

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STUDY SESSION OF THE BOARD OF TRUSTEES
Wednesday, October 14, 2020

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

This meeting will be held telephonically via Zoom.

Members of the public should **NOT** come to District Office to participate.

Join this Zoom Meeting – <https://smccd.zoom.us/j/88565849929>

Dial-In: 1-669-900-9128 – Webinar ID: 885 6584 9929

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

Observing the Meeting

Members of the public who wish to observe the meeting may do so by accessing the link or calling the following telephone number above at the beginning of the meeting.

Providing Public Comment During the Meeting on NON-AGENDA Items

To make a comment regarding a non-agenda item, members of the public, once in the Zoom meeting (via above link), can utilize the “raise hand” function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who “raise their hand” will be called upon in the order they appear. Members of the public making comment are reminded of the 3-minute time limit for comment.

For members of the public who do not have access to a computer or smart device, time will be allotted at the end of public comments for members of the public to comment using a phone.

Providing Public Comment During the Meeting on AGENDA Items

To make a comment regarding an item on the published agenda, members of the public, once in the Zoom meeting (via above link), can utilize the “raise hand” function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who “raise their hand” will be called upon in the order they appear.

For members of the public who do not have access to a computer or smart device, time will be allotted at the end of public comments on the agenda item for members of the public to comment using a phone.

Accommodations

Persons with disabilities who require an accommodation or service should contact the contact the Executive Assistant to the Board at (650) 358-6753 at least 24 hours prior to the Board meeting.

5:00 p.m. Call to Order

CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Labor Negotiators
Agency Designated Representative: Mitchell Bailey and Laura Schulkind
Employee Organizations: CSEA and AFT
2. Conference with Legal Counsel Regarding One Case of Existing Litigation:
 - a. Mayeli v. San Mateo Community College, et al. – Case No. 20CIV02463
3. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two cases

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

DISCUSSION OF THE ORDER OF THE AGENDA

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

20-10-1A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

Approval of Consent Agenda

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

20-10-1CA Adoption of Resolution No. 20-13 in Support of State Proposition 15

20-10-2CA Adoption of Resolution Nos. 20-14 and 20-15 in Support of San Mateo County School Districts' Bond Measures

Other Recommendations

20-10-101B Adoption of Statement of Appreciation and Support of District Employees for Exemplary Efforts During COVID-19 Pandemic

20-10-102B Adoption of Resolution No. 20-16 Recognizing Undocumented Student Action Week

STUDY SESSION

20-10-1C District Strategic Plan Annual Update and Review

INFORMATION REPORTS

20-10-2C Discussion of Statewide Efforts to Call Attention to the Digital Divide

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

BOARD REPORT NO. 20-10-1A

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: David Feune, Director, Human Resources, (650) 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

Daman Grewal*	Chief Technology Officer (NP)	ITS
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New administrative assignment (Grade AA of the Management Salary Schedule 20; Salary Range: \$208,212 - \$258,720), effective November 1, 2020. This position was previously Board approved on March 11, 2020.

B. PUBLIC EMPLOYMENT

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

College of San Mateo

Catherine Braddon-Harkin*	Instructor, Nursing	Math/Science Division
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Correction: At its meeting on September 9, 2020, the Board approved Ms. Braddon-Harkin’s new temporary full-time academic employment, effective for the 2020-2021 academic year. A correction is being made to this item. The Office of Human Resources was informed that Ms. Braddon-Harkin declined the temporary, full-time academic employment offer. Therefore, with the adoption of this report, the Board rescinds its approval previously granted for this item.

District Office

Naomi Ichikawa*	Senior Accounting Technician	Facilities
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New full-time, 12-month classified employment (Grade 28A of the Classified Salary Schedule 60; Salary Range: \$65,100 - \$83,148), effective October 19, 2020. This position was previously Board approved on May 14, 2020.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS

College of San Mateo

Irma Vasquez Staff Assistant Enrollment Services

Reassigned from part-time (48%) Staff Assistant (Grade 21 of the Classified Salary Schedule 60; Salary Range: \$54,192 - \$69,264) into this full-time classified assignment of the same grade and the same salary schedule, effective October 19, 2020. This position was Board approved on February 26, 2020.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

Cañada College

Sharon Quach Program Services Coordinator Science and Technology
(Funded by the NSF Trabajo Grant)

Transferred from a full-time, 12-month Program Services Coordinator (EOPS/CARE, CalWORKs, and Guardian Scholars Program) (Grade 27 of the Classified Salary Schedule 60; Salary Range: \$62,868 - \$80,220) into this full-time, 12-month position at the same grade and salary schedule, effective October 15, 2020.

E. CHANGES IN STAFF ALLOCATION

District Office

1. Recommend a change in staff allocation to add one full-time, 12-month Program Supervisor for Transcript Evaluation Services (TES) at Grade 180S of the Classified Professional-Supervisory Salary Schedule 40; salary range: \$78,936 - \$100,860, in Educational Services and Planning, effective October 15, 2020.

Skyline College

2. Recommend a change in salary range for the Executive Director of the Equity Institute position from Grade 200E of the Academic-Classified Exempt Supervisory Salary Schedule (35) (Salary Range: \$177,984 - \$225,492) to Grade 197E of the same salary schedule (Salary Range: \$164,376 - \$208,236) in the Equity Institute Division, effective October 15, 2020.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

District Office

Charles Lamere

IT Support Technician II

ITS

Retirement effective December 30, 2020 with 38 years of District service. Eligible for District retiree benefits.

2. Post-Retirement

None

3. Resignation

None

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

None

K. SHORT-TERM, NON-CONTINUING POSITIONS

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada College	Business, Design and Workforce	1	10/15/2020	06/30/2021	Accounting Analyst – Grant Reporting: This position performs professional accounting work involved in the analysis, maintenance, reporting and auditing of specially-funded accounts, grants and projects. Under direction and supervision, the employee assists senior staff in analyzing and preparing financial statements, reports and records of revenues and expenditures for state and federal grants; assists senior staff in providing accounting advice and direction to specially funded senior account technicians and support staff.
Cañada College	Student Services / Enrollment Services	1	10/15/2020	12/31/2020	Admissions and Records Assistant II: This position assists with answering phone calls, emails,

					planning/indexing and various data input projects.
District Office	ITS	1	10/15/2020	12/31/2020	<p>Staff Assistant: <i>Previously Requested Position</i> This position will assist with additional ITS duties due to the COVID-19 pandemic. Duties include; assist with student technology loan requests; assist the help center, particularly now that the department is assisting our faculty and staff working remotely; and perform other duties as needed.</p>

BOARD REPORT NO. 20-10-1CA

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, (650) 574-6510

ADOPTION OF RESOLUTION NO. 20-13 IN SUPPORT OF STATE PROPOSITION 15

At its September 23, 2020 meeting, the Board of Trustees discussed state ballot measure Proposition 15 and expressed interest in agendaizing formal support for the measure.

Staff have prepared the attached resolution of support for Prop 15 for the Board's consideration.

RECOMMENDATION

It is recommended that the Board of Trustees approve attached Resolution No. 20-13 supporting the passage of Proposition 15.

**RESOLUTION NO. 20-13
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

**RESOLUTION SUPPORTING STATE PROPOSITION 15:
CALIFORNIA SCHOOLS AND LOCAL COMMUNITIES FUNDING ACT OF 2020**

WHEREAS, for four decades, school districts in California have experienced underinvestment and devastating cuts causing California's school funding to fall behind and resulting in fewer services and resources for students and teachers; and

WHEREAS, the lack of adequate local funding is the result of an inequitable tax system in which corporations and wealthy investors do not pay their fair share in property taxes; and

WHEREAS, loopholes in California's property tax system allows a fraction of major commercial and industrial properties to avoid regular reassessment and use tax schemes to hide change in ownership; and

WHEREAS, experts estimate that *Prop 15: California Schools and Local Communities Funding Act of 2020* reclaims \$12 billion in property tax revenue every year to ensure that our schools and communities have the resources to educate all students and the services to support families; and

WHEREAS, California schools are falling behind, ranking lowest in the nation with the largest number of students per teacher and the fewest counselors per student; and

WHEREAS, per-pupil funding has declined from the top 10 in the nation to 39th; and

WHEREAS, the top-ranked state spends \$10,259 more per-pupil to educate their children than California spends; and

WHEREAS, the measure invests up to \$4 billion annually for K-14 schools to ensure that students receive the world-class education they deserve; and

WHEREAS, California should be a leader in innovation by educating the next generation of students to compete in the global economy; and

WHEREAS, *Prop 15: California Schools and Local Communities Funding Act of 2020* guarantees funding to all school districts, over and above Proposition 98 funding, and following the local control funding formula to all students in need in all districts; and

WHEREAS, *Prop 15: California Schools and Local Communities Funding Act of 2020* does not affect property taxes for homeowners or renters because the initiative exempts all residential property; and

WHEREAS, the measure also provides billions in funding yearly for cities, counties, and special districts in locally controlled revenues for affordable housing, parks, libraries, emergency responders and essential workers, health and human services, libraries, public infrastructure, and much more; and

WHEREAS, the measure incentivizes the development of residential units and provides more funding for communities to invest in affordable housing; and

WHEREAS, the measure provides new tax incentives to spur new investment in small businesses by eliminating the business personal property tax on equipment for California's small businesses; and

WHEREAS, the measure also exempts all small business owners whose property is worth less than \$3 million; and

WHEREAS, the measure levels the playing field for businesses that already pay their fair share in our communities; and

WHEREAS, now more than ever, in light of the national and state economic crisis precipitated by the COVID-19 global pandemic, California's schools and community colleges require additional revenues for the continued provision of education and services to the children, youth and families of California;

NOW, THEREFORE, BE IT RESOLVED, that the San Mateo County Community College District Board of Trustees hereby offers its support for Proposition 15 and encourages its passage.

