

**AGENDA**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**September 22, 2010, 6:00 p.m.**  
**District Office Board Room**  
**3401 CSM Drive, San Mateo, CA 94402**

**NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS**

*The Board welcomes public discussion.*

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
  - *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. 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 3401 CSM Drive, San Mateo, CA 94402.*
  - *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
  - *Regular Board meetings are tape recorded; tapes are kept for one month.*
  - *Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*
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**6:00 p.m.      ROLL CALL**

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

**MINUTES**

10-9-2      [Minutes of the Meeting of September 1, 2010](#)

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

10-9-2C      [Technology Demonstration by Jasmine Witham](#)

10-9-3C      [Presentation of Above and Beyond Award to Sue Harrison](#)

**STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

**BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES**

10-9-4C      [Skyline College Clean Energy and Sustainability Program Update](#)

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

### **NEW BUSINESS**

- 10-9-2A      [Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

#### **Approval of Consent Agenda**

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

- 10-9-1CA      [Ratification of July and August 2010 District Warrants](#)
- 10-9-2CA      [Approval of Off-Campus Facilities, 2010-11](#)

#### **Other Recommendations**

- 10-9-1B      [Approval of Accreditation Midterm Reports – Cañada College, College of San Mateo and Skyline College](#)
- 10-9-101B      [Public Hearing of the 2010-11 Final Budget](#)
- 10-9-102B      [Adoption of the 2010-11 Final Budget](#)
- 10-9-103B      [Approval of Internal Borrowing](#)
- 10-9-104B      [Approval of Extension of Parcel Tax Senior Exemptions and Issuance of Reimbursements](#)
- 10-9-105B      [Approval for District to Advance Cal Grant Awards to Students](#)
- 10-9-106B      [Appointment of Measure G Citizens Oversight Committee](#)
- 10-9-107B      [Authorization to Augment the Design-Build Contract for College of San Mateo CIP2 Design-Build Project](#)
- 10-9-108B      [Authorization to Augment the Design-Build Contract for the College of San Mateo Buildings 12/15/17/34 Modernization Project, and Expand the Contract to Include Modernization of the Hillsdale Parking Lots](#)
- 10-9-109B      [Acceptance of the San Francisco Foundation-Bay Area Workforce Funding Collaborative Job Placement Services Grant – Skyline College](#)
- 10-9-110B      [Acceptance of the San Francisco Foundation-Bay Area Workforce Funding Collaborative Stackable Certificates Toward Teacher Preparation – Skyline College](#)
- 10-9-111B      [Acceptance of the Innovations in Engineering Education, Curriculum and Infrastructure Grant from the National Science Foundation for Cañada College](#)

- 10-9-112B      [Acceptance of Grant from the California Employment Development Department for the Green Transportation Statewide Collaborative and Career Advancement Academies – Skyline College](#)
- 10-9-113B      [Acceptance of Congressionally-Directed Grant from the U.S. Department of Education for the University Center Consortium](#)
- 10-9-114B      [Acceptance of CiPAIR Grant from NASA for Cañada College](#)
- 10-9-115B      [Acceptance of Funding from United Way Bay Area for SparkPoint San Mateo Center Implementation – Skyline College](#)
- 10-9-116B      [Acceptance of Sub Grant Funding from United Way Bay Area’s Silicon Valley Community Foundation Grant for Financial Coaching and Literacy – Skyline College](#)

### **INFORMATION REPORTS**

- 10-9-5C            [2011 Construction Contractor Prequalification Update](#)
- 10-9-6C            [Information on School Measures on the November 2, 2010 Ballot](#)

### **STATEMENTS FROM BOARD MEMBERS**

### **COMMUNICATIONS**

### **RECESS TO CLOSED SESSION**

### **RECESS TO CLOSED SESSION**

1. Closed Session Personnel Items
  - A. Public Employment: **Cañada College** – Financial Aid Assistant, Enrollment Services; Coordinator of Student Activities, Student Services
  - B. Public Employee Discipline, Dismissal, Release
2. Conference with Labor Negotiator  
Agency Negotiator: Harry Joel  
Employee Organizations: AFT, AFSCME and CSEA
3. Conference with Legal Counsel – potential litigation pursuant to Government Code Subdivision (c) of Section 54956.9 – 1 case

### **CLOSED SESSION ACTIONS TAKEN**

### **ADJOURNMENT**

**Minutes of the Study Session of the Board of Trustees  
San Mateo County Community College District  
September 1, 2010, San Mateo, CA**

**The meeting was called to order at 6:02 p.m.**

**Board Members Present:** President Patricia Miljanich, Vice President-Clerk Dave Mandelkern, Trustees Helen Hausman, Richard Holober and Karen Schwarz, and Student Trustee Father Jay Maharaj

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

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

None

**MINUTES**

It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the minutes of the August 18, 2010 meeting of the Board. The motion carried, all members voting "Aye."

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

None

**NEW BUSINESS**

**APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (10-9-1A)**

It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the actions in Board Report No. 10-9-1A. The motion carried, all members voting "Aye."

**Other Recommendations**

**APPROVAL OF AUGMENTATION TO DESIGN-BUILD CONTRACT FOR THE CAÑADA COLLEGE ROADWAY AND SITEWORK PROJECT (10-9-100B)**

It was moved by Vice President Mandelkern and seconded by Trustee Hausman to approve the contract augmentation as described in the report. The motion carried, all members voting "Aye."

**INFORMATION REPORTS**

**CIP UPDATE AND PROJECT LABOR AGREEMENT REVIEW (10-9-1C)**

Chancellor Galatolo said the purpose of the report is to provide the Board with a status update regarding CIP1 and CIP2 projects and to get further direction from the Board on the District's Project Labor Agreement (PLA).

**Capital Improvement Program Status Report**

José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, thanked Yanelly Pulido and Carina Warne for their help in preparing the report.

Vice Chancellor Nuñez showed photographs of projects which have been completed on the three campuses. He said the District has experienced capital outlay losses because of the State's decision to not put a Statewide bond on the ballot in 2008, resulting in a \$55 million loss to the District, and again in 2010, resulting in a \$66 million loss. In addition, the District lost \$20 million because of the Lehman Brothers bankruptcy. He showed photographs of unmet needs on the three campuses, including old and outdated buildings, safety hazards, cramped spaces and equipment issues. He showed maps of each campus, illustrating projects which are completed, in progress, not funded and undetermined. He



also displayed a chart showing projects at the campuses and at the District Office which would address unmet needs and the costs associated with these projects, and a chart summarizing unmet and undetermined Districtwide and College needs. Copies of the campus maps and the charts referenced above are attached to the minutes.

Chief Technology Officer Frank Vaskelis said there is almost no money in the general fund for replacing or upgrading computer labs and faculty and staff computers. He said the vast majority of technology on the campuses has been funded through bond projects. There has been tremendous growth in the number of computers on the campuses. There are currently 5,364 computers and 1,200 printers Districtwide. Wireless networks have been deployed on each of the campuses. Google email accounts have been assigned to every student and faculty have sent 71,000 messages to students since the beginning of the fall semester. In addition, nearly 19,000 individuals have signed up for emergency text messaging accounts. There are currently 250 Smart classrooms, accounting for nearly one-half of all classrooms. Mr. Vaskelis displayed charts showing the estimated value of IT equipment and the estimated cost to replace equipment; a copy of the charts is attached to the minutes.

Chancellor Galatolo said it is important to note that the State not only has walked away from its fiscal obligations with regard to capital improvement, but for a number of years it has also failed to fund scheduled maintenance, instructional equipment and hazardous material abatement. As a result, the District has had to use operating dollars and bond dollars for these purposes. The District has had to look more frequently for local support in order to be able to accomplish not only the capital construction projects, but also the long-term maintenance and replacement of equipment. As part of the need for a long-term funding campaign, the Board will be asked at some future date to consider the need for another bond that could include a sinking fund which could be used over a number of years for replacement of technology equipment. There are regulations concerning the time during which tax-exempt general obligation bonds must be used. Therefore, given that interest rates are at all-time market lows and that the differential between tax-exempt and taxable bonds is relatively small, staff would probably recommend issuing taxable bonds for the portion to be used for long-term needs.

Trustee Holober asked if the State's commitment of \$55 million, lost because of the decision to not place a Statewide bond on the ballot in 2008, is gone forever. Chancellor Galatolo said the State funding portion was withdrawn permanently. Only the District funding portion for those projects could be used and, as a result, the District had to modify what could be done. Trustee Holober asked if the projects listed as "undetermined" could be either District or State funded. Chancellor Galatolo said they could be either and could also be future "wish list" projects.

Student Trustee Maharaj asked about the possibility of selling older computers to students. Mr. Vaskelis said selling directly to students violates State law regarding the salvage process for equipment purchased with State money.

Vice President Mandelkern suggested there might be more opportunities to leverage bond money to reduce operating costs. Chancellor Galatolo said the District has been able to leverage staff for certain activities. In addition, the defeasance of College Vista has allowed the District to put rents into the general fund. Vice Chancellor Nuñez added that the San Mateo Athletic Club has generated revenues and a portion of Building 10 at College of San Mateo will be used as a rental facility, generating further revenues. Vice President Mandelkern said it is important to continue to look for opportunities to use bond money to free up cash flow into the general fund.

Trustee Holober asked if the campus projects shown on the chart are already incorporated into the planning process. Vice Chancellor Nuñez said the projects shown as having Local/District funding have been planned for; those shown as undetermined, such as the needs identified in a white paper by Cañada College Vice President Sarah Perkins, need further conversation.

President Claire said that College of San Mateo must address a recommendation by the Accreditation Commission regarding technology replacement. Without outside funding, the College would have to use money from the already strained operating fund for this purpose.

Vice President Mandelkern asked if, outside of a \$100 million sinking fund for technology, a general obligation bond could provide enough relief to the general fund to make it a good investment. Chancellor Galatolo said there are other ways to leverage funds, e.g. defeasance of Cañada Vista. There is also currently \$4-\$6 million in salaries that could be leveraged. Chancellor Galatolo estimated that \$13-\$14 million could be leveraged over the life of the bond. Vice

President Mandelkern asked what the potential positive and negative effects are of issuing another bond if the State is not a reliable provider of the cash flow that the District counts on. Executive Vice Chancellor Keller said the District will likely ask the Board to approve a \$30 million Tax and Revenue Anticipation Note to help temporarily fill the State funding gap. Chancellor Galatolo said a bond would not reflect badly on the District because it is not the District's obligation. He said the positive effect of issuing a bond would be greater leverage opportunities.

Student Trustee Maharaj said Cañada College Building 13 was very uncomfortable during the recent heat wave and asked when money will be available to address this issue. Vice Chancellor Nuñez said Building 13 is a project slated for State funding which will not be available before 2012. In the meantime, he said he will try to help with short-term solutions, such as fans in the classrooms.

### **Project Labor Agreement (PLA) Update**

Vice Chancellor Nuñez said the District uses three primary project delivery methods: design-build, design-bid-build, and unit price contract. In the combined CIP1 and CIP2 projects, the design-build method was used 60.32% of the time and the design-bid-build method was used 38.21% of the time. All of the projects using the design-build method fell under the District's PLA and the majority of the design-bid-build projects were also PLA projects; 90% of the projects in CIP1 and CIP 2 were PLA projects. The unit price contract method was used less than 1% of the time. In the non-PLA projects, 67% of the work was still done by union workers.

PLA projects are typically large, complex and of long duration. They use multiple trades. It is guaranteed that there will be no work stoppages. Non-PLA projects are typically small and of short duration. They use single or few trades and use local, emerging firms. They provide flexibility, agility and expediency for small projects.

Vice Chancellor Nuñez said that he, Jeff Gee of Swinerton Management and Consulting, and Bill Nack of the San Mateo County Building Trades Council worked together to develop the PLAs for CIP1 and CIP2. He said the system has worked very well and he hopes the Board will permit them to do the same for CIP3.

Vice President Mandelkern asked if there are other projects which do not fall under the PLA but might be appropriate to put under a PLA in the future. He said he would like to distinguish between the PLA and union work. He said it appears the PLA provides a structure that works well when engaging with labor. Executive Vice Chancellor Keller said things were priced out with the intent to get the best value for the dollar amount and that the Board was kept informed of the process. He said that non-PLA projects account for a relatively small piece of the total dollar amounts. Regarding distinguishing between the PLA and union work, President Miljanich said union contracting has been the focus of discussions and is what engendered this conversation. Vice President Mandelkern said his intent is to get clarification about which jobs fall under the PLA, whether there are other jobs that should fall under the PLA, and what the threshold should be. Vice President Mandelkern said the College Vista and Cañada Vista projects appear to have the characteristics of a PLA but were not PLA projects. Executive Vice Chancellor Keller said that in those particular projects, the District was trying to provide a project for faculty and staff that would require the lowest possible rents. He said that approximately 90% of the work on the projects was union.

Noting that tonight's report did not directly address the concerns expressed at the last meeting, Trustee Hausman asked if it is customary to omit details in a recommended contract in order to permit flexibility and, if so, how questions such as those raised at the last meeting can be avoided. Vice Chancellor Nuñez said it is necessary to have flexibility in order to insure the best work on projects at the Colleges. Executive Vice Chancellor Keller said the Board has the right to raise issues at any time. He said the Board has discussed contracting in the past and believed the time was right to talk about it again.

Trustee Holober asked if all components of a design-build project are under the control of the contractor, or if a unit price subcontractor can be brought in to do a particular job on the project. Executive Vice Chancellor Keller said the design-build contractor controls all parts of the project and there is no mix of labor.

Trustee Schwarz said that if a unit price contracting job was put under the PLA for the initial bidding, there would likely be a wider spectrum to choose from. Vice Chancellor Nuñez said he believes there would be fewer to choose from because non-union contractors would not bid. Trustee Schwarz said the opposite is also true, i.e. union contractors are less likely to bid if it is a unit price contract only. She said it is uncertain which method would produce a broader

range of bidders. President Miljanich questioned what the consequences might be if unit price contracts were put under the PLA, e.g. the potential of rising costs and reduced flexibility. Mr. Bennett said that for the unit price painting contract approved at the last meeting, outreach was done and all contractors had an opportunity to bid.

Trustee Holober noted that the unit price painting contract approved at the last meeting is a non-exclusive contract. Therefore, another request for bids could be put out with the additional factor that it would be PLA work. If competitive bids are received, there could be a choice of using the unit price contractor approved at the last meeting or using a contractor under the PLA. President Miljanich noted that the union bidder for the painting contract was the third lowest bidder and questioned how reopening bidding would increase the likelihood of getting the best price. Mr. Nack said he does not know why the union contractor's bid was \$30,000 higher than the lowest bidder. Chancellor Galatolo said that in some cases, the difference might be owner margin. Mr. Nack asked if all unit price contracts have a prevailing wage requirement and, if so, how it is monitored. Vice Chancellor Nuñez said there is a prevailing wage requirement. Contractors must have their certified payroll available on demand.

Vice President Mandelkern said he agrees with Trustee Holober's suggestion of opening another bid under the PLA to see who would respond and what the bids would be. Chancellor Galatolo agreed that it would be an interesting experiment and would help to answer some questions raised by Board members. President Miljanich said any new respondents would have to submit competitive bids. She said that the percentages presented in tonight's report show that the District's PLA is working well. She added that it is important to maintain flexibility in smaller contracts.

Mr. Gee said that the foundation for PLAs emerges from a California Supreme Court decision which defined PLAs as appropriate for large, complex, multi-craft projects. He said the District's PLA has been successful through the years, with very few disputes.

Vice President Mandelkern said the PLA and the design-build delivery method have been elements of the extraordinary success of the District's construction projects. He credited Vice Chancellor Nuñez and his staff, the outside consultants, and the building trades. Chancellor Galatolo said the Board has played a large part as well. Trustee Schwarz agreed that the construction program has worked very well with the PLA and design-build components. She credited Chancellor Galatolo, Vice Chancellor Nuñez and all who have worked together. She said that with her comments over the last two meetings, she is only trying to make it better. Trustee Hausman said the District has an outstanding reputation and the attempt to improve something that already works well is an example of how the District functions. Vice Chancellor Nuñez asked the Board to keep in mind the percentages reported earlier. He noted that the District's current program is used as an example by other districts throughout the State.

President Miljanich said that because of staff time to open and complete a new bidding process, a certain amount of money would be involved. She said it is also important to try to measure what would happen if flexibility and nimbleness were removed. Chancellor Galatolo said the new request for bids would still ask for those qualities.

President Miljanich said it is important to determine if there would be legal ramifications if no work is given to the contractor approved at the last meeting, and whether a new bidding process might be considered disingenuous. Mr. Bennett said the appearance of disingenuousness should be considered, whether or not there are legal issues. Chancellor Galatolo said staff should have an open and honest conversation with Bayview Painting, explaining that this is an experiment the Board wishes to try.

Trustee Holober suggested that the Board ask staff to design a new request for a unit price painting contract which would be the same as the previous request, with the added element of being under the PLA. He said that staff should investigate whether there would be any legal ramifications concerning the approved contractor. President Miljanich said a legal opinion should be sought before the process is started. Chancellor Galatolo said time is of the essence because of the continually changing cost environment. Mr. Bennett said he and his staff could have bid data approximately six weeks from the time of the request for bids.

Trustee Holober asked what the earliest dates would be to consider another bond measure for CIP3. Chancellor Galatolo said a bond measure must be on a countywide election ballot; the next such elections will be June 2011, November 2011 and November 2012. He said sooner would be better than later because of the current mobilization and processes that are in place. He added that the correct timing is determined by surveying voters. Trustee Holober said

there will be a charter amendment on the November 2, 2010 ballot regarding mail only ballots and this may affect when next year's election is held.

Vice President Mandelkern asked when the CIP3 funding process would need to begin in order to continue the construction program. Vice Chancellor Nuñez said that, ideally, the next construction activity should begin next year and the design, permitting, etc. should be starting now. Chancellor Galatolo said that the day a bond is passed, staff can ask the Board for the ability to use capital project funds that are not bond-related to pay for projects, and then reimburse those funds when the bonds are sold.

Vice President Mandelkern asked if there is construction fatigue on the campuses. Presidents Mohr, Morrow and Claire all said faculty, staff and students are very pleased with the changes to their campuses and there is no construction fatigue. Trustee Hausman expressed concern about possible voter fatigue; Chancellor Galatolo said this factor would be assessed in a survey of voters.

Mr. Nack said the building trades have no better partner than the District and he appreciates the hours given to workers throughout the years. He said being assigned jobs is more critical than ever before because of the lack of work in the private sector. Mr. Nack said he, Mr. Gee, Vice Chancellor Nuñez and staff work very well together and have great respect for each other. He said that regardless of what the Board decides on the issues discussed tonight, he will continue to work with the District. Chancellor Galatolo said that workers in the trades have done a tremendous job for the District.

#### **RECESS TO CLOSED SESSION**

President Miljanich said that during Closed Session, the Board will consider the personnel items listed as 1A and 1B on the printed agenda. The Board will also hold a conference with agency labor negotiator Harry Joel; the employee organizations are AFT, AFSCME and CSEA.

The Board recessed to Closed Session at 8:35 p.m.

The Board reconvened to Open Session at 9:58 p.m.

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

President Miljanich reported that at the Closed Session just concluded, the Board voted 5-0 to approve the items listed as 1A and 1B on the printed agenda.

#### **ADJOURNMENT**

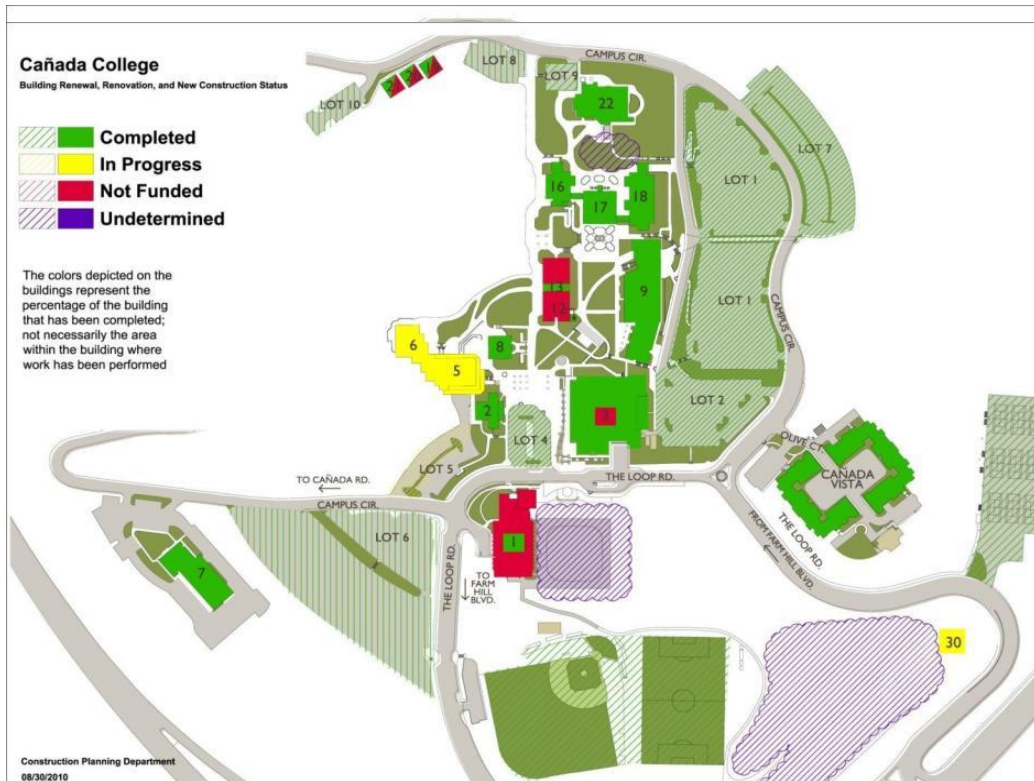
It was moved by Trustee Hausman and seconded by Trustee Schwarz to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:00 p.m.

Submitted by

Ron Galatolo  
Secretary

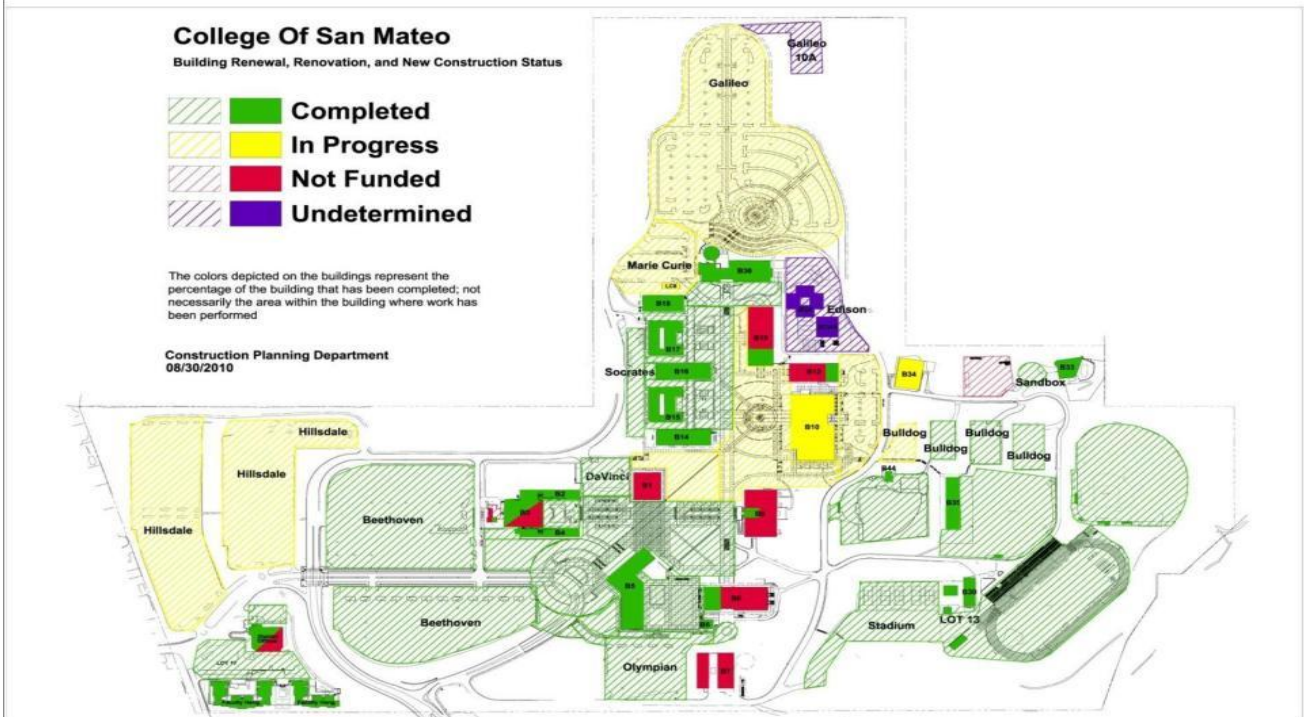
Approved and entered into the proceedings of the September 22, 2010 meeting.

