

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT BOARD AGENDA  
REGULAR MEETING  
August 16, 2006  
District Board Room  
3401 CSM Drive, San Mateo**

**NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS**

*The Board welcomes public discussion.*

*\*The public's comments on agenda items will be taken at the time the item is discussed by the Board.*

*\*To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items"; at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*

*\*If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements need to 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 taped; tapes are kept for one month.*

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**6:00 p.m.      ROLL CALL**

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

**MINUTES**

06-8-1	Minutes of Study Session of the Board of Trustees of July 12, 2006
06-8-2	Minutes of Regular Meeting of the Board of July 26, 2006

**PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS**

**STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

**STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

**UNFINISHED BUSINESS**

06-7-102b	Approval to pursue curriculum development: College of San Mateo Dental Hygiene Program
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**NEW BUSINESS**

06-8-1A	Approval of personnel actions: changes in assignment, compensation, placement, leaves, staff allocations and classification of academic and classified personnel
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06-8-2A Approval of revision to miscellaneous pay rate schedule

**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.*

- 06-8-1CA Revision of District Conflict of Interest Code
- 06-8-2CA Approval of off-campus facilities, 2006-07
- 06-8-3CA Approval of Community College League of California (CCLC) membership dues 2006-07
- 06-8-4CA Declaration of surplus property
- 06-8-5CA Contract extension for unit price window treatment – Districtwide
- 06-8-6CA Approval of extension of contract with Prestige Graphics, Incorporated, for printing and mailing services
- 06-8-7CA Approval to execute an amendment to the agreement with Strata Information Group
- 06-8-8CA Acceptance of external grant funds

**Other recommendations**

- 06-8-100B Augmentation of construction contract for Skyline College Building 6, Student Support and Community Services Center, and Building 7A, Science Annex
- 06-8-101B Approval of 2006 Facilities Master Plan - Districtwide

**INFORMATION REPORTS**

- 06-8-1C District response to the San Mateo County Civil Grand Jury's Report on the Nursing Shortage in San Mateo
- 06-8-2C District's response to the San Mateo County Civil Grand Jury's Report on High School and Community College Opportunities for Collaboration

**STATEMENTS FROM BOARD MEMBERS**

**COMMUNICATIONS**

## **RECESS TO CLOSED SESSION**

1. Closed Session Personnel Items
  - A. Public Employment  
Employment: **Cañada College** – Athletic Trainer, Business & Workforce Development Division; **College of San Mateo** – Coordinator/Advisor of International Student Program, International Students/Student Services Division; Learning Disability Specialist, Student Services Division; Laboratory Technician, Mathematics and Science Division; Office Assistant, Nursing/Mathematics and Science Division; **Skyline College** – Instructional Aide I (2), Child Development Center/Business Division  
Post-Retirement Contract – **Skyline College** – Science, Mathematics & Technology Division
  - B. Public Employee Discipline, Dismissal, Release
  
2. Conference with labor negotiator  
Agency negotiator: Harry Joel  
Employee organization: AFT

## **CLOSED SESSION ACTIONS TAKEN**

## **ADJOURNMENT**

Minutes  
July 12, 2006  
San Mateo, California

**The meeting was called to order at 6:05 p.m.**

**Board members present:** President Mandelkern, Vice President-Clerk Hausman; Trustees Holober, Miljanich and Schwarz

**Board members absent:** Student Trustee Young

**Others present:** Chancellor Galatolo, Executive Vice Chancellor Keller, and Vice Chancellors Joel and Luan

**And others:** Cañada College Interim President Mohr; CSM Vice President Claire (for President Kelly); and Skyline College President Morrow

**Pledge of Allegiance**

**STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

None

**NEW BUSINESS**

**APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (06-7-1A)**

It was moved by Trustee Holober and seconded by Trustee Hausman to approve the actions in Board Report No. 06-7-1A. The motion carried, all members voting "Aye."

**CONTRACT AWARD TO SCHOOL CHEF FOR DISTRICTWIDE FOOD SERVICES (06-7-100B)**

It was moved by Trustee Hausman and seconded by Trustee Schwarz to award the District's food service contract to School Chef for an initial period of three years, commencing August 14, 2006, with an option for two one-year extensions. The motion carried, all members voting "Aye."

**STUDY SESSION**

**REPORT FROM CONSTRUCTION PROGRAM GOALS SUBCOMMITTEE (06-7-1C)**

Chancellor Galatolo opened discussion, noting that, at the Board retreat conducted in March 2006, the Board developed program goals; these goals have since been refined and were finally approved by the Board at the May 17, 2006 meeting. He stated that Trustees Holober and Schwarz agreed to serve as Board representatives on a District subcommittee to monitor the facilities goals and to help refine the structure of construction management. Also serving on the subcommittee are Executive Vice Chancellor Keller and Directors da Silva and Bennett.

Director da Silva presented an extensive report on the following 10 program goals: vendor pool; issue bonds; 2006 Facilities Master Plan; program management; project labor agreement; local workers; pre-apprenticeship program; design-build legislation; operational efficiencies; and sustainability.

Regarding the vendor pool, Director da Silva stated that it is the District's objective to expand and enhance the existing vendor data base to allow for more detailed tracking of vendor information. She also cited the LACCCD model as one that includes desirable characteristics such as a bonding assistance program and a mentoring program feature. She noted that there are also some considerations that need to be addressed: an insurance assistance program; continuation of design-build, capitalizing on professional service opportunities; and hard bid public works projects. Of the latter, she stated that this type

of construction is extremely prescriptive, requiring the District to be even more creative while still complying with the legalities of the program.

Director da Silva continued with information on program management, noting that cost estimates for CIP1 were at 10% of program value, and cost projections for CIP2 are 8% of program value. Addressing the goal of a Project Labor Agreement (PLA), Director da Silva stated that the PLA cannot be negotiated until the 2006 Facilities Master Plan has been approved. In discussion of the Pre-Apprenticeship Program goal, CSM Vice President Claire stated that the District's Vice Presidents of Instruction have been working to develop a curriculum that meets the goals of the apprenticeship programs. The curriculum is expected to be cohort-based; it is hoped that there could be an increase in the number of apprenticeships that include graduates of the District's Pre-Apprenticeship Program. The district is still exploring the legal and pragmatic aspects of requiring contractors to use Pre-Apprenticeship Program graduates on its projects.

The District expects to continue exploring the CityBuild project and other models in order to reach more local workers. However, applicability of projects to District projects is always a consideration. Regarding Design-Build legislation, because this legislation sunsets in January 2008, it is important to secure legislative assistance (perhaps through Joe Simitian, Gene Mullin, Ira Ruskin, Leland Yee and Fiona Ma) to extend the existing legislation.

The goal of Operational Efficiencies involves use of the Resource Allocation Model and additional facilities staff to address evolving facilities and technology standards. Regarding the goal of Sustainability, the District continues its best existing practices, including new buildings that exceed code requirements, energy efficiency rebates, and environmentally friendly construction practices.

In general discussion of all these goals, Trustee Holober expressed his interest in ensuring that there be outreach efforts to smaller, emerging businesses, especially those that are underrepresented. Board members also expressed interest in perhaps exploring opportunities with companies other than Swinerton, especially regarding construction management. Chancellor Galatolo suggested that a potential contract with Swinerton as general contractor be negotiated first before changes are explored. The Board felt that it is necessary to look at metrics before negotiating with Swinerton. District staff will meet with President Mandelkern and Trustee Schwarz on this matter and then report back to the rest of the Board.

**The Board recessed to Closed Session at 8:25 p.m.**

**The Board reconvened to Public Session at 8:55p.m.**

#### **CLOSED SESSION ACTIONS TAKEN**

President Mandelkern reported that, during the Closed Session just concluded, the Board considered the personnel items listed on the printed agenda and voted 5-0 to approve the actions in Board Report No. 1-A and 1-B. He added that the Board also discussed collective bargaining matters with District Chief Negotiator Joel; no action was taken.

#### **ADJOURNMENT**

It was moved by Trustee Hausman and seconded by President Mandelkern to adjourn the meeting. The motion carried, all member voting "Aye." The meeting was adjourned at 8:56 p.m.

The next Regular Meeting of the Board will be July 26, 2006, beginning at 6:00 p.m. in the District Board Room.

Submitted by

Ron Galatolo  
Secretary

Approved and entered into the proceedings of the August 16, 2006 meeting.

Helen Hausman



Minutes  
July 26, 2006  
San Mateo, California

**The meeting was called to order at 6:09 p.m.**

**Board members present:** Vice President-Clerk Hausman, Trustees Holober and Schwarz; and Student Trustee Young

**Board members absent:** President Mandelkern and Trustee Miljanich

**Others present:** Chancellor Galatolo, CFO Blackwood (for Executive Vice Chancellor Keller), Vice Chancellors Joel and Luan, Skyline President Morrow, Cañada Interim President Mohr, CSM Vice President Griffin (for President Kelly)

### **Pledge of Allegiance**

In the absence of President Mandelkern, Vice President-Clerk Hausman served as President Pro Tem.

### **DISCUSSION OF THE ORDER OF THE AGENDA**

None

### **MINUTES**

It was moved by Trustee Schwarz and seconded by Trustee Holober to approve the minutes of the Study Session of the Board of June 14, 2006. The motion carried by a vote of 3-0, all members present voting "Aye."

It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the minutes of the Special Closed Session Meeting of the Board of June 21, 2006. The motion carried by a vote of 3-0, all members present voting "Aye."

It was moved by Trustee Schwarz and seconded by Student Trustee Young to approve the minutes of the Regular Meeting of the Board of June 28, 2006. The motion carried by a vote of 3-0, all members present voting "Aye."

### **PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS**

None

### **STATEMENTS FROM EXECUTIVES**

Executive Reports were presented by Chancellor Galatolo, Skyline President Morrow, CSM Vice President of Student Services Griffin (for President Kelly), Cañada Interim President Mohr and CFO Blackwood (for Executive Vice Chancellor Keller).

Adding to CSM's written report, Vice President Griffin distributed to the Board a Financial Aid Handbook and an Orientation Guide and Workbook for use by new and continuing students.

CSM Vice President of Instruction Claire expressed his pleasure in the acquisition at CSM of Andreas Wolf, Dean of Athletics and Physical Education, from Skyline, where he served in the same capacity. He also was pleased to announce that Charlene Frontiera, formerly at Hartnell, has been hired as the new Dean of Math/Science. He also distributed information on a student named Yan Yan Mao, a concurrent enrollment student at CSM, who recently graduated from high school and from CSM in the same week and who will attend Harvard in the Fall, with plans for medical school after that. He said that she received academic help, guidance and encouragement from CSM Professors Darryl Stanford and Ernie Rodriguez and from Modesta Garcia, CSM counselor.

Adding to his written report, Cañada Interim President Mohr provided an update on the status of the College's Theatre Arts program, noting that two new faculty have been added to the department: Barbara Cannon, who has worked

professionally as a director since 1991; and Kathleen Woods, who comes to Cañada with more than 25 years of experience as a theatre director and educator.

CFO Blackwood reported that year-end closing of the books is in progress, involving balancing and reconciliation. She also said that, as of October 2006, the new payroll system will be implemented for student payroll. The system will be implemented for all other District personnel in January 2007. The intervening time will allow the District to test and examine the system without concerns about deductions for retirement, health benefits, etc. since students' earnings are not calculated with those features. She also reported that a piece of legislation, SB 361, would benefit the District if it is passed once the legislature is back in session on August 7. She said that this bill changes the community college funding formula and would provide \$5M with equalization and \$3M otherwise. She added that she has heard that the bill has a lot of support but also that there is some "tinkering" underway regarding the language of the bill. The Board expressed interest in supporting the bill via a letter of support and contact with the District's local legislators.

Copies of the Executive Statements/Reports were available for distribution at the meeting and are attached to the official minutes of record.

### **STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

None

### **UNFINISHED BUSINESS**

#### **AUGMENTATION TO DESIGN-BUILD CONTRACT FOR ATHLETICS FACILITIES UPGRADES – DISTRICTWIDE (06-6-10CA)**

It was moved by Trustee Holober and seconded by Trustee Schwarz to authorize augmentation of the existing design-build contract with Robert A. Bothman, Inc. in an amount not to exceed \$5,500,000.

In response to a question from Student Trustee Young regarding artificial turf for softball, Chancellor Galatolo stated that there has been a great deal of positive feedback from both athletes and staff who have used the turf. The turf results in fewer athletic injuries and its drainage capacity allows for use of the athletic fields even after heavy rain. Responding to Trustee Schwarz's question regarding the CSM Teamhouse Building, Chancellor Galatolo stated that the existing facility is inadequate and shabby; the proposed changes will improve the facility and allow for expansion such as addition of accessible restrooms, repair of existing pedestrian paths, storage facilities and safety lighting.

Following discussion, the motion carried by a vote of 3-0, all members present voting "Aye."

### **NEW BUSINESS**

#### **APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (06-7-2A)**

It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the actions in Board Report No. 06-7-2A. The motion carried by a vote of 3-0, all members present voting "Aye."

#### **APPROVAL OF CONSENT AGENDA (06-7-1CA AND 06-7-2CA)**

The Consent Agenda consists of the following board reports:

- |          |  |
|----------|--|
| 06-7-1CA | Approval of non-subsidized tuition fees for Child Development Centers – College of San Mateo and Skyline College |
| 06-7-2CA | Declaration of surplus property  |

It was moved by Trustee Schwarz and seconded by Trustee Holober to approve the Consent Agenda. The motion carried by a vote of 3-0, all members present voting "Aye."

#### **ADOPTION OF RESOLUTION NO. 06-12 IN SUPPORT OF PROPOSITION 1D – KINDERGARTEN-UNIVERSITY PUBLIC EDUCATION FACILITIES BOND ACT OF 2006 (06-7-101B)**

It was moved by Trustee Schwarz and seconded by Trustee Holober to adopt Resolution No. 06-12 in support of Proposition 1D, the Kindergarten-University Public Education Facilities Bond Act of 2006. The motion carried by a vote of 3-0, all members present voting "Aye."

**RECOMMENDATION TO PURSUE NEW CURRICULUM DEVELOPMENT FOR COLLEGE OF SAN MATEO DENTAL HYGIENE PROGRAM (06-7-102B)**

This item is to be deferred to a later date.

Related to this deferment, the Board discussed alternate dates to address this item – the Regular Meeting date of August 9 is not feasible due to the anticipated absence of two Board members. Suggested dates are Tuesday, August 15, Wednesday, August 16 and Wednesday, August 23. In discussion, members present stated that any of the suggested dates is acceptable; although absent from this meeting, Trustee Miljanich had earlier stated that any one of the dates is agreeable with her. By phone, President Mandelkern stated that either August 16 or 23 was acceptable. By consensus, the Board set August 16 as the next Regular Meeting date, starting at 6:00 p.m. in the District Board Room.

**STATEMENTS FROM BOARD MEMBERS**

Student Trustee Young expressed her appreciation for the Financial Aid handbook and also for the opportunity for discussion of concurrent enrollment scheduled for September 11, when the Board will hold a study session including the Superintendents from surrounding high school districts to address this topic.

Trustee Holober reported that he recently attended a meeting of an outside organization at which he heard from a former co-worker some very complimentary comments about the job training programs conducted by Skyline College. He also mentioned that he has learned that private, for-profit secondary vocational education programs are being investigated for fraud, misrepresentation and predatory practices, most particularly those related to failure to secure placement for those persons completing a program. He said that he has heard there is potential legislation on this matter that is currently circulating and suggested that this topic might be considered for future discussion by the Board.

**COMMUNICATIONS**

None.

The Board recessed to Closed Session at 7:15 p.m.

The Board reconvened to Open Session at 7:25 p.m.

**CLOSED SESSION ACTIONS TAKEN**

President Pro Tem Hausman reported that, at the Closed Session conducted earlier, the Board considered the personnel items listed on the printed agenda and unanimously approved the actions in Board Report No.1-A and 1-B. She also reported that the Board discussed collective bargaining matters with Chief District Negotiator Joel; no action was taken.

**ADJOURNMENT**

It was moved by Trustee Schwarz and seconded by Trustee Hausman to adjourn the meeting. The motion carried by a vote of 3-0, all members present voting "Aye." The meeting was adjourned at 7:30 p.m.

The next Regular Meeting of the Board will be August 16, 2006, beginning at 6:00 p.m. in the District Board Room.

Submitted by

Ron Galatolo  
Secretary

Approved and entered into the proceedings of the August 16, 2006 meeting.

Helen Hausman  
Vice President-Clerk

**BOARD REPORT NO. 06-7-102B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Michael Claire, Vice President of Instruction, College of San Mateo,  
574-6404

**APPROVAL TO PURSUE CURRICULUM DEVELOPMENT:  
COLLEGE OF SAN MATEO DENTAL HYGIENE PROGRAM**

College of San Mateo has completed a preliminary investigation regarding the development of a Dental Hygiene program. Similar to our Nursing program, this two-year program would be offered in a cohort format, with a total of thirty students in each cohort. The program capacity would be a maximum of sixty students per academic year. CSM would offer the program at an off-campus location.

The preliminary investigation consists of three elements: an estimate of net program costs, a review of the program approval and accreditation processes, and an assessment of the net regional labor market demand.

**Net Program Cost**

Dental Hygiene is a high-cost allied health program which requires a 6:1 student-teacher ratio in the clinical portion of the course. We estimate that the program will generate a net annual operating deficit of \$878,441 of which \$694,920 can be absorbed by bond funds to accommodate the lease expense:

## Operating Revenues:

Estimated Apportionment Funding	\$312,390	
Estimated Dental Society Assistance	100,000	
Patient Care	5,000	
Total Projected Operating Revenue		\$417,390

## Operating Expenses

Full-time Faculty Salaries and Benefits (4.0 FTE)	\$350,000	
Adjunct Faculty Wages and Benefits (1.53 FTE)	64,661	
Director Salary and Benefits (1.0 FTE)	100,000	
Classified Staff Salary and Benefits (1.0 FTE)	56,250	
Supplies	30,000	
Lease	694,920	
Total Projected Operating Expenses		<u>1,295,831</u>
Projected Net Operating Deficit		\$(878,441)

The lease cost would cover the use of facilities, leasehold improvements, and equipment for a period of ten years. The remaining operating deficit of \$183,521 would require the use of general fund resources. Finally, College of San Mateo projects a start up cost of \$140,000 exclusive of

leasehold improvements and equipment. We would apply for a \$50,000 grant from the California Dental Association to defray a portion of these expenses.

#### **Program Approval**

The program must be approved by the State Chancellor's Office in order to qualify for state apportionment funding. College of San Mateo's Academic Senate must approve the curriculum before the program can be submitted to the Board of Trustees and to the State Chancellors Office for approval.

In addition, the program would be subjected to a rigorous accreditation process administered by the Commission on Dental Accreditation (CODA). The College would be required to prepare a self-study report that addresses over fifty standards in six broad categories covering institutional effectiveness, the educational program, administration, faculty and staff, educational support services, health and safety provisions, and patient care services. The program would be granted "initial accreditation" status pending the results of one or more site visits. The College would need to employ a full-time director at least one year in advance of program operation in order to develop the curriculum, prepare the initial accreditation self-study report, and to guide program ramp-up efforts.

#### **Net Regional Labor Market Demand**

Demand data has been obtained from various sources and the administration concludes that the data reflects a demand sufficient to absorb a dental hygiene program of 30 students graduating per year.

Net regional labor market demand can be defined as regional labor market supply less regional labor market demand. We have defined the region using the EDD Metropolitan Statistical Area (MSA) definitions. In short, the San Francisco, Oakland, and San Jose MSAs cover the greater Bay Area region (north to Marin County, east to Alameda and Contra Costa counties, and South to Santa Clara County).

It is relatively simple to estimate regional labor market supply. We have reviewed program award data supplied by State Chancellor's Office for Diablo Valley College, Chabot College, and Foothill College in order to develop an estimate of the regional labor market supply over the next ten years. This data is not likely to fluctuate. In addition, we have contacted Western Career College, a private educational institution located in San Jose, to determine the total regional labor supply. Based upon our on research, we estimate that the total regional labor market supply will average 117 hygienists per year (including CSM). The colleges nearest to us (Foothill and Chabot) graduate a total of 40 hygienists per year collectively. We estimate that CSM will graduate 27 hygienists per year.

It is much more problematic to develop a reliable estimate for regional labor market demand. The reason for this difficulty is that we are working with a ten year research horizon and labor market demand is contingent upon several uncontrollable factors. This creates the need to use sophisticated forecasting models which would be costly to develop. Therefore, we have concluded that the Labor Market Information (LMI) supplied by the EDD is insufficient to predict demand (the LMI data indicates a net demand of 108 hygienists per year).

Rather than develop a specific forecast, we have drawn a general conclusion of the likely demand by using multiple data sets. Finally, it is important to note that a substantial number of dental hygienist positions are part-time. As a result, we have converted all positions to full-time equivalent positions (FTE) to ensure that our measurements of demand are consistent across the various data sets.

In addition to the LMI data referenced above, we have reviewed data from the 2003 California Dental Survey prepared by the UCLA Center for Health and Policy Research. Working with the California Dental Association (CDA), we were able to obtain detailed data for Bay Area region. As documented in the report, there appears to be a greater need for hygienists in the Bay Area region as compared to the state as a whole. Specifically, this data suggests a greater need for dental hygienists than the EDD LMI data (170 FTE vs. 108 FTE). Part of this discrepancy can be attributed to the fact that the UCLA study is a "point in time" report, whereas the EDD LMI forecast is based upon various trending methods.

We have also contacted other community colleges in the region to obtain actual job placement results for dental hygiene graduates. Finally, we have discovered that UCSF is completing a study on dental hygiene that is based upon a survey of dental hygienists. Among other things, this study will provide data regarding wages, job placement, and full-time vs. part-time employment. We anticipate that this study will be released in November 2006.

While it is difficult to conclude that there is an overwhelming demand for dental hygienists, it does appear that there is sufficient demand to absorb an additional dental hygiene program in the region.

#### **SUMMARY AND RECOMMENDATION**

Dental Hygiene is a high-cost allied health program that requires classified staff support, a full-time director, and a 6:1 student to teacher ratio for the clinical portion of the program. As documented above, we have forecast a net operating deficit of \$878,441 per year. It is also important to note that high-cost cohort programs present a greater financial risk since program costs cannot be scaled to actual enrollment.

At the same time, a Dental Hygiene program offers graduates an excellent high-wage career, and would help to serve an important allied health need in San Mateo County. In addition, the district can expect some enrollment growth due to the large number of students who would be required to complete the program prerequisites before applying to the program.

Given the above factors, the decision to move to the curriculum development phase for this particular program is a difficult one. As a result, College of San Mateo requests direction from the Board before proceeding to the curriculum development phase for this program.

**BOARD REPORT NO. 06-08-1A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: Harry W. Joel, Vice-Chancellor,  
Human Resources and Employee Relations, (650) 358-6767

**APPROVAL OF PERSONNEL ACTIONS**

Changes in assignment, compensation, placement, leaves, staff allocations and classification of academic and classified personnel:

**A. Reassignment**

College of San Mateo

1. **Kay Rabb** Payroll Clerk I Payroll/Business Services Division

Reassignment from Admissions and Records Assistant II, effective August 14, 2006, replacing Ada Delaplaine who was promoted to Human Resources Representative.

**B. Leave of Absence**

Skyline College

1. **Steve McAfee** Associate Professor Business Division

Recommend approval of personal business leave of absence, effective August 14, 2006 through May 26, 2007.

**C. Changes in Staff Allocation**

College of San Mateo

1. Recommend approval of the change in staff allocation to add one 48% of full-time, ten (10) months per year Athletic Trainer position in the Physical Education/Athletics Division, effective August 17, 2006. The new allocation will be responsible for advising and coordinating programs of preventative care and therapeutic treatment for student athletes.

## C. Changes in Staff Allocation (continued)

Districtwide Change of Staff Allocation

1. Recommend approval of creation of a new classification "Program Services Coordinator for Degree Audit," at Grade 27 of the Secretarial and Clerical Salary Schedule 60, effective August 17, 2006.
2. Also, recommend an increase in staff allocation to add one full-time, twelve (12) month per year, Program Services Coordinator for Degree Audit in the Enrollment Services/Student Services Division of each of the District colleges: Cañada College, College of San Mateo and Skyline College, effective August 17, 2006. Reporting to the Dean of Enrollment Services, the new allocation will perform the highly technical task of evaluating incoming transcripts and district coursework for awarding of degrees and certificates and maintaining functionality of the degree audit system to ensure accuracy of all aspects of the program.

Skyline College

1. Recommend approval of the change in staff allocation to increase one Admissions and Records Assistant II (2C0195 – last incumbent Kenya Zepeda) in the Admissions and Records/Student Services Division, from 48% of full-time, ten (10) months per year to 100% of full-time, twelve (12) months per year, effective July 17, 2006. The increase is based on increased workload of this position.
2. Recommend deletion of one 48% of full-time Admissions and Records Assistant II position (2C0150) from the Admissions and Records/Student Services Division, effective July 17, 2006.

## D. Short-Term, Non-Continuing Assignments

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

<i>Location</i>	<i>Division/ Department</i>	<i>No. of Pos.</i>	<i>Date Start</i>	<i>Date End</i>	<i>Services to be performed</i>
1. Cañada	Humanities/ESL	2	08/17/2006	06/30/2007	Instructional Aide II: to assist ESL faculty with the coordination of the use of software in the Learning Center on an intermittent basis.
2. Cañada	Humanities/CBET-RCSD	1	08/17/2006	05/31/2007	Instructional Aide I: on an as-needed basis, assist students with their learning and help them understand the material covered by the instructor.

## D. Short-Term, Non-Continuing Assignments (continued)

<i>Location</i>	<i>Division/ Department</i>	<i>No. of Pos.</i>	<i>Date</i>		<i>Services to be performed</i>
			<i>Start</i>	<i>End</i>	
3. Cañada	Humanities/CBET- SEQUOIA	1	08/17/2006	05/31/2007	Instructional Aide I: on an as-needed basis, assist students with their learning and help them understand the material covered by the instructor.
4. CSM	Business Services	1	08/17/2006	06/30/2007	Office Assistant II: to assist with clerical work related to payroll and budget in Business Services on an as- needed basis.

San Mateo County Community College District

August 16, 2006

**BOARD REPORT NO. 06-8-2A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: Harry W. Joel, Vice-Chancellor,  
Human Resources and Employee Relations, (650) 358-6767

**APPROVAL OF REVISION TO MISCELLANEOUS PAY RATES SALARY SCHEDULE**

**Background**

The Miscellaneous Pay Rates Salary Schedule was originally established by the Board of Trustees in 1989 (Board Report No. 89-7-3A) for KCSM production crews and selected other services not covered by other District salary schedules.

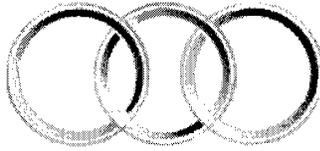
In July 1993, the salary schedule was revised to add a KCSM Projects Leader classification and pay rate, and was revised in July 1994 to increase the existing rates by two percent to coincide with a similar cost-of-living adjustment made for CSEA. In October 1999, this salary schedule was modified to reflect the addition of some new temporary classifications and changes in hourly rates for several KCSM services. Again, in July 1, 2004 the Assistant Coaches were added to the miscellaneous salary schedule. The most recent revision to the salary schedule was in June 14, 2006 with the addition of the EMT I Proctor and Health Educator.

**Addition of New Classification**

The position of Accompanist is more appropriately paid on the miscellaneous payroll as they are compensated by a flat stipend for each semester worked.

**Recommendation**

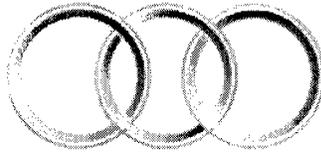
It is recommended that the Miscellaneous Pay Rates Salary Schedule be revised effective August 17, 2006 to include the addition of Accompanist who is paid by stipend for each semester worked.



San Mateo County Community College District

**MISCELLANEOUS PAY RATES SALARY SCHEDULE**  
(Revised August 17, 2006)

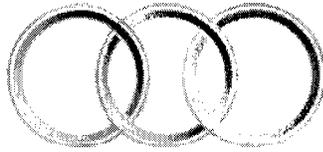
<b>CLASSIFICATION</b>	<b>HOURLY PAY RATES</b>
<b>KCSM Projects Leader</b> Under direction of General Manager or other management staff, directs and coordinates contracts, technical requirements, compliance with Federal Communications Commission regulations, studio scheduling and other strategic planning and logistics for special station projects and productions.	\$46.50 Flat Rate
<b>KCSM Production Operator</b> Operates cameras; adjusts camera angles and apertures; makes minor repairs to equipment and supplies; serves as studio mixer; operates teleprompters.	\$20.00 - \$22.00 - \$24.20
<b>KCSM Floor Director</b> 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.	\$24.00 - \$26.40 - \$29.04
<b>KCSM Video Shader</b> Operates cameras to monitor color and level of consistency throughout various programs.	\$24.00 - \$26.40 - \$29.04
<b>KCSM Video Mixer</b> Sets up production video consoles pursuant to producer/director requests. Serves as interface between producer/directors and crews.	\$24.00 - \$26.40 - \$29.04
<b>Lifeguard</b> Monitors swimming pool and guest safety; performs watch and rescue procedures; administers CPR and other First-Aid as required; trains guests in swimming pool safety. American Red Cross Lifeguard Training Certificate and ARC CPR/First Aid for the Professional Rescuer.	\$7.60 - \$8.36 - \$9.20



**San Mateo County Community College District**

**MISCELLANEOUS PAY RATES SALARY SCHEDULE (continued)**  
(Revised August 17, 2006)

<b>CLASSIFICATION</b>	<b>HOURLY PAY RATES</b>
<b>Senior Lifeguard</b> Trains and directs the work of Lifeguards; monitors swimming pool and guest safety; performs watch and rescue procedures; administers CPR and other First-Aid as required; trains guests in swimming pool safety. American Red Cross Lifeguard Training Certificate and ARC CPR/First Aid for the Professional Rescuer.	\$9.35 - \$10.29 - \$11.32
<b>College Physician</b> 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.	\$100 Flat Rate
<b>Assistant Coach</b> Provide support for coaching in a specific sport; supervise practices, assist at games.	Up to \$5,000 per season.
<b>EMT I Proctor</b> Lead Instructors in the various classes schedule and assign work to pool instructors, which can result in work assignments varying from one to several class sessions per semester.	\$25.00 Flat Rate
<b>Health Educator</b> 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



**San Mateo County Community College District**

**MISCELLANEOUS PAY RATES SALARY SCHEDULE (continued)**  
(Revised August 17, 2006)

<b>CLASSIFICATION</b>	<b>HOURLY PAY RATES</b>
<b>Accompanist</b> Play piano to assist in voice classes and for choral groups.	\$26.00 – \$36.00

**MISCELLANEOUS PAY RATES SALARY SCHEDULE**  
(Revised August 17, 2006)

**EMPLOYMENT REGULATIONS**

Individuals who are employed in classifications listed on the Miscellaneous Pay Rates Salary Schedule are not a part of the classified service, are at-will employees, subject to unemployment insurance regulations, and are employed pursuant to California Education Code Section 88003.

The "Miscellaneous Pay Rates" 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.

**SALARY STEP PLACEMENT**

The initial placement of individuals at one of three steps within a pay range, as well as their subsequent movement to a higher step within the range dependent upon relevant training and previous applicable work experience, and is at the discretion of hiring manager.

Individuals who are employed in any of the listed classifications are paid via timesheet, and are subject to payment at time and a half of the hourly rate for hours in excess of the regular District work day or work week.

The pay rates went into effect on July 1, 2001.

**EQUAL EMPLOYMENT OPPORTUNITY**

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who present the rich diversity of cultures, language groups and abilities in its surrounding communities.

(Rev. 08/17/2006)

San Mateo County Community College District

August 16, 2006

**BOARD REPORT NO. 06-8-1CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: Barbara Christensen, Director of Community/Government Relations  
574-6560

**REVISION OF DISTRICT CONFLICT OF INTEREST CODE**

The attached Conflict of Interest Code was adopted by the Board in May 1986 and has subsequently been revised in 1990, 1994, 2000 and 2002. Since the last revision, the titles of certain positions designated under the Code as positions that are required to file a Statement of Economic Interest have changed. This makes it necessary for the District to revise Appendix A of the Code. The proposed revisions of Appendix A are attached for the information of the Board. Following adoption of this new Code by the Board of Trustees, it will be submitted to the County Board of Supervisors, as required by State law.

**RECOMMENDATION**

It is recommended that the Board approve the attached revision of the District Conflict of Interest Code.

**CONFLICT OF INTEREST CODE OF THE  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
COUNTY OF SAN MATEO, STATE OF CALIFORNIA**

The Political Reform Act, Government Code Section 8100, et. seq., requires state and local government agencies to adopt Conflict of Interest Codes. The Fair Political Practices Commission has adopted a regulation, 2 Cal. Adm. Code Section 18730, which contains the terms of a standard Conflict of Interest Code, which can be incorporated by reference, and which may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act after public notice hearings. Therefore, the terms of 2 Cal. Adm. Code Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference and, along with the attached Appendix in which officials and employees are designated and disclosure categories are set forth, constitute the Conflict of Interest Code of the San Mateo County Community College District (Hereinafter "Agency").

Pursuant to Section 18730(b)(4)(B) of the Standard Code, all designated employees shall file statements of economic interests with the agency, which shall make and retain a copy and forward the originals to the code reviewing body, which shall be the filing officer.

As directed by Government Code Section 82011, the code reviewing body is the Board of Supervisors for the County of San Mateo. Pursuant to Title 2, Division 6 of the California Administrative Code, Section 18277, the County Clerk for the County of San Mateo shall be the official responsible for receiving and retaining statements of economic interests filed with the Board of Supervisors.

**DESIGNATED CATEGORIES**

CATEGORY 1. A designated employee assigned to Category 1 is required to disclose investments that may foreseeably be materially affected by any decision made or participated in by the designated employee.

CATEGORY 2. A designated employee assigned to Category 2 is required to disclose interests in real property that may be materially affected by any decision made or participated in by the designated employee.

CATEGORY 3. A designated employee assigned to Category 3 is required to disclose any business entity that may be materially affected by any decision made or participated in by the designated employee.

CATEGORY 4. A designated employee assigned to Category 4 is required to disclose any business entity in which the designated employee is a director, officer, partner, trustee, or holds any position of management that may be materially affected by any decision made or participated in by the designated employee.

**APPENDIX A**

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
DESIGNATED OFFICIALS AND EMPLOYEES**

<b>Designated Positions</b>	<b>Disclosure Category</b>	
Board of Trustees	1,2,3,4	
Chancellor-Superintendent	1,2,3,4	
Executive Vice Chancellor	1,2,3,4	
Vice Chancellors	1,2,3,4	Deleted: Assistant
College Presidents	1,2,3,4	
Executive Director, Facilities, Maintenance and Operations	1,2,3,4	
Consultants*	1,2,3,4	
Director of Community/Government Relations	1,2,3,4	
All Other Administrators	1,3,4	
Bookstore Managers	1,3,4	
Senior Bookstore Buyer	1,3,4	Deleted: s
Coordinators of Student Activities	1,3,4	
Coordinators of Library Services	1,3,4	
Buyers and Senior Buyers, Purchasing	1,3,4	

\*The Chancellor, or designee, shall review the duties and authority of all consultants retained by the District. Those consultants who, within the meaning 2 CA. Code of Regulations 18700(a)(2) are required to file statements of economic interests, shall do so. During each calendar year, the District shall maintain a list of such consultants for public inspection in the same manner and location as this Conflict of Interest Code.

Nothing herein excuses any consultant from any other provision of the Conflict of Interest Code, specifically those dealing with disqualification.	Deleted: s
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August 2006

San Mateo County Community College District

August 16, 2006

**BOARD REPORT NO. 06-8-2CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

**APPROVAL OF OFF-CAMPUS FACILITIES, 2006-07**

In order to bring programs and services to various sectors of the community that the District serves, it is frequently necessary to use facilities other than those provided at the Colleges. The additional off-campus facilities are used to provide programs that either require specialized facilities or are of such a nature that they need to be conducted at off-campus sites. Most of the sites are utilized at no cost to the District. Also, contract classes which are conducted by the Colleges, Community Education, and Corporate and Continuing Education are often offered at off-campus facilities, as noted in the attachments.

The attached exhibits (A-Community Education; B-Corporate and Continuing Education; C-Cañada College; D-College of San Mateo; E-Skyline College) indicate the planned off-campus sites for 2006-07, as submitted by each unit.

**RECOMMENDATION**

It is recommended that the Board approve use of off-campus facilities for the 2006-07 academic year, as detailed in Exhibits A through E attached.

**COMMUNITY EDUCATION CLASSES**  
**Off-Campus Facilities**  
**Fall 2006**

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
Burlingame Recreation Center 850 Burlingame Ave. Burlingame	Emeritus Classes	None
City of Half Moon Bay Half Moon Bay	Walking Tours	None
City of San Mateo San Mateo	Walking Tours	None
Cypress Lawn Cemetery 1370 El Camino Real Colma	Tour of Cypress Lawn	None
Kathy's Kreative Cakes 631 S. B Street San Mateo	Cake Decorating Classes	None
Little House 800 Middle Ave. Menlo Park	Emeritus Classes	\$10/person
Peninsula Parks and Trails Butano State Park San Mateo County Coast	Walking Tour	None
The Peninsula Regent 1 Baldwin Ave. San Mateo	Emeritus Classes	None
The Presidio San Francisco	Walking Tours	None
Ripple Effects 17 Stein am Rhein Court Redwood City	Pond and Waterfall Construction	None
San Carlos Senior Center 601 Chestnut Street San Carlos	Emeritus Classes	None

Exhibit A

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
San Mateo Senior Center 2645 Alameda de las Pulgas San Mateo	Emeritus Classes	None
South Linden Station 160 S. Linden Ave. South San Francisco	Fused Glass Class	None
St. John's Cemetery 910 Orange San Mateo	Tour of St. John's Grand Tombs	None

**CORPORATE AND CONTINUING EDUCATION**  
**Off-Campus Facilities**  
**Fall 2006-2007**

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
United States Postal Service 2700 Campus Drive San Mateo	Class	None
Terra Firma Diversion 30030 Mission Blvd., Suite 112 Hayward	Class	None
San Mateo County Probation 21 Tower Road San Mateo	Class	None

**CAÑADA COLLEGE**  
**Off-campus Facilities**  
**2006-2007**

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
Carlmont High School 1400 Alameda de las Pulgas Belmont	Career and Personal Development, Psychology, Sociology, Mathematics	None
Boys & Girls Club 401 Pierce Road Menlo Park	ESL/CBET	None
Boys & Girls Club 2031 Pulgas Avenue East Palo Alto	ESL/CBET	None
Boys & Girls Club 1109 Hilton Street Redwood City	ESL/CBET	None
Community Wellness Center 711 Nevada Street Redwood City	Adaptive P.E.	None
East Palo Alto High School 475 Pope Street Menlo Park	General Education	None
El Concilio of San Mateo County 3180 Middlefield Road Redwood City	PEEP courses including Health Science, Human Services, Cooperative Education	None
Fair Oaks Community Center 2600 Middlefield Road Redwood City	Social Science, ESL	None
Fair Oaks School 2950 Fair Oaks Avenue Redwood City	ESL/CBET	None
Garfield Charter School 3600 Middlefield Road Menlo Park	ESL/CBET	None
Hawes School 909 Roosevelt Avenue Redwood City	ESL/CBET	None

## Exhibit C

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
Hoover School 701 Charter Street Redwood City	ESL/CBET	None
John Gill Elementary 555 Avenue Del Ora Redwood City	ESL/CBET	None
Kaiser Medical Center 1200 El Camino Real South San Francisco	Clinical Instruction	None
Kaiser Medical Center 1150 Veterans Boulevard Redwood City	Clinical Instruction	None
Kaiser Outpatient Clinics Mountain View, Campbell, Milpitas	Clinical Instruction	None
Lucile Packard Children's Hospital, Stanford 520 Willow Road Palo Alto	Clinical Instruction	None
Main Street Park Community Center 110 Main Street Half Moon Bay	Early Childhood Education, Human Services, Health Science	None
Menlo Atherton High School 555 Middlefield Road Atherton	Career and Personal Development	None
Menlo Park Center (OICW) 1200 O'Brien Menlo Park	Business, Human Services, Learning Center, Basic Skills, Multimedia, (Redevelopment Agency)	None
Moon Ridge 2001 Miramontes Point Road Half Moon Bay	Early Childhood Education, ESL, Health Science, Human Services	None
Redwood High School 1968 Old County Road Redwood City	Career Course	None
Redwood City Main Library 1044 Middlefield Road Redwood City	Learning Center Course	None

## Exhibit C

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
Roosevelt Elementary 2223 Vera Avenue Redwood City	ESL/CBET	None
San Mateo County Medical Center 222 West 39 <sup>th</sup> Avenue San Mateo	Clinical Instruction	None
San Mateo County Government Center 455 County Center Redwood City	Accelerated Degree Program	None
San Mateo County Law Library 710 Hamilton Redwood City	Paralegal Courses	None
Sequoia High School Broadway and Brewster Redwood City	Career Course	None
Sequoia High School Whipple and Alameda Redwood City	Clinical Instruction	None
Seton Hospital 1900 Sullivan Daly City	Clinical Instruction	None
Taft Elementary 903 10 <sup>th</sup> Street Redwood City	ESL/CBET	None
VA Palo Alto Health Care System 3801 Miranda Avenue Palo Alto	Clinical Instruction	None
Willow Oaks Elementary 620 Willow Road Menlo Park	ESL/CBET	None
Woodside High School 199 Churchill Avenue Woodside	Advanced Math Career course	None

**COLLEGE OF SAN MATEO**  
**Off-Campus Facilities**  
**2003-04**

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
California Pacific Medical Center San Francisco	Clinical Instruction	None
San Mateo County Medical Center 222 W. 39 <sup>th</sup> Ave. San Mateo	Clinical Instruction; Adaptive Physical Education	None
University of California School of Dentistry 707 Parnassus, D-1011 San Francisco	Clinical Instruction	None
University of Pacific School of Dentistry 2155 Webster St. San Francisco	Clinical Instruction	None
Veterans Admin. Hospital S.F. - Dental Division+inpatient units 4150 Clement St. San Francisco	Clinical Instruction	None
Private Dental Offices San Mateo County	Clinical Instruction	None
Kaiser Medical Center 1150 Veterans Blvd. Redwood City	Clinical Instruction	None
Kaiser Medical Center 1200 El Camino Real So. San Francisco	Clinical Instruction	None
Mills-Peninsula Hospitals 100 So. San Mateo Dr. San Mateo and 1783 El Camino Real Burlingame	Clinical Instruction	None
Sequoia Hospital Whipple Ave. & Alameda de las Pulgas Redwood City	Clinical Instruction	None
Seton Medical Center	Clinical Instruction; Adaptive	None

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
1900 Sullivan Ave. Daly City	Physical Education	
Mills-Peninsula Extended Care 101 S. San Mateo Dr. San Mateo	Clinical Instruction	None
University of California San Francisco Medical Center 505 Parnassus, L1-171 San Francisco	Clinical Instruction	None
St. Luke's Hospital 3555 Army St. San Francisco	Clinical Instruction	None
Fremont Surgery Center 2675 Stephenson Boulevard Fremont	Clinical Instruction	None
San Ramon Regional Medical Center 6001 Norris Canyon Rd. San Ramon	Clinical Instruction	None
Summit Medical Center 350 Hawthorne Ave. Oakland	Clinical Instruction	None
El Camino Hospital 2500 Grant Rd. Mountain View	Clinical Instruction	None
El Camino Surgery Center 2480 Grant Rd. Mountain View	Clinical Instruction	None
Good Samaritan Hospital 2425 Samaritan Dr. San Jose	Clinical Instruction	None
O'Connor Hospital 2105 Forest Ave. San Jose	Clinical Instruction	None
Regional Medical Center of San Jose 225 North Jackson Ave. San Jose	Clinical Instruction	None
San Jose Medical Center	Clinical Instruction	None

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
675 East Santa Clara St. San Jose		
Santa Clara Valley Medical Center 751 Bascom Ave. San Jose	Clinical Instruction	None
Surgicare 221 N. Jackson Ave. San Jose	Clinical Instruction	None
Half Moon Bay High School Lewis Foster Dr. Half Moon Bay	Career & Personal Development	None
Mercy High School 2750 Adeline Dr. Burlingame	Career & Personal Development	None
Martin Luther King Center 725 Mt. Diablo Ave. San Mateo	General Education & enrichment programs; Humanities; Fire Technology	None
San Mateo Senior Center 2645 Alameda de las Pulgas San Mateo	History Class; Social Science	None
Moffett Field or San Francisco International Airport	Aircraft rescue	None
San Francisco International Airport SF Airport Property	Firearms Training - Admin. of Justice	\$320 per year
Coyote Point Fire Range San Mateo	Admin. of Justice	None
Foster City Recreation Center Shell & East Hillsdale Blvd. Foster City	Fire Technology	None
Armstrong School Santa Margarita Ave. & Santa Barbara Ave. Millbrae	Fire Technology	None
Brisbane Fire Department 3445 Bayshore Blvd. Brisbane	Fire Technology	None
Burlingame Fire Station #34	Fire Technology	None

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
799 California Dr. Burlingame		
Calif. Dept. of Forestry Fire Station 20 Tower Rd. Belmont	Fire Technology	None
Daly City Fire Station 101 Lincoln St. Daly City	Fire Technology	None
Half Moon Bay Fire Department 635 Main St. Half Moon Bay	Fire Technology	None
Hitachi America, LTD 2000 Sierra Point Parkway Brisbane	Fire Technology	None
Menlo Park Fire Protection District 300 Middlefield Rd. Menlo Park	Fire Technology	None
Pacifica Fire Department Linda Mar Station, Linda Mar Blvd. Pacifica	Fire Technology	None
Pt. Montara Fire Protection District 501 Stetson St. Moss Beach	Fire Technology	None
Redwood City Fire Department 755 Marshall St. Redwood City	Fire Technology	None
San Bruno Fire Department 555 El Camino Real San Bruno	Fire Technology	None
San Mateo Fire Department 120 S. Ellsworth Ave. San Mateo	Fire Technology	None
So. San Francisco Fire Department 33 Arroyo Dr., Suite F South San Francisco	Fire Technology	None
South County Fire Authority	Fire Technology	None

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
666 Elm St. San Carlos		
Woodside Fire Protection District 3111 Woodside Rd. Woodside	Fire Technology	None
Plumbing Training Center 1519 Rollins Rd. Burlingame	Plumbing Apprenticeship	Per agreement
Sprinkler Fitters' Training Center 23312 Cabot Blvd. Hayward	Sprinkler Fitters Apprenticeship	Per agreement
Graphic Arts of Northern California 665 Third St., Suite 500 San Francisco	Lithographers Apprenticeship	Per agreement
Electricians' Training Center 625 Industrial Rd. San Carlos	Electricians Apprenticeship	Per agreement
Eureka Federal Savings 610 Elm St., Suite 202 San Carlos	Hazardous Materials Apprenticeship; Paramedic Apprenticeship	Per agreement
San Mateo County Juvenile Hall 21 Tower Rd. San Mateo	Career & Personal Development	None
San Mateo County Women's Correctional Center Redwood City	Career & Personal Development	None
OICW 1200 O'Brien Dr. Menlo Park	Office Automation	None
County of San Mateo 590 Hamilton Redwood City	Accelerated Degree Program	None
Peninsula Regent 1 Baldwin Ave. San Mateo	Physical Education	None
St. Rose Hospital	Clinical Instruction	None

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
27200 Calaroga Ave. Hayward		
Washington Hospital 2000 Mowry Ave. Fremont	Clinical Instruction	None
Kaiser Medical Center 4144 Geary Boulevard, #223 San Francisco	Clinical Instruction	None
Kaiser Medical Center 27400 Hesperian Hayward	Clinical Instruction	None
Kaiser Medical Center 280 West MacArthur Boulevard Oakland	Clinical Instruction	None
Kaiser Medical Center 900 Kiely Boulevard Santa Clara	Clinical Instruction	None
Kaiser Santa Teresa Hospital 250 Hospital Parkway San Jose	Clinical Instruction	None
Owens Corning 960 Central Expressway Santa Clara	Electronics Training	None
Lucile Salter Packard Children's Hospital 725 Welch Rd Palo Alto, CA	Clinical Instruction	None
Seton Coastside 600 Marine Blvd Moss Beach, CA	Clinical Instruction	None

<u>FACILITY</u>	<u>PURPOSE</u>	<u>COST</u>
South San Francisco Center (aka Chestnut Center) 40 Chestnut Avenue South San Francisco	Center for International Trade Development; Computer Applications Language Arts	Per agreement
South San Francisco High School 400 B Street South San Francisco	Career & Personal Development	None
Stanford Health Services 300 Pasteur Drive Stanford	Surgical Technology	None
Terra Nova High School 1450 Terra Nova Boulevard Pacifica	Physical Education - Varsity	None
University of California, S.F. 501 Parnassus Avenue San Francisco	Respiratory Therapy -- Clinical Instruction	None
Westmoor High School 131 Westmoor Avenue Daly City	Foreign Languages	None

**BOARD REPORT NO. 06-8-3CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

**APPROVAL OF COMMUNITY COLLEGE LEAGUE OF CALIFORNIA (CCLC)  
MEMBERSHIP DUES, 2006-07**

The Community College League of California (CCLC) was formed in 1990 as the result of the merger of the California Association of Community Colleges (CACC), the California Community College Trustees (CCCT), and the Chief Executive Officers of the California Community Colleges. The CCLC staff provides assistance to its members in the areas of education services, research and policy analysis, governmental relations, communications, athletics and association operations as well as facilitation of Board retreats and sponsorship of workshops and seminars.

