

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES
REGULAR MEETING AGENDA
December 10, 2008, 6:00 p.m.
District Office Board Room
3401 CSM Drive, San Mateo, CA

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

6:00 p.m. ROLL CALL

Pledge of Allegiance

ORGANIZATION OF BOARD OF TRUSTEES

1. Election of President
2. Election of Vice President-Clerk
3. Election of Representative of the Board to Elect Members to the County Committee on School District Organization
4. Appointment of Secretary for the Board

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

08-12-1 [Minutes of the Regular Meeting of the Board of Trustees of November 12, 2008](#)

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

- 08-12-1A Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel
- 08-12-2A Approval to Implement Retirement and Voluntary Separation Incentives for Non-Represented Employees and Employees Represented by CSEA and AFSCME

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.

- 08-12-1CA Acceptance of Gifts by the District
- 08-12-2CA Approval of Trustees' Fund for Program Improvement Projects for Cañada College and College of San Mateo

Other Recommendations

- 08-12-1B Approval of SMCCCD Strategic Plan
- 08-12-2B Additions to District Rules and Regulations: Sections 6.04 Minimum Class Size Guidelines; 6.11 Requirements for Degrees and Certificates; 6.14 Course Prerequisites and Other Limitations on Enrollment; 6.16 Standards of Scholarship; and 6.20 Probation, Dismissal, and Readmission; and Deletion of Sections 6.08 Small Class Guidelines; 6.25 Graduation Course Requirements; 6.27 Course Prerequisites and Other Limitations on Enrollment; and Deletion of the Following Sections from Policy 7.35 Academic Standards: Section 2 Standards for Probation, Section 3 Removal from Probation, and Section 4 Standards for Dismissal
- 08-12-3B Addition of New Policy to District Rules and Regulations: Section 1.01 District Mission
- 08-12-100B Appointment of Directors for the San Mateo County Colleges Educational Housing Corporation
- 08-12-101B Districtwide Consolidation of Security and Public Safety
- 08-12-102B Contract Award for Lab Microscopes, Skyline College
- 08-12-103B Authorization and Utilization of Oakland Unified School District Contract for Districtwide Moving Services
- 08-12-104B Approval for Purchase of 60 MHz EFT FT-NMR Spectrometer for Cañada College
- 08-12-105B Approval of Construction Consultants
- 08-12-106B Adoption of Resolution No. 08-14, Authorizing Use of Design-Build Project Delivery Method

08-12-107B [Approval of Prequalification Process and Prequalification Questionnaire for the Cañada Vista Housing Project](#)

INFORMATION REPORTS

08-12-1C [District Financial Summary for the Quarter Ending September 30, 2008](#)

08-12-2C [First Quarter Report of Auxiliary Operations, 2008-09](#)

STATEMENTS FROM BOARD MEMBERS

COMMUNICATIONS

MEETING OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT FINANCING CORPORATION

1. Call to Order
 2. Roll Call
 3. [Approval of Minutes of December 12, 2007 Meeting](#)
 4. Naming of Officers for 2009
 5. Adjournment
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RECESS TO CLOSED SESSION

1. Closed Session Personnel Items
 - A. Public Employment
 1. Employment: **College of San Mateo** – Office Assistant II, Middle College; Chemistry Instructor, Math & Science
 - B. Public Employee Discipline, Dismissal, Release
2. Conference with Legal Counsel – Anticipated Litigation – 1 Case

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
November 12, 2008
San Mateo, CA**

The meeting was called to order at 1:36 p.m.

Board Members Present: President Richard Holober, Vice President-Clerk Karen Schwarz, Trustees Helen Hausman, Dave Mandelkern and Patricia Miljanich, and Student Trustee Virginia Medrano Rosales

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Jim Keller, Skyline College President Victoria Morrow, College of San Mateo President Michael Claire, Cañada College President Tom Mohr, and District Academic Senate President Patty Dilko

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

None

MINUTES

It was moved by Vice President Schwarz and seconded by Trustee Hausman to approve the minutes of the Regular Meeting of October 29, 2008. The motion carried, all members voting "Aye."

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

None

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

Executive Reports were presented by Skyline College President Morrow, College of San Mateo President Claire, Cañada College President Mohr, Executive Vice Chancellor Keller, and District Academic Senate President Dilko. Copies of the Presidents' Executive Reports were available for distribution at the meeting and are attached to the official minutes of record. Chancellor Galatolo said there will be no student report tonight; there will be reports from both Cañada College and College of San Mateo at the December meeting.

President Morrow:

- There was a lively debate at Skyline on November 3 between supporters and opponents of Proposition 8. The debate remained peaceful with help from Student Trustee Medrano Rosales, Vice President Lori Adrian and others. Video footage and a slide show are posted on YouTube and can be viewed via the *Skyline View* website.
- Skyline Phi Theta Kappa Chapter President Ashley Good won second place in the national Phi Theta Kappa Essay Contest on "Affluence and Sustainability: A Paradox of Abundant Energy."
- The "2nd Annual Hip-Hop Educational Conference: Rock the School Bells," will be held November 17-22; specific events are listed in President Morrow's written report.

President Claire:

- Author and anti-death penalty activist Sister Helen Prejean will be the speaker at the President's Lecture Series on November 21.
- KCSM's "Spotlight!" television series, featuring films by high school students, was the subject of an article in the October 9 issue of the *San Francisco Chronicle*.
- The 12th annual CSM Jazz Festival will be held on November 14. The festival features performances by 16 high school jazz ensembles, along with a performance by CSM's Monday evening jazz ensemble with special guest artist Wayne Wallace.
- President Claire distributed the introductory issue of the CSM Library's newsletter, *The Bulldog's Bookcase*.

President Mohr:

- The Budget and Planning Committee will meet at least weekly and will forward recommendations on where to implement cuts if any are needed. There will also be an all-College meeting with District Chief Financial Officer Kathy Blackwood on November 18.
- E-Counseling, the new online counseling service developed by Counselor Karen Olesen, is now available and is proving popular with students.
- College Night and Transfer Day were recently held and were very successful. The transfer rate has increased significantly, and President Mohr will provide data to the Board.
- The Women's Golf Team claimed the Central Valley Conference championship.

Executive Vice Chancellor Keller:

The Legislative Analyst has provided an analysis of the current budget situation. In general, the analysis concurs with the Governor's economic and budget estimates. The analysis offers suggestions on how to distribute burdens; the most dramatic suggestion regarding community colleges is to increase student fees to \$26 effective January 1, 2009 and to \$30 effective July 1, 2009. The District will continue to keep the Board apprised as developments occur.

President Dilko

- Four representatives from the District attended the State Senate Fall Plenary Session over the past weekend: President Dilko; Eileen O'Brien, Counselor and CSM Academic Senate Vice President; Sandra Hsu, Biology Instructor and Skyline College Academic Senate Vice President; and Dave Clay, English instructor and Cañada College Academic Senate Vice President. Michael Young also attended as the President of the State Student Senate. Cañada College forwarded a resolution asking local senates, in collaboration with their business offices, to conduct a cost-benefit analysis of student learning outcomes and assessment as they are being implemented through the accreditation process; this resolution did not pass. Another resolution, incorporating the concept of looking at the true costs of implementing SLOs and assessment, did pass. Neither of these recommendations denied that looking at SLOs is good, but noted that the process is cumbersome and should be examined. A third resolution passed which asks the local senates and business offices to look at the full cost of the entire accreditation process.
- The State Chancellor's Office issued an advisory asking colleges to implement immediate changes in the way they use hours by arrangement (hours which faculty members feel students should dedicate outside of the classroom, in addition to homework). The State Senate has asked that the order to act immediately be rescinded, allowing colleges to develop reasonable alternatives to the way they ask for reimbursement.
- The State Academic Senate has affirmed its opposition to including the attainment of student learning outcomes as an aspect of individual faculty evaluations.

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 (08-11-1A)**

It was moved by Trustee Miljanich and seconded by Trustee Hausman to approve the actions in Board Report No. 08-11-1A. The motion carried, all members voting "Aye."

RATIFICATION OF 2008-2009 CONTRACT RE-OPENERS AS MODIFICATIONS TO THE CONTRACT BETWEEN THE DISTRICT AND THE AMERICAN FEDERATION OF TEACHERS (AFT), LOCAL 1493 (08-11-2A)

It was moved by Trustee Miljanich and seconded by Trustee Mandelkern to approve the ratification. The motion carried, all members voting "Aye."

ADOPTION OF RESOLUTION NO. 08-13, INCREASING THE EMPLOYER'S CONTRIBUTION UNDER THE PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT (08-11-3A)

It was moved by Trustee Miljanich and seconded by Trustee Hausman to approve adoption of Resolution No. 08-13. The motion carried, all members voting "Aye."

APPROVAL OF COMMUNITY SERVICES CLASSES, SPRING/SUMMER 2009 – CAÑADA COLLEGE, COLLEGE OF SAN MATEO, AND SKYLINE COLLEGE (08-11-1B)

It was moved by Trustee Mandelkern and seconded by Trustee Hausman to approve the Community Services classes as listed. The motion carried, all members voting “Aye.”

APPROVAL OF SUBCONTRACT WITH SAN FRANCISCO STATE UNIVERSITY (08-11-100B)

It was moved by Vice President Schwarz and seconded by Trustee Miljanich to approve the subcontract as outlined in the report. Trustee Mandelkern asked if Cañada receives funds or if it is simply a pass-through arrangement. President Mohr said the College does receive funds which pay for the director at the University Center and for use of space. After this discussion, the motion carried, all members voting “Aye.”

REVISION OF RULES AND REGULATIONS SECTION 2.09, DISTRICT SHARED GOVERNANCE PROCESS (08-11-101B)

It was moved by Vice President Schwarz and seconded by Trustee Hausman to approve the proposed changes as outlined in the report. Vice President Schwarz said she appreciated that the Rules and Regulations are being reviewed and updated, and also that all constituencies are included in the governing process. Trustee Mandelkern requested that future reports containing revisions include tracking of changes. Barbara Christensen said tracking is normally provided, but there were many versions of Section 2.09 before final agreement by the District Shared Governance Council, making tracking very difficult. After this discussion, the motion carried, all members voting “Aye.”

INFORMATION REPORTS

REPORT ON APPRENTICESHIP PROGRAMS (08-11-1C)

President Claire explained that College of San Mateo has apprenticeship programs with the electrical workers and sprinkler fitters unions and, until recently, had a program with the plumbers and pipefitters union. Apprenticeship programs must have a Local Education Authority, which in California can be either adult schools or community colleges. The Local Education Authority acts as fiscal agent for the programs and makes sure of compliance with all rules and regulations.

Apprenticeship programs are five-year cohort-based programs. Curriculum is approved by College of San Mateo and adheres to national standards. The programs are monitored by the Division of Apprenticeship Standards and the State Chancellor’s Office. All classes are held off-site and are taught by working journeymen. College of San Mateo’s relationship is primarily of a fiscal nature. The Joint Apprenticeship Training Council (JATC) exerts local control, including fiscal oversight.

The apprenticeship programs are funded by Montoya funds which are separate from apportionment funding. Montoya funds cover only part of the training costs of the programs. Costs covered by the apprenticeship programs include facilities, the training director, equipment, supplies, and support personnel. The cost not covered by the programs is for the adjunct faculty, who are College of San Mateo employees and on the College’s payroll. Montoya funds come from the State Chancellor’s Office to the District. After reimbursing the College and District for direct costs and overhead (11-12% of the total apprenticeship revenue), the remaining amount is allocated to the apprenticeship programs based on pro rata share. The revenue that an apprenticeship program generates through Montoya funds is then matched against cost for adjunct faculty for that program. If the cost for the adjunct faculty is less than the revenue generated, the District will send a refund to the program, and if the cost for the adjunct faculty is more than the revenue generated, the District will invoice the program.

President Claire provided a brief recent history of the programs. In the early 1990’s, in response to an Internal Revenue Service ruling about employer-employee relationships, the method of payment for apprenticeship instructors was changed from independent contracts to adjunct faculty employed by the College. Also in the early 1990’s, the Sheet Metal program, the largest of the apprenticeship programs, moved to Foothill College. In the late 1990’s, the sprinkler fitters were running a deficit due to double class bookings; the Dean of Technology warned the training director that the continued use of this practice would cost them money, but they chose to continue the double bookings. In 2001-02, the District and College share of revenue was reduced from 30% to 18%. In 2003, the apprenticeship director resigned and was not replaced, enabling the District and College share to be further reduced to approximately 12%. In 2003, the College and District completed a comprehensive review of apprenticeship finances and, as a result, the electrical workers and plumbers were given refunds while the sprinkler fitters were sent an

invoice. The sprinkler fitters did not pay the invoice. There was not consistent attention paid to the programs due to significant movement of personnel within the programs and the College. In fall 2007, with the increase in faculty pay, options for cost reduction were developed with the apprenticeship programs. In fall 2008, the plumbers left College of San Mateo.

President Claire listed the following problems associated with the apprenticeship programs:

- Decrease in true Montoya funding vs. increase in adjunct faculty costs per hour
- Pay inequities within the trades
- Inclusion of office hours
- Required negotiation with AFT on any change in apprenticeship instructor pay or status
- Cohort model and enrollment fluctuations

Chief Financial Officer Kathy Blackwood described recent College and District efforts to address the problems. She met with training directors and fiscal managers of the JATCs and gave an accounting of all amounts owed back to 2003, providing financial statements as backup. She also discussed with them the ongoing deficits. During discussions, options were developed which would deal with the deficits but would not involve additional payments by the JATCs:

- Contract out instruction to the JATCs; instructors would no longer be on College of San Mateo's payroll
- Create a new salary schedule within AFT so that the journeymen instructors are not earning significantly more than they would on their regular pay schedule
- Change the curriculum to reduce costs

The plumbers wanted to contract out the instruction, but AFT was unwilling to enter into discussions on this item. The plumbers then suggested giving the instructors a different salary schedule, but AFT was not willing to discuss this. At this point, the plumbers felt they had no choice but to leave even though their relationship with the College was a good one. They chose to move to Foothill College as it has a different salary schedule for these instructors. The District released the Montoya funds to Foothill and the students started there in August 2008. The plumbers paid their 2007-08 amount and have committed to paying their past due amounts over the next several years.

Neither the electrical workers nor the sprinkler fitters were willing to change the curriculum. Neither has made a payment on the prior amounts due, including 2007-08. The total balance owed from the three programs is over \$300,000.

President Claire said there are only two possible long-term solutions:

1. The pay structure for apprenticeship instruction must change to bring instruction costs in line with economic realities, or
2. The apprenticeship programs must accept the fact that Montoya funding is truly supplemental and can no longer fund 100% of teaching costs.

Immediate actions that can be taken include (1) adjustment to curriculum to include more lab hours; (2) improved communication with programs; (3) renewed collection efforts with remaining programs; and (4) monitoring of class sizes.

President Claire asked for questions or comments from the Board. Trustee Hausman said the District must draw the line somewhere and asked what the advantages are of keeping the programs. President Claire said that if the programs can be run without deficits, they are good relationships to have, and they provide students an opportunity to earn certificates or degrees.

Trustee Mandelkern said he has seen advertisements for an apprenticeship program at the Adult School of the San Mateo Union High School District and asked if this program was previously with the District. President Claire said it was not.

Regarding the decision by the plumbers to move their program to Foothill, President Holober asked if the District gave them an ultimatum or a deadline by which to pay. CFO Blackwood said the District did neither of these; the plumbers preferred to stay and the District wanted them to stay, but it was not in the financial best interest of the plumbers to stay. After the decision was made, the District did everything it could to help with a smooth transition to Foothill. Regarding the current year, President Holober asked if the two remaining programs are paying any ongoing costs which exceed what the District is getting from Montoya funding. CFO Blackwood said statistics are not yet available which show how many hours the programs are generating. The District has given the programs a preliminary budget based on the number of students they projected. The programs wait for the District to bill them rather than pay on a periodic basis. President Holober asked if there is a verbal understanding with the two remaining programs that they must cover some costs and that they will be billed. President Claire said he has met with both the electrical workers and the sprinkler fitters and they do understand that they will be responsible for some costs, and also that they owe past amounts and need to start paying.

Vice President Schwarz asked President Claire for clarification on the following items:

1. Is it correct that he has talked with the sprinkler fitters about their past due amounts and about the cost of double class bookings, but that they continue to double book? President Claire said this is correct.
2. Is it correct that the electrical workers seem more open to discussion but still have not paid their past due amounts? President Claire said this is true, but he is confident that they will pay.

Vice President Schwarz said she believes the situation cannot go on much longer, given that discussions have taken place and invoices have been sent. Trustee Hausman added that it appears the programs are being subsidized. Trustee Miljanich agreed, adding that if the programs are not making some attempt to pay, she does not believe the District can continue to permit the subsidization to continue. Trustee Miljanich asked if direction from the Board was being sought. President Claire said it is. Vice President Schwarz said she would like to see some attempt at good faith on the part of the programs that they will start catching up on what they owe. Regarding a change in salary schedule, Vice President Schwarz said it is a matter for negotiations and the Board cannot force the issue.

Vice President Schwarz asked what apprenticeship programs are at Skyline. CFO Blackwood said there are a very small number of apprentices that come through the automotive technology program. They are embedded in existing classes and the program is almost invisible. The program gets a very small amount of Montoya funding which gets absorbed in the total program dollars.

Trustee Mandelkern said he sees value in being partners with the programs and believes they benefit students; however, in the current fiscal environment, he believes the Board would be remiss in its responsibility if it does not make an attempt to collect payment or at least work out a payment plan with the programs. He said the conversations have been going on for some time but no money has changed hands except payment by the plumbers for the most current invoice. Trustee Mandelkern asked if Foothill has a special salary schedule for the apprenticeship program instructors. CFO Blackwood said they have different schedules for several groups, including the apprenticeship and child care programs. Trustee Mandelkern asked if Foothill faculty was also represented by AFT. CFO Blackwood said they are not; they are represented by the Faculty Association, which is independent. Trustee Miljanich asked if the District negotiating team will make it known that the District is at a competitive disadvantage and that programs have been lost, and more may be lost, because other districts' contracts are more favorable. Vice Chancellor Harry Joel said meetings have been arranged with the union but have been unproductive. Trustee Mandelkern asked if the District will address the issue in the upcoming negotiations; Vice Chancellor Joel said it will.

Chancellor Galatolo asked if there is any disagreement with the programs regarding the amounts of the outstanding balances. CFO Blackwood said there has been little conversation with the sprinkler fitters as they have been non-responsive. The electrical workers completed a review by their auditor and seemed to be in agreement. During at least one meeting, the directors of all three programs agreed that they owed money. Chancellor Galatolo suggested asking the sprinkler fitters to reaffirm the amount they owe to make sure it is in agreement. Trustee Miljanich asked what leverage the District has to convince them to pay now when they have not done so up to this time. Chancellor Galatolo said the leverage is that the programs are still active at the College and the District could say it will no longer conform and that it will not help with a transition to another location as it did with the plumbers.

President Holober noted that negotiations with AFT are based on information regarding revenue and expenses rather than on a program by program basis. There are other programs that operate in the red but are continued because of the totality of delivering education to the community. President Holober said he recognizes that the apprenticeships are different because there is a partnership with another fiscal partner. President Holober asked if the District carries other debt, such as student loans. CFO Blackwood said that amount is very small. President Holober said his primary concerns are the current bills, whether the programs acknowledge costs beyond the money that is received from Montoya funds and are prepared to cover those costs, and whether they are willing to work out a plan to retire their old debts. President Holober said that if the priority is to collect the old debt rather than making sure current costs are paid, the programs will probably have to leave because of the size of the outstanding debts.

Trustee Mandelkern said he likes the idea of participating in the programs and thinks there is logic to them fitting into the general vocational programs of the District, but they are different in that a third party delivers the training and the instruction does not take place on the campuses; there is also the added problem of trying to change salary schedules, etc. Trustee Mandelkern asked that President Holober clarify his position, asking if he believes the District should continue the apprenticeship programs at the risk of having to subsidize them as it does other programs that may not be on a strictly breakeven basis with tuition vs. expenses. President Holober said he would like to see the programs stay and believes there should be differentiation between the \$300,000 past due amount and the current costs the District needs to recover. This is especially true in light of the fact that there was a period of time during which no effort was made to collect the debt as it continued to grow. Trustee Miljanich commented that the program directors are savvy and, even during this time, knew there were costs the programs needed to cover and had the expertise to project the costs.

President Holober asked if the District knows how much money is coming from Montoya funding and has the ability to bill the programs accordingly. CFO Blackwood said that at the end of each semester, the District knows how many hours the programs have generated but only in late February does the District get a first look at the report from the State on how much they will fund per hour. Traditionally, the District waits until the year closing before issuing the invoices. President Holober asked if the programs have been billed for the last academic year; CFO Blackwood said they were billed in July. President Holober then asked if they have paid these bills, and CFO said only the plumbers have paid. President Holober suggested that if they have not paid by a particular date, perhaps March, they should be told that the District considers this a symbol that they are not aware of the financial problem and that they must pay or look elsewhere for their programs.

Trustee Mandelkern said it appears that the Board is in agreement that:

1. current amounts should be collected as they become due;
2. a payment program should be worked out for the past due amounts; and
3. the District should not provide a subsidy going forward.

Chancellor Galatolo said the discussion had provided helpful direction to staff.

STATEMENTS FROM BOARD MEMBERS

Vice President Schwarz said she watched an airing of KCSM's "Spotlight!" and found the discussion by students whose films were shown to be particularly interesting. She also saw Trustee Mandelkern on Peninsula TV giving his presentation to the Board of Supervisors at their November 4 meeting. Vice President Schwarz said she appreciates that the Board is being included in emails to all District employees regarding the budget and other matters.

Trustee Hausman, noting that it is becoming more difficult for students to gain acceptance at State universities because of budget problems, asked how the District might be affected. Vice President Schwarz asked how the guaranteed transfer program will be affected. Phyllis Lucas-Woods, Vice President of Student Services at Cañada College, said transfer agreements will remain in place, but it is not clear if the universities will have space to accommodate the students.

President Holober displayed the award which the District received from the Housing Leadership Council. Trustee Mandelkern and President Holober commended Barbara Christensen for her leadership in the housing program. President Holober said he received a mailing from Mt. San Antonio College regarding the overwhelming approval of

their bond measure. Chancellor Galatolo said the most school bond measures were approved in the recent election and he will provide more detailed information to the Board.

COMMUNICATIONS

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 3:15 p.m.

The Board reconvened to Open Session at 4:20 p.m.

CLOSED SESSION ACTIONS TAKEN

President Holober reported that, at the Closed Session just concluded, the Board considered the personnel items listed on the printed agenda and voted 4-0 to approve the actions in Board Report No. 1-A; Trustee Miljanich had to leave the meeting and was not present for the vote. The Board also held a conference with Agency Labor Negotiator Harry Joel.

ADJOURNMENT

It was moved by Vice President Schwarz and seconded by Trustee Mandelkern to adjourn the meeting. The motion carried, all members present voting "Aye." The meeting was adjourned at 4:25 p.m.

The next meeting of the Board will be held on December 10 at 6:00 p.m. in the District Board Room.

Submitted by

Ron Galatolo
Secretary

Approved and entered into the proceedings of the December 10, 2008 meeting.

Karen Schwarz
Vice President-Clerk

BOARD REPORT 08-12-1A

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 ITEMS

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

A. REASSIGNMENT

Skyline College

Vivian Paw Accounting Technician Business Services

Promoted through the hiring process from an Office Assistant II position into this full-time 12-month position, effective December 1, 2008, replacing Faith Ettinger who resigned.

Loretta Davis Office Assistant II Counseling Services

Reassigned through the hiring process from an Administrative Secretary position into this full-time 12-month position, effective January 2, 2009, replacing Vivian Paw who was reassigned.

B. CHANGES IN STAFF ALLOCATION

Cañada College

Recommend reclassification of one Instructional Aide II position (3C0172) in the University Center & Academic Support Services Division from Grade 22 of the Classified Salary Schedule (60) to Assistant Project Director at Grade 26, effective July 1, 2008. The classification change more accurately describes the increased responsibilities assigned to the position.

It is also recommended that the incumbent, Susan Traynor, be placed into the Assistant Project Director position, effective July 1, 2008.

Skyline College

Recommend a change in staff allocation to increase the Theater Events Manager position in the Social Science/Creative Arts Division from 56% to 80% of full-time, effective November 1, 2008. The position is classified at Grade 34 of the Classified Salary Schedule (60). The increase in assignment for this position will more accurately meet the increased needs and responsibilities assigned to the position.

It is also recommended that the assignment of the incumbent, Alan Ceccarelli, be increased, effective November 3, 2008.

District Office

Recommend an increase in staff allocation to add one full-time (80%) 12-month Bookstore Operations Assistant in the Bookstore (Grade 22 of the Classified Salary Schedule 60), effective December 11, 2008. The additional position will assist the Cañada Bookstore in meeting the increased volume of business generated through food and beverage sales.

C. LEAVE OF ABSENCE

College of San Mateo

Gertrude Sartor

Admissions & Records Assistant II

Admissions & Records

Recommend approval of a medical leave of absence without pay from November 21, 2008 until January 23, 2009.

Skyline College

Tiffany Reardon

Program Services Coordinator

Sciences/Mathematics/Technology

Recommend approval of a personal leave of absence without pay from January 2, 2009 until December 1, 2009.

BOARD REPORT NO. 08-12-2A

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 TO IMPLEMENT RETIREMENT AND VOLUNTARY SEPARATION
INCENTIVES FOR NON-REPRESENTED EMPLOYEES AND EMPLOYEES
REPRESENTED BY CSEA AND AFSCME**

BACKGROUND

Given the fiscal crisis currently facing California and the significance of the projected budget reductions facing the District for the remainder of the fiscal year and beyond, the San Mateo County Community College District has found it necessary to establish plans for immediate and long-term reductions. Since approximately 90 percent of the District's operating budget is comprised of salaries and benefits, it is necessary to reduce the number of positions in the District.

The District has maintained a mandate that there be no involuntary layoffs prior to the knowledge of this budget crisis. In an effort to uphold this mandate, it is therefore necessary to establish and implement cash incentives in an effort to achieve voluntary separations of employment as described below:

Academic Managers and Administrators

- For those employees eligible to retire, the amount of an individual cash retirement incentive would be \$30,000.
- The "age plus years of service" for lifetime health benefits would be reduced to 70 for those employees who are eligible to retire as of June 30, 2009. For employees who elect to retire under this provision, a cash incentive of \$25,000 would be paid.
- For employees who are eligible to retire, unpaid leaves will be granted for up to one (1) year during which the employee would elect to retire on or before June 30, 2010. An individual cash retirement incentive of \$30,000 will be paid. Should the employee request to return to regular paid status in the District, the full retirement incentive must be repaid to the District.
- For employees who are not eligible to retire, the District will offer a one-time voluntary separation incentive of \$1,250 for each year of an employee's service with the District to a maximum of \$18,750 (15 years).

Classified Supervisory/Professional, Confidential, and Staff Represented by CSEA and AFSCME

- For those employees eligible to retire, the amount of an individual cash retirement incentive would be \$20,000.

- The “age plus years of service” for lifetime health benefits would be reduced to 70 for those employees who are eligible to retire as of June 30, 2009. For employees who elect to retire under this provision, a cash incentive of \$15,000 would be paid.
- For employees who are eligible to retire, unpaid leaves will be granted for up to one (1) year during which the employee would elect to retire on or before June 30, 2010. An individual cash retirement incentive of \$20,000 will be paid. Should the employee request to return to regular paid status in the District, the full retirement incentive must be repaid to the District.
- For employees who are not eligible to retire, the District will offer a one-time voluntary separation incentive of \$1,250 for each year of an employee’s service with the District to a maximum of \$18,750 (15 years).

The incentives described above would be pro-rated for regular employees who hold less than a full-time position.

RECOMMENDATION

It is recommended that the District implement a one-time retirement and voluntary separation incentive program during the current fiscal year. The incentive program will include cash retirement incentive awards for those faculty and staff eligible to retire, as well as one-time cash separation incentives for employees who are not eligible to retire.

It is anticipated that by implementing these incentives, as described above, the District can avoid imposing involuntary staff reductions, such as layoffs and issuing “March 15th Letters.” However, if these incentives do not produce sufficient reductions in staffing, the District may be forced to impose involuntary staff reductions.

BOARD REPORT NO. 08-12-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Ginny Brooks, Executive Assistant to the Board of Trustees, 358-6753

ACCEPTANCE OF GIFTS BY THE DISTRICT

Rules and Regulations Section 8.38, Gifts and Donations, requires that a periodic report of gifts and donations valued at \$250 or more be made to the Board of Trustees. All gifts are promptly acknowledged when received. Following are gifts that have been offered for use in various departments at the Colleges from late June 2008 through mid-December 2008. Donor information is also included.

GIFTS

DONOR

College of San Mateo

Dell Axim X30 Pocket PC, to be used for
the CIS Computer Forensics Program
Estimated Value: \$600.00

Simon Schreiber
1556 Lincoln Ave. #B
Alameda, CA 94501

Fire Engine, to be used for the Fire Technology
Program courses and firefighter training
Estimated Value: \$15,000.00

Belmont-San Carlos Fire Department
600 Elm St., 2nd Floor
San Carlos, CA 94070

BOARD REPORT NO. 08-12-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

**APPROVAL OF TRUSTEES' FUND FOR PROGRAM IMPROVEMENT PROJECTS
FOR CAÑADA COLLEGE AND COLLEGE OF SAN MAETO**

On September 24, 2008, the Board of Trustees approved a special appropriation for the Trustees' Fund for Program Improvement, set at the same level as in prior years, or \$50,000 (Board Report No. 08-9-104B). Additionally, \$52,282.89 was carried over to continue programs committed in prior years but not completed by June 30, 2008. The total 2008-09 allocation and 2007-08 carryover has been allocated as follows:

	08-09 Allocation	07-08 Carryover	Total Funds Available
Cañada College	\$11,769.67	\$17,089.16	\$28,858.83
College of San Mateo	21,578.51	18,199.45	39,777.96
Skyline College	<u>16,651.82</u>	<u>16,994.28</u>	<u>33,646.10</u>
Total	\$50,000.00	\$52,282.89	\$102,282.89

The total funding available for ongoing and new proposals in 2008-09 is \$102,282.89.

RECOMMENDATION

It is recommended that the Board of Trustees approve the projects submitted by Cañada College in the amount of \$8,475.63 and College of San Mateo in the amount of \$10,000, as described in the attached Exhibits A and B, for Trustees' Fund for Program Improvement support.

Trustees' Fund for Program Improvement
Cañada College

Project Title: Mart 363 Digital Photography II Revision
Project Director: Jeanne Mecorney & Michael Sims, Business, Workforce &
Athletics/Multimedia Department – Cañada College
Project Amount: \$2,211.59

This is a proposal to consolidate Mart 363, Mart 680 Photographic Workflow and Mart 366 Digital Printing into a single class. With the increasing lack of enrollment in the 1.5 credit classes and low attendance in the semester long Mart 363 class, it would be beneficial to the College to consolidate and develop a single class that covers the information and aspects of these three classes. This would allow enhancements of the original Mart 363 Digital Photography II class and introduce the students to the more complicated issues of digital imaging, such as image management, correction and printing. It could keep the critique aspects of the photographic work while also introducing the students to a solid workflow that is integrated with data basing and final output. This would allow students to receive the same information that would normally require them to enroll in three separate classes. This would also address time conflicts with the various classes and offer a better value financially for the students, an ever-increasing issue. This particular proposed course Digital Printing and Photography II would be a 3 unit course.

Project Title: Interior Design Website Update
Project Director: Nancy Wolford, Business, Workforce, & Athletics/Interior Design
Department – Cañada College
Project Amount: \$3,007.04

The Interior Design Program website needs to be updated. The current program website is out of date and lacks visuals which are so important in attracting potential students to the website and eventually to enroll in the Interior Design program. Visually attractive and easy to navigate websites increase the likelihood of students selecting and enrolling in a program. Today's student seeks information about colleges and programs this way. The website will be designed to give it a fresh, updated look, make it easier to navigate, and visuals of students and student work will be added. This should result in more inquiries about the Interior Design program and help increase enrollment.

Trustees' Fund for Program Improvement
Cañada College

Project Title: Assessment Techniques Training
Project Director: Science & Technology Division for Campus-wide Project
Project Amount: \$3,257.00

It is essential that faculty become proficient at designing assessments for SLOs, as data from assessment of Course SLOs will be used to measure progress towards Program and Institutional SLOs. The text, Classroom Assessment Techniques (Angelo and Cross), is a valuable theoretical and practical reference that will complement campus workshops on assessment topics scheduled for this fall term. This would permit faculty to have personal copies of this reference that could be referred to frequently and annotated as desired. Immediate effects would be to foster productive discussions about assessment among colleagues. Faculty could become familiar with assessment techniques that are not planned as workshop topics. The practical examples included in this text could serve as inspiration and blueprints for our faculty. As we assess program and Institutional SLOs, this text can continue to provide examples that are applicable to Cañada.

Trustees' Fund for Program Improvement
College of San Mateo

Project Title: Expansion of Student Outreach Ambassador Program
Project Director: Alex Guiriba, Outreach Program Services Coordinator
Project Amount: \$3,500

This project will support expansion of the College of San Mateo (CSM) Student Ambassador Program. Developed in 2007, the program is part of CSM's outreach and recruitment program. The primary focus of the Student Ambassador Program is to provide information about the many opportunities and services available at College of San Mateo and throughout the San Mateo County Community College District to high school students and their parents as well as high school counselors, staff, and faculty. Expansion of the outreach program has created an increased demand of services from local high schools. Having a team of only three ambassadors makes it extremely difficult to effectively serve 10 high schools in the College's feeder area which include: Aragon, Burlingame, Capuchino, Carlmont, Half Moon Bay, Hillsdale, Mills, Peninsula, Pilarcitos, and San Mateo.

College students in the CSM Student Ambassador Program are also provided the opportunity to develop and enhance their leadership and communication skills while supporting their own personal, career, and educational growth.

Project Title: Priority Enrollment Program for High School Seniors (PEP) 2009
Project Director: Marsha Ramezane, Dean, Student Services-Counseling
Project Amount: \$3,500

This project will support updating and modification of the Priority Enrollment Program for High School Seniors (PEP) 2009. PEP, a personalized matriculation process, needs updating and modification as a result of two factors: (1) College of San Mateo's placement testing program is now fully computerized and provides service to better support timely and accurate results to students, and (2) the location which provided for a centralized program, building 5, has been demolished.

The new 2009 PEP format calls for an expanded and comprehensive college orientation component to better prepare and assist students to understand college educational goals, programs and services, academic expectations, success behaviors and strategies, and how to prepare for placement testing. In addition, PEP 2009 allows for greater flexibility for the student to select a testing time and counseling appointment appropriate to his or her needs. PEP 2009 intends to provide high school seniors transitioning to College of San Mateo with personalized, comprehensive, and monitored matriculation services to support early registration and student access, success and retention.

Trustees' Fund for Program Improvement
College of San Mateo

Project Title: Career and Transfer Marketing and Outreach Improvement Project
Project Director: Eileen O'Brien, Career Counseling
Project Amount: \$1,500

This project will focus on acquiring professional-looking outreach collateral materials which will better attract and inform incoming first-year students, high school students, employers and community members about the value of programs and services at College of San Mateo.

One of the goals of College of San Mateo's Educational Master Plan is for the College to better serve current students, community businesses and citizens by providing the types of programs and services that they are seeking. The Career Development Center and Transfer Program have the programs and services that many students are seeking, but lack the funds necessary to provide the outreach materials and tools to make students and the community aware of the programs. As a result, there is a need to utilize more aggressive means of publicizing and promoting College of San Mateo's programs and services in an effort to build enrollment and partnerships with the community.

Project Title: Improvement of Dental Specialty Supplies
Project Director: Colleen Kirby-Bana, Instructor, Dental Assisting
Project Amount: \$1,500

This project will enable the Dental Assisting Program to purchase the supplies and materials which will offer students a more proactive, hands-on learning experience, while the program tries to secure additional VTEA Grant monies in an ongoing way.

The Dental Assisting Program enables students to transform their lives within one school year. The program has an excellent reputation within the surrounding local dental community and faculty wish to continue this legacy and uphold the quality education for which the program is known. Dental supplies and materials are core sources of training the students utilize to become quality dental health care providers. Unfortunately, dental supplies are extremely costly even with the institutional discount the supplier graciously extends to the program. As a result, the program often cannot afford much beyond annual start-up supplies, such as disposable items (patient napkins, plastic barriers, etc.). This becomes an issue in the spring semester, when specialty instructional materials are needed to teach Orthodontics, Oral Surgery, Pediatric Dentistry, etc. The Dental Assisting faculty finds these supplies and materials to be essential to the student understanding the concepts of the specialty. Since the program cannot afford these supplies and materials for hands-on learning, a DVD of an assistant doing the task is shown in place of actually performing the work themselves.

BOARD REPORT NO. 08-12-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Jing Luan, Vice-Chancellor, 358-6880
Patty Dilko, District Academic Senate President/Professor, 306-3115

APPROVAL OF SMCCCD STRATEGIC PLAN

The Board of Trustees, through the Chancellor, directed the Vice Chancellor for Educational Services & Planning to develop an organizational infrastructure that will produce an integrated strategic planning system for the District. The District, through its shared governance processes, has developed an integrated strategic planning model incorporating and building upon five elements: the District's Strategic Plan; the Facilities Master Plan; a coordinated institutional research component; a coordinated program review process; and an annual budget that is based upon the other four elements.

In early 2007, work began to first develop a planning prospectus, which would become a "plan for the plan." In April, the Board of Trustees reviewed the Planning Prospectus and encouraged the District to move forward. The Planning Prospectus follows best practices in strategic planning and emphasizes being visionary, participatory, data driven and student centered. In May, the District Strategic Plan Taskforce was formed with broad representation from faculty, student, staff and administrators and is co-chaired by the District Academic Senate President and the Vice Chancellor of Educational Services & Planning. In the ensuing months, the District engaged in strategic planning through a broad-based and inclusive process that has resulted in a set of recommendations that act as a roadmap to move the District forward in the next six years.

The recommendations are solidly grounded in environmental scan data and additional specific data about the students that we currently serve. The process of developing these recommendations takes into account the shifting demographic patterns unique to San Mateo County, maintaining and improving student success and quality of teaching and learning, the increasing importance of higher education in achieving a reasonable standard of living in these challenging economic times, as well as responding to heightened public accountability. Taken as a whole, the District Strategic Plan (2008-2013) acts as a nexus that integrates key planning processes in our District Colleges in order to accomplish our missions, to efficiently and effectively improve our decision-making process, and ultimately to provide the best education to our students through current and future educational programs.

Primary Strategic Planning Themes

The environmental scan was conducted and analyzed along five distinct areas: demographics, education, the economy, district resources, and public policies. Recommendations in the Strategic Plan, therefore, correspond to each of these five areas. However, there are several interrelated themes that transcend the five environmental scan areas. They are as follows:

- 1) address shifting demographics while taking into consideration the unique characteristics of the three Colleges,
- 2) provide educational opportunities that simultaneously increase access, success, equity, choice and convenience,
- 3) work collaboratively with all educational and business partners,
- 4) provide a highly professional work environment for our employees while using wisely our limited resources, and
- 5) respond to the community's needs while being accountable for our responsibilities as education providers.

To this end, the Strategic Plan is intended to provide direction to the District and Colleges while also allowing for support and flexibility. The plan emphasizes the core values and vision that serve as a framework on which to build our shared objectives. These shared values, which are jointly derived and commonly understood, are the foundation for the goals and strategies. This plan is designed to contribute to, and function in conjunction with, the individual planning initiatives at the three Colleges; it is an investment in a cycle of continuous institutional strengthening.

RECOMMENDATION

It is recommended that the Board of Trustees approve the SMCCCD Strategic Plan (2008-2013).

SMCCCD Strategic Plan (2008-2013)

Environmental Scanning, Planning Assumptions and Recommendations

To readers of this version:

- 1) This document contains key portions of the plan, which are Environmental Scan Analysis, Planning Assumptions and Recommended Directions. To understand what constitutes the complete set of items for the final plan, please consult Strategic Master Planning Modules on page xiii.
- 2) Highlighted texts reflect change since the October 2008 version. Highlighted headings (on the pages marked by Roman numerals), are new additions. Since the October 2008 version minor changes have occurred on pages 1 through 81, the environmental data section; therefore, no highlights have been made on those pages.
- 3) This is close to the final draft yet to be professionally formatted.

Versioning:
For Board of Trustees Approval December 10, 2008

Board of Trustees Goal: Developing an integrated strategic planning model. This model incorporates and builds upon five elements: the Colleges' Educational Master Plans; the Facilities Master Plan; a coordinated institutional research component; a comprehensive program review process; and an annual budget that is based upon the other four elements. Many elements required for the integrated strategic planning system are already in place; however, they are not completely standardized within the District nor appropriately linked. The charge is to develop an organizational infrastructure that will produce the integrated strategic planning system for the **District**.

A Word from the Chancellor

Since early 2007, more than 25 individuals representing faculty, students, staff and administrators have directly participated on the District Strategic Plan Taskforce. Hundreds more have been involved in the planning efforts that impact the future of the Colleges of San Mateo County Community College District. Many meetings, internal and external to our District Colleges, were held to debate, revise and adopt this District Strategic Plan (2008-2013). The document that has been developed through this highly participatory process represents our collective thoughts and shared vision regarding the District's future.



As you review this document, you will notice that in order to effectively and efficiently meet the challenge of the coming years, we have created an integrated planning system for our District that is based on a culture of evidence, shared governance, and a belief in providing the best quality education to our students. The plan itself clearly reflects a commitment by faculty, staff, students, administration and the Board of Trustees to achieve a new level of demonstrated educational excellence. The attainment of our plan will require the cooperative efforts of all of us.

Our charge is to create a new educational environment that reflects and responds to the needs of students at the dawning of the 21st century.

I'm delighted to present the District Strategic Plan that will guide our District in the coming years.

Ron Galatolo
Chancellor

SMCCCD Board of Trustees

Richard Holober, *Board President*
Karen Schwarz, *Board Vice President-Clerk*
Helen Hausman
Dave Mandelkern
Patricia Miljanich
Virginia Medrano Rosales, *Student Trustee*
Ron Galatolo, *Chancellor, Board Secretary*

SMCCCD Strategic Plan Taskforce

(2008 – 2009)

Jeremy Ball
Kathy Blackwood
Carla Campillo
Suki Chang
Mike Claire
Patty Dilko, *co-chair*
Mauricio Flores-Hernandez
Ron Galatolo
Ulysses Guadamuz
Sue Harrison
Rob Johnstone
Nick Kapp
Adolfo Leiva
Jing Luan, *co-chair*
Tom Mohr
Vicki Morrow
Joan Murphy
Martin Partlan
Bart Scott
John Sewart
Gregory Stoup

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College and District Mission Statements



Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Approved by the Cañada College Council, March 15, 2007

Approved by the Board of Trustees, April 11, 2007



Mission Statement

College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution which serves the diverse educational, economic, social and cultural needs of its students and the community. By offering comprehensive, quality programs and services and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world.

Adopted by the CSM College Council, December 5, 2001

Revised by the CSM College Council, February 2, 2005

Approved by the Board of Trustees, April 11, 2007



Mission Statement

Skyline College is a comprehensive, open access community college that provides student-centered education leading to transfer, career advancement, basic skills development, and personal enrichment.

The College is committed to preparing students to be culturally sensitive members of the community, critical thinkers, proficient users of technology, effective communicators, socially responsible lifelong learners and informed participants of a democracy in an increasingly global society.

Skyline offers innovative instruction and student support to a rich tapestry of diverse learners through the hallmarks of the college: academic excellence, responsive student services, advanced technology, community and industry partnerships, and workforce and economic development.

Approved by the Skyline College Council, February 28, 2007

Approved by the Board of Trustees, April 11, 2007



Mission Statement

PREAMBLE

The Colleges of the San Mateo County Community College District, Canada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness, and realize their individual potential. The District is committed to leadership by providing quality education and promoting life-long learning in partnership with its community and its surrounding educational institutions. It actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic freedom in

which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education in the State.

MISSION

In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs, the San Mateo County Community College District will fulfill the following mission with excellence:

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- Provide developmental and remedial education in language and computational skills required for the successful completion of educational goals; and
- Provide a range of student services to assist students in attaining their educational and career goals; and
- Provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community; and
- Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.
- To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants. The District plans, organizes, and develops its resources to achieve maximum effectiveness, efficiency, equity, and accountability.

Reviewed by District Shared Governance Council, March 5, 2007

Approved by the Board of Trustees, April 11, 2007

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INTRODUCTION

In order to develop a shared vision of the future that faculty, staff, students and community understand and support, the District, through its shared governance processes, has been working to develop an integrated strategic planning model. This model will incorporate and build upon five elements: the District's Strategic Plan; the Facilities Master Plan; a coordinated institutional research component; a coordinated program review process; and an annual budget that is based upon the other four elements. The Board of Trustees through the Chancellor directed the Vice Chancellor for Educational Services and Planning to develop an organizational infrastructure that will produce the integrated strategic planning system for the District.

In early 2007 work began to first develop a planning prospectus, which would become a "plan for the plan". During a planning session attended by the Presidents from Cañada, CSM, Skyline and Vice Chancellor of Educational Services and Planning, an outline of SMCCCD Planning Prospectus emerged. In April, the Board of Trustees reviewed the Planning Prospectus and encouraged the district to move forward. The Planning Prospectus follows best practices in strategic planning and emphasizes being visionary, participatory, data driven and student centered. In May, the District Strategic Plan Taskforce was formed with broad representation from faculty, student, staff and administrators and is co-chaired by District Academic Senate President and the Vice Chancellor of Educational Services & Planning.

In the ensuing months, the District engaged in strategic planning through a broad-based and inclusive process that has resulted in a set of recommendations that act as a roadmap to move the District forward in the next six years. The recommendations are solidly grounded in data from the world around us and additional data on the students that we currently serve. The process of developing these recommendations takes into account the shifting demographic patterns unique to San Mateo County, maintaining and improving student success and quality of teaching & learning, the increasing importance of higher education in achieving a reasonable standard of living in these challenging economic times as well as responding to heightened public accountability. Taken as a whole, the District Strategic Plan (2008-2013) acts as a nexus that integrates key planning processes in our District Colleges in order to accomplish our missions, to efficiently and effectively improve our decision-making process, and ultimately to provide the best education to our students through current and future educational programs.

Primary Strategic Planning Themes

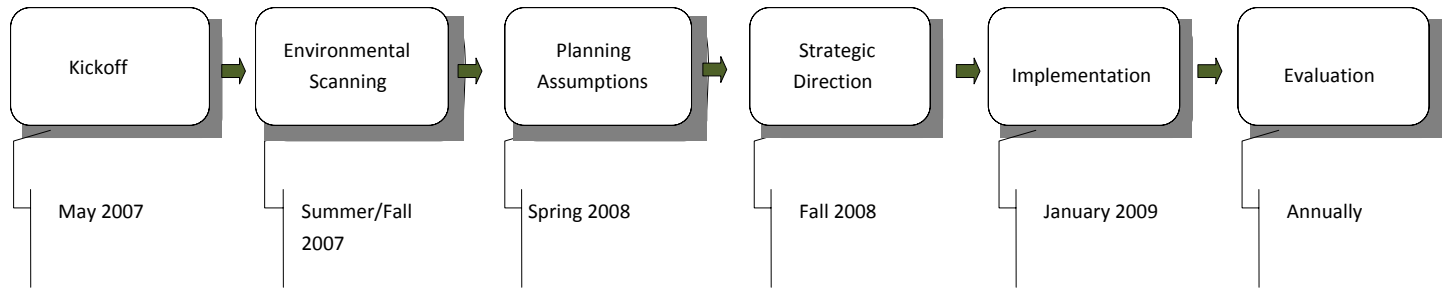
The environmental scan is conducted and analyzed along five distinct areas: demographics, education, the economy, district resources, and public policies. Recommendations in the Strategic Plan therefore correspond to each of these five areas. However, there are several interrelated themes that transcend the five environmental scan areas. They are as follows:

- 1) address shifting demographics while taking into consideration of the unique characteristics of the three Colleges,
- 2) provide educational opportunities that simultaneously increase access, success, equity, choice and convenience,

- 3) work collaboratively with all educational and business partners,
- 4) provide a highly professional work environment for our employees while using wisely our limited resources, and
- 5) respond to the community needs while being accountable for our responsibilities as education providers.

To this end, the Strategic Plan is intended to provide direction to the District and Colleges while providing the needed support and flexibility. The plan emphasizes the core values and vision that serve as a framework on which to build our shared objectives. These shared values, which are jointly derived and commonly understood, are the foundation for the goals and strategies. This plan is designed to contribute to, and communicate with the individual planning initiatives at the three Colleges; it is an investment in a cycle of continuous institutional strengthening.

Strategic Master Planning Modules



Planning Cycle

Kickoff

This is the first step of the planning cycle during which Process, Participation, Phases and Product are clearly described and communicated to all involved. The outcome of this module is an agreed upon prospectus that guides the rest of the module development. The Kickoff took place in May 2007 and culminated in a presentation at a Board of Trustees Study Session and receiving approval from the Board of Trustees in June 2007. The prospectus and support materials are available from the Office of the Vice Chancellor, Educational Services & Planning and on the District Strategic Planning website: <http://www.smccd.edu/edservplan/spp>

Environmental Scanning

Modern literature and practices in strategic planning suggest a series of steps along a continuum. The beginning step is often called “environmental scanning”, which is an extensive collection of data by various categories deemed pertinent to the institution. Once the data collection is completed, categorized, and cataloged, planners would sift through the data and cull out significant trends and factors that carry implications in policy, practice, finance, and other educational areas. Therefore, environmental scanning may have multiple steps of its own, culminating in syntheses of data. The data selection criteria were reviewed and approved by the District Research Council and the Strategic Planning Taskforce.

