

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES ANNUAL RETREAT
February 7, 2009, 9:00 a.m.
Cañada College Library-Building 9
4200 Farm Hill Blvd.
Redwood City, 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 should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are tape recorded; tapes are kept for one month.*

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

9:00 a.m. ROLL CALL

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

INFORMATION REPORTS

- | | |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09-2-1C | <u>Report on Capital Improvement Program</u> |
| 09-2-2C | <u>2008-09 Budget Update and 2009-10 Budget Assumptions</u> |
| 09-2-3C | <u>Presidents' Presentations – Skyline President Victoria Morrow, College of San Mateo President Michael Claire and Cañada College President Tom Mohr</u> |
| 09-2-4C | <u>Board Goals – Review Progress on 2008 Goals and Discuss 2009 Goals; Include Discussion of Study Session Agenda Items for 2009 if Time Permits</u> |

ADJOURNMENT

San Mateo County Community College District

February 7, 2009

BOARD REPORT NO. 09-2-1C

REPORT ON CAPITAL IMPROVEMENT PROGRAM

There is no printed report for this agenda item.

San Mateo County Community College District

February 7, 2009

BOARD REPORT NO. 09-2-2C

2008-09 BUDGET UPDATE AND 2009-10 BUDGET ASSUMPTIONS

There is no printed report for this agenda item.

San Mateo County Community College District

February 7, 2009

BOARD REPORT NO. 09-2-3C

**PRESIDENTS' PRESENTATIONS – SKYLINE PRESIDENT VICTORIA MORROW,
COLLEGE OF SAN MATEO PRESIDENT MICHAEL CLAIRE AND CAÑADA COLLEGE
PRESIDENT TOM MOHR**

There is no printed report for this agenda item.

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FINAL REPORT ON 2008 GOALS
FEBRUARY, 2009**

THE FINAL PROGRESS REPORT IS PROVIDED IN RED BELOW; THE BLACK ITALICIZED COMMENTS ARE FROM LAST SUMMER.

Integration of Planning, Budget and Resource Allocation: 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 incorporates and builds upon five elements: the College 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 Vice Chancellor for Educational Services and Planning has taken responsibility for developing an organizational infrastructure that will produce the integrated strategic planning system for the District.

Specific goals for 2008 include:

Education and Planning Goals

1. Immediately address recommendations of the Accreditation Commission for Cañada College and College of San Mateo; present a progress report to the Board in May 2008; and prepare final response for submittal in late August/early September 2008.

A comprehensive review of this goal was presented to the Board at a September 2008 Study Session. The response was sent in October; we have received responses which will be discussed at the Annual Retreat.

The Colleges and District are on track to present a comprehensive response to the Accreditation Commission by mid-October. The Colleges have engaged consultants and spent an enormous amount of time developing, refining and polishing the College Educational Master Plans. Frequent progress updates have been presented to the Board of Trustees.

Cañada College held two special SLOAC Days in March with a follow up in August where faculty came together in departments to develop SLOs and assessments for a significant number of courses and, in some cases, SLOs for departments. Faculty implemented the assessments in the Spring semester and will evaluate the results in the Fall semester. A SLO Steering Committee was formed to coordinate the efforts around SLOs and assessments. Cañada College is also working on developing a comprehensive staffing plan for the College that will address the recommendation in Student Services and will also be a planning document for the College as a whole.

College of San Mateo has formed a number of accreditation work groups to address ACCJC recommendations over the summer. One group, specifically addressing SLO/Assessment, planned two flex-day activities for August. One activity is designed to help faculty assess SLOs by providing them with tools. The second activity is designed to help departments develop SLO/Assessment planning calendars so that the assessment cycle is completed in a timely manner. The second work group is rewriting Program Review to address specific concerns and recommendations made by ACCJC. Specifically, Program Review will contain more student data such as success, retention, and persistence rates. Assessment will also be built into the process and Program Review will contain quantitative data as well as qualitative data.

District staff has addressed the four recommendations related to the District and these responses will be integrated into the College Follow Up reports. The Board has approved a policy regarding the evaluation of College Presidents and a policy establishing a two-year review cycle for District Rules and Regulations chapters. The Department of Human Resources and Employee Relations will engage in contract negotiations regarding the evaluation of faculty with respect to effectiveness in producing student learning outcomes. The VC-ESP has scheduled a meeting with District staff and College accreditation representatives to discuss a process for evaluating the Delineation of Functions Matrix and communicating the findings. The outcome of the meeting will be a

plan of action with timelines and process specified. A study session has been scheduled for September 10 for the Colleges and the District to update the Board on progress made.

2. The Strategic Planning process was discussed by the Board in April 2007. The 2008 goal is to complete the District's Strategic Plan in the Spring and begin implementation in the Fall, with careful attention to integration of this plan with current College planning efforts, in order to assure concurrence with a Districtwide vision.

Goal accomplished. The District Strategic Plan was presented to and adopted by the Board in December 2008. The plan is being formatted for final publication and will be placed on the District's website.

The development of the Strategic Plan is proceeding well. The first round of internal review and revision started in May 2008. A second round will occur in Fall 2008. The first round of review with external entities began in summer 2008. The Strategic Plan will be brought to the Board for approval in November 2008.

3. Analyze the results of the community needs assessment and the survey of high school students. Using these results, the Colleges will undertake an analysis of current course and program offerings and modify these offerings and delivery methods as deemed appropriate.

Goal accomplished. Both surveys have been completed and formally released to the college community. The Vice Chancellor's office has developed a summary of each and an overview of the findings was presented to all faculty and staff by the Chancellor on Opening Day. The Colleges are studying the data and modifying their individual course and program offerings in response to the results.

The Survey of San Mateo County Public High School Juniors and Seniors was successfully completed in July 2008. The purpose of the survey was to examine the future plans of the County's high school students, including their interest in concurrent enrollment and distance education offerings of the three Colleges. In addition, they were asked to indicate the college courses they would like to take and factors that would influence their college choice. The Office of Vice Chancellor of Educational Services and Planning (VC-ESP) is currently analyzing the data and writing the report. The County Residents Educational Needs Survey was also completed through the help of a consulting firm. The purpose of the survey was to identify the educational needs of the residents in the County who plan to take a college class in the next three (3) years. Both surveys will be presented to management and faculty in Fall 2008 in order for the findings to be used for program planning.

4. Continue efforts to improve high school to college transition and success (e.g., CalPASS, Summer Bridge Academy, Jump Start, Hermanos, concurrent enrollment, etc.) and expand the number of concurrent enrollment classes on high school campuses. The District and the Colleges will develop a comprehensive plan for concurrent enrollment with clearly defined targets and measurable performance outcomes.

Goal Accomplished.

CalPASS: After intensive follow-up efforts by the district and college personnel, five of the six public high school districts in San Mateo County have signed MOUs and are poised to start sharing data by March this year. The district and colleges have plans to review and analyze the data together with high schools in order to further enhance curriculum dialogs between the systems and improve student preparedness for college.

College Efforts:

Canada College's Counseling Division works closely with other departments in the College and with high schools in the area to reach out to high school students in these ways:

- Priority Enrollment Program (PEP) sessions for senior high school students to ease their transition to college by providing matriculation steps in one day, and assist them to registering for their classes after the counseling session;
- a Midnight Madness enrollment period aimed at reaching high school seniors and other students;

- working with the Sequoia High School District on SAFE program to provide intervention, career and educational training to at-risk-students as an after school program;
- collaborating with Basic Skills and the STEM and MSEIP grants to establish Summer Bridge programs;
- bringing high school students to the campus to administer the ESL placement test to concurrent high school students who need additional instruction to improve English Skills.

The Division also plans, coordinates and hosts College Night, a college fair for high students to provide transfer information, and Counselors attend College Nights hosted by high schools; Counseling also offers a High School Counselor Conference. Additionally, the Counseling Division has partnered with the TRiO Student Support Services and Upward Bound programs, and the new STEM grant so incoming high school students build a sense of community and succeed in their educational and career goals. Counselors participate in the First Year Experience and Crossing Borders learning communities as faculty members providing instruction in study skills and career exploration. The Division also enhanced its concurrent high school web page by adding a page for College Night and high school priority enrollment program (PEP).

College of San Mateo has a long-standing history of extensive outreach to feeder high schools. These outreach efforts are coordinated by a full time counselor dedicated to high school relations and a Program Services Coordinator for high school outreach, assisting concurrent enrollment students with the concurrent enrollment application and registration process. New/expanded activities designed to strength the transition of high school students to college include the following:

Student Ambassador Program - As a result of financial support from a Trustee's and President's Innovation grant, this program will be expanded and allow more student ambassadors to be hired. This will enable CSM to have a student ambassador assigned to each of our feeder high schools. **Welcome Day** – This was a new activity held prior to the start of the Fall, 2008 semester. The event was jointly sponsored by Student Services and Instruction and was designed to help orient new students enrolling at CSM in the Fall semester. New, matriculating students were invited to CSM for a full day of activities, including campus tours led by staff and students, visits to classrooms for demonstrations, meetings with faculty, counselors, financial aid staff, and other student services personnel, a student panel, lunch, live music and a drawing for prizes. Over 200 students and a number of parents participated in the event.

