens of a foreign country. The maximum fee is determined by dividing the amount actually expended for capital outlay in the prior year by the total FTES (full-time equivalent students). The 2020-21 District capital outlay fee can be set at any recommended amount not to exceed calculated rate of $144. In order to remain competitive, District Administration recommends charging $2 for 2020-21.

Upon analysis of these options and in discussion with the leadership of the international student program, in order to stay competitive in the international student recruitment market, District Administration recommends a total Nonresident Tuition Fee of $290 per semester unit for FY 2020-21. This rate is comprised of a $288 (Option 5) tuition fee and a $2 capital outlay fee per semester unit, which is an increase of $17 or 6.23%.

For comparison purposes, the proposed 2020-21 rates for other local community college districts in the region are shown below:

District	Non Resident FTES FY 2018-19	Per State Formula	Proposed Fee Per Unit		Total Non-Resident Fee Recommended
			Tuition Fee	Capital Outlay Fee	
Chabot/Las Positas CCD*	373.37	$338	$288	$2	$290
Contra Costa CCD	1882.75	$287	$290	$10	$300
Foothill/DeAnza CCD* **	4086.97	$320	$290	$0	$290
Ohlone CCD*	632.24	$288	$288	$2	$290
Peralta CCD*	1365.82	$315	$290	$7	$297
San Francisco CCD*	916	$306	$290	$8	$298
San Jose/Evergreen CCD	738.98	$382	$288	$2	$290
West Valley Mission CCD	378.1	$412	$290	$0	$290
San Mateo County CCD	1709.36	$410	$288	$2	$290
Statewide Average		$290			
Comparable 12 State Average		$414			

* SMCCCD contiguous districts

** Quarter Rate convereted to semester rate

RECOMMENDATION

It is recommended that the Board set the 2020-2021 nonresident student tuition fee at $288 per semester unit. It is recommended further that the Board levy a capital outlay recovery fee of $2 per semester unit and that no exemptions be made for foreign students enrolled in six units or less, bringing the total nonresident fee to $290 per semester unit for 2020-21.

San Mateo County Community College District

February 26, 2020

BOARD REPORT NO. 20-2-3CA

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Bernata Slater, Chief Financial Officer, 358-6755

RATIFICATION OF NOVEMBER AND DECEMBER 2019 DISTRICT WARRANTS

Attached as Exhibits A and B are the warrants in excess of $10,000 that were issued in the months of November and December 2019 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

RECOMMENDATION

It is recommended that the Board of Trustees approve the warrants issued during the period November 1, 2019 through December 31, 2019 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
November 1 - 30, 2019
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
		District Accounts Payable		
0082430	11/05/19	U.S. Bank National Association ND, .	413,433.25	Districtwide Procurement Card Payment
0082437	11/05/19	American Federation of Teachers	67,631.00	Monthly Union Dues
0082439	11/05/19	BankMobile Technologies, Inc.	153,504.05	Financial Aid Disbursement
0082440	11/05/19	CalPERS	1,710,991.93	Monthly Health Insurance Premium
0082444	11/05/19	Dell Marketing LP	11,408.80	Districtwide Computer Purchases
0082446	11/05/19	Gordon Kenny Realty, Inc.	12,003.97	Cañada Vista Construction Project Expense Reimbursement
0082453	11/05/19	One Workplace L. Ferrari, LLC	122,937.03	Skyline Furniture Design, Planning, Purchase and Installation
0082456	11/05/19	Quality Education Consultants, LLC	15,161.32	Cañada Grant Related Consulting Services
0082458	11/05/19	Schneider Electric Buildings Americas, Inc.	17,230.83	Districtwide Facilities Management Systems Maintenance Services
0082461	11/05/19	SMCCCD Bookstore	21,586.49	Skyline Special Programs Textbooks Purchase
0082462	11/05/19	SMCCCD Bookstore	88,593.01	Bookstore Monthly Student Fees Reimbursement and Payroll Deductions
0082466	11/05/19	VALIC Retirement Services Company	295,201.61	Monthly Tax Sheltered Annuities
0082479	11/07/19	AECOM Technical Services, Inc.	16,112.00	Cañada Construction Projects Analysis of Baseline Schedules Consulting Services
0082480	11/07/19	Apple Computer, Inc	22,898.85	Skyline Computer Purchases
0082481	11/07/19	Casey Printing, Inc.	12,793.39	Skyline Class Schedules Printing Services
0082482	11/07/19	CDW LLC	187,599.00	Districtwide Cloud Network Upgrade
0082493	11/07/19	Sedgwick Claims Management Services. Inc.	47,018.94	Replenish Workers' Compensation Insurance Fund
0082499	11/07/19	W W Grainger Inc	10,472.83	Districtwide Facilities Maintenance Supplies Purchases
0082509	11/12/19	Santamaria, Carlos J.	33,742.46	CSM Grant Related Consulting Services
0082513	11/12/19	Advance Soil Technology Inc.	13,115.00	Skyline Geological Study and Soil Foundation Investigation Services
0082515	11/12/19	Allana Buick & Bers, Inc.	22,262.50	Cañada Construction Project Bid and Construction Administration Consulting Services
0082516	11/12/19	Apple Computer, Inc	48,711.60	Skyline Computer Purchases
0082517	11/12/19	BankMobile Technologies, Inc.	127,911.75	Financial Aid Disbursement
0082518	11/12/19	Coulter Construction Inc.	31,492.00	Skyline Construction Project
0082529	11/12/19	XL Construction Corporation	1,234,865.36	Skyline Construction Project
0082549	11/14/19	W.E. Lyons Construction CO.	25,592.76	Cañada Building 9 Envelope Damage Repair Project
0082556	11/14/19	Linguabee LLC	12,457.14	Skyline and Cañada Student Sign Language Interpreting Services
0082563	11/14/19	SM County Community College District	18,253.01	Replenish Flex Spending Account
0082567	11/14/19	W.E. Lyons Construction CO.	486,262.50	Cañada Building 9 Envelope Damage Repair Project
0082586	11/19/19	Allana Buick & Bers, Inc.	22,246.25	Cañada Construction Project Bid and Construction Administration Consulting Services
0082588	11/19/19	BankMobile Technologies, Inc.	107,222.74	Financial Aid Disbursement
0082590	11/19/19	Brian Heit	57,000.00	Cañada Grant Related Consulting Services
0082591	11/19/19	W.E. Lyons Construction CO.	55,433.31	Cañada Vista Envelope Damage Repair Project
0082593	11/19/19	CIS, Inc	39,388.00	Cañada and Skyline Construction Projects Inspection Services
0082594	11/19/19	Constellation NewEnergy, Inc.	34,286.21	Utilities
0082601	11/19/19	Chen, Gang	24,440.00	International Students Recruitment Services Fees
0082601	11/19/19	Crown Education	15,183.00	International Students Recruitment Services Fees
0082604	11/19/19	LPA Inc.	221,251.50	Skyline Construction Project Architectural Design Services
0082605	11/19/19	Nelnet Business Solutions, Inc.	10,186.30	Student Payment Plan Service Fee
0082608	11/19/19	Sally Swanson Architects, Inc.	20,710.00	Districtwide ADA Compliance Consulting Services
0082609	11/19/19	San Mateo County Union Community Alliance	39,791.84	CSM Grant Coordination Related Expenses
0082612	11/19/19	SMCCCD Bookstore	30,262.81	Skyline Departmental Supplies
0082613	11/19/19	Swinerton Builders	214,734.00	Construction Program Management Services
0082616	11/19/19	W.E. Lyons Construction CO.	1,053,232.81	Cañada Vista Envelope Damage Repair Project
0082630	11/21/19	Allana Buick & Bers, Inc.	37,225.00	Cañada Vista Envelope Damage Repair Project
0082635	11/21/19	Dell Marketing LP	13,811.32	Skyline and CSM Computer Purchases
0082642	11/21/19	Linguabee LLC	12,757.01	Districtwide Student Sign Language Interpreting Services
0082646	11/21/19	School Project for Utility Rate Reduction (SPURR)	12,303.62	Utilities
0082647	11/21/19	Siemens Industry, Inc.	25,287.25	Cañada and Skyline Fire Alarm and Sprinkler Systems Inspection Services
0082658	11/21/19	Young Electric Company, Co.	35,953.00	Skyline LED Message Board
0082679	11/26/19	Air Systems, Inc.	10,631.08	Skyline HVAC System Preventative Maintenance and Emergency Repairs
0082682	11/26/19	BankMobile Technologies, Inc.	171,035.76	Financial Aid Disbursement
0082685	11/26/19	Computerland	21,700.00	Districtwide ITS Software License Renewal
0082686	11/26/19	Coulter Construction Inc.	229,135.43	CSM Building Modernization Project
0082688	11/26/19	Goombah's Embroidery	21,160.85	Facilities Uniform Purchases
0082689	11/26/19	Gordon Kenny Realty, Inc.	60,000.00	Cañada Vista and College Vista Operational Expenses Advancement
0082693	11/26/19	McCarthy Holdings Inc.	490,884.00	Cañada Construction Project
0082697	11/26/19	Shea William Vanderpoort	13,765.00	Skyline Marketing Video Production Services
0082699	11/26/19	Signet Testing Laboratories, Inc.	207,286.28	Cañada Construction Project Testing and Inspection Services
0082702	11/26/19	SMCCCD Bookstore	10,881.43	Skyline Departmental Printing Services
0082704	11/26/19	McCarthy Holdings Inc.	25,836.05	Cañada Construction Project
514911	11/05/19	BLX Group LLC	10,000.00	Annual Bond Arbitrage Calculation Service Fees
514935	11/05/19	Landscape Forms Inc.	42,110.42	Cañada Outdoor Garbage Receptacles Replacement
514954	11/05/19	Signet Testing Laboratories, Inc.	97,795.51	Cañada Construction Project Testing and Inspection Services
514967	11/05/19	C S E A	19,493.40	Monthly Union Dues
515008	11/05/19	VALIC	20,183.33	Monthly Tax Sheltered Annuities Employee Contribution

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
November 1 - 30, 2019
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
515017	11/07/19	Bauer Compressors, Inc.	17,457.15	CSM Fire Control Technology Equipment Purchase
515019	11/07/19	Bay Area Community Resources	12,500.00	Skyline Climate Americorps Fellow Services
515020	11/07/19	Bunton Clifford and Associates, Inc.	148,431.66	Cañada Architectural Design Services
515025	11/07/19	Comm College League/Calif	23,800.69	Cañada Annual Subscriptions Fees
515028	11/07/19	Floyd, Kay A.	11,000.00	CSM Grant Related Consulting Services
515034	11/07/19	NGI Capital, Inc.	23,785.00	Districtwide CRM System Development and Implementation Services
515039	11/07/19	Parsons Environment & Infrastructure Group Inc.	29,500.00	IMPACT Software Annual Support Services
515040	11/07/19	PotentSci LLC	10,000.00	CSM Professional Development Training Workshops
515042	11/07/19	Red Wing Brands of America, Inc.	10,626.37	Districtwide Facilities Work Shoes Purchases
515043	11/07/19	Regents of the University of California	46,068.00	International Student Transfer Collaborative Program with UC Berkeley
515053	11/07/19	TRANSMETRO	11,700.00	Cañada Students Shuttle Services
515058	11/07/19	County of San Mateo	12,931.10	Districtwide Monthly Parking Income Allocation

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
November 1 - 30, 2019
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
515068	11/12/19	Cornerstone Earth Group, Inc.	25,672.50	CSM Water Tank Replacement Project
515069	11/12/19	Diggs, Dayo M.	13,350.02	Cañada Health Workforce Sector Consulting Services
515081	11/12/19	MV Transportation, Inc.	27,100.21	Skyline Students Shuttle Services
515090	11/12/19	San Francisco State University	57,882.76	Cañada Grant Related Expenses
515100	11/12/19	XL Construction Corporation	62,990.76	Skyline Construction Services
515102	11/12/19	The Guardian Life Insurance Company	89,664.36	Monthly Life Insurance Premium
515107	11/14/19	California Newspapers Partnership	27,500.00	Cañada and Skyline Advertising Fees
515109	11/14/19	City of Redwood City	22,298.55	Utilities
515110	11/14/19	City of San Bruno	43,565.14	Utilities
515124	11/14/19	Recology San Bruno	10,193.81	Utilities
515128	11/14/19	SFO Bayshore Opco LLC	11,004.83	Skyline ASTEP Planning Retreat Hosting Expenses
515178	11/19/19	Notre Dame de Namur University	12,600.00	Cañada Basketball Gym Rental Fee
515193	11/19/19	Trimark ERF, Inc.	12,246.39	Skyline Furniture Purchase
515249	11/21/19	One Diversified, LLC	38,019.03	Cañada and Skyline ITS Equipment Purchases
515224	11/21/19	Altec Industries Inc.	121,470.85	Skyline Facilities Bucket Truck Purchase
515248	11/21/19	NGI Capital, Inc.	48,455.00	Districtwide CRM System Development and Implementation Services
515250	11/21/19	Pacific Gas & Electric Co	34,463.58	Utilities
515252	11/21/19	Pacific Gas & Electric Co	51,975.13	Utilities
515258	11/21/19	Sacramento Association of Collegiate Officials, Inc.	10,665.00	CSM Women's Basketball Season Officials Fees
515260	11/21/19	San Francisco State University	39,620.74	Cañada HIS ESO Adelante Grant Related Expenses
515265	11/21/19	TRC Engineers, Inc.	11,900.00	Cañada Geotechnical Testing and Consulting Services
515274	11/26/19	Agbayani Construction Corporation	383,367.75	Skyline Construction Project
515278	11/26/19	AT&T/MCI	12,261.16	Districtwide Telephone Services
515279	11/26/19	Automatic Door Systems, Inc.	15,706.00	Skyline Building Doors Replacement Project
515280	11/26/19	Bay Area Community Resources	25,000.00	District Climate Americorps Fellow Services
515287	11/26/19	Comm College League/Calif	31,953.88	Skyline Annual Online Subscriptions Renewal Fees
515288	11/26/19	Constellation NewEnergy, Inc.	19,701.30	Utilities
515299	11/26/19	NGI Capital, Inc.	24,505.00	Districtwide CRM System Development and Implementation Services
515301	11/26/19	Pacific Gas & Electric Co	51,717.98	Utilities
515307	11/26/19	Rahi Systems, Inc	25,145.50	Skyline AV Equipment Purchase and Installation
515308	11/26/19	Relation Insurance Services - Education, Inc.	331,200.00	CSM International Students Health Insurance Premium
515309	11/26/19	Relation Insurance Services - Education, Inc.	147,600.00	Skyline International Students Health Insurance Premium
515310	11/26/19	Research Foundation of The City University of NY	250,000.00	Skyline Higher Ed Innovation Grant Contracting Services
515311	11/26/19	Reyna, Anthony J.	14,400.00	Skyline Career Education Program Video Production Services
515320	11/26/19	Townsend Communications, Inc.	11,000.00	Skyline Counseling Software Renewal
515322	11/26/19	Verde Design Inc.	14,470.13	Skyline Architectural Design Services
515329	11/26/19	Constellation NewEnergy, Inc.	34,286.21	Utilities
515341	11/26/19	Agbayani Construction Corporation	20,177.25	Skyline Construction Project
515342	11/26/19	Coulter Construction Inc.	12,059.76	CSM Building Modernization Project

District Payroll Disbursement (excluding Salary Warrants)

J2001896	11/01/19	Mass Mutual 457	54,234.59	Tax Annuity
J2001901	11/01/19	US Treasury - Federal Payroll Tax	2,330,074.55	Federal Payroll Tax
J2001901	11/01/19	EDD - State Payroll Tax	514,041.10	State Payroll Tax
J2001901	11/01/19	EDD - State Payroll Tax	22,704.39	State Tax-Disability Insurance
J2001974	11/05/19	EDD - State Unemployment Payroll Tax	23,043.00	State Tax-Unemployment
J2002128	11/13/19	US Treasury - Federal Payroll Tax	111,607.00	Federal Payroll Tax
J2001975	11/05/19	PERS Retirement	1,314,312.14	PERS Retirement Advance
J2002106	11/12/19	State Teacher Retirement - Cash Balance	83,046.52	STRS Retirement-Cash Balance
J2001973	11/04/19	State Teacher Retirement - Defined Benefit	1,394,387.41	STRS Retirement-Defined Benefit 95%
J2002144	11/13/19	State Teacher Retirement - Defined Benefit	78,034.39	STRS Retirement-Defined Benefit Bal

SMCCCD Bookstores

119765	11/25/19	Crown Catering	10,168.50	Purchase of Inventory
119806	11/25/19	Starbucks Coffee Company	10,323.68	Purchase of Inventory
119809	11/25/19	Sysco Food Company of SF	16,538.71	Purchase of Inventory
119795	11/25/19	Pepsi-Cola	19,878.96	Purchase of Inventory
119811	11/25/19	Xerox Corporation	20,236.18	Purchase of Inventory
119796	11/25/19	Promevo	20,429.20	Purchase of Inventory
119783	11/25/19	MacMillan Publishing	31,999.42	Purchase of Inventory
119777	11/25/19	InComm	41,252.75	Purchase of Inventory
119805	11/25/19	SM CC College District	244,977.17	Salaries and Benefits of September 2019

	Subtotal	17,712,129.10	94%
	Warrants Issued ≤ $10,000	1,074,689.26	6%

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
November 1 - 30, 2019
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
		Total Non-Salary Warrants Issued	18,786,818.36	100%

District Accounts Payal	Ck#514905-515347, DD82421-82706	12,843,783.98	
District Payroll	Ck#146101-146793, DD50187944-50189837	14,263,230.14	
SMCCCD Bookstores	CK#119756-119812, EFT 92459	524,324.73	
	Total Warrants Including Salaries - November 2019	27,631,338.85	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
December 1 - 31, 2019
WARRANT SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
		District Accounts Payable		
0082717	12/03/19	U.S. Bank National Association ND, .	378,731.28	Districtwide Procurement Card Payment
0082721	12/03/19	American Federation of Teachers	62,281.57	Monthly Union Dues
0082722	12/03/19	BankMobile Technologies, Inc.	59,135.00	Financial Aid Disbursement
0082723	12/03/19	Blach Construction Company	3,001,821.82	Cañada Design and Construction Services
0082724	12/03/19	CalPERS	1,733,274.69	Monthly Health Insurance Premium
0082728	12/03/19	Ellucian Company L.P.	448,844.00	Districtwide Banner Annual Maintenance and Support Services
0082739	12/03/19	Quality Education Consultants, LLC	13,641.53	Cañada Grant Related Consulting Services
0082741	12/03/19	San Mateo County Schools Insurance Group	196,207.19	Monthly Dental and Vision Insurance Premiums
0082742	12/03/19	Schneider Electric Buildings Americas, Inc.	17,230.83	Districtwide Facilities Management Systems Maintenance and Service
0082743	12/03/19	SMCCCD Bookstore	182,223.06	Bookstore Monthly Student Fees Reimbursement and Payroll Deductions
0082746	12/03/19	VALIC Retirement Services Company	286,550.61	Monthly Tax Sheltered Annuities
0083156	12/05/19	School Project for Utility Rate Reduction (SPURR)	59,981.54	Utilities
0083176	12/10/19	BankMobile Technologies, Inc.	63,228.50	Financial Aid Disbursement
0083188	12/10/19	Patterson Dental Supply, Inc.	33,162.08	CSM Grant Related Equipment Purchase
0083189	12/10/19	Rodan Builders, Inc.	11,717.59	Skyline Construction Project
0083191	12/10/19	Sedgwick Claims Management Services. Inc.	39,562.24	Replenish Workers' Compensation Insurance Fund
0083206	12/12/19	Casey Printing, Inc.	26,156.54	CSM and Skyline Printing Services
0083207	12/12/19	CDW LLC	16,501.21	Districtwide ITS Storage Units Purchase
0083219	12/12/19	Linguabee LLC	10,062.08	Skyline Student Sign Language Interpreting Services
0083220	12/12/19	Noll & Tam Architects	50,327.60	CSM Parking Lot Construction Documentation Services
0083221	12/12/19	One Workplace L. Ferrari, LLC	27,787.39	Skyline Furniture Purchase and Installation Services
0083222	12/12/19	Oracle America, Inc.	15,030.07	Districtwide Software License Renewal and Support Services
0083223	12/12/19	Pacific Dining - Food Service Management	16,565.32	Skyline Catering Services
0083224	12/12/19	Sally Swanson Architects, Inc.	15,428.75	Districtwide ADA Compliance Consultation Services
0083227	12/12/19	SM County Community College District	57,406.09	Replenish Flex Spending Account
0083260	12/17/19	Advance Soil Technology Inc.	24,115.00	Skyline Geotechnical Testing and Consulting Services
0083263	12/17/19	American Federation of Teachers	53,708.88	Monthly Union Dues
0083264	12/17/19	Associated Std-CSM	90,000.00	Interbank Transfer
0083265	12/17/19	BankMobile Technologies, Inc.	125,599.99	Financial Aid Disbursement
0083268	12/17/19	CIS, Inc	43,504.00	Districtwide Construction Projects Inspection Services
0083275	12/17/19	One Workplace L. Ferrari, LLC	148,070.95	CSM Furniture Purchase and Installation Services
0083281	12/17/19	Swinerton Builders	171,236.50	Construction Program Management Services
0083284	12/17/19	VALIC Retirement Services Company	275,362.61	Monthly Tax Sheltered Annuities
0083290	12/17/19	XL Construction Corporation	1,074,666.84	Skyline Construction Project
0083312	12/19/19	Santamaria, Carlos J.	12,500.00	CSM Grant Related Consultation Services
0083320	12/19/19	Air Systems, Inc.	18,339.36	Skyline HVAC System Replacement and Repair Services
0083321	12/19/19	Blach Construction Company	1,994,342.70	Cañada Design and Construction Services
0083323	12/19/19	W.E. Lyons Construction CO.	23,500.92	Cañada Building 9 Envelope Damage Repair Project
0083325	12/19/19	Energy Mechanix, Inc.	12,919.49	Cafeterias Refrigeration Systems Preventive and Emergency Repairs Services
0083326	12/19/19	Goombah's Embroidery	14,541.73	Districtwide Facilities Uniform Replacement Purchases
0083327	12/19/19	GRD Energy Inc.	41,330.00	CSM and Cañada Construction Project Commissioning Services
0083330	12/19/19	Linguabee LLC	16,312.48	Districtwide Student Sign Language Interpreting Services
0083331	12/19/19	LPA Inc.	262,224.00	Skyline Construction Project Architectural Design Services
0083335	12/19/19	Schneider Electric Buildings Americas, Inc.	17,230.83	Districtwide Facilities Management Systems Maintenance Services
0083336	12/19/19	SMCCCD Bookstore	11,720.23	Cañada Central Duplicating Charges
0083339	12/19/19	W W Grainger Inc	13,456.04	Districtwide Facilities Equipment and Supplies Purchases
0083340	12/19/19	W.E. Lyons Construction CO.	446,517.52	Cañada Building 9 Envelope Damage Repair Project
515366	12/03/19	Interact Communications	30,771.50	Cañada Marketing and Communications Services
515394	12/03/19	C S E A	19,881.18	Monthly Union Dues
515399	12/03/19	County of San Mateo	200,000.00	CSM Sewer Tax Fees
515421	12/03/19	Blach Construction Company	154,766.53	Cañada Construction Services
515436	12/03/19	VALIC	21,683.33	Monthly Tax Sheltered Annuities Employee Contribution
515854	12/05/19	Constellation NewEnergy, Inc.	13,161.38	Utilities
515883	12/05/19	Strata Information Group	66,164.00	Monthly Districtwide Professional & Management Services
515901	12/10/19	City of San Bruno	41,926.83	Utilities
515909	12/10/19	InsideTrack, Inc.	13,050.00	CSM Student Coaching and Training Services
515910	12/10/19	Instructure, Inc.	75,575.00	Cañada Canvas Training and Consulting Services
515912	12/10/19	L.N. Curtis & Sons	30,534.07	CSM Fire Control Technology Equipment Purchase
515923	12/10/19	MV Transportation, Inc.	23,228.76	Skyline Students Shuttle Services
515926	12/10/19	NGI Capital, Inc.	26,237.50	Districtwide CRM System Development and Implementation Services
515929	12/10/19	One Diversified, LLC	11,091.51	CSM AV Equipment Purchase
515935	12/10/19	Recology San Bruno	12,395.71	Utilities
515944	12/10/19	Strata Information Group	66,164.00	Monthly Districtwide Professional & Management Services
515946	12/10/19	TRANSMETRO	11,700.00	Cañada Students Shuttle Services
515968	12/10/19	The Guardian Life Insurance Company	56,409.37	Monthly Life Insurance Premium
515977	12/12/19	Bay Area Bioscience Education Community	17,209.16	Skyline BioSCOPE Grant Related Project Management Services
515978	12/12/19	CAW Architects, Inc.	18,146.73	CSM Construction Administration Services
515981	12/12/19	City of Redwood City	23,628.90	Utilities
515984	12/12/19	Cornerstone Earth Group, Inc.	28,300.00	Cañada Construction Project Geotechnical Consulting Services
515985	12/12/19	Cubic Transportation System Inc.	30,000.00	Skyline Students Preloaded Clipper Cards Purchase
515996	12/12/19	Hospitality Investment LLC	28,181.97	Skyline Student Equity Institute Academy Hosting Fees
516022	12/12/19	TLCD Architecture	55,742.50	CSM Theater Upgrade Construction Document Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
December 1 - 31, 2019
WARRANT SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
516025	12/12/19	Calif Water Service Co	27,701.43	Utilities
516034	12/12/19	Department of Conservation, Accounting Office	25,000.00	HMB Idle Well Removal Deposit
516043	12/17/19	Ad Astra Information Systems, LLC	75,000.00	Districtwide Scheduling Software Annual Subscription Fees
516055	12/17/19	Bunton Clifford and Associates, Inc.	76,363.00	Cañada Architectural Design Services
516060	12/17/19	Cornerstone Earth Group, Inc.	16,500.00	CSM Geotechnical and Geological Services
516077	12/17/19	One Diversified, LLC	20,602.78	Cañada AV Equipment Purchase
516084	12/17/19	Riva International, Inc.	12,480.00	Districtwide ITS Cloud Subscription Software Purchase
516085	12/17/19	Salas O'Brien Engineers, Inc.	10,406.50	CSM Water System Management Study Fees
516088	12/17/19	State of California, Department of Industrial Relations	19,338.64	Districtwide Annual Workers' Comp Assessment Fee
516095	12/17/19	Verde Design Inc.	18,920.00	Skyline Architectural Design Services
516103	12/17/19	C S E A	20,012.60	Monthly Union Dues
516121	12/17/19	George K. McCalman	14,500.00	Skyline Workforce Development Marketing Materials Design Services
516136	12/17/19	XL Construction Corporation	55,698.26	Skyline Construction Project
516144	12/17/19	VALIC	20,283.33	Monthly Tax Sheltered Annuities Employee Contribution
516152	12/19/19	Automatic Door Systems, Inc.	23,083.00	CSM Classroom Door and Hardware Upgrade Project
516160	12/19/19	Constellation NewEnergy, Inc.	31,584.48	Utilities
516161	12/19/19	Constellation NewEnergy, Inc.	21,344.17	Utilities
516177	12/19/19	Northstar Contracting Group, Inc.	114,970.00	Skyline Asbestos and Lead Paint Abatement Services
516180	12/19/19	Pacific Gas & Electric Co	28,319.60	Utilities
516182	12/19/19	Pacific Gas & Electric Co	39,340.02	Utilities
516193	12/19/19	Strategic Energy Innovations	60,275.00	District Climate Corps Fellowship Services and Skyline Energize Fellowship Program
516194	12/19/19	TLCD Architecture	55,742.50	CSM Theater Upgrade Design Services
516218	12/19/19	Perreras, Leila F.	15,000.00	Skyline Building Grand Opening and 50th Gala Event Planning Services
516224	12/19/19	Blach Construction Company	102,884.20	Cañada Construction Services

		District Payroll Disbursement (excluding Salary Warrants)		
J2002547	12/03/19	Mass Mutual 457	50,759.59	Tax Annuity
J2003082	12/20/19	Mass Mutual 457	46,951.59	Tax Annuity
J2002502	12/02/19	US Treasury - Federal Payroll Tax	2,220,122.85	Federal Payroll Tax
J2002502	12/02/19	EDD - State Payroll Tax	483,789.39	State Payroll Tax
J2002502	12/02/19	EDD - State Payroll Tax	18,147.72	State Tax-Disability Insurance
J2002798	12/12/19	US Treasury - Federal Payroll Tax	2,153,202.12	Federal Payroll Tax
J2002798	12/12/19	EDD - State Payroll Tax	456,809.78	State Payroll Tax
J2002798	12/12/19	EDD - State Payroll Tax	10,533.56	State Tax-Disability Insurance
J2002772	12/11/19	PERS Retirement	1,295,815.06	PERS Retirement Advance
J2002558	12/03/19	State Teacher Retirement - Cash Balance	66,838.78	STRS Retirement-Cash Balance
J2002901	12/16/19	State Teacher Retirement - Cash Balance	40,241.54	STRS Retirement-Cash Balance
J2002504	12/02/19	State Teacher Retirement - Defined Benefit	1,335,670.55	STRS Retirement-Defined Benefit 95%
J2002559	12/03/09	State Teacher Retirement - Defined Benefit	68,774.20	STRS Retirement-Defined Benefit Bal

		SMCCCD Bookstores		
119838	12/09/19	McGraw-Hill Companies	13,475.00	Purchase of Inventory
119845	12/09/19	Skyline College	16,798.50	Purchase of Inventory
119836	12/09/19	InComm	18,763.50	Purchase of Inventory
		Subtotal	21,992,052.52	92%
		Warrants Issued ≤ $10,000	1,805,455.42	8%
		Total Non-Salary Warrants Issued	23,797,507.94	100%

District Accounts Payable	Ck#515348-516227, DD82708-83345	15,569,081.65
District Payroll	Ck#146794-147462, DD50189838-50191761	15,853,551.87
SMCCCD Bookstores	CK#119813-119855, EFT 71529	131,536.78
	Total Warrants Including Salaries - December 2019	31,554,170.30

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-100B

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

APPROVAL OF ADDITIONAL EXEMPTIONS TO BOARD DIRECTIVE REGARDING PROHIBITION TO TRAVEL TO STATES WITH ANTI-LGBTQIA+ POLICIES

In keeping with its core values of social justice and anti-discrimination, the San Mateo County Community College District enacted practices in August 2017 – per the Board of Trustees' direction – to voluntarily comply with California law (AB 1887) prohibiting state employees from traveling to states that have discriminatory laws against lesbian, gay, bi-sexual and transgendered individuals. This action by the District underscores the respect and dignity it recognizes for its students, employees and all people.