Planning Assumptions

Planning assumptions use the information from the environmental scan to establish a foundation for the strategic plan. With key trends or factors identified and summarized (syntheses of data) through environmental scanning, the institution starts the next step of master planning, which is to develop planning assumptions. Some institutions may combine both the data synthesis and planning

assumptions into one action and collectively call it “planning assumptions”. Planning assumptions are in essence a higher level summary of the data synthesis step of environmental scanning. The assumptions developed will help guide the District Colleges’ efforts to respond to changes in its internal and external environments. Environmental Scanning Data Analysis and Planning Assumptions are organized by **five (5)** categories: Demographics; Education; Employment, Housing, Income; Human, Fiscal, Physical, & Technology; and Policy, Public Opinions and Community Needs. References and data sources are listed at the end of this document or can be obtained on the web at: <http://www.smccd.edu/edservplan/ssp/resources.shtml>

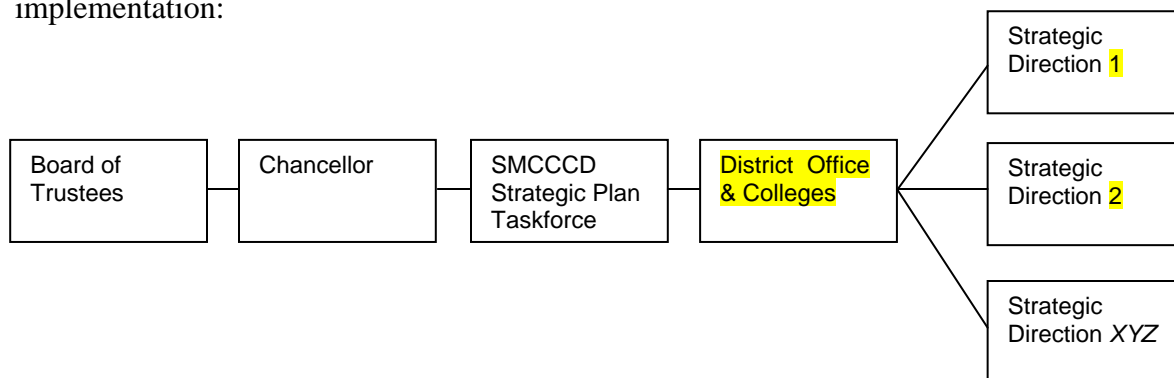
Strategic Direction

Based on planning assumptions, the District Colleges carry out **inclusive discussions** to identify key areas of focus for the District in the next few years as well as strategies to address these areas. The nature of the District Strategic Plan dictates that broad visionary goals be established. These goals are strategic and not-too-prescriptive and must rely on the Colleges to develop specific objectives to accomplish. The California Community College System’s Strategic Plan is a good example. The plan contains five “strategic goals” that are broad, yet clear and concise. Goal B, Student Success & Readiness, states “promote college readiness & provide the programs and services to enable all students to achieve their education and career goals. As the first specific “strategy”, B1 lists “Basic Skills as the Foundation for Student Success”, which is in full force of implementation throughout the community colleges in the State in 2008.

Implementation

Implementation of the District Strategic Plan will be guided by the SMCCCD Strategic Plan Taskforce. The Taskforce will coordinate with the District Colleges in developing specific College-based objectives, aligning these objectives to the Strategic Directions of the District’s plan and implementing these objectives to make sure of integration and synchronization. This arrangement provides a framework with clear venues for resource allocation and for the Board of Trustees to use the plan as a tool for advancing overarching Districtwide goals and priorities.

The following diagram helps with depicting the organizational structure and workflow of plan implementation:



Evaluation

The District Strategic Plan, upon the Board of Trustees' approval and subsequent implementation, will be evaluated annually. It will coincide with the Colleges' Education Master Plan evaluation so as to effectively and efficiently share information and synchronize efforts.

Master Plan Evaluation Process

The Strategic Plan Taskforce shall refine the evaluation plan timelines and identify evaluation activities. The evaluation process and results will be communicated through shared governance and in consultation with the District Research Council. The evaluation results will be made formally to the District Colleges and the Board of Trustees and published on the web.

Both the formative and summative evaluation results will be incorporated into the plan updates for continuous improvement of services and programs and for developing new goals and objectives.

SMCCCD Strategic Plan Integration and Synchronization with Other Planning Processes

	PLANS	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015
D	SMCCCD Strategic Plan			Environmental Scanning	Implement Plan		Environmental Scanning	PA & R	Implement Plan		Plan Update
C	College Master Plans		Environmental Scanning	Implement Plan (Skyline)	Implement Plan (Cañada & CSM)		Environmental Scanning	PA & R	Implement Plan		Plan Update
C	Self-study Cycle	Writing	Writing	Visit				Writing	Writing	Visit	
C	Program Review	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
S	Budget Planning Cycle	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually
S	Facilities Master Plan		Implement Plan				Plan Update				Plan Update
S	Technology Master Plan				Implement Plan				Implement Plan		
C	Student Equity Plan	Develop Plan				Plan Update			Plan Update		

Legend:

C = College is primarily responsible; D = District is primarily responsible; S = both the District and Colleges share the responsibilities.

PA & R (Planning Assumptions and Recommendations)

Note: While this integration and synchronization chart is the recommended approach agreed upon by the District Colleges, prior to 2013-2014, from time to time certain aspects of a plan and certain plans may operate slightly off schedule due to emergency or readjustments. It is also hoped that by the next planning cycle that starts in 2014-2015, various plans and planning processes will be synchronized.

Overview of SMCCCD Strategic Plan Development Timelines*

1. May 2007 - Taskforce convenes
2. June 2007 – Present SMCCCD Strategic Plan Prospectus to Board of Trustees for approval
3. Summer 2007 - Environment Scanning data collection commences
4. September 2007 – May 2008 - Taskforce reconvenes and meets regularly
5. March 2008 – Planning Assumptions drafted
6. April 2008 - Draft plan is developed
7. April through May, 2008 – Conduct various campus briefings and listening sessions
8. Summer, 2008 – Conduct various community briefings and listening sessions
9. August through September, 2008 – Continue with districtwide briefings and listening sessions
10. October 2008 – Board of Trustees First Reading of SMCCCD Strategic Plan
11. December 2008 – Board of Trustees Second Reading and Approval of SMCCCD Strategic Plan
12. January 2009 – SMCCCD Strategic Plan implementation commences

Timelines may be adjusted.

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1.

Demographic Assumptions

- 1.1 **Population Changes** The demographic projections for the county of San Mateo show a declining pool of high school graduate students over the next 5-10 years and an increase in the population over 55.

Planning Assumptions The resulting effect of the demographic change has been an eroding share of the high school market for the SMCCCD and a continued increase in the baby boom population. As the county population age mix shifts, curriculum and programming changes that address the educational and social needs of the population, as well as student recruitment and retention strategies will become increasingly important for the three colleges in the district.

Recommendations:

- a. Develop and implement an enrollment management plan at each college to address the need for systematic outreach and retention strategies.
- b. Continue to strengthen the College Connection Program (Concurrent high school student initiatives) as a way to encourage high school students to attend college.
- c. Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population/lifelong learners.

- 1.2 **Different Student Profiles At Each College** The county's ethnic diversity is increasing and the student body profile of the three colleges is unique when viewed by age, ethnicity and gender.

Age - In fall 2007, 43% of the students were 30 or older at Cañada College, while only 20% of the students at Skyline College were. Slightly over 35% of the students at CSM were 30 or older.

Ethnicity - In fall 2007, over 40% of the Cañada College students were Hispanic, close to 40% of the CSM students were White, and more than 42% of the Skyline College students were Asian and Filipino.

Gender - In fall 2007, 63% of the Cañada College students were female, 53% of the Skyline College students were female, while CSM students were 49% female.

Planning Assumptions Different programs and services needs exist at each of the three colleges.

Recommendations:

- a. Continue examining the specific needs of the student body and college service areas in order to develop and maintain appropriate programs and services.
- b. Develop a holistic diversity framework that supports the access and success of diverse student population, promotes institutional vitality and viability, and serves all students equitably.

2.

Education Assumptions

2.1 Enrollment And Access Using prior enrollment trends as a guide, the five year projected growth in enrollment and FTES for the district is moderate. However, during the 2007-08 year the three colleges showed substantial growth (5.9% in the fall and 8.8% in the spring). The district's share of the county's population is declining when comparing the number of students in our district to the adults in our county - typically called the Population Participation Rate. There are some county residents who take classes outside the county, and there are also students coming into San Mateo County from other counties. The first group is significantly larger than the second, so there is a net outflow of residents taking college classes outside the county.

Planning Assumptions The district will likely continue to grow if the district and colleges maintain a focus on enrollment management (outreach and retention strategies), improving services to better meet students' needs, and continued improvements in facilities.

Recommendations:

- a. Focus enrollment planning efforts on the key populations needing to be served as determined by research.
- b. Conduct the necessary research to understand the reason for the outward migration of county residents and declining population participation rate and develop mitigating strategies.
- c. Continue carefully designed marketing and outreach activities as a key element in the district's enrollment management strategy.

2.2 Student Success And Retention Seven out of 10 students new to the colleges are not prepared for college-level work and these students are generally placed into remedial or developmental coursework. Research shows that unprepared college students who take remedial courses are likely to drop out. Learning communities and integrated learning provide effective contexts for student success for many students. Colleges have implemented a host of student success strategies to help with student success, retention and transition from high school to college. Concurrent enrollment expedites the transition to college for high school students and assists students to formulate an educational plan that fulfills their goals.

Planning Assumptions Student preparedness for college-level work is strengthened by partnerships among the various segments of education, K-12, community colleges and the four-year institutions. Vital student support services, learning communities, integrative learning, including College Connection initiatives all support student success.

Recommendations:

- a. Identify gaps in student educational achievement. Develop holistic approaches designed to retain students, including approaches in teaching, intervention, learning styles, financial aid and counseling.
- b. Build more partnerships and bridges with PreK through 16 educational leaders and strengthen College Connection program as a way to encourage high school students to attend college.
- c. Offer a third Middle College High School in the district.
- d. Implement plans to utilize CalPASS (California Partnership for Achieving Student Success) initiative to support inter-segmental faculty dialogue.
- e. Develop and maintain vibrant student life programs.

2.3 Choice And Convenience Community college students are often working adults who juggle priorities among work, study, family and classroom. All of these, along with traffic congestion, impact their college attendance. There is no public four-year institution of higher education in the county. Many residents are unable to travel outside the county for that service. Some members of this segment of the population cannot participate in on-campus courses. Younger, incoming students will be technologically savvy and will expect more from technology at the colleges, as high-speed Internet connectivity is becoming nearly universal in the county. Among the students enrolled, five percent of them attend more than one college with the district.

Planning Assumptions When alternative providers are clearly available, it challenges the colleges to better understand and meet the needs and desires of the students. Instructional modalities, student services, schedules, and facilities must accommodate and meet student needs, including the unmet demand for upper division higher education in San Mateo County and the increasing need for distance education.

Recommendations:

- a. Streamline processes and practices to allow students seamless access to educational opportunities across the District.
- b. Examine and coordinate program offerings across the District.
- c. Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding college plans to respond to the community demand.
- d. Expand the upper division higher education opportunities provided by the University Center.
- e. Investigate the feasibility for an alternative academic calendar, block scheduling, weekend programs and short courses, based on student needs.
- f. Support all three colleges in their ability to provide a comprehensive program of instruction.

2.4 Student Achievement The colleges' degree and certificate offerings are diverse and every year more students are receiving Associate of Science degrees, but the Associate of Arts degree awards have not increased in over six years and the certificate awards have decreased. Further, there is a decreasing trend in transfers to CSUs.

Planning Assumptions The changing CSU GE patterns may correlate to the declining trends in transfers to CSUs, Nonetheless, it challenges our district to investigate all reasons for the changing patterns of certificate and degree attainment in our district.

Recommendations:

- a. Review the current articulation agreements with 4-year institutions to identify any opportunities for increasing the available numbers.
- b. Identify ways to further encourage and facilitate degree attainment.
- c. Identify strategies for understanding and addressing the decreasing trend in transfers to CSUs.

3.

Employment, Housing and Income Assumptions

3.1 Jobs, Careers And Global Education From 2008 to 2014, the county will add about 5% more jobs, keeping pace with the slow population growth. Service, information, and trade industries will provide the bulk of these new jobs. The workforce environment is increasingly knowledge-based, dynamic, and transitory. A significant portion of the new jobs will be concentrated in knowledge-based industries, especially computers and electronics, biotechnology, and in all likelihood, emerging green industries. The current skilled workforce in California is decreasing due to retirements as the population ages. Globalization has resulted in many U.S. jobs being moved to foreign countries, yet many jobs serving the needs of the County and surrounding regions must remain available locally. Further, workers are changing jobs and even careers more frequently than decades ago.

Planning Assumptions The need for career technical degree options, skills certificates, job training programs and services, and other short-term programs will continue to increase. Those who have obtained skills needed in a competitive marketplace may later seek opportunities for skills upgrade, career development, general education and lifelong learning that can lead to higher levels of education attainment. Economic globalization is breaking down the borders of traditional service areas of the colleges.

Recommendations:

- a. Convene leaders of the business and industry communities, government agencies, and community-based organizations periodically to assess workforce development needs and to support the endeavors of the colleges to address them.
- b. Identify emerging workforce development opportunities for each of the colleges and respond to changing job training needs through the colleges' Career and Technical Education programs and services.
- c. Strengthen course offerings, services and workplace opportunities that prepare students for the demands of the contemporary workforce.
- d. Assess community and contract education needs.
- e. Expand international education and incorporate successful international student and

study abroad programs into campus climate and curriculum.

3.2 ***Socio-Economic Divide*** San Mateo County is, on average, affluent and well-educated, however, there are places within its borders where the opposite is true. Those who are more sensitive to cost of higher education are often unaware of the financial aid opportunities.

Planning Assumptions The socio-economic divide within San Mateo and neighboring counties will continue to challenge the colleges in planning and offering programs and services.

Recommendations:

- a. Create additional partnerships between the colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy.
- b. Increase Financial Aid awareness through the student outreach and enrollment processes.

4. Fiscal, Human, Physical, and Technology Assumptions

4.1 ***Limited Resources*** The California Community Colleges have been historically underfunded. The district's fiscal scenarios for the next two years are showing continued increase in expenses, but little or no growth in funding per student (FTES).

Planning Assumptions Given the overall negative fiscal outlook of the State of California, funding will continue to be severely limited in the near future, therefore, directly challenging "Revenue Limit" districts like SMCCCD to achieve optimal enrollment levels.

Recommendations:

- a. Continue and expand initiatives and services that optimize enrollment.
- b. Implement the SMCCCD Foundation Business Plan to increase its Net Asset Value and to distribute more scholarships and grants.
- c. Pursue additional state, federal, philanthropic, and corporate funding.

4.2 ***Attracting And Retaining Faculty And Staff*** Half of the district faculty will reach retirement age in less than 10 years, presenting a higher than normal turnover. However, the cost of housing in San Mateo County remains one of the highest in the nation, impeding our ability to attract and hire qualified employees.

Planning Assumptions The colleges will continue to face a real challenge in faculty and staff recruitment and retention. The ability to provide consistent and high quality programs is contingent upon the ability of the district to attract, hire and retain qualified

employees.

Recommendations:

- a. Continue to provide competitive salary schedules and benefits that attract and retain employees.
- b. Continue the district's role as a leader in taking effective measures to mitigate the high cost of housing.
- c. Examine recruitment strategies and develop means to attract more applicants from diverse background for faculty and staff positions.
- d. **Develop staffing plans that recognize existing staffing resources in all employee categories and project future resource needs.**

- 4.3 ***New, Modernized And Sustainable Facilities*** Close to a \$1 billion in capital improvement funds, from local bond and state resources, are fundamentally reshaping the facilities in the colleges. There will be an additional 25% or more usable space at the colleges when the new construction and renovations are completed. Green and sustainable technology is included in all funded construction plans. Access to our three College facilities via public transportation is primarily provided by SamTrans.

Planning Assumptions Improvements to facilities and equipment throughout the district will enhance programs and attract faculty, staff, and students. Better access to our College campuses via public transportation will become increasingly important.

Recommendations:

- a. Allocate capital improvement funds in accord with college Educational and Facilities Master plans which respond to the teaching and learning needs of each college.
- b. Continue to effectively leverage the capital improvement with state and local resources.
- c. Incorporate the consideration for the environment and health and safety in all construction and building maintenance plans and strategies.
- d. Work with regional public transit authorities to further improve access to our College campuses.

- 4.4 ***Changing Technology*** Technology is an integral part of the district's teaching and learning environment. Students have high expectations of the technology capabilities. Faculty adopt technology to enhance teaching and learning. Staff rely upon technology for improving efficiency in operational processes. Growth in the use of technology and its rapid obsolescence will result in greater challenges in involving the cost of acquisition and maintenance.

Planning Assumptions The colleges will continue to increasingly employ technology to enhance teaching and learning in creative and cost-efficient ways. There will be a continuing need to maintain pace with emerging technology in all facets of the organization.

Recommendations:

- a. Implement college and district Technology Plans which support teaching and learning, and streamline the operational and governance processes of the district and the colleges.
- b. Review various college and district business processes to make the registration, scheduling, information sharing and other operational activities more efficient.
- c. Plan for replacement of obsolete equipment.

4.5 **Professional Development** Our district's student body is more diverse than faculty and staff. Students coming to the colleges have a broad range of academic needs, ranging from the highest to the most basic level. Further, the ongoing cycle of accreditation involves a number of processes that require faculty and staff regularly assess student performance and teaching methods.

Planning Assumptions The district and colleges need to continue building and enhancing cultural awareness and diversity training. In addition, faculty and staff will continue to be challenged by the complex mission of the colleges and the varied levels of student preparedness. Employees require continuous training and development to deliver effective teaching & learning and to remain current regarding efficient operational processes, policies and procedures. One effective means to fundamentally influence the teaching and learning environment is through the support of faculty and staff professional development.

Recommendations:

- a. Strengthen professional and academic development opportunities for faculty and staff.
- b. Strengthen faculty and staff development which support the activities to meet the Accreditation Standards.
- c. Continue to raise cultural awareness and to provide diversity training.

4.6 **Safe Campus** In general, our crime statistics is relatively low, but incidents exist at the three colleges. Open campuses have their challenges. Natural and unforeseen adverse events have occurred.

The San Mateo Community College District is aware that the occurrence of incidents jeopardizing the physical safety and well being of students at institutions of higher education has increased substantially throughout America and that every aspect of a safe and secure environment must be carefully scrutinized and acted upon through both policy and practice in order to maintain the high level of safety district colleges presently possess.

Recommendations:

Demonstrate leadership in every aspect of student, faculty and staff protection through providing professionally trained security force, developing and maintaining emergency response systems, and complying with all laws and regulations.

5.

Policy, Public Opinions and Community Needs Assumptions

- 5.1 ***Accountability Expectations*** The federal government and the general public are intensifying their scrutiny of the performance of educational institutions. Evolving accreditation standards are focusing more on evidence-based planning and decision making and measure of outcomes.

Planning Assumptions Public scrutiny of educational institutions will continue. Student learning outcomes and assessments are currently a theme of emphasis for planning and operation of educational institutions. The cost of programs and accountability for student performance will occupy a high priority spot on the agendas of the district and the colleges.

Recommendations:

- a. Establish policies and planning activities which are coherent, transparent, and available to all stakeholder groups.
- b. Include in all plans definitions and demonstration of student success to ensure that communication strategies at the district and college levels prominently showcase student success.
- c. Provide extensive, integrated and coordinated research and planning efforts and resource allocation framework to support the improvement of teaching and learning.

- 5.2 ***Meeting Community Needs*** In a recent San Mateo County Community Needs research conducted by the district, close to 1,300 adults who were interested in higher education in the next 3 years gave input on their desired educational offerings. They also identified their most preferred times, days, and the ways (distance learning vs. traditional classroom learning). Additionally, studies demonstrate that the connection provided by partnerships is effective in addressing student needs.

Planning Assumptions The colleges need to be innovative, flexible and more responsive in order to adapt curriculum to the needs of the County residents and industries. As a key player in higher education in the County, the district needs to consider positioning itself as the center of opportunity for community members at all points of the continuum of ability and readiness. To be effective the District needs to be working closely with County and regional agencies whose work affects the wellbeing of our student population.

Recommendations:

- a. Expand and strengthen partnerships with high schools, 4-year institutions, community agencies, and business and industry.
- b. Develop and implement systematic processes for soliciting and evaluating the needs of community residents, current students and partners in relation to college programs and services. Feedback results will be communicated to faculty and staff and corresponding strategies be developed for improving programs and services.

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Introduction to Environmental Scan

The following pages, the largest portion of the District Strategic Plan, contain the environmental scan data collected and brief **observations made along** the five broad areas discussed in the beginning of this document. Again, these five areas are:

- 1) Demographic Information
- 2) Education
- 3) Employment, Housing and Income
- 4) District Human, Facilities, Fiscal, and Technology Resources and
- 5) Policy, Public Opinion, Community Needs and Outreach

To the extent possible, data and observations are arranged in the following hierarchical order:

- 1) National
- 2) State/Regional
- 3) County
- 4) District

There are a number of age tested practices in support of both the process of collecting data and data analysis **utilized in this plan**. For data collection, there is PEST (Political, Economic, Social and Technological factors). For data analysis, there is SWOT (Strengths, Weaknesses, Opportunities and Threats). InSPECT (Innovation, Social, Political, Economic, Communication, and Technology) falls somewhere in between. However, every strategic plan is local and must be based on approaches most suitable to the institutions conducting the planning. The Strategic Plan Taskforce relied upon both small groups and public open forums to review and process the data to arrive at the recommendations preceding this section.

Just as the strategic plan itself, data collection remains an ongoing activity. Any data point that is adopted by the plan is weighed by its impact and relationship in each of the above five broad environmental scan areas.

The Demographic Environment

Population Growth

San Mateo County's projected population change is a critical factor influencing the future of the San Mateo County Community College District. Unlike the rest of the Bay Area and the state, over the next few years the county's population will plateau, and over the longer term, it will grow more slowly than the Bay Area or the state. Here are a few key data points to illustrate this:

- According to estimates by a demographic data service called ESRI for the near term--2007 to 2012--the overall San Mateo County population growth is projected to grow only 5%.
- Over the longer term, the County population will only increase roughly 22% between 2005 and 2035, according to ABAG (Association of Bay Area Governments).¹
- Meanwhile, the total California population will increase 26%, according to the California Department of Finance (DOF).
- The county's share of the state's population will shrink steadily.

Projected Population Growth by the Next Two Decades

	2010	2020	2030
San Mateo	741,000	800,700	842,600
California	39,135,676	44,135,923	49,240,891
County % of State	1.9%	1.8%	1.7%

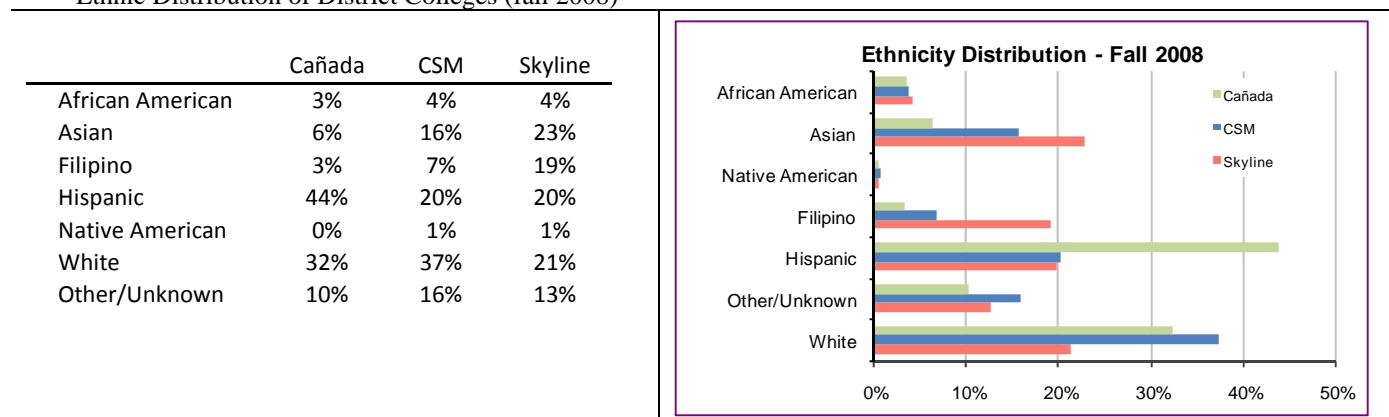
Projected Population Growth by Cities in San Mateo County²

	2005	2015	2025	2035	Growth Rate
ATHERTON	7,300	7,500	7,700	7,800	8%
BELMONT	25,700	27,100	28,600	29,600	17%
BRISBANE	3,700	4,400	5,000	5,700	58%
BURLINGAME	29,500	30,700	31,700	32,600	11%
COLMA	1,500	1,800	1,900	2,000	68%
DALY CITY	110,100	116,100	123,400	129,600	19%
EAST PALO ALTO	32,200	37,000	41,200	47,300	60%
FOSTER CITY	29,900	31,000	32,000	32,600	13%
HALF MOON BAY	12,600	14,000	15,000	15,700	33%
HILLSBOROUGH	11,000	11,400	11,600	11,800	9%
MENLO PARK	35,200	37,700	39,600	41,300	17%
MILLBRAE	20,900	22,600	23,800	24,400	18%
PACIFICA	38,800	39,900	41,500	42,800	11%
PORTOLA VALLEY	7,000	7,300	7,700	7,900	14%
REDWOOD CITY	99,500	105,700	112,800	118,400	19%
SAN BRUNO	41,400	45,200	48,900	51,900	29%
SAN CARLOS	29,600	31,700	34,400	35,900	24%
SAN MATEO	99,100	108,500	118,200	120,700	25%
SOUTH SAN FRANCISCO	61,900	66,800	71,700	76,400	26%
WOODSIDE	6,700	6,900	7,200	7,400	15%
HALF MOON BAY UNINC	11,400	11,900	12,200	12,400	17%
S.F. AIRPORT	0	0	0	0	0%
REMAINDER	6,900	7,100	7,300	7,400	13%
SAN MATEO COUNTY	721,900	772,300	823,400	861,600	22%

Ethnic Composition of the Population

The ethnic distribution among the three colleges demonstrated that the three Colleges are currently serving noticeably different populations. In the fall 2008 semester, the most recent data available, data showed Cañada enrolled more Hispanic students (44%), CSM more Whites (37%), and Skyline more Asian (combining Asian and Filipino: 42%).³

Ethnic Distribution of District Colleges (fall 2008)



In addition:

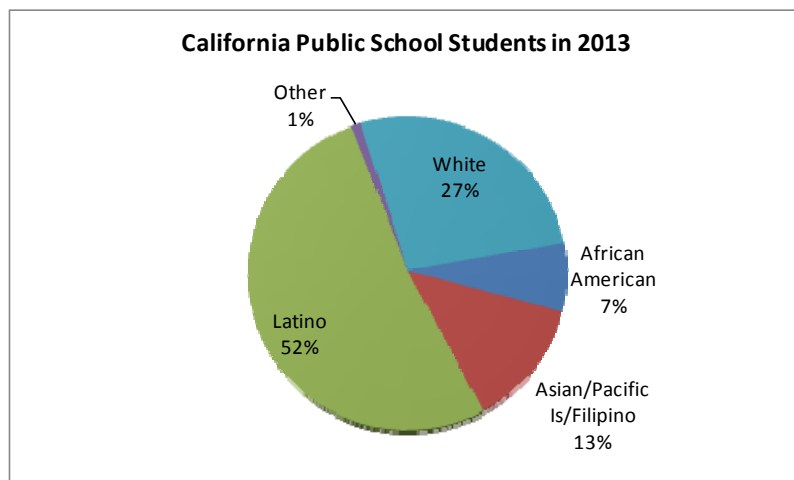
- Within a 10-mile radius of Cañada College, the proportion of Hispanics under the age of 14 is roughly double the proportion of Whites and Asians.
- Centered near CSM, the ethnic and age distributions reflect the county's overall ethnic distribution.
- Within a 10-mile radius of Skyline College, the proportion of Asian and Filipinos under the age of 14 is growing fast.⁴

Minorities in San Mateo County will soon become the majority. The county's Hispanic population (of any race) will increase from 25.6% in 2007 to 28.1% in 2012, while the White population will drop from 54.2% in 2007 to 50.7% in 2012.⁵ English is the predominant language in only 6 out of 10 San Mateo households. Other languages spoken at home include Spanish (17.6%), Asian language (14.9%), and other Indo-European (5.0%).

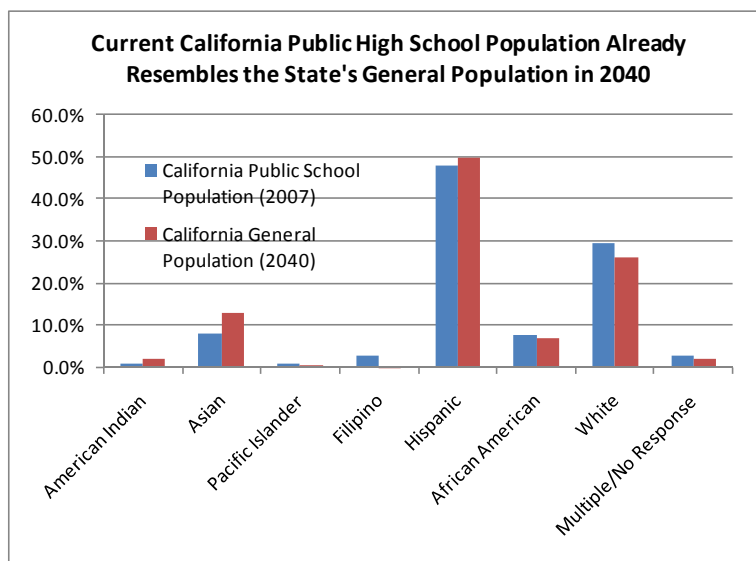
The colleges reflect the state in many ways. The California population is described as having complex layers of previous waves of immigrants, new arrivals, and new native-born adults. A study by the University of Southern California⁶ suggested that immigrants, a key component of California's population and vitality, will increase from 27% in 2005 to 29.8% of the total population in 2030⁷.

California's ethnic composition between Whites and Latinos will experience the most dramatic change. According to the California Department of Finance, in 2000, Whites were close to 50% of the population, while Latinos a little over 30%.

By 2013, according to the California Department of Finance projections, the state's public high school students' demographics will be 52% Latino. Currently, the Latino student population is 48%.



Farther out, by 2040, Whites will be 26% of the population and Latinos 50%.⁸ As a matter of fact, the current California public high school student population is remarkably close to the projected California population for 2040. Comparing the DOF's projections for California's general population to the current California school population provided by the California Department of Education, the current public high school students already resemble the future population ethnic distribution in year 2040.



Ethnic Shifts in the County and SMCCCD

The following two tables show the history data for San Mateo County total population by ethnicity (1980-2020) and SMCCCD Student Population by ethnicity spanning over 3 decades: 1980, 1990, 2000 and 2006. The ethnicity has undergone major shifts over these years. For example, Whites changed from being 71.8% of the county population in 1980 to being 46.1% in 2005. Meanwhile, the White student population enrolled at SMCCCD changed from 71.6% in 1982 (first year when ethnicity was officially tracked) to 33.3% in 2005. During the same period, both the Asian and Hispanic populations leaped from around 10% to close to 24% in the county and to over 25% in the student body.

San Mateo County Population Change – Ethnicity (1980 – 2020)

San Mateo County Population Change Summary (1980-2020)													
	1980		1990		2000		2005		2010		2020		
Total Population	588,098		648,155		711,031		722,265		736,667		761,455		
Ethnicity													
White	422,161	71.8%	390,120	60.2%	360,423	50.7%	332,740	46.1%	313,992	42.6%	280,023	36.8%	
African American	34,860	5.9%	33,784	5.2%	24,288	3.4%	25,186	3.5%	26,848	3.6%	30,463	4.0%	
Native Indian	1,973	0.3%	2,388	0.4%	1,605	0.2%	1,673	0.2%	1,838	0.2%	2,351	0.3%	
Asian/Pacific Islanders	54,833	9.3%	106,747	16.5%	152,842	21.5%	172,098	23.8%	187,544	25.5%	209,301	27.5%	
Hispanic	74,271	12.6%	115,116	17.8%	155,505	21.9%	172,414	23.9%	188,420	25.6%	220,258	28.9%	
2 or more Races	n/a		n/a		16,368	2.3%	18,154	2.5%	18,025	2.4%	19,059	2.5%	

Source: <http://www.bayareacensus.ca.gov/historical/corace.htm>⁹

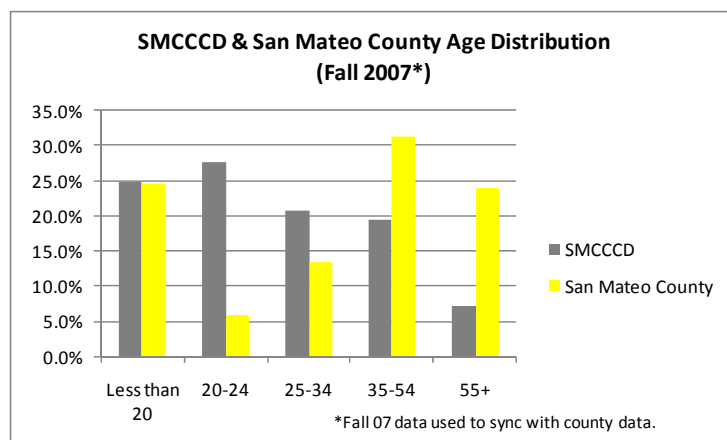
SMCCCD Student Body - Ethnicity

	1982		1990		2000		2005	
Total Enrollments	30886		32290		24777		25322	
Ethnicity								
White	22127	71.6%	19909	61.7%	10233	41.3%	8420	33.3%
African American	1486	4.8%	1496	4.6%	895	3.6%	914	3.6%
Native Indian	229	0.7%	245	0.8%	141	0.6%	117	0.5%
Asian/Pacific Islanders	3224	10.4%	5727	17.7%	7090	28.6%	7027	27.8%
Hispanic	2974	9.6%	4454	13.8%	5124	20.7%	6422	25.4%
Other/Unknown	846	2.7%	459	1.4%	1294	5.2%	2422	9.6%

Source: Fall Census Statistics Report¹⁰

Age of the Population

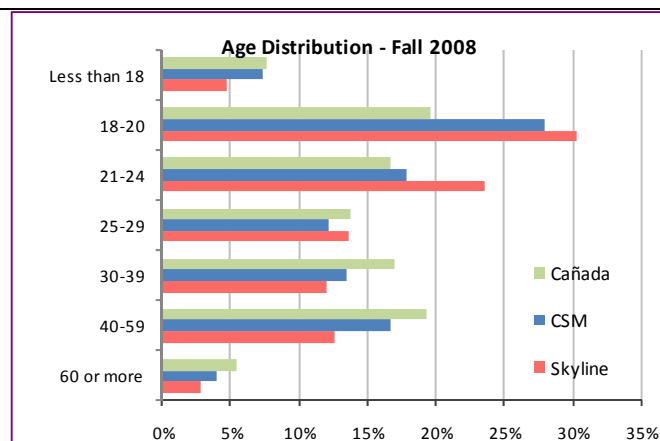
The student age in the three colleges in SMCCCD is relatively young compared to the entire San Mateo County. The three colleges have attracted more students younger than 35, but fewer students from the population aged 35 and above.¹¹



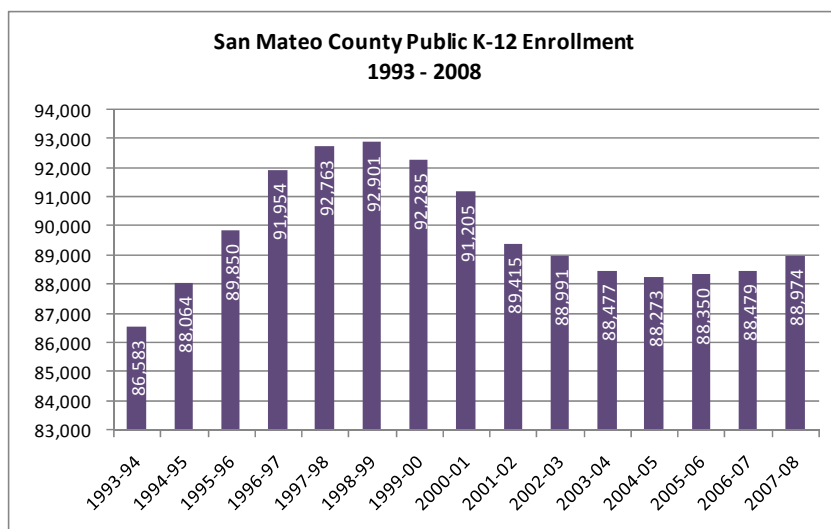
Age distribution among the three colleges, using fall 2008 data, showed noticeable differences. Cañada enrolled slightly more older students: 42% 30 or older; CSM: 34% 30 or older; Skyline: 28% 30 or older.¹²

Age Distribution of District Colleges (fall 2008)

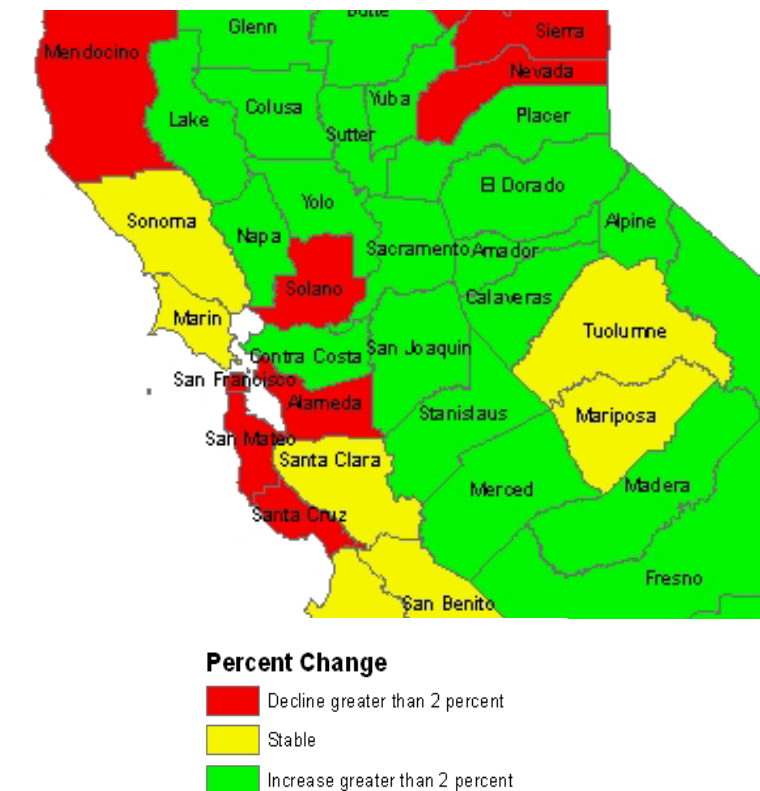
	Cañada	CSM	Skyline
Less than 18	8%	7%	5%
18-20	20%	28%	30%
21-24	17%	18%	24%
25-29	14%	12%	14%
30-39	17%	14%	12%
40-59	19%	17%	13%
60 or more	6%	4%	3%



K-12 enrollments in San Mateo County peaked in 1998-1999. The macro trend of enrollments has since been trending downward, according to the California Department of Education data. However, after a steep drop in enrollments that started in 2000 and lasted until 2004-05, with few exceptions the number of public high school students in San Mateo County is slightly trending upward.¹³

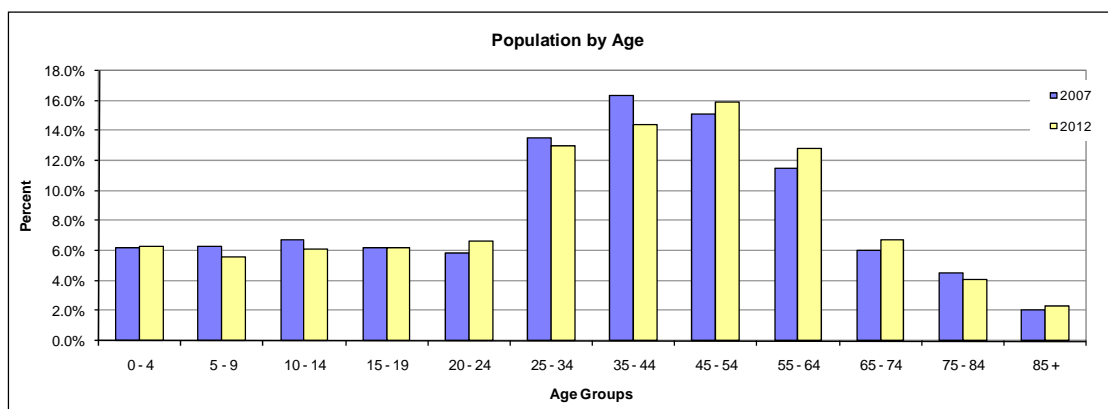


San Mateo County is among those counties projected to decrease more than 2% in K-12 graded enrollments from now to 2016.¹⁴



The traditional college going population will decrease while retirement age groups will increase in the county. From 1990 to 2004, the proportion of residents age 25 to 44 as a share of the county's population decreased from 35.9% to 29.8% while the proportion of 45 to 64-year-old increased

from 20.4% to 27.1%. The 20 to 24-year-old age range--a prime college-going cohort--decreased from 7.2% to 5.2%.¹⁵ Younger and college going population (less than 19) actually will drop from 25.4% in 2007 to 24.2% in 2012. When examined by age group of 55+ in San Mateo County, the population growth projections for the 55+ population will outpace the total population by more than 7 times. From 2007 to 2012, the 55+ population in the county will grow at an annual rate of 1.89%, while the total population grows by only .25% in the same period.¹⁶ It can be said that San Mateo County is experiencing a loss in young adults.¹⁷



Countywide, 8% of the population aged 16 to 64 reported a disability. The age group of 55+ reported in the 2000 Census as having a disability rate of 17%¹⁸. The District Colleges will need to continue to provide appropriate assistance to students with disabilities.

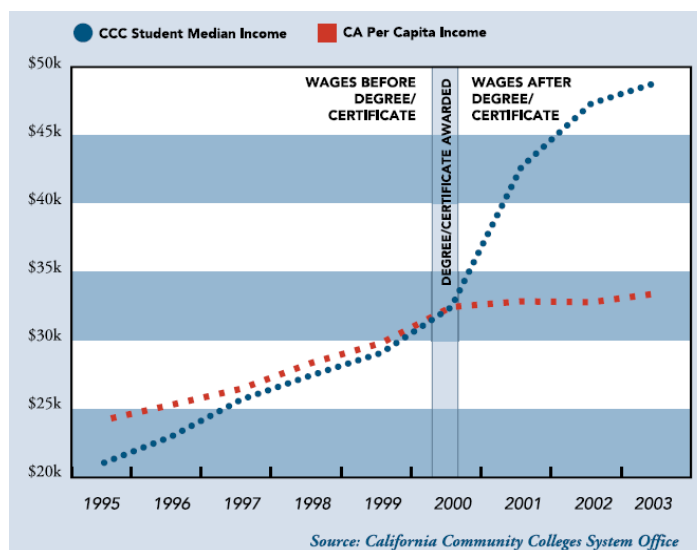
ABAG also expects the population to change in significant ways by 2035. For example, the median age in the Bay Area will increase from 36.5 years in 2005 to 42.5 years by the end of the forecast in year 2035.¹⁹

The Educational Environment

Importance of Higher Education and the Community Colleges

The economy favors those with a college degree. Data published by the Public Policy Institute of California compared inflation-adjusted earnings by education in 1969 and in 2001. While a person with a high school diploma in 1969 could earn an annual salary of \$25K, in 2001, the same level of education could only bring home \$20K. In contrast, a college degree in 1969 could allow one to earn an annual salary of \$40K; a college degree in 2001 would boost the earning to \$45K.²⁰

Having an associate degree or community college certificate has been shown to have a continuous impact on one's earning power over a lifetime. According to the California community college System Office, people with community college degrees or certificates surpass California's per capita income by a wide margin.²¹



Similarly, having a college degree would reduce one's chances of unemployment. The unemployment rate in 2006 showed that a person with only a high school diploma was twice as likely to be unemployed as someone with a college degree (U.S. Bureau of Labor Statistics).²²

Nearly 80% of all new jobs projected for 2012 in the United States require an Associate's degree or less. The predominant mode of training employees is "on the job training," suggesting that community colleges need to partner closely with private employers to provide efficient training programs. Among the projected jobs for 2014 in the San Mateo/San Francisco Bay Area, according to EMSI (Economic Modeling Specialist, Inc), 73% of them require an Associate's degree.

As the economy is increasingly globalized, many jobs can be outsourced off shore. Although the benefits of outsourcing jobs need further study, there are a number of jobs that cannot be offshored. They include firemen, police, hospitality, drivers, aeromechanic, nurses, dental professionals, counselors, and teachers.²³ Community colleges train many of these professionals whose jobs must stay in the United States.

About 80% of firefighters, law enforcement officers, EMTs and about 70% of the nurses in California received their education from California community colleges. About 25,000 apprentices are educated by a community college among 160 apprenticeship programs comprised of 66 trade/craft titles that are located on 35 community college campuses.²⁴

Thirty-nine percent of the jobs in 2020 will require a college degree, but the population with a college degree is projected to be only 33% in California. According to data published by the Public Policy Institute of California in 2005, employment requiring a college degree in year 2020 is projected to far exceed the supply of college graduates. There will be far fewer employment opportunities for people with only a high school diploma and even fewer for those who do not graduate from high school. Only 1 out of 10 jobs will not require a high school diploma, but there will be 22% of the population without a high school diploma competing for them.²⁵

Twenty-four percent of all the community college students nationwide are enrolled in California community colleges.²⁶ The demand for higher education in California is projected to grow by more than 700,000 students in California in this decade. Three-fourths of this growth will occur in the state's community colleges.²⁷

First-generation community college students are likely to attend college to improve job skills and obtain an associate degree. First-generation community college students are more likely to be women, older than traditional college age, employed full time, and to support dependents living at home.²⁸

Student Preparedness for College

Data on achievement tests and diploma attainment point to the issue of under preparedness of recent high school students for college level work. Nearly 40,000 first-time freshmen admitted to the California State University System—60% of the cohort—require remedial education in English, mathematics or both. The system set a goal of reducing the proportion of first-time freshmen who need remedial help to 10% or less.²⁹

In a 2004 study, an estimated 30% of California's youths between the ages 18 to 24 did not have a high school diploma. California ranked 45th among the 50 states in the proportion of 18- to 24-year-olds who have attained a high school diploma or equivalent.³⁰

The dropout rates for the San Mateo County public high schools vary from year to year. Using the 2006-2007 "Adjusted Four-year Derived Dropout Rate" data published by the California

Department of Education, the average dropout rates for all six public high school districts in San Mateo County was 14.4%, which was lower than that of the State of California (21.5%).

Adjusted Grade 9-12 Four-year Derived* Dropout Rate by High School Districts (2006-2007)								
	Cabrillo	Jefferson	La Honda-P.	San Mateo	Sequoia	South SF	County	State
American Indian/Alaskan Native	0.0%	0.0%		16.7%	20.0%	0.0%	10.6%	28.4%
Asian	0.0%	9.5%		0.7%	0.9%	1.1%	4.8%	9.7%
Pacific Islander		28.3%		5.5%	21.8%	10.7%	19.2%	25.1%
Filipino	0.0%	9.4%		6.1%	8.5%	3.0%	10.0%	10.7%
Hispanic or Latino	26.5%	16.3%	11.1%	10.4%	21.7%	10.5%	23.4%	27.4%
African American (not Hispanic)	0.0%	17.5%		13.4%	23.1%	15.6%	31.3%	36.2%
White	6.1%	8.9%	13.8%	4.1%	4.1%	6.2%	8.6%	13.5%
Multiple/No Response	11.1%			9.7%	2.7%	41.7%	12.6%	27.1%
Total/Avg	13.9%	11.8%	12.3%	5.1%	12.6%	6.9%	14.4%	21.5%

Fewer than 18,000 General Education Diplomas (GEDs) were awarded to California 18- to 24-year-olds in 2000. The 3.1% ratio of GED awards to those with less than a high school education (18- to 24-year-olds only) places California at 49th of the 50 states on this measure.³¹

There are differences in Academic Performance Index (API) in 2007 among the six public high school districts in the county. The highest API was from San Mateo Union High School District (772), followed by Cabrillo Unified (770), and Sequoia Union High School District (747). The statewide API performance target for all schools was 800.³²

API in San Mateo County Public High School Districts

	2007
Cabrillo Unified	770
Jefferson Union High	730
La Honda/Pescadero Unified	710
San Mateo Union High	772
Sequoia Union High	747
South San Francisco Unified	746

The 2007 high school Standardized Testing and Reporting (STAR) test results showed differing performance levels across the county's six high school districts. All but San Mateo Union had a combined performance of advanced and proficient levels for English-Language Arts above 50%. On the other hand, almost all districts, except South San Francisco Unified, were above 50% in combined advanced and proficient levels for Summative Math.³³

STAR Test Results among San Mateo County Public High School Districts

STAR Test Results (2007)	English-Language Arts (Advanced & Proficient)	Summative Math (Advanced & Proficient)
Cabrillo Unified	40%	70%
Jefferson UHSD	42%	51%
La Honda/Pescadero Unified	28%	no data
San Mateo UHSD	53%	58%
Sequoia UHSD	46%	58%
South San Francisco Unified	36%	47%

The 2007 Early Assessment Program (EAP) test results also varied from district to district with the majority of the students across the six high school districts not being ready for college in English nor Math.³⁴

Early Assessment Program Results among San Mateo County Public High Schools

EAP Results (2007)	English-Language Arts (Ready for College)	Summative Math (Algebra II & Summative HS Math, Ready for College, excluding "conditional")
Cabrillo Unified	29%	33%
Jefferson UHSD	17%	13%
La Honda/Pescadero Unified	n/a	n/a
San Mateo UHSD	28%	17%
Sequoia UHSD	26%	19%
South San Francisco Unified	14%	13%

There are ethnic differences in relation to high school work. A study by CPEC (California Postsecondary Education Commission) noted that non-Asian minority students were behind in attempting college-prep courses for Math and Science and AP courses. CPEC analyzed California high school students' readiness for college and found that non-Asian students were also less successful in A-G courses, SAT, and Algebra I. Fifty-seven percent of the Asian students took SAT in 2004-05 while 20% of Hispanic students did; 59.7% of Asian students completed A-G in 2005-06, while only 25% of Latino students did; 57% of the Asian students enrolled in college-prep Math courses while only 22.5% Hispanic students did.³⁵

According to the California Department of Education, in 2006-07, nearly 16% of public school students in San Mateo County were classified as English Learners, students whose primary home language is not English and who lack a level of listening comprehension, speaking, reading and writing to succeed in the K-12 curriculum. Of those English Learners, the majority of them (75%) spoke Spanish. Also using the 2006-07 data, the rate of English Learners in the six public high schools district varied from one to the other. By examining two additional discrete years (2000-01 and 2003-04), the overall proportion of English Learners in county public high schools seems to be decreasing both in percentages and in raw counts.³⁶

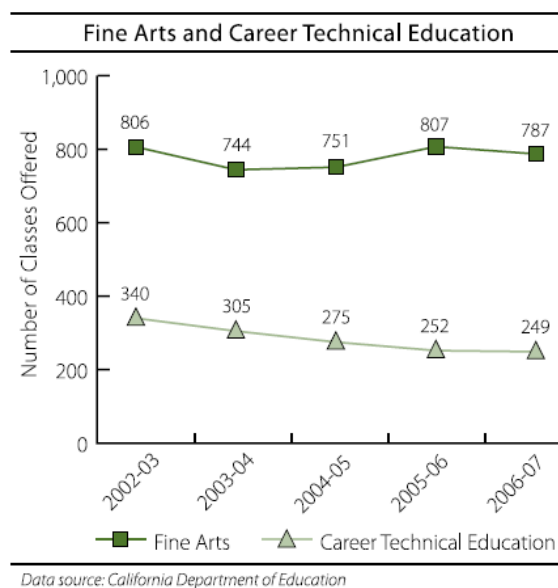
Proportions of English Learners in San Mateo County Public High Schools

English Learners (EL)

	00-01	03-04	06-07
Cabrillo Unified	22%	27%	23%
Jefferson Union	8%	7%	7%
La Honda/Pescadero Unified	35%	48%	48%
San Mateo Union	18%	13%	10%
Sequoia Union	32%	26%	19%
South San Francisco Unified	18%	20%	21%
County Overall	20%	19%	16%

In our county's public high schools, 5,918 students were enrolled as ROP students in 2006-07. They were distributed in five sectors as follows: Service: 1,296; Tech: 1,006; Trade: 2,230; Health: 2,181; and Business: 2,849. AB 2448 requires high schools to reduce the adult student population in ROP classes to 10%. Therefore, it was estimated that about 1,000 to 1,500 adult ROP students would need to take classes from other service vendors, mostly likely the three Colleges.