Connect to College - . This annual event, held each April, provides an opportunity for graduating seniors to meet faculty, staff and administrators and learn about CSM's programs and services. All student services personnel participate in this annual event.

Cash For College - These workshops, which are open to all prospective students, generally draw a large number of high school students and their parents. Information about the financial aid opportunities available to students is provided, as well as assistance with the financial aid application

Orientation Sessions for Concurrent Students – This was a new initiative, launched in the Spring, 2009 semester, designed to provide concurrent enrollment students and their parents with additional information about concurrent enrollment. The session included information about the benefits of concurrent enrollment, tips for success as a college student, FERPA regulations, and an overview of support services.

Review Sessions Prior to Taking Placement Tests – CSM's Assessment Coordinator, in conjunction with Math faculty, will offer review sessions for students to assist them in preparing for the placement tests in English and Math. This will help ensure that students understand the importance of the placement tests in relation to course placement, receive information about the types of test questions that are included on the tests, and be provided with opportunities for test preparation and test taking strategies. These sessions are scheduled for April, 2009.

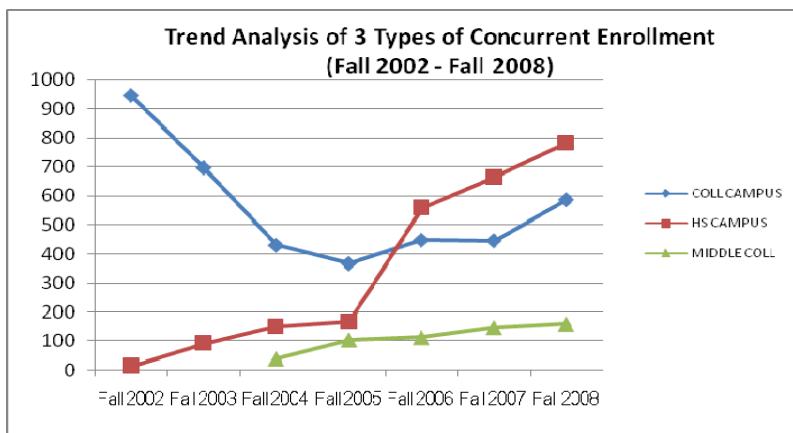
Skyline College continues to offer the College Success Initiative/Basic Skills Plan which incorporates effective programs and practices identified through the First Year Experience and Basic Skills self-study. The College also converted an existing position to an Outreach Coordinator and

has reassigned a full time Counselor to focus on outreach. Skyline College has begun hosting “high school days” with a special day designated for each high school, including tours, classroom visits, student panel, and lunch.

The College has expanded the Kababayan program (learning community from the Filipino American perspective); and is offering additional counseling courses at Oceana, Westmoor, El Camino, South SF and Thornton Continuing High School. The ASTEP Learning Community has also expanded its outreach efforts to high school students via visits by the ASTEP counselor.

The Hermanos program has been expanded to an additional high school, doubling the number of Latino males involved in the program. In addition, the program has been expanded to serve Latina students at South San Francisco High School. The College continues offering its successful Jump Start program and also conducted its first student and parent Welcome Day in the Fall of 2008 serving more than 300 people. Skyline College is also developing a summer multi-cultural bridge program for the summer of 2009 that is expected to facilitate student transition from high school to college by linking instruction with student services, enhanced with multi-cultural activities and culminating with the college’s Welcome Day.

Concurrent Enrollment: The growth in concurrent enrollment is an ongoing, continuing effort. It is also subject to the restrictions of specific state laws and it involves many partners: high school districts, student parents, and neighboring college districts which compete for high school students with us. In spite of this, our colleges have made solid progress. In terms of student headcounts, compared to Fall 2007, concurrent enrollment students grew by 21.6% districtwide (from 1259 in Fall 2007 to 1,531 to Fall 2008). (See chart.) The number of concurrent enrollment students enrolled in high school campuses grew by 17.9%; enrolled in courses offered on college campuses grew by 31.7%; and Middle College students grew by 8.1%.



The District and the three colleges have enhanced existing efforts and initiated new ones to further strengthen partnerships with high school districts, to increase parent awareness, to streamline processes, and to adapt to new challenges. The District is also investigating potential partnerships with external providers that can assist us in delivering online curriculum to concurrently enrolled students. Finally, efforts are underway to comprehensively examine existing efforts for the purpose of developing an integrated and collaborative College Connection work plan.

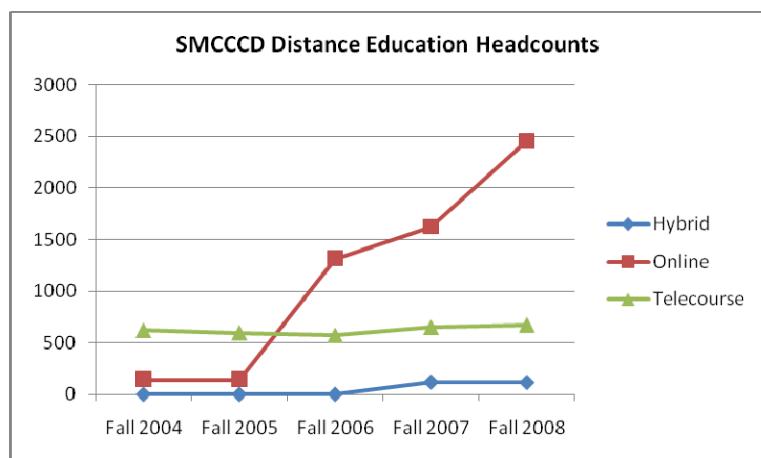
The three Presidents met with the VC-ESP in April to begin initial conversations on the development of a comprehensive plan for concurrent enrollment for our District Colleges. The general consensus was to build upon our existing successful work and to frame it in the context of building partnerships and bridges with high schools and removing barriers to enrollment, such as complicated application processes, scheduling and course selections.

The Colleges are continuing their successful work in offering college courses to high school students. In addition, the Colleges are designing and/or enhancing various specific initiatives, such as the Hermanos and Kababayan programs at Skyline, the Summer Bridge program at Cañada and the career offerings provided by CSM at Hillsdale High School. Skyline College is planning to offer the District's third Middle College. The District and the Colleges worked closely with high school districts in summer 2008 to complete the Cal-PASS agreements so that the data can be shared across systems in order to improve curriculum, faculty to faculty dialog and student success.

A San Mateo County Education Summit is scheduled for January 2009, which will bring representatives from all segments together to develop a vision, identify common objectives and issues, and foster greater collaboration in order to expand concurrent enrollment. The Summit will feature visiting practitioners who have been successful in bridging pre-K through 16 transitions and in building partnerships. Former concurrent enrollment students will be invited to speak as well. The District is working closely with the County Office of Education to jointly design and promote the Summit. Following that, a draft comprehensive plan for concurrent enrollment will be developed in Spring 2009.

5. Upon completion and adoption of the District's distance education plan (scheduled for the Spring), the District will begin implementation of the plan with annual review of goals and targets established by the Colleges in response to the plan.

Goal accomplished. The colleges' ongoing efforts in distance education seemed to have been enhanced with the implementation of the District Distance Education Plan in 2008. There has been dramatic growth in online distance education headcounts. The online student headcounts, by far the largest distance education population, increased by 51.4%, more than reaching the annual goal of 20% per year established in the distance education plan. The telecourses student headcounts increased by a mere 3.5% and hybrid course student headcounts decreased by 3.4%.



The District's first Distance Education Strategic Plan is complete and was adopted by the Distance Education Advisory Committee (DEAC) in April 2008. Implementation is in progress. The three Colleges will develop College-based goals and action plans in order to reach the Districtwide goals. In addition, DEAC developed the report "Distance Education Status and Guidelines," which provides enrollment trends, student success data, best practices and guidelines for use by the Colleges. DEAC will continue functioning as a body for reviewing and recommending Districtwide policies and practices in distance education, monitoring and reporting enrollment and student success data.

6. Expand the Skilled Trades Prep program by offering the program at Peninsula High School as a concurrent enrollment opportunity no later than Fall 2008. Develop an articulation agreement with the San Mateo Adult School to foster the movement of students from the San Mateo Adult School program to the CSM program no later than May 2008. Develop and execute a marketing plan and related recruiting strategies for San Mateo County high schools immediately, with the goal of developing a thirty student cohort for Fall 2008 semester. Expand course offerings to include the CSM campus in the Fall 2008 semester.

Due to market conditions, this goal is not attainable.

The college met with representatives from the San Mateo Adult School and both parties have determined that CSM's program is a logical "next step" for students who complete the San Mateo Adult School program. However, there is no curriculum overlap between the two programs; thus, course to course articulation is not feasible. Furthermore, the San Mateo Adult School has experienced difficulty in attracting students to their program.