Per the Board's direction, the District incorporated this policy position in the District's travel procedures, and since August 2017, travel has been restricted to those states the California Attorney General has determined have discriminatory LGBTQIA laws. There are currently 11 states on the restricted travel list (https://oag.ca.gov/ab1887).

AB1887 provides for exceptions to allow for travel to banned states, including:

1. Enforcement of California law, including auditing and revenue collection.

2. Litigation.

3. To meet contractual obligations incurred before January 1, 2017.

4. To comply with requests by the federal government to appear before committees.

5. To participate in meetings or training required by a grant or required to maintain grant funding.

6. To complete job-required training necessary to maintain licensure or similar standards required for holding a position, in the event that comparable training cannot be obtained in California or a different state not subject to the travel prohibition.

7. For the protection of public health, welfare, or safety, as determined by the affected agency, department, board, authority, or commission, or by the affected legislative office.

Since the District is voluntarily complying with this restriction, it is appropriate for the District to determine any additional necessary exceptions, as the original exceptions were crafted with state government employees in mind. Therefore, to meet the District's educational and business needs, staff recommends the

following additional exemption: *For necessary educational opportunities or experiences, as determined by the Chancellor or designee, that cannot be realized elsewhere.*

With this additional exception, students, faculty and staff would not be adversely impacted by the travel restriction in pursuing necessary opportunities in impacted states and the District would maintain its support of the spirit of AB1887.

RECOMMENDATION

Staff recommends the Board adopt the following additional exemption relating to the District's voluntary compliance with AB1887: For necessary educational opportunities or experiences, as determined by the Chancellor or designee, that cannot be realized elsewhere.

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-101B

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Bernata Slater, Chief Financial Officer, 358-6795

ACCEPTANCE OF 2019-20 MID-YEAR BUDGET REPORT AND APPROVAL OF BUDGETARY TRANSFER AND INCOME ADJUSTMENTS FOR THE PERIOD ENDING DECEMBER 31, 2019

The purpose of the Mid-Year Budget Report is to provide information about the District's financial condition as of December 31, 2019. Reports routinely received separately by the Board, including the quarterly report of Auxiliary Operations (Associated Students; Bookstore; Cafeteria; San Mateo Athletic Club; and Community, Continuing, and Corporate Education), the quarterly District Financial Summary (CCFS-311Q Report and District Cash Flow Summary), and the semi-annual requests to approve adjustments to the budget as required by Title 5, are included in this comprehensive report.

The document consists of narrative materials outlining the fiscal activities of the District during the first half of 2019-20, as well as 2020-21 State budget news, and preliminary District budget planning information. Also included are year-to-date budget tables for each of the District's funds and supplemental information relating to the budget.

RECOMMENDATION

It is recommended that the Board of Trustees accept the 2019-20 Mid-Year Budget Report and approve the budgetary transfers and income adjustments for the period ending December 31, 2019, as outlined in the report.
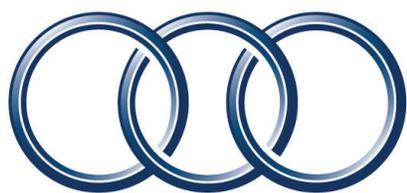
Fiscal Year 2019-2020
Mid-Year Budget Report

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FY 2019-2020
MID-YEAR BUDGET REPORT

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TABLE OF CONTENTS

2019-20 MID-YEAR BUDGET SUMMARY

This mid-year report provides information about the status of the San Mateo County Community College District's (District) Unrestricted General Fund, as well as summary information about other District funds. It also provides an overview of the Governor's budget proposal for 2020-21.

STATE NEWS

Governor Gavin Newsom released his state budget proposal on January 10, 2020. Under the proposal, the overall state budget would increase 3.5% with general fund spending increasing 3.6%. The proposal is designed to maintain the State's commitment to paying down liabilities, building reserves, and increasing spending primarily for one-time initiatives. Major themes of the Governor's proposal include:

- Addressing the affordability crisis through health care initiatives and availability/affordability of housing

- Investing in emergency response to confront the statewide crisis of homelessness and wildfires threat compounded by climate change

- Promoting opportunity through increased public school funding

Highlights pertaining to California Community Colleges with potential impact to the District as a basic aid (community-supported) district are as follows:

On-Going

- 2.29% Cost-of-living-adjustment (COLA) for Student Centered Funding Formula and certain categorical programs - the District will receive COLA for DSPS, EOPS, CalWORKs, and the Mandated Block Grant

- 27.8M for existing apprenticeship programs – impact to the District is TBD

- $15M to expand apprenticeship programs – impact to the District is TBD

- $11.4M for food pantry services – the current proposal from the State Chancellor's Office is to provide $100k per college or $300k for the District

- $5.8M for dreamer resource liaisons – the current proposal from the State Chancellor's Office is to provide $50k or $150k for the District

- $5M for instructional materials for dual enrollment students – impact to the District is TBD

One-Time

- $20M to expand work-based learning within Guided Pathways – additional information will be provided with the legislative trailer bill – impact to the District is TBD

- $15M to create a statewide pilot fellowship program for hiring diversity – this will be a program administered by the State

- $10M for part-time faculty office hours – current estimates are that the District will receive $134k

- $10M to expand Zero Textbook Cost Pathways – depending upon participation, impact to the District is TBD

- $7.6M to fund deferred maintenance and instructional equipment – current estimates are that the District will receive $237k

The Governor's proposed 2020-21 budget proposes for other community college programs also include:

- Shifting $125M in funding from existing categorical set-asides and statewide programs to a new CCC System Support Program to seek economies of scale and better alignment with the Vision for Success Initiative

- Providing $27.6 million in capital outlay funding from Proposition 51 to support 24 new projects
- $.16M for an additional accounting position in the State Chancellor's Office

Unlike 2019-20, the Governor did not propose any relief to the employer contributions towards CalSTRS or CalPERS in his budget proposal. The Governor's proposal is the beginning of the budget process, with an expectation that the legislature will introduce their budget priorities over the coming months with the goal of a compromise leading to an adopted state budget effective July 1, 2020.

COMMUNITY AND DISTRICT STATUS

The District continues to be community-supported (basic aid), receiving no state apportionment as it is mainly funded by local property taxes and student enrollment fees. The District continues to receive state funding from Proposition 55 (Education Protection Account) of $100 per FTES. This funding source, passed by voters in 2016, is an extension of the personal income tax portion of Proposition 30. Additionally, the District receives funds for categorical programs and federal financial aid for students. It is essential that the District maintain stable funding in order to continue its mission to serve and support the local community and its students.

As a community-supported district, District administration pays particularly close attention to the local economy and commercial/residential real estate markets. The San Mateo County economy continues to prosper with an unemployment rate of 1.8% in December 2019 as compared to the statewide rate of 3.7% and the national rate of 3.4%.   While the state budget proposal identifies a rising economic risk related to the housing shortage, UCLA economists state that the likelihood of a recession in 2020-21 is 32%, but sharing that a temporary economic slowdown in the second half of 2020 is far more likely.   This economic environment continues to create an unprecedented demand for housing; however, the local real estate market continues to soften with a projection as of February 10, 2020 of a 4.75% increase in assessed valuation for 2020-21 from the County Assessor's Office, which is lower than recent prior year increases. Accordingly, District administration anticipates slightly lower property tax revenue increases next year and will incorporate any new information in the 2020-21 Tentative Budget.

District Enrollment Trend

The chart below represents enrollment trends for the past 10 years. The decline in enrollment is partially attributed to a stable economy as evidenced by the County's low unemployment rate.

SMCCCD Resident and Non-Resident FTES 2011-2020

Year	Non-Resident	Resident
10/11	443	20,838
11/12	436	20,609
12/13	537	19,665
13/14	670	18,584
14/15	876	18,039
15/16	1,234	17,375
16/17	1,639	16,504
17/18	1,774	15,824
18/19	1,708	15,286
19/20 P1	1,431	14,809
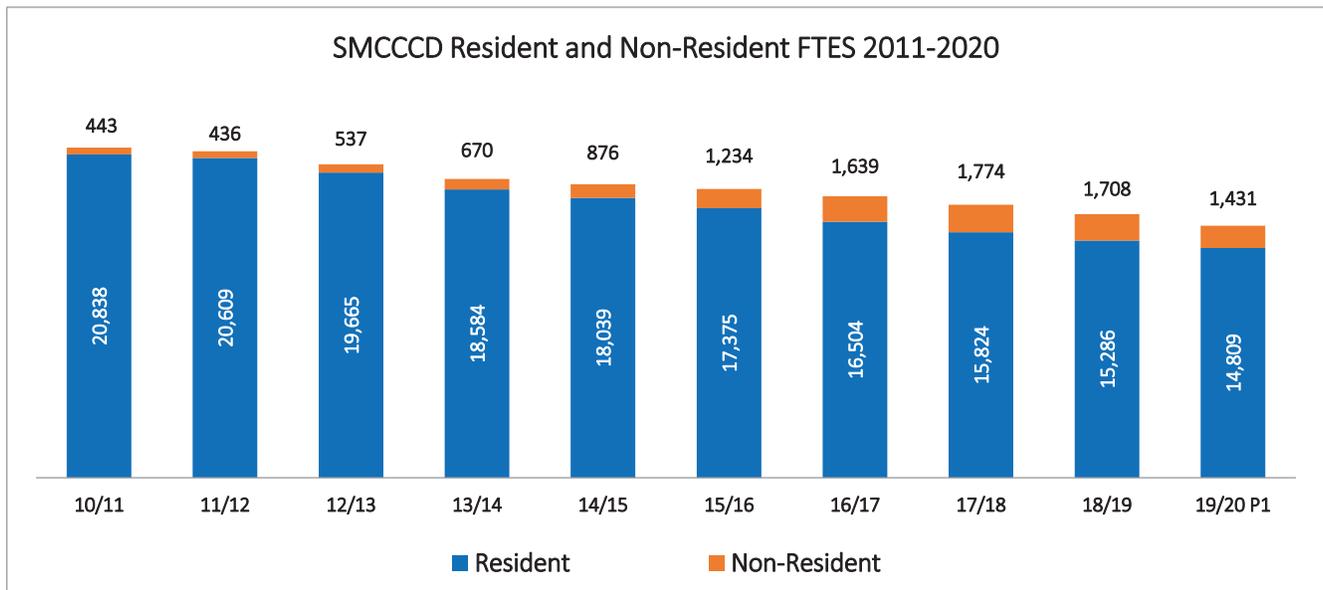
SMCCCD 2020-21 Budget Planning

The Board of Trustees approved the 2020-21 Budget and Planning Calendar in January 2020. The current resource allocation model was implemented in 2015-16, primarily to address the District's community-supported status. It reflects District priorities which rely less on enrollment for funding but rather recognizes the District's focus on serving community needs. The District Committee on Budget and Finance reviews and recommends updates to the allocation model regularly (or as needed).

Cash Flow

The District receives property taxes, which are distributed by the County primarily in December and April, which drives the District's resource allocation model. The District does not anticipate issuing Tax Revenue Anticipation Notes (TRANs) to smooth cash flow.

Increased Costs

SMCCCD prepares for increases in health costs as medical costs each January. Annual movements on the salary schedule for all employees generally add a 1% cost to the expenditure budget. Changes to expenditures for employee benefits will be included in the 2020-21 Tentative Budget.

The employer contribution rate for 2020-21 for the Public Employees Retirement System (PERS) is projected to be 22.8% (up from 19.721% for 2019-20). The PERS Board will adopt an official rate at their meeting in May. The employer PERS rate is projected to increase incrementally to 25.90% by 2022-23.

Due to the forecasted State Teachers Retirement System (STRS) unfunded liability, the state legislature took action and Governor Brown signed AB1469 in 2016-17. The bill gradually phases in increases for the next few years. For employers, current law requires contribution rates to incrementally increase to 19.1% in 2020-21; however, the 2019-20 state budget provided a one-time "buy-down" of the employer cost for two years. Accordingly the employer contribution rate for 2020-21 is 18.4% for and is estimated to be 18.1% through 2022-23. It is expected that the employer rate will likely hover around 18% until full funding is reached over the next several decades.

Operational costs such as utilities and property insurance are also projected to increase. Similar to changes to personnel costs, operational costs will be updated and included in the 2020-21 Tentative Budget.

2019-20 MID-YEAR BUDGET STATUS

Revenues

The District's revenue recognized to date is **$102,761,813** or **50.71%** of the total adjusted revenue budget. Most of the tuition fees and miscellaneous income have been recognized by mid-year.

Unrestricted General Fund Revenue	2019-20 Budget	12/31/2019 Actuals	% of Total Budget
Prop Tax/RDA/Enroll	$177,931,774	$87,909,310	49.41%
Proposition 30 (EPA)	1,462,741	762,470	52.13%
Lottery/Mandated Cost	2,959,414	1,384,579	46.79%
State Faculty/ STRS/ Other State Revenue	6,244,056	1,158,301	18.55%
Apprenticeship	467,362	243,028	52.00%
Non Resident Tuition	8,920,268	8,289,739	92.93%
Interest Income	3,000,000	1,417,145	47.24%
Miscellaneous	1,675,867	1,597,241	95.31%
Total Revenue	$202,661,482	$102,761,813	50.71%

Expenditures

The District's expenditures to date are **$83,214,256** or **40.13%** of the total adjusted expenditure budget, excluding transfers out/other outgo.

Unrestricted General Fund Revenue	2019-20 Budget	12/31/2019 Actuals	% of Total Budget
Cañada College	$31,263,534	$13,929,954	44.56%
College of San Mateo	53,745,227	22,615,065	42.08%
Skyline College	54,301,222	24,086,192	44.36%
District Office/ Facilities	39,958,439	16,280,789	40.74%
Central Services	28,072,854	6,302,286	22.45%
Total Expense	$207,341,276	$83,214,256	40.13%

The financial tables in this report include actual expenditures for each fund and location as of December 31, 2019. Note that, in addition to Districtwide expenditures, Central Services also serves as a holding account for some allocations to be transferred to the sites during the fiscal year. Additionally, the District began the fiscal year with a 15% contingency reserve ($30.2 million) which is reflected in the beginning fund balance.

Transfer of Funds

Title 5 regulations require the Board to approve transfers between expenditure classifications made after final adoption of the budget. District policy 8.11 specifies that budgetary transfers will be authorized only when expenditures in certain object accounting classifications are in excess of the amounts budgeted and when there are amounts in other object classifications that will not be required for expenditures in those classifications. In addition, District policy 8.02 requires a report on funds accepted on behalf of the District. The resulting changes to the final adopted budget are submitted to the Board semi-annually.

The following paragraphs summarize transfers submitted by the District units to realign individual line-item account classifications and to provide flexibility within budget allocations. All budget transfer detail is maintained in the Banner finance system, providing necessary documentation to support the summary report submitted to the Board for approval. Increases and decreases in major line item object accounts are shown for both income and expenditures.

General Fund (Unrestricted) – Fund 1

Adjust **EXPENDITURE** amounts in the following classifications:

1000	Academic Salaries	$534,920
2000	Classified Salaries	667,028
3000	Employee Benefits	469,626
4000	Supplies and Materials	(105,419)
5000	Operating Expenses	(1,033,100)
6000	Capital Outlay	233,123
7000	Other Outgo	354,490
Total		**$1,120,668**

Changes in expenditure budgets are a result of realignments within the sites as well as transfers of site ending balances from Central Services to site holding accounts.

Adjust **REVENUE** amounts in the following classifications:

8800	Local Revenues	$210,348
8900	Other Sources	910,320
Total		**$1,120,668**

Changes in revenue budgets are primarily the result of entrepreneurial activities at Skyline such as the Equity Institute, and transfers to the Unrestricted General Fund.

Internal Service Fund – Fund 2

Adjust **EXPENDITURE** amounts in the following classifications:

5000	Operating Expenses	$31,902
Total		$31,902

Changes in expenditure budgets are a result of increased insurance premiums.

Adjust **REVENUE** amounts in the following classifications:

8900	Other Sources	$31,902
Total		$31,902

Changes in revenue budgets are a result of an increased transfer from the Unrestricted General Fund.

General Fund (Restricted) – Fund 3

Adjust **EXPENDITURE** amounts in the following classifications:

1000	Academic Salaries	$1,206,448
2000	Classified Salaries	569,869
3000	Employee Benefits	509,658
4000	Supplies and Materials	1,476,252
5000	Operating Expenses	(2,336,209)
6000	Capital Outlay	427,644
7000	Other Outgo	1,214,246
Total		**$3,067,908**

Increases in the Restricted General Fund budget occur as a result of increases to state categorical programs to match actual allocations and the receipt of grants after the adoption of the budget. Augmentations to specially funded programs in the Restricted General Fund is located on Page 51.

Adjust **REVENUE** amounts in the following classifications:

8100	Federal Revenues	$29,606
8600	State Revenues	1,514,418
8800	Local Revenues	340,394
8900	Other Sources	1,183,490
Total		**$3,067,908**

Capital Outlay Projects Fund – Fund 4

Adjust **EXPENDITURE** amounts in the following classifications:

2000	Classified Salaries	$1,339,318
3000	Employee Benefits	510,354
4000	Supplies and Materials	728,664
5000	Operating Expenses	1,497,173
6000	Capital Outlay	(4,562,209)
7000	Other Outgo	1,910,000
Total		**$1,423,300**

Changes in the expenditure budget related to the redefinition of various projects and realignment within account classifications.

Adjust **REVENUE** amounts in the following classifications:

8800	Local Revenues	$1,278,559
8900	Other Sources	144,741
Total		**$1,423,300**

Revenue increased as a result of allocating interested earned, as well as transfers from one-time fund reserves.

Trust Fund (Student Aid) – Fund 7

Adjust **EXPENDITURE** amounts in the following classifications:

7500	Scholarships	$923,632
7600	Payments to Students	39,101
Total		**$962,733**

Increases in the Trust Fund budget occurred as a result of transfers from the Restricted General Fund (specially funded programs) to pay Federal and State Financial Aid awards and scholarships to eligible students.

Adjust **REVENUE** amounts in the following classification:

8900	Transfers In	$962,733
Total		**$962,733**

OTHER FUNDS

SELF-INSURANCE FUND (FUND 2)

The Self Insurance Fund (Page 43) provides for the payment of claims, deductible amounts, administrative costs and related services; purchase of excess insurance; and other purposes as defined by the Education Code. Mid-year expenditures of $2,170,280 include salary costs and insurance premiums. Transfers into the fund are from the General Fund for all insurance costs.

DEBT SERVICE FUND (FUND 25)

The purpose of a Debt Service Fund (Page 47) is to account for the accumulation of resources for, and the payment of, general long-term debt and long-term leases. SMCCCD's debt consists of the general obligation bonds for capital outlay. Revenue comes from local property taxes.

RESTRICTED GENERAL FUND (FUND 3)

The Restricted General Fund (Page 52) includes all specially funded programs which are restricted in their use by law, regulations, donors, or other outside federal, state and local agencies. Included in the Restricted General Fund are the Health Services and Parking Programs.

Health Services Fund

Mid-year Health Services fee revenue decreased from $742,587 in 2018-19 to $699,790 in 2019-20. The $42,797 decrease is attributed to declining on-campus enrollment. For all students, the current health fee of $21 per primary semester term is an increase of $1 from the prior year while the summer 2019 fee remained unchanged at $17.

Parking Fund

Mid-year parking fee revenue decreased from $1,038,172 in 2018-19 to $1,011,881 in 2019-20, which is also attributed to declining enrollment.

The 2019-20 parking fee for a full semester increased from $54 to $58 and the two-term fall/spring semester parking permit increased from $98 to $106. The summer term permit and daily-use permit remain unchanged at $27 and $3, respectively.

In accordance with state law, students eligible for a California Promise Grant (formerly known as the Board of Governor's Fee Waiver) pay $30 per primary semester term and $25 per summer term for a parking permit. The rates for these students remain unchanged.

CAPITAL PROJECTS FUND (FUND 4)

The Capital Projects Fund is a restricted fund and reflects estimated year-end data and funding carryover for projects approved but not completed in prior years. A project list can be found on pages 55-56. Project expenditures as of December 31, 2019 were $46,620,713.

The Bond Construction Fund, a sub-account of the Capital Projects Fund, was established for the deposit of proceeds from the sale of bonds. Deposits are used to meet the costs of property acquisition, facilities planning, inspections, surveys, new construction, modernization, and new equipment.

Capital Improvement Program

In November 2014, voters in San Mateo County voted (66.4% favorable) to approve Measure H, a $388M bond measure that will allow the District to complete the modernization/construction/reconstruction projects as envisioned in the 2015 Facilities Master Plan Amendment that was approved by the Board of Trustees in January 2015. The District received its first Measure H bond issuance of $127M in June 2015 and the second and final issuance of $261M in December 2018. To date, the funds have generated an interest of $7.17M, which increased the Measure H budget from $388M to $395.17M. As of December 31, 2019, the District has expended $195,914,283 and committed $68,126,390 of Measure H funds – 67% of the total authorization.

The following is a list of site-specific activities that have been recently completed or are currently in design, pre-construction, or construction phases. Construction dates listed reflect currently planned schedules as of December 2019, but are subject to change.

Completed Projects – The following projects were completed during the fiscal year:
- Building 3 Central Utility Plant Chiller Replacement
- Building 13 Air Handling Unit Replacement Project
- Building 23N Science and Technology Building
- Building 22 Cooling Upgrades and Minor Modifications
- Campus Bus Stop Relocation
- Astronomy Observatory

Active Construction Projects – The following projects are under construction:
- Building 1N Kinesiology and Wellness Center (anticipated completion – Winter 2021)
- Building 9 Exterior Envelope Repairs (anticipated completion – Spring 2020)
- Building 13 Multiple Program Instructional Center (anticipated completion – Spring 2022)
- Building 13 Swing Space (anticipated completion – Winter 2020/21)
- Building 16/18 Swing/Secondary Effects (anticipated completion – Summer 2023)
- Parking Lot 6 Expansion (anticipated completion – Winter 2021)

Projects In Planning – The following projects are in the planning and design stage:
- Solar and Emergency Generators

Future State Capital Outlay Funded Projects – The following projects have been submitted for future State Capital Outlay funding:
- Building 3 Performing Art Center Technology and Environmental Modernization (Final Project Proposal – FPP) - Pending Review

College of San Mateo

Completed Projects – The following projects were completed during the fiscal year:

- Building 1 Finishes Upgrade
- Building 10 Bayview Dining Furniture Replacement
- Aquatics Center Instructional Pool Re-plastering Project

Active Construction Projects – The following projects are under construction:

- Building 20 Edison Lot Expansion (anticipated completion – Winter 2020)
- Building 3 Theatre Modernization (anticipated completion – Summer 2020)
- Building 17 Student Life and Learning Communities Renovation (anticipated completion – Spring 2020)

Projects In Planning – The following projects are in the planning and design stage:

- Building B12/19 Facelift
- Corporation Yard
- Solar and Emergency Generators
- Water Supply Tank Replacement

Future State Capital Outlay Funded Projects – The following projects have been submitted for future State Capital Outlay funding:

- Building 9 Library Modernization (FPP) – Pending Review
- Building 8 Kinesiology (Initial Project Proposal – IPP) – Pending Review

Skyline COLLEGE

Completed Projects – The following projects were completed during the fiscal year:

- Building 1 and 2 Workforce Development, Career Services, Guided Pathways, Promise Scholars Relocation
- Building 7 Science and Technology Engineering and Math Center (STEM) Renovations
- Building 12 Environmental Science
- Building 14 Loma Chica Child Development Center Play Yard and Interior Accessible Pathway/Toilet Rooms
- Building 19 Pacific Heights Swing Space and Relocation of Shipping, Receiving and Graphic Arts Production
- Parking Lot L
- Fitness Parkland and Accessible Pathway
- Electronic Message Boards

Active Construction Projects – The following projects are under construction:

- Building 1 Social Science and Creative Arts Building Facelift (anticipated completion – Summer 2021)
- Building 2 Workforce and Economic Development Prosperity Center (anticipated completion – Spring 2022)
- Building 3 South Wall Waterproofing (anticipated completion – Winter 2020)
- Building 19 Pacific Heights Swing Space (anticipated completion – Winter 2020)
- Buildings 3A/B/C/D/E Portable Replacement (anticipated completion – September 2020)

Projects In Planning – The following projects are in the planning and design stage:

- Solar and Emergency Generators

Future State Capital Outlay Funded Projects – The following projects have been submitted for future State Capital Outlay funding:

- Building 5 Learning Resource Center Technology and Environmental Modernization (PPP) - Pending Review

Completed Projects – The following projects were completed during the fiscal year:

- Districtwide Fire Alarm Panel Replacement
- Districtwide Classroom Security Hardware Replacement
- Districtwide Interior Lighting LED Retrofit

Active Districtwide Projects – The following projects are under construction:

- Districtwide Network Switch Upgrade (anticipated completion – Spring 2021)
- Districtwide Information Telephone System Upgrades (anticipated completion – Summer 2020)
- Districtwide UPS Device (MDF/IDF) Replacement (anticipated completion – Summer 2020)
- Districtwide Symetra UPS Device (anticipated completion – Summer 2020)
- Districtwide Network Switch Upgrade (anticipated completion – Fall 2020)
- Districtwide Firewall Network Switch Replacement (anticipated completion – Spring 2021)
- Districtwide Wireless Access Point Replacement (anticipated completion – Fall 2020)
- Districtwide Server Replacement (anticipated completion – Spring 2021)
- Districtwide Emergency Alert System Speaker Coverage Replacement (anticipated completion – Summer 2019)
- Districtwide Video Camera Replacement (anticipated completion – Spring 2022)
- Cañada Vista Exterior Envelope Repairs (anticipated completion – Spring 2020)

Projects in Planning – The following projects are in the planning and design stage:

- Districtwide ADA Transition Plan Upgrade
- Districtwide Batting Cages
- College Ridge Employee Housing Complex at Skyline College

AUXILIARY and ENTERPRISE FUNDS (FUND 5)

AUXILIARY OPERATIONS

The District bookstores, cafeterias, San Mateo Athletic Club (SMAC), and Community, Continuing and Corporate Education (CCCE) are self-sustaining enterprises. All income generated covers the total salaries and expenses of these operations. Unrestricted General Fund dollars are not used in any way to subsidize District enterprises. The following data reflect bookstore operations for the first six months of the fiscal year beginning July 1, 2019 through December 31, 2019, and includes a small portion of summer 2019, as well as the fall 2019 semester sales.