As an important part of overall education for pupils, Career Technical Education (CTE) classes in the county's public high schools are decreasing as compared to art classes (report summaries available in the 12th annual report card prepared by the Sustainable San Mateo County).³⁷



District Enrollment History and Projections

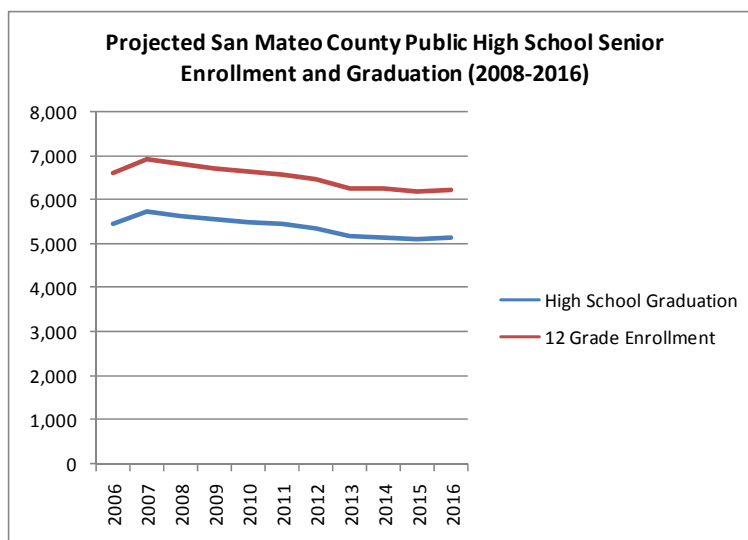
The table that follows contains the three Colleges' fall 2007 student headcount by the city areas (cities or surrounding areas of cities) in San Mateo County.

SMCCCD Colleges enrollment (student headcounts) by city and city areas (fall 2007)

	Cañada		CSM		Skyline	
	Headcnt	Col %	Headcnt	Col %	Headcnt	Col %
Atherton (Menlo Park)	34	0.6%	13	0.1%	3	0.0%
Belmont	235	4.2%	618	6.8%	51	0.8%
Brisbane	6	0.1%	31	0.3%	38	0.6%
Daly City	84	1.5%	489	5.3%	1,923	30.4%
Foster City	149	2.7%	791	8.6%	74	1.2%
Half Moon Bay (El Granada)	25	0.4%	87	1.0%	21	0.3%
Half Moon Bay (La Honda)	24	0.4%	16	0.2%	4	0.1%
Half Moon Bay (Montara)	10	0.2%	46	0.5%	22	0.3%
Half Moon Bay (Moss Beach)	18	0.3%	55	0.6%	24	0.4%
Half Moon Bay (Pescadero)	11	0.2%	17	0.2%	5	0.1%
Half Moon Bay (Princeton)	141	2.5%	322	3.5%	39	0.6%
Half Moon Bay (San Gregorio)	1	0.0%	2	0.0%		
Hillsborough (Burlingame)	122	2.2%	654	7.1%	145	2.3%
Menlo Park	400	7.2%	130	1.4%	13	0.2%
Millbrae	61	1.1%	431	4.7%	224	3.5%
Pacifica	66	1.2%	292	3.2%	1,077	17.0%
Palo Alto (East Palo Alto)	513	9.2%	134	1.5%	20	0.3%
Portola Valley (Menlo Park)	62	1.1%	12	0.1%	3	0.0%
Redwood City	1,037	18.6%	360	3.9%	36	0.6%
Redwood City (Woodside)	1,498	26.8%	491	5.4%	51	0.8%
San Bruno	86	1.5%	465	5.1%	946	14.9%
San Carlos	392	7.0%	368	4.0%	34	0.5%
San Mateo	509	9.1%	2,812	30.7%	215	3.4%
South San Francisco	99	1.8%	512	5.6%	1,360	21.5%
Total	5,583	100.0%	9,148	100.0%	6,328	100.0%

Many factors influence current and future student enrollment in the district's three colleges. With respect to recent high school graduates, these factors include the size of the high school population, its graduation rates, the share of recent high school graduates who choose community colleges (called the "take rate"), among others.

The County's high school seniors will start declining in 5 years, which directly impacts SMCCCD's enrollment, transfer, FTES, and other areas. The California Department of Finance estimated graduation rate for San Mateo County public high schools shows that 8 out of 10 current 12th graders would graduate from high school. Combining the projected county public high school enrollments and graduation, a downward trend appears for both enrollments and graduation in the county's public high schools.³⁸



SMCCCD high school take rate (county public high school graduates enrolling in SMCCCD immediately after graduation) was 25.7% in 2006-2007, representing the lowest of the past three academic years.³⁹

SMCCCD Enrollment Rates of Graduates from County Public High School Districts (2003-2007)

District	03-04 HS Grad	# Enrolling SMCCCD (04-05)	Rate	04-05 HS Grad	# Enrolling SMCCCD (05-06)	Rate	05-06 HS Grad	# Enrolling SMCCCD (06-07)	Rate
Cabrillo Unified	243	77	31.7%	244	87	35.7%	272	68	25.0%
Jefferson Union High	1159	276	23.8%	1114	325	29.2%	1090	212	19.4%
La Honda/Pescadero Unified	9	5	55.6%	9	3	33.3%	18	5	27.8%
San Mateo Union High	1703	449	26.4%	1700	502	29.5%	1850	444	24.0%
Sequoia Union High	1502	407	27.1%	1484	370	24.9%	1420	340	23.9%
South San Francisco Unified	625	229	36.6%	638	315	49.4%	584	278	47.6%
Total/Avg	5241	1443	27.5%	5189	1602	30.9%	5234	1347	25.7%

Note: High school data is from California Department of Education. SMCCCD data is from Banner. Enrollment at SMCCCD is based on fall, spring and summer, for example, fall 05, spring 06, and summer 06.

The County's high school graduates' college-going rates to CSU (13.7% in 2005), UC (11.6% in 2005) and Community Colleges (34.7%) are likely to remain relatively stable.⁴⁰

An overall measure of involvement in college is the Population Participation Rate. Our District's Population Participation Rate (PPR) is relatively low compared to all California community colleges (All CCs). Measured by college going rate of every 1,000 adults in a college's service area for a primary term, it was 40 per 1,000 in fall 2007 for the District, while 67 for all California community colleges.⁴¹ Every year, about 45,000 students are enrolled at SMCCCD. An additional 20%, which can be reasonably accommodated by our facilities, would like increase the District's headcounts to close to 54,000 students or to raise the PPR to about 50 per 1,000 adults.

District and Statewide Population Participation Rates

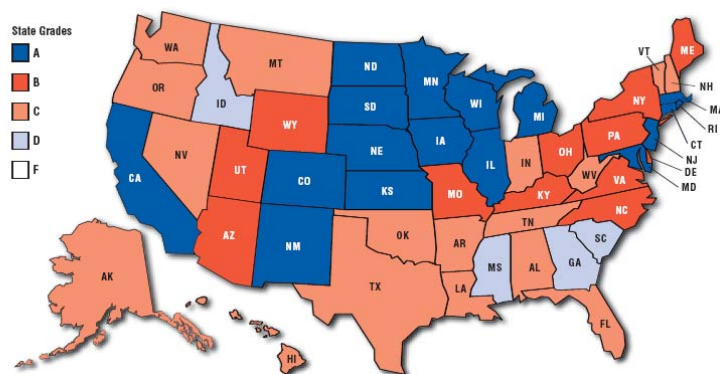
	SMCCCD PPR	All CCCs PPR
2004-2005	42	66
2005-2006	39	66
2006-2007	40	67

Some of the difference in PPR can be explained by the higher education level of the service area resident. About 37% of the Bay Area's adult residents have at least a bachelor's degree, compared to 24% nationwide, and one in six has a graduate or professional degree. Core skills include building and managing global businesses, innovating in products, services and business models, and creating new industries.⁴²

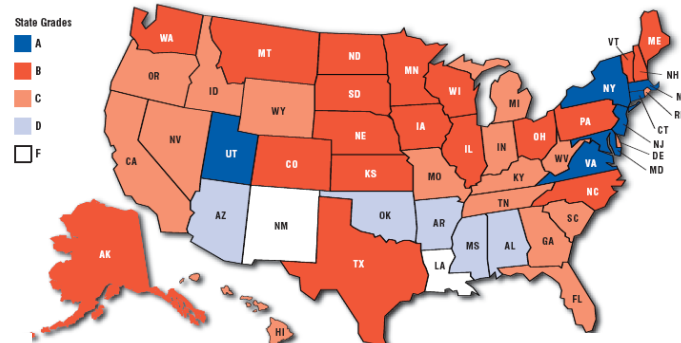
For San Mateo County, using 2004 data, the education level of the adult population has been on an upward trajectory since 1990. By 2004, there were smaller proportions of county residents at the lowest levels of education and more at the highest levels. The proportion of adults with bachelor's degrees or higher in 2004 was 43.3% compared to 31.3% in 1990. Both statistics are significantly higher than corresponding California and national statistics.⁴³ There are pockets in the county where a disproportionate number of residents have only a high school education. According to recent census estimates, adults in parts of Daly City, South San Francisco, East Palo Alto, Redwood City and elsewhere are less likely to have earned bachelor or professional degrees than adults throughout San Mateo County.⁴⁴

Our nation has made small progress since the early 1990s in enrolling young adults or working-age people. Improvements were seen in only eight states. California received an A in the Participation category in the study "Measure Up 2006 – The National Report Card", conducted by the National Center for Public Policy and Higher Education,⁴⁵ but a C in the category of Preparation. The study noted that progress made in improving the academic preparation of young adults has not resulted in gains in some important areas, including the percentage of young adults graduating from high school in four years. "Meanwhile, the nation continues to experience disparities in educational performance by race/ethnicity and family income," the study authors remarked. Baccalaureate degree attainment rates for Latino and African-American young adults—the fastest-growing population groups in our country—are less than half of those for Whites and Asians.⁴⁶

Participation Scorecard



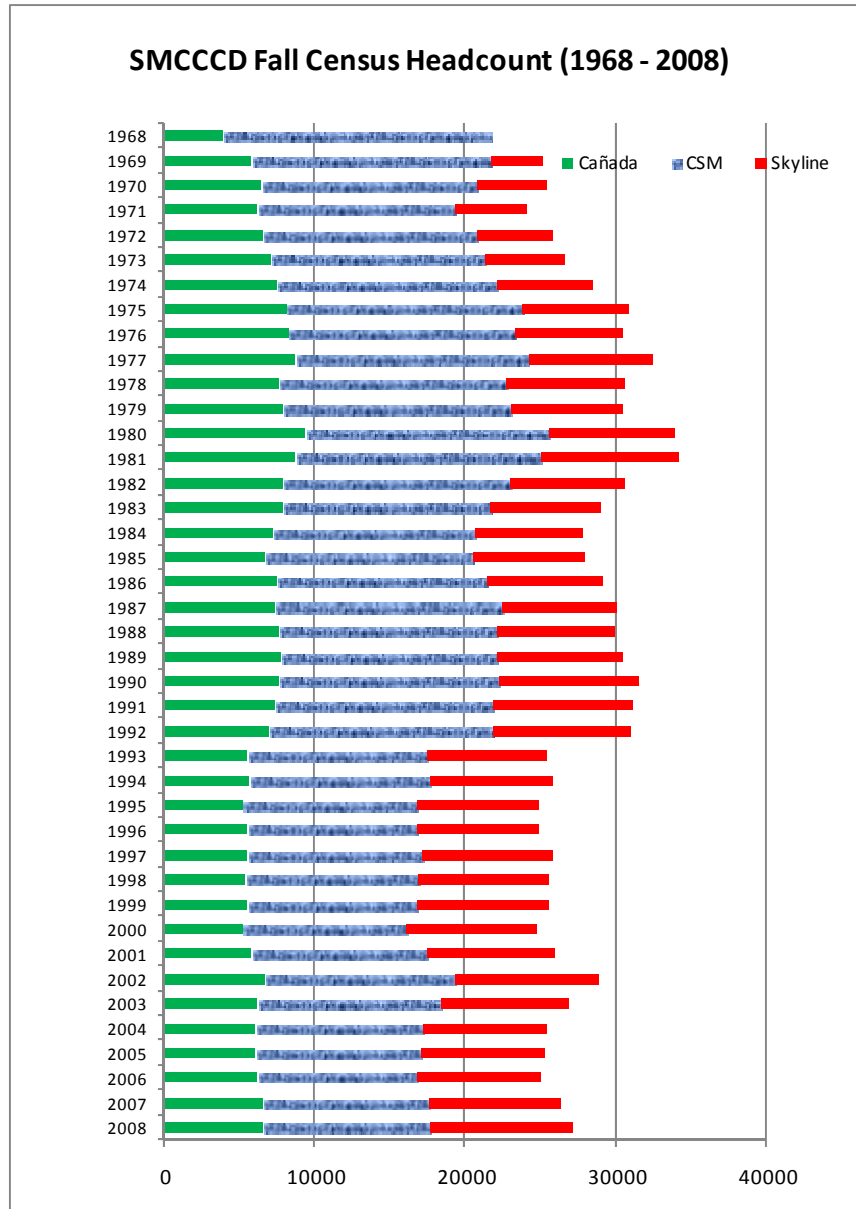
Preparation Scorecard



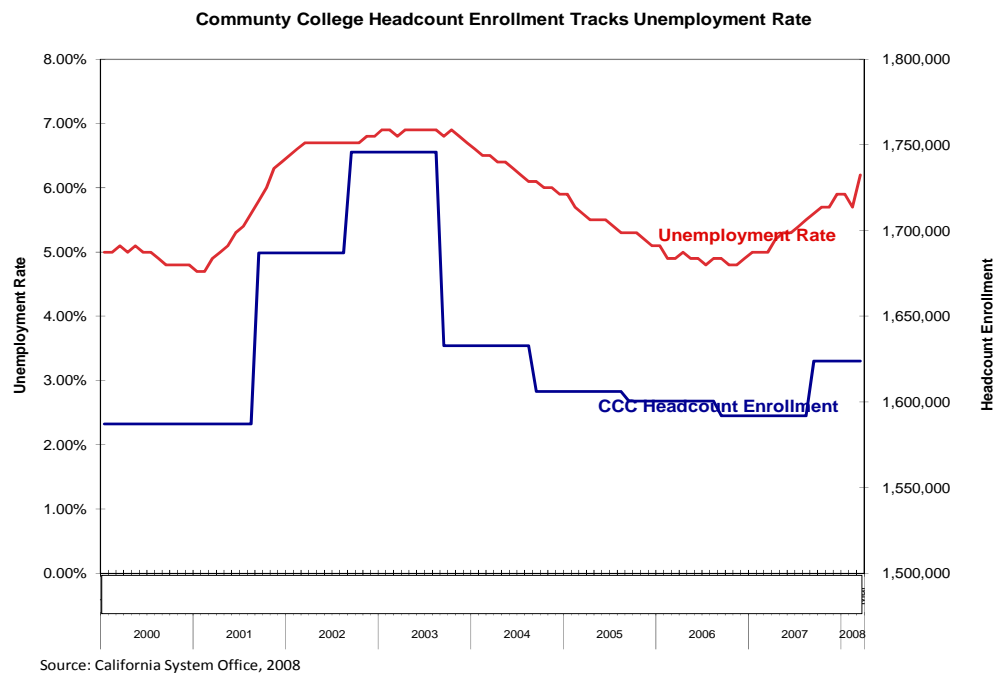
It is worth noting that in a national study published by the American Council on Education (ACE), associate degrees granted to minority students have increased dramatically from 1993 to 2003 by 90.6%, compared to 28.8% for all students receiving associate degrees. African American and Hispanic students showed the most impressive gains: 80.2% and 118.7% respectively.⁴⁷

Historically speaking, the enrollment in SMCCCD as measured by headcounts in fall semesters peaked in 1981. The headcount in 2006 was one of the lowest and was similar to that in 1969, almost 4 decades ago, when the county's population was 556,000 according to 1970 census⁴⁸ or 70% the size of today's population in the county.⁴⁹ 1969 was also the first year all three colleges were in operation.

Several reasons may account for the major changes in the above chart. These could include: 1978-1981 Prop. 13 reductions and recovery; 1981 to 1982 – state mandated course reclassification reductions resulting in budget reduction of \$825,000, probably equivalent to over 3 million today; 1992 to 1993 – student fee increase to \$10 per unit and implementation of BA differential fee – resulted in loss of 5,000 BA degree holders in the District. Although the fee was eliminated in spring 1996, most of the students did not return.



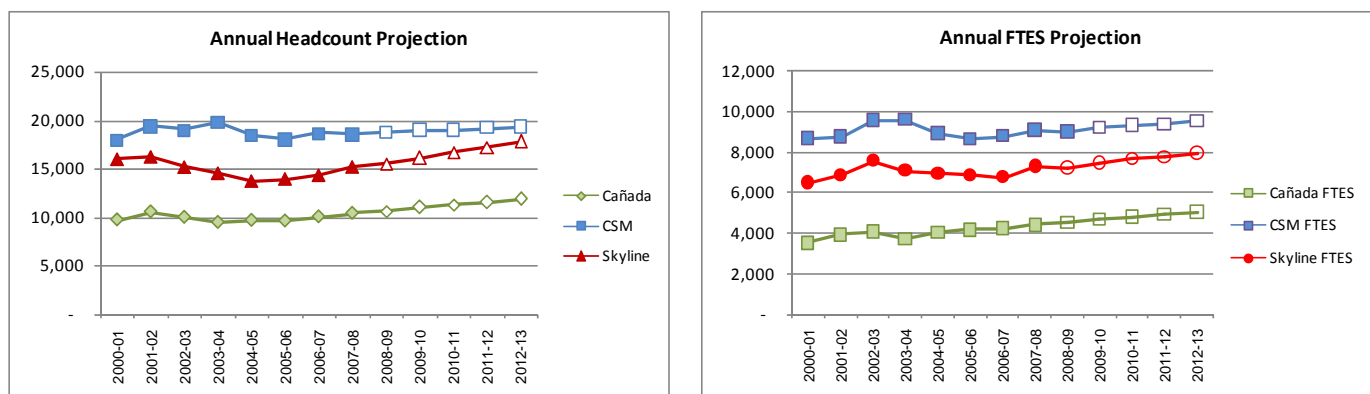
Community college enrollments may be correlated to the ebb and flow of the economy. Using data from the System Office (chart below), the increase in overall headcounts in California community colleges from mid 2001 to late 2003 seemed to follow the rise of the unemployment rate. The pattern seemed to be repeating itself starting in mid 2007.



Projections for both annual headcounts and FTES (Full-time Equivalent Students) by District Colleges are showing moderate growth trends.⁵⁰

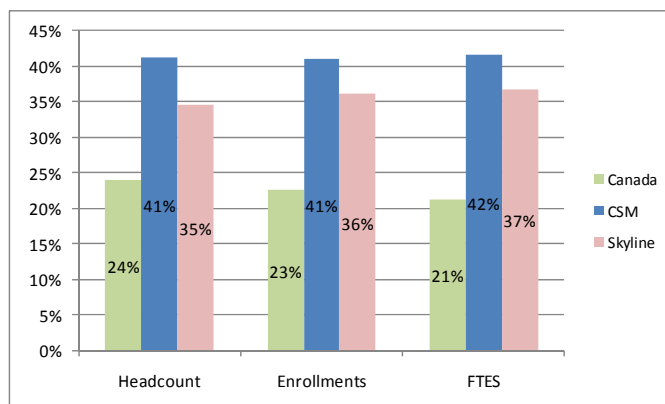
	Cañada		CSM		Skyline		SMCCCD	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
2000-01	9,782	3,546	18,050	8,680	16,016	6,522	43,848	18,748
2001-02	10,595	3,948	19,467	8,783	16,261	6,908	46,323	19,639
2002-03	10,046	4,095	19,033	9,562	15,189	7,596	44,268	21,253
2003-04	9,530	3,753	19,817	9,597	14,550	7,128	43,897	20,478
2004-05	9,734	4,061	18,487	8,941	13,740	6,970	41,961	19,972
2005-06	9,674	4,195	18,074	8,669	13,966	6,887	41,714	19,751
2006-07	10,098	4,255	18,670	8,791	14,339	6,801	43,107	19,847
2007-08	10,458	4,452	18,622	9,085	15,211	7,329	44,291	20,866
2008-09	10,640	4,549	18,714	9,010	15,511	7,245	44,864	20,804
2009-10	11,032	4,678	18,988	9,218	16,133	7,466	46,153	21,361
2010-11	11,303	4,825	19,009	9,328	16,719	7,687	47,031	21,839
2011-12	11,590	4,937	19,192	9,394	17,180	7,756	47,962	22,087
2012-13	11,922	5,075	19,340	9,553	17,784	7,977	49,045	22,605

Note: projected numbers start with the 2008-09 academic year.

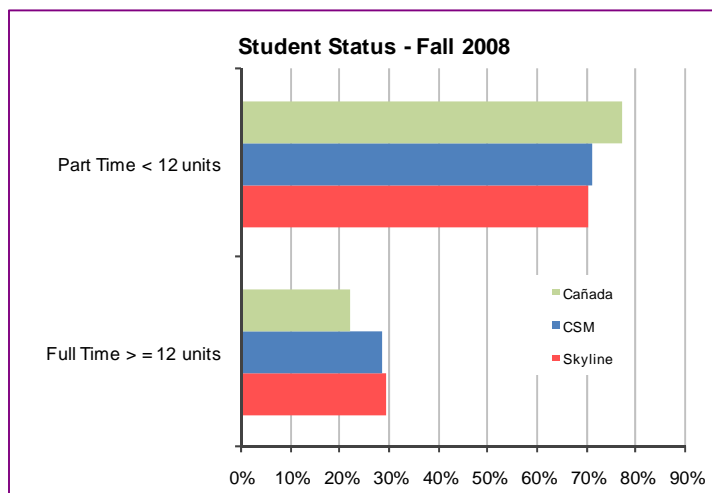


Note: (1) Linear regression modeling via trend array, as it was used for the projections, represents a forward moving trend without consideration of various intervention factors, such as additional marketing, change in the economy, and/or opening/cancelling classes; (2) The “bump-in-the-road” budget cut in Year 2002-03 created a statistical anomaly (outlier), therefore, imputed mean by college was used for each of the three colleges for that year. However, projections for 2008-09 to 2012-13 are based on years after 2002-03.

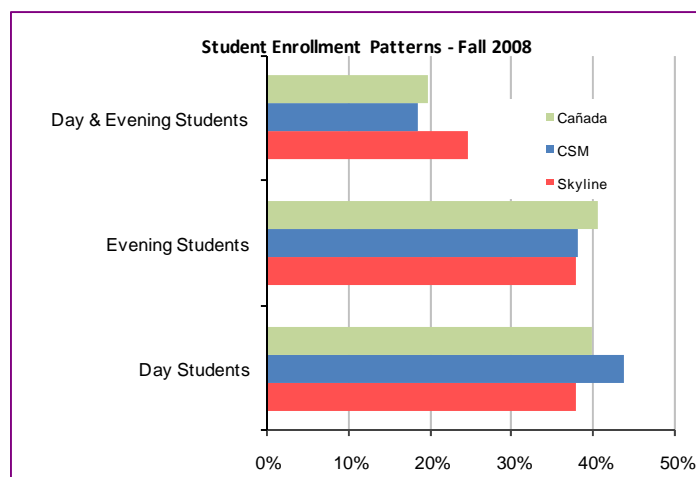
In fall 2008, the percent distribution of student headcount by college was Cañada (24%), CSM (41%) and Skyline (35%). FTES distribution is slightly different among the three: Cañada 21%, CSM 42% and Skyline 37%.⁵¹



Full time students (enrolled in 11.5 or more units) and part-time students (enrolled in fewer than 11.5 units), using fall 2008 census data, showed noticeable differences among the three colleges. A little over 20% of Cañada enrollments were full-time. CSM and Skyline had similar proportions of students as full-time (29% and 29% respectively).⁵²

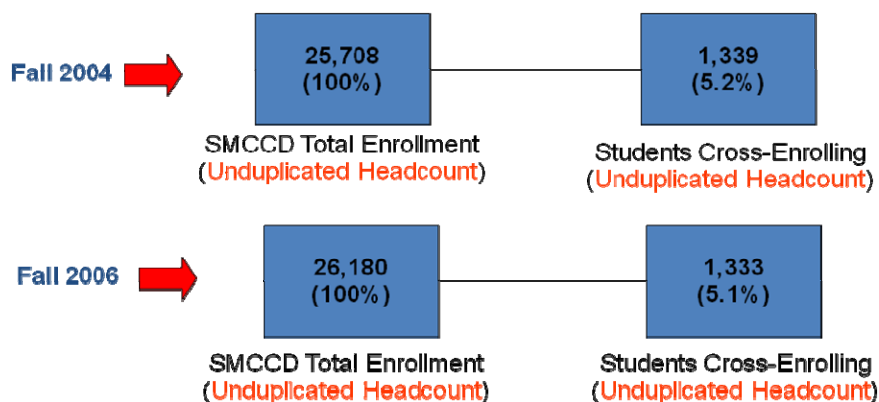


Student Enrollment Patterns among the three colleges, using fall 2008 census data, showed noticeable differences. The proportion of Day & Evening students was lower at Cañada than the other two; CSM had disproportionally more Day students; the enrollment patterns at Skyline were more balanced.⁵³



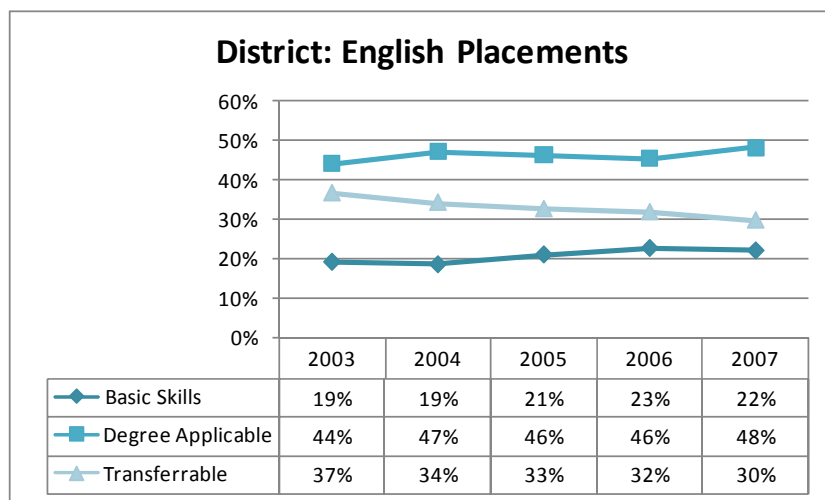
However, none of the three colleges have a majority group of either Day, or Evening or Day and Evening students. In fall 2008, District-wide, 41% were Day students, 38% were Evening students, and 21% were Day and Evening students.⁵⁴

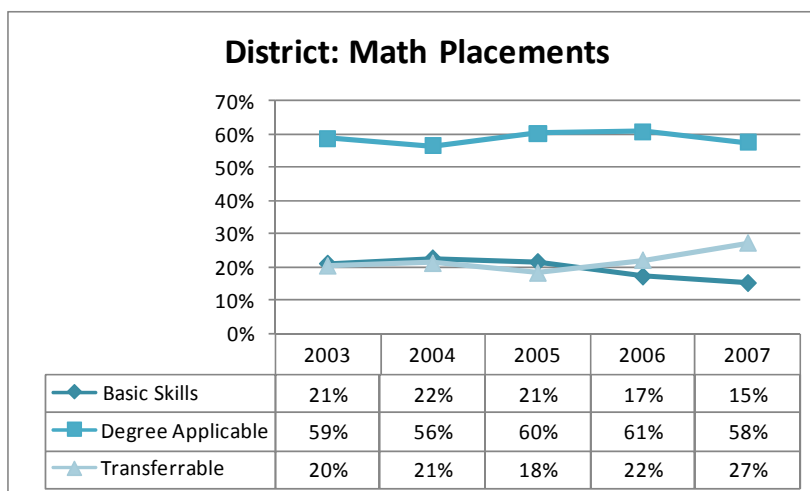
A study conducted by the CSM Research Office showed about 5% of the students in the District took classes in at least two of the District Colleges and even all three Colleges (cross-enroll) in a given semester.



High School Graduates English and Math Placement

Analysis of 5 years of incoming high school graduates placement testing data showed that only 30% of the high school graduates are placed into transfer level English courses and 27% into transfer level Math courses. The majority of the high school graduates are placed into degree applicable courses that do not transfer to CSU or UC. The courses taught in degree applicable English courses start with high school junior level learning and the courses taught in degree applicable Math courses start with element or intermediate algebra.





Course and Program Offerings

The three Colleges have thirty-eight academic or course department headings in common. Most of these departments represent course names that comprise the core curriculum necessary for each college to provide a general education as specified in the district's mission statement, e.g. English, Mathematics, Biology, Chemistry, Political Science, Economics, Philosophy, History, Business, Art, Music, Spanish, Physical Education, etc., Some departments provide specialized assistance to help students succeed, e.g. Writing, Reading, ESL, Career Development, Tutoring, and some departments are sub-disciplines within broader designators, e.g. Team, Fitness, Adaptive, Varsity, Individual, etc. are sub-sets of Physical Education. Given the differing purposes served by these core departments – most serve the general education function and very few have large numbers of declared majors – enrollment comparisons are best considered in the context of the larger unit of a division where enrollment balance is maintained. Collectively, these core departments comprise the majority enrollments of the district.

The three Colleges offer transfer preparation, Career Technical Education (CTE) and developmental education (basic skills). Transfer courses generated over 70% of the FTES among all FTES generating courses in our District in 2006-07, according to the System Office. CTE courses generated over 20% of the FTES, and Basic Skills courses generated between 4% and 16% among the three Colleges.

Comparison of San Francisco Bay Area Community Colleges: 2005-07 FTES by Course Type

2006-07 FTES by Course Types*

District	College	Transfer Ratio	CTE Ratio	BS Ratio
Contra Costa CCD	Los Medanos	55%	38%	7%
Peralta CCD	Merritt	59%	37%	4%
Contra Costa CCD	Contra Costa	58%	33%	9%
Peralta CCD	Laney	62%	29%	9%
Foothill CCD	Foothill	68%	28%	3%
Foothill CCD	DeAnza	66%	28%	6%
West Valley CCD	Mission	62%	27%	11%
San Francisco CCD	San Francisco	67%	27%	6%
San Francisco CCD	San Francisco Ctrs	0%	26%	74%
San Mateo CCD	College of San Mateo	71%	25%	4%
Peralta CCD	Alameda	70%	24%	6%
Ohlone CCD	Ohlone	69%	24%	7%
San Mateo CCD	Skyline	70%	23%	6%
Peralta CCD	Berkeley City	72%	23%	4%
San Jose CCD	San Jose City	64%	22%	14%
San Jose CCD	Evergreen Valley	67%	22%	10%
Chabot-Las Positas CCD	Chabot Hayward	68%	22%	10%
West Valley CCD	West Valley	76%	21%	3%
San Mateo CCD	Cañada	63%	20%	16%
Chabot-Las Positas CCD	Las Positas	73%	19%	8%
Contra Costa CCD	Diablo Valley	78%	19%	3%

*Excluding Credit Courses since many of them overlap with Transfer Courses.

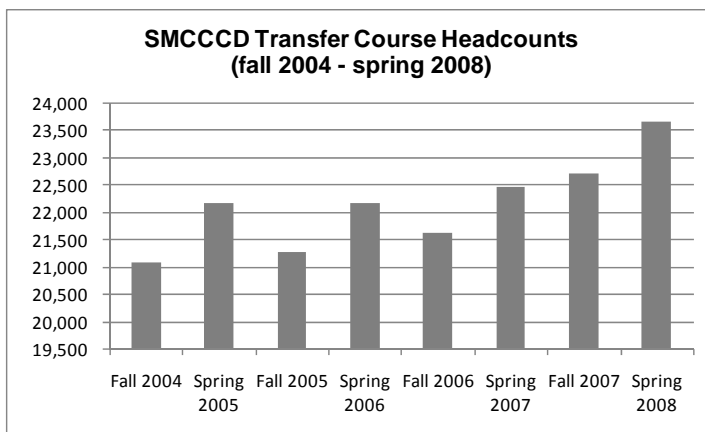
Source: System Office Data Mart, Retrived, March 2008 (VC-ESP)

Note: The categorizations in the above chart were mandated by the State for various purposes. It seems to suggest that 70% of our students should be transferring. In reality, the transfer and career courses are not mutually exclusive and many transfer courses are critical parts of career programs.

Transfer Enrollments

The transfer education enrollment (headcounts) in SMCCCD is seeing a steady increase since fall 2004.

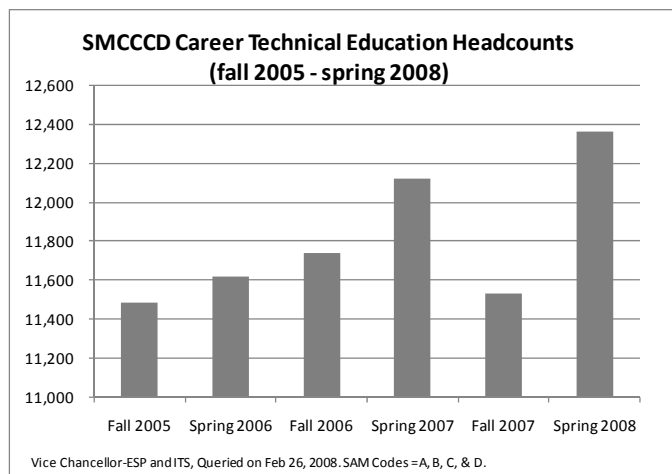
	Cañada	CSM	Skyline	SMCCCD
Fall 2004	4,749	9,085	7,260	21,094
Spring 2005	5,010	9,448	7,725	22,183
Fall 2005	4,925	9,122	7,234	21,281
Spring 2006	5,010	9,585	7,584	22,179
Fall 2006	5,000	9,207	7,416	21,623
Spring 2007	5,240	9,357	7,881	22,478
Fall 2007	5,292	9,475	7,958	22,725
Spring 2008	5,427	9,786	8,468	23,681



Career Technical Education Enrollments

The career technical education (CTE) enrollment (headcounts) in SMCCCD is seeing an increase after lingering at around 11,000 headcounts since fall 2005.⁵⁵

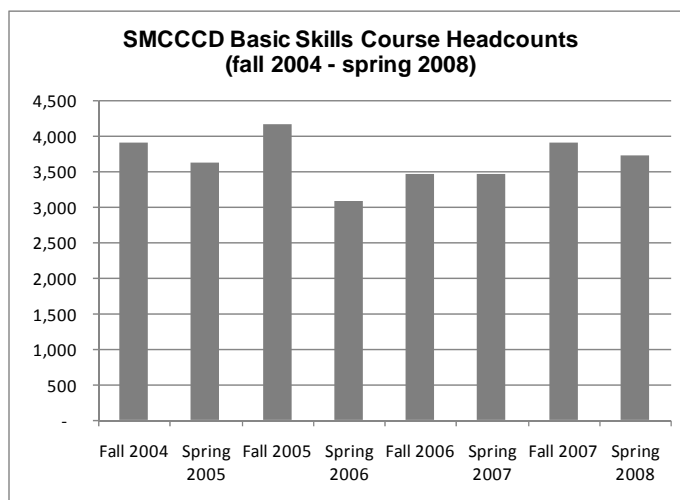
	Cañada	CSM	Skyline	SMCCCD
Fall 2005	2,616	4,931	3,939	11,486
Spring 2006	2,708	4,912	3,999	11,619
Fall 2006	2,514	5,202	4,024	11,740
Spring 2007	2,585	5,484	4,053	12,122
Fall 2007	2,566	4,839	4,123	11,528
Spring 2008	2,669	5,400	4,295	12,364



Basic Skills Enrollments

The basic skills education enrollment (headcounts) in SMCCCD is trending upward since spring 2006, but has not reached the recent all time high of fall 2005. (Selection criteria are CB08 = B or P in state MIS data elements.)

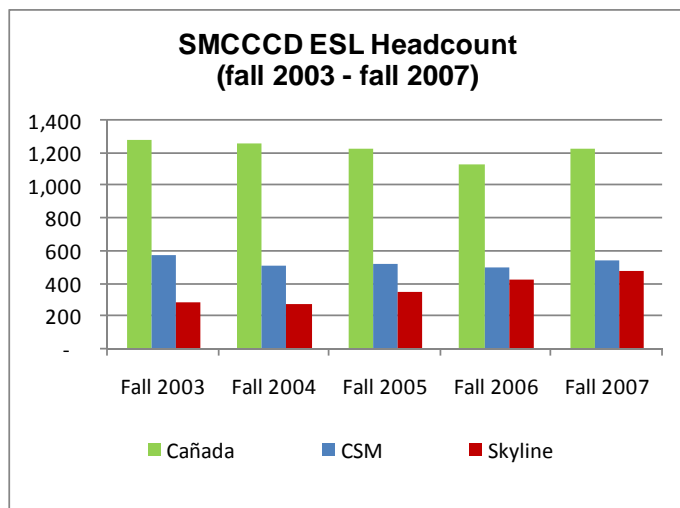
	Cañada	CSM	Skyline	SMCCCD
Fall 2004	1,844	860	1,223	3,927
Spring 2005	1,731	913	999	3,643
Fall 2005	2,232	1,047	903	4,182
Spring 2006	1,405	909	780	3,094
Fall 2006	1,548	910	1,021	3,479
Spring 2007	1,455	883	1,139	3,477
Fall 2007	1,640	965	1,305	3,910
Spring 2008	1,466	1,101	1,170	3,737



ESL Enrollments

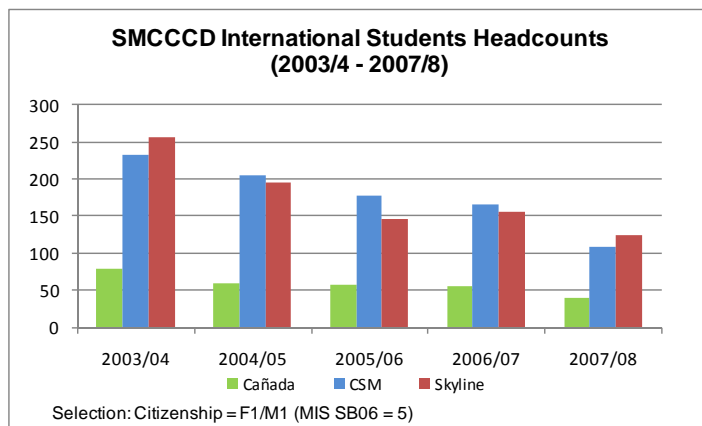
In the past five fall semesters, the District's ESL student population as measured by headcounts has stayed around 2,100. The headcount increased from 2,056 in fall 2006 to 2,258 in fall 2007. The ESL population at Cañada is by far the largest.

	Cañada	CSM	Skyline	SMCCCD
Fall 2003	1,282	577	287	2,146
Fall 2004	1,263	516	274	2,053
Fall 2005	1,234	526	350	2,110
Fall 2006	1,128	504	424	2,056
Fall 2007	1,232	543	483	2,258

***International Enrollments***

The headcounts of international students in our district have been on a steady decline from a total of 568 in 2003-04 year to 272 in 2007-08 year. (The counts may include students who initially applied at a college outside the District Colleges.)⁵⁶

	Cañada	CSM	Skyline	SMCCCD
2003/04	78	233	257	568
2004/05	60	205	196	461
2005/06	58	177	146	381
2006/07	55	166	155	376
2007/08	39	108	125	272



Financial Aid

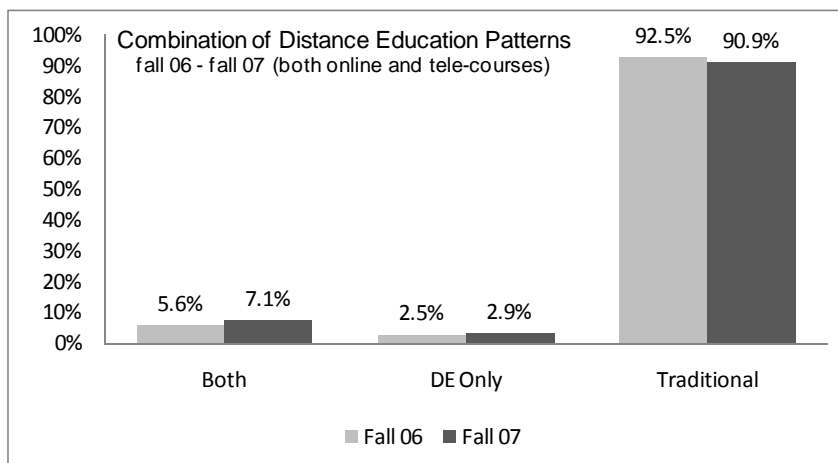
Most of the financial aid awards are Pell grants. Supplemental Educational Opportunity Grants are the second popular awards. Excluding Board of Governors waivers and loans, on average, the District Colleges disburse \$6.5 million in student financial aid in the forms of scholarships and grants.

SMCCCD Annual Financial Aid Awards Distribution

	2004-05	2005-06	2006-07	2007-08	2008-09
Academic Competitive Grants			0.1%	0.8%	0.2%
BOG Waivers	32.6%	33.5%	31.8%	34.0%	41.3%
CalGrants	5.8%	5.6%	5.9%	4.8%	
CalWorks	0.2%	0.3%	0.2%	0.2%	0.2%
CARE	0.5%	0.8%	0.3%	0.5%	
Chafee Grants	0.1%	0.1%	0.3%	0.3%	
EOPS	8.2%	10.6%	7.9%	7.6%	
Fed Wrk Study	2.2%	2.0%	2.2%	1.7%	1.2%
MESA		0.0%		0.0%	
Parent Plus Loan	0.1%	0.1%	0.0%	0.1%	
PELL	30.2%	28.3%	31.9%	30.1%	33.3%
Scholarships	1.6%	1.6%	1.8%	2.7%	0.4%
SEOG	15.1%	14.3%	15.2%	14.9%	23.5%
Stafford Loan	2.0%	1.5%	1.3%	1.6%	
TRIO	1.4%	1.3%	1.2%	0.6%	
	100.0%	100.0%	100.0%	100.0%	100.0%

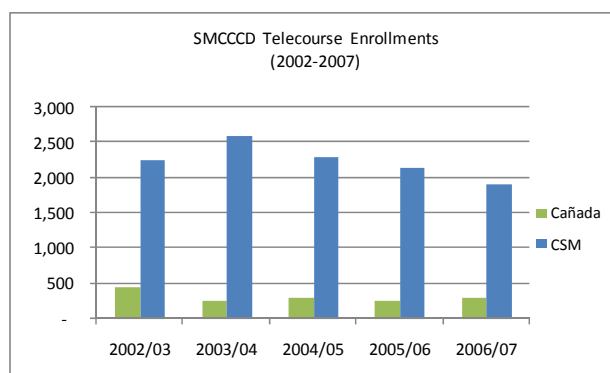
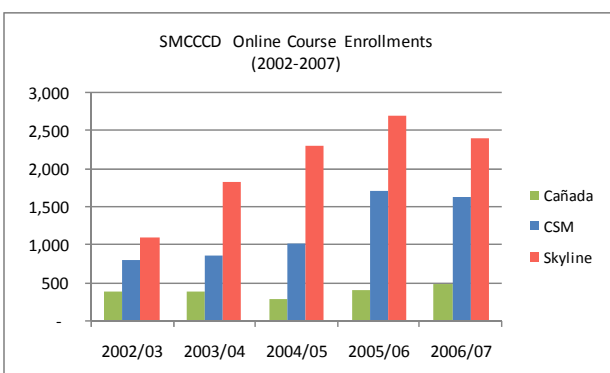
Distance Education

In fall 2006, 92.7% of our District students took traditional (site-based) classes, 2.3% of the students took only distance education courses, and 5.6% took both distance education and traditional brick-mortar based classes. In fall 2007, the percentage of our District students taking only traditional classes decreased to 90.9%, the percentage of students taking both traditional and distance education courses had increased to 7.1%. The percentage of those who took only distance education courses also increased to 2.9%.⁵⁷



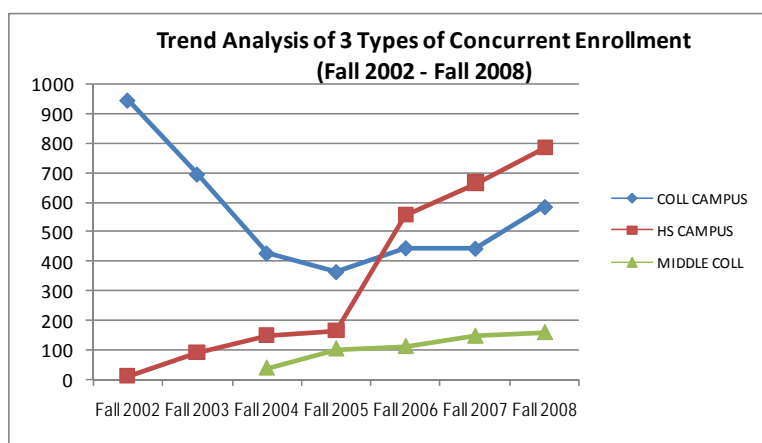
The current level of distance education offerings and enrollments of SMCCCD are below the state average. In the 2005-06 academic year, the headcount percentage of distance education students was 10.7% of total headcount (11.8% statewide) and the percentage of enrollments, a more meaningful measure of distance education, was 4.4% of total enrollments (5.6% statewide).⁵⁸

The online course enrollments in the three Colleges have shown an upward trend over the past six years. However, the enrollments in telecourses have shown a declining trend starting in 2003-04.



Concurrent Enrollment

Concurrent enrollment is the term used for high school student enrollment in community college courses, whether the course is offered at a college or at the student's high school. The concurrent enrollment efforts at SMCCCD have resulted in steady growth, particularly in headcounts of concurrent enrollment students who take college credit courses on high school campuses.⁵⁹



Middle College is a cohort based model in which high school students study both college and high school programs on college campuses. Middle College models in use by the leading community colleges have shown great promise in increasing student access to college. Cañada and CSM both have state funded Middle Colleges. Skyline's Education Master Plan recommended pursuing opportunities with local high schools to establish one in 2009.⁶⁰

Student Retention, Success, and Achievement

Faculty and staff in the District have dedicated a great amount of time and energy to help students succeed. There are numerous examples in the District Colleges that have received national and regional awards. The District and Colleges continue to embark on numerous activities to enhance the scholarship of teaching and to help students succeed. To name a few: The University Center at Cañada; ePortfolio, Writing in the End Zone at CSM; Hermanos, Kababayan programs at Skyline, and the creative textbook rental program.

The overall success and retention rates of the District students in fall 2007 were 69.0% and 83.4% respectively.⁶¹ When analyzed by Transfer, Credit and Basic Skills courses, success rates in Basic Skills courses have been consistently lower than those in Transfer and Credit courses for the past several years and across all three Colleges. Retention rates, however, have been relatively similar for Transfer, Credit and Basic Skills courses at all three Colleges.⁶² Note, the tables below are provided by the System Office. Career & Technical Education (CTE) data is presented later in this section.

Success and Retention Rates by District Colleges by Year

Cañada

	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	74.96	82.74	73.62	83.50	71.60	82.18	72.23	83.50	72.91	85.45
Credit	72.43	81.94	71.68	82.72	70.30	81.66	70.82	82.85	71.23	84.85
Basic Skills	65.52	80.51	61.58	82.11	59.40	72.95	57.83	76.50	59.16	76.46

CSM

	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	68.76	81.91	68.00	83.33	68.31	82.53	67.97	83.13	69.18	82.63
Credit	69.19	82.14	68.27	83.39	68.57	82.44	68.51	83.43	69.14	82.60
Basic Skills	58.47	79.42	53.81	78.39	53.51	81.06	60.08	81.12	56.09	76.51

Skyline

	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	69.09	81.57	68.53	82.82	65.78	79.60	66.57	80.74	66.47	79.60
Credit	68.08	81.18	67.69	82.44	65.18	79.56	65.74	80.61	65.78	79.54
Basic Skills	60.82	78.53	59.99	82.98	24.18	90.96	68.59	85.01	66.76	85.02

Note: Success rate is defined by grades of A, B, C, and CR (credit). Retention rate is defined by all grades except Ws.