The college developed and executed a full-scale marketing program that included bi-lingual brochures, high school and community recruitment efforts, integration of Skilled Trades Prep as a featured program in the college's normal outreach and recruiting efforts, advertising in the college schedule of courses, local advertising, and outreach to high school counselors.

The college offered the program in the Fall 2008 semester. Unfortunately all sections were canceled due to low enrollment. The college is not offering any sections of the Skilled Trade Prep program this Spring due to budgetary constraints.

The curriculum is fully developed. A partnership was developed with Peninsula High School with the intent of offering the program at Peninsula beginning in Fall 2008. However, Peninsula High School requested that this program be delayed until the following academic year. A relationship with the San Mateo Adult School has also been established. The first course in the program was marketed and offered. However, enrollments were not large enough to enable the District to offer the class. The San Mateo Adult School reports the same problem with their program.

7. Complete the implementation of the automated degree audit system to improve student access to information and provide tools, in addition to counseling services, that will allow students to be informed of progress made on their chosen program and able to plan the next steps towards their final goal.

Goal Accomplished. This task will be completed in June 2009. Report attached.

This goal is actively being addressed by a committee comprising representation from all 3 colleges and the district office. A number of tasks are yet to be resolved, including:

- *The technical task of implementing a process for granting credit to students for Advanced Placement exams.*
- *The creation of a training and resource manual which will outline how transfer work from other institutions will be used at SMCCCD.*
- *The integration of degree audit components into WebSMART for student access.*

8. Complete the agreed-upon research agenda and further refine the structure of research support in order to assure that both District and College research goals are coordinated and adequately address the needs of the Board, faculty, staff and students.

Goal accomplished. Report attached.

Two new researchers joined the District in Fall 2008. Also in the Fall, the DRC reconvened under the leadership of Skyline President Vicki Morrow. The group established a District research agenda for the immediate term (6-12 months) and the longer term (1-2 years). The agenda includes about 15 projects and allows for ad hoc projects as they arise (report attached). Specific leadership responsibility and a time line were established for each project.

The District Research Council (DRC) completed a District Research and Planning agenda matrix, which helps both the District and Colleges establish research priorities and coordinate the use of resources. Their work has been instrumental in cultivating a culture of evidence within the District, assuring that relevant, current data are consistently used in decision making. The DRC has participated in various key Districtwide initiatives, including District Strategic Planning, Basic Skills Initiative Data

Definitions Project, monitoring and reporting on Accountability Reporting for Community Colleges (ARCC), and FTEs reporting, among others.

Two new researchers are joining the District in Fall 2008. When DRC reconvenes in Fall 2008, the committee will review District and College research needs, review the District Research Agenda, review the Committee charge and develop goals for the year. Skyline President Vicki Morrow will take over the responsibilities of chairing the future DRC meetings.

9. Implement the action plan which responds to board directives received at 2007 study sessions concerning counseling. The goal is to identify and implement strategies to ensure efficiency, consistency and relevance in student counseling.

Goal Accomplished. Summary reports of actions taken are attached.

The Colleges have adopted a variety of strategies to improve service to students in counseling. Currently, the Colleges and ITS are working on the following: implementing E-SARS online scheduling for counseling and placement testing; implementing electronic counseling; fully implementing electronic early alert for students with follow-up as students are identified; providing student success workshops for students on probation and subject to dismissal; working with ITS and SARS to develop an interface between SARS and Banner that would enable counselors to view student history at all three Colleges from any College; adopting computerized placement testing for English, Math, and ESL; reducing redundancy in testing and making testing more accessible; providing assessment and orientation at feeder high schools to ensure a smoother transition and current information; adding additional sections of college success classes. The deans of counseling are planning another retreat in October to continue Districtwide planning.

10. Work with the District Academic Senate to effect the remaining standardization of graduation requirements across the District.

All three Colleges now have a common residency requirement which is. Cañada and Skyline require that 50% of total units required for the major must be completed at the respective college, CSM requires only 12 units. Additionally, Cañada and CSM require 50% of total units required for a certificate be completed at the respective college, Skyline requires 12 units. Alignment should be completed by May '09.

The District Academic Senate leadership, along with the College Curriculum Committee Chairs, plans to address this goal in Fall 2008.

11. Develop an equivalence matrix of all courses offered at all three Colleges to be effective in Spring 2009 and included in the 2009-10 catalogs.

Goal accomplished. Report attached.

The matrix has been developed, reviewed and published for internal use. The District Curriculum Committee, one of the key users of this tool, reviewed the matrix and recommended wider dissemination to counselors. The matrix was developed based on the prototype shown to the Board in April 2008. It uses a variety of data sources and must be updated on an annual basis. The ITS department and the three colleges' instructional office staff contributed to the development and review of several versions of the matrix prior to the final publication.

A prototype of the matrix is being developed and will be presented for review and comment to the District Curriculum Committee in the Fall.

12. Continue work to ensure the ongoing viability of the University Center at Cañada College, including pursuing opportunities for alternative funding sources and adding at least one new bachelor's degree program that can be offered through the University Center.

Goal accomplished. The District received a small grant of \$35,000 from the earmark request that will be used for marketing. The addition of the SFSU nursing program at Canada has greatly increased demand for College science classes and the College has added the CSUEB bachelors' degree program in Health Sciences. The program enrolled approximately 26 students, many of whom were former Canada College students and others who were employees of local hospitals seeking to improve their skills.

The District successfully submitted federal requests for funding for the University Center to Congresswomen Eshoo and Speier. Congressional leaders have decided to defer action on these funding opportunities until January 2009. An agreement is being negotiated with CSUEB to add a BS degree in Health Science with an Option in Administration through the University Center.

13. Open and begin offering classes at the Half Moon Bay satellite center; ensure that all facilities and support services are fully functional (e.g., computer lab, testing center, counseling and general lecture classrooms).

Goal accomplished. The District held a “Grand Opening” event in January 2009, even though we had offered classes in the Fall Semester 2008. Enrollments are growing as the HMB staff refines offerings to better meet student demand.

In Spring 2008, the District successfully negotiated the lease for 10,000 sq ft of space at Shoreline Center in Half Moon Bay. Tenant improvements have been completed yielding three classrooms, a computer lab, and offices. Classes are scheduled to begin in August.

14. Reexamine District and College marketing strategies and practices and develop an integrated and targeted marketing program that utilizes multiple media to reach prospective students, current students and opinion leaders in the County.

Goal accomplished. The Board received a comprehensive report on this goal last July. Since then, two of the Colleges have launched redesigned web sites that addressed comments from the marketing audit and the third Colleges is working on a redesigned site; the Colleges continue to refine the graphics and images in their printed marketing materials in response to suggestions from the audit; and all three Colleges have had professional photographs taken of hundreds of scenes on campus that can be used in future years for marketing materials (also in response to comments in the marketing audit).

Due to the popularity of the “Find Your Future” brochure, the District financed a second printing of the brochure and has committed to updating and republishing it again in the Summer 2009.

Finally, the District contracted to have a “marketing map” developed that plots where students who enroll at our Colleges live. This will help the Colleges better refine and target their mailing plan for course schedules and other printed materials, to increase efficiency and save money.

With the help of an outside contractor, the District completed a marketing audit of all the promotional materials produced by the three Colleges in the District. Using the results from this audit, all three Colleges are undertaking actions that will update their websites, and improve the consistency of branding and marketing materials. The District successfully launched two targeted marketing campaigns; one for concurrently enrolled students and a second for career and technical education programs. The concurrent enrollment effort was partially responsible for an enrollment increase of more than 20% of concurrently enrolled students. Similarly, the career/technical education campaign yielded significant enrollment increases. Marketing staffs are continuing to work together on Districtwide initiatives. The Board was given a report on this in July.

15. Examine the potential for a Districtwide compressed calendar, including review of prior research and investigation of both opportunities and logistical requirements as identified by colleges which currently utilize the compressed calendar.

Partial mock schedules have been produced; College and District staff members have interviewed leaders from colleges which have already adopted a compressed calendar; and campus discussions have been held.

Tentatively, a feasibility study will be forwarded to the Chancellor's Council and brought to the Board in Fall 2009.

A first meeting in April resulted in revising the scope of work to be completed. Based on discussions at Educational Services and Planning Council (ESPC), efforts are underway to build program-based schedules and/or schedule scenarios for science, ESL, and some general education disciplines, sample faculty schedules, and room utilization charts to help inform the faculty discussion of this matter.

Human Resources/Recruitment/Retention Goals

16. Implement two-year employment contracts for administrators.

Goal Accomplished.

As of August 1, 2008, Employment Agreements have been signed by all administrators.

17. Conduct Diversity train-the-trainer sessions in Spring 2008 and beyond. The goal is to have all permanent employees experience diversity training as a supplement to our twice yearly Museum of Tolerance trainings.

Goal Accomplished. A series of six train-the-trainer sessions entitled M.E.E.T. on Common Ground were conducted at all four locations during the Spring semester 2008. Four more train-the-trainer sessions were held in the Fall 2008 semester at the District Office. Further staff trainings are planned for the Spring and Fall 2009 semester. The response thus far has been very favorable by faculty and staff. Due to the unknown budget with projected reductions in funding, a decision was made not to hold the Spring Museum of Tolerance training to save expenses.