The District has been a member in good standing of the CCLC since its inception in 1990 and was a member of the CACC and CCCT for many years prior to the merger.

The CCLC assesses its dues annually in conjunction with the dues for the Commission on Athletics (COA) which is a part of the CCLC. For 2006-07, the total being assessed by CCLC/COA for the District's annual membership is \$37,370 (a \$1,771 increase from 2005-06).

Payment of the CCLC portion of the dues (\$23,205) is prorated among the Board of Trustees, the Chancellor's Office, and the three Colleges. Payment of the COA portion of the dues (\$14,165) is prorated among the three Colleges only.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve payment of Community College League of California membership dues, including dues for the Commission on Athletics, in the amount of \$37,370 for 2006-07.

**BOARD REPORT NO. 06-8-4CA**

**TO:** Members of the Board of Trustees

**FROM:** Ron Galatolo, Chancellor-Superintendent

**PREPARED BY:** Rick Bennett, Director of General Services & Bob Domenici, Senior Buyer

**DECLARATION OF SURPLUS PROPERTY**

In accordance with Education Code Sections 81450 and 81452, property that becomes surplus to the needs of the District will be declared as such by the Board with the method of disposal dictated by the value of this property. Board policy (Section 8.02, District Rules and Regulations) delegates the disposal, in compliance with State or local laws and regulations, to the Chancellor, Associate Chancellor, or designee.

As the Capital Improvement Program progresses, the volume and variety of surplus continues to grow. The Colleges have identified computers and miscellaneous equipment that is surplus to the District's needs including:

- Monitors at the District Office
- Computers, monitors, printers, fax machine, typewriters, I.D. maker, and tape player at College of San Mateo
- Computers and monitors at Skyline College
- Monitors, printers scanner, UPS switch and overhead projector at Cañada College

A complete listing of this equipment follows the board report. As always, the General Services Department is committed to handling this surplus in an efficient manner. The Department anticipates that local area educational institutions, non-profits, or agencies will be able to use the District's surplus equipment at the least cost to the District and the Colleges. The District is committed to handling electronic waste in a responsible manner and if the District cannot sell or donate its old computers, a responsible recycler connected to the California Electronic Waste program will be contracted to recycle its surplus electronic waste.

**RECOMMENDATION**

The District recommends that the Board of Trustees declare the items specified on the attached list surplus to the mission of the District and the Colleges.

BOARD REPORT NO. 06-8-4CA

**Surplus items**

Quantity	Campus	Item Description	Total Value\$	Disposition Plan
2	District	Monitors	0.00	To be recycled
22	CSM	Monitors	0.00	To be recycled
21	CSM	Printers	0.00	To be recycled
4	CSM	Typewriters	0.00	To be recycled
1	CSM	Tape Player	0.00	To be recycled
4	CSM	Typewriters	0.00	To be recycled
1	CSM	Fax Machine	0.00	To be recycled
1	CSM	I.D. Maker	0.00	To be recycled
4	Skyline	Computers	0.00	To be recycled
1	Skyline	Monitor	0.00	To be recycled
6	Cañada	Monitor	0.00	To be recycled
8	Cañada	Printers	0.00	To be recycled
1	Cañada	UPS Switch	0.00	To be recycled
1	Cañada	Flatbed Scanner	0.00	To be recycled
1	Cañada	Overhead Projector	0.00	To be recycled
1	Cañada	Overhead Projector	0.00	To be recycled

**BOARD REPORT NO. 06-8-5CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: José D. Nuñez, Executive Director, Facilities Planning & Operations, 358-6836

**CONTRACT EXTENSION FOR UNIT PRICE WINDOW TREATMENT, DISTRICTWIDE**

In order to achieve cost-effective and efficient procurement of window treatments, District administration developed a unit price bid for window treatments. The Board approved award of a contract to Peninsulators on July 27, 2005 (Board Report No. 05-07-102B), for the period through July 31, 2006, in an amount not to exceed \$120,000. The contract included an option to renew for four additional one-year terms with an annual CPI adjustment. This is not an exclusive contract.

Over the past year, the contract has functioned very successfully, allowing the District to perform window treatment projects in an efficient and economical manner. District staff would like this contract to be available over the coming year, to facilitate procurement of window treatments for various renovation and repair projects, in a not to exceed amount of \$120,000. The proposed one-year extension of the unit-price contract would be at the 2005 bid price, adjusted for inflation based upon the current CPI.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize a one-year extension (through July 31, 2007) to the Peninsulators contract for Unit Price Window Treatments – Districtwide, in an amount not to exceed \$120,000.

**BOARD REPORT NO. 06-8-6CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: Frank Vaskelis, Director Information Technology Services, 358-6720

**APPROVAL OF EXTENSION OF CONTRACT WITH PRESTIGE GRAPHICS,  
INCORPORATED FOR PRINTING AND MAILING SERVICES**

On December 10, 2003, the Board of Trustees approved a contract with Prestige Graphics to produce and mail required correspondence to students including class schedule bills, registration appointment notices and Dean's List letters.

The District has been pleased with the quality of work and the responsiveness of Prestige Graphics in processing these mailings to District students over the past two years. The original contract was for a period of two years and authorized the District to award three additional one-year renewal options if approved annually by the Board of Trustees. It is recommended that this contract be extended for a three-year period.

The original bid by Prestige Graphics was \$29,400 for services and the postage costs were estimated to be \$48,150 for a total of \$77,550. The actual cost is affected by student enrollment, which determines the number of items to be mailed, the number of mailings requested by the Colleges and, of course, increases in the postage rate for bulk mailings.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize the Chancellor-Superintendent to execute a three-year extension of the contract with Prestige Graphics, Incorporated for printing and mailing services, beginning August 17, 2006, in an amount not to exceed \$100,000 per year.

**BOARD REPORT NO. 06-8-7CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: James Keller, Executive Vice Chancellor, 358-6786

**APPROVAL TO EXECUTE AN AMENDMENT TO THE AGREEMENT  
WITH STRATA INFORMATION GROUP**

Strata Information Group (SIG) has been providing management and technical support services to the San Mateo County Community College District since May 1989. During this period, SIG has consistently completed its assignments on schedule and within budget, as directed by the Chancellor and Administration of the District, and has continued to manage the department of Information Technology Services effectively. In so doing, SIG personnel have demonstrated their ability to lead, direct and support in a cooperative manner the complex administrative information systems environment of the District. SIG has also been willing to undertake numerous technology initiatives, which directly support the instructional interests of the Colleges and District even though instructional technology is not part of its contractual responsibility. Because of their extensive experience in performing similar work for other colleges and universities, SIG personnel provide a broad perspective and an external point of view that is of significant value to the District.

The SIG management team has also been very successful in developing a long-term revenue stream for the District, which has provided additional funding enabling ITS to complete several major technology initiatives such as the upgrade for email services to Microsoft Exchange 2003, numerous server upgrades and replacements, acquisition of a storage array network (SAN), infrastructure and network improvements, increased internet access and the development of a data warehouse for Banner. Contracts with the Peninsula Library System (PLS) and Sprint in which ITS provides management services, technology support, computer operations services, the lease of facilities and other services currently generate more than \$200,000 per year in revenue for the District. SIG has assumed additional management responsibilities required by these contracts, but has not requested additional funding to provide that support.

Several of the major accomplishments by ITS over the past two years have included:

- **Network design and redeployment:** The entire network was completely redesigned to improve performance and security. All new network hardware was installed to ensure that the quality of service necessary to support the new voice over internet protocol (VoIP) telephone system was in place. In addition, the network bandwidth to support access to internet services at each College was increased from a single shared 40 Megabits/second (MB/s) connection to three 40 MB/s connections – one for each College. The wide-area network connection that links Skyline and Cañada Colleges to CSM and the District Office was increased from 40 MB/s to one Gigabit/second.
- **Telephone system:** Using Bond funds, a new telephone system was acquired and installed that provides unified messaging (email, fax and voice), enhanced 911 services and improved reliability and survivability. In addition to the required unified messaging servers, more than 2,000 new telephones with improved features and functionality were installed at the Colleges and District Office.
- **Award:** ITS received the 2005 Technology Focus Award from the California Community Colleges System Office for the development of a web-based student application for the Board of Governor's Fee Waiver (BOGFW). Since this was implemented the number of eligible students utilizing the program has increased 45 percent and the award disbursement has increased 207 percent. More than 90 percent of the BOGFW applications are submitted online.

- **Grades:** ITS implemented web-based grading and attendance accounting for all faculty.
- **System Migration:** ITS completed the conversion to move the Banner system from Hewlett Packard servers which were at end of life to a new technical environment based on IBM servers running UNIX. This technology upgrade has allowed ITS to provide close to a 24 hour by 7 days per week operation for access to Banner services by faculty and students.
- **Imaging:** The use of document imaging throughout the District has greatly expanded and we now have online more than 800,000 documents consisting of nearly 2.4 million pages.

The amendment to the agreement with SIG that was approved by the Board on December 11, 2002 will expire June 30, 2007. It is recommended that the contract with SIG be extended for a period of four additional years. SIG will continue to provide a Chief Information Officer, a Director of Administrative Information Systems and 1.25 FTE of functional and technical consulting resources to assist the District with major information technology initiatives. The costs for the professional and management services provided by SIG to the District under the terms of this amendment will be \$571,260 per year. All reimbursable expenses and travel costs are included. The annual contract amount will be increased by the same percentage of compensation increase, if any, that the District provides to its own employees. For services beyond the scope of work for this agreement, the District can request additional assistance from SIG at an hourly rate of \$125 per hour plus reimbursable expenses. Either party can cancel this contract with 120 days written notice. The funds for this proposed amendment are included as part of the ongoing ITS departmental budget and no additional funds are required.

#### **RECOMMENDATION**

It is recommended that the Board of Trustees authorize the Chancellor to execute an amendment to the Agreement between the District and Strata Information Group for the provision of information technology management and related technical services for the period July 1, 2007 through June 30, 2011 in the amount of \$571,260 and adjusted by the percentage of the District's annual compensation increase during the term of the agreement.

**BOARD REPORT NO. 06-8-8CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: DeAnne Wilkes-O'Rourke, Executive Assistant to the Board of Trustees  
358-6753

**ACCEPTANCE OF EXTERNAL GRANT FUNDS**

For the second consecutive year, Cañada College has received the Technology for Teaching Leadership Grant from Hewlett-Packard. Cañada is one of only 10 education institutions in the United States to earn this grant. The grant is valued at \$120,500, including equipment valued at \$110,000 and \$10,500 cash, and is intended to transform and improve learning in the classroom through innovative applications of technology. At present, Cañada is using HP wireless technology in engineering, math and physics courses to create an Interactive Learning Network (ILN) that allows real-time student assessment and assistance with individual or group focus. The College has created a system that links notebook computers to allow instructors to monitor students as they work through their problems. This grant will allow for continuation and expansion of this important technological addition to the work of Cañada's students.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the Technology for Teaching Leadership Grant awarded to Cañada College by Hewlett-Packard, valued at a total amount of \$120,500.

**BOARD REPORT NO. 06-8-9CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: DeAnne Wilkes-O'Rourke, Executive Assistant to the Board of Trustees  
358-6753

**ACCEPTANCE OF EXTERNAL GRANT FUNDS**

For the second consecutive year, Cañada College has received the Technology for Teaching Leadership Grant from Hewlett-Packard. Cañada is one of only 10 education institutions in the United States to earn this grant. The grant is valued at \$120,500, including equipment valued at \$110,000 and \$10,500 cash, and is intended to transform and improve learning in the classroom through innovative applications of technology. At present, Cañada is using HP wireless technology in engineering, math and physics courses to create an Interactive Learning Network (ILN) that allows real-time student assessment and assistance with individual or group focus. The College has created a system that links notebook computers to allow instructors to monitor students as they work through their problems. This grant will allow for continuation and expansion of this important technological addition to the work of Cañada's students.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the Technology for Teaching Leadership Grant awarded to Cañada College by Hewlett-Packard, valued at a total amount of \$120,500.



Gift Acceptance Form

College Cañada College Division/Office Science & Technology

Recipient Amelito Enriquez - Engineering Department

Donor HP Gifts in Kind International Individual Organization X

Street Address 20555 SH 249

City Houston State TX Zip 77070

Organization Representative Jim Vanides  
(For purpose of acknowledgement letter)

Title Program Manager, Worldwide Higher Education Philanthropy Hewlett-Packard

Description of Donated Item or Equipment  
See Attached Sheet

Donation to be specifically used for: Classroom Instruction

New  Used  Donor's Estimated Value equipment \$121,959.14 cash \$10,500.00  
(Attach letter from donor)

District may require an appraisal if appropriate. Determination to be made at time of donation.

Appraisal \_\_\_\_\_

Acknowledgement Letter Sent \_\_\_\_\_

Signature of Division Dean Vic Aguirre Date 9-11-2006

Signature of Vice President Walter Buda Date 9/10/06

Signature of President Thomas Shiner Date 9/11/06

Checks must be submitted directly to the Business/Operations Office (before deposit), along with a copy of this form. Currency should be deposited by you into the Cash Fund and a copy of this form must be sent to Administrative Services at the time the cash is deposited.

A copy of this form and a copy of the acknowledgement letter must be sent to the Executive Secretary to the Board, Chancellor's Office.

**BOARD REPORT NO. 06-8-100B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: José D. Nuñez, Executive Director, Facilities Planning & Operations, 358-6836

**AUGMENTATION OF CONSTRUCTION CONTRACT FOR SKYLINE COLLEGE  
BUILDING 6, STUDENT SUPPORT & COMMUNITY SERVICES CENTER  
AND BUILDING 7A, SCIENCE ANNEX**

On July 28, 2004, the Board approved award of a design-build contract for the construction of the Student Support & Community Services Center (Bldg 6) and a Science Annex (Bldg. 7A) to Hensel Phelps Construction Company (Board Report No. 04-7-101B), under the auspices of California Education Code §81700. On April 13, 2005, the Board authorized augmentation of the original contract by an amount not to exceed \$1,700,000 (Board Report No. 05-4-102B), allowing District Staff to negotiate additional site development work at the Gateway, incorporate anchor tenant improvements into the design-build scope, and furnish and install a transformer. On June 26, 2006, the Board authorized an additional \$1,357,975 (Board Report No. 06-06-12CA) for structural upgrades to the buildings suggested by the Division of the State Architect and other life-cycle measures to preserve the District's capital investment.

Since the beginning of this collaborative partnership, the Design-Build Team and District staff have continued to work together to identify opportunities to include timely and cost-effective enhancements to the project and various programmatic enhancements.

With construction approximately 70% complete and planning for occupancy underway, another major focus is the alignment of this project's exterior with the 2006 Facilities Master Plan for Skyline College, which identifies new buildings and re-shaping of many of the exterior spaces between buildings. These exterior spaces are critical components of the new facilities master plan, creating important outdoor spaces for students, faculty and staff. The design-build team and District staff have continued to work together to identify timely opportunities for changes in the work that are advantageous to the District. District staff would like the flexibility to negotiate the design and construction of the landscape elements around Buildings 6 & 7A to be consistent with the new master plan. Areas for improvement include a new Plaza in the center of campus, which will become a gathering point for faculty and student interaction. A new Stair/Amphitheater/Ramp feature will be added to the west side of this space to mitigate the significant change in elevation between the front doors of Buildings 7 and 8, and the new entry to Building 6. A new "organic" paving pattern for both the Plaza and walkways, consistent with the new facilities master plan, will unify the campus and create a consistent look throughout. Exterior lighting will be added to further unify the campus, as well as enhance safety and security after dusk. There are also plans for a water feature, new trees and plantings, and upgraded underground utility lines where necessary (primarily irrigation, since most other utilities in the vicinity have already been upgraded as part of previous projects). There are advantages to phasing the project now, as the Design-Build Contractor is on site and mobilized.

The team collaboration fostered by the design-build process has enabled the designer, builder and owner to work together to negotiate fair pricing on the items previously approved by the Board, and District staff is confident this will be true moving forward.

In light of the differing nature of the Design-Build delivery method in comparison with the traditional design-bid-build delivery method, the legislature enacted legislation specifying a proposal and award process that differs markedly from those governing the traditional delivery method. This legislation was incorporated into the Ed Code §81700. Section "c" of the referenced code summarizes the intent of the legislation as follows:

- c) **It is the intent of the Legislature to provide an optional, alternative procedure for bidding and building community college construction projects.**

After conferring with Counsel on the nature of the design build process and the intent of the code, District staff recommend the Board authorize the following changes to the design build contract. Each change order category has been reviewed by District staff for program inclusiveness, and for cost and time impacts. Staff feels that the cost for each item is fair and reasonable. If these changes were to be made at a later date, the cost for each item would minimally increase 10% - 30%. Each of these changes is clearly consistent with the intent of the original scope awarded.

The proposed augmentation will be funded by Measure A general obligation bond funds.

#### **RECOMMENDATION**

It is recommended that the Board authorize augmentation of the existing Design Build Contract with Hensel Phelps Construction Company in an amount not to exceed \$2,500,000, for exterior improvements adjacent to the project site.

**BOARD REPORT NO. 06-08-101B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: José D. Nuñez, Executive Director, Facilities Planning & Operations, 358-6836

**APPROVAL OF 2006 FACILITIES MASTER PLAN - DISTRICTWIDE**

In January 2006, the Board of Trustees commissioned Steinberg Architects to develop the 2006 Facilities Master Plan, which will serve to inform decision making related to the next phase of planning and construction (Board Report No. 06-1-2C). Steinberg Architects has made presentations related to the Facilities Master Plan in April, May and June (Board Reports No. 06-4-2C, 06-5-7C and 06-06-100B).

The facilities master planning effort proceeded as planned. Steinberg Architects completed their review of previously completed physical assessments and analysis, site visits, multiple meetings with College constituent groups and open forums to identify and incorporate educational programmatic needs, identified issues that require creative solutions, developed options, reviewed the options with our college communities, and identified the final solutions that comprise the 2006 Facilities Master Plan.

The 2006 Facilities Master Plan will be the basis of capital construction projects in the coming years. It is attached to this report.

**RECOMMENDATION**

It is recommended that the Board approve the 2006 Facilities Master Plan.



# 2006 Facilities Master Plan

San Mateo County Community College District

STEINBERGARCHITECTS

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1. Introduction  
2006 Facilities Master Plan

STEINBERGARCHITECTS

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## Building for 21st Century Learning

The San Mateo County Community College District has a proud history of service to its students and community. For more than 84 years, we have provided a first-class postsecondary education for the thousands of students who attend our Colleges each year. Each student comes to us with a different educational goal and, over time, our students' educational goals have changed as the world around them changed. It has been our task to respond to these changing needs by continually updating our curriculum and by providing modern, state-of-the-art facilities in which our students can learn.

In the last 40+ years, our College facilities have served the needs of more than 1.3 million students. In the late 1990s, the Board of Trustees determined that some of our buildings had reached the end of their useful life and most others needed major renovations. The Board turned to the residents of San Mateo County to assist in this major effort and voters enthusiastically responded, passing two bond measures (2001 and 2005) for facilities improvements at our Colleges. These funds are supplemented by State funds, private donations and grants, which our District staff has aggressively pursued.

In the first decade of the 21st century, the San Mateo County Community College District will invest nearly \$1 billion in new construction and facilities renovations at our three Colleges. This investment rivals in scope and complexity the original construction of the Colleges, which took place over a ten year period in the 1960s.

Our Colleges, our faculty and our community of learners have always exerted a powerful and positive impact on the economic and social well being of our San Mateo County communities. Our mission of educating all who can benefit from postsecondary instruction can only be enhanced by the implementation of the Master Plan described in this document. When this construction is completed toward the end of this decade, the Colleges will once again take their place as the "Jewels of the Peninsula" with first-class facilities and grounds that welcome, stimulate and inspire students for decades to come.

*Ron Galatolo, Chancellor  
San Mateo County Community College District  
August 2006*



# Executive Summary

The 2006 Facilities Master Plans set a broad vision for campuses of the San Mateo County Community College District (District) for the next thirty years. The 2006 Facilities Master Plan (The Plan) documents an overall development concept for each of the three District campuses: Cañada College, College of San Mateo and Skyline College. While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plans provide a foundation document for the District and each College to use in configuring projects, supporting capital fund requests, applying for State funding and successfully obtaining funds from other sources.

Through the shared governance approach, the planning process was highly participatory. Administration, College Council, Management Council, Task Force, Faculty, Staff and Students attended presentations on analysis and concepts prior to All-College Forums. Participants reviewed analysis of Existing Conditions and evaluated Options and Solutions. Meetings to develop Goals and evaluate Strategies to meet the Goals led to broad concurrence for the campus-specific plans. Figure 1.01 highlights the steps and milestones of the four-phase process. Documentation of the presentations and discussions was placed on the District web page.

Although each college has a unique perspective of its role in the San Mateo County Community College District system, there is a consistency within the five goal categories. Goals for **Students** center around the educational and social experience on campus. For **Faculty & Staff**, the goals associate

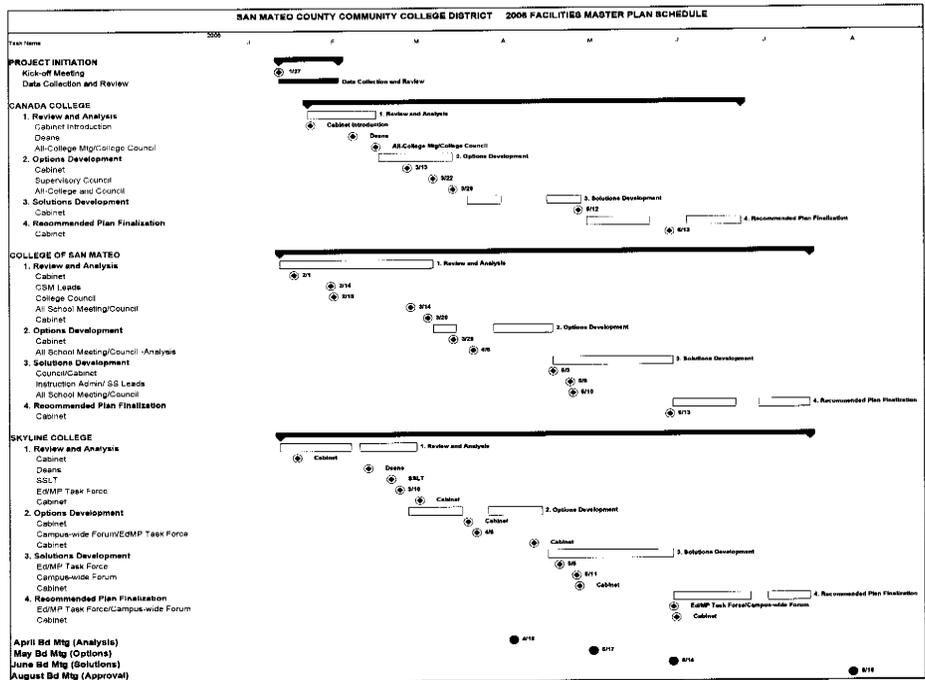


Figure 1.01 2006 Facilities Master Planning Time Table

with a quality educational environment and equipment. **Community** related goals emphasize the image of the campus and the range of services provided. **Pedestrian/Vehicular Circulation** goals address way-finding, traffic and parking. **Campus Environment** goals stress human interaction and cohesive physical environment. The 2006 Facilities Master Plans recommend the following.

## Cañada College

New building projects have been completed at Cañada College. The 2006 Facilities Master Plan (Figure 1.02) recommendations include renovation and modernization of instruction buildings, improving the image of the campus and enhancing the social interaction opportunities on campus, particularly exterior gathering spaces, and reconfiguring parking lots.

## College of San Mateo

At the College of San Mateo, the new Science Center and Planetarium and other projects will be complete shortly. Deficient older structures, classrooms not suited for taking the students forward into the 21st Century and an underutilized campus core remain. The 2006 Facilities Master Plan for the College of San Mateo (Figure 1.03) recommends a new Workforce/Wellness/Aquatic Building, a new Student Services/Administration/Student Activities Building, a new Instruction Building, a new main pedestrian artery on a diagonal with an upgraded north/south spine, adding a new path from east to west parking lots, celebrating the new athletic facilities, modernization of classroom buildings and reconstruction of parking lots and roadways.

## Skyline College

As with the sister college, significant projects, such as the new Student Support and Community Services Center, the Science Annex, and renovation of B8 and B3, are nearing completion. For Skyline College, the 2006 Facilities Master Plan (Figure 1.04) recommendations are a new Administration/Instructional Building, a new Cosmetology/Wellness/Athletic Center, modernization of B1, a new Facilities Maintenance Center, improvements to the loop road, new Landmark Entries from Sharp Park and Skyline Boulevards, and landscaped campus entries, and establishing a unifying framework of meandering pedestrian paths and gathering spaces.

Subsequent to approval of the 2006 Facilities Master Plans, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plans remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

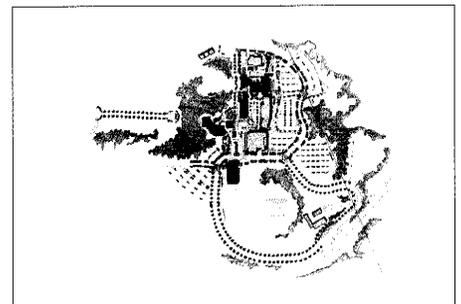


Figure 1.02 Cañada College 2006 Facilities Master Plan

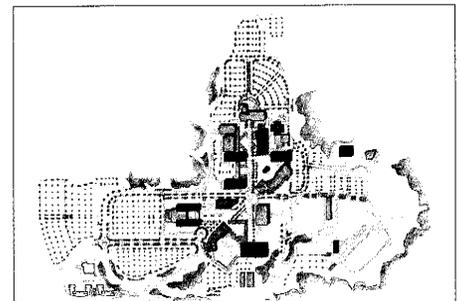


Figure 1.03 College of San Mateo 2006 Facilities Master Plan

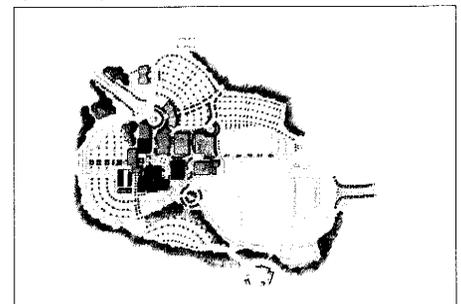


Figure 1.04 Skyline College 2006 Facilities Master Plan



# Overview

## Background

The San Mateo County Community College District has provided quality, affordable and accessible higher education for San Mateo County residents for more than 80 years. Together, Cañada College, the College of San Mateo and Skyline College serve more than 40,000 students per year taking a variety of transfer, occupational and professional development courses. Students attend to prepare for four-year degrees at universities, continue their education, or receive training in specialized fields such as public safety and fire service, healthcare, computers or bioscience. Currently, the classrooms preparing students for tomorrow's jobs are 35 to 40 years old and the buildings are not suited for taking the students forward into the 21st Century.

In November 2001, voters in San Mateo County approved Measure C, which provided \$207 million to update, modernize, and retrofit the three community colleges serving County residents. Following recommendations from the 2001 Facilities Master Plan, the District has successfully completed many projects on each of the three campuses. These achievements are the foundation for the 2006 update. At Cañada College, the flagship project is the Library and Student Resource Center (B9). For the College of San Mateo, the flagship project is the Science Center (B36). The flagship project for Skyline College is the Student Support & Community Services Center (B6). All three colleges have completed athletic facilities upgrades, utility infrastructure projects with upgrades to electrical service, fire alarm service, water system, and exterior lighting. Parking lot improvements and energy efficiency projects were completed. The District has pursued all external funding opportunities, which have produced more than \$100 million in state, local and private grants and donations. The District is completing the Bond C renovation and construction in a successful manner, which was praised by the San Mateo County Grand Jury.

In November 2005, the County's voters passed a \$468 million general obligation bond (Measure A) to complete the facility improvements that will serve San Mateo County students in the 21st century. Because of this additional funding and physical changes since 2001, the campus physical development was re-evaluated.

Based on a public process, the firm of Steinberg Architects was selected in January 2006 as the master planner for the update of 2006 Facilities Master Plans. The team worked collaboratively with Cañada College, the College of San Mateo, Skyline College and the San Mateo County Community College District, to update and document the 2006 Facilities Master Plans. Figure 1.01 reflects the key milestones of the process at each college. SWA Group provided landscape architecture concepts and components. Because of on-going projects at Cañada College, Steinberg Architects worked in collaboration with Noll and Tam Architects. DES Architects and Engineers provided vignettes for a range of implementation scenarios at each campus.



## 2006 Facilities Master Planning Process

A Facilities Master Plan describes, in narrative and with illustrative maps, an overall development concept, including present uses as well as future development. Through a shared governance process, Steinberg Architects facilitated a process that consisted of four phases and resulted in a unique approach for each campus:

- Phase 1: Physical and Academic Review and Analysis
- Phase 2: Options Development
- Phase 3: Solution Development
- Phase 4: Facilities Master Plan Approval

## 2006 Facilities Master Planning Tools

A 2006 Facilities Master Plan (The Plan) requires parameters to determine content and completeness. The factors guiding The Plan are a **Vision Statement** and defined **Goals**. For consistency and comprehensiveness, development of goals is structured by five categories: Students, Faculty & Staff, Community, Pedestrian/Vehicular Circulation, and Campus Environment. District-wide considerations are defined as **Guiding Principles**. **Master Planning Guidelines** structure analysis of Existing Conditions. Specific actions taken to achieve stated goals are **Strategies**. They are represented as elements in The Plan. Vision Statements, Goals and Strategies were developed for each college.

### Guiding Principles

During the meetings to develop Goals, it became apparent concurrently at each campus that there are District-wide considerations applicable to any project at any college. These discussions, confirmed with District Administration and the Board, are documented as Guiding Principles. In alphabetical order, they are defined in Figure 1.05.

### Guidelines

The 2006 Facilities Master Plan will create connections that link and unify the campus and the community to foster a positive memorable experience and campus identity through planning guidelines. These Guidelines are planning tools to analyze the existing campus organization, understanding of constraints and opportunities, and development of a cohesive campus concept. They are defined as follows:

**Exterior Spaces:** Exterior spaces contribute to the campus planning structure. Their quality, character and prominence results from a concentration of external elements including people, landscape and enclosure.

## 2006 Facilities Master Plan Guiding Principles

ACCESSIBILITY	Provide exterior and interior disabled access throughout campus.
ASSET PRESERVATION	Evaluate benefit of repair or replacement of the buildings and building elements.
ASSOCIATED LANDSCAPE	The associated topography, planting, walkways and relationship to surrounding buildings is integral to each project.
ASSOCIATED WEATHER PROTECTION	Consider weather protection, such as canopies, for pathways that link buildings.
EASE OF MAINTENANCE	Manage future operations and maintenance through the selection of materials and finishes.
FISCAL RESPONSIBILITY	Refer to data such as the Facility Condition Index (FCI) when considering the scope, schedule and budget of a project.
FLEXIBILITY	Design classrooms to be flexible by providing power, lighting and information technology capacity and controls, and a range of sizes, particularly 40 and 60-person.
HUMAN INTERACTION	Expand and diversify interior and exterior gathering spaces of different size and configuration.
SAFETY	Support safe pedestrian circulation with lighting and emergency call kiosks.
SECURITY	Provide Campus-wide security system for buildings and throughout campus.
SENSE OF COMMUNITY	Expand the general public use of campus facilities.
STATE-OF-THE-ART	To support teaching methods and changing curriculum, evaluate the best use of technology and infrastructure such as information technology and equipment, audio/visual equipment, and power distribution, recognizing the potential for change over time.
STUDENT FOCUSED	Respond to the student's educational goals and interpersonal experience in establishing priorities and implementing each project.
SUSTAINABILITY	Stewardship of the built-environment can be an intrinsic component of the campus experience. Sustainable strategies include Site and Transportation, Construction Materials, use of Renewables, Water Conservation, Energy Management, and Building Orientation and Design.

Figure 1.05

The range of sizes is typically defined as:

- Small spaces, such as the courtyards that act as rooms, are intimate in scale and their “walls” are created by the surrounding architecture and supported by landscape.
- Medium sized spaces contain small seating areas that concentrate occupied space along the edges.
- Large spaces are typified by little occupiable space. Circulation occurs primarily at the edges.
- The Central Quad is an extra large space. Primary circulation occurs in a cruciform pattern. Secondary circulation occurs around the edges of the space. Casual Frisbee games or campus-wide events are typical activities in the Quad. These very large spaces are often adjacent to the cafeteria or special functions such as the library or campus gallery.

A facilities master plan encourages the creation of gathering spaces along the campus paths supported by individual building and site designs.

**Gathering Spaces:** Areas on campus that act as gathering spaces are centers of concentrated activity and energy. There are four elements illustrated that serve as “attractors,” bringing people to a given space: Large classrooms or lecture halls, Building entries, Food service or vending machines, and Trees and seating. College campuses need a variety of gathering spaces where students, faculty, administration, and staff can interact, enjoy time between classes, take a food break, have a study group, etc. These spaces can be large or small, formal or informal and benches, low walls, or outdoor furniture can provide seating.

**Circulation:** The circulation system is a primary framework concept of a campus. Pedestrian and vehicular linkages and separations, successfully understood and navigated, create wayfinding into and through the campus. Landscape elements such as planting type and size, lighting, paving, water, art and seating amenities define the hierarchy of primary and secondary circulation for vehicles and pedestrians.

**Framework:** The organizing principle of a campus is the framework which ties together the buildings, the circulation and the campus experience from the main entry into the campus to the front door of the buildings to the gathering spaces.

**Transitions:** Pedestrian pathways through grade changes (transitions) afford opportunities for gathering spaces. Stairs and ramps are combined into a common path of travel. Placements of these transition elements often become focal points for the campus where vistas, water features, seating, and art come together.

**Visual Cues:** Landscape elements might be hard or soft, vertical or horizontal, formal or informal, natural or constructed, and big or small. Together with color, texture, pattern, furniture, signage, lighting and topography, landscaping elements can be combined into a range of hierarchies that provide visual cues to



enhance the perception and functions around the campus. The vehicular hierarchy begins with the main entrance. Dominant in the surrounding setting, this large area has icon landscape treatment with paving material, color and texture change, specimen trees and monumental signage. The planting and material in this area typically sets the vocabulary for the campus. The secondary vehicular circulation is typically a decision point along the access road where some element repeat and new elements are introduced. The threshold of campus, the transition from vehicle to pedestrian, has an overlay of both the vehicular landscape vocabulary and pedestrian elements such as seating, gathering spaces and directories. Primary pedestrian circulation from the parking lot into the campus is strengthened with the consistent use of planting and paving. Differing flowering trees can be incorporated to set a unique character for primary and secondary paths. The path width hierarchy continues with widths such as 20-25 feet wide for primary entrances, 15 feet wide for primary interior paths, and a minimum of 10 feet wide for secondary paths.

## Education Master Plan

The Educational Master Plan is the roadmap for institutional planning to improve student learning outcomes. Using a comprehensive environmental scan (demographics, business and educational trends), the Educational Master Plan assists the College in fulfilling its role as a leading academic and cultural center for the community.

## Classroom Utilization

Classroom schedule data was sorted into different categories: department, daytime, evening, quantity of students, room capacity, classroom type, etc. An understanding of facility capacity and use guides planning the number, size and type of instructional facilities appropriate for college education and workplace certification. This information is included in Appendix 1.

## Document Organization

This document is organized into four parts. The Introduction provides background on the District and the shared governance process used to prepare this update. Terms and definitions related to the process are provided. Each subsequent section of the 2006 Facilities Master Plan Report is a stand-alone document describing the history, baseline, process, recommendations and strategies of each campus.

The 2006 Facilities Master Plan Report describes, in narrative and with illustrative maps, an overall development concept for each campus as well as future development. While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs.

2. Cañada College  
2006 Facilities Master Plan

STEINBERGARCHITECTS

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## Letter from the President

Cañada College has served the citizens of southern San Mateo County for almost fifty years and has earned its status as a premier institution of higher learning. It ranks among the most productive Community Colleges within the State of California, preparing a high proportion of students for transfer to the most respected universities in the country and simultaneously occupying a lynchpin role in developing the highly skilled and resourceful work force which is so critical to the success of our county in the demanding knowledge based economy. The College has become renowned for quality of teaching, interpersonal support, small classes and genuine access to post secondary education from every component of the population being served. It is not hyperbole nor idealistic to say that Cañada fulfills in truly extraordinary manner the hopes and dreams of every student who wishes to participate in the magnificent opportunity the higher education system of California provides. Quality, access, and personal support are Cañada hallmarks and given the commitment the faculty and staff display daily the community must confidently know that Cañada is unrelenting in the pursuit of these over arching traditions and the programs that manifest them.

These foundational matters are enhanced by distinctive creativity in special programs. The University Center, created in conjunction with San Francisco State University, presents all courses on campus in Liberal Arts and Business necessary to receive the Baccalaureate and MBA degrees. Only two Community Colleges in California provide such a splendid opportunity.

The physical setting of Cañada College is majestic.

The natural beauty of the campus overlooking the Crystal Springs wilderness evokes serenity, a sense of well being and contemplation, and is the perfect environment for intellectual pursuit and whole person development. As the new 71,000 square foot library is constructed and the buildings throughout the campus remodeled it is easily noted that the Community College District and the College itself are carefully preserving open space, vistas, and aesthetically pleasing gateways and paths of travel as elements possessing the highest priority.

The Cañada College faculty, staff, students, and administration have all participated quite actively, in close company with Steinberg Architects, in the development of a College Master Plan. The new plan keeps pace with rapidly changing educational and financial environment and provides direction and flexibility in responding to the opportunities and challenges ahead.

Some of the questions the master planning process examined were:

- What is the vision for the physical features of the college for the next 10, 20, 30 years?
- How will the open spaces of the college be preserved and expanded?
- How can views and vistas be maintained and developed?

- Where will new development occur on campus when deemed necessary?
- What will the circulation patterns be? What paths of travel and trails for walking are appropriate to the environment?
- Where will parking be located and vehicle traffic managed around the perimeter of the campus?
- What landscape architecture best supports and enhances the beauty of the Cañada environment?

Members of the campus community were asked about their favorite places on campus, what inspired them, and how important the physical environment was to their work and scholarship. Their thoughtful responses to the questions posed demonstrated a tremendous pride and appreciation for the beauty of the campus and the importance of the physical surroundings in nurturing the academic life that go on at Cañada College.

*Thomas C. Mober, President  
Cañada College  
August 2006*



## Summary

Cañada College positions itself as a serene, welcoming environment that promotes learning through self-discovery and the acquisition and application of knowledge and skills. The 2006 Facilities Master Plan documents the strategies developed to meet the College and District goals to modernize the facilities and enhance the environment of the Cañada College campus to provide the ability to meet the pedagogical and social needs of the community and students over the next 30 years.