In addition, success and retention rates in vocational education courses have remained relatively stable, using available data for fall 2005 through fall 2007. These rates are very similar to the success and retention rates of all courses in the District.⁶³

SMCCCD Career Technical Education Success & Retention Rate

	Fall 2005		Fall 2006		Fall 2007	
	Success	Retention	Success	Retention	Success	Retention
CTE*	64%	78%	70%	84%	69%	83%

Note: CTE is the new term for Vocational Education.

The federally mandated Student Right to Know (SRTK) reporting tracks all certificate, degree, and transfer seeking first-time and full-time students over a three year period. SRTK rates as reported by the System Office for the 2003 cohort (the latest cohort tracking possible) showed that, except for the Completion Rate at Cañada College, the three Colleges performed higher than that of the state average. Skyline College's Completion Rate was almost 10 percentage points higher than that of the state and Cañada's Transfer Rate was more than 23 percentage points higher than that of the state.

Student Right to Know (SRTK) Rates for 2003 Cohort

	Cañada	CSM	Skyline	California Systemwide
Completion Rate	26.3%	38.6%	45.3%	35.6%
Transfer Rate	40.4%	30.2%	18.0%	17.0%

In addition, the System Office publishes the Accountability Reporting of Community College (ARCC) report annually for the 109 colleges.⁶⁴ In the table below, four indicators in the 2008 final report that are not otherwise mentioned in this strategic plan are selected. These four indicators are all based on cohort tracking research methodology. Each indicator has detailed background, rationale and definitions that are available in the original report downloadable from this link (http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2008_final.pdf).

ARCC College Level Performance Indicators (2008 Report)

	Cañada	CSM	Skyline	State Rate
Student Progress & Achievement (2001-02 to 2006-07)	50.3%	60.2%	56.8%	51.2%
Completed 30 or More Units (2001-02 to 2006-07)	71.4%	73.5%	68.1%	70.4%
Fall to Fall Persistence (Fall 2005 to Fall 2006)	67.3%	73.2%	76.1%	68.3%
ESL Course Improvement (2004-05 to 2006-07)	44.5%	58.7%	56.6%	44.7%

According to data collected in relation to the Statewide Basic Skills Initiative (BSI),⁶⁵ as high as 94% of new students were assessed into developmental courses in our District in fall 2006. The success rates of these students were below 60% across all three Colleges. The fall to fall persistence rate for these students was 55.2% at Cañada, 62.6% at CSM and 74.4% at Skyline.

Basic Skills Initiative (BSI) Recommended Data Collection

	Cañada FA 06	CSM FA 07	Skyline FA 06
Percentage of New Students Assessed into Developmental Education Courses	94.1%	27.1%	44% (English)/ 86% (Math)
Number of Developmental Education Sections Offered	135	61 (100%)	148
Percentage of Section Offerings that are Developmental Education	21.6%	4.8%	6.70%
Unduplicated Number of Students Enrolled in Developmental Education	2,213	965	3,267 (Duplicated)
Student Success Rate in Developmental Education Courses	57.7%	56.7%	59%
Student Retention Rate in Developmental Education Courses	77.7%	77.1%	83%
Student Course Repetition Rate in Developmental Education Courses	4.6%	5.8%	--
Fall-to-Fall Persistence Rate of Developmental Education Students	55.2% (FA 2004-05)	62.6% (FA 2006-07)	74.4% (FA - SP)
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	40%	70.5%	--

A cohort tracking study was recently conducted by Cañada College during which 1,042 students attending Cañada for the first time in fall 2006 were tracked by various statistics. Of this cohort, 49.7% of the ESL students persisted to the spring 2007 term, along with 84.2% of the Developmental Math students, 79.9% of the Developmental Reading students, 85% of the Developmental English students, and 48.4% of the transferable-only group.

For the entire District, the success rate in asynchronous online courses, a dominant type of online course modality in which the interaction is not in real-time, was lower than many of the Bay Ten Districts. In fall 2006, according to the System Office's MIS report, SMCCCD success rate (50.8%) in asynchronous courses was in the lower third of the eight Bay Ten Districts that offered asynchronous courses.

Success Rates of Asynchronous Online Courses among Bay Ten Colleges (fall 2006)

District	Total Enrollment	Success	Success Rate* (%)
Foothill CCD	6,241	4,181	67.0
San Francisco CCD	1,688	1,010	59.8
Ohlone CCD	2,155	1,274	59.1
Chabot-Las Positas CCD	2,292	1,319	57.6
Contra Costa CCD	5,534	3,093	55.9
San Mateo CCD	1,745	886	50.8
West Valley CCD	3,222	1,552	48.2
Marin CCD	72	34	47.2

Success rate is defined grade C or better.

The success and retention rates of all three types of concurrent enrollment are higher than the District average, sometimes by a significant margin.⁶⁶

Fall 2007 Success and Retention Rates of Concurrent Enrollment Students

	Success	Retention
College courses taught on high school campuses	85.9%	96.1%
Concurrent enrollment students on college campuses	75.3%	88.8%
Middle College students	73.2%	92.3%
<i>All District Students</i>	69.0%	83.4%

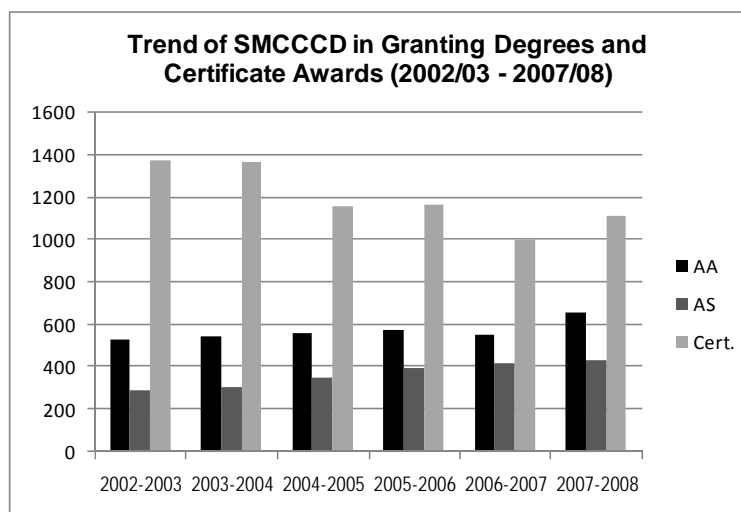
Student Equity Reports, which are the result of recent large-scale systemic collection and identification of access and success of education achievement by ethnicities mandated by Title 5, show that disparities of educational achievement exist among students of different ethnicities. For example, using basic skills course success rates – one of several measures in the reports – African American students have consistently been the least successful or the second least successful. In 2003 the last year the reports were compiled by Skyline, African American students had a success rate of 46.3% in combined basic skills courses⁶⁷. At Cañada, when basic skills courses were broken out by English and Math, the success rate of African American students was 50.0% in English and 33.3% in Math.⁶⁸ Hispanic students' success rates in both English and Math tended to be slightly above African American students' but still fell far short of the overall success rates. For example, in English and Math, Hispanic students' success rate at Cañada was 57.4% and 43.4% respectively. When students who completed a basic skills course were tracked for their success rates in a higher course as was conducted at CSM from fall 2000 to spring 2003, African American students' success rate was the lowest at 40.0%, followed by Filipino students at 42.9% and Hispanic students at 46.8%.⁶⁹

A special study by EdSource on African American pupils in California showed that, when compared to students of other ethnicities, African American students are improving in Math CST (California Standard Tests), but their scores remain behind those of all other groups; their improvement in English has remained flat since 2003.⁷⁰

There are many achievement gaps when student success data are broken down by ethnicities and these disparities persist within American classrooms.⁷¹ However, this issue is complex and must be examined in the context of many long-standing and deeply entrenched societal, cultural, economic as

well as educational reasons.⁷² In “A Letter To Our Next President”, Gloria Ladson-Billings, a well-known American pedagogical philosopher and faculty at University of Wisconsin-Madison, pointed out that the next president must face the continued educational inequity.⁷³ Ladson-Billings called it collectively the accumulated educational debt that comprises historical, economic, sociopolitical and moral components.

Annually, SMCCCD students are awarded over 2,000 degrees and certificates as reported by the state System Office MIS (Management Information System).⁷⁴ District wide, AS (Associate of Science) awards have been trending up, AA (Associate of Arts) awards have been holding steady, but Certificate awards are generally trending down.



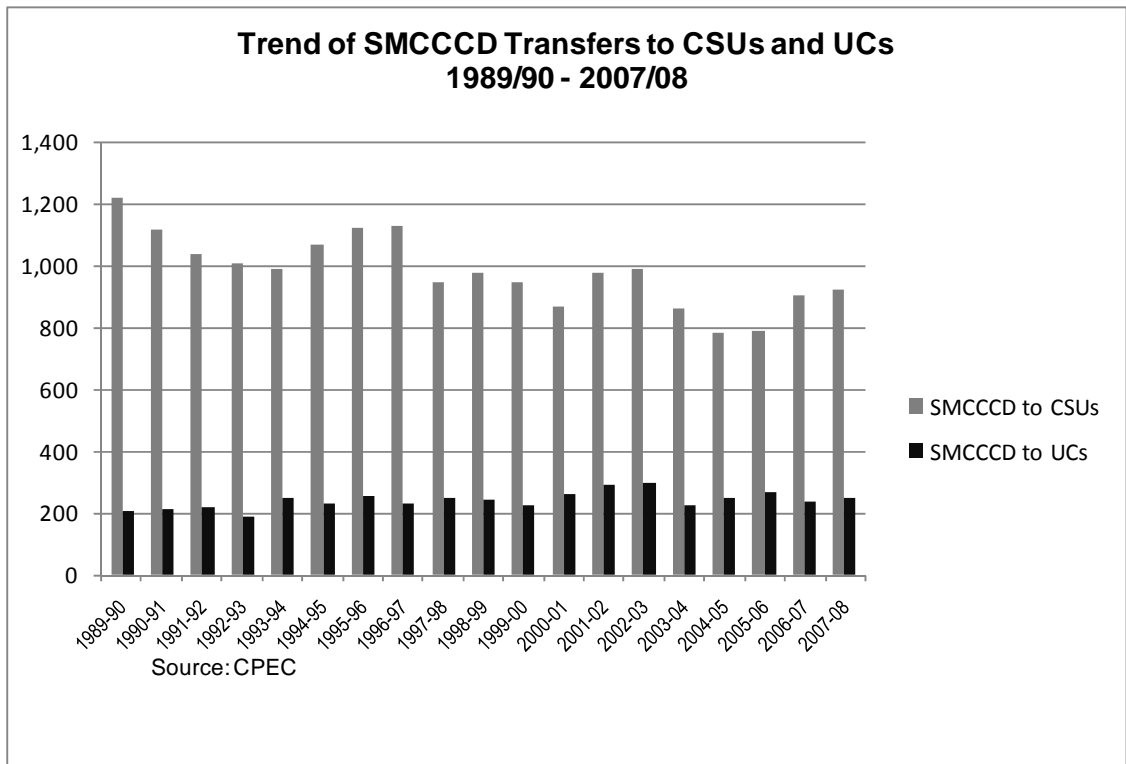
Degree and Certificate Awards by District Colleges by Year

	Cañada			San Mateo			Skyline			SMCCCD		
	AA	AS	Cert.	AA	AS	Cert.	AA	AS	Cert.	AA	AS	Cert.
2002-2003	51	59	122	245	115	568	232	116	689	528	290	1379
2003-2004	58	54	217	259	128	586	227	124	566	544	306	1369
2004-2005	76	92	212	258	114	499	226	146	445	560	352	1156
2005-2006	71	110	199	252	124	484	252	159	484	575	393	1167
2006-2007	59	90	218	240	133	334	255	195	450	554	418	1002
2007-2008	79	133	263	303	112	356	276	191	494	658	436	1113

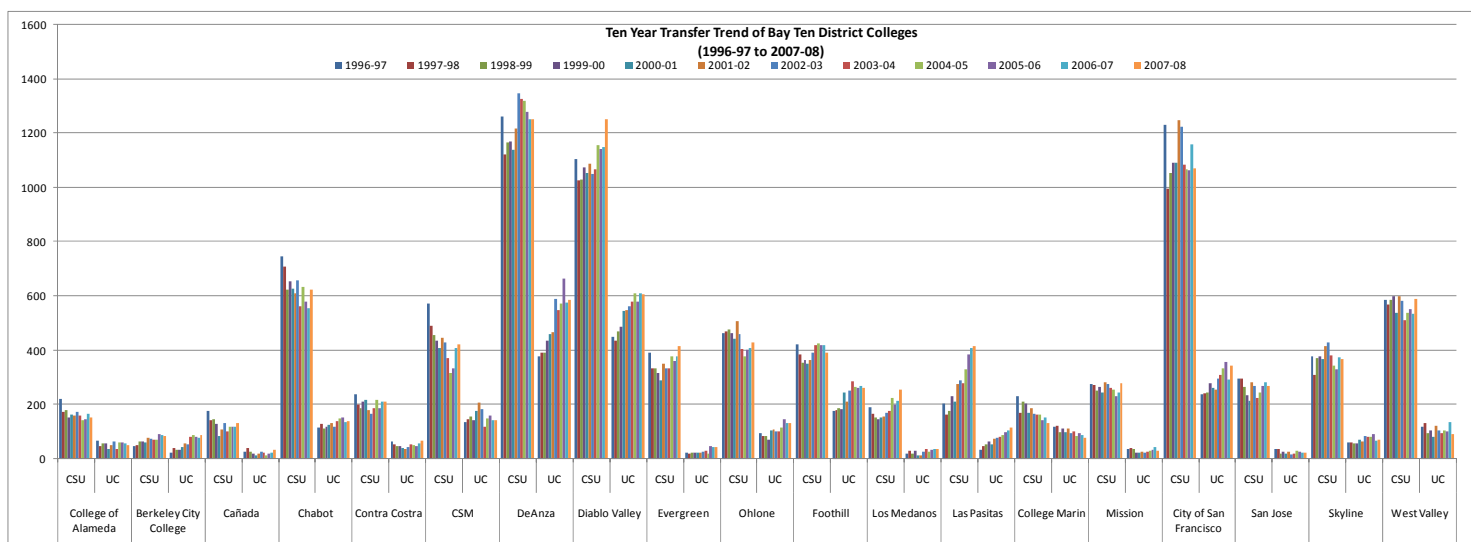
Note: these awards are all awards reported by the Colleges, not limited to System Office approved awards.

Reporting provided by CPEC shows that SMCCCD transfers to CSUs have decreased continually since 1997 (from 1,129 in 1996-97 to 924 in 2007-08) and in the foreseeable future this trend may continue. Transfers to UCs have also declined from an all time high of 295 in 2002-03 to 250 in

2007-08). Meanwhile, the transfers from all California community colleges to both CSUs and UCs have been trending upward.⁷⁵



19-Year Transfer Trend by District Colleges								
	Cañada		CSM		Skyline		SMCCCD	
	CSUs	UCs	CSUs	UCs	CSUs	UCs	CSUs	UCs
1989-90	183	22	762	153	274	34	1,219	209
1990-91	158	28	648	155	308	28	1,114	211
1991-92	163	29	568	160	304	28	1,035	217
1992-93	154	30	559	127	291	32	1,004	189
1993-94	151	32	557	163	280	51	988	246
1994-95	157	34	570	139	337	57	1,064	230
1995-96	174	37	599	153	346	65	1,119	255
1996-97	177	28	573	138	379	62	1,129	228
1997-98	144	42	492	147	312	62	948	251
1998-99	145	26	457	156	372	59	974	241
1999-00	129	21	435	144	380	59	944	224
2000-01	85	12	411	177	368	70	864	259
2001-02	110	20	447	207	417	65	974	292
2002-03	132	26	429	184	429	85	990	295
2003-04	104	24	373	119	383	82	860	225
2004-05	120	15	316	151	346	82	782	248
2005-06	121	19	336	159	331	91	788	269
2006-07	118	23	409	143	374	68	901	234
2007-08	134	33	423	144	367	73	924	250



Program Review and Student Learning Outcomes

Program review follows a 6-year cycle at Cañada College and Skyline College and an annual cycle at CSM. For the Colleges that use the 6-year cycle, annually, on average, 8 to 12 programs, including non-instructional services, undergo reviews. CSM is considering a 6-year cycle. The review cycles currently are aligned with the District Strategic Plan and accreditation self-study cycles. During the reviews, the Colleges study the staffing, outcomes, and resource needs. The

reviews provide goals and objectives and recommended actions. The information from the reviews is part of the data for goals and objectives of the overall planning activities of the Colleges.⁷⁶

Beginning in 2002-2003, SLOs (Student Learning Outcomes) at the District Colleges have evolved at varying stages of progress and/or completion guided by the three Student Learning Outcomes Assessment Cycle (SLOAC) coordinators and the College based committees and academic senates.⁷⁷ At the course level, the District Colleges are following the schedule to revise all course outlines by 2010. At the program/department/unit level, the District Colleges are following a model timeline to integrate SLOs into program reviews. For those courses that have developed SLOs, program/department/unit level assessment of SLOs has been completed. At the institution level, where SLOs typically include degree/certificate, general education and non-instructional campus-wide services, SLOs plans have been developed and are in the process of implementation. At each of the three levels of SLOs, the District Colleges follow the process of developing the plan, implementing the plan and assessing the plan.

Student Services at the District Colleges continues to respond and adapt to the changing student demographics and various new and revised regulations and practices. In a 2007 Board of Trustees Study Session, counseling services received an extensive analysis of its services in meeting the needs of students, in using technology to enhance service delivery and in helping students succeed. Following the study session on counseling, the Vice Presidents of Students Services (VPSS) organized a District wide counselors' retreat that resulted in identifying potential strategies to provide consistent counseling services to students in our District with the support of technology. Following the retreat, VPSS and deans of counseling/enrollment services prioritized close to 20 specific actions and implemented a majority of these actions. For example, they developed, piloted and implemented a district wide "early alert" system that enables faculty to identify and refer "at risk" students to student services for evaluation, intervention and follow-up; developed and implemented an "online" orientation for new students that augments and supplements the "in person" orientation to provide alternative ways of meeting the diverse needs of students. VPSS will continue with district-wide efforts to evaluate, modify and implement a variety of counseling strategies.

In a 2007 Board of Trustees Study Session on Intra-district Articulation, all three Colleges reviewed the differences in graduation requirements. The CSM Curriculum Committee found the additional residency requirement at CSM ("Either 48 units of the 60 units required or the last 12 units must be completed at CSM") to be inappropriate; therefore, in April, 2007, the CSM COI (Committee on Instruction) discussed and approved the proposal to align its residency requirement with that of Skyline and Cañada. The Faculty Senates at the three Colleges are continuing with discussions about the remaining differences in graduation requirements and recently have begun to examine changes to the general education requirements.

Graduation Requirements among District Colleges as of 2008

	Cañada	CSM	Skyline
Residency	12 units in residence at Cañada College	12 units in residence at College of San Mateo	12 units in residence at Skyline College
AA/AS	50% of total units required for the major completed at Cañada College	Minimum of 12 units required for the major completed at College of San Mateo	50% of total units required for the major completed at Skyline College
Certificate	50% of total units required for the certificate completed at Cañada College	50% of total units required for the certificate completed at College of San Mateo	Minimum of 12 units required for the certificate completed at Skyline College

Note: gray areas denote the remaining differences.

Since early fall 2007, Instructional Deans and the Vice Presidents have been conducting faculty dialogs on aligning the 70+ courses with differing prerequisites. In many cases, faculty reviewed the course contents and discussed the prerequisite differences and aligned those for which they reached consensus. In other cases when agreement was not reached, faculty have agreed to continue dialoging or simply rename the course to avoid confusing the students. A number of the 70 courses are cooperative education courses that were aligned quickly, reducing the total number of courses in need of alignment to about half of that when the efforts started.

Due to articulation agreements being established on a college-by-college basis with CSUs and UCs, courses with the same names in our District may not be considered the same by CSUs and UCs. This is external to our control and subject to unilateral changes by CSUs and UCs. Currently, counselors rely on ASSIST to check for transfer status of the courses. To adequately inform students, the District Colleges plan to develop an equivalency matrix to comprehensively document, and display the similarities and differences of a course.

Several process-related barriers were brought to light during the FUTURES Initiative – a Districtwide initiative to market concurrent enrollment program to high school students and to remove enrollment barriers for them. There existed several impeding factors, such as dated interpretation of the law and cumbersome hurdles in students' registration. Some of the barriers were corrected: forms simplified, materials were revised to look less daunting, i.e., An examination of intra-district transfer and counseling services also revealed a number of areas in need of improvements. They included factors holding up the implementation of degree audit, courses sharing different prerequisites, graduation requirements not consistent, errors in publication, etc. To date, the Colleges continue identifying these process and content barriers for student success and continue making improvements.

Higher Education Competitors to the San Mateo County Community College District

External competition,⁷⁸ loosely defined as institutions that are 2-year or less than 2-years, comes from 57 institutions that are located within driving distance from the District Colleges. According to the Voorhees Group's research,⁷⁹ close to half (23) of them are sister community colleges. The rest of the 34 institutions offer similar education programs and courses that belong to the traditional community college market share. However, the community colleges enroll over 95% of the 318,000 students, by far are enjoying the largest market share among these institutions. The competition then is mostly among the community colleges.

Sum of Enrollment (Headcounts) of Institutions within Driving Distance from SMCCCD

Institutional Type	Colleges	Enrollment	%
Private for-profit 2-Year	8	6179	1.9%
Private for-profit Less than 2-Year	11	4420	1.4%
Private not-for-profit 2-Year	4	2475	0.8%
Private not-for-profit Less than 2-Year	8	887	0.3%
Public 2-Year	23	302460	95.1%
Public Less than 2-Year	3	1644	0.5%
Grand Total	57	318065	

It is worth noting that a national study published by the American Council on Education (ACE) in 2006 indicated that minority enrollments in private for profit institutions jumped by 342.3% from 1993 to 2003, while their increase at public institutions was only 44.7%.⁸⁰

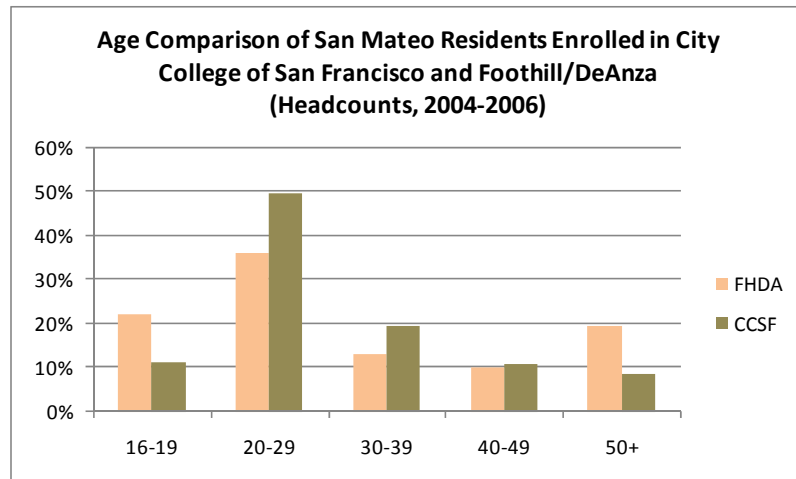
Research carried out by SMCCCD showed that in the 2005-06 year, thousands of county residents took classes at non-SMCCCD colleges. As a matter of fact, a net outflow of a total of 8,631 residents in San Mateo County took classes outside the SMCCCD service area at either CCSF or Foothill/De Anza districts. Many of them were taking Math and English credit courses in 2005-06. Among them, 2,000 resided in Redwood City and San Mateo.⁸¹

San Mateo County Residents Net Flow to CCSF and Foothill/DeAnza CCDs (2005-2006)

	Outflow	Inflow	Net
CCSF*	8,111	4,428	-3,683
FHDA	7,172	2,224	-4,948
Total:	15,283	6,652	-8,631

*Outflow to CCSF included 2,191 noncredit students.

Comparing the age of the SMCCCD residents who took classes at City College of San Francisco (CCSF) or Foothill/ DeAnza (FHDA) Districts, the research showed that Foothill/DeAnza district attracted more high school age students, possibly concurrent enrollment students, and CCSF attracted students who are in their 20s. More than half of the students who went to CCSF or Foothill/DeAnza districts were below age 30.



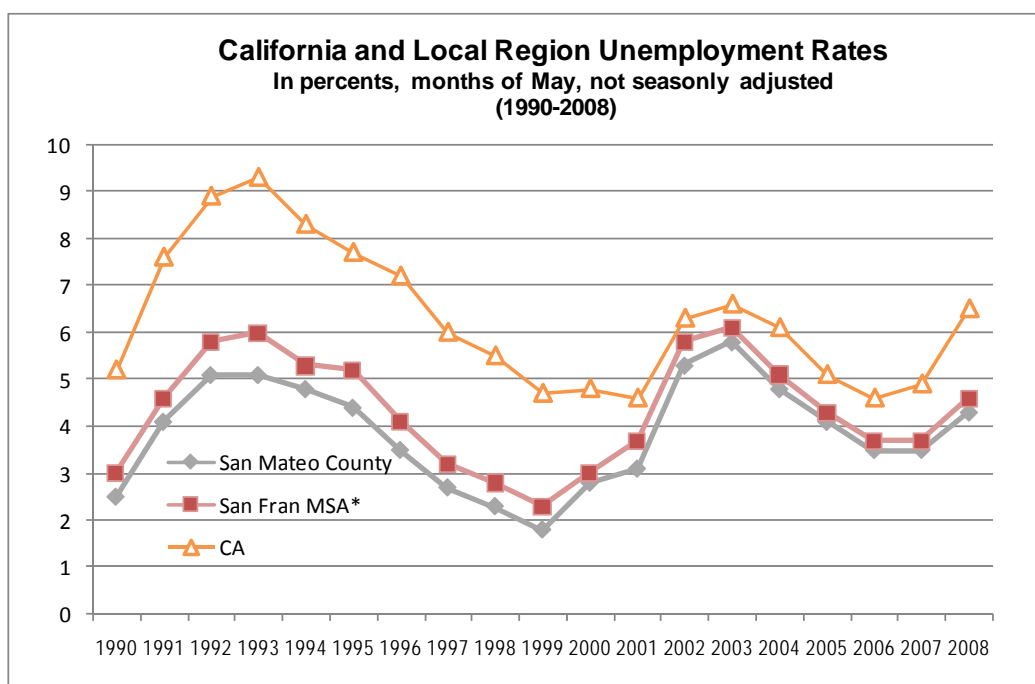
The Employment, Housing and Income Environment

Employment

An impending national labor shortage is predicted for the year 2010 when there will be 167.8 million available jobs in the U.S. economy but only 157.7 million workers to fill them. Most of these jobs will be in the service sector.⁸²

The Bay Area has a much higher concentration of knowledge-based occupations – especially professional and executive positions – than the nation as a whole. And its percentage of computer, math, and engineering jobs is twice the national average.⁸³

The county's unemployment was lower than that of the state at a little below 4% as of June 2007.⁸⁴ It seems to move paralleling to that of the state. As the economy plunged into one of the most recession periods in the past 100 years, the updates from the California's Employment Development Department showed the unemployment rates creeping up from 6.5% in May to 7.6% in August statewide; and from 4.2% in May to 5.2% in August for San Mateo County, which represents over 20,000 individuals receiving monthly unemployment benefits in this county alone.



Source: <http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=labforce>⁸⁵

In 2005 the percentage of California's Worker Adjustment and Retraining Act (WARN) notices occurring in Silicon Valley was 3.2%, but doubled to 6.4% in 2007. Unemployed workers tend to take more community college classes, so as local unemployment rises so will enrollment.⁸⁶

The top five employers in San Mateo County are led by United Airlines, followed by Oracle, Genentech, County of San Mateo, and Kaiser Permanente. Technology is a key industry in the county.⁸⁷

SAN MATEO COUNTY FIVE LARGEST EMPLOYERS

United Airlines	10,328
Oracle Corporation	7,000
Genentech, Inc.	5,763
County of San Mateo	5,288
Kaiser Permanente Health Care	3,992

Source: San Francisco Business Times 2006 Book of Lists.

The overall job growth by industries in the county will keep pace with the slow population growth, currently at about 1% a year. From 2008 and 2014, the County will add about 5% more jobs (24,596). Among them, the largest growths are seen Professional & Technical Services (10,056), Information (6,599), and Healthcare and Social Services (4,364).

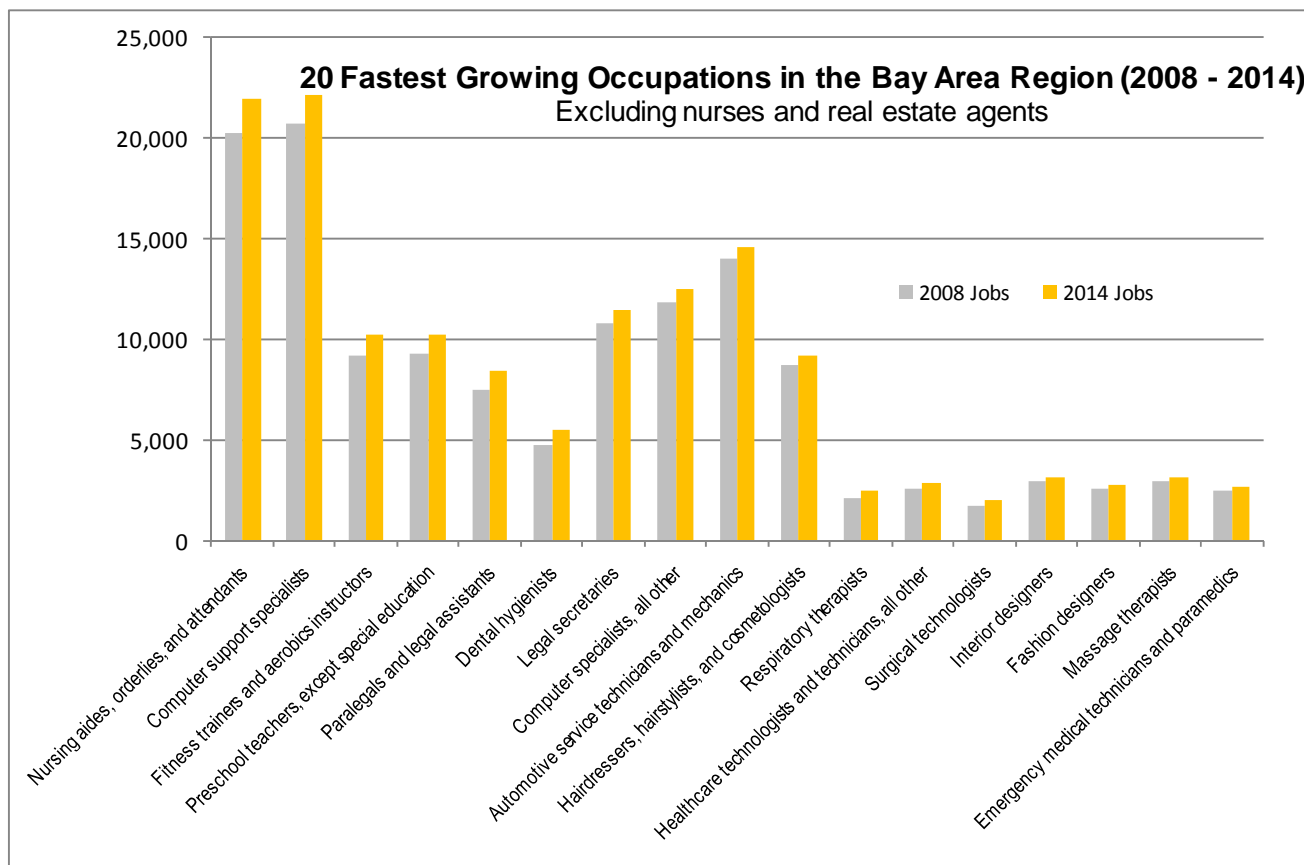
Projected Annual Job Growth by Industries in San Mateo County (2008-2014)

Description	2008 Jobs	2009 Jobs	2010 Jobs	2011 Jobs	2012 Jobs	2013 Jobs	2014 Jobs	Change	% Change	EPW
Agriculture, forestry, fishing and hunting	2,218	2,124	2,038	1,988	1,868	1,756	1,649	-589	-26%	\$34,305
Mining	445	483	478	487	494	500	508	61	14%	\$56,994
Utilities	622	586	556	540	563	584	604	-18	-3%	\$139,244
Construction	25,308	25,368	25,431	25,481	25,406	25,345	25,294	-14	0%	\$74,761
Manufacturing	34,172	34,938	35,606	36,046	36,446	36,790	37,083	2,911	9%	\$142,324
Wholesale trade	14,429	13,948	13,522	13,265	13,051	12,852	12,668	-1,761	-12%	\$87,053
Retail trade	46,801	47,528	48,162	48,690	48,939	49,137	49,282	2,481	5%	\$45,836
Transportation and warehousing	32,275	32,042	31,797	31,532	31,300	31,092	30,915	-1,360	-4%	\$71,610
Information	24,897	26,612	28,150	29,334	30,171	30,892	31,496	6,599	27%	\$146,892
Finance and insurance	26,182	26,575	26,895	27,111	27,322	27,490	27,621	1,439	5%	\$149,804
Real estate and rental and leasing	29,653	30,437	31,120	31,556	32,034	32,460	32,838	3,185	11%	\$50,641
Professional and technical services	67,918	70,267	72,309	73,782	75,371	76,765	77,974	10,056	15%	\$107,751
Management of companies and enterprises	4,525	3,772	3,143	2,752	2,369	2,026	1,716	-2,809	-62%	\$136,750
Administrative and waste services	33,096	33,593	34,043	34,433	34,917	35,331	35,678	2,582	8%	\$41,937
Educational services	9,094	9,331	9,541	9,703	9,867	10,009	10,130	1,036	11%	\$28,830
Health care and social assistance	38,392	39,504	40,475	41,260	41,851	42,350	42,766	4,364	11%	\$61,164
Arts, entertainment, and recreation	11,010	10,885	10,775	10,721	10,738	10,749	10,755	-255	-2%	\$31,912
Accommodation and food services	31,864	32,136	32,384	32,644	32,852	33,024	33,160	1,296	4%	\$25,907
Other services, except public administration	21,998	19,887	18,142	17,178	16,864	16,587	16,339	-5,659	-26%	\$28,802
Government	30,248	30,448	30,632	30,827	30,970	31,088	31,178	930	3%	\$72,045
	485,146	490,433	495,198	499,328	503,395	506,825	509,641	24,496	5%	\$76,390

Source: Economic Modeling Specialists, Inc. - 9/07

Nursing aides, computer support specialists, fitness trainers, preschool teachers, paralegal assistants and dental hygienists are among the top 20 fastest growing occupations in the San

Francisco Bay regions from 2008 to 2014. These occupations require the education provided by community colleges.⁸⁸ Demand for registered nurses from 2008 to 2014 will rise from 54,326 to 61,894. In addition, there are emerging industries in the regions dealing with environment related issues that may have a significant impact on future employment opportunities.

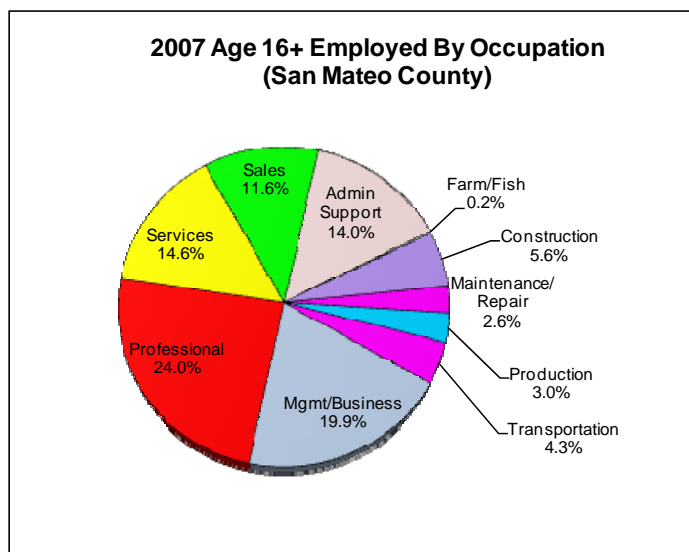


Note, registered nurses and real estate occupations are not reported in the chart. Counts of registered nurses were much greater than what the chart could accommodate. The real estate demand was dated therefore removed from the analysis.

Green jobs from emerging industries such as renewable energy, environmental protection, clean manufacturing and energy efficient construction and design are fast growing. Although the new jobs are hard to quantify with precision, a February article published in New York Times indicated California is front and center in the rising of “green energy industry”. It stated that California recently added thousands of jobs just in the production of solar energy cells and solar panel installation.⁸⁹ All three Colleges in our District have already started partnerships with local companies in offering training to employees and adapting curricula to these emerging industries.

In comparison with California, in 2006, San Mateo County was home to a significantly higher proportion of managers and professionals (42.2 v. 35.3%) and fewer blue collar workers (6.3 to 11.3%).⁹⁰ In 2007, the proportion of managers and professionals in San Mateo County was 43.9%.

Persons holding services and sales jobs were 26.2% of the total population age 16 and older who were employed.⁹¹



Income

In the past and in the future, as projected by ABAG, the County of San Mateo is the wealthiest county in the Bay Area, even above Marin, San Francisco, and Santa Clara.

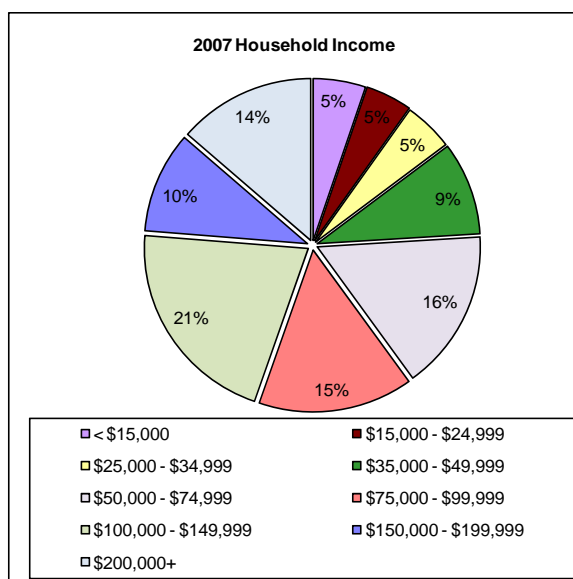
MEAN HOUSEHOLD INCOME

In Constant 2005 Dollars

	2000	2005	2010	2015	2020	2025	2030	2035
ALAMEDA COUNTY	89,400	88,800	93,100	98,300	103,700	109,400	115,400	121,800
CONTRA COSTA COUNTY	100,500	98,400	103,400	109,000	115,100	121,400	128,000	135,100
MARIN COUNTY	126,500	121,600	127,700	134,600	142,100	149,900	158,200	166,800
NAPA COUNTY	85,600	85,900	90,200	95,200	100,500	106,000	111,800	117,900
SAN FRANCISCO COUNTY	98,300	97,400	102,200	107,900	113,800	120,100	126,700	133,600
SAN MATEO COUNTY	136,600	121,700	127,800	134,900	142,300	150,100	158,300	167,000
SANTA CLARA COUNTY	118,400	97,900	102,800	108,400	114,400	120,700	127,300	134,300
SOLANO COUNTY	78,000	84,400	88,600	93,300	98,000	102,900	108,100	113,400
SONOMA COUNTY	82,800	82,600	86,700	91,500	96,500	101,800	107,400	113,300
REGION	104,000	97,400	102,100	107,600	113,500	119,700	126,200	133,100

From 2007 to 2012, median household income in San Mateo County will grow at an annual rate of 3.83%, or from \$89,546 to \$108,079.⁹²

The county's average household income continues to grow. It is expected to increase from an average of \$127,768 in 2007 to \$159,246 in 2012. Ten percent of the household income in San Mateo County exceeded \$200K in 2007. Households earning between \$100K and \$200K were 31%. These far surpassed the averages in California and the nation. As a side note, many in the County will not receive an economic stimulus check, since the median family income is \$92,730.⁹³



Wealth is not distributed evenly throughout the County, despite the fact that San Mateo County's median family income of \$89,546 exceeds both the California and United States average. Low-income Census Tracts are located near Daly City, Colma, and San Bruno and pockets in the south county. Eight percent (8.3%) of persons under 17 live in poverty in San Mateo County. The corresponding statistic for California is 19.6%.⁹⁴ Every one in ten children in San Mateo County live in poverty. The income gap between the most affluent communities is striking. In 2005 for example, mean household incomes for Atherton, Woodside, and Hillsborough were approximately three times those of Daly City or South San Francisco. The income gap is likely to grow and may exacerbate housing, cost of living, and self-sufficiency concerns for low-income working families.⁹⁵

Wealth is also distributed differently among age and ethnic groups. The age group of 55+ maintains 10% higher median household income (\$99,000) than the county overall median household income (\$89,000).⁹⁶ The proportion of Whites in this group exceeds the proportion of Asians and doubles the proportion of Hispanics. In 2006-07, 27.1% of the county's public school students received free/reduced price meals.⁹⁷

Housing

Median home values in San Mateo County continue to increase. In 2000, the median price was \$469,200.⁹⁸ In 2007, the median home value was \$923,909. It is projected to hit the \$1,000,000 threshold in 2012. Chances are that the increase of home values will slow down even in a high income county. Foreclosures are increasing, but not as much as in the rest of the state. San Mateo County had 529 in 2007 and 109 in 2006. The increase is less than the Bay Area and less than the state average.⁹⁹

However, a slowdown in the housing market is unfolding. Bay Area home sales plunged in January 2005 to the lowest level in five years. Along with the slowdown in the economy in 2007, venture capitalists confidence has dropped. It was at 4.38 (an all time high) one year ago, but has dropped to 3.54 in the 4th quarter of 2007. Fewer companies will be funded, limiting job growth for the area.¹⁰⁰

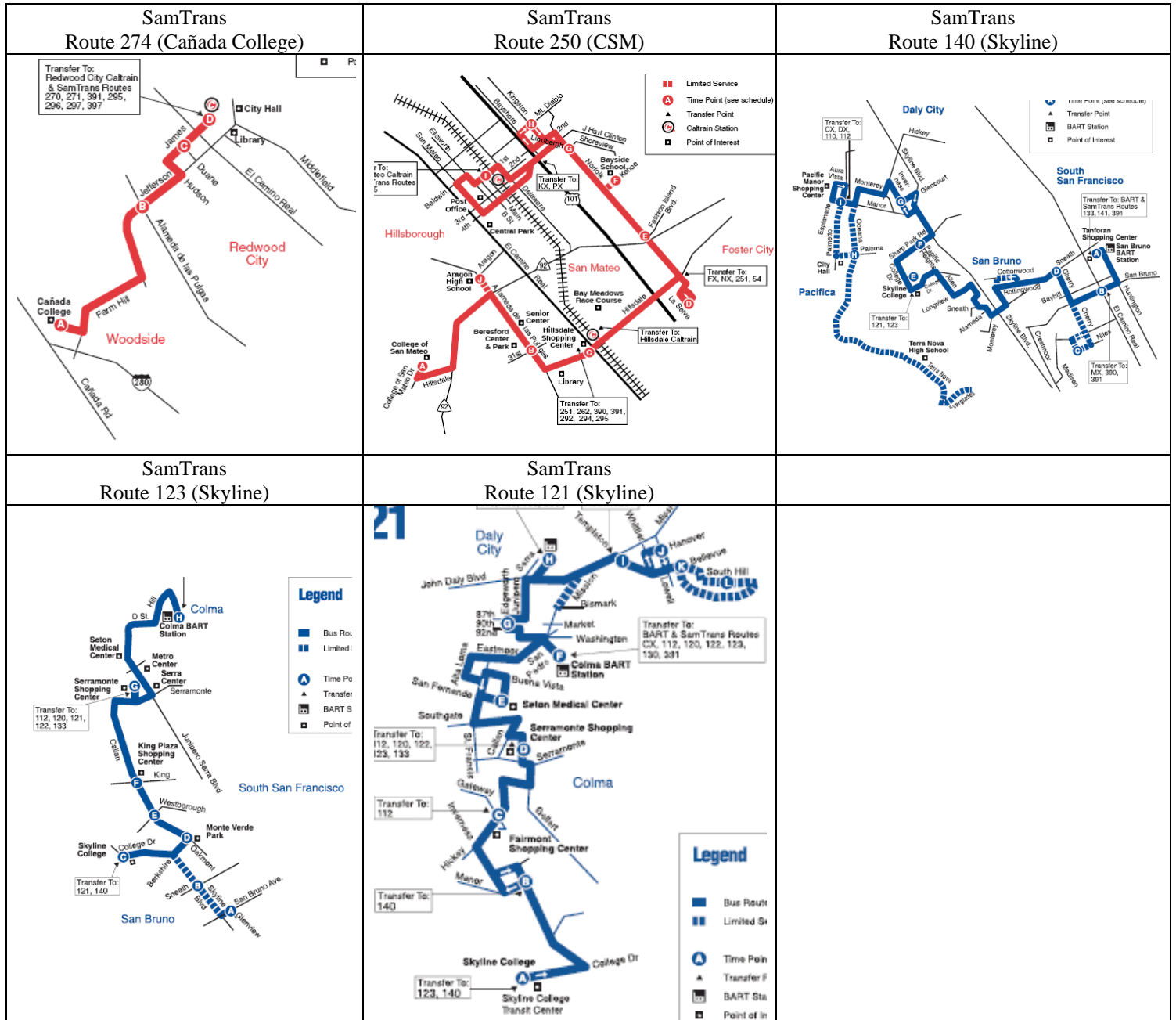
The recent median monthly rental price for a 2-bedroom apartment in San Mateo County was about \$1,536. Observing the principle of not paying more than 30% of gross income for shelter, it would take \$61,440 annual income to afford this apartment.¹⁰¹ Executives indicate trouble finding new employees in the nine counties and an even harder time attracting them from outside the region due to the cost of housing.¹⁰²

In 2004, SMCCCD broke ground and built 44 affordable housing units for staff and faculty near the campus of College of San Mateo adjacent to the district headquarters on CSM Drive. Called Vista Project, as an innovative way to mitigate the escalating local housing market and to attract staff and faculty to work at the district and live in the community, the project received national attention. In 2008, plans have been approved by various authorities and agencies to build 60 affordable staff and faculty housing units near the campus of Cañada College.

Transportation

Increasingly viewed as a double-whammy to the U.S. economy brought on by the housing crisis and the gasoline cost, the nonstop climb in gas prices will have significance over the way county resident travel to work and seek training¹⁰³, ¹⁰⁴, ¹⁰⁵. More than 72% of the San Mateo County residents drove alone in 2006. Their average travel time to work was 25 minutes.¹⁰⁶ Forty-two percent (148,003) of San Mateo County's work-age residents commute to jobs outside the county. Of this number, almost 72,000 commute to San Francisco County; 55,000 commute to Santa Clara County; and nearly 15,000 commute to Alameda County.¹⁰⁷ An almost identical number of workers commute to San Mateo County (147,283) as commute to work outside the County. Forty-three thousand commute from San Francisco County; 40,000 commute to Santa Clara County; and 33,000 commute to Alameda County.

In the 12th Annual Report Card, Indicators for a Sustainable San Mateo County, it's reported that BART, CalTrain, and SamTrans ridership in 2006 grew by 6 percent from a year earlier. SamTrans is the main mode of public transportation to and from our three College campuses in the District. Students may obtain a monthly pass of \$48. Public transportation to and from our three Colleges to major residential areas and commute routes is poised to become increasingly an influential factor for college choice and selecting classes.



The Human, Fiscal, Facilities and Technology Resource Environment

Human Resources

The average age of the 349 tenured and tenure-track faculty in our district was 52.2 in fall 2006, while the statewide average was 50.4. The average age of the 424 classified support staff in our district was 46.4 in fall 2006, while the statewide average was 45.8.¹⁰⁸ In 2008, the median age of SMCCCD faculty is 54 and for classified staff 47. Half of the faculty will reach the traditional retirement age in less than 10 years.¹⁰⁹

The ethnic distribution in fall 2006 for both tenured/tenure track faculty and classified staff resembled the state averages in many cases.¹¹⁰

Ethnic Distribution of District Faculty and Staff Compared to Statewide Averages

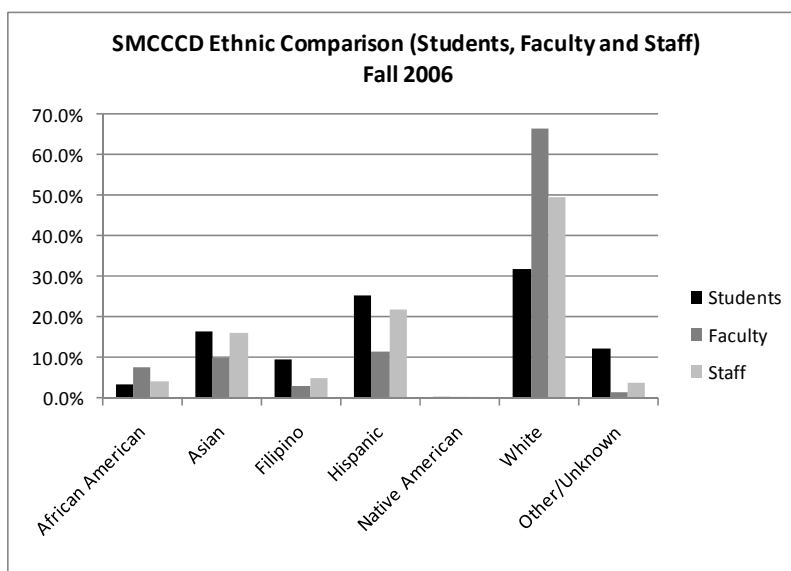
Tenured/Tenure Track

	Asian	Afr. Am.	Filipino	Hispanic	Native Am.	Pac. Islander	White	Unknown	Other
SMCCCD	9.5%	7.5%	3.2%	11.5%	0.3%	0.3%	66.5%	1.2%	0.3%
Statewide	7.2%	6.2%	1.0%	11.8%	1.2%	0.2%	69.5%	2.8%	0.3%

Classified Staff

	Asian	Afr. Am.	Filipino	Hispanic	Native Am.	Pac. Islander	White	Unknown	Other
SMCCCD	14.2%	4.0%	5.0%	21.7%	0.2%	1.9%	49.5%	2.8%	0.7%
Statewide	8.9%	9.2%	3.0%	24.6%	1.1%	0.5%	49.3%	3.1%	0.3%

When student ethnicity is compared to faculty and staff, the district student body appears to be more diverse than faculty and, to a less extent, staff. While 66.5% of the faculty and 49.5% of the staff were White, only 32.1% of the students were White.