A series of six train-the-trainer sessions were conducted at all four locations during the Spring semester 2008. More train-the-trainer sessions will be held in the Fall 2008 semester with the goal of beginning staff trainings simultaneously in the Fall 2008 semester. The response thus far has been very favorable by faculty and staff.

18. Implement the human resources recommendations from the Accreditation Team that call for the District to 1) incorporate effectiveness in producing student outcomes into the evaluation of faculty and others responsible for student progress; and 2) develop rules and regulations regarding the evaluation of College presidents.

Goal partially completed.

The reformation of the Trust Committee to review and revise the faculty evaluation tools was planned for Fall 2008, but AFT and the District did not reach agreement on how to compensate faculty for work on this committee. It is still being discussed by the AFT Executive Committee. As a part of this process, the incorporation of student outcomes in the faculty evaluation will be discussed and hopefully negotiated with AFT. The Trust Committee is co-chaired by the Vice President of Instruction at CSM and the Vice Chancellor, Human Resources and Employee Relations. There will be six faculty appointments – three from AFT and three from the three Academic Senates.

The reformation of the Trust Committee will begin in Fall 2008 to review and revise the faculty evaluation tools. As a part of this process, the incorporation of student outcomes in the faculty evaluation will be discussed and hopefully negotiated with AFT. The Trust Committee is co-chaired by the Vice President of Instruction at CSM and the Vice Chancellor, Human Resources and Employee Relations. There will be six faculty appointments – three from AFT and three from the three Academic Senates.

Rules and Regulations Section 2.03, College President was Board approved in June 2008 and is posted on the District website. The document addresses the evaluation of college presidents.

19. Begin construction of Cañada Vista to provide safe, affordable upscale housing close to work for District faculty and staff.

Goal accomplished. As the Board is aware, the District decided to put off the start of construction from last Fall to this Spring, due to problems securing financing and the need to build additional parking at Canada. All building permits are issued and the project is currently out to bid. We are on track to start construction in late March/early April.

The Redwood City Planning Commission gave the final approval needed for the Cañada Vista project on July 1, 2008. That culminated a protracted entitlement process that included 28 separate public meetings and dozens of community meetings. The vote was 5-0 to grant a Planned Development Permit for the project. The grading plans were submitted to the City on Wednesday, July 9 and we hope to have a grading permit by mid- to late August. The building plans will be submitted in mid-August and we are hoping to have the building permit by early October. At this point it appears the construction will be started in Fall 2008.

Facilities Goals

20. Complete negotiations with the successful Design/Build teams for the Skyline and CSM projects; begin construction on those projects. Regarding Cañada College, complete the RFP process and initiate construction on the gateways/landscaping project at the College.

Goal accomplished.

All items have been completed.

21. Focus the Capital Improvement effort to ensure that all existing buildings that have not been addressed as part of the first phase of construction, and not slated for demolition, are modernized to meet the needs of the instructional and support mission of the Colleges.

The loss of approximately \$20 million due to the Lehman bankruptcy has further exacerbated this goal. District staff has been working with Senator Feinstein and Congresswomen Eshoo and Speier on a bill to “bail out” local agencies that had losses due to Lehman, but it is unknown at this time if that effort will be successful.

The District staff will be working with the Board to develop alternative strategies to finish the needed capital improvements on our three College campuses

This goal is no longer achievable and has become problematic with the current deletion of almost \$60M worth of projects (2 projects per campus) from the State Capital Outlay budget. There will not be a higher education bond measure on the November State ballot.

22. The District has been successful in securing more than \$87.5 million dollars through the CCCCO State Capital Outlay to date. Work to ensure that the \$60 million dollars (currently approved for project in FY 2007/08 and 2008/09 by the Board of Governors and slated for the November 2008 General Election) is secured through a vigorous awareness campaign with the local community and business partners.

This goal is not attainable due to circumstances beyond our control. However, the District has submitted new proposals for funding from the State and will continue to vigorously pursue all sources of outside funding.

This goal is no longer achievable and has become problematic with the current deletion of almost \$60M worth of projects (2 projects per campus).

23. The current campus security operation is autonomous; has different operating procedures, policies, staffing models, levels of trainings, hours of operations; different equipment; and is not coordinated cohesively. The

District will review and re-organize the current campus Security, parking and public safety operations and procedures as well as incorporate electronic access controls and video monitoring technology in order to provide a cohesive, secure and safe campus environment.

Goal accomplished. The Board received a comprehensive report on this matter in December and approved the administration's recommendations for a revised administrative organization for Security Services in the District. Implementation is underway.

The District hired a consultant to evaluate the needs. An initial report was submitted and is under review. The District has met several times with Management & Policing Consultants (MPC) to review their preliminary finding. MPC's initial recommendations include: consolidate security in order to conserve fiscal resources, maximize manpower, streamline training, standardize equipment, increase revenue, enhance emergency preparedness, and maximize safety via 24/7 public safety operations on all three campuses through the use of electronic access control and video monitoring. It is anticipated that the District will provide the Board of Trustees an information report in early Fall.

24. Revamp the Districtwide emergency preparedness readiness plan by ensuring that all administrators, supervisors and key staff are compliant with Office of Emergency Service (OES), National Incident Management System (NIMS) and Standard Emergency Management (SEMS) standards. Work with the Colleges to ensure that Emergency Preparedness training and emergency drills are conducted with local Law Enforcement, Fire, and Emergency Medical Teams at the Colleges.

Goal Accomplished. The District and Colleges have updated their existing Emergency Preparedness Plans including identification of crisis team staff in Emergency Operation Center (EOC) positions at each site. Several key staff members have received SEMS and NIMS training as mandated by the State of California and FEMA. All three Colleges, as well as the District Office, conducted a mock EOC set up in the Fall to insure the EOCs are fully equipped and functioning with phones, radios, maps, first aid equipment, etc. The three Colleges and the District Office have scheduled EOC table top exercises with an Emergency Management Consultant to be conducted in February and March 2009. The District is also in the final stages of negotiating a Memorandum of Understanding (MOU) with the San Mateo County Sheriff's Office of Emergency Services (OES). This collaborative MOU would allow OES to use the District's facilities in the case of a major catastrophic event. The District is also in the process of revamping its UHF radio system in order to provide enhanced facilities and public safety communications as well as have redundant communications during an emergency event.

The District has retained the service of Emergency Management Consultants to advise the District on Emergency Preparedness. Preliminary meetings have occurred on all three campuses. College staffs are in the process of reviewing their existing plans. It is anticipated that the District will conduct Emergency Operations Center (EOC) as well as SEMS and NIMS compliant classroom training and tabletop exercises in the Fall semester. Prior to the actual joint exercise, the District will be conducting simulated EOC inspections in mid-September. It is anticipated that the actual joint exercise will happen sometime in the Spring semester.

25. Revise the District's Hazardous and Chemical Action plans and procedures as well as conduct training in order to ensure that all staff, faculty, and students who come in contact with chemicals are OSHA compliant.

Goal completed.

This goal is completed. Additional OSHA compliant training is occurring at the campuses.

26. Develop a comprehensive plan to provide the increased maintenance staff needed as new buildings are brought on line.

A report on this matter will be made at the Board Retreat on February 7. The District conducted a comprehensive program review of its three major facilities subgroups consisting of engineering, grounds, and custodial operations during the period 2002-2004. The review was based on guidelines established by the

Association of Physical Plan Administrators (APPA), a nationwide group consisting of colleges and universities. The program review provided the data and staffing models that acted as the foundation for the current review of facilities needs. The program review included cleanable square footage for custodial operations, an inventory of landscape types and associated square footage, as well as engineering requirements associated with reactive and preventive vehicle and equipment maintenance. Using this data, current staff allocations, and the forecast of building and grounds inventory resulting from the demolition of seismic unsafe buildings and the resulting new construction, the District was able to forecast its staff needs. Unfortunately, the District may not be able to fill the proposed staff needs due to the current budget crisis.

The District conducted an extensive evaluation of its Facilities Maintenance & Operations Department in 2004. Intent of this analysis was to determine the resource implications of the modernization of facilities to include the introduction of new building systems technologies as well as additional square footage. The addition of new technologies has resulted in an overall reduction of energy consumption, while at the same time created a need for retraining as well as adding additional staff to properly maintain new and modernized facilities. The District is currently reevaluating the 2004 analysis and will have it completed in early September. It is the intent of the District to provide the Board an information report soon thereafter.

27. Evaluate and refine the Capital Improvement Program's revenue "sources and uses" document to assure that there is adequate funding available from all sources (bond, State, private donations and other local revenues) to complete all projects.

This matter will remain on the Goal list for 2009; it is a continuing, ever-changing effort.

This task is ongoing. However, with the loss of \$60 million in State funding, the District is reevaluating its priorities and those will be reflected in a major revision of this document.