Dave Mandelkern  
Vice President-Clerk



## Cañada College Unmet Needs

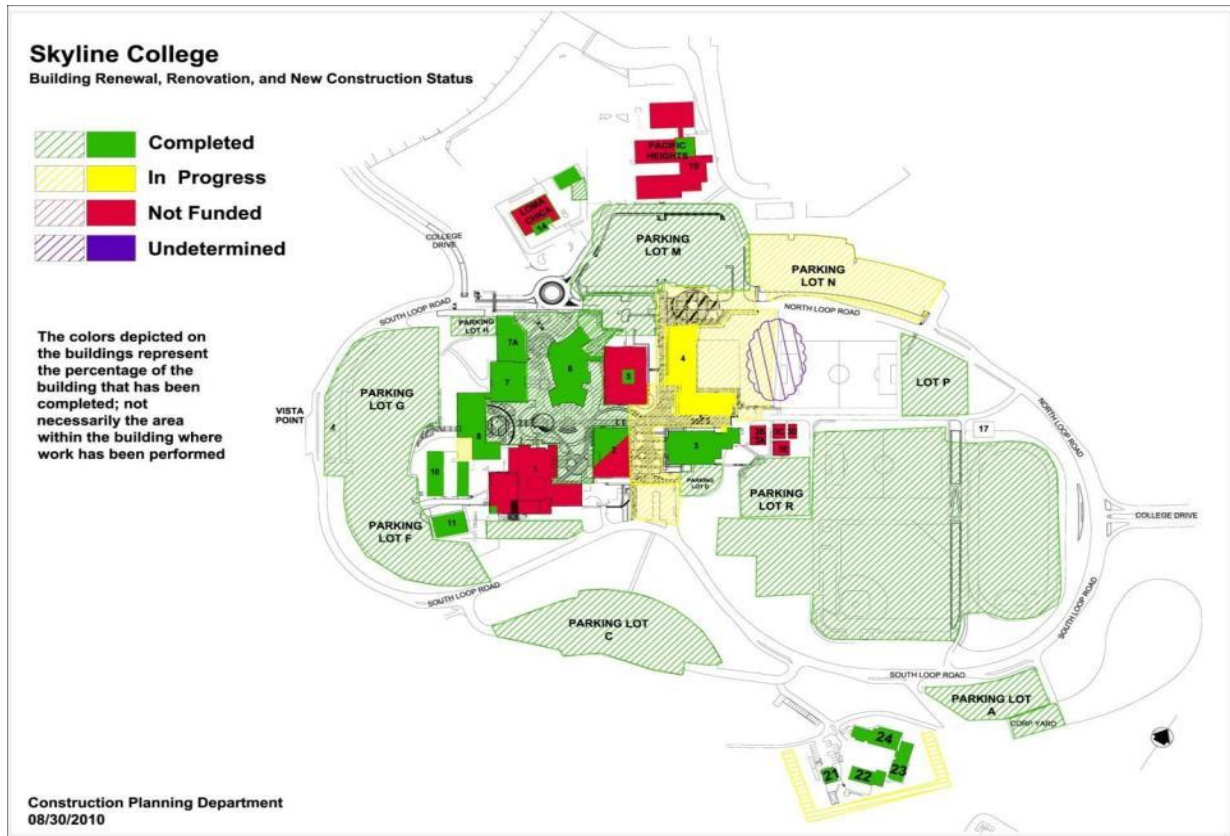
Project	District/Local	State	Undetermined
Physical Education & Athletics Building 1 Modernization & New Construction	\$5M	\$10M	
Humanities/Arts/Theater Building 3 Modernization	\$5M	-	
Academic/Technical Building 13 Modernization	\$6M	\$14M	
Solar Photovoltaic New Construction	\$6M	-	
Aquatic Center New Construction	-	-	\$10M
Workforce & Health Science Center New Construction	-	-	\$35M
Modular Buildings 19, 20, 21 Modernization	\$3M	-	
<b>Subtotal:</b>	<b>\$25M</b>	<b>\$24M</b>	<b>\$45M</b>



## College of San Mateo Unmet Needs

Project	District/Local	State	Undetermined
Building 1 Demolition and New Construction	\$32M	-	-
Gymnasium Building 8 Modernization	\$7M	\$13M	-
Library Building 9 Modernization	\$10M	-	-
East Hall (Classrooms) Building 12 Modernization	\$3M	-	-
Emerging Technologies Building 19 Modernization	\$8M	\$14M	-
Theatre Building 3 Modernization	\$4M	-	-
Facilities Maintenance Center Building 7 & Corporation Yard Modernization and New Construction	\$20M	-	-
Horticulture Buildings 20/20a/Edison Lot	-	-	\$5M
<i>Subtotal:</i>	<i>\$84M</i>	<i>\$27M</i>	<i>\$5M</i>





## Skyline College Unmet Needs

Project	District/Local	State	Undetermined
Social Science & Creative Arts Building 1 Demolition and New Construction	\$80M	-	-
Student Services Building 2 Modernization	\$4M	\$8M	-
Library/Learning Resource Building 5 Modernization	\$8M	-	-
Micro Wind Turbines New Construction	-	-	\$5M
Pacific Heights & North Campus Improvements Demolition, Parking Expansion	\$15M	-	-
Loma Chica conversion to Child Development Center Renovation			
Center for Kinesiology and Human Performance New Construction	\$15M	\$7M	-
Workforce & Economic Development Center New Construction	-	-	\$16M
Indoor Athletic Facility	-	-	\$20M
<b>Subtotal:</b>	<b>\$137M</b>	<b>\$15M</b>	<b>\$41M</b>

## Districtwide Unmet Needs

Project	District/Local	State	Undetermined
Campus Utilities Repairs & Upgrades	\$6M	-	-
Hazardous Materials Abatement	\$7M	-	-
Sitework & ADA Accessibility Upgrades	\$10M	-	-
Roadway and Parking Lot Repairs	\$25M	-	-
Boiler Plant Air Quality Upgrades	\$5M	-	-
Long Term Technology Upgrades/Repair	\$100M	-	-
<b>Subtotal:</b>	<b>\$153M</b>	-	-
<i>Facilities Excellence</i>			

## Districtwide & College Unmet Needs Summary

Site	District/Local	State	Undetermined
Cañada College	\$25M	\$24M	\$45M
College of San Mateo	\$84M	\$27M	\$5M
Skyline College	\$137M	\$15M	\$41M
Districtwide	\$153M	-	-
<b>Total:</b>	<b>\$399M</b>	<b>\$66M</b>	<b>\$91M</b>
<i>Facilities Excellence</i>			



## Estimated Value of IT Equipment

Equipment	Estimated Value
Computers	\$11,264,400
Printers	\$585,000
Network	\$5,650,000
Servers	\$3,850,000
Telephone System	\$2,300,00
Infrastructure	\$13,000,000
Digital Signage & TV's	\$130,000
Smart Classrooms	\$1,625,000
<b>Total</b>	<b>\$38,404,400</b>

## Estimated Cost: 5-Year Replacement Schedule

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Cañada</b>	\$520,000	\$1,100,000	\$550,000	\$450,000	\$550,000
<b>CSM</b>	\$350,000	\$1,000,000	\$900,000	\$850,000	\$1,750,000
<b>Skyline</b>	\$400,000	\$750,000	\$750,000	\$1,250,000	\$600,000
<b>D.O</b>	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
<b>Districtwide</b>	\$370,000	\$610,000	\$850,000	\$650,000	\$2,500,000
<b>Total</b>	<b>\$1,680,000</b>	<b>\$3,500,000</b>	<b>\$3,090,000</b>	<b>\$3,240,000</b>	<b>\$5,440,000</b>

***Estimated Total for 20 Years – \$70,000,000***

**BOARD REPORT NO. 10-9-2C**

**TECHNOLOGY DEMONSTRATION BY JASMINE WITHAM**

**There is no printed report for this agenda item.**

**BOARD REPORT NO. 10-9-3C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Ron Galatolo, Chancellor

**PRESENTATION OF ABOVE AND BEYOND AWARD TO SUE HARRISON**

In addition to her position as Assistant to the Chancellor, Sue Harrison has assumed the position of Districtwide Grants Coordinator. Ms. Harrison investigates grant opportunities at the federal, state and local level and helps to match them with needs at the Colleges. She works with appropriate staff at the Colleges to assist in writing the grant applications. She sets up the complex process at each federal agency to make sure the District is registered correctly and ensures that each application is submitted according to the specific requirements of the agency. Examples of Ms. Harrison's work include coordinating the submission of the \$350,000 University Center Consortium grant from the U.S. Department of Education which the Board is being asked to approve at this meeting. She also coordinated the submission of the \$103,695 California Community Colleges Chancellor's Office (CCCCO) Allied Health Equipment grant, and every year she coordinates the submission of VTEA and Tech Prep applications to the CCCCCO.

Last year, Ms. Harrison helped to coordinate training at each campus for anyone who had not been part of a grant process in the past, but was interested in learning about the process.

Ms. Harrison has gone above and beyond the duties of her position as she has taken her own time to thoroughly study the process of searching for grant opportunities and to develop skills to write effective grant applications. At the same time, she has continued to assist the Chancellor in an efficient and professional manner. Ms. Harrison has mastered the skill of "wearing two hats" and maintaining a positive approach to both positions.

**BOARD REPORT NO. 10-9-4C**

**BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND  
SUPPORT SERVICES: SKYLINE COLLEGE CLEAN ENERGY AND SUSTAINABILITY  
PROGRAM UPDATE**

**There is no printed report for this agenda item.**

**BOARD REPORT 10-9-2A**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Harry W. Joel, Vice Chancellor, Human Resources and Employee Relations  
(650) 358-6767

**APPROVAL OF PERSONNEL ITEMS**

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

**A. REASSIGNMENT**

**Cañada College**

**Loretta Davis** Office Assistant II Enrollment Services

Reassigned through the managed hiring process from a Staff Assistant position (Grade 20) in the Construction Planning Department into this temporary position at Grade 18 of the Classified Salary Schedule (60), effective August 24, 2010.

**B. CHANGE IN STAFF ALLOCATION**

**Skyline College**

1. Recommend a temporary increase in staff allocation to add one full-time academic Counselor/Coordinator position in SparkPoint San Mateo Center, effective October 1, 2010 through June 30, 2010. This position will be funded by the United Way of the Bay Area's sub grant to the SparkPoint San Mateo Center (funded by the Silicon Valley Community Foundation to enhance financial coaching and literacy services), which expires on June 30, 2011.
2. Recommend a temporary increase in staff allocation to add one full-time academic Automotive Instructor/Coordinator position in the Business & Industry Relations Division, effective October 1, 2010 through June 30, 2010. This position will be funded by the Bay Area Workforce Funding Collaborative Stackable Certificates Grant, which expires on June 30, 2012.

**C. SHORT-TERM, NON-CONTINUING POSITIONS**

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

<i>Location</i>	<i>Division/Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada	Business, Workforce & Athletics	5 <i>10 positions were previously approved on 7/28/10</i>	9/23/2010	6/30/2011	<b>Assistant Coach:</b> Assist with coaching, recruiting, practice planning/implementation, record-keeping, & filming practices/games. Coaches will be assigned to support baseball, basketball, and volleyball.
Cañada	Business, Workforce & Athletics/Upward Bound	2	9/23/2010	12/17/2010	<b>Instructional Aide I:</b> Provide individual/group tutoring to Upward Bound high school students in academic subjects and developing study skills.
Cañada	Science & Technology/Math	1	10/1/2010	6/30/2011	<b>Instructional Aide II:</b> Tutor and assist Math Jam and first time STEM majors as part of the HSI Grant Program.
Skyline	Business & Industry Relations	10	8/18/2010	6/30/2011	<b>Cosmetology Aides:</b> Supervise students during practical application experiences in labs and when students perform services on clients; assist faculty in classes where students must be closely supervised to ensure success and safety. <i>Original request inadvertently misplaced at campus level.</i>
Skyline	Counseling Services	1	9/23/2010	6/30/2011	<b>Program Services Coordinator:</b> Liaison between Hermanos program students and various campus departments; make referrals to various resources; conduct student follow-up; maintain files; make presentations; conduct workshops, etc.
Skyline	Vice President of Instruction/Workforce Development	2	9/23/2010	6/30/2011	<b>Office Assistant II:</b> Assist with data entry, receptionist duties, monitor expenditures and budgets using a database and a variety of computer software for two specific grant-funded projects.

**BOARD REPORT NO. 10-9-1CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathryn Blackwood, Chief Financial Officer, 358-6869

**RATIFICATION OF JULY AND AUGUST 2010 DISTRICT WARRANTS**

Attached as Exhibits A and B are the warrants in excess of \$10,000 that were issued in the months of July and August 2010 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

It has come to staff's attention that Education Code Section 85266 requires that warrants issued by the District be approved by the Board of Trustees every 60 days. Accordingly, the Board will be asked to approve warrants every two months rather than on a quarterly basis.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the warrants issued during the period July 1, 2010 through August 31, 2010 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
JULY 1-31, 2010  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
014323	07/08/10	Atlas/Pellizzari Electric Inc.	25,033.00	CSM Electrical Projects
014329	07/08/10	Dovetail Decision Consultants, Inc.	64,548.32	Districtwide Site Furniture Design Standard Consulting Services
014332	07/08/10	Krueger International	57,449.94	CSM Furniture Purchase
014334	07/08/10	Noll & Tam	62,860.90	Cañada Construction Project
014337	07/08/10	Schneider Electric Buildings Americas, Inc.	10,499.74	Districtwide Building Management System Maintenance
014338	07/08/10	SM County Community College District	27,356.61	Flex Spending Account Reimbursement
014339	07/08/10	SMC College Ed. Housing Corp.	33,942.00	College Vista Monthly Rent
014341	07/08/10	SMCCCD Bookstore	12,333.95	CSM Special Projects Books Purchase
014343	07/08/10	SMCCCD Bookstore	19,730.20	Cañada Special Projects Books Purchase
014347	07/08/10	Urtext	15,937.50	Districtwide CPD Consulting Services
014348	07/08/10	VALIC Retirement Services Company	250,208.04	Tax Shelter Annuities
014428	07/15/10	Evisions, Inc	11,352.00	Annual Software License Fees
014431	07/15/10	Keenan & Associates	11,875.00	Construction Projects Insurance Services
014432	07/15/10	Krueger International	19,253.37	CSM Furniture Purchase
014434	07/15/10	Oracle USA, Inc.	51,680.55	Annual Software License Fees
014437	07/15/10	Public Radio International	10,133.23	Annual Market Affiliation and Carriage Fees
014440	07/15/10	SMCCCD Bookstore	24,800.95	Cañada Special Projects Books Purchase
014441	07/15/10	Sutro Tower Inc.	16,815.00	KCSM Transmitter Leasing Fee
014495	07/22/10	Bunton Clifford Associates, Inc.	25,739.64	Cañada Architectural Services
014496	07/22/10	CIS, Inc	52,520.00	Districtwide DSA Inspection Services
014497	07/22/10	CleanSource, Inc.	10,343.79	Facilities Custodial Supplies Purchase
014498	07/22/10	Constellation NewEnergy Inc.	25,058.90	Utilities
014502	07/22/10	Dovetail Decision Consultants, Inc.	50,936.23	Districtwide Site Furniture Design Standard Consulting Services
014503	07/22/10	GRD Energy Inc.	15,855.00	Districtwide Commissioning Services
014506	07/22/10	Little Giant Bldg. Maint. Co.	35,150.00	CSM Cleaning Services
014507	07/22/10	Official Payments Corporation	11,225.89	District Banking Charges
014509	07/22/10	Siemens Industry, Inc.	26,588.75	Districtwide Monitoring Services
014512	07/22/10	Keenan & Associates	10,381.00	Skyline Project Insurance Services
014578	07/29/10	CIS, Inc	26,780.00	Districtwide DSA Inspection Services
014580	07/29/10	Cor-O-Van Moving & Storage Co.	12,775.61	CSM Moving Services
014582	07/29/10	DRB Management Services Corporation	27,932.50	Districtwide Project Management Services
014594	07/29/10	SMC College Ed. Housing Corp.	28,296.00	College Vista Monthly Rent
014596	07/29/10	Sugimura Finney Architects	10,414.05	Skyline & CSM Architectural Services
014597	07/29/10	Sutro Tower Inc.	16,815.00	KCSM Transmitter Leasing Fee
014598	07/29/10	TRC Engineers, Inc.	52,250.04	Skyline Construction Project
014600	07/29/10	VALIC Retirement Services Company	109,257.72	Tax Shelter Annuities



SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
JULY 1-31, 2010  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
430846	07/02/10	Bay City Boiler & Engineering Company, Inc.	15,522.00	CSM Annual Preventive Maintenance Fees
430863	07/02/10	County of Alameda	26,785.93	Skyline BayCEC contractor services
430884	07/02/10	Marin Community College District	13,312.31	Skyline BayCEC contractor services
430893	07/02/10	National Beauty Group LLC - DBA KB Beauty	17,296.70	CSM Cosmetology Equipment
430900	07/02/10	Pac Gas & Elec Co	15,014.52	Utilities
430902	07/02/10	Pac Gas & Elec Co	12,967.49	Utilities
430913	07/02/10	San Mateo Union High School District	37,400.00	Middle College High School Salaries & Expenses Reimbursement
430919	07/02/10	The Denali Group	12,930.00	CSM Pre-occupancy IAQ Survey
430933	07/02/10	CalPERS	427,036.42	Cal PERS Contribution Advance
430946	07/02/10	Public Empl Ret Sys	1,094,441.99	Health Insurance Monthly Premium
430948	07/02/10	San Mateo Com.Col.Dist.	27,454.67	Reimbursement for Canada Housing AT&T Cables Services
431072	07/08/10	Foundation for California Community College	23,897.32	FUSION Annual License Fee
431078	07/08/10	Harris Corp. Broadcast Division	30,231.98	KCSM Equipment Purchase
431118	07/08/10	Schindler Elevator Corporation	13,222.89	Districtwide Elevator Maintenance Services
431163	07/08/10	Wells Fargo Bank	363,245.83	District Procurement Card Payment
431165	07/09/10	S.M.C.S.I.G.	143,658.98	Dental Premium Payment
431166	07/09/10	S.M.C.S.I.G.	18,551.41	Vision Premium Payment
431179	07/12/10	Commercial Energy of Montana, Inc.	10,426.16	Utilities
431184	07/12/10	Education Housing Partners, LLC.	563,985.00	Cañada Housing Project Consulting Services
431192	07/12/10	John Plane Construction	124,695.12	Cañada & Skyline Construction Projects
431210	07/12/10	Strata Information Group	50,504.00	ITS Consulting Services
431220	07/12/10	Hartford Life & Accident Insurance Co.	31,516.48	Life Insurance Premium
431244	07/15/10	BNBuilders	34,188.00	CSM Construction Project
431245	07/15/10	Brunswick Corporation	55,834.99	CSM Athletic Equipment Purchase
431263	07/15/10	Kleinfelder	11,231.50	CSM Materials Testing and Inspection Services
431265	07/15/10	Krueger International	104,452.17	Skyline Furniture Purchase
431272	07/15/10	MediFit Corporate Services, Inc.	109,523.25	Reimbursement CSM Fitness Center Expenses
431276	07/15/10	Netxperts, Inc.	510,357.09	CSM ITS Equipment Purchase
431279	07/15/10	Nuventive, LLC	17,627.27	Districtwide Annual License Maintenance Fees
431284	07/15/10	Rountree Plumbing, Heating Inc.	10,613.00	CSM Construction Project
431297	07/15/10	CalPERS	12,296.20	Cal PERS Contribution Balance
431303	07/15/10	Employment Development Department	58,388.97	Quarterly Unemployment Fee
431321	07/15/10	Wesco Graphics, Inc.	20,221.50	Community Education Catalog Printing Fees
431332	07/19/10	Brunswick Corporation	14,780.51	CSM Athletic Equipment Purchase
431337	07/19/10	Dell Computers	89,055.53	CSM & Skyline Computer Purchase
431352	07/19/10	Mity-Lite, Inc.	10,879.23	CSM Furniture Purchase
431354	07/19/10	Pac Gas & Elec Co	26,806.88	Utilities
431360	07/19/10	Salas O'Brien Engineers, Inc.	10,352.91	Design, Inspect, Oversee & Commission Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
JULY 1-31, 2010  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
431362	07/19/10	Schembri Construction Co., Inc.	69,077.15	Cañada Construction Project
431378	07/19/10	State Board of Equalization	20,450.00	Quarterly Use & Sales Tax Payment
431381	07/19/10	Vavrinek, Trine, Day & Co.	31,000.00	Districtwide Auditing Fees
431385	07/22/10	Bayside Heating & Air Conditioning	24,897.00	Skyline Chiller Repair Services
431392	07/22/10	Cumming Corporation	10,319.00	CPD Project Coordinator Services
431397	07/22/10	Hensel Phelps Construction Co.	240,303.40	Skyline Construction Project
431400	07/22/10	Hensel Phelps Construction Co.	2,162,730.60	Skyline Construction Project
431401	07/22/10	Kimbria Inc	13,178.70	KCSM Monthly Credit Card Internet Transaction Fees
431402	07/22/10	McCarthy Building Companies	344,957.80	CSM Construction Project
431403	07/22/10	McCarthy Building Companies	3,223,089.90	CSM Construction Project
431413	07/22/10	Parsons Commercial Technology Group Inc.	13,250.00	Districtwide CIP Professional Services
431416	07/22/10	San Francisco State University	10,504.03	Cañada MESA Engineering Summer Institute Expense Reimbursement
431418	07/22/10	McCarthy Building Companies	358,121.10	Cañada Construction Project
431430	07/22/10	Calif Water Service Co	16,173.10	Utilities
431431	07/22/10	Carrubba, Francesco	10,000.00	Half Moon Bay Office Lease
431448	07/26/10	Bay View Painting Company	10,590.57	Cañada Painting Services
431452	07/26/10	Swinerton Management & Consulting	18,086.60	Program Management Services
431454	07/26/10	Construction Testing Services, Inc.	11,448.61	Skyline Inspection Services
431455	07/26/10	Cornerstone Earth Group, Inc.	44,105.68	Districtwide Geotechnical Observation & Testing Services
431462	07/26/10	FreeMotion Fitness, Inc.	11,012.94	CSM Athletic Equipment Purchase
431465	07/26/10	Kleinfelder	21,252.76	CSM Materials Testing and Inspection Services
431469	07/26/10	MediFit Corporate Services, Inc.	127,669.85	Reimbursement CSM Fitness Center Expenses
431471	07/26/10	Pro Installations, Inc.	22,676.00	CSM Construction Project
431474	07/26/10	Rosenfeld, Shlomo I.	12,487.50	CSM Mechanical Engineering Assessment Services
431476	07/26/10	Siemens Enterprise Communications, Inc.	41,734.75	Districtwide System Installation
431483	07/26/10	Swinerton Management & Consulting	343,645.39	Program Management Services
431491	07/26/10	Sedgwick Claims Management Services, Inc.	21,000.00	Annual Worker's Comp TPA Service Fee
431572	07/29/10	American Public Television	16,475.00	KCSM APT Program Library Exchange Fee
431587	07/29/10	Cornerstone Earth Group, Inc.	20,657.70	CSM Geotechnical Observation & Testing Services
431598	07/29/10	Governet	24,000.00	Annual Fees
431612	07/29/10	Pac Gas & Elec Co	10,909.53	Utilities
431613	07/29/10	Pac Gas & Elec Co	45,601.01	Utilities
431614	07/29/10	Pankow Special Projects, L.P.	171,405.90	CSM Construction Project
431616	07/29/10	PeopleAdmin, Inc.	25,800.00	Enterprise Applicant Tracking Service Fees
431629	07/29/10	American Federation of Teachers	20,918.09	Union Dues
431633	07/29/10	Comp View, Inc.	20,209.32	CSM Equipment Purchase
431650	07/29/10	Hartford Retirement Plans Service Center	25,433.18	Tax Shelter Annuities
431663	07/29/10	Pankow Special Projects, L.P.	19,045.10	CSM Construction Project