In a September 2008 special issue of the Chronicle of Higher Education titled “Whatever Happened to All Those Plans to Hire More Minority Professors”¹¹¹, the author reported that results often fell short of the ambitious hiring plans established by the universities mentioned in the article. Success rates in reaching the hiring goals of minority faculty members varied by disciplines and may have proceeded by “fits and starts”. However, overall progress has been made in the diversity in the academe. The author pointed out that the national pipeline of minority graduates has opened up, citing a 45% increase in minority Ph.D.’s as of 2006. While this bodes well for faculty diversity, minority and women Ph.D.’s tend to take longer to graduate, according to another article published by the Chronicle.¹¹²

The faculty obligation number (FON) - a State requirement - in our Districts is above the statewide average, but has come down from 67.6%¹¹³ to 60.4%.¹¹⁴

Full-time to Part-time Ratio

Term	SMCCCD	Statewide
Fall 2006	67.6%	59.9%
Fall 2007	60.4%	59.2%

As of February 2008, the San Mateo County Community College District full time faculty salaries compared to the Bay Ten Community College Districts ranked between number 1 and number 5 depending upon the salary column of the salary schedules.¹¹⁵ For part time faculty compensation SMCCCD ranked number 5 in the State based on the California Part Time Faculty Association (CPFA) news dated Spring 2008.¹¹⁶

Fiscal Resources

State Funding

According to the Community College League of California, in 2006-07, the state determined funds (SDF) per full-time students (FTES) continued showing disparities among the four education sectors in the state with California community colleges receiving the smallest apportionment, almost ¼ of the amount received by UC on a FTES basis.

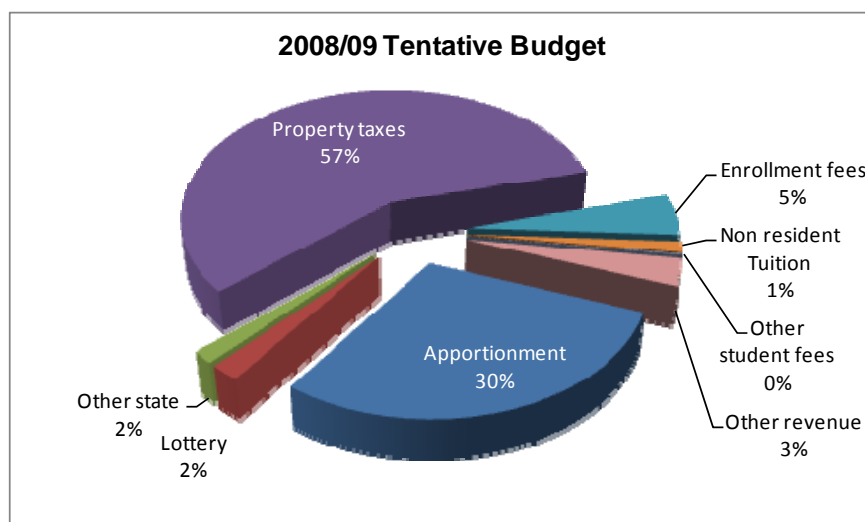
State-Determined Funds (SDF) per FTES, 2006-07

University of California (UC)	\$18,749
California State Universities (CSU)	\$11,972
K-12	\$8,501
California Community Colleges (CCC)	\$5,708

Note: the amounts above refer to all state funds per FTES, including categoricals. Without categorical funds, community college receives on average \$4,500 per FTES.

District Revenue

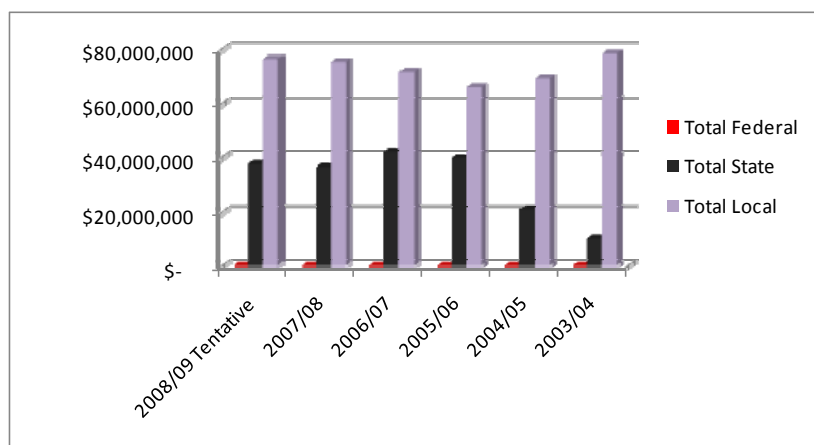
The revenue for the District comes primarily from local property taxes. In the 2008-09 tentative budget, property taxes amounts to 57% of the revenue and 30% from state apportionment. The revenue from property taxes is increasingly a larger share of the total revenue for the District.



Unrestricted General Fund

	2008/09 Tentative	2007/08	2006/07	2005/06	2004/05	2003/04
Other federal	\$ -	\$ -	\$ -	\$ 455	\$ 1,106	\$ -
Total Federal	\$ -	\$ -	\$ -	\$ 455	\$ 1,106	\$ -
Apportionment	\$ 33,596,528	\$ 32,689,316	\$ 34,662,621	\$ 35,034,529	\$ 12,866,193	\$ 697,677
Lottery	\$ 2,277,591	\$ 2,400,000	\$ 2,769,559	\$ 2,258,620	\$ 2,314,423	\$ 2,756,921
Other state	\$ 1,813,899	\$ 1,734,329	\$ 4,693,243	\$ 2,555,853	\$ 6,052,786	\$ 6,767,699
Total State	\$ 37,688,018	\$ 36,823,645	\$ 42,125,423	\$ 39,849,002	\$ 21,233,402	\$ 10,222,297
Property taxes	\$ 65,608,438	\$ 67,113,673	\$ 62,006,837	\$ 56,824,308	\$ 59,722,029	\$ 70,634,112
Enrollment fees	\$ 5,660,813	\$ 5,062,790	\$ 5,914,743	\$ 6,603,751	\$ 6,677,333	\$ 5,008,017
Non resident Tuition	\$ 1,517,175	\$ 1,694,634	\$ 1,482,993	\$ 1,501,241	\$ 1,489,584	\$ 1,749,480
Other student fees	\$ 120,990	\$ 123,785	\$ 121,578	\$ 118,272	\$ 108,466	\$ 451,576
Other revenue	\$ 3,760,782	\$ 1,734,080	\$ 2,409,507	\$ 1,254,772	\$ 1,544,679	\$ 529,739
Total Local	\$ 76,668,198	\$ 75,728,962	\$ 71,935,658	\$ 66,302,343	\$ 69,542,091	\$ 78,372,923
Total Revenue	\$ 114,356,216	\$ 112,552,607	\$ 114,061,081	\$ 106,151,800	\$ 90,776,599	\$ 88,595,220

Unrestricted General Fund



Within our District Colleges, about 2,700 sections are offered in 105 departments during a primary term, which produce a total of over 66,000 enrollments (seat counts). Because they offer such a great variety of classes using different modes of instruction, community colleges are not funded on enrollments but on the basis of Weekly Student Contact Hours (WSCH) which normalize enrollments, adjusting for the length (number of weeks) and duration (hours per week) of enrollments. At the fall 2007 census, the District had 273,687 WSCH which were taught by 521 Full-Time-Equivalent Faculty (FTE). The resulting ratio of 525 is referred to as Load and is equivalent to an average class size of 35. Recognizing that student and community needs, interests and values can cause enrollment patterns to change over time, Load, as defined above, is a useful measure for divisions and colleges to help sustain a balanced core curriculum while maintaining cost effectiveness. The District published Load data on the web. For details, please visit: <http://www.smccd.net/accounts/doresearch/program.html>

At every semester's census, various enrollments, FTES, FTE, Load and fill rates are reported by divisions and departments of the District Colleges. The fall 2008 census data at the Division level were presented to indicate the interrelationships of enrollment, FTES, Load and fill rates. Analysis of these dynamics may help in obtaining an optimal balance of enrollments, FTES, and Load.¹¹⁷

Fall 2008 Cañada Enrollment & Load by Division

	Counseling	Bus. & Wrk Dev	Humanities	Sci & Tech.	Univ. Cntr	Total
Enrollment	405	5187	5791	2938	358	14679
FTES	20.24	619.04	806.69	562.95	20.23	2,029.15
FTE	1.67	35.84	48.95	29.22	1.13	116.81
WSCH	607.19	18,571.29	24,200.80	16,888.44	606.79	60,874.52
Load	364.24	518.16	494.38	577.96	535.47	521.12
Fill Rate	71.2%	52.8%	72.3%	67.2%	2.5%	62.8%

Fall 2008 CSM Enrollment & Load by Division

	Guidance & W Study	Business	Creative Arts	Language Arts	Math/Sci.	P.E./Ath.	Social Science	Total
Enrollment	854	4670	1	5250	6568	2321	6938	26602
FTES	40.36	807.56	0.07	736.3	1,151.58	326.6	891.7	3,954.17
FTE	2.63	43.32	0	51.71	67.86	14.14	48.21	227.87
WSCH	1,210.89	24,226.77	2.00	22,089.06	34,547.30	9,798.10	26,751.00	118,625.12
Load	459.92	559.23	#INF	427.15	509.07	693.18	554.93	520.58
Fill Rate	60.8%	63.2%	33.3%	79.8%	81.4%	70.3%	72.3%	73.4%

Fall 2008 Skyline Enrollment & Load by Division

	Counseling	Business	Lang. Arts/Learning Ctr	Sci/Math/ Tech	P.E./Recreat ion	Social Sci./Creative Art	Learning Res.	Total
Enrollment	857	4911	3994	5214	2192	5639	590	23397
FTES	53.33	660.2	650.26	1,025.70	303.75	704.77	94.28	3,492.29
FTE	3.6	39.69	33.55	46.17	14.65	35.69	0.93	174.27
WSCH	1,599.81	19,806.13	19,507.88	30,771.02	9,112.36	21,143.24	2,828.25	104,768.68
Load	444.43	499.08	581.42	666.52	622.01	592.45	3,030.05	601.17
Fill Rate	70.3%	77.3%	95.9%	88.3%	72.9%	77.5%	42.3%	81.4%

State budgetary assumptions indicate that Cost of Living Adjustment for next year is likely to be 0% and the enrollment growth will be only .3 - .5% range. Fees are likely to increase. Additional cuts may be made in categorical programs that are vital to special populations in community colleges.¹¹⁸

SMCCCD Budgetary Scenarios (2008 - 2011)

The following annual budgetary scenarios are based on assumptions. These assumptions are subject to change with the state budget, revised assumptions for District fixed costs, results of negotiations and the District's actual FTES. Fixed costs are based on best guesses with currently available data.¹¹⁹

District Budgetary Scenarios (2008-2011)

Assumptions for 2008/09 Budget Scenario

	Best	Middle	Worst
1) SB361 continues as proposed at the Budget Workshops			
2) 08/09 FTES based on campus best guess over 07/08 FTES projections and no shifting of FTE	6.0%	4.7%	3.0%
3) 0% state revenue COLA.	0.0%	0.0%	-2.0%
4) .3% state funded growth.	1.0%	0.3%	0.0%
5) 4.94% inflation on certain expenses.	3.0%	4.9%	6.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 3%/0% salary compensation settlement.		3%/0%	
9) Fixed costs based on best guess for now.			
10) No shifting of FTES			
11) Includes new item for Facilities Maintenance	\$ -	\$454,961	\$600,000

Assumptions for 2009/10 Budget Scenario

	Best	Middle	Worst
1) SB361 continues as proposed at the Budget Workshops			
2) 09/10 FTES based on 1.95% over 08/09 FTES Goals and no shifting of FTES.	2.5%	2.0%	0.0%
3) 3% state revenue COLA.	4.0%	3.0%	1.0%
4) 1% state funded growth.	1.5%	1.0%	0.0%
5) 2.5% inflation on certain expenses.	2.0%	2.5%	4.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 2%/2% salary compensation settlement.	3%/3%	2%/2%	0%/0%
9) Fixed costs based on best guess for now.			

Assumptions for 2010/11 Budget Scenario and beyond

	Best	Middle	Worst
1) SB361 continues as proposed at the Budget Workshops			
2) 10/11 FTES based on 1% over 09/10 FTES Goals and no shifting of FTES.	1.5%	1.0%	0.0%
3) 2.6% state revenue COLA.	3.0%	2.6%	1.0%
4) 1.5% state funded growth.	2.0%	1.5%	0.0%
5) 2.7% inflation on certain expenses.	2.0%	2.5%	4.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 1.6%/1.6% salary compensation settlement.	2%/2%	1.6%/1.6%	0%/0%
9) Fixed costs based on best guess for now.			

District budgetary assumptions indicate that the Colleges must treat enrollment as it translates into FTES as the key factor in maintaining revenue base and obtaining the ability to weather the statewide budgetary shortfall.¹²⁰

The District Step & Column (regular employee annual salary progression) will exert budgetary pressure on revenue balance. Medical benefits payout will be a growing concern. Health and retiree benefits will continue increase into the future.¹²¹

Ongoing energy consumption, facility maintenance and equipment upgrade, including technology cost of ownership, will continue to be present regardless of fiscal crisis.¹²²

San Mateo County Community College Foundation

Community Colleges are making advances in private fund development as a result of taking a formal approach to philanthropic opportunities in the communities served by their colleges. By investing in the hiring of professional development staff to prospect and target foundations,

businesses and alumni, establish planned giving programs and rejuvenate existing donor support, community colleges have successfully grown their endowments and increased donations to their institutions.

Private donations to community colleges appear to be on the rise as more two-year institutions develop fund-raising programs^{123, 124}. In the 2003-04 fiscal year, 100 public two-year institutions surveyed by the Council for Aid to Education raised \$122.4-million, up from the \$93.3-million raised by 86 community colleges surveyed the year before.¹²⁵

The San Mateo County Community College Foundation has recently positioned itself to join this trend in order to better serve the district's students and colleges. In partnership with SMCCCD, SMCCCF is building a development team by adding to its staff of one Executive Director to include an experienced Development Director and an Administrative Assistant in addition to finance and business management support. Hiring should be complete by May 2008. This team will work with the Colleges to augment identified programmatic and scholarship needs with a fund development plan that targets and matches donor interests with those needs.

As of February 29, 2008, the Foundation's endowment was valued at \$5.1 million. Endowment growth will be attained through a combination of contributions, remodeling the relationship between endowed scholarships and reinvested funds, and updated investment guidelines. Foundation staff is embarking on developing its business plan and processes, and selecting the technological applications standard and necessary to run a successful fundraising enterprise. A formal strategic action plan will be completed during the fiscal year 2008-09.

Facilities Resources

Over the past few years the District has engaged in two activities to align operational maintenance costs with College educational plans and facility plans.

1. The Vice Chancellor of Facilities operation, construction and planning did an extensive review of industry standard maintenance metrics and did a comparative analysis of the standards with District resource loads.
2. Based on this review the Vice Chancellor along with appropriate governance input and assistance with the Vice Chancellor of Human Resources redefined some job classifications and service assignments to better align with identified needs.
3. Service levels were reviewed in 2008 with the three college presidents in conjunction with addressing some needs particularly associated with recent capital improvement projects.
4. Three years ago the District adopted a new resource allocation model that had been developed over several years through the Budget and Finance Committee, and that received approval from the District Shared Governance Committee. This allocation model addresses facility needs by adjusting for enrollment changes, changes in square footage, and demonstrated needs. As with all operations of the District, both academic and operational, the model accounts for changes in workload factors, program adjustments, and available

resources. Further, the model is reviewed regularly through the District Budget and Finance Committee, a shared governance group with College, organizational and District representation. The outcomes of the District Budget and Finance Committee are subject to appropriate reviews by the District Shared Governance Committee, the Chancellor and Board of Trustees.

The Facilities Master Plan

The Facilities Master Plan of SMCCCD states that the District will have a net increase of close to 385,000 gsf (gross square feet) in addition to the total of 1,255,000 gsf that exist in the entire district. That will be a total of close to 1,640,000 gsf enough to accommodate continued growth in enrollments by another 25%.¹²⁶ In addition, qualitative improvements to facilities throughout the District have the potential to play a key role in enhancing programs and attracting additional students.

CIP I (Capital Improvement Program I) and CIP II Planned Growth as Measured by GSF

CIP I	GSF		CIP II	GSF
Can B9	76,000		Can FMC	15,000
CSM B 36	61,000		CSM B5N	87,000
CSM B 35	9,000		CSM B10N	142,000
SKY B 6/7A	68,000		SKY FMC	14,000
			SKY 4N	73,000
			Loma Chica	11,000
			SKY Trans	13,000
Added	569,000	(CSM B5/6, B10, B11, B13 B21-7, B29, SKY B4, Trailers B3A-3E)		
Subtracted	184,000			
Net Add	385,000			

Five Year Construction Plan (5YCP)

In addition, the Board of Trustees authorized submittal of the District's 2009-2013 Five-Year Capital Construction Plan (5YCP) and the related Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) to the California Community Colleges System Office.^{127,128} Submittal of the Five Year Construction Plan is an annual requirement seeking State funding for major capital projects

such as new construction or reconstruction of existing facilities. The 5YCP takes into account an important criterion for campus facilities planning: capacity to load ratios. The capacity to load ratio is a comparison of the assignable square footage a College has in relation to the square footage the College's enrollment indicates it needs. Capacity to load ratios are measured for different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces.

I. 5CYP Projects Are Currently In Design Or Under Construction

Cañada Building 16/18 Sciences
Cañada Building 7 Facilities Maintenance Center
Cañada Building 8 Administration
Cañada Gateways Circulation And Parking Project
Cañada Buildings 5 & 6 Student Center / University Center
Cañada Building 12 Concession Stands
CSM Building 14/16 Academic
CSM Building 2/4/4a Fine Arts Complex
CSM North Gateway Project
CSM South East Infrastructure Project
CSM Building 9 Library
Skyline College Corporation Yard
Skyline Building 7 Allied Health Vocational/Technical Training Center
Skyline Building 30—Facilities Maintenance Center

II. Current State Capital Outlay Projects (Being Resubmitted)

Cañada Building 13 Multiple Program Instructional Center
Cañada Building 1 Athletics
CSM Building 12 Media Center
CSM Building 19 - Emerging Technologies Center
Skyline College Building 1 Fine Arts
Skyline Building 2 Student Services

III. Current State Capital Outlay Projects (Approved)

Cañada College Electrical Infrastructure Upgrades
Skyline Electrical Infrastructure Replacement

IV. Fiscal Year 2010-2014 Initial Project Proposals And Future Project Proposals

Cañada College Building 3 Fine Arts
CSM Building 8 Athletics
CSM Building 34 Fire Technology Training Center
Skyline College Wellness Center

Skyline College Building 5 Learning Resources Center

Emergency Response, Disaster Preparation, Terrorism Deterrent and Crime Prevention

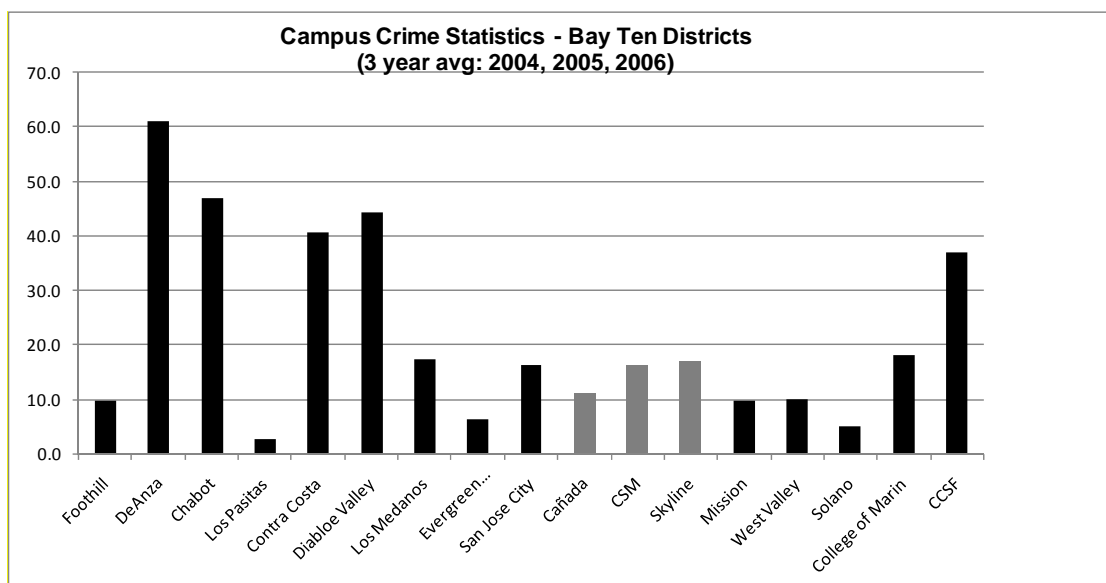
The San Mateo Community College District has had Emergency Preparedness Plans in place for the last several years for each campus as well as the District office. Mock emergency exercises have been conducted in partnership with the San Mateo County Sheriff's department and the San Mateo County of Operation of Emergency Services (OES). SMCCCD is currently in the process of working with a consultant to revise and update these plans, which are compliant with the Federally mandated National Incident Management System (NIMS) and the California Standardized Emergency Management System (SEMS). The plans include response guidelines to major catastrophes such as an earthquake or fire as well as specific incident responses for events such as Utility Outages, Hazardous Materials Issues, Medical Emergencies, Bomb Threats, and Shooter on Campus. Onsite training to operate the Emergency Operations Centers (EOCs) on the campuses and the District office is planned for October, 2008. Individual training has already occurred as representatives from district administration, classified employees, and security attend workshops offered by the System office. Several key employees have also successfully completed "Train the Trainer" workshops for future training on our campuses.

A District Safety Committee meets monthly to discuss district wide safety and security issues. The committee is comprised of District personnel and campus employees who are members of campus safety committees. This committee's accomplishments include implementing exterior communication systems using carillons on the campuses; developing a process and hiring a vendor to dispose of Hazardous Materials in an organized manner per OSHA rules; dispatching safety chairs for evacuation for buildings on all campuses; and partnering with the Sequoia Healthcare District's HeartSafe Program to provide Automated External Defibrillators free on the Canāda College campus. This group is currently working on putting an internal Event Annunciation System (EAS) inside buildings on the three campuses. On the campus level, the college safety committees meet frequently to discuss emergency response, crisis management, and security and safety. At a strategic level, a group of key District Administrators meet monthly to develop and refine Continuity Planning for recovery in case of a major disaster.

Emergency Preparedness and Safety and Security for the District and the three campuses is a continuous planning process. Future projects planned involve modifying the buildings that house the Emergency Operations Centers on each campus to have the ability to hook up to a generator in case of power failure. Each campus will have two buildings with this ability; the primary site and a back up. Another project is focused on security assessment after college administrators voiced the desire for more safety and security on their campuses. A team of security consultants has been engaged to do an in-depth analysis of the current security organization district wide. The consultants' preliminary findings are that a consolidation of the autonomous departments would greatly increase efficiency of resources, enhance training, and establish and provide unified policies and procedures. SMCCCD continues to strive toward development and implementation of emergency and safety systems and processes that will serve and protect students and employees.

Campus Safety

The campus crime statistics compiled and reported by the National Center for Educational Statistics (NCES)¹²⁹ showed that the three Colleges in SMCCCD are relatively safe with lower counts of arrests and offenses (illegal weapons possessions, drug law violations, and liquor law violations, murder, manslaughter, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft and arson). Of all the criminal offenses, burglary and motor vehicle theft have accounted for the largest majority among all colleges in the Bay Ten Districts.



In a report titled “What Changed, and Didn’t, After Virginia Tech” and presented at the national Association of Institutional Research conference in 2008¹³⁰, researchers from the Midwestern Higher Education Compact listed changes made by institutions that responded to its survey. About 37% increased their institutional budgets for safety and security; more than 50% reviewed and revised student privacy laws; and close to 25% revised language in student handbook regarding disturbing or threatening behavior.

Technology Resources

The State Chancellor’s Office Technology Plan (2007-2010) as stated is attempting to directly improve access to management reporting, data, and student records; standardize assessment and placement practices; bring consistency to accreditation and perhaps accountability reporting; make the campuses more connected, and as a result require more IT funding.

District Technology Plan

The SMCCCD Technology Plan (2008-2012) has over 33 initiatives. Among them, the plan calls for equipment replacement, implementation of a student email system, implementation CCC Trans (an electronic transcript interchange to allow students to obtain transcripts easily among District Colleges), evaluation of curriculum development and course approval software application, completion of online degree audit system, and many software and hardware updates and upgrades across the District Colleges.¹³¹

Technology used and methods developed for distance education will be increasingly adopted for regular classroom based face-to-face learning^{132, 133, 134, 135}. The District has made major hardware, software and human resource investments in the use of technology for teaching and learning. Educational planning and technology planning should be linked together so as to take best advantage of these investments.

The Millennial Student

Incoming students to higher education are increasingly computer literate and carry expectations for colleges to enhance their access to new technology. Technology-based course delivery will require increased resources.

Today's teenagers are unlike any previous generation in their exposure to technology: 100% use the internet to seek information, 94% use the internet for school research, 41% use email and Instant Messaging to contact teachers and schoolmates about school work, 81% email friends and relatives, 70% use Instant Messaging to keep in touch and 56% prefer the internet to the telephone.¹³⁶

Because today's students learn differently than their teachers did in the past, demand and expectations for the use of technology may directly challenge and perhaps reshape the teaching profession. As an example, the "Millennial Student," children born between 1982 and 2002 and most of them are in the education pipeline, approach learning in new ways. Their preference is to learn with technology, with each other, online, in their time, in their place, and by doing things that matter to them.¹³⁷

Yet, there is clear evidence of a digital divide based on education attainment. Fifty-seven percent of African-Americans go online, compared with 70% of Whites.¹³⁸ In a study published by the Public Policy Institute of California in 2007 found that non-English speaking Hispanics had a lower rate of using broadband to access internet resources.¹³⁹

Distance Education

Abolition of the federal 50% rule (also called 50-50 rule) which heretofore has prevented any college that provides more than half of its courses via distance education from participating in federal student-aid programs, has spurred a boom in online programs at traditional colleges, as well as the creation of for-profit businesses specializing in cyber-education.¹⁴⁰

The overall student headcounts in distance education in California's community colleges has grown from 2.5% in 1996 to 11.8% in 2006, which is at a rate of 19%/yr. Nationwide, it is estimated that over five million college students are now taking courses online.¹⁴¹ Almost 40% of colleges offering face-to-face associate's degree programs also offer them online.¹⁴² Community colleges in California closely match that ratio, according to the System Office's recent report.¹⁴³

The overall percentage of colleges identifying online education as a critical long-term strategy grew from 49% in 2003 to 56% in 2005. The largest increases were seen in Associates degree institutions where 72% now agree that it is part of their institution's long-term strategy, up from 58% in 2003.¹⁴⁴

Compared to institutions that focus on offering online courses, institutions that offer online based degree programs are four times more likely to perceive to have had overwhelming success in eLearning.¹⁴⁵

The SMCCCD Distance Education Strategic Plan drafted by the Distance Education Advisory Committee for the purpose of providing the District Colleges provides guidelines for planning growth in distance education courses and programs. The plan is based on projections for enrollments and suggested demand for courses. These projections can be used to identify potential program and course development areas as well as the resources required to implement them.

The plan calls for specific Districtwide goals that are supported by the District Colleges. These goals are:

1. Increase student success rates in distance education to be the highest among Bay Ten Districts.
2. Achieve and maintain 20% annual distance education enrollment growth (seat count) in the next 10 years:
 - a. to increase distance education enrollment to be 10% of total enrollments, and
 - b. to bring distance education FTES to at least the Statewide average.

The plan includes recommendations for the District Colleges to consider and plan carefully the following aspects: developing distance education degree and certificate programs, offering more distance education courses, addressing the needs for student services, technology, human resources and marketing.

Policy, Public Opinion, Community Needs and Outreach Environment

Higher Education Policy

There is a perceptible increase in public scrutiny of California community colleges. In 2007, a paper published by the Institute for Higher Education Leadership and Policy, entitled as *Rules of the Game*, identified several areas of state policy in California that create the “rules of the game” by which colleges and students make choices that may impede student success.¹⁴⁶ Later in 2007, two additional papers were published by the organization on California community college governance. “Invest in Success: How Finance Policy Can Increase Student Successes at California Community Colleges” reported the authors’ audit of state finance policies and their descriptions of how the incentives for student and institutional behavior are embedded in those policies.¹⁴⁷ The “It Could Happen” paper by the same institute provided an “achievable agenda” by recommending fiscal incentives, flexibility to use resources to fit local circumstances, and standardized college readiness by which degree-seeking students are assessed.¹⁴⁸

Evolving accreditation standards are aggressive in gearing colleges toward developing clear and measurable learning outcomes. In addition, the emergence of diverse student populations in age, goals, background, and economic status requires colleges to explore a variety of teaching modalities. ACCJC (Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges), the accrediting agency of the western region, by request of the federal government, has dramatically raised the bar of fulfilling standards. This has resulted in a significant number of institutions receiving warnings.

The 6-year reauthorization of the Carl D. Perkins Act in 2006 further demands both secondary and post-secondary institutions to develop processes for aligning career pathways through examining curriculum offerings from high school to college. The Act also strengthened accountability measures. The California legislature has also established laws, most recently AB2448, SB70, and SB1133, to require course sequencing between high school and college career technical education and tech-prep/ROP (Regional Occupational Program) programs.¹⁴⁹

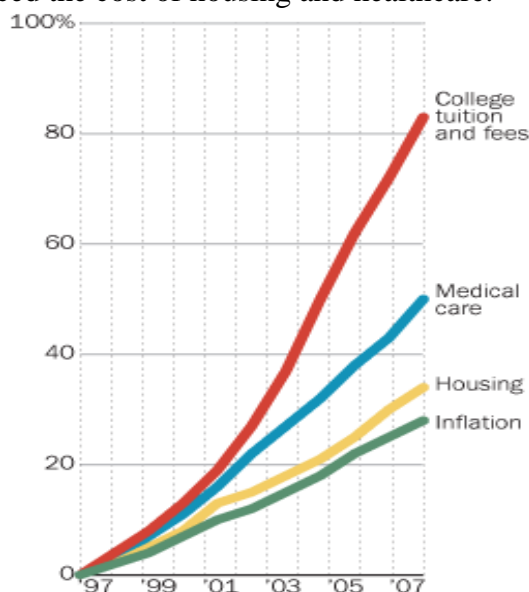
Concerns have been raised about the disconnect between high school curriculum and college curriculum. Many states are furthering their concurrent enrollment efforts by forming partnerships between high schools and colleges at the levels of faculty dialogs, articulation agreements, and equivalencies determination, attempting to create a better bridge for high school students to gain college experiences early and smoothly.¹⁵⁰

Data sharing among secondary schools, community colleges and 4-year institutions as propelled by entities such as CalPASS is becoming one of the qualifying criteria for grants and measures of accountability.

Equity in access to higher education^{151, 152, 153, 154}, connection between high schools and colleges,

diversity in the teaching profession¹⁵⁵, ¹⁵⁶ and quality of graduates will continue to be the key focus internal to the higher education institutions and external to the general public.

Since the late 1990s, the rise of tuition and fees in the U.S. universities has accelerated much faster than inflation and has outpaced the cost of housing and healthcare.



Source: <http://chronicle.com/weekly/v55/i06/06a00101.htm>¹⁵⁷

Even though financial aid is deemed generously available for most American students¹⁵⁸, issues remain. As a victim of the credit crisis, major student loan lenders are shying away from community colleges when loans are most important to help retain students¹⁵⁹. A recent report estimates that 1.5 million students who would probably have qualified for Pell Grants in 2003-04 did not apply for them, up from the estimated 850,000 who missed out on aid in 1999-2000. The number of low-income college-going students who did not file for federal financial aid rose from 1.7 million to 1.8 million, or 28% of low-income students.¹⁶⁰ According to the Chronicle of Higher Education, Pell Grants fell to another low year in 2006, with an average award of \$2,494. Twenty years ago, Pell Grants could cover 52% of the average tuition, fees, room and board at a public university and 21% of the same type of costs in private ones. In 2007, the grants have declined to cover only 32% of such costs at four-year public universities and 13% at private ones. The trend of community college students missing out on financial aid seems to continue.¹⁶¹

Just over one-half (52%) of all undergraduates are financially independent students and represent roughly two-thirds of community college students (64%) and part-time students (67%) in American Higher Education. The needs of these students—who are considered by the federal government to be financially independent of their parents--frequently take a back seat to those of traditional undergraduates.¹⁶²

- Tuition increases in public institutions may outpace those at private institutions. The Chronicle of Higher Education in 2007 published a survey of postsecondary education institutions and found that one year tuition and fees increase in 2006 in public institutions

was 6.6% higher than the previous year, which outpaced private institutions whose increase was only 6.3% higher over the previous year.

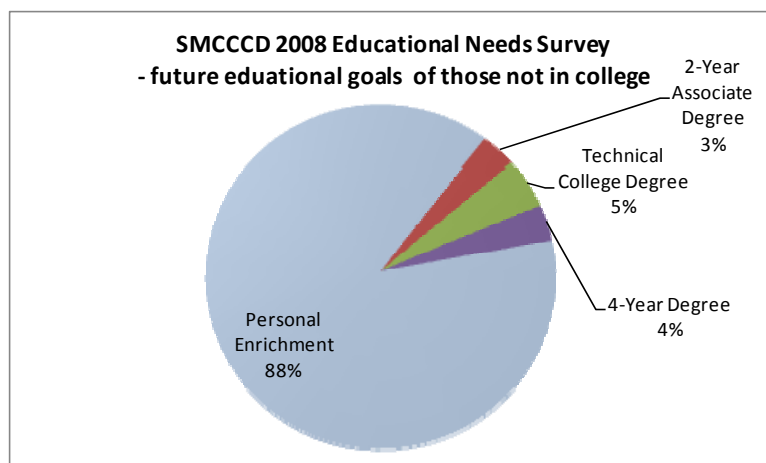
- Non-ivy league public colleges and universities are increasingly faced with pressure to seek additional revenues, including tuition increases, private and/or local revenues to make up for the insufficient state funding. This will drive up competition for market share when colleges and universities seek enrollment growth. The above in turn will drive increased public demand for transparency and accountability.
- The recently renewed Higher Education Act (H.R.4137), also called “The College Opportunity & Affordability Act,” marks the most aggressive pressure on colleges by Congress to date to contain both colleges and universities internal cost and what they charge students.¹⁶³

Community Needs Research

In February 2008, the District commissioned a large scale Community Needs Survey with 1,202 valid responses and a margin of error of 1.5%.¹⁶⁴

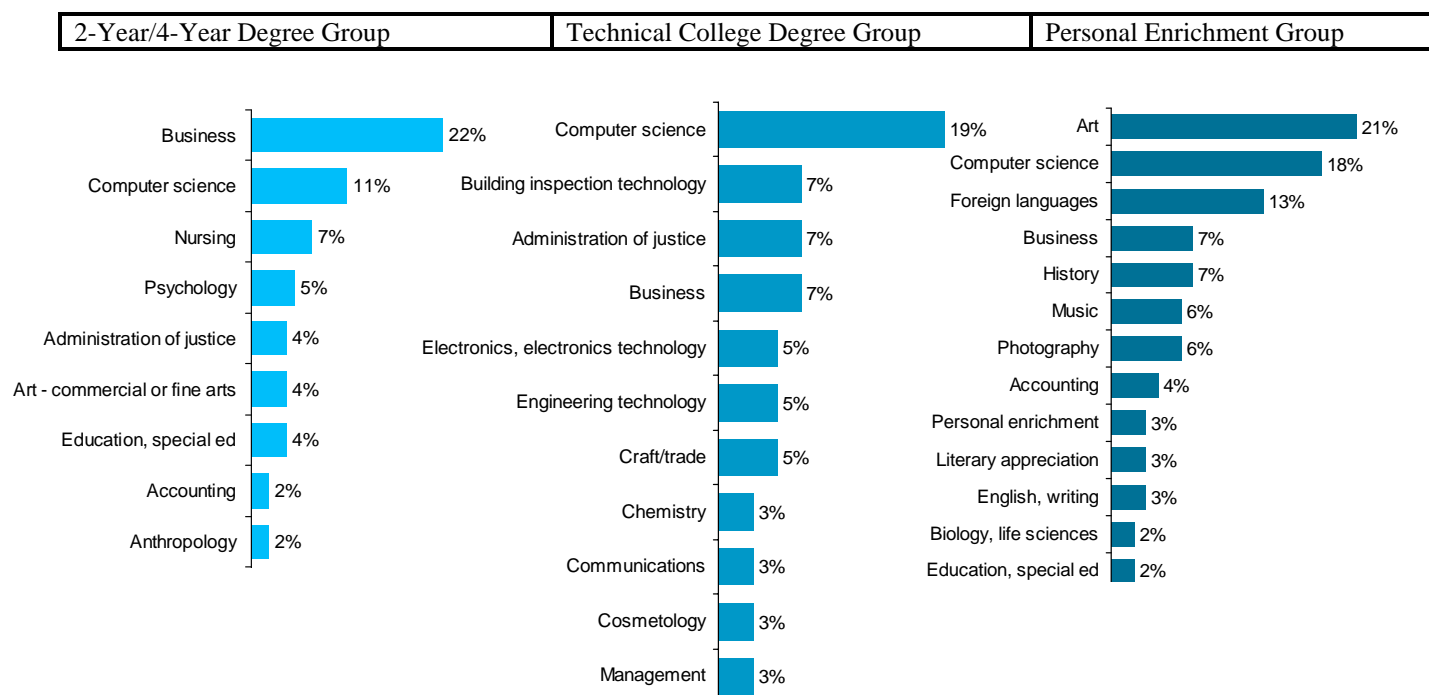
Of those who were thinking about either Pursuing a 2-Year Associate Degree or Pursuing a 4-Year College Degree, 24.7% of them were interested in Business & Finance, 12.3% in Computer Programming & Information Science, with the rest spread across many subject areas. Of those who were thinking about either Pursuing a Technical College Degree or Certificate, 22% of them were interested in Business & Finance, 11% in Computer Programming & Information Science, with the rest spread across many subject areas. Of those who were interested in “Personal Enrichment or Continuing Education”, 21.2% were interested in Art, 18.7% in Computer Programming & Information Science, 13.1% Foreign Language and the rest spread across a number of subject areas, such as Business (7.7%), History (7.2%), and Photography (5.7%).

Of the respondents who were not currently taking any college courses, 84.6% were thinking of taking “Personal Enrichment or Continuing Education” courses in the near future.



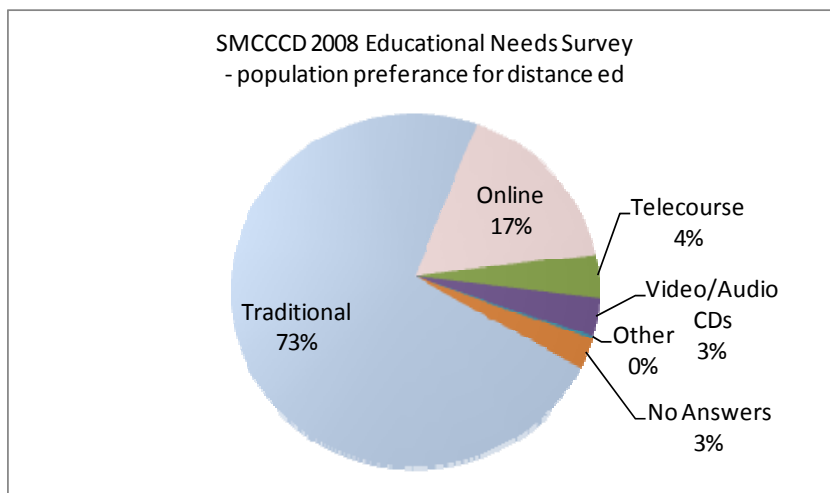
The remaining responses included 3.2% (Pursuing a 2-Year Associate Degree), 4.6% (Pursuing a Technical College Degree or Certificate), and 3.3% (Pursuing a 4-Year College Degree).

SMCCCD 2008 Educational Needs Survey – Interest in Future Courses

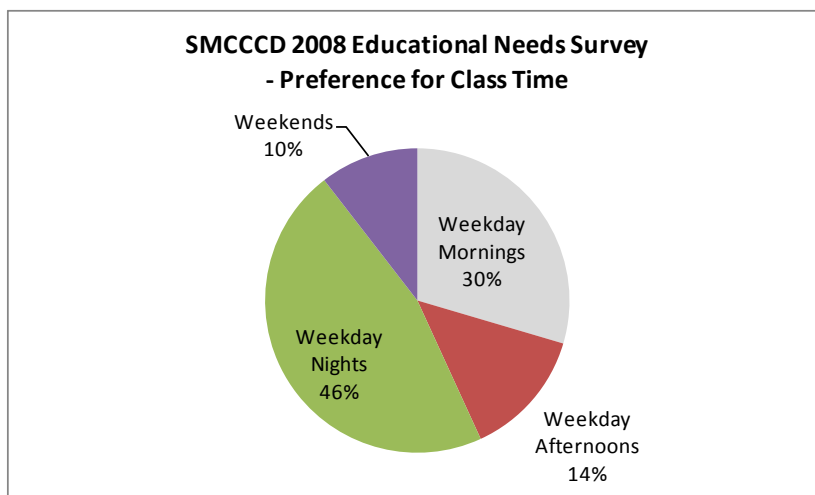


Among those who planned to enrolled in a college in the near future, when asked “How likely are you to enroll in the three colleges in SMCCCD, 19% chose “Very Likely”, 14.3% chose “Likely”.

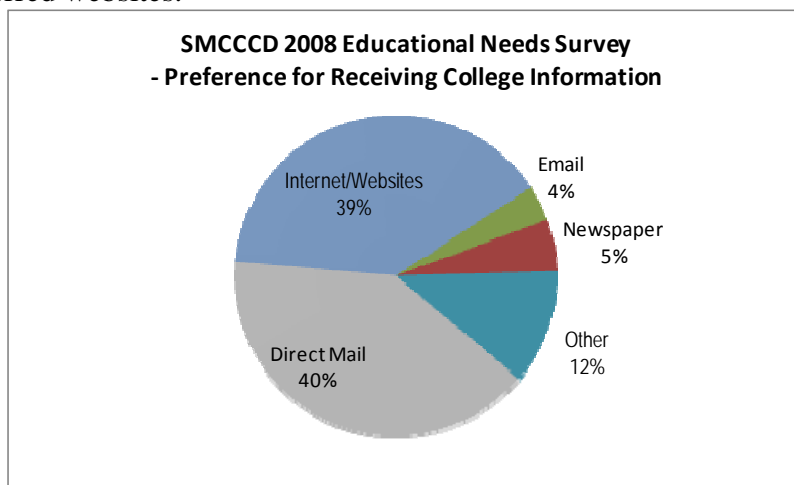
Seventeen percent surveyed said they most preferred their next course to be offered online, 3.9% via telecourse mode, and 3.5% via audio/video media, with a combined total of 24.5% of our residents as potential distance education students.



In terms of when they most preferred to take their future courses, 44.7% preferred weekday nights, 28.5% preferred weekday mornings, 13.1% preferred weekday afternoons, and 10.1% preferred weekends.

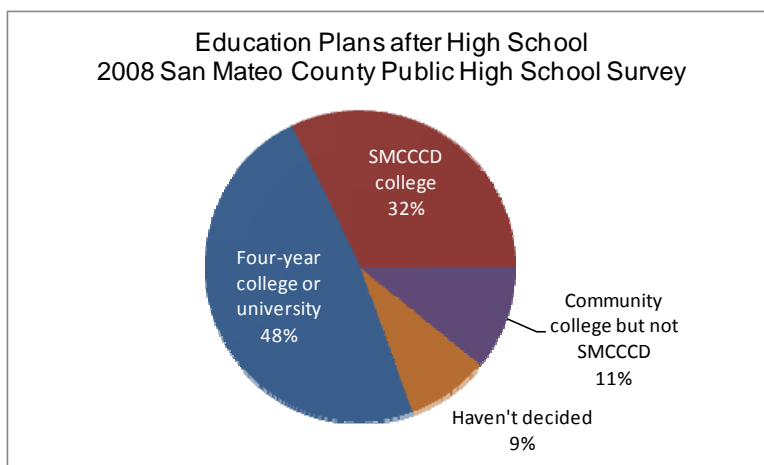


In terms of which is their preferred choice of receiving college information, 40.4% preferred direct mail and 39.4% preferred websites.

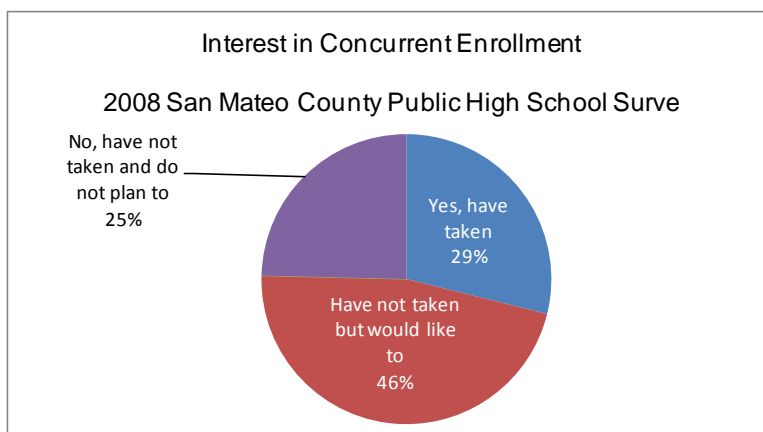


County Public High School Survey

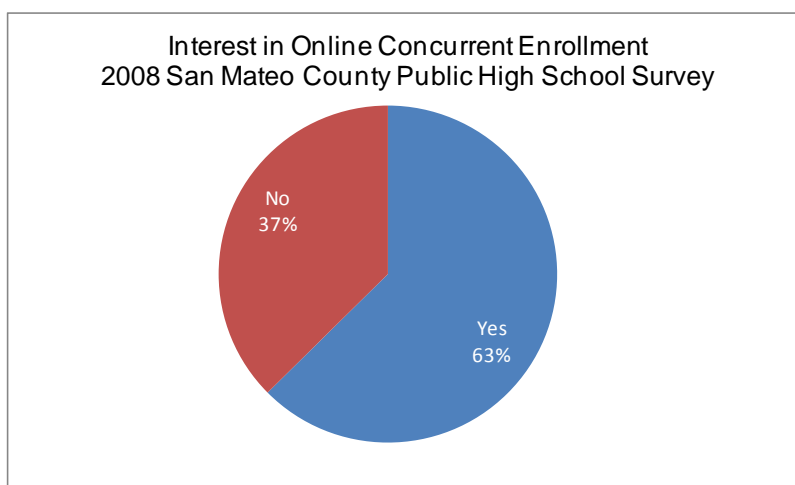
In 2008, SMCCCD in collaboration with San Mateo County public high school districts conducted a county-wide high school junior and senior survey. Preliminary results showed that 32% of the county's high school students planned to attend one of the three Colleges in the District, which is similar to the "take-rate" tracking by the District and other published research. However, a little over 10% said they planned to attend a community college other than the District's three Colleges.



Close to a third (29%) of the high school respondents said they had taken a concurrent enrollment course and another 46%, close to half of the respondents, said they had not, but would like to.



When asked if they would like take a concurrent enrollment course through the online mode, a majority of them (62.5%) said yes.



College-based Research on Student Opinions and Attitudes

The three Colleges continually conduct survey and focus group research to gain direct feedback from students. Not intended to cover all the findings from these studies, a few highlights below are provided based on primarily the recommendations of these survey studies. Hopefully, they help shed light on some common themes both positive and negative.¹⁶⁵

- In the Campus Climate Survey at all three colleges, students indicated high satisfaction with faculty. In the same survey, students also highly rated the support they receive from various student services. In addition, students highly value the diverse learning environment including the culture, student body, and student life. A total of 77% of respondents in a survey conducted by Cañada said that they would definitely or probably enroll at the College if they “had to do it all over again”. A total of 94.3% of respondents in a survey conducted by CSM said that “they would recommend CSM to a family member or friend”.

- In the fall 2005 Fresh Look project survey, as well as in its Campus Climate Survey, Skyline was perceived as cozy and inviting; the schedule is used to promote/market programs and services; students want more cultural/social events on campus.
- In the Skyline Campus Climate Survey, students ranked counseling services to be the most important to them. In a Cañada Upward Bound study, students reported issues with the counseling services. Students praised the facilities in general, but also suggested upgrading lab facilities and information displayed on the websites. In CSM's survey of Student Learning Gains, a substantial majority of students report making moderate or major progress on 14 different learning outcomes indicators.
- Students Speak, a large scale focus group study at CSM, showed that students prefer a stronger branding of the institution in terms of its high level academic program offerings; they recommended targeted outreach to high schools and suggested a range of ideas for matriculation, website construction, and classroom/enrollment management.
- Students believed CSM to be a quality academic institution, but expressed frustration with the College intake processes, which are currently under study and will be revised. Students remarked that Matriculation is a barrier for older students who take only one class.
- Feedback from Cañada College basic skills students indicated that there is a need to work with high school counselors to adequately communicate the value and quality of the three colleges in the district. High school students' parents were not as well informed or aware of community colleges. In a survey by Cañada, students recommended that outreach to Latino students should begin at the 6th grade. ESL students surveyed said they need additional help with registration, and they complained about the lack of information regarding transfer courses.
- Media Preference Surveys carried out at Skyline and Cañada indicated that students preferred venues of getting to know the district colleges were through kiosks, mall advertising and printed media, particularly mailed class schedules. A significant portion of the students prefer the use of email as their communication method with the college.
- Since fall 2003, CSM has conducted bi-annual surveys of students who use specific Student Services Programs (e.g., counseling, EOPS, financial aid, transfer center, health center, etc.). In all, 23 Student Services units are provided with program-specific feedback regarding overall satisfaction as well as suggestions about how to improve services for students. CSM students consistently give very high marks to these programs.