REGULARLY PASSED AND ADOPTED this 14th day of October 2020.

AYES:

NOES:

ABSENT:

ABSTAIN:

Attest: _____
Thomas A. Nuris, Vice President-Clerk
Board of Trustees

BOARD REPORT NO. 20-10-2CA

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, (650) 574-6510

ADOPTION OF RESOLUTION NOS. 20-14 AND 20-15 IN SUPPORT OF SAN MATEO COUNTY SCHOOL DISTRICTS' BOND MEASURES

The San Mateo County Community College District enjoys collaborative and productive partnerships with all elementary and high school districts in San Mateo County, and the District joins partner districts throughout the county in supporting efforts that reinforce student success.

The Board of Trustees continues to express an interest in offering support to local school district who are seeking bond and parcel tax measures. As such, staff have prepared the following resolutions for the Board's consideration for measures on the March 2020 ballot:

- Resolution 20-14 in Support of Jefferson Union High School District Bond Measure Z
- Resolution 20-15 in Support of San Mateo-Foster City School District Bond Measure T

RECOMMENDATION

It is recommended that the Board of Trustees approve the above referenced resolutions in support of local bond measures for San Mateo County school districts.

**RESOLUTION NO. 20-14
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE
DISTRICT STATE OF CALIFORNIA**

**RESOLUTION SUPPORTING JEFFERSON UNION HIGH SCHOOL DISTRICT
BOND MEASURE Z**

WHEREAS, the San Mateo County Community College District enjoys collaborative and productive partnerships with all elementary and high school districts in San Mateo County; and

WHEREAS, the San Mateo County Community College District joins partner districts in San Mateo County in supporting efforts that reinforce student success; and

WHEREAS, the Jefferson Union High School District is seeking voter approval of a bond measure on November 3, 2020, to provide critical funding to the district to improve student safety, campus security including emergency communication/notification systems, and renovate or construct classrooms and facilities; and

WHEREAS, the Jefferson Union High School District's Measure Z is for \$163 million in bonds, which would levy less than \$0.03 per \$100 of assessed valuation; and

WHEREAS, an approved bond measure for the Jefferson Union High School District could provide funding for:

- (1) Improving student access to computers and technology;
- (2) Making health and safety improvements, including removal of hazardous materials, upgrades to fire sprinkler/suppression, safety and security systems, upgrades to buildings for compliance with Building Code standards and improved earthquake resistance, safety lighting, improved fencing, and ADA-compliant improvements;
- (3) Renovating, replacing, repairing and/or upgrading electrical, plumbing, heating, air conditioning, ventilation, and energy management systems;
- (4) Renovating, replacing, repairing and/or upgrading classrooms, student support facilities, buildings, roofs, athletic facilities, playfields, signage, outdoor areas, and utilities; and
- (5) Constructing new classrooms, libraries, and other educational facilities, including site improvements, installation of energy efficient ("green") systems, furniture and equipment, and science and technology upgrades.

NOW, THEREFORE, BE IT RESOLVED, that the San Mateo County Community College District Board of Trustees hereby offers its support for the Jefferson Union High School District bond measure and encourages its passage.

REGULARLY PASSED AND ADOPTED this 14th day of October 2020.

Ayes:

Noes:

Abstentions:

Attest: _____

Thomas A. Nuris, Vice President-Clerk
Board of Trustees

**RESOLUTION NO. 20-15
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE
DISTRICT STATE OF CALIFORNIA**

**RESOLUTION SUPPORTING SAN MATEO-FOSTER CITY SCHOOL DISTRICT
BOND MEASURE T**

WHEREAS, the San Mateo County Community College District enjoys collaborative and productive partnerships with all elementary and high school districts in San Mateo County; and

WHEREAS, the San Mateo County Community College District joins partner districts in San Mateo County in supporting efforts that reinforce student success; and

WHEREAS, the San Mateo-Foster City School District is seeking voter approval of a bond measure on November 3, 2020, to provide critical funding to the district to upgrade classrooms for science, technology, engineering, math, art and music instruction; repair deteriorating bathrooms, roofs, plumbing, sewer, electrical, heating and cooling systems; provide computers/technology for distance learning, healthy and safe learning environments, including handwashing stations; acquire, construct, repair sites, facilities, equipment; and

WHEREAS, the San Mateo-Foster City School District's Measure T is for \$409 million in bonds, which would levy on average \$0.03 per \$100 of assessed valuation; and

WHEREAS, an approved bond measure for the San Mateo-Foster City School District could provide funding for:

- (1) Repairing, replacing, and/or upgrading deteriorating bathrooms and plumbing, sewer, electrical, heating, cooling, and ventilation systems;
- (2) Upgrading to meet current earthquake, fire, and safety requirements;
- (3) Installing handwashing stations in all classrooms and throughout schools;
- (4) Upgrading/replacing drinking fountains and add bottle filling stations;
- (5) Upgrading classrooms for science, technology, engineering, math, art, and music instruction;
- (6) Providing modern science labs for hands-on instruction;
- (7) Providing computers, classroom, and school technology to support distance learning; and
- (8) Improving student safety and security.

NOW, THEREFORE, BE IT RESOLVED, that the San Mateo County Community College District Board of Trustees hereby offers its support for the San Mateo-Foster City School District bond measure and encourages its passage.

REGULARLY PASSED AND ADOPTED this 14th day of October 2020.

Ayes:

Noes:

Abstentions:

Attest: _____

Thomas A. Nuris, Vice President-Clerk
Board of Trustees

BOARD REPORT NO. 20-10-101B

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, (650) 574-6510

ADOPTION OF STATEMENT OF APPRECIATION AND SUPPORT OF DISTRICT EMPLOYEES FOR EXEMPLARY EFFORTS DURING COVID-19 PANDEMIC

At its September 23, 2020 meeting, the Board of Trustees ratified the Chancellor's recommendation to hold all classes, services and operations, with limited exceptions, online or remotely for the Spring 2021 semester. At that time, the Board expressed interest in making a statement of appreciation and support to District faculty, staff and administration for their exemplary efforts during the Covid-19 pandemic.

The following statement is provided for the Board's consideration:

Statement of Appreciation and Support of District Employees for Exemplary Efforts During COVID-19 Pandemic

To say that 2020 has been a year that has tested educational, social, economic, political, and general operational norms would not adequately describe the state of our world. In fact, the societal factors and practical capabilities that influence our work within the District have imposed further challenges and limitations on our ability to operate and serve the broader interests of students and our community.

With this as context, the Board of Trustees acknowledges and understands the extraordinary circumstances under which the District is operating and faculty, staff and administrators are working. Moreover, the Board wishes to make known to all faculty, staff and administrators that we recognize, support and appreciate your exemplary efforts during this unprecedented time. We commend all employees of the District for adapting to and thriving in this new environment.

As the District continues to operate in a largely remote modality, the Board recognizes the amount of effort it takes to make and continue this transition. Through the efforts of faculty, staff and administrators, the District has not only maintained but excelled in its services to students. For that we should all be immensely gratified and proud.

We, the Board of Trustees, also realize that this is a time of great uncertainty that can lead to anxiety and concern, and we want to make clear to all faculty, staff and administrators that the Board's highest priority is the safety of the District's employees and students. The physical, mental and emotional health of District employees is critically important and the Board encourages all faculty, staff and administrators to utilize District resources as they focus on their overall health.

The Board is, and students and our community should be, reassured by the fact that the District has a rich history of having very welcoming, talented and dedicated employees who make extraordinary

efforts in supporting students and our community. While the current state of the world has tested our collective ability and capacity, the Board is immensely proud of the faculty, staff and administrators of the District who continue to exemplify the highest levels of professionalism and service. The Board offers, with its greatest sincerity, a heartfelt THANK YOU to all faculty, staff and administrators who continue to make the San Mateo County Community College District a great place to learn, work and visit.