The Cañada College 2006 Facilities Master Plan (The Plan) provides an illustration of the potential campus development that might be implemented over time to support the 2006 Facilities Master Plan **Vision** and meet the **Goals** established by Cañada College through the shared governance process. These specific Strategies respond to ideas and issues raised during the master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular, state funding for B1 and B5/6 projects.

The 2006 Facilities Master Plan recommended concept shown in Figure 2.01 proposes:

- Modernization of buildings to meet the program and pedagogical methods of the course offerings as well as foster community outreach
- Landmark Entries at Farm Hill Boulevard and Cañada Road
- Identifiable campus 'Front Doors'
- Utilization of landscape hierarchies to define vehicular and pedestrian paths and manage pedestrian/vehicular interface
- Activated campus core through preservation, expansion and enhancement of the exterior campus amenities to exploit the natural environment

Subsequent to approval of the 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

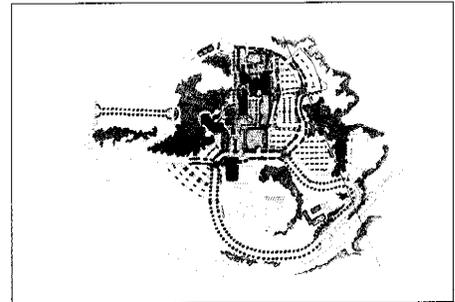


Figure 2.01 Cañada College 2006 Facilities Master Plan

# Overview

## Background

Cañada College opened in 1968 as part of the San Mateo County Community College District. The college is located on 131 acres in the western part of Redwood City. Cañada College is one of the smallest community colleges in the Bay Area enabling it to meet its mission of ensuring that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education classes, professional/technical programs, and basic skills. In 2001, Cañada College opened its University Center where students can earn bachelor's degrees in nursing, early childhood development, business administration and liberal studies. The University Center also offers teaching credentials for elementary and secondary schools and an executive master's degree in business administration. San Francisco State University and Sequoia Hospital have joined to provide a Nursing Certificate Program. Cañada College has the largest University Center in the California community college system. The College has historically been rated as one of the best community colleges in Northern California in transferring students to four-year colleges and universities.

In November 2001, the voters of San Mateo County passed Measure C, authorizing the District to issue \$207 million in general obligation bonds to fund facilities capital improvements. An additional \$100 million in other funding was secured from various sources, including redevelopment funds, State Chancellor's Office program funds, grants, donations, fees, and other miscellaneous sources, resulting in a construction program valued at \$307 million. In November 2005, the voters of San Mateo County passed Measure A, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements.

Based on a public process, the firm of Steinberg Architects was selected in January 2006, as the master planners for the 2006 Facilities Master Plan Update. The consulting firm of Noll & Tam Architects has assisted Cañada College for the past four years and is currently providing design services for Building 9, Student and Learning Resource Center. Noll & Tam has provided a wealth of knowledge to the development of the recommendations for Cañada's Facilities Master Plan, and has worked collaboratively with Steinberg Architects. DES Architects and Engineers provided vignettes for a range of implementation scenarios.

Cañada College Campus sits back and atop a hill above the surrounding valleys. The campus loop road also serves as a connector street between Farm Hill Boulevard and Cañada Road. The Cañada campus is a well-organized distribution of classroom buildings. As noted in the discussion above, the loop road is similar to the figure '8' with the convergence separating into the upper and lower campus. The upper campus is comprised of the majority of instructional classrooms while the athletic facilities are located across the loop road in the lower campus. Bounded by buildings, there is a series of terraces beginning with the high point at parking Lot #7 to the outdoor terrace at B5/6, some 90 feet down the hill. The campus is strongly connected to its environment and vistas to the south and west.

As illustrated in Figure 2.02, the starting point of the 2006 Facilities Master Plan incorporates a combination of the 2001 Master Plan and projects that will be completed in the near future. Typical with a master plan document, as projects are developed, changes in program and location are common. At Cañada College, the Student Support Service Center and the Library Learning Resource Center were combined into the new Library and Student Resource Center (B9). The spaces vacated through the relocations to B9 provide large classrooms and new Student Activities Center. The large classrooms created in the vacated spaces, particularly the lower levels of B5/6, will provide concurrent capacity for the University Center. Therefore, a new building for the University Center is not required. In addition to B9, other completed projects include conversion of two modular buildings to large general lecture classroom facilities, infrastructure upgrades and repairs, a new chiller with adequate capacity to provide air conditioning to the majority of the buildings on campus, piping to various other buildings around campus, allowing economical connection to the chiller as the interior systems of these buildings are modernized, installation of ADA accessible pathways and ramps through the center of campus, faculty and administrative offices upgrades, and replacement of the aged campus fire alarm system. Although significant renovation is planned for several buildings, all the existing facilities will remain.

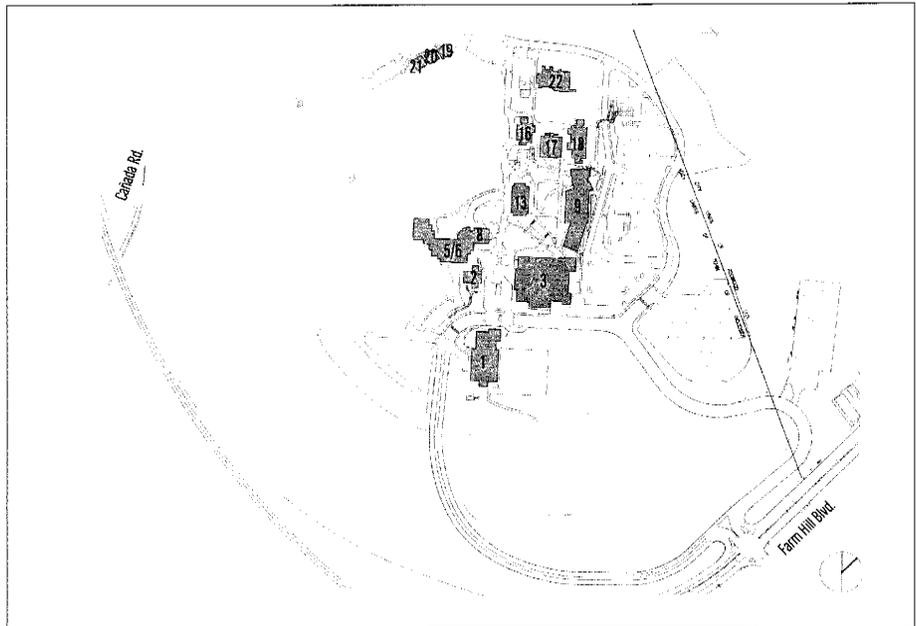


Figure 2.02 Cañada College Campus in 2006

## Facilities Master Plan Process

The purpose of the Cañada College 2006 Facilities Master Plan is to provide an overall development plan for the District to consider when addressing specific problems, issues and opportunities so that the solution relate to the campus as a whole.

Through a shared governance process, with representatives from all constituencies, Steinberg Architects facilitated a development of the 2006 Facilities Master Plan through a four-phased process:

- Phase 1: Physical and Academic Review and Analysis
- Phase 2: Options Development
- Phase 3: Solution Development
- Phase 4: Facilities Master Plan approval

Meetings held with Cañada Cabinet, Student Services Supervisory Group and Instructional/Student Service Council (ISSC) and All-College generated discussion and feedback on the Vision and Goals. The meetings were well attended by the full range of college constituents: Academic Senate, Classified Senate, Student Senate, Administration, and President in addition to representatives from Faculty, Staff and Students.

### Phase 1: Physical and Academic Review and Analysis

For the first phase of the facilities master plan process, information supplied by the various constituents was reviewed. The existing site and facilities were photographed, researched, and analyzed. The college administration and Noll & Tam Architects provided program requirements. An Information Log, a compilation of the comments and issues heard at the various constituent meetings, was prepared. These discussions led to the development of a **Vision Statement** and **Goals** for the Facilities Master Plan.

**Facilities Master Plan Vision Statement:** In conjunction with the College, a specific 2006 Facilities Master Plan Vision Statement is based on an excerpt from the existing Cañada College Vision statement, but tailored to the facilities master plan.

- Cañada College ensures success through personalized, flexible, and innovative instruction and services.
- Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

**Facilities Master Plan Goals:** For consistency and comprehensiveness, development of goals is structured by five categories: Students, Faculty & Staff, Community, Pedestrian/Vehicular Circulation, and Campus Environment. Figure 2.03 lists the 2006 Facilities Master Plan Goals for Cañada College. Within these five

## Facilities Master Plan Goals

STUDENTS	Provide spaces that accommodate a diversity of academic, social and community uses both indoors and outdoors.
FACULTY & STAFF	Provide an atmosphere that fosters and supports interaction among faculty, staff and students.
COMMUNITY	Promote a stimulating environment that enhances community participation.
PEDESTRIAN/VEHICULAR CIRCULATION	Manage the interface between pedestrians and vehicles.
CAMPUS ENVIRONMENT	Provide buildings that accommodate college enrollment and operational needs.

Figure 2.03

organizing categories, Cañada College defined its priorities and character. Pedestrian/Vehicular Circulation was the most actively discussed goal because of the impact of the loop road traffic on student activity between the upper and lower campus. The desire to increase the community awareness of the opportunities at the campus followed in importance. The character of the campus was best expressed through the request for outdoor as well as indoor spaces.

The Phase 1 analysis confirmed that subsequent to renovation and modernization, the existing buildings provided sufficient instructional space. However, there are other challenges within the campus to be addressed such as pedestrian/vehicular interface, a clearly defined main pedestrian artery, lack of exterior gathering spaces, and physical features to recognize and support the campus 'Front Doors.'

## Phase 2: Options Development

Phase 2 began to establish connections that link and unify the campus and the community, and foster a positive memorable experience and identity. The Master Planning Guidelines, the organizational tools for facilities master planning, provided specific analytical information about existing conditions such as exterior spaces, gathering spaces, framework, circulation, transitions, and planting zones. The resulting analytical diagrams focused dialogue at shared governance meetings. Appendix 2 provides a collection of this material. At Cañada College, the options phase focused on image, methods of traffic calming, exterior amenities, large classrooms, and pedestrian circulation. Figure 2.04 illustrates the resulting options analysis plan. Specific points of discussion were the addition of exterior paths to complete a natural pedestrian walk around the campus, parking lot reconfiguration, traffic control, and the programs for B5/6 and B1.

Comments from the Board of Trustees, the District, members of the Cabinet, Student Service Leads, Instructional Administrators and the All-College meetings emphasized the importance of the new entrance at B9 as well as the current entry between B2 and B3.

## Phase 3: Solutions Development

Phase 3 of the Facilities Master Plan process is collaborative development of the strategies that meet the goals. The illustrative drawings begin to show the overall campus development, not only what might change. The approach shown in this illustrative plan incorporates landscape hierarchy as visual cues for people and cars, traffic control and calming measures, recognizing and supporting the changes resulting from the introduction of B9, a pedestrian linkage system for way-finding within the campus, and landmark campus identity at the boundary with the community. Peripheral topics included the possibility of restoring the two-way loop road, additional athletic facilities, and alternative bus stop and recovery locations. A preliminary list of strategies was developed and measured against the goals. An annotated collection of this material is provided in the Appendix 2.

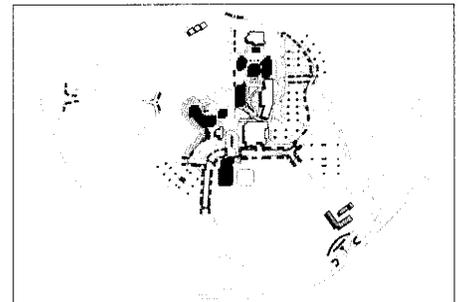


Figure 2.04 Options Development

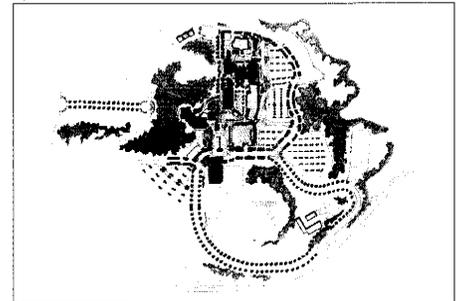


Figure 2.05 Solution Development

The resulting compilation and associated illustrative plan comprise a Proposed Facilities Master Plan Solution as shown in Figure 2.05. For Cañada College, Pedestrian/Vehicular Circulation and Campus Environment are the drivers.

### Phase 4: Facilities Master Plan Approval

The fourth phase of this process is preparation of a comprehensive document with narrative and illustrative plan. The Board of Trustees takes the action to approve the 2006 Facilities Master Plan (Figure 2.07) as the guide to future site development and facilities projects at Cañada College.

## Recommended 2006 Facilities Master Plan

The range of Strategies reflected in the 2006 Facilities Master Plan (The Plan) in Figure 2.07 provides the facilities and character that supports the continued success of Cañada College. The strategies are guided and measured by the Campus Goals. The following is a description of the plan organized in five categories: Concept, Framework, Campus Core, Buildings, and Campus Image.

### Concept

Cañada College positions itself as a serene, welcoming environment that promotes learning through self-discovery and the acquisition and application of knowledge and skills. The Organization Concept, shown in Figure 2.06, proposes a campus with pedestrian spaces framed by buildings and interconnecting the campus through walkways and outdoor spaces. Matched with a strong pedestrian path between B22, across the loop road to B1 and the athletic instructional areas, the placement of B9 reinforces the enclosure of the interior campus activity areas, quad and amphitheater. The result supports the Facilities Master Plan goals: **Students** receive amenities that encourage and support on-campus interaction with peers as well as faculty and staff. **Faculty & Staff** stimulate academic excellence in themselves and the students with facilities that provide modern and flexible classrooms, equipment technology and pedagogical methods. **Community** pride is enhanced and participation options increased through the range of facilities, particularly the addition of the Wellness Center in B1. **Pedestrian/Vehicular Circulation** distinctions enhance the campus identity and way-finding system for campus visitors allowing for a better experience. Separation of vehicular and pedestrian areas brings more safety into play. The **Campus Environment** meets educational and fiduciary responsibilities through infrastructure such as Heating, Ventilation and Air Conditioning, furniture, classroom equipment, and technology in the context of materials appropriate for asset preservation, utilization flexibility, safety and security and sustainable.

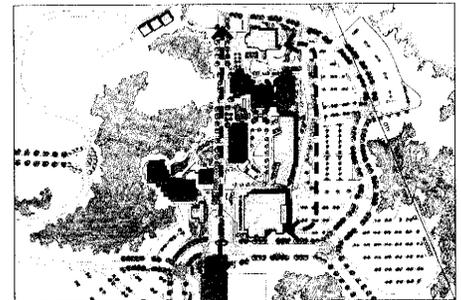


Figure 2.06 Cañada College Organization Concept

### Framework

The organizing principle of a campus is its Framework. It ties together the buildings, the circulation and the campus experience from the main entry to the campus to the Front Door to the instructional facilities. Framework consists of: Landmark Entries, the primary vehicular entries to the campus; Vehicular Circulation, components such as loop roads and parking; Thresholds, the welcome areas of the campus and the point of transition from vehicular to pedestrian; Campus Core, a collection of nodes and gathering spaces along a pedestrian spine that provides the dynamics for human interaction; Buildings, supporting the instructional programs of the college; and Campus Image, overall continuity and quality binding the physical structure to the Campus Vision. Using a hierarchy of landscape components, trees, furniture, lighting, signage, and surface treatments as visual cues, the campus experience is more welcoming to visitors and students alike.

# Cañada College 2006 Facilities Master Plan

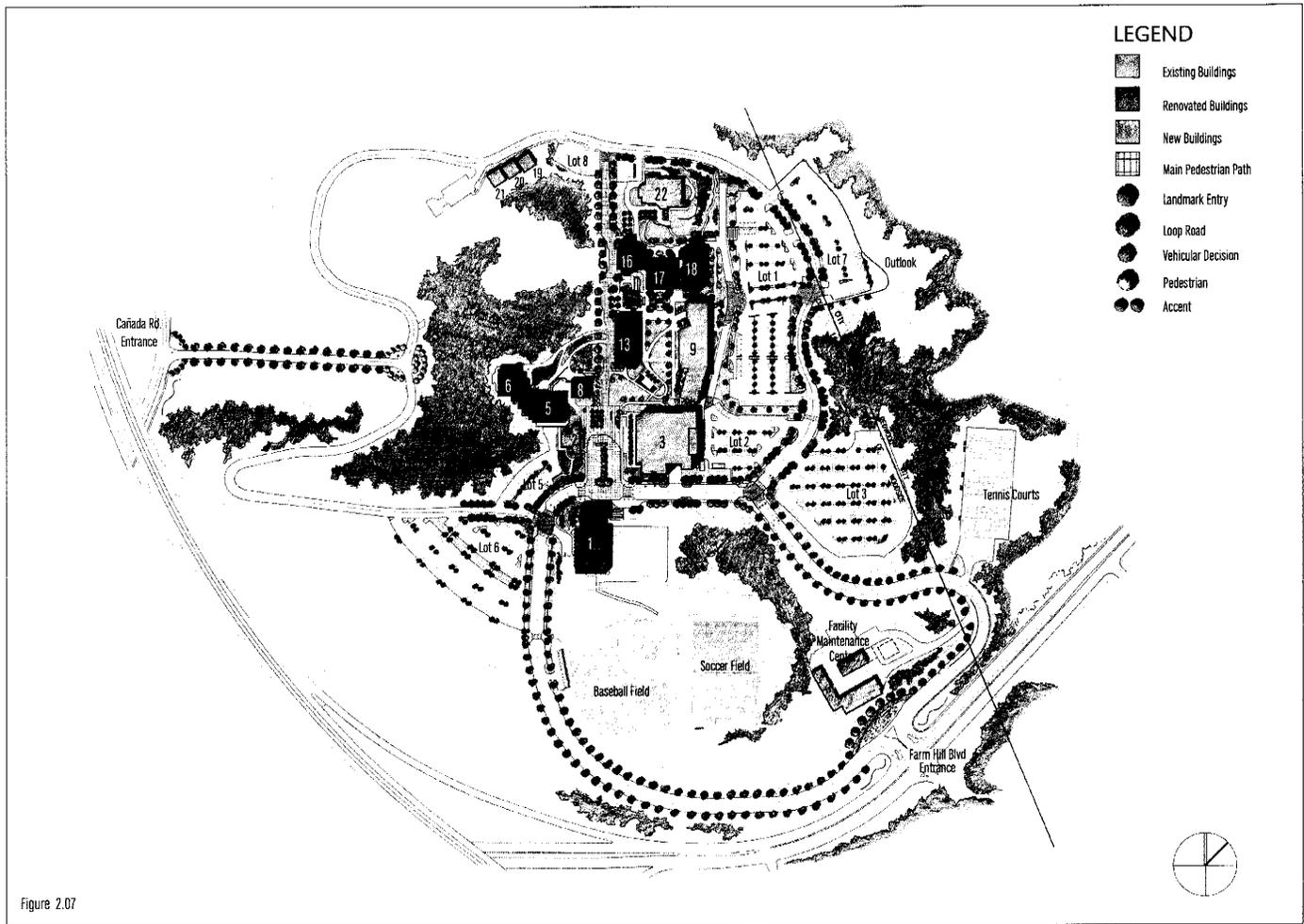


Figure 2.07

## Landmark Entry

There are two Landmark Entries into the Cañada College campus, which sits back and atop a hill above the surrounding valleys. The primary entrance is located on Farm Hill Boulevard, Figure 2.08, while the secondary entrance is off a residential segment of Cañada Road. To address recognition of these primary campus entries, landmark elements such as walls or flags reinforced by lighting and distinctive plants, including the existing campus topiary, are recommended. Due to the adjacency of the residences, a similar, but reduced Landmark Entry is proposed for the Cañada Road entry. Figure 2.09 illustrates how the Farm Hill Boulevard entrance might be developed.

## Vehicular Circulation

The circulation system is a primary framework concept of a campus. Pedestrian and vehicular linkages and separations, successfully understood and navigated, create way-finding into and through the campus. Landscape elements such as planting type and size, lighting, paving, water, art and seating amenities define the hierarchy of primary and secondary circulation and decision-making. At Cañada College, the Strategies address way-finding, managing the interface between pedestrian and vehicular circulation and most importantly, a safe pedestrian experience. The Plan shows modifications of the loop road and major intersections (decision points) leading to either B3 or B9. The Plan characterizes the vehicular roadway and decision points by consistent features, most significantly a designated family of signage, pavement treatment, planting and lighting. The loop road from Farm Hill Boulevard becomes more prominent with flanking trees. The site plan in Figure 2.10 shows the key vehicular decision-making points, including the new main entrance to B9. Scaled repetition of paving, lighting and signage provides a memorable visual cue for both way-finding and campus image. Figure 2.11 is a vignette option for the secondary vehicular intersections. Due to proximity to residential areas, the design of the campus intersection near Cañada Road is downplayed.

The section of the loop road between B3 and B1 has become a barrier for pedestrians. This was at one time a two-way road. Its excessive width encourages speeding cars. The objective of traffic calming improvements on this section of the road is to activate B1 with the athletic areas on the campus through safe pedestrian connections. As illustrated in Figure 2.12, some of the strategies to accomplish these improvements are narrowing of the road width, park strips (sidewalks and trees) and sidewalks, and 90 degree intersections. Extending the sidewalk width into the parking lane (bulb-out) reduces the road width and shortens the pedestrian crossing distance making the experience safer. Figure 2.13 is a vignette of an alternate approach by re-establishing the two-way circulation and incorporating a landscape median strip.

At Cañada College, the Fire Department Access Lanes (Fire Lanes) are not secured from general use. The vehicular access on all Fire Lanes will be controlled by means of moveable bollards, in order to avoid having cars penetrate the pedestrian areas of the campus. Thus, the pedestrian walk areas of the campus, particularly adjacent to B13 and B9, function as pedestrian areas rather than as a 'no man's land.'

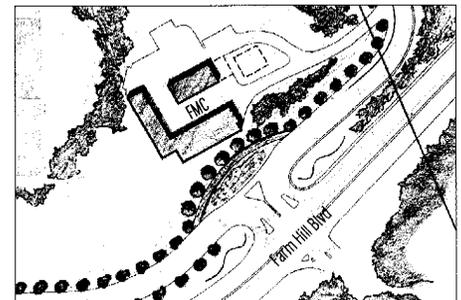


Figure 2.08 Farm Hill Blvd Landmark Entry

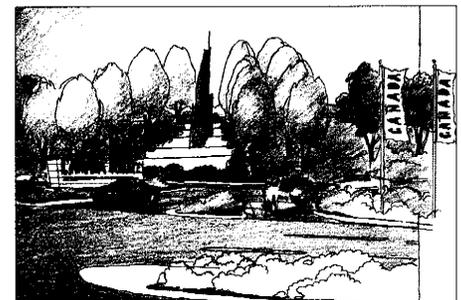


Figure 2.09 Farm Hill Blvd Landmark Entry

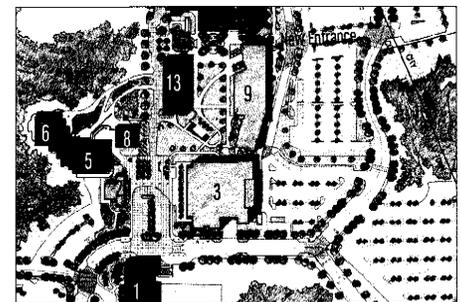


Figure 2.10 Vehicular Decision-making Intersections

As the campus walkway network supports the accessible path from a bus stop near B3, the recommendation is to shift the bus stop to the campus side of the loop road. A recovery parking area away from the main campus entry needs to be negotiated with SamTrans.

## Parking Lots

With the objectives of way-finding, managing the interface between pedestrian and vehicular circulation and most importantly, providing a safe pedestrian experience, this master plan recommends improvements for all parking lots and the loop road.

Trees and low landscaping are recommended at the perimeter of all parking lots to visually buffer parked cars. Tree islands are recommended to mitigate the heat island effect of parking lots, to provide opportunities for bio-swales, to reduce impermeable material and surface run-off, and to control erosion. Key modifications for the parking lot areas follow.

With the objective to create a visual connection to the new 'Front Door' of the campus, Parking Lot 1 is reconfigured to establish a new entry drive leading directly to the new Library and Student Resource Center. The designated landscape vocabulary at intersections reinforces an easily identifiable entrance, pedestrian crossing safety and walkways. The revised parking configuration eliminates the circuitous interior lanes and reduces access points to the loop road. Modification of Lot 7 is connected to the redesign of Lot 1. The access to the lots is aligned, providing a unique opportunity to create a pedestrian connection to a new outlook to Redwood City, the Bay and Mount Diablo beyond. Figure 2.14 depicts an option for relocating the loop road to the perimeter of Lot 7.

A delineated pedestrian crossing of the loop road provides safe access from Lot 3 through Lot 2 to B9 and the campus quad. The tiered Parking Lot 6 is improved with stairs and a pedestrian path. Sidewalks along the loop road perimeter of Lot 6 reinforce safe connections between B1 and the fields served by this lot. An alternate location of the loop road, shown in Figure 2.15, may be considered as it incorporates the Lot 6 parking inside the loop road and provides direct access to the lower parcel.

Special planting orients pedestrian circulation from the parking lots into and through the campus. The addition of sidewalks further addresses pedestrian safety. In addition to parking lot walks and crosswalks, perimeter sidewalks along the loop road are added between Lot 1 past B22, to B19-21. Together with internal circulation paths, the natural path around and through the campus is completed.

Each college will set the location of faculty/staff parking and visitor parking as these lots are re-configured.



Figure 2.11 Vehicular Decision-making Intersections DES

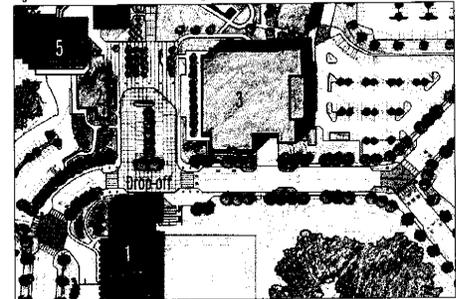


Figure 2.12 Pedestrian Safety Improvement

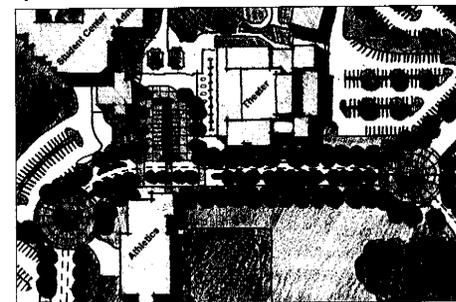


Figure 2.13 Alternate two-way Traffic Circulation DES

## Thresholds

The campus activity dynamic will change with the opening of B9, Library and Student Resource Center. The placement of these functions in a single building, this new 'Front Door', provides a physical juncture where visitors not only pass through one distinct exterior space into another, but they also move vertically between levels from the north parking lots to the newly developed main campus Quad. The pathways leading to the upper level of B9 receive planting, seating, lighting and unique paving. The current 'Front Door', between the bookstore (B2) and Performing Arts Center (B3) has received significant upgrades. The 2006 Facilities Master Plan continues to build on these improvements through the enhanced pedestrian connection between the athletics fields and B1 and the reinforcement of the major pedestrian spine to B22. These unique 'Front Doors' act as architectural gateways between gathering spaces of different scales and invite visitors into the campus through expansive views of the architecture, the campus landscape, and the surrounding vistas.

## Campus Core

Consistent with fostering a memorable experience and identity, the use of pavement color, pattern and texture are combined with existing landscape vocabulary, such as the 'eyebrow' seating. These features combine with clusters (basque) of trees to create outdoor rooms. In keeping with safety and security considerations, all natural walk paths are formalized and enhanced with planting and furniture as well as lighting. Consistent with the hierarchy for context elements such as vehicles circulation, a hierarchy of landscape elements is proposed to support pedestrian circulation.

Gathering spaces are centers of concentrated activity and energy. There are four elements illustrated that serve as 'attractors', bringing people to a given space: Large classrooms or lecture halls; Building entries; Food service or vending machines; Trees and seating. The Plan increases the number and variety of gathering spaces of diverse character:

- Small spaces, such as the lower terrace at B5/6, are intimate in scale and "walls" are created by the surrounding architecture and natural vista.
- Medium-sized spaces such as the courtyard between B16/B17/B18 shown in Figure 2.16 contain seating areas.
- Larger spaces have special functions such as the amphitheater where circulation occurs primarily at the edges.
- The Quad is an extra large space, such that primary circulation occurs around the perimeter and on the diagonal.

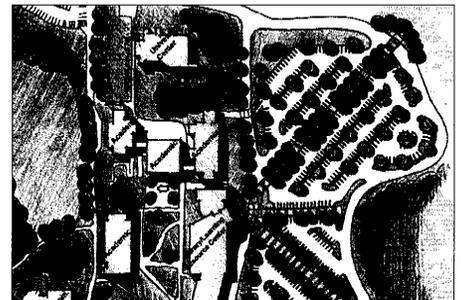


Figure 2.14 Parking and Loop Road Layout Option

DES

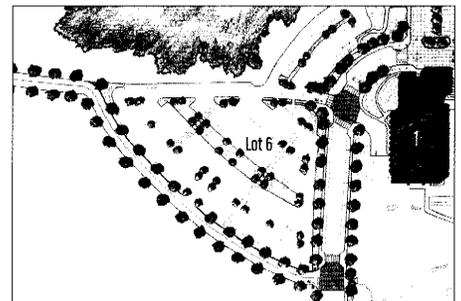


Figure 2.15 Alternate Loop Road Option

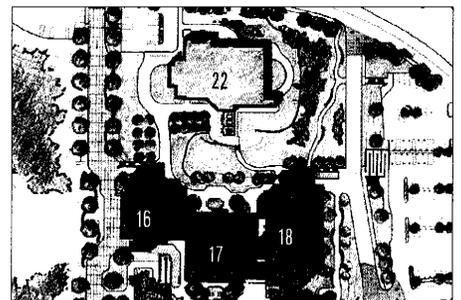


Figure 2.16 Campus Core Gathering Spaces

Building locations and orientations define the edges of formal malls, quads, garden spaces, outdoor rooms, and pedestrian paths. The Cañada campus has a well-organized distribution of classroom buildings. As noted in the discussion above, the loop road is similar to the figure '8' with the convergence separating into the upper and lower campus. The upper campus is comprised of the majority of instructional classrooms while the athletic facilities are located across the loop road in the lower campus. Bounded by buildings, there is a series of terraces beginning with the high point with parking Lot 7 to the outdoor terrace at B5/6, some 90 feet down the hill. Multi-story buildings assist with the transition between terraces. The major terrace, the Quad at the base of B9, transitions to the adjoining amphitheater (Figure 2.17) and the B16/B17/B18 complex then, to the main pedestrian spine behind B13. The scope of all projects includes accessibility compliance.

The recent facilities improvements to the plaza contained by Buildings 2, 3 and 8, as well as the completion of the Quad and amphitheater, will connect with B22. Figure 2.18 shows strategic seating opportunities in identified locations along the fire lane from B13 to B22 that will define the edge of the campus and provide opportunities for nodes or gathering spaces inviting interpersonal exchanges. The Strategies include complementing the large indoor space for community and college meeting space on the ground level of B5/6 through expanded and enhanced plaza areas with seating, landscaping elements and pruning, to take full advantage of the views.

## Buildings

In both new construction and renovation work, the design objective is to provide buildings that accommodate the functional requirements of users while contributing to the campus environment as a whole. The program adjustments for the remaining buildings at Cañada are anticipated as follows.

B5/B6 and B8 receive extensive renovation, large classrooms, student activities area, a large public/college activities room at the lowest level, plus environmental and technology modernization. New uses include the Health Center, student clubs and meeting rooms. Renovations of the gymnasium and associated locker facilities and the modernization of B13 will be completed. With the relocation of the Facilities Maintenance Center to a new complex on site, the lower level will be converted to a Wellness Center. The area around B1 will be compatible with the new adjoining activities.

Science facilities in B16, B17 and B18 are reconfigured for compatibility with current pedagogical methods. Throughout the campus buildings, spaces vacated as services move to B9 will be realigned, many providing additional classrooms for 60 or more students. As each renovation and modernization project is programmed, opportunities for faculty offices and support areas will be evaluated. Facility services will be improved as well. The new Facilities Maintenance Center not only makes way for the Wellness Center, the proximity of equipment and vehicles are removed from the central campus area. Future development, should it be deemed necessary, could be accommodated between B22 and B17.

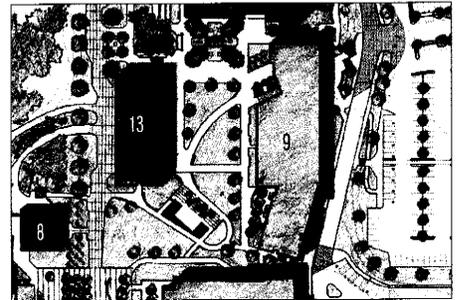


Figure 2.17 Campus Quad and Amphitheater

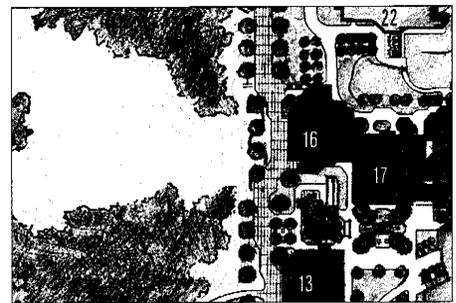


Figure 2.18 Seating along edge of the campus

## Campus Images

Campus Image is the overall continuity and quality that binds the physical development with the Campus Vision and Goals. Strategies achieve implementation of the 2006 Facilities Master Plan Vision and Goals.

The Plan includes development and upgrade of vehicular and pedestrian circulation networks to meet functional requirements of access and way-finding. The Plan maintains and strengthens pedestrian linkages and creation of well-defined open spaces. The hierarchy of circulation pathways and nodes through the campus is a product of relationships between major and minor entry points in addition to movement between destinations on campus.

The campus core (Figure 2.19) comprised of the B3 plaza, the amphitheater and the Quad, is augmented by formalizing the major pathway running between B1 and B22. Isolation of areas behind B13 and B16, 17 and 18 is removed. The heart of campus will now be occupied by arterics and pathways composed of gathering spaces linked by physical construction, stairs, ramps, seating and planting, with visual cues such as signature trees, art on campus and water features.

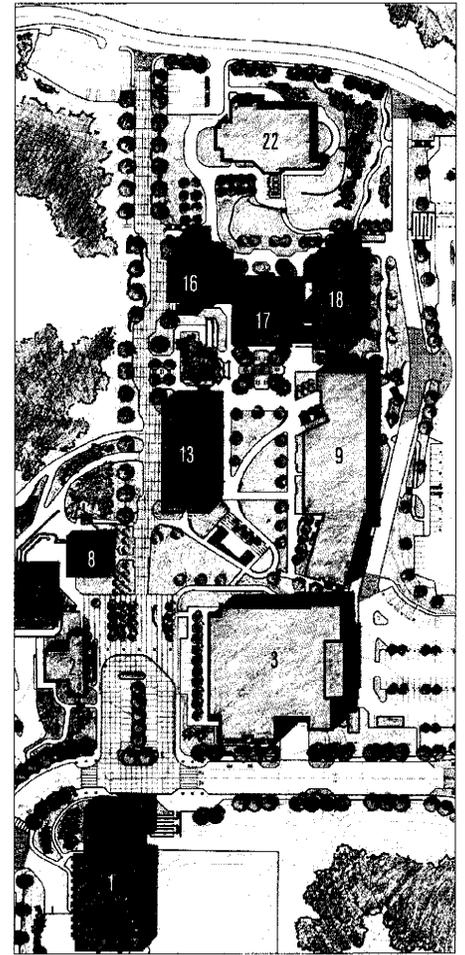


Figure 2.19 The Campus Core

## Next Steps

A Facilities Master Plan describes, in narrative and with illustrative maps, an overall development concept including present uses as well as future development. The Cañada College 2006 Facilities Master Plan provides an illustration of the potential campus development. The illustration is constructed from the list of Strategies in Figure 2.20 that might be implemented over time to meet the Goals and support the Facilities Master Plan Vision established for Cañada College through the shared governance process. These specific Strategies respond to ideas and issues raised during the master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular, state funding for B1 and B5/6 projects.

Subsequent to approval of 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

# Facilities Master Plan Strategies

STRATEGIES TO ACCOMPLISH GOALS		S	F/S	C	P/V	CF*
STUDENTS	• Renovate B5 and B6: large classrooms; student activities; Health Center; HVAC.		•	•		•
	• Complete Modernization of B13.		•	•		•
	• Renovate B1 lower level for Fitness and Wellness Center.		•	•		•
	• Complete Campus Quad and Amphitheater.		•	•		•
FACULTY & STAFF	• Provide a variety of exterior spaces that support and reinforce the range of campus activities.		•	•	•	•
	• Complete renovation of spaces vacated with relocation to B9.	•		•		•
	• Complete Modernization of Instructional Buildings.	•		•		•
	• Reconfigure classrooms for compatibility with current pedagogical methods.	•		•		•
COMMUNITY	• Complete modernization of Science facilities in B16, B17, and B18.	•		•	•	•
	• Provide Strategic student/faculty/staff interface opportunities campus-wide.	•				•
	• Create Landmark entries at Farm Hill Blvd and at Cañada Rd.	•	•		•	•
	• Create memorable image of campus: Hierarchy; theme landscape; materials; patterns; wayfinding; art on campus.	•	•		•	•
PEDESTRIAN / VEHICULAR CIRCULATION	• Incorporate landmark elements at decision-making points within campus; Vehicular and Pedestrian.	•	•		•	•
	• Reconfigure Parking Lot 1.	•	•		•	•
	• Relocate Bus drop-off adjacent to B3.	•	•		•	•
	• Establish a hierarchy of vehicular entries.	•	•	•		•
CAMPUS ENVIRONMENT	• Create 90 degree intersections and reduce the crossing distance.	•	•	•		•
	• Establish and control safe pedestrian and vehicular interface.	•	•	•		•
	• Incorporate park lanes and park strips.	•	•	•		•
	• Build new Facilities Maintenance Center.	•	•	•		
	• Incorporate Landscape elements such as trees in all parking lots.				•	•
	• Control vehicular access on all Fire Lanes.	•	•	•	•	
• Complete internal campus nature and walking loop.	•	•	•	•		
• Trim and selective removal of vegetation.				•		
• Complete campus-wide infrastructure and upgrade projects: security, lighting, accessibility.	•	•	•			

Figure 2.20

\*goals are listed in Figure 4.03



3. College of San Mateo  
2006 Facilities Master Plan

STEINBERGARCHITECTS

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## Letter from the President

Since its founding in 1922, College of San Mateo has occupied several sites, moving to its current location in the hills above San Mateo in 1963. Virtually all its campus buildings were completed at that time. Since then the college has undergone major changes in its programs and services, the methods employed by faculty to foster learning, and the tools and technologies needed to support effective education. Students' needs and expectations continue to evolve, reflecting our increasingly diverse local community.

During the last year, the college has undergone a major master planning effort. Detailed in this document, the new plan is the result of countless hours of work by the CSM community. It describes the implications for facilities – reflecting our need to ensure that our programs are accessible, current, and responsive to emerging community needs.

Recommendations of the 2006 Facilities Master Plan include the renovation or replacement of the oldest facilities to accommodate new programs and methods of instruction. In particular, services for students must be consolidated to create a “One Stop Shop,” improving accessibility to our multiple

support services. In addition, CSM must update its general lecture facilities and the facilities that support a diversity of programs including fine arts and music, media studies, and allied health and wellness. The entrance to the campus needs to become more welcoming and sharply defined so that first-time visitors can easily locate their destinations. Parking areas, too, need to become more accessible. Several outdoor areas must be transformed into flexible, multi-use assembly spaces while many of our athletic facilities, for example, the aquatic areas and softball field, must be renovated to support more comprehensive use by both students and the community at large.

The projects detailed in the following pages will enable us to meet our education goals – providing the best possible learning environments for our current students and generations to come.

*Dr. Shirley J. Kelly, President  
College of San Mateo  
August 2006*

## Summary

By offering comprehensive, quality programs and services and by measuring student learning, the College of San Mateo educates students to participate successfully in a changing world. The 2006 Facilities Master Plan documents the strategies developed to meet the College and District goals to modernize the facilities and enhance the environment of the College of San Mateo campus to provide the ability to meet the pedagogical and social needs of the community and students over the next 30 years.

The College of San Mateo 2006 Facilities Master Plan (The Plan) provides an illustration of the potential campus development that might be implemented over time to support the 2006 Facilities Master Plan **Vision** and meet the **Goals** established by the College through the shared governance process. These specific Strategies respond to ideas and issues raised during the master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing projects, supporting capital fund requests, in particular State funding opportunities such as B19 and the demolition of B21-B29.

The 2006 Facilities Master Plan recommended concept shown in Figure 3.01 proposes:

- New facilities and modernization of buildings to meet the workforce training and postsecondary instruction in a collaborative environment
- Landmark Entry at the Hillsdale Boulevard and CSM Drive intersection
- Celebration of 'Front Doors' and Athletic facilities
- Responding to pedestrian flow with new main streets and a diversity of gathering spaces
- Utilize a range of hierarchies of landscape elements as visual cues for understanding and navigating the campus

Subsequent to approval of 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

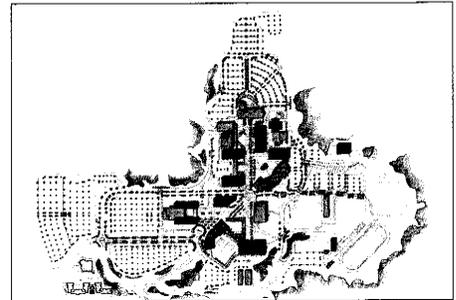


Figure 3.01 2006 Recommended Campus Plan

# Overview

## Background

The College of San Mateo was founded in 1922. The campus made its final move in 1963 to its present location in San Mateo. Most of the campus was built at one time, based on the design of John Carl Warnecke. The 153-acre site provides panoramic views of the North Bay Area. The campus was carved from the top of a hill and is visually separated from its neighbors by a dense buffer of trees and topography. The original design intent was to create grandeur, in both the buildings and the mall. Few intimate spaces were provided. Over the years, the College has continued to experience an evolution and growth. This next phase of the change is consistent with the rich history and builds upon the steady progress of the College of San Mateo.

In November 2001, the voters of San Mateo County passed Measure C, authorizing the District to issue \$207 million in general obligation bonds to fund facilities capital improvements. An additional \$100 million in other funding was secured from various sources, including redevelopment funds, State Chancellor's Office program funds, grants, donations, fees and other miscellaneous sources, resulting in a construction program valued at \$307 million. In November 2005, the voters of San Mateo County passed Measure A, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements. Based on a public process, the firm of Steinberg Architects was selected in January 2006, as the master planners for the 2006 Facilities Master Plan Update. SWA Group provided landscape architecture concepts and components. DES Architects and Engineers provided vignettes for a range of implementation scenarios.

The College of San Mateo currently supports a population of 12,000 day and evening students, with its primary service area from central San Mateo County. The campus consists of a major loop road which winds its way around the site. There is a main north-south pedestrian spine that links the new Science Center B36 to the north with the Gymnasium B8 to the south. A pedestrian mall and large exterior spaces are positioned along this axis, forming the primary campus experience. This axis is traversed by a secondary east-west plaza that connects the Fine Arts/Theater complex B2, B3, B4 with the Library B9. Each grand space creates an architectural view corridor terminated by buildings. The loop road encircles the parking which is located in various quadrants of the site.

As illustrated in Figure 3.02, the starting point of the 2006 Facilities Master Plan incorporates a combination of the 2001 Master Plan and projects that will be completed in the near future. Typical with a master plan document, as projects are developed, changes in program and location are common. Significant work was completed as part of the first bond. The flagship project consists of the new Science Center and Planetarium (B36), which is a technologically sophisticated building for the Physical and Life Sciences program. The other new campus building is the Regional Public Safety Center (B35). In addition, projects included

renovation/modernization of classrooms in B16, B18, B19 and B9. Hazardous materials abatement and accessibility improvements, various individual classroom upgrades including installation of technology infrastructure and audio-visual equipment to support modern pedagogical methods, and installation of a new, state-of-the-art fire alarm system were completed. As part of the District-wide energy efficiency projects, light fixtures throughout the campus were retrofitted, a co-generation facility was installed, plus extensive mechanical infrastructure upgrades and repairs were also performed.