Marketing and Outreach

Districtwide marketing efforts have shown results. The FUTURES Initiative, supported by in-take process and high-tech and high-touch, produced a 41% increase (378 more students) in concurrent

enrollment in the following semester. The Careers marketing efforts, also supported by various in-take processes at the Colleges, produced a 16% increase in vocational education enrollments in one semester.¹⁶⁶ In 2008, the District Colleges will complete a marketing audit.

Glossary

Academic Calendar Year: Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM.

Basis/Rationale:

175 days / 5 days per week = 35 weeks / 2 primary terms = 17.5 week semester.

175 days X 3 hours = 525 hours – which equal one (1) full time equivalent student.

Notes: Community colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions)

ADA: Americans with Disabilities Act: Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Annual Five-Year Construction Plan: That part of the facility Master Plan that defines the current and proposed capital improvements the college will need to undertake over the next five years if it is to achieve the learning outcomes specified in its Master Plan.

Annual Space Inventory: See ‘Space Inventory’

API (Academic Performance Index): The California's Public Schools Accountability Act of 1999 (PSAA) resulted in the development of API for the purpose of measuring the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year. (For details, visit <http://www.cde.ca.gov/ta/ac/ap/>)

ASF: Assignable Square Feet: The sum of the floor area assigned to or available to an occupant or student station (excludes circulation, custodial, mechanical and structural areas).

Budget Change Proposal (BCP): A document reviewed by the State Department of Finance and the Office of the Legislative Analyst which recommends changes in a State agency's budget.

CAD: Computer Assisted Design

California Community College System Office: The administrative branch of the California Community College system. It is a state agency which provides leadership and technical assistance to the 108 community colleges and 72 community college districts in California. It is located in Sacramento and allocates state funding to the colleges and districts.

Capacity: The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.

Capacity/load Threshold Ratios (AKA “Cap Load(s)”):

The relationship between the space available for utilization (square footage that is useable) and the efficiency level at which the space is currently being utilized. The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.

Capital Construction Programs: See ‘Capital Projects’.

Capital Outlay Budget Change Proposal (COBCP): A type of Budget Change Proposal regarding the construction of facilities and their related issues.

Capital Projects: Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.

Carnegie Unit: A unit of credit; a student’s time of 3 hours per week is equivalent to one unit of credit.

CCFS – 320 (“The 320 Report”): One of the primary apportionment (funding) documents required by the state. It collects data for both credit and noncredit attendance. Three reports are made annually; the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the college or district is meeting its goals for the generation of full time equivalent students.

Census: An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

DSA: The Division of the State Architect (DSA) determines California’s policies for building design and construction. It oversees K-12 schools and community college design and construction. Its responsibilities include assuring that all drawings and specs meet with codes and regulations.

EAP (Early Assessment Program): The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. (For details, visit <http://www.calstate.edu/EAP/>)

Educational Centers: A postsecondary institution operating at a location remote from the campus of the parent institution which administers it.

Educational Master Plan: A part of the college’s Master Plan that defines the education goals of the college as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the facilities master plan.

Enrollments (Unduplicated): A student enrollment count (also referred to as “Head Count”) based on an Individual Student Number or Social Security Number that identifies a student only once in the system.

Environmental Impact Report: In accordance with the California Environmental Quality Act (CEQA), if a project is known to have a significant effect on the environment then an EIR must be prepared. It provides detailed information about a project’s environmental effects, ways to minimize those effects, and alternatives if reasonable.

Facilities: All of the capital assets of the college including the land upon which it is located, the buildings, systems and equipment.

Faculty Loads: The amount of “teaching time” assigned/appropriated to a given instructional class – i.e. lecture or laboratory, to a given semester, or an academic year (2 semesters). It is typically defined in terms of 15 “teaching hours” per week as being equal to one (1) full time equivalent faculty; a “full faculty load”. Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

Facilities Master Plan: The Facilities Master Plan is an inventory and evaluation (condition /life span) of all owned facilities (the site, buildings, equipment, systems). It identifies regulations impacting those facilities and deficiencies and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities, deficiencies of those criteria and defines a plan of correction. It draws on information contained in the educational master plan.

Final Project Proposal (FPP): The FPP identifies the project justification, final scope and estimated costs of all acquisitions, infrastructure, facility and systems projects. It contains vital information including the JCAF 31 and JCAF 32 reports, the California Environmental Quality Act (CEQA) Final Notice of Determination, federal funds detail, an analysis of future costs, a project time schedule and an outline of specifications. It is used by the Chancellor's Office and the Board of Governor's to determine whether the project has met the criteria for state funding.

Five Year Capital Construction Plan (5-YCP): See ‘Annual Five Year Construction Plan’

FTEF: An acronym for “full-time equivalent faculty”. Used as measure by the state to calculate the sum total of faculty resources (full time and part time combined) that equate to measurable units of 15 hours per week of “teaching time”, i.e. as being equal to one (1) full time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

FTES: An acronym for a “full-time equivalent student”. Used by the State as the measure for

attendance accounting verification. Also, a student workload measure that represents 525 class (contact) hours in a full academic year.

GSE: An acronym for gross square feet. The sum of the floor areas of the building within the outside faces of the exterior walls; the “total space” useable and non useable square feet combined.

Hardscape: Refers to landscaping projects and components that involve everything but the plants that will be on the landscape.

Initial Project Proposal (IPP): A document which provides information such as project costs, type of construction involved, relevance to master plans, capacity/load ratio analysis and project impact. The IPP identifies the institutional needs reflected in the educational and facility master plans and the 5-YCP. It is used to determine a project’s eligibility for State funding before districts make significant resource commitments into preparing comprehensive FPPs.

Lecture: A method of instruction based primarily on recitation with little or no hands-on application or laboratory experiences. It is based on what is called the “Carnegie unit”; a student’s time of 3 hours per week is equivalent to one unit of credit. For lecture courses, each hour of instruction is viewed as one unit of credit (with the expectation of two hours outside of classroom time for reading and or writing assignments).

Laboratory: A method of instruction involving hands-on or skill development. The application of the Carnegie unit to this mode of instruction is the expectation that the student will complete all assignments within the classroom hours. Therefore, three hours of in-class time are usually assumed to represent one unit of credit.

Master Plan: An extensive planning document which covers all functions of the college or district. Master plans typically contain a statement of purpose, an analysis of the community and its needs, enrollment and economic projections for the community, current educational program information and other services in relation to their future requirements, educational targets and the strategies and current resources to reach those targets and a comprehensive plan of action and funding.

Middle College: Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level and they provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and underrepresented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves. (For details, visit <http://www.mcnc.us/faqs.htm>)

Population Participation Rate (PPR). A measure of market saturation by taking the headcount of a primary term at a college to compare with the adult population in the service area. It is usually expressed as per every 1,000 adults.

Punch List: The items in a contract that are incomplete. If a job is designated as substantially

complete for purposes of occupancy then those remaining items to be completed or resolved form the punch list.

Report 17: See Space Inventory Report.

Schedule Maintenance Plan: See Annual Five-Year Scheduled Maintenance Plan.

Service Area: SMCCCD service area is concomitant with the San Mateo County boundaries. In most situations the district boundary is not the best measure of potential student participation at a given college, since students tend to look for options, including distance education.

Space Inventory Report: (Or “REPORT 17”): A record of the gross square footage and the assignable (i.e. useable) square footage at a college. Provides information necessary for Capital Outlay Projects (IPP’s, FPP’s), Five-Year Construction Plan, Space utilization of the college or district and Projecting future facility needs.

Key Components of Space Inventory:

Room Type (room use category): Identifies room by use or function

ASF (assignable square feet)

GSF (gross square feet)

Stations

STAR Test Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students attain and are tested for one of five levels of performance on the CSTs (California Standards Tests) for each subject tested: advanced, proficient, basic, below basic, and far below basic. (For details, visit <http://star.cde.ca.gov/>)

Strategic Plan: Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.¹⁶⁷

Success & Retention Rates

Success: Grades of C or better. It typically includes the Pass grade.

Retention: All grades, except Ws.

Both are expressed as percent ratios.

TOP/CSS Code: Rooms or space are assigned for a particular use and function or a specific

discipline or service. The state has a numeric code, a four-digit number, that identifies the “type” of use that is supported by a particular room/space. (see TOP Code(s))

Space Utilization: Assumed by most faculty/staff on-campus to mean the level or degree to which a room is utilized – the room’s capacity, vis-à-vis the percentage of the capacity that the room is actually used.

Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

Stations: The total space to accommodate a person at a given task (classroom- laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

TOP Code(s): The “Taxonomy of Programs” (TOP) is a common numeric coding system by which the college categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900’s).

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of state purposes. Maas Companies commonly uses the two-digit designator for educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

WSCH: An acronym for “Weekly Student Contact Hours”. WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

WSCH/FTEF: Represents the ratio between the faculty’s hours of instruction per week (“faculty load”) and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member’s load. The state productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

Examples: A faculty member teaching 5 sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class

sections X 3 hours/week X 30 students = 450 WSCH/FTEF) A faculty member teaching 3 sections of Biology, each section meeting for 6 hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 student = 450 WSCH/FTEF)

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BOARD REPORT NO. 08-12-2B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Barbara Christensen, Director of Community/Government Relations
574-6510

ADDITIONS TO DISTRICT RULES AND REGULATIONS: SECTIONS 6.04 MINIMUM CLASS SIZE GUIDELINES; 6.11 REQUIREMENTS FOR DEGREES AND CERTIFICATES; 6.14 COURSE PREREQUISITES AND OTHER LIMITATIONS ON ENROLLMENT; 6.16 STANDARDS OF SCHOLARSHIP; AND 6.20 PROBATION, DISMISSAL, AND READMISSION; AND DELETION OF SECTIONS 6.08 SMALL CLASS GUIDELINES; 6.25 GRADUATION COURSE REQUIREMENTS; 6.27 COURSE PREREQUISITES AND OTHER LIMITATIONS ON ENROLLMENT; AND DELETION OF THE FOLLOWING SECTIONS FROM POLICY 7.35 ACADEMIC STANDARDS: SECTION 2 STANDARDS FOR PROBATION, SECTION 3 REMOVAL FROM PROBATION, AND SECTION 4 STANDARDS FOR DISMISSAL

On August 13, the Board adopted an amendment to District Rules and Regulations Section 2.07, Rules and Regulations, which established a two-year cycle for review of each of the eight chapters in Rules and Regulations. A decision was made to start with Chapter Six (Academic Programs) due to the fact that a number of changes in Title 5 have been made recently that require changes in the District policies. On September 24, the Board approved the first set of revisions, additions and deletions.

The District Academic Senate has reviewed the attached five policies and forwards them to the Board with the recommendations for revision. The District compared these policies to the proposed model policies in the CCLC's Policy and Procedures Update Service in order to assure that these policies incorporate all recent changes in Title 5. Most of the changes proposed are non-substantive; they reflect changes in Title 5 and in our own operating procedures. Old and new versions of the policies are shown in the attached. A table defining some renumbering of policies is also attached.

The proposed additions, revisions and deletions were presented to and discussed by the District Shared Governance Council at its December 1, 2008 meeting.

RECOMMENDATION

It is recommended that the Board adopt the new and revised policies as shown in the attached: 6.04 Minimum Class Size Guidelines, 6.11 Requirements for Degrees and Certificates, 6.14 Course Prerequisites and Other Limitations on Enrollment, 6.16 Standards of Scholarship, and 6.20 Probation, Dismissal and Readmission. It is further recommended that the Board delete Policies 6.08 Small class Size Guidelines, 6.25 Graduation Course Requirements, 6.27 Course Prerequisites and Other Limitations on Enrollment, and the following sections from Policy 7.35 Academic Standards: Section 2 Standards for Probation, Section 3 Removal from Probation, and Section 4 Standards for Dismissal.

**Rules and Regulations Numbering Patterns
Chapter 6 Academic Affairs**

New Number	Old Number	New Name	Old Name
6.04	6.08	Minimum Class Size Guidelines	Small Class Size Guidelines
6.11	6.25	Requirements for Degrees and Certificates	Graduation course Requirements
6.14	6.27	Course Prerequisites and Other Limitations on Enrollment	Same
6.16	New	Standards of Scholarship	
6.20	7.35(2,3,4)	Probation, Dismissal, and Readmission	Same
Delete	6.08		Small Class Guidelines
Delete	6.25		Graduation Course Requirements
Delete	6.27		Course Prerequisites and Other Limitations on Enrollment
Delete	7.35 Sections (2,3,4)		7.35. 2 Standards for Probation 7.35. 3 Removal from Probation 7.35. 4 Standards for Dismissal

~~6.08~~ 6.04 Small-Minimum Class Size Guidelines

- ~~A.~~ 1. The District's Colleges will organize classes in as efficient a manner as possible consistent with good instructional practices **and the needs of students**.
2. Classes with fewer than **twenty (20)** students will normally be cancelled or merged with another section~~;~~. ~~however,~~
3. ~~e~~Certain classes with enrollments of **twenty (20) or fewer**, ~~(for example,~~ required sequential courses, single sessions required for a major, and classes in facilities which will not accommodate **twenty (20)** students~~),~~ will be carefully reviewed and, if offered, will be balanced against large classes.

(Rev. 12/08)

~~6.25 Graduation Course Requirements~~

- ~~A. The Board, as authorized by the Board of Governors of California Community Colleges, shall confer the degree of "Associate in Arts" or "Associate in Science" upon any student who has satisfactorily completed 60-64 units in an approved course of study and has applied for the appropriate degree.~~
- ~~B. Each College shall set course of study requirements for graduation which conform to the Education and Administrative Codes and take cognizance of articulation requirements.~~

6.11 Requirements for Degrees and Certificates

1. The Board grants the degrees of Associate in Arts and Associate in Science to those students who have completed the subject requirement for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education, residency, and competency requirements set forth in Title 5 regulations.
2. Students may be awarded a Certificate of Achievement upon successful completion of courses of study or curriculum for which the District offers a certificate. The District has certificate programs that upgrade and develop career or technical proficiency.
3. The Colleges, in consultation with the Academic Senate, shall establish procedures to determine degree and certificate requirements and to assure that graduation requirements are published in the Colleges' catalogs and are included in other resources that are convenient and accessible for students.

References: Education Code Section 70902(b)(3);
Title 5 Sections 55060 et seq.

(Revised 12/08)

6.27- 14 Course Prerequisites and Other Limitations on Enrollment

1. The Colleges, upon the advice of the Academic Senate, are authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5.
2. All prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established.
3. All prerequisites, co-requisites and advisories shall be reviewed every six (6) years.
4. Prerequisites, co-requisites, and advisories shall be identified in District publications available to students.
5. The Colleges shall establish procedures defining a way in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law.
6. Each College shall establish procedures ~~wherein~~ by which every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless s/he has met all the conditions or has met all except those for which s/he has pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition in accordance with ~~State law and regulations~~ Title 5.

References: Title 5 Sections 55000 and 55003

(Rev. 12/08)

6.27 Course Prerequisites and Other Limitations on Enrollment

The San Mateo County Community College District adopts the following policy in order to provide for establishing, reviewing and challenging of prerequisites, corequisites, advisories on recommended preparation and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if prerequisites, corequisites, advisories and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to students access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing prerequisites. Nonetheless, the Board also recognizes that prerequisites play an equally important role in maintaining academic standards as they do in assuring that students are appropriately prepared for courses and have a reasonable chance to succeed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

1. Each College shall provide the following explanations in the College catalog and other publications, as appropriate:
 - a. Definitions of prerequisites, corequisites, advisories and other limitations on enrollment including the specific differences among them.
 - b. Specific prerequisites, corequisites, advisories and other limitations on enrollment which have been established pursuant to State law and regulations.
 - c. Procedures for a student to challenge prerequisites, corequisites and other limitations on enrollment and the circumstances under which a student is encouraged to make such a challenge. The procedures must enable challenges to be resolved in a timely fashion.
2. Each College certifies that its Curriculum or Instruction Committee has been established by mutual agreement of the administration and Academic Senate as required by State law and regulations. The Curriculum or Instruction Committees shall:
 - a. Establish prerequisites, corequisites, advisories on recommended preparation and other limitations on enrollment in accordance with State law and regulations.
 - b. Verify and provide documentation that prerequisites or corequisites meet the levels of scrutiny specified in Title 5. At a minimum, prerequisites, corequisites and advisories shall be based on content review. Additional methods of scrutiny will be applied, as required.
 - c. Provide for a review of each prerequisite, corequisite or advisory at least every six years.
3. Each College shall establish a procedure whereby courses for which prerequisites, corequisites or advisories on recommended preparation are established will be taught in accordance with the course outline pursuant to State law and regulations.

6.27 Course Prerequisites and Other Limitations on Enrollment (continued)

4. Each College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless s/he has met all the conditions or has met all except those for which s/he has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition in accordance with State law and regulations.

(Rev. 10/94)

6.16 Standards of Scholarship

1. The District will establish procedures that define standards of scholarship consistent with Board policy and Title 5. These procedures shall address:
 - a. grading practices,
 - b. academic record symbols,
 - c. grade point average,
 - d. credit by examination,
 - e. academic and progress probation,
 - f. academic and progress dismissal,
 - g. academic renewal,
 - h. course repetition,
 - i. limits on remedial coursework,
 - j. grade changes.
2. These procedures shall be published in the college catalogs.

References: Education Code Section 70902(b)(3);
Title 5 Sections 55020 et seq., 55030 et seq., and 55040 et seq.

(12/08)

6.20 Probation, Dismissal, and Readmission

1. Probation

- a. A student shall be placed on Academic Probation if he or she has attempted a minimum of 12 semester units of work and has a grade point average of less than a "C" (2.0).
- b. A student on Academic Probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher.
- c. A student shall be placed on Progress Probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I", "NC" and "NP" were recorded reaches or exceeds fifty percent.
- d. A student on Progress Probation shall be removed from probation when the percentage of units in the categories of "W," "I", "NC" and "NP" drops below fifty percent.
- e. A student who is placed on probation may submit an appeal in accordance with procedures established by the College.

2. Dismissal

- a. A student who is on Academic Probation shall be subject to dismissal if in any two subsequent semesters, the student has earned a cumulative grade point average of less than 1.75.
- b. A student who is on Progress Probation shall be subject to dismissal if in any two subsequent semesters the cumulative total of units in which the student has been enrolled for which entries of "W," "I", "NC" and "NP" reaches or exceeds fifty percent.
- c. Normally, a dismissed student must remain out of day and evening classes for one semester before petitioning the Academic Standards Committee for reinstatement.
- d. A dismissed student may present a written appeal to the Academic Standards Committee requesting immediate reinstatement if dismissal has resulted from unusual circumstances. A registered student making such an appeal should remain in classes until the decision of the Academic Standards Committee is made.
- e. Each College shall make a reasonable effort to notify a student who is subject to academic and/or progress dismissal no later than the beginning of the fall semester of each academic year.
- f. Scholastic dismissal will be noted on the student's transcript.

6.20 Probation, Dismissal, and Readmission (continued)

3. Readmission

- a. A dismissed student shall be considered for readmission by filing a written petition of appeal/readmission. If readmitted, the student shall continue on Academic Probation until a cumulative grade point average of 2.0 or higher has been achieved, and/or Progress Probation until the percentage completed is greater than fifty percent (50%) of the units which the student has attempted. Appeals/Readmissions may be granted, denied, or postponed according to criteria established by administrative procedures.

Reference: Education Code Section 70902(b)(3)
Title 5 Section 55030 – 55034.

(Rev. 12/08)

Sections 2, 3 and 4 of 7.35 Academic Standards

2. Standards for Probation

- a. A student will be placed on academic probation under the following criteria:
 - i. Academic probation based upon grade point average: A student who has attempted at least 12 semester units, as shown by the official cumulative record, shall be placed on academic probation if the student has earned a grade point average below 2.0 in all units which were graded on the basis of the grading scale described in [Section 7.35\(6\)](#).
 - ii. Academic probation based on failure to maintain satisfactory progress: A student who has enrolled in a total of at least 12 semester units, as shown by the official cumulative record, shall be placed on academic probation when the percentage of all units in which a student has enrolled for which entries of "W," "I," and "NC" are recorded reaches or exceeds 50 percent.
- b. The two probationary criteria described above will be applied in such a manner that a student may be placed on probation under either or both systems and subsequently may be dismissed under either or both systems.
- c. An Academic Standards Committee will be appointed by the responsible Vice President. A probationary student may petition the Academic Standards Committee, in accordance with College procedures, for removal of his/her probationary status if it has resulted from unusual circumstances beyond the student's control.
- d. A student may appeal a decision regarding probation in accordance with Rules and Regulations, [Section 7.73](#).

3. Removal from Probation

- a. A student on academic probation on the basis of grade point average shall be removed from probation when his/her cumulative grade point average is 2.0 or higher.
- b. A student on academic probation on the basis of failure to maintain satisfactory progress shall be removed from probation when the percentage of units in this category no longer exceeds 50 percent.

4. Standards for Dismissal

- a. A student in probationary status shall be subject to dismissal if in any two subsequent semesters either or both of the following criteria are applicable:
 - i. The student's cumulative grade point average is less than 1.75 in all units attempted.
 - ii. The cumulative total of units in which the student has been enrolled for which entries of "W," "I," and "NC" have been recorded reaches or exceeds 50 percent.
- b. Normally, a dismissed student must remain out of day and evening classes for one semester before petitioning the Academic Standards Committee for reinstatement.

Sections 2, 3 and 4 of 7.35 Academic Standards (continued)

- c. A dismissed student may present a written appeal to the Academic Standards Committee requesting immediate reinstatement if dismissal has resulted from unusual circumstances. A registered student making such an appeal should remain in classes until the decision of the Academic Standards Committee is made.
- d. A student may appeal a decision regarding dismissal in accordance with Rules and Regulations, [Section 7.73](#).

(Rev. 6/07)

BOARD REPORT NO. 08-12-3B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Barbara Christensen, Director of Community/Government Relations
574-6510

**ADDITION OF NEW POLICY TO DISTRICT RULES AND REGULATIONS:
SECTION 1.01 DISTRICT MISSION**

Attached is a new policy, Section 1.01 District Mission, which staff is recommending be added to District Rules and Regulations based on advice from the Community College League of California (CCLC). The League recommends that Rules and Regulations identify the mission of the college district and endorses the regular review of that mission. The development and regular review of the District mission was also one of the recommendations made by the ACCCJC during the accreditation process in fall of 2007. The District recently reviewed and endorsed its mission statement in the process of developing the District Strategic Plan.

The proposed addition was presented to and discussed by the District Shared Governance Council at its December 1, 2008 meeting.

RECOMMENDATION

It is recommended that the Board approve the addition to District Rules and Regulations of the new Section 1.01 District Mission.

1.01 District Mission

1. The mission of the San Mateo County Community College District is:

PREAMBLE

The Colleges of the San Mateo County Community College District, Cañada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness and realize their individual potential. The District is committed to leadership by providing quality education and promoting life-long learning in partnership with its community and its surrounding educational institutions. It actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic freedom in which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education the State.

MISSION

In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs, the Colleges of the San Mateo County Community College District will fulfill the following mission with excellence:

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- Provide developmental and remedial education in language and computational skills required for successful completion of educational goals; and
- Provide a range of student services to assist students in attaining their educational and career goals; and
- Provide self-supporting community education classes, contract education and training and related services tailored to the human and economic development of the community; and
- Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.

1.01 District Mission (continued)

To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants. The District plans, organizes and develops its resources to achieve maximum effectiveness, efficiency, equity and accountability.

2. The Mission is evaluated and revised on a regular basis.

(12/08)

BOARD REPORT NO. 08-12-100B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Barbara Christensen, Director of Community/Government Relations,
574-6560

**APPOINTMENT OF DIRECTORS FOR THE SAN MATEO COUNTY
COLLEGES EDUCATIONAL HOUSING CORPORATION**

According to the bylaws of the San Mateo County Colleges Educational Housing Corporation, the District Board of Trustees appoints members of the Housing Corporation Board. The original seven appointments were made in December, 2004. Currently the Board members and their terms of office are:

Michael Pierce, President, Prodesse Property Group	December 2011
Helen Hausman, Member, District Board of Trustees	December 2011
Tom Vocker, CPA	December 2008
Jim Keller, District Executive Vice Chancellor	December 2008
Miguel Marquez, County Counsel's Office, Santa Clara County	December 2008
Karen Schwarz, Member, District Board of Trustees	December 2008

Robert Legallet, a member of the Baywood Park Homeowners Association, recently resigned from the Board. It is recommended that Arthur Michael--a CSM graduate, real estate broker, general contractor and manager of a commercial /residential real estate portfolio be appointed to a new four-year term on the Housing Board replacing Robert Legallet, who served for the past four years. Mr. Michael is also trustee of the Bob Bruss Estate which donated the California Real Estate Law Newsletter to the District, the proceeds of which are funding the Home Savings Incentive Fund for employees of the District.

RECOMMENDATION

It is recommended that the Board extend the appointment of Karen Schwarz, Miguel Marquez and Jim Keller for another four years and appoint Arthur Michael to a new four year term as director of the San Mateo County Educational Housing Corporation beginning December 1, 2008.

BOARD REPORT NO. 08-12-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: José D. Nuñez, Vice-Chancellor, Facilities Planning, Maintenance & Operations,
358-6836

DISTRICTWIDE CONSOLIDATION OF SECURITY AND PUBLIC SAFETY

In February 2008, the Board of Trustees approved Management & Police Consulting, LLC (MPC) to conduct an organizational assessment of the District's security operations (Board Report No. 08-2-108B). MPC conducted an in-depth analysis that included several site visits to each of the three campuses to provide a physical assessment of the security offices as well as the campus proper, observe work environments, and inventory security equipment. MPC interviewed security staff, examined workloads, performance, manpower levels, operational schedules, training practices, policies, procedures, emergency preparedness, and inter-campus operability. They also interviewed the senior administration at both the College and District level. Additionally, MPC went on to review budgets, Districtwide parking control strategies, existing Memorandums of Understanding (MOUs), and historical security activity and data. MPC then researched best practices of other districts for comparison and provided comprehensive recommendations to ensure the District's safety functions are standardized, in order to provide efficiency and overall effectiveness with the appropriate resource allocation.

The MPC report concluded that each of the College's Security operations are autonomous entities, operate independently, and are made up of diverse personnel abilities, policies, procedures, diverse levels of training and budget allocation. These differences create significant difficulties in attempting to provide an overall efficient and successful safety program. MPC also concluded that there is a huge discrepancy and lack of efficiency in the areas of parking enforcement, emergency preparedness, public safety training, customer service and first responders. The lack of parking enforcement is a primary cause for the loss of significant revenue.

MPC also noted that the Colleges' Security Officers react in response to a variety of demands each day. Daily issues and responsibilities include but are not limited to the following:

<u>Issues</u>	<u>Responsibilities</u>
○ Vandalism	⊗ Emergency Preparedness
○ Burglaries	⊗ Community Policing
○ Vehicle Theft	⊗ Escort Service
○ Illegal Dumping	⊗ Crowd Control
○ Traffic Accidents	⊗ Traffic Control
○ Physical Altercations	⊗ Public Information
○ Graffiti	⊗ Medical Calls
○ Threats	⊗ Access Control/Non-electronic
○ Loitering	
○ Gang activity	
○ Sexual Assaults	
○ Crisis Response	

In summary, MPC Security Consultants strongly recommended that the District consolidate each campus security office under the District, and rename the consolidated department “San Mateo County Community College District Public Safety Department.” MPC further recommends that the District create a supervisory Director of Public Safety position reporting to the Vice Chancellor of Facilities Planning, Maintenance and Operations to oversee the establishment and consolidation of the Public Safety Department.

The consolidated Public Safety Department would allow for a Districtwide comprehensive approach to security and public safety matters. Consolidation would bring much needed standardization in policies and procedures as well as offer efficiencies through the ability to share limited resources. A consolidated Public Safety Department would ensure that all personnel will undergo enhanced training opportunities in current public safety matters, patrolling, conflict resolution, generational differences, customer service, first aid, CPR, crime prevention, physical and asset security, training with local law enforcement departments as well as Community Emergency Response Training (CERT). More importantly, a consolidated Public Safety Department, will provide for improved 24/7 public safety coverage, a visible presence of public safety officers, improved emergency and activity response time, increased parking enforcement, and increased revenue from improved parking enforcement through efficient staffing and management. Consolidation is achievable with minimal budget impact afforded by efficiencies gained in the use of consolidated fiscal and human resources, scheduling, and technology as well as increased revenue through parking enforcement.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Districtwide consolidation of security offices as outlined in the MPC report, establish a supervisory Director of Public Safety position, and name the new department San Mateo Community County College District Public Safety Department headed by the Vice Chancellor of Facilities Planning, Maintenance, & Operations.

BOARD REPORT NO. 08-12-102B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor-Superintendent
PREPARED BY: Jan Roecks, Director of General Services, 358-6879 and
Nancy Witte, Buyer, 358-6801

CONTRACT AWARD FOR LAB MICROSCOPES, SKYLINE COLLEGE

Skyline College is in the process of procuring equipment for their new Allied Health Building. General Services has been working with Mike Williamson, Dean of Science/Math/Technology at Skyline College to establish the specific equipment needs for use in the Allied Health program. It was determined that the following microscopes and accessories were required for the program:

- Leica DME Microscopes with pointer, eyepiece and reticule (or equal)
- Dissecting Scopes – Industrial Grade Optical Quality – Leica EZ4 with 10x eyepieces (or equal)
- Leica EZ4-D Digital dissecting Microscope with 10x eyepieces (or equal)
- Leica DME Plan Outfit with adjustable eyepiece (or equal)
- Leica DME 200mm HI PLAN Outfit with trinocular tube for digital camera (or equal)
- Leica DFC290 Digital Camera and SW Kit (or equal)

The specifications were created and on November 12 and November 19, 2008, General Services published legal notices inviting qualified suppliers to bid on the project (Bid No. 86599). On November 25, 2008 at 2:00 p.m., five companies submitted bid proposals. Two companies, Sargent-Welch and Fisher Scientific, submitted “No Bid” in several categories and were eliminated as non-responsive.

Bid No. 86599 – Proposal Review Summary

Qty	Description/Specifications	Cal-Ed Optical	J H Technologies	Southland Instruments
32	Leica DME Microscopes <i>Product Bid On:</i>	21,280.00 <i>Labomed Lx400</i>	57,104.00 <i>Leica DME</i>	18,000.00 <i>Labomed Lx400</i>
15	Dissecting Scopes – Leica EZ4 <i>Product Bid On:</i>	8,625.00 <i>Labomed CZM4</i>	10,023.75 <i>Leica EZ4</i>	10,200.00 <i>Leica EZ4</i>
1	Leica EZ4-D Digital Dissecting Microscope <i>Product Bid On:</i>	1,139.00 <i>Labomed Digizoom</i>	1,572.85 <i>Leica EZ4D</i>	1,591.00 <i>Leica EZ4-D</i>
10	Leica DME PLAN Outfit <i>Product Bid On:</i>	8,090.00 <i>Labomed Lx400+</i>	15,960.90 <i>Leica DME Plan</i>	7,245.00 <i>Labomed Lx400</i>
1	Leica DME 200mm HI PLAN Outfit <i>Product Bid On:</i>	949.00 <i>Labomed Lx400 Trino</i>	1,742.17 <i>Leica DME HiPlan</i>	818.25 <i>Labomed Lx400 Trino</i>
1	Leica DFC290 Digital Camera and SW Kit <i>Product Bid On:</i>	1,649.00 <i>Labomed iVu3000</i>	2,819.60 <i>Leica DFC290</i>	1,548.00 <i>Labomed iVu3000</i>
Sub-Total (<i>Extended Bid Amount</i>)		41,732.00	89,223.27	39,402.25
Applicable Sales Tax (8.25%)		3,442.89	7,360.92	3,250.69
Inside Delivery, Assembly & Testing		0.00	No Charge	0.00
TOTAL BID AMOUNT		\$45,174.89	\$96,584.19	\$42,652.94

District administration, in consultation with Mike Williamson, has conducted a due diligence investigation of the bid results to ascertain the lowest responsive, responsible bid that meets all of the program's requirements. The Labomed product quoted exclusively by Cal-Ed and partially by Southland Instruments was determined to be "not equal" in the following specifications:

- Uses plastic gears rather than brass
- No weighted focus for smoother transition in fine focus
- Lacks numerical aperture rating necessary to determine resolution quality (Labomed Lx400)
- On/off switch not integrated with light intensity (may result in problems with fuses)

This project will be funded out of Bond Funds for Skyline Building 7 Allied Health.

RECOMMENDATION

It is recommended that the Board of Trustees award the contract for purchasing the required Lab Microscopes to J H Technologies in the amount of \$96,584.19 to include sales tax, delivery, assembly and testing.

BOARD REPORT NO. 08-12-103B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Jan Roecks, Director of General Services, 650-358-6879 &
Bob Domenici, Senior Buyer, 650-358-6728

**AUTHORIZATION AND UTILIZATION OF OAKLAND UNIFIED SCHOOL DISTRICT
CONTRACT FOR DISTRICTWIDE MOVING SERVICES**

In June, 2005 the Board of Trustees authorized the use of a piggyback clause in Contra Costa Community College District's public bid for moving services, utilizing Cor-O-Van as the primary vendor. This contract has now expired.

The District researched several state and public contracts and discovered that the Oakland Unified School District awarded its moving service contract to Cor-O-Van because of their competitive hourly rates. Over the past year the District has worked primarily with Cor-O-Van, who has demonstrated a good service record. Accordingly, the District is interested in piggybacking on the Oakland Unified School District contract awarded to Cor-O-Van for planned moves associated with the CIP program in the coming years.

This contract renewal is valid from July 1, 2008 through June 30, 2009. Bond funding is the primary budget source for these services.

RECOMMENDATION

It is recommended that the Board of Trustees approve the District's piggybacking onto the contract from Oakland Unified School District with Cor-O-Van for moving services through June 30, 2009, recognizing that this firm will quote on a project-by-project basis. The District anticipates spending between \$160,000 and \$300,000 through June 30, 2009, based on potential move projects and historical expenses for these services.

BOARD REPORT NO. 08-12-104B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor- Superintendent

PREPARED BY: Janet L. Stringer, Dean, Science and Technology, Cañada College, 306-3322
and Jeanette Medina, Professor of Chemistry, Cañada College, 306-3255

**APPROVAL FOR PURCHASE OF 60 MHZ EFT FT-NMR
SPECTROMETER FOR CAÑADA COLLEGE**

The Cañada College Chemistry Department would like to purchase a 60 MHz Eft FT-NMR Spectrometer from Anasazi Instruments for a total of \$104,000 plus tax. This purchase includes shipping, installation and training and is being funded entirely through federal grants. The main instrument will be purchased using funds from the CCRAA-HSI grant and the nuclei accessory will be purchased with NSF-ATE funds. The NSF program officer has approved funding of the accessory. Anasazi Instruments is the only source for this instrument. No other company makes the same, or an equivalent, instrument. Flathead Valley Community College previously purchased this same instrument. They sent bid packets to seven companies, as well as placing a legal ad to solicit bids; all were “no bid” except for Anasazi. According to Madeline Adamczeski of the Chemistry Department at San Jose City College, who also has the identical instrument, “the Anasazi instrument has no competitors and to obtain such high quality spectra you would have to purchase a superconducting magnet which, of course, would require much more maintenance and monthly bills for the cryogens (liquid nitrogen and liquid helium).” Therefore, this particular instrument is the most cost effective NMR for educational use and Anasazi Instruments is the only company that manufactures it.

RECOMMENDATION

It is recommended that the Board of Trustees approve the purchase of the 60 MHz Eft FT-NMR Spectrometer from Anasazi Instruments at a cost not exceed \$104,000 plus tax, to be purchased using federal grant funds.

BOARD REPORT NO. 08-12-105B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Rick Bennett, Executive Director Construction Planning, 358-6752

APPROVAL OF CONSTRUCTION CONSULTANTS

During the course of the year, the District retains various construction-consulting services, including engineers, architects and other specialists. The professional services required by the District in its Capital Improvement Program are temporary or specialized in nature and accordingly, District employees do not provide such expertise. Services provided include architectural, engineering, master scheduling, project management, program information and project controls, specialized environmental services and documentation, construction-related legal services, building commissioning, and construction testing and inspection, as required by the State Chancellor's office.

Listed below are thirteen prequalified consultants and independent contractors that the District expects to have under contract within the next six months in support of CIP2 planning and construction efforts.

Firm	Board Approval Requested	Activity/Projects
CBC Broadcasting	\$40,000	Technical Consulting for Building 9 KCSM FM Studio Remodel
Consolidated Engineering Laboratories	\$500,000	Bidding Vendor Pool for Skyline College Design-Build Project
Construction Testing Services	\$250,000	Inspection and Materials Testing Services for College of San Mateo Building 10N
Cornerstone Earth Group, Inc.	\$400,000	Geotechnical Services for Building 10N and Sitework at College of San Mateo as well as Buildings 5 and 6 at Cañada College
CSW/Stuber-Stroeh Engineering Group, Inc	\$350,000	Districtwide Civil Engineering Services and the Southeast Infrastructure Upgrade at College of San Mateo
Cumming Corporation	\$100,000	Cost Estimating Services for Buildings 9, 12, 15, 17, and 34 at College of San Mateo as well as Buildings 5 and 6 at Cañada College
Kleinfelder	\$ 250,000	Inspection and Materials Testing Services for College of San Mateo Building 10N
Ninyo & Moore	\$ 125,000	Hazardous Materials Inspection Services for Buildings 5 and 6 at Cañada College
Parsons Commercial Technology Group	\$ 100,000	Design Management Consulting and Program Level Information Controls
Signet Testing Labs, Inc.	\$500,000	Bidding Vendor Pool for Skyline College Design-Build Project, College of San Mateo Weather Station, and Buildings 5 and 6 at Cañada College

Smith-Emery Company	\$500,000	Bidding Vendor Pool for Skyline College Design-Build Project
Sugimura & Associates/Architects, Inc.	\$150,000	Design and Architect Services for College of San Mateo Building 9
Danny Tanaka	\$120,000	Project Management Services for Buildings 2, 4, 14, 16, 12, 15, 17, and 34 at College of San Mateo

Funding sources for construction consultant services include general obligation bond funds, State scheduled maintenance funds, State hazardous materials program funds, State funds approved for capital outlay projects, and a small portion of District funds.

RECOMMENDATION

The District recommends that the Board of Trustees approve these construction consultant services, as detailed above, in an amount not to exceed **\$3,385,000.00**.

BOARD REPORT NO. 08-12-106B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Rick Bennett, Executive Director, Construction Planning & General Services,
358-6752

**ADOPTION OF RESOLUTION NO. 08-14
AUTHORIZING USE OF DESIGN-BUILD PROJECT DELIVERY METHOD**

As the Board is aware, the Construction Planning Department has been working with District and College administration to re-prioritize construction projects in the wake of the loss of funding on six projects that were approved by the State Chancellor's Office, but not funded, as a result of the decision to scratch the November 2008 Capital Bond. The renovation of faculty office buildings 15 and 17 is a project that was not State funded, but was previously budgeted in Measure A and a part of CIP2. Therefore, it seemed sensible to move this project up in the schedule. The College of San Mateo Cabinet concurred that this project was a priority and as a result, planning has commenced.

The scope of work for the College of San Mateo Buildings 12/15/17/34 Modernization Project includes preparing Building 12 to accommodate swing space for faculty during the construction of Buildings 15 and 17. Office suites will be constructed with open office type furnishings and equipment with updated IT infrastructure to accommodate this environment. Meeting rooms will be provided to facilitate group and private conference opportunities. Buildings 15 and 17 will be modernized with updated faculty offices, office suites, meeting rooms, student activities and student government offices. Restrooms at both buildings will be made ADA accessible and the modernization will also include much needed mechanical, electrical, telecommunications and security upgrades. Once Buildings 15 and 17 are renovated, the first floor of Building 12 will become the permanent new home for Fire Science and Administration of Justice classrooms and offices, as part of the scope of this project. Building 34 will be redesigned as part of this project to accommodate both Fire Sciences and Facilities storage, once the bookstore vacates the space and moves into the new Building 10N.

When considering what method would work the best for the modernization of Buildings 12/15/17/34, staff evaluated both design-bid-build and the design-build method and concluded that the design-build was the best method for the following reasons:

- It establishes a single point of contact for both design and construction because the architects and engineering consultants work for the design/build entity.
- It shifts risk to the design/build entity for errors and omissions in drawings and for associated construction costs.
- It allows early involvement during the design phase by the builder, i.e., it "adds construction practicality to design imagination."
- It produces a compressed time schedule as a result of phased permitting approvals.
- The design/build entity negotiates subcontracts and, because it has a continuing relationship with the subcontractors, the subcontractors are often more reliable.

- It allows the District to negotiate a guaranteed maximum price for the finished project early in the process, and produces lower project costs for the District.

The District has successfully delivered five projects under the EC81700 code authorization (along with one project under Government Code 4217 and another project under Government Code 5956):

- Energy Efficiency Projects, Districtwide (GC4217)
- Athletic Facilities Upgrades, Districtwide (EC81700)
- Science Building, College of San Mateo (ECB1700)
- Student Union and Science Annex, Skyline College (EC81700)
- Faculty and Staff Housing, College of San Mateo (GC5956)

In addition, the District is in the final design stages of two large CIP2 design-build projects and one modified design-build project. The College of San Mateo CIP2 design-build project encompasses two new buildings, the Student Center and the Cosmetology Wellness Building and the Skyline College CIP2 design-build project encompasses two new buildings, the Administration, Cosmetology, Multicultural Center and the Automotive Transmission Facility. The projects at both campuses include extensive site work and infrastructure upgrades, as well as a new chiller plant at College of San Mateo. The modified design-build project at Cañada College is in the final months of construction and will be concluded on time and on budget. These three projects are progressing rapidly and successfully, thus reinforcing to staff the advantages of design-build construction.

In January of 2008, SB614 was incorporated into Education Code §81700, which lowered the threshold for community colleges wishing to enter into design-build contracts from \$10,000,000 to \$2,500,000. This change allows the District the option of design-build for the CSM Building 12/15/17/34 project. Education Code §81700 (AB 1000) requires that the Board adopt a resolution authorizing use of the design-build project delivery method prior to completing the State-sanctioned prequalification process and issuing Requests for Proposals to prequalified design-build entities for projects. Further, Ed Code Section §81702 states, “that use of the design-build process on the specific project under consideration will accomplish one of the following objectives: reduce comparable project costs, expedite the project's completion, or provide features not achievable through the traditional design-bid-build method.”

The Construction Planning Department has determined that design-build will meet two of the three objectives by reducing comparable project cost and expediting the schedule. As such, the District is seeking authorization from the Board to use the design-build delivery method for this modernization project.

RECOMMENDATION

It is recommended that the Board adopt Resolution No. 08-14, authorizing use of design-build delivery for the College of San Mateo Buildings 12/15/17/34 Modernization Project.

RESOLUTION NO. 08-14

**BY THE GOVERNING BOARD OF
THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

RESOLUTION AUTHORIZING THE UTILIZATION OF DESIGN-BUILD DELIVERY

WHEREAS, Education Code §81700 authorizes community college districts to use the design-build construction method on projects costing in excess of \$2.5 million; and

WHEREAS, San Mateo County Community College District conducted an evaluation of the traditional design-bid-build delivery method for the College of San Mateo Buildings 12/15/17/34 Modernization Project; and

WHEREAS, the Governing Board of the San Mateo County Community College District finds that use of the design-build delivery method for the facilities described above for College of San Mateo and for Skyline College will either (1) reduce comparable costs of the projects, or (2) expedite completion of the projects, or (3) provide features unavailable through traditional design-bid-build process;

NOW, THEREFORE, BE IT RESOLVED that the San Mateo County Community College District Board of Trustees authorizes utilization of the design-build construction delivery method, as provided for under Education Code §81700, for the College of San Mateo Buildings 12/15/17/34 Modernization Project.

REGULARLY PASSED AND ADOPTED this 10th day of December 2008.

Ayes:

Noes:

Abstentions:

Attest: _____

Vice President-Clerk, Board of Trustees
Board of Trustees

BOARD REPORT NO. 08-12-107B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations
650-574-6510

**APPROVAL OF PREQUALIFICATION PROCESS AND PREQUALIFICATION
QUESTIONNAIRE FOR THE CAÑADA VISTA HOUSING PROJECT**

Recently, a question arose about the process being used to prequalify general contractors for the Cañada Vista housing project. In this report, we would like to explain the process being used.

First, the contract that the District has with Education Housing Partners (EHP) calls for EHP and the District to “jointly select a general contractor for the work called for by the Final Approved Plans (the “General Contractor”) in accordance with a process approved by the District. EHP will also negotiate and execute a construction contract with the selected General Contractor.” The contract goes on to state that EHP shall provide, at the request of the District, a list of all subcontractors who “will perform work, or labor or render services” for the project.

For the past ten months, the District and Education Housing Partners have been collecting names of general contractors who might be interested in bidding the Cañada Vista Housing Project. In addition, the project has been listed on several construction industry project bid sites, including BidClerk.com and Reed Construction Data. These services list all types of construction projects that are in the planning process; they are used by general contractors and sub contractors to track prequalification processes and bid dates for projects in their region. The District has also regularly communicated with the Building and Construction Trade Council and the Local Carpenter’s Union, both of which expressed interest in this project.

On September 29, the District held a non-mandatory pre-bid conference for the project and invited the 20 contractors who had expressed interest in the project; 23 individuals, representing 12 general contractors, attended the event. We also notified the web-based services about the date of the pre-bid conference. The attendees were briefed about the project, expected bid dates and construction timeline. They were asked to complete the District’s prequalification questionnaire (which was a version of the CPD prequalification questionnaire that had been modified to fit the housing project).

Attached is the current CPD prequalification questionnaire that has been annotated to show how it was modified to fit the housing project. The important differences include:

- 1) Questions regarding firms that are partnerships and joint ventures (Sections D and E) were eliminated, because most residential/commercial builders are corporations.
- 2) We included questions in Section J regarding health and welfare benefits and retirement benefits. However, we did not use the CPD rating criteria that disqualified contractors that did not provide these benefits, because some homebuilders may not provide these benefits to all employees.

- 3) We also asked the question on apprentices, but a negative answer will not disqualify a general contractor. This is because, in an earlier discussion at the September 8 Board meeting, the Board agreed that this project should be bid as a prevailing wage project to insure competitive bidding (minutes attached).

As the Board is aware, because of financing concerns and parking lot construction at Cañada College, the start date for construction of Cañada Vista was moved from October to March or April of 2009. Because of this delay and because the decline in construction work in the community could either (1) jeopardize the viability of some of the firms that have submitted prequalification questionnaires and/or (2) cause additional firms to be interested in the project, we have decided not to close the prequalification process. We will continue to prequalify contractors who contact us before the expected bid date of late December/early January.

Because the Board does not meet again until January 15, we would like approval to continue with this process, so that bidding would not need to be delayed. On January 15, we can bring a list of prequalified contractors to the Board for information and, at the last meeting in January or first meeting in February, we will bring the proposed general contractor to the Board for approval.

RECOMMENDATION

It is recommended that the Board approve the prequalification process and prequalification questionnaire described above.

From Minutes of the September 10, 2008 Board of Trustees Study Session:

UPDATE ON CAÑADA VISTA (8-9-2C)

Barbara Christensen said because of earlier project delays, it was decided to use a split permit process in applying for permits from the City of Redwood City. The grading permit was submitted before the building plans permit and should be received by early next week. In this way, the grading work can begin while the building plans are still being reviewed. The Design-Build agreement called for Education Housing Partners to supervise all design work and then, in conjunction with the District and under advisement from the Board, to select a general contractor. Education Housing Partners conducted the bidding process for grading and received five bids, two of which were very close; after reviewing all proposals, O.C. Jones was chosen. They are a very large contractor and will have the machinery to deal with the subcutaneous rock that is known to exist on the site. The grading bid came in \$18,000 under the engineer's estimate.

Preparations are proceeding for the bidding process for a general contractor, which will also be conducted by Education Housing Partners. Education Housing Partners has been communicating with two or three contractors they have used in the past to help gain understanding of what the project costs will be. If it is a prevailing wage job, the cost is estimated at \$12.4 million; if it is an all-union job, the estimate is \$14-15 million. This would mean an additional \$100-200 per month rent for residents if it is an all-union job. Ms. Christensen said that at the pre-bid conference on Monday, September 15, she would like to tell potential contractors that it is a prevailing wage job and that the District has a preference for union contractors. Education Housing Partners believes this mix will keep the bidding competitive and make large disparity in bids less likely. Vice President Schwarz agreed that this approach is correct and will force the union contractors to "sharpen the pencil." Trustee Hausman said that given the difference in cost and how it would affect rents, the District is left with little choice.

President Holober asked if the Board will be approving the contractors, including O.C. Jones. Ms. Christensen said Education Housing Partners consults with the District and selects the general contractor; the Board does not award the contract. She said this is the same process used for College Vista. President Holober and Trustee Mandelkern said they believed the final approval of contractors did come from the Board rather than being delegated to the developer. Chancellor Galatolo said the Board will be informed of all bid responses and will be actively involved in the process. He recommended that Ms. Christensen provide updates on contractors and subcontractors to the Board via email so they are constantly in the loop. Ms. Christensen said Education Housing Partners will look at the bids and talk with the contractors, making sure the bids are responsive, and then bring the final two or three to the Board. She offered to provide the bids for grading to the Board as well. President Holober reflected the consensus of the Board that the Board will have approval of the general contractor.

Trustee Mandelkern asked why this project is not being done under a PLA and said he would like to keep as many features of a PLA as possible. Chancellor Galatolo said the projects under the PLA are all bond- and state-financed projects: Canada Vista is not a bond- or state-financed project. Trustee Mandelkern said that while College Vista ended up being not all-union, the Building Trades Council did help with the economics of the project; he asked if this is the case with Cañada Vista. Ms. Christensen said she has been in close communication with Bill Nack and he has provided names of contractors. President Holober said Education Housing Partners should understand that while keeping the bidding competitive is important, the selection of a contractor should not hurt existing relationships.