RECOMMENDATION

It is recommended that the Board of Trustees consider adopting and issuing the above statement.

BOARD REPORT NO. 20-10-102B

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, (650) 574-6510

**ADOPTION OF RESOLUTION NO. 20-16 RECOGNIZING
UNDOCUMENTED STUDENT ACTION WEEK**

Serving the largest number of undocumented students in the state, California community colleges are committed to serving all students, regardless of immigration status. In its fourth year, Undocumented Student Action Week, October 19-23, 2020, is a system-wide campaign to advocate and provide support resources for our undocumented student population. During the week, California's community colleges are encouraged to engage in advocacy and support efforts in solidarity with undocumented students throughout the state.

To show support for undocumented students and for critical advocacy and awareness efforts, Resolution No. 20-16 is attached for the Board's consideration.

RECOMMENDATION

It is recommended that the Board of Trustees adopt the attached resolution recognizing Undocumented Student Action Week.

**RESOLUTION NO. 20-16
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

RESOLUTION RECOGNIZING UNDOCUMENTED STUDENT ACTION WEEK

WHEREAS, the California Community Colleges comprise the nation's largest postsecondary education system in the country with 116 colleges and 2.1 million students, and is committed to providing an open and welcoming environment for all students; and

WHEREAS, the Trump Administration's decision on September 5, 2017, to rescind the Deferred Action for Childhood Arrivals (DACA) program, placed the safety, security, and educational future of thousands of undocumented students in doubt; and

WHEREAS, the San Mateo County Community College District Board of Trustees has expressed its continued support for undocumented students through Resolution No. 17-1 and for the DACA program through Resolution No. 17-12;

WHEREAS, in July of 2020, by a margin of 5-4, the Supreme Court decided that President Trump did not follow the Administration Procedures Act, and thereby upholding the DACA program; and

WHEREAS, the Supreme Court did not end the DACA program, it did affirm the Department of Homeland Security's (DHS) authority to end the DACA program in a lawful manner; and

WHEREAS, new guidelines set by the DHS, such as the reduction of 2-year-permits to a 1-year-permit and an increase in filing price, creates an unnecessary burden for students; and

WHEREAS, San Mateo County Community College District joins all California community colleges in standing united as a system where all students can learn, grow, feel supported and safe; and

WHEREAS, the [Dreamers Project Report](#) discusses the state of undocumented California community college students, incorporating findings from a landscape analysis to identify shared challenges in serving this vulnerable population; and

WHEREAS, numerous community colleges reflecting the diversity of California have adopted policies and procedures consistent with protecting immigrant students, and created partnerships with community organizations to help our undocumented students access legal assistance and other services in local communities; and

WHEREAS, the State Chancellor's Office has expanded its existing partnership to include, Immigrants Rising and other organizations, and sponsored Undocumented Student Week of Action, to inform undocumented students about all available services on campus and in local communities and empower them to access those services, and support students and allies in advocating to Congress to act quickly and establish a permanent solution for undocumented young people; and

WHEREAS, the San Mateo County Community College District and its colleges have participated in the previous Undocumented Student Weeks of Action by engaging in a week-long program of activities in support of undocumented students, and has established Dream Centers at each SMCCCD college campus; and

WHEREAS, despite advocacy efforts by California community colleges and many other individuals and organizations in California and across the nation, the preservation of DACA and the adoption of an effective solution for undocumented students remains elusive, which places continued economic and emotional weight on students, their families, communities, and the state;

NOW, THEREFORE, BE IT RESOLVED, that the San Mateo County Community College District Board of Trustees designates October 19-23, 2020 and every third week of October thereafter, as “Undocumented Student Action Week” to work in partnership with other organizations and encourage the California Community Colleges to engage in activities supporting undocumented students; and

BE IT FURTHER RESOLVED, that the San Mateo County Community College District supports efforts by Cañada College, College of San Mateo and Skyline College to identify and share best practices for assisting undocumented students, disseminate information to students about how to access funding for immigration defense proceedings and referral to legal service providers, and reinforce state policies that protect student rights and privacy; and

BE IT FURTHER RESOLVED, that the San Mateo County Community College District Board of Trustees urge members of Congress to uphold California values and create a pathway to citizenship for undocumented students, which will permit them to complete their education goals and achieve their highest potential.

REGULARLY PASSED AND ADOPTED this 14th day of October 2020.

AYES:

NOES:

ABSTAIN:

Attest: _____
Thomas A. Nuris, Vice President-Clerk
Board of Trustees

BOARD REPORT NO. 20-10-1C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Dr. Aaron McVean, Vice Chancellor of Educational Services and Planning
(650) 358-6803

**THE DISTRICT STRATEGIC PLAN ANNUAL UPDATE AND REVIEW
STUDENTS FIRST: SUCCESS, EQUITY AND SOCIAL JUSTICE**

The San Mateo County Community College District Strategic Plan is explicit in its focus on Students First: Success, Equity, and Social Justice. This study session will provide an update on progress made toward achieving the strategic goals and will highlight the three sections of the attached annual update report: Strategic Plan Metrics, the Promise Scholars Program, and the District Strategic Plan update.

THE DISTRICT STRATEGIC PLAN

ANNUAL UPDATE REPORT – FALL 2020

OVERVIEW

The [District Strategic Plan](#) 2015-2020 is explicit in its focus on **Students First: Success, Equity, and Social Justice**. The plan outlines four Strategic Goals and specifies Districtwide Strategies that support their achievement. This annual update report is organized into three sections: Strategic Plan Metrics, the Promise Scholars Program, and the District Strategic Plan update.

STRATEGIC PLAN METRICS

The assessment of the implementation of the District Strategic Plan (DSP) is supported by the Strategic Plan Metrics. The adopted metrics focus on the enrollment, persistence, and completion of full-time, first-time (FTFT) students at each of the colleges of the SMCCCD. For the most recent fall term, Fall 2019, there was a slight decrease of 1.5% from last fall in the number of FTFT students. However, the number of FTFT students in each entering fall cohort has increased 18% overall since Fall 2015, exceeding the original 2019-20 target (see Table 1 below).

FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 Target
Cohort size (number of students)	1,888	1,867	1,981	2,255	2,221	2,054

Table 1

There are several efforts that have contributed to the increase over the past 5 years. First and foremost, the implementation of the Promise Scholars Program (PSP), which removes financial barriers and incentivizes full-time enrollment in combination with structured academic and student supports, is a primary factor. Though not yet completed, the combination of the development and implementation of Guided Pathways at the three colleges and the significant expansion of College and Career Access Pathways (CCAP) for dual enrollment aligns with the Guided Pathways initiatives has also contributed to the increase in FTFT students.

It is important to note that the growth in FTFT students over the past three years has not been due to increases in first-time international student enrollment, which has actually declined slightly since Fall 2016 (see Figure 1 below) due largely to changes in federal policy and administration, which is impacting international student enrollment nationally. This provides further evidence of the impact of the District's and Colleges' intentional efforts to increase the full-time enrollment of students entering college for the first time.

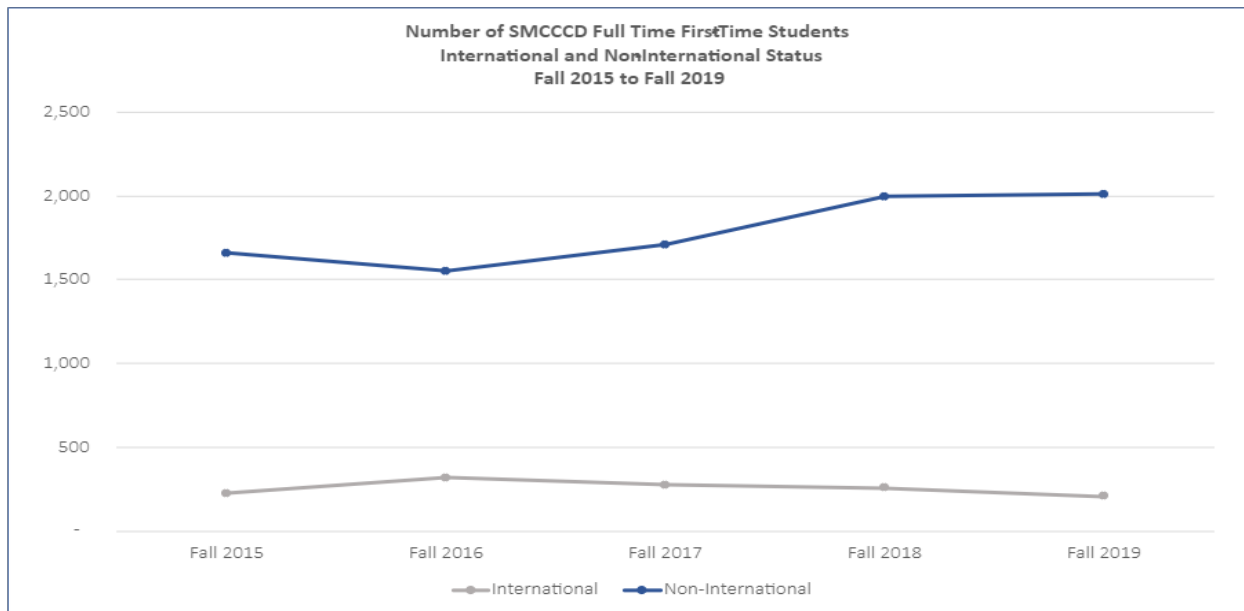


Table 1

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
International	228	316	273	257	208
Non-International	1,660	1,551	1,707	1,998	2,013

Table 2

In order for these FTFT students to start on a pathway that will lead to completion, placement into transfer level math and English is essential. Through the efforts of intentional curriculum redesign, changes to placement practices that place greater value on high school performance and other multiple measures, greater percentages of students are starting their path at the transfer level.

FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 Target
% initial enrollment in basic skills MATH	31%	26%	17%	5%	1%	20%
% initial enrollment in basic skills ENGLISH	18%	8%	3%	2%	0%	5%
% initial enrollment in transfer level MATH	35%	44%	48%	45%	67%	50%
% initial enrollment in transfer level ENGLISH	42%	66%	78%	79%	86%	75%

Table 3

As shown in Table 3 above, the colleges of the District have made steady progress toward ensuring that entering cohorts of FTFT students are increasingly beginning their educational pathway in transfer level math and English. Indeed, because of the innovation that has already occurred, the colleges were well positioned to meet the mandates created by [AB 705](#) that all incoming students are placed to maximize the likelihood that they successfully complete transfer level math and English in their first academic year.

The ultimate goal of these combined efforts is to increase the on-time completion rates for FTFT students. The most recent data available is for the Fall 2017 FTFT cohort and shows an on-time Associate Degree completion rate of 19.8% for the District. Through the efforts of the colleges, including the replication of the Promise Scholars Program (PSP) across the three campuses, which is partially supported by the \$3 million Innovation Award for Higher Education grant received by the District, these rates are expected to more than double beginning with the incoming Fall 2018 cohort.

FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 Target
Cohort size (number of students)	1,888	1,867	1,981	2,255	2,221	2,054
% of students completing a degree within 150% of normal time	18.6%	19.1%	19.8%	-	-	45%
Average time to completion of Associate Degree (semesters*) <i>* Summer = 0.5 semesters</i>	5.8	5.8	5.4	-	-	6.0

Table 4

We can also expect to see increases in all ultimate completion outcomes, including certificates, degrees, and transfer to four-year universities, through the implementation of Guided Pathways. While transfer metrics are also impacted by external factors such as capacity in the CSU system, efforts are nonetheless aligned to continue to see increased completion metrics.

OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
Associate Degree Completers	1,551	1,660	1,712	1,869	1,818 ¹	1,788
Certificate Completers	1,529	1,388	1,244	1,240	791 ¹	1,500
OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
CSU transfers	989	995	1,125	1,131	-	1,095
UC transfers	335	413	542	496	-	453
San Mateo County high school take rate	46%	45%	43%	42%	-	55%

Table 5

¹NOTE: Data as of September 30, 2020. Awards are finalized by October 15th for the previous academic year.

A FOCUS ON COMPLETION: THE PROMISE SCHOLARS PROGRAM

District Strategic Goal(s) Supported: 1, 2

INTRODUCTION

The Promise Scholars Program (PSP) provides financial, academic and personalized student services for first time, full-time SMCCCD students whose educational goal is to earn a certificate or associate degree. The PSP intentionally removes barriers that too often prevent students from successfully completing those goals. The program includes the Promise Scholarship, a dedicated counselor delivering personalized academic and socio-cultural support, and performance-centered interventions. Promise Scholars also receive a monthly incentive (either transportation support or meal plan support²), a voucher for books and course materials, and access to loaned laptops.

The SMCCCD Promise Scholars Program (PSP) is a replication of the City University of New York’s Accelerated Studies for Associates Program (ASAP) – a proven model that significantly increases three-year graduation rates for full-time students. The PSP launched two pilot cohorts in Fall 2016 and Fall 2017 at Skyline College. The Fall 2018 semester was the first Districtwide launch of the Promise Scholars Program at College of San Mateo (CSM) and Cañada College, with full-scale replication expected by Fall 2021 across the entire SMCCCD.

FINANCIAL CONSIDERATIONS

Based on the current program size, the cost per PSP student annually is approximately \$3,200. This includes the combination of \$1,600 in direct resources to students (fee waivers, textbooks, monthly incentive) and \$1,600 programmatic support (staffing, evaluation, and operational costs). The SMCCCD has committed the resources for three years of support for up to 2,000 students across the three colleges of the District. The most recent 20-21 Budget Report identified an allocation of \$3.2 million to support the District’s 2,000 Promise Scholars. The funding sources and allocations for the Promise Scholars Program are listed below.

Source	Amount
Enterprise Funds	\$400,000
Foundation	\$300,000
Housing Fund	\$300,000
State & One-Time Resources	\$750,000
Fund 1 – AB19 Funds	\$1,450,000
2019-20 Budgeted Total	\$3,200,000

Table 6

While the current allocation can support up to 2,000 students annually, there is a substantially greater need for additional resources, as the District has the demand to support at least 5,000 students each year. To meet that demand the SMCCCD needs to identify sustainable dedicated funding of approximately \$16,000,000 per year.

² Due to the current shelter-in-place requirements due to COVID-19, PSP monthly incentives have recently shifted to electronic grocery store gift cards.

The current pandemic has only exacerbated the need for additional funding within the Promise Scholars Program. While the State of California has allocated funds through the [California College Promise](#), which provides \$1.4 million to the District in order to allow for fee waivers, these funds are restricted and can only be utilized for students enrolled full-time at 12 or more units. Unfortunately, the COVID-19 pandemic has caused many students to reduce their course load for a variety of reasons including increased work hours needed to support themselves and their families, dealing with health issues related to COVID-19, and mental health challenges that have increased due to concerns and anxiety around the pandemic itself. As such, the need for flexible sources of funding is even more essential as the restricted monies provided by the state unfortunately fall short in providing sustainable support for the Promise Scholars Program, especially when facing the current extenuating circumstances. Additionally, the uncertain financial outlook of the state budget is cause for concern. If the State drastically reduces or eliminates all or part of the California College Promise, general fund dollars *cannot* be used to address any shortfalls that result.

PROGRAM GROWTH

The Promise Scholars Program (PSP) began at Skyline College in the Fall 2016 semester. After two years of pilot cohorts, the PSP was expanded Districtwide in Fall 2018 using state innovation grant funding. Beginning in Fall 2019, the SMCCCD supports up to 2,000 total students across the three colleges in the PSP (see Figure 3 below).