The 2001 Master Plan also identified renovation to the Student Support, Administration and Student Union B1/B5/B6. As project planning evolved, it became clear that a renovation project would not fully satisfy the programmatic needs of a 'One-Stop-Shop' center, Bookstore and Cafeteria. The passage of Measure A provides an opportunity for the District and the College to re-evaluate the 2001 Facilities Master Plan and examine outstanding campus requirements including Workforce Training facilities and classroom size and design that support collaborative teaching and learning.

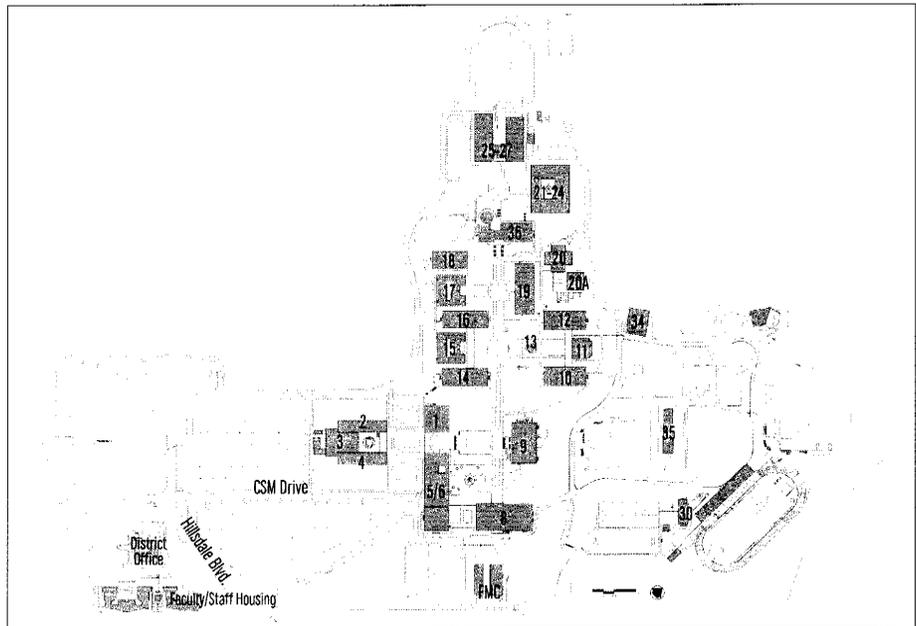


Figure 3.02 CSM Campus in 2006

## Facilities Master Plan Process

The purpose of the College of San Mateo 2006 Facilities Master Plan is to provide an overall development plan for the District to consider when addressing specific problems, issues and opportunities so that the solution relates to the campus as a whole.

Through a shared governance process, with representatives from all constituencies, Steinberg Architects facilitated a process that consisted of four phases:

- Phase 1: Physical and Academic Review and Analysis
- Phase 2: Options Development
- Phase 3: Solution Development
- Phase 4: Facilities Master Plan Approval

As part of each phase, meetings were held with the District, President's Cabinet, Instructional Administrators, Student Services Leads and College Council. In open forums, three All-College meetings were held representing Academic Senate, Faculty, Classified Staff, Certified Staff, Administration and Students. A presentation was made at the conclusion of each phase to the Board of Trustees.

### Phase 1: Physical and Academic Review and Analysis

For the first phase of the master plan process, information supplied by the various constituents was reviewed. Existing sites and facilities were photographed, researched, and analyzed. Programming was examined at master planning level by looking at enrollment, classroom utilization and program growth. The purpose was to gather data sufficient to identify potential program square footage. Specific projects that evolve from the Strategies will include a detailed programming exercise with the architects, the faculty and the building users to determine the program of each building. An Information Log, a compilation of the comments and issues heard at the various constituent meetings, was prepared. These discussions led to the development of a **Vision Statement and Goals**.

**Facilities Master Plan Vision:** In conjunction with the College, a specific 2006 Facilities Master Plan Vision Statement was identified collaboratively, based on an excerpt from the existing College of San Mateo Vision, but tailored to the facilities master plan:

- College of San Mateo will continue its commitment to robust programs in transfer, occupational education, basic skills and lifelong learning.
- College of San Mateo will endorse, support and actively pursue a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve and the subject matter we impart.

## 2006 Facilities Master Plan Goals

STUDENTS	Provide a supportive, collaborative and integrative learning environment that maximizes the synergy across disciplines, and between instruction and student support services.
FACULTY & STAFF	Provide a supportive working environment that fosters a climate in which all faculty and staff can thrive and excel.
COMMUNITY	<ol style="list-style-type: none"><li>Strengthen partnerships with businesses, industry, and other educational institutions.</li><li>Support community use of facilities.</li></ol>
PEDESTRIAN/VEHICULAR CIRCULATION	Enhance the campus image, manage the vehicular traffic, augment the pedestrian areas, address the evening campus experience and improve access to buildings.
CAMPUS ENVIRONMENT	Support institutional needs, identified through college strategic planning, for updating facilities to enhance learning environments.

Figure 3.03

**Facilities Master Plan Goals:** For consistency and comprehensiveness, development of goals is structured by five categories: Students, Faculty & Staff, Community, Pedestrian/Vehicular Circulation, and Campus Environment. Figure 3.03 lists the 2006 Facilities Master Plan Goals for College of San Mateo. Within these five organizing categories, College of San Mateo defined its priorities and character. Students and Campus Environment were the most actively discussed because of the need for appropriate workforce training facilities, a “One-Stop Shop” for Student Services and the low level of campus synergy. The desire to increase the community participation, such as through athletic facilities, followed in importance. The character of the campus was best expressed through the request for a collaborative campus community.

The Phase 1 analysis confirmed that the campus dynamic will change with the opening of B36, some existing buildings are unsuitable for education in the 21st Century, the physical center of the campus is the appropriate location for Student Services, Cafeteria and Bookstore and preferable location for Administration. Other challenges to be addressed are Campus Image, particularly the entrance at Hillsdale Boulevard and Campus Drive and recognition of the Campus Front Doors.

## Phase 2: Options Development

Phase 2 began to establish connections that link and unify the campus and the community and foster a positive memorable experience and identity. The Master Planning Guidelines, the organizational tools for facilities master planning, provided specific analytical information about existing conditions such as exterior spaces, gathering spaces, framework, circulation, transitions and planting zones. The resulting analytical diagrams focused dialogue at shared governance meetings. Appendix 3 provides a collection of this material.

At the College of San Mateo, the options focused on image, services in support of students, the low-key campus center and changes in workforce training. Four organizing concepts challenged what new facilities and where to locate them. Complemented by guideline diagrams, more detailed discussions with the constituents followed. The options analysis focused on an overlay of the central campus circulation as it related to the North and South main entries (Front Doors). Both Options met the current educational and programmatic needs of the College, although each arranges the campus and new buildings in a different way. The realignment of the pedestrian path from the respective east and west parking lots to a major create a major junction with the north-south spine.

**Option A - Grid:** Following the current campus spine pattern, this option places new buildings along a linear grid, maintaining the north-south mall and respecting the east-west view corridor between the Theater and the Library. Refer to Figure 3.04A.

**Option B - Diagonal:** A new diagonal path enters the center of the campus from the South entrance. This

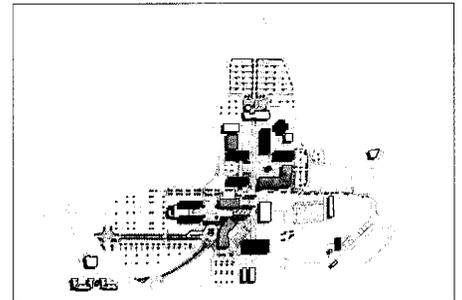


Figure 3.04A CSM Option A - Grid Plan

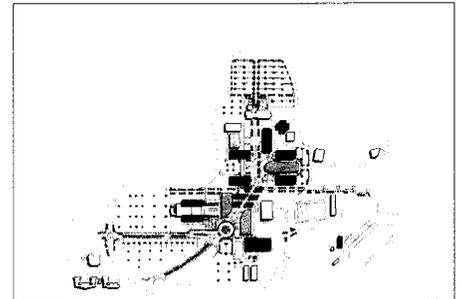


Figure 3.04B CSM Option B - Diagonal Plan

option builds upon the existing axis with the diagonal reorganizing the east-west plaza into a series of different spaces. Significantly, the diagonal focuses the visitor deep into the center of the campus. Refer to Figure 3.04B.

Comments from the Board of Trustees, the District, members of the Cabinet, Student Service Leads, Instructional Administrators and the All-College meetings emphasized the importance of a Landmark entrance, the Front Doors, locating Student Services/Cafeteria/Bookstore/Administration in the physical center of the campus, exploiting the views from the campus, visually terminating large malls with buildings and expanding the Athletic facilities for the college and the Community.

### Phase 3: Solutions Development

The third phase of the Facilities Master Plan process is collaborative development of the strategies that meet the goals. Based on comments from the Board of Trustees, the District, members of the Cabinet, Student Service Leads, Instructional Administrators, College Council, and the All-College meetings, input was incorporated and the best ideas from Option A and Option B were incorporated into one Solution, Figure 3.05. The illustrative drawings begins to show the overall campus development, not only what might change. The approach shown in this illustrative plan incorporates: landscape hierarchy as visual cues for people and cars; traffic control measures; recognizing and supporting the changes resulting from the introduction of B36; a pedestrian linkage system for way-finding within the campus; and landmark campus identity at the boundary with the community.

Significantly, the Solution captured a new diagonal axis; new buildings in the core; a hierarchy of campus entry; grand boulevard towards a south Entrance and drop-off; an acknowledgement of a new traffic and drop-off pattern at the north entry to campus; a pedestrian east-west link that brings students to the core; landscape features and a landmark campus identity within the community.

A preliminary list of strategies was developed and measured against the goals. An annotated collection of this material is provided in Appendix 3.

### Phase 4

The fourth phase of this process is preparation of a comprehensive document with narrative and illustrative plan. The Board of Trustees takes the action to approve the 2006 Facilities Master Plan (Figure 3.07) as the guide to future site development and facilities projects at College of San Mateo.

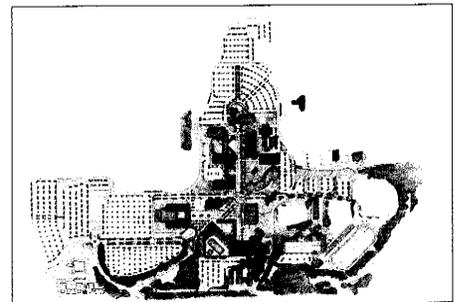


Figure 3.05 CSM Solution Development

## Recommended 2006 Facilities Master Plan

The range of Strategies reflected in the 2006 Facilities Master Plan (The Plan) in Figure 3.07 provides the facilities and character that support the continued success of College of San Mateo. The strategies are guided and measured by the Campus Goals. The following is a description of the plan organized in five classifications: Concept, Framework, Campus Core, Buildings, and Campus Image.

### Concept

By emphasizing the hierarchy of the campus, the 2006 Facilities Master Plan aims to re-organize the campus experience. The Organization Concept, shown in Figure 3.06, proposes a campus with defined Front Doors and a diagonal axis combined with a formalized east-west pedestrian path that leads to an activated core, where students, faculty and staff can mingle in various gathering spaces around the revitalized center of campus. The unique focus of College of San Mateo is collaboration. The result supports the Facilities Master Plan goals. For the **Students** goal, student support areas are combined and placed in the heart of the campus. New instructional buildings, appropriate for education in the 21st Century, are complemented by amenities that support synergy of on-campus dialogue with peers, faculty and staff. **Faculty & Staff** are nurtured and teach in intellectually stimulating environments (classrooms and campus). Relocation of the Workforce Training programs and a new Wellness and Aquatic Center to the South Entrance extend the campus outreach to the **Community**. The **Pedestrian/Vehicular Circulation** network is understood and navigated through the use of landscape treatment and passive traffic control measures. The initial impression of the campus is a welcoming image. The **Campus Environment** meets educational and fiduciary responsibilities through a range of classroom type, size, equipment, and technology in the context of materials appropriate for asset preservation, utilization flexibility, safety and security and sustainability.

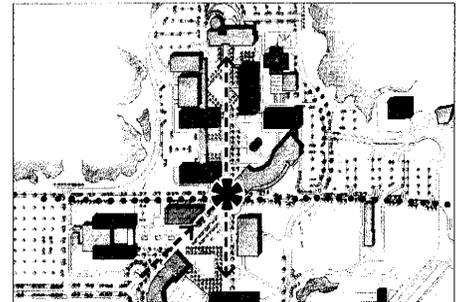


Figure 3.06 CSM Organization Concept

### Framework

The organizing principle of a campus is its Framework. It ties together the buildings, the circulation and the campus experience from the main entry to the campus to the Front Door to the instructional facilities. Framework consists of: Landmark Entries, the primary vehicular entries to the campus; Vehicular Circulation, components such as loop roads and parking; Thresholds, the welcome areas of the campus and the point of transition from vehicular to pedestrian; Campus Core, a collection of nodes and gathering spaces along a pedestrian spine that provides the dynamics for human interaction; Buildings, supporting the instructional programs of the college; and Campus Image, overall continuity and quality binding the physical structure to the Campus Vision. Using a hierarchy of landscape components, trees, furniture, lighting, signage, and surface treatments as visual cues, the campus experience is more welcoming to visitors and students alike.

# College of San Mateo 2006 Facilities Master Plan

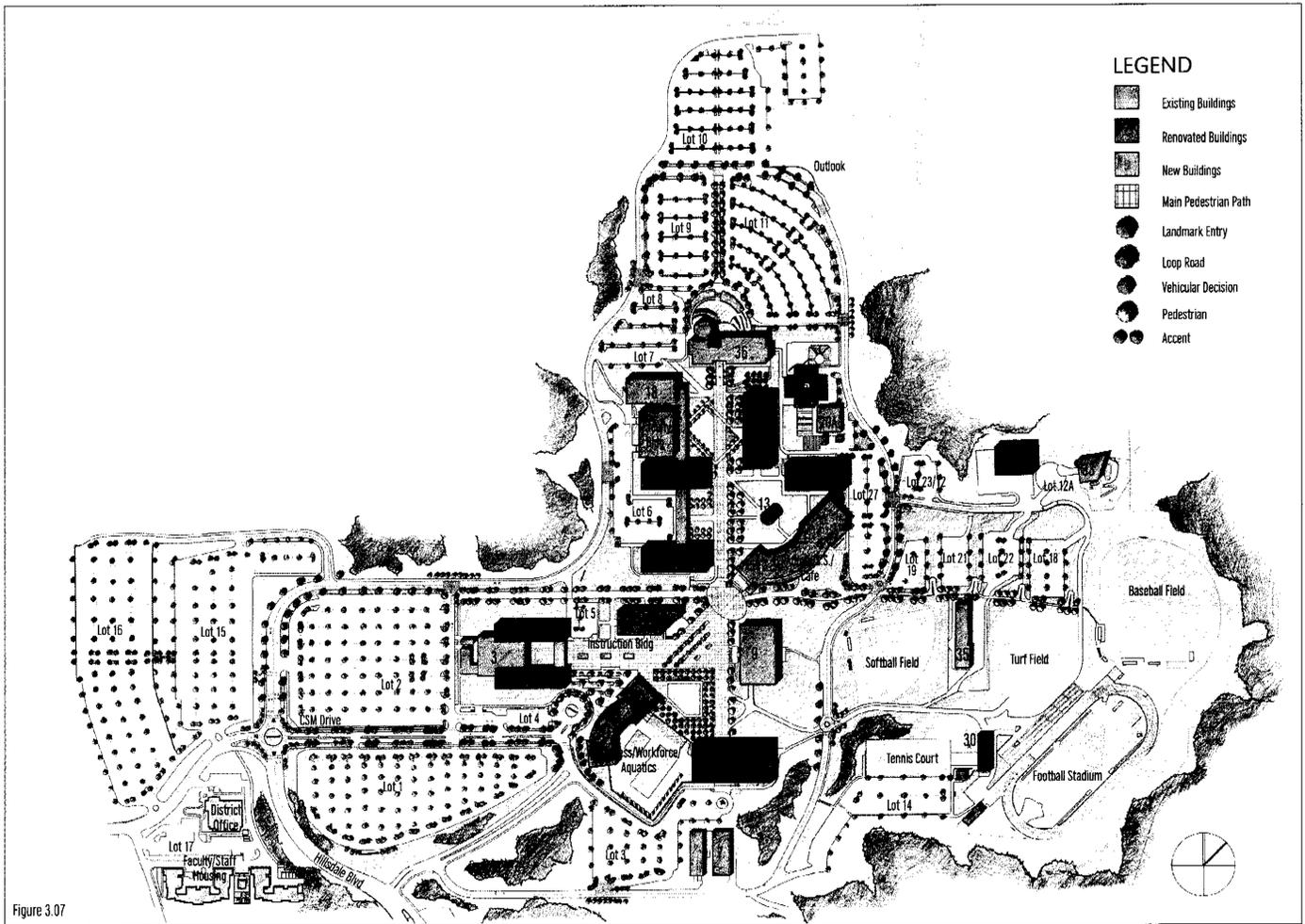


Figure 3.07

## Landmark Entry

The circulation system is a primary organizing and way-finding concept. A delineated concept allows understanding and navigation into and through a campus. Landscape elements as visual cues, express and articulate a hierarchy of the campus entry and primary and secondary circulation. The Landmark Entry to College of San Mateo (Figure 3.08) occurs at Hillsdale Boulevard and CSM Drive. Figure 3.09 is a vignette of the Entry. A Landmark Entry is achieved through its design and scale. A monumental campus sign is proposed at the crest of the hill above Hillsdale Boulevard. Special trees, terracing, lighting, and perhaps a water feature are envisioned. The monument sign will direct traffic up Hillsdale Boulevard to the Landmark Entry. A roundabout with special paving, planting, signage walls, and lighting define the entrance to the College of San Mateo as a place rather than an intersection. The roundabout also improves the traffic movements and volumes. Entry into the campus is further celebrated by a realigned CSM Drive as a vehicular boulevard flanked by trees and wide walkways. The current main entry road will be de-emphasized through a reconfiguration of its juncture with Hillsdale Boulevard.

## Vehicular Circulation

With the objectives of way-finding, managing the interface between pedestrian and vehicular circulation and most importantly, providing a safe pedestrian experience, The Plan recommends improvements for all parking lots and the Loop Road. The loop road at the College of San Mateo is self-contained in that no public traffic uses the loop road as a

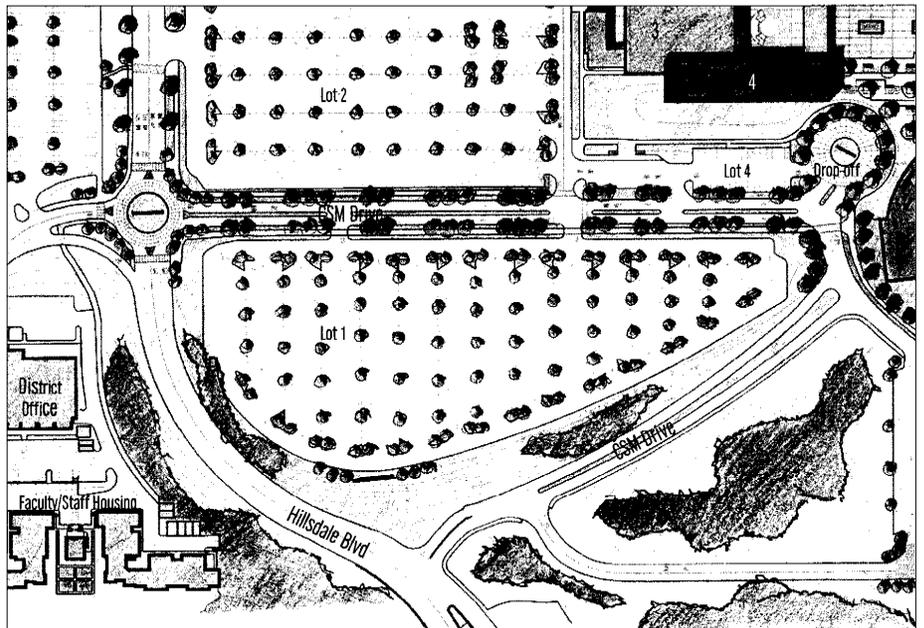


Figure 3.08 Landmark Entry



Figure 3.09 Hillsdale Blvd Entrance

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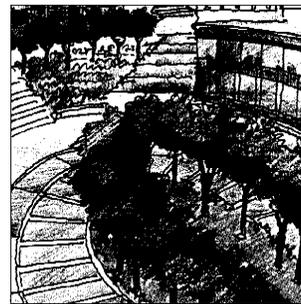


Figure 3.10 Oval Drop-off Area

DES

shortcut to other areas. Vehicular crossings throughout the loop road are modified with new pavement, landscape treatment and pedestrian safety measures. The loop road is reconfigured at Lot 10 corresponding to the new North Front Door. The parking lot entry points are differentiated by special trees, paving patterns, lighting, and signage. Shown in Figure 3.11, two areas along the loop road celebrate the athletic zone. Views overlooking the athletic fields and the bay are inspiring from this vantage point. Figure 3.12 is a vignette of the Athletic Gateway.

Bus service is a significant means of access to the campus, particularly for patrons of some Workforce Program clients. Buses no longer stop at the South Front Door of the campus. Still convenient, the relocated bus zone is suitable only as a bus stop. A recovery parking area away from the main campus entry needs to be negotiated with SamTrans.

At the College of San Mateo, the Fire Department Access Lanes (Fire Lanes) are not secured from general use. In order to avoid cars penetrating the pedestrian areas of the campus, the vehicular access to all Fire Lanes will be controlled by means of moveable bollards. Thus, the pedestrian walk areas of the campus, particularly the north-south spine, will function as pedestrian areas rather than as a 'no man's land'.

## Parking Lots

The designated landscape vocabulary reinforces an easily identifiable entrance into the numerous parking lots at the College of San Mateo. Trees and low landscaping are recommended at the perimeter of all parking lots to visually buffer parked cars. Tree islands are recommended to mitigate the heat island effect of parking lots, to provide opportunities for bio-swales, to reduce impermeable material and surface run-off, and to control erosion. Accessible parking spaces are dispersed throughout the campus parking lots. Key modifications for the parking lot areas follow.

Parking Lot 1 is modified for the installation of the boulevard entrance to the campus South Entrance. The revised roadway eliminates the parking lot circulation into CSM Drive. The access road from the South Entrance into Parking Lot 3 is reconfigured to accommodate the new building and Aquatic Center. Parking Lot 4 no longer conflicts with the South Entrance. Parking and the bus stop have been shifted to the west. Adjacent to the Theater, Parking Lot 5 provides Visitor and Accessible parking. The new Student Services/Administration/Cafeteria/Student Activities Building (Student Center) is visible from the Campus Loop Road across Lot 6. This lot is expanded to provide additional parking, particularly for Visitor and Accessibility compliance.

Lot 9 is reconfigured to serve the new North Entrance. The parking access road also provides a drop-off area. Lot 10 is modified to complement the realigned loop road and North Entrance. Additional drop-off parking is available. Due to the demolition of B21-B29, Lot 11 can be significantly expanded. The new layout in this lot provides a pedestrian corridor that frames a view to the Bay and San Francisco. The walkway

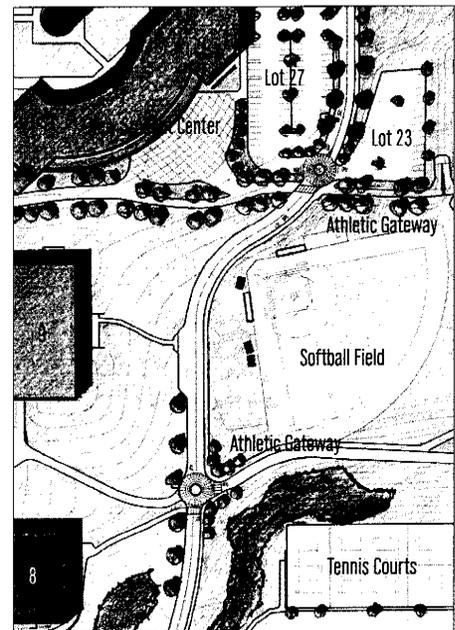


Figure 3.11 Secondary Entrances / Decision Points



Figure 3.12 Athletic Gateway

DES

leads to a new outlook plaza. Together, Lots 9, 10 and 11 define the new North Entrance at the Science Building and Planetarium (Figure 3.13).

Parking Lots 18, 19, 21, and 22 are complete. The east-west pedestrian spine extends from Lot 18 to the center of the campus. KCSM in the lower level of B9 receives numerous deliveries. Although a pull-off is provided, additional parking may be appropriate. Parking Lots 23 and 12 combine when B34 is removed. Parking Lot 27 provides easy access to the center of campus and the Student Services Building. Service truck (delivery and waste disposal) access for the bookstore and cafeteria is also accommodated. The building program might also include a place for storage of 'golf-carts' used by facility, security, health, and athletics. All lots are identified on the 2006 Facilities Master Plan (Figure 3.07).

## Thresholds

The campus activity dynamic will change with the opening of B36 at the North Entrance (North Front Door) and the rerouting of the main vehicular entry to the South Entrance (South Front Door). These pedestrian/vehicular interface areas (Front Doors) provide a physical juncture; visitors not only pass through one distinct exterior space into another, but they also move between levels into the redeveloped main campus spine. Consistency of landscape treatment at the north and south thresholds sets the college image. These unique areas act as architectural thresholds framing expansive views of the campus architecture, campus landscape, and surrounding vistas. Defining the campus Front Door creates identifiable and welcoming pedestrian entry points to the campus core.

**South Front Door:** The visitor is welcomed and engaged in an inviting experience at the new South Entrance. The view from the Landmark Entry into the campus faces the new Wellness/Workforce/Aquatic Building. The visitor is introduced to the campus from a landscape circular drive (Figure 3.10). Pedestrian conflicts with buses and parking (see Figure 3.08) are eliminated. The transition space from vehicle to pedestrian is an outdoor room of trees, paving, benches, and the traditional College of San Mateo water features. The visitor is immediately oriented by the features of the diagonal to the new Student Center at the heart of campus. Together, the buildings and landscape configuration define the Front Door concept. Visitor parking and drop-off areas remain conveniently nearby.

**North Front Door:** The campus dynamic will change with the opening of the New Science Center (B36). More cars and people will migrate to the North Entrance. Due to the grade change, the plaza around the Planetarium is a series of terraces. An edgeless water feature blends with the vista to the Bay. Figure 3.13 shows pedestrian walkways separated from vehicles and identified with special landscape planting and paving. A series of integrated ramps and stairs lead up the terraces into B36 (Figure 3.14). From the Science Plaza and Planetarium, a vista offers spectacular views of the North Bay. Benches are placed among the trees to provide quiet, reflective places. A boulevard of trees between Lot 9 and Lot 11 leads pedestrians to the New Science Center and Planetarium.

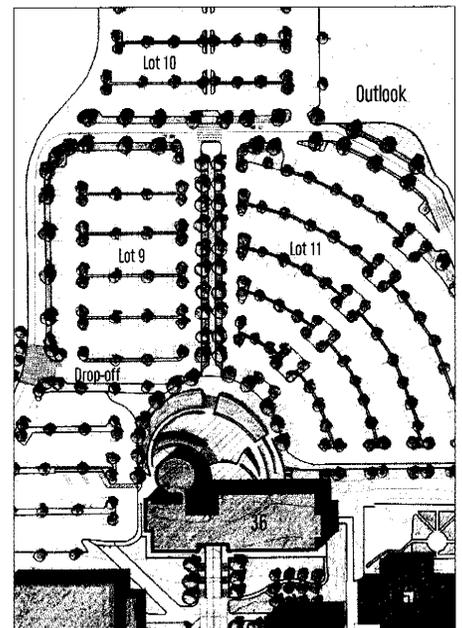


Figure 3.13 New North Front Door

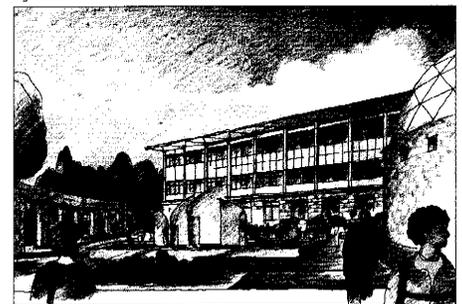


Figure 3.14 New North Front Door

DES

## Campus Core

The organizing structure of the campus core is changed. A new extensive east-west link and diagonal axis from the south intersect the original north-south spine. New buildings frame these natural paths into and across the campus while maintaining open vistas terminated by buildings. Along these paths, visitors not only pass through one distinct exterior space into another, but they also move between levels. This overlay blends the upper Quad and lower plaza areas of the original design at a new centralized hub. Everyone is drawn into the center of the campus (Figure 3.15).

The east-west axis leads from the western parking lots through the campus, past a new classroom building and South Hall (B14), intersects with the north-south mall, continues east past the new Student Center down to the athletic fields. This natural pedestrian link connects two regions of the campus by a series of integrated ramps, stairs and walkways. The pathway will become a campus hub (hot spot) due to its adjacency to the Academic Core, the new Student Center and its intersection with the existing north-south pedestrian spine (Figure 3.16). This hub obtains its character and prominence from a concentration of external elements including people, landscape, and enclosure. It is a place for meeting, viewing, seating, and mingling. A new clock tower in the corner of the New Student Center will act as a campus icon. The clock tower is strategically located in the heart of the campus, acknowledging the intersection of the three axes.

Common to many education campuses, the Quad is an important unifying spatial element that has an

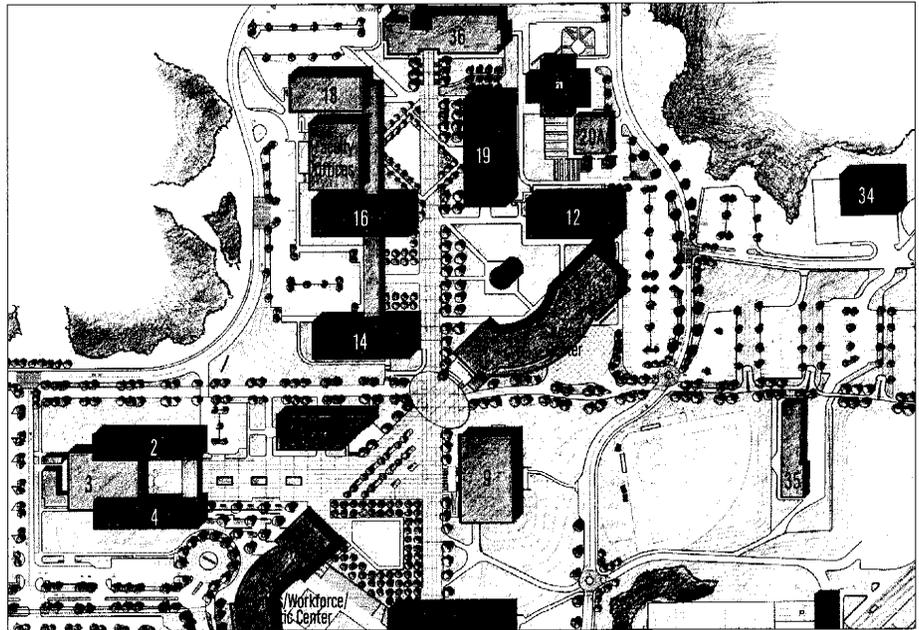


Figure 3.15 New North-South / East-West Campus Core

interrelationship with its defining edges; the edges define the quad area and conversely, the quad space brings importance to the edge conditions (Figure 3.17). The Quad is still maintained at the academic core, as a framed outdoor area, but can be enhanced with the conversion of the old Planetarium (B13) to an Art Gallery.

A hierarchy of landscape elements is proposed to support pedestrian circulation. Consistent with fostering a memorable experience and identity, the use of pavement color, pattern and texture is combined with landscape vocabulary such as a cluster (basque) of trees and water features, creating outdoor rooms. Residual spaces carved by building edges, paths and topography provide a range of opportunity (Figure 3.18). Gathering spaces are centers of concentrated activity and energy. Small spaces such as the teaching courtyard between the new Faculty Office and B19, or between B16 and B14, or the cloister of trees between B9 and the Workforce/Wellness Center, are more intimate in scale and their “walls” are created by the surrounding architecture and trees. Medium sized spaces such as the sculpture quad created by the new Student Services, B12, B13 and B19 or the student activity plaza at the base of the new Student Service Building contain areas that provide quiet and loud venues. Larger spaces create ambiance and accommodate special functions.

## Buildings

In both new construction and renovation work, the objective of the master plan is to propose buildings that accommodate the functional requirements while contributing to the campus environment as a whole. Building locations and orientations define the edges of formal malls, quads, and outdoor spaces.

## New Student Center

In mid-campus, a new ‘One-Stop-Shop’ Student Service/Administration/Cafeteria/Bookstore Building (Student Center) is proposed (Figure 3.17). From the Quad, it is a two-story building; from the parking lot, it is a three-story building set into the hill. Student Services, Cafeteria and Bookstore have direct access to the Quad. The uppermost level provides new space for Administration, Information Technology (IT) and the potential for large event or meeting space. Sharing the lower level are Student Clubs, Storage and Service Dock.

The building may include a ‘Main Street’ concept (open counter area in the middle and offices on either side of the ‘street’) for Student Services, a Cafeteria with both large, high-ceiling space, and small intimate areas. The Cafeteria deck takes advantage of views over the athletic fields towards the East Bay. At the lower level, an outdoor activity plaza for students also overlooks the athletic fields and accommodates noisy events. Information Technology would be relocated from B34 into this new building. Buildings B10 and B11 will be demolished to accommodate this new building.

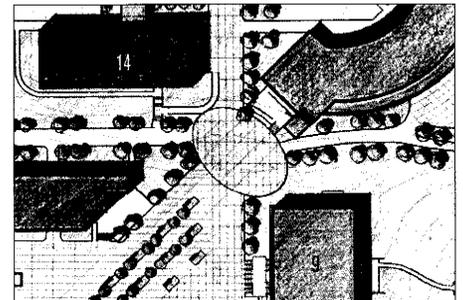


Figure 16 Outdoor Interaction Area

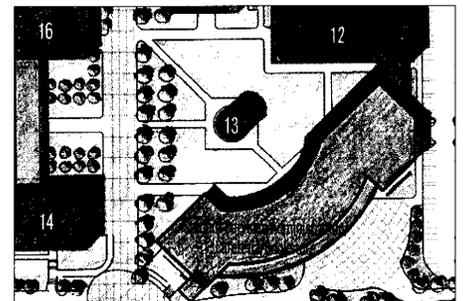


Figure 3.17 Student Services/Administration/Cafeteria/Bookstore

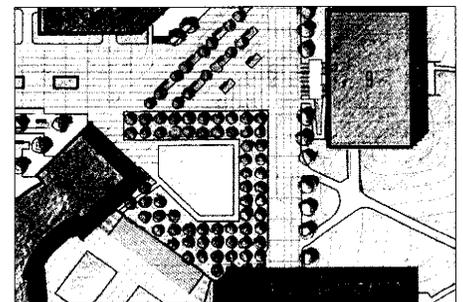


Figure 18 Outdoor Room

## New Wellness/Workforce/Aquatic Center

Relocating the Workforce Training programs and establishing the new Wellness and Aquatic Centers at the South Entrance extends the campus outreach to the community and responds to the demanding skill-based economy of the early 21st century (Figure 3.19). The Cosmetology, Dental and Nursing Buildings (B21-24) have reached the end of their useful life and will be demolished. The Workforce Training Programs will be relocated into a new facility at the South Entrance to the Campus. Projections indicate that the Cosmetology program may expand to include an Esthetician program. In this new location, the Cosmetology program will have a strong public presence that may facilitate transition to 'spa-like' to attract more clientele.

The new building includes facilities for a community-oriented Fitness and Wellness Center. The Wellness Center would house work-out space, locker rooms, and a lobby, in a model similar to athletic clubs. A county-wide Aquatic Training Facility with Olympic-size pool and warm-up/Adaptive PE pool is proposed (Figures 3.19 and 3.20). The pool is on the same level as B8 and the new Wellness Center. The pool orientation is suggested on a north-south axis. Bleacher seating is provided along with stepped seating at the grade change adjacent to the south plaza.

## New Instruction Building

Placement of the Student Center in the center of the campus requires demolition of B10 and B11. These science classrooms are replaced by the new B36. The condition and layout of these buildings make them less suitable for renovation. Figure 3.21 shows, a new instruction building with a range of general lecture space addressing the campus need for large, technologically appropriate classrooms, the initiation of the Center for Integrative Learning and faculty offices. These large rooms may accommodate 45 – 60 students.

Demolition of B1 is anticipated. The MPOE (Main Point of Entry) for the campus data lines is in the basement of B1. Careful planning and staging is required to ensure the MPOE continues to be operational during demolition and construction. Retaining B1 can be considered if classrooms are provided elsewhere.

## New Faculty Center

B15 and B17 have exceeded their useful life. Offices and support services for full and part-time faculty are required (Figure 3.22). Detailed programming will determine the program and hence the size of the building. As projects are planned, some faculty offices may be located near the classrooms, particularly for the Center for Integrative Learning.



Figure 3.19 New Wellness/Workforce/Aquatic Center Building

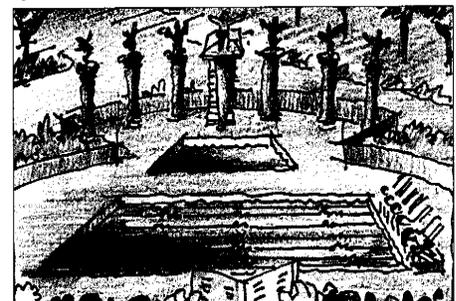


Figure 3.20 New Aquatic Center

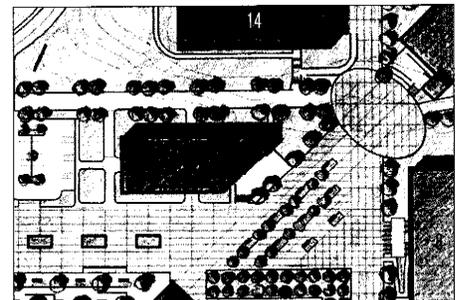


Figure 3.21 New Instruction Building

## Modernization/Remodel Projects

To become suitable for learning in the 21st century and to protect the assets, various buildings on campus require a range of modernization, remodel or renovation. Buildings requiring some level of modernization or remodel are B2, B4, B8, B12, B14, B16, B19, B20 and B30. The Theater (B3) requires restroom upgrade and handicap access. The old Planetarium (B13) is slated for renovation into a Campus Gallery. The Butler Building (B34) is relocated for a supplemental Corporation Yard facility. It may also serve as the storage barn for the fire trucks. Potentially, a covered area for the Theater courtyard can allow for flexibility of use and also act as a memorable icon.

To complete compliance with Title IX, the Team House (B30) will be renovated and the Softball Field will be installed with synthetic turf. Athletic upgrades include building the softball field, remodel or replacement of the Team House (B30), renovation of the Gym (B8), and addressing accessibility in the Athletics Building.

## Campus Images

Campus Image is the overall continuity and quality that binds the physical development with the Campus Vision Statement and Goals. Strategies achieve implementation of the 2006 Facilities Master Plan Vision and Goals.

The existing campus has a strong grid characterized by broad undefined open spaces (Figure 3.02). The Plan proposes an overlay grid with a tilted axis (Figure 3.06). A diagonal axis from the south combines with an extensive east-west link to intersect with the original north-south spine. The placement and orientation of the two major new buildings, the Student Center and the Wellness/Workforce/Aquatic Center, serve as bookends for the new diagonal grid. The new Instruction Building blends into both the existing and diagonal grids. Pathways linked by physical construction, stairs, ramps, seating, and planting, provide memorable visual cues such as signature trees, incorporation of art or art works and icon features. This organizing structure makes the campus a unified whole with many opportunities.

The Landmark Entry at Hillsdale Boulevard and CSM Drive frames the image of the campus. The South and North Entrances serve as special places, thresholds that invite intellectual curiosity and academic engagement (Figure 3.23). The 21st century classroom facilities and student support services provide a supportive, collaborative and integrative learning environment that maximizes the synergy across disciplines. The result is a cohesive college campus.

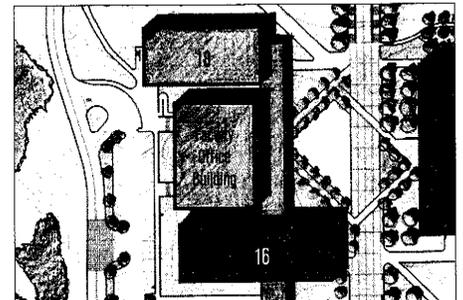


Figure 3.22 New Faculty Offices Building

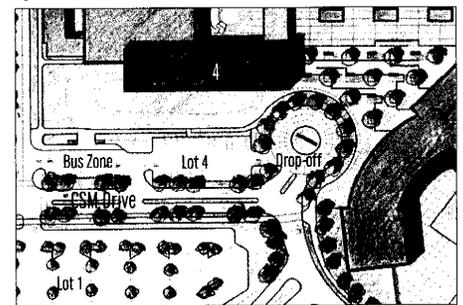


Figure 3.23 South Entrance Plaza

## Next Steps

The 2006 Facilities Master Plan (The Plan) describes, in narrative and with illustrative maps, an overall development concept including present uses as well as future development. The College of San Mateo 2006 Facilities Master Plan provides an illustration of the potential campus development. The illustration is constructed from the list of Strategies in Figure 3.24 that might be implemented over time to meet the Goals and support the Vision established for the College of San Mateo through the shared governance process. These specific Strategies respond to ideas and issues raised during the facilities master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular, State funding for B19 and demolition of B21-29.

Subsequent to approval of the 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

# Facilities Master Plan Strategies

	STRATEGIES TO ACCOMPLISH GOALS	S	F/S	C		P/V	CE*
				a	b		
STUDENTS	• In mid-campus, construct new “One-Stop-Shop” Student Service/Admin facility.		•			•	
	• At core, build new Student Activities Center: Food Service, Bookstore, Clubs, etc.						•
	• Construct new classroom building to replace B10/B11; include large classrooms.		•				•
	• Configure new and remodeled instructional classrooms for cross-disciplinary use.		•				•
	• Provide areas for student/faculty interaction, meetings and studying.		•				
FACULTY & STAFF	• Provide updated facilities for faculty with classrooms & new Faculty Center.						•
	• Complete Modernization and provide accessibility.	•		•	•	•	•
	• Relocate Cosmetology, Dental, Nursing instructional space to new facility.	•		•	•	•	•
	• Provide exterior spaces adjacent to instructional space for outdoor teaching.	•					•
	• Upgrade Athletic: Title IX; Build softball field; Replace team house; Renovate gyms.	•		•	•	•	•
	• Relocate B34 to Corp Yard for use as FMC; Relocate IT into Administration Building; and Reconfigure Parking Lot 23/12.						•
COMMUNITY	• Establish a zone on campus that unites community-use buildings.						•
	• Construct a county-wide Aquatic Training Facility.	•	•				
	• Provide facilities for a community-oriented Fitness and Wellness Center.	•	•				•
	• Convert existing planetarium to gallery.	•	•			•	•
	• Provide meeting spaces to accommodate large group events.	•	•				•

Figure 3.24

\*goals are listed in Figure 4.03

	STRATEGIES TO ACCOMPLISH GOALS					
	S	F/S	C		P/VCE*	
			a	b		
PEDESTRIAN/VEHICULAR CIRCULATION	• Provide gateways/landmarks to create a hierarchy of campus entry points.	•	•	•	•	
	• Incorporate visual and memorable cues.	•	•	•	•	•
	• Reconfigure CSM Drive and Lot 1 for “boulevard” grand entrance.	•	•	•	•	
	• Reconfigure both campus entry intersections with Hillsdale Boulevard.	•	•	•	•	•
	• Provide parking near Student Service / Student Activities & KCSM.	•	•			•
	• Reconfigure new drop-off and separate bus area near the Theater.	•		•	•	•
	• Reconstruct loop road around Lot 10.	•	•	•	•	•
	• Provide pedestrian access to center of campus.	•	•	•	•	
	• Reconfigure pedestrian and vehicular crossings throughout loop road.	•	•			•
	• Integrate accessible pathways with plazas, pathways and stairs.	•	•			
	• Control vehicular access on all Fire Lanes.	•	•			•
	• Provide opportunities throughout for Art-on-Campus.	•	•	•	•	
	CAMPUS ENVIRONMENT	• Use planting to reinforce pedestrian and vehicular separation.	•	•		•
• Complete campus-wide infrastructure and upgrade projects.		•	•		•	
• Provide vista opportunities throughout campus.		•	•	•	•	
• Provide water features throughout campus.		•	•	•	•	

Figure 3.24 Continue

\*goals are listed in Figure 4.03

4. Skyline College  
2006 Facilities Master Plan

STEINBERGARCHITECTS

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## Letter from the President

Skyline College's beautiful location at the Pacific coast offers a unique learning environment for college students of all ages. The college opened in 1969 and since then has provided a well-designed academic atmosphere including excellent programs preparing students both for transfer to four-year institutions and for the workforce. During the intervening years, the college has expanded its offerings in both areas and now provides state of the art instruction in dozens of programs. Over the past couple of years, in order to support those programs and the associated student services, the college's buildings and grounds have been undergoing extensive renovation, modernization and new construction.