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
JULY 1-31, 2010  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
431664	07/29/10	Schools Excess Liability Fund	41,466.60	Annual SELF Premium Fees
<u>District Payroll Disbursement(excluding Salary Warrants)</u>				
92136	07/01/10	US Treasury - Union Bank	1,002,002.10	Federal Tax
92160	07/01/10	EDD - Union Bank	192,645.11	State Tax
41782	07/16/10	US Treasury - Union Bank	139,030.48	Federal Tax
41872	07/16/10	EDD - Union Bank	25,010.10	State Tax
JE286933	07/30/10	State Teacher Retirement - County Paid	307,995.42	STRS Retirement - Defined Benefit
<u>SMCCCD Bookstores</u>				
106894	07/13/10	Pearson Education Inc.	19,725.28	Purchase of Inventory
106899	07/13/10	S.P.Richards Co.	10,052.58	Purchase of Inventory
106931	07/28/10	Douglas Stewart Company	16,300.05	Purchase of Inventory
106946	07/28/10	MBS Textbook Exchange	11,489.51	Purchase of Inventory
106947	07/28/10	McGraw Hill Companies	23,610.58	Purchase of Inventory
106975	07/29/10	SM CC College District	197,009.60	Salary & Benefits June 2010
EFT 85707	07/30/10	Board Of Equalization	62,139.00	Sales Tax For Quarter Ended June , 2010
Subtotal			13,627,530.29	85%
Warrants Issued ≤ \$10,000			2,459,826.76	15%
Total Non-Salary Warrants Issued			16,087,357.05	100%
District Accounts Payable		430828-431671, 911655-912469, DD13924-14609	15,407,322.48	
District Payroll		62651-63603, DD50003697-DD50004887	5,879,916.88	
SMCCCD Bookstores		106845-106976, EFT#85707, 85792	501,402.93	
		Total Warrants Including Salaries - July 2010	21,788,642.29	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
AUGUST 1-31, 2010  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
014679	08/05/10	NCS Pearson, Inc	11,997.00	Annual Gateway License, Hosting & Maintenance Fees
014685	08/05/10	Snader & Associates	10,483.42	KCSM Avid Support Service
014822	08/12/10	Constellation NewEnergy Inc.	172,047.75	Utilities
014824	08/12/10	SM County Community College District	31,593.88	Flex Spending Account Reimbursement
014825	08/12/10	SMCCCD Bookstore	15,707.85	Skyline Special Projects Book Purchase
015334	08/19/10	Associated Std -Canada	31,288.77	Transfer from Union Bank to Wells Fargo Bank
015336	08/19/10	Computerland	18,417.44	Skyline Equipment Purchase
015343	08/19/10	Urtext	21,812.50	Districtwide CPD Consulting Services
015600	08/26/10	Constellation NewEnergy Inc.	40,253.24	Utilities
015603	08/26/10	NetVersant Solution II LP	56,443.34	Skyline Access Control Alarm Purchase & Installation
015604	08/26/10	Noll & Tam	58,910.10	Cañada Construction Project
431691	08/02/10	Dell Computers	19,646.48	Districtwide Computer Purchase
431694	08/02/10	Fitness Edge	20,610.07	CSM Athletic Club Equipment Purchase
431701	08/02/10	Lloyd F. McKinney Associates, Inc.	10,495.77	District Boardroom Conferencing System
431715	08/02/10	Pac Gas & Elec Co	14,772.94	Utilities
431716	08/02/10	Pac Gas & Elec Co	15,710.41	Utilities
431745	08/02/10	CalPERS	445,691.35	Cal PERS Contribution Advance
431751	08/02/10	Public Empl Ret Sys	10,077.19	Health Insurance Monthly Premium - Trustees
431752	08/02/10	Public Empl Ret Sys	1,097,114.87	Health Insurance Monthly Premium
431761	08/05/10	Dell Computers	10,777.96	Districtwide Computer Purchase
431762	08/05/10	Emmett W. MacCorkle Inc. Insurance Services	821,480.36	Annual Insurance Premium
431774	08/05/10	Pac Gas & Elec Co	13,801.87	Utilities
431785	08/05/10	Hartford Life & Accident Insurance Co.	31,287.98	Life Insurance Premium
431790	08/05/10	S.M.C.S.I.G.	144,331.36	Dental Premium Payment
431791	08/05/10	S.M.C.S.I.G.	18,514.12	Vision Premium Payment
431794	08/05/10	Wells Fargo Bank	263,363.39	District Procurement Card Payment
431800	08/09/10	Bay City Boiler & Engineering Company, Inc.	13,640.00	CSM Boiler Repair Services
431801	08/09/10	Board of Governors	11,700.00	Annual Subscription Agreement Fees
431808	08/09/10	Mt. Diablo Group	14,224.54	Monthly Rental Mt Diablo Transmission Facilities
431811	08/09/10	Robert A. Bothman	410,780.57	Cañada & CSM Construction Project
431812	08/09/10	San Bruno Mun Util	11,757.60	Utilities
431816	08/09/10	Associated Std -Canada	16,172.50	Quarterly Student Fees Reimbursement
431817	08/09/10	Associated Std-CSM	25,247.00	Quarterly Student Fees Reimbursement
431818	08/09/10	Associated Std-Skyline	24,044.50	Quarterly Student Fees Reimbursement
431819	08/09/10	Enterprise Recovery System, Inc	25,428.53	Quarterly Collection Fees
431828	08/12/10	Emmett W. MacCorkle Inc. Insurance Services	197,409.00	Districtwide Insurance Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
AUGUST 1-31, 2010  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
431880	08/19/10	Brunswick Corporation	22,278.97	CSM Athletic Equipment Purchase
431883	08/19/10	Swinerton Management & Consulting	16,673.35	Program Management Services
431885	08/19/10	Commercial Energy of Montana, Inc.	22,708.48	Utilities
431892	08/19/10	Education Housing Partners, LLC.	646,432.00	Cañada Housing Project Consulting Services
431909	08/19/10	Pac Gas & Elec Co	47,808.67	Utilities
431910	08/19/10	Pac Gas & Elec Co	27,664.42	Utilities
431916	08/19/10	Swinerton Management & Consulting	316,793.64	Program Management Services
431928	08/19/10	Division of the State Architect	16,963.62	Cañada Construction Project DSA Fees
431957	08/23/10	Calif Water Service Co	16,931.95	Utilities
431967	08/23/10	Dell Computers	13,860.38	Skyline Computer Purchase
431969	08/23/10	Hensel Phelps Construction Co.	308,651.80	Skyline Construction Project
431974	08/23/10	Hensel Phelps Construction Co.	2,777,866.20	Skyline Construction Project
431984	08/23/10	McCarthy Building Companies	475,288.80	Cañada Construction Project
432008	08/23/10	McCarthy Building Companies	25,015.20	Cañada Construction Project
432015	08/23/10	Waterfall Mobile, Inc.	10,000.00	Districtwide AlertU License Fee
432019	08/23/10	McCarthy Building Companies	3,065,778.00	CSM Construction Project
432022	08/23/10	McCarthy Building Companies	340,642.00	CSM Construction Project
432038	08/26/10	Cumming Corporation	10,319.00	CPD Project Coordinator Services
432063	08/26/10	Pankow Special Projects, L.P.	120,795.30	CSM Construction Project
432090	08/26/10	Pankow Special Projects, L.P.	13,421.70	CSM Construction Project
432100	08/30/10	Board of Governors	24,453.00	Cañada Construction Project Plan Check Fees
432101	08/30/10	Board of Governors	32,478.00	CSM Construction Project Plan Check Fees
432113	08/30/10	Dell Computers	42,088.13	Districtwide Computer Purchase
432116	08/30/10	Division of the State Architect	32,374.50	Cañada Construction Project DSA Fees
432127	08/30/10	Landscape Forms	70,329.70	CSM Recycle Containers Purchase
432137	08/30/10	Pac Gas & Elec Co	12,964.34	Utilities
432139	08/30/10	Pac Gas & Elec Co	15,238.83	Utilities
432144	08/30/10	Pugh, John W.	12,000.00	Skyline Mural Painting Services
432159	08/30/10	Wausau Tile , Inc.	13,931.06	CSM Concrete Benches Purchase
432164	08/30/10	American Federation of Teachers	29,483.47	Union Dues
432184	08/30/10	Hartford Retirement Plans Service Center	38,379.18	Tax Shelter Annuities
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
91452	08/02/10	US Treasury - Union Bank	1,048,544.16	Federal Tax
91406	08/02/10	EDD - Union Bank	208,024.13	State Tax
36621	08/18/10	US Treasury - Union Bank	73,943.91	Federal Tax

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
AUGUST 1-31, 2010  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
36689	08/18/10	EDD - Union Bank	11,406.71	State Tax
J1100185	08/10/10	State Teacher Retirement - Cash Balance	55,794.50	STRS Retirement - Cash Balance
JE288452	08/31/10	State Teacher Retirement - County Paid	413,865.06	STRS Retirement - Defined Benefit
		<u>SMCCCD Bookstores</u>		
107022	08/23/10	Cengage Learning	12,314.05	Purchase of Inventory
107053	08/23/10	McGraw-Hill Companies	13,625.76	Purchase of Inventory
107058	08/23/10	NACSCORP	18,694.87	Purchase of Inventory
107060	08/23/10	Nebraska Book Company Inc.	43,536.56	Purchase of Inventory
107062	08/23/10	Pearson Education Inc.	121,558.16	Purchase of Inventory
107078	08/23/10	Vista Higher Learning	11,817.88	Purchase of Inventory
Subtotal			14,809,775.09	84%
Warrant Issued ≤ \$10,000			2,807,684.62	16%
Total Non-Salary Warrants Issued			<u>17,617,459.71</u>	100%
District Accounts Payable		431672-432201, 912470-914126, DD14639-DD15606	15,450,509.19	
District Payroll		63604-64302, DD50004888-DD50006240	5,994,062.63	
SMCCCD Bookstores		106977-107080, EFT#45745	348,939.95	
Total Warrants Including Salaries - August 2010			<u>21,793,511.77</u>	

**BOARD REPORT NO. 10-9-2CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**APPROVAL OF OFF-CAMPUS FACILITIES, 2010-11**

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

The attached Exhibits A, B, C and D indicate the planned off-campus sites for 2010-11, as submitted by Community Education, Cañada College, College of San Mateo and Skyline College, respectively.

**RECOMMENDATION**

It is recommended that the Board approve use of off-campus facilities for the 2010-11 academic year as detailed in the attached exhibits.

**COMMUNITY EDUCATION CLASSES**  
**Off Campus Facilities**  
**2010-2011**

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
Kathy's Kreative Kakes 631 S. B. Street San Mateo	Cake Decorating Classes	None
South Linden Station 160 S. Linden Ave. South San Francisco	Fused glass class	None
St. Johns' Cemetery 910 Orange San Mateo	Tour of St. John's Grand Tombs	None
Union Cemetery Woodside Rd. Redwood City	Tour of Union Cemetery	None
Peninsula Parks and Trails Various field trip locations to Bay Area parks	Walking Tours	None
Burlingame Recreation Center 850 Burlingame Ave. Burlingame	Emeritus classes	None
The Peninsula Regent 1 Baldwin Ave. San Mateo	Emeritus classes	None
San Mateo Senior Center 2645 Alameda de las Pulgas San Mateo	Emeritus classes	None
Crystal Springs Golf Course 6650 Golf Course Drive Burlingame, CA	Golf Workshops	None
Presidio of San Francisco National Cemetery San Francisco, CA	Walking Tours	None



**CAÑADA COLLEGE**  
**Off-campus Facilities**  
**2010 - 2011**

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
Boys & Girls Club 2031 Pulgas Avenue East Palo Alto	English as a Second Language/CBET	None
Carlmont High School 1400 Alameda De Las Pulgas Belmont	Mathematics	None
East Palo Alto Academy 475 Pope Street Menlo Park	Career and Personal Development, ECE/CD, Health Science, Literature; Psychology; Reading, Drama; General education	None
East Palo Alto Charter School Phoenix Academy 1848 C Bay Street East Palo Alto	General education	None
Fair Oaks Head Start 3502 Middlefield Road Menlo Park	Early Childhood Education	None
First Presbyterian Church of San Mateo 194 West 25th Ave. San Mateo	Early Childhood Education	None
Garfield Charter School 3600 Middlefield Road Menlo Park	English as a Second Language/CBET	None
Hawes School 909 Roosevelt Avenue Redwood City	English as a Second Language/CBET CBOT/ESL Learning Community	None
Hoover School 701 Charter Street Redwood City	English as a Second Language/CBET CBOT/ESL Learning Community	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
John Gill Elementary School 555 Ave de la Ora Redwood City	English as a Second Language/CBET; ECE/ESL Learning Community	None
Kaiser Medical Center 1200 El Camino Real South San Francisco	Clinical Instruction	None
Kaiser Medical Center 1150 Veterans Boulevard Redwood City	Clinical Instruction	None
Kaiser Outpatient Clinics Mountain View, Campbell, Milpitas	Clinical Instruction	None
Lucile Packard Children's Hospital, Stanford 725 Welch Road Palo Alto	Clinical Instruction	None
Menlo Park Center/Job Train 1200 O'Brien Menlo Park	Computer Business Office Technology; Accounting, Business, Early Childhood Education; Human Services	None
PAMF: Redwood City Center 805 Veterans Blvd. Redwood City	Clinical Instruction	None
Redwood City Main Library 1044 Middlefield Road Redwood City	Learning Center	None
San Francisco VA Medical Center 2150 Clement Street San Francisco	Clinical Instruction	None
San Mateo County Human Services Agency 400 Harbor Blvd. Belmont	Foster Care – Resource Parent Training	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
San Mateo County Law Library 710 Hamilton Redwood City	Paralegal	None
San Mateo County Medical Center 222 West 39th Avenue San Mateo	Clinical Instruction	None
San Mateo Credit Union 350 Convention Way (First Floor) Redwood City	Business Writing Academy – County of San Mateo	None
Sequoia Hospital Whipple and Alameda Redwood City	Clinical Instruction	None
Seton Coastside 600 Marine Boulevard Moss Beach	Clinical Instruction	None
Seton Hospital 1900 Sullivan Daly City	Clinical Instruction	None
Taft Elementary 903 10 <sup>th</sup> Street Redwood City	English as a Second Language/CBET CBOT/ESL Learning Community	None
VA Palo Alto Health Care System 3801 Miranda Avenue Palo Alto	Clinical Instruction	None
Woodside High School 199 Churchill Avenue Woodside	Mathematics	None

**COLLEGE OF SAN MATEO**  
**Off-Campus Facilities**  
**2010-2011**

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
San Mateo County Medical Center 222 W. 39 <sup>th</sup> Ave. San Mateo	Clinical Instruction	None
University of Pacific School of Dentistry 2155 Webster St. San Francisco	Clinical Instruction	None
Private Dental Offices San Mateo County	Clinical Instruction	None
Kaiser Medical Center 1150 Veterans Blvd. Redwood City	Clinical Instruction	None
Kaiser Medical Center 1200 El Camino Real So. San Francisco	Clinical Instruction	None
Mills Peninsula Health Services 101 So. San Mateo Dr. San Mateo and 1501 Trousdale Drive Burlingame	Clinical Instruction	None
Sequoia Hospital 170 Alameda de las Pulgas Redwood City	Clinical Instruction	None
Seton Medical Center 1900 Sullivan Ave. Daly City and Seton Coastside 600 Marine Boulevard Moss Beach, CA 94038	Clinical Instruction	None
University of California San Francisco Medical Center 505 Parnassus, L1-171 San Francisco	Clinical Instruction	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
Good Samaritan Hospital 2425 Samaritan Dr. San Jose	Clinical Instruction	None
Martin Luther King Center 725 Mt. Diablo Ave. San Mateo	General Education & enrichment programs; Humanities	None
San Mateo Senior Center 2645 Alameda de las Pulgas San Mateo	History Class; Social Science	None
Moffett Field or San Francisco International Airport	Aircraft rescue	None
Coyote Point Fire Range San Mateo	Admin. of Justice	None
Brisbane Fire Department 3445 Bayshore Blvd. Brisbane	Fire Technology	None
Burlingame Fire Station #34 799 California Dr. Burlingame	Fire Technology	None
Calif. Dept. of Forestry Fire Station 20 Tower Rd. Belmont	Fire Technology	None
Daly City Fire Station 101 Lincoln St. Daly City	Fire Technology	None
Half Moon Bay Fire Department 635 Main St. Half Moon Bay	Fire Technology	None
Menlo Park Fire Protection District 300 Middlefield Rd. Menlo Park	Fire Technology	None
Pacifica Fire Department Linda Mar Station, Linda Mar Blvd. Pacifica	Fire Technology	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
Pt. Montara Fire Protection District 501 Stetson St. Moss Beach	Fire Technology	None
Redwood City Fire Department 755 Marshall St. Redwood City	Fire Technology	None
San Bruno Fire Department 555 El Camino Real San Bruno	Fire Technology	None
San Mateo Fire Department 120 S. Ellsworth Ave. San Mateo	Fire Technology	None
So. San Francisco Fire Department 33 Arroyo Dr., Suite F South San Francisco	Fire Technology	None
South County Fire Authority 666 Elm St. San Carlos	Fire Technology	None
Woodside Fire Protection District 3111 Woodside Rd. Woodside	Fire Technology	None
Sprinkler Fitters' Training Center 23312 Cabot Blvd. Hayward	Sprinkler Fitters Apprenticeship	Per agreement
Electricians' Training Center 625 Industrial Rd. San Carlos	Electricians Apprenticeship	Per agreement
Kaiser Medical Center 4144 Geary Boulevard, #223 San Francisco	Clinical Instruction	None
Kaiser Medical Center 27400 Hesperian Hayward	Clinical Instruction	None
Hillsdale High School	Concurrent Enrollment Classes	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
3115 Del Monte Street San Mateo, CA 94403		
Martin Luther King Center 725 Mt. Diablo Ave. San Mateo	General Education & enrichment programs;	None
Latino Commission 301 Grand Avenue, So. San Francisco	Alcohol and Other Drug Studies	None
CSM Coastside 225 South Cabrillo Highway <a href="#">Shoreline Station</a> , Building D, 2nd floor Half Moon Bay	Coastside Courses	Leased

**SKYLINE COLLEGE  
Off-Campus Facilities  
2010-2011**

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
1 <sup>st</sup> String Athletic Club 888 Hinckley Road Burlingame	Physical Education	None
American Medical Response (AMR) 1616 Rollins Road Burlingame	Emergency Medical Technology	None
BayShore Ambulance Company 370 Hatch Foster City	Emergency Medical Technology	None
California Pacific Medical Center 2333 Buchanan Street San Francisco	Respiratory Therapy – Clinical Instruction	None
Brisbane Parks and Recreation Department Misson Blue Center 50 Park Place Brisbane	Dance	None
Community Learning Center 520 Tamarack Lane South San Francisco	English for Speakers of Other Languages	None
Cypress Golf Course 2001 Hillside Boulevard Colma	Golf	None
Eden Medical Center Lake Chabot Road Castro Valley	Surgical Technology	None
Genentech 1500 Grandview Drive South San Francisco	Early Childhood Education; Biotechnology Courses	None
Healdsburg District Hospital 1375 University Street Healdsburg	Surgical Technology	None



<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
Hillsdale High School 3115 Del Monte Street San Mateo	Psychology	None
Jefferson High School 6996 Mission Street Daly City	Dance	None
Kaiser Northern California Foundation Hospitals and the Permanente Medical Group (to include: Kaiser Walnut Creek, Kaiser Santa Clara, Kaiser Hayward, Kaiser Redwood City, Kaiser Santa Rosa, Kaiser San Rafael & Kaiser South San Francisco) Oakland	Surgical Technology; Central Service Technology	None
Kaiser Permanente – San Francisco 2425 Geary Street San Francisco	Respiratory Therapy & Surgical Technology – Clinical Instruction	None
Los Gatos Community Hospital 815 Pollard Road Los Gatos	Surgical Technology	None
Mills-Peninsula Hospital 1783 El Camino Real Burlingame	Respiratory Therapy, Emergency Medical Technology, Surgical Technology & Central Service Technology – Clinical Instruction	None
Oceana High School 401 Paloma Avenue Pacifica	Foreign Languages Instruction (Filipino); Music	None
Our Second Home 725 Price Street Daly City	Early Childhood Education	None
Petaluma Valley Hospital 1165 Montgomery Drive Santa Rosa	Surgical Technology	None
Saint Francis Memorial Hospital 900 Hyde Street San Francisco	Respiratory Therapy & Surgical Technology – Clinical Instruction	None

<b><u>FACILITY</u></b>	<b><u>PURPOSE</u></b>	<b><u>COST</u></b>
St. Luke's Hospital 3555 Army Street San Francisco	Respiratory Therapy & Surgical Technology – Clinical Instruction	None
St. Rose Hospital 27200 Calaroga Avenue Hayward	Surgical Technology	None
San Francisco General Hospital 1001 Potrero Street San Francisco	Respiratory Therapy – Clinical Instruction	None
Santa Clara Valley Medical Center 751 South Bascom San Jose	Surgical Technology	None
Santa Rosa Memorial Hospital 1165 Montgomery Santa Rosa	Surgical Technology	None
Sequoia Hospital 170 Alameda Redwood City	Emergency Medical Technology, Surgical Technology & Central Service Technology – Clinical Instruction	None
Seton Medical Center 1900 Sullivan Daly City	Respiratory Therapy, Emergency Medical Technology, Surgical Technology & Central Service Technology – Clinical Instruction	None
South San Francisco High School 400 B Street South San Francisco	Career & Personal Development; Cosmetology	None
Stanford Health Services 300 Pasteur Drive Stanford	Respiratory Therapy; Surgical Technology	None
University of California, S.F. 501 Parnassus Avenue San Francisco	Respiratory Therapy – Clinical Instruction	None
Westmoor High School 131 Westmoor Avenue Daly City	Foreign Languages Instruction	None

**BOARD REPORT NO. 10-9-1B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jing Luan, Vice Chancellor, Education Services and Planning, 358-6880

**APPROVAL OF ACCREDITATION MIDTERM REPORTS –  
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

In the third year following the evaluation team visit in 2007, all three Colleges are required by the Accrediting Commission for Community and Junior Colleges (ACCJC) to file a mid-term report by October 15, 2010, demonstrating resolution of the recommendations and concerns noted by ACCJC in its action letters dated January 31, 2008. The report provides narrative information and analysis regarding the progress made on addressing:

- Each of the recommendations of the evaluation team.
- The areas identified in the planning agenda of its self study.
- Updates on substantive change approvals or pending proposals.

The reports are now completed and were delivered to the Board for review on September 17, 2010.

The District Accreditation Coordinating Council has met to update each College on their progress of developing the report and to discuss and collaborate on any tasks, including collection of evidence. To address the District recommendations noted in the ACCJC action letters, the Office of the Vice Chancellor, Educational Services and Planning has coordinated with the three Colleges and District Office staff to document progress and draft responses, which have been included in the Colleges' reports.

**RECOMMENDATION**

It is recommended that the Board approve the accreditation mid-term reports prepared by Cañada College, College of San Mateo and Skyline College, to be submitted to the Accrediting Commission for Community and Junior Colleges by October 15, 2010.

SMCCCD

# Cañada College Accreditation Midterm Report 2010

Cañada College  
4200 Farm Hill Boulevard  
Redwood City, California 94061



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## **Statement on Report Preparation**

This Midterm Report contains Cañada College's responses to the recommendations made by the evaluation team that visited the campus in October 2007 and the planning agenda items that the college developed as part of the accreditation self study process.

This report is the outcome of a highly collaborative effort by college administrators, faculty and staff. The timeline and structure of the collaboration is summarized in the Cañada College Midterm Report Workplan (see link below). Each of the college's five recommendations were assigned a work team responsible for investigating the issues related to that recommendation, gathering the necessary evidence and writing the recommendation response. Each work team included a minimum of one administrator, one faculty and one staff member. Where appropriate District staff and administrators were included as part of individual work teams.

Link to Midterm Workplan:

<http://www.Cañadacollege.edu/inside/accreditation2010midterm/index.html>

The composition of the leadership team driving the development of this 2010 Midterm Report includes several noteworthy transitions from the leadership team that crafted the 2007 Self-Study. In particular, the current team includes a new Director of Planning, Research & Student Success (hired Fall 2008), Vice President of Instruction (hired Summer 2009) and Vice President of Student Services (hired Summer 2010).

The principal writers and editors of this report included:

- Thomas Mohr, Cañada College President
- Sarah Perkins, Vice President of Instruction (Steering Committee Co-chair)
- Robin Richards, Vice President of Student Services
- Lisa Palmer, Professor of English (Steering Committee Co-chair)
- Gregory Stoup, Director of Planning, Research and Student Success
- Carol Rhodes, SLO Coordinator and Professor of Biology
- Ray Lapuz, Professor of Mathematics

These responses from the writing teams were sent in August 2010 to Cañada's accreditation liaison officer, Gregory Stoup, and the co-chairs of the accreditation steering committee who were given the task of compiling and editing the report and seeing it through the college's shared governance process.

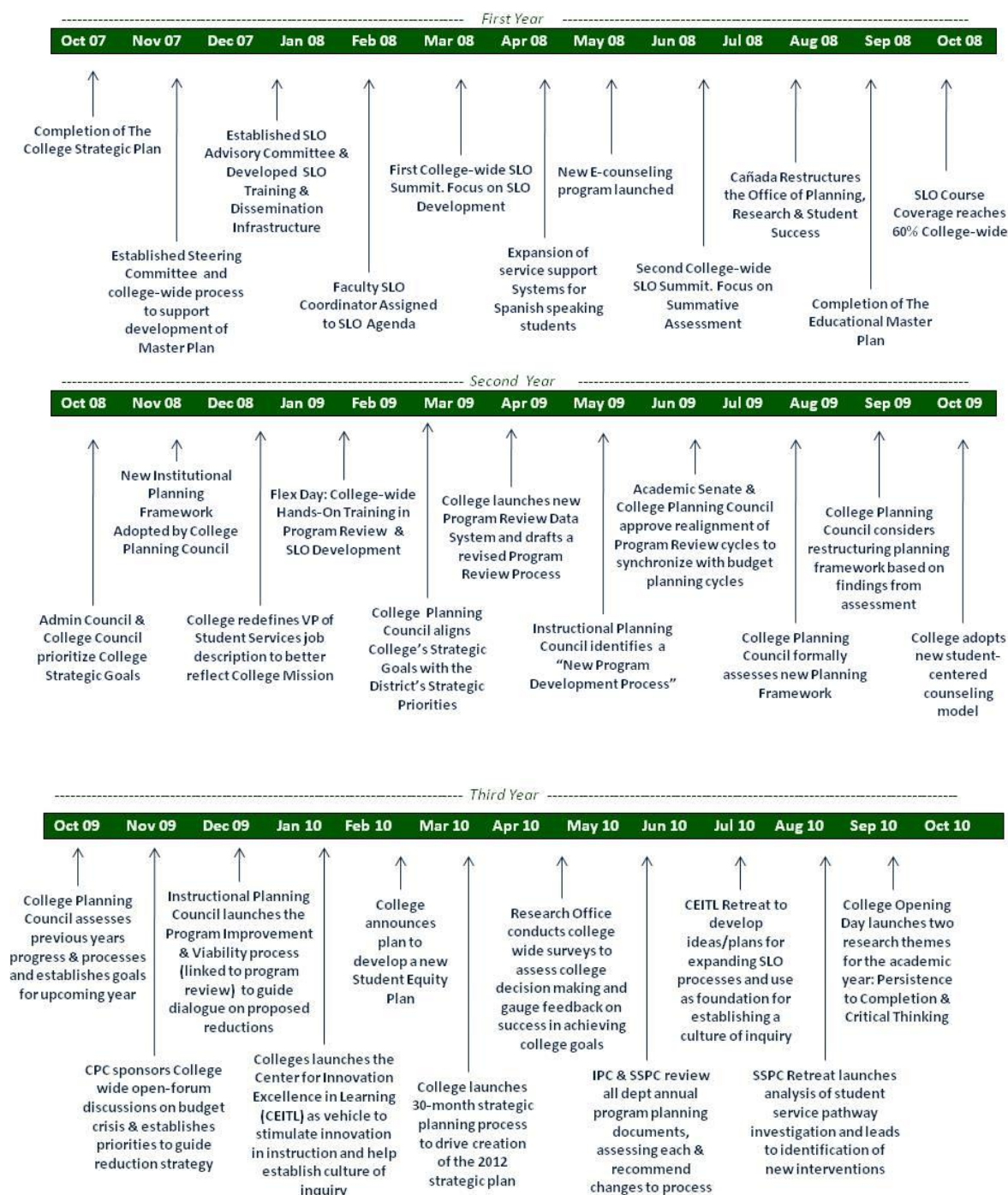
In April 2010, consultations about the timeline and process took place with the College Planning Council, the Instruction Planning Council, the Student Services Planning Council and the Administration Council. Each of these bodies approved the timelines and process. Feedback was captured from these meetings and incorporated into a revised plan. The Planning & Research Director then made a presentation to the Cañada's College Planning Council on May 2010 which

approved the process and time line. The College Planning Council is the college's primary shared governance body and its membership carries representation from faculty, staff, administration and students.

The first draft of the Report was finalized in August 2010 and posted on the college accreditation page. Feedback on the draft was received from the college over the next 4 weeks. The second draft of the Report was sent to the College Planning Council in September 2010. Comments and suggestions gathered from College Planning Council consultations were then used to prepare the final draft. A final draft of the Midterm Report was approved by the College Planning Council in September 2010. After being signed by the college president, the report was sent to the Board of Trustees for approval at their meeting September 15, 2010.