Finance Goals

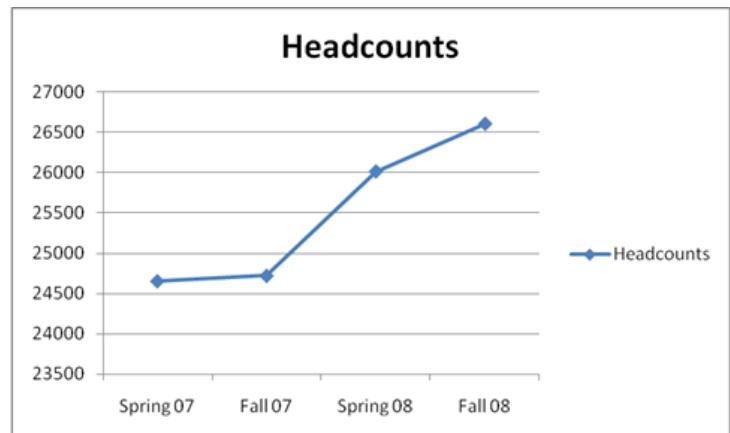
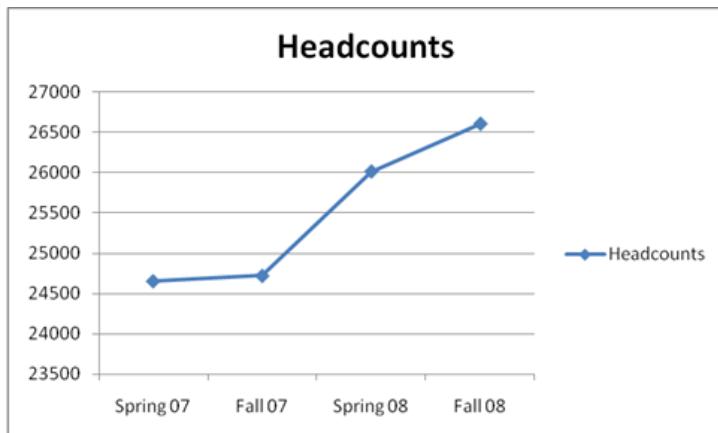
28. Maintain fiscal stability; develop strategies and actions to manage the effects of the State's budget deficit on our District.

This will remain on the Goal list for 2009; it is a continuing, ever-changing effort.

The District continues to maintain a prudent reserve and has been able to use the ability to shift FTES between fiscal years to allow the District to obtain full funding for increased FTES in a year in which growth funding was deficited. By negotiating multi-year collective bargaining agreements, the District has improved its ability to plan for the future.

29. Improve and expand on efforts to sustain and increase student enrollment.

In fiscal year 2008, the District has had substantial enrollment growth over the previous year. Growths in enrollment, headcounts and FTES were all substantially higher. Enrollments grew by a total of 6,841 or 5.7%; headcounts grew by a total of 3,245 or 6.6% and FTES grew by a total of 1,397 or 8.2%. This includes growth in concurrent enrollment and distance education, two areas that received additional attention in the past two years.



The District has had substantial enrollment growth over the last two fiscal years, with an overall growth of 5.1% – more than 1000 FTEs – in Fall 2007 and Spring 2008. This includes growth in concurrent enrollment and distance education, two areas that received additional attention in 2007/08.

30. In order to enhance the value of bond funds and post retirement benefit funds on deposit, the District will direct investments to earn the maximum amount permitted under federal arbitrage limits while maintaining appropriate levels of safety and liquidity.

The County Controller would not permit the District to withdraw bond funds to invest elsewhere; nor would the Controller permit the District to self-direct bond deposits in order to maximize earnings within federal arbitrage limits. Unfortunately, the Controller's investments resulted in a significant loss in Bond interest earnings due to his investment in highly-rated Lehman Brothers commercial paper that went into bankruptcy.

The District also lost General Fund interest due to the Controller's investment in Lehman Brothers. The District has invested some of its funds in LAIF and other permitted investments in order to diversify its holdings and deposits. This limited the District's loss exposure somewhat.

The District has been investigating investment options with regard to the District's post-retirement-benefit fund. The CFO made a brief report to the Board of Trustees on January 28, 2009; and more detailed report will be made at the Board's retreat of February 7, 2009.

The District continually monitors its investments, moving them, when appropriate, between the County Pool, LAIF and other permitted investments to maximize earnings. In 2008/09, the District will conduct an RFP process to determine the best investment strategies for the post retirement reserves.

Board Goal 7:

Complete the implementation of the automated degree audit system to improve student access to information and provide tools, in addition to counseling services, that will allow students to be informed of progress made on their chosen program and able to plan the next steps towards their final goal.

Degree Audit Status at SMCCCD

BACKGROUND

Degree Audit is an automated system to improve student access to their degree requirement information. Complementary to counseling services, the degree audit system at SMCCCD will provide tools that will allow students to be informed of progress made on their chosen program and to plan the next steps towards their final educational goal.

The Degree Audit project was initiated in 1999. During the first year and a half an implementation plan was developed and approved. This large scale initiative needed to resolve the following issues: how the curriculum and degree requirements from the printed historical catalogs would be translated into Banner rules and how the student academic history records would be used by the Degree Audit system.

Initially, the project established the following organizational structure: Degree Audit Steering Committee (Chair: Regina Stanback-Stroud), Degree Audit Academic Subcommittee (Chair: Regina Stanback-Stroud), and Degree Audit Technical Subcommittee (Chair: Jeanne Hyde, ITS Consultant).

As of 2008, many of the tasks identified by the committees have been resolved and implemented. The Colleges have been utilizing what has been implemented, such as the CSU General Education Breadth Certification Form and the IGETC Certification Form. In addition, the Colleges have been using the catalogs that have been developed within the Degree Audit system for testing the Associate Degrees and Certificates. The counselors at both Cañada College and Skyline College have been testing the system. They use the system primarily to make sure that the courses students have completed at the three District Colleges are applied toward the appropriate degree/certificate/certification requirements.

Currently in Production

Banner Catalogs: This is the process of translating the degree and certificate requirements printed in the catalog into Banner rules.

Cañada College: Eight (8) catalogs have been developed starting with the 1999 catalog. Remaining catalogs to be input into Banner are: 2007-08 and 2008-09. Testing has been done along the way by Admissions and Records Office staff members. Counseling staff have started BETA testing the system at the College.

College of San Mateo: Nine (9) catalogs have been developed starting with the 1999 catalog. They are currently working on the 08-09 catalog. Testing is underway.

Skyline College: Nine (9) catalogs have been developed starting with the 1999 catalog. Currently the College is working on the 08-09 catalog and testing the system along the way. Counseling staff have started BETA testing the system at the College.

Work In Progress

- Equivalent Courses: Equivalent courses were not initially entered into Banner. An example of an equivalent course would be ZOOL 100 changed to BIOL 100. Cañada College and Skyline College have entered equivalent courses into Banner dating back to the 2002-2003 catalog. However, this project still needs to be completed at College of San Mateo. This issue affects course repetition and the Degree Audit system.
- Excess 665, 680 and 880 Courses: Cañada College and Skyline College have identified students who had excessive repeats of the 665, 680 and 880 courses and changed the way the courses are identified in the class schedule by adding two alpha characters to the course numbers. However, this project still needs to be completed at College of San Mateo. This issue affects course repetition and the Degree Audit system.
- Repeat Courses: Based on the various course repetition rules the Colleges have had over the years, many students have course repetitions included in their grade point average. Example: A student could have MATH 110, 3 units of D for spring 2002 and fall 2002. Currently both courses are included in their grade point average and the degree audit system would include 6 units toward the 60 units needed for an associate degree. Since the student should receive only 3 units of credit toward their degree, the extra attempts are being excluded. All three Colleges are working on this project.
- Reciprocity Lists: These lists pertain to General Education requirements that are different at the three Colleges. Status:
 - Cañada College: In progress
 - College of San Mateo: Mostly done
 - Skyline College: Completed

- College Residency Requirements for Degrees, Certificates and Major: Since SMCCCD maintains one catalog of courses, baseline Banner counts all courses completed within the District toward the residency requirement regardless of which College of primary attendance. The residency requirement needs to be specified by College. ITS staff is currently researching the possibility of having the system calculate the residency requirement by College.
- Advanced Placement Examination Matrix: Skyline College has completed making their recommendations for the matrix. Currently Cañada College and College of San Mateo are working toward agreement of granting credits to AP scores using a consistent matrix across the three Colleges. Both Colleges are scheduled to complete the task December 2008.
- The technical task of implementing a process for granting credit to students for Advanced Placement exams.*
- The integration of degree audit components into WebSMART for student access.*
(*Items were in an update to the Board of Trustees regarding progress on 2008 Board Goals, ITS and the Degree Audit Committee provided the following summary as immediate challenges.)
- Training and Resource Manual: This manual will outline how transfer work from institutions outside the SMCCCD will be used and entered into Banner at SMCCCD.