Bookstores

Bookstore Sales	2019-20	2018-19	$ Change	% Change
Regular Merchandise Sales	$ 2,649,242	$ 2,624,067	$ 25,175	0.96%
Computer Products Sales	82,456	78,924	3,532	4.47%
Total Merchandise Sales	**2,731,697**	**2,702,991**	**28,707**	**1.06%**
Textbook Rental Income	127,424	138,950	(11,526)	-8.30%
Production Service Income	158,293	168,200	(9,906)	-5.89%
Total Sales	**$ 3,017,414**	**$ 3,010,140**	**$ 7,274**	**0.24%**

Regular merchandise sales have increased slightly (0.96%) this year compared to last year as textbook sales continue to decline while the adoption of Inclusive Access (IA) materials increases. Textbook sales are down over last year due to a number of factors including the decline in enrollment, faculty transitioning to on-line materials, and less expensive inclusive access materials that are sold by the bookstores at lower prices and tighter margins. Similarly textbook rental fee revenue declined this year over last year as the program has matured at all three colleges and enrollment has declined. It is important to note that as more faculty choose options other than traditional textbooks for use in the classroom, textbook sales and rentals will continue to decrease. Production service income (revenue generated from the operation of the copy centers located in each bookstore) is also down over last year.

Comparative figures are shown below:

Bookstore Recap	2019-20	2018-19	$ Change	%Change
Operations				
Sales				
Merchandise Sales	$ 2,731,697	$ 2,702,991	$ 28,707	1.06%
Textbook Rental Income	127,424	138,950	(11,526)	-8.30%
Production Service Income	158,293	168,200	(9,906)	-5.89%
Total Sales	**$ 3,017,414**	**$ 3,010,140**	**$ 7,274**	**0.24%**
Less: Cost of Sales	1,832,566	1,723,875	108,691	6.31%
Gross Profit from Operations	**$ 1,184,848**	**$ 1,286,265**	**$ (101,417)**	**-7.88%**
Total Operating Expenses	1,227,357	1,491,275	(263,918)	-17.70%
Net Income/(Loss) from Operations	**$ (42,509)**	**$ (205,011)**	**$ 162,501**	**79.26%**
Other Income	1,140	25,654	(24,514)	-95.56%
Net Operation Profit/(Loss)	**$ (41,369)**	**$ (179,356)**	**$ 137,987**	**76.93%**
Non Operational Income/(Expenses)				
Non Operational Income	$ 56,624	$ 170,689	$ (114,065)	-66.83%
Non Operational Expenses				
Admin Salary & Benefits	69,053	76,521	(7,467)	-9.76%
Other Expenses	38,742	41,890	(3,148)	-7.52%
Total Non-Operational Income/(Expenses)	**$ (51,172)**	**$ 52,278**	**$ (103,449)**	**-197.88%**
Net Change in Fund Balance	**$ (92,541)**	**$ (127,079)**	**$ 34,538**	**27.18%**

Cost of goods sold increased 6.31% this year to date largely due to the increased volume of IA materials required by faculty. Total direct operating expenses has also decreased 17.7% over this same period last year. This decrease is due to restructuring that is taking place to improve efficiency. Although the bookstores did post a loss in net profit before the allocation of non-operational income and expenses, this loss is significantly lower than the same period last year. As the bookstore continues to focus on efficiency improvements, continued improvement is expected.

Cafeterias

Beverage, Snack and Food Service Vendors:

- The District's beverage vending service partner is Pepsi Bottling Group. The contract was awarded effective July 1, 2017, ending on June 30, 2024 with the option of renewing for three one-year terms at the discretion of the District.

- The District's snack vending partner is Compass Group USA through its Canteen Vending Services Division. The contract was effective July 1, 2017, ending on June 30, 2022.

- The District's food service partner is Pacific Dining Services. The contract was awarded on July 1, 2017 ending on June 30, 2022 with an option for one five-year renewal at the discretion of the District.

- All of the commission dollars from the Pepsi and Canteen vending machines located throughout the District is returned directly to the colleges' Associated Student Body for use with approved student-related activities.

Comparative figures are shown below:

Cafeteria Recap	2019-20	2018-19	$ Change	% Change
Operations				
Revenues				
Food Service Income	$ 106,185	$ 99,619	$ 6,566	6.59%
Interest Income	8,269	7,849	420	5.35%
Event Rental	81,335	40,565	40,771	100.51%
Total Revenues	$ 195,789	$ 148,033	$ 47,756	32.26%
Expenditures	$ 118,583	$ 94,518	$ 24,065	25.46%
Net Change in Fund Balance	$ 77,206	$ 53,515	$ 23,690	44.27%

FOOD SERVICE INCOME	2019-20	2018-19	$ Change	% Change
PACIFIC DINING				
Pacific Dining- SKY	32,796	30,690	2,105	6.86%
Pacific Dining- CAN	17,334	14,589	2,745	18.81%
Pacific Dining- CSM	43,559	43,832	-273	-0.62%
Pacific Dining- SKY Events	2,281	0	2,281	100.00%
Pacific Dining- CSM Events	10,216	10,508	-292	-2.78%
Total Food Service Income	106,185	99,619	6,566	6.59%

Compared to the second quarter of 2018-19, food service income has increased by 6.59% despite a decline in enrollment. Part of this increase is attributed to the events that are hosted in the Bayview Dining Room at College of San Mateo Building 10 (operational since April 2011) and now including the Farallon Room at Skyline College Building 12 (operational since August 2019). These events allow for a connection with the community and for the generation of resources to the District.

Event rental income generated from the rental fees for the Bayview Dining Room at College of San Mateo has more than doubled since this period last year. This is due to an overall increase in the number of events hosted with an additional dining facility now available for use by the community. Auxiliary and Community Services continue to host

numerous outside events including community, corporate, and county-sponsored events. However, not all of the events held in the Bayview Dining Room and the Farallon Room paid full price for rental fees. A number of events fall into one of the following categories: internal college events (no rental fees), non-profit organizations with a 50% discounted rate, or an employee rented the space with reduced fees. Event rental fees are reinvested into the facility for continued upgrade, upkeep, and enhanced maintenance allowing for maintenance of the facility.

San Mateo Athletic Club and Aquatic Center

Operating as an enterprise through Auxiliary and Community Services, the San Mateo Athletic Club (SMAC) is a self-sustaining, community-centered, fee-based operation offering numerous service options to the San Mateo campus community and the community-at-large. The concept of a multi-use space enables the District to maximize the use of facility resources and consequently create a revenue stream that will supplement the facility budgetary needs, including equipment maintenance and replacement, and has gained the attention of other community colleges throughout the State. SMAC provides the community broader access to the College of San Mateo and demonstrates in a tangible way that the District is a community-based organization serving a wide spectrum of educational and training opportunities.

Comparative figures are shown below:

San Mateo Athletic Club and Aquatic Center	2019-20	2018-19	$ Change	% Change
Operating Revenues				
Registration & Membership	$ 1,871,070	$ 1,778,397	$ 92,672	5.21%
Personal Training	242,798	214,755	28,043	13.06%
Aquatics	539,638	513,192	26,446	5.15%
Parking	33,865	35,665	(1,800)	-5.05%
Group Exercise	172,149	150,914	21,234	14.07%
Retail	14,177	13,966	211	1.51%
Other Income	5,475	4,645	830	17.87%
Total Operating Revenue	$ 2,879,172	$ 2,711,535	$ 167,637	6.18%
Operating Expenses	$ 2,274,898	$ 1,989,662	$ 285,236	14.34%
Net Operating Income/(Loss), prior to District and College Support	$ 604,274	$ 721,873	$ (117,599)	-16.29%
District Support				
District Support Income				
Interest Income on Investments	63,892	54,356	9,537	17.54%
Operating Expenses charge back to District	54,600	42,323	12,277	29.01%
Total District Support Income	118,493	96,679	21,814	22.56%
District Support Expense				
Admin Salaries & Benefits	268,385	248,592	19,793	7.96%
Equipment Use Fee & Depreciation	29,894	28,180	1,714	6.08%
Miscellaneous Expenses	11,557	9,301	2,256	24.25%
Pool Maintenance	12,498	11,959	539	4.50%
Total District Support Expense	322,333	298,032	24,301	8.15%
Net Income/(Loss) after District Support, prior to College Support	$ 400,433	$ 520,520	$ (120,087)	-23.07%
College Support Expense				
Operating Expense charge back waived	$ 54,600	$ 42,323	$ 12,277	29.01%
Donation to College	4,391	153,517	$ (149,126)	-97.14%
Total College Support Expense	$ 58,991	$ 195,840	$ (136,849)	-69.88%
Net Income/(Loss) after District & College Support	$ 341,442	$ 324,680	$ 16,762	5.16%

The financial performance of SMAC continues to be strong this year as it approaches its ten year anniversary on April 1, 2020. Total operating revenue is 6.18% or $167,637 ahead of last year. The net operating income prior to the allocation of all direct and indirect expenses is down by $117,599 or 16.29% due to increases in salary and benefit costs, the timing of some expense allocations, and the addition of one staff position. It is projected that the fiscal year will close with net operating income of above $1.3 million before the allocation of district and college expenses.

One of the many benefits of this enterprise is that the District is in a position to replace equipment that is aging or with equipment outfitted with superior technology with Enterprise funds. Prior to creating SMAC, equipment used by students in the Kinesiology/PE academic program was used far in excess of its useful life due to limited resources for equipment replacement. The District is now able to add new treadmills, spin bikes, and other equipment that is used and enjoyed by students and members alike.

Community, Continuing and Corporate Education

Community, Corporate and Continuing Education (CCCE) exists to create impact for San Mateo County residents, families, businesses, nonprofits, governmental agencies, and international students seeking increased educational opportunities within the District. The four channels through which this impact is achieved are the Bay Area Pathways Academy (BAPA), Silicon Valley Intensive English Program (SVIEP), Community Education, and Corporate Education.

Comparative figures are shown below:

Community, Continuing & Corporate Education (with SVIEP)	2019-20	2018-19	$ Change	% Change
Operating Revenues	$ 581,297	$ 662,700	$ (81,404)	-12.28%
Operating Expenditures				
Salaries and Benefits	$ 431,555	$ 403,144	$ 28,411	7.05%
Other Operating Expenses	$ 277,829	$ 410,695	(132,866)	-32.35%
Total Operating Expenses	$ 709,384	$ 813,839	$ (104,456)	-12.83%
Net Operating Profit/(Loss) before College Support Income	$ (128,087)	$ (151,139)	$ 23,052	15.25%
College Support Income	$ -	$ 151,500	$ (151,500)	-100.00%
Net Change in Fund Balance	$ (128,087)	$ 361	$ (128,448)	-35590.06%

As described in the narrative below, strategies and challenges associated with CCCE's progress towards sustainable growth remain unique to each of its four operating units.

Silicon Valley Intensive English Program (SVIEP)

SVIEP has been successful in matriculating 103 students since its inception three years ago. Beyond the economic benefits to businesses and members of the community who support and serve as homestay (or "host families") to SVIEP students during their studies, these 103 students are estimated to generate approximately $1.8M in revenues to the District after matriculating. Many of the program's most recent challenges stem from its vulnerability to cyclical industry swings tied to geopolitical and other environmental concerns (e.g. immigration and health concerns that limit student travel). These issues directly impact Intensive English Program enrollments like SVIEP – as evidenced by the rapid decline in enrollments this fiscal year, a decline on par with similar college-based intensive English programs in the Bay Area, California, and the nation.

To address this cyclical vulnerability and its heavy impact on CCCE's bottom line, SVIEP is crafting a three-year growth strategy that goes beyond traditional international student recruitment. This strategic plan will leverage SVIEP's core strengths to take advantage of important market opportunities that will generate both short and long-term profitable

revenue streams. Elements of this strategy will include, but are not limited to: development of a robust Corporate ESL Training offering to engage local and international employers for in-person and online training; development and launch of Online SVIEP for international students seeking to learn English in their home countries; development of a curriculum licensing plan with annual licensing fees and faculty train the trainer components; heavy recruitment of international delegation "innovation tours" leveraging known contacts in South America and Asia; customized short-camps; Saturday and evening business English classes; and more.

Community Education

In October 2019, CCCE embarked upon a significant 12-month restructuring of the Community Education program to address rising mailing and postage fees and a declining base of anchor programs – with the intent to initiate a radical shift in both concept and strategy. Beginning with the spring 2020 semester, steps taken towards this conceptual shift include an increase in new, higher yield classes of interest to select demographics, and a reduction in "stale" classes with tepid interest. This shift in offerings will take two semesters to fully implement. The strategic shift began with a move away from print to digital, from costly mailing and postage fees towards a fresh, digital strategy leveraging social media and online advertising channels. To that end, beginning in November 2019, Community Education engaged with external marketing experts to develop an analysis of current and projected students, website visitors, and marketing opportunities to expand the program. As a result of these efforts, significant steps taken towards this strategic shift include the design of a modern, user-friendly and SEO-accessible Community Education website (set to go live in late Feb. 2020), elimination of the print catalog in favor of a short digital replacement, revamped social media accounts, social media outreach and advertising, utilization of google analytics tracking and analysis, development of a fresh new "CommEd" logo already deployed for website and social media usage, and more. Administration is of the belief that this new 12-month strategy will yield higher demand for new offerings, increased community impact and engagement, and increased revenues.

Bay Area Pathways Academy (BAPA)

BAPA remains a significant growth-oriented program both in terms of community impact and positive year-over-year revenue growth, serving as a buffer to revenue challenges posed by SVIEP and Community Education. BAPA is and will continue to remain a premier youth summer program on the Peninsula, driven by word of mouth and annual marketing campaigns. The upcoming program will include a planned partnership with SVIEP to enroll international youth alongside American students. This rich experience will include integrated ESL instruction as well as integrated classes with American students – leading to vibrant cross-cultural experiences for all students. In additional to scholarship opportunities for foster youth and underserved youth in the community, BAPA also celebrates the opportunity to provide District staff with employee discounts that, when combined with early-bird specials, yield a 20% employee discount.

Corporate Education

From its design and development stage in 2015 to its business and economic development impact in 2020, Corporate Education has seen steady year-over-year growth in revenues, new clients, and enhanced services to clients. Serving a cross-section of business, nonprofit, and government entities, Corporate Education represents a positive economic development support to the County and region, winning growing visibility for the District. Evidence of this impact can be seen in the increasing number of inbound requests for trainings, client referrals, statewide referrals for training partnership opportunities with industry, requests to present at and host Contract Education events for colleagues throughout the State, and consideration for industry awards. Corporate Education projects continued growth throughout 2019-20, with new and ongoing opportunities with large industry partners over the coming year. A significant potential growth area for Corporate Education is the area of Employment Training Funds (ETF), which leverages employer-paid unemployment tax funds to cover training for approved companies. Due to its success in direct-fee contract education, ETF Multiple Employer Contract (MEC) representatives have recently requested to work with CCCE to develop an ETP partnership supporting business training and middle-skills job development. Strategic meetings to this end will begin in March 2020 with a graduated implementation plan in 2020-21. Through the many

shifts in strategic focus, energy and resources described above, CCCE anticipates positive new revenue streams for SVIEP and Community Education in 2020-21, and continued revenue growth for BAPA and Corporate Education.

Entrepreneurial programs like CCCE and SMAC are great examples of how the District outreaches beyond its walls to engage with learners of all ages who have varied interests and goals. The programs will continue to work with the colleges and the District to identify additional ways and avenues in which they can partner and will continue to use the District Strategic Plan as the road map for continued success.

ASSOCIATED STUDENTS

The following report covers the period July 1, 2019 through December 31, 2019, for the Associated Student Bodies (ASB). The Student Bodies represent student interests at each of the colleges.

Net income comparing fiscal years 2019-20 and 2018-19 are listed below:

Associated Students - Cañada	2019-20	2018-19	$ Change	%Change
Net Income for the period	$ 25,524	$ 19,341	$ 6,182	31.96%
Beginning Fund Balance, July 1	$ 297,974	$ 283,359	$ 14,615	5.16%
Ending Fund Balance, Dec 31	$ 323,498	$ 302,701	$ 20,797	6.87%

Associated Students - CSM	2019-20	2018-19	$ Change	%Change
Net Income for the period	$ 4,817	$ (364)	$ 5,180	1424.25%
Beginning Fund Balance, July 1	$ 290,633	$ 284,697	$ 5,936	2.09%
Ending Fund Balance, Dec 31	$ 295,449	$ 284,333	$ 11,117	3.91%

Associated Students - Skyline	2019-20	2018-19	$ Change	%Change
Net Income for the period	$ 57,612	$ 70,038	$ (12,426)	-17.74%
Beginning Fund Balance, July 1	$ 522,725	$ 575,549	$ (52,824)	-9.18%
Ending Fund Balance, Dec 31	$ 580,337	$ 645,587	$ (65,250)	-10.11%

ASB Income/Revenue Source

Activity card sales are the major source of income for the Associated Students. Payment of the Student Body Fee supports many student-sponsored activities and programs and entitles students to a photo-ID student body card. Expenditures of the ASBs include normal operating expenses (e.g., office supplies, activity cards, student assistant salaries, and other miscellaneous expenses) as well as student programs, printing and publishing costs, scholarships, and club assistance supporting campus life.

ASB Expenditures

In general, expenditures of the ASBs include normal operating expenses (e.g., office supplies, activity cards, student assistant salaries, and other miscellaneous expenses) as well as student programs, scholarships, and club assistance supporting campus life.

The following table summarizes the number of events organized by the ASB at each college and also a comparison of total expenditures.

Associated Students	2019-20		2018-19			
Activities Vs Expenditure Analysis	# of Events	Expenditure	# of Events	Expenditure	$ Change	% Change
Cañada College ASB	54	$ 46,158	36	$ 56,098	$ (9,940)	-17.72%
College of San Mateo ASB	36	$ 96,195	30	$ 109,324	$(13,130)	-12.01%
Skyline College ASB	36	$ 71,807	20	$ 58,100	$ 13,707	23.59%

ASB Cañada College

At Cañada College, there were fifty-four ASB organized events and activities in the first two quarters of this fiscal year as compared to thirty-six events during the same period of time last year. The overall expenditures have decreased by 17.72%, or $9,940, compared to last year.

ASB College of San Mateo

At the College of San Mateo, there were thirty-six ASB organized events and activities in the first two quarters of this fiscal year as compared to thirty events during the same period of time last year. The overall expenditures have decreased by 12.01%, or $13,130, as compared to last year.

ASB Skyline College

At Skyline College, there were thirty-six ASB organized events and activities in the first two quarters of this fiscal year as compared to twenty events during the same period of time last year. The overall expenditures have increased by 23.59%, or $13,707 as compared to last year.

CHILD DEVELOPMENT FUND (FUND 6)

The Child Development Fund (Page 67) is a special revenue fund that is used to account for the activities of on-campus preschool programs that serve children of students, faculty, and staff. The primary source of revenue is State funding for children who qualify for subsidized care and Board-approved fees assessed for non-subsidized children. As directed by the Board of Trustees, program deficits up to $200,000 per site in this fund continue to be funded by former redevelopment property funds.

College of San Mateo and Skyline College each operate a Child Development Center (CDC) under General Center and State Preschool Child Development agreements with the California Department of Education. Cañada College currently does not operate a center.

College of San Mateo's Child Development Center was awarded a grant of $15,000 from the Sequoia Healthcare District to continue the Healthy Eats Active Feet program for preschool children and their parents. The program is in its ninth year and continues to promote healthy lifestyles to help prevent childhood obesity.

TRUST FUNDS (STUDENT FINANCIAL AID FUND 7)

Awards for fall 2019 are reflected in this report and total $8,640,618, an increase of $968,932 over the same period last year. The increase is mostly due to the maximum Federal Pell award that increased to $6,195 from $6,095, coupled with an increase in the amount of scholarships awarded. Additional fall 2019 awards, along with those for spring 2020, will be processed during the second half of the year. The Student Financial Aid Fund can be found on page 71.

The fund does not include Federal Work Study payments, which are considered wages for work rather than financial assistance in the form of aid. Work Study funds are maintained in the Restricted General Fund.

RESERVE FUND FOR POST-RETIREMENT BENEFITS / HOUSING LOAN (FUND 8)

The Reserve Fund for Post-Retirement Benefits was established to lessen the burden on the Unrestricted General Fund associated with the liability associated with other post-employment benefits (OPEB). In 2010, the District began to assess itself an amount to cover the future retiree medical benefit costs for employees. These charges appear as part of a benefit expense across all funds and are transferred into this fund. Amounts from the Reserve Fund for Post-Retirement Benefits are transferred periodically to the Irrevocable Trust. At this point in time, the OPEB liability is fully-funded per the actuarial calculation dated June 30, 2019. For 2019-20 the District will not be transferring any dollars to the Irrevocable Trust given the funding status and will use the dollars originally set-aside for this transfer to fund "pay-as-you go" medical expenses.

The District established a Government Accounting Standards Board (GASB 45) Irrevocable Trust for other post-employment benefits. An actuarial calculation was completed as of June 30, 2019 determining an OPEB liability of $109.6 million. The trust had a total portfolio value of $128.8 million ending December 31, 2019. Given the current fully-funded status, the Administration will continue to engage with the Retirement Board of Authority (RBOA) and the District's actuary, Total Compensation Services, to develop a disbursement plan moving forward. Preliminary conversations occurred in October 2019 with the RBOA considering potential cost increases of medical benefits, employee and retiree demographics, market fluctuations, and additional contributions the District anticipates making to the OPEB Fund in order to maintain a fully-funded status. The next RBOA meeting is scheduled for April 23, 2020 to discuss the 2020-21 contribution rates and amounts the District can anticipate to disburse as "pay-as-you-go" from the Reserve Fund for Post-Retirement.

The Reserve Fund for Post-Retirement Benefits can be found on page 75.