# Cañada College Summary of Achievements

The body of the report describes in detail the college’s accomplishments and responses to each ACCJC recommendation identified in the 2007 accreditation report. This graphic highlights some of the most noteworthy achievements made by Cañada College in response to each of the five recommendations.





# Cañada College Recommendations from 2007 Visiting Team

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## Recommendation 1

**In order to increase institutional effectiveness, the team recommends that the college build upon its strategic planning efforts to develop an Educational Master Plan. The Educational Master Plan should incorporate recommendations from the program review process and serve as the foundation for the integration of student learning programs and services, technology, human resources, facilities, and budget to support the mission of the college. The college should ensure that all plans are reviewed, evaluated, and updated on a regular basis. (Standards I.B.2, I.B.3, I.B.6, I.B.7, II.A.1.a, II.A.1b, III.C.2, III.D.1.a, IV.A.5, IV.B.2, and IV.B.2.b).**

## College Response:

### I. Development of the Educational Master Plan

In March 2008, Cañada College's Educational Mast Plan Steering Committee and the college's planning and budget committee contracted with an external consultant, Maas Company, to guide the development of the college's current educational master plan. Maas provided national and state perspectives that complemented the extensive regional external scan completed during our strategic planning process.

The educational master plan builds upon the Strategic Plan developed the previous year to delineate the strategic direction of the college and to integrate the many components of institutional planning. It provides a planning process for divisions and departments that incorporates the vision and goals of the college; the information generated in program reviews; the priorities elucidated in the strategic plan; and the fiscal and hiring processes and realities of our college. The educational master plan has become the springboard and guide for all institutional planning.

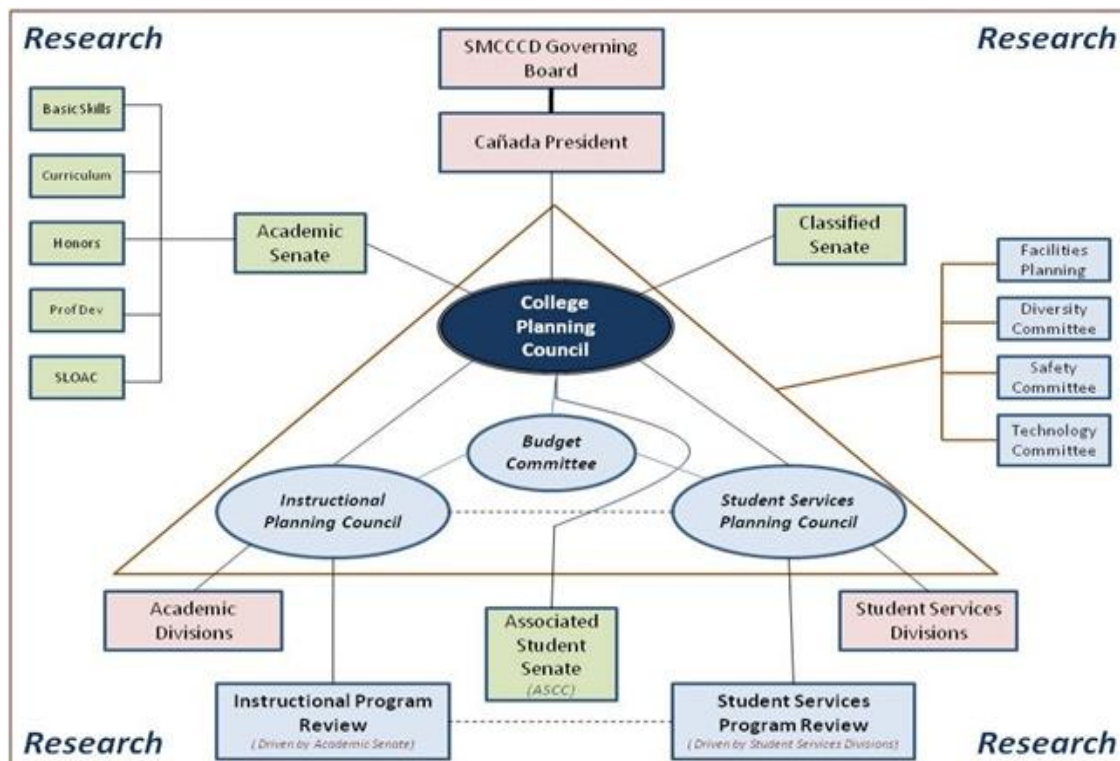
A key result of the development of the educational master plan was the integration of the planning components of the college and the creation of an integrated planning calendar. Unit plans are now grounded in program review which serve as the primary planning documents for resource allocation including human resources, instructional equipment requests, and facility requests. These unit plans respond to the eleven broad goals of the college's strategic plan.

The educational master plan also identified a need to reconsider the college's planning infrastructure. The college's shared governance and administrative bodies deliberated at great length on that recommendation, resulting in the development of a new college-wide planning framework.

## II. New Shared-Governance Planning Framework

In August 2008, upon considering the priorities identified in the educational master plan and recommendations from the ACCJC, the college council began to evaluate the efficacy of the college's existing planning structure. Subsequently, the strategic planning steering committee began developing a proposal for a new college planning structure. In October 2008, after a thorough literature review of the planning structures of other community colleges, and with due consideration of the unique history and culture of Cañada College, the steering committee proposed a new college planning framework to the college council.

The college council and other planning bodies reviewed this proposal at several meetings, and extensive revisions to the planning framework were made based on feedback from council members, administrators, students, faculty, and classified staff. In December 2008, the college council formally adopted the new planning framework. The new college planning council convened its first meeting in February 2009.



The new planning scheme is founded on Program Review. Program Review data feed the dialogue and decision making of the Instructional Planning Council (IPC) and the Student Services Planning Council (SSPC). These two councils are the college's primary venues for detailed conversations related to planning and student success. These 'think tanks' improve the rigor of program review by mentoring faculty and staff, proposing modifications to program review, and by suggesting improvements to other institutional planning processes.

In Spring 2010, in response to the announcement of drastic budgetary cutbacks being imposed on the college, these two planning councils drove the first ever implementation of the the College's Program Improvement & Viability (PIV) Process. Open forum discussions were held by these two planning bodies to examine evidence on the scale, performance and momentum of several of the college's academic departments and student service programs. The PIV process was driven largely by a review of each department's program review data and a review of planning data highlighting important trends in student success and area demographics.

Upon completion of the PIV process the College Planning Council hosted an open forum dialogue on the effectiveness of the planning bodies in driving the process. The CPC is planning to review this feedback in Fall 2010 and make recommendations to the Academic Senate Governing Council on how to improve the effectiveness of the college PIV process.

### III. Improvements to Program Review

As the foundation to the college's new planning structure, Program Review became the central focus for process & content improvement efforts immediately following the adoption of the new planning framework. As a first step towards this goal, the IPC facilitated a discussion on the informational needs necessary to support excellence in program review. These discussions identified several potential improvements to the program review documents targeting the capture of additional information to stimulate deeper thinking about student learning and performance.

In May 2009, the academic senate, acting on advice from the curriculum committee and the IPC, produced and sanctioned the new Annual Program Planning Process as a formal supplement to the six-year Program Review process. The new Annual Program Plans emphasize the collection of information to guide equipment, personnel, and facility planning, and it is structured to elicit deeper reflection on the links between program performance and student outcomes. The Senate also approved the adoption of the Annual Program Planning process for all departments. The adoption of a formal annual planning process helps bring tighter alignment between department planning and budget allocation decisions. The Academic Senate has also begun the work of revising the Comprehensive Program Review template so that it will come into alignment with the Annual Program Review process and institutional planning goals.

In May 2009 and May 2010, the IPC and SSPC reviewed the Annual Program Planning Information of all programs in their domain, assessing the information provided in each and making recommendations to each department on how to improve next year's submissions. In May 2010 the IPC also conducted an assessment of the Program Review process and developed a set of recommendations they will be bringing to the Academic Senate Governing Council and CPC in Fall 2010. The bulk of those recommendations call for the production of more detailed level data focusing on student success, with particular emphasis on the development of success profiles by student ethnicity in each department. This additional layer of Program Review data will build on the foundation of the Department Data Packets developed by the College Research Office in March 2009 and be linked to the data collection efforts to advance the development of the college's new Equity Plan.

## IV. Planning Integration and Alignment

The educational master plan identified a need for the college to connect its planning activities. Consequently, coordinating planning was a key intention of the new college planning framework. Both the reporting structure and the membership composition across the planning bodies work to integrate planning as does the college's alignment of planning cycles, which connect the outcomes of each planning process to inputs in the others.

The figure below outlines the start of each planning cycle and its duration. A review of the content produced by each planning process as well as a review of the process occurs at the start of every new cycle.

Cañada College and San Mateo District Planning Cycles					
Planning Activity	2010/11	2011/12	2012/13	2013/14	2014/15
<b>College Educational Master Plan</b>	5 Year Cycle Implement & Assess			5 Year Cycle Develop & Approve	Implement & Assess
<b>College Strategic Plan</b>	5 Year Cycle Review & Modify				
<b>Comprehensive Program Review</b>	Staggered Six Year Cycle 1/6 of Programs				
<b>Annual Program Plans</b>	1 Year Cycle All Programs				
<b>College Student Equity Plan</b>	3 Year Cycle Develop New Plan			3 Year Cycle Review & Modify	Implement & Assess
<b>Accreditation</b>	6 Year Cycle MidTerm Report		6 Year Cycle Follow-Up Report	6 Year Cycle Self Study	6 Year Cycle Team Visit
<b>District Strategic Plan</b>	5 Year Cycle Environmental Scan				
<b>District Technology Master Plan</b>	4 Year Cycle Implement & Assess				
<b>District Resource Allocation Plan</b>	2 Year Cycle Review & Evaluate		2 Year Cycle Implement & Assess	2 Year Cycle Review & Evaluate	2 Year Cycle Implement & Assess
<b>District Facilities Master Plan</b>	5 Year Cycle Update				

With the adoption of the new planning framework and the changes in the reporting cycles of several planning processes, the college needed to coordinate its planning processes with those of the district office. Therefore, the college's director of planning, in cooperation with the district research council, developed a five-year planning calendar that aligns the routine planning activities of the college with those of the district.

Perhaps the most deliberate effort to streamline broad planning activities was the effort to align Cañada College's strategic goals with the San Mateo Community College District's strategic priorities.

In March 2009, the college council hosted an open forum discussion on the college's strategic goals. Participants were asked to prioritize the college's eleven strategic goals, which themselves had been determined in a campus-wide survey. Review of the survey findings and extensive discussion led to a consensus on the college's priorities, which are the need for (1) evidence-based decision making; (2), success in basic skills; (3), excellence in transfer programs; and (4), highly responsive and effective workforce programs. These goals have become the foundation for nearly all college planning and played a vital role in the emergency budget planning the college undertook in response to the steep cuts in apportionment funding beginning in Spring 2009.

Once these four goals were identified and sanctioned by the CPC as the college's top priority goals, the CPC began an exercise to link the four college goals to the strategic priorities identified by the San Mateo County District's Research Council. After extensive discussion and review the CPC produced an alignment matrix linking Cañada College goals to District Strategic Priorities.

**Evidence:**

Educational Master Plan: <http://Cañadacollege.edu/inside/ed-master-plan/index.html>

CPC Minutes: [http://Cañadacollege.edu/inside/college\\_council/index.html](http://Cañadacollege.edu/inside/college_council/index.html)

Academic Senate Governing Council Minutes:  
[http://Cañadacollege.edu/inside/academic\\_senate/index.html](http://Cañadacollege.edu/inside/academic_senate/index.html)

Program Review Data Packets:  
[http://Cañadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://Cañadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

College-District Strategy Alignment  
Matrix: [http://Cañadacollege.edu/inside/research/integrated\\_planning/SMCCD\\_Goal\\_Mapping.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/SMCCD_Goal_Mapping.pdf)

Delineation of Functions Matrix:  
[http://Cañadacollege.edu/inside/research/integrated\\_planning/integratedplanning.htm](http://Cañadacollege.edu/inside/research/integrated_planning/integratedplanning.htm)

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## Recommendation 2

**To fully meet the standards, the college should develop a collegial process for the timely completion of Student Learning Outcomes (SLO) development and documentation at the institution, general education, program and course levels, and formalize the documentation of SLO assessment. The college should ensure that the process is faculty driven, broadly supported, and ultimately used as the basis to plan and implement institutional improvements to courses, programs, degrees, and services. (Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.B.4, and II.C.1.c, II.C.2).**

### College Response:

Beginning in Fall 2008 administration, faculty and staff have purposefully set course for establishing a culture of inquiry at Cañada College and for using results of this inquiry to inform planning and resource decisions. Student Learning Outcomes are a key component of this culture. Determination of Outcomes was approached both from the course level and the institutional level, and has involved everyone from the college president to Student Services staff to faculty and to support staff.

### I. Course SLOs

During February of 2008, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support a meaningful Student Learning Outcome Assessment Cycle. Work on course SLOs by faculty was accelerated by sessions held on our first SLOAC Summit in March 2008. Periodic training sessions on writing and assessing SLOs were held on subsequent professional development days. Personal copies of the landmark text, *Classroom Assessment Techniques*, (Angelo and Cross, 1993) have been distributed to many faculty. Protocols adopted by the Curriculum Committee require submission of course SLOs with any new or modified Course Outlines of Record. *All course syllabi now include SLOs.*

Documentation of SLOAC at the course level was accomplished initially with reporting forms developed by the SLOAC Advisory Committee. These completed forms and supporting documents are posted on a Sharepoint site accessible by all faculty and staff. This approach has allowed everyone, including adjunct faculty, to review easily the work of colleagues within and across disciplines. As of Fall 2010 the percentage of courses with SLOs on file is approximately 85%, while the proportion of courses with completed SLOAC (SLOs, assessments, and reflection) increased from 11% during 2007-08 to roughly 55% in 2009/10.

The District has adopted a software database, Tracdat, to document SLOs across all three colleges. This software enables easier alignment of course SLOs with program and institutional SLOs, as well as summary reports at all levels. Cañada College is converting to this system, following training sessions held in March and continuing in Fall term 2010.

Most importantly, the SLOAC process has stimulated conversations among faculty, both full time and adjunct, on student learning and teaching techniques. Emphasis is shifting from writing SLOs and designing assessments to strategies that will best foster student learning.

## II. Program and Institutional SLOs

The college initially defined “program” as Basic Skills, Workforce Development certificated course sequences, and General Education/Transfer. We identified student learning outcomes for each of these programs. Recently (June 2010), representatives at our college’s Learning Summit agreed to expand the definition of “program” to include discipline-based academic units in order to incorporate SLOAC more readily into curricular work and resource allocation processes. In addition, institutional SLOs have been created and approved campus-wide that align with the college mission.

Major progress has been made in collecting information for aligning course SLOs with previously defined program SLOs and institutional SLOs. Once this information is incorporated into our Tracdat database, summary reports will be available for planning and resource allocation processes.

## III. Student Services and SLOs

In concert with the reorganization of Student Service units (08/09 year), all 17 units established SLOs and developed assessment methods by June, 2009. Fourteen of these units also completed the full cycle of reflection and evaluation. Beginning August, 2010, Student Service units will use the District’s Tracdat software to document their SLOAC work.

At a retreat in March 2009, staff from the college's service units discussed the following:

1. In what ways did your assessment method help you to understand what your unit is *doing* that is contributing to the end result of the stated outcome?
2. What meaning does the outcome have for your unit and the students involved?
3. How did you use the results for continuous program improvement?
4. Was the SLO meaningful, manageable, and measurable?

A new SLO form was developed for in-putting the SLOs, Methods of Assessment, Indicators of Success, Summary of Analysis Data and Plan of Action. Each unit spent time determining their next year’s SLOs.

Throughout the 09/10 year, the Student Services Planning Council (SSPC) had discussions of SLOs and how to tie them into both the comprehensive six-year Program Review and the Annual Program Plan. Gregory Stoup, Director of Planning and Research facilitated these discussions with each unit. The Director also developed and disseminated a Student Services SLO Guide to further assist us.

#### IV. CIETL (Center for Innovation and Excellence in Teaching and Learning)

During the Spring of 2010 Cañada college formally established The Center for Innovation & Excellence in Teaching & Learning (CIETL). CIETL has incorporated SLOs and assessments at several levels into its mission. Programs of CIETL are planned to foster the culture of inquiry; assessments and reflection are built into each of these programs:

- Focused Inquiry Networks
- Learning Communities of Basic Skills, Honors, theme convergence
- Technology workshops
- SLO, assessment and Tracdat workshops
- Information sessions on innovative teaching practices
- Teams sponsored at conferences that address excellence in teaching and learning

The diverse nature of these programs shows how learning outcomes, assessments, and reflections are integrated into many aspects of our college. We are learning how to ask “is this what we wanted?” and “what did we get?”, followed by “how can we better achieve our goals?” with every activity on campus. CIETL is helping to focus our efforts on learning outcomes. One example of promoting inquiry into innovative teaching was tried within the Science/Technology Division last year, with the sponsorship of the District Board of Trustees. Faculty were encouraged to experiment with a new teaching method in their courses and to report their results via a poster session within the division. Nine posters were presented at a lively Division meeting, and the posters continue to be displayed on campus and online, where faculty across the campus can readily view them.

Results and reflections for Course SLOs from the Spring ‘10 term are being incorporated into the Tracdat database. Student Service units will add their results, once configuration of the database is achieved. Our Sharepoint site continues to be an accessible repository for past SLO results and for Tracdat reports.

Program Planning (annual) and Comprehensive Reviews (every 6 years) now include Course SLOs as part of these processes. As decided at the recent Learning Summit, some academic units need to be redefined and accompanying Program SLOs need to be created, as well as aligning Course SLOs to these Program SLOs. This will enable closer connection of SLOs at all levels with resource allocation and planning processes.

#### **Evidence:**

Academic Senate Minutes: [http://www.Cañadacollege.edu/inside/academic\\_senate/index.html](http://www.Cañadacollege.edu/inside/academic_senate/index.html)

Curriculum Committee Minutes:

<http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/default.aspx>

SLOAC Advisory Committee Minutes: <http://www.Cañadacollege.edu/inside/slo/meetings.html>

SLOAC Sharepoint site: <http://www.Cañadacollege.edu/inside/slo/meetings.html>

SLO events: <http://www.Cañadacollege.edu/inside/slo/events.html>



CIETL: <http://www.Cañadacollege.edu/inside/CIETL/index.html>

CPC, IPC minutes: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html),  
<http://www.Cañadacollege.edu/inside/ipc/index.html>

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### **Recommendation 3**

**To increase institutional effectiveness, the team recommends that the college provide support for faculty, staff, students, and administrators through the development and implementation of consistent processes for the delivery of distance education. (Standards II.A.1.b, II.A.2.d and III.C.1.a).**

#### **College Response:**

During the Spring of 2010 Cañada college formally established The Center for Innovation & Excellence in Teaching & Learning (CIETL). CIETL's mission and mandate explicitly includes the expansion of teaching and learning excellence through both the traditional and on-line mediums. With the support of funding from the President's Innovation Fund, CIETL will take the lead in driving the development of process standards governing distance education.

In July 2010 CIETL hosted a three day retreat in Monterey for a group of faculty, staff and administrators to begin the development of a roadmap for establishing the infrastructure for sustained college-wide inquiry into teaching and learning. One of the outcomes of that retreat was the establishment of a Distance Education Subcommittee (DES). The DES was formally established in August 2010 and was charged to develop a faculty handbook governing distance education. A draft of the Handbook is currently being vetted by the DES and will be brought forward for discussion and review to the College Planning Council (CPC), The Instructional Planning Council (IPC), the Academic Senate, the College Curriculum Committee and the Student Services Planning Council (SSPC) during the 2010 Fall term. Upon the approval of these bodies of a final handbook document, CEITL, with support of the Office of Instruction, will lead a college-wide effort to broadly share and articulate the processes outlined in the handbook. These awareness raising activities will include but not be limited to Flex Day presentations, presentations at division and department meetings as well as the posting of all related information on the CEITL website.

CEITL is also in the process of developing other dissemination vehicles that will help expand the awareness of the college's distance education policies and processes, among them a quarterly newsletter and professional development webinars targeting several teaching and learning themes including on-line instruction techniques. Additionally, CEITL has taken the lead in helping the college establish a Focused Inquiry Network (FIN). These FINs will work with faculty and staff throughout the college to share best practices including those related to on-line teaching methodologies.

Furthermore, after an assessment by the Office of Instruction into the college's current distance education capabilities, it was determined that additional expertise would be required to properly drive the development of a distance education infrastructure. Therefore in Fall 2010 the Vice President for the Office of Instruction has brought forward to the CPC and College Budget Committee a proposal to prioritize the hiring for both a distance education coordinator and an instructional designer. Discussions related to the hiring proposals are on-going and funding sources are being identified.

**Evidence:**

Draft of Distance Education Handbook: <http://www.Cañadacollege.edu/inside/CIETL/index.html>

CEITL Web page: <http://www.Cañadacollege.edu/inside/CIETL/index.html>

Budget Committee Minutes: <http://www.Cañadacollege.edu/inside/planning-budget/index.html>

CPC Minutes: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

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## Recommendation 4

To increase institutional effectiveness, the team recommends that a staffing plan for all student support services, including counseling and the library and the learning center is developed with broad collegial input from all areas of the college to ensure that all afternoon and evening, second language learners, on-site, and off-site students are provided quality and equitable access to student support services. (Standards II.B.3.a, II.C.1.a, II.C.1.b, II.C.1.c, III.A, and III.A.2).

### College Response:

#### I. Background on the development of the Student Services Staffing Plans

In its Second Follow Up Report submitted to ACCJC in October 2009, Cañada College outlined a broad suite of changes to student service staffing patterns that spoke to each of the identified areas including counseling, the library and the learning center. The college continues to build on those improvements by making on-going refinements to service delivery processes throughout the college. Over the last 18 months student services has undergone a host of changes both as a result of the development of these service improvement strategies and in response to the state's reductions to categorical funding. To monitor progress in this rapidly changing environment the college has begun a more systematic collection and analysis of data in the student service domain. In Spring 2010 the college administered the Noel-Levitz Student Satisfaction Survey and a detailed review of the findings from that survey has begun in earnest. Preliminary findings suggest that the process changes have largely resulted in improvements to student satisfaction and awareness. Findings will be brought forward to the College Planning Council for a college wide review in Fall 2010.

In July 2010, Cañada College hired a new Vice President of Student Services. Robin Richards joined Cañada College after more than 15 years as VPSS at the College of the Siskiyous and a decade as a Institutional Researcher at Yosemite Community College District. Under her leadership, the college continues to pursue ongoing improvements in student service planning and implementation. In July 2010, the Student Services Planning Council hosted a planning retreat that addressed the services the college provides to our new students. At the retreat, a list of barriers was identified and solutions/action plan developed. The following table illustrates the types of barriers identified at the retreat and the action plan the campus will be pursuing:

Barrier	Action Items	Who and When
<b>Facilities/Signage</b>		
Signage – difficult for students to get where they need to be  Waiting Area – the setting is confusing to students	1. Remove one-stop sign and possible replace with welcome	Robin/Deb ASAP
	2. Tour the campus and create a list of the added kiosks to help navigate.	Soraya/Eliazer/Lucy & 2 Students (Regina will identify) ASAP
	3. Post campus maps in elevators, entry ways, at bus stop.	Robin/Deb (for \$) ASAP
	4. Identify way to have accessible signage (e.g. Braille) available for directions	Regina/Robin ASAP

Barrier	Action Items	Who and When
	5. Purchase hanging signs for the following counter areas in the front: Financial Aid, Cashier, and Admissions & Records. (added signs will be purchased later if these work)	Robin/Deb ASAP
	6. Revise the “DMV” look of the foyer	Bob and others... ASAP
	7. Set up a board (e.g. portable white board) to list items of key interest to students during the busy weeks (Open Classes, How to read room numbers, etc.)	Rita/Lucy/Ruth ASAP
	8. Set up a new “forms” stand which includes all of the forms students need and is easily accessible and identifiable in the front lobby area (label & number the forms for easy retrieval)	Lucy/Ruth/Margie ASAP
Counters –need to simplify how students encounter the area	9. Revise the entire Building 9 ground floor configuration. Create Building 9 Task force by requesting a representative from each of the departments. The reps will meet in a group and develop options for the reorganization of the first floor space. They will be responsible for collecting input from staff, meeting developing options, and then collecting input from staff on the options.	Robin/Margie + Reps from each of the departments in Building 9
Confidentiality and Security – need to work on the security of the financial aid office	10. Identify Funding to complete the “moves” and minor remodel.	Complete plan by end of fall semester
Veterans – need place to communicate to and recruit into the program	11. Create location for Veterans information board/area	Margie/Edith ASAP
<b>Processes</b>		
Lines – way too many lines; students are sent to four different lines for various things in the building 9 foyer	12. Create a triage table with a floor manager to help students identify where they need to be; schedule staff from August 9 – 20 in shifts (e.g. two or three hours)	Margie ASAP
Counseling Services – need to look at our processes for assessment, orientation, advising and registration; release of prerequisites; late registrations; drop-in vs. appointments; availability of counselors (particularly in summer and at 8am in fall/spring)	13. Refer these items to the Counseling Services division and identify ways to address	Robin/Kathy and the Counseling Services Staff Fall Semester
Parking Permits – confusing process with little explanation	14. Use the triage table staff to assist in guiding students	Margie ASAP
Photo IDs – have consistent, regular hours of availability	15. Train SS staff members to fill in when students are unavailable	Margie ASAP
Logistics of Campus – bus drops students off away from building 9 and students don’t know where to begin	16. Use the group studying the location of the kiosks to address this	Soraya/Eliazer/Lucy & 2 Students (Regina will identify) ASAP
<b>Communication &amp; Language</b>		
Language – need more	17. Identify the predominant “first” languages of our	Bob

Barrier	Action Items	Who and When
Spanish speaking staff; need to have common forms translated into Spanish	students (using COMPASS data)	ASAP
	18. Create directory of faculty/staff who are fluent in other languages and who are willing to help translate	
	19. Identify key documents and translate into other languages as needed (Spanish, for certain)	Ruth/Lucy – ID ASAP Robin/Margie – find translators ASAP
Website – need to review as the navigation is confusing; not unified; revise to simplify the use of higher education language	20. Review and revise the college’s website using a task force of staff and students.	Robert H/Roberta Don (for accessibility) and task force 2010-2011
Institutional Vocabulary – simplify the language used in the catalog and schedule so it is not so confusing	21. Revise schedule of class information for students for the Spring schedule	Soraya/Robin ASAP
Faculty Office Hours – need to have them all posted on-line	22. Work with marketing/website and the deans to make certain this information is included	Robin ASAP
Brochures/Promo Materials – need to have updated and consistent brochures and promo materials	23. Work with marketing and the deans to have these created (include Spanish translations)	Deans/Marketing
Communication re full classes and wait lists – need to better inform students about full classes and wait lists	24. Add clear information on the foyer bulletin board; place information on the website (access from the home page)	Margie/Deans and Marketing
Staffing – need to have additional staff at peak times	25. Identify clear needs and look at alternatives for covering (e.g. other staff whose “peak” times are different, overtime, etc.)	Margie/Robin and Supervisors ASAP

In addition to this Retreat in July, another planning session was conducted with the Counseling Services staff in August 2010. At that meeting, the counselors discussed the needs for our new students – prior to the beginning of the semester. They developed an action plan to revise our orientation/advising/registration process for new students. These action plans formed the foundation for the development of a suite of student service staffing plans.