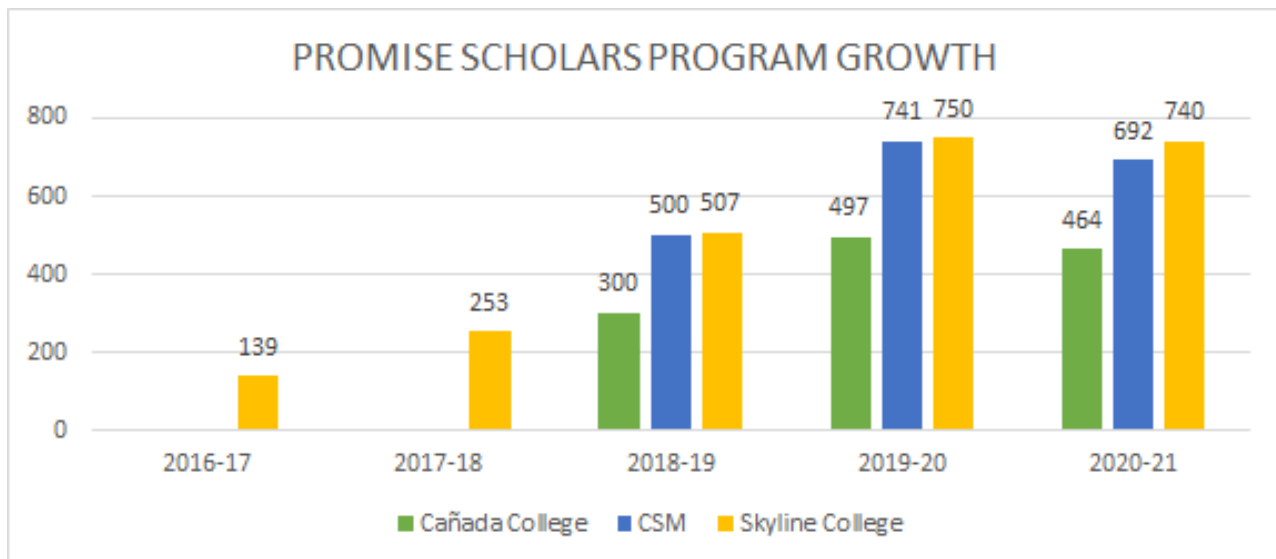


Figure 1

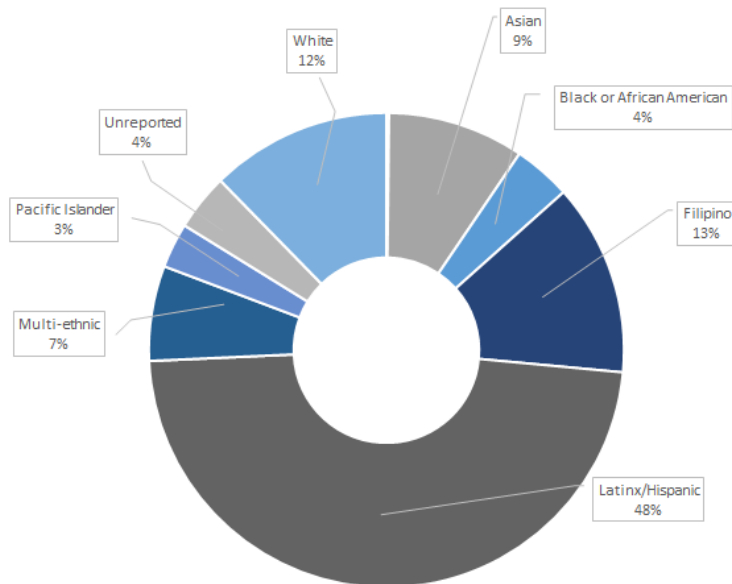
There was a slight decrease in the number of total students enrolled in the Promise Scholars Program during the 2020-21 academic year. This decrease can be directly connected to the COVID-19 pandemic as students have expressed a need to pause their studies, and the Colleges have received fewer new PSP student applications overall.

DEMOGRAPHICS

The PSP is intentionally designed to reach students in the communities served by the SMCCCD who have been historically marginalized. Students of color, first generation students, and students with financial need make up the majority of students served by the PSP.

Fall 2020 – All Cohorts	
1,896	Current Promise Scholars
70%	First Generation College Students
74%	Low Income (CCPG Eligible)

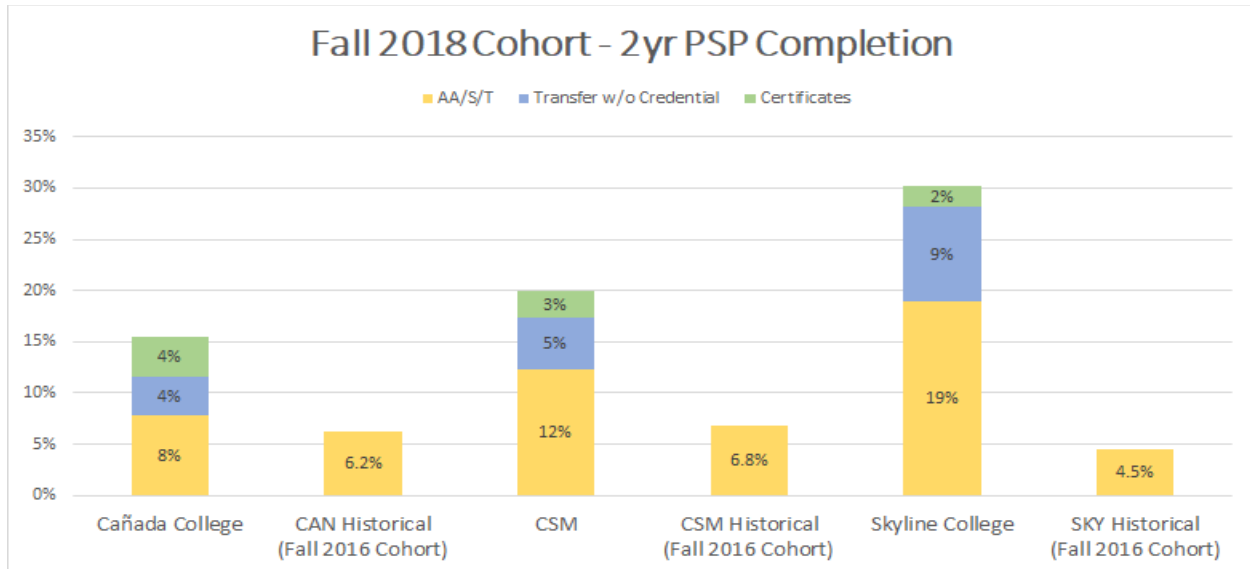
**Promise Scholars Program Ethnicity
(All Cohorts)**



EARLY SUCCESS

During the 2019-20 academic year, students enrolled in the PSP began to demonstrate early successes in both fall-to-spring and fall-to-fall persistence across the District. For example, Skyline College Fall 2018 cohort had an 83% fall-to-fall persistence rate in comparison to the 72% full-time comparison group. Similarly, students in Cañada College’s PSP showcased a 78% fall-to-fall persistence rate which was also higher than the 70% rate for the full-time comparison group. College of San Mateo’s fall-to-fall persistence rate is 80% and meets the CUNY ASAP fall-to-fall persistence benchmark.

The primary goal of the Promise Scholars Program is to triple the current two-year and three-year graduation rates of students. These increased persistence rates, coupled with continued financial and academic support, has positively affected the 2-year completion rates of students across the District. The Fall 2018 PSP cohort have earned degrees above the historical comparison 2-year rate at each campus, doubling the comparison rate at CSM and quadrupling the rate at Skyline College. When considering PSP students who also earned certificates or transferred without degree, the overall 2-year completion rates are 15% at Cañada College, 20% at CSM, and 30% at Skyline College.



DISTRICT STRATEGIC PLAN UPDATE

The District Strategic Plan (DSP) follows a regular cycle of review and update as shown below. During the 2019-20 academic year, a District Strategic Plan Steering Committee (DSPSC) was formed in order to lead the update process.

District Strategic Plan Review Cycle						
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
SMCCCD Strategic Plan 2015-2020	Plan Completed (Year 1)	Implement (Year 2)	Implement (Year 3)	Implement (Year 4)	Plan Update (Year 5)	Comprehensive Plan Update Completed (Year 1)
	—	—	—	—	—	
	Review	Mid-Term Review	Review	Review	Review	
	—	—	—	—	—	
	Assess	Assess	Assess	Assess	Assess	

Table 7

STEERING COMMITTEE MEMBERSHIP

The District Strategic Plan Steering Committee (DSPSC)

Name	Title
Aaron McVean (Chair)	Vice Chancellor, Educational Services and Planning
Dave Mandelkern	Trustees
Tom Nuris	
Jamillah Moore	President (Cañada)
Jeremy Wallace	District Academic Senate President (CSM)

Golda Margate	CSEA Representative (Skyline)
Jordan Chavez (2019-20) Jade Shonette (2020-21)	Student Trustees
Karen Engel	Dean of PRIE (Cañada)
Hilary Goodkind	Dean of PRIE (CSM)
Ingrid Vargas	Dean of PRIE (Skyline)

Table 8

Current schedule of engagement opportunities for the update of the District Strategic Plan (DSP). As needed, additional engagement opportunities will be scheduled.

Date	Activity	Location
2019		
October 15th	First meeting of the DSP Steering Committee	District
November 13th	DSPSC #2: District Mission and College Strategic Plans	District
December 9th	DSPSC #3: Environmental Scan and SWOT Analysis	District
2020		
January 28th	DSPSC #4: Strategic Goals and Districtwide Strategies Review	CSM
February 18th	DSPSC #4.5: Strategic Goals and Districtwide Strategies Review cont.	District
COVID-19		
October 7th	DSPSC #5: District Strategic Plan Metrics Review	Zoom
October 14th	Board Study Session: First Review	Zoom
November	College Planning Council and Senate Presentations	Zoom
December	DSPSC #6: Final Review	Zoom
2021		
January	Board Adoption	Zoom

Table 9

REVISED DISTRICT STRATEGIC GOALS AND DISTRICTWIDE STRATEGIES – DRAFT

As a result of the above schedule of meetings, the District Strategic Plan Steering Committee (DSPSC) has drafted a set of revised District Strategic Goals and Districtwide Strategies, presented below. Because the current District Strategic Plan was the inaugural plan of the District, the DSPSC was charged with the review, revision, and update of the plan as opposed to the development of a completely new plan.