BUDGET TABLES

Funds Chart

2019-2020 Adoption Budget

2019-2020 Second Quarter Actuals

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San Mateo County Community College District Funds

Governmental Funds
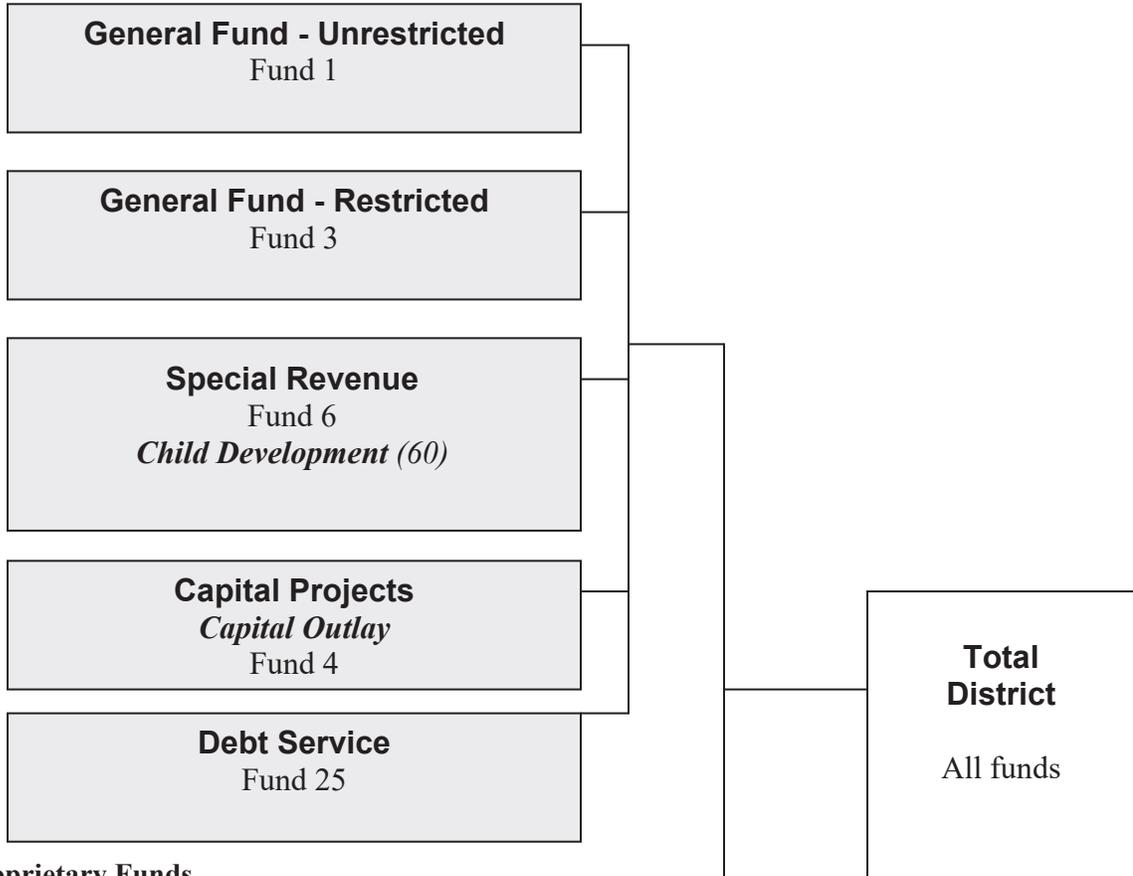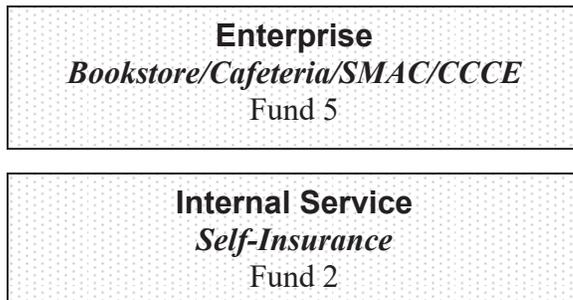
General Fund - Unrestricted
Fund 1

General Fund - Restricted
Fund 3

Special Revenue
Fund 6
Child Development (60)

Capital Projects
Capital Outlay
Fund 4

Debt Service
Fund 25

Total District

All funds

Proprietary Funds

Enterprise
Bookstore/Cafeteria/SMAC/CCCE
Fund 5

Internal Service
Self-Insurance
Fund 2

Fiduciary Funds

Expendable Trust
Student Financial Aid
Fund 7
Reserve Fund for Post- Retirement/ Housing Loan
Fund 8
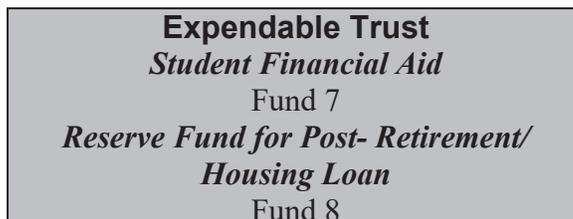
San Mateo County Community College District
2019-2020
Final Budget - All Funds

	Governmental Funds				
	Total General Fund		Special Revenue	Capital Projects	Debt Service
	Unrestricted	Restricted	Child Development	Capital Outlay	Debt Service
Revenue					
1 Federal Revenue	$0	$7,309,655	$49,000	$0	$0
2 State Revenue	11,776,966	26,880,521	245,475	2,702,549	0
3 Local Revenue	189,763,849	6,623,481	567,000	2,233,166	65,549,956
4 **Total Revenue**	**$201,540,815**	**$40,813,657**	**$861,475**	**$4,935,715**	**$65,549,956**
Expenses					
5 Cost of Sales	$0	$0	$0	$0	$0
6 Certificated Salaries	68,698,033	6,299,117	226,843	1,500	0
7 Classified Salaries	46,949,573	12,992,133	661,108	3,562,405	0
8 Employee Benefits	48,401,784	8,948,428	424,834	1,603,082	0
9 Materials & Supplies	4,922,725	2,313,913	93,996	2,666,667	0
10 Operating Expenses	35,342,066	12,610,078	22,140	18,922,474	0
11 Capital Outlay	2,260,917	855,780	0	73,333,333	0
12 **Total Expenses**	**$206,575,098**	**$44,019,449**	**$1,428,922**	**$100,089,461**	**$0**
Transfers & Other					
13 Transfers In	$0	$5,440,321	$567,447	$0	$0
14 Other Sources	0	0	0	0	0
15 Transfers out	(7,616,427)	0	0	(368,003)	0
16 Contingency/Deficit	0	0	0	0	0
17 Other Out Go	(277,658)	(2,234,529)	0	0	(65,549,956)
18 **Total Transfers/Other**	**($7,894,085)**	**$3,205,792**	**$567,447**	**($368,003)**	**($65,549,956)**
Fund Balance					
19 Net Change in Fund Balance	($12,928,368)	$0	$0	($95,521,749)	$0
20 Beginning Balance, July 1	43,159,488	28,586,873	0	364,478,511	66,056,878
21 Adjustments to Beginning Balance	0	0	0	0	0
22 **Net Fund Balance, 6/30**	**$30,231,120**	**$28,586,873**	**$0**	**$268,956,762**	**$66,056,878**

**Note: Minor differences in dollar amounts due to rounding

San Matlo County Community College District
2019-2020
Final Budget - All Funds

| | Proprietary Funds | | | Internal Service | Fiduciary Funds | | |
| | Enterprise Funds | | | | Expendable Trusts | | |
CCC Education	Bookstore	Cafeteria	San Mateo Athletic Club	Self-Insurance	Trust Fund (Student Aid)	OPEB Reserve / Housing Loan	Total District All Funds
$0	$0	$0	$0	$0	$13,521,997	$0	$20,880,652	1
0	0	0	0	0	1,090,000	0	42,695,511	2
1,650,000	7,000,000	350,000	5,982,835	0	1,040,000	120,000	280,880,287	3
$1,650,000	**$7,000,000**	**$350,000**	**$5,982,835**	**$0**	**$15,651,997**	**$120,000**	**$344,456,450**	4
$0	$4,000,000	$0	$0	$0	$0	$0	$4,000,000	5
0	0	0	0	0	0	0	75,225,493	6
652,350	1,988,439	87,036	373,299	48,413	0	0	67,314,756	7
308,228	728,242	28,552	156,846	22,250	0	3,300,000	63,922,246	8
68,000	15,000	0	0	0	0	0	10,080,301	9
610,000	600,000	130,000	4,596,061	2,067,715	0	16,000	74,916,534	10
0	0	0	0	0	0	0	76,450,030	11
$1,638,578	**$7,331,681**	**$245,588**	**$5,126,206**	**$2,138,378**	**$0**	**$3,316,000**	**$371,909,361**	12
$0	$0	$0	$0	$1,976,663	$0	$0	$7,984,431	13
0	0	0	218,000	967,741	0	5,111,793	6,297,534	14
0	0	0	0	0	0	0	(7,984,430)	15
0	0	0	0	0	0	0	0	16
0	0	0	(500,000)	0	(15,651,997)	(3,600,000)	(87,814,140)	17
$0	**$0**	**$0**	**($282,000)**	**$2,944,404**	**($15,651,997)**	**$1,511,793**	**($81,516,605)**	18
$11,422	($331,681)	$104,412	$574,629	$806,026	$0	($1,684,207)	($108,969,516)	19
109,635	6,760,768	775,929	3,887,611	7,890,169	81,380	13,596,622	535,383,864	20
0	0	0	0	0	0	0	0	21
$121,057	**$6,429,087**	**$880,341**	**$4,462,240**	**$8,696,195**	**$81,380**	**$11,912,415**	**$426,414,348**	22

San Mateo County Community College District
2019-2020
Second Quarter Actuals - All Funds

	Governmental Funds				
	Total General Fund		**Special Revenue**	**Capital Projects**	**Debt Service**
	Unrestricted	Restricted	Child Development	Capital Outlay	Debt Service
Revenue					
1 Federal Revenue	$0	$3,624,846	$24,889	$0	$0
2 State Revenue	3,636,921	11,616,961	109,903	96,485	33,533
3 Local Revenue	98,210,723	4,384,247	251,176	1,528,667	33,574,859
4 **Total Revenue**	**$101,847,644**	**$ 19,626,054**	**$ 385,968**	**$ 1,625,152**	**$ 33,608,392**
Expenses					
5 Cost of Sales	$0	$0	$0	$0	$0
6 Certificated Salaries	32,502,384	5,082,937	116,348	0	0
7 Classified Salaries	21,702,030	6,984,552	372,958	1,575,375	0
8 Employee Benefits	19,711,763	4,251,907	196,012	616,094	0
9 Materials & Supplies	1,217,226	965,656	38,345	1,594,517	0
10 Operating Expenses	7,705,283	2,521,297	7	3,396,382	0
11 Capital Outlay	375,570	754,284	0	37,190,643	0
12 **Total Expenses**	**$83,214,256**	**$20,560,633**	**$723,670**	**$44,373,011**	**$0**
Transfers & Other					
13 Transfers In	$910,000	$2,816,144	$337,702	$135,086	$0
14 Other Sources	4,169	0	0	420,774	0
15 Transfers out	(3,838,954)	(962,583)	0	(2,247,702)	0
16 Contingency	0	0	0	0	0
17 Other Out Go	(95)	(179,028)	0	0	(53,849,863)
18 **Total Transfers/Other**	**($2,924,880)**	**$1,674,533**	**$337,702**	**($1,691,842)**	**($53,849,863)**
Fund Balance					
19 Net Change in Fund Balance	$15,708,509	$739,954	$0	($44,439,701)	($20,241,471)
20 Beginning Balance, July 1	43,159,488	28,586,873	0	364,478,511	66,056,878
21 Adjustments to Beginning Balance	0	0	0	0	0
22 **Net Fund Balance, June 30**	**$58,867,997**	**$29,326,827**	**$0**	**$320,038,810**	**$45,815,407**

**Note: Minor differences in dollar amounts due to rounding.

San Mateo County Community College District
2019-2020
Second Quarter Actuals - All Funds

Proprietary Enterprise Fund	Proprietary Funds			Internal Service	Fiduciary Funds		
	Enterprise Funds				Expendable Trusts		
CCC Education	Bookstore	Cafeteria	San Mateo Athletic Club	Self-Insurance	Trust Fund (Student Aid)	OPEB Reserve / Housing Loan	Total District All Funds
$0	$0	$0	$0	$0	$6,417,607	$0	$10,067,342	1
0	0	0	0	0	558,010	0	16,051,813	2
581,297	3,075,178	195,789	2,879,171	0	689,606	3,264	145,373,978	3
$ 581,297	$ 3,075,178	$ 195,789	$2,879,171	$0	$ 7,665,223	$ 3,264	$171,493,132	4
$0	$1,832,566	$0	$0	$0	$0	$0	$1,832,566	5
0	0	0	0	0	0	0	37,701,669	6
325,114	851,138	51,481	189,288	181,313	0	0	32,233,249	7
106,441	280,999	18,975	79,097	77,220	0	3,300,000	28,638,508	8
33,034	4,247	0	0	0	0	0	3,853,025	9
244,795	198,768	48,127	2,274,898	2,143,450	0	7,035	18,540,042	10
0	0	0	0	0	0	0	38,320,497	11
$709,384	$3,167,718	$118,583	$2,543,283	$2,401,983	$0	$3,307,035	$161,119,556	12
$0	$0	$0	$0	$1,887,725	$962,583	$0	$7,049,240	13
0	0	0	118,493	484,824	0	2,535,759	3,564,019	14
0	0	0	0	0	0	0	(7,049,239)	15
0	0	0	0	0	0	0	0	16
0	0	0	(112,939)	0	(8,640,618)	0	(62,782,542)	17
$0	$0	$0	$5,554	$2,372,549	($7,678,034)	$2,535,759	($59,218,522)	18
($128,087)	($92,540)	$77,206	$341,442	($29,434)	($12,811)	($768,012)	($48,844,945)	19
109,635	6,760,768	775,929	3,887,611	7,890,169	81,380	13,596,622	535,383,864	20
0	0	0	0	0	0	0	0	21
($18,452)	$6,668,228	$853,135	$4,229,053	$7,860,735	$68,569	$12,828,610	$486,538,919	22

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Unrestricted General Fund (Fund 1)

The Unrestricted General Fund is maintained to account for those monies that are not restricted in their use by external sources. This is one of the largest of the funds and the one we most commonly think of when discussing the budget.

Proposition 55 (EPA) funds are included as part of Fund 1. The site allocation budgets are shown in detail following the General Fund pages in this section.

In general, there are no external restrictions imposed on the use of these monies; however, the District's Board of Trustees may designate portions of this fund as special allocations or set-asides for specific purposes. Examples of these designated allocations include the set aside for Faculty Professional Development or Classified Staff Development, which provides financing for efforts to enhance staff development skills.

San Mateo County Community College District

Unrestricted General Fund (Fund 1) - Cañada

		2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
	Income					
1	Federal Income	$0	$0	$0		1
2	State Income	269,531	269,531	0	0%	2
3	Local Income	2,832,181	2,832,181	3,505,726	124%	3
4	**Total Income**	**$3,101,712**	**$3,101,712**	**$3,505,726**	**113%**	4
	Expenses					
5	Certificated Salaries	$13,974,375	$14,404,185	$7,189,810	50%	5
6	Classified Salaries	6,459,854	6,516,561	3,023,814	46%	6
7	Employee Benefits	7,392,278	7,447,559	3,515,036	47%	7
8	Materials & Supplies	226,733	224,581	108,188	48%	8
9	Operating Expenses	2,896,137	2,666,356	93,158	3%	9
10	Capital Outlay	0	4,292	(52)	-1%	10
11	**Total Expenses**	**$30,949,377**	**$31,263,534**	**$13,929,954**	**45%**	11
	Transfers & Other					
12	Transfers In	$0	$0	$0		12
13	Other Sources	0	0	0		13
14	Transfers out	(826,766)	(826,766)	(35,498)	4%	14
15	Contingency	0	0	0		15
16	Other Out Go	$0	303,602	303,602		16
17	**Total Transfers/Other**	**($826,766)**	**($523,164)**	**$268,104**	**-51%**	17
	Fund Balance					
18	Net Change in Fund Balance	($28,674,431)	($28,684,986)	($10,156,124)		18
19	Beginning Balance, July 1	0	0	0		19
20	Adjustments to Beginning Balance	0	0	0		20
21	**Net Fund Balance, June 30**	**($28,674,431)**	**($28,684,986)**	**($10,156,124)**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 1) - CSM

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	435,614	435,614	0	0%	2
3 Local Income	9,072,904	9,103,817	8,081,125	89%	3
4 **Total Income**	**$9,508,518**	**$9,539,431**	**$8,081,125**	**85%**	4
Expenses					
5 Certificated Salaries	$24,035,302	$24,688,443	$12,020,123	49%	5
6 Classified Salaries	9,059,610	9,992,575	4,791,240	48%	6
7 Employee Benefits	10,581,417	11,281,957	5,526,003	49%	7
8 Materials & Supplies	405,869	508,281	181,287	36%	8
9 Operating Expenses	8,488,966	7,253,952	77,539	1%	9
10 Capital Outlay	2,938	20,019	18,873	94%	10
11 **Total Expenses**	**$52,574,102**	**$53,745,227**	**$22,615,065**	**42%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	320	323	101%	13
14 Transfers out	(608,268)	(640,833)	(101,093)	16%	14
15 Contingency	0	0	0		15
16 Other Out Go	0	1,144,325	1,144,230		16
17 **Total Transfers/Other**	**($608,268)**	**$503,812**	**$1,043,460**	**207%**	17
Fund Balance					
18 Net Change in Fund Balance	($43,673,852)	($43,701,984)	($13,490,480)		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**($43,673,852)**	**($43,701,984)**	**($13,490,480)**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 1) - Skyline

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	436,340	436,340	0	0%	2
3 Local Income	5,790,360	5,969,794	5,781,919	97%	3
4 **Total Income**	**$6,226,700**	**$6,406,134**	**$5,781,919**	**90%**	4
Expenses					
5 Certificated Salaries	$23,200,340	$24,187,167	$12,456,079	51%	5
6 Classified Salaries	9,756,093	9,943,220	4,891,630	49%	6
7 Employee Benefits	11,680,654	11,994,191	5,708,656	48%	7
8 Materials & Supplies	1,420,358	1,470,931	287,305	20%	8
9 Operating Expenses	5,371,011	6,649,219	703,684	11%	9
10 Capital Outlay	26,885	56,494	38,808	69%	10
11 **Total Expenses**	**$51,455,341**	**$54,301,222**	**$24,086,162**	**44%**	11
Transfers & Other					
12 Transfers In	$0	$800,000	$800,000	100%	12
13 Other Sources	0	0	303		13
14 Transfers out	(636,037)	(796,431)	(45,865)	6%	14
15 Contingency	0	0	0		15
16 Other Out Go	(277,658)	1,737,870	1,737,870		16
17 **Total Transfers/Other**	**($913,695)**	**$1,741,439**	**$2,492,308**	**143%**	17
Fund Balance					
18 Net Change in Fund Balance	($46,142,336)	($46,153,649)	($15,811,935)		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**($46,142,336)**	**($46,153,649)**	**($15,811,935)**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 1) - District Office

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	321,256	321,256	0	0%	2
3 Local Income	0	0	0		3
4 **Total Income**	**$321,256**	**$321,256**	**$0**	**0%**	4
Expenses					
5 Certificated Salaries	$1,314,261	$1,644,517	$808,227	49%	5
6 Classified Salaries	18,206,737	18,204,981	8,871,910	49%	6
7 Employee Benefits	9,503,110	9,380,690	4,450,022	47%	7
8 Materials & Supplies	2,159,165	2,166,180	633,485	29%	8
9 Operating Expenses	7,061,895	6,249,057	1,230,100	20%	9
10 Capital Outlay	2,127,094	2,313,014	287,045	12%	10
11 **Total Expenses**	**$40,372,262**	**$39,958,439**	**$16,280,789**	**41%**	11
Transfers & Other					
12 Transfers In	$0	$110,000	$110,000	100%	12
13 Other Sources	0	0	3,543		13
14 Transfers out	(361,000)	(472,586)	(441,942)	94%	14
15 Contingency	0	0	0		15
16 Other Out Go	0	795,634	795,634		16
17 **Total Transfers/Other**	**($361,000)**	**$433,048**	**$467,235**	**108%**	17
Fund Balance					
18 Net Change in Fund Balance	($40,412,006)	($39,204,135)	($15,813,554)		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**($40,412,006)**	**($39,204,135)**	**($15,813,554)**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 1) - Central Services

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	10,314,225	10,314,225	3,636,921	35%	2
3 Local Income	172,068,404	172,068,404	80,841,953	47%	3
4 **Total Income**	**$182,382,629**	**$182,382,629**	**$84,478,874**	**46%**	4
Expenses					
5 Certificated Salaries	$6,173,755	$4,308,640	$28,145	1%	5
6 Classified Salaries	3,467,279	2,959,265	123,436	4%	6
7 Employee Benefits	9,244,325	8,767,013	512,046	6%	7
8 Materials & Supplies	710,600	447,334	6,961	2%	8
9 Operating Expenses	11,524,057	11,490,382	5,600,802	49%	9
10 Capital Outlay	104,000	100,220	30,896	31%	10
11 **Total Expenses**	**$31,224,016**	**$28,072,854**	**$6,302,286**	**22%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	(5,184,356)	(5,230,291)	(3,214,556)	61%	14
15 Contingency	0	0	0		15
16 Other Out Go	0	(4,263,100)	(3,981,431)		16
17 **Total Transfers/Other**	**($5,184,356)**	**($9,493,391)**	**($7,195,987)**	**76%**	17
Fund Balance					
18 Net Change in Fund Balance	$145,974,257	$144,816,384	$70,980,601		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$145,974,257**	**$144,816,384**	**$70,980,601**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 1) - Total District

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Revenue					
1 Federal Revenue	$0	$0	$0		1
2 State Revenue	11,776,966	11,776,966	3,636,921	31%	2
3 Local Revenue	189,763,849	189,974,196	98,210,723	52%	3
4 **Total Revenue**	**$201,540,815**	**$201,540,815**	**$101,847,644**	**51%**	4
Expenses					
5 Certificated Salaries	$68,698,033	$69,232,952	$32,502,384	47%	5
6 Classified Salaries	46,949,573	47,616,602	21,702,030	46%	6
7 Employee Benefits	48,401,784	48,871,410	19,711,763	40%	7
8 Materials & Supplies	4,922,725	4,817,307	1,217,226	25%	8
9 Operating Expenses	35,342,066	34,308,966	7,705,283	22%	9
10 Capital Outlay	2,260,917	2,494,039	375,570	15%	10
11 **Total Expenses**	**$206,575,098**	**$207,341,276**	**$83,214,256**	**40%**	11
Transfers & Other					
12 Transfers In	$0	$910,000	$910,000	100%	12
13 Other Sources	0	320	4,169	1303%	13
14 Transfers out	(7,616,427)	(7,966,907)	(3,838,954)	48%	14
15 Contingency	0	0	0		15
16 Other Out Go	(277,658)	(281,669)	(95)		16
17 **Total Transfers/Other**	**($7,894,085)**	**($7,338,256)**	**($2,924,880)**	**40%**	17
Fund Balance					
18 Net Change in Fund Balance	($12,928,368)	($13,138,717)	$15,708,509		18
19 Beginning Balance, July 1	43,159,488	43,159,488	43,159,488		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$30,231,120**	**$30,020,771**	**$58,867,997**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 11002) - Cañada
Education Protection Account (EPA)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	269,531	269,531	0	0%	2
3 Local Income	0	0	0		3
4 **Total Income**	**$269,531**	**$269,531**	**$0**	**0%**	4
Expenses					
5 Certificated Salaries	$184,976	$184,976	$107,194	58%	5
6 Classified Salaries	0	0	0		6
7 Employee Benefits	84,555	84,555	42,277	50%	7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	0	0	0		9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$269,531**	**$269,531**	**$149,471**	**55%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$0**	**$0**	**$0**	**0%**	17
Fund Balance					
18 Net Change in Fund Balance	$0	$0	($149,471)		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$0**	**$0**	**($149,471)**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 11002) - CSM Education Protection Account (EPA)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	435,614	435,614	0	0%	2
3 Local Income	0	0	0		3
4 **Total Income**	**$435,614**	**$435,614**	**$0**	**0%**	4
Expenses					
5 Certificated Salaries	$326,557	$326,557	$115,475	35%	5
6 Classified Salaries	0	0	0		6
7 Employee Benefits	109,057	109,057	45,543	42%	7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	0	0	0		9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$435,614**	**$435,614**	**$161,018**	**37%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$0**	**$0**	**$0**	**0%**	17
Fund Balance					
18 Net Change in Fund Balance	$0	$0	($161,018)		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$0**	**$0**	**($161,018)**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 11002) - Skyline
Education Protection Account (EPA)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	436,340	436,340	0	0%	2
3 Local Income	0	0	0		3
4 **Total Income**	**$436,340**	**$436,340**	**$0**	**0%**	4
Expenses					
5 Certificated Salaries	$321,061	$321,061	$0	0%	5
6 Classified Salaries	0	0	0		6
7 Employee Benefits	115,279	115,279	0	0%	7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	0	0	0		9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$436,340**	**$436,340**	**$0**	**0%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$0**	**$0**	**$0**	**0%**	17
Fund Balance					
18 Net Change in Fund Balance	$0	$0	$0		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$0**	**$0**	**$0**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 11002) - District Office
Education Protection Account (EPA)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	321,256	321,256	762,470	237%	2
3 Local Income	0	0	0		3
4 **Total Income**	**$321,256**	**$321,256**	**$762,470**	**237%**	4
Expenses					
5 Certificated Salaries	$0	$0	$0		5
6 Classified Salaries	206,634	$208,593	104,511	50%	6
7 Employee Benefits	114,622	115,788	57,935	50%	7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	0	0	0		9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$321,256**	**$324,381**	**$162,446**	**50%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$0**	**$0**	**$0**	**0%**	17
Fund Balance					
18 Net Change in Fund Balance	$0	($3,125)	$600,024		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$0**	**($3,125)**	**$600,024**		21

San Mateo County Community College District

Unrestricted General Fund (Fund 11002) - Total District
Education Protection Account (EPA)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Revenue					
1 Federal Revenue	$0	$0	$0		1
2 State Revenue	1,462,741	1,462,741	762,470	52%	2
3 Local Revenue	0	0	0		3
4 **Total Revenue**	**$1,462,741**	**$1,462,741**	**$762,470**	**52%**	4
Expenses					
5 Certificated Salaries	$832,594	$832,594	$222,669	27%	5
6 Classified Salaries	206,634	208,593	104,511	50%	6
7 Employee Benefits	423,513	424,679	145,755	34%	7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	0	0	0		9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$1,462,741**	**$1,465,866**	**$472,935**	**32%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$0**	**$0**	**$0**	**0%**	17
Fund Balance					
18 Net Change in Fund Balance	$0	($3,125)	$289,535		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$0**	**($3,125)**	**$289,535**		21

INTERNAL SERVICE FUND (Fund 2)

The Self-Insurance Fund is the fund designated to account for revenue and expense of the District's self-insurance programs, including both Property and Liability and Workers' Compensation insurance needs.

An amount is transferred into this fund each year from the Unrestricted General Fund in anticipation of estimated losses, as well as for insurance premiums. This is a reserve for current and future losses; it may or may not be depleted during the year.

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San Mateo County Community College District

Internal Service - Self-Insurance Fund (Fund 2)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Revenue					
1 Federal Revenue	$0	$0	$0		1
2 State Revenue	0	0	0		2
3 Local Revenue	0	0	0		3
4 **Total Revenue**	**$0**	**$0**	**$0**	**0%**	4
Expenses					
5 Certificated Salaries	$0	$0	$0		5
6 Classified Salaries	48,413	48,413	181,313	375%	6
7 Employee Benefits	22,250	22,250	77,220	347%	7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	2,067,715	2,099,617	2,143,450	102%	9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$2,138,378**	**$2,170,280**	**$2,401,983**	**111%**	11
Transfers & Other					
12 Transfers In	$1,976,663	$2,008,565	1,887,725	94%	12
13 Other Sources	$967,741	967,741	484,824	50%	13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$2,944,404**	**$2,976,306**	**$2,372,549**	**80%**	17
Fund Balance					
18 Net Change in Fund Balance	$806,026	$806,026	($29,434)		18
19 Beginning Balance, July 1	7,890,169	7,890,169	7,890,169		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$8,696,195**	**$8,696,195**	**$7,860,735**		21

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DEBT SERVICE FUND (Fund 25)

The Debt Services Fund is used to account for the accumulation of resources for, and the payment of general long-term debt.

The fund which is used to record transactions related to the receipt and expenditure of the general obligation bond is called the Bond Interest Redemption Fund.

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San Mateo County Community College District

Debt Service Fund (Fund 25)

		2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
	Revenue					
1	Federal Revenue	$0	$0	$0		1
2	State Revenue	0	0	33,533		2
3	Local Revenue	65,549,956	65,549,956	33,574,859	51%	3
4	**Total Revenue**	**$65,549,956**	**$65,549,956**	**$33,608,392**	**51%**	4
	Expenses					
5	Certificated Salaries	$0	$0	$0		5
6	Classified Salaries	0	0	0		6
7	Employee Benefits	0	0	0		7
8	Materials & Supplies	0	0	0		8
9	Operating Expenses	0	0	0		9
10	Capital Outlay	0	0	0		10
11	**Total Expenses**	**$0**	**$0**	**$0**	**0%**	11
	Transfers & Other					
12	Transfers In	$0	$0	$0		12
13	Other Sources	0	0	0		13
14	Transfers out	0	0	0		14
15	Contingency	0	0	0		15
16	Other Out Go	(65,549,956)	(65,549,956)	(53,849,863)	82%	16
17	**Total Transfers/Other**	**($65,549,956)**	**($65,549,956)**	**($53,849,863)**	**82%**	17
	Fund Balance					
18	Net Change in Fund Balance	$0	($0)	($20,241,471)		18
19	Beginning Balance, July 1	66,056,878	66,056,878	66,056,878		19
20	Adjustments to Beginning Balance	0	0	0		20
21	**Net Fund Balance, June 30**	**$66,056,878**	**$66,056,878**	**$45,815,407**		21

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RESTRICTED GENERAL FUND (Fund 3)

The Restricted General Fund is maintained to account for those monies that are restricted in their use by law, regulations, donors, or other outside Federal, State, and Local agencies.

Examples of restricted sources of monies include Student Equity & Achievement (SEA), Extended Opportunity Programs and Services (EOPS), Disabled Students Programs & Services (DSPS), State Instructional Equipment, Federal Work-Study Program, KCSM grants and donations, Parking (includes parking permit and parking citation revenue), and Health Services.

A complete list of these specially funded programs showing project budgets are detailed on the following pages.