## II. The Student Service Staffing Plans

The Counseling Services department has also been working on identifying “groups” of students and applying the needed staffing so that we can do effective case management for our new students. This case management approach to staffing will be finalized in September 2010.

To ensure that all afternoon and evening, second language learners, on-site, and off-site students are provided quality and equitable access to student support services the college formally audited and assessed each service domain across all these criteria. Where gaps were identified changes were made to broaden coverage. Here is a summary of college services by time of day and time of the week.

Service Area	AM	PM	Weekend
ADMISSIONS & RECORDS OFFICE	X	T AND W UNTIL 7:00 P.M.	3 PEP Sessions/Year on Saturdays
ASSESSMENT CENTER	X	T UNTIL 9 P.M.	12 SATURDAYS/ YEAR
BUSINESS SKILLS CENTER	X	M – TH 4:30-10:00	WHEN COURSES ARE IN SESSION, OTHER ROOMS ARE USED
CAFETERIA/FOOD SERVICE	X	M – TH UNTIL 8:00	
CAMPUS SECURITY		M – TH	SAT & SUN UNTIL 10 P.M.
CASHIER'S OFFICE	X		
COLLEGE BOOKSTORE	X	M – TH UNTIL 9:00	3 Saturdays/ Year
COUNSELING CENTER	X	T AND W UNTIL 7:00 P.M.	First Sat. of the semester & 3 PEP Session/Year
DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&E+S) ALT MEDIA	X	W until 7:00 p.m. TH until 9:00 p.m.	3 PEP Session/Year & PEP Midnight Madness
EOPS / CARE	X	T & W UNTIL 7P.M.	
EVENING ADMINISTRATIVE ASSISTANT		M-TH UNTIL 9 P.M.	X
FINANCIAL AID OFFICE	X	T AND W UNTIL 7:00 & BY APPOINTMENT	4 SATURDAYS /YEAR & OTHER by APPOINTMENT
HEALTH CENTER	X	T AND W UNTIL 7:00	
LEARNING CENTER	X	M – TH UNTIL 8:00	
LIBRARY	X	M – TH UNTIL 8:00	
PSYCHOLOGICAL SERVICES	X	M & W UNTIL 6 P.M.; TH UNTIL 7 P.M.	

Note: For Spring 2010, the college is currently studying the need to change the Monday schedule to include an 11-7 P.M. shift.

The chart below summarizes college services in terms of coverage by language background of the service provider and the method of instruction (on-line and off-site locations). The college's plans and analysis may be found at <http://Cañadacollege.net/inside/slo/plans.html>

Description of Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
1. Super Saturday, a registration day held on May 17, 2008 in Downtown Redwood City included placement testing/ assessment, counseling, DSPS, financial aid information and applications assistance, and registration. Plan to repeat in Fall 2009 for Spring 2010 semesters. (link to flyer)	x	x		x
2. E-Counseling offering counseling services to students on- line began Fall 2008	x	x	x	x
3. Appointments available for Assessment Testing, Counseling, and Tutoring available on-line. (dates, links)	x	x	x	x
4. In-person counseling in English and Spanish offered on as-needed basis to off-campus sites. Fall 2008.	x	x		X
5. Development of Student Services Information packet for off-site faculty; contains descriptions of the services (including bilingual) provided by Counseling, Enrollment Services, EOPS, DSPS, Financial Aid, Learning Center, the Library and other student supportive services. Fall 2008		x		x
6. On-site counseling session and math tutoring for County of San Mateo Accelerated Degree program as it nears goal of offering necessary coursework toward the AA in University Studies, and revised associates degrees. Fall 2008	x			x
7. Financial Aid "I Can Afford College" promotions – one at the Hotel Sofitel for the Chicana Latina Foundation and one at the HP Pavilion during a local hip-hop concert. (dates, flyers)		x		x
8. Financial Aid High School Parent Night – at Sequoia High School and Burlingame HS (for Latino parents). (dates, flyers)		x		x

9. Financial Aid "Cash for College Workshop" in January and February (evening and Saturday). (flyers)	x	x		
10. Enrollment Services event, Midnight Madness, on August 1, 2008 offered full enrollment services to serve students with difficulty completing registration services during normal business hours. Plan to repeat annually. (flyers)	x	x		
11. Priority Enrollment Services (PEP) including Orientation, Financial Aid presentations, and Placement Testing held on Saturdays for graduating Seniors.	x	x		
12. Expanded Outreach Information Sessions (See Attached Matrix)*	x	x		x
13. A Spanish Bilingual Instructional Aide II has been trained to administer placement tests on an as-needed basis at Menlo Park OICW Center.	x	x		x
14. Saturday Financial Aid FAFSA Workshop. *	x	x		
15. Associated Students of Cañada College Evening Programs to include (date/flyer)	x			
16. Information competency workshops and classes in English/Spanish for off-site locations. Fall 2008	x	x		x
17. EOPS/CARE has translated all of its materials into Spanish*; materials include admission application, brochures, orientation presentations (currently working on translating its website in its entirety to Spanish).	x	x	x	x
18. DSPS is currently translating the adaptive physical education website into Spanish and revising DSPS website information.	x	x	x	x
19. Added 6 hours of Saturday Counseling for the LAST YEAR 2009-2010 year	x			
20. North Fair Oaks Community Festival				x
21. Schedule of Classes & Catalog available in Spanish	x	x		
22. First Year Experience & Crossing Borders Learning Communities available for evening & part-time students	x	x		
23. Off-Site Testing services available for half Moon Bay and OICW Programs				x

A detailed summary the bilingual and evening coverage now provided by Admission & Records, Counseling, the Library and the Learning Center is detailed in the Bilingual Staffing Plan (link provided in evidence section below).

### **Evidence:**

SSPC Minutes: <http://Cañadacollege.edu/inside/sspc/index.html>

Bilingual Staffing Plan: <http://Cañadacollege.edu/inside/accred-oversight/Bilingual.pdf>

Bilingual Staffing Plan: <http://Cañadacollege.edu/inside/accred-oversight/Bilingual.pdf>



## **Recommendation 5**

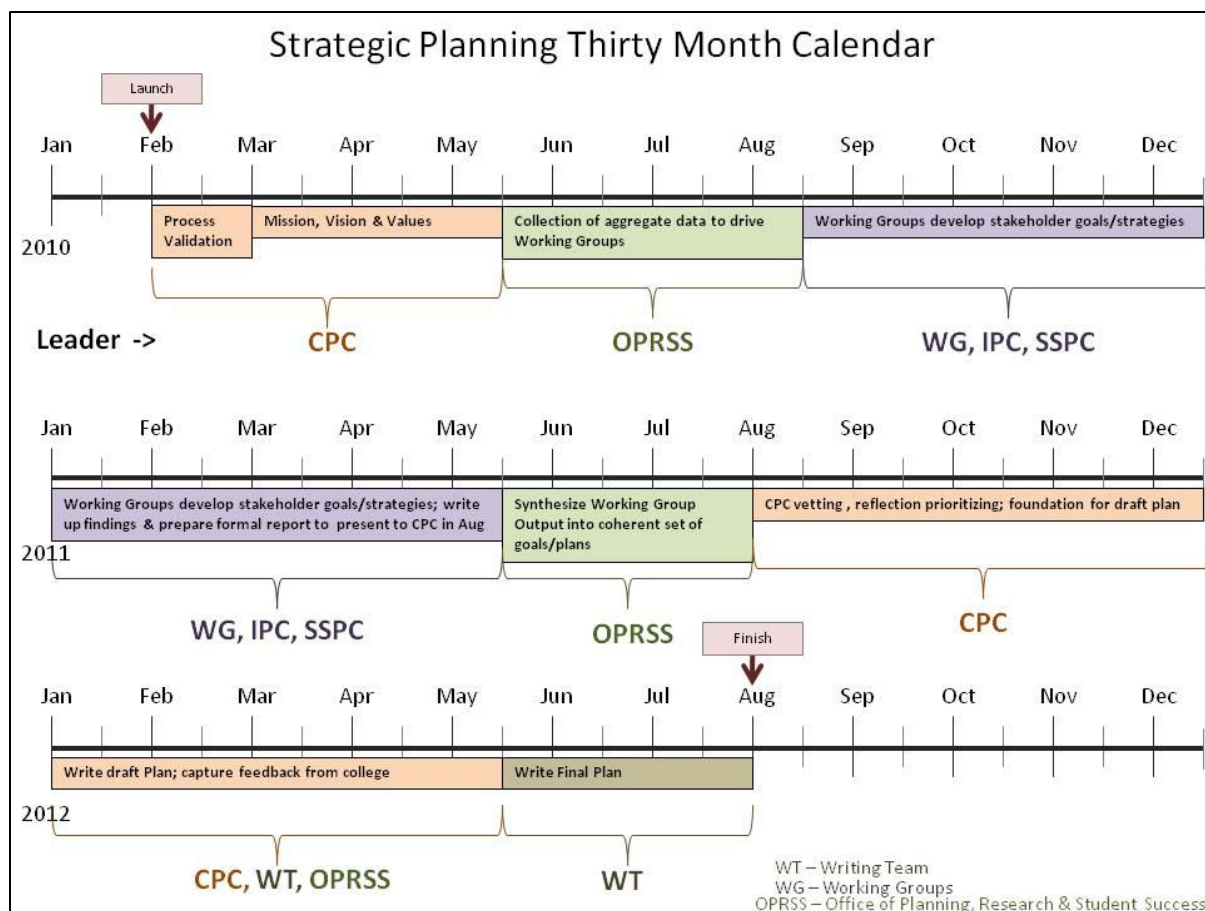
**To increase institutional effectiveness, the college should develop and implement systematic evaluation of its decision-making processes, specifically in the areas of shared governance, budgeting, staffing, technology, and facilities usage. (Standards II.A.2.a, II.A.2.e, II.B.4, II.C.2, IV.A.5, IV.B.1, IV.B.1.e, IV.B.1.j, IV.B.2, IV.B.2.a, IV.B.2.b, and IV.B.3.g)**

### **College Response:**

#### **I. Evaluation of Shared Governance Processes**

Beginning in August 2008 Cañada College undertook a complete redesign of the college's shared governance planning process. The new planning framework outlined in Section 1 incorporated in its Bylaws a routine assessment of the effectiveness of the new planning processes. In August 2009 the College Planning Council hosted a retreat where it discussed and reviewed the new planning model and made several recommendations on how to improve processes going forward. Included in those recommendations was the establishment of an annual college-wide survey to gauge the openness, transparency, and effectiveness of the college's shared governance systems including those directly related to strategic planning, budgeting and programming. The first survey, an on-line survey to all faculty, staff and administrators, was conducted in Spring 2010. [Findings from the survey](#) were introduced to the college community during the August 2010 Opening Day Ceremony and a detailed review of findings is scheduled to be undertaken by the College Planning Council in Fall 2010. Next year's survey will be expanded to include feedback from students and possibly other stakeholders.

In Spring 2010 the college also launched into its strategic planning process. This 30 month planning process (see schematic on next page) will include the collection of new data related to the effectiveness of college processes and be brought forward for review by the College Planning Council as it becomes available over the next two academic years.



## II. Evaluation of Budgeting Processes

Within the college's new planning framework, the primary function of the shared governance budgeting committee is to improve the transparency of the college's budgeting process. The Cañada Budget Committee formally approved its mission and ByLaws in August 2010. Assessment of the college's shared governance budgeting process was incorporated into the Spring 2010 college-wide survey, and with its ByLaws now in place, the Budget Committee is scheduled to review the findings of the survey in Fall 2010.

Furthermore, the adoption in January 2009 of the Annual Program Planning process led to a review and assessment of the process by the IPC in May 2010. After a review of the instructional program plans submitted earlier that year, IPC members open up a discussion and captured feedback on how to improve both the planning process and the data & documentation supporting the process. The IPC will be revisiting that feedback in Fall 2010 with the goal of making recommendations to the CPC and Academic Senate for improving the annual program planning process.

### III. Evaluation of Decision Making by Administrators

In Fall 2010 the Office of the President and the Offices of Instruction and Student Services solicited college-wide feedback on the effectiveness and quality of their decision making and leadership. This first-ever college-wide survey was launched in September 2010 and administered by the Office of Planning, Research & Student Success. The survey findings will be made available to the college community later that same term and a discussion of findings will be invited from the College Planning Council as well as any other shared governance body wishing to review the survey findings. Planning for next year's administrative assessment processes will include a campus wide evaluation of the Office of Student Services and the Office of Planning, Research & Student Success.

### IV. Evaluation Technology Planning & Facilities Usage Planning

In Spring 2009 Cañada College developed a working draft of a campus-wide technology plan identifying eight goals focused tightly around the advancement of teaching and learning. The draft is in the processes of being finalized by the college Technology Advisory Committee (TAC). A final version of the draft is scheduled to be brought before the College Planning Council for discussion and approval during the 2010/11 academic year. Once a final plan is adopted by the college the TAC will convene in cooperation with the Office of Planning & Research to identify an appropriate assessment method for evaluating the technology planning process to be implemented at the start of every new planning cycle.

The development of the college's technology plan was informed by the San Mateo Community College District Facilities Master Plan. The Facilities Master Plan identifies development strategies for each of the District's three colleges and outlines five, ten and twenty year planning frameworks. The current plan was developed in 2006 and is slated for revisions every five years. As the district launches into the next cycle for redefining the Facilities Master Plan in 2010/11, Cañada College will approach that process armed with a completed Educational Master Plan and Technology Plan and the most current data and evidence emerging from its Strategic Master Planning process.

#### **Evidence:**

Link to Shared Governance Assessment Survey Findings:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Decision\\_Making\\_Survey\\_Finding\\_s\\_FINAL.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Decision_Making_Survey_Finding_s_FINAL.pdf)

Link to Strategic Planning Outline & Calendar:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Strategic%20Planning%20Launch\\_LONG.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Strategic%20Planning%20Launch_LONG.pdf)

CPC Recommendations: <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

District Facilities Master Plan:

<http://www.smccd.edu/accounts/smccd/departments/facilities/20060814FinalFacilitiesMasterPlan.pdf>

Cañada College Technology Plan:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Technology%20Plan%20Cañada%20Draft%202%20jp.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Technology%20Plan%20Cañada%20Draft%202%20jp.pdf)

# **Planning Agenda items identified in Cañadas 2007 Self Study**

## **Standard I Planning Agendas**

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**I.B.2: State goals in measurable terms which allow the College to readily determine the degree to which they have been met, assign timelines and responsibility for meeting the goals, and communicate extensively the progress toward meeting the goals.**

### **College Response:**

During the 2009/10 academic year the College Planning Council hosted a series of open forum discussions intended to prioritize the college's 11 strategic goals to help guide resource decisions resulting from the state budget reductions. The CPC hosted dialogues led to the [identifications of four top priority goals](#): (1) institutionalize evidence-based decision making; (2) improve Basic Skills success, retention & persistence; (3) Improve student success and transfer; and (4) Strengthen Workforce Programs.

While the exercise brought some much needed focus to the resource allocation decision making it was also realized that in many cases the existing strategic goals were not linked in an effective way to measurable performance metrics. Furthermore CPC's discussions on the goal to improve success, retention & persistence in basic skills yielded concerns that success and retention rates might be too crude a measurement to gauge the improvements we would like to bring to that program.

In response to these dialogues Cañada College decided to launch into its next strategic planning cycle a full year in advance of the scheduled start date. The early start and lengthened cycle was imposed to provide the necessary time for the College Planning Council to delve more deeply into an analysis of current data and the selection of target outcomes to guide the strategic planning process.

Beginning in Spring 2010 Cañada College launched into a 30 month planning cycle that began with a college wide review and assessment of its vision, mission and values. In Fall 2010 the College Planning Council instructed four Working Groups to begin the process of reviewing detailed data in an effort to develop a report that describes the colleges current state in terms of student performance and identifies target outcomes related student success and institutional effectiveness, complete with timelines for completion and assignments for implementation.

### **Current Status:**

This planning agenda is being developed.

**Evidence:**

Goal Prioritization Exercise: <http://www.smccd.edu/accounts/Cañada/inside/accred-oversight/Identifying%20Colege%20Top%20Goals.pdf>

Strategic Planning Process Outline:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Strategic%20Planning%20Launch\\_LONG.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Strategic%20Planning%20Launch_LONG.pdf)

CPC Minutes: [http://Cañadacollege.edu/inside/college\\_council/index.html](http://Cañadacollege.edu/inside/college_council/index.html)

IPC Minutes: <http://Cañadacollege.edu/inside/ipc/index.html>

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**I.B.3: Incorporate a systematic planning and evaluation, based on quantitative and qualitative data, into the strategic plan.**

**College Response:**

The establishment of the College's first Strategic Plan in 2007 and first Educational Master Plan in 2008 laid the foundation for mapping out a systematic process for weaving data and evidence into the routines of organizational planning. The creation of the new shared governance planning framework and the institution of the Annual Program Planning process (see Recommendation #1 for details) have helped create the operational infrastructure for bringing data and evidence into the college's multiple decision making processes.

The launch in Spring 2010 into the 30-month strategic planning cycle will bring forward a multitude of measures and indicators for the college community to review, assess and use as the foundation for establishing strategic targets for the institution.

**Current Status:**

This planning agenda is being developed.

**Evidence:**

Current College Strategic Plan: <http://Cañadacollege.edu/inside/strategicplanning/Strategic-Plan-final.pdf>

Strategic Planning Process Outline:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Strategic%20Planning%20Launch\\_LONG.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Strategic%20Planning%20Launch_LONG.pdf)

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**I.B.4: Effectively communicate resource allocations processes and results.****College Response:**

The development of the College's new planning framework (approved in Spring 2009) was motivated by a commitment to bring greater transparency and improved communication to all planning processes, in particular, those related to resource allocations. The Budget Committee ByLaws articulate the processes for discussion and communicating information related to college resource allocations and those processes are mandated to be assessed and reviewed every year.

During its first year (2009/10) the Budget Committee hosted multiple open forum discussions detailing both the budget itself and the process for developing and revising the college budget. The College Budget Office fielded multiple requests for further analysis from both budget committee members and the college at-large. The college Budget Director responded to each request and presenting the desired information to the budget committee throughout the 2009/10 academic year. This process of open dialogue and information sharing has quickly become woven into the routine of budget committee meetings and is being continued forward into the future.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

Budget Committee Bylaws (draft): <http://www.Cañadacollege.edu/inside/planning-budget/index.html>

Budget Committee Minutes: <http://www.Cañadacollege.edu/inside/planning-budget/index.html>

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**I.B.5: Institute an ongoing and systematic cycle of evaluations, integrated planning, resource allocation, implementation, and re-evaluation, and make the results available to the College community and the public.****College Response:**

Beginning in Fall 2008 the college developed a new planning framework that incorporates routine assessments of the effectiveness of decision making processes within each shared governance planning body identified in the framework. In Spring 2009 the college also instituted an evidence-based annual planning process (replacing the previous two-year planning process) to supplement the comprehensive Program Review process which operates on a six year cycle.

Operating on annual cycle at the department level has allowed for greater integration and alignment with other planning processes and, based on preliminary findings of a college wide survey, improved college awareness of the linkages between planning processes.

All shared governance planning bodies are open forums and include representatives from every major constituency group (faculty, classified staff, students & administration). Minutes from all meetings are posted on the college website and approved by each planning body. When topics of particular importance or relevance to the college emerge on the agenda of the College Planning Council or the Budget Committee, the colleges video tapes those meetings and makes them available as archives for viewing by all college employees.

Throughout 2010/11 the Director of Planning & Research is scheduled to lead open forum dialogues at the CPC and elsewhere on what it means to "close the evaluation loop." These presentations will be recorded and copies of the voice over recording and support material will be posted on the college website.

#### **Current Status:**

This planning agenda has been addressed. Annual assessments are incorporated into this response and therefore review and modification is ongoing.

#### **Evidence:**

CPC Minutes: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

IPC By Minutes: <http://Cañadacollege.edu/inside/ipc/index.html>

SSPC Minutes: <http://sharepoint.smccd.edu/SiteDirectory/cansspc/Minutes/Forms/AllItems.aspx>

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**I.B.6: Establish a specific time-line for reviewing and modifying the new planning process in order to assure effectiveness. Consider providing additional staffing for institutional research.**

#### **College Response:**

At the close of every spring semester, a college-wide survey is disseminated to all faculty and staff to assess decision making processes throughout the college. Findings from that survey are shared with the CPC where they are evaluated and used as a reference for making revisions to processes. Additionally, each major shared-governance planning body identified in the planning framework (CPC, Budget Committee, IPC & SSPC) include in their ByLaws a mandated annual review and assessment of their specific planning processes. All planning reviews and assessments are tied to an annual cycle.



In Fall 2008 the College created a filled a new position of Director of Planning, Research & Student Success. Currently the Cañada Office of Planning & Research has a full-time director and a research analyst. The research analyst position is managed by the Cañada Research Director and provides research and planning support for both the college (75%) and the District (25%).

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

CPC ByLaws: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

Budget Committee ByLaws: <http://www.Cañadacollege.edu/inside/planning-budget/index.html>

IPC By Laws: <http://Cañadacollege.edu/inside/ipc/index.html>

SSPC ByLaws:

<http://sharepoint.smccd.edu/SiteDirectory/cansspc/Relavent%20Documents/Forms/AllItems.aspx>

Findings from first planning assessment:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Decision\\_Making\\_Survey\\_Findings\\_FINAL.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Decision_Making_Survey_Findings_FINAL.pdf)

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**I.B.7: Evaluate programs and services systematically and assess the evaluations themselves to ensure their effectiveness in promoting improvement in programs and services.**

**College Response:**

Beginning in Spring 2008 the College moved from a two year to an annual planning cycle for all departments. The switch to the annual review cycle also ushered in a more detailed data-driven assessment process for each department.

The newly formed Instructional Planning Council (IPC) and Student Service Planning Council (SSPC) review the outcomes and products emerging from these annual planning process every Spring and make recommendations for improvement. Review of current program review processes is included as part of the Spring assessments and any recommendations emerging from that process are brought forward to the CPC the following Fall.

**Current Status:**

This planning agenda has been addressed. Ongoing revisions and improvements are embedded in the current processes.

**Evidence:**

Annual Program Data Packets:

[http://Cañadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://Cañadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

IPC By Minutes: <http://www.Cañadacollege.edu/inside/ipc/index.html>

SSPC Minutes: <http://sharepoint.smccd.edu/SiteDirectory/cansspc/Minutes/Forms/AllItems.aspx>

## **Standard II Planning Agendas**

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**II.A.1.b: Identify critical issues regarding effective distance education. Provide professional development activities for faculty to learn new teaching strategies.**

**College Response:**

The College created the Distance Education Advisory committee to guide the development and improvement of distance education programs, including the identification of critical issues and professional development opportunities for faculty & staff. The newly established Center for Innovation & Excellence in Teaching & Learning (CIETL) provides the structure for professional development and the implementation of distance education workshops that include new teaching strategies. Beginning in Spring 2010 the College Curriculum committee began mapping distance education courses and degrees.

The college administration has also brought forward to the College Budget Committee and College Planning Council (CPC) the need for hiring an expert in instructional design to facilitate the development of on-line course material and methodology. The need for this new position is currently being vetted by the CPC, the Academic Senate and the Classified Senate.

**Current Status:**

Distance Education Handbook has been drafted and is under review by both the Distance Education Advisory committee and members of the college. The committee is drafting the faculty training and support training for distance education critical issues.

**Evidence:**

Distance Education handbook and minutes: <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

CIETL calendar: <http://www.Cañadacollege.edu/inside/CIETL/calendar.html>

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**II.A.1.c: Complete the identification of institutional Student Learning Outcomes. Develop assessment tools to verify student success. Use information generated by these tools to improve teaching strategies.**

**College Response:**

Under the leadership of the College SLO Coordinator, the college has developed Institutional Learning Outcomes (ILOs). The ILOs were discussed in great detail by the Center for Innovation & Excellence in Teaching & Learning (CIETL) during its Summer 2010 retreat. The retreat dialog led to several revisions of the ILOs as well as framework for a college-wide process to further the understanding of several overarching themes related to the college ILOs. The first theme to be introduced for college-wide discussion in 2010/11 is Critical Thinking.

Those college wide conversations will be facilitated by the Office of Planning & Research and will include a focused discussion on what measures and assessment methods will need to be in place to ensure ongoing improvements in teaching and learning strategies.

### **Current Status:**

This planning agenda item is being developed.