This new Facilities Master Plan provides a map for the next phase of enhancement of this outstanding learning environment. The Plan describes improved access to the college by means of clearly defined entrances, excellent disabled access and greatly improved parking. The Plan includes a new facility for our acclaimed Cosmetology program along with other wellness and Physical Education offerings. It also includes a new administration building, to house an on-campus Center for International Trade Development, the Workforce and Economic Development Center, and support services for full-time and part-time faculty. Renovation of key buildings will provide additional space for student services to allow the college to respond to growing student needs and to provide for consolidation of services for students with disabilities. Renovation will also augment facilities for important transfer and workforce development programs, and add a new Child

Development Center. Finally, there will be dramatic improvement to the Theater and the Gallery, in service of the college's goal of being a cultural center for the community.

This plan was built collaboratively by a large group of college faculty, staff, administrators, and students. Many additional people from across the college joined us to provide ideas and comment on various drafts of the Master Plan. The Plan was shaped by the rich experience of these people who use the college's facilities every day and who help direct others to services at the college. Their experience was invaluable in identifying excellent opportunities for strengthening the college's facilities. We met in numerous task force meetings, and hosted as well several college-wide Town Halls.

In addition, the college has completed an Educational Master Plan to guide our facilities planning. The Educational Master Plan was based upon extensive data concerning the demographics of the communities the college seeks to serve, the work force needs in our region, the college's program reviews, program/discipline planning questionnaires, extensive interviews and additional Town Hall forums.

Upon completion of the implementation of this Facilities Master Plan, the entire scope of the college's buildings and grounds will have been touched, and the learning environment will serve our communities with distinction.

*Dr. Victoria P. Morrow, President  
Skyline College  
August 2006*



## Summary

Skyline College takes pride in its unique coastal location and is committed to providing a culturally rich and socially responsible environment for academic excellence. The 2006 Facilities Master Plan documents the strategies developed to meet College and District Goals to modernize facilities and enhance the environment of Skyline campus to provide the ability to meet the pedagogical, cultural, and social needs of the community and students over the next 30 years.

The Skyline College 2006 Facilities Master Plan (The Plan) provides an illustration of the potential campus development that might be implemented over time to support the 2006 Facilities Master Plan **Vision** and meet the **Goals** established by Skyline College through the shared governance process. These specific Strategies respond to ideas and issues raised during the master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular, state funding for the new Instruction Buildings, the Child Development Center, and the Facilities Maintenance Center.

The 2006 Facilities Master Plan recommended concept in Figure 4.01 proposes:

- Modernization of buildings to support and stimulate intellectual curiosity and academic engagement
- Landmark entries from Skyline Boulevard and Sharp Park Boulevard
- Utilization of landscape hierarchies to define vehicular and pedestrian paths and manage pedestrian/vehicular interface
- Identifiable campus 'Front Doors'
- Activated campus core linking indoor and outdoor spaces with plazas and pathways that relate to the natural setting that surrounds the campus

Subsequent to approval of the 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

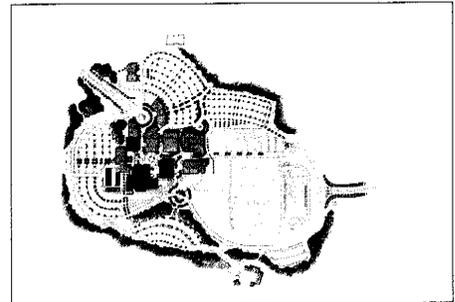


Figure 4.01 Skyline 2006 Facilities Master Plan

# Overview

## Background

Skyline College opened in 1969. Located in San Bruno, Skyline College is the northern most campus of the three community colleges in the San Mateo County Community College District. The campus is conveniently available to residents of South San Francisco, Daly City, Colma, Brisbane, San Bruno, and Pacifica. Although Skyline's chief service area is northern San Mateo County, the college enrolls students from the entire district. The Skyline Campus is located on a 111-acre site, just west of Skyline Boulevard in San Bruno. The campus occupies a hillside site characterized by topography that climbs from east to west ending at a dramatic view of the Pacific Ocean from a ridge top vista point. The Southern perimeter of campus is bordered by steep grades and natural landscape while residential neighborhoods edge the north side of the campus.

In November, 2001, voters in San Mateo County approved a bond measure which provided funding to update, modernize, and retrofit the three community colleges serving County residents: Cañada College, College of San Mateo and Skyline College. At Skyline College, a new Student Support & Community Services Center (B6) and the New Science Annex (B7A) are under construction. Renovation of the Pacific Heights campus buildings and various other areas on the main campus to accommodate departments and classrooms displaced by new construction projects was completed. Academic Classroom Buildings (B7, B8) and Gymnasium (B3) received seismic upgrades and modernizations. Academic Building (B1) received finishes and a new roof along with technology upgrades. Academic/Student Services (B2) received partial modernization and is slated for additional renovation. The Library (B5) received new mechanical units. Automotive Technology (B9, B10) received new roofs. Infrastructure improvements were implemented campus-wide.

In November 2005, the voters of San Mateo County passed Measure A, authorizing the District to issue an additional \$468 million in general obligation bonds to continue to execute facilities capital improvements. Based on a public process, the firm of Steinberg Architects was selected as the master planner for the 2006 Facilities Master Plan Update. SWA Group provided landscape architecture concepts and components. DFS Architects and Engineers provided vignettes for a range of implementation options scenarios.

The 2001 Facilities Master Plan served as a baseline for re-evaluation in the development of the 2006 Facilities Master Plan. As illustrated in Figure 4.02, the starting point of the 2006 Facilities Master Plan incorporates a combination of the 2001 Master Plan and the completion of current projects. Typical with a master plan document, as projects are developed, changes in program and location are common. For example, the 2001 Master Plan called for renovation of Pacific Heights Campus to include a Childhood Development Center.



skyline  
COLLEGE

2006 Facilities Master Plan  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

The 2006 master planning process concluded that Pacific Heights and Loma Chica buildings will be demolished and a new Child Development Center will be constructed closer to the college campus leaving the Pacific Heights site on the north edge of campus available for future campus expansion and development opportunities.

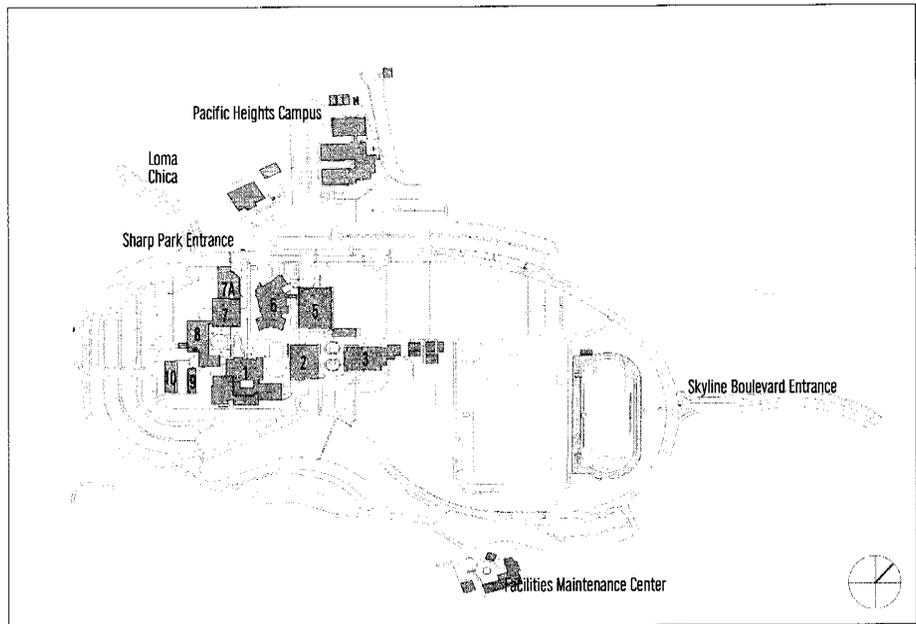


Figure 4.02 Skyline Campus in 2006

## Campus Planning Process

The purpose of the Skyline College 2006 Facilities Master Plan is to provide an overall development plan for the District to consider when addressing specific problems, issues and opportunities so that the solution relate to the campus as a whole.

Through a shared governance process, with representatives from all constituencies, Steinberg Architects facilitated a process that consisted of four phases:

- Phase 1: Physical and Academic Review and Analysis
- Phase 2: Options Development
- Phase 3: Solution Development
- Phase 4: Facilities Master Plan Approval

The development of the 2006 Facilities Master Plan was achieved through a collaborative process that included participation of the college President and Cabinet, Education and Facilities Master Plan Task Force, and a full range of college constituents through campus-wide forums. Individual interviews were conducted with the college President, VPI, VPSS, and department heads to document campus objectives, and program needs in terms of space and functionality. Input was documented and summarized into the goal categories resulting in a set of Facilities Master Plan Goals that support the College Mission Statement.

### Phase 1: Physical and Academic Review and Analysis

During the first phase of the 2006 Facilities Master Plan process, information supplied by the various constituents was reviewed. Existing sites and facilities were photographed, researched and analyzed. Coordination with the concurrently developing 2006 Education Master Plan provided insight to expanding and declining programs as well as future educational program possibilities. An Information Log, a compilation of the comments and issues heard at the various constituent meetings, was prepared. These discussions led to the development of a **Vision Statement** and **Goals** for the Facilities Master Plan.

**Facilities Master Plan Vision Statement:** In conjunction with the College, specific 2006 Facilities Master Plan Goals were identified collaboratively, based on an excerpt from the Skyline College Mission Statement, but tailored for the facilities master plan.

- Skyline College is a comprehensive community college that provides learner-centered education in a culturally rich and socially responsible environment.
- Technology, community partnerships and economic development are hallmarks of the College.
- Skyline offers an array of services and instruction programs to support students in achieving their educational goals and to prepare them for a rapidly changing world.



## Facilities Master Plan Goals

STUDENTS	<ol style="list-style-type: none"><li>Provide a setting that supports and exemplifies academic excellence, pride and achievement.</li><li>Provide instructional and student support spaces that accommodate the needs of a diverse student population and community.</li></ol>
FACULTY & STAFF	Support recruitment and retention of diverse and excellent faculty and staff.
COMMUNITY	Facilitate opportunities for multi-cultural expression, exchange and enrichment.
PEDESTRIAN/VEHICULAR CIRCULATION	<ol style="list-style-type: none"><li>Enhance access and way finding through welcoming and clearly articulated campus entry points.</li><li>Provide sufficient and distributed parking.</li></ol>
CAMPUS ENVIRONMENT	<ol style="list-style-type: none"><li>Provide a campus setting that supports and stimulates intellectual curiosity and academic engagement</li><li>Provide indoor and outdoor gathering spaces that promote human interaction.</li><li>Ensure a cohesive college campus.</li></ol>

Figure 4.03

**Facilities Master Plan Goals:** For consistency and comprehensiveness, development of goals is structured by five categories: Students, Faculty & Staff, Community, Pedestrian/Vehicular Circulation, and Campus Environment. Figure 4.03 lists the 2006 Facilities Master Plan Goals for Skyline College. Within the five organizing categories, Skyline College defined its priorities and character. The character of the campus was best expressed through the desire to become a cultural center for the community.

The Phase 1 analysis and Education Master Plan Process ultimately revealed that additional space was needed to meet program objectives and integrate an off-site program, the Center for International Trade Development, onto the campus. Specific projects that evolve from the Strategies will include a detailed programming exercise with the architects, the faculty and the building users to determine the program of each building. There are other challenges within the campus to be addressed such as pedestrian/vehicular interface, a clearly defined main pedestrian artery, lack of useable exterior gathering spaces, and physical features to recognize and support the campus 'Front Doors.'

## Phase 2: Options Development

Phase 2 began to establish connections that link and unify the campus and the community, and to foster a positive memorable experience and identity. The Master Planning Guidelines, the organizational tools for planning, provided specific analytical information about existing conditions such as exterior spaces, gathering spaces, framework, circulation, transitions, and planting zones. The resulting analytical diagrams focused the dialogue at shared governance meetings. Appendix 4 provides a collection of this material. At Skyline College, the options phase focused on image, campus expansion and parking. Specific points of discussion were the physical characteristics of the exterior spaces, landscape, distribution of accessible parking, and the loop road. Supported by guideline diagrams, more detailed discussions with the constituents followed. Based on input from the Board of Trustees, the District, President's Cabinet, Education and Facilities Master Plan Task Force, and the All-College forums, ideas were incorporated into two concept options.

The campus analysis identified the need for additional instruction space such as Classrooms, Cosmetology, a Wellness Center, indoor Athletic facilities, Child Development Center, on-site Center for International Trade Development (CITD), and an Automotive Technology Transmission facility. There were two approaches for locating the additional instruction buildings and facilities. One option proposes two new buildings that includes housing for Administration and CITD; the other proposes one very large building with Administration in B2. A new Facilities Maintenance Center was common to both options.

Next, two options for the campus Framework were considered: Organic and Formal. The Organic framework proposed an informal organizational framework characterized by meandering pathways and circular plazas creating a sequence of arrival points through the campus core. The second framework took a more traditional grid approach to the outdoor plazas and pathways. The Formal plan used large open plazas and linear walkways that reveal the next destination. Figure 4.04A shows a combination of the Organic

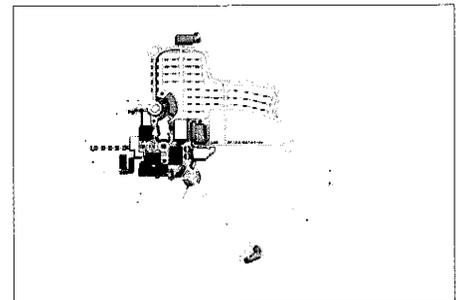


Figure 4.04A Skyline Option A - Organic Plan

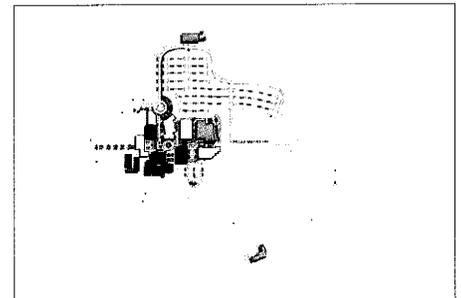


Figure 4.04B Skyline Option B - Formal Plan



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framework and two buildings. Figure 4.04B shows a combination of the Formal framework and one large building. Significantly, both frameworks could accommodate either one or two buildings.

During discussion on the Options, several new needs were identified: the CIID requires a location on the edge of the campus proximate to parking; subject to the Educational Master Plan findings, additional lab and classroom space may be required; there is significant demand for the current and new Cosmetology programs; and the Wellness Center could attract a significant segment of the community to the Skyline Campus. In addition, it was determined that the Student Services function required all the available space on the 3rd floor of B2, leaving no room for Administration.

Each shared governance component concluded that two buildings were appropriate for the Educational Programs at Skyline College. There was equal consensus that the Organic framework best expressed the image and facilitated the interpersonal contacts sought in the campus Goals. The two-building option also had the benefit of reinforcing the Front Door and a future connection to the Pacific Heights property. The new building near B3 and B5 also provided a new face for the campus from the Skyline Boulevard entrance.

The review process with constituents ultimately resulted in one preferred Solution. An annotated collection of this material is provided in Appendix 4.

### Phase 3: Solutions Development

Phase 3 of the Facilities Master Plan process was collaborative development of Strategies that meet the 2006 Facilities Master Plan Goals. The illustrative drawings begin to show the overall campus development, not only what might change. The approach shown in this illustrative plan incorporates: landscape hierarchy as visual cues for people and cars, recognizing and supporting the changes resulting from the introduction of B6, a pedestrian linkage system for way-finding within the campus, and landmark campus identity at the boundary with the community. Peripheral topics included the possibility of relocating the loop road to enclose Parking Lot 2, the location for the Child Development Center, and bus stop and recovery locations. A preliminary list of strategies was developed and measured against the Goals. An annotated collection of this material is provided in Appendix 4.

The resulting compilation and associated illustrative plan comprise a Proposed Solution as shown in Figure 4.05. For Skyline College, Students and Campus Environment were the drivers of Goals.

### Phase 4: Facilities Master Plan Approval

The fourth and final phase of this process involved preparing a comprehensive document with narrative and map (illustrative plan). This cycle culls Strategies and options. The Board of Trustees takes the action to approve the 2006 Facilities Master Plan as the guide to future site development and facilities at Skyline College.

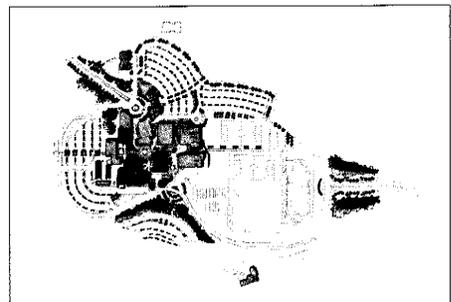


Figure 4.05 Skyline Solution Development

## Recommended 2006 Facilities Master Plan

The range of Strategies reflected in the 2006 Facilities Master Plan (The Plan) in Figure 4.07 provides the facilities and character that support the continued success of Skyline College. The strategies are guided and measured by the Campus' Goals. The following is a description of The Plan organized in five categories: Concept, Framework, Campus Core, Buildings, and Campus Image.

### Concept

The recommended concept is a thoughtful organization of campus elements intended to create a hierarchy of spaces that link and unify the campus and community. The Organization Concept, shown in Figure 4.06, proposed a campus with strategic placement of new buildings and pedestrian entrance points to establish a campus setting that supports and stimulates intellectual curiosity and academic engagement. The overall site concept is characterized by meandering paths, informal landscaped areas, and curvilinear plazas that interconnect buildings and outdoor spaces as well as providing visual connection to the surrounding natural environment. The concept is described as an Organic, informal approach to the arrangement of site elements. The result supports the 2006 Facilities Master Plan Goals. For **Students**, the Campus supports and exemplifies academic excellence, pride and achievement. **Faculty & Staff** stimulate academic excellence in themselves and the students with facilities that provide modern and flexible classrooms, equipment technology and pedagogical methods. **Community** pride is enhanced and participation options increased through a range of facilities, particularly the addition of the new Cosmetology/Wellness/Athletic facility. **Pedestrian/Vehicular Circulation** distinctions enhance the campus identity and way-finding system for campus visitors allowing for a better experience. Separation of vehicular and pedestrian zones increases campus safety. The **Campus Environment** meets educational and fiduciary responsibilities through infrastructure, instruction facilities, classroom amenities, and technology in the context of materials appropriate for asset preservation, utilization flexibility, safety and security, and sustainability. By providing updated facilities and landscaping features throughout campus, the physical site and facilities are improved for the benefit of all.

### Framework

The organizing principle of a campus is its Framework. It ties together the buildings, the circulation and the campus experience from the main entry to the campus to the Front Door to the instruction facilities. Framework consists of: Landmark Entries, the primary vehicular entries to the campus, Vehicular Circulation components such as loop roads, decision points and parking lots, and Thresholds, the Front Door areas of the campus that function as the points of transition from vehicular to pedestrian. Using a hierarchy of landscape components, trees, furniture, lighting, signage, and surface treatments as visual cues, the campus experience is more welcoming to visitors and students alike.

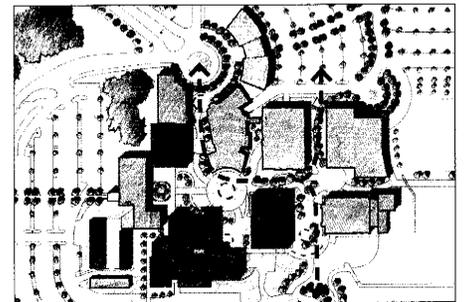
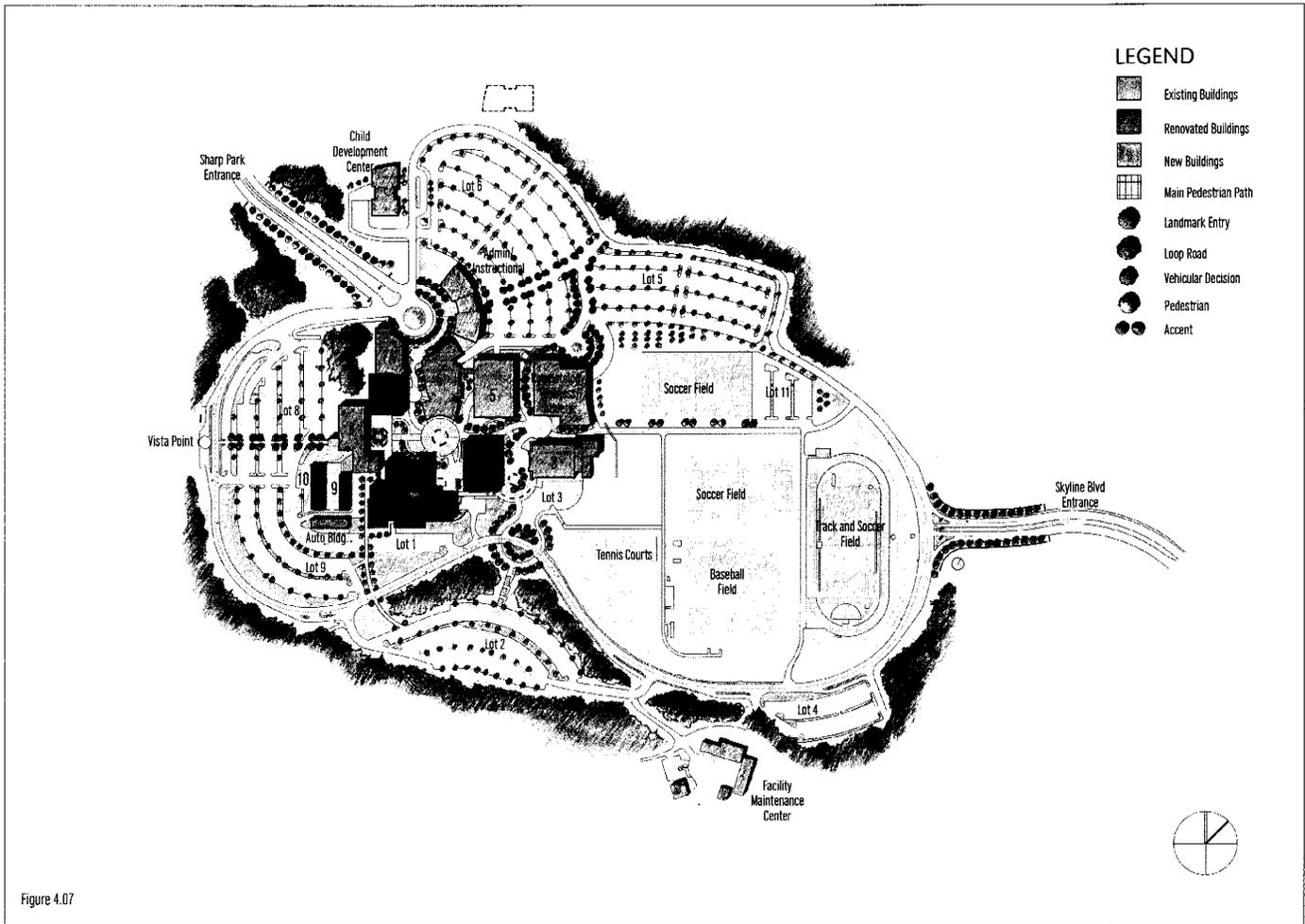


Figure 4.06 Skyline Organization Concept

# Skyline College 2006 Facilities Master Plan



## Landmark Entries

There are two primary entry points to the Skyline College Campus, Skyline Boulevard (Figure 4.08) and Sharp Park Boulevard (Figure 4.09). These entrances into Skyline College change from a public street to a boulevard. The demarcation is established by landmark elements such as walls or flags. The boulevard is defined by a median to divide the roadway, a combination of tree rows and distinctive planting, and light standards flanking the roadway. Landmark signage will be incorporated in this sequence. To strengthen the Front Door concept, College Drive at the Sharp Park entry is re-aligned with the new North Plaza. Figures 4.10 and 4.11 are vignettes of how these entries might be developed.

## Vehicular Circulation & Parking Lots

The circulation system is a primary framework concept of a campus. Pedestrian and vehicular linkages and separations, successfully understood and navigated, create way-finding into and through the campus. Landscape elements such as planting type and size, lighting, paving, water, art, and seating amenities define the hierarchy of primary and secondary circulation and decision-making.

College Loop Drive vehicular decision points are characterized by consistent features, most significantly a unique family of signage, surface treatment, planting and lighting. The site plan in Figure 4.07 shows four key vehicular decision-making points, including left and right turns from the major entry roads (Figure 4.12) and circular drop off points at North and South thresholds. With scaled repetition, the paving, lighting and signage provide a memorable cue for way-finding and image.

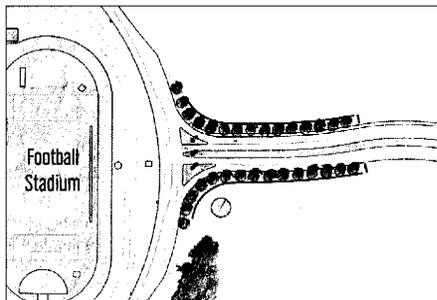


Figure 4.08 Skyline Blvd Entrance

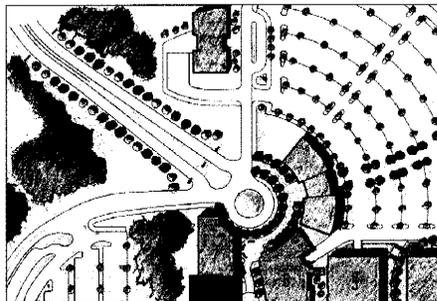


Figure 4.09 Sharp Park Blvd Entrance



Figure 4.10 Skyline Blvd Vignette

DES



Figure 4.11 Sharp Park Vignette

DES

With the objective of preserving a continuous vehicular loop around campus, College Loop Drive is re-routed around the new north parking lots. Also under consideration, Figure 4.13 is a vignette of re-routing the loop road around Lot 2. In addition to parking lot walks and crosswalks, a perimeter sidewalk along College Loop Drive from the North Plaza to Lot 9 is added. A new pedestrian path from Lot 3 to sport fields is incorporated. A new sidewalk between Lot 5 and the Soccer Fields connects with the new Cosmetology/Wellness/Athletic Building. Together with internal circulation paths, the natural path around and through the campus is complete.

Trees and low landscaping are recommended at the perimeter of all parking lots to visually buffer parked cars. Tree islands are recommended to mitigate the heat island effect of parking lots, to provide opportunities for bio-swales, to reduce impermeable material and surface run-off, and to control erosion. Key modifications for the parking lot areas follow.

The location and topography of Lot 2 requires specific modification to pedestrian access and circulation. The stairway between Lot 2 and Lot 3 is reconstructed with intermittent wide landings that also provide a view over the campus. Another pedestrian connection is provided at the west entry. As an enhancement of the South Plaza (Front Door), Lot 3 is redesigned for Visitor and Accessible parking. Lot 5 and Lot 6 (Figure 4.12) are expanded into the area created by the new loop road. Combined, these provide a net gain of approximately 400 parking spaces. Adjacent to the new Cosmetology/Wellness/Athletic Building, additional Visitor and Accessible parking is provided. Lot 8 is modified to provide a physical connection in the form of a pedestrian path to the enhanced entrance of B8 and the Outlook (Figure 4.14). The pedestrian path at the east edge of Lot 9 becomes part of the pedestrian link from Lot 2 to Building 1 and into the upper campus at B8.

The east-west path to Lot 11 is a primary pedestrian circulation walkway available to emergency vehicles but not private vehicles. Each college will set the location of faculty/staff parking and visitor parking as these lots are pre-configured. Access compliance is provided to and in each lot.

At Skyline College, a Fire Department Access Lane (Fire Lanes) is from the North Plaza into the interior campus Quad between B6 and B7. Thus the pedestrian walk leading from the North threshold to and including the circular plaza adjacent to B6 must meet Fire Lane requirements. All other Fire Lanes are maintained.

The primary bus stop and recovery zone is adjacent to Lot 6 near North Plaza. Turning radius at North and South Plazas will also accommodate bus circulation.

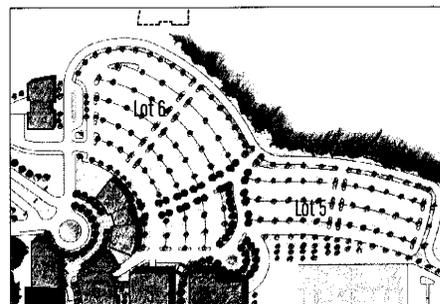


Figure 4.12 New North Campus Expansion

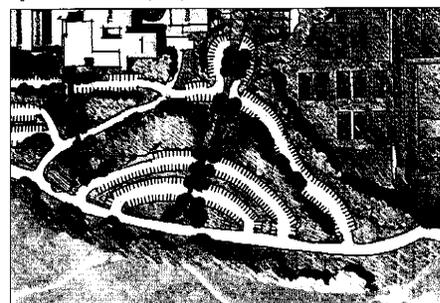


Figure 4.13 Alternate Loop Road through Parking Lot 2

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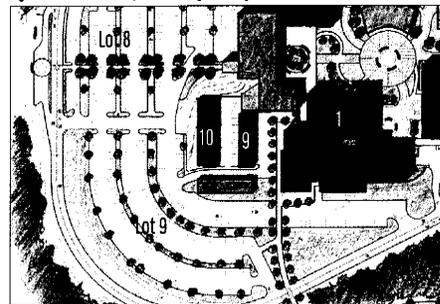


Figure 4.14 South West Campus Enhancement

## Thresholds

The campus activity dynamic will change with the opening of B6, Student Support & Community Services Building, the restructuring the South Plaza and the introduction of the pedestrian entrance at the Cosmetology/Wellness/Athletic Building. The circulation hierarchy continues into the campus core through two primary and one secondary entrance plazas. These Thresholds provide a physical juncture where visitors transition from vehicles and pass through one distinct exterior space into another. A new North Plaza strengthens the sense of a 'Front Door' to the Skyline campus (Figure 4.15). Enhancements to the existing South Plaza (Figure 4.16) support the Organic site concept and provide a threshold to the campus from south parking areas. The redefined plaza between B2 and B3 is sheltered and provides a place away from the instruction core for boisterous campus activities. The third campus threshold is the plaza at the new Cosmetology/Wellness/Athletic facility (Figure 4.17). All three threshold plazas are connected by primary pedestrian walkways that lead to the heart of campus through a network of Organic paths and gathering spaces. Secondary pedestrian entry points are B8 (Figure 4.18), from Lot 8 and the west side of B1 (Figure 4.19) from Lots 1, 2, and 9. These secondary pedestrian entries to the campus are characterized and made welcoming by distinctive elements such as special paving, landscape elements, flags, or architectural features. Figure 4.20 is a vignette of the potential change for the 'back door' of B1.

## Campus Core

Consistent with fostering a memorable experience and identity, the use of pavement color, pattern and texture are melded with heritage trees and icon amenities such as seating in a 'Skyline Red' accent, water features, sculpture, murals, and inscriptions. Consistent with the hierarchy for context elements such as vehicular circulation, a hierarchy of landscape elements is proposed to support pedestrian circulation.

The placement of the new Cosmetology Wellness Athletic facility reinforces the enclosure of the interior campus core. The placement of the new Administration/Instruction Building completes the Front Door to the campus continuing the radial facade of the new Student Support Community Services Building. The result is a cohesive campus that emphasizes the importance of being in a place of learning.

Building locations and orientations define the edges of formal malls, quads, garden spaces, outdoor rooms, and pedestrian paths. The hierarchy of circulation pathways and nodes through the campus is a product of building relationships, defined outdoor spaces (quads), character zones, and overall spatial qualities in addition to movement between destinations on campus. Developing North and South entrance plazas (Front Doors) and connecting the thresholds through major circulation paths and plazas is key to a comprehensive hierarchy and the Organic framework that takes its cue from the surrounding natural environment context.

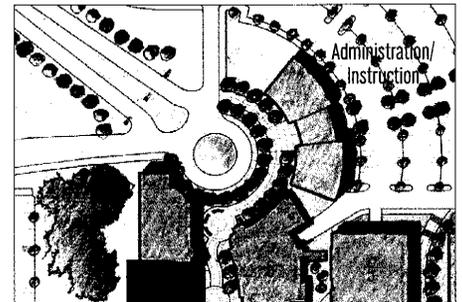


Figure 4.15 New North Plaza

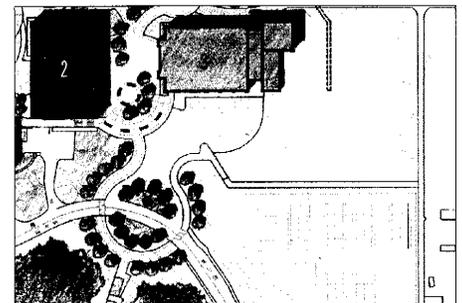


Figure 4.16 South Plaza

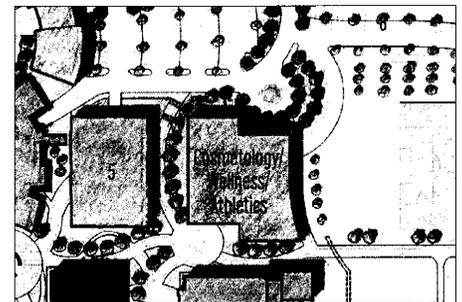


Figure 4.17 New Facility Plaza



Gathering spaces are centers of concentrated activity and energy. There are four elements illustrated that serve as “attractors,” bringing people to a given space: Large classrooms or lecture halls, Building entries, Food service or vending machines, and Trees and seating. The Plan utilized the existing open areas for a variety of gathering spaces of diverse character such as the courtyard between the Theater and B2, Student Plaza at B6, the upper plaza at B8, the community quad between B2 and B3, and the zones at the interior entrance to B7A and the new Cosmetology/Wellness/Athletic building.

## Buildings

In both new construction and renovation work, the design objective is to provide buildings that accommodate the functional requirements of users while contributing to the campus environment as a whole. The program adjustments for Skyline College are anticipated as follows.

The Master Plan proposes a new Administration/Instruction Building (Figure 4.15) that completes the ‘Front Door’ concept established by the new Student Support and Community Services Center (B6). A broad passageway through the building connects the parking to the North Plaza. The new Administration/Instruction Building is anticipated to accommodate the following programs:

- Center for International Trade Development (currently off site)
- International and/or multicultural programs, both academic and co-curricular, including learning communities, such as Puente and Kababayan Programs
- Workforce Development
- Distance Learning
- Faculty Offices and Faculty Resource Center
- Large classrooms (60 person)
- Administration suite of offices and conference rooms to relocate Administration from B1

The Master Plan proposes a New Cosmetology/Wellness/Athletic (Figure 4.17) facility providing space for expanded Workforce Training Programs and offering Wellness and Fitness Programs to the community. The new facility is conceptually programmed to include the following:

- An expanded Cosmetology Program relocated from Pacific Heights
- Wellness and Fitness Center
- Indoor soccer field, warm up area, and support spaces

A New Automotive Technology Transmission (Figure 4.14) facility is proposed as completion of recommendations in the 2001 Master Plan.

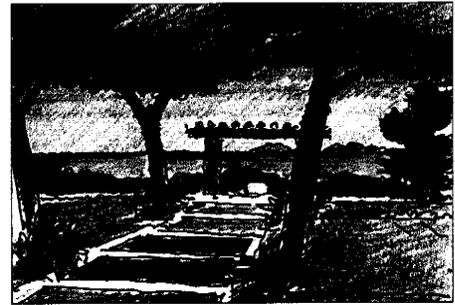


Figure 4.18 New Walkway to Vista Point

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Figure 4.19 Building 1 “Back Door” Entry

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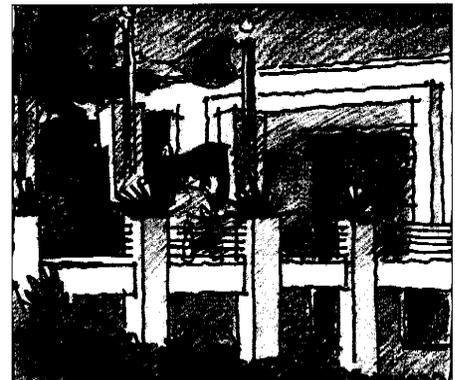


Figure 4.20 New Art Wall

DES

A New Child Development Center (CDC) is proposed. Plans have been developed and submitted for State funding. To maintain flexibility for the balance of the Pacific Heights Campus, The Plan suggests another location for the CDC. A New Facilities Maintenance Center is planned and has been submitted for State funding.

Various buildings on campus require a range of modernization, remodel, renovation, or facelift effort. The least amount of work is in a facelift: painting, new lighting, new flooring, and repair. Remodel and renovations have incrementally more work involved. Modernization of a building is the most intense: bringing it up to current building codes, meeting ADA standards, moving internal walls, adding elevators, restroom upgrades, some seismic upgrade, electrical/mechanical upgrades, in addition to facelift type work.

Building 1 (Figure 4.14) renovation may include:

- Modernize Theater
- Enclose level 1 of the Atrium and incorporate new elevator to all floors. Develop the roof of the Atrium build out as inhabitable outdoor courtyard flush/accessible to the campus quad
- Extend main entrance/lobby to be more visible and identifiable from campus quad
- Modernize the Gallery
- New entry plaza for the Gallery including a new pedestrian path to campus quad along west side of B1
- Reconfigure instruction spaces for compatibility with current pedagogical methods

Building 2 renovation may include:

- Student Services into the 3rd floor space vacated by Food Service relocation to B6.
- Centralize Disabled Students Programs and Services
- Instruction spaces reconfigured for compatibility with current and emerging pedagogical methods

The classrooms and labs in B7 will be renovated for consistency with B7A. B9 and B10 will also be renovated.

To implement The Plan, The Pacific Heights Campus buildings, Loma Chica Building and temporary buildings, and all temporary buildings on the campus will be removed.



## Campus Image

Campus Image is the overall continuity and quality that binds the physical development with the Campus Vision and Goals. Strategies achieve implementation of the Facilities Master Plan Vision and Goals.

Consistent with the hierarchy for framework elements such as roads, parking lots, and thresholds to campus core, a hierarchy of landscape elements is proposed to support and enhance vehicular and pedestrian circulation and overall campus experience. Distinctive trees define entry points, major pedestrian pathways, and plazas. Low level and accent planting along with a theme of benches in an accent color (Skyline Red) enhance and enliven entry plazas as well as outdoor transition and gathering spaces.

The Plan includes development and upgrade of circulation systems to meet functional requirements. It provides a pedestrian linkage system for way-finding within the campus as well as into the surrounding community. Attention should be paid to maintaining and strengthening pedestrian linkages and also to the creation of well-defined open spaces. Sheltered areas for smoking will be located away from building doorways and prominent paths of travel. The hierarchy of circulation pathways and nodes through the campus is a product of relationships between major and minor entry points in addition to movement between destinations on campus. Future buildings should be oriented in a way that allows for a fairly dense development of the campus that creates functional connections with both surrounding facilities and the wider infrastructure. At Skyline College, the placement of the new Cosmetology/Wellness/Athletic Building and new Administration/Instruction Building are key to creating boundaries that define a campus core. Figure 4.21 shows the major components of the Campus Imagery. The major plaza defining the heart of campus is located at the Student Support and Community Services Center (B6). Diverse in size and character, Plazas, at B8, B1 and B3, spin off the meandering Organic spine through the Campus. A reconfigured stair and accessible path provide transition from B6 plaza up the grade to the plaza at B8.

Thoughtful arrangement of all campus elements described above will result in a unified, cohesive campus that provides an environment for academic excellence.

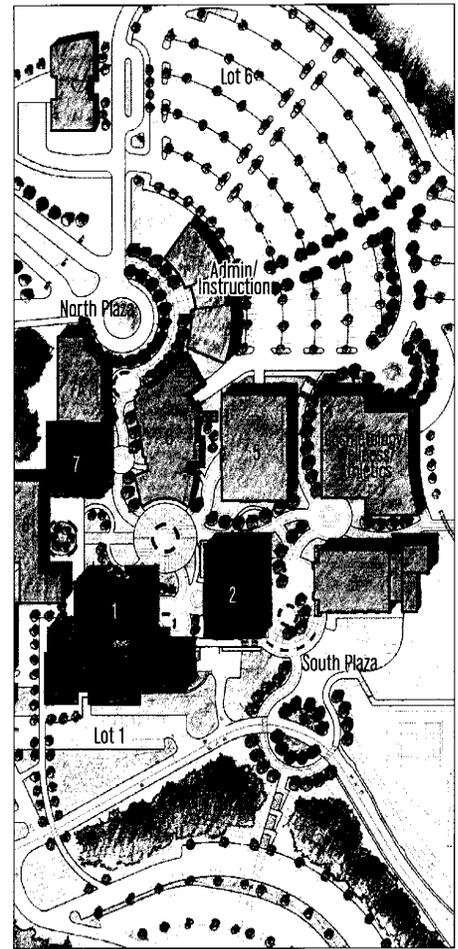


Figure 4.21 Campus Image

## Next Steps

A 2006 Facilities Master Plan (The Plan) describes, in narrative and with illustrative maps, an overall development concept including present uses as well as future development. The Skyline College 2006 Facilities Master Plan provides an illustration of the potential campus development. The illustration is constructed from the list of Strategies in Figure 4.22 that might be implemented over time to meet the Goals and support the Vision established for Skyline College through the shared governance process. These specific Strategies respond to ideas and issues raised during the facilities master planning process. Consensus among the college constituents supported multi-purpose Strategies rather than individual projects.

While the drawings in The Plan appear specific, the forms are conceptual sketches, which highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming occurs. The Plan provides a foundation document for the College to use in addressing current projects, supporting capital fund requests, in particular State funding for the Instruction Buildings, Child Development Center and the Facilities Maintenance Center.

Subsequent to approval of the 2006 Facilities Master Plan, a District-wide implementation and budget plan will be developed. As implementation priorities are established, The Plan remains flexible in response to resource allocations, unanticipated changes and phasing capabilities.

These strategies along with the District-wide Guiding Principles will guide the “common vision” to be followed in making future development decisions in a dynamic educational community that encourages intellectual curiosity and fosters openness to a wide range of people and ideas.