Issue Bin

In addition, there are two additional tasks which, once fulfilled, would complete the full deployment of Degree Audit in the District:

- **Continuous Attendance for Catalog Rights:** Student catalog rights state: "A student remaining in continuous attendance at Cañada College, College of San Mateo, or Skyline College may, for the purposes of graduation, elect to meet the requirements in effect at the college from which the student will graduate, either at the time the student began such attendance or any subsequent year of continuous enrollment. For the purpose of this policy, "continuous enrollment" means attendance through at least the fourth week of instruction in either the fall or spring semester in each calendar year. Absence to attend another accredited college or university shall not be considered an interruption in attendance if the absence does not exceed one year. Catalog rights cannot supersede any State or Federal regulation or requirement in effect at the time of graduation."

Currently baseline Banner does not enforce continuous attendance for catalog rights. A disclaimer statement will be entered on WebSMART letting students know that they should check with a counselor to make sure they have selected an appropriate catalog.

- **Transfer Work:** Currently transfer work from institutions outside SMCCCD is not entered into Banner on a course by course basis. Ideally, in order for the Degree Audit system to fully evaluate a student's degree readiness, transfer work ultimately needs to be entered into Banner. This is a new work load issue that needs to be reviewed and resolved. The Degree Audit project should continue working on this task after all above issues are resolved.

Timelines

The Board of Trustees has set the goal to complete the Degree Audit Implementation by June 2009. Specifically, the following milestones must be accomplished:

December 2008: Advanced Placement Matrix agreement reached at all three Colleges.

June 2009: All Work in Progress is completed.

Board Goal 8:

Complete the agreed-upon research agenda and further refine the structure of research support in order to assure that both District and College research goals are coordinated and adequately address the needs of the Board, administration and faculty.

District Research Council (DRC) Research Priorities
January 23, 2009

Immediate Projects (6-12 month timeframe)	Responsibility	
	Who	Completion when
Districtwide Fact Book (Compendium)	Luan and Scott	June 2009
Placement test results over time:		
• English and Math	Luan and Scott	Completed and included; District Draft Strategic Plan; to be posted on District Research website
• Reading	Luan and Scott	Spring 2009
• ESL	Luan and Scott	Fall 2009
Student out-migration to neighbor districts	Johnstone, Luan, Scott, Sewart, Stoup; Luan to convene	Fall 2009
BSI cohort tracking within and between campuses (focus on CCSF)	Johnstone	June 2009
Adult population growth rate issue being addressed at the state level by the CBOs	Blackwood; awaiting further information from state CBOs	Likely spring 2009
Behavioral segmentation study (including swirl study)	Johnstone	February 2009
Time to degree	Scott	Revised approach for February 2009 DRC meeting
CSU/UC transfer trends over time as they relate to CSU/UC admissions policies	Sewart TBA re admissions policies info	Immediate posting of CPEC transfer data on District Research website
Student equity data • Bring together the information from BSI data; Segmentation study data; Placement data • Identify the 5 or so key questions we want to answer in relation to student equity	Luan to work with VPs to define the questions; bring them to DRC for identification of responsibility and timeline	Draft list to be brought to March DRC meeting
Ad hoc projects as needed:	To be identified for each project	Tailored to the projects
• International student survey	Sewart	TBA

Longer Term Projects (1-2 year timeframe)	Responsibility	
	Who	Completed when
Mine the Cal-PASS data	Researchers at each College	Once Cal-PASS data are available
Coordinated student surveys, such as Noel-Levitz or CCSSE	Researchers at each College to discuss with colleagues	Fall 2009
Mine the CCBenefits (EMSI) data	Stoup with draft a framework to support broader use of the data	Spring 2009
Update the Districtwide environmental scan	All researchers	2012-13
Establish common metrics for institutional effectiveness	College researchers	February DRC meeting: bring draft lists of measures
Student success with respect to licensure pass rates, certification attainment	Stoup	February 2009
CTE job placement and employer satisfaction	DRC	February DRC



Board Goal 9:

Implement the action plan which responds to Board directives received at 2007 study sessions concerning counseling. The goal is to identify and implement strategies to ensure efficiency, consistency and relevance in student counseling.

The following strategies have been implemented by Skyline Student Services' faculty and managers as members of various College and Districtwide committees that monitor/evaluate strategies related to student counseling:

1. Developed, piloted and implemented a Districtwide “early alert” system that enables teaching faculty to identify and refer “at risk” students to counseling for evaluation, intervention and follow-up. Skyline College is using the system more than the other two colleges combined.
2. 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. The other two colleges are using Skyline College’s online orientation as a model.
3. Through the Districtwide “Degree Audit” committee, the Degree Audit application was implemented to provide counselors a more consistent and current evaluation is assisting students applying for AA/AS and Certificates.
4. Clarified and simplified the concurrent enrollment process and application to assist high school students interested taking courses within the SMCCD.
5. Implemented “E-(online) Counseling” to assist students who cannot always meet with a counselor. Established a Planning Committee which serves as the College-wide matriculation committee to identify, monitor, design, implement and evaluate counseling related services.
6. Clarified and implemented procedures (in line with new Title 5 regulations) for students who are repeating courses more than once.
7. Collaborated with ITS to develop a working interface between the SARS and BANNER that not only enables counselors to view student history across the District, but also allows the Colleges to identify and improve the accuracy of the data collection required for State reporting requirements (i.e., matriculation).
8. Introduced a “drop-in” counseling desk to assist students who needed answers or information on a quick basis; students who needed more would be referred for appointments.
9. Began using WebSMART as a central repository for counselors to use as a vehicle for providing current and consistent information, and as a resource and communication tool in working with students.

10. Provided student success workshops for students on probation and subject to dismissal. Workshops, led by counselors, are designed to provide information and help students develop appropriate strategies to improve their academic standing.
11. Providing Assessment and Orientation at feeder high schools to ensure smoother transition and current information appropriate to high school students by counselors and staff.
12. Integrated counselors into the various “learning communities” such as Puente, Gateway, TRIO, ASTEP and Hermanos, to ensure that appropriate, linked and support counseling services were available to targeted student populations.
13. Began implementation of the scanning of all student folders so that student documents are easier to retrieve and folders are no longer being pulled. In progress at all three Colleges.
14. Implementing the Basic Skills Initiative in which counseling services provided are substantial, accessible and integrated with academic programs.
15. Developed, implemented and began assessment of measureable Student Learning Outcomes for counseling services and the counseling curriculum.
16. Preparing to implement E-SARS (in line with the CSM/Cañada pilots) where students will be able to make counseling appointments and schedule assessment online, by email or by phone from home or on campus.

Board Goal 9:

Implement the action plan which responds to Board directives received at 2007 study sessions concerning counseling. The goal is to identify and implement strategies to ensure efficiency, consistency and relevance in student counseling.

The following strategies have been implemented by the Counseling Division at CSM:

1. Coordinate with the Admissions Office to provide students with timely and “up-front” evaluation of their transcripts from colleges and universities outside SMCCCD. CSM is the only college in the district providing this up-front service. Prior to the budget cuts this spring, 2009 semester, this service was available for any student having completed 12 units at CSM. Due to the budget cuts, this service will now be completed for any student who has completed 24 semester units.
2. Worked with the Public Information Office at CSM to revise all counseling and counseling related web pages to make them more user-friendly for students. The ‘look and feel’ of the pages has been modified and the sites are easier for students to navigate. In addition, the Counseling Division provides an “online chat” for students who may be on one of the counseling sites and wish to communicate “live” with a counselor. This “online chat” feature is also in use in the Admissions Office. The website also provides access to all counseling forms that students may need, which they can download and mail or fax.
3. Implemented the Counseling Support Partner Program which enables instructional faculty to provide student information (via class visits, informational flyers or electronic media) about:
 - ✓ registration dates, enrollment processes, how to get the highest priority registration
 - ✓ educational goals and how to achieve them
 - ✓ student support services and activities and how to use them
 - ✓ college success strategies
 - ✓ college planning information
4. Increased the participation of the Program Services Coordinators from the Counseling Division in providing more direct services to students. The coordinators form the core of the Counseling Support Program and are actively engaged in a variety of activities to meet student needs. For example, they made personal calls to students whose classes were cancelled for the spring, 2009 semester and provided assistance to students in finding suitable alternatives and making schedule adjustments. In addition, as part of the Basic Skills Initiative, one of the coordinators has been assigned as the counseling support liaison to all students enrolled in basic skills courses and will ensure that each basic skills student has a Student Education Plan.
5. Refined the “online” orientation for new students that augments and supplements the “in person” orientation to provide alternative ways of meeting the diverse needs of students. In an effort to create consistency for students, CSM and Canada have modeled their online orientations after Skyline’s.