### **Evidence:**

Notes from faculty retreat: <http://www.Cañadacollege.edu/inside/ipc/index.html>

SLOAC website: <http://www.Cañadacollege.edu/inside/slo/index.html>

Curriculum Committee minutes:

<http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/default.aspx>

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**II.A.2.b: Identify SLOs for every course and program along with the associated assessment techniques. Use the results of the assessments to modify and improve instructional techniques where appropriate.**

### **College Response:**

During February of 2008, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support a meaningful Student Learning Outcome Assessment Cycle. Work on course SLOs by faculty was accelerated by sessions held on our first SLOAC Summit in March 2008. Periodic training sessions on writing and assessing SLOs were held on subsequent professional development days. Personal copies of the landmark text, Classroom Assessment Techniques, (Angelo and Cross, 1993) have been distributed to many faculty. Protocols adopted by the Curriculum Committee require submission of course SLOs with any new or modified Course Outlines of Record. All course syllabi now include SLOs.

Documentation of SLOAC at the course level was accomplished initially with reporting forms developed by the SLOAC Advisory Committee. These completed forms and supporting documents are posted on a Sharepoint site accessible by all faculty and staff. This approach has allowed everyone, including adjunct faculty, to review easily the work of colleagues within and

across disciplines. As of Fall 2010 the percentage of courses with SLOs on file is approximately 85%, while the proportion of courses with completed SLOAC (SLOs, assessments, and reflection) increased from 11% during 2007-08 to roughly 55% in 2009/10.

The District has adopted a software database, Tracdat, to document SLOs across all three colleges. This software enables easier alignment of course SLOs with program and institutional SLOs, as well as summary reports at all levels. Cañada College is converting to this system, following training sessions held in March and continuing in Fall term 2010.

Most importantly, the SLOAC process has stimulated conversations among faculty, both full time and adjunct, on student learning and teaching techniques. Emphasis is shifting from writing SLOs and designing assessments to strategies that will best foster student learning.

**Current Status:**

This planning agenda item is being developed.

**Evidence:**

SLOAC Website: <http://www.Cañadacollege.edu/inside/slo/index.html>

CIETL website: <http://www.Cañadacollege.edu/inside/CIETL/index.html>

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**II.A.2.c: Identify new funds for professional development.**

**College Response:**

Cañada College has been quite aggressive in efforts to acquire outside funding to support the development of the foundations for a sustainable learning college. The college was recently successful in capturing two peer reviewed grants: HSI-CCRAA and MSEIP. Both grants contained significant funds for professional development in support of programs to further student learning.

The recently established Center for Innovation & Excellence in Teaching & Learning (CIETL) also provided funding in support of professional development.

And the college continues to pursue ever more funding opportunities. Cañada recently applied for for grants to support a partnership with the Institute for Education Service with UC Santa Cruz and was just awarded a federal program grant called Innovative Engineering Education Classroom Instruction (IEECI) which also includes support for professional development among faculty and staff.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

Grant applications/announcements: being documented; to be posted on the college website.

CIETL website: <http://www.Cañadacollege.edu/inside/CIETL/index.html>

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**II.A.2.d: Provide continuous faculty development opportunities that focus on teaching students with language and/or basic skills needs. Provide additional opportunities for faculty to learn new technologies.**

**College Response:**

In addition to the outside funding sources identified in the previous planning agenda above (II.A.2.c) all of which included support for basic skills program development, the college has hosted a series of Basic Skills seminars that provided information regarding best practices and recent innovations. College Flex Days routinely include several sessions devoted to discussions about new innovations in basic skills and ESL programs. These dialogues and presentations have been supported by on-going research from the Office of Planning & Research that have helped expand an understanding of the local challenges in basic skills and ESL programs and furthermore helped identify several new interventions to respond to those challenges.

Several other development activities provided by the college include:

Fall 2009 Flex Day Workshops:

- turnitin.com session
- Assessment and Planning of Learning Communities
- Notetaking for Lectures and Textbooks 101
- Googledocs and More
- COMETS Math Panel
- Reading Apprenticeship Workshop,

Learning Community workshops

- Jan 15, 2010: Integrating Language Curriculum for the Workforce: Contextualizing ESL and English across Disciplines
- Spring 2010 Flex Day Workshops: Learning WebAccess in the Field with a Novice, Advocacy and Strategies for Students with Disabilities, Teaching College Courses at the High School Level, Introduction to turnitin.com, Classroom Assessment Techniques, Snap, Record, and Share with Jing,

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

Basic Skills meeting minutes: <http://www.Cañadacollege.edu/inside/basicskills/index.html>

Learning Community retreat minutes: <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

Basic Skills Research:

[http://Cañadacollege.edu/inside/research/research\\_learning/learningresearch.htm](http://Cañadacollege.edu/inside/research/research_learning/learningresearch.htm)

ESL Research: [http://Cañadacollege.edu/inside/research/research\\_learning/learningresearch.html](http://Cañadacollege.edu/inside/research/research_learning/learningresearch.html)

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**II.A.2.e: Evaluate the need for completing the biannual report for program review. Assess Program Student Learning Outcomes.****College Response:**

One of the first items on the agenda of the newly formed IPC (Spring 2009) was to assess the effectiveness of the college's biannual program review process. After much open dialogue the IPC recommended that an annual program planning process was necessary to bring tighter alignment across the college's various planning activities and, in particular, to better align program planning with the college's resources allocation processes. The IPC is currently (and in an on-going fashion) discussing how to best incorporate SLO assessment into this annual planning process. Recommendations from the IPC will go to the Academic Senate in 2010/11.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

IPC minutes: <http://www.Cañadacollege.edu/inside/ipc/index.html>

Academic Senate minutes: [http://www.Cañadacollege.edu/inside/academic\\_senate/index.html](http://www.Cañadacollege.edu/inside/academic_senate/index.html)

CPC minutes: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

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**II.A.2.f: Develop new funds for professional development. Actively work to develop SLOs for all programs and the associated assessment tools. Share the results of the assessments with appropriate constituents.**

**College Response:**

The development of new funds to support professional development was articulated in detail in Planning Agendas II.A.2.c and II.A.2.d. The work in development of Program SLOs is addressed directly in Planning Agenda II.A.2.i and in broad language within the College's response to Major Recommendation #2.

Program assessment is explicitly embedded in the IPC and SSPC mandates. As Program SLOs become incorporated into the annual program review process (implementation targeted for 2010/11) assessment of PLOs will be assessed annually. The IPC and SSPC are shared governance planning bodies; all meetings are open forums, both IPC & SSPC membership includes representatives from faculty and staff and the minutes from all IPC and SSPC meetings are made available to the college stakeholders through the college website.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

IPC ByLaws: <http://www.Cañadacollege.edu/inside/ipc/index.html>

SSPC ByLaws:

<http://sharepoint.smccd.edu/SiteDirectory/cansspc/Relavent%20Documents/Forms/AllItems.aspx>

Grant applications/announcements: <http://www.Cañadacollege.edu/inside/accred-oversight/Cañada%20College%20Grants.pdf>

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**II.A.2.i: Develop Student Learning Outcomes for all programs.**

**College Response:**

The identification of Program Level Learning Outcomes (PLOs) was addressed in the CEITL retreat during the Summer 2010. A detailed discussion among retreat faculty and staff led to the identification of program domains to support program level assessment. The definitions outlining the proposed PLO domains will be brought forward for college wide discussion in 2010/11. The engineering intent of the new program definitions is to parallel those to be used in Program Review so as to support a more comprehensive assessment of programs in terms of both resource allocations and student learning.



**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

IPC Retreat Notes: <http://www.Cañadacollege.edu/inside/ipc/index.html>

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**II.A.3.a: Create a handbook which documents criteria for general education requirements.****College Response:**

During the 2009-10 academic year, the Curriculum Committee began discussion on the college's general education requirements and those discussions will continue throughout the 2010/11 academic year. A subcommittee of the Curriculum committee is being formed to review criteria and create a handbook.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Curriculum Committee minutes:  
<http://sharepoint.smccd.edu/SiteDirectory/canccurriculum/default.aspx>

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**II.A.6.b: Develop a clear process to inform students of program elimination and what students need to do subsequent to elimination.****College Response:**

Program elimination is a processes overseen by the Instructional Planning Council (IPC) and Student Services Planning Council (SSPC). Students have representation (with full voting rights) on both these planning councils as well as the College Planning Council and the Budget Committee.

Furthermore, the college President meets regularly with the ASCC President to discuss issues including those related to academic programs. ASCC representatives are working with the planning councils on a written process to inform students of program elimination.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

IPC Membership: <http://www.Cañadacollege.edu/inside/ipc/index.html>

SSPC Membership: <http://www.Cañadacollege.edu/inside/sspc/index.html>

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**II.B.1: Implement data collection strategies including qualitative and quantitative data to assess student satisfaction and quality of Student Support Services.**

**College Response:**

In Spring 2010 Cañada's Office of Planning & Research administered the Noel Levitz Student Satisfaction Survey. The survey methodology deployed used a random stratification design to facilitate detailed analysis of findings by multiple student designations (age, ethnicity, basic skills status, etc.). Findings will be shared in college wide forums throughout 2010/11. The Student Services Planning Council will undertake a detailed review of the findings and develop recommendations to address any challenges.

Furthermore, during the Summer of 2010 the SSPC held a retreat to discuss the current efficacy of student services. A list of recommendations was developed and those recommendations have become the foundations for current student services planning both at the SSPC and with the college's Administrative Council.

**Current Status:**

This planning agenda item has been institutionalized into college systems.

**Evidence:**

Noel Levitz Student Satisfaction Survey results: <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

SSPC Retreat minutes: <http://www.Cañadacollege.edu/inside/sspc/index.html>

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**II.B.3.a: Explore additional funding sources and staffing resources for expansion of services and extended hours.**

**College Response:**

The college has applied for and won numerous grants that have helped to expand and improve the delivery of student services. A list of recently captured grants would include:

- NSF IEECI Innovations in Engineering Education, Curriculum and Infrastructure, proposal number 1032660 – Online and networked education for students in transfer engineering programs 10/1/10-9/30/12 PI Enriquez
- DOE HSI-CCRAA – College Cost Reduction and Access Act, Award number P031C080188 – Creating Transfer opportunities for Math, Engineering, Technology and Science, PI Abe, 10/1/08-9/30/10 with 1-year no-cost extension to 9/30/11.
- DOE MSEIP – Minority Science improvement, Award number P120A080080 – Student on-ramp leading to engineering and sciences 10/1/09-9/30-11, PI Enriquez
- NSF S-STEM – Scholarships in STEM 10/1/09- 9/30/14, PIs Enriquez, Medina and Stringer
- Governor’s 15% Workforce Investment Act Funds for Allied Health Programs, Phase I, 08-115-15, 6/30/10-3/31/12, Allied Health Program Expansion, PI Stringer
- Economic Stimulus Program Funds for Phase II Allied Health Program Expansion (from State), 09-127-19, 7/14/09-6/30/11, Allied Health Program Expansion, PI Stringer

And Cañada continues to explore opportunities for outside funding in support services; the college has a FIPSE application pending for support of the development of an expanded Veterans Support program.

#### **Current Status:**

This planning agenda item has been institutionalized into college systems.

#### **Evidence:**

Grant applications/announcements: <http://www.Cañadacollege.edu/inside/accred-oversight/Cañada%20College%20Grants.pdf>

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### **II.B.3.b: Explore additional resources and creative ways to increase student life outside of the classroom.**

#### **College Response:**

During the 2009/10 academic year the Cañada Administrative Council developed revised organization chart for the college that included a repositioning of the Student Activities Coordinator position to create greater coordination with other college processes. The college re designed the position to better fit the needs of current students which resulted in a revised job description. In August 2010 the college hired its new Student Activities Coordinator and is in the process of developing a student activities agenda for 2010/11. That agenda will include the identification of outside funding to further develop the portfolio of activities available to students through the Office of Student Activities.

And as mentioned in the responses to previous Planning Agendas, Cañada College has been quite successful in capture state and federal grant dollars to support an expansion of student services. Several of those grants include funding to support student activities.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Cañada College Organizational chart: <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

Grant applications/announcements: <http://www.Cañadacollege.edu/inside/accred-oversight/Cañada%20College%20Grants.pdf>

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**II.B.3.c: Develop a webpage that will organize pertinent information for counselors to access easily such as program changes and four-year institution updates. Evaluate Counseling Program Review and plan for implementation of appropriate recommendations.**

**College Response:**

One important outcome of the Student Services Planning Council Summer 2010 retreat was the identification of the need to focus more attention on developing more elegant and user-friendly web support for internal program managers and users. A list of recommendations was developed and the College's Marketing Office in cooperation with the Office of Planning & Research is undertaking a detailed investigation of current web challenges. The investigation will include open forum discussions and focus group dialogues with multiple stakeholder groups including counselors and students.

The college is also pursuing the hire of a full-time articulation officer to focus on bringing greater alignment and coordination of college program curriculum with four year transfer requirements.

Counseling is now included in both the college's comprehensive program review process as well as the annual program planning review.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Notes from SSPC Retreat: <http://www.Cañadacollege.edu/inside/sspc/index.html>

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**II.B.3.e: Conduct validation studies on the new ACT COMPASS placement and adjust cut-scores as necessary. Review current multiple measures with faculty and implement new criteria if necessary.**

**College Response:**

Evaluation of placement outcomes and cut score validation is on-going and has been institutionalized into the placement process and is performed by the college placement office. Starting in 2010/11 the placement office will begin sharing placements assessment results with both the Instructional Planning Council (IPC) and the Student Services Planning Council (SSPC) to capture any recommendations for improvement. Likewise validation study results will be reviewed by the IPC and SSPC each time the validation cycle is completed.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Placement data:

[http://www.Cañadacollege.edu/inside/research/research\\_learning/learningresearch.html](http://www.Cañadacollege.edu/inside/research/research_learning/learningresearch.html)

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**II.B.4 Implement Program Review cycle for Student Services programs.**

**College Response:**

The program review cycle for all Student Services programs was implemented during the 2009-10 academic year. Each service program presented its program review findings to the SSPC in Spring 2009 and 2010. The presentations and the content associated with each program review was assessed by the SSPC and recommendations for improvement, where identified, were made.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

SSPC Minutes: <http://sharepoint.smccd.edu/SiteDirectory/cansspc/Minutes/Forms/AllItems.aspx>

Service department Program Review calendar:

[http://www.Cañadacollege.edu/inside/program\\_review/Comprehensive-Program-Review-schedule-2009-2010.pdf](http://www.Cañadacollege.edu/inside/program_review/Comprehensive-Program-Review-schedule-2009-2010.pdf)

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**II.C.1.a Identify appropriate resources to provide consistent yearly allocation of funding for maintaining print collection.**

**College Response:**

In response to this planning agenda recommendation Cañada Library staff have undertaken the following:

- Digital Collection: Until 2009, all community college libraries were allotted \$38,00 a year for electronic resources which we used to purchase databases, one of the most popular library resources. This funding was eliminated and we will use up the reserve balance by 2011.
- Textbook Reserve Collection: A popular library resource funded by an anonymous donor since 2005.
- Print Collection: This planning agenda item is being addressed. Library staff are working with the Office of Instruction to identify resources for expanding the print collection.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Being developed (to be placed here): <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

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**II.C.1.b: Identify SLOs and Service Area Outcomes and the assessments of each.**

**College Response:**

The college's response to this Planning Agenda is addressed in this report as part of the response to the #2 Major Recommendation.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

SLOAC Advisory Committee Minutes: <http://www.Cañadacollege.edu/inside/slo/meetings.html>

SLOAC Sharepoint site: <http://www.Cañadacollege.edu/inside/slo/meetings.html>

SLO events: <http://www.Cañadacollege.edu/inside/slo/events.html>

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## **II.C.1.c: Expand library hours and services.**

### **College Response:**

In response to this planning agenda recommendation Cañada Library staff have undertaken the following:

- Associated Students of Cañada College funded extended library hours during the last two weeks of the semester Fall 2009 (extending closing time from 8:00pm to 10:00pm).
- We increased enrollment in LIBR 100 from an average of 5 students to an average of 25 students in 2010.
- Staff have worked to increase the number of library orientation session over the last four years:

<b>Academic Year</b>	<b>Library Orientation Sessions</b>
2006-2007	97
2007-2008	101
2008-2009	151
2009-2010	148

- Gate Count (number of students entering the library) has increased steadily:

<b>Year</b>	<b>Annual Gate Count</b>
2006	63,707
2007	83,418
2008	107,482
2009	126,246

<b>Academic Year</b>	<b>Average Daily Gate Count</b>
2006-2007	346
2007-2008	544
2008-2009	609
2009-2010	666

- Over the last two years the library staff have created 65 [online research guides](#) for courses and departments

- Since 2007 the library has increased the number of computers for student use (from 15 to 70) and our student study rooms (from 1 to 6).

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Provided above.

**II.C.2: Develop evaluation to ascertain effectiveness and comprehensiveness of Library services.**

**College Response:**

In response to this planning agenda recommendation Cañada Library staff have undertaken the following:

- Completed a program review in 2009 that included an assessment of findings from a student survey and focus group
- Conducted an annual review in 2010 and is currently revising the annual program review form to evaluate library services
- Participating in the California Library Association's [Library Snapshot Day](#) on 10/4/10
- In Spring 2010 began conducting pre- and post-surveys for the Library 100 course.
- Is currently working with faculty to review information literacy instruction at the college, including credit courses, workshops, and orientation sessions.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Being developed (to be placed here): <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>



## **Standard III Planning Agendas**

---

### **III.A.1.c: Facilitate campus-wide teaching and learning dialog regarding Student Learning Outcomes.**

#### **College Response:**

During February of 2008, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support a meaningful Student Learning Outcome Assessment Cycle. Work on course SLOs by faculty was accelerated by sessions held on our first SLOAC Summit in March 2008. Periodic training sessions on writing and assessing SLOs were held on subsequent professional development days. Personal copies of the landmark text, Classroom Assessment Techniques, (Angelo and Cross, 1993) have been distributed to many faculty. Protocols adopted by the Curriculum Committee require submission of course SLOs with any new or modified Course Outlines of Record. All course syllabi now include SLOs.

In Fall 2009 the Director of Planning, Research & Student Success led a workshop on how to develop a classroom assessment instrument. And beginning SLOAC has routinely held workshops and training session related to SLOs on college Flex Days ad throughout the academic year.

Most importantly, the SLOAC process has stimulated conversations among faculty, both full time and adjunct, on student learning and teaching techniques. Emphasis is shifting from writing SLOs and designing assessments to strategies that will best foster student learning.

#### **Current Status:**

This planning agenda item has been addressed. Implementation is on-going.

#### **Evidence:**

SLOAC Website: <http://www.Cañadacollege.edu/inside/slo/index.html>

Flex Day Schedule: <http://www.Cañadacollege.edu/inside/slo/events.html>

CIETL website: <http://www.Cañadacollege.edu/inside/CIETL/index.html>

---

### **III.A.1.d: District will adopt a Code of Ethics for all personnel.**

#### **College Response:**

The San Mateo District Board adopted Policy of Professional Ethics in June 2008. This policy references professional code of conduct of the Board of Trustees, Administration and classified staff, faculty, and the Associated Student organizations.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

Policy:

[http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Rules%20and%20Regulations/2\\_21.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Rules%20and%20Regulations/2_21.pdf)

---

**III.A.2: To review the full-time to adjunct ratio of faculty members at Cañada College and bring this ratio to a level determined appropriate by the College. Include a mid-year hire process for faculty positions.**

**College Response:**

As part of the Program Improvement & Viability (PIV) process invoked in Spring 2010 the College Planning Council (CPC) and the Instructional Planning Council (IPC) reviewed data on the full-time to adjunct ratio of faculty ratio both at the College and throughout the District.

During the 2009-10, the faculty hiring process took place for the 2010-11. There were three full-time faculty members hired in the disciplines of Chemistry, Counseling, & Multimedia. The hiring process began and was completed during the mid year cycle. The President of the College has made it a priority to hire additional full-time faculty providing sufficient financial resources during this academic year.

In Fall 2010 the Academic Senate and CPC will review the process used for the hires this past year. And there will be ongoing review of college budget to assess ability of the College to hire additional full-time faculty.

**Current Status:**

**Evidence:**

Academic Senate Minutes: [http://www.Cañadacollege.edu/inside/academic\\_senate/index.html](http://www.Cañadacollege.edu/inside/academic_senate/index.html)

CPC minutes: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

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#### **III.A.4: Reactivate the EEOAC committee at the College and District level.**

##### **College Response:**

In 1990, the San Mateo District Board of Trustees approved plans that included the establishment of both a District-wide committee that was advisory to the Chancellor and a College-level committee that was advisory to the College President on staff diversity (Minutes from the September 26, 1990 Board Meeting; Minutes from the October 12, 1994 Board meeting; Board report No. 94-10-3B). The district-wide committee, with the support of the Board of Trustees, established an employee development initiative in partnership with the Museum of Tolerance Training Program to increase the cultural sensitivity of as many faculty, classified and management staff as possible to the Museum of Tolerance (Board Report No. 02-5-108B). Twice each year, groups of employees from each campus were sent to the Museum of Tolerance in Los Angeles, CA, for a series of training activities. Upon their return, facilitated follow-up discussions with other Museum of Tolerance attendees enabled all employees to gain better understanding and support for diverse cultures, viewpoints, and behaviors. It was the view of Human Resources Administration that the Museum trips and follow-up discussions with the broader group fulfilled the intent of the EEOAC district-wide committee, and the monthly committee meetings were replaced with the twice yearly group meeting. In view of the budget crisis, the Museum of Tolerance Program funding was discontinued in 2009.

##### **Current Status:**

This planning agenda item has been addressed.

##### **Evidence:**

District Board minutes: <http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes.shtml>

---

#### **III.A.5.a: Develop additional support for workshops, seminars, and guest speakers. Collect data for the website and methodologies for evaluating the data.**

##### **College Response:**

The establishment of the Center for Innovation & Excellence in Teaching & Learning (CIETL) in Spring 2010 provided the foundation for on-going funding of professional development activities including workshops, seminars, and guest speakers. In its first year CEITL will be hosting a series of seminars and prostrations related to critical thinking, the theme identified at the CEITL retreat as the college theme for the upcoming year.

Website related data is collected routinely by the Marketing Office and is reviewed on an ongoing basis at the Administrative Council.

##### **Current Status:**

This planning agenda item has been addressed.

**Evidence:**

CEITL Webpage: <http://www.Cañadacollege.edu/inside/CIETL/index.html>

Web data being compiled (to be placed here): <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

---

**III.A.5.b: Identify funding to support travel, hotel, and food expenses that tie directly to professional development requests for conferences and workshops.**

**College Response:**

The college has worked to be creative in its efforts to secure funding for professional development funding. Among the list of recently awarded grants the HSI-CCRAA and MSEIP grants included significant funds for professional development that included funding for in and out of state conference attendance.

As highlighted in previous Planning Agendas the Center for Innovation & Excellence in Teaching & Learning (CIETL) places professional development as a high priority and provides funding faculty and staff to attend conferences and workshops.

**Current Status:**

This planning agenda item has been addressed and the college will continue to explore external funding sources.

**Evidence:**

CEITL Webpage: <http://www.Cañadacollege.edu/inside/CIETL/index.html>

Grant applications/announcements: <http://www.Cañadacollege.edu/inside/accred-oversight/Cañada%20College%20Grants.pdf>

---

**III.B.1.a: Increase the level of custodial staffing.**

**College Response:**

While the District is responsible for hiring and managing plant services personnel, the college has included an informal campus grounds and facilities assessment within the yearly agenda of the Administrative Council. The Administrative Council is exploring option for introducing a

grounds and facilities assessment procedure to the College Planning Council. Outcomes of that assessment will be brought forward for discussion as needed.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Being developed (to be placed here): <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

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III.C.1: Develop a funding plan to maintain currency of appropriate instructional equipment in classrooms.

**College Response:**

The planning for maintaining the college's instructional equipment is shared process between Cañada College and the San Mateo District. The District IT Department (ITS) keeps a running inventory of all instructional equipment used at the College, including all Smart classroom equipment. The Cañada Office of Instruction also maintains a detailed spreadsheet of all faculty/staff issued computers, desktop and laptops and all peripheral devices, e.g. printers, including the date of purchase and location of hardware.

ITS works closely with the College in coordinating the transfer of inventoried computers to locations where the need is the greatest. In 2009-10, Cañada received computers that were of higher quality, faster computers than what was in the classroom, so ITS swapped out the old for the newer computers at no cost to the College.

For the past years, the college had been given an allocation from the State for instructional equipment. Currently, State Lottery Funds are used to fund instructional needs including instructional equipment. There is an extensive shared governance process that is followed for the critical needs and purchase of instructional equipment for classroom instruction. Besides the limited dollars from the state, another funding mechanism used at the College is through grant funds. Any time grants are written and it is permissible within the grant, we include instructional equipment as part of the overall funding needs.

Also, the College administration agreed on a yearly basis, to carry over to the next academic year, a specific dollar amount of instructional equipment dollars in case of any unforeseen critical instructional equipment requests.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

Cañada Banner System and Web Extender houses all instructional invoices

---

**III.C.2: Develop a technology plan that integrates technology and institutional planning.****College Response:**

The college developed a draft technology plan in Spring 2009 and formed a Technology Advisory Committee (TAP). The TAP team is finalizing the details of the plan and is scheduled to introduce the plan to College Planning Council in 2010/11 for an open discussion. CPC review of that plan will include examination of the output and data produced by the colleges other planning activities including the Educational Master Plan, the Strategic Plan and Program Review.

**Current Status:**

This planning agenda item is being addressed.

**Evidence:**

Cañada Technology Plan (draft):

[http://www.Cañadacollege.edu/inside/research/integrated\\_planning/Technology%20Plan%20Cañada%20Draft%202%20jp.pdf](http://www.Cañadacollege.edu/inside/research/integrated_planning/Technology%20Plan%20Cañada%20Draft%202%20jp.pdf)

---

**III.D.1.d: Make the budget development process more transparent to the whole College community.****College Response:**

The college's new planning framework led to the creation of a new Cañada Budget Committee. The Budget Committee ByLaws were approved by the committee in September 2010. As stated in the ByLaws the role of the Cañada Budget Committee includes providing ongoing communication and transparency on all college budget related matters. The Budget Committee has representation from faculty, staff, students and administration. All meetings are held in an open forum and minutes from the meetings are posted on the college website.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

Cañada College Planning Framework: [http://www.smccd.edu/accounts/Cañada/inside/accred-oversight/pg10\\_College-Planning-Structure-12-2008.pdf](http://www.smccd.edu/accounts/Cañada/inside/accred-oversight/pg10_College-Planning-Structure-12-2008.pdf)

Budget committee By Laws: <http://www.Cañadacollege.edu/inside/planning-budget/index.html>

## **Standard IV Planning Agendas**

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### **IV.A: Develop and adopt a code of ethics for all employees.**

#### **College Response:**

The San Mateo District Board adopted Policy of Professional Ethics in June 2008. This policy references professional code of conduct of the Board of Trustees, Administration and classified staff, faculty, and the Associated Student organizations.