The first section of the District Strategic Plan focuses on Districtwide Strategies that cut across all Strategic Goals and provide a timely focus for District and College efforts. Districtwide Strategies from the 2015-2020 Strategic Plan that were complete were removed and new strategies were added. Previous strategies that were completed included:

- Develop a robust and comprehensive research, planning and institutional effectiveness infrastructure Districtwide to produce actionable data for use in Districtwide decision-making.

- Review student placement assessment processes and incorporate multiple measures of assessing the preparedness of new students for college level work for students with the goal of decreasing time needed to achieve one’s goal. (Accelerated by the passage of AB 705).

Reflecting emerging issues and priorities across the District, the following set of DRAFT Districtwide Strategies is being proposed for the 2020-2025 District Strategic Plan.

Districtwide Strategies	
DRAFT	<ul style="list-style-type: none"> • Measure the impact of new and existing Districtwide efforts to increase success and reduce equity gaps for disproportionately impacted student groups.
	<ul style="list-style-type: none"> • Continually explore and implement interventions that benefit all students and help them to achieve their specific educational goals.
	<ul style="list-style-type: none"> • Provide clear and distinct Guided Pathways for all students to accelerate program completion and successful transitions to the workforce or transfer to a University.
	<ul style="list-style-type: none"> • Support the Colleges by providing resources for innovative teaching and learning that is designed to increase student success.
	<ul style="list-style-type: none"> • Fully implement and optimize the Salesforce CRM and associated products in order to integrate technology systems for better communication to students, staff, and faculty.
	<ul style="list-style-type: none"> • Support the implementation of the District’s sustainability initiatives to address its program goals as part of the District’s response to climate change.

Strategic Goal #1 and the accompanying Districtwide Strategies for focuses on increasing student access, success, and completion. Although the District Strategic Plan is intended to set the strategic direction for the District for the next five years, it is impossible to not consider the current COVID-19 pandemic when reviewing the revised strategies below. The importance of continuing to develop and implement on-line support services and to provide professional development, for example, are both made more apparent in the current operating environment.

Strategic Goal #1	
DEVELOP AND STRENGTHEN EDUCATIONAL OFFERINGS, INTERVENTIONS, AND SUPPORT PROGRAMS THAT INCREASE STUDENT ACCESS, SUCCESS, AND COMPLETION	
DRAFT	Districtwide Strategies
	<ul style="list-style-type: none"> • Encourage the development of methodologies that increase the number of students who utilize support services that enable them to stay in school and succeed.
	<ul style="list-style-type: none"> • Create on-line and web-based options for students to access advising and counseling services, interactive scheduling, and educational plans.
	<ul style="list-style-type: none"> • Strengthen the alignment of career education programs with projected workforce needs.
	<ul style="list-style-type: none"> • Provide professional development resources for faculty, staff, and administration to ensure program effectiveness and excellence in teaching and learning.
	<ul style="list-style-type: none"> • Establish a dedicated budget for new program development in order to increase access, success, and completion, and eliminate equity gaps.

- Use emerging practices to accelerate student progression of ESL sequences into transfer-level work.
- Evaluate the implementation of revised placement processes for English, and math, ensuring students are successful in transfer-level coursework.
- Systematically evaluate the effectiveness of academic and student support programs in all areas and develop, strengthen, or eliminate programs based on that evaluation.

Strategic Goal #2 and the accompanying Districtwide Strategies focuses on the continuum of strategic partnerships and pathways from feeder high schools through the District and onto four-year universities. The continued focus of the District and its colleges to implement Guided Pathways and increase Dual Enrollment opportunities is part of the intentional work to increase access to higher education for historically underserved communities and to increase their successful completion and transfer.

DRAFT

Strategic Goal #2	
ESTABLISH AND EXPAND RELATIONSHIPS WITH SCHOOL DISTRICTS, 4-YEAR COLLEGE PARTNERS, COMMUNITY-BASED ORGANIZATIONS AND EMPLOYERS TO INCREASE HIGHER EDUCATION ATTAINMENT AND ECONOMIC MOBILITY IN SAN MATEO COUNTY	
Districtwide Strategies	
	<ul style="list-style-type: none"> • Increase collaboration, interaction, and alignment with high school partners to increase successful transitions from local high schools to ensure higher education is accessible for all San Mateo high school students.
	<ul style="list-style-type: none"> • Continue to expand and support Middle College and Early College opportunities.
	<ul style="list-style-type: none"> • Make concurrent enrollment opportunities and processes more efficient and accessible for secondary schools and their students.
	<ul style="list-style-type: none"> • Expand dual enrollment opportunities and processes that are more efficient and accessible for secondary schools and their students.
	<ul style="list-style-type: none"> • Create faculty-to-faculty collaboration as part of high school partnerships for Dual Enrollment and Guided Pathways to better align curricula and to create seamless transitions from secondary to postsecondary education.
	<ul style="list-style-type: none"> • Work with feeder high schools to streamline processes for sharing transcript information to facilitate placement of more students into the appropriate transfer-level credit courses.
	<ul style="list-style-type: none"> • Create an active campus environment that creates a sense of belonging and engagement for students.
	<ul style="list-style-type: none"> • Increase and articulate Guided Pathways, programs, and services to improve career development and job placement to help students meet their stated goals.
	<ul style="list-style-type: none"> • Increase/expand partnerships with four-year colleges and universities to increase seamless curriculum alignment and direct program transfer, as well as develop opportunities to complete four-year degrees in San Mateo County.
	<ul style="list-style-type: none"> • Share data and information, especially about student success, with community partners.

Strategic Goal #3 and the accompanying Districtwide Strategies focuses on the development of innovation in teaching and learning, including the use of emerging technologies. The need for this focus has again been highlighted by the COVID-19 pandemic, which has immediately shifted the operating environment of the District and has changed the future of higher education in ways that are not yet fully understood. Regardless, the continued investment in innovation is essential for the District to remain relevant and competitive for future generations of students.

DRAFT

Strategic Goal #3	
PROMOTE INNOVATION AND EXCELLENCE IN INSTRUCTION TO SUPPORT STUDENT LEARNING AND SUCCESS	
Districtwide Strategies	
	<ul style="list-style-type: none"> Expand program delivery options, including accelerated completion options, for all students including online students, e.g., College for Working Adults; short-term classes; intersession classes; cohort classes; and continuing, corporate and community education.
	<ul style="list-style-type: none"> Promote strategic development of online education to increase the development and delivery of quality, fully online certificate and degree programs.
	<ul style="list-style-type: none"> Support professional development for faculty and staff to incorporate advances in teaching, learning, and effective use of technology.
	<ul style="list-style-type: none"> Increase technology use in the classroom and develop the overall District technology infrastructure to support innovative practices in teaching and learning.
	<ul style="list-style-type: none"> Integrate technological systems to ensure a seamless and efficient experience for students, faculty, and staff.
	<ul style="list-style-type: none"> Ensure student and academic support services are accessible to all students in the online environment.
	<ul style="list-style-type: none"> Support innovation and excellence by increasing the availability of data and information to inform the effectiveness of programs and interventions designed to increase student success, equity, and achievement.

Finally, Strategic Goal #4 and the accompanying Districtwide Strategies focuses on the maintenance and development of resources to support the innovation, programs, and services identified in the previous strategic goals. The COVID-19 pandemic has also created a less certain future funding outlook that will require additional alternative sources of revenue and strategic development efforts.

DRAFT

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

Districtwide Strategies

- Protect and solidify District funding, predominately in the form of property taxes, through interaction and advocacy with key county and state legislators and the State Chancellor’s Office. To ensure this is achieved, build coalitions among other community-supported districts and statewide associations.
- Increase actions across the District to provide alternative revenue sources to support programs that increase student success, equity, and achievement.
- Expand the development, management, and grant funding strategy and infrastructure for the Districts and its Colleges.
- Increase philanthropic development efforts in order to provide resources that can be used to support programs and efforts that increase student success, equity, and achievement.
- Increase Community, Continuing and Corporate Education (CCCE) training and services to San Mateo County residents, families and public and private sector organizations through increased lifelong learning and professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private-sector organizations.
- Increase credit-based enrollments through new credit/non-credit hybrid programming.
- Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
- Review allocations and evaluate the investment of resources in order to align resource allocation with District goals and districtwide strategies that increase student success, equity, and achievement.

The next step in the update and revision of the District Strategic Plan will be to propose a revised set of metrics that allows for the evaluation of the implementation of the Goals and Districtwide Strategies outlined above. Following review and discussion with each College, a finalized 2020-2025 District Strategic Plan will be presented to the Board in January 2021 for adoption.