6. Participated in the development of the Districtwide “early alert” system that enables instructional faculty to identify and refer “at risk” students to counseling for intervention and follow up. (*All three Colleges are engaged in this effort.*)
7. Through the Districtwide “Degree Audit” committee, the Degree Audit application was implemented to provide counselors a more consistent and current evaluation to assist students applying for AA/AS and Certificates. (*All three Colleges are engaged in this effort.*)
8. Clarified and simplified the concurrent enrollment process and application to assist high school students interested taking courses within the SMCCCD. (*All three Colleges are engaged in this effort.*)
9. Implemented e-Matriculation and e-Counseling to assist students whose schedules make it difficult for them to come in person to with a counselor.
10. Assigned specific counselors to address the special needs of veterans and students interested in the Administration of Justice, Dental Assisting, and Nursing programs.
11. The Counseling Division has established a process for more immediate intervention and follow-up with students who do not arrive for their scheduled counseling appointments.
12. Clarified and implemented procedures to comply with revised Title 5 regulations, specifically those revisions that had to do with course repeatability. Ensured that all counselors and advisors were made aware of these changes. (*All three Colleges are engaged in this effort.*)
13. Collaborated with ITS staff and personnel who support the Student Appointment and Registration System (SARS) software to develop a working interface between SARS and Banner that will enable counselors to view student history across the District, but also allows the Colleges to improve the accuracy of the data collection required for State Management Information Reporting (MIS) requirements (*All three Colleges are engaged in this effort.*)
14. Continue to provide students with drop-in counseling to respond to quick questions from students.
15. Implemented orientation sessions prior to the start of the semester for concurrent enrollment students designed to acclimate them to the college environment and answer their questions about the concurrent enrollment program.
16. Completed implementation of computerized placement tests. The Assessment Center has adopted COMPASS assessment testing. For Math, this is an adaptive/branching test that automatically modifies questions depending upon the student’s answers. This alleviates the need for students to repeat Math tests. For ESL testing, the adoption of the computerized assessment has resulted in students receiving immediate test results, rather than waiting for one week to receive their course placement information.
17. CSM’s Assessment Office collaborated with math faculty to establish sessions for students preparing to take the placement tests. While sample test questions have always been made available to students, it was believed that more extensive review would assist students in performing better on the placement tests and, thus, increase their placement into high level courses in math and English. These review sessions are scheduled for April, 2009.

18. Continue to scan all student documents into WebExtender. This allows all counselors access to comprehensive information about students via their computer terminals. It also enables counselors to better share information with one another about students, particularly those students who may see more than one counselor. This is also part of CSM's "green" efforts, in that it eliminates the need to maintain paper files for students.
19. Developed an online Student Education Plan for students. The online SEP was developed by an advisor at CSM and will be shared with the other two Colleges for possible use.
20. Completed development and assessment of all counseling and counseling related Student Learning Outcomes (SLOs.) CSM's Student Services was commended by the Accrediting Team for having completed Student Learning Outcomes for all twenty-three student services programs.
21. Implement the use of E-SARS which enables students to schedule their assessment test appointment online. Students may continue to schedule these appointments by phone and in person. E-SARS for counseling appointments is tentatively scheduled to go live in mid-spring, 2009.

**Board Goal 9:**

Implement the action plan which responds to Board directives received at 2007 study sessions concerning counseling. The goal is to identify and implement strategies to ensure efficiency, consistency and relevance in student counseling.

The following strategies have been implemented by the Counseling Division at Cañada College:

1. Provide students with drop-in counseling before and during late registration period to schedule their classes as well as answering their quick questions. The number of students served on drop-in bases was 78 on the first day back from holidays, and more than 120 on first day of instruction in spring 2009.
2. Streamlining the incoming transcripts with the Admissions Office to provide students with evaluation of their incoming transcripts from colleges and universities outside SMCCCD. At Cañada College, counselor will review incoming transcript for new or prospective student, before advising their class schedule.
3. Implemented E-counseling and assigned one counselor to answer students' questions and schedule class via email.
4. Assigned one counselor to each Division to collaborate with instructional faculty to share information and updates back to counselors and from Counseling Department to faculty. This creates a bridge between Student Services and instructional faculty in assisting students with their Educational Plan in order to ease their progress toward their educational goals.
5. Classroom presentation to increase awareness on educational options, available academic and financial services, and tools to enhance students' knowledge.
6. A strong collaboration between counselors in First Year Experience and Basic Skill Initiatives program and instructional faculty to create a supportive environment for students and offer one-on-one services. Students in this program develop an SEP (Student Educational Plan) as part of their assignments.
7. To address students' needs, increased the number of counselors to two for the Veteran's Program and assigned a specific counselor to the newly developed "Honors Program." In addition, the counselors are assigned to specialty programs such as Basic Skill Initiative, Cal WORKS, Concurrent Enrollment of High School Students, Foster Youth, International Student program, MESA, and the Radiology Technology program.
8. Worked with Science Division with regard to STEM Program and hired a new adjunct counselor to work with students in STEM Programs.
9. Work closely with TRIO, EOPS, MESA, Middle College, and upward bound programs to streamline services in assisting students in reaching their educational goals.

10. Offer career courses to assist students with career exploration, succeeding in college, and increasing their knowledge in acquiring information tools to reach their career and educational goals. Added additional sections to college success courses linked to learning communities. This year, the learning community courses extended to ESL and math courses.
11. Offer career classes in high schools to familiarize students with college life and specific career fields such as health care programs.
12. Streamlined the online orientation Districtwide, so that a consistent message is delivered (deployment at Cañada dependent upon funds). Working on creating an orientation booklet in addition to the online orientation.
13. Through the Districtwide “Degree Audit” Committee, the Degree Audit application was implemented to provide counselors a more consistent and current evaluation to assist students applying for AA/AS and Certificates. (*All three Colleges are engaged in this effort.*) To implement the Degree Audit, provided training for the counselors on “what-if” evaluation that is available on WebSMART.
14. Participated in Districtwide “Early Alert” system development; this system enables instructional faculty to identify and refer “at-risk” students to counseling for intervention and follow up. In addition to emails to students, a SARS call will be sent to students. In addition, students who have already been dismissed or placed on academic probation will receive a letter from the Counseling Department explaining the academic probation and dismissal policy and encouraging them to make a counseling appointment.
15. Clarified and implemented procedures to comply with revised Title 5 regulations, specifically those revisions that had to do with course repeatability. Ensured that all counselors and advisors were made aware of these changes. (*All three Colleges are engaged in this effort.*)
16. Collaborated with ITS staff and personnel who support the Student Appointment and Registration System (SARS) software to develop a working interface between SARS and Banner that will enable counselors to view student history across the district, but also allows the colleges to improve the accuracy of the data collection required for state Management Information Reporting (MIS) requirements (*All three colleges are engaged in this effort.*)
17. Continue to scan student documents including educational plan, incoming transcripts, and petitions into WebExtender. This allows all counselors to access student’s information instantly.
18. To assist students effectively and efficiently, continue to use SARS, capturing necessary information about students that allows counselors to have information about students who meet with more than one counselor. Avoids student needing to explain his/her case more than once.
19. Implemented the use of E-SARS which enables students to schedule their assessment test and counseling appointments online. Students may continue to schedule these appointments by phone and in person.
20. Completed development of Student Learning Outcome (SLO) for Counseling Department, including the SLO for all career classes. In addition, completed the Program Review for Counseling, Career Services, Outreach and Transfer Programs.

21. Conducted one day counseling campaign to promote Counseling Services and encourage students to make an appointment to discuss and plan their educational goals.
22. Coordinate a College Fair in the fall term, and a Career Fair in the spring term to create opportunities for students to explore their educational and career options. In addition, students will continue to receive individual counseling on job exploration strategies, interview techniques, and resume writing.
23. Transfer Center will continue to provide transfer information and opportunities for underrepresented students and all transfer students. In January 2009, signed commitment agreement form with UC system in the Data Sharing Program, through which transfer students will receive the support from Cañada counselors and the UC transfer campus.
24. Planned and implemented “Midnight Madness” event prior to the beginning the fall term to ease the transition to college for students who missed the early registration. This event took place in collaboration with campus community including: Admissions Office, Assessment Center, Counseling, Early Childhood Education Department, Financial Aid Office, and Student Activity Office.
25. Participated in planning and implementing Districtwide Counseling retreat in October 2008.
26. Continue using COMPASS assessment testing. Created website link for students to review and study for the placement test; this is included in several places such as the welcome letter, placement test website, and appointment page. According to Public Relations and Marketing Department, traffic to these pages and click-through to the study sites is at an all time high. In addition, during late registration, streamlined with counseling to offer additional drop-in placement testing. This allowed students to meet with a counselor right after the test during the drop-in counseling hours.
27. Work with ESL, English and Math instructors to validate the placement of students each semester.
28. Clarified and simplified the concurrent enrollment process and application to assist high school students interested taking courses within the SMCCCD. (*All three Colleges are engaged in this effort.*)
29. Work with Sequoia High School District on SAFE program which provides intervention, career and educational training to at-risk-students as an after school program.
30. Brought high school students to our campus in groups to give the ESL placement test to concurrent high school students who need additional instruction to improve English skills.
31. Working with Mary Anne Leary and Danni Lapuz to establish Summer Bridge and provide evening Math and English placement testing to this group of high school students. Also working with Ray Lapuz to implement diagnostic testing of low scoring Math placement students. This will allow students to work on those areas that are impacting their ability to advance.
32. Coordinate and host annual High school Counselor Conference for the Sequoia Union High School District. This meeting grows and strengthens the relationship between Cañada College and Sequoia Union High School counselors to collaboratively assist students.