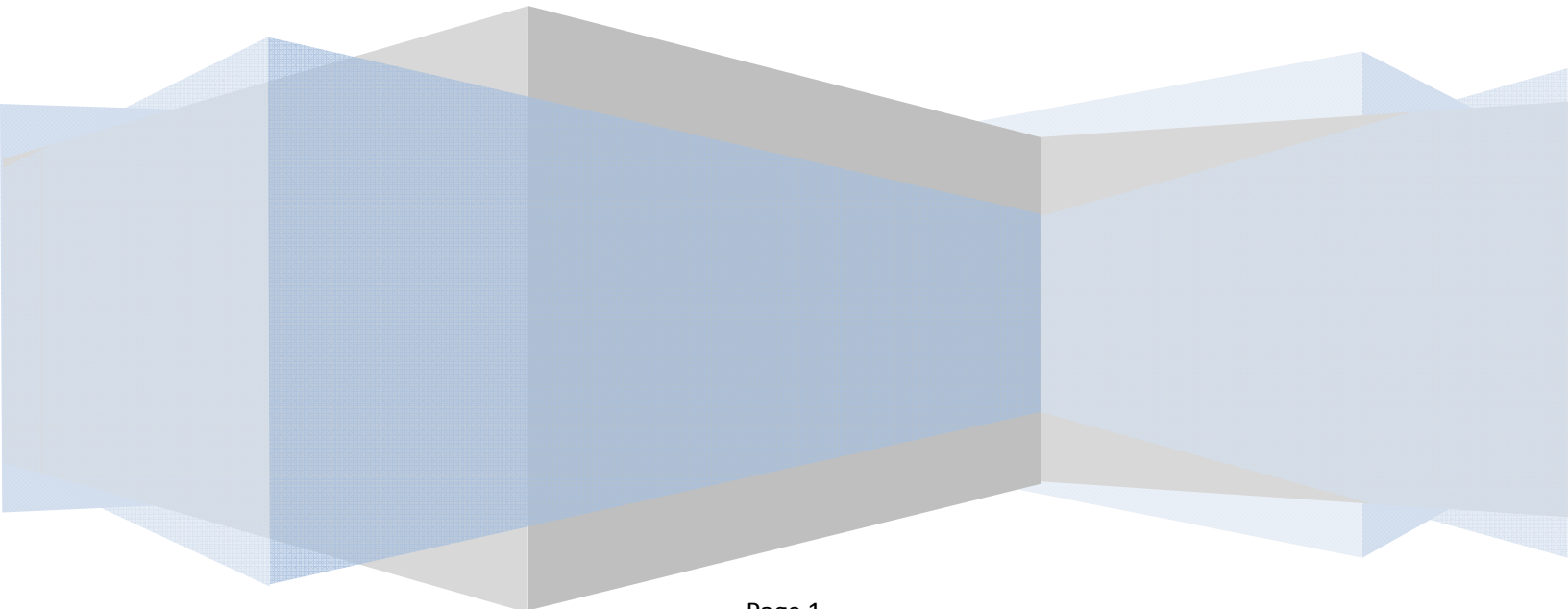
Ms. Christensen thanked the Board for the direction given and noted that this is an information item and there is no need to vote.

SMCCCD

Application for Contractor Pre-Qualification for Calendar Year 2009

Alan Miller

August 29, 2008



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Scoring for Contractor Pre-Qualification for Calendar Year 2008Section A: Contact Information

Field	Scored?	Rule	Contractor asked this ?
1. Contractor Name (As it appears on License)	No		Yes
2. Business Address 1	No		
3. Business Address 2	No		
4. City	No		
5. State	No		
6. Zip	No		
7. Phone	No		
8. Fax	No		
9. EMail	No		
10. Website	No		
11. Type Of Firm	No		
12. Name and Title of person completing this application	No		
13. Enter name of owner(s) of company if a sole proprietorship or partnership.	No		
14. Phone	No		
15. Email	No		

Section B: Contractor's License

Field	Scored?	Rule	Contractor asked this ?
16. Contractor's License Number(s)	No		Yes
36. Number of Years License has been Under Firm Name	Yes	0-3 Years = 2pts 4 Years = 3pts 5 Years = 4pts 6 or more = 5pts	Yes
37. Within the past five years, has firm been subject to disciplinary action by the California State Contractor's License Board?	Yes	No = 3pts	Looked up online
38. Have officers or principals of the firm ever had their contractor's license suspended or revoked for any reason?	Yes	Yes = -3 pts No = 3 pts	Looked up online

<p>39. If any of your firm's license(s) are held in the name of a corporation or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.</p> <p>Fields: Name One: Name Two:</p>	No		Yes
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Section C: Information about Firms who are Corporations

Field	Scored?	Rule
40. Date Incorporated	No	
41. Under the laws of what state?	No	
<p>42. Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten per cent of the corporation's stock.</p> <p>Fields: Name: Position: Years with Company: % Ownership: Social Security #:</p>	No	
<p>43. Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. NOTE: For this question, "owner" and "partner" refer to</p>	No	

<p>ownership of ten per cent or more of the business, or 10 per cent or more of its stock, if the business is a corporation.</p> <p>Fields: Person's Name: Construction Firm: Dates of Person's Participation with Firm:</p>		
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Section D: Information about Firms that are Partnerships

Field	Scored?	Rule
44. Date of Formation	No	
45. Under the laws of what state?	No	
46. Provide all the following information for each partner who owns 10 per cent or more of the firm. Fields: Name: Position: Years with Company: % Ownership: Social Security #:	No	
47. Identify every construction firm that any partner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. NOTE: For this question, "owner" and "partner" refer to ownership of ten per cent or more of the business, or 10 per cent or more of its stock, if the business is a corporation.	No	

Fields: Person's Name: Construction Firm: Dates of Person's Participation with Firm:		
48.		

Section E: Information for Firms that are Joint Ventures

Field	Scored?	Rule
49. Date of Commencement of Joint Venture	No	
50. Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects: Fields: Name of firm % Ownership of Joint Venture	No	

Section F: Other Information About Your Firm

Field	Scored?	Rule	Contractor asked this ?
51. Has there been any change in ownership of the firm at any time during the last three years? NOTE: A corporation whose shares are publicly traded is not required to answer this question. If "yes", upload document with explanation.	No		None of the firms was publicly traded

<p>52. Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?</p> <p>NOTE: Include information about other firms if one firm owns 50 per cent or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.</p> <p>If “yes”, upload document with explanation.</p>	No		Not relevant
<p>53. Are any corporate officers, partners or owners connected to any other construction firms?</p> <p>NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.</p> <p>If “yes”, upload document with explanation.</p>			Not relevant
<p>54. State your firm’s gross revenues for each of the last three years:</p> <p>Fields: Current Year: Last Year: Year before last:</p>	No		Yes
<p>55. How many years has your organization been in business in California as a contractor under your present business name and license number?</p>	No	Redundant Q36	Duplicate of #36 – Yes

56. Has your firm changed names or license number in the past five years? If “yes”, please upload document with explanation.	No		Not relevant; already asked how long license was held in firm name
57. Has any owner, partner or (for corporations) officer of your firm operated a construction firm under any other name in the last five years? If “yes”, please upload document with explanation.	No		Not relevant
58. At the time of submitting this pre-qualification form, is your firm ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7?	Yes	If Yes not qualified	Yes
59. If the answer to question 57 is “yes”, state the beginning and ending dates of the period of debarment	No		Yes
60. At any time during the last five years, has your firm, or any of its owners or officers been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?	Yes	Yes = -5 pts No = +5 pts	Yes

61. Has any Contractors State License Board license held by your firm or its Responsible Managing Employee (RME) or Responsible Managing Officer (RMO) been suspended within the last five years? If “yes”, please upload document with explanation.	Yes	Yes = -5pts No = +5pts	Yes
---	-----	---------------------------	-----

Section G: Disputes

Field	Scored?	Rule	Contractor asked this ?
62. In the last five years has your firm, or any firm with which any of your company’s owners, officers or partners was associated, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason? NOTE: “Associated with” refers to another construction firm in which an owner, partner or officer of your firm held a similar position, and which is listed in response to question 1c or 1d on this form.	Yes	Yes = -5pts No = +5pts	Yes
63. In the last five years has your firm been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder? If “yes,” upload a document Identifying the year of the event, the owner, the project and the basis for the finding by the public agency.	Yes	No = 5pts	Yes

<p>64. NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about “pass-through” disputes in which the actual dispute is between a subcontractor and a project owner. Also, you may omit reference to all disputes about amounts of less than \$50,000.</p> <p>In the past five years has any claim against your firm concerning your firm’s work on a construction project been filed in court or arbitration</p>			Yes
<p>65. In the past five years has your firm made any claim against a project owner concerning work on a project or payment for a contract and filed that claim in court or arbitration?</p> <p>If “yes,” upload a document identifying the claim by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending, or if resolved, a brief description of the resolution).</p>	Yes	<p>If avg gross revenue < \$50M: No = 5pts Yes 1 Instance = 5pts 2 = 3 >2 = 0</p> <p>If avg gross revenue > \$50M No = 5pts Yes 1-3 Instances = 5 pts 4-5 = 3 pts >5 = 0 pts</p>	Yes

66. Has there been an inquiry or charge by the U.S. Department of Labor, Division of Industrial Relations against your firm within the past five (5) years? (If answer is Y, force upload of explanatory document)			Yes
67. Does your firm have any outstanding judgments, demands or liens resulting from violations of the California Labor Code, California Business and Professions Code or State Licensing laws? (If answer is Y, force upload of explanatory document)	Yes	No = 5pts	Yes
68. Is your firm currently under investigation by any Federal or state agency for failing to comply with Federal or state laws, including but not limited to the California Labor Code, California Business and Professions Code or State Licensing laws? (If answer is Y, force upload of explanatory document)	Yes	No = 5pts	Yes
69. Has your firm or any of its owners, officers or partners ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity? (If "yes," upload a document identifying who was involved, the name of the public agency, the date of the investigation and the grounds for the finding.)	Yes	No = 5pts Yes = -5pts	Yes

70. Has your firm or any of its owners, officers or partners ever been convicted of a crime involving any federal, state, or local law related to construction? (If “yes,” upload a document identifying who was involved, the name of the public agency, the date of the conviction and the grounds for the conviction.)	Yes	No = 5pts Yes = -5 pts	Yes
71. Has your firm or any of its owners, officers or partners ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty? (If “yes,” upload a document indicating the person or persons convicted, the court (the county if a state court, the district or location of the federal court), the year and the criminal conduct.)	Yes	No = 5 pts Yes = -5 pts	Yes

Section H: Financial Information

Field	Scored?	Rule	Contractor asked this ?
72. Has your firm ever reorganized under the protection of bankruptcy laws?	Yes	No = 3pts	Yes
73. If “yes”, please enter date of reorganization	No		Yes

The District has elected to implement a mandatory Owner Controlled Insurance Program (“OCIP”) for its Capital Improvement Program. The OCIP will provide Workers’ Compensation, Employer’s Liability, General Liability, Excess Liability, Contractors’ Pollution Liability, and Builders Risk insurance for eligible Contractors/Subcontractors providing direct, on-site labor to the District’s Projects. Please see [hyperlink](#) to view “Section 00 73 17 Insurance”, which contains an explanation of what is covered by OCIP and the remaining required contractor-provided insurance coverage.

Field	Scored?	Rule	Contractor asked this ?
74. Does your firm have a liability insurance policy with a policy limit of at least \$1,000,000 per occurrence and \$2,000,000 aggregate?	Yes	Not qualified if No	Yes
75. Contractor has current workers' compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 et. seq. -	Yes	Not qualified if no unless Contractor is Exempt from this requirement because it has no employees	Yes
76. Has a surety firm completed a contract on your behalf, or paid for completion because your firm was default terminated by the project owner within the last five (5) years?	Yes	No = 5pts Yes = -5pts	Yes
77. List your firm's Experience Modification Rate (EMR) (California workers' compensation experience rate) for each of the past three premium years. Please enter current year. Fields: Current Year Previous Year Year Prior to Previous Year	Yes	5 pts for avg of .95 or less 3 pts for avg between .95 and 1 0 for greater	Yes
78. In the last five years, has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm? (If "yes", upload a document describing the reasons the insurance policy was not renewed)	Yes	No = 5	Yes

Identify up to three Banking Institutions where firm does business:

Institution 1

Field	Scored?	Rule	Contractor asked this ?
79. Name of Institution	No		Yes
80. Address	No		
81. Contact Person/Phone	No		
82. Number of Years with this Institution	No		
83. Type(s) of accounts	No		
84. Average Monthly Balance	No		
85. Credit Limit	No		
86. Security required for credit/credit increase	No		

Institution 2

Field	Scored?	Rule	Contractor asked this ?
87. Name of Institution	No		Yes
88. Address	No		
89. Contact Person/Phone	No		
90. Number of Years with this Institution	No		
91. Type(s) of accounts	No		
92. Average Monthly Balance	No		
93. Credit Limit	No		
94. Security required for credit/credit increase	No		

Institution 3

Field	Scored?	Rule	Contractor asked this ?
95. Name of Institution	No		Yes
96. Address	No		
97. Contact Person/Phone	No		
98. Number of Years with this Institution	No		
99. Type(s) of accounts	No		
100. Average Monthly Balance	No		
101. Credit Limit	No		
102. Security required for credit/credit increase	No		

Section I: Safety

Field	Scored?	Rule	Contractor asked this ?
103. Has your firm been cited for OSHA violations within the past five (5) years? (If answer is Y, force upload of explanatory document)	Yes	<p>If avg gross revenue < \$50M: No = 5pts Yes 1 Instance = 5pts 2 = 3 >2 = 0</p> <p>If avg gross revenue > \$50M No = 5pts Yes 1-3 Instances = 5 pts 4-5 = 3 pts >5 = 0 pts</p>	Yes
104. Does Bidder have home office safety representatives who visit/audit the job site?	Yes	Yes = 3pts	Yes
105. Name and Title of this person	No		Yes
106. Phone	No		
107. Email	No		

Section J: Prevailing Wage and Apprenticeship Compliance

Field	Scored?	Rule	Contractor asked this ?
<p>108. Do you currently offer health and welfare benefits for your employees who would work on this project and who are covered by prevailing wage law?</p> <p>(If answer is no, provide in an uploaded document a description of the health and welfare benefits; Eligible employees; Plan administrator(s); and the number of years the benefit plan has been in existence.</p> <p>Upload documents that demonstrate you provide such benefits, including but not limited to: the nature of the benefits; who qualifies for them; who provides them; the cost of the benefits; and the method by which the cost per hour is calculated.</p>	Yes	If No, not qualified	Yes; however, we did not disqualify if benefits not offered because home builders typically do not provide these benefits
<p>109. Do you currently provide retirement/pension benefits for your employees who would work on this project and who are covered by prevailing wage law? (If answer is no, provide in an uploaded document a description of the retirement/pension benefits; Eligible employees; Plan administrator(s); and the number of years the benefit plan has been in existence.)</p> <p>Upload documents that demonstrate you provide such benefits, including but not limited to: the nature of the benefits; who qualifies for them; who provides them; the cost of the benefits; and the method by which the cost per hour is calculated.</p>	Yes	If No not qualified	Yes; however, we did not disqualify if benefits not offered because home builders typically do not provide these benefits

110. Do you employ properly registered apprentices upon Public Works projects, in accordance with California Code of Regulations Title 8, Division 1, Chapter 2, Subchapter 1, Article 10, Section 230.1 (authority cited: Labor Code Sections 1777.5, 1777.6, 1777.7)? (If answer is no, please upload a document that explains how you comply with applicable Labor Code requirements:	Yes	Yes = 5pts	Yes
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Section K: Certified Payroll

Field	Scored?	Rule	Contractor asked this ?
111. In accordance with the California Labor Code, a certified copy of all employees' payroll records shall be made available upon request. Have you provided certified payrolls within the last two (2) years? If yes, please upload a document containing the following information: Project Name, Name of awarding agency, total certified payroll, contact person name and phone number.	Yes	Not qualified if No	Yes

Section L: Bonding

Field	Scored?	Rule	Contractor asked this ?
112. Name of Bonding Company/Surety	No		Yes
113. Name, Address and Telephone Number of Surety Agent	No		Yes

114. Name, Address and Telephone Number of all Bonding Companies/Sureties with whom you have done business in the past five years. (Enter N/A if none other than in question 99)	No		Yes – current insurance company
115. At any time in the last five years has your firm been assessed and paid liquidated damages after completion of a project under a construction contract with either a public or private owner? If yes, explain on a separate signed page, identifying all such projects by owner, owner's address, the date of completion of the project, amount of liquidated damages assessed and all other information necessary to fully explain the assessment of liquidated damages.	Yes	No = 5pts Yes: 1 claim = 5pts 2 claims = 3pts >2 claims = -5pts	Yes
116. At any time during the past five years, has any surety company made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private? (If "yes," upload a signed document showing the amount of each such claim, the name and telephone number of the claimant, the date of the claim, the grounds for the claim, the present status of the claim, the date of resolution of such claim if resolved, the method by which such was resolved if resolved, the nature of the resolution and the amount, if any, at which the claim was resolved.)	Yes	No = 5pts Yes: 1 claim = 5pts 2 claims = 3pts >2 claims = -5pts	Duplicate of #76 - yes

Section M: Key Personnel

Field	Scored?	Rule	Contractor asked this ?
117. Please upload your company's Org Chart	No		No
118. Name and Resumes of people likely to work on our projects (this is not a commitment on Contractor's part; project personnel will be confirmed at the time of each bid. Key people include Superintendents, Project Managers, Project Executives and Company Executives)	No		No
119. Person 2 Name and Resume	No		
120. Person 3 Name and Resume	No		
121. Person 4 Name and Resume	No		
122. Person 5 Name and Resume	No		
123. Person 6 Name and Resume	No		
124. Person 7 Name and Resume	No		
125. Person 8 Name and Resume	No		
126. Person 9 Name and Resume	No		
127. Person 10 Name and Resume	No		

Section N: Recent Project Experience (permit upload of additional project data)

Not Scored

Project 1

Field	Scored?	Rule	Contractor asked this ?
128. Project 1 Name (You may upload any descriptive documents)	No		Yes
129. Project 1 Location	No		
130. Project 1 Owner	No		
131. Project 1 Owner Contact (Name and Phone)	No		
132. Project 1 Architect/Engineer	No		
133. Project 1 Architect/Engineer Contact (Name and Phone)	No		

134. Project 1 Construction or Project Manager (Name and Phone)	No		Yes
135. Description of Project 1, Scope of Work Performed (You may upload any descriptive documents)	No		
136. Project 1 Total Construction Cost	No		
137. Project 1 Total Change Order Amount	No		
138. Project 1 Original Scheduled Date of Completion	No		
139. Project 1 Time extensions granted (Number of days)	No		
140. Project 1 Actual Date of Completion	No		
141. Project 1 Number of Stop Notices filed by Subcontractors or Suppliers	No		

Project 2

Field	Scored?	Rule	Contractor asked this ?
142. Project 2 Name (You may upload any descriptive documents)	No		Yes
143. Project 2 Location	No		
144. Project 2 Owner	No		
145. Project 2 Owner Contact (Name and Phone)	No		
146. Project 2 Architect/Engineer	No		
147. Project 2 Architect/Engineer Contact (Name and Phone)	No		
148. Project 2 Construction or Project Manager (Name and Phone)	No		
149. Description of Project 2, Scope of Work Performed (You may upload any descriptive documents)	No		
150. Project 2 Total Construction Cost	No		
151. Project 2 Total Change Order Amount	No		

152. Project 2 Original Scheduled Date of Completion	No		Yes
153. Project 2 Time extensions granted (Number of days)	No		
154. Project 2 Actual Date of Completion	No		
155. Project 2 Number of Stop Notices filed by Subcontractors or Suppliers	No		

Project 3:

Field	Scored?	Rule	Contractor asked this ?
156. Project 3 Name (You may upload any descriptive documents)	No		Yes
157. Project 3 Location	No		
158. Project 3 Owner	No		
159. Project 3 Owner Contact (Name and Phone)	No		
160. Project 3 Architect/Engineer	No		
161. Project 3 Architect/Engineer Contact (Name and Phone)	No		
162. Project 3 Construction or Project Manager (Name and Phone)	No		
163. Description of Project 3, Scope of Work Performed 164. (You may upload any descriptive documents)	No		
165. Project 3 Total Construction Cost	No		
166. Project 3 Total Change Order Amount	No		
167. Project 3 Original Scheduled Date of Completion	No		
168. Project 3 Time extensions granted (Number of days)	No		
169. Project 3 Actual Date of Completion	No		
170. Project 3 Number of Stop Notices filed by Subcontractors or Suppliers	No		

Section O: Composition of Firm Ownership

(Completion of this section is optional) Not Scored

Field	Scored?	Rule	Contractor asked this ?
171. Ethnicity	No		No
172. Gender	No		No
173. Disabled Veteran Business	No		No
174. Please enter any other information you would like to share with us concerning your Firm Ownership	No		Yes

Section P: Declaration

Not Scored

BOARD REPORT NO. 08-12-1C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: James Keller, Executive Vice Chancellor, 358-6728

DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING SEPTEMBER 30, 2008

In accordance with Education Code Section 72413, the State Chancellor's Office requires submission of a Quarterly Financial Status Report (Form CCFS-311Q) and a copy of the District's financial report.

Attached is Form CCFS-311Q (Exhibit A) for the quarter ending September 30, 2008, which was forwarded to the State Chancellor's Office and the San Mateo County Superintendent of Schools on November 15, 2008.

General Fund—Unrestricted: Below is financial data for the unrestricted portion of the General Fund for the quarters ending September 30, 2007 and September 30, 2008.

	Amount		Difference	
	<u>09/30/2007</u>	<u>09/30/2008</u>	<u>Amount</u>	<u>Percentage</u>
INCOME:				
State Aid	\$ 9,818,603	\$ 0	\$ -9,818,603	-100.00%
Enrollment Fees	3,128,386	3,308,248	179,862	5.75%
Non-Resident Tuition	880,998	936,254	55,256	6.28%
Property Taxes	300,027	300,523	496	0.17%
Inter-Fund Transfer	0	11,041,000	11,041,000	N/A
Other Income	<u>329,201</u>	<u>348,292</u>	<u>19,091</u>	<u>5.80%</u>
Total Income	\$ 14,457,215	\$ 15,934,317	\$ 1,477,102	10.22%
% of Budget	12.84%	13.65%	N/A	N/A
EXPENSES:				
Academic Salaries	\$ 9,297,093	\$ 10,097,124	\$ 800,031	8.61%
Classified Salaries	5,288,713	5,381,546	92,833	1.76%
Administrative Salaries	1,446,509	1,611,598	165,089	11.42%
Fringe Benefits	5,672,411	5,695,386	22,975	0.41%
General Supplies	644,167	579,824	- 64,343	- 9.99%
Operating Expenses	2,213,707	2,644,747	431,040	19.48%
Capital Outlay	29,419	62,405	32,986	N/A
Transfer Accounts	<u>0</u>	<u>0</u>	<u>0</u>	<u>N/A</u>
Total Expenditures	\$ 24,592,019	\$ 26,072,630	\$ 1,480,611	6.02%
% of Budget	20.82%	22.00%	N/A	N/A

The General Fund Income increased by 10.22% over last year, because of the fund transfer from Capital Outlay Fund to General Fund. Due to the State budget issue and deferred State apportionment payments for the first quarter, the interfund transfer for temporary cash flow release is necessary. Local Property Taxes and Student Fees show a minor increase of 5.47%. Bills and Salaries increased by 6.02% mainly due to the increase of salary steps and operating expenditures.

For fiscal year 2008-2009, the District issued \$13,395,000 of Tax and Revenue Anticipation Notes, which will mature on June 30, 2009 with the note interest of 1.65%.

OTHER FUNDS: Included in Exhibit B are the financial data for all other funds. Total income and expenditures, comparing this same period for 2007-2008 and 2008-2009, are listed below:

Restricted General and Other Funds	Amount		Difference	
	<u>09/30/07</u>	<u>09/30/08</u>	<u>Amount</u>	<u>Percentage</u>
Total Income	\$ 8,590,139	\$ 8,897,814	\$ 307,675	3.59%
Total Expenditures	\$32,197,336	\$68,200,129	\$36,002,793	111.82%

The Financial Aid Fund shows an 11.89% increase in grants for the quarter compared with last year. Expenditures compared with the prior year increased primarily due to the payments to the Bond Measure A construction and bond debt payment.

REPORT ON INVESTMENTS: As of September 30, 2008, the District had a deposit of \$39,272,917 in total investments with the Local Agency Investment Fund (LAIF) of the State Treasurer's Office, County Pool Investment, a Special Deposit Bond with Lehman Brothers and Wells Fargo Bank. The average yields on LAIF, County Pool, the Special Deposit Bond and Oil Well Bond were 2.77%, 3.44%, 2.83% and 1.50%, respectively. These deposits consisted of the following sources:

<u>Fund</u>	<u>LAIF Investment</u>	<u>County Pool Investment</u>	<u>Special Deposit Bond</u>	<u>Total Investment</u>
General Fund	\$ 5,626,411	\$1,438,636	\$ 0	\$ 7,065,047
Capital Outlay Fund	0	0	5,000	5,000
Agency Fund	21,820,398	8,083,768	2,298,704	32,202,870
Total Investment	\$27,446,809	\$9,522,404	\$2,303,704	\$39,272,917

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311 VIEW QUARTERLY DATA

CHANGE THE PERIOD 

Fiscal Year: 2008-2009

District (370) SAN MATEO

Quarter Ended: (Q1) Sep 30, 2008

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2005-06	Actual 2006-07	Actual 2007-08	Projected 2008-2009
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	106,151,800	113,931,358	113,080,954	115,798,602
A.2	Other Financing Sources (Object 8900)	78,404	202,657	982,466	1,160
A.3	Total Unrestricted Revenue (A.1 + A.2)	106,230,204	114,134,015	114,063,420	115,799,762
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	92,651,889	100,452,457	106,800,904	117,099,763
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	13,625,995	12,989,611	7,522,616	0
B.3	Total Unrestricted Expenditures (B.1 + B.2)	106,277,884	113,442,068	114,323,520	117,099,763
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	-47,680	691,947	-260,100	-1,300,001
D.	Fund Balance, Beginning	9,927,386	9,879,706	10,571,653	10,311,552
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	9,927,386	9,879,706	10,571,653	10,311,552
E.	Fund Balance, Ending (C. + D.2)	9,879,706	10,571,653	10,311,553	9,011,551
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	9.3%	9.3%	9%	7.7%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	17,440	21,827	18,768	20,868
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III. Total General Fund Cash Balance (Unrestricted and Restricted)

		As of the specified quarter ended for each fiscal year			
		2005-06	2006-07	2007-08	2008-2009
H.1	Cash, excluding borrowed funds			14,517,075	7,143,157
H.2	Cash, borrowed funds only			0	13,395,000
H.3	Total Cash (H.1+ H.2)	20,142,197	18,247,047	14,517,075	20,538,157

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

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	116,750,201	116,798,602	15,934,317	13.6%
I.2	Other Financing Sources (Object 8900)	0	1,161	0	
I.3	Total Unrestricted Revenue (I.1 + I.2)	116,750,201	116,799,763	15,934,317	13.6%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	120,055,541	120,105,103	26,072,629	21.7%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	3,081,319	3,081,319	0	0
J.3	Total Unrestricted Expenditures (J.1 + J.2)	123,136,860	123,186,422	26,072,629	21.2%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-6,386,659	-6,386,659	-10,138,312	
L	Adjusted Fund Balance, Beginning	10,311,552	10,311,552	10,311,552	
L.1	Fund Balance, Ending (C. + L.2)	3,924,893	3,924,893	173,240	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	3.2%	3.2%		

V. Has the district settled any employee contracts during this quarter?**YES****If yes, complete the following: (If multi-year settlement, provide information for all years covered.)**

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
	Permanent		Temporary					
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1: 08-09							108,811	3%
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1: 08-09							35,907	3%
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

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

AFSCME cola and benefits increase are the last year of three years contract, we have budgeted the increases in our original adopted budget.

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

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

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

Next year? NO

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

San Mateo County Community College District
DISTRICT CASH FLOW SUMMARY
FOR THE QUARTER ENDING SEPTEMBER 30, 2008

	<u>GENERAL FUND</u>	<u>GENERAL RESTRICTED FUND</u>	<u>INSURANCE & Debt Services FUND</u>	<u>CAPITAL OUTLAY FUND</u>	<u>CHILD CARE FUND</u>	<u>STUDENT AID FUND</u>	<u>POST- RETIREMENT RESERVES</u>
Beg. Cash Balance in County Treasury	10,149,530.58	7,343,245.72	33,372,811.44	475,446,019.05	62,268.04	312,666.46	-
Cash inflow from operations:							
Year-to-date Income	15,934,316.94	5,216,239.68	531,838.60	223,636.02	(6,489.29)	2,931,763.00	825.85
Accounts Receivable	5,024,433.27	823,406.12	184,903.03	7,865,426.22	148,886.66	310,563.15	56,651.78
Deferred Income	(3,366,658.21)	(553,267.47)		(89,943.01)	(20,362.55)	(123,241.00)	
Cash awaiting for deposit							
Total Income	27,741,622.58	12,829,624.05	34,089,553.07	483,445,138.28	184,302.86	3,431,751.61	57,477.63
Cash outflow for operations:							
Year to date expenditure	26,072,628.67	5,070,634.12	24,411,737.14	35,326,342.12	213,919.11	3,166,173.00	11,323.15
Advances / Prepaid	(16,882.71)	(2,406.76)	-	(3,371,351.99)	-	-	
Account Payable	134,367.34	2,115,486.80	-	12,294,093.40	16,401.96	(249,053.33)	
Cash Balance From Operations	1,551,509.28	5,645,909.89	9,677,815.93	439,196,054.75	(46,018.21)	514,631.94	46,154.48
Other Cash inflow							
Medical Flex Plan / Revolv. Fund	-						
TRANS	13,395,000.00						
Trusts (JPA & 3CBG)							
Beg. Investment Balance							
LAIF Balance	5,583,374.80						21,653,494.16
County Pool Balance	1,427,410.62						8,204,517.16
Special Bond			155,838.71	5,000.00			2,298,704.08
C.O.P.	-						
Total Beg. Balance	7,010,785.42		155,838.71	5,000.00			32,156,715.40
Y.T.D. Investment Balance							
LAIF Balance	5,626,411.19						21,820,398.25
County Pool Balance	1,438,635.97						8,083,767.55
Special Bond			155,838.71	5,000.00			2,298,704.08
C.O.P.	-			-			
Y.T.D. Balance	7,065,047.16		155,838.71	5,000.00			32,202,869.88
Net Cash changes from Investment	(54,261.74)		-	-			(46,154.48)
Net changes from unrealized gain / (loss)							
Cash Balance in County Treasury	14,892,247.54	5,645,909.89	9,677,815.93	439,196,054.75	(46,018.21)	514,631.94	(0.00)
Net Cash (Excluding TRANS & Trusts)	1,497,247.54	5,645,909.89	9,677,815.93	439,196,054.75	(46,018.21)	514,631.94	(0.00)

BOARD REPORT NO. 08-12-2C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: James W. Keller, Executive Vice Chancellor, 358-6790

FIRST QUARTER REPORT OF AUXILIARY OPERATIONS, 2008-09

The following report covers the period July 1, 2008 through September 30, 2008 for Associated Student Bodies, Bookstores and Cafeterias.

ASSOCIATED STUDENTS (Exhibits A,B,C)

Total income and expenditures for the Associated Student Body (ASB) at each College for the first quarter of 2008-09 are listed below:

ASB Total Income	2008-09	2007-08	\$ Change	%Change
Cañada College ASB	\$22,630	\$24,263	-1,633	-6.73%
College of San Mateo ASB	36,747	36,122	625	1.73%
Skyline College ASB	25,756	29,496	-3,740	-12.68%

ASB Total Expenditures	2008-09	2007-08	\$ Change	%Change
Cañada College ASB	\$6,582	\$11,569	-4,987	-43.11%
College of San Mateo ASB	59,571	10,753	48,819	454.02%
Skyline College ASB	34,006	6,524	27,483	421.26%

Activity card sales are the major source of income for the Associated Students. Activity card sales at all three campuses decreased due to the change in accounting method for recording student card revenue, from cash basis to accrual basis.

Expenditures of the ASBs include normal operating expenses (office supplies, activity card, student assistant salaries and other miscellaneous expenses) as well as student programs, scholarships and club assistance supporting campus life. During the first quarter, both ASBs at Skyline and CSM have reported loss from the County Investment Pool. The losses are \$27,502 for Skyline and \$33,792 for CSM. Cañada has no investment in the County Pool and there was no loss.

Below is a comparison of the first quarter Net Income (Loss) from ASB Operations:

ASB Net Income	2008-09	2007-08	\$ Change	%Change
Cañada College ASB	\$16,048	\$12,695	3,354	26.42%
College of San Mateo ASB	-22,824	25,370	-48,194	-189.97%
Skyline College ASB	-8,251	22,972	-31,223	135.92%

BOOKSTORES (Exhibit D)

The following data reflects Bookstore operations for the fiscal year beginning July 1, 2008 through September 30, 2008. It includes a small portion of Summer 2008 and the first half of Fall 2008 semester sales.

Bookstore Sales	2008-09	2007-08	\$ Change	% Change
Regular Merchandise Sales	\$ 3,292,526	\$ 3,163,088	\$129,438	4.09%
Computer Products Sales	561,430	270,146	291,284	107.82%
Total Merchandise Sales	\$ 3,853,956	\$ 3,433,234	\$420,722	12.25%

Regular merchandise sales have increased this year compared to last year, with computer product sales continuing to increase substantially over the same period last year due to the continuation of active marketing of Apple computer products and increased marketing of the District's Loan-to-Own computer purchasing program for District employees. Textbook sales are up over last year at all three Colleges and used textbook sales were up 20% over last year. Textbook rental fees collected increased 37% as the program grows to over 500 titles and is now operational at all three Colleges. Since Fall 2005, the textbook rental program has served over 10,000 students. **The textbooks rented during this period would have cost students \$1,342,680 if they were purchased at full retail. The textbooks were rented for \$335,670, saving students \$1,007,010!**

The Bookstore team is very proud to have crossed the million dollar mark in savings to students. The textbook rental fees collected cover the costs of managing the program.

Comparative figures are shown below:

Bookstore Recap	2008-09	2007-08	\$ Change	%Change
Total Merchandise Sales	\$ 3,853,956	\$ 3,433,234	\$420,722	12.25%
Total Textbook Rental Fees	71,166	51,882	19,284	37.17%
Cost of Goods Sold	2,759,364	2,403,038	356,326	14.83%
Gross profit	\$ 1,165,757	\$ 1,082,078	\$83,679	7.73%
Total Operating Expenses	\$ 730,963	\$ 640,761	\$ 90,203	14.08%
Net Income from Operations	\$ 434,794	\$ 441,318	\$ (6,524)	-1.48%
Interest and Other Income	\$ 81,847	\$ 74,680	\$7,167	9.60%
Net Income Before Other Expenses	\$ 516,641	\$ 515,998	\$ 643	0.12%
District Support				
Other Expense: Admin Salary/Benefits	26,824	19,754	7,070	35.79%
Other Expense: District Support	17,540	21,578	-4,038	-18.71%
Net Change in Fund Balance	\$ 472,277	\$ 474,666	\$ (2,389)	-0.50%

Cost of goods sold increased as expected with higher merchandise and computer product sales. Total operating expenses increased by 14.08% over this same period in 2006-07. Operating expenses have increased due to an increase in salary and benefits compared to the prior year, increases in freight expenses and the timing of some expenses. Net income is down slightly from last year due to the fact that \$46K in bank and credit card commission expenses were booked in September this year as opposed to October last year. Had the expense been deferred until October, the Bookstores would have shown an increase in net profit over last year.

Interest and other income increased modestly over last year due to increased commissions from Apple Computer. The Bookstores will show a significant loss in the next quarter after the adjustment is made in October for the investment portfolio loss experienced by the County Pool.

CAFETERIAS (Exhibit E)

Pacific Dining, under the leadership of Rick McMahon, Enrique Alonso and Octavio Amezcua operate the food service at the three District campuses after being awarded the contract in June 2007. College of San Mateo has both food services and a satellite food operation (kiosk) to serve the central campus. KJ Café has contracted to operate beverage and snack kiosks at both Skyline and College of San Mateo. The District's vending services contractors are Pepsi Bottling Group and Action Vending.

First quarter comparisons are noted below:

CAFETERIA FUND	2008-09	2007-08	\$ Change	% Change
Food Service Income	\$23,241	\$38,601	(\$15,360)	-39.79%
Vending Income	16,991	15,559	\$1,432	9.20%
Interest Income	3,419	2,600	\$819	31.49%
Expenditures	56,308	40,540	\$15,768	38.89%
Net Change in Fund Balance	(\$12,657)	\$16,220	(\$28,877)	178.03%

Compared to the first quarter 2007-08, food service income has declined by 39.79%. This is due in large part to the impact of construction at both the CSM and Cañada campuses. Further, the CSM campus had very limited food service over the summer session due to the demolition of B5. Vending income has increased 9.20% (income from Pepsi and Action Vending). Interest income increased modestly by \$819 or 31.49%. Like the Bookstore fund, the Cafeteria fund will show a loss in the next quarter after the adjustment is made in October for the investment portfolio loss experienced by the County Pool.

The vending income is used primarily for Associated Students activities for all three Colleges. While income from the food service and vending contracts enables the District to provide services to students and staff, the program must be self-supporting. The Cafeteria fund provides for the long-term maintenance and upgrade of aging facilities and equipment, as well as expenses relating to the ongoing operational requirements under the food service and vending contracts.

**Associated Students of Cañada College
1st Quarter Report**

*Prepared by: Aja Butler
Coordinator of Student Activities
Cañada College*

In August the ASCC participated in a two-day retreat focused on skill and team building. To start the new year, the students hosted their annual Welcome Back BBQ; more than 200 students, staff, and faculty attended the event. The senate also held fall elections to fill vacant positions.

	Sep 30, '08	Sep 30, '07	\$ Change	% Change
ASSETS				
Current Assets				
Checking/Savings				
1050-3 · CASH/CHECKING-WELLS FARGO	193,360.77	169,271.93	24,088.84	14.23%
1060-3 · CASH/CHECKING - UNION BANK	40,000.00	40,000.00	0.00	0.0%
1080-3 · CASH/CD-WESTERN FIN. BANK	30,000.00	30,000.00	0.00	0.0%
Total Checking/Savings	263,360.77	239,271.93	24,088.84	10.07%
Other Current Assets				
1200-3 · EOPS LOAN RECEIVABLE	3,907.22	3,256.91	650.31	19.97%
1220-3 · DEAN'S EMERGENCY LOAN RECEIVABLE	6,586.06	7,360.06	-774.00	-10.52%
1400-3 · ACCOUNTS RECEIVABLE	2,319.00	0.00	2,319.00	100.0%
1410-3 · ACCOUNTS REC.- STUDENT BODY FEE	63,874.10	66,985.10	-3,111.00	-4.64%
1411-3 · A/R STUD.FEE-BAD DEBT ALLOWANCE	-3,684.71	-2,435.87	-1,248.84	51.27%
1450-3 · INTEREST RECEIVABLE	67.06	195.54	-128.48	-65.71%
Total Other Current Assets	73,068.73	75,361.74	-2,293.01	-3.04%
Total Current Assets	336,429.50	314,633.67	21,795.83	6.93%
Fixed Assets				
1800-3 · FURNI/FIX & EQUIP	40,051.54	40,051.54	0.00	0.0%
1810-3 · ACCUM. DEPRECIATION/F&F - EQUIP	-37,814.86	-36,303.70	-1,511.16	4.16%
Total Fixed Assets	2,236.68	3,747.84	-1,511.16	-40.32%
TOTAL ASSETS	338,666.18	318,381.51	20,284.67	6.37%
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Other Current Liabilities				
CLUB ACCOUNTS - CANADA				
2103-3 · A. S. I. D.	7,391.91	7,871.38	-479.47	-6.09%
2104-3 · BUSINESS CLUB	0.00	200.00	-200.00	-100.0%
2106-3 · UNITED AFRICAN STUDENTS UNION	781.72	682.72	99.00	14.5%
2107-3 · DRAMA CLUB	0.00	1,091.20	-1,091.20	-100.0%
2110-3 · CAREERS IN SCIENCE	0.00	155.00	-155.00	-100.0%
2112-3 · S.S.L.A.M.	0.00	284.28	-284.28	-100.0%
2113-3 · RAINBOW ALLIANCE CLUB	850.27	731.03	119.24	16.31%
2115-3 · SCIENCE & ENGINEERING CL	38.61	138.61	-100.00	-72.15%
2117-3 · S.H.P.E.	511.51	636.51	-125.00	-19.64%
2130-3 · LATIN AMERICAN FRIENDSHIP CLUB	2,688.99	2,688.99	0.00	0.0%
2131-3 · ANTHROPOLOGY CLUB	223.26	0.00	223.26	100.0%
2136-3 · MISCELLANEOUS CLUB ACCOUNTC	2,120.52	2,186.06	-65.54	-3.0%
2138-3 · UNITED NATIONS ASSC. OF CANADA	0.00	439.61	-439.61	-100.0%
2139-3 · PRE MED CLUB	305.31	442.89	-137.58	-31.06%
2141-3 · PHI THETA KAPPA	2,157.74	1,965.42	192.32	9.79%
2142-3 · FILIPINO AMERICAN CLUB	344.26	278.26	66.00	23.72%
2143-3 · PHOTON MASTERS	1,866.14	2,573.19	-707.05	-27.48%
2146-3 · PHOTOGRAPHY	212.12	50.00	162.12	324.24%
2150-3 · YOUNG LATINO LEADERS OF CAÑADA	553.96	1,271.14	-717.18	-56.42%
2153-3 · POLITICAL AWARENESS CLUB	136.91	286.91	-150.00	-52.28%
Total CLUB ACCOUNTS - CANADA	20,183.23	23,973.20	-3,789.97	-15.81%
TRUST ACCOUNTS - CANADA				
2501-3 · STUDENT LIFE TRUST	1,173.73	884.70	289.03	32.67%
2504-3 · SAM TRANS	2,084.44	2,225.92	-141.48	-6.36%
2505-3 · VENDING RESERVE TRUST ACCOUNT	10,375.07	10,375.07	0.00	0.0%
2507-3 · ATHLETIC ASSISTANCE TRUST	25.77	25.77	0.00	0.0%
2510-3 · STUDENT REP FEE /FORM. POL ACT.	16,947.20	5,556.35	11,390.85	205.01%
2512-3 · EMERGENCY ASSISTANCE FUND	138.44	138.44	0.00	0.0%

2513-3 · CLUB ACCOUNT RESERVE FUND	3,340.79	3,340.79	0.00	0.0%
2516-3 · ARTS & OLIVES FESTIVAL	0.00	2,502.14	-2,502.14	-100.0%
2520-3 · ADAPTIVE PE TRUST	340.85	8.85	332.00	3,751.41%
2525-3 · ATHLETICS TRUST	71.66	71.66	0.00	0.0%
2526-3 · ATHLETIC TRAINER TRUST	329.72	229.72	100.00	43.53%
2528-3 · SMART COOKIE SCHOLARSHIP TRUST	2.00	2.00	0.00	0.0%
2530-3 · BASEBALL TRUST	186.72	472.67	-285.95	-60.5%
2535-3 · BASKETBALL TRUST	6,825.62	1,483.66	5,341.96	360.05%
2536-3 · SUMMER BASKETBALL TRUST	179.71	179.71	0.00	0.0%
2538-3 · CHILD DEVELOPMENT CENTER	268.68	268.68	0.00	0.0%
2540-3 · CLASSIFIED COUNCIL TRUST	175.00	175.00	0.00	0.0%
2545-3 · DANCE TRUST	1,290.09	1,551.25	-261.16	-16.84%
2547-3 · FASHION ATELIER TRUST	13,055.37	24,288.14	-11,232.77	-46.25%
2550-3 · FITNESS FOR LIFE	505.54	505.54	0.00	0.0%
2555-3 · GOLF TRUST	750.00	1,012.03	-262.03	-25.89%
2558-3 · HEALTH CENTER TRUST	766.89	836.88	-69.99	-8.36%
2560-3 · ASCC SCHOLARSHIP FUND	1,371.09	1,371.09	0.00	0.0%
2562-3 · INTERIOR DESIGN TRUST	5,062.66	5,249.91	-187.25	-3.57%
2565-3 · SILICON VALLEY COMMUNITY FOUND.	0.00	247.28	-247.28	-100.0%
2570-3 · MEN'S SOCCER TRUST	586.95	586.95	0.00	0.0%
2571-3 · WOMEN'S SOCCER TRUST	959.63	5,851.48	-4,891.85	-83.6%
2575-3 · C. S. P. A. - ART	666.00	666.00	0.00	0.0%
2576-3 · C. S. P. A. - DRAMA	15,873.57	14,101.19	1,772.38	12.57%
2577-3 · C. S. P. A. - MUSIC	2,984.22	2,984.22	0.00	0.0%
2583-3 · CAREER SERVICES TRUST	3,511.54	2,726.54	785.00	28.79%
2585-3 · EOPS PARKING AND BUS PASS FUND	1,412.00	1,412.00	0.00	0.0%
2590-3 · COOP - ED TRUST	3,549.14	2,831.97	717.17	25.32%
2595-3 · EARLY CHILDHOOD EDUCATION	486.08	486.08	0.00	0.0%
2597-3 · EMILIO'S FUND	675.63	675.63	0.00	0.0%
2602-3 · HUMANITIES TRUST	1,444.19	1,444.19	0.00	0.0%
2605-3 · UPWARD BOUND TRUST	180.02	180.02	0.00	0.0%
2608-3 · MIDDLE COLLEGE TRUST	4,947.07	1,457.27	3,489.80	239.48%
2610-3 · LEARNING CENTER TRUST	1,108.00	513.99	594.01	115.57%
2612-3 · LIBRARY TRUST	332.08	458.53	-126.45	-27.58%
2613-3 · PENINSULA CANTARE	100.00	100.00	0.00	0.0%
2615-3 · SCIENCE DIVISION TRUST	58.28	58.28	0.00	0.0%
2620-3 · MISCELLANEOUS TRUST	43.00	43.00	0.00	0.0%
2630-3 · PRESIDENT'S FUND	87.97	87.97	0.00	0.0%
2633-3 · PSYCHOLOGICAL SERVICES TRUST	210.77	210.77	0.00	0.0%
2635-3 · RAD TECH TRUST	9,153.09	7,392.63	1,760.46	23.81%
2636-3 · SCHOLARSHIP TRUST/CANADA	18,232.82	24,904.54	-6,671.72	-26.79%
2640-3 · SMALL BUSINESS DEV. CTR. TRUST	40.00	40.00	0.00	0.0%
2645-3 · STAR PROJECT TRUST ACCOUNT	6,524.30	5,278.50	1,245.80	23.6%
2650-3 · VICE PRESIDENT'S SPECIAL TRUST	3,679.72	2,377.53	1,302.19	54.77%
2652-3 · VOLLEYBALL TRUST	450.69	450.69	0.00	0.0%
Total TRUST ACCOUNTS - CANADA	142,563.80	140,323.22	2,240.58	1.6%
2850-3 · STUDENT CASH CLEARING	72.00	72.00	0.00	0.0%
Total Other Current Liabilities	162,819.03	164,368.42	-1,549.39	-0.94%
Total Current Liabilities	162,819.03	164,368.42	-1,549.39	-0.94%
Long Term Liabilities				
2100-3 · EOPS LOAN FUND	8,044.00	7,744.00	300.00	3.87%
2120-3 · DEANS' EMERGENCY LOAN FUND	9,565.00	9,565.00	0.00	0.0%
2140-3 · LATIN AMERICAN LOAN FUND	351.28	351.28	0.00	0.0%
2145-3 · MISCELLANEOUS LOAN FUNDS	84.95	84.95	0.00	0.0%
Total Long Term Liabilities	18,045.23	17,745.23	300.00	1.69%
Total Liabilities	180,864.26	182,113.65	-1,249.39	-0.69%
Equity				
3100-3 · CAPITAL-COLLEGE	141,753.44	123,573.12	18,180.32	14.71%
Net Income	16,048.48	12,694.74	3,353.74	26.42%
Total Equity	157,801.92	136,267.86	21,534.06	15.8%
TOTAL LIABILITIES & EQUITY	338,666.18	318,381.51	20,284.67	6.37%

	<u>Jul - Sep '07</u>	<u>Jul - Sep '07</u>	<u>\$ Change</u>	<u>% Change</u>
Income				
4115-3 · ATM	184.50	270.50	-86.00	-31.79%
4130-3 · INTEREST EARNED	196.73	334.98	-138.25	-41.27%
4135-3 · MISCELLANEOUS INCOME	0.00	0.00	0.00	0.0%
4138-3 · SPACE RENTAL - VENDOR'S FEES	0.00	0.00	0.00	0.0%
4145-3 · STUDENT ACTIVITY CARD SALES	21,008.00	23,658.00	-2,650.00	-11.2%
4155-3 · VENDING INCOME	1,240.79	0.00	1,240.79	100.0%
Total Income	<u>22,630.02</u>	<u>24,263.48</u>	<u>-1,633.46</u>	<u>-6.73%</u>
Expense				
5060-3 · CONFERENCE EXPENSE	5.00	300.00	-295.00	-98.33%
5070-3 · DEPRECIATION/F & F	377.79	377.79	0.00	0.0%
5130-3 · MISCELLANEOUS EXPENSES	438.50	0.00	438.50	100.0%
5140-3 · OFFICE SUPPLIES EXPENSE	551.87	2,169.44	-1,617.57	-74.56%
5160-3 · PROGRAMS EXPENSE	2,796.81	4,477.53	-1,680.72	-37.54%
5180-3 · PUBLICITY	467.86	3,053.98	-2,586.12	-84.68%
5210-3 · STUDENT ACTIVITY CARD EXPENSES	1,943.71	1,190.00	753.71	63.34%
Total Expense	<u>6,581.54</u>	<u>11,568.74</u>	<u>-4,987.20</u>	<u>-43.11%</u>
Net Income	<u>16,048.48</u>	<u>12,694.74</u>	<u>3,353.74</u>	<u>26.42%</u>

**Associated Students of College of San Mateo
1st Quarter Report**

*Prepared by: Aaron Schaefer
Coordinator of Student Activities
College of San Mateo*

The Associated Students of College of San Mateo (ASCSM) has had a very productive 1st quarter. Although this continues to be a time of transition in Student Activities and at CSM, the ASCSM has been able to successfully continue to participate in college governance and has been able to create a lively and entertaining campus atmosphere for CSM students, faculty, staff, and administrators. Some of the highlights for the second half of the spring 2008 semester are:

Ongoing Activities:

In addition to participating in their weekly Student Senate meetings, the members of the ASCSM have also been actively involved with each of their standing committees, including the Academic Enhancement Committee, the Finance & Administration Committee, the Programs & Services Committee, the Public Relations Committee, the Inter Club Council, and the Legislative & Governmental Affairs Committee.