# Facilities Master Plan Strategies

STRATEGIES TO ACCOMPLISH GOALS		S		F/S	C	P/V		CE*		
		a	b			a	b	a	b	c
STUDENTS	• Construct a new Cosmetology/Wellness/Athletic Facility.	•	•	•	•			•	•	
	• Construct a new Child Development Center.	•	•	•	•			•	•	
	• Construct a new Automotive Technology Transmission facility.	•	•	•	•			•	•	
	• Modernize Theater lighting, data, audio, and interior finishes as part of Building 1 renovation.	•	•	•	•			•	•	
	• Enclose ground level of Atrium for additional Program space as part of Building 1 renovation.	•	•	•	•			•	•	
	• Modernize Gallery and incorporate entry plaza for the Gallery as part of Building 1 renovation.	•	•	•	•			•	•	
	• Reconfigure Building 2 for Student Services expansion, and reuse consolidated DSP&S space in other buildings.	•	•	•	•			•	•	
FACULTY & STAFF	• Construct a new Administration Building to include; Admin Suite, Faculty Service Center, Distance Learning, International Trade Development, Workforce Development, International Student Services Center, and Classrooms.	•	•	•	•			•	•	
	• Complete Modernization of all buildings.	•	•	•	•	•		•	•	
	• Reconfigure classrooms for compatibility with current pedagogical methods.	•	•	•	•			•	•	
	• Provide strategic student/faculty/staff interface campus wide.	•	•	•	•	•		•	•	
	• Provide offices and support facilities for day & night faculty.	•	•	•	•			•	•	
COMMUNITY	• Create identifiable and welcoming campus entrances.	•	•	•	•	•		•	•	
	• Create memorable campus image; incorporate a hierarchy of environments and landscape elements.	•	•	•	•			•	•	
	• Program fitness and wellness center for the community-at-large.	•	•	•	•			•	•	
	• Integrate art on campus.	•	•	•	•			•	•	

Figure 4.22

\*goals are listed in Figure 4.03

## PEDESTRIAN/VEHICULAR CIRCULATION

### STRATEGIES TO ACCOMPLISH GOALS

- Establish a hierarchy of vehicular and pedestrian entries through paving, landscaping, monuments and signage.
- Incorporate landmark elements (visual cues) at decision-making points within campus: vehicular and pedestrian.
- Reinforce Main Campus Entrance (Front Door) at Building 6 through an articulated plaza incorporating adjacent pedestrian drop-off and separate bus stop.
- Utilizing paving patterns, color and material to establish and control safe pedestrian and vehicular interface.
- Reconfigure loop road to maximize parking and contain expanded parking inside loop road.
- Incorporate bus drop and recovery zone off the loop road, North of the Main Entrance at Building 6.
- Reconfigure and expand the North Parking Lot into Pacific Heights area.
- Reconfigure the pedestrian access from Parking Lot #2 by selective removal of vegetation, and provide wide stairs with periodic landings that takes advantage of views.
- Provide a new elevator for B1 and extend the lobby entrance into the Theater Plaza.
- Construct a new entrance element for Building 8 from Parking Lot #8.

S		F/S		C	P/V		CE*		
a	b				a	b	a	b	c
	•	•	•					•	
	•	•	•					•	
•	•	•	•					•	
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	•	•	•					•	

## CAMPUS ENVIRONMENT

- Provide a variety of exterior spaces that support and reinforce campus activities.
- Complete campus security access control installation, accessibility projects, and site lighting upgrades.
- Incorporate landscape elements such as trees in all parking lots.
- Execute selective removal and trimming of existing vegetation.
- Build new Facilities Maintenance Center.
- Provide sheltered outdoor areas for smoking.

Figure 4.22 Continue

\*goals are listed in Figure 4.03



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# Acknowledgements

## San Mateo County Community College District

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Patricia Griffin – Vice President of Student Services  
Vigil Stanford – Dean of Administrative Services

## Skyline College

Victoria Morrow – President  
Regina Stanback-Stroud – Vice President of Instruction  
Lori Adrian – Vice President of Student Services  
Floisa Briones – Director of Business Services  
Cathy Hasson – Director of Planning, Research and Institutional Effectiveness  
Sandy Irber – Director of College Development, Marketing and Public Relations

---

## STEINBERGARCHITECTS

Ernie Yamane – Principal in Charge  
Elizabeth Gibbons – Project Director  
Mani Farhadi – Project Manager  
Sheryl Bauer – Project Manager  
Linh Tang – Project Designer  
Ileana Saldivia – Project Designer



Cinda Gilliland – Landscape Architect  
Masato Kametani



Merideth Marschack



Tom Gilman  
Craig Ivancovich

---

## Participants

### Cañada College

#### Cañada College Instruction/Student Services Council

Phyllis Lucas-Woods, Vice President of Student Services  
Marilyn McBride, Vice President of Instruction  
Jeanne Gross, Dean of Academic Support Services & University  
Linda Hayes, Dean of Business & Workforce Development  
Victoria O'Donnell, Dean of Science & Technology  
Melissa Raby, Dean of Counseling & Enrollment Services

#### Cañada College Student Services Supervisory Group

Regina Blok, DSPS Director  
Aja Butler, Associated Students Coordinator  
Margie Carrington, Director of Financial Aid  
Carmina Chavez, Recruitment  
Ileana Gadea, Project Director - University Center  
Jeanne Gross, Dean of Academic Support Services & University Center  
Deborah Joy, Administrative Assistant - Vice President Student Services  
Phyllis Lucas Woods, Vice President of Student Services  
Ruth Miller, Registrar  
Rosalina Mira, Project Director - Upward Bound  
David Patterson, Reference Librarian  
Melissa Raby, Dean of Counseling & Enrollment Services  
Rita Sabbadini, Learning Center  
Lesli Sach, Nurse  
Kathleen Sammut, Faculty Coordinator - Student Support Services Grant  
Soraya Sohrabi, Program Supervisor – Outreach, Retention, & Transfer  
Javier Urena, Program Services Coordinator – International Students  
Tlaxcalli Villanueva, Counselor - EOPS

Cañada College All College Meeting (3/2 & 3/29)  
Attended by Faculty/Staff/Students

# Acknowledgements

## Participants

### College of San Mateo

#### College of San Mateo College Council (2005-2006)

Linda Avelar  
Jeremy Ball  
Diana Bennett  
Lilly Cappelli  
Mike Claire  
Tom Diskin  
Patricia Griffin  
Fauzi Hamadeh  
Shirley Kelly  
Skeet McGinnis  
Mario Medina  
Sylvia Hie  
Annette Perot  
Jan Roecks  
Valerie Anderson

#### College of San Mateo Instructional and Student Services Administrators (2005-2006)

##### Instructional Administrators:

Michael Claire	Vice President, Instruction
Albert Acena	Dean, Social Science
Linda Avelar	Dean, Business/Creative Arts
Gary Dille	Dean, PE/Athletics
Susan Fstes	Dean, Language Arts
Lorrita Ford	Director, Library & Learning Services
Vic Krimsley	Interim Dean, Math/Science
Jane McAteer	Director, Nursing
Martha Tilmann	Dean, Technology

##### Student Services Administrators:

Patricia Griffin	Vice President, Student Services
Marsha Ramezane	Dean, Counseling/ Advising & Matriculation
Danita Scott-Taylor	Director, Student Support Services
Henry Villareal	Dean, Enrollment Services
John Sewart	Dean, Articulation & Research

#### College of San Mateo Student Services Leads

Sylvia Aguirre-Alberto  
Sharon Bartels  
Elaine Burns  
Arlene Fajardo  
Gerald Frassetto  
Patricia L. Griffin  
Phyllis Hechim  
Beverley Madden  
Mario Medina  
Claudia Menjivar  
Mike Mitchell  
Steve Morehouse  
Eileen O'Brien  
Nancy Pendergast  
Louise Piper  
Marsha Ramezane  
Chris Rico  
Steve Robison  
Danita Scott-Taylor  
John Sewart  
Laura Skaff  
Tim Stringari  
Ruth Turner  
Henry Villareal  
Arlene Wiltberger

## Participants

### Skyline College

#### Skyline College Council

Adrian, Lori  
Allen, Linda  
Carla Campillo  
Elliott, Donna  
Hernandez, Raymond  
Morrow, Vicki  
Monrroy, Peter  
Stroud, Regina  
Taylor, Angel

#### Skyline College Institutional Planning Committee Members:

Adrian, Lori  
Archer, Anyta  
Briones, Eloisa M.  
Cariadus, Amory  
Campillo, Carla  
Escobar, Maria  
Hancock, Sherri  
Hewitt, Thomas B.  
Irigoyen, Fermin  
Jackson, Tony  
Kapp, Nick  
Lariviere, Judith  
Morrow, Victoria  
Monrroy, Peter  
Piergrossi, Justin  
Soyombo, Richard  
Stroud, Regina  
Van Sciver, Linda  
Watson, William  
Zbikowski-Taylor, Kathy A.

#### Skyline College Educational & Facilities Master Planning Task Force Task Force

Adrian, Lori  
Allen, Linda  
Andricn, Susan  
Angel, Taylor  
Archer, Anyta  
Beringer, Connie  
Bestock, Donna  
Bookstaff, Shari R.  
Briones, Eloisa M.  
Campillo, Carla  
Cariadus, Amory  
Chak, Kevin  
Chandler, Chip  
Chu, Shann  
Deamer, Patricia  
Demicheva, Valerie  
Douglas, Lynne  
Eadus, Dennis  
Elliott, Donna  
Escobar, Jacqueline  
Escobar, Maria  
Ghio, Linda  
Gonzalez, Pablo  
Hancock, Sherri  
Hasson, Cathy  
Hernandez, Raymond  
Hughes, Jennifer  
Inokuchi, Richard  
Irber, Sandy  
Irigoyen, Fermin  
Kapp, Nick

Leach, Chuck  
Lee, Charles  
Meadows, Margery L.  
Monrroy, Peter  
Morrow, Victoria  
Nicol, Garrett  
Nomicos, Dino  
Sorkina, Victoria  
Soyombo, Richard  
Stroud, Regina  
Takayama, Arthur  
Tentes, Theresa  
Van Sciver, Linda  
Watson, William  
Williamson, Michael  
Wolf, Andreas  
Wong, James

#### Skyline College Educational & Facilities Master Planning Task Force Subgroup

Andricn, Susan  
Angel, Taylor  
Beringer, Connie  
Bestock, Donna  
Bookstaff, Shari R.  
Chak, Kevin  
Chandler, Chip  
Chu, Shann  
Deamer, Patricia  
Demicheva, Valerie  
Douglas, Lynne  
Eadus, Dennis  
Elliott, Donna  
Escobar, Jacqueline  
Escobar, Maria  
Ghio, Linda  
Gonzalez, Pablo  
Hughes, Jennifer  
Inokuchi, Richard  
Irber, Sandy  
Leach, Chuck  
Lee, Charles  
Meadows, Margery L.  
Nicol, Garrett  
Nomicos, Dino

Sorkina, Victoria  
Takayama, Arthur  
Tentes, Theresa  
Williamson, Michael  
Wolf, Andreas  
Wong, James

# Inside Cañada

*Featuring the people, programs, and activities that shape Cañada College*

A Monthly Report for the San Mateo County Community College District Board of Trustees

August 16, 2006

**Former Cañada Student Joins Business Office**

*Sarita Ramos is the new accounting technician in the Business Office but she's a familiar face around campus.*  
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**New English Teacher**  
*Salumeh Eslamieh joins the faculty as a new English instructor.*  
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**Men's and Women's Golf Returns to Cañada**  
*Coach Rick Velasquez, a long-time golf instructor at both Skyline and Cañada, is busy recruiting athletes for the sport.*  
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**Teaching the Teachers**



*The Center for Teacher Efficacy at the University Center will help high school teachers with professional development.*  
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**Cindy Mak Hired as Athletic Trainer**

*A graduate of San Jose State University, Mak said her philosophy is to bring NCAA DI care to community college athletes.*  
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**Re-landscaping Begins on Frisbee Lawn**

*The popular quad is in the process of receiving a new facelift.*  
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## The Ride of Her Life

*Gail Kamei defeated breast cancer this past year and is now preparing to ride motorcycles in Australia to help raise money for peer support groups that help others diagnosed with the disease.*

To say it's been a trying year for Gail Kamei would be an understatement but the Vallejo resident is hoping to turn a corner - literally and figuratively - by embarking on a Harley-Davidson ride in Australia with other breast cancer survivors.

**Battling breast cancer was "hell"**

Last summer, Gail was diagnosed with breast cancer and underwent a mastectomy and subsequent chemotherapy to rid her body of cancer. Before that, her husband was diagnosed with diabetes and went through dialyses, and is still going through it, as his kidneys begin to fail. "It was hell," she said of the past year. "I want to put all of this behind me and it begins with this ride."

From Oct. 13-20 Gail will join a group of intrepid breast cancer survivors from Australia and



**Gail Kamei, lead operator at Central Duplicating, will join a group of breast cancer survivors in Australia this October riding Harley-Davidson motorcycles from Sydney to Brisbane to raise money for peer support.**

the United States who will embark on the adventure of a lifetime, riding motorcycles up the coast of Australia from Sydney to Brisbane in Amazon Heart Thunder, a unique high-profile advocacy, community building, and fundraising event for women living with breast cancer. The event is organized by Amazon Heart, a group that runs support programs for breast cancer survivors in partnership with leading breast cancer agencies around the world. Funds raised by the ride will support peer support programs run by Amazon Heart and the Young Survival Coalition in the United States.

**Cancer free, Gail is back in the gym**

Gail's doctor recently diagnosed her as cancer free and she has returned to a rigorous workout schedule that sees her in the gym five days a week. She still has aches and pains from medication but said they are minor compared to chemotherapy.

"It was very difficult," said the self-described workout fanatic who has participated in several body-building competitions. "I can't imagine how difficult it would have been had I not been in shape."

That's one aspect of getting cancer that still bugs Gail. She did everything right. She didn't smoke, didn't drink, maintained a strict diet and worked out regularly. "I didn't get colds," she said. "I didn't believe in getting sick. When my doctor told me I had breast cancer I couldn't believe it. But she told me something important - breast cancer doesn't discriminate."

Gail said the Cañada community made a big difference in her recovery. "I don't know what would have happened had I worked someplace else," she said. "Everyone was so supportive. They wore blue armbands to show their support."

You can follow Gail's week-long trip at [www.amazonheartthunder.org](http://www.amazonheartthunder.org).



## Salumeh Eslameih joins Cañada as English Instructor

*San Francisco resident has been teaching and tutoring at Skyline for the past two years and is ready for her first full-time teaching job.*

San Francisco resident Salumeh Eslameih will join Cañada College this fall as a new English instructor.

Salumeh has been teaching at Skyline College for the past year and tutoring at the school for the past two years. She moved to the Bay Area a little over three years ago to earn a master's degree in English Literature from San Francisco State University.

"I enjoy sharing literature with people," she said. "I introduce a huge variety of literature in my classroom including American, British, African, Indian and Iranian. I like to focus on the multi-cultural aspects in the text."

Salumeh said her goal for students is to learn an appreciation for literature and to develop the ability to interpret and be critical of the text.

After growing up in Los Angeles, Salumeh earned her undergraduate degree from U.C-Irvine. She said studying at San Francisco State University gave her an appreciation for smaller class sizes.

"San Francisco State is more student-centered," she said. "Rather than 300 people listening passively to a lecture, classes were focused on participation."

Salumeh said that's one thing that draws her to Cañada.

"It's attractive to have small class sizes," she said. "It instills a different learning ethic. Students will lead the discussion rather than sit passively taking notes."

In her free time Salumeh enjoys writing fiction and non-fiction. She has had several non-fiction pieces published. She also enjoys sewing and making her own clothing.



## Calling all golfers: Cañada needs you!

*Rick Velasquez, long-time golf instructor at Cañada and Skyline, is building men's and women's programs from scratch.*

It's not easy building a golf program from scratch but Rick Velasquez is up for the challenge. Cañada reinstated both the men's and women's programs last spring after a four-year hiatus. The men's program will be the only community college program in San Mateo County while the women's program is the only one in the Bay Area.

"I'm excited about the potential," Rick said. "Having the only women's team in the Bay Area gives us a large pool to recruit from."

Rick has coached girl's varsity golf at Notre Dame High School in Belmont for the past five years. He brings to Cañada his Notre Dame assistant coach, Natasha Hems, a professional golfer from Australia who works as an instructor at Burlingame Golf Center.

Rick and Natasha combined to win league titles in three of their five years at Notre Dame and advanced to the Central Coast Section and Northern California playoffs nearly every year. Last year, one of their golfers earned a scholarship to play at a four-year university.

"We are going to produce golfers at Cañada that will earn scholarships," he said.

Cañada has a rich history in men's golf. It fielded a team for 24 seasons and won two state titles.

Because this is a rebuilding season, Rick said there will be opportunities for golfers of varying skill levels to join the team. "Ideally, we're looking for golfers that have some experience on a high school golf team," he said. "But because this is the first year, we'll accept players with varying degrees of experience."

The teams will play their matches at Menlo Country Club. They will practice at either Crystal Springs or Mariner's Point.



## Traveling the world before landing at Cañada College

*Michael Stanford will join Cañada this fall to teach history after spending 10 years in Paris.*

You might call Michael Stanford a world traveler. Over the past 10 years he has traveled through 17 countries and taught U.S. and European history in Paris at an international school.

This semester Michael will teach U.S. History 201 and 202 along with Race and Ethnicity. In the spring he'll teach the second half of Western Civilization.

"While I was in Europe I developed a strong interest in late 19th and early 20th century history," he said. "It's the birth of modernism and there was rapid change in the daily lives of people living in Western society."

Michael said his classes are multidisciplinary and inclusive. He'll use the arts, film, economics and philosophy to describe history to his students. "It's an active classroom," he said. "There is always a lot of discourse between myself and my students. My goal is to bring history to life and show students how it links to their lives."

While he enjoyed Europe, about a year ago Michael was looking for a change. He was on the verge of accepting a new position in Vienna when he decided to return to the U.S.

"I was teaching university-level courses in Paris and I knew I wanted to teach to that level of student and I was naturally drawn to the community college system," he said. "I like working with community college students and I support the mission of educational access that is the hallmark of the system."

Michael moved to San Francisco and began teaching as an adjunct history instructor at Skyline and Foothill colleges. "I was working under a fantastic dean at Skyline College and we talked about the opening at Cañada. She told me good things about the college and I was very excited when I received the job offer."

While he enjoys living in San Francisco, Michael said he'll always maintain a connection to Europe.

# Teaching the Teachers

*Partnership between Cañada's University Center, San Francisco State University, and local school districts results in Center for Teacher Efficacy.*

*Interim President Tom Mohr forges unique partnership between San Francisco State University, local high school districts, and the college's University Center to help local teachers with professional development.*

As a life-long high school educator, Cañada College Interim President Tom Mohr understands the difficulties faced by teachers trying to prepare students for post-secondary education.

"It doesn't matter if a student is going to college or entering the workforce following high school, they will all need to reach post-secondary academic standards in order to succeed in life," said Mohr, the former superintendent of San Mateo Union High School District and a principal of three different high schools in the Jefferson Union High School District. "Today's teachers are faced with an enormous task. How do you teach to a classroom full of students that have diverse learning styles, come from different socio-economic backgrounds, and have different motivations for education?"

To help teachers, Mohr has partnered with the San Francisco State University College of Education to establish the Center for Teacher Efficacy on the Cañada College campus. The concept is simple -

provide local high school teachers with a staff development center that will offer meaningful professional development opportunities and allow them to share their classroom experiences.

"This is a very exciting pilot project," said Vera Lane, professor emerita and former associate dean of the SFSU College of Education. "If this is successful we can help local school districts plan meaningful professional development programs for teachers. I think the concept is one that will have broad appeal across the state."

The program will start small this fall. Two cohorts of 25 teachers each from the San Mateo Union High School District and the Sequoia Union High School District will participate in a professional development session focused on differentiated instruction. The focus was developed by the school districts. Participating teachers will take a full-day, two-unit class on Sept. 27 taught by experts in secondary level teaching. Teachers will use the skills they learn in the class and then get together three more times to discuss what worked and what didn't.

Mohr said the center provides teachers with an opportunity to acquire units necessary to complete

the second stage of the teaching credential but he said some teachers will participate simply to improve their classroom skills.

"Our goal is to help teachers in San Mateo County prepare students for college-level work," Mohr said.



**The Center for Teacher Efficacy is a unique program that will help prepare local high school teachers for the demands of the classroom.**



### Athletic trainer hired



Cañada College Athletic Trainer Cindy Mak's philosophy is simple - she's bringing NCAA Division I service to the community college level when it comes to taking care of the health of her athletes.

"Working at community colleges during graduate school I found that many of the part-time trainers limited the hours that the training room was open," Cindy said. "That won't be the case at Cañada. We're going to be open a full day so that we can focus on rehab and treatments in the morning and practice and game training in the afternoon."

Before joining Cañada in August, Cindy had been a trainer at Homestead High School, Santa Clara University, San Jose State University, Foothill and De Anza colleges, the San Jose Sabercats Arena Football League team and with several sports therapy clinics. That experience, she said, came as part of her graduate training at San Jose State where she majored in kinesiology with an emphasis on athletic training.

Cañada is Cindy's first full-time training job and she's excited to be part of the program.

"There are big things in the works for Cañada and I'm excited to be part of them," she said. "All you have to do is walk around campus and look at the new library and student resource center to see the growth."

### Former student joins Business Office



Sarita Ramos, a former Cañada College student, has joined the business office as an accounting technician. She is responsible for student payroll, counting the parking money, and receiving payments from students.

Sarita, 28, is studying to become a certified public accountant. She is transferring to San Francisco State University in the fall and will work at the Cañada College Business Office in the morning and attend classes in the afternoon. Her major is business accounting.

"This is the perfect job for me because I'm able to work in the morning and go to school in the afternoon," she said.

Sarita arrived at Cañada in the spring of 2002 from Sao Paulo, Brazil. She began studying English as a Second Language and eventually earned her associate's degree in liberal studies. She lives in Redwood City with her husband.

While a student at Cañada, Sarita worked in the Humanities Division.

"I'm excited that I'm able to stay at Cañada," she said. "I love the school. Cañada has truly been my home since moving to the Bay Area."

### Frisbee Lawn receives a facelift



The Frisbee Lawn, always one of the most popular spots on the Cañada College campus, is in the midst of a facelift.

The Frisbee Lawn is being re-landscaped and will receive a new fire hydrant, new storm water drains, a new irrigation system, new lights, and a new concrete amphitheater.

There will also be a new sculpture piece installed on the plaza between Buildings 13, 9, 17 and 3. The fountain adjacent to Building 17 is also being renovated. That work includes new paving, benches, irrigation, landscaping, lighting, and the fountain itself will receive a face-lift.

The landscaping projects are all tied to the construction of the 71,000-square-foot, state-of-the-art library and student resource center.

Construction of Building 9 should be finished late this winter followed by a testing of the building's systems in spring 2007. Employees are expected to move into the building in June and a ribbon-cutting ceremony will be held at next year's Opening Day festivities.

The building will house a state-of-the-art library that will be open to the public, student learning center, admissions and records, financial aid, and the academic counseling center.

# Happenings at Cañada

August 16 through September 30, 2006

<b>Date</b>	<b>Time</b>	<b>Event</b>
8/23	11:00 A.M.	MESA Welcome Lunch, MESA Center – Bldg 5, Rm. 105
8/29	12:30 P.M.	“Time Management Workshop” presented by the Learning Center, Library, MESA, and TRIO, Bldg 5, Rm. 105
8/30	10:00 A.M.	“The Ultimate Road Trip, Main Theater - The Ultimate Road Trip is a fun, dynamic and interactive presentation that will launch you toward success in college and beyond!
9/5	12:00 P.M.	Women’s Golf vs. West Hills College-Lemoore at Kings Community College (away)
9/7	12:30 P.M.	“Steps for Algebra Success” Workshop presented by presented by the Learning Center, Library, MESA, and TRIO, Bldg 5, Rm. 105
	1:30 P.M.	College Council Meeting, Bldg 22, Rm. 114
9/12	12:00 P.M.	Women’s Golf vs. Modesto Junior College (away)
	12:30 P.M.	“Naming My Career and My Salary Goals” Workshop presented by the Learning Center, Library, MESA, and TRIO, Bldg 5, Rm. 105
9/13	12:00 P.M.	Students meet with Cañada Interim President, Cafeteria
	6:30 P.M.	“The Ultimate Road Trip, Main Theater - The Ultimate Road Trip is a fun, dynamic and interactive presentation that will launch you toward success in college and beyond!
9/14	12:00 P.M.	Women’s Golf vs. College of the Sequoia (away)
	12:30 P.M.	“Choosing a Major & A Transfer School” Workshop presented by the Learning Center, Library, MESA, and TRIO, Bldg 5, Rm. 105
9/19	12:00 P.M.	Women’s Golf vs. Fresno City College (away)
	12:30 P.M.	“Listening & Taking Notes” Workshop presented by the Learning Center, Library, MESA, and TRIO, Bldg 5, Rm. 105
	1:30 P.M.	All College Meeting – Bldg 3, Room 142
9/20	9:30A.M.-1:30 P.M.	Blood Drive – in front of Building 3
	6:30 P.M.	Women’s Volleyball vs. City College of San Francisco (away)

9/21	12:00 P.M. 12:30 P.M.	Women's Golf Conference Match/Cañada at Moffitt Golf Course "Scholarships & Financial Aid" Workshop presented by the Learning Center, Library, MESA, and TRIO, Bldg 5, Rm. 105
	1:30 P.M.	College Council Meeting, Bldg 22, Rm. 114
9/26	11:00 P.M. 12:30 P.M.	Women's Golf vs. West Hills College (location TBA) "Understanding Your Textbooks" Workshop presented by the Learning Center, Library, MESA, and TRIO, Bldg 5, Rm. 105
9/27	12:00 P.M. 6:30 P.M.	Students meet with Interim President, Cafeteria Women's Volleyball vs. West Valley (home)
9/28	12:30 P.M.	Workshop on Strengths Quest – Part One presented by the Learning Center, Library, MESA, and TRIO, Bldg 5, Rm. 105

SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

Office of the Chancellor

August 17, 2006

The Honorable Stephen M. Hall  
Judge of the Superior Court  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

**AGENCY RESPONSE TO REPORT ON THE NURSING SHORTAGE  
IN SAN MATEO COUNTY**

We have reviewed the San Mateo County Civil Grand Jury's Report on the Nursing Shortage in San Mateo County and have the following responses to the recommendations presented in the report:

(From page 9 of the Nursing Report)

**The Grand Jury recommends that the Board of Trustees of the San Mateo County Community College District:**

2.1. Continue its support of the Chancellor and the community colleges in their ongoing effort to establish the Silicon Valley Center for Health Professions. *The respondent agrees with this recommendation; however, the current revenue sources available for community colleges will not permit the colleges alone to establish this Center. The San Mateo County Community College District and other College Districts interested in this Center will continue to pursue alternative means of funding this Center.*

*As mentioned in the Grand Jury Report, the College District is working with the Sequoia Healthcare District and San Francisco State University to provide a unique baccalaureate degree program in nursing at Canada College. The College District has also partnered for many years with the Peninsula Health Care District to provide expanded nursing education programs at College of San Mateo; currently that program is serving 60 students each year.*

2.2. Explore alternate avenues for supplementing the salaries of nursing faculty. *The respondent appreciates the fact that the Grand Jury recognizes the challenges involved in recruiting nursing faculty members; however, the San Mateo County Community College District is experiencing recruiting challenges in many other disciplines. The high cost of housing the area contributes to the challenge of recruiting and retaining top-notch faculty. We have undertaken a two-pronged approach to addressing this issue: 1) the*

BOARD REPORT NO. 06-8-1C

*Board of Trustees and administration is committed to raising the salaries of all faculty members and recently proposed a generous three-year wage settlement to our collective bargaining units; and 2) the College District will continue its various programs to assist faculty and staff with housing needs through continued operation and possible expansion of the College Vista residential community and provision of very attractive second loans to faculty and staff who are purchasing a home in the area.*

Although two other recommendations in the Grand Jury Report (that the Peninsula and Sequoia Healthcare Districts either establish or extend home loan programs for nurses) was not directed at the San Mateo County Community College District, we do have experience managing successful second loan programs for our employees, in conjunction with Meriwest Credit Union and other community partners. We would be happy to share our program structure and experiences with the staff of the Healthcare Agencies

Sincerely,

Dave Mandlekern  
President, Board of Trustees

SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

Office of the Chancellor

August 17, 2006

The Honorable Stephen M. Hall  
Judge of the Superior Court  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

**AGENCY RESPONSE TO REPORT ON HIGH SCHOOL AND COMMUNITY  
COLLEGE OPPORTUNITIES FOR COLLABORATION**

We have reviewed the San Mateo County Civil Grand Jury's Report on the High School and Community College Opportunities for Collaboration and have the following responses to the recommendations presented in the report:

(From page 5 of the High School Report)

**The Grand Jury recommends that the Board of Trustees of the San Mateo County  
Community College District:**

1.1. Continue to expand and promote their offerings of vocational training courses for students concurrently enrolled in local high schools. *The respondent agrees with this finding and will continue, through collaboration with District high schools as described in recommendation 1.2, to make these opportunities available to a wider variety of high-school aged students. The District's community colleges currently offer a wide assortment of vocational programs geared to direct entry into the workforce including the fields of nursing, law enforcement, fire science, bio-manufacturing and other high-demand occupations in the area. Many of these fields, especially in the allied health industry, require a student to complete extensive prerequisites prior to officially entering the program. Through the proposed collaborations outlined in recommendation 1.2, high school students could conceivably choose a vocational career path while still in high school and complete community college prerequisite courses on site as part of their daily high school schedule. This would give the student a head start on completing the core courses at the community college after graduation.*

1.2. Explore opportunities for offering college-level academic courses to be taught at high school sites. *The respondent agrees with this finding. In April 2005, the Board of Trustees held a study session on high school relationships. Superintendents from local districts, college presidents and District administration engaged Board members in*

## BOARD REPORT NO. 06-8-2C

*extensive discussion of various topics including the District's concurrent enrollment program. Through the existing concurrent enrollment programs, many students take a full load of high school courses during the day and pursue additional college courses at a nearby college in the evening. One of the suggestions emerging from the study session was to bring community college classes on site to the high schools. The Grand Jury report mentions the practical advantages of integrating community college courses into the high school schedule—reduction of commute and transportation time.*

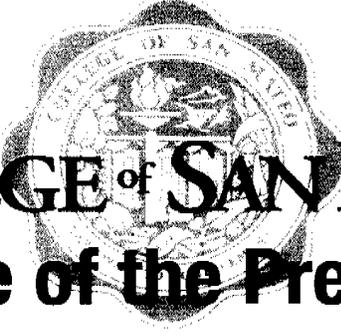
*There are also other important economic and academic benefits. Presently, community colleges courses cost \$26 per unit. However, high school students who take classes under the concurrent enrollment program are exempt from these fees. Conceivably, a high school student could—at no charge other than the cost of textbooks—complete their first two years of college while still in high school at a considerable cost savings on tuition. Aside from the cost savings to students and their parents, the student could potentially gain an academic advantage, i.e. graduating from high school ready to transfer to a university with a "junior" status, or as noted in recommendation 1.1, completing prerequisites for a vocational course of study at the local community college.*

*The Respondent realizes that there is further work to be done in engaging administration and faculty in support of this initiative and is committed to that effort. Another Board study session is scheduled for September 11, 2006 to further engage the Board, administration, high school superintendents and faculty in seeking strategies to implement such a program.*

*1.3. To work with Jefferson Union High School District and South San Francisco Unified School District to establish a Middle College Program in conjunction with Skyline Community College. The respondent appreciates that the Grand Jury recognizes the value of the Middle College High School programs at Cañada College and College of San Mateo. These programs offer an alternative to a population of students who otherwise have had difficulty achieving their full potential in a traditional high school setting. Though the respondent is fully in support of the middle college program, implementation at Skyline College requires further study to ensure that such a program at Skyline is in line with the College's educational master planning model and is economically feasible.*

Sincerely,

Dave Mandelkern  
President, Board of Trustees



# COLLEGE of SAN MATEO

## Office of the President

### Executive Report to the Board of Trustees

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AUGUST 16, 2006



#### *COLLEGE TO CELEBRATE NEW SCIENCE BUILDING/ PLANETARIUM DOME INSTALLED*

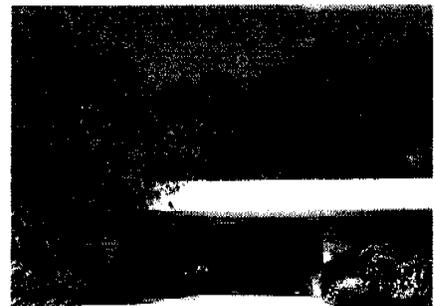
On Friday, September 8 at 2:15 pm, a ribbon cutting ceremony and open house will take place to celebrate the official opening of CSM's new Science Building. This highly-anticipated event will take place on the bridge located at the south entrance of the building. Following a short program and the actual ribbon cutting, guests will be invited to take self-guided tours of the building. Refreshments will be provided. Earlier this month, a significant construction milestone was achieved when the Planetarium dome was installed (photo at left).

#### *CSM LAUNCHES RISING SCHOLARS PROGRAM*

This fall, the college will launch the Rising Scholars Program, established to enhance the retention of first-time college students and to help them achieve their educational goals. The program targets a diverse group of students who place into English 825 or 830. Students attend selected classes as a cohort group so they get to know their classmates, instructors and student services staff. Participants will be challenged to excel in their coursework, to meet regularly with assigned counselors and to encourage getting involved in college activities. The Rising Scholars Program will become part of the CSM Learning Communities in Spring 2007. The idea for the program was conceived by the college's Diversity In Action Group. **Henry Villareal**, dean of enrollment services, and **Danita Scott-Taylor**, director of student support, were instrumental in developing the program.

#### *LAZARUS FAMILY CONTINUES SUPPORT FOR CHILD DEVELOPMENT CENTER*

To continue the legacy to **Mary Meta Lazarus**, the Lazarus family, through the Cincinnati Foundation, has given a \$20,000 annual gift to CSM's Child Development Center for the past 20 years. These annual donations have provided critical funding to the Center's operating budget, particularly in the area of staffing. The funds help to pay salaries of associate teachers, teachers that are absolutely critical to maintaining a staff/child ratio necessary to offer a strong and nurturing educational program. It should be noted that these donations are in addition to the initial \$500,000 donation given by the Lazarus family in 1979 to construct the Center.



*Mary Meta Lazarus Child Development Center*

## ALUMNUS JOHN MADDEN ENTERS FOOTBALL HALL OF FAME

Notable CSM alum **John Madden**, was inducted into the Pro Football Hall of Fame on Saturday, August 5. Madden, who played for the bulldogs in the 1950's and known widely today as a popular football commentator, was voted in for his success as a professional coach. In 1969 at the age of 32, he became one of the youngest head coaches in history when he was hired by the Raiders; in that same year he was named AFL Coach of the Year. With a career record of more than 100 wins and a regular season winning percentage of about 76 percent, he led the Oakland Raiders to a Super Bowl title during the 1976 football season. Madden follows **Bill Walsh**, another former CSM player from the 1950s and coach of three San Francisco 49ers Super Bowl victories, into the Hall of Fame.



John Madden, during his career with the Raiders

## CSM ROLLS OUT "WELCOME MAT"

Beginning this week, the Enrollment Management Committee will begin a new marketing effort with "Operation Welcome Mat." The "operation" consists of three information stations and volunteers (appropriately attired in welcome t-shirts) wandering around campus to help direct students and answer questions.

## KUDOS

\***Alexis Terrazas**, CSM journalism major and sports editor of the *San Matean*, has been named this year's college recipient of the Peninsula Press Club's Herb Caen Scholarship. Terrazas will receive \$1,500 for continuing his studies at a four-year college or university. He was selected from among a pool that included community college and university students. Earlier this year, Terrazas also received the Bob Foster Memorial Scholarship for his work at CSM.

\***Dr. Rudolph Lapp**, emeritus professor of history, was honored at the Conference of California Historical Societies where he received the conference's Award of Merit for Scholarship/Authorship. The award honors his distinguished research and writing on the history of California, specifically on the topic of Blacks in the state. He is the author of the highly-regarded *Blacks in Gold Rush California* (Yale University), *Archie Lee: A Fugitive Slave Case in California* (the Book Club of California) and *Afro-Americans in California* (part of the Boyd & Fraser Series). Dr. Lapp retired from full-time teaching in 1983 but continued to teach in post-retirement into the 1990s.

\***Pete Jensen**, head baseball coach at Serra High School and a CSM alum, was named All-County Coach of the Year by the San Mateo County Times. While at CSM, Jensen played for **John Noce** and then competed at San Jose State University before becoming a teacher. Jensen also coached at CSM for two years. He has been head coach at Serra for 20 years and has coaching record of 483-160, 10 league titles and three Central Coast Section crowns.



## NEW CLASS OFFERINGS FOR FALL

This Fall, the college is offering a number of new classes throughout the curriculum. A sample of the new offerings includes:

- ▶ *Digital Sketchbook*, offered by the two-dimension art program, this course is a hybrid digital/fine arts class.
- ▶ Under joint sponsorship of the Biology and Engineering programs, The *Technology of Business* focuses on technology-based companies that fuel the Bay Area's economy.
- ▶ *Afro-Latin Percussion Ensemble* will feature instructor **John Santos**, a three time Grammy nominee and multi percussionist who has performed, recorded and studied with masters such as Dizzy Gillespie, Cachao, and Tito Puente.



# COLLEGE of SAN MATEO

1700 West Hillsdale Boulevard • San Mateo, CA 94402  
(650) 574-6161

## CALENDAR OF EVENTS For the SMCCCD Board Meeting of August 16, 2006

<u>Day / Date</u>	<u>Event</u>	<u>Location /Time</u>
Wednesdays	Farmers' Market	Lot 16 10 a.m. – 2 p.m.
Saturdays	Farmers' Market	Lot 1 9 a.m. – 1 p.m.
2 <sup>nd</sup> Friday of the month	Planetarium Show For info call 650.574.6272	Bldg 13 7:30 p.m.
Friday September 8	CSM Science Building Ribbon-cutting Entire campus and public is invited. Details will be announced.	Bldg 36 2:15 p.m.



**Skyline**  
COLLEGE  
ACHIEVE

**SKYLINE COLLEGE**  
**EXECUTIVE REPORT FOR THE BOARD OF TRUSTEES**  
**AUGUST 16, 2006**

**APPRECIATION**

**Opening Day 2006**  
“Shaping Our Future” was the theme of the 2006 Opening Day program as Skyline College welcomed back faculty and staff for the 2006-2007 academic year. All faculty and staff received packets with a new campus map, construction update, calendar of major events, initiatives for 2006-07,



*Skyline faculty and staff celebrated Opening Day 2006 with an annual group photo*

Educational Master

Plan recommendations, a Facilities Master Plan from Steinberg Architects, student survey highlights, Skyline’s vision, mission and goals, and Balanced Scorecard. In addition, faculty and staff received buttons that say “Ask Me!” for use during the first weeks of school to assist students to feel welcome and to help them find their way around the campus. President Vicki Morrow, along with Vice Presidents Lori Adrian and Regina Stanback-Stroud, thanked faculty for their years of service to Skyline and presented them with gifts. President Morrow also introduced new faculty and staff at the event, recognized faculty that received tenure in 2005-2006, and recognized staff that completed degrees during the past year. For the first time, the college presented Skyline Shines Awards to both a college group and a community leader. (For a list of awardees, please see the article below under “Skyline Shines”).

Following the program, faculty and staff gathered for the annual group photograph, which was followed by refreshments for all.

**Skyline College website**

Skyline wishes to thank Christine Case, professor of biology, for her leadership and labor on our website for years. The new webmaster will be Laura Fraser, a business professor at Skyline who teaches online courses and updates sites for other organizations. The college is in the process of updating the website with the new logo. The consistent use of Skyline’s logo will help the college communicate with a distinct image that builds awareness and recognition. This year the website will be redesigned.

**Building 3 – the new Gymnasium**

Skyline’s Physical Education, Athletics and Dance Division is showing even more than its usual level of adaptability and creativity as it works with the fact that Building 3 will not be

open in time for the start of classes. Classes will be held in alternative locations, and there will be signage, and web-based information and people helping to direct students to their classes.

## **PROGRAM NEWS**

### **Interim Dean of Physical Education, Athletics and Dance**

Joseph Morello will be assuming the duties of the Interim Dean of Physical Education, Athletics and Dance at the end of August. He comes to Skyline from his current position as Advising Coordinator in the Athletic Study Center at the University of California at Berkeley. He brings a wealth of experience in roles similar to the one he is assuming at Skyline, including Dean of Physical Education, Athletics and Dance at Santa Rosa Junior College and member of the Physical Education faculty and Director of PE and Athletics at the College of Marin. He began his college education at the College of Marin, earned his BA in Physical Education at the University of San Francisco and his MA in Education there as well.

## **SKYLINE SHINES**

### **Skyline student wins UCLA TAP scholarship**

Hsin Yien Mai-Mai Wang, a student from Skyline's Honors Transfer Program, has been selected as one of 65 students statewide who are receiving a Transfer Alliance Program (TAP) Scholarship for the 2006-07 academic year. She will receive an academic scholarship of at least \$5000 per year, renewable for a second year based upon her performance during the first year. Skyline College congratulates Ms. Wang and thanks the Honors Transfer Program faculty for their work with her.

### **Skyline Shines Awards**

The first Skyline Shines Awards were made at Skyline's Opening Day meeting last Monday. The purpose of the awards is to recognize individuals or groups who help Skyline to shine in terms of its quality of programs and services and its reputation for quality. Two awards will be made annually, one to a member or group of the Skyline employees and one to a member or group from the community. Information on the selection criteria and process are available on our website at <http://www.smccd.edu/accounts/skynotes/>. The winners for the first year are:

#### ***College employee or group: The Expanding Your Horizons Conference (EYH).***

The goals of the EYH conference are:

- To promote education as a means of expanding young women's options.
- To foster awareness of career opportunities for women in mathematics and science related fields.
- To increase young women's interest in mathematics and science.
- To provide students an opportunity to meet and form personal contacts with women in traditional and non-traditional occupations.

EYH was started in 1980, and is the second oldest EYH conference in the country. It has been acknowledged as a significant intervention program by the US Department of Labor and the US Senate. Nearly 20,000 girls have attended EYH at Skyline. This

effort helps Skyline shine in terms of every single one of the college's values. The award recognizes the following people:

*Chairs:* Dr. Christine Case, Professor of Biology, Shari Bookstaff, Professor of Biology and Tiffany Reardon, MESA Director

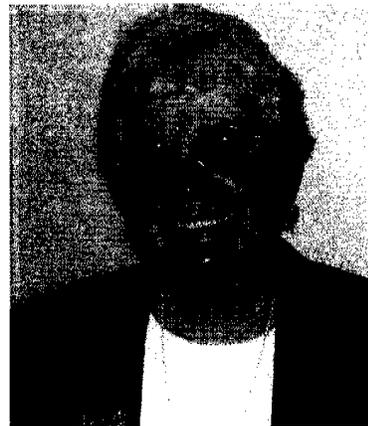
*And the following people, without whose help the conference would not happen:* Daisy Araica, AJ Bates, Don Biederman, Pat Carter, Ana Castro, Mousa Ghanma, Nick Kapp, Sue Lorenzo, Judy McKeever (UCSF), Julie Mooney (Cañada), Omer Thompson, Kim Touneh, and Mike Williamson in addition to many other faculty, staff and students that help out on the day of the conference.



*The EYH Conference received the 2006 Skyline Shines Award. Many faculty and staff members were involved in the planning. Pictured from left to right: Omer Thompson, Chris Case, Daisy Araica, Sue Lorenzo, Tiffany Reardon, AJ Bates, Pat Carter, Mike Williamson, and Nick Kapp.*

***Community member or group: Carolyn Livengood.***

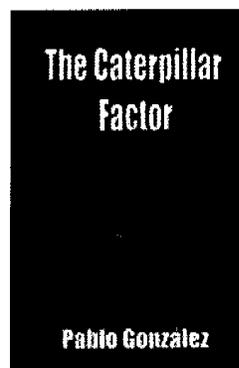
Carolyn Livengood not only helped to bring the college into existence, but she was also a member of the first graduating class in 1971. She was North County Chair for the first bond campaign in 1964, and was precinct chair for the second bond campaign in 1968. Her role has continued over more than 37 years now. She regularly walks the campus and alerts our Facilities Department when there are things amiss on campus. She gives the president excellent advice about how things are working at Skyline College from both a community member's point of view and a student's point of view. Carolyn is a charter member of the President's Council and she helps Skyline shine every spring by bringing many friends of Skyline to the annual fundraising breakfast for the President's Innovation Fund. She constantly tells the college's story in the community, writing countless articles about events and people at Skyline for the *San Mateo County Times*. She is Skyline College's long-time friend and advocate. She consistently helps Skyline to shine both in terms of the quality of our services and in terms of our reputation.



**Skyline authors present their books at upcoming readings**

English Associate Professor, Kathleen de Azevedo Feinblum, and EOPS/CARE/Calworks Program Services Coordinator PabloGonzalez will share their books with the public in the next several weeks.