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San Mateo County Community College District

2019-20 FUND 3 BUDGET REVENUE ADJUSTMENTS - SPECIALLY FUNDED PROGRAMS

July 1, 2019 - December 31, 2019

Fund	Program	Source	College of San Mateo	Cañada College	Skyline College	Chancellor's Office	Total
30038	Child Dev Consrtm Fed/St Yosemite	Federal		9,100			9,100
30150	SBDC-HSUSPF 01/01/19-12/31/19	Federal	15,400				15,400
30151	NSF - INCLUDES SJECCD CCCEM	Federal			5,000		5,000
31031	CalWORKs	State	7	10	898		915
31033	TANF	Federal	(7)	(11)	124		106
31069	Lottery -- Prop 20 -- Instr Matrls	State	453,792	250,676	483,975		1,188,443
31177	SBDC-HSUSPF GO-Biz	State	(20,500)				(20,500)
31196	CCCCO Strong Workforce 1718 Local	State	(6,530)	(4,959)	(6,985)		(18,474)
31210	Cabrillo CCD Strong Workforce 1718 Regional	State	(3,582)	(2,720)	(3,832)		(10,134)
31214	Innovation in Higher Education	State			(460,000)	460,000	-
31219	CCCCO Strong Workforce 1819 Local	State	(7,675)	(5,346)	(7,862)		(20,883)
31237	Umoja Program	State			10,000		10,000
31241	Cabrillo CCD Strong Workforce 1819 Regional	State	2,499	1,741	2,560		6,800
31249	UWBA - Census Bay Area Counts 2020	State			15,000		15,000
31250	SBDC-HSUSPF GO-Biz - CIP	State	40,000				40,000
31251	SBDC-HSUSPF GO-Biz - TAEP	State	123,250				123,250
31252	RSCCD DSN Energy Constr & Util 1920	State	200,000				200,000
32063	Preschool for All - SMCOE - First 5	Local		(5,000)	5,000		-
32083	UWBA-SparkPoint 07/01/19-06/30/20	Local			83,000		83,000
32097	VITA - United Way of the BA	Local			2,500		2,500
32099	The Grove Fdtn. - SKY CTE Scholars	Local			125,000		125,000
32106	UWBA-SparkPoint 07/01/19-06/30/20	Local		30,000			30,000
32127	SMC Measure K Grant	Local			10,000		10,000
32134	UWBA-SparkPoint 07/01/19-06/30/20	Local	45,000				45,000
32136	UC Regents -UCLA- Teagle Foundation	Local			20,963		20,963
32137	PLP Innovation and Tech Grant	Local			14,200		14,200
35001	Miscellaneous Donations	Local	4,478	278	1,766		6,522
35029	Career Development	Local	924				924
35045	Financial Aid Admin Cost Allow	Local	710	515	1,060		2,285
35058	Skyline President's Innovation Fund	Local			169,459		169,459
35066	Promise Scholarship Program - District	Local				1,000,000	1,000,000
39001	Parking	Local				14,032	14,032
	Total 2019-2020 Fund 3 Budget Revenue Adjustments		**847,766**	**274,284**	**471,826**	**1,474,032**	**3,067,908**

San Mateo County Community College District

Restricted General Fund (Fund 3) - <u>Total District</u>

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Revenue					
1 Federal Revenue	$7,309,655	$7,339,261	$3,624,846	49%	1
2 State Revenue	26,880,521	28,394,939	11,616,961	41%	2
3 Local Revenue	6,623,481	6,963,875	4,384,247	63%	3
4 **Total Revenue**	**$40,813,657**	**$42,698,075**	**$19,626,054**	**46%**	4
Expenses					
5 Certificated Salaries	$6,299,117	$7,505,565	$5,082,937	68%	5
6 Classified Salaries	12,992,133	13,562,002	6,984,552	52%	6
7 Employee Benefits	8,948,428	9,458,086	4,251,907	45%	7
8 Materials & Supplies	2,313,913	3,790,165	965,656	25%	8
9 Operating Expenses	12,610,078	10,273,869	2,521,297	25%	9
10 Capital Outlay	855,780	1,283,424	754,284	59%	10
11 **Total Expenses**	**$44,019,449**	**$45,873,111**	**$20,560,633**	**45%**	11
Transfers & Other					
12 Transfers In	$5,440,321	$6,623,811	$2,816,144	43%	12
13 Other Sources	$0	0	0		13
14 Transfers out	0	(962,613)	(962,583)	100%	14
15 Contingency	0	0	0		15
16 Other Out Go	(2,234,529)	(2,486,162)	(179,028)	7%	16
17 **Total Transfers/Other**	**$3,205,792**	**$3,175,036**	**$1,674,533**	**53%**	17
Fund Balance					
18 Net Change in Fund Balance	$0	$0	$739,954		18
19 Beginning Balance, July 1	28,586,873	28,586,873	28,586,873		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$28,586,873**	**$28,586,873**	**$29,326,827**		21

CAPITAL PROJECTS FUND (Fund 4)

The District's Capital Outlay Fund is used to account for construction and acquisition of major capital improvements. Included are the acquisition or construction of all major fixed assets. In addition, site improvements, buildings, and equipment purchased as part of a large facility project are included.

The General Obligation Bond Construction Fund, which is included as a sub-account of the Capital Projects Fund, has been established for the deposit of proceeds from the sale of general obligation bonds. The deposits are used to meet the costs of property acquisition, facilities planning, inspections, surveys, new construction, modernization, and new equipment.

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2019-2020 Capital Projects Financial Summary
Budget Expenditures as of December 31, 2019

LOCATION	PROJECT NAME	FUND NUMBER	BEGINNING BALANCE	EXPENDITURE YTD *	ENCUMBRANCE	ENDING BALANCE*
CAÑADA	CAN Vista Housing Repairs	40301	3,896,525	3,516,562	4,132,500	(3,752,538)
CAÑADA	CAN Bldg 9 Exterior Envelope Repairs	40302	4,009,874	2,246,016	1,750,146	13,713
CAÑADA	CAN Housing Maintenance Reserve	40303	410,796	663	588	409,546
CAÑADA	CAN Housing Capital Reserve	40305	5,149,201	0	0	5,149,201
CAÑADA	CAN Instructional Equipment	43383	2,134,301	1,400	0	2,132,902
CAÑADA	CAN Solar Photovoltaic System	44345	392,076	20,857	0	371,219
CAÑADA	CAN Bldg 1 Kinesiology and Wellness	44347	24,300,000	24,300,000	0	0
CAÑADA	CAN Bldg 13 Multiple Program Inst. Ctr.	44348	815,000	301,000	514,000	0
CAÑADA	CAN Bldg 1 Kinesiology and Wellness	45309	93,964,522	19,037,499	59,239,472	15,687,552
CAÑADA	CAN Bldg 23N Math/Science/Tech	45310	8,752,728	3,143,408	639,652	4,969,667
CAÑADA	CAN Emergency Building Repairs	45311	410,102	16,758	0	393,344
CAÑADA	CAN Technology and Equipment	45312	262,288	99,223	56,422	106,643
CAÑADA	CAN Access Compliance Corrective Items	45313	0	0	0	0
CAÑADA	CAN Bldg 9 Exterior Envelope Repairs	45314	2,745,141	446,518	2,018	2,296,605
CAÑADA	CAN Bldg 13 Multiple Program Inst. Ctr.	45317	17,255,000	191,899	1,420,477	15,642,624
CAÑADA	CAN Bldg 22 Swing Space	45318	2,200,000	0	0	2,200,000
CAÑADA	CAN Bldgs 16/18 Secondary Effects	45319	3,000,000	1,643	6,214	2,992,143
CAÑADA	CAN Central Plant Upgrade	45315	7,930	27,253	7,930	(27,253)
CAÑADA	CAN Small Projects	45322	635,247	59,451	0	575,796
CSM	CSM Housing Maintenance Reserve	40403	478,744	9,163	588	468,994
CSM	CSM Housing Capital Reserve	40405	5,268,817	0	0	5,268,817
CSM	CSM Instructional Equipment	43483	1,978,151	107,700	136,456	1,733,995
CSM	CSM FY1819 SMSR Projects	43490	291,174	291,174	0	0
CSM	Ergonomic office furniture (completion)	44435	23,775	2,963	1,942	18,871
CSM	CSM Claims Contingency	44457	1,175,354	0	0	1,175,354
CSM	CSM Bldg 10 Bayview Furniture Refresh	44460	208,138	12,507	0	195,631
CSM	CSM Water Supply System Upgrade	44461	197,000	194,730	186,000	(183,730)
CSM	CSM Bldg 3 Modernization	45407	1,687,419	160,605	182,163	1,344,651
CSM	CSM Bldg 17 Student Life/Learning Comm	45408	3,151,098	1,004,248	1,231,638	915,212
CSM	CSM Bldg 19 Center for Emerging Tech.	45409	2,705,176	0	0	2,705,176
CSM	CSM Emergency Building Repairs	45411	186,952	88,641	59,795	38,516
CSM	CSM Edison Lot	45414	5,713,227	216,977	175,380	5,320,870
CSM	CSM Water Supply System Upgrade	45415	546,042	15,864	93,515	436,663
CSM	CSM Corp Yard	45417	1,994,550	13,450	0	1,981,100
CSM	CSM Instruction Pool Replaster	45418	265,000	18,089	205,647	41,264
CSM	CSM Water Metering	45419	1,000,000	12,840	21,272	965,888
CSM	CSM Small Projects	45422	700,644	155,218	0	545,426
DISTRICTWIDE	General Capital Projects	40000	2,520,990	0	0	2,520,990
DISTRICTWIDE	College Contingency	40001	61,358,540	(22,289,968)	0	83,648,507
DISTRICTWIDE	College One Time Fd Reserve	40006	5,730,283	0	0	5,730,283
DISTRICTWIDE	Aux Services Use Fee	40007	22,584	0	0	22,584
DISTRICTWIDE	DW Construction Planning Internal Svc Fund	40009	6,501	1,996	0	4,505
DISTRICTWIDE	State Capital Project Match	40010	10,446,018	0	0	10,446,018
DISTRICTWIDE	DO Parking Lot Retaining Wall	42005	447,900	0	0	447,900
DISTRICTWIDE	DO Rm 303 Furniture Upgrade	42006	5,458	0	0	5,458
DISTRICTWIDE	DW Athletic Fields Replacement	42103	710,763	22,072	0	688,691
DISTRICTWIDE	Redevelopment Program	43001	3,646,420	337,702	0	3,308,718
DISTRICTWIDE	Physical Plant Instructional Support FY1718	43004	149,588	146,106	3,482	0
DISTRICTWIDE	Property Management	44001	4	0	0	4
DISTRICTWIDE	PE Vans Purchase	44003	303,815	0	0	303,815
DISTRICTWIDE	District Facilities Projects	44102	1,952,100	305,127	139,749	1,507,224
DISTRICTWIDE	District Funded FCI Contingency	44103	5,000,000	0	0	5,000,000
DISTRICTWIDE	District Facility Improvements	44106	111,586	(100,000)	100,028	111,558
DISTRICTWIDE	Energy Efficiency Projects Fund	44108	3,460,569	37,612	30,399	3,392,559
DISTRICTWIDE	DW L-T Support/Service/Maintenance	44111	17,069	15,918	0	1,151
DISTRICTWIDE	HMB Idle Well Termination	44113	150,000	0	97,010	52,990
DISTRICTWIDE	DW Irrigation Efficiency	44114	37,521	0	0	37,521
DISTRICTWIDE	DW CIP3 Master	45000	3,162,728	0	0	3,162,728
DISTRICTWIDE	DW CIP3 Planning	45001	15,130,839	471,551	792,327	13,866,961
DISTRICTWIDE	DW Network Core Switch upgrade	45002	72,928	135,349	7,125	(69,546)
DISTRICTWIDE	DW UPS Device(MDF/IDF) Replacement	45003	191,666	5,994	0	185,672
DISTRICTWIDE	DW Symetra UPS Device(MPOE) Replace	45004	29,475	0	0	29,475
DISTRICTWIDE	DW Network Firewall Switch Replacmt	45005	521,766	116,927	6,690	398,148
DISTRICTWIDE	DW Telephone System Replacement	45006	842,451	10,098	0	832,353
DISTRICTWIDE	DW Wireless Access Point(WAP) Repl	45007	178,266	0	11,187	167,079
DISTRICTWIDE	DW Network Switch Upgrade (10 GB)	45008	192,382	195,882	5,546	(9,045)

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* NOTE: All negative budget and expenditures reflect prior year corrections. Budgets for projects with negative balances will be revised in the next quarter.

2019-2020 Capital Projects Financial Summary
Budget Expenditures as of December 31, 2019

LOCATION	PROJECT NAME	FUND NUMBER	BEGINNING BALANCE	EXPENDITURE YTD *	ENCUMBRANCE	ENDING BALANCE*
DISTRICTWIDE	DW Server Replacement	45009	1,389,681	101,951	0	1,287,730
DISTRICTWIDE	DW Fire Alarm Panels Upgrade	45010	554,753	14,583	10,135	530,036
DISTRICTWIDE	DW Classroom Security Hardware	45011	273,538	137,379	67,960	68,199
DISTRICTWIDE	DW EAS Speaker Coverage Expansion	45014	354,102	2,155	1,385	350,562
DISTRICTWIDE	DW Video Server Upgrade	45015	43,323	0	0	43,323
DISTRICTWIDE	DW Viedo Camera Replacement	45016	711,826	15,279	0	696,547
DISTRICTWIDE	DW Classroom Projection Screen Repl	45017	52,033	8,412	1,050	42,570
DISTRICTWIDE	DW Batting Cage Upgrade	45018	482,900	19,074	0	463,826
DISTRICTWIDE	DW Technology Replacement	45019	959,676	61,955	446,783	450,938
DISTRICTWIDE	DW Solar and Energy Storage	45020	0	150	0	(150)
DISTRICTWIDE	DW Interior LED Lighting Retrofit	45021	1,219	1,219	0	(0)
DISTRICTWIDE	Facilities Excellence (Foundation)	46112	0	8,651	0	(8,651)
SKYLINE	SKY Bldg 6 Servery	42206	269,441	0	0	269,441
SKYLINE	SKY Housing	42210	13,152,589	158,594	263,444	12,730,551
SKYLINE	SKY Small Projects	42211	471,129	21,172	250,824	199,134
SKYLINE	SKY Yr19-20 SMSR Projects	43247	185,549	0	185,549	0
SKYLINE	SKY Instructional Equipment	43283	729,681	87,905	63,785	577,991
SKYLINE	SKY B6 Fireside Project	44244	100,000	0	0	100,000
SKYLINE	SKY Bldg 2 Workforce/Econ Dev't	44245	1,197,000	868,617	328,383	0
SKYLINE	SKY Bldg 12 Environmental Science	45205	10,295,674	8,288,211	560,549	1,446,915
SKYLINE	SKY Bldg 2 Workforce/Econ Dev't	45207	18,844,000	24,115	2,182,560	16,637,325
SKYLINE	SKY Lot L Expansion	45208	4,462	4,462	0	0
SKYLINE	SKY Bldg 19 and North Campus Improvements	45209	0	220	0	(220)
SKYLINE	SKY Emergency Building Repairs	45211	450,515	206,986	70,007	173,522
SKYLINE	SKY Technology and Equipment	45212	166,054	82,108	4,989	78,957
SKYLINE	SKY Accessible Path of Travel	45213	296,947	186,153	7,557	103,236
SKYLINE	SKY Bldg 5 CTTL Modification	45215	100,468	444	3,676	96,349
SKYLINE	SKY Bldg 7 STEM Center	45216	953,660	837,526	170,812	(54,679)
SKYLINE	SKY Promise Schlr WKFC Career Relo	45217	69,818	17,024	20,592	32,202
SKYLINE	SKY Bldg 3 South Wall Waterproofing	45218	247,536	2,132	65,277	180,128
SKYLINE	SKY Portable Replacement	45219	1,000,000	72,522	189,975	737,503
SKYLINE	SKY Bldg 19 Swing Space	45220	5,000,000	0	0	5,000,000
SKYLINE	SKY Bldg 1 Social Science/Creative Arts Facelift	45221	500,000	37,917	43,629	418,454
SKYLINE	SKY Small Projects	45222	599,339	227,112	114,986	257,241
		45223	14,000,000	0	0	14,000,000
	TOTAL		387,769,117.53	46,620,712.68	76,311,260.44	264,837,144.41

* NOTE: All negative budget and expenditures reflect prior year corrections. Budgets for projects with negative balances will be revised in the next quarter.

San Mateo County Community College District

Capital Projects Fund (Fund 4) - Total District

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Revenue					
1 Federal Revenue	$0	$0	$0		1
2 State Revenue	2,702,549	2,702,549	96,485	4%	2
3 Local Revenue	2,233,166	3,511,725	1,528,667	44%	3
4 **Total Revenue**	**$4,935,715**	**$6,214,274**	**$1,625,152**	**26%**	4
Expenses					
5 Certificated Salaries	$1,500	$1,500	$0	0%	5
6 Classified Salaries	3,562,405	4,901,723	1,575,375	32%	6
7 Employee Benefits	1,603,082	2,113,436	616,094	29%	7
8 Materials & Supplies	2,666,667	3,395,331	1,594,517	47%	8
9 Operating Expenses	18,922,474	20,419,647	3,396,382	17%	9
10 Capital Outlay	73,333,333	68,771,124	37,190,643	54%	10
11 **Total Expenses**	**$100,089,461**	**$99,602,761**	**$44,373,011**	**45%**	11
Transfers & Other					
12 Transfers In	$0	$135,086	$135,086	100%	12
13 Other Sources	0	9,655	420,774	4358%	13
14 Transfers out	(368,003)	(2,278,003)	(2,247,702)	99%	14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**($368,003)**	**($2,133,262)**	**($1,691,842)**	**79%**	17
Fund Balance					
18 Net Change in Fund Balance	($95,521,749)	($95,521,749)	($44,439,701)		18
19 Beginning Balance, July 1	364,478,511	364,478,511	364,478,511		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$268,956,762**	**$268,956,762**	**$320,038,810**		21

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ENTERPRISE FUND (Fund 5)
Auxiliary Fund

The Enterprise funds account for operations that the Board requires to be self-supporting. These funds are maintained independently of other District funds to facilitate the entrepreneurial nature of the activities involved and also provide the necessary flexibility to report the retail and operational requirements of these self-supporting services.

The Bookstore Fund is used to account for revenues received and expenses made to operate the District's bookstores. The Cafeteria Fund is used to account for revenues received and expenses related to contracted food service and vending operations of the District. The San Mateo Athletic Club (SMAC) accounts for revenues received and expenses related to the operations of the athletic club and aquatic center. The Community, Continuing, and Corporate Education (CCCE) is used to increase and meet educational opportunities and needs in San Mateo County.

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San Mateo County Community College District

Enterprise Fund - Bookstore (Fund 5)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	0	0	0		2
3 Local Income	7,000,000	7,000,000	3,075,178	44%	3
4 **Total Income**	**$7,000,000**	**$7,000,000**	**$3,075,178**	**44%**	4
Expenses					
5 Cost of Sales	$4,000,000	$4,000,000	$1,832,566	46%	5
6 Classified Salaries	1,988,439	1,988,439	851,138	43%	6
7 Employee Benefits	728,242	728,242	280,999	39%	7
8 Materials & Supplies	15,000	15,000	4,247	28%	8
9 Operating Expenses	600,000	600,000	198,768	33%	9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$7,331,681**	**$7,331,681**	**$3,167,718**	**43%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$0**	**$0**	**$0**		17
Fund Balance					
18 Net Change in Fund Balance	($331,681)	($331,681)	($92,540)		18
19 Beginning Balance, July 1	6,760,768	6,760,768	6,760,768		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$6,429,087**	**$6,429,087**	**$6,668,228**		21

San Mateo County Community College District

Enterprise Fund - Cafeteria (Fund 5)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	0	0	0		2
3 Local Income	350,000	350,000	195,789	56%	3
4 **Total Income**	**$350,000**	**$350,000**	**$195,789**	**56%**	4
Expenses					
5 Certificated Salaries	$0	$0	$0		5
6 Classified Salaries	87,036	87,036	51,481	59%	6
7 Employee Benefits	28,552	28,552	18,975	66%	7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	130,000	130,000	48,127	37%	9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$245,588**	**$245,588**	**$118,583**	**48%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$0**	**$0**	**$0**		17
Fund Balance					
18 Net Change in Fund Balance	$104,412	$104,412	$77,206		18
19 Beginning Balance, July 1	775,929	775,929	775,929		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$880,341**	**$880,341**	**$853,135**		21

San Mateo County Community College District

Enterprise Fund - San Mateo Athletic Club/CSM Fitness Center

		2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
	Revenue					
1	Federal Revenue	$0	$0	$0		1
2	State Revenue	0	0	0		2
3	Local Revenue	5,982,835	5,982,835	2,879,171	48%	3
4	**Total Revenue**	**$5,982,835**	**$5,982,835**	**$2,879,171**	**48%**	4
	Expenses					
5	Cost of Goods Sold	$0	$0	$0		5
6	Salaries	373,299	373,299	189,288	51%	6
7	Employee Benefits	156,846	156,846	79,097	50%	7
8	Materials & Supplies	0	0	0		8
9	Operating Expenses**	4,596,061	4,596,061	2,274,898	49%	9
10	Capital Outlay	0	0	0		10
11	**Total Expenses**	**$5,126,206**	**$5,126,206**	**$2,543,283**	**50%**	11
	Transfers & Other					
12	Transfers In	$0	$0	$0		12
13	Other Sources	218,000	218,000	118,493	54%	13
14	Transfers out	0	0	0		14
15	Contingency	0	0	0		15
16	Other Out Go	(500,000)	(500,000)	(112,939)	23%	16
17	**Total Transfers/Other**	**($282,000)**	**($282,000)**	**$5,554**	**-2%**	17
	Fund Balance					
18	Net Change in Fund Balance	$574,629	$574,629	$341,442		18
19	Beginning Balance, July 1	3,887,611	3,887,611	3,887,611		19
20	Adjustments to Beginning Balance	0	0	0		20
21	**Net Fund Balance, June 30**	**$4,462,240**	**$4,462,240**	**$4,229,053**		21

**Operating expenses consists of salaries and benefits paid by EXOS

San Mateo County Community College District
Enterprise Fund
Community, Continuing, and Corporate Education (Fund 5)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$0	$0	$0		1
2 State Income	0	0	0		2
3 Local Income	1,650,000	1,650,000	581,297	35%	3
4 **Total Income**	**$1,650,000**	**$1,650,000**	**$581,297**	**35%**	4
Expenses					
5 Certificated Salaries	$0	$0	$0		5
6 Classified Salaries	652,350	652,350	325,114	50%	6
7 Employee Benefits	308,228	308,228	106,441	35%	7
8 Materials & Supplies	68,000	68,000	33,034	49%	8
9 Operating Expenses	610,000	610,000	244,795	40%	9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$1,638,578**	**$1,638,578**	**$709,384**	**43%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$0**	**$0**	**$0**		17
Fund Balance					
18 Net Change in Fund Balance	$11,422	$11,422	($128,087)		18
19 Beginning Balance, July 1	109,635	109,635	109,635		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$121,057**	**$121,057**	**($18,452)**		21

SPECIAL REVENUE FUND (Fund 6)

This fund is used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes.

Special Revenue Funds encompass activities not directly related to the educational program of the College but that provide a service to students—and which may provide non-classroom instructional or laboratory experience for students and incidentally produce revenue and non-instructional expense.

The District maintains one such fund, the Child Development Fund, which is used to account for the activities of the child development centers at the Colleges.

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San Mateo County Community College District

Child Development Fund (Fund 6) - Total District

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Income					
1 Federal Income	$49,000	$49,000	$24,889	51%	1
2 State Income	245,475	245,475	109,903	45%	2
3 Local Income	567,000	567,000	251,176	44%	3
4 **Total Income**	**$861,475**	**$861,475**	**$385,968**	**45%**	4
Expenses					
5 Certificated Salaries	$226,843	$226,843	$116,348	51%	5
6 Classified Salaries	661,108	661,108	372,958	56%	6
7 Employee Benefits	424,834	424,834	196,012	46%	7
8 Materials & Supplies	93,996	93,996	38,345	41%	8
9 Operating Expenses	22,140	22,140	7	0%	9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$1,428,922**	**$1,428,922**	**$723,670**	**51%**	11
Transfers & Other					
12 Transfers In	$567,447	$567,447	$337,702	60%	12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	0	0	0		16
17 **Total Transfers/Other**	**$567,447**	**$567,447**	**$337,702**	**60%**	17
Fund Balance					
18 Net Change in Fund Balance	$0	$0	$0		18
19 Beginning Balance, July 1	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$0**	**$0**	**$0**		21

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EXPENDABLE TRUST FUND (Fund 7)
Student Financial Aid

Funds of this type account for assets held by the District as trustee. Funds in this category include financial aid such as Federal Student Aid PELL/SEOG, Cal Grants, and EOPS Direct Aid to Students.

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San Mateo County Community College District

Student Aid Fund (Fund 7) - Total District

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Revenue					
1 Federal Revenue	$13,521,997	$13,521,997	$6,417,607	47%	1
2 State Revenue	1,090,000	1,090,000	558,010	51%	2
3 Local Revenue	1,040,000	1,040,000	689,606	66%	3
4 **Total Revenue**	**$15,651,997**	**$15,651,997**	**$7,665,223**	**49%**	4
Expenses					
5 Certificated Salaries	$0	$0	$0		5
6 Classified Salaries	0	0	0		6
7 Employee Benefits	0	0	0		7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	0	0	0		9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$0**	**$0**	**$0**		11
Transfers & Other					
12 Transfers In	$0	$962,733	$962,583	100%	12
13 Other Sources	0	0	0		13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	(15,651,997)	(16,614,731)	(8,640,618)	52%	16
17 **Total Transfers/Other**	**($15,651,997)**	**($15,651,997)**	**($7,678,034)**	**49%**	17
Fund Balance					
18 Net Change in Fund Balance	$0	($0)	($12,811)		18
19 Beginning Balance, July 1	81,380	81,380	81,380		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$81,380**	**$81,380**	**$68,569**		21

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RESERVE FUND FOR POST-RETIREMENT BENEFITS AND EMPLOYEE HOUSING LOAN (Fund 8)
Expendable Trust

Also an Expendable Trust, the Reserve for Post- Retirement Benefits was established to reflect the District's liability that has already been incurred and continues to incur as employees earn the right to health benefits upon retirement.

This Fund has been generated by transfers made from the Unrestricted General Fund. Effective July 2009, these transfers come from all funds and are now charged as part of the benefit expense in those funds. The goal is to eventually have enough funds in this reserve to pay the ongoing costs of retiree benefits.

Fund 8 also accounts for the District Employee Housing Loan Program for first-time homebuyers that supplement the employees' down payment savings up to $150,000 and a closing cost grant for $1,000.