#### **Current Status:**

This planning agenda item has been addressed.

#### **Evidence:**

Policy:

[http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Rules%20and%20Regulations/2\\_21.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Rules%20and%20Regulations/2_21.pdf)

---

### **IV.A.1: Pursue increased funding for professional development opportunities for all employees. Evaluate the shared governance process and committee obligation to see where committees could be combined, eliminated, or organized more efficiently.**

#### **College Response:**

The response to the professional development funding is addressed in detail within Planning Agendas II.A.2.c and II.A.2.d.

Regarding the assessment of shared-governance planning bodies: at the close of every spring semester, a college-wide survey is disseminated to all faculty and staff to assess decision making processes throughout the college. Findings from that survey are shared with the CPC where they are evaluated and used as a reference for making revisions to processes. Findings from the Spring 2010 survey revealed that there was some modest concern among faculty and staff about committee workload and planning coordination. In-depth review of those survey findings will be undertaken by the CPC in September 2010.

Additionally, each major shared-governance planning body identified in the planning framework (CPC, Budget Committee, IPC & SSPC) include in their ByLaws a mandated annual review and assessment of their specific planning processes. All planning reviews and assessments are tied to an annual cycle.



**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

Findings from first planning assessment:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Decision\\_Making\\_Survey\\_Finding\\_s\\_FINAL.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Decision_Making_Survey_Finding_s_FINAL.pdf)

---

**IV.A.2.a: Review existing systems which provide orientation and leadership training to student leaders. Specifically, student leaders need to be informed of their Title V rights and responsibilities, of how to meaningfully participate on governance bodies and of how to access institutional resources. Develop Meet and Confer working condition representation for Confidential/Supervisory employees and administrators who are not represented by collective bargaining agents.**

**College Response:**

Beginning in the Summer of 2010 college administrators began developing an informal mentoring program to help provide orientation and leadership support for students elected to an ASCC office. This informal mentoring has provided important insight into the leadership challenges facing Cañada students and has informed the planning for a formal leadership development process that will be implemented in the 2010/11 academic year.

The College Planning Council has also begun to bring great attention to the role and involvement of students in the college planning process. Discussions on how to improve participation, expand awareness of key issues and mentoring is expected to be addressed in 2010/11.

**Current Status:**

This planning agenda is being addressed.

**Evidence:**

CPC Minutes: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

---

**IV.A.2.b: Create a program development policy.**

**College Response:**

During the Spring 2010 semester Cañada College for the first time invoked the Program Improvement & Viability (PIV) process. The PIV process worked its way through the various shared governance planning bodies identified in the college's new planning framework and yielded in-depth discussions about program goals and effectiveness.

While largely effective in capturing college-wide feedback, upon review and discussion by the CPC, it was decided that the process should be formalized and a schematic of that process be broadly shared with faculty and staff. The Office of Instruction and the Office of Planning & Research have been charged with developing that schematic and it will be brought forward for discussion at the CPC during the 2010/11 academic year.

**Current Status:**

This planning agenda is being addressed.

**Evidence:**

Planning Framework: <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

CPC minutes: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

PIV Process (as executed in 2010): <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

---

**IV.A.5: Develop an annual schedule to review shared governance systems.**

**College Response:**

Within the ByLaws of each of the new shared governance bodies embedded in the college's new planning framework, is a requirement to review and assess the efficacy and quality of the processes and decisions associated with each committee and between committees every year. Those assessments are performed at the close of the Spring term; feedback from those assessments are reviewed in the Fall including any revisions or proposed changes to structures or processes.

To support a more holistic assessment of shared governance that includes the perspectives of all faculty and staff the college has initiated an annual survey to assess the transparency, openness and efficacy of the college's shared governance decision making. Findings from the survey are made available to the entire college and are discussed at each of the college's primary shared governance planning bodies.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

CPC ByLaws: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

**Survey Findings:**

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Decision\\_Making\\_Survey\\_Findings\\_FINAL.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Decision_Making_Survey_Findings_FINAL.pdf)

---

**IV.B.1.g: The Board will review its evaluation tool.****College Response:**

The Board has evaluated itself annually. In 2007, the Board discussed the evaluation instrument and made no changes. As part of their annual evaluation in 2011, the Board will again review the evaluation instrument.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

In development by the District

---

**IV.B.2.a: Evaluate the distribution of work among the administrators.****College Response:**

In Spring 2009 the College Budget Office and the Office of Planning, Research & Student Success undertook an extensive examination of workload across all domains of administration and college support staff. The workload review led to a significant restructuring of the college's organizational chart which had as a primary intent to improve information and works flows within the domains of administration, instruction and student services.

Additionally, over the last two years the college made some additional hires to support the development of needed work. In August 2008 the college hired a Director of Planning, Research & Student Success and secured research analyst support from the district. In July 2009 the college hired a new Vice President of Instruction and the following July hired a new Vice President of Student Services. These new administrators have championed efforts to evaluate the effectiveness of programs and processes throughout the college and have modified operations and reporting channels to better accommodate the work demands in areas associated with heavy workloads or peak work cycles known to create bottleneck challenges.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

Reorganization Plan (2009): <http://www.Cañadacollege.edu/inside/accred-oversight/links.html>

---

**IV.B.2.b: Complete the Strategic Planning process.****College Response:**

In 2007 the college hired The Voorhees Group LLC to engage the college stakeholders around the development of a college strategic plan. The output of that year long process was the college's current strategic plan.

In Spring 2010 the college launched into a 30-month strategic planning process which began with an assessment of the existing strategic plan including a review of progress in each strategic area identified in the 2007 plan and will result in the establishment of a revised Five Year Strategic Plan in 2012.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

College Current Strategic Plan: <http://Cañadacollege.edu/inside/strategicplanning/Strategic-Plan-final.pdf>

Overview of 2012 Strategic Planning Cycle:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Strategic%20Planning%20Launch\\_LONG.pdf](http://Cañadacollege.edu/inside/research/integrated_planning/Strategic%20Planning%20Launch_LONG.pdf)

---

**IV.B.2.d: Formalize and schedule regular analysis and reporting of budget and financial matters.****College Response:**

The college's new planning framework led to the creation of a new Cañada Budget Committee. The Budget Committee ByLaws were approved by the committee in September 2010. As stated in the ByLaws the role of the Cañada Budget Committee includes providing ongoing

communication and transparency on all college budget related matters. The Budget Committee has representation from faculty, staff, students and administration. All meetings are held in an open forum and minutes from the meetings are posted on the college website.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

Budget Committee Minutes: <http://Cañadacollege.edu/inside/planning-budget/index.html>

---

**IV.B.3.a: The district will publicize the location of existing information about its roles, responsibilities and services.**

**College Response:**

The district website maintained by the district office has undergone frequent revisions for the purpose of making the information much easier for search and retrieval. All key departments of the district office have established their individual websites. Key information, such as Board Policies, human resources information, are carefully maintained and updated by respective departments.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

District evidence: <http://smccd.edu/portal/>

---

**IV.B.3.b: Use facilities program review data to evaluate the need for additional staff in order to make improvements in the area of facilities cleanliness. Develop survey document and procedures, so that all District faculty, staff, and administration can provide input into evaluation of all District services**

**College Response:**

Beginning in Summer 2010 the San Mateo College District began the development of a Program Review process linked to multiple District functions including facilities and plant services. The goal of the process is to put in place a system for routine program review and assessment that includes reflection and analysis of evidence related to operational performance.

**Current Status:**

This planning agenda is being addressed.

**Evidence:**

In development by the District

---

**IV.B.3.g: The district will assess the newly created functional map and evaluate its value as a tool in delineating governing and decision-making structures and processes and as a tool for communicating these processes district wide. The District will study the need for a process to regularly evaluate governance and decision making structures and processes.**

**College Response:**

In Spring 2010 The San Mateo Community College District, under consultation with the three colleges, developed a Function Map that outlined and delineated responsibilities of a host of system operations. The Function Map identifies for each operation whether the leadership and oversight of a function is primarily with the District or the individual colleges. It further identifies where any secondary responsibility or shared responsibilities also exist.

The Functional Map was brought forward for review to the Cañada College Planning Council in May 2010. The CPC reviewed the document and committed to conducting further reviews of the document in Fall 2010.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

District Functional Map:

[http://Cañadacollege.edu/inside/research/integrated\\_planning/Accredit%20Function%20Map%20v5.doc](http://Cañadacollege.edu/inside/research/integrated_planning/Accredit%20Function%20Map%20v5.doc)

CPC Minutes: [http://www.Cañadacollege.edu/inside/college\\_council/index.html](http://www.Cañadacollege.edu/inside/college_council/index.html)

# Midterm Report

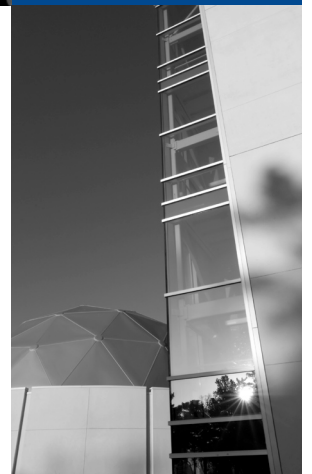


*Submitted by*  
**College of San Mateo**  
1700 West Hillsdale Boulevard  
San Mateo, California 94402

*to*  
**Accrediting Commission for Community and Junior Colleges**  
**Western Association of Schools and Colleges**  
**October 15, 2010**



College of San Mateo



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## ABBREVIATIONS AND ACRONYMS

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The following section contains a listing of titles or special terms with their respective abbreviations and/or acronyms:

- |   |  |
|---|--|
| • Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges                         | • ACCJC                                  |
| • Accreditation Liaison Officer   | • ALO                                    |
| • Basic Skills Initiative   | • BSI                                    |
| • <i>Budget Plan: 2009/10 to 2012/13</i>  | • <i>Budget Plan</i>                     |
| • California Community Colleges State Chancellor's Office   | • CCCCCO                                 |
| • Center for the Scholarship of Teaching and Learning   | • SoTL Center                            |
| • College of San Mateo  | • CSM                                    |
| • <i>College Index, 2008-2011</i>   | • <i>College Index</i>                   |
| • <i>College of San Mateo Educational Master Plan, 2008</i>   | • EMP                                    |
| • <i>College of San Mateo Planning Agenda: In Preparation for the Midterm Report, October 15, 2010</i>                          | • <i>Planning Agenda</i>                 |
| • Committee on Instruction (Curriculum Committee)   | • COI                                    |
| • <i>CSM Institutional Priorities 2008-2011</i>   | • <i>Institutional Priorities</i>        |
| • <i>Diversity in Action Plan: 2009/10 to 2012/13</i>   | • <i>Diversity in Action Plan</i>        |
| • <i>Enrollment Management: 2009/10 to 2012/13</i>  | • <i>Enrollment Management Plan</i>      |
| • <i>Follow-Up Report to Accrediting Commission for Community and Junior Colleges, October 15, 2008</i>                         | • <i>Follow-Up Report, October 2008</i>  |
| • <i>Follow-Up Report to Accrediting Commission for Community and Junior Colleges, October 15, 2009</i>                         | • <i>Follow-Up Report, October 2009</i>  |
| • <i>Follow-Up Report to Accrediting Commission for Community and Junior Colleges, Additional Documentation, December, 2009</i> | • <i>Follow-Up Report, December 2009</i> |
| • Hours by Arrangement  | • HBA                                    |

- *Human Resources Plan: 2009/10 to 2012/13*
- Institutional Planning Committee
- *Institutional Self Study for Reaffirmation of Accreditation, 2007*
- *Institutional Self Study for Reaffirmation of Accreditation, 2013*
- Peninsula Library System
- *Plans for Improvement (from 2007 Self Study)*
- Office of Planning, Research, and Institutional Effectiveness
- San Mateo County Community College District
- *San Mateo County Community College District Strategic Plan, 2009*
- Student Learning Outcomes
- Student Learning Outcomes Assessment Committee
- *Substantive Change Proposal to ACCJC, January 15, 2010, Instructional Mode of Delivery: Distance Learning*
- *Technology Plan: 2009/10 to 2012/13*
- Total Cost of Ownership
- Vice President of Instruction
- Vice President of Student Services
- *Human Resources Plan*
- IPC
- *2007 Self Study*
- *2013 Self Study*
- PLS
- *Plans*
- PRIE
- SMCCCD
- *SMCCCD Strategic Plan*
- SLO's
- SLOAC
- *Substantive Change Proposal*
- *Technology Plan*
- TCO
- VPI
- VPSS

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**CERTIFICATION OF INSTITUTIONAL MIDTERM REPORT  
COLLEGE OF SAN MATEO  
OCTOBER 15, 2010**

TO: Accrediting Commission for Community and Junior Colleges, Western  
Association of Schools and Colleges

FROM: College of San Mateo  
1700 West Hillsdale Boulevard  
San Mateo, CA 94402

This institutional *Midterm Report* is submitted to fulfill the requirements from the January 29, 2010, letter to the President of College of San Mateo.

We certify that there were opportunities for broad participation by the campus community, and we believe that the *Midterm Report* accurately reflects the nature and substance of College of San Mateo.

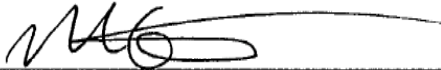
Signed:

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Patricia Miljanich, President, Board of Trustees, San Mateo County Community College District

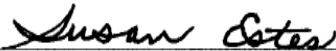
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Ron Galatolo, Chancellor, San Mateo County Community College District



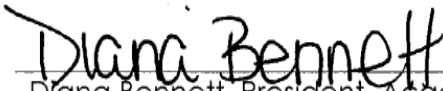
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Michael E. Claire, President, College of San Mateo



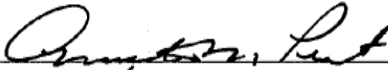
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Susan Estes, Vice President of Instruction, Accreditation Liaison Officer



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Diana Bennett, President, Academic Senate



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Annette Perot, Classified Staff Representative



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Vivian Abellana, President, Associated Students

## STATEMENT ON REPORT PREPARATION

### ACCREDITATION OVERSIGHT COMMITTEE (AOC)

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#### Background and Purpose

College of San Mateo (CSM) responded immediately to receiving the January 31, 2008, letter stating that the Accrediting Commission for Community and Junior Colleges (ACCJC) had acted to place the College on Warning status. The President announced in February 2008 the formation of the Accreditation Oversight Committee (AOC). It replaced the Accreditation Steering Committee, which was an ad hoc committee that had been formed to coordinate the College's 2007 *Self Study*. (Subsequently CSM was removed from Warning status and its accreditation was reaffirmed in January 2009.)

The mandate for the AOC has been threefold:

- to ensure that the College is meeting accreditation standards;
- to take action on all prior ACCJC recommendations; and
- to take action on all recommendations identified in the College's 2007 *Self Study*.

The AOC has become a permanent standing, shared-governance institutional committee reporting to College Council, joining the institutional planning committees which comprise CSM's integrated planning model (See Figure Rec. 1.1).

#### Membership

The College's Accreditation Liaison Officer (ALO), the Vice President of Instruction, has executive oversight over AOC and all activities related to the preparation of the 2013 *Self Study*. She chairs the AOC.

Members are appointed from the College's four shared governance constituencies.

They currently include:

- President of the College;
- Vice President of Instruction (the Accreditation Liaison Officer and Chair of the Accreditation Oversight Committee);
- Vice President of Student Services (and Co-Chair of the Institutional Planning Committee);
- Dean of Enrollment Services;

- Academic Senate President (and Co-Chair of the Institutional Planning Committee);
- Dean of Planning, Research, and Institutional Effectiveness;
- Coordinator of Planning from the Office of Planning, Research, and Institutional Effectiveness, a faculty member;
- Faculty Representative from the American Federation of Teachers (AFT), the faculty union;
- Classified Staff member from Student Services;
- Classified Staff member from Instruction;
- Coordinator of Student Activities;
- Faculty Assessment (SLO's) Coordinator;
- Faculty Co-Chair of the 2013 Accreditation *Self-Study*
- Student representative

### Communications

To promote open, genuine, inclusive communication, information about the work of the committee has been available to the entire College community through the AOC's website at: <http://collegeofsanmateo.edu/accredinfo> (Ref. AC. 1).

The website includes the following sections and links:

- Overview
- Committee Membership
- Meeting Agendas
- Meeting Summaries (specific information about the work of the committee)
- Work Plan Updates
- Email Notices
- Communication from ACCJC
- Documents and Downloads
- Summer Institutional Planning Projects
- Contact Us
- *2008 Follow-up Report* and Supporting Documentation
- *2009 Follow-up Report* and Supporting Documentation
- *Substantive Change Report, January 2010*
- *Planning Agenda for 2010 Midterm Report*
- *2010 Midterm Report*

### Preparation for 2013 Self Study

To work closely with the Accreditation Liaison Officer, a faculty Co-Chair and editor for the 2013 *Self-Study* joined the Accreditation Oversight Committee in

Fall 2010. The Co-Chair was recommended by AOC and approved by Academic Senate as a result of a competitive screening process which invited faculty applicants (Ref. AC. 2). She will serve during CSM's two-year self-study process spanning Fall 2011 through Spring 2013.

The faculty Co-Chair will work closely with the Accreditation Oversight Committee, and the Accreditation *Self Study* Steering Committee.

ALO Co-Chair and Faculty Co-Chair Shared Responsibilities and Duties will include (Ref. AC.3):

- Compile and edit the 2013 *Self Study*
- Monitor the progress of the standards committees, who gather and analyze information for their assigned accreditation standard and then write the response to their assigned standard
- Oversee the website for the *Self Study*
- Contribute to and oversee the preparation of a monthly newsletter updating the campus community on the development of the *Self Study*
- Speak at division, department, and committee meetings in order to ensure that all constituencies are aware of the self-study process and participate in it as appropriate
- Work closely with the Accreditation Liaison Officer, the Accreditation Oversight Committee, the Accreditation *Self Study* Steering Committee, and the Office of Planning, Research, and Institutional Effectiveness (PRIE)
- Serve on the Accreditation Oversight Committee for three years, starting Fall 2010
- Serve on committees and planning groups for coordination of districtwide accreditation as needed
- Maintain a website and other resources to support the 2013 *Self Study*

#### Resource Center for 2013 *Self Study*

The new College Center, scheduled to open in Summer 2011, will have a facility with dedicated office space with resources and documents related to the preparation of the 2013 *Self Study*. It will also serve as an office for the 2013 *Self Study* faculty Co-Chair and will be adjacent to the office of the ALO, the Vice President of Instruction.

#### Accreditation Oversight Committee and Preparation for Midterm Report

Members of the Accreditation Oversight Committee have been active in addressing the ACCJC's January 2008 Recommendations, in monitoring the 2007 *Self Study's Plans for Improvement*, and in preparing the *Midterm Report*.

The *College of San Mateo Planning Agenda: In Preparation for the Midterm Report, October 15, 2010 (Planning Agenda)* was adopted by AOC in Fall 2009 (Ref. AC.4). In addition to helping track progress in meeting ACCJC's January 2008 Recommendations, the *Planning Agenda* identified the *Plans for Improvement* from the 2007 *Self Study*, the standard addressed by each plan, and the person(s) and/or committee(s) responsible for addressing the plan and reporting on the status of the plan to the Accreditation Liaison Officer (Ref. AC.5, Ref. AC. 6). The leads for each of the plans met regularly with the ALO; progress was reported regularly to AOC throughout the year.

AOC reviewed and commented on the *Midterm Report* which was posted online for review on September 3, 2010.

## DOCUMENTATION

Ref.#	Title	Location
AC. 1	Accreditation Oversight Committee Website	<a href="http://collegeofsanmateo.edu/accredinfo">http://collegeofsanmateo.edu/accredinfo</a>
AC. 3	Email Inviting Applications for 2013 Self Study Co-Chair, from the Vice President of Instruction, April 1, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/AOCEmailAccredSelfStudyPositionApplication4-4-2010.docx">http://collegeofsanmateo.edu/institutionalcommittees/docs/AOCEmailAccredSelfStudyPositionApplication4-4-2010.docx</a>
AC. 3	Accreditation Self Study Co-Chair Job Description	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/AOCaccreditation_2013_co-chair_job_description.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/AOCaccreditation_2013_co-chair_job_description.doc</a>
AC. 4	Planning Agenda: In Preparation for Midterm Report, October 15, 2010	<a href="http://collegeofsanmateo.edu/accredinfo/">http://collegeofsanmateo.edu/accredinfo/</a> & <a href="http://collegeofsanmateo.edu/prie/CSM_Accreditation_Planning_Agenda.php">http://collegeofsanmateo.edu/prie/CSM_Accreditation_Planning_Agenda.php</a>
AC. 5	Meeting Agenda, AOC, August 28, 2009	<a href="http://collegeofsanmateo.edu/accredinfo/">http://collegeofsanmateo.edu/accredinfo/</a>
AC. 6	Meeting Summary, AOC September 11, 2009	<a href="http://collegeofsanmateo.edu/accredinfo/">http://collegeofsanmateo.edu/accredinfo/</a>



## WRITING OF THE MIDTERM REPORT

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A significant number of faculty, staff, and administrators were actively involved in the initiatives described in this narrative. They included participants who contributed to the following:

- Ad Hoc Steering Committee,  
Institutional Planning Committee
- Academic Senate
- Basic Skills Initiative
- Committee on Instruction
- Community Relations & Marketing
- Distance Education
- Institutional Planning Committees  
(more than 75 faculty and staff)
- Program Review of Labs and Centers
- Program Review for Instruction
- Program Review for Student Services
- SLO's and Assessment
- Student Services Leads
- Student Life & Leadership Development
- Substantive Change Proposal

The Vice Chancellor, Educational Services and Planning, San Mateo County Community College District, who is also the District Accreditation Liaison Officer, played a lead role in coordinating the District's responses to Recommendations #6, #9, and #10 that pertained directly to District functions.

Contributions to the text of the *Midterm Report* came from the leads responsible for the *Plans for Improvement*, staff of the Office of Planning, Research, and Institutional Effectiveness, the President of the Academic Senate, and San Mateo County Community College District staff. The lead writer was the Coordinator of Planning, Office of Planning, Research, and Institutional Effectiveness. CSM's Accreditation Liaison Officer served as the principal editor.

The Accreditation Oversight Committee reviewed and commented on the *Midterm Report*. In addition, the campus-at-large was invited to review and comment on its contents in a review process that began on September 3, 2010.

The President of the Academic Senate, the President of the Associated Students, and a representative for classified staff reviewed and approved the *Midterm Report*. College Council approved the *Midterm Report* at its September 15, 2010 meeting. The San Mateo County Community College District Board of Trustees subsequently approved the *Midterm Report* at its September 22, 2010 meeting.



**Michael E. Claire, President**

## RECOMMENDATIONS

The narrative for the section, "Recommendations," addresses all 10 recommendations made to CSM by the Accrediting Commission for Community and Junior Colleges. These recommendations were cited in the visiting team's *Evaluation Report* (from the October 2007 site visit) and in the January 31, 2008 letter from the ACCJC to the College.

Many of the recommendations were resolved prior to the submission of the *Midterm Report*. They have been reported in the *Follow-Up Report, October 2008*; *Follow-Up Report, October 2009*; and *Follow-Up Report, Additional Documentation, December 2009*.

The narrative sections that are identified "Updates" are intended to document CSM's continuous process of improving its effectiveness and relevance as an institution.<sup>1</sup>

### UPDATE TO COLLEGE RECOMMENDATION 1:

#### PLANNING

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***Recommendation 1.a.: College of San Mateo should develop specific, measurable, realistic, and time-bound objectives in relation to its stated goals; conduct consistent, systematic, and timely evaluations for all its plans based on analyses of both qualitative and quantitative data; and ensure that the results are communicated and understood by college constituencies. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance and student learning outcomes. (Standards I.B.2 through 7)***

***Recommendation 1.b.: College of San Mateo will integrate and align its various plans and ensure that they are fully implemented. (Standards I.B.2, III.A.6, III.B.2.b, III.C.2)***

***Recommendation 1.c.: College of San Mateo will complete its Educational Master Plan expeditiously, no later than fall 2008. In addition, the College must***

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<sup>1</sup> *Suggestion for Using Online Documentation:* If a link in a "Documentation" section does not readily open to the document, copy the URL and paste it into your browser.

***demonstrate that decisions regarding building priorities result from the priorities of the Educational Master Plan (Standard III.B.2.b)***

***With regard to Recommendation 1, at the time of the October 2008 report, the college is expected to have completed its educational master plan, will have included program review data on such student achievement data as course completion, retention, program completion, degrees and certificates awarded, and where available and applicable such as transfer, job placement, and results of licensure exams.***

## **RESOLUTION OF THE RECOMMENDATION AND ANALYSIS**

**This recommendation has been fully addressed and was documented in CSM's October 15, 2008 Follow-Up Report which was accepted by the ACCJC. CSM provided further documentation in the October 15, 2009 Follow-Up Report as well as December 2009 Follow-Up Report, Additional Documentation.**

As described in CSM's October 15, 2009 Follow-up Report, implementation of CSM'S new Integrated Planning Model began in Fall 2008. The model was designed to promote genuine, broad-based participatory governance and a campus climate in which institutional decision-making is transparent and supported by a wide variety of data and information. Today CSM can confidently say that decision-making is evidence based.

Over the last several years CSM—like all community colleges in the State—has been faced with enormous budgetary challenges and, as a result, its new planning model has been tested and refined. The College has been forced to restructure and redefine its offerings and programs in a process that will continue through the near future. This restructuring has resulted from planning processes that are now more explicit, reliant on meaningful dialogue, and supported by evidence than in earlier years. The narrative below highlights how CSM continues to refine and improve this planning model.