- Kathleen de Azevedo Feinblum's vibrant novel, *Samba Dreamers*, combines myths of the tropical Brazil, Hollywood and the American dream with the lives of two Brazilians trying to flee political oppression. The open reading will be held on August 16, from 6:30-7:30 p.m. at the San Francisco Public Library, 100 Larkin Street at Grove.
- Pablo Gonzalez' book, *The Caterpillar Factor*, presents four basic principles that may help people recognize their potential to transform their lives by reaching personal and spiritual fulfillment. Two open readings will be held: one in Spanish on September 7 and one in English on September 14. Both readings will be at 7 p.m. at the South San Francisco Library at 306 Walnut Avenue.





**OPENING DAY CELEBRATION**  
**Shaping Our Future**

August 14, 2006

Main Theatre



**Skyline**  
**COLLEGE**

ACHIEVE

## Schedule of Events

- 1:30 p.m. President's Message**  
Dr. Victoria P. Morrow
- 2:00 p.m. Greetings/Welcome**  
Silvia Cervantes, ASSC Vice President  
Linda Allen, Classified Council  
Carla Campillo, Academic Senate President  
Chip Chandler and Rick Hough, AFT  
Rich Tidd, CSEA
- 2:10 p.m. Introduction of new faculty and staff**  
Dr. Victoria P. Morrow, President  
Regina Stanback-Stroud, Vice President of Instruction  
Dr. Loretta Adrian, Vice President of Student Services
- 2:20 p.m. President's Innovation Fund Video**
- 2:30 p.m. Recognition of faculty who received tenure in 2005-06**
- Faculty Service Awards**  
Regina Stanback-Stroud, Vice President of Instruction  
Dr. Loretta Adrian, Vice President of Student Services  
Carla Campillo, Academic Senate President
- Recognition of degree completion**  
Dr. Victoria P. Morrow, President
- Group photo in courtyard between buildings 7 and 8**
- 2:50 p.m. Dessert in lobby of Main Theatre**
- 3:10 p.m. Faculty meeting**

## New Faculty and Staff

### Full-Time Faculty

#### Steven Aurilio

##### *Administration of Justice*

Steve Aurilio, instructor, has been an adjunct faculty member in Skyline's Administration of Justice Program since 1995. He is retired from the Daly City Police Department where he was a sergeant and did officer training. He holds an A.A. from College of San Mateo in Administration of Justice, a B.A. from USF in Public Service and a Master of Public Administration from College of Notre Dame.

#### Melissa Komadina

##### *Counseling*

Melissa Komadina, Counselor, has been with Skyline College since 2000. She has worked as a Residential Director and International Student Advisor for Mills College and as a Career Counselor at Stanford University. Melissa counsels Skyline's general student population and is involved with the Honors Transfer and MESA Programs. She also teaches the Counseling 100 Student Success course. She has a B.S. in Human Development, an M.A. in Counseling and Guidance from Cal Poly San Luis Obispo and a Career Counseling Certificate from JFK University.

#### Lucia Lachmayr

##### *Reading*

Lucia Lachmayr joins the full-time English/Reading faculty after serving as an adjunct faculty member for three years. Ms. Lachmayr has taught reading and composition, most recently in the Bilingual Learning Community. As president of the Northern California College Reading Association (NCCRA), she recently organized their annual conference, held at Skyline College. Lucia holds a B.A. in Literature and M.A. in Composition and Literature.

### New Staff and New Assignments Since Opening Day 2005

#### Michelle Amaral

##### *Instructional Aide, Children's Center*

Michelle Amaral has previously worked at the Children's Center as a temporary instructional aide. She recently served as Campus Security supervisor/Bookkeeper in the South San Francisco Unified School District. She earned her Liberal Arts A.A. from Skyline in 2003 and her A.A.S. in Electronics from Heald's College. She is currently working on her B.A. from San Francisco State in early childhood education.

## New Staff and New Assignments Since Opening Day 2005

### **Nancy Argarin**

#### *Operations Assistant, Cashier's Office*

Nancy Argarin started working at the San Mateo County Office of Education in 1997 as a senior Accounting Assistant, Certificated Payroll employee and Benefits Specialist. She has worked at the Jefferson School District as Senior Account Clerk and as a Senior Accounting Coordinator at Skyline. She earned an A.A. in Liberal Arts and A.S. in Allied Health from Skyline College.

### **Lucas Borgo**

#### *Instructional Aide, Physical Education*

Lucas Borgo, instructional aide, services the weight room in the PE/ Athletics/Dance Division. He has worked on the staff of the Peninsula Pilots semi-professional baseball team in Hampton, Virginia. He was a member of the Skyline College baseball team in 2001 and 2002 and has been the assistant baseball coach since 2002. He graduated from Sacred Heart Cathedral with honors, finished his A.A. at Skyline, and is currently a student at San Francisco State University majoring in Anthropology.

### **Golda Gacutan**

#### *Administrative Secretary, Vice President of Student Services' Office*

Golda Gacutan has been a student and employee at Skyline since 1999. She became a permanent part-time classified staff member in August 2001. She earned an A.A. both in Paralegal Studies and in Liberal Arts from Skyline College with highest honors. She earned a bachelor's degree in Criminal Justice from San Francisco State University, where she graduated cum laude. She completed one year of law school at Golden Gate University, and is now earning a Master in Public Administration. Golda is one of Skyline's Transfer Stars.

### **Shelly Hausman**

#### *Public Information Officer*

Shelly Hausman became the Public Information Officer in January, and works as part of the Development, Marketing and PR team on events, publications and media relations. She recently moved from Ohio where she was the Public Information Officer for a 10,000-student public K-12 school district near Cincinnati. She also has worked as a newspaper reporter, covering city government and education. She earned her B.A. in English Literature/Journalism from Miami University, Ohio.

### **Matthew Hernandez**

#### *Bookstore Operations Assistant (Shipping/Receiving)*

Matthew Hernandez began his employment at the bookstore in 2005 as a student lead on the MBS system. He is a Skyline College student. He plans to transfer to the University of San Francisco in Spring 2007 to pursue a bachelor's degree in marketing. He has attended San Francisco State University.

### **Belinda Ho**

#### *Staff Assistant, Facilities, Planning and Operations*

Belinda started as the Administrative Secretary for the Vice President of Student Services in August 2005. On July 1, 2006, Belinda transferred to Skyline's Facilities Department as a Staff Assistant. She is currently pursuing a Master of Arts degree in Counselor Education at San José State University.

### **Lindsey Huff**

#### *Instructional Aide, Social Science/ Creative Arts*

Lindsey Huff is a music instructor, teaching piano, and is an accompanist to the evening choir and the daytime voice classes. She also is the choir accompanist for a local church and has accompanied for others including a college Light Opera Company. She has a Bachelor of Music degree from the University of Redlands and a Master of Music degree from the San Francisco Conservatory.

### **Lygia Isaacs**

#### *Office Assistant, Cosmetology*

Lygia (Gigi) Isaacs joined the Cosmetology department in Spring 2006 as an Office Assistant. Ms. Isaacs grew up in the Bay Area and graduated from Lowell High. She went on to attend the College of San Mateo where she majored in Biology.

### **Winnie Kwok-Tsang**

#### *Project Director, Planning, Research and Institutional Effectiveness*

Winnie Kwok-Tsang serves as the research and planning assistant for the college and helps in the design, implementation, reporting, and analysis of research that supports institutional effectiveness, student success, and the planning process. She has her bachelor's degree in Psychology from UC San Diego and a master's degree in Applied Psychology with a focus in Program Evaluation from San Diego State University.

### **Nancy Yeung Lam**

#### *Office Assistant, Business Division*

Nancy Lam joined Skyline as a temporary department secretary in the Cosmetology Department before being hired permanently to the department. She has a Hotel Management Diploma from Ealing Technical College in London, England, and is a certified gemologist (diamond) from the Gemological Institute of America (GIA) in Santa Monica, California.

### **Rayna Rodriguez**

#### *Instructional Aide, Children's Center*

Rayna Rodriguez previously worked at Skyline's Children's Center as a temporary instructional aide. She also has worked as a real estate agent in Burlingame. She holds her A.S. from Skyline in early childhood education, as well as her real estate license.

### **Annie T. Trinh**

#### *Accounting Technician, Cashier's Office*

Annie Trinh, Accounting Technician I, worked at Applied Technology Associates Inc. in several positions, including Accounting Assistant, Senior Travel Assistant, Classified Material Control, Documentation Specialist and Functional Analyst. She has also served as Accounting Specialist II from National Writing Project – a non-profit organization in Berkeley for six years. She earned a B.A. in Accounting/Management from CSU Hayward.

### **Administration**

#### **Connie Beringer**

#### *Interim Dean, Language Arts Division*

(See bio under 20-year service awards)

## Newly Tenured Faculty

Alec (AJ) Bates  
*Chemistry*

Lynne Douglas  
*DSPS*

Jonathan Freedman  
*Math*

Judith Heldberg  
*Child Development*

Evan Leach  
*Math*

Jude Navari  
*Music*

Dino Nomicos  
*Physical Education*

## Years Completed – 20

### **Romeo Garcia**

Coordinator of Student Mentors,  
TRIO/STAARS program, M.Ed. in Equity and  
Social Justice (Spring 2006)

### **Tony Vassalle**

Maintenance Engineer, Facilities Planning  
& Operations, Building Operator's  
Certificate, Level 1

## Faculty Service Awards

### **30 Years**

#### **Jeanne Bisson**

Jeanne Bisson, Assistant Professor, joined the Math Department in Fall 1969. Jeanne left Skyline College in 1982 when she resigned to raise three young children and later returned in 1992. Assistant Professor Bisson holds a B.A. and M.A. from Holy Names College.

#### **Patricia Deamer**

Patricia Deamer, Professor, joined the Math Department in Summer 1975. She has been the District Academic Senate President, the chair of the Affirmative Action Committee, the Faculty Advisor of the Black Student Union, and a participating faculty member in Achieving Success through Excellence and Persistence (ASTEP). She holds a B.A. in Math at Southern University, Louisiana, a M.A. in Mathematics and a Certificate of Advanced Study at Albany University.

#### **Betty Lindgren-Young**

Betty Lindgren-Young, Professor, began her career at Skyline College in 1975. She has worked in the learning disabilities, English, Reading, and ESL programs, and has shaped the Reading Program. She has been part of efforts to coordinate curricula of the English and Reading programs, to institute prerequisite skill statements to English and reading courses, and to implement placement tests, challenge tests and computerized prerequisite checking.

### **25 Years**

#### **George Buckingham**

George Buckingham, Professor, joined the Skyline College faculty in Spring 1981, teaching California History. He received a full time faculty appointment in 1990 has taught California History, Latin American History, Western Civilizations and US History classes. He received an A.A. from the College of Alameda, a B.A. in History from UC Berkeley, and an M.A. in History from CSU Hayward.

#### **Samuel Butscher**

Samuel Butscher, Assistant Professor, joined the Mathematics Department in Spring 1981. Dr. Butscher has taught developmental to transfer math classes. Dr. Butscher has had a distinguished career in high school administration and is presently the principal of Oceana High School. Dr. Butscher holds a B.Sc. and M.A. from Cal Poly and a Ph.D. in Mathematics Education from UC Berkeley.

#### **Daniel Ming**

Dan Ming, Professor, began his career at Skyline College as an adjunct evening instructor in the Automotive Department Apprenticeship program. He received a full-time faculty appointment in 1998 and teaches the afternoon Toyota TEN program. He is also the coordinator of the T-Ten program. Professor Ming holds an A.S. degree from the College of Alameda.

#### **Richard Piserchio**

Richard Piserchio, Assistant Professor, joined the Cañada College faculty in 1974 and began teaching at Skyline College in 1978. He has concentrated his skills in developmental math, particularly algebra. He retired recently from a distinguished career at Woodside High School. Assistant Professor Piserchio holds a B.A. and M.A. from Colorado State College.

#### **Tom Reuter Dahl**

Tom Reuter Dahl, Assistant Professor, joined the Science Division in Spring 1981. He was a pioneer in teaching Computer Science classes that included Fortran and IBM PC Assembly Language. He has most recently taught in the Mathematics Department. He has developed coursework for both Linear Algebra and Differential Equations. He holds both a B.S. and M.S. in Math from Montana State University.

#### **Marv Steinberg**

Marv Steinberg, Assistant Professor, began teaching at Skyline in September 1981 as an adjunct accounting instructor and continues today in that capacity. He is most proud of the fact that he has taught several thousand students during his time at Skyline and that he has prepared these students for the real world.

### **Linda Van Sciver**

Linda Van Sciver, Professor, joined Skyline College in March 1981 as a full-time counselor and was later appointed as the coordinator of Disabled Students Programs and Services (DSPS). She holds two master's degrees: Special Education from Trenton State University and Mental Health Counseling from SFSU. She leads the DSPS program, counsels students, and teaches college success courses, transition to college, and other support classes for students.

### **Linda Vogel**

Linda Vogel, Professor, began teaching as an adjunct Reading Instructor in 1981 and received a full-time faculty appointment in the English Department in 1993. She teaches both Reading and English. Professor Vogel did her undergraduate work at Ohio State University; her graduate work at UCLA, Ohio State, and San Francisco State University.

### **20 Years**

#### **Connie Beringer**

Connie Beringer, Interim Dean/Professor, started teaching English courses in the Learning Disability Program as an adjunct faculty member in 1986, and received a full-time faculty appointment in the English Department in 1990. Professor Beringer has served as Academic Senate President as well as District Academic Senate President. She is currently serving as Interim Dean of the Language Arts Division. She helped to initiate the Puente Project and the Honors Transfer Program.

#### **Jan Fosberg**

Jan Fosberg, Associate Professor, started in 1984 as a temporary part-time volleyball coach. She became full-time faculty in the Physical Education Department in 1997. She received her A.A. degree from Skyline College and her B.S. and M.S. from CSU Hayward.

### **10 Years**

#### **Elwood Agasid**

Elwood Agasid, Assistant Professor, joined the Telecommunications and Networking Program faculty in 1995. He worked as a full-time faculty member between 1998-2001 before returning to private industry at NASA-Ames Research Center. He created and updated the Telecommunications curriculum. Assistant Professor Agasid holds a Certificate of Completion from Skyline College and a B.S. from San Francisco State University.

#### **Steven Aurilio**

See bio under full-time faculty.

#### **Imelda (Lou) Ferguson**

Imelda (Lou) Ferguson has been providing part-time general counseling at Skyline College since 1996. Lou is also employed as a full-time counselor at Merced College. In addition to providing counseling, Lou has assisted in carrying out articulation and transfer efforts for the college and conducting orientations for new students.

#### **Kim Lim**

Kim Lim, Professor, joined the Skyline College Library in January 2000 as tenure-track faculty librarian. She previously worked as an adjunct librarian at Cañada and CSM. She has been active in the Peninsula Library System, currently representing the three District Libraries on the PLS Cataloging Committee. She holds a B.A. in Music Education, a MLS in Library and Information Science at UCLA, and a M.A. in Chinese Language and Literature at SFSU.

#### **Ronald Orłowski**

Ronald Orłowski, Assistant Professor, joined the Chemistry faculty in Spring 1996. Dr. Orłowski has taught a number of courses including Chemistry for Health Sciences and Organic Chemistry Labs. Dr. Orłowski holds a B.S. and M.S. from DePaul University and a Ph.D. from Loyola University.

#### **Kevin Simmers**

Kevin Simmers, Assistant Professor, joined the Physical Education Department as adjunct faculty in Spring 1996 teaching an Aerobics class. This led to classes in Jazz Dance, Beginning Dance, Stretch and Flexibility, Weight Training, Adaptive PE, Yoga and Pilates. Kevin re-introduced Yoga Classes at Skyline College.

## Flex Day Schedule of Events Tuesday, August 15, 2006

### Division Meetings

Business Division	9-12 noon	Room 1219B
Language Arts Division	9-11 a.m.	Room 5132A
PE/Athletics Division	9-11 a.m.	Please check with the PE Division Office for location
Science/Math/Technology	9-12 noon	Room 7215
SS/CA Division	9-12 noon	Room 1107

### 12:30-2:30 SLOAC Workshops

- SLOAC Workshop #1 for Beginners  
*Understanding the SLOAC Framework* with Karen Wong and Soodi Zamani.  
Location: Room 5131.
- SLOAC Workshop #2 for the Initiated  
*Writing SLO's* with Carlos Colombetti, Rick Hough, Lucia Lachmayr, and Betty Lindgren-Young. Location: Room 1107.
- SLOAC Workshop #3 for the Advanced  
*Creating an Assessment Plan* with Susan Andrien, Cathy Hasson, and Regina Pelayo. Location: Room 1124.

### 12:30 - 2:00 Qi (chi) Gong workshop

*Tree of Life; Achieving Spiritual Realization*, Qi (chi) is energy and Gong is cultivation. Never before has there been a system that unites the Taoist practice of energy cultivation with the ancient Kamitic initiation system for spiritual cultivation. The class will include theory of the system and application to learn the Medical Qi Gong postures to simultaneously purge the toxic energies out of the major organs. Such purging aids in enhancing your career, brings clarity, optimizes the process of transcending negative conditionings and achieves physical and emotional healing. Location: Mat Room, Pacific Heights. Contact [jackson@smccd.edu](mailto:jackson@smccd.edu) or [taylorp@smccd.edu](mailto:taylorp@smccd.edu) to register.

### Building Tours

For faculty who reserved a space to preview new campus buildings, the tour schedule follows. For your safety, hard hats will be provided. Please wear sturdy, closed-toe, hard-soled shoes and long pants.

#### 3:30-4:00

- Tour of Building 7A. Tour group meets at the Hensel-Phelps trailer in former Parking Lot 7 at 3:30.
- Tour of Building 8. Tour group meets in the Quad at 3:30.

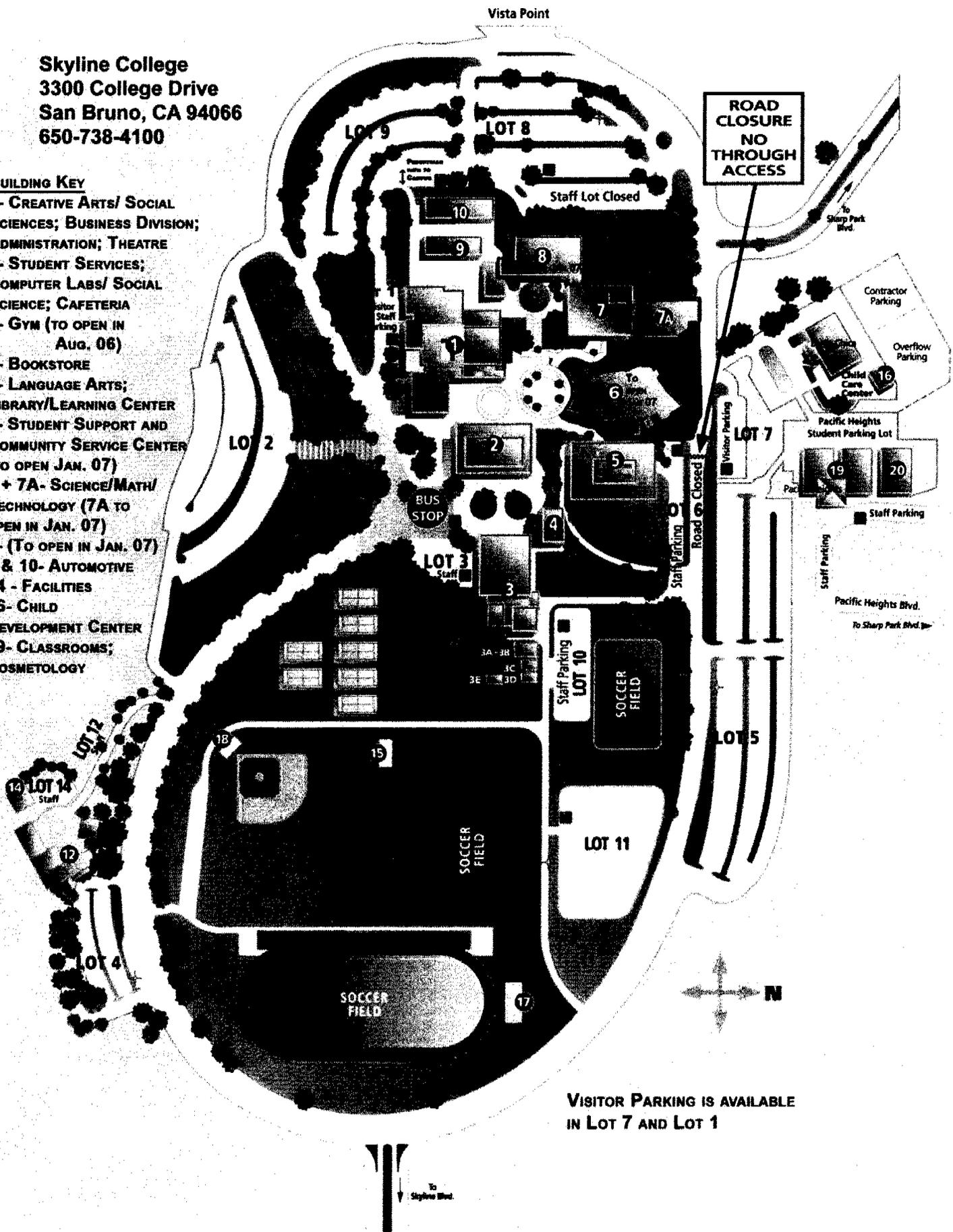
#### 4:00-4:30

- Tour of Building 6. Group meets in the Quad at 4:00.

**Skyline College**  
**3300 College Drive**  
**San Bruno, CA 94066**  
**650-738-4100**

**BUILDING KEY**

- 1- CREATIVE ARTS/ SOCIAL SCIENCES; BUSINESS DIVISION; ADMINISTRATION; THEATRE
- 2- STUDENT SERVICES; COMPUTER LABS/ SOCIAL SCIENCE; CAFETERIA
- 3- GYM (TO OPEN IN AUG. 06)
- 4- BOOKSTORE
- 5- LANGUAGE ARTS; LIBRARY/LEARNING CENTER
- 6- STUDENT SUPPORT AND COMMUNITY SERVICE CENTER (TO OPEN JAN. 07)
- 7 + 7A- SCIENCE/MATH/ TECHNOLOGY (7A TO OPEN IN JAN. 07)
- 8- (TO OPEN IN JAN. 07)
- 9 & 10- AUTOMOTIVE
- 14 - FACILITIES
- 16- CHILD DEVELOPMENT CENTER
- 19- CLASSROOMS; COSMETOLOGY



**VISITOR PARKING IS AVAILABLE IN LOT 7 AND LOT 1**



## FALL SEMESTER 2006 START CONSTRUCTION UPDATE

*Hi everyone and welcome back to what will be an exciting year for the campus given the construction efforts ongoing and planned. I hope this helps with understanding some of the major highlights you can expect this academic year. If you have any questions, please call me at ext 4166. Thanks and best wishes for a great year.*

*Richard Inokuchi*

### **Completed over Summer**

- ☺ Ramp replacements at Portables 3A, 3B, 3C, 3D, 3E, and Childcare Center
- ☺ Roofing on Buildings 9 and 10
- ☺ Exterior painting of Buildings 9 and 10
- ☺ Research Office (Room 1310) remodel
- ☺ Construction of six disabled spaces in Staff Lot 6
- ☺ Pedestrian pathway behind Building 5
- ☺ Conversion of Loma Chica parking lot to new Staff Lot 7

### **What to Expect**

#### **August**

- PE Department swings back into Building 3
- Building 1 roofing complete

#### **September**

- Building 3 2<sup>nd</sup> floor construction complete – gym and dance studio opens
- Buildings 6 and 7A construction complete – furniture, equipment installation and landscaping follows

#### **November**

- 'Ribbon Cutting' Ceremony for Building 3
- Building 8 construction complete – furniture, equipment installation and landscaping follows

#### **December**

- Business and Language Arts Departments swing back into Building 8
- Bookstore moves to Building 6
- Cafeteria moves to Building 6
- Student Activities moves to Building 6
- Security Office moves to Building 6
- SMT Departments swing into Buildings 7A, Pacific Heights and other campus buildings

#### **January**

- Construction starts in Building 7

## February

- 'Ribbon Cutting' Ceremonies for Buildings 6 and 7A

## May

- Building 2 3<sup>rd</sup> floor faculty/staff/classes move to swing locations

## June

- Facilities Department swings to Loma Chica
- Swinerton Management & Consulting swings to old Bookstore (Bldg 4)



### Our Swinerton Team

Leigh Sata ( <i>Lead</i> )	ext 7047	(650) 678-7133 (cell)	Linda Rizzoli	ext 7046	(650) 218-8726 (cell)
Zak Conway	ext 7042	(415) 308-1742 (cell)	Saaid Moezzi	ext 7033	(415) 640-1671 (cell)
Bernard Rottner	ext 7037	(415) 516-6996 (cell)	Jennifer Campero	ext 7041	
Marcus Gary	ext 7044	(650) 678-8197 (cell)			

#### **Bldg 6 and 7A –**

Leigh Sata  
[satal@smccd.edu](mailto:satal@smccd.edu)  
Zak Conway  
[conwayz@smccd.edu](mailto:conwayz@smccd.edu)

#### **Bldg 3 –**

Marcus Gary  
[garym@smccd.edu](mailto:garym@smccd.edu)  
Saaid Moezzi  
[moezzis@smccd.edu](mailto:moezzis@smccd.edu)

#### **Bldg 8 –**

Linda Rizzoli  
[rizzolil@smccd.edu](mailto:rizzolil@smccd.edu)

#### **All Swing Moves –**

Bernard Rottner  
[rottnerb@smccd.edu](mailto:rottnerb@smccd.edu)

#### **Pacific Heights Projects -**

Bernard Rottner

#### **Roofing Projects & 'One-Off' Projects**

Saaid Moezzi

#### **Athletic Fields & Painting**

Zak Conway

#### **Bldg 7 –**

Bernard Rottner

#### **FMC -**

Linda Rizzoli



## 2006/07 Calendar

### September

September 8 <sup>th</sup> Mid-month	Adewole event Faculty Art Exhibit	Main Theatre Gallery Theatre	12:30 p.m.
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### October

October 18th	MOT Film Festival "Diverse-Ability" presents "Sound and Fury"	Main Theatre	12:30 p.m.
October 19 <sup>th</sup> & 21 <sup>st</sup>	The "FOB" Show	Main Theatre	7:00 p.m.

### November

Early November	Ribbon Cutting	Gym	TBD
Early November	Student Art Exhibit	Gallery Theatre	
November 8 <sup>th</sup> & 9 <sup>th</sup>	MOT presents "Horizon Line"	Main Theatre	4 performances
November 18 <sup>th</sup>	SMCCC Foundation 40 <sup>th</sup> Anniversary Gala	Menlo Circus Club	6:00 p.m.

### December

Early December	Ceramics Sale	Gallery Theatre	
December 7 <sup>th</sup>	Choir Concert	Main Theatre	
December 8 <sup>th</sup>	Jazz & Concert Band	Main Theatre	

### January

January 11 <sup>th</sup> & 12 <sup>th</sup>	Flex Days		
January 16 <sup>th</sup>	Classes Begin		



## 2006/07 Calendar

### February

Early February February 8 <sup>th</sup>	Ribbon Cutting for Bldg. 6 & 7A MOT Film Festival "Diverse-Ability" presents "Big Enough"	Main Theatre	TBD 12:30 p.m.
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### March

March 3 <sup>rd</sup> March 17 <sup>th</sup> March 22 <sup>nd</sup>	WOW! Women on Writing Expanding Your Horizons President's Breakfast	Main Theatre SSF Conference Center	8:30 a.m. 7:30 a.m.
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### April

April 16 <sup>th</sup> - 20 <sup>th</sup> April 18 <sup>th</sup> & 19 <sup>th</sup> Mid-April Late-April	National Library Week Events SEED Diversity Events Student Art Show North San Mateo County Chambers Mixer	Library Gallery Theatre Gallery Theatre	TBD TBD TBD
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### May

May 5 Early May May 25	3 <sup>rd</sup> Annual Pilipino Cultural Night Student Recognition & Awards Ceremony Commencement	Main Theatre Gym	6:00 p.m. TBD TBD
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## Skyline College Initiatives 2006/07

1. **Accreditation Self Study.** Skyline College will undergo its periodic evaluation through an internal self-study and an external professional peer review process. The college will spend academic years 2005/06 and 2006/07 conducting a rigorous self study and identifying planning agenda items for the next five years. A self-study report will be submitted in the summer 2007 to WASC/ACCJC for reaffirmation of accreditation. An ACCJC accreditation team will conduct a site visit in fall 2007.
2. **Campus Change Network.** CCN is an initiative aimed at creating deeper and more sustained change regarding diversity, access and equity. A college leadership team participates in a broader statewide network of colleges through meetings led by California Tomorrow. The team attends workshops, engages in strategic planning, data analysis and self-reflection to build its capacity to initiate and support college access and equity reform efforts at the campus level. The CCN team will look at governance, college systems, instructional programs and student support services and apply an access and equity lens to these areas.
3. **Ed Master Plan.** The development of the Education Master Plan began in spring 2006 and was facilitated by an educational planning consultant who gathered information and received feedback through a variety of venues including: Program planning questionnaires completed by all departments across the college, one-to-one and group interviews, interactive strategy sessions and town hall forums. The plan was completed at the end of the spring semester and will be used as a guide for program and services planning for the next five years. The original Educational and Facilities Master Planning task force along with the Institutional Planning Committee (IPC) will review the plan and begin to develop an implementation schedule for many of the recommendations and suggestions in the Ed Master Plan.
4. **Employee Survey.** An employee survey will be administered to all employees in fall 2007. The purpose of this survey study will be to measure employees' perceptions and satisfaction with the Skyline College work environment as it relates to the following six WASC/ACCJC Accreditation themes: 1) Institutional Commitment, 2) Dialogue, 3) Evaluation, Planning and Improvement, 4) Institutional Integrity, 5) Organization, and 6) Student Learning Outcomes. The results from the survey will be used to inform responses to the accreditation standards and for other college-wide planning and improvement efforts, as well as evaluating the college's mission and goals.
5. **Enrollment Management.** Enrollment management is an organized effort by an institution to influence student enrollments. It can be organized through strategic planning, supported by research and implemented through recruitment efforts, admissions and financial aid packaging, transfer and career services and retention strategies to name a few. Skyline will make an effort to bring enrollment management to the forefront in an organized and coordinated manner so that the myriad of existing college strategies will make use of shared resources and maximize the potential for enrollment growth.
6. **Equity and Diversity Initiative.** The college's SEED Committee (Stewardship for Equity, Equal Employment and Diversity) has a broad charge in relation to the college's diversity efforts, including to support and promote educational initiatives that result in intercultural awareness and respect for diversity in students, faculty and staff. One part of that effort will be to bring an even sharper focus to the role of diversity in our educational environment by means of a two day event in the spring of the 2006-07 academic year, and possibly in future years. The Student Center will be opening in the spring of 2007 and will include a new multicultural center, and these facts will be incorporated into the planning for the event. The event is intended to provide a strong foundation for a longer term, even broader diversity initiative.



## Skyline College Initiatives 2006/07

7. **Facilities Master Plan.** The Facilities Master Plan began in the spring 2006 after the passage of a second district-wide bond for facilities construction and upgrades. The development of the Facilities Master Plan was facilitated by an architectural firm who scheduled a number of task force meetings and town hall forums throughout the spring semester so that all constituency groups could provide feedback and keep posted on new developments. The Facilities Master Plan is a document which describes an overall physical development concept through maps and narratives. The Plan reflects a strategy to provide the facilities to support the college vision and mission and is defined by a vision statement, goals and guiding principles.
8. **First Year Experience.** Skyline was selected to participate in the Foundations of Excellence in the First College Year in summer 2006. The Foundations of Excellence provides funding and a model for first-year students, which is comprised of a set of principles that are termed Foundational Dimensions®. These Dimensions guide measurement of institutional efforts and a framework for the first year experience. The process encompasses a campus-based task force that begins with a campus audit of the existing first year experience and continues with a nine to twelve month process of evaluation using the Foundational Dimensions and related performance indicators. The process culminates in the development of an action plan for college.
9. **Fresh Look Project.** The Fresh Look Project began in spring 2005 and involves a close look at all of the ways Skyline College communicates with its students and the world—signage, publications such as the catalog, class schedule, flyers and posters, the website and more. The purpose is two-fold; 1) For the sake of the people who need and want the programs and services that Skyline offers and 2) For the sake of potential donors who want to help Skyline shine even more. Professional marketing assistance from Mission Minded has been engaged to assist with the Fresh Look Project along with an advisory group which serves as a shared governance body providing continuous direction and input.
10. **Resource Development.** Given the trend in state funding and recommendations from the recent Education Master Plan, Skyline recognizes the need to seek new and varied sources of revenue. The cost of innovating and sustaining programs, services, events and outreach activities all demand a level of funding that is currently unobtainable. Consequently, Skyline will embark on an effort to increase support through external resources which may include but not be limited to: fundraising efforts, dedicated grant developer, increasing fee-based use of College facilities and implementing an alumni association.
11. **SLOAC.** During the 2005/06 academic year a committee was formed to organize and implement a process for student learning outcomes and assessment at Skyline College. The SLOAC Committee was formed and during the year developed, trained, piloted and implemented a proprietary approach to student learning outcomes and assessment. In keeping with the College's mission, to foster student learning, the SLOAC process ensures that student learning outcomes are at the center of its key processes and allocation of resources through a process of continuous assessment of student learning. Skyline will continue to train faculty and staff in the SLOAC approach to student learning outcomes and implement the process across the curriculum.
12. **Vision & Mission Renewal.** Skyline College will engage in a renewal of the current vision and mission during the fall 2006 semester in order to synchronize with the college's planning cycle and make use of new information that has surfaced from our recent education master plan. The process will encompass a review of the college's purpose and an assessment of where the college wants to be in ten years. The IPC will lead the process and will facilitate input from all constituency groups.



## 2006 EDUCATION MASTER PLAN - TOP 10 RECOMMENDED INITIATIVES



1. Strengthen Existing Programs. All programs have the opportunity to grow and increase enrollments through space augmentations, curricular enhancements, changes in scheduling, alternative modes of delivery, creation of new classes that are aligned to labor market trends and addition of classes to off-site locations.
2. Develop New Programs. Consider developing and bringing on-line 1-3 new programs each year for the next five years (i.e., Freshman Year Experience, Home Health Aid and Environmental Technology) in response to community and market demands. These programs have been identified as being critical to student success, as having few competitors in the area, are connected to local and regional current labor market demands and have links to existing programs at Skyline.
3. Increase Distance Learning Offerings. In response to the growing population of commuter, part-time, techno-savvy students who are generally too busy to attend college more than once or twice a week, the Education Master Plan recommends that Skyline increase the number of classes offered using non-traditional modes of delivery. This includes the development of classes that could be offered via the Internet and hybrid modes. In particular, those courses which fall within general education, the sciences and developmental or pre-requisite courses.
4. Collaborate With K-12. Continue to collaborate with K-12 and focus on outreach efforts that will increase enrollments of first-time freshman from Skyline's feeder high schools. This includes, but is not limited to strategies for middle school and bridge programs, as well as conducting classes at the high schools for concurrently enrolled students and administering placement and orientation services.
5. Increase Marketing And Outreach. Competition, declining enrollments and limited local growth point to the need for aggressive and continuous promotions of the college programs, services and benefits. This includes marketing and outreach activities that are both targeted at growth population segments in the county (i.e., Hispanics), as well as general activities that reach a broader audience.
6. Support Use of Outcome Data. More and more planning and program decisions are being supported through data and evidence. This trend needs to continue as the college moves forward in its facilities and program planning efforts. The Education Master Plan recommends that the college provide the necessary support to establish readily accessible information and data systems that are available internally as well as externally.
7. Increase Campus Internationalization. Given the diversity of the Bay Area, the global economy in which knowledge of cross-cultural communications are an asset, and Skyline's existing internationally-focused programs, the college is well-positioned to fully internationalize. This should encompass a linking and expansion of a number of programs, services, activities and centers (e.g., CITD, International Programs and Learning Communities like Puente and MESA) to create powerful synergy for the future.
8. Offer Non-Credit and Not-for Credit Courses. Skyline currently does not offer non-credit or not-for-credit courses. These may be course offerings that the community would favor, particularly in the basic skills areas, in contract training for business and industry and for the senior population. The Education Master Plan recommends that the college consider developing programs and courses in these areas.
9. Increase Courses/Programs for Under-Prepared Students. With the new high school exit exam and an influx of English-as-a-second language speakers in the county, Skyline should witness an increase in basic skills enrollments. The Education Master Plan recommends that the college develop strategies for capturing this segment of the population by partnering with local K-12 districts to address the preparation and graduation concerns as a result of the high school exit exam and by offering additional courses in the basic skills areas.
10. Seek New Revenue Sources. With the current state of funding and increasing costs for managing a college, it has become increasingly difficult to meet financial needs. Particularly the cost of developing and implementing new programs and services. The Education Master Plan recommends that the college look at new ways to generate revenue (i.e., grants, fundraising and creative use of existing property) and to increase support from external sources.



## *Foundational Dimensions*® (for Two-Year Institutions. Version 2.0)

These Foundational Dimensions statements constitute a model that provides two-year colleges with a means to evaluate and improve the new student experience. This model recognizes the multiple roles and functions of two-year institutions as well as their service to diverse student populations that have widely varying educational backgrounds and goals. As an evaluation tool, the model enables two-year institutions both to confirm their strengths and to recognize the need for improvement. As an aspirational model, the Dimensions provide general guidelines for an intentional design of the new student experience. The Dimensions rest on four assumptions:

- The academic mission of an institution is preeminent.
- The experience of new students is central to the achievement of an institution's mission because it lays the foundation that enables students to achieve their educational goals.
- Systematic evidence provides validation of the Dimensions.
- Collectively, the Dimensions constitute an ideal for improving not only the new student experience, but also the entire college experience.

Foundations Institutions intentionally cultivate learning environments for new students that emerge from a philosophy of two-year colleges as gateways to higher education. The philosophy is explicit and easily understood. It is consistent with the institutional mission, reflects a consensus of internal and external constituencies, and is widely disseminated. The philosophy is also the basis for organizational policies, practices, structures, leadership, and resource allocation to support the new student experience. (Philosophy)

Foundations Institutions provide a comprehensive, coordinated, and flexible approach to the new student experience through effective organizational structures and policies. These structures and policies guide and align all aspects of the new student experience. Through effective partnerships, critical stakeholders such as instructional, administrative, and student services units provide a coherent experience for new students that is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements. (Organization)

☪ ☪ ☪ ☪ ☪ ☪ ☪ ☪

*The Foundational Dimensions were developed by John N. Gardner, Betsy O. Barefoot, and Randy L. Swing of the Policy Center on the First Year of College in collaboration with 87 two-year colleges. The following ten campuses provided national leadership in the inaugural use of the Dimensions: Kennebec Valley Community College, Longview Community College, Middlesex Community College, Montgomery County Community College, Oakton Community College, Pellissippi State Technical Community College, San Jacinto College South, Spokane Falls Community College, University of Wisconsin Colleges, and Virginia Highlands Community College.*

**Foundations Institutions deliver curricular and co-curricular learning experiences that engage new students in order to develop knowledge, skills, attitudes, and behaviors consistent with the institutional mission, students' academic and career goals, and workplace expectations. Both in and out of the classroom, these learning experiences promote critical thinking, ethical decision making, and the lifelong pursuit of knowledge. (Learning)**

**Foundations Institutions make new students a high priority for faculty and staff. A culture of responsibility for the experiences of new students characterizes these institutions. This culture is realized through high-quality instruction, services, and support as well as substantial interaction with students both inside and outside the classroom. Campus leaders nurture this culture and support it by appropriate institutional recognition and rewards. (Campus Culture)**

**Foundations Institutions facilitate appropriate student transitions beginning with outreach and recruitment and continuing throughout the period of enrollment. They communicate clear curricular/co-curricular expectations and possibilities, and they provide appropriate preparation and support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. These institutions create and maintain communication with secondary and other postsecondary institutions, families, employers, community agencies, and other sources of support for students. (Transitions)**

**Foundations Institutions serve *all* new students according to their varied needs. These institutions anticipate, identify, and address the needs of traditional and non-traditional students in response to their individual abilities, backgrounds, interests, and experiences. These efforts are subject to assessment and adjustment as needed. Institutions also ensure campus environments that are inclusive and safe for all students. (All Students)**

**Foundations Institutions ensure that new students experience ongoing exploration of diverse ideas, worldviews, and cultures as a means of enhancing their learning and participation in pluralistic communities. Institutions cultivate an open and civil community in which students interact with people from varied backgrounds and cultures. These institutions guide students to reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others. (Diversity)**

**Foundations Institutions promote student understanding of the various roles and purposes of higher education and those unique to two-year institutions, both for the individual and society. These roles and purposes include learning for personal growth, career enhancement, workplace preparation and retraining, transfer for additional education, engaged citizenship, and serving the public good. Institutions encourage new students to examine their motivation and goals with regard to higher education in general and to their own college. Students are exposed to the value of both a general education and focused study in an academic or career field. (Roles and Purposes)**

**Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to effect improvement. Assessment provides feedback to new students to guide their learning, to faculty to guide their teaching, and to the institution to guide planning, resource allocation, decision making, and improvement of programs and policies. As a way to facilitate improvement, these institutions are knowledgeable about current practices at other institutions as well as relevant research and scholarship. (Improvement)**

# Skyline College 2006 Facilities Master Plan

- LEGEND**
- Existing Buildings
  - Renovated Buildings
  - New Buildings
  - Main Pedestrian Path
  - Landmark Entry
  - Loop Road
  - Vehicular Decision
  - Pedestrian
  - Accent

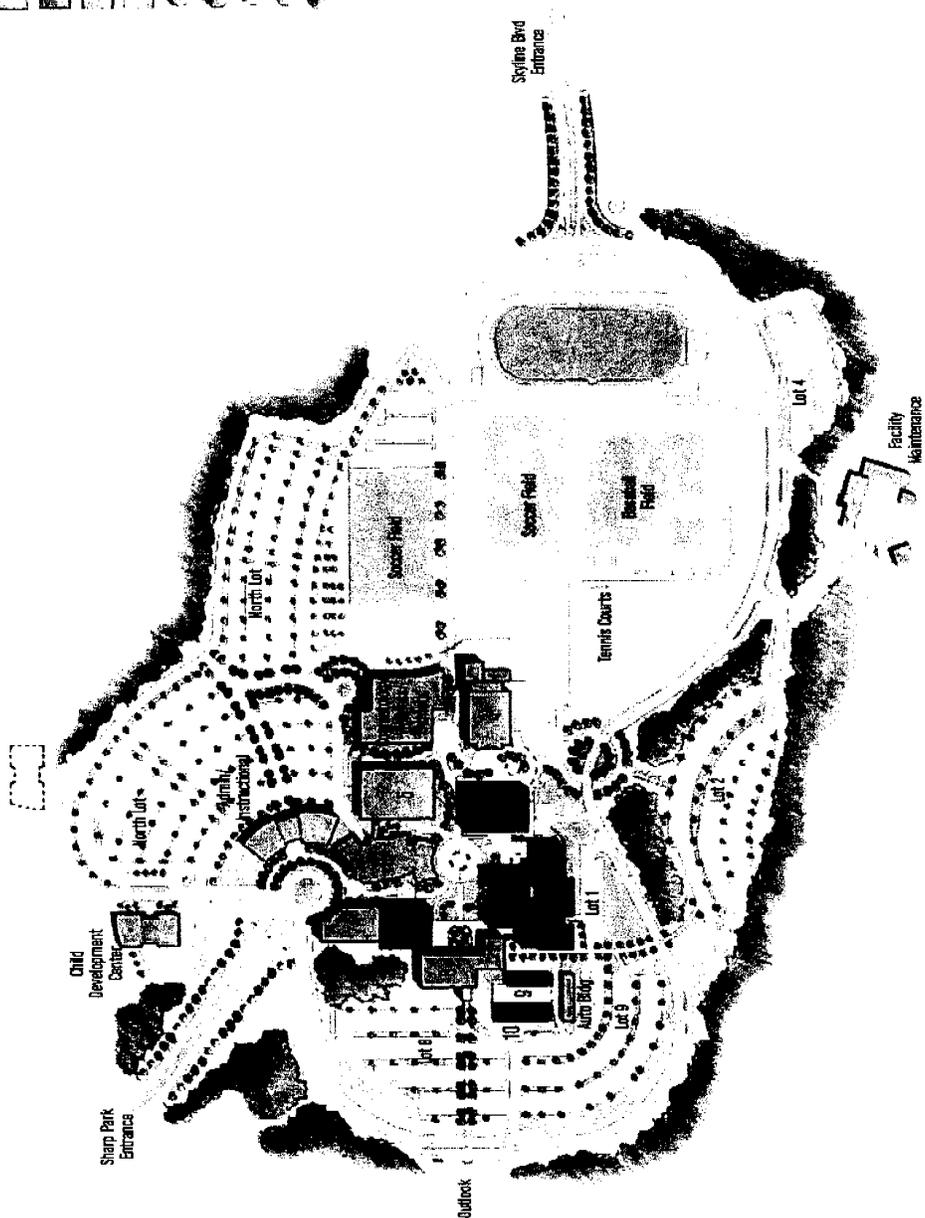
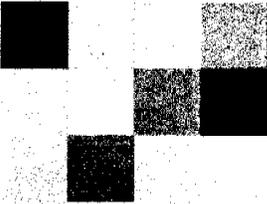


Figure 4.07



# **Student Campus Climate Survey Highlights**

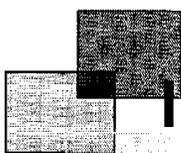
**Spring 2006**

*Prepared by:*

Office of Planning, Research & Institutional Effectiveness  
Skyline College

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# Introduction

## Overview

Skyline College administered a student perception survey to a representative sample of students during the first part of the spring 2006 semester. The survey provided information for the accreditation self-study process (site visit scheduled for fall 2007), as well as other college-wide assessment and planning initiatives including the Education and Facilities Master Plan. The self-study process requires an assessment of institutional performance in terms of student learning outcomes, quality of services and programs and effectiveness of operations with supporting evidence in each of these areas. One source of evidence is a campus climate study in which students provide feedback on programs, services and the learning environment. This survey provided partial evidence needed for the self-study.