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San Mateo County Community College District

Reserve Fund for Post Retirement Benefits / Housing Loan (Fund 8)

	2019-20 Adoption Budget	2019-20 Adjusted Budget	2019-20 Actual To Date	% To Date	
Revenue					
1 Federal Revenue	$0	$0	$0		1
2 State Revenue	0	0	0		2
3 Local Revenue	120,000	120,000	3,264	3%	3
4 **Total Revenue**	**$120,000**	**$120,000**	**$3,264**	**3%**	4
Expenses					
5 Certificated Salaries	$0	$0	$0		5
6 Classified Salaries	0	0	0		6
7 Employee Benefits	3,300,000	3,300,000	3,300,000	100%	7
8 Materials & Supplies	0	0	0		8
9 Operating Expenses	16,000	16,000	7,035	44%	9
10 Capital Outlay	0	0	0		10
11 **Total Expenses**	**$3,316,000**	**$3,316,000**	**$3,307,035**	**100%**	11
Transfers & Other					
12 Transfers In	$0	$0	$0		12
13 Other Sources	$5,111,793	5,111,793	2,535,759	50%	13
14 Transfers out	0	0	0		14
15 Contingency	0	0	0		15
16 Other Out Go	(3,600,000)	(3,600,000)	0	0%	16
17 **Total Transfers/Other**	**$1,511,793**	**$1,511,793**	**$2,535,759**	**168%**	17
Fund Balance					
18 Net Change in Fund Balance	($1,684,207)	($1,684,207)	($768,012)		18
19 Beginning Balance, July 1	13,596,622	13,596,622	13,596,622		19
20 Adjustments to Beginning Balance	0	0	0		20
21 **Net Fund Balance, June 30**	**$11,912,415**	**$11,912,415**	**$12,828,610**		21

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SUPPLEMENTAL INFORMATION

FTE Analysis

Cash Flow Summary (12/31/2019)

CCFS-311Q Report (12/31/2019)

San Mateo County Community College District
FTES Analysis

	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18	Annual 2018-19	P1 2019-20
College of San Mateo						
Resident						
Fall & Spring	5,574	5,429	5,187	5,016	4,842	4,651
Fall & Spring (N/C*)	4	3	3	3	2	1
Summer	757	718	654	649	639	629
Summer (N/C*)	1	0	0	0	0	0
Total, Resident	6,336	6,150	5,844	5,668	5,484	5,281
Apprenticeship	62	64	94	99	101	110
Flex-time	5	8	5	5	6	6
Non-Resident						
Fall & Spring	472	642	881	966	886	670
Fall & Spring (N/C*)	1	1	1	1	0	0
Summer	31	44	64	79	74	53
Summer (N/C*)	0	0	0	0	0	0
Total, Non-Resident	504	687	946	1,046	960	723
Total, College of San Mateo	**6,907**	**6,909**	**6,889**	**6,818**	**6,551**	**6,121**
Cañada College						
Resident						
Fall & Spring	3,419	3,333	3,203	2,933	2,836	2,715
Fall & Spring (N/C*)	24	16	0	0	0	9
Summer	488	450	460	456	439	424
Summer (N/C*)	9	8	4	0	0	2
Total, Resident	3,940	3,807	3,667	3,389	3,276	3,150
Apprenticeship	0	0	0	0	0	0
Flex-time	5	6	6	5	5	5
Non-Resident						
Fall & Spring	134	216	255	225	248	226
Fall & Spring (N/C*)	2	2	0	0	0	1
Summer	16	19	30	42	35	33
Summer (N/C*)	0	1	0	0	0	0
Total, Non-Resident	152	238	285	267	282	260
Total, Cañada College	**4,097**	**4,051**	**3,958**	**3,661**	**3,563**	**3,415**

*N/C = Non-credit

San Mateo County Community College District
FTES Analysis

	Annual 2014-15	Annual 2015-16	Annual 2016-17	Annual 2017-18	Annual 2018-19	P1 2019-20
Skyline College						
Resident						
Fall & Spring	6,531	6,245	5,911	5,784	5,580	5,424
Fall & Spring (N/C*)	81	55	46	34	24	36
Summer	1,067	1,025	918	829	800	788
Summer (N/C*)	7	6	5	5	2	4
Total, Resident	7,686	7,331	6,880	6,652	6,406	6,252
Apprenticeship	2	5	3	2	2	1
Flex-time	3	4	4	4	7	4
Non-Resident						
Fall & Spring	193	276	369	408	414	399
Fall & Spring (N/C*)	4	2	3	3	2	2
Summer	23	31	35	50	50	46
Summer (N/C*)	0	0	0	0	0	0
Total, Non-Resident	220	309	407	461	465	447
Total, Skyline College	**7,911**	**7,649**	**7,294**	**7,119**	**6,880**	**6,704**
District						
Resident						
Fall & Spring	15,524	15,007	14,301	13,733	13,259	12,789
Fall & Spring (N/C*)	109	74	49	37	26	46
Summer	2,312	2,193	2,032	1,934	1,878	1,842
Summer (N/C*)	17	14	9	5	2	6
Total, Resident	17,962	17,288	16,391	15,709	15,165	14,683
Apprenticeship	64	69	97	101	103	111
Flex-time	13	18	15	14	18	15
Non-Resident						
Fall & Spring	799	1,134	1,505	1,599	1,547	1,295
Fall & Spring (N/C*)	7	5	4	4	2	3
Summer	70	94	129	171	159	132
Summer (N/C*)	0	1	0	0	0	0
Total, Non-Resident	876	1,234	1,638	1,774	1,708	1,431
Total, District	**18,915**	**18,609**	**18,141**	**17,598**	**16,995**	**16,240**

*N/C = Non-credit

San Mateo County Community College District
DISTRICT CASH FLOW SUMMARY
FOR THE QUARTER ENDING DECEMBER 31, 2019

	GENERAL FUND	Payroll Fund	GENERAL RESTRICTED FUND	INSURANCE & Debt Services FUND	CAPITAL OUTLAY FUND	CHILD CARE FUND	STUDENT AID FUND	POST-RETIREMENT RESERVES
Beg. Cash Balance in County Treasury	19,504,739.52	4,333,239.15	35,524,514.25	75,626,419.30	373,190,327.42	82,972.29	33,632.38	-
Cash inflow from operations:								
Year-to-date Income	102,761,812.81		22,442,198.60	35,980,940.37	2,181,012.52	723,670.21	8,627,806.51	2,539,023.42
Accounts Receivable	3,254,939.42	51,135.47	(631,919.64)	379,513.24	1,914,875.16	23,094.88	(110,907.82)	2,463.43
Advances / Prepaid	149,217.83	131,814.28	(148,960.48)		1,325,468.27			
Cash awaiting for deposit								
Total Income	125,670,709.58	4,516,188.90	57,185,832.73	111,986,872.91	378,611,683.37	829,737.38	8,550,531.07	2,541,486.85
Cash outflow for operations:								
Year to date expenditure	87,053,307.12		21,702,244.69	56,251,845.37	46,620,712.68	723,670.21	8,640,617.60	3,307,035.00
Deferred Income	8,293,478.32		1,115,238.45	50.50	111,168.00	62,098.00	591,812.10	
Account Payable	2,019,105.50	329,945.03	(1,330,575.76)	53,307.05	14,143,979.03	(151,028.52)		
Cash Balance From Operations	**28,304,818.64**	**4,186,243.87**	**35,698,925.35**	**55,681,669.99**	**317,735,823.66**	**194,997.69**	**(681,898.63)**	**(765,548.15)**
Other Cash inflow								
Medical Flex Plan / Revolv. Fund	-			-				
TRANs	-							
Trusts (JPA & 3CBG)								

Beg. Investment Balance

	GENERAL FUND	CAPITAL OUTLAY FUND	POST-RETIREMENT RESERVES
LAIF Balance	599.79		
County Pool Balance	-		
Special Bond		-	-
C.O.P. & Others	30,158,533.85	5,000.00	
Total Beg. Balance	30,159,133.64	5,000.00	12,441,331.83

Y.T.D. Investment Balance

	GENERAL FUND	CAPITAL OUTLAY FUND	POST-RETIREMENT RESERVES
LAIF Balance	606.95		
County Pool Balance	-		
Special Bond		-	-
C.O.P./Bank CD	30,302,007.28	5,000.00	
Y.T.D. Balance	30,302,614.23	5,000.00	11,675,783.68
Net Cash changes from Investment	(143,480.59)		765,548.15
Net changes from unrealized gain / (loss)	-	-	-

	GENERAL FUND	Payroll Fund	GENERAL RESTRICTED FUND	INSURANCE & Debt Services FUND	CAPITAL OUTLAY FUND	CHILD CARE FUND	STUDENT AID FUND	POST-RETIREMENT RESERVES
Cash Balance in County Treasury	28,161,338.05	4,186,243.87	35,698,925.35	55,681,669.99	317,735,823.66	194,997.69	(681,898.63)	0.00
Net Cash (Excluding TRANS & Trusts)	**28,161,338.05**	**4,186,243.87**	**35,698,925.35**	**55,681,669.99**	**317,735,823.66**	**194,997.69**	**(681,898.63)**	**0.00**

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD ⌄

Fiscal Year: 2019-2020

District: (370) SAN MATEO

Quarter Ended: (Q2) Dec 31, 2019

I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Actual 2016-17	Actual 2017-18	Actual 2018-19	Projected 2019-2020
			As of June 30 for the fiscal year specified		
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	170,906,514	180,413,368	202,864,193	201,794,041
A.2	Other Financing Sources (Object 8900)	359,065	331,747	845,529	918,337
A.3	Total Unrestricted Revenue (A.1 + A.2)	171,265,579	180,745,115	203,709,722	202,712,378
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	150,313,244	157,381,147	170,206,128	176,155,716
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	19,255,169	19,069,344	28,521,514	26,064,957
B.3	Total Unrestricted Expenditures (B.1 + B.2)	169,568,413	176,450,491	198,727,642	202,220,673
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	1,697,166	4,294,624	4,982,080	491,705
D.	Fund Balance, Beginning	32,185,619	33,882,785	38,177,409	43,159,488
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	32,185,619	33,882,785	38,177,409	43,159,488
E.	Fund Balance, Ending (C. + D.2)	33,882,785	38,177,409	43,159,489	43,651,193
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	20%	21.6%	21.7%	21.6%

II. Annualized Attendance FTES: This data is being captured in CCFS-320 and is no longer required here.

G.1	Annualized FTES (excluding apprentice and non-resident)				

III. Total General Fund Cash Balance (Unrestricted and Restricted)

		2016-17	2017-18	2018-19	2019-2020
		As of the specified quarter ended for each fiscal year			
H.1	Cash, excluding borrowed funds		60,444,195	49,389,130	68,046,507
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	58,741,877	60,444,195	49,389,130	68,046,507

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	201,540,815	201,751,163	101,847,645	50.5%
I.2	Other Financing Sources (Object 8900)	0	910,320	914,168	100.4%
I.3	Total Unrestricted Revenue (I.1 + I.2)	201,540,815	202,661,483	102,761,813	50.7%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	206,575,099	207,341,276	83,214,256	40.1%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	7,894,085	8,248,575	3,839,051	46.5%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	214,469,184	215,589,851	87,053,307	40.4%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-12,928,369	-12,928,368	15,708,506	
L.	Adjusted Fund Balance, Beginning	43,159,488	43,159,488	43,159,488	
L.1	Fund Balance, Ending (C. + L.2)	30,231,119	30,231,120	58,867,994	
M.	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	14.1%	14%		

V. Has the district settled any employee contracts during this quarter?   NO

If yes, complete the following: *(If multi-year settlement, provide information for all years covered.)*

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
			Permanent		Temporary			
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)?   NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?   This year?   NO   Next year?   NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

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San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-102B

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning Maintenance & Operations,
                       358-6836
                       Yanely Pulido, Interim Director of General Services, 358-6863

APPROVAL OF CONSTRUCTION CONSULTANTS

To fulfill the requirements of its Capital Improvement Program (CIP3), the District must retain consulting expertise and various construction consulting services. The professional services required by the District in support of its Capital Improvement Program are temporary or specialized in nature and District employees do not provide such expertise. Services provided include architectural and design, engineering, master scheduling, project management, program information and project controls, building commissioning, construction testing and inspection, environmental testing, construction-related legal services and documentation for construction planning, as required by the State Chancellor's office.

Listed below are prequalified consultants that the District will have under contract in support of CIP3 planning, design and construction efforts.

Firm	Board Approval Requested	Activity/Projects
A Kennedy Group	$300,000	Consulting and Support Services for General Obligation Bond Compliance, Accountability, and Reporting Requirements
AEDIS	$400,000	Architectural, Engineering and Design Services for College of San Mateo Building 19 Facelift Project
Derivi Castellanos Architects	$800,000	Architectural, Engineering and Design Services for College of San Mateo Building 19 Facelift Project
HMC Architects	$700,000	Architectural, Engineering and Design Services for College of San Mateo Building 19 Facelift Project
LPAS, Inc.	$800,000	Architectural, Engineering and Design Services for Skyline College Buildings 1 and 19 Facelift Projects
Steinberg Architects	$300,000	Facilities Master Planning Services

Funding sources for construction consultant services include Measure H general obligation bond, State and local funds.

RECOMMENDATION

It is recommended that the Board of Trustees approve these construction consultant services, as detailed above, in an amount not to exceed $3,300,000.00.

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-103B

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

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

GUIDED PATHWAYS SCALE OF ADOPTION ASSESSMENT (SOAA)

The Scale of Adoption Assessment (SOAA) is the second version of the statewide Guided Pathways assessment planning tool used by the California Community Colleges and was adopted by the system in Spring 2019. The SOAA is an assessment tool designed to help stakeholders at the college assess and address how far along they are in adopting essential guided pathways practices at scale. The SOAA tool organizes assessment of these essential practices based upon the four pillars of Guided Pathways: (1) Clarify the Path: Mapping Pathways to Student End Goals; (2) Enter the Path: Helping Students Choose and Enter a Program Pathway; (3) Stay on the Path: Keeping Students on the Path; and (4) Ensure Learning: Ensuring that Students Are Learning. Furthermore, each of these pillar areas also includes a series of equity considerations to help spark dialogue and help keep an equity focus in these guided pathways efforts. For each essential practice area, stakeholders are provided a description of what guided pathways essential practice area entails, and then they are asked to report on the scale of adoption of this practice at their college, including their current progress to date and next steps they are undertaking to moving this essential practice to scale.

The primary purpose of the SOAA required to be submitted to the CCCCO in order to receive. The SOAA is to be submitted to the state utilizing the NOVA reporting system. More information on the NOVA system can be found in a latter section of the document (titled "NOVA/SOAA Template Questions") and in the various support resources (PowerPoint slides and webinar recordings) created to accompany the SOAA. These materials can be found on the CCCCO Guided Pathways website (https://www.cccco.edu/College-Professionals/Guided-Pathways) and the CCCCO Vision Resource Center website (https://visionresourcecenter.cccco.edu).

RECOMMENDATION

It is recommended that the Board adopt each of the SMCCCD Colleges' *Guided Pathways Scale of Adoption Assessment (SOAAs)* for submission to the State Chancellor's Office no later than March 1, 2020.

Attachments:

- Exhibit A – Cañada College Guided Pathways SOAA

- Exhibit B – College of San Mateo Guided Pathways SOAA

- Exhibit C – Skyline College Guided Pathways SOAA

Preview

Details

College

Canada College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

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Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

College is a Phase 2 college in the program mapper implementation. Expected launch will be Fall 2020. Interest Areas are defined and are being organized for publication.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Complete publication of Interest Areas with labor-market information for all students.

Program mapper data entry complete by Spring 2020. Pilot launch expected for Fall 2020.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Working with faculty to resolve discrepancies as they emerge in the program mapping exercise.

Timeline for Progress to Date

Term and Year

Summer - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Complete data entry for full program mapper exercise.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

College Pathway/Interest Area Groups are currently meeting to connect job placement, career exploration and overall labor market information to programs for website upload and integration.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Connect Interest Area feedback about labor market information to Outreach and Marketing groups for successful upload to College website.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

College is a Phase 2 college in the program mapper implementation. Expected launch will be Fall 2020. Interest Areas are defined and are being organized for publication.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Program mapper data entry complete by Spring 2020. Pilot launch expected for Fall 2020.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

College is a Phase 2 college in the program mapper implementation. Expected launch will be Fall 2020. Part of the work of our interest area instructional and counseling faculty coordinators will be to work with area faculty to align courses for student fields of study.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Via our AB 705 efforts, students are more accurately placed in STEM and Statistics math pathways based on their HS GPA data and their Program of Study. This will be incorporated into the District's new CRM.

Term and Year

Fall - 2020

Term - Detail (optional)

Fall 2020

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Onboarding teams (College Recruiter, Counselors, Financial Aid staff, Admissions & Records staff, and Area Retention Specialists) continue to pilot and scale college application workshops that incorporate cash for college information, priority engagement programs (PEPs) and career exploration exercises earlier in the student onboarding experience. These sessions include coordination of program plans and schedules. Summer Bridge experiences, such as Colts-Con, are continually improved and prepared to scale up.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Define best practices from onboarding teams and experiences that align with Guided Pathways Interest Areas.

Implement Colts-Con feedback into next phase of summer bridge scaling timeline.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Summer Bridge experiences, such as Colts-Con, the Promise Scholars summer programs, and Jams (Math, Word, Physics, etc.) incorporate tools and skill building workshops to prepare students for gateway courses. These on-boarding programs introduce students to teams of mentors and faculty, discuss college and life planning to align with schedules, aim to build community, etc.

Timeline for Progress to Date

Term and Year

Summer - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to implement onboarding and course prep best practices for students and align these scaling up implementation efforts with Pathways Interest Areas and program maps. More specifically, the goal is for College summer programs to align in even stronger ways in order to eventually incorporate career exploration with skill development much earlier in the on-boarding experience.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Counselors, math faculty, retention specialists, and program services coordinators continue to work on designing educational plans that strengthen student progress to transfer level math courses within their first year. These teams also continue to incorporate academic preparation tools and skill building workshops into the on-boarding experience for students. Gateway math courses also include embedded tutoring (EPIC). College Jams (Math, Word, Physics, etc.) incorporate tools and skill building workshops to prepare students for gateway math courses.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify next steps in scaling best practices in preparing students for transfer level math courses within their first year.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Counselors, English faculty, retention specialists, and program services coordinators continue to work on designing educational plans that strengthen student progress to transfer level English courses within their first year. These teams also continue to incorporate academic preparation tools and skill building workshops into the onboarding experience

for students. Gateway English courses also include embedded tutoring (EPIC). College Jams (Word) incorporate tools and skill building workshops to prepare students for gateway English courses.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify next steps in scaling best practices in preparing students for transfer level English courses within their first year.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Interest Area groups will identify and leverage student data and best practices with academic preparation tools to scale current successful initiatives that support the intensive academic preparation of under prepared students through pre-college experiences such as First Year Experience Programs and Colts-Con.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Interest Area groups will define the critical student data and trends in best practices that they would need to inform next steps in the implementation of intensive academic preparation initiatives.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The College Recruitment, Outreach, and Marketing Teams work with Academic and Special Student Support Programs to grow and expand how these pre-college messages are clear, community-informed, and center the experiences of our students. This plan includes work with the schools within the Sequoia High School Unified School District, other local feeder schools, and community partners (Churches, non-profit community organizations, etc.).

Timeline for Progress to Date

Term and Year

Spring - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

College Recruitment, Marketing, and Outreach teams will work together to develop updated messages and marketing that incorporates the new Interest Areas, Program Mapper, and Labor Market data.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Current educational plans are defined and co-created between students and counselors. Program completion progress is currently monitored by Retention Specialists and some faculty. Current Interest Area groups are charged with defining student success teams which would then also consider stronger ways to monitor student success and overall program completion.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Interest Area groups will define student success teams which would then also consider stronger ways to monitor student success and overall program completion.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Interest Area groups and Phase Implementation Groups include a review of program maps, schedule optimization practices, and the CRM in an effort to clarify program completion timelines for students that align with educational plans. Currently, Degreeworks shows students how far they have come and what they need to do to complete their identified program of study.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Align Guided Pathways Steering Committee goals for the CRM and program completion timelines with goals of the Districtwide CRM implementation group relative to updated Interest Areas for the College

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The College has early alert, probation, and dismissal processes to work with Instructional Faculty, Counselors, and Retention Specialists. Special programs (Promise Scholars Program, EOPS, CalWORKs, etc.) also have case management system in place for Counselors to connect with students.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify next steps for scaling early alert and case management system to incorporate into Interest Area discussion and action items regarding success team roles, including counselors and retention specialists, in connecting with students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

No specific assistance is currently provided.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Collect data and best practices related to students who are not accepted to special programs to discuss within Guided Pathways Interest Area meetings.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The College hosted Strategic Enrollment Management Retreat with the Guided Pathways Steering Committee. Schedule Optimization and Programs of Study were main discussion items to include in our respective strategic plans in order to create even more student-centered schedules and programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Guided Pathways Steering Committee will incorporate Strategic Enrollment Management strategies for schedule optimization and clearer programs of study into Spring 2020 meetings and develop strategic plan to incorporate selected action items this semester.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Career Exploration and Job Placement have been identified as implementation priorities for the Guided Pathways Steering Committee along with First Year Experience and Redesigning Academic Support Systems. Program Learning Outcome alignment with Labor Market Information is a part of this discussion and implementation.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify next steps in clarifying labor market information and program of study alignment for students early in their onboarding experience.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Guided Pathways Success Teams (faculty, counselor, retention specialist), along with representatives from Special Programs, have been incorporated into the Steering Committee structure in an effort to review and scale best practices for student engagement, applied learning, and critical skills for success.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Guided Pathways Interest Area committees will identify next steps in further defining programs of study for the updated Interest Areas to ultimately strengthen instruction across programs and overall student engagement.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Guided Pathways Steering Committee, Interest Area Committees, and Phase Implementation Groups have restructured in order to incorporate job placement and career exploration along important academic support, program mapping, and schedule optimization priorities.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Guided Pathways groups will identify next steps in identifying best practices to scale.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The College is currently engaged in a campus wide update of the program review process through our participatory governance group meetings in order to align with the updated interest areas and program maps.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College participatory governance groups will review recommendations for next steps in updating the campus wide program review process to align with Guided Pathways and accreditation.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The College is currently engaged in a campus-wide update of the program review process through our participatory governance group meetings in order to align with the updated interest areas and program maps.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College participatory governance groups will review recommendations for next steps in updating the campus wide program review process to align with Guided Pathways and accreditation.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Representatives from the counseling center, career center as well as Business, Design, and Workforce work closely with students to document their learning and portfolios for employers and universities. Each of these centers and spaces are represented in the updated Guided Pathways Steering Committee structure.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Career and Transfer Center will work with the Guided Pathways Steering Committee to align Interest Area faculty with local employers and transfer institutions.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The College administered the CCSSE Survey spring 2019 and is actively engaged in reviewing CCSSE data along with local campus climate data to make local and important improvements to college process and practice for student success.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Implement college recommendations for the College that incorporate campus climate and CCSSE data.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

• Students serve on campus GP advisory committee(s)

Engagement Efforts - Details

Students continue to serve in our Guided Pathways college redesign in a variety of ways. Specifically, we have a student representative who sits on the Steering Committee and is a liaison to the Student Senate. We include our Student Senate in all Guided Pathways presentations and opportunities to build buy-in with participatory governance groups. We also work with our Student Life Manager to ensure that student representatives are included in every Interest Area group meeting as well.

Course Alignment

College is a Phase 2 college in the program mapper implementation. Expected launch will be Fall 2020. Interest Areas are defined and are being organized for publication. Onboarding teams (College Recruiter, Counselors, Financial Aid staff, Admissions & Records staff, and Area Retention Specialists) continue to pilot and scale college application workshops that incorporate cash for college information, priority engagement programs (PEPs) and career exploration exercises earlier in the student onboarding experience. These sessions include coordination of program plans and schedules. Summer Bridge experiences, such as Colts-Con, are continually improved and prepared to scale up. Current Interest Area groups and Phase Implementation Groups include a review of program maps, schedule optimization practices, and the CRM in an effort to clarify program completion timelines for students that align with educational plans.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 CCRC_SOAA_CCC_CanadaCollege-April2019-Final.pdf	Self-Assessment	2/1/2020, 6:05:45 PM	N/A

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

California Community Colleges

NOVA
PLAN. INVEST. TRACK.

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NOVA Site Version: 4.13.9

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019, November 2019

Institution Name: College of San Mateo   **Date: January 22, 2020**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). **This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.**

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In <u>column three</u>, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in <u>column four</u>, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring <mark>Not systematic</mark> Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* This fall, the college began discussion around meta- majors. In the initial inquiry phase of exploring meta- majors, the Guided Pathways Steering Committee led a Flex Day session in October to have faculty and staff sort programs into potential meta-majors groups. Through this exploration, there was significant feedback that guided the Steering Committee to modify the exercise to better capture student, faculty, staff and administrator feedback. Since the October Flex Day Session, the Guided Pathways Steering Committee has led the Institutional Planning Committee, Associated Student's and leaders from Multi-Cultural Center & Dream Center through the meta-major sorting exercise. All comments have been captured with the goal to identify major themes that will inform the development of meta-majors at College of San Mateo. Additionally, the team worked with the RP Group to	*Next steps: (1,000 character)* CSM's Guided Pathway Steering Committee plans to lead a wide range of student groups through the meta-major activities to collect feedback and analyze for major themes that will inform meta- major creation. Some of these student groups include, but are not limited to: EOPS, part-time students, evening students, Promise Scholars, incoming freshman, Veterans, Learning Communities, etc. Additionally, the team will be conducting the activities with faculty and staff across campus. By the end of Spring semester, the Guided Pathways Steering Committee will have recommendations to provide to the Academic and Classified Senate, as well as Institutional Planning Committee (IPC). *Timeline for implementing next steps:*

		acquire a data set that reflects the current natural cluster of programs based off of curriculum. This data set has served as a starting point for conversations around meta-major development and has shifted the activities from the traditional card sorting exercise to a reflection of the data set.	2019-2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:*	

1. a. Support Needed? *Type of Support - place an X next to one or more:*
 	
    Policy guidance   Connections with other GP teams
    Regional training   On campus /individual training <mark> </mark>
    <mark>Technology</mark>   Reporting/data
    Other
		Challenge or barrier: (1,000 character)
		
		N/A
			Support Needed – Detail: (1,000 character)
			
			It would be helpful to know how the recommendations that other colleges have provided their campuses have been implemented using technology and have supported the redesign of the student experience.

<mark>b.</mark> Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	*Place an X next to one:*
	
	    Not occurring
	    Not systematic
	    Planning to scale
	    <mark>Scaling in progress</mark>
	    At scale
		Progress to date: (2,500 character)
		
		Careers Services connects students to employment opportunities and internships and then helps them with Career Exploration through assessments and classes. Additionally, Career Services works directly with students on resumes, cover letters, and interview preparation.
		
		Strong Workforce and the Workforce Hub are beginning to establish a presence on campus that connects students to employment, internships and career exploration. The practice is not currently imbedded across all divisions of the college and primarily focused in certain areas. Best practices are emerging. Working ad hoc with faculty as students finish programs to connect them to employment opportunities. Sharing internship opportunities to students while they are inside a program of study. Piloting co-op and mentorship program.
			Next steps: (1,000 character)
			
			Career Services will continue to provide direct services to students through the Counseling Department.
			
			Strong Workforce will establish a physical presence on campus for the Workforce Hub. College-wide expansion will require the development of a comprehensive plan, in support of the meta-major development.
			
			Cooperative education program will be rolled out to officially provide students credit for work experience.
			
			Working to build pathways from K-12 to CSM using the Get Focused Stay Focused curriculum.
			