### Planning Goals and Philosophy

As also described in CSM's October 15, 2009 Follow-up Report, the overarching goals of CSM's institutional planning efforts are to ensure that CSM meets the needs of students by establishing and measuring SLO's, responds to the ever-changing educational needs of the community at large, and allocates resources so that the College can achieve these goals.

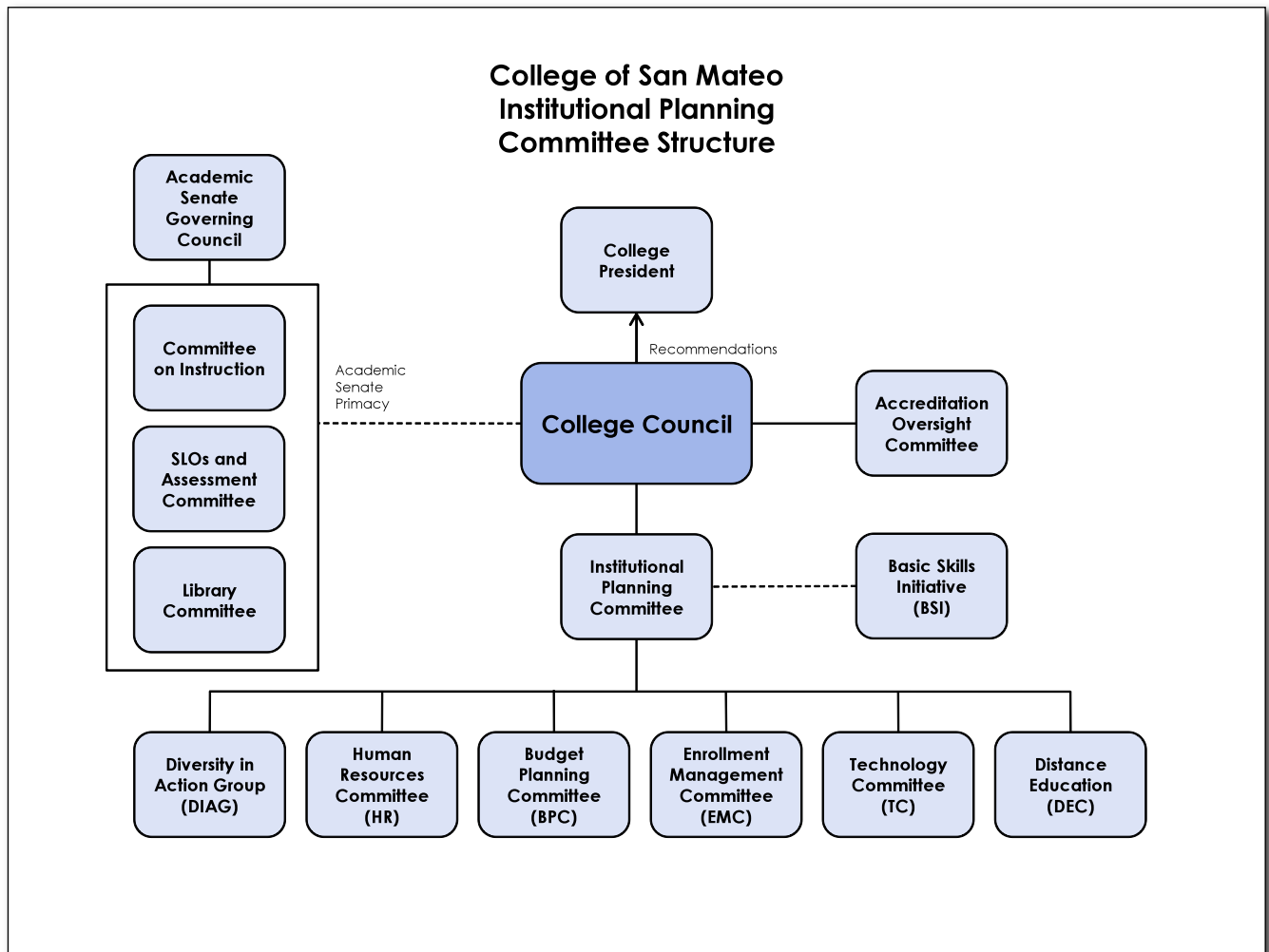
Inherent in the College's planning system is a well-defined integration of key institutional plans; a reliance on internal and external data to inform decision-making and to facilitate evaluation at all levels in the organization; transparent and predictable planning processes; and mechanisms to evaluate the effectiveness of decisions made as well as planning processes.

At the foundation of the College's planning efforts is a commitment to institutional dialogue. The effectiveness of institutional dialogue depends on three factors:

1. the planning system itself;
2. the willingness of every individual to become informed and engaged in departmental, division, and college-wide decisions; and
3. a commitment from the various committee representatives to inform and seek input on issues from their respective constituencies.

#### Evolution and Assessment of IPC and College Plans

Over the past two years, the Institutional Planning Committee (IPC) has reassessed its structure and has clarified the reporting relationships among planning groups. In its most recent change, the Co-Coordinator of the Basic Skills Initiative (BSI) has joined IPC (see Figure Rec.1.1).



August 2010 Update  
Figure Rec.1.1

CSM has also continuously assessed the primary planning documents. At the time of the October 15, 2009 *Follow-up Report* they included:

- *College of San Mateo Educational Master Plan, 2008 (EMP)*
- *CSM Institutional Priorities 2008-2011*
- *Planning Calendar*
- *College of San Mateo's Planning Cycle: 2005/2006 to 2016/2017*
- *Program Review, 2008*
- *Program Improvement and Viability process plans*

The *EMP* continues to play a central role in the decision-making processes, especially at a time when data and information must be accurate and well-understood (Ref. Rec.1.11).

What's more, the College has now completed two years of Program Review using the new model crafted in 2008. This model specifically asks programs to assess their SLO's as well as analyze detailed information on program efficiency and student success outcomes. (This data was provided for each program by PRIE and published as the *Core Program and Student Success Indicators*.) After a preliminary evaluation, the *Program Review Guidelines* for Instruction and Student Services were revised and improved for the 2009/10 cycle and user satisfaction survey instruments were developed for faculty in Spring 2010 in consultation with the Academic Senate (Ref.1.1). For Fall 2010, the Academic Senate plans a comprehensive evaluation of these revisions to the Program Review model (and the related PIV process). The results of Program Review and related data are made available to CSM at the following webpage:  
[http://www.collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://www.collegeofsanmateo.edu/prie/program_review/program_review.php).

The evaluation of other documents includes the *Planning Calendar*. In Spring 2010 a workgroup from IPC evaluated the *Planning Calendar* and made recommendations to streamline it. (A revised calendar will be available in Fall 2010.) In addition, the workgroup has developed a new planning cycle aligned with the six-year accreditation for the review and development of key College plans: *College of San Mateo's Planning Cycle: 2005/2006 to 2016/2017* (Ref. Rec.1.2.).

As noted in the October 15, 2009 *Follow-up Report*, CSM needs to sharply articulate priorities for the institution, particularly at a time of scarce resources. IPC collapsed several of the goals 2008-2013 *College of San Mateo Strategic Plan* into a new document, *CSM Institutional Priorities 2008-2011* (Ref. Rec.1.3).

#### College Index as Tool to Measure Institutional Effectiveness

To ensure that progress in addressing *Institutional Priorities* can be measured, CSM has created the *College Index, 2009-2010* (Ref. Rec.1.4). It is comprised of 60 measures and indicators of institutional effectiveness. Each indicator is aligned with an Institutional Priority. There are still a few gaps in baseline data as CSM has had difficulties in accessing some data which are currently being remedied; however, CSM has set targets for 2009/10. Definitions for the indicators are now online in an interactive format (Ref. Rec.1.5).

As data for 2009/2010 become available in Fall 2010, IPC will evaluate CSM's progress in meeting those targets and set new targets for 2010/11. Progress in meeting the target indicators will be monitored by IPC as one of the primary methods for the institution to measure its effectiveness. After analyzing the target indicators, IPC will make necessary adjustments to the College's institutional

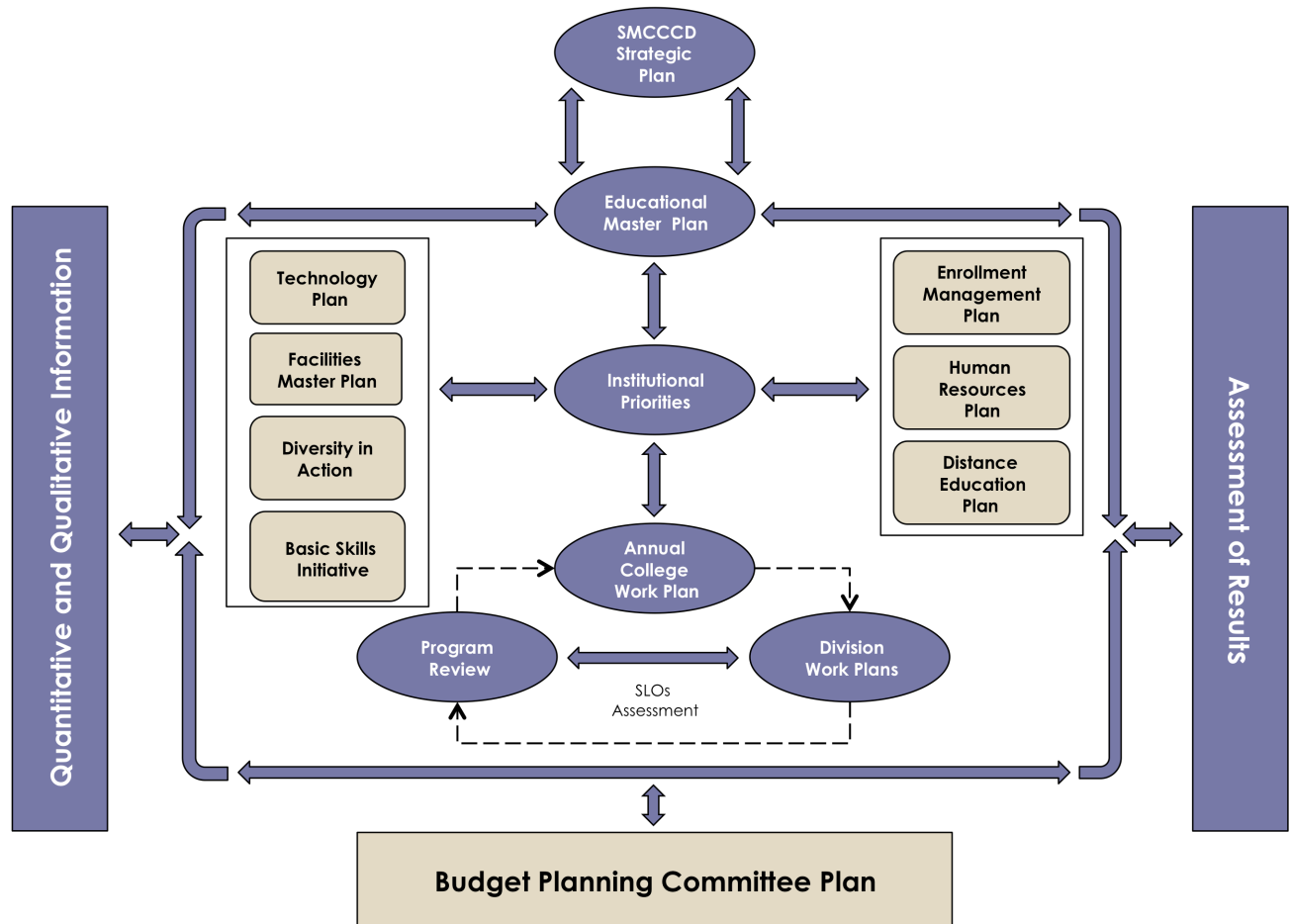
plans and execute those plans to ensure that CSM is using its physical, technological, human, and financial resources effectively in pursuing the College's institutional priorities.

#### Institutional Committees and Issue-Specific Plans

After two years of implementation, the institutional planning committee structure has been sharpened and the committees are all active with clearly articulated missions. To foster campus-wide communication and collaboration, the institutional planning committees post their agendas and meeting summaries in a common format at a central site hosted by PRIE. (See: <http://www.collegeofsanmateo.edu/institutionalcommittees/>.)

In addition the following committees have created collegewide plans, which span 2009-2013, each posted on their respective committee web pages. They include Budget Planning, Diversity in Action, Enrollment Management, Human Resources, and Technology committees. (Note: The Distance Education Committee is currently revising its draft plan.) (Figure Rec.1.2).

### College of San Mateo Institutional Plan Relationships



August 2010 Update  
Figure Rec. 1.2

A template, *Key Elements for Issue-specific College-wide Plans*, was developed for these plans that details a common structure for these plans (Ref. 1.6). The planning horizon for this cycle is four years so that plans will be synchronized with CSM's current accreditation cycle. Thereafter the planning horizon will be three years for new plans, also synchronized with the accreditation cycle.

As the guidelines indicate, each plan must be supported by a rationale that cites the evidence and planning assumptions that led to the recommended goals articulated in the plan. Goals are expected to be measurable, realistic, and time bound. Plans are also expected to use quantitative and qualitative methods of evaluating institutional effectiveness in meeting the individual plan's goals.



In addition, plans address:

- Indicators contained in the *College Index* or in the *Comprehensive Listing of Indicators and Measures*
- Recommendations contained in CSM's *Educational Master Plan, 2008 (EMP)*
- Priorities and Objectives articulated in CSM's *Institutional Priorities, 2008-2011*
- Findings and themes discussed in the Annual and Comprehensive Program Reviews
- Activities outlined in the Division Unit Annual Workplans

(Ref. 1.6)

#### IPC Resource Allocation and Plan Assessment

It is the role of the Institutional Planning Committee to ensure that the plans address *Institutional Priorities* and are consistent with the findings and recommendations from CSM's *EMP*. During 2009/10 IPC reviewed the plans and directed revisions through both written feedback and meetings with the committees, including revisions to timelines. As not all the recommended goals and activities can be funded at this time, IPC has assessed costs and will determine funding priorities in early Fall 2010. IPC will then make recommendations to College Council, CSM's primary shared governance entity, and the Budget Planning Committee for resource allocation. The committees have begun to implement those activities which do not require the allocation of new resources.

To summarize, the College has designed and implemented a robust planning cycle which consists of:

- analyzing quantitative and qualitative data;
- setting institutional priorities based upon data analysis;
- linking specific, time-bound, measurable indicators to institutional priorities;
- executing clearly defined, integrated institutional plans to achieve institutional priorities;
- identifying resource needs and allocating resources to institutional priorities, and;
- measuring and communicating results to the campus community.

Furthermore, this same process is imbedded in the College's Program Review process. The IPC and related institutional committees review the results of Program Review to ensure that Program Review is linked to CSM's institutional planning and resource allocation processes. Finally, the College has designed

and implemented processes to evaluate the planning process itself in order to achieve sustainable continuous quality improvement for both institutional planning and program review.

#### Ad Hoc IPC Steering Committee

In Fall 2009 as CSM faced the prospect of additional program cuts, tentatively projected for academic year 2010/11, IPC saw the need to further evaluate priorities for CSM in a process that would promote campus-wide dialog. It created an Ad Hoc Steering Committee, Co-Chaired by the Chair of the Committee on Instruction and by the Vice President of the Academic Senate. As the College President articulated in "Charge to the Committee," the January 26, 2010 email to the campus, its charge for Spring 2010 was to (Ref. Rec.1.7):

*Coordinate a campus-wide dialog that leads to broadly accepted criteria to prioritize college educational efforts. The Steering Committee's work and the campus dialog should be informed by existing planning documents; the resulting criteria will in turn be incorporated into these planning documents. The Steering Committee will report to IPC, but its recommendations will be reviewed by the Academic Senate, College Council, and other committees as specified by the planning documents. The criteria should be in place by the end of Spring 2010 and will be relied upon for making recommendations to be implemented by the 2011-2012 academic year. The campus community is asked to provide support to the Steering Committee by contributing ideas and feedback, by providing time in the agenda of standing meetings, and by participating in additional meetings as needed. The Office of Planning, Research, and Institutional Effectiveness (PRIE) is asked to support the data needs of this effort.*

The Ad Hoc Steering Committee engaged in numerous campus-wide discussions that took place informally, at the April 13, 2010 all-college meeting, at six open meetings in April 2010, and at special meetings of instructional divisions. Through a culminating process of online survey discussion among faculty, staff and administrators, it produced a summary report that included (Ref. Rec.1.8):

- principles that provide a foundation for decision-making;
- talking points that could be used as criteria to guide decisions in the development of the 2011-2012 budget;
- strategies that can be used to help implement decisions under multiple criteria; and
- additional ideas whose implementation would require more time to develop

### Ad Hoc IPC Steering Committee Outcomes

In Summer 2010 as a result of monies projected to be available from Measure G, the new parcel tax (Ref. Rec.1.9), the Vice President of Instruction and the Vice President of Student Services were able to allocate some funding for Instruction and Student Services. The Board of Trustees encouraged the colleges to consider adding sections for Fall 2010 to reduce the number of highly-impacted sections with long waitlists. Based on evidence in the surveys conducted by the Ad Hoc Steering Committee, CSM added class sections to the Fall 2010 schedule and restored some Student Services areas that have the most direct impact on student access and success, including counseling and DSPS services (Ref. Rec.1.9).

### Office of Planning, Research, and Institutional Effectiveness (PRIE)

PRIE has played an active role in supporting all aspects of the integrated planning model. Its mission is to enhance and foster the institutional effectiveness of CSM by providing information, data, analysis, training, and research to support the operation, decision-making, and planning processes of the College community. PRIE continues to be responsible for conducting a wide range of analytical support and consultative services, including support of institutional planning as a participatory process.

## **ADDITIONAL PLANS**

In Fall 2010, CSM will be able to conduct its first comprehensive cycle of measuring its effectiveness as an institution based on quantifiable indicators. As the 2009/10 data become available for the *College Index* indicators, the College can measure its progress in meeting the target indicators, develop institutional plans to address those deficits, and set new target goals for 2010/11. What's more, CSM will continue to evaluate its planning processes and adapt them based upon the results of those assessments.

In addition, the College continues to build capacity for planning and institutional research. In Fall 2010 the College will fill an open position of research analyst to enhance PRIE's ability to provide data, analysis, and other planning support.

## DOCUMENTATION

Ref.#	Title	Location
Rec. 1. 1	Faculty survey instruments for Program Review:  1. Labs and Centers  2. PIV Process  3. Comprehensive Program Review for Instruction  4. Comprehensive Program Review for Student Services  5. Annual Program Review for Instruction  6. Annual Program Review for Student Services	1. <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=242">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=242</a>  2. <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=244">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=244</a>  3. <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=243">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=243</a>  4. <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=274">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=274</a>  5. <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=245">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=245</a>  6. <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=273">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=273</a>
Rec. 1.2	<i>College of San Mateo's Planning Cycle: 2005/2006 to 2016/2017</i>	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/CSMPlanningCycleAllPlans9-1-09.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/CSMPlanningCycleAllPlans9-1-09.pdf</a>
Rec. 1.3	<i>CSM Institutional Priorities 2008-2011</i>	<a href="http://www.collegeofsanmateo.edu/prie/institutional_documents.php">http://www.collegeofsanmateo.edu/prie/institutional_documents.php</a>
Rec. 1. 4	<i>College of San Mateo College Index, 2009-2010 with Interactive Definitions</i>	<a href="http://collegeofsanmateo.edu/prie/institutional_documents/CollegeIndexRevised%209-01-10_ActiveLinked.pdf">http://collegeofsanmateo.edu/prie/institutional_documents/CollegeIndexRevised%209-01-10_ActiveLinked.pdf</a>
Rec. 1. 5	<i>College of San Mateo College Index, 2009-2010 with Interactive Definitions</i>	<a href="http://collegeofsanmateo.edu/prie/institutional_documents/CollegeIndexRevised%209-01-10_ActiveLinked.pdf">http://collegeofsanmateo.edu/prie/institutional_documents/CollegeIndexRevised%209-01-10_ActiveLinked.pdf</a>
Rec. 1. 6	<i>Key Elements for Issue-specific College-wide Plans</i>	<a href="http://collegeofsanmateo.edu/institutionalcommittees/">http://collegeofsanmateo.edu/institutionalcommittees/</a>
Rec. 1.7	<i>Email to Campus, January 26, 2010, from President</i>	<a href="http://collegeofsanmateo.edu/institutionalcommittees/ipcsteering.asp">http://collegeofsanmateo.edu/institutionalcommittees/ipcsteering.asp</a>

Rec. 1.8	Summary of Talking Points, May 14, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/ipcsteering.asp">http://collegeofsanmateo.edu/institutionalcommittees/ipcsteering.asp</a>
Rec. 1.9	Ballot Measure G (June 2010) San Mateo County, Full Text	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/16-San%20Mateo%20County%20Measure%20G%20June%202010%20.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/16-San%20Mateo%20County%20Measure%20G%20June%202010%20.pdf</a>
Rec. 1.10	Email, Funding for Fall Classes and Student Services, from Vice President of Instruction, July 27, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/MeasureG_Campuswide_Email_July2010docx.docx">http://collegeofsanmateo.edu/institutionalcommittees/docs/MeasureG_Campuswide_Email_July2010docx.docx</a>
Rec. 1.11	College of San Mateo Educational Master Plan, 2008	<a href="http://collegeofsanmateo.edu/prie/emp.php">http://collegeofsanmateo.edu/prie/emp.php</a>

## UPDATE TO COLLEGE RECOMMENDATION 2: STUDENT LEARNING OUTCOMES AND ASSESSMENT

***Recommendation 2: College of San Mateo should expeditiously complete the development of course, certificate, and degree student learning outcomes and expand the identification of assessment strategies for student learning outcomes; implement the assessment strategies; and use the results of the assessment for continuous quality improvement. This assessment should include quantitative and qualitative data including student success measures that are used for planning, program review, decision-making, and resource allocation. (Standards II.A.1.a, c, 2.a, b, c, e, f, h, i, A.3, A.6, Eligibility Requirement 10)***

***With regard to Recommendation 2, at the time of the October 2008 report, the College will have expanded its definition of assessment strategies for student learning outcomes.***

### RESOLUTION OF THE RECOMMENDATION AND ANALYSIS

**This recommendation has been fully addressed and was documented in CSM's October 15, 2008 Follow-Up Report which was accepted by the ACCJC.**

#### Institutional Support

As discussed in the 2008 Follow-Report, CSM takes very seriously Recommendation 2. Since receiving the recommendation in January 2008, it continues to make progress in completing the development of SLO's and in

expanding the identification of assessment strategies, implementing those strategies, and using the results for continuous quality improvement.

CSM demonstrates its commitment to the implementation of SLO's and assessment through the Integrated Planning Model the College adopted in 2008. It is now integrated into key planning processes at a variety of levels: SLO implementation is addressed as an Institutional Priority, *Academic Success*, in *CSM Institutional Priorities 2008-2011 (Institutional Priorities)* (Ref. Rec. 2.1). One of the objectives for the priority, *Academic Success*, is to: "Use the SLO assessment cycle to foster academic excellence."

In addition, three core indicators of SLO assessment are now included in the *College Index, 2009-2010* (Ref. Rec. 2.2), which is aligned with *Institutional Priorities*. As discussed below, SLO implementation and assessment are also now woven into the new Program Review model (Ref. Rec. 2.3).

As the recently published CSM's *Faculty Handbook 2010-2011* indicates, the responsibility for the interpretation and implementation of SLO's is the "purview of individual faculty/departments/programs or student service units" (Ref. Rec. 2.4). At the same time, CSM views SLO's as a "collective" responsibility shared by the CSM community at large and by several key College entities: the Academic Senate, College Council, Committee on Instruction (COI), Institutional Planning Committee, and Office of Planning, Research, and Institutional Effectiveness, among others.

CSM continues to devote other institutional resources to SLO's assessment: CSM maintains a Student Learning Outcomes Assessment Committee (SLOAC) with faculty and administrators as members (Ref. Rec. 2.5). The College also continues to support professional development: more than 50 individuals at CSM this past year have participated in TractDat flex activities, trainings, and workshops (as described below). In addition, CSM continues to support a faculty SLOAC Coordinator position. (For Spring 2010 there has been an Interim SLOAC Coordinator; the Academic Senate will select a permanent SLOAC Coordinator in early September 2010.)

#### Quantitative Data Update

Quantitative data showing CSM's progress in implementing SLO's were recently reported to the ACCJC in July 2010 in the *2010 Annual Report* (Ref. Rec. 2.6).

Data reported include the following:

- |  |       |
|--|-------|
| • Percent of all college courses with defined SLO's  | • 86% |
| • Percent of all college courses with ongoing assessment of SLO's                          | • 52% |
| • Percent of all college programs* with defined SLO's                                      | • 32% |
| • Percent of all college programs* with ongoing assessment of SLO's                        | • 16% |
| • Percent of student and learning support activities** with defined SLO's                  | • 86% |
| • Percent of student and learning support activities** with ongoing assessment of SLO's    | • 86% |
| • Percent of institutional outcomes***with ongoing assessment of student learning outcomes | • 86% |

\*Note: "College programs" are defined as certificate programs

\*\*Note: Includes instructional Labs and Centers as well as Student Services programs

\*\*\*Note: "Institutional outcomes" are defined at CSM as General Education SLO's

In 2008, the Student Learning Outcomes Assessment Committee (SLOAC) developed the *CSM Student Learning Assessment Plan* which identified four different levels for assessing student learning and an implementation plan for each level (Ref. Rec. 2.7).

The following identifies recent selected activities or milestones attained as part of the *Assessment Plan's* implementation for each area. The levels include the following areas which are discussed below:

- General Education
- Course Assessment
- Programs Leading to Certificate Assessment
- Instructional Support and Student Support Services

#### Assessment of General Education (Institutional) SLO's

In Spring 2008, SLOAC recognized that CSM's identified institutional SLO's actually served as General Education SLO's. Implementation plans included using the *Community College Survey of Student Engagement (CCSSE)* to assess General Education (Institutional) SLO's. Subsequently, the District made the decision that CCSSE and the *Noel-Levitz Student Satisfaction Inventory (Noel-*



Levitz) would be administered on alternating years, beginning with the Noel-Levitz in Spring 2010.

As of Spring 2010, 86% of General Education (Institutional) SLO's have been assessed. SLO's were