It should be noted that during the administration of the survey the college was undergoing major campus construction (e.g., new buildings and building renovations). The disruption of normal academic life created by these major construction projects at Skyline may have influenced the students' perceptions and opinions.

## Purpose

The purpose of this survey study was to measure current student attitudes and perceptions toward Skyline College's programs, services and learning environment. The results from the survey will be used to inform responses to the accreditation standards and may be used for planning and improvement efforts. The survey will also be useful for establishing benchmarks for future studies and for evaluating the college's mission, goals and strategies.

## Sample Design

In order to contain costs and to extract representative information that could be inferred back to the entire population of students, a stratified random sample was used to build the sampling framework. The sample size was based on a 95% confidence level at a  $\pm 5\%$  confidence interval (approximately 1,200 survey respondents). The sampling framework included randomly selected classes from a variety of disciplines stratified by day and evening class times. Over-sampling was employed in order to compensate for the expected 70% response rate. Of the 60 classes randomly chosen, 57 participated, and 1,106 surveys were completed. The final response rate was 92%.

## Instrumentation

In order to benchmark performance against other colleges, the Noel-Levitz *Student Satisfaction Inventory* was used. This instrument used a dual perception scale, measuring both satisfaction and importance. The instrument contained the following eleven scales: Academic Advising and Counseling, Academic Services, Admissions and Financial Aid, Campus Climate, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Registration Effectiveness, Safety and Security, Service Excellence, and Student Centeredness. Additionally, the survey measured overall student satisfaction, the college's responsiveness to the diversity of its students, factors that influenced student enrollment, ten customized items which the college created, and open-ended comments.

## Student Campus Climate Survey

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### Methodology

In order to achieve representative and timely information on the entire population of students while containing costs, the data collection methodology selected for this survey study was a scannable (paper and pencil) survey that was distributed during one class period.

### Implementation

Communications: All of the shared governance groups, the college leadership, and management were informed and connected to the process through continuous communication as follows:

1. Review and selection of the instrument.
2. Electronic pre-notifications to students, staff and faculty.
3. Executive summary report of results and oral briefings.

Administration: The surveys were administered during the last week of February so that reports could be distributed during the first week of May. The Office of Planning, Research and Institutional Effectiveness (OPRIE) bundled and distributed the surveys along with instructions and return envelopes to the randomly selected instructors, who administered the survey during one class period. The instructor returned the completed surveys in a sealed envelope to the division, from whom OPRIE collected them for processing.

### Respondent Profile

The survey respondents were fairly representative of Skyline College's student body. The majority of survey respondents were female (56%) and 19 to 24 years old (52%). The survey respondents were Asian/Pacific Islander (42%), Caucasian/White (20%), Hispanic (16%), Black (2%) and other (20%). Thirty-seven percent of respondents were first year students, and 33% were second year students. About half were transfer-seeking (49%), and a quarter of the respondents were pursuing an associate's degree (23%). Most of the respondents were employed either full-time (29%) or part-time (43%). The number of day classes (73%) and full-time students (56%) that were surveyed were slightly more than the college-wide average.

### Interpreting the Results

The results from the survey yielded three different scores: 1) Importance, 2) Satisfaction, and 3) Performance gap (importance score minus satisfaction score). The importance score reflected student perception on the significance of an item, while the satisfaction score reflected student opinion about the quality of a given item. Using a seven-point Likert scale, a higher score on importance indicated greater significance to the student, and therefore a stronger expectation. Similarly, a higher score on satisfaction indicated a more favorable opinion on the particular item. The performance gap reflected how well the college met students' expectations. For example, a small performance gap indicated that the college met students' expectations. A large performance gap indicated that the college did not meet students' expectations. A negative performance gap indicated that the college exceeded students' expectations.

Importance and satisfaction scores were juxtaposed in order to pinpoint strengths and opportunities. Items containing high importance and high satisfaction ratings represented strengths that the college should highlight and continue to strengthen. Items containing high importance and low satisfaction ratings pinpointed areas in need of immediate

## Student Campus Climate Survey

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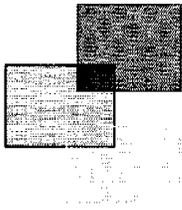
improvement. Items with low importance and high satisfaction ratings suggested areas where it would be beneficial to redirect resources. Items containing low importance and low satisfaction ratings suggested areas that need to be reexamined as areas of low priority for the college.

For the purpose of discussion and tracking trends, the following internal benchmarks were suggested for scale satisfaction and performance gap ratings:

- Scale Satisfaction:  $\geq 5.03$
- Scale Performance Gap:  $\leq 1.01$

In addition to the internal benchmarks found in the survey, comparisons and competitive benchmarking were performed between Skyline College's student responses and responses of students from other community colleges in California who have taken the Noel-Levitz Student Satisfaction Inventory within the previous five years (i.e., Antelope Valley College, Bakersfield College, Cerritos College, Cerro Coso Community College, College of the Siskiyous, Cuesta College, Cypress College, El Camino College, Feather River Community College District, Long Beach City College, Los Angeles Valley College, Los Rios Community College, Palo Verde College, Palomar College, Rio Hondo College, Saddleback College, San Bernardino Valley College, Southwestern College, Taft College, and Victor Valley College).

Students wrote nearly 1,600 individual comments in response to the two open-ended questions (see Appendix B-Sample of Verbatim Comments). In order to summarize the comments and provide additional information and explanation of the quantitative results from the survey, a content analysis was conducted. The content analysis employed the inter-coder reliability method. A systematic random sample of comments were first selected then coded by two readers in order to extract common themes as they related to the survey. Comments were then grouped by themes and summarized to capture the essence of the group of comments and to note salient points. These summaries can be found in the narrative report under each scale and were generally representative of the entire pool of comments.



## Highlight of the Findings

- Students reported that counseling services were the most important to them, while student support services in general were the least important. Moreover, students were most satisfied with the registration process and least satisfied with safety and security.
- Academic advisors' knowledge about transfer requirements ranked highest in both importance and satisfaction on the Academic Advising and Counseling scale. Consistent with the focus group study from fall 2005, students believed that counseling services are critical to their success and an important element to the college experience. Consequently, students commented they would like more counselors available and more convenient appointment times.
- The adequacy of library resources and services ranked highest on both importance and satisfaction on the Academic Services scale. Students commented that they are pleased to have access to computers and labs. However, the availability of up-to-date equipment in labs had the largest performance gap, indicating that the college fell short of students' expectations in this area.
- The knowledge of admissions staff ranked highest in both importance and satisfaction on the Admissions and Financial Aid scale. However, there was a relatively large performance gap under the adequacy of financial aid, which was one of the top three factors students selected that influenced their decision to enroll.
- The caring and helpfulness of staff and enjoyable college experience received high scores on satisfaction. Similar to the results from the focus group study of fall 2005, many students commented that they liked the campus because it was small, cozy and conducive to learning. On the other hand, students said that the current building construction was a distraction and an inconvenience and made for an unpleasant atmosphere.
- The adequacy of career services ranked first on importance and second on satisfaction on the Campus Support Services scale. The availability of child care facilities had the smallest performance gap in the survey, indicating that the college met students' expectations in this area.
- The question which asked about fair and unbiased treatment of the students by faculty ranked highest in both importance and satisfaction. However, students expressed an interest in having more opportunities available to voice their opinions and concerns.
- Students ranked the quality of instruction highest on both importance and satisfaction on the Instructional Effectiveness scale. Students commented that the faculty are generally very knowledgeable, friendly, helpful and approachable and that they are truly concerned about students' success.
- Early notification of poor performance in class had one of the largest performance gaps in the survey, suggesting that students would like to know about their progress early enough in the semester to improve their performance.
- The convenience of class times ranked highest on importance on the Registration Effectiveness scale, but received the second to lowest score on satisfaction, creating a

## Student Campus Climate Survey

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relatively large performance gap. Yet, students said that it was much easier to get into classes at Skyline than at other colleges in the area.

- The Safety and Security scale ranked high on importance. However, the adequacy of student parking and the lighting in parking lots had the two largest performance gaps in the survey. Comments revealed that students would like more security officers patrolling the campus and parking lots, particularly in the evenings.
- The adequacy of smoking restrictions on campus had one of the largest gaps on the survey and numerous comments indicated that students were dissatisfied with the amount of smoking on campus.
- Factors of greatest importance in the decision to enroll at Skyline College were cost, academic reputation, and financial aid. Factors of least importance or influence were the opportunity to play sports, campus appearance, and recommendations by family and friends.
- The college experience at Skyline exceeded the expectations of 42% of respondents, while 70% were satisfied with their experience at the college thus far, and 63% said that if they had to do it over, they would probably or definitely enroll again.
- Students believed that the college was responsive to the diverse needs of its students. Many comments noted that the college offered something for everyone and that the convenience of the class schedule and variety of classes made it possible for the students to explore options they might not have explored otherwise.

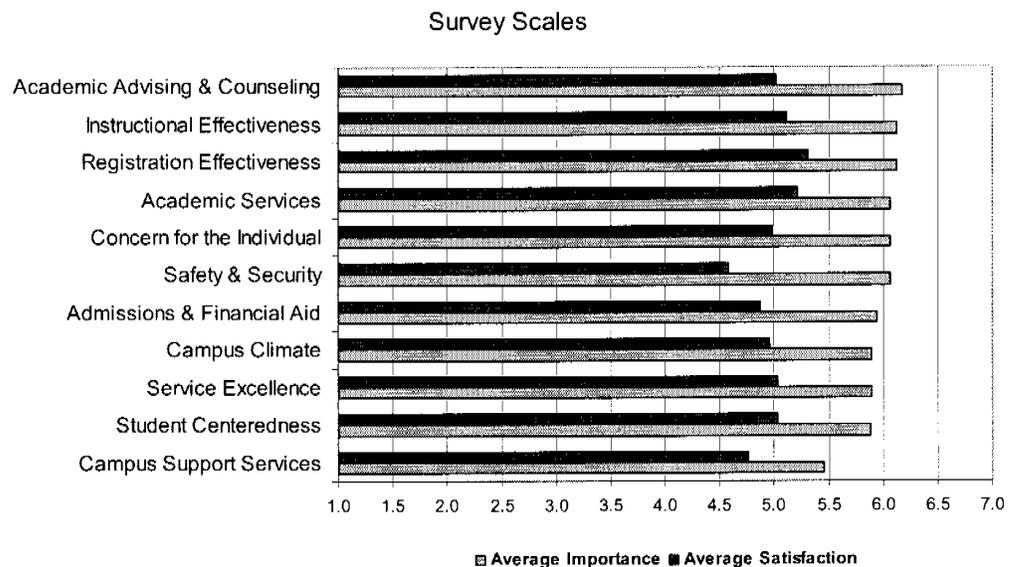
## Student Campus Climate Survey

### How Well Are We Meeting Student Expectations?

The survey items were grouped into eleven scales. Importance scores for the scales ranged from 6.17 (Academic Advising and Counseling) to 5.46 (Campus Support Services). Satisfaction scores for the scales ranged from 5.31 (Registration Effectiveness) to 4.58 (Safety and Security). Performance gaps for the scales ranged from 1.48 (Safety and Security) to .70 (Campus Support Services).

Academic Advising and Counseling ranked highest on importance (6.17), but ranked sixth in overall satisfaction (5.02). Tied for second highest in overall importance with an average score of 6.13 were Instructional Effectiveness, which ranked third on satisfaction (5.12), and Registration Effectiveness, which ranked highest on satisfaction (5.21). Campus Support Services ranked lowest on importance (5.46) and second to lowest on satisfaction (4.76).

Academic Services ranked second highest in overall satisfaction (5.21) and tied for fourth on importance (6.06). Safety and Security ranked lowest in overall satisfaction (4.58), but tied for fourth on importance (6.06).



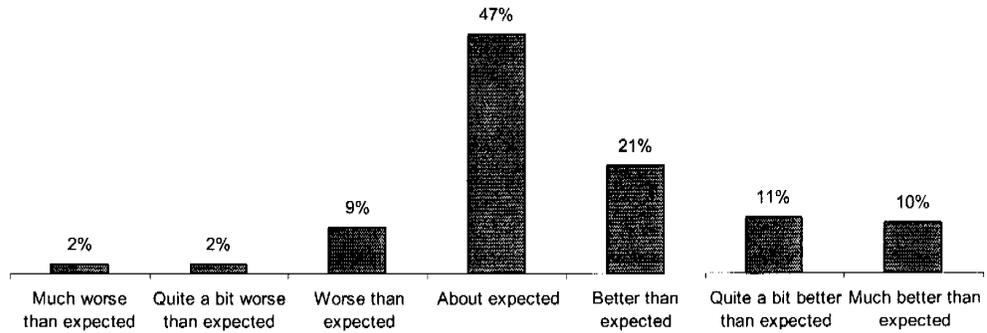
### Overall Satisfaction

Three items on the survey addressed the students' overall satisfaction with their experience at Skyline College. These items provided a bottom-line summary of student perceptions.

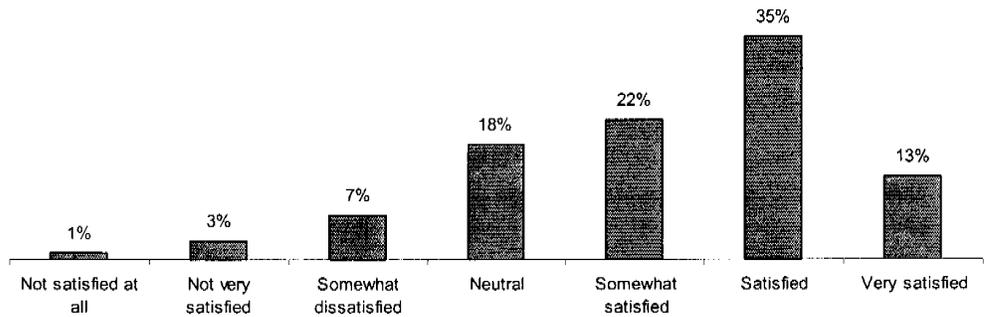
The first item assessed how well the students' experience at Skyline College met their expectation. Forty-two percent of respondents said that their experience was better, quite a bit better, or much better than expected. The second item assessed the students' overall satisfaction with their experience thus far. Seventy percent of respondents said that they were somewhat satisfied to very satisfied. The third item assessed whether the students would enroll at the college if they could do it over again. Sixty-three percent said they probably or definitely would enroll again.

## Student Campus Climate Survey

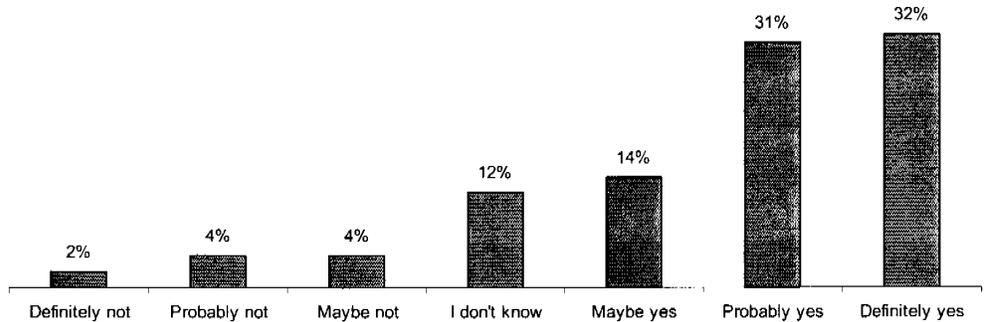
96. So far, how has your college experience met your expectations?

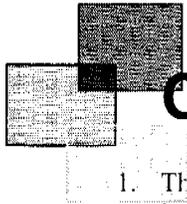


97. Rate your overall satisfaction with your experience here thus far.



98. All in all, if you had it to do over again, would you enroll here?





## Conclusions

1. The **Academic Advising and Counseling** scale ranked highest on importance, implying that students believed counseling services were critical to their learning experience and success. This scale correlated to several components of the WASC/ACCJC accreditation standards which assess the quality of support services (i.e., II.B.1 and II.B.c). Students rated the items in this scale relatively high on satisfaction, indicating that they believed that Skyline counselors were knowledgeable about transfer and program requirements and were approachable. These sentiments were validated through the related comments which suggested that students were generally pleased with the level of services provided by the counseling department and that Skyline met their expectation. The only notable complaint was the lack of counselors and the long wait or difficulty obtaining a convenient appointment with a counselor. These results were consistent with the focus group study conducted in fall 2005 which found that Skyline students were serious about their learning outcomes and recognized the importance of counseling services.
2. The **Academic Services** scale included questions regarding the library, tutoring services and learning labs, ranked in the top five on importance. This is an indication that students believed this was an area that supported their learning success. The items in this scale also correlated to a number of components in the accreditation standards, particularly those components that assess the quality and adequacy of support services as well as the technology, laboratories, and equipment (i.e., II.B.1, II.C.1, III.C.1.c and III.B.1.b). This scale also rated second highest on satisfaction. The performance gaps between importance and satisfaction ranged from .64 to 1.15, some of the smallest gaps found in the survey. This suggested that the college met students' expectations in this area. Students were particularly satisfied with the usefulness of the library and the helpfulness of the staff, as well as the value and positive benefits of tutoring services. On the other hand, the importance and satisfaction ratings as well as the comments regarding the laboratories and lab equipment indicated that Skyline fell short of students' expectations in this area.
3. The **Admissions and Financial Aid** scale captured student opinion toward how effectively Skyline enrolled students and whether financial aid was adequate. This scale correlated to a few components in the WASC/ACCJC accreditation standards that pertain to the college's portrayal of programs and services as well as the quality of admissions and financial aid services (i.e., II.A.6.c and II.B.1). This scale ranked seventh in overall importance out of eleven scales and was ninth in overall satisfaction. These rankings were identical to the comparison group of California community colleges. The item with the largest gap between importance and satisfaction pertained to the adequacy of financial aid. Although a number of students commented that they were happy with the financial aid packages and the re-payment plans, some students commented that there was insufficient information about financial aid. This is a critical area of importance as evidenced by the survey results, from the questions which asked about factors that contributed to students' decision to enroll at Skyline. Students indicated that financial aid was one of the top three factors in their decision to enroll. However, other questions around this same topic indicated

## Student Campus Climate Survey

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that it was likely that many students were unaware of the financial aid packages available to them.

4. The **Campus Climate** scale ranked in the bottom five on overall importance and satisfaction. The three items that were rated highest on satisfaction were the items regarding the helpfulness of staff, the campus as a welcoming place, and how enjoyable the student's experience was. Numerous comments clarified these ratings by claiming that the small campus and cool weather made for a cozy atmosphere which was conducive to learning. These same attributes were described by students in the fall 2005 focus group study. The following items within this scale ranked high on importance and low on satisfaction: campus safety and security, helping students reach their education goal, and providing students with channels for expressing complaints. These areas were discussed in the student comments and were perceived as hindrances to a successful learning experience. Students also commented that there was insufficient information about events, activities, and clubs that would help them to stay connected to the college community. Many of the items in this scale, along with the related comments, correlated to various components in the WASC/ACCJC accreditation standards, specifically the components which assess treatment of students and the learning environment (III.A.4.c).
5. Although the **Campus Support Services** scale was ranked lowest in overall importance, the performance gaps between importance and satisfaction were relatively small (.33 to 1.04) with the majority of items falling in the lower end of the range. This is an indication that the college met and even exceeded student expectation in the area of campus support services (i.e., child care services and orientation services). Related comments were also indications that students were generally satisfied with many of the support services offered at Skyline, with particular mention of the transfer center, career services, child care center, and orientation/matriculation services. However, a number of comments indicated that there was lack of awareness and information about support services. Many of the items in this scale as well as related comments correlated to components in the WASC/ACCJC accreditation standards (i.e., II.B.1).
6. The items found in the **Concern for the Individual** scale were focused on the degree to which the faculty, staff, and college as a whole treat the student. This scale tied for fourth on importance and ranked seventh highest on satisfaction. Performance gaps ranged from .81 to 1.29, indicating that there were some areas in this scale where the college fully met students' expectations and other areas where the college partially met student expectation. More specifically, the item regarding fair and unbiased treatment by the faculty rated highest on importance as well as on satisfaction. The item regarding the college's concern for students as individuals rated high on importance but low on satisfaction. There was evidence in other parts of the survey and in the comments that this perception may in part have been due to lack of opportunities to express concerns or complaints as well as lack of information available on programs, services, and campus activities and events.
7. The **Instructional Effectiveness** scale ranked second most important overall and third highest on satisfaction with relatively small performance gap between importance and satisfaction of .82. Many of the items in this scale as well as related comments correlated to components in the WASC/ACCJC accreditation standards (i.e., II.A.1.a, II.A.2.c and III.A.4.c), specifically those items regarding the quality of

## Student Campus Climate Survey

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instruction, treatment of students, and meeting diverse student needs. The items in this scale that rated highest on importance and satisfaction related to faculty's concern for student success and treatment of students in an unbiased manner. The item that rated the lowest on satisfaction asked about students being alerted early in the term about their performance. The dissatisfaction in this area was echoed in a number of comments, claiming that students would like to know more about their progress early enough to do something about it. Other related comments in this scale indicated that most students were satisfied with the quality of instruction and the variety of courses and programs offered. Students believed that Skyline offered something for everyone, which allowed them to explore options they may not have considered otherwise.

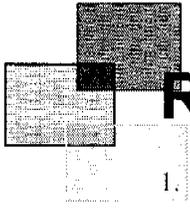
8. The **Registration Effectiveness** scale also ranked second most important overall, but highest on satisfaction. The item that rated the highest on importance but lowest on satisfaction was regarding the convenience of the class schedule. Student comments in this area were conflicting. Many students commented that they were pleased with class scheduling and availability, which allowed for flexibility and choice. Many other students noted that they would like classes to be offered on more convenient days and times (e.g., Saturday classes, more evening classes, and more distance learning classes) and that many of the science classes filled up too quickly. A few of the items in this scale as well as related comments correlated to components in the WASC/ACCJC accreditation standards (i.e., II.B.1), specifically those related to the quality of support services.
9. The performance gap between overall importance and satisfaction in the **Safety and Security** scale was the largest scale gap in the survey (1.48). Students ranked this scale as the fourth most important overall and the lowest on satisfaction. The item in the scale that received the lowest on satisfaction with a high importance rating was regarding the adequacy of lighting and security in the parking lots. The comments echoed these ratings. Many students commented that they did not feel safe on campus, particularly at night, and would like better lighting and a greater presence of security staff patrolling the parking lots. A number of similar issues have surfaced as a result of the Education and Facilities Master Planning Project (EFMPP) which was being developed during the spring 2006 semester. Several items on the scale and related comments directly pertained to components in the WASC/ACCJC accreditation standards (i.e., III.B.1.b), which assess the college environment with regard to safety, security, healthfulness, and physical resources.
10. The **Service Excellence** scale ranked in the bottom five on overall importance and in the top five on overall satisfaction. The areas within this scale that rated highest on satisfaction and importance related to registration services and library services. Student comments reflected general satisfaction with the level of service provided. Students believed that the staff was knowledgeable, supportive, helpful, and caring.
11. The scale that ranked second lowest on importance was **Student Centeredness**. This scale had relatively small performance gaps between importance and satisfaction on most of the items, indicating that the college met students' expectations in this area. However, the item that rated second highest on importance rated lowest on satisfaction within this scale. This item asked whether the college was concerned about students as individuals. Comments related to this scale were somewhat mixed. Many students believed that faculty and staff cared about student success and

## Student Campus Climate Survey

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achievement of their educational goal, while others believed that the college staff could be more helpful.

12. The scale that asked students about how responsive the college was to varying student needs and interests, **Responsiveness to Diverse Populations**, examined these areas in terms of satisfaction only. This scale received an overall satisfaction rating of 5.18 on a seven point scale. The items that received the highest scores were regarding the college's commitment to part-time and evening students. Many comments echoed these ratings. Students commented about the convenience of attending school at night and how this allowed them to manage conflicting priorities such as school, work and family life. Many of these students also mentioned the need to have alternative instructional delivery modes (e.g., distance learning) available to them so that they could take classes at their convenience. Some students commented on the DSPS services and how these services helped them to succeed. Several other students commented that the college offered many opportunities for older, returning students, which had enriched their lives as a result. A few of the items in this scale as well as related comments correlated to components in the WASC/ACCJC accreditation standards (i.e., II.A.1.a) which assess the college's responsiveness to diverse student needs.
13. The survey included ten **Campus-Specific Items** asked about the usefulness of the college's website, the WebSMART registration system, class schedule, catalog, and student handbook. These items generally rated favorably with relatively high levels of importance. However, the item in this section that asked about the effectiveness of the smoking restrictions at Skyline rated the lowest on satisfaction. Numerous comments mentioned the need for a no smoking policy or smoking restrictions on campus. Many students believed there has been too much smoking on campus and that it was not only a health risk to those who did not smoke but made for an unpleasant environment.
14. Three items on the survey addressed **Overall Satisfaction**. The first item assessed whether the students' experience at Skyline College met their expectations. Forty-two percent of students indicated that their experience met or exceeded their expectations while an additional 47% indicated that it was about what they expected. The second item on overall satisfaction assessed students' experience thus far. Forty-nine percent of the students indicated that they were very satisfied or satisfied, and another 22% indicated that they were somewhat satisfied (70% total). The third item assessed whether the students would enroll at the college if they could do it over again. Sixty-three percent indicated they would probably or definitely enroll again. This figure was consistent with the college's average term persistence rate of 63%.
15. Students were asked to rate various **Factors in the Decision to Enroll** at Skyline. The three factors of greatest importance in their decision to enroll were cost, academic reputation, and financial aid. The three factors of least importance or influence were the opportunity to play sports, campus appearance, and recommendations by family and friends.



## Recommendations

1. The counseling services at Skyline should be recognized as a strength to be maintained, as well as a service that is necessary in order to satisfy minimum student expectation.
2. While comments stated that students were generally pleased to have access to computers and computer labs, many students commented that the labs and lab equipment were outdated and the quality of the facilities and supplies were poor. Students also suggested in the comments that the library hours should be extended to accommodate student work and home-life schedules and that more tutors be added to The Learning Center.
3. Information on financial aid should continue to be part of the orientation and outreach communication efforts. Moreover, this information should be part of the college's general marketing efforts.
4. The college should invest more energy and resources into communicating information about college programs, services, events and activities. Providing greater and more widespread communication in these areas would likely have a positive impact on both enrollment and student retention.
5. The services within the Campus Support Services scale potentially have a positive impact on student success and retention (Astin, 1985). It is important that the college continue to maintain the quality and accessibility of these and other support services, as well as continue to promote these services wherever possible.
6. Students expressed an interest in having the college provide more opportunities for students to voice their opinions and concerns. The college has made some strides in this area the past year through the implementation of the student survey and the focus groups in the fall. The college should continue to provide opportunities for gathering students' opinions and may want to look at ways to collect on-going recommendations from students.
7. The college may want to consider an early alert system as part of the retention and enrollment management strategy. It is evident from the survey responses and comments that the college has provided a transformative experience for many students and that the instructors provided an intellectually stimulating and motivating learning environment. These are strengths that the college should promote and look for ways in which to sustain.
8. The diverse demographics and changing needs of the students at Skyline has made it more challenging to meet the demands of all students. However, continuous investigation into enrollment trends and analysis of scheduling options will help to meet these challenges and respond to the needs of Skyline College students and the community.
9. The EFMPP will likely help to remedy some of the student concerns related to safety and security (e.g., lighting in the parking lot). Moreover, an in-depth assessment of this topic and action planning will occur as part of the accreditation self-study process which will also help to remedy some of these

## Student Campus Climate Survey

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concerns. The college should conduct regular follow-up studies (annually or biannually) with the students to help determine how well these concerns are being addressed and if perceptions have changed.

10. The conflicting survey results regarding the college's effort to convey to students that they are first and foremost in everything the college does, indicates that this may be an area to further investigate through a focus group or a more narrowly focused survey.
11. Students felt there were many surprising advantages in attending Skyline College (e.g., something for everyone and a convenient way to explore opportunities). These unexpected advantages add to the college experience and should be promoted by the college as a value-added benefit.
12. As Skyline moves forward in its decision to manage the smoking issue on campus, it may be beneficial to communicate the effort throughout the process so that students are aware that it has been recognized as a concern and that it is being addressed.
13. Overall, the majority of students were satisfied with their college experience at Skyline and the majority would do it all over again. However, the survey and persistence data revealed that approximately 30% of the students were undecided about continuing at Skyline or college in general. This indicates that Skyline has the opportunity to influence approximately 2,500 students each semester in their decision to continue. This has strong implications for enrollment management (e.g., retention strategies).
14. Skyline has the opportunity to influence students' decision to enroll in a variety of ways. Two of the top three factors in the students' decision to enroll at Skyline, academic reputation and financial aid, should be carefully leveraged through marketing, communication and other outreach efforts.



## **Skyline College Strategic Directions**

*Vision, Mission, Values, Goals and Strategies*

**V**ision: Knowledge, leadership, and community...Skyline College opens doors!

**M**ission: Skyline College is a comprehensive community college that provides learner-centered education in a culturally rich and socially responsible environment. The College is proud of its tradition of open access and its climate of innovation. Technology, community partnerships, and economic development are hallmarks of the College. Skyline offers an array of services and instructional programs to support students in achieving their educational goals and to prepare them for a rapidly changing world.

**V**alues: Education is the foundation of our civilized democratic society. Thus:

- **Campus Climate.** We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.
- **Open Access.** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and services that enable them to advance steadily toward their goals.
- **Academic Excellence.** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through vocational programs and certificates, Associate of Arts and Associate of Science degrees, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to providing education in a climate that values innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas for all.
- **Community Connection.** We value a deep engagement with the community we serve and our role as an academic and cultural center for business, industry, labor, non-profits, government and the arts.
- **Shared Governance.** We value just, fair, inclusive, and well-understood governance processes based upon open and honest communication.

# Skyline College Strategic Directions

## Goals and Strategies

**GOAL 1:** Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.

Strategic 1.1. **INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY:** An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

Strategic 1.2. **STUDENT ACCESS & SUCCESS:** Student access and success through availability, quality and assessment of support services and student learning outcomes.

Strategic 1.3. **OUTREACH & RESPONSIVENESS TO COMMUNITY NEEDS:** Broad outreach efforts that build partnerships and respond to educational community needs.

**GOAL 2:** Enhance institutional effectiveness in the planning and decision-making processes through cooperative leadership, effective communication, and shared governance.

Strategy 2.1. **INTEGRATED PLANNING & INSTITUTIONAL PERFORMANCE MEASUREMENT:** An integrated planning system that responds to all stakeholders and tracks and measures college-wide performance indicators.

Strategy 2.2 **EFFECTIVE COMMUNICATION:** Widespread, continuous and reliable communication that informs decision-making processes and ensures institutional effectiveness.

Strategy 2.3 **SAFE & SECURE CAMPUS:** A safe and secure environment that includes staff trained in emergency procedures.

**GOAL 3:** Fulfill the college's role as a leading academic and cultural center for the community through partnerships with business, the community, and non-profit organizations.

Strategy 3.1 **CULTURAL CENTER FOR THE COMMUNITY:** A position and presence in the community as a major cultural center.

Strategy 3.2 **MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES:** Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

**GOAL 4:** Provide adequate human, physical, technological and financial resources to successfully implement educational programs and student services in order to improve student learning outcomes.

Strategy 4.1 **INTEGRATED & EVIDENCE-BASED RESOURCE PLANNING SYSTEM:** A comprehensive, integrated and evidence-based resource planning system that responds to all stakeholders and is tied to budget, program and services decisions.

Strategy 4.2 **UPDATED FACILITIES:** Updated facilities that include timely replacement of equipment.

**GOAL 5:** Offer faculty and staff opportunities for professional growth and advancement.

Strategy 5.1 **COMPREHENSIVE STAFF DEVELOPMENT PROGRAM:** Unified and coordinated staff development programs that are dynamic, comprehensive and rich.

## Skyline College Balanced Scorecard

*The Balanced Scorecard is a system for measuring and tracking broad indicators of institutional effectiveness. The system contains outcome measures for these indicators and is reported through a visual Scorecard. The Scorecard provides a snapshot of how well the college is progressing toward intended goals, and tracks critical outcomes that are tied to strategies for meeting the needs of the college community.*

### Perspective A: External Stakeholders

*How well do we respond to the needs of our students, the community, business and industry, the state and federal governments?*

GOAL 1: Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.

**STRATEGIES**

- 1.2. Student Success and Access: Student access and success through availability, quality and assessment of support services and student learning outcomes.
- 1.3. Outreach & Responsiveness to Community Needs: Broad outreach efforts that build partnerships and respond to educational community needs.

GOAL 3: Fulfill the college's role as a leading academic and cultural center for the community through partnerships with business, the community, and non-profit organizations.

**STRATEGIES**

- 3.1 Cultural Center for the Community: A position and presence in the community as a major cultural center.
- 3.2 Marketing, Outreach and Connections to Business and the Academic Communities: Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

Effectiveness Indicators & Outcome Measures

Retention

- 1.2 Retention rates
- 1.2 Term persistence rates

Success and Access

- 1.2 All successful course completion rates
- 1.2 Basic Skills successful course completion rates
- 1.2 Number of transfers to four-year institutions
- 1.2 SRTK transfer-prepared rates (completion)
- 1.2 Number of awards conferred annually
- 1.2 Student to counselor ratio

Satisfaction and Perception

- 1.2 Student satisfaction overall ratings
- 3.1 Community perception ratings

Employability

- 1.2 VTEA Core Indicator: Retention

Marketing & Outreach

- 3.2 Number of outreach events

### Perspective B: Internal Stakeholders

*How well do we respond to the needs of our college leadership, management, staff, faculty and the Board?*

GOAL 2: Enhance institutional effectiveness in the planning and decision-making processes through cooperative leadership, effective communication, and shared governance.

**STRATEGIES**

- 2.1. INTEGRATED PLANNING & INSTITUTIONAL PERFORMANCE MEASUREMENT: An integrated planning system that responds to all stakeholders and tracks and measures college-wide performance indicators.
- 2.2 EFFECTIVE COMMUNICATION: Widespread, continuous and reliable communication that informs decision-making processes and ensures institutional effectiveness.
- 2.3 SAFE & SECURE CAMPUS: A safe and secure environment that includes staff trained in emergency procedures.

Effectiveness Indicators and Outcome Measures

Planning and Performance Evaluation Process

- 2.1 Number of completed Program Reviews

Satisfaction

- 2.2 Employee overall satisfaction ratings

Safety

- 2.3 SRTK Crime Statistics

Governance Process

- 2.2 Employee perception ratings

Beta Version

## Skyline College Balanced Scorecard

<b>Perspective C: Financial and Business Operations</b> <i>How well do we manage our productivity and fiscal responsibilities?</i>	
<p>GOAL 4: Provide adequate human, physical, technological and financial resources to successfully implement educational programs and student services in order to improve student learning outcomes.</p> <p>STRATEGIES</p> <p>4.1 INTEGRATED &amp; EVIDENCE-BASED RESOURCE PLANNING SYSTEM: A comprehensive, integrated and evidence-based resource planning system that responds to all stakeholders and is tied to budget, program and services decisions.</p> <p>4.2 UPDATED FACILITIES: Updated facilities that include timely replacement of equipment.</p>	<p><u>Effectiveness Indicator and Outcome Measures</u></p> <p>Productivity</p> <p>4.1 Unduplicated headcount</p> <p>4.1 FTES</p> <p>4.1 WSCH</p> <p>Efficiency</p> <p>4.1 Load</p> <p>4.1 Fill Rates</p> <p>Budget Efficiency</p> <p>4.1 Actual expenditures to total budget ratio</p> <p>Facilities Planning</p> <p>4.2 Capital improvement expenditures</p>
<b>Perspective D: Innovation and Growth</b> <i>How well do we continuously improve and create value?</i>	
<p>GOAL 1: Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.</p> <p>1.1 Innovative Programs, Services and Modes of Delivery: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.</p> <p>GOAL 5: Offer faculty and staff opportunities for professional growth and advancement.</p> <p>STRATEGIES</p> <p>5.1 COMPREHENSIVE STAFF DEVELOPMENT PROGRAM: Unified and coordinated staff development programs that are dynamic, comprehensive and rich.</p>	<p><u>Effectiveness Indicators and Outcome Measures</u></p> <p>Program and Service Enhancements</p> <p>1.1 Number of new courses approved annually.</p> <p>1.1 Number of new programs approved annually</p> <p>1.1 Amount of PIF funding annually</p> <p>Staff Development Opportunities</p> <p>5.1 Number of internal opportunities (CTL)</p> <p>5.1 Number of flex day activities/participants</p> <p>Grant Procurement</p> <p>5.1 Annual amount of grant-funded activities</p>

Beta Version

SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

Office of the Chancellor

August 17, 2006

The Honorable Stephen M. Hall  
Judge of the Superior Court  
Hall of Justice  
400 County Center, 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

**AGENCY RESPONSE TO REPORT ON THE NURSING SHORTAGE  
IN SAN MATEO COUNTY**

We have reviewed the San Mateo County Civil Grand Jury's Report on the Nursing Shortage in San Mateo County and have the following responses to the recommendations presented in the report:

(From page 9 of the Nursing Report)

**The Grand Jury recommends that the Board of Trustees of the San Mateo County Community College District:**

2.1. Continue its support of the Chancellor and the community colleges in their ongoing effort to establish the Silicon Valley Center for Health Professions. *The respondent agrees with this recommendation; however, the current revenue sources available for community colleges will not permit the colleges alone to establish this Center. The San Mateo County Community College District and other College Districts interested in this Center will continue to pursue alternative means of funding this Center.*

*As mentioned in the Grand Jury Report, the College District is working with the Sequoia Healthcare District and San Francisco State University to provide a unique baccalaureate degree program in nursing at Canada College. The College District has also partnered for many years with the Peninsula Health Care District to provide expanded nursing education programs at College of San Mateo; currently that program is serving 60 students each year.*

2.2. Explore alternate avenues for supplementing the salaries of nursing faculty. *The respondent appreciates the fact that the Grand Jury recognizes the challenges involved in recruiting nursing faculty members; however, the San Mateo County Community College District is experiencing recruiting challenges in many other disciplines. The high cost of housing the area contributes to the challenge of recruiting and retaining top-notch faculty. We have undertaken a two-pronged approach to addressing this issue: 1) the*

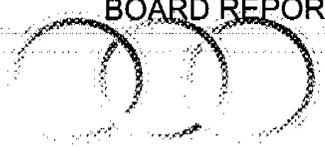
BOARD REPORT NO. 06-8-1C

*Board of Trustees and administration is committed to raising the salaries of all faculty members and recently proposed a generous three-year wage settlement to our collective bargaining units; and 2) the College District will continue its various programs to assist faculty and staff with housing needs through continued operation and possible expansion of the College Vista residential community and provision of very attractive second loans to faculty and staff who are purchasing a home in the area.*

Although two other recommendations in the Grand Jury Report (that the Peninsula and Sequoia Healthcare Districts either establish or extend home loan programs for nurses) was not directed at the San Mateo County Community College District, we do have experience managing successful second loan programs for our employees, in conjunction with Meriwest Credit Union and other community partners. We would be happy to share our program structure and experiences with the staff of the Healthcare Agencies

Sincerely,

Dave Mandlekern  
President, Board of Trustees



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

Office of the Chancellor

August 17, 2006

The Honorable Stephen M. Hall  
Judge of the Superior Court  
Hall of Justice  
400 County Center; 2<sup>nd</sup> Floor  
Redwood City, CA 94063-1655

**AGENCY RESPONSE TO REPORT ON HIGH SCHOOL AND COMMUNITY  
COLLEGE OPPORTUNITIES FOR COLLABORATION**

We have reviewed the San Mateo County Civil Grand Jury's Report on the High School and Community College Opportunities for Collaboration and have the following responses to the recommendations presented in the report:

(From page 5 of the High School Report)

**The Grand Jury recommends that the Board of Trustees of the San Mateo County  
Community College District:**

1.1. Continue to expand and promote their offerings of vocational training courses for students concurrently enrolled in local high schools. *The respondent agrees with this finding and will continue, through collaboration with District high schools as described in recommendation 1.2, to make these opportunities available to a wider variety of high-school aged students. The District's community colleges currently offer a wide assortment of vocational programs geared to direct entry into the workforce including the fields of nursing, law enforcement, fire science, bio-manufacturing and other high-demand occupations in the area. Many of these fields, especially in the allied health industry, require a student to complete extensive prerequisites prior to officially entering the program. Through the proposed collaborations outlined in recommendation 1.2, high school students could conceivably choose a vocational career path while still in high school and complete community college prerequisite courses on site as part of their daily high school schedule. This would give the student a head start on completing the core courses at the community college after graduation.*

1.2. Explore opportunities for offering college-level academic courses to be taught at high school sites. *The respondent agrees with this finding. In April 2005, the Board of Trustees held a study session on high school relationships. Superintendents from local districts, college presidents and District administration engaged Board members in*

BOARD REPORT NO. 06-8-2C

*extensive discussion of various topics including the District's concurrent enrollment program. Through the existing concurrent enrollment programs, many students take a full load of high school courses during the day and pursue additional college courses at a nearby college in the evening. One of the suggestions emerging from the study session was to bring community college classes on site to the high schools. The Grand Jury report mentions the practical advantages of integrating community college courses into the high school schedule—reduction of commute and transportation time.*

*There are also other important economic and academic benefits. Presently, community colleges courses cost \$26 per unit. However, high school students who take classes under the concurrent enrollment program are exempt from these fees. Conceivably, a high school student could—at no charge other than the cost of textbooks—complete their first two years of college while still in high school at a considerable cost savings on tuition. Aside from the cost savings to students and their parents, the student could potentially gain an academic advantage, i.e. graduating from high school ready to transfer to a university with a "junior" status, or as noted in recommendation 1.1, completing prerequisites for a vocational course of study at the local community college.*

*The Respondent realizes that there is further work to be done in engaging administration and faculty in support of this initiative and is committed to that effort. Another Board study session is scheduled for September 11, 2006 to further engage the Board, administration, high school superintendents and faculty in seeking strategies to implement such a program.*

1.3. To work with Jefferson union High School District and South San Francisco Unified School District to establish a Middle College Program in conjunction with Skyline Community College. *The respondent appreciates that the Grand Jury recognizes the value of the Middle College High School programs at Cañada College and College of San Mateo. These programs offer an alternative to a population of students who otherwise have had difficulty achieving their full potential in a traditional high school setting. Though the respondent is fully in support of the middle college program, implementation at Skyline College requires further study to ensure that such a program at Skyline is in line with the College's educational master planning model and is economically feasible.*

Sincerely,

Dave Mandelkern  
President, Board of Trustees