			Career Services & Strong Workforce will continue collaboration through regional professional development and build out communications for students to get the

			most targeted support provided on campus to meet their needs.
		Term, if *at scale* or *scaling:* Fall 2020	*Timeline for implementing next steps:* 2020-2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
1. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training ==On campus /individual training== ==Technology== ==Reporting/data== Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)* As Strong Workforce programming grows, support in the following areas would be useful: Regional training for GFSF Need labor market information, regional labor market data and regional completion data in certain programs.
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:* Not occurring ==Not systematic== Planning to scale Scaling in progress	*Progress to date: (2,500 character)* In the upcoming year, there is an entire website redesign for the college in order to capture guided pathways, employment and education opportunities. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* College-wide mapping to develop meta-majors required to develop the website content. Guided Pathways plans to work more closely with Strong Workforce and the Workforce Hub to inform on website content specific to programs. *Timeline for implementing next steps: 2020-2021*
1. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance ==Connections with other GP teams== Regional training On campus /individual training ==Technology== Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)* It would be useful to understand different approaches GP teams have taken to collect this data, keep it updated, and tools for embedding on college website.

d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* College of San Mateo has engaged all instructional divisions in the mapping the first drafts of degree and certificate pathways in Fall 2019. Kicking off the "Inventory Project" (aka Program Mapping) on Fall Flex Day, Guided Pathways Steering Committee members led faculty through the mapping process at division meetings and workshops with the goal of producing first drafts of program maps.	*Next steps: (1,000 character)* The Guided Pathway Steering Committee plans to find 2-3 online platforms to vet for the campus and provide recommendations back to the campus in terms of what tool may be most useful to host the program maps online. In addition, the team will be supporting the finalization of the program maps by working with

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:*	department lead faculty, counseling and deans. Lastly, the Guided Pathways Steering Committee has plans to partner more closely with programs such as Career Services, Strong Workforce and Workforce Hub. *Timeline for implementing next steps:* 2019-2020
1. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> Regional training On campus /individual training <mark>Technology</mark> Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)* We would like to know what platforms other colleges have used (e.g. Bakersfield Program Mapper) to host the program maps online. In addition it would be helpful for the team to learn more about how other campuses have partnered with the Curriculum Committee to support this piece of the work.
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* With AB 705, there have been major structural changes to math course sequencing. Math faculty meet regularly to address the needs of AB705 and scaling across the college. Term, if *at scale* or *scaling:* Fall 2019	*Next steps: (1,000 character)* Math faculty will analyze year-long data from 2019-2020 to inform alignment. *Timeline for implementing next steps:* 2019-2020

1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: - Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? - For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? - Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* The GP team is currently working to finalize the mapping process with college faculty. They are also in the beginning stages of meta-major development that will inform and serve as a platform to connect students to career/college options. Careers Services connects students to employment opportunities and internships and then helps them with Career Exploration through assessments and classes. Career Services works directly with students at all stages of their education to develop resumes, cover letters, and interview preparation. The Workforce Hub has been making plans for the Fall 2020 opening where they will connect students to additional services through co-op, internships and provide expansion of career fairs.	*Next steps: (1,000 character)* The Workforce Hub will be moving into its own area on campus, providing students with a structured space where they can go to get assistance. *Timeline for implementing next steps:* 2020

		Term, if *at scale* or *scaling:*	
2. a. Support Needed? *Type of Support - place an X next to one or more:*		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other			
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	Progress to date: (2,500 character) This has been occurring in pockets around campus, specifically in Learning Communities and other student programs such a MESA and Promise Scholars Program. MESA provides cohorting class for MESA students (Math 225) and provides free books, tutoring and student imbedded tutoring for those classes. They have also cohorted students into Engineering 100 class for students interested in engineering and provide workshops related to student success and academic strategies for math/physics. Term, if at scale or scaling:	*Next steps: (1,000 character)* The college needs to develop a systematic approach to cohort students and identify what special supports can be provided for students in major program areas. *Timeline for implementing next steps:* 2020-2021
2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of	*Place an X next to one:* Not occurring Not systematic	*Progress to date: (2,500 character)* (See 2B)	*Next steps: (1,000 character)* Math faculty will analyze year-long data from 2019-2020 to inform alignment.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
their first year. *(Note: This practice was added to the SOAA in February 2019)*	Planning to scale <mark>Scaling in progress</mark> At scale	The college is in the first full year roll out of AB705 curricular changes and student support. Per AB705 requirements the College is placing students directly into transferable level math. Math 120 (intermediate algebra) can be taken with Math 820, which provides students with a review of core prerequisite skills, competencies and concepts for intermediate algebra. Students can also enroll in Math 200 (statistics) and take the corequisites math 800, just in time support for statistics. Math has also expanded their Math Jam offerings into the semester to provide just in time remediation for students. Term, if *at scale* or *scaling:*	*Timeline for implementing next steps:* 2020

2. c. Support Needed? *Type of Support - place an X next to one or more:*		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
Policy guidance Regional training Technology Other	Connections with other GP teams On campus /individual training Reporting/data		

d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark>	*Progress to date: (2,500 character)* Similar to Math, English per AB 705 requirements is also only offering transferable English classes. For those students who need the	*Next steps: (1,000 character)* Faculty continue to meet to review best practices. Faculty are also engaging in faculty inquiry groups or

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	At scale	supplemental support, the English department offers English 105. This course has an additional two units compared to the colleges transferable English 100 class. Students spend additional time working with faculty and receiving the additional support needed to be successful in the course. Embedded tutors also being included in some English 105 courses. Students interested in additional college prep support are guided to take IDST College 1 with the English professor. Term, if *at scale* or *scaling:*	community practice groups in curriculum and pedagogy. *Timeline for implementing next steps:* 2020
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*Place an X next to one:* Not occurring <mark>Not systematic</mark> Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* CSM provides varying support services and programs to ensure student success. From EOPS, Multi-Cultural/Dream Center to Promise Scholars Program, each provides extensive wrap around support to ensure that their cohort of students are successful in school. The college has also been scaling up their SI tutor program. Through these programs and others, students are also	*Next steps: (1,000 character)* To be able to provide this type of support to students the college will need more faculty and staff. The college and entire district need to assess their needs so that they can make appropriate budget decisions. This is an essential practice, which needs to be implemented districtwide.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		connected to Counseling Courses, Math & Word Jams and support for access appropriate level math courses and math supports. Term, if *at scale* or *scaling:*	*Timeline for implementing next steps:* 2020-2021
2. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress At scale	*Progress to date: (2,500 character)* College of San Mateo recently hired a Director of Dual Enrollment and Promise Scholars program. With this new position, the college has tackled dual enrollment. The college's dual Enrollment program is growing within the career education field, and the director is continuously making partnerships. The College now offers dual enrollment courses at varying local high schools in the areas of accounting, administration of justice, business, and ESL. In addition to the new director the college has had a college recruiter and student ambassador team. This team does outreach at local high schools consistently and provides matriculation support to students as	*Next steps: (1,000 character)* Continue to grow dual-enrollment programs to ensure students are motivated and prepared to enter college coursework in an area of interest. The college intends to establish CCAP agreements with our partner high schools to ensure access for underrepresented students. *Timeline for implementing next steps:* 2019-2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		they transition. The recruiter has created positive relationships with the college counselors with our partner high schools Term, if *at scale* or *scaling:*	
2. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

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GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	*Place an X next to one:* Not occurring ==Not systematic== Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Some programs like EOPS, Promise Scholars Program and the Learning Communities provide intrusive academic and counseling support that monitor unit completion. Specifically, Promise Scholars Program is working to monitor unit completion towards a degree or certificate. Best practices are emerging. The Equity Committee is collaborating with the Guided Pathways Team to this systematic support and promote these processes campus-wide. These supports include Jams, Supplemental Instruction, and a variety of services offered in the Centers. The development of meta-majors will support the structure of this work. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Develop meta-majors and identify promising practices from programs that already monitor program completion and replicate systemically across campus. *Timeline for implementing next steps:* 2021-2022

3. a. Support Needed? *Type of Support - place an X next to one or more:*		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
Policy guidance	Connections with other GP teams	It would be helpful to know the direction that other colleges have taken to establish these practices within their GP redesign, including the technological systems utilized to maintain this work.	Current structures do not support this work at scale.
Regional training	On campus /individual training		
Technology	Reporting/data		
Other			

b. Students can easily see how far they have come and what they need to do to complete their program.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* The College had completed the inquiry process and is beginning to take an inventory on current processes to create program maps that will help clarify the path for students. In addition, there are current technologies such as DegreeWorks that allow for this type of information to be accessed. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Once the inquiry and inventory process is complete, the teams will work on creating pathways. Additionally, the GP team should explore the functionality of DegreeWorks to inform students in the context of the program map information. *Timeline for implementing next steps:* 2020

3. b. Support Needed? *Type of Support - place an X next to one or more:*
   Policy guidance   Connections with other GP teams
   Regional training   On campus /individual training
   ==Technology==   ==Reporting/data==
   Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	*Place an X next to one:* Not occurring ==Not systematic== Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Cohorts of students in Promise Scholars and Learning Communities are alerted by faculty and advisors when they are at risk of falling of their program plans. These measures will be replicated for all students to ensure they remain on the path. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* This process will be refined and scaled in collaboration with the Counseling Department, Student Support Services, and the Academic Divisions. Additionally, with the roll out of the CRM in the next year, faculty and staff will begin to have access to this important data and we will begin to work with the reporting system to inform next steps. *Timeline for implementing next steps:* 2020

3. c. Support Needed? *Type of Support - place an X next to one or more:*	*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

Policy guidance	Connections with other GP teams		
Regional training	On campus /individual training		
Technology	Reporting/data		
Other			

d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Support for students who are unlikely to be accepted into limited-access programs is addressed on an individual basis. More research needs to be done to understand the need and the opportunity to address student needs. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* As the GP team works on the inventory process, the data gathered will help identify how to address this need. *Timeline for implementing next steps:*
3. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	*Place an X next to one:* Not occurring <mark>Not systematic</mark> Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* For the student cohorts in Promise and Learning Communities as well as in Career Education, scheduling is done with the students' goals in mind. As part of the inquiry process, the college has been studying various scheduling models. A team of faculty, staff, and administrators will be attending training on Strategic Enrollment Management in 2019-2020. The process of scheduling of classes will be adjusted based on the team's recommendations.	*Next steps: (1,000 character)* The process that have proved to be successful will be used to inform changes that need to be made on the college level. *Timeline for implementing next steps:* 2019-2021

		Term, if *at scale* or *scaling:*	
3. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams ==Regional training== On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Completion of SEM Academy	*Challenge or barrier: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress ==At scale==	*Progress to date: (2,500 character)* Program learning outcomes were reviewed as part of Program Review in Fall 2018. Industry advisory boards and ADT requirements help ensure curriculum are aligned with the skills students need for further education and employment. Term, if *at scale* or *scaling:* For many years, since we've had agreements with our transfer institutions: CSUs and UCs.	*Next steps: (1,000 character)* Continue to analyze course and program offerings and review them after metamajors are developed. Grow advisory boards to be more representative of the employment opportunities for students. *Timeline for implementing next steps:* 2020-2021
4. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This*	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Institutional Learning Outcomes ensure a set of shared learning outcomes are met across the college. Program Review has been modified to incorporate an analysis of these skills in various programs.	*Next steps: (1,000 character)* Continue to assess ILOs on a regular basis and use this information to help inform college planning processes.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
practice was added to the SOAA in February 2019)		Term, if *at scale* or *scaling:* Spring 2016	*Timeline for implementing next steps:*
4. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	*Place an X next to one:* Not occurring <mark>Not systematic</mark> Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Opportunities for students to apply and deepen knowledge through the variety of out of class engagements happens in program across campus where curriculum and industry align. Some programs such as Career Education and Business classes incorporate these opportunities into the curriculum. An example of the integration includes company site tours; career fairs; some internship placement as need/requested by students. Through Workforce Hub, the co-op program is being piloted through Business 672 Spring 2020. Clinical placements occur within the Nursing Program. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* The opening of the Workforce Hub will also create more opportunities to scale up. The co-op will officially launch in Fall 2020. *Timeline for implementing next steps:* 2020-2021

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
4. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance ==Connections with other GP teams== Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* We would like to know more about the process for integrating these programs into meta-majors or any information about the connection between Workforce opportunities and guided pathways.	*Challenge or barrier: (1,000 character)* For the development of the workforce hub, the Physical space is currently limited and decentralized. A goal is to establish a way to refer students to services without getting lost throughout campus.
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress ==At scale==	*Progress to date: (2,500 character)* Faculty have been working on meaningful way to assess outcomes to inform programs through piloting new assessment measures. Term, if *at scale* or *scaling:* 2017	*Next steps: (1,000 character)* Findings from this assessment technique will guide future work. *Timeline for implementing next steps:*
4. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

| e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | *Place an X next to one:*
Not occurring
Not systematic
Planning to scale
Scaling in progress
<mark>At scale</mark> | *Progress to date: (2,500 character)*

Program Review and Assessments are used to inform Professional Development activities, such as the, New Faculty Institute and the Enacting Educational Equity Series for faculty and staff. Three of our committees just consolidated, Professional Development, Assessment, and Library to ensure an even more deliberate connection between assessment outcomes and learning. Professional | *Next steps: (1,000 character)*

Continue to assess current efforts and look for ways to utilize outcome assessments to improve learning for students.

Timeline for implementing next steps:
Continuous |

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		development on campus is guided by program review, committee purview and educational needs of students. Term, if *at scale* or *scaling:* 2016	

4. e. Support Needed? *Type of Support - place an X next to one or more:*
 	
    Policy guidance   Connections with other GP teams
    Regional training   On campus /individual training
    Technology   Reporting/data
    <mark>Other</mark>
		Support Needed – Detail: (1,000 character)
		
		As distance education continues to grow, it is critical to also look to building out online opportunities and communities for faculty and staff to engage in a convenient and sustainable way. Identify strategy and platforms for this work will be important.
			Challenge or barrier: (1,000 character)

<mark>f.</mark> The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	*Place an X next to one:*
	    Not occurring
	    <mark>Not systematic</mark>
	    Planning to scale
	    Scaling in progress
	    At scale
		Progress to date: (2,500 character)
		
		This is occurring in a variety of programs around campus, such as Digital Media, Business, Art, Accounting, Drafting & Electronics classes to name a few. Students will create portfolios, e-portfolios, pitch decks to document and showcase learning. With the support of Guided Pathways we can bring this practice to scale by building infrastructure through each cluster.
		
		Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			
			We will investigate this opportunity campus-wide with support from Career Services, Workforce Hub and Guided Pathways.
			
			Timeline for implementing next steps:
			2021-2022

4. f. Support Needed? *Type of Support - place an X next to one or more:*
 	
    Policy guidance   Connections with other GP teams
    Regional training   On campus /individual training<mark> </mark>
    <mark>Technology</mark>   Reporting/data
    Other
	Support Needed – Detail: (1,000 character)
	
	To help scale this practice, it would be useful to know what technology supports the creation of portfolios in a meaningful way for students, and the feasibility to acquire or utilize existing technology.
		Challenge or barrier: (1,000 character)

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* Our Research Office (PRIE) regularly surveys students to learn about their experience at CSM. This information is used in some areas locally, such as in support centers, to help guide instruction and support services. In addition, PRIE works actively with assessment and Teaching and Learning Committee to inform Professional Develop offerings. (see 4E). *Term, if at scale or scaling:*	*Next steps: (1,000 character)* *Timeline for implementing next steps:* Continuous
4. g. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character*	*Challenge or barrier: (1,000 character)*

Additional REQUIRED questions:

Student Engagement and Support
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:* Student survey(s) Other: <mark>Student focus groups; Students serve on campus GP advisory committee(s); development of Student Advisory Committee in progress</mark>
	Engagement Efforts - Details: (1,000 character) Students have served on the GP advisory committee since it began in November 2017. There has been rotating membership of students and students who advise on one-off events. For Spring 2020, GP will be forming a Student Advisory Committee that meets separately from GP and with GP to inform and discuss upcoming work plans. The Student Advisory will be made up of student representatives with a range of experience with the institution.
COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*
	Course Alignment - Details: (1,000 character) Minimally. Currently College of San Mateo is focused on Strategic Enrollment Management and program mapping. The Strategic Enrollment Management Academy continues to inform this work. Additionally, the Guided Pathways team effort to complete program mapping will allow the college to take a step into exploring the alignment of course offerings with student education plans.

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	**Optional:** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.*
Title:	

Follow-up Contact Person(s):
Challenge: (1,000 character)
Success Story: (10,000 character)
Outcomes: (1,000 character)

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:
 	
    Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
 	
    Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
 	
    Decrease the average number of units accumulated by California Community College students earning associate degrees
 	
    Increase the percent of exiting CTE students who report being employed in their field of study
 	
    Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
 	
    Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Preview

Details

College

Skyline College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

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Approvers

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Dr Jannett Jackson Interim President jacksonjannett@smccd.edu (650) 738-4111
Awaiting Submittal

Academic Senate President

Kate Williams Browne
Professor/Department Chair
brownek@smccd.edu
(650) 738-7092

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- All of Skyline College's Degrees and Certificates have been organized into four Meta Majors based on overlapping course work, career trajectories, and types of support needed.
- Marketing campaigns have occurred across campus and with local feeder high schools to inform current and potential students of Meta Majors and the benefits of the redesigned structure in terms of declaring a degree or certificate as well as receiving tailored support once an educational goal is identified.
- Campus events such as Preview Day (in the Spring) and Meta Majors Week (in the Fall) help to introduce students to Meta Majors, career opportunities within the various Meta Majors as well as build community.
- Meta Majors are organized and marketed on the website at http://www.skylinecollege.edu/metamajors.
- Alignment of many services across campus (learning center, career preparation and job placement, counseling, etc.) to Meta Majors.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Improve outreach to local feeder high schools as well as current students to increase awareness of Meta Majors and Meta Major related supports.

- Work with enrolled students will occur through support of faculty and staff to incorporate Meta Majors and into classes and activities on campus.
- Refinement of events such as Preview Day and Meta Majors Week will support incoming students as well as currently enrolled students.

Term and Year

Spring - 2020

Term - Detail (optional)

This will be an ongoing effort as we continue to redesign Skyline College to be more focused on Meta Majors.

Next Steps Toward Implementing Practice at Scale

Continue to update the website to align with Meta Majors and provide more timely degree and career focused information to prospective and current students, including: regional employment opportunities and projected earnings for different career options.

Term and Year

Summer - 2020

Term - Detail (optional)

This will be ongoing. We are currently working with Academic Programs to update Program websites as part of the Comprehensive College Redesign.

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Career milestones are embedded in program maps.
- Faculty have identified skills that students need to develop to be successful in their chosen career path and are in the process of recommending courses and activities on campus and in the community that can support development of those skills.
- Strategic Partnerships and Workforce Development has developed a comprehensive suite of services to support career development and job placement customized specific to meta majors that includes: Networking and LinkedIn Profile Creation and Photo, Resume Development, Interview Preparation and Job Search.
- Job Placement program function has fully launched and is being delivered to students across campus and customized by Meta Major
- Career Readiness and Job Placement programming has been Integrated across programming for key stakeholder groups: Promise Scholars, Middle College, Dual Enrollment, Specialty programs/Learning Communities, Career Education Pathways, Adult Education, designed specifically to serve each meta major.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Incorporate degree and certificate specific career milestones into each of the Program Maps.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Strategic Partnerships and Workforce Development will partner with lead instructional faculty to integrate suite of services into student outcomes work with faculty to incorporate ePortfolio as well as expanded employer engagement opportunities into curriculum.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Lack of relevant and timely information on local labor and job data and the identification of local employers.

Support Needed - Detail

The Chancellor's office could assist colleges in aligning educational pathways to career-path, economic opportunities in the colleges' respective regions. An educational coordinating board similar to other states' boards for the system or specifically, with a focus on workforce development. Statistics on career opportunities in the state and local area as well as information on expected salary that could be incorporated into the website would help with the relevance of the website as well as help to inform students when they are making decisions about career and thereby major.

Type(s) of Support

- Technology support

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Living wage job opportunities and paid internships specific to Meta Majors are marketed bi-monthly to students, faculty and the community.
- Academic program webpages have a "Career Outlook" section with brief summaries of foundational job skills and a few examples of careers in the field, which in some cases include salary.
- Instructional faculty have been consulted on top career opportunities associated with each of the degrees and certificates.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Marketing and Director of Guided Pathways are working with all instructional divisions to update program websites with career information.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Strategic partnerships and Workforce Development is working with marketing to launch website splash pages that will include the following: Top Careers in each pathway, Wages of Careers in Pathway, Characteristics of Students Successful in this pathway, Key Employers in Pathway and 4+year educational options that are available.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- All students that are SSSP eligible, complete an abbreviated Student Educational Plan during matriculation.

- Instructional faculty along with counselors have created program maps for each of the degrees and certificates that outline the order in which core required courses should be taken.
- Instructional faculty have begun to identify General Education courses that develop skills necessary for students to be successful in their respective programs of study.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Make Program Maps accessible to students on the website, including information on GE recommendations for each of the degrees and certificates.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Challenge 1: Lack of alignment between CSUs and UCs makes the work providing program maps that meet most students needs overly complicated and misleading for students.

Challenge 2: Colleges and districts were asked to align local goals to the Vision for Success goals last year but Guided Pathways was not included in this which does not promote prioritization of Guided Pathways work at the Colleges.

Support Needed - Detail

Support Needed for Challenge 1: Improved coordination between CCC, CSU, UC systems to align transfer requirements and clearly communicate them to the Colleges.

Support Needed for Challenge 2: Include Guided Pathways goals in the next revision of alignment of the local goals to the Vision for Success goals, which would promote local College commitments to continue to plan within a Guided Pathways framework. This would support those colleges that do not have an institutional focus to implement Guided Pathways strategies to be able to do so, and provide a framework for all institutions to connect all of the moving parts collectively and collegially. This would further promote the integration of instruction, student services, and administrative services functions to collaborate and integrate to build cohesive program development and support for students.

Type(s) of Support

- Policy guidance

- Other

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- All math offerings have been assigned to one of two pathways. The B-STEM math pathway for Business, Entrepreneurship, and Management and Science, Technology, and Health Meta Majors and the SLAM Math Pathway for Society and Education and Arts, Languages, and Communication Meta Majors.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to align Academic Supports, included imbedded tutoring, within Math Pathways to increase success rates for all students.

Term and Year

Spring - 2020

Term - Detail (optional)

This is an ongoing effort as we assess the impacts of AB705 and work to increase student success in Math classes across pathways.

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Increased exposure of high school students to different career options through dual enrollment programs at multiple feeder high schools.
- Development of Meta Major Preview Day, which is designed as a day for all incoming students to explore Meta Majors and career opportunities within each of the Meta Majors.
- Implementation of "MyMajors" assessment during student orientatio0n for students to begin to identify their career and program interests. The results of the assessment are then utilized during the first counseling appointment to identify their Meta Major or whether they are still exploring, in which case they are connected with additional supports.
- Development and Delivery of Career development/Readiness benchmarks across programming focusing on designing a LinkedIn profile, resume development, cover letter creation and LinkedIn Learning training engagement leading to job placement, etc.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Refine support for "Exploring Students" by developing a campus-wide approach to support exploration that integrates the roles of instructional and counseling faculty.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Expand the use of MyMajors through incorporation into new Constituent Relationship Management tool (CRM) so that information can be access by each of the members of a Student Success Team.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

CCCApply does not support student exploration or allow the institution to identify exploring students to provide support in their exploration process.

Support Needed - Detail

Update CCCApply to allow students to engage in exploration and to identify their level of certainty in the program that they have chosen.

Type(s) of Support

- Technology support

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- The Learning Center has prioritized embedding academic supports into highly enrolled courses with lower success rates, including imbedded tutoring and supplemental instruction.
- The Peer Mentoring Program has expanded to offer peer academic and "soft skills" coaching through peer mentors and retention specialists.
- Increased support (retention specialist and dedicated counselor) has been added in the STEM center to support STEM students' specific academic needs.
- Academic Support has partnered with Promise Scholars Program to share usage data and provide additional safety nets for students needing additional support.

- Retention specialists are collaborating with Counselors in Counseling 100 courses to introduce services on campus and encourage usage by students.
- In-class, by request tutoring and workshop model has been introduced to support faculty and students in the classroom on an as-needed basis.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Develop Student Success Teams strategy through which Instructional and Counseling faculty partner with academic support to proactively support students in gateway courses through a data informed case management system. This strategy would include:

- Working with faculty to improve processes for reviewing course success rates and using pedagogical approaches to address matters of culturally relevant curriculum and data informed practices; and
- Creating differentiated academic support plans for students based on the level of support needed as identified by counselors.

Term and Year

Fall - 2020

Term - Detail (optional)

Planning for this is underway now.

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Co-requisites are being offered for roughly a third of all "gateway" math courses.
- Math tutorial lab has increased staffing specifically for areas with higher demand (statistics, intermediate algebra and calculus)
- Increased offerings with embedded tutoring and Supplemental Instruction support in co-requisite math sections
- Tutoring for courses in STEM related Math classes (such as Calculus series) are now offered in STEM Center and thereby more accessible to students in STEM pathways.
- Implemented an in-class, by request tutoring and workshop model to support faculty and students in the classroom.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Develop Student Success Teams strategy through which Instructional and Counseling faculty partner with academic support to proactively support students in gateway courses through a data informed case management system. This strategy would include:

- Working with faculty to improve processes for reviewing course success rates and using pedagogical approaches to address matters of culturally relevant curriculum and data informed practices; and
- Creating differentiated academic support plans for students based on the level of support needed as identified by counselors.

Refine Early Alert System for instructional faculty to communicate mid-semester progress to students and counselors.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

The Guided Pathways work is crucial for identifying how to ensure students enter into their pathway and mitigate students taking excess units, but currently AB 705 implementation is not being connected as a component of Guided Pathways work at the statewide level.

Support Needed - Detail

A comprehensive analysis of the implementation of AB 705 across colleges to identify how institutions are streamlining efforts to appropriately place and support students in pre-transfer and transfer level math and English, especially with disaggregated data to learn of impact on historically minoritized communities. Connecting the work of AB 705 implementation with Guided Pathways work would support colleges, as they engage in comprehensive redesign efforts

Type(s) of Support

- Technology support
- Reporting/data

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- ENGL 105 was scaled to provide transfer-level English in a 5-unit format. The additional 2 units of time with the instructor provide the time needed to support students who would have been placed in developmental English in the past.
- Embedded tutors and Supplemental Instruction have been added to some ENGL 105 sections and we will continue scaling up to ensure that more students receive support as they enter their transfer-level English. Learning Center and English faculty are working collaboratively to find additional embedded tutors and supplemental instructors.
- Prioritization of embedded tutors in ENGL 105 and ESOL courses.
- Increased collaboration between Learning Center and English Department to identify key skill gaps in order to prepare peer academic support services more intentionally
- Implemented an in-class, by request tutoring and workshop model to support faculty and students in the classroom.
- Providing online access to directed learning activities (DLA).

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Develop Student Success Teams strategy through which Instructional and Counseling faculty partner with academic support to proactively support students in gateway courses through a data informed case management system. This strategy would include:

- Working with faculty to improve processes for reviewing course success rates and using pedagogical approaches to address matters of culturally relevant curriculum and data informed practices; and
- Creating differentiated academic support plans for students based on the level of support needed as identified by counselors.
- Refine Early Alert System for instructional faculty to communicate mid-semester progress to students and counselors.
- Work more closely with faculty to recommend and mentor tutors and supplemental instruction leaders.
- Increase access to tutoring, peer mentoring, and Supplemental Instruction through Student Success Team model.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Established Math Faculty Community of Practice in which Math Faculty meet every Friday for professional development with counselors and instructional aids to discuss embedded counseling and tutoring as well as other ways to support students in Math classes.
- Peer Mentors work with Counselors in COUN 100 courses to introduce students to supports available on campus.
- Collaboration between Disability Resource Center and The Learning Center to develop and deliver individually customized plans for students most in need of support.
- Increased and improved communication between programs (Promise, DRC, TRIO, etc).