33. Participate in outreach activities such as presenting at the college fairs in high schools and at the campus tours. Created form and flyers on counseling services to be used for outreach activities and counseling campaigns.
34. Plan, coordinate, and host College Night, a college fair for high school students, primarily in the Sequoia Union High School District.
35. Increased the number of Priority Enrollment Program (PEP) sessions for senior high school students to ease their transition to college by providing matriculation steps in one day, and assist them to registering for their classes after the counseling session.
36. Created web page for PEP that also allows students to reserve their seat online. Other web pages created for College Night (college fair for high school students), Veteran's Program, and International Student Program E-brochure. Continue to improve Counseling Center web page.

Board Goal II:

Develop an equivalence matrix of all courses offered at all three Colleges to be effective in spring 2009 and included in the 2009-10 catalogs.

SMCCCD Course Equivalency Matrix (2007-08)

This course equivalency matrix is for the purpose of making it easier for counselors and staff to search and compare current courses in the three Colleges.

The design of the matrix was supported by the Vice Presidents' Council, reviewed by the District Curriculum Committee and approved by the Board of Trustees. The matrix contains a number of most frequently used course attributes; therefore, it is not meant to replace the print catalogues and it is not a course schedule. The data is sourced from several Banner tables and reflect only the active courses in an academic year.

The District ITS, the Colleges' instructional office staff, and many others have made considerable efforts to accommodate the design requirements of the matrix and the accuracies of the data. However, omissions may still remain. For questions and suggestions, please contact the Office of the Vice Chancellor, Educational Services and Planning at 650-358-6880.

A screenshot of a Microsoft SharePoint website titled "Course Equivalency" for the site collection "Matrix_V2". The URL in the address bar is "http://sharepoint.stcc.edu/SiteCollection/Lists/Equivalency/155/MATRIX_V2/AllItems.aspx?NewForm=[D879E53C-3501-4384-9411-098446970E4]&FilterField1=CS%5ES%0020%5FName&FilterValue1=ADMUSER&FilterField2=CS%5ES%0020%5FNumber&FilterValue2=1&IsIC2=1". The page shows a table of course equivalencies between CSM and ADU programs. The table includes columns for Course Name, CSM Number, ADU ID, Course Description, Credit Units, and more. A navigation bar at the top includes links for Home, Favorites, Tools, Help, and various site settings. The left sidebar lists Site Actions, All Items, and Site Navigation.

Matrix_v2 - Windows Internet Explorer

File Edit View Favorites Tools Help

Home - Educational Services... http://sharepoint.smccd.edu/... Matrix_v2

Course Equivalency

SharePoint > Sites > Educational Services And Planning > Course Equivalency > Matrix_v2

Matrix_v2

View & Site Content

New Actions Settings

Documents • New

Calenda Crt Name ✓ Crt Number

Full Course (D) TIME[®]

PEOPLE AND CULTURES

CULTURAL ANTHROPOLOGY

PHYSICAL ANTHROPOLOGY

INTRODUCTION TO ARCHAEOLOGY

INDIANS OF NORTH AMERICA

CULTURAL ANTHROPOLOGY

MAGIC, SCI & RELIGION or MAGIC SCIENCE & RELIGION

INTRODUCTION TO ARCHAEOLOGY

HONORS CUNIC-HAYA/ASANTE PEOPLE or CUNIC, MAYA, SAITEE PEOPLE or CUNIC, NAVA AND AZTEC PEOPLE

SPECIAL PROJECTS

CULTURAL ANTHROPOLOGY or CULTURAL ANTHROPOLOGY/HONORS

PHYSICAL ANTHROPOLOGY

INTRODUCTION TO ARCHAEOLOGY

CROSS CULTURAL SEX & GENDER

MAGIC, SCIENCE & RELIGION

View All Items

All Items

Site Actions

All Items

Welcome, Liane, Ring! | My Eds | My Links | Advanced Search

Course	Course Number	Min Units	Max Units	Course Schedule Type	Degree Applicable	Certificate Applicable	Associate GE	CUSGE	TBTCC	Can. Fringe	Can. Fringe	Elv. Prints	Similar Courses
Calenda	ANTH 105	3	3	Lecture and/or Discussion	AA/AS	Certified	Y	Y	Y	Y	Y	Y	
Calenda	ANTH 110	3	3	Lecture and/or Discussion	AA/AS	Certified	Y	Y	Y	Y	Y	Y	
Calenda	ANTH 125	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
Calenda	ANTH 150	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
Calenda	ANTH 155	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
Calenda	ANTH 160	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
Calenda	ANTH 180	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
CSM	ANTH 250	2	2	Lecture and/or Discussion	AA/AS	Certified	Y	Y	Y	Y	Y	Y	
CSM	ANTH 270	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
CSM	ANTH 650	1	1	Other Independent Study	AA/AS		Y	Y	Y	Y	Y	Y	
Slyrene	ANTH 110	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
Slyrene	ANTH 125	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
Slyrene	ANTH 150	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
Slyrene	ANTH 165	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	
Slyrene	ANTH 180	2	2	Lecture and/or Discussion	AA/AS		Y	Y	Y	Y	Y	Y	

A screenshot of a Microsoft SharePoint page titled "Matrix_V2". The page displays a table of course equivalencies between two institutions: CSM and BIOL. The columns represent CSM courses and the rows represent BIOL courses. Each row contains information such as course name, credit hours, prerequisites, degree applicable, certificate applicable, and descriptions of lab, lecture, and discussion components.

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
PROPOSED 2009-10 GOALS
FEBRUARY, 2009**

Integration of Planning, Budget and Resource Allocation: 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 incorporates and builds upon five elements: the College 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.

Specific goals for 2009 include:

Education and Planning Goals

1. Continue to address recommendations from the Accreditation Commission for Cañada College and College of San Mateo; present progress reports to the Board as needed.
2. Work with the District Academic Senate to effect the remaining standardization of graduation requirements across the District.
3. Examine the potential for a Districtwide compressed calendar, including review of prior research and investigation of both opportunities and logistical requirements as identified by colleges which currently utilize the compressed calendar.
4. In 2009, develop a plan that would move KCSM TV/FM toward financial independence from the District over a three-year period by increasing revenues (e.g., forming partnerships, leasing channels, increasing underwriting opportunities, etc.) and streamlining operations (automation, program mix, etc.).
5. California recently passed AB 32, the landmark global warming legislation; it is estimated that if 100 percent of the reduction targets mandated under AB 32 are met, the Gross State Product (GSP) will increase by about \$76 billion, real household incomes will rise up to \$48 billion, and as many as 403,000 new efficiency and climate action-related jobs will be created. To meet this demand, the District will explore opportunities for expanding “green/clean” classes with a goal of creating either a Districtwide and/or College program that trains students for emerging green/clean jobs in the County.

Human Resources/Recruitment/Retention Goals

6. Continue to conduct diversity train-the-trainer sessions, as funding allows. The goal is to have all permanent employees experience diversity training as a supplement to our twice yearly Museum of Tolerance trainings.
7. Make every effort to implement (through the collective bargaining process) the human resources recommendations from the Accreditation Team that call for the District to incorporate effectiveness in producing student outcomes into the evaluation of faculty and others responsible for student progress.

8. To reach reductions in spending in fiscal year 2009-2010 without imposing layoffs, implement the early retirement incentive and voluntary separation program to create vacancies into which we can reallocate classified staff through managed hiring to produce more efficient and effective operations.
9. Establish a consolidated Districtwide Public Safety Department that will provide for the efficient use of resources. Provide for and ensure continuous 24/7 public safety coverage of personnel and property with the integration of technology. Negotiate a Memorandum of Understanding with the Organization of Emergency Services, and local law enforcement and fire responder agencies on the use of District assets and combined emergency preparedness training.

Facilities Goals

10. Evaluate and refine the Capital Improvement Program's revenue "sources and uses" document to assure that there is adequate funding available from all sources (bond, State, private donations and other local revenues) to complete all projects.
11. Focus the Capital Improvement effort to ensure that all existing buildings that have not been addressed as part of the first phase of construction, and not slated for demolition, are modernized to meet the needs of the instructional and support mission of the Colleges.
12. Develop a comprehensive plan to provide the increased maintenance staff needed as new buildings are brought on line.

Finance Goals

13. Maintain fiscal stability; develop strategies and actions to manage the effects of the State's budget deficit on our District. Reduce operational costs to the greatest extent possible by continuing efforts to build energy efficient infrastructure and facilities and by adopting green/clean operational procedures.
14. Improve and expand on efforts to sustain and increase student enrollment within the state funding limits. Continue to refine marketing messages through various media to recruit particular groups of potential students.
15. Resolve the funding disputes that exist with the Brisbane and San Carlos Redevelopment Agencies.
16. Establish a post-retirement benefits substantive plan in compliance with the requirements of GASB 43 and 45 and establish a trust fund for the benefits.
17. Develop a plan and secure a source of funding for replacement of technology-based equipment which no longer meets minimum standards, such as computers, printers, network components, servers and software applications.