Members of the ASCSM Student Senate continued to participate in College and District governance committees. At the College level, student leaders are attending numerous committee meetings, including the College Council, Faculty Academic Senate, Committee on Instruction, Enrollment Management Committee, Diversity in Action Group, College Auxiliary Services Advisory Committee and the College Assessment Committee. At the District level, students are also involved in the District Shared Governance Council, the District Committee on Budget & Finance, the District Auxiliary Services Advisory Committee and the District Student Council. Additionally, representatives of the Student Senate have been involved with the college's planning process for new construction.

The ASCSM, in cooperation with the Student Activities Office, continued to issue credit card style Student and Staff ID Cards to the College community. To date, the AS has issued thousands of ID Cards to students, faculty, staff and administrators.

To further increase the value of the CSM ID Card, the ASCSM has continued to expand and sponsor the Merchant Discount Program. This program provides a list of discount opportunities available to students, faculty, staff and administrators at on-campus AS-sponsored events, club events, local merchants, national chains and on the Internet, and includes movie theaters, restaurants, museums, art galleries, travel agencies and cultural centers.

The AS has continued to support the CSM Ambassadors Program, which coordinates and provides tours of the campus for individuals and groups interested in attending College of San Mateo.

July/August 2008: During the month of July, the Student Senate began to meet as a group to plan goals and events for the upcoming semester. During August, the Student Senate helped plan and implement CSM's first ever "Welcome Day" for new students. Over the course of the day, Student Senate offices gave tours, helped students get ID cards, and helped set up for a Student Services Fair. More than 350

students with friends and family attended this event. Additionally, in conjunction with “Operation Welcome Mat,” the Student Senate hosted a “Welcome Week.” Over the course of the week, the Senate gave out food, had music in the quad, and hosted a variety of activities for students to engage in.

The Student Senate also participated in their annual Summer Retreat (August 15-17, 2008). Over the course of the weekend, the students had the opportunity to participate in various activities that helped to develop their leadership, communication, and cognitive skills. Further, the weekend gave them the chance to bond with one another, as well as to develop individual and group goals for the semester. On the final day they participated in both high and low ropes courses intended to develop communication and leadership skills.

September/October: During September the Student Senate teamed up with the CSM football team to provide giveaways and free food at a few games. They also held a very successful Club Day. At the end of September and beginning of October, the Senate held their annual “Oktoberfest,” a weeklong event that had free food, music, and activities. Further, the Senate had two co-curricular activities revolving around the election. The first was a town hall discussion about the presidential candidates’ views on the economic crisis. The second was an Election Night Party. Lastly, the Senate held Halloween events that included candy giveaways, a haunted house, and costume contest.

Furthermore, in October the Senate attended two very important off-campus events. The first was the CCCSAA Annual Leadership Conference. Over the course of the weekend, the students had the opportunity to attend leadership and communication workshops, network with other community college leaders, and hear a wide variety of speakers. Second, they attended the Statewide Student Senate General Assembly where they participated in discussions regarding community college student issues.

	<u>Sep 30, 08</u>	<u>Sep 30, 07</u>	<u>\$ Change</u>	<u>% Change</u>
ASSETS				
Current Assets				
Checking/Savings				
1050-4 · WELLS FARGO CHECKING ACCT	10,433.92	68,157.53	-57,723.61	-84.69%
1051-4 · UNION BANK OF CALIFORNIA	0.00	134,881.33	-134,881.33	-100.0%
1150-4 · PETTY CASH ASCSM	25.00	25.00	0.00	0.0%
Total Checking/Savings	<u>10,458.92</u>	<u>203,063.86</u>	<u>-192,604.94</u>	<u>-94.85%</u>
Other Current Assets				
1210.4 · ACCOUNTS RECEIVABLE - MISC	8,039.00	8,704.00	-665.00	-7.64%
1220.4 · A/R-Student Body Card Fee	92,984.50	100,295.00	-7,310.50	-7.29%
1221-4 · Allowance for Bad Debts-S.B.C.F	-1,766.71	-2,190.37	423.66	-19.34%
1305-4 · ASCSM Veterans Emerg. Loan Rec.	400.00	0.00	400.00	100.0%
1310-4 · EMERGENCY LOAN RECEIVABLE	3,805.00	2,530.00	1,275.00	50.4%
1330-4 · DISTRICT INVESTMENT POOL	577,530.19	370,594.71	206,935.48	55.84%
1340-4 · INVESTMT.MARK TO MARKET ADJMT.	-3,795.37	-2,545.70	-1,249.67	49.09%
Total Other Current Assets	<u>677,196.61</u>	<u>477,387.64</u>	<u>199,808.97</u>	<u>41.86%</u>
Total Current Assets	<u>687,655.53</u>	<u>680,451.50</u>	<u>7,204.03</u>	<u>1.06%</u>
Fixed Assets				
1800.4 · FURNITURE & FIXTURE-ASCSM	0.00	0.00	0.00	0.0%
1820.4 · OFFICE EQUIPMENT	8,338.00	0.00	8,338.00	100.0%
1840.4 · FURNITURE & FIXTURE - CAFE	0.00	0.00	0.00	0.0%
1860.4 · STUDENT CARD EQPT- ASCSM	0.00	0.00	0.00	0.0%
1870.4 · GAME & RECREATION FURNITURE	0.00	0.00	0.00	0.0%
Total Fixed Assets	<u>8,338.00</u>	<u>0.00</u>	<u>8,338.00</u>	<u>100.0%</u>
TOTAL ASSETS	<u><u>695,993.53</u></u>	<u><u>680,451.50</u></u>	<u><u>15,542.03</u></u>	<u><u>2.28%</u></u>
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
2000 · Accounts Payable	29,854.20	8,346.78	21,507.42	257.67%
Total Accounts Payable	<u>29,854.20</u>	<u>8,346.78</u>	<u>21,507.42</u>	<u>257.67%</u>
Other Current Liabilities				
2010-4 · EMERGENCY LOAN FUND	10,503.95	10,353.95	150.00	1.45%
2015-4 · LUCILE KOSHLAND - LOAN FUND	4,600.00	4,600.00	0.00	0.0%
2020-4 · PEACHES WINSTON BOOK FUND	3,974.13	3,974.13	0.00	0.0%
2030-4 · FOREIGN STUDENT LOAN FUND	1,524.00	1,524.00	0.00	0.0%
2100-CL · CLUB ACCOUNTS	106,167.11	105,585.83	581.28	0.55%
2500-TR · TRUST ACCOUNT	249,908.36	254,765.29	-4,856.93	-1.91%
Total Other Current Liabilities	<u>376,677.55</u>	<u>380,803.20</u>	<u>-4,125.65</u>	<u>-1.08%</u>
Total Current Liabilities	<u>406,531.75</u>	<u>389,149.98</u>	<u>17,381.77</u>	<u>4.47%</u>
Total Liabilities	<u>406,531.75</u>	<u>389,149.98</u>	<u>17,381.77</u>	<u>4.47%</u>

Equity				
3160 • CAPITAL-CSM VENDING	0.00	30,768.12	-30,768.12	-100.0%
3901 • Fund Balance - ASCSM	348,679.20	244,178.42	104,500.78	42.8%
3902 • Fund Balance - CSM Cafe	0.00	27,378.68	-27,378.68	-100.0%
3950 • PRIOR YEAR ADJUSTMENTS	-36,393.25	-36,393.25	0.00	0.0%
Net Income	-22,824.17	25,369.55	-48,193.72	-189.97%
Total Equity	<u>289,461.78</u>	<u>291,301.52</u>	<u>-1,839.74</u>	<u>-0.63%</u>
TOTAL LIABILITIES & EQUITY	<u><u>695,993.53</u></u>	<u><u>680,451.50</u></u>	<u><u>15,542.03</u></u>	<u><u>2.28%</u></u>

	<u>Jul - Sep 08</u>	<u>Jul - Sep 07</u>	<u>\$ Change</u>	<u>% Change</u>
Ordinary Income/Expense				
Income				
4115 · ATM	131.50	347.50	-216.00	-62.16%
4122 · PROGRAMS - INCOME	0.00	42.75	-42.75	-100.0%
4125 · GAMES/RECREATION	0.00	77.80	-77.80	-100.0%
4135 · MISC INCOME	940.00	190.00	750.00	394.74%
4145 · STUDENT BODY CARD FEE	27,563.00	32,704.00	-5,141.00	-15.72%
4154 · VENDING-PEPSI	214.30	0.00	214.30	100.0%
4155 · VENDING-ACTION	1,570.49	0.00	1,570.49	100.0%
4156 · CAFE CONTRACT COMMISSION	454.28	0.00	454.28	100.0%
Total Income	<u>30,873.57</u>	<u>33,362.05</u>	<u>-2,488.48</u>	<u>-7.46%</u>
Expense				
5070 · DEPRECIATIONS	454.80	44.00	410.80	933.64%
5110 · FURNITURE/FIXTURES/EQUIPMENT	1,685.08	0.00	1,685.08	100.0%
5120 · Bad Debts Expense-Std. B. C. F.	259.89	621.38	-361.49	-58.18%
5140 · OFFICE SUPPLIES	948.85	143.68	805.17	560.39%
5160 · OPERATING	223.09	0.00	223.09	100.0%
5170 · PROGRAMS	2,218.27	1,683.77	534.50	31.74%
5172 · PUBLICATION EXPENSE	1,350.25	29.97	1,320.28	4,405.34%
5176 · PGM. ASST.-ACADEMIC ENHANCEMENT	2,500.00	0.00	2,500.00	100.0%
5178 · SCHOLARSHIP-SMCCCD FOUNDATION	0.00	500.00	-500.00	-100.0%
5180 · STUDENT EXPRESS CARD	398.38	740.00	-341.62	-46.17%
5200 · STUDENT ASSISTANT ASCSM	13,501.04	6,989.70	6,511.34	93.16%
6999 · VOID CHECKS	0.00	0.00	0.00	0.0%
Total Expense	<u>23,539.65</u>	<u>10,752.50</u>	<u>12,787.15</u>	<u>118.92%</u>
Net Ordinary Income	<u>7,333.92</u>	<u>22,609.55</u>	<u>-15,275.63</u>	<u>-67.56%</u>
Other Income/Expense				
Other Income/expense				
4130 · INTEREST EARNED-DIST.INVESTMENT	5,873.32	2,760.00	3,113.32	112.8%
4133 · Loss from Investment	-33,792.34	0.00	-33,792.34	-100.0%
Total Other Income	<u>-27,919.02</u>	<u>2,760.00</u>	<u>-30,679.02</u>	<u>-1,111.56%</u>
Other Expense				
6555 · Vending Inc. Exp. to VP Trust	2,239.07	0.00	2,239.07	100.0%
Total Other Expense	<u>2,239.07</u>	<u>0.00</u>	<u>2,239.07</u>	<u>100.0%</u>
Net Other Income	<u>-30,158.09</u>	<u>2,760.00</u>	<u>-32,918.09</u>	<u>-1,192.68%</u>
Net Income	<u><u>-22,824.17</u></u>	<u><u>25,369.55</u></u>	<u><u>-48,193.72</u></u>	<u><u>-189.97%</u></u>

**Associated Students of Skyline College
1st Quarter Report**

*Prepared by: Amory Nan Cariadus
Coordinator of Student Activities
Skyline College*

The following is a summary highlighting the events and activities of this quarter.

Shared Governance: The students continue to serve on the following committees at Skyline College and the District:

- Art on Campus
- Campus Auxiliary Services Advisory Committee
- College Budget
- College Council
- Commencement Committee
- Curriculum Committee
- District Auxiliary Services Advisory Committee
- District Associated Students Governing Board
- District Board of Trustees
- District Budget Committee
- District Shared Governance Council
- Ed Policy Committee
- Fresh Look / Webpage Advisory Committee
- Health and Safety Committee
- Institutional Planning
- Technology Committee

Student Handbook and Academic Planners: The ASSC continues to work with the Student Activities Office to distribute the Student Handbooks and Academic Planners. Current copies of the handbook are available in the Student Activities Office.

Recruitment of Students: The ASSC continues to encourage student participation in activities, events and student government, using handouts, flyers and giveaways to increase participation and attendance.

Student Identification Cards: The Student Activities Office continues to produce Student ID Cards for the student body with assistance from the ASSC. The ASSC may have to replace the ID System next semester due to reoccurring technical problems.

Skyline Organizations and Club SOCC: The ASSC members always encourage other students to become active on campus by their work through SOCC. They also encourage students who do not find a club that interests them to start their own. Club Manual and instructions on how to start a club are available in the Student Activities Office.

Programs and Events:

- Welcome Day August 16, 2008
The ASSC participated in this orientation event for new students and their families
Approximately 200 individuals attended
- The 8th Annual Pancake Breakfast
ASSC, along with staff and faculty members served pancakes and distributed college resource information
An estimated 600 people attended
- Voter Registration Drive
ASSC and the Skyline Democrats Club sponsored a nonpartisan voter registration drive
82 people registered to vote
- Club Rush - Tuesday October 14, 2008
Clubs recruited new members and distributed information about their clubs and programs
14 clubs participated in the event
- Food Drive
ASSC will be coordinating the drive with SOCC
All donations will go to the Second Harvest Food Bank of San Mateo County
Food Drive will take place from November 3-21
- Finals Week Study Break
ASSC will pass out study packets and provide students with an area to unwind after studying
Study Break will take place during the week of December 15

Other Items:

- Skyline Organization and Club Council has added the following clubs: Environmental Club, Kababayan Dance Troupe, Differently Able Club and the Democrats Club
- Student Scholarships: ASSC voted to increase the scholarship awards by \$2000 for a total of \$5000 that will be awarded this spring
- ASSC/SOCC donated funds to support the following programs:
 1. Greenify Skyline – sponsored by the Honors club
 2. Cartoon Contest for elementary students- sponsored by Phi Theta Kappa (designed to increase awareness of college accessibility).
 3. Art Show Reception – coordinated by the Photography Club.
- Recruitment of new members:
 - 16 members
 - All Executive positions are filled
 - There are five senator positions available at this time.
- Student leadership conferences:
 1. State Senate for California Community Colleges in San Jose

	<u>Sep 30, 08</u>	<u>Sep 30, 07</u>	<u>\$ Change</u>	<u>% Change</u>
ASSETS				
Current Assets				
Checking/Savings				
101 - Change Fund	25.00	25.00	0.00	0.0%
100 - Cash in Bank	140,926.98	133,700.58	7,226.40	5.41%
103 - District Investment Pool	445,812.17	442,446.93	3,365.24	0.76%
Total Checking/Savings	<u>586,764.15</u>	<u>576,172.51</u>	<u>10,591.64</u>	<u>1.84%</u>
Accounts Receivable				
1200 - *Accounts Receivable	0.00	388,520.40	-388,520.40	-100.0%
Total Accounts Receivable	<u>0.00</u>	<u>388,520.40</u>	<u>-388,520.40</u>	<u>-100.0%</u>
Other Current Assets				
Accounts Receivable	609,041.29	128,988.96	480,052.33	372.17%
Total Other Current Assets	<u>609,041.29</u>	<u>128,988.96</u>	<u>480,052.33</u>	<u>372.17%</u>
Total Current Assets	<u>1,195,805.44</u>	<u>1,093,681.87</u>	<u>102,123.57</u>	<u>9.34%</u>
Fixed Assets				
160.0 - Fixed Assets	3,098.83	4,691.95	-1,593.12	-33.95%
Total Fixed Assets	<u>3,098.83</u>	<u>4,691.95</u>	<u>-1,593.12</u>	<u>-33.95%</u>
TOTAL ASSETS	<u>1,198,904.27</u>	<u>1,098,373.82</u>	<u>100,530.45</u>	<u>9.15%</u>
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
2000 - Accounts Payable	1,099.28	1,099.28	0.00	0.0%
Total Accounts Payable	<u>1,099.28</u>	<u>1,099.28</u>	<u>0.00</u>	<u>0.0%</u>
Other Current Liabilities				
Club Accounts	96,500.51	113,551.32	-17,050.81	-15.02%
Loan Funds	3,182.66	3,182.66	0.00	0.0%
Trust Accounts	<u>766,657.88</u>	<u>667,655.41</u>	<u>99,002.47</u>	<u>14.83%</u>
Total Other Current Liabilities	<u>866,341.05</u>	<u>784,389.39</u>	<u>81,951.66</u>	<u>10.45%</u>
Total Current Liabilities	<u>867,440.33</u>	<u>785,488.67</u>	<u>81,951.66</u>	<u>10.43%</u>
Total Liabilities	<u>867,440.33</u>	<u>785,488.67</u>	<u>81,951.66</u>	<u>10.43%</u>
Equity				
400 - Opening Bal Equity	137,292.05	137,292.05	0.00	0.0%
450 - Retained Earnings	202,422.50	152,620.94	49,801.56	32.63%
Net Income	-8,250.61	22,972.16	-31,222.77	-135.92%
Total Equity	<u>331,463.94</u>	<u>312,885.15</u>	<u>18,578.79</u>	<u>5.94%</u>
TOTAL LIABILITIES & EQUITY	<u>1,198,904.27</u>	<u>1,098,373.82</u>	<u>100,530.45</u>	<u>9.15%</u>

	<u>Jul - Sep 08</u>	<u>Jul - Sep 07</u>	<u>\$ Change</u>	<u>% Change</u>
Income				
Revenues from Operations				
508 - Interest Income	8,359.79	3,000.00	5,359.79	178.66%
510 - Miscellaneous Income	30.00	80.00	-50.00	-62.5%
520 - Student Activity Card Income	16,080.17	26,416.00	-10,335.83	-39.13%
528 - Vending Income	1,285.83	0.00	1,285.83	100.0%
Total Revenues from Operations	<u>25,755.79</u>	<u>29,496.00</u>	<u>-3,740.21</u>	<u>-12.68%</u>
Total Income	<u>25,755.79</u>	<u>29,496.00</u>	<u>-3,740.21</u>	<u>-12.68%</u>
Expense				
Operating Expenses				
601 - Payroll Expense	2,474.25	743.75	1,730.50	232.67%
602 - Employee Benefits	0.00	16.79	-16.79	-100.0%
620 - Depreciation	398.28	398.28	0.00	0.0%
622 - General Fund Expenditures	934.14	0.00	934.14	100.0%
623 - Office Supplies	3,444.05	290.72	3,153.33	1,084.66%
624 - Activities Fund	0.00	3,417.01	-3,417.01	-100.0%
625 - Chartered Clubs/Org. Fund	1,880.28	0.00	1,880.28	100.0%
626 - Scholarships&NonProfit Donation	0.00	1,000.00	-1,000.00	-100.0%
642 - Conference & Travel	262.55	0.00	262.55	100.0%
650 - Publicity Expense	0.00	657.29	-657.29	-100.0%
655 - Student Activity Card Expense	-8.00	0.00	-8.00	-100.0%
Total Operating Expenses	<u>9,385.55</u>	<u>6,523.84</u>	<u>2,861.71</u>	<u>43.87%</u>
670 - Unrealized Gain/Loss Dist.Inv	-2,881.39	0.00	-2,881.39	-100.0%
671 - Investment Loss - Realized	<u>27,502.24</u>	<u>0.00</u>	<u>27,502.24</u>	<u>100.0%</u>
Total Expense	<u>34,006.40</u>	<u>6,523.84</u>	<u>27,482.56</u>	<u>421.26%</u>
Net Income	<u><u>-8,250.61</u></u>	<u><u>22,972.16</u></u>	<u><u>-31,222.77</u></u>	<u><u>-135.92%</u></u>

	Year-To-Date		Prior Year-To-Date		Difference	
Cash	20,958.23	0.28%	30,198.83	0.42%	-9,240.60	30.60-%
Investments	4,651,645.95	62.13%	4,772,256.93	65.71%	-120,610.98	2.53-%
Receivables	602,916.83	8.05%	184,458.06	2.54%	418,458.77	226.86%
Inventories & Prepaid Items	1,854,790.64	24.77%	1,827,683.32	25.16%	27,107.32	1.48%
Fixed Assets & Accum Depreciation	356,741.26	4.76%	448,520.06	6.18%	-91,778.80	20.46-%
Total Assets	7,487,052.91	100.00%	7,263,117.20	100.00%	223,935.71	3.08%
Current Liabilities	613,610.28	73.68%	728,158.04	76.07%	-114,547.76	15.73-%
Salaries & Benefits Payable	89,588.94	10.76%	118,151.25	12.34%	-28,562.31	24.17-%
Other Current Liabilities	129,651.83	15.57%	110,934.73	11.59%	18,717.10	16.87%
Total Liabilities	-832,851.05	100.00-%	-957,244.02	100.00-%	124,392.97	12.99%
Contributed Capital	0	0.00%	0	0.00%	0	0.00%
Retained Earnings	6,181,924.84	100.00%	5,831,207.11	100.00%	350,717.73	6.01%
Prior Years Adjustment	0	0.00%	0	0.00%	0	0.00%
Total Equity	-6,181,924.84	100.00-%	-5,831,207.11	100.00-%	-350,717.73	6.01-%
Year to Date Net Profit (Loss)	472,277.02	6.31%	474,666.07	6.54%	-2,389.05	.50-%
Total Liabilities & Fund Equity	-7,487,052.91	100.00-%	-7,263,117.20	100.00-%	-223,935.71	3.08-%

	YTD 09-30-08		YTD 09-30-07		Difference	
Income						
Sales	3,853,955.71	100.00%	3,433,233.70	100.00%	420,722.01	12.25%
Cost of Sales	(2,759,363.96)	71.60-%	(2,403,037.60)	69.99-%	(356,326.36)	14.83-%
Gross Margin	1,094,591.75	28.40%	1,030,196.10	30.01%	64,395.65	6.25%
Salaries & Benefits	449,740.33	61.53%	430,070.58	67.12%	19,669.75	4.57%
Other Inventory Expenses	158,513.76	21.69%	143,633.78	22.42%	14,879.98	10.36%
Other Service Expenses	11,104.67	1.52%	20,564.08	3.21%	(9,459.41)	46.00-%
Travel & Mileage Expenses	422.53	0.06%	5,082.85	0.79%	(4,660.32)	91.69-%
Dues & Membership	2,900.00	0.40%	2,900.00	0.45%	-	0.00%
Insurance Expense	3,630.00	0.50%	1,650.00	0.26%	1,980.00	120.00%
Utilities	10,285.00	1.41%	9,020.83	1.41%	1,264.17	14.01%
Equipment Maintenance & Rental	4,683.79	0.64%	5,661.83	0.88%	(978.04)	17.27-%
Legal, Audit & Bad Debt Expenses	2,500.00	0.34%	(3,064.01)	.48-%	5,564.01	181.59%
Other Operating Expenses	87,183.41	11.93%	25,240.56	3.94%	61,942.85	245.41%
Total Operating Expenses	730,963.49	18.97%	640,760.50	18.66%	90,202.99	14.08%
Other Income	153,012.28	100.00%	126,562.19	100.00%	26,450.09	20.90%
Total Other Income	153,012.28	3.97%	126,562.19	3.69%	26,450.09	20.90%
Net Operation Profit (Loss)	516,640.54	13.41%	515,997.79	15.03%	642.75	0.12%
Non Operational Income/Expenses						
Non Operational Income						
In-Kind Donation Received	-	13.41%	-	15.03%	-	0.00%
Salaries - Dist Admin	18,996.64	42.82%	15,444.32	37.37%	3,552.32	23.00%
Salaries - Dist Supervisor	2,252.46	5.08%	-	0.00%	2,252.46	100.00%
Salaries - Dist Student	-	0.00%	-	0.00%	-	0.00%
Benefits - All Dist Staff	5,574.81	12.57%	4,309.76	10.43%	1,265.05	29.35%
Rent Expense	16,890.00	38.07%	16,890.00	40.86%	-	0.00%
Donations	649.61	1.46%	4,687.64	11.34%	(4,038.03)	86.14-%
Depreciation Expense - Rental Text	-	1.46%	-	11.34%	-	0.00%
Total Non Operational Income/Expenses	44,363.52	1.15%	41,331.72	1.20%	3,031.80	7.34%
Net Income	472,277.02	12.25%	474,666.07	13.83%	(2,389.05)	.50-%

	YTD 09-30-08		YTD 09-30-07		Difference	
Income - Books	2,987,194.19	0.00%	2,917,318.08	0.00%	69,876.11	2.40%
Income - Supplies	171,414.74	0.00%	156,119.47	0.00%	15,295.27	9.80%
Income - Food & Beverages	102,490.26	0.00%	66,419.16	0.00%	36,071.10	54.31%
Income - Electronics	561,429.53	0.00%	270,145.77	0.00%	291,283.76	107.82%
Income - Gifts	29,170.17	0.00%	24,084.34	0.00%	5,085.83	21.12%
Income - Sundries	1,718.04	0.00%	1,618.37	0.00%	99.67	6.16%
Sales Over/Short Adjustment	538.78	0.00%	(2,471.49)	0.00%	3,010.27	121.80%
Total Gross Sales	3,853,955.71	0.00%	3,433,233.70	0.00%	420,722.01	12.25%
COGS - Books	(2,047,655.40)	0.00%	(2,009,794.14)	0.00%	(37,861.26)	1.88-%
COGS - Supplies	(103,013.66)	0.00%	(79,097.51)	0.00%	(23,916.15)	30.24-%
COGS - Food & Beverages	(61,893.62)	0.00%	(37,282.25)	0.00%	(24,611.37)	66.01-%
COGS - Electronics	(530,248.64)	0.00%	(262,952.66)	0.00%	(267,295.98)	101.65-%
COGS - Gifts	(15,627.51)	0.00%	(13,025.87)	0.00%	(2,601.64)	19.97-%
COGS - Sundries	(925.13)	0.00%	(885.17)	0.00%	(39.96)	4.51-%
Total Cost of Goods Sold	(2,759,363.96)	0.00%	(2,403,037.60)	0.00%	(356,326.36)	14.83-%
Gross Profit	1,094,591.75	0.00%	1,030,196.10	0.00%	64,395.65	6.25%
Salaries & Benefits						
Salaries - Administrative	25,925.00	0.00%	23,729.96	0.00%	2,195.04	9.25%
Salaries - Supervisor	75,707.34	0.00%	77,955.44	0.00%	(2,248.10)	2.88-%
Salaries - Classified	160,908.90	0.00%	159,285.44	0.00%	1,623.46	1.02%
Salaries - Students	88,947.63	0.00%	73,424.62	0.00%	15,523.01	21.14%
Salaries - Shrt Term Hourly	3,161.44	0.00%	1,252.60	0.00%	1,908.84	152.39%
Accrued Vacation Exp-Supervisor	930.40	0.00%	-	0.00%	930.40	100.00%
Accrued Vacation Exp-Classified	-	0.00%	-	0.00%	-	0.00%
Benefits - All Stores	94,159.62	0.00%	94,422.52	0.00%	(262.90)	.28-%
Total Salary & Benefits	449,740.33	0.00%	430,070.58	0.00%	19,669.75	4.57%
Other Inventory Expenses						
Freight In	112,044.76	0.00%	102,657.79	0.00%	9,386.97	9.14%
Service Fees Expense	120.00	0.00%	769.60	0.00%	(649.60)	84.41-%
CRV Tax Paid	1,198.69	0.00%	959.60	0.00%	239.09	24.92%
Buyback Expense	5,906.00	0.00%	5,011.25	0.00%	894.75	17.85%
Invoice Balancing Over/Short	(10.21)	0.00%	(144.76)	0.00%	134.55	92.95%
Restocking Fees	720.19	0.00%	23.29	0.00%	696.90	999.99%
Imprint Fees	-	0.00%	-	0.00%	-	0.00%
Shrinkage Expense	38,534.33	0.00%	34,357.01	0.00%	4,177.32	12.16%
Total Other Inventory Expenses	158,513.76	0.00%	143,633.78	0.00%	14,879.98	10.36%
Other Service Expenses						
Computer System Support - Software	-	0.00%	11,433.95	0.00%	(11,433.95)	100.00-%
Computer System Support - Hardware	-	0.00%	-	0.00%	-	0.00%
Training Fees	-	0.00%	-	0.00%	-	0.00%
Contract Personnel	7,560.00	0.00%	6,346.40	0.00%	1,213.60	19.12%
Armored Car Service	2,461.20	0.00%	2,783.73	0.00%	(322.53)	11.59-%
Security System Service	1,083.47	0.00%	-	0.00%	1,083.47	100.00%
Total Other Service Expenses	11,104.67	0.00%	20,564.08	0.00%	(9,459.41)	46.00-%

Travel & Mileage Expenses						
Conference Expense	97.78	0.00%	4,839.68	0.00%	(4,741.90)	97.98-%
Conference Fees Out of State	-	0.00%	-	0.00%	-	0.00%
Travel Expenses	-	0.00%	-	0.00%	-	0.00%
Mileage	324.75	0.00%	243.17	0.00%	81.58	33.55%
Total Travel & Mileage Expenses	422.53	0.00%	5,082.85	0.00%	(4,660.32)	91.69-%
Dues & Membership Expenses						
Dues & Membership	2,900.00	0.00%	2,900.00	0.00%	-	0.00%
Total Dues & Membership	2,900.00	0.00%	2,900.00	0.00%	-	0.00%
Insurance Expense						
Insurance Expense	3,630.00	0.00%	1,650.00	0.00%	1,980.00	120.00%
Total Insurance Expense	3,630.00	0.00%	1,650.00	0.00%	1,980.00	120.00%
Utilities						
Utilities - Gas	3,690.00	0.00%	3,359.01	0.00%	330.99	9.85%
Utilities - Electric	3,960.00	0.00%	3,600.00	0.00%	360.00	10.00%
Utilities - Water	900.00	0.00%	450.00	0.00%	450.00	100.00%
Utilities - Phone	235.79	0.00%	161.83	0.00%	73.96	45.70%
Utilities - Garbage	1,499.21	0.00%	1,449.99	0.00%	49.22	3.39%
Total Utilities	10,285.00	0.00%	9,020.83	0.00%	1,264.17	14.01%
Equipment Maintenance & Rental						
Equipment - Non Inventory	1,425.15	0.00%	1,633.12	0.00%	(207.97)	12.73-%
Repairs & Maint Contract Equip	326.69	0.00%	405.00	0.00%	(78.31)	19.34-%
Contract Misc Services	2,931.95	0.00%	3,623.71	0.00%	(691.76)	19.09-%
Total Equipment Maintenance & Rental	4,683.79	0.00%	5,661.83	0.00%	(978.04)	17.27-%
Legal, Audit & Bad Debt Expense						
Audits	2,500.00	0.00%	-	0.00%	2,500.00	100.00%
Bad Debt - Customer	-	0.00%	(3,064.01)	0.00%	3,064.01	100.00%
Bad Debt - Vendor	-	0.00%	-	0.00%	-	0.00%
Total Legal, Audit & Bad Debt Expense	2,500.00	0.00%	(3,064.01)	0.00%	5,564.01	181.59%
Other Operating Expenses						
Depreciation	23,585.88	0.00%	23,585.88	0.00%	-	0.00%
Fixed Asset Disposal	-	0.00%	-	0.00%	-	0.00%
Postage	-	0.00%	-	0.00%	-	0.00%
Store & Office Use Supplies	13,131.50	0.00%	9,293.94	0.00%	3,837.56	41.29%
Advertising	429.09	0.00%	-	0.00%	429.09	100.00%
Credit Card Commissions	46,969.10	0.00%	1,922.52	0.00%	45,046.58	999.99%
Bank Charges - Returned Checks	-	0.00%	-	0.00%	-	0.00%
Bank Charges - Other	2,712.81	0.00%	1,345.12	0.00%	1,367.69	101.68%
Miscellaneous Expenses	355.03	0.00%	395.09	0.00%	(40.06)	10.14-%
Other Operating Expenses	-	0.00%	(11,301.99)	0.00%	11,301.99	100.00%
Total Other Operating Expenses	87,183.41	0.00%	25,240.56	0.00%	61,942.85	245.41%
Total Operating Expenses	730,963.49	0.00%	640,760.50	0.00%	90,202.99	14.08%
Interest Income	38,043.20	0.00%	40,400.00	0.00%	(2,356.80)	5.83-%
Commission Income	27,447.06	0.00%	13,225.11	0.00%	14,221.95	107.54%
Miscellaneous Income	(3,467.63)	0.00%	4,485.61	0.00%	(7,953.24)	177.31-%
Catalog Income	254.00	0.00%	636.00	0.00%	(382.00)	60.06-%
Shipping & Postage Income	8,262.43	0.00%	6,023.34	0.00%	2,239.09	37.17%
Stamp Income	126.04	0.00%	51.87	0.00%	74.17	142.99%
Ticket Sales Income	-	0.00%	-	0.00%	-	0.00%
LTO Interest Income	2,256.91	0.00%	1,707.89	0.00%	549.02	32.15%
Calif Recycle Fee Collected	-	0.00%	-	0.00%	-	0.00%

NG Check Fee Collected	205.00	0.00%	127.00	0.00%	78.00	61.42%
NG Check Collection	1,006.10	0.00%	-	0.00%	1,006.10	100.00%
Late Rental Return Fee	6,220.52	0.00%	5,698.21	0.00%	522.31	9.17%
Photocopy Fee	59.98	0.00%	69.48	0.00%	(9.50)	13.67-%
Textbook Re-wrap Fee	163.00	0.00%	270.30	0.00%	(107.30)	39.70-%
Return Restocking Fee	102.46	0.00%	299.06	0.00%	(196.60)	65.74-%
VA Handling Fee	92.73	0.00%	112.82	0.00%	(20.09)	17.81-%
Textbook Rental Fee	47,800.57	0.00%	28,917.68	0.00%	18,882.89	65.30%
First Five Rental Fee	23,004.93	0.00%	22,814.25	0.00%	190.68	0.84%
Supplies Rental Fee (Funded)	-	0.00%	-	0.00%	-	0.00%
Supplies Rental Fee (Store)	360.00	0.00%	150.00	0.00%	210.00	140.00%
Computer Rental Fee	-	0.00%	-	0.00%	-	0.00%
Grad Announcement Fee	-	0.00%	-	0.00%	-	0.00%
Notary Fee	-	0.00%	30.00	0.00%	(30.00)	100.00-%
Grad Rental Income	-	0.00%	-	0.00%	-	0.00%
Closeout Books	345.84	0.00%	0.40	0.00%	345.44	999.99%
Fax Fee Income	44.80	0.00%	23.50	0.00%	21.30	90.64%
Consignment Sales	-	0.00%	-	0.00%	-	0.00%
Vendor Discounts	684.34	0.00%	1,519.67	0.00%	(835.33)	54.97-%
Total Other Income	153,012.28	0.00%	126,562.19	0.00%	26,450.09	20.90%
Net Operation Profit (Loss)	516,640.54	0.00%	515,997.79	0.00%	642.75	0.12%
Non Operational Income/Expenses						
Non Operational Income						
In-Kind Donation Received	-	0.00%	-	0.00%	-	0.00%
Non Operational Expenses						
Salaries - District Admin	18,996.64	0.00%	15,444.32	0.00%	3,552.32	23.00%
Salaries - Dist Supervisor	2,252.46	0.00%	-	0.00%	2,252.46	100.00%
Salaries - Dist Students	-	0.00%	-	0.00%	-	0.00%
Benefits - All Dist Staff	5,574.81	0.00%	4,309.76	0.00%	1,265.05	29.35%
Rent Expense	16,890.00	0.00%	16,890.00	0.00%	-	0.00%
Donations	649.61	0.00%	4,687.64	0.00%	(4,038.03)	86.14-%
Depreciation Expense - Rental Text	-	0.00%	-	0.00%	-	0.00%
	44,363.52	0.00%	41,331.72	0.00%	3,031.80	7.34%
Net Income	472,277.02	0.00%	474,666.07	0.00%	(2,389.05)	.50-%

	Sep 30, 08	Sep 30, 07	\$ Change	% Change
ASSETS				
Current Assets				
Checking/Savings				
1100 · CASH				
1112 · CASH IN COUNTY - FMV				
1112.10 · CASH IN COUNTY - POOL II	201,416.16	441,433.55	-240,017.39	-54.37%
1112.11 · CASH IN COUNTY - LAIF	32,824.16	31,187.38	1,636.78	5.25%
1112.21 · MARK TO MARKET ADJ	-2,273.86	-2,928.97	655.11	-22.37%
Total 1112 · CASH IN COUNTY - FMV	<u>231,966.46</u>	<u>469,691.96</u>	<u>-237,725.50</u>	<u>-50.61%</u>
Total 1100 · CASH	<u>231,966.46</u>	<u>469,691.96</u>	<u>-237,725.50</u>	<u>-50.61%</u>
Total Checking/Savings	231,966.46	469,691.96	-237,725.50	-50.61%
Accounts Receivable				
1200 · ACCOUNTS RECEIVABLE				
1211 · MISC RECEIVABLE	18,081.90	30,677.46	-12,595.56	-41.06%
Total 1200 · ACCOUNTS RECEIVABLE	<u>18,081.90</u>	<u>30,677.46</u>	<u>-12,595.56</u>	<u>-41.06%</u>
Total Accounts Receivable	<u>18,081.90</u>	<u>30,677.46</u>	<u>-12,595.56</u>	<u>-41.06%</u>
Total Current Assets	250,048.36	500,369.42	-250,321.06	-50.03%
Fixed Assets				
1400 · FURNITURE, EQUIPMENT & FIXTURES				
1410 · FURN., FIXTURE & EQUIP	363,437.99	607,379.82	-243,941.83	-40.16%
1415 · ACCUMULATED DEPRECIATION	-172,842.07	-308,759.22	135,917.15	-44.02%
Total 1400 · FURNITURE, EQUIPMENT & FIXTURES	<u>190,595.92</u>	<u>298,620.60</u>	<u>-108,024.68</u>	<u>-36.18%</u>
Total Fixed Assets	<u>190,595.92</u>	<u>298,620.60</u>	<u>-108,024.68</u>	<u>-36.18%</u>
TOTAL ASSETS	<u>440,644.28</u>	<u>798,990.02</u>	<u>-358,345.74</u>	<u>-44.85%</u>
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
2116 · SMCCCD PAYABLE	37,416.97	145,165.54	-107,748.57	-74.23%
2126 · MISC PAYABLE	7,816.85	8,230.34	-413.49	-5.02%
Total Accounts Payable	<u>45,233.82</u>	<u>153,395.88</u>	<u>-108,162.06</u>	<u>-70.51%</u>
Total Current Liabilities	<u>45,233.82</u>	<u>153,395.88</u>	<u>-108,162.06</u>	<u>-70.51%</u>
Total Liabilities	45,233.82	153,395.88	-108,162.06	-70.51%
Equity				
3900 · Retained Earnings	408,067.49	629,373.84	-221,306.35	-35.16%
Net Income	-12,657.03	16,220.30	-28,877.33	-178.03%
Total Equity	<u>395,410.46</u>	<u>645,594.14</u>	<u>-250,183.68</u>	<u>-38.75%</u>
TOTAL LIABILITIES & EQUITY	<u>440,644.28</u>	<u>798,990.02</u>	<u>-358,345.74</u>	<u>-44.85%</u>

	Jul - Sep 08	Jul - Sep 07	\$ Change	% Change
Income				
5100 · VENDING INCOME	16,991.38	15,559.34	1,432.04	9.2%
5200 · FOOD SERVICE INCOME	22,990.91	38,601.28	-15,610.37	-40.44%
5310 · INTEREST INCOME	3,418.74	2,600.00	818.74	31.49%
5400 · MISC INCOME	250.05	0.00	250.05	100.0%
Total Income	43,651.08	56,760.62	-13,109.54	-23.1%
Expense				
5500 · COLLEGE SUPPORT	15,175.00	15,559.34	-384.34	-2.47%
6000 · SALARIES	5,979.67	5,013.44	966.23	19.27%
6210 · BENEFITS	1,400.45	1,167.54	232.91	19.95%
6700 · CONTRACTED SERVICES	15,521.81	5,800.00	9,721.81	167.62%
6800 · DEPRECIATION EXPENSE	7,500.00	13,000.00	-5,500.00	-42.31%
6851 · LOSS ON INVESTMENTS	18,360.81	0.00	18,360.81	100.0%
6856 · DISPOSAL OF FIXED ASSETS	-7,629.63	0.00	-7,629.63	-100.0%
Total Expense	56,308.11	40,540.32	15,767.79	38.89%
Net Income	-12,657.03	16,220.30	-28,877.33	-178.03%

	Jul - Sep 08	Jul - Sep 07	\$ Change	% Change
Income				
5100 · VENDING INCOME				
5100.6 · VENDING INCOME - ACTION VENDING				
5100.60 · VENDING INC CLEARING - ACTION	0.00	2,230.34	-2,230.34	-100.0%
5100.61 · VENDING INCOME - ACTION - FOOD	6,729.72	2,739.17	3,990.55	145.69%
5100.62 · VENDING INCOME - ACTION - BEV	40.00	126.12	-86.12	-68.28%
Total 5100.6 · VENDING INCOME - ACTION VENDING	6,769.72	5,095.63	1,674.09	32.85%
5100.7 · VENDING INCOME - PEPSI				
5100.70 · VENDING COMM CLEARING - PEPSI	137.41	6,000.00	-5,862.59	-97.71%
5100.72 · SKY - VENDING INC - PEPSI - BEV	1,368.15	819.19	548.96	67.01%
5100.73 · CAN - VENDING INC - PEPSI - BEV	2,819.73	880.39	1,939.34	220.28%
5100.74 · CSM - VENDING INC - PEPSI - BEV	5,896.37	2,764.13	3,132.24	113.32%
Total 5100.7 · VENDING INCOME - PEPSI	10,221.66	10,463.71	-242.05	-2.31%
Total 5100 · VENDING INCOME	16,991.38	15,559.34	1,432.04	9.2%
5200 · FOOD SERVICE INCOME				
5205 · FOOD SERVICE - KJ'S CAFE				
5205.2 · FOOD SERVICE - EL CAPITAN - SKY	4,275.40	1,823.80	2,451.60	134.42%
5205.4 · FOOD SERVICE - DRIP COFFEE CSM	4,105.76	1,650.22	2,455.54	148.8%
Total 5205 · FOOD SERVICE - KJ'S CAFE	8,381.16	3,474.02	4,907.14	141.25%
5206 · FOOD SERVICE - PACIFIC DINING				
5206.2 · Pacific Dining - Skyline	6,449.11	4,949.30	1,499.81	30.3%
5206.3 · Pacific Dining - Canada	2,989.50	4,401.63	-1,412.13	-32.08%
5206.4 · Pacific Dining - CSM	2,820.41	2,636.26	184.15	6.99%
5206.4K · Pacific Dining - CSM Kiosk	2,350.73	1,017.04	1,333.69	131.13%
5206 · FOOD SERVICE - PACIFIC DINING - Other	0.00	22,123.03	-22,123.03	-100.0%
Total 5206 · FOOD SERVICE - PACIFIC DINING	14,609.75	35,127.26	-20,517.51	-58.41%
Total 5200 · FOOD SERVICE INCOME	22,990.91	38,601.28	-15,610.37	-40.44%
5310 · INTEREST INCOME	3,418.74	2,600.00	818.74	31.49%
5400 · MISC INCOME	250.05	0.00	250.05	100.0%
Total Income	43,651.08	56,760.62	-13,109.54	-23.1%
Expense				
5500 · COLLEGE SUPPORT				
5500.11 · COLLEGE SUPPORT - ACTION	0.00	2,230.34	-2,230.34	-100.0%
5500.12 · COLLEGE SUPPORT - SKY - ACTION	2,374.61	906.13	1,468.48	162.06%
5500.13 · COLLEGE SUPPORT - CAN - ACTION	1,018.79	443.67	575.12	129.63%
5500.14 · COLLEGE SUPPORT - CSM - ACTION	3,376.32	1,515.49	1,860.83	122.79%
5500.21 · COLLEGE SUPPORT - PEPSI	0.00	6,000.00	-6,000.00	-100.0%
5500.22 · COLLEGE SUPPORT - SKY - PEPSI	795.28	819.19	-23.91	-2.92%
5500.23 · COLLEGE SUPPORT - CAN - PEPSI	2,399.89	880.39	1,519.50	172.59%
5500.24 · COLLEGE SUPPORT - CSM - PEPSI	4,168.31	2,764.13	1,404.18	50.8%
5500.44 · COLLEGE SUPPORT - CSM - KJ'S	1,041.80	0.00	1,041.80	100.0%
Total 5500 · COLLEGE SUPPORT	15,175.00	15,559.34	-384.34	-2.47%
6000 · SALARIES				
6110 · REGULAR SALARIES				
6111 · MANAGEMENT SALARY	4,574.99	4,187.64	387.35	9.25%
6115 · CLERICAL O/T SALARIES	1,404.68	825.80	578.88	70.1%
Total 6110 · REGULAR SALARIES	5,979.67	5,013.44	966.23	19.27%
Total 6000 · SALARIES	5,979.67	5,013.44	966.23	19.27%
6210 · BENEFITS				
6210.5 · MANDATED				
6212 · OASDI Classified NON PC	1,400.45	1,167.54	232.91	19.95%
Total 6210.5 · MANDATED	1,400.45	1,167.54	232.91	19.95%
Total 6210 · BENEFITS	1,400.45	1,167.54	232.91	19.95%
6700 · CONTRACTED SERVICES				
6710 · SERVICE CONTRACT & REPAIRS				
6711 · SERVICE CONTRACT				
6711.2 · SKYLINE SERVICE CONTRACT	683.79	0.00	683.79	100.0%
6711.3 · CANADA SERVICE CONTRACT	630.00	0.00	630.00	100.0%
6711.4 · CSM SERVICE CONTRACT	64.78	0.00	64.78	100.0%
Total 6711 · SERVICE CONTRACT	1,378.57	0.00	1,378.57	100.0%

6712 · REPAIR AND MAINTENANCE

6712.2 · SKYLINE REPAIR & MAINTENANCE	650.00	0.00	650.00	100.0%
6712.4 · CSM REPAIR & MAINTENANCE	978.18	0.00	978.18	100.0%
Total 6712 · REPAIR AND MAINTENANCE	1,628.18	0.00	1,628.18	100.0%
6714 · UTILITY				
6714.2 · UTILITY-SKYLINE	1,800.00	1,700.00	100.00	5.88%
6714.3 · UTILITY-CANADA	2,000.00	1,900.00	100.00	5.26%
6714.4 · UTILITY-CSM	2,400.00	2,200.00	200.00	9.09%
Total 6714 · UTILITY	6,200.00	5,800.00	400.00	6.9%
Total 6710 · SERVICE CONTRACT & REPAIRS	9,206.75	5,800.00	3,406.75	58.74%
6750 · OTHER CONTRACT SERVICES				
6751 · CONTRACTED MISC. SERVICE	3,250.00	0.00	3,250.00	100.0%
6750 · OTHER CONTRACT SERVICES - Other	812.50	0.00	812.50	100.0%
Total 6750 · OTHER CONTRACT SERVICES	4,062.50	0.00	4,062.50	100.0%
6760 · EQUIP. & FACILITY REFURBISHMENT				
6761 · EQUIPMENT REFURBISHMENT				
6761.2 · EQUIP. REFURBISHMENT-SKYLINE	611.11	0.00	611.11	100.0%
6761.3 · EQUIP. REFURBISHMENT-CANADA	1,559.45	0.00	1,559.45	100.0%
Total 6761 · EQUIPMENT REFURBISHMENT	2,170.56	0.00	2,170.56	100.0%
6763 · SUPPLIES REFURBISHMENT				
6763.2 · SUPPLIES REFURBISHMENT-SKYLINE	62.00	0.00	62.00	100.0%
6763.4 · SUPPLIES REFURBISHMENT-CSM	20.00	0.00	20.00	100.0%
Total 6763 · SUPPLIES REFURBISHMENT	82.00	0.00	82.00	100.0%
Total 6760 · EQUIP. & FACILITY REFURBISHMENT	2,252.56	0.00	2,252.56	100.0%
Total 6700 · CONTRACTED SERVICES	15,521.81	5,800.00	9,721.81	167.62%
6800 · DEPRECIATION EXPENSE				
6801 · DEPRECIATION EXPENSE	7,500.00	13,000.00	-5,500.00	-42.31%
Total 6800 · DEPRECIATION EXPENSE	7,500.00	13,000.00	-5,500.00	-42.31%
6851 · LOSS ON INVESTMENTS	18,360.81	0.00	18,360.81	100.0%
6856 · DISPOSAL OF FIXED ASSETS	-7,629.63	0.00	-7,629.63	-100.0%
Total Expense	56,308.11	40,540.32	15,767.79	38.89%
Net Income	-12,657.03	16,220.30	-28,877.33	-178.03%

Minutes
San Mateo County Community College District Financing Corporation
December 12, 2007

The meeting was called to order at 9:44 p.m.

Present: President Hausman, Vice President Galatolo, Secretary Holober, and Treasurer Keller

Naming of Officers for 2008

The following new officers for 2008 were named:

President – Richard Holober

Vice President – Ron Galatolo

Secretary – Karen Schwarz

Treasurer – Jim Keller

It was moved by Trustee Mandelkern and seconded by Trustee Hausman to approve the new officers. The motion carried, all members voting “Aye.”

Approval of Minutes of December 18, 2006 meeting

It was moved by Corporation Secretary Schwarz and seconded by Trustee Hausman to approve the minutes as presented. The motion carried, all members voting “Aye.”

Adjournment

It was moved by Trustee Hausman and seconded by Trustee Mandelkern to adjourn the meeting. The motion carried, all members voting “Aye.”