APPENDIX A – DISTRICT STRATEGIC PLAN (DSP) METRICS

**San Mateo County Community College District
Strategic Plan Goals: Trends and Targets**

Strategic Goal #1: Improve Student Success		FALL FULL TIME FIRST-TIME STUDENTS					19-20 target
		FA '15	FA '16	FA '17	FA '18	FA '19	
	Cohort size (number of students)	1,888	1,867	1,981	2,255	2,221	2,054
1.1,1.2	% of students completing SEP	85%	90%	91%	95%	91%	100%
1.6-1.9	Fall-to-Spring persistence	91%	90%	90%	90%	91%	95%
1.5	% initial enrollment in basic skills MATH	31%	26%	17%	5%	1%	20%
1.4	% initial enrollment in basic skills ENGLISH	18%	8%	3%	2%	0%	5%
1.5	% initial enrollment in transfer level MATH	35%	44%	48%	45%	67%	50%
1.4	% initial enrollment in transfer level ENGLISH	42%	66%	78%	79%	86%	75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	21%	18%	15%	23%	-	30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	57%	40%	31%	35%	-	75%
1.6-1.9	% of students completing a degree within 150% of normal time	18.6%*	19.1%*	19.8%	-	-	45%
1.6-1.9	Average time to completion of Associate (semesters*) <i>* Summer = 0.5 semesters</i>	5.8*	5.8*	5.4	-	-	6.0
Strategic Goal #2: Promote Academic Excellence		OTHER INSTITUTIONAL METRICS (NON-COHORT)					19-20 target
2.4-2.7	Associate Degree Completers	1,551	1,660	1,712	1,869	1,818 ¹	1,788
2.4-2.7	Certificate Completers	1,529	1,388	1,244	1,240	791 ¹	1,500
2.8	CSU transfers	989	995	1,125	1,131	-	1,095
2.9	UC transfers	335	413	542	496	-	453
2.3	San Mateo County high school take rate	46%	45%	43%	42%	-	55%
Strategic Goal #3: Increase Program Delivery Options		OTHER INSTITUTIONAL METRICS (NON-COHORT)					19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-4%	0%	3%	5%	5%	0%

1. Data as of September 30, 2020

* Change observed from previously reported data due to data validation process.

College of San Mateo

Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 target
	Cohort size (number of students)	897	879	880	1,038	994	967
1.1, 1.2	% of students completing SEP	84%	88%	91%	95%	92%	95%
1.6-1.9	Fall-to-Spring persistence	92%	91%	92%	92%	92%	95%
1.5	% initial enrollment in basic skills MATH	25%	22%	20%	1%	1%	20%
1.4	% initial enrollment in basic skills ENGLISH	3%	3%	1%	0%	0%	3%
1.5	% initial enrollment in transfer level MATH	45%	53%	49%	47%	72%	60%
1.4	% initial enrollment in transfer level ENGLISH	35%	63%	79%	81%	87%	75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	21%	21%	19%	18%	-	30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	26%	32%	43%	67%	-	50%
1.6-1.9	% of students completing a degree within 150% of normal time	20.1%	20.8%	19.4%	-	-	50%
1.6-1.9	Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	5.9	5.8	5.5	-	-	5.9
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
2.4-2.7	Associate Degree Completers	602	634	704	723	769 ¹	695
2.4-2.7	Certificate Completers	957	768	593	655	315 ¹	844
2.8	CSU transfers	352	379	426	462	-	417
2.9	UC transfers	164	203	251	269	-	223
2.3	San Mateo County high school take rate	26 %	25%	25%	24%	-	32%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	8%	7.1%	7.4%	9%	8%	0%

1. Data as of September 30, 2020 with estimated numbers for Summer 2020 certificate completers.

Cañada College

Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 target
	Cohort size (number of students)	364	305	303	391	410	336
1.1, 1.2	% of students completing SEP	80%	90%	90%	95%	91%	100%
1.6-1.9	Fall-to-Spring persistence	87%	89%	83%	88%	87%	95%
1.5	% initial enrollment in basic skills MATH	25%	19%	16%	17%	2%	15%
1.4	% initial enrollment in basic skills ENGLISH	17%	13%	5%	5%	0%	5%
1.5	% initial enrollment in transfer level MATH	38%	43%	43%	45%	67%	46%
1.4	% initial enrollment in transfer level ENGLISH	52%	65%	72%	76%	87%	70%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	18%	17%	8%	20%	-	25%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	30%	33%	7%	28%	-	39%
1.6-1.9	% of students completing a degree within 150% of normal time	17.0%	18.4%	18.8%	-	-	19%
1.6-1.9	Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	5.5	5.6	5.3	-	-	5.8
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
2.4-2.7	Associate Degree Completers	380	382	379	407	364 ¹	390
2.4-2.7	Certificate Completers	206	239	320	238	200 ¹	240
2.8	CSU transfers	166	167	184	159	-	175
2.9	UC transfers	51	64	123	74	-	70
2.3	San Mateo County high school take rate	16%	16%	17%	17%	-	20%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-7%	-4.2%	-1.0%	2%	3%	0%

1. Data as of September 30, 2020

Skyline College

Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 target
	Cohort size (number of students)	627	683	798	826	817	751
1.1, 1.2	% of students completing SEP	91%	93%	92%	95%	89%	100%
1.6-1.9	Fall-to-Spring persistence	91%	89%	91%	88%	91%	95%
1.5	% initial enrollment in basic skills MATH	43%	35%	15%	4%	0%	20%
1.4	% initial enrollment in basic skills ENGLISH	39%	13%	5%	3%	0%	5%
1.5	% initial enrollment in transfer level MATH	20%	32%	50%	44%	61%	50%
1.4	% initial enrollment in transfer level ENGLISH	48%	70%	78%	77%	84%	75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	23%	16%	13%	33%	-	30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	68%	45%	38%	36%	-	75%
1.6-1.9	% of students completing a degree within 150% of normal time	17.5%	17.1%	20.6%	-	-	50%
1.6-1.9	Average time to completion of Associate Degree (semesters*) <i>* Summer = 0.5 semesters</i>	5.8	5.8	5.3	-	-	6.0
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
2.4-2.7	Associate Degree Completers	581	651	637	751	692 ¹	703
2.4-2.7	Certificate Completers	368	382	333	348	276 ¹	417
2.8	CSU transfers	471	449	518	510	-	494
2.9	UC transfers	120	146	168	153	-	160
2.3	San Mateo County high school take rate	24%	24%	24%	24%	-	30%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-8%	-1.4%	1.1%	3%	3%	0%

1. Data as of September 30, 2020

BOARD REPORT NO. 20-10-2C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, (650) 574-6510

DISCUSSION OF STATEWIDE EFFORTS TO CALL ATTENTION TO THE DIGITAL DIVIDE

Trustee Holober has asked that the attached article (Attachment A) and letter (Attachment B) be provided to the Board for review so the Board may engage in a discussion regarding efforts to bridge the digital divide, which impacts many within our community, including our students.

[MENU](#)[COLLEGE BEAT](#)

Report: More than 100,000 low-income California college students lack internet access



BY JULIANNA DOMINGO, SHEHREEN KARIM AND CHARLOTTE WEST , OCTOBER 7, 2020

UPDATED ON OCTOBER 8, 2020



Image via iStock

Pierce College theater student Sonny Lira was in the middle of rehearsing a script when his phone overheated and shut off, abruptly cutting off his performance.

This wasn't the first time technical difficulties interrupted Lira's community college class. Since Wi-Fi wasn't good enough at home, Lira often practiced his lines over Zoom in his car, situated in the middle of a Starbucks parking lot. The constant disruptions frustrated his director, who discussed finding a laptop for him.

"I'd have to run home to get an ice pack and recharge (my phone) if I wanted to attend class," Lira said.

More than 100,000 low-income college students in California, like Lira, lack access to the technology they need in order to participate in online classes, according to a [new report](#) from the non-profit education equity organization [The Education Trust–West](#). It is among the first comprehensive looks at how the coronavirus pandemic intersects with the digital divide at California colleges.

Across hundreds of California colleges, about 102,000 students from lower income households and 145,000 students of color lack access to the internet, the report projects. (There is some overlap between the two groups.) When it comes to access to a laptop or tablet, the report finds more than 109,000 low-income students and nearly 134,000 students of color may be left out.

The digital divide is not a new problem in California: As of 2019, only about half of low-income Californians [had broadband internet at home](#), compared with three-quarters of households overall, according to the Public Policy Institute of California, a non-partisan think tank. But uneven access to technology poses a major barrier to students' learning as the coronavirus remains uncontained and colleges begin planning for a spring semester online, said report author Abby Ridley-Kerr, a research and data analyst at The Education Trust–West.

"I think what's surprising to me is no campus is untouched by this," said Ridley-Kerr. "The assumption might be (that) at the college level, students are equipped to do this and handle it. But really, we see that across the board, there's just huge numbers of students affected by the digital divide."

The report is based on a [statewide poll](#) The Education Trust–West conducted earlier this year, which found that 15% of students from lower income households and 12% students of color do not have access to devices that enable them to learn remotely. Fourteen percent of lower income students and 15% of students of color reported a lack of internet access at home.