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Establishment of Educational Access Center to support all students and make supports more accessible and less stigmatized.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Develop Student Success Teams strategy through which Instructional and Counseling faculty partner with academic support to proactively support students in gateway courses through a data informed case management system. This strategy would include:

- Working with faculty to improve processes for reviewing course success rates and using pedagogical approaches to address matters of culturally relevant curriculum and data informed practices; and
- Creating differentiated academic support plans for students based on the level of support needed as identified by counselors.
- Refining Early Alert System for instructional faculty to communicate mid-semester progress to students and counselors.
- Working more closely with faculty to recommend and mentor tutors and supplemental instruction leaders.
- Increasing access to tutoring, peer mentoring, and Supplemental Instruction.
- Developing proactive program to provide intervention early on for students who need additional support in order to avoid probation.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Concurrent enrollment programs embedded at multiple feeder high schools that work with students from historically underserved communities and support their enrollment in higher education. Programs are currently serving approximately 200 students across multiple high schools.
- Increased number of sections offered in feeder high schools, including: Math, English, General Education, and CTE.
- Established Counselor LiaisonProgram with all feeder high schools in which Counselors go to the high school campuses and delivers all matriculation steps from orientation to initial counseling appointment and "registration parties."
- Changes to our assessment processes have resulted in increased percentage of students accessing college level courses. In addition, the creation of co-requisite course support options have facilitate success.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to expand concurrent enrollment and work with local feeder high schools to:

- Focus on Pathways within Meta Majors while informing students of the Meta Majors and embedded supports; and
- Enhance communication and collaboration with curricular alignment between Math and English at Skyline College and high school partners.

Term and Year

Spring - 2020

Term - Detail (optional)

This work is ongoing.

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Implemented Meta Major Counseling Model in which Counselors are assigned a Meta Major and shared case load of students within the Meta Major to better support students with their individual needs.
- Meta Major Counselors have access to semester data detailing student progress.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Provide progress data to instructional faculty through Student Success Teams so that they may work collaboratively with Counselors to support student progress.
- Improve reporting mechanism to be more dynamic so that Counselors have access to real-time data when working with students.
- Develop system for communication with students to remind them of deadlines, encourage their progress, and offer support.
- Develop technological tool to alert students when a decision will take them off of their educational plan and the impacts in terms of time to completion.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Current technology is not up to date and makes it difficult for Counseling and Instructional faculty to support students.

Support Needed - Detail

Maintain Assist.org and increase the user-friendliness so that members of a students success team (counselor, faculty, peer mentor, retention specialist, etc.) are able to use it to support students in understanding their progress toward degree completion and transfer.

Type(s) of Support

- Technology support

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Through the use of Degreeworks, students can see the percentage of their program that they have completed as well as remaining requirements for completion.
- Initial Program Maps for each of the Degrees and Certificates are published on the website.
- Instructional faculty have worked to updated Program Maps to incorporate Core Required Courses along with GE courses by Degree and Certificate.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Provide progress data to instructional faculty through Student Success Teams so that they may work collaboratively with Counselors to support student progress and to encourage students to complete Comprehensive Student Educational Plans.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Assist.org is not maintained in a way that allows students and their support team to reliably monitor their progress.

Support Needed - Detail

Update Assist.org so that it is up to date and able to accurately represent student progress along their pathway.

Type(s) of Support

- Technology support

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Counseling and Instructional Faculty have worked to develop early alerts that will be incorporated into technology upgrade. This collaboration included what information should be communicated and to whom as well as follow-up responses to early alerts.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Implementation of Constituent Relationship Management system will enable early alerts to be submitted by instructional faculty to counselors.

Development of Student Success Team Model in which each member (Instructional Faculty, Counselor, Academic Support, Retention Specialist) have access to student data will allow all members of the team to support students at risk of diverging from their Program Map.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Colleges do not understand the admissions process for many impacted programs and thus are unable to properly support students looking to enter them.

Support Needed - Detail

Develop closer relationship with 4-year institutions to be able to support transfer of students into highly impacted programs with more clear and transparent communication to Colleges who are working with transfer students.

Type(s) of Support

- Other

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Counselors discuss options with students to inform them of their options and identify potential alternatives, but this practice is not systematic across programs at this point.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Collaborate with impacted programs to establish process to support students who are not admitted.
- Through Student Success Team model, provide systematic support to students pursuing impacted programs by identifying other options that exist on campus through various Meta Major related events that expose students to alternatives early in their Pathway.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

There are not enough programs to support students in certain areas such as nursing.

Support Needed - Detail

Expand offering of 4-year degrees in the California Community College System to include impacted areas so that there is additional capacity commensurate with demand from both students as well as local job markets.

Type(s) of Support

- Policy guidance

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Instructional Divisions are working to establish schedules based on student need and in cooperation across divisions and disciplines to eliminate scheduling conflicts. This work is informed by the development of program maps and an understanding of the courses that students need to take to complete their degrees on time.
- Piloting Consolidated course schedules for Promise Scholars for three Pathways in which Instructional Deans are working together to schedule courses for the incoming cohort of students.
- Math and English courses are currently being offered blocks so that students have the ability to self-assess and change courses if needed within the add-drop period.
- Some programs are developing two-year schedules so that students know when courses will be offered in future semesters.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Continue to use Program Maps to identify student needs and create schedules accordingly.
- Develop two year schedules for additional programs that can be incorporated into the next iteration of Program Maps and work with Counseling Faculty to share this information with students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Instructional faculty have completed skills assessments to identify skills needed for students to succeed in various disciplines and careers and are working to align program maps so that students are developing skills through core required and general education courses.
- Program Student Learning Outcomes (PSLOs) exist for all degrees and certificates. Those for CTE programs have career focused outcomes but most non-CTE programs do not.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Continue to support faculty to identify skills needed for students to succeed in their relative disciplines and careers.
- Increased coordination between Job Placement Coordinators and Instructional Faculty to understand career related skills and with Counseling Faculty to communicate information to students in initial and subsequent counseling appointments.
- Continue to build program maps to address skills development through Core Required Courses, GE Courses, and opportunities on campus.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Five year review of C-ID curriculum for some disciplines is not fast enough to keep pace with changes to industry (for example: business and business software) and thus some programs curriculum lags behind industry needs.

Support Needed - Detail

Update C-ID process to be reflective of the pace at which industry needs change.

Type(s) of Support

- Other

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Center for Transformative Teaching and Learning works to identify best practices and ways to engage students in active learning and workshops are facilitated at Flex events throughout the semester.
- Developed a series of GE courses contextualized to interdisciplinary themes. Faculty teaching courses work together to connect curriculum across disciplines as well as to campus events.
- Design Team along with GE inquiry team and curriculum committee are working to identify courses that are introductory for each of the Meta Majors and programs in an effort to incorporate skills, pedagogies, best practices, and engagement techniques to support student success.
- Surveyed faculty on skills and "ways of knowing" incorporated into courses and used this information to connect faculty from diverse areas to better understand range of GE options in an effort to make better informed recommendations to students.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Continue to expand Contextualized Thematic GE offerings to scale to additional themes and additional courses.
- Connect campus professional development activities to identified needs of students.
- Use ePortfolio as a mechanism for students to capture, articulate, and show evidence of their learning for self-reflection, transfer, and job placement.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Current system of traditional education and assessment does not adequately prepare students to be successful in further education and career as well as a competency based education would. Competency-based learning is essential to completion and could fill the gaps to meet workforce needs.

Support Needed - Detail

Determination of a common definition for competency based learning, policies and procedures around implementation, and funding mechanism to support the infrastructure needed to do the evaluations and cover the loss of FTES, if students were to earn credit through a competency-based exam.

Type(s) of Support

- Policy guidance

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Internships, co-ops, clinical placements, service learning, and study abroad opportunities exist within and separate from classes. While these opportunities exist, they are generally not connected to coursework and so many students may not know or have the opportunity to participate in them.
- High Impact Practices team was established in Fall 2018 to identify HIPs occurring on campus that can be leveraged to create opportunities for more students to engage.
- Professional development opportunities are provided for faculty and staff to incorporate these practices into their courses and hundreds of faculty have participated.
- Day of Action has involved over 200 students in Service Learning in Community in addition to service learning that occurs in classes.
- Genera Education Work Team has identified the need to incorporate HIPs into GE pathways for students to get real world connection.
- More than 25 faculty have undergone ePortfolio training and will begin to incorporate ePortfolio assignments and pedagogy into their courses.

- Allied Health Programs require clinical placements as program requirements.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Integrate HIPs into Program Maps and Thematic GE Pathways.
- Work with students through focus groups and surveys to identify their knowledge of and interest in specific HIPs as a way of focusing the resources of the campus.
- Increase awareness of opportunities for students to participate in HIPS on campus and within the community through marketing and events like Meta Majors Week.
- Engage more faculty in HIPs on campus and work with them to incorporate HIPs into Program Maps.
- Develop Student Success Team structure that can help to connect students with resources and support them to engage in HIPs.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Faculty are not aware of or connected to HIPs at other California Community Colleges that would help to inform our practices locally or serve as opportunities for our students to engage with students from other colleges.

Support Needed - Detail

Database of 1) HIPs at other colleges that are open to students from across the state; and 2) Institutions that are incorporating different HIPs into their Guided Pathways so that we might learn from and connect with them.

Type(s) of Support

- Regional training
- Technology support

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Course level student learning outcomes (SLOs) and institutional learning outcomes (ISLOs) are currently assessed every three years and those are evaluated through the Comprehensive Program Review (CPR) and Annual Program Planning (APP) processes.
- Program Level Learning Outcomes (PSLOs) exist but are not assessed quantitatively at this point.
- Instructional faculty have worked to identify skills that are needed for students to be successful in further education and career, which can inform the updating of PSLOs and the development of an assessment plan.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Integrate skills development into Program Maps in more intentional and systematic way.
- Update PSLOs across programs to integrate career outcomes and work with programs to develop plans for assessing skill development within programs.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Current curricular policies require discreet SLOs across courses when in reality skills are not developed in one semester but across multiple semesters.

Support Needed - Detail

Change to curriculum policies to allow SLOs to repeat across courses reflecting that skill development is iterative and requires exposure to skills at different levels and across courses as opposed to in discreet courses.

Type(s) of Support

- Policy guidance

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Student learning outcomes are assessed are reported annually through the Annual Program Planning Process.
- Some departments use this information to update programming and professional development, but there is not a systematic process across campus.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Improved professional development to help faculty and staff engage in reflective practices to strengthen SLO assessment as well as teaching and learning across campus.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Linkedin Profile Creation is delivered as part of Skyline Colleges comprehensive suite of services where students share their skill development and attainment. Additionally, LinkedIn Learning licenses have been purchased for students and have been integrated into career development workshops where students are expanding skill development and showcasing their newly learned skills while creating increased visibility.
- ePortfolio software and trainings have begun to assist faculty and staff in working with students to document and reflect on their learning. ePortfolio practice is being incorporated across disciplines as well as in programs like Promise Scholars and Middle College.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Ongoing professional development for faculty, staff, and students to incorporate learning into ePortfolio and showcase in Linkedin Profile.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Student surveys are conducted regularly (Student Voice, CCSSE, ISLO assessment, classroom evaluations, etc.) and this is incorporated into some professional development activities.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Incorporate assessment of survey results into professional development training and Flex day activities.
- Create Student Success Teams and make results available to them to allow them to use data to support students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

• Student survey(s)

• Students serve on campus GP advisory committee(s)

• Student focus groups

• Other

Other

Student Redesign Ambassadors provided paid positions on campus to support Guided Pathways redesign.

Engagement Efforts - Details

Students have been engaged in the Comprehensive College Redesign in several ways, including:

- Participation in focus groups on the ease of selecting majors based on interest in careers;
- Students (both current students as well as students from local feeder high schools) participated in locating degrees and certificates in Meta Majors and in naming of Meta Majors;
- Students participate in the Design Team and have become more active in numbers and in contribution since the inception of the work. Some of the projects that they have proposed within the Design Team are beginning to be implemented on campus;
- Several flex day offerings have created opportunities for students to engage in conversations with faculty and staff around various topics of interest to students as well as general supports needed to promote student success; and
- Student Ambassadors have been hired for on campus work to connect with students through surveys and focus groups that will bring student voice into the work.

Course Alignment

Skyline College is in the process of evaluating enrollment management procedures overall which is being informed by the development of program maps. As part of the program maps, departments are identifying the semesters and years in which courses are offered and in which modalities. This will help to inform students and eliminate the issue of students having to wait multiple semesters to get the courses that they need because they will be able to plan accordingly. This also informs the institution on scheduling courses and Instructional Deans are beginning to work together when scheduling courses (particularly ones that are not offered each semester) to ensure that students are able to get the courses required by their program maps. As a pilot, we are working with the Instructional Deans in collaboration with the Directors of Guided Pathways and Promise Scholars Program to develop consolidated schedules for our Promise Scholars to ensure that they are able to get the classes needed.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 [Skyline College SOAA SP 2019.pdf](#)	Self-Assessment	2/11/2020, 9:45:43 PM	Spring 2019 Skyline College SOAA

Success Story

Success Story

Title

The Pathway to Becoming Student Ready at Skyline College

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Carla Grandy	Director of Guided Pathways and Comprehensive Redesign	grandyc@smccd.edu	

Challenge

Upon embarking on the journey of implementing Meta Majors and Guided Pathways, we recognized that structural changes alone were not going to be enough to realize the increases in student success that we were hoping to achieve. Additionally, we recognized that success rates were not equal across racial and ethnic groups and that while structural changes would begin to address these issues, we were not going to help enough students to succeed without changing mindsets at all levels and roles across campus.

Success Story

In 2016, Skyline College made a promise to our students and our community that we would do everything in our power to help students to "Get In, Get Through, and Graduate...On Time!" From that Promise, the Comprehensive College Redesign was born with the goals of increasing 3-year graduation rates, increasing persistence, and reducing excess unit accumulation. The Comprehensive College Redesign has three main signature components: Transformative Teaching and Learning, Promise Scholars Program, and Meta Majors and Guided Pathways.

At Skyline College, the Comprehensive College Redesign began with the implementation of Meta Majors and Guided Pathways. The Design Team Co-Leads quickly recognized that while these structural changes were necessary and would be beneficial for students, they were not going to be enough to realize the improvements for which we were striving for our students. Once the structural changes were in place, as a Design Team and an institution, we turned our attention towards the Transformative Teaching and Learning Signature Component of the Redesign and began to have conversations about our mindset towards students and what it means to be a *Student Ready College*. As a Design Team Leadership, we came together and defined a transformative teaching and learning experience as one that "e*mbraces the limitless potential of all learners in a co-creative, relevant, and innovative environment that fosters curiosity and critical thinking and gives space to lived historical and cultural identities to change lives and communities*." In addition, we acknowledge that everyone on our campus is a teacher and everyone is a learner and in this way we sought to break down our traditional roles within the institution and think differently about the way we engage with our community.

Collectively, we recognized that as an open access institution it is our responsibility to serve the students as they come to us and as their needs change throughout every stage of their academic journey. As a result, employees from Classified Professionals to Faculty to Administrators have engaged in conversation and reflection on how they can be more *Student Ready* in the work that they do. This philosophy has manifested itself throughout the institution in various ways, including:

- Campus-wide Flex day activities led by faculty on debunking some of the college ready language and preconceived ideas that faculty and staff may bring to their work with students;
- A book club and series of professional development opportunities led by Classified Senate (and focused specifically for Classified Professionals but open to all) on being more Student Ready in the various roles on campus;
- General Education Pathways contextualized to real-world and interdisciplinary themes such as Climate *Change and Sustainability* or *Difference and Justice* aimed at developing more culturally relevant and timely pedagogical

approaches in the classroom;

- Development of Student Success Teams to connect students with resources when they need them and provide support to students throughout their educational journey;
- Instructional faculty seeking access to disaggregated data on students in their classes so that they may contextualize the course work to meet students individual needs based on their individual goals, specific resource needs, or progress along their pathway;
- Academic Senate authored *Student Ready Resolution* expressing the faculty's commitment towards becoming a more *Student Ready College*;
- Flex Day conversations with students to understand what are their needs and what are the barriers that are unintentionally impeding student success; and
- Instructional Leadership Team identifying policies and procedures that are not *Student Ready* and updating them to better support student needs.

These are just a few examples of the conversations and reflective work that has been occurring at Skyline College. While our Comprehensive College Redesign and the implementation of the structural components of Meta Majors and Guided Pathways has led to greater awareness of our programs and has been valuable for our institution, the mindset shift that is ongoing is truly our success story.

Outcomes

The outcomes of becoming Student Ready are not easily quantified, but the impact is evident in the change in tone of conversations across campus and the feedback that we hear from students. Students have expressed that they appreciate the focus on seeking to understand their needs and redesigning the college accordingly. Since the effort to become more Student Ready has begun we have seen retention rates increase and we hope that this will ultimately result in higher 3-year graduation and transfer rates across the institution.

Vision for Success Goals

• Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-104B

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Dr. Jannett Jackson, Interim President of Skyline College, 738-4111

ADOPTION OF RESOLUTION IN SUPPORT OF THE SKYLINE COLLEGE EXPRESS SHUTTLE AND SUBMITTING AN APPLICATION FOR SAN MATEO COUNTY SHUTTLE PROGRAM FUNDING FOR THE SKYLINE COLLEGE EXPRESS SHUTTLE.

In 2014, Skyline College conducted a comprehensive transportation study which provided data collected from 1,006 participants. Responses indicated that travel time was the most important consideration for students and employees when they decide how to commute to campus. Convenience and ease of access were also key considerations for how people make their commute decision. Current SamTrans service is not adequate for students, faculty and staff of Skyline College with the route taking between 48 and 51 minutes to travel the seven (7) mile distance between Daly City BART and the campus due to frequent stops. The study also highlighted that due to the long travel time and lack of convenience, 67% of students and 74% of faculty and staff who participated in the study drive alone to the campus or have someone drive them.

In 2015, Skyline College applied for a two-year grant from the San Mateo County Transportation Authority (TA) to operate one (1) shuttle during FY2016-17 and FY 2017-18. The application required the Board of Trustees to submit a Resolution in support of the Skyline College Express Project and for submitting an application for the San Mateo County Shuttle Program Funding. Skyline College was awarded a two-year grant for $202,703 to establish a free non-stop, round-trip shuttle service between the Daly City BART Station and the campus.

The shuttle has been a huge success since it was launched on the first day of the Fall 2016 semester. Ridership far exceeded expectations, necessitating the addition of a second 28-seat shuttle to accommodate all passengers. The College used one-time funds to pay for the second shuttle. Students and employees took an average of 5,000 rides per month on the shuttle in Fall 2016 and Spring 2017. When asked why they used the shuttle, 84% of riders cited free ridership as their top reason, 64% noted that it reduced their commute time, and 50% used the shuttle because they did not have access to a vehicle. The incredibly positive response underscores the critical need for this service and the importance of removing a common logistical and financial barrier for students. The monthly ridership report published by SamTrans shows Skyline College Express ridership outpaces the other Transportation Authority Funded shuttles. For instance, in October 2017, the ridership of the Skyline Express Shuttle ranked 2nd highest after Stanford's Marguerite.

Skyline College is now applying as an existing shuttle provider for TA Funding for FY2020-21 and FY2021-22 to continue operating two 28-seat shuttles. The College's "Operating Cost per Passenger" for FY2018-19 was $4.56 and is below the $8.00 benchmark required for existing shuttle providers. The grant

application is for $294,597, for TA funding, with SMCCCD providing a match equivalent to 50% of the total project cost, or $294,597. The total project cost to operate two shuttles for 24 months is $589,194.

Below are important ridership and cost data gathered during the most recent 12 months of Skyline College Express Shuttle operations:

Unique rider headcount	FY 2018-19	Fall 2020
Average ridership per month	4,787	4,901

Operating Costs:	FY 2018-19	Fall 2020
Shuttle Lease	$ 247,926	$ 126,711
Administration Costs	$ 13,992	$ 8,021
Marketing Costs	$ -	$ -
Total Costs	**$ 261,918**	**$ 134,732**

RECOMMENDATION

It is recommended that the Board of Trustees adopt the Resolution in Support of the Skyline College Express Shuttle and the submission of a renewal grant application for San Mateo County Shuttle Program funding for the Skyline College Express Shuttle for FY2020-21 and FY2021-22. The grant application will be for $294,597. It is further recommended that the District provide matching funds of $294,597, equivalent to 50% of the total project cost.

RESOLUTION IN SUPPORT OF THE SKYLINE COLLEGE EXPRESS SHUTTLE AND SUBMITTING AN APPLICATION FOR SAN MATEO COUNTY SHUTTLE PROGRAM FUNDING FOR THE SKYLINE COLLEGE EXPRESS SHUTTLE

WHEREAS, a comprehensive transportation survey conducted in 2014 for Skyline College found that, due to the long travel time and lack of convenience, 67% of students and 74% of faculty and staff drive alone to the campus or have someone drive them; and

WHEREAS, the Skyline College Express Shuttle will provide regular and direct access between a major transportation hub, Daly City BART Station to Skyline College, and will make available first / last mile connections for more than 5,000 students and employees residing in Daly City, San Francisco, and East Bay vicinities; and

WHEREAS, it will cost $589,194 to implement the Skyline College Express Shuttle for two fiscal years 2020-2021 and 2021-2022; and

WHEREAS, the San Mateo County Community College District will sponsor the Skyline College Express Shuttle and will provide $294,597 over two years to partially fund this effort; and

WHEREAS, the San Mateo County Community College District seeks $294,597 in funding for the Skyline College Express Shuttle from the City/County Association of Governments (C/CAG) Congestion Relief Plan and the San Mateo County Transportation Authority (TA); and

WHEREAS, a component of the C/CAG Congestion Relief Plan is to support Local and Employer Based Shuttle Programs; and

WHEREAS, the TA and C/CAG requires a governing board resolution from the San Mateo County Community College District Board of Trustees in support of its application for $294,597 from the San Mateo County Shuttle Program for the Skyline College Express Shuttle; and

WHEREAS, TA and C/CAG require a governing board resolution committing the agency to the completion of the Skyline College Express Shuttle that will provide regular and direct access between a major transportation hub, such as Daly City BART Station, and Skyline College;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the San Mateo County Community College District:

1. Directs staff to submit an application for funding from the San Mateo County Shuttle Program for $294,597 for the Skyline College Express Shuttle that will provide regular and direct access between Daly City BART Station and Skyline College, and will create first / last mile connections for more than 5,000 students and employees residing in Daly City, San Francisco, and East Bay vicinities.

2. Authorizes its Chief Executive Officer, Interim Chancellor Michael Claire, to execute a funding agreement with the San Mateo County Transportation Authority to encumber any Measure A Local Shuttle Program funds and/or City/County Association of Governments Local Transportation Services Program funds awarded.

3. The San Mateo County Community College District commits to the completion of the Skyline College Express Shuttle that will provide regular and direct access between Daly City BART Station and Skyline College, if awarded the requested funds San Mateo County Shuttle Program.

REGULARLY PASSED AND ADPOTED this 26th day of February 2020

Ayes:

Noes:

Abstentions:

Attest:

_____
(Signature line)

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-1C

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

UPDATE ON FEASIBILITY STUDY REGARDING CALIFORNIA STATE UNIVERSITY PRESENCE IN SAN MATEO COUNTY

On February 19, several members of the Board of Trustees and District staff participated in a discussion with other community as part of a feasibility study to determine the need for additional California State University (CSU) campus locations. The study, which was directed in the 2019-2020 state budget, is an analysis of long-range CSU enrollment, future workforce needs and CSU campus capacity, as an objective basis for determining if changes to current CSU campus facilities may be required. The analysis includes a focus on five cities or counties: Chula Vista, Concord, Palm Desert, San Joaquin County (Stockton) and San Mateo County. An independent consultant team has been hired to undertake this independent analysis.

The District proposed the addition of a permanent CSU presence in San Mateo County in 2017. District leaders approached the Chancellor of the CSU with the prospect of having a true 2+2 model, located on Cañada College's campus, to allow students to seamlessly complete an associate degree and transfer to CSU. In the past, Cañada College, through its University Center, has had partnerships with CSU campuses, but when those campuses have economic difficulties, programs are cut and students lose local access to bachelor's degree programs. Thus, the District proposed a partnership with the CSU system, rather than specific campuses, to ensure academic programs and protect against budget volatility.

The District has worked with State Senator Jerry Hill and Assembly Member Kevin Mullin to advance this proposal. These local legislators secured San Mateo County's position in the feasibility study and continue to advocate for a permanent CSU presence in the county.

At the February 19 meeting, the District's representatives stressed several key points, which were supported by other community leaders in attendance:

- San Mateo County is one of the most populous counties in California with no public, four-year university presence.

- The nearest CSUs are an hour or more dive away; this is not a practical commute for many of the students and residents of San Mateo County who are place bound due to financial or family circumstances.

- The SMCCCD, at Cañada College, has a ready-made facility for a permanent CSU presence in San Mateo County, and the District has other resources that can also be leveraged to support such a project.
- Cañada College has a history of successful university partnerships through its University Center.
- Having a bachelor's degree in San Mateo County is a requirement for lifetime economic mobility for residents.

The consultants are on a tight time schedule to conduct stakeholder meetings in each of the five communities and prepare their findings which will be issued to the legislature by July 1, 2020. They will not present any recommendations, only data and analysis will be included in their report.

Staff will provide additional information and a plan for moving this initiative forward at the Board's meeting.

BOARD REPORT NO. 20-2-2C

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

REVIEW OF BOARD RETREAT FOLLOW-UP ITEMS

The Board of Trustees held its annual planning retreat on Saturday, February 8, 2020. At the retreat, the Board discussed a number of strategic initiatives and associated funding scenarios and realities that currently impact the District or will do so in the future. Additionally, the Board discussed topics for study sessions, informational reports and joint meetings with partner organizations for the 2020 calendar year.

The Board determined that the following items were priority areas for additional reporting:

Study Sessions

- Changes to Title IX Regulations and Impacts on Students, Employees and the District

- Global Conversation on Governance, Accountability, Processes and Policy Setting

- Facilities Master Plan

- Strategic Enrollment Management

- Review of San Mateo Athletic Club

- Review of Bookstore Operations

- Classroom Equity and Ensuring Cultural Competence

- Student Housing

Information Reports

- Updates on Student Basic Needs (Food, Housing, Transportation)

- Mental Health and Wellness Strategies

- Dual Enrollment and High School Engagement

- Update on College Ridge Employee Housing Development at Skyline College

- Environmental Strategic Action Plan

- Career Planning and Placement

- Update on San Mateo County Colleges Foundation and Review of Memorandum of Understanding

- Update on Educational Housing Corporation and Review of Memorandum of Understanding

- CSU 2+2 Proposal

Joint Board Meetings

- San Mateo Union High School District

- South San Francisco Unified School District

- City of San Mateo

- City of Redwood City

The Board also discussed, as an effort to strengthen partnerships with local school districts and municipalities, to assign members as liaisons to interface with those organizations.

San Mateo County Community College District   February 26, 2020

BOARD REPORT NO. 20-2-3C

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Daman Grewal, Chief Technology Officer, 358-6722

<div align="center">

REVIEW OF OPTIONS TO BROADCAST BOARD MEETINGS

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Per the Board's request to explore options to broadcast its meetings, the District IT staff have completed an assessment of the technological needs to achieve this functionality.

There are a number of software and hardware components that will be necessary to upgrade the current audio visual system in the Board room to allow for live streaming and storage of recordings. Staff have had consultants assess the current equipment and capacity in the Board room and staff estimate the following costs for moving forward with this project:

One-time Costs	
Equipment and AV Integrator	$90,000
Network Cabling and Additional Access Point	$10,000

Annual Costs	
Streaming, Storage and Transcription	$12,000
Staffing for recording and streaming through local production provider	$14,000

Potential Additional Services (Annual)	
Board Meeting Software Platform (e.g. Board Docs)	$10,000

Staff will provide the Board with an overview of the project at the meeting.