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Researchers cross-referenced the poll results with federal enrollment data to come up with a rough estimate of the digital divide on each campus. They then assigned campuses a digital equity score ranging from one to five. An interactive map shows each campus's ranking, with many of the blue dots representing campuses with the biggest projected divides clustered in the state's inland areas.

Within the 23-campus CSU system, Humboldt State and CSU Dominguez Hills were likely to have the largest gaps in technology access, the report found, with an estimated 666 low-income students at the 7,000-student Humboldt State campus missing a laptop or tablet.

"Humboldt State is in a rural location where internet access can sometimes be limited," said the university's chief information officer, Bethany Rizzardi. "So for students who live locally, internet service may not be as available or reliable as the service in more urban areas."

Rizzardi said the campus had been able to provide laptops to every student who requested one, but that the high demand for computers nationally made them difficult to obtain. Researchers in the university's sociology department are partnering on a national study looking at how the digital divide affects rural students, she said.

While concern about the digital divide has grown among higher education leaders due to the pandemic, reliable data has been hard to come by. California State University spokesperson Mike Uhlenkamp, for example, said the university had been "working to address" technology access, distributing 21,000 laptops and tablets along with 10,000 WiFi hotspots since March, and reopening libraries on some campuses. But he said the university did not have any data on how many students actually lacked internet access or devices systemwide.

Community colleges have the greatest need when it comes to technology access, the Education Trust–West team found.

The researchers ranked the 3,000-student Barstow Community College a 4.4 out of 5, indicating the digital divide was likely severe, with 240 low-income students and 216 students of color estimated to lack access to devices.

Most residents in the small desert town of Barstow live on fixed incomes, said the college's director of public affairs, Amanda Simpson.

"It leaves very little if any money for luxury items such as laptops or home computers, let alone internet and Wi-Fi. Also, these same residents don't have the means for a vehicle to get to a location to access free internet," she said. Simpson said the college was working with community organizations to provide wireless access points for students experiencing difficulties.

The findings about community colleges mirror an internal survey by the California Community Colleges of 50,000 students, in which almost 20% reported unreliable or nonexistent internet service. Black and Latino students were less likely to have functional laptops or reliable internet compared to their peers of other ethnic groups.

“The Ed Trust report raises many of the same issues that we found in our survey and are working to respond to,” Paul Feist, CCC vice chancellor for communications and marketing, wrote in an email.

A \$120 million state grant to the system for coronavirus response helped close the digital divide among students who otherwise would be left behind during the transition to online learning, Feist said, but he added that more government support was needed.

“We need to keep up the pressure in Washington and urge Congress and the president to approve a meaningful stimulus package that includes resources to help students get the supports they need to succeed during this pandemic,” Feist said.

Three California congressional representatives and colleagues have introduced the [*Supporting Connectivity for Higher Education Students in Need Act*](#), which would provide \$1 billion to colleges and universities to cover routers, modems, hotspots, devices and broadband for students. A new federal stimulus package has been stalled since May, with President Trump tweeting Tuesday that he would halt negotiations until after the November election.

Individual community colleges have offered their students assistance with technology, but have faced challenges. Sometimes students are not aware such help is available, and shipments of equipment can be delayed.

[The Los Angeles Community College District purchased a record number of laptops](#) in August to meet students' technology needs, intending to distribute 40,000 devices throughout the Spring and Fall semesters. But Lira, the Pierce College student, was still unable to receive a laptop for Fall 2020 [due to a delay in laptop shipments](#) to the school. After seeing him struggling, a professor ended up lending him his personal laptop, Lira said.

Ridley-Kerr acknowledged that the Education Trust–West report has its limits; for example, it doesn't capture all the changes in availability of technology that have taken place on campuses since the pandemic began. But she said she hopes the study can start a conversation among campus leaders and state officials about how to ensure that every college student has an opportunity to get connected. A survey attached to the study invites administrators to share more information on their campus's needs.

"The ultimate goal is that we're collecting more data and pushing leaders to report accurate data on digital equity needs at their campus, so that we can start to really close and bridge the divide for students," she said.

Domingo and Karim are fellows with the [CalMatters College Journalism Network](#); West is its training coordinator. College Journalism Network editor Felicia Mello contributed reporting. This story and other higher education coverage are supported by the College Futures Foundation.



Governor Gavin Newsom
 1303 10th Street, Suite 1173
 Sacramento, CA 95814

October 6, 2020

Dear Governor Newsom:

2020 has tested California. The Covid-19 pandemic, a national reckoning with racial injustice, and now the worst wildfires in California’s history have overwhelmed our daily lives. In spite of these challenges, communities, lawmakers and business leaders have stepped up to navigate these emergencies with empathy and generosity. Together, we will make it through this time.

As we face these challenges, it is more critical than ever to rethink the status quo and invest in long term solutions that will address the multiple emergencies facing our state. Millions of California families in our cities and rural communities have no access to the broadband they need to access education, healthcare, jobs, and government services. Students, families, workers, first responders, and citizens need access to high-speed broadband (needing speeds of 100 mbps or more) to be truly connected. Our lawmakers have failed to meet this urgent need at our most urgent hour. California cannot wait until next year to begin to address the pervasive digital divide. We need to start work now and empower local public and private partners to build the future proof networks that meet the demands of today and ensure a vibrant economy and robust community for all.

As leaders in industry, local government, non-profit, education, and media, we represent millions of Californian families, teachers, and older adults, all of whom should have access to the benefits of technology. **We urge you to use your authority as Governor to reconvene the state legislature under a special session to pass universal broadband access legislation this year that makes the necessary investments in 21st century access to end the digital divide.**

We thank you for your leadership in issuing Executive Order No. 73-20, which matches many of the goals we seek in universal broadband access legislation. Your leadership is needed again to call a special session of the California legislature, so that all Californians have access to the lifesaving technology that connects us.

Sincerely,

Nancy McPherson, State Director, AARP California
Sean Taketa McLaughlin, Access Humboldt
Eric Null, Access Now
Connie Stewart, California Center for Rural Policy
Omar Carrera, Canal Alliance
Stephen Blum, Central Coast Broadband Consortium
Glenn Sylvester, City of Daly City
Mayor Gregorio Gomez, City of Farmersville
Elizabeth Silva, City of Gonzales, City Council Member
Yanely Martinez, City of Greenfield
Felipe Hernandez, City Councilmember, City of Watsonville
Francisco Estrada, City Councilmember, City of Watsonville
Elizabeth Gettelman Galicia, Vice President of Advocacy, Common Sense
Consumer Action
Susan Grant, Consumer Federation of America
Jonathan Schwantes, Consumer Reports
Council for a Strong America
Paul Miller, Council Member, City of Gonzales
Supervisor Christopher Lopez, County of Monterey
Quincy B., EraseTheRedline Inc.
Caitlin Seeley George, Fight for the Future
Duane Wilson, Founder Academy
Don Means, Director, Gigabit Libraries Network
KC Estenson, GoNoodle
Dirk Tillotson, Great School Choices
Humboldt County Office of Education
Tina Cahill, Indivisible Sacramento
Erin Mote, InnovateEDU
Todd Judd, Intertie Inc.
Ginny T. Lee, Khan Academy
Carlos Victoria, King City Mayor Pro tempore
Karen Borchgrevink, LA Tech4Good
Carina Bustos, Latino Community Foundation
Mark Basnage, MakeKnowledge
Liza Massey, on behalf of Marin County
Rey Leon, Mayor, City of Huron
Fred J. Ledesma, Mayor, City of Soledad
John Goodwin, Mayor, Town of Colma
Brandon Forester, MediaJustice
Michelson 20MM Foundation
Tony Madrigal, Modesto City Councilmember, District 2
Preston Rhea, Monkeybrains
Luis A. Alejo, Monterey County Supervisor, District 1
Joanne C. da Luz, My Yute Soccer

Scot Henley, National Cristina Foundation
Angela Siefer, National Digital Inclusion Alliance
Joshua Stager, New America's Open Technology Institute
North Peninsula Democratic Club
Cathy D. Adams, Oakland African American Chamber of Commerce
Tory Starr, Open Door Community Health Centers
Matt Hatfield, OpenMedia
Karen Tuzman, Peninsula Young Democrats
Harold Feld, Public Knowledge
Andrew Broderick and Karla Suomala, San Francisco Tech Council
Martha Dietzel, School on Wheels
John Windhausen, Schools, Health & Libraries Broadband (SHLB) Coalition
South San Francisco Councilmember Mark Nagales
Natalie Wheatfall-Lum, The Education Trust-West
Paul Goodman, The Greenlining Institute
Adam Trueblood, Trueblood Strategy
Tucows
Eddie Valero, Tulare County Supervisor, District 4
Eddie Flores, Vice President, Board of Trustees, South San Francisco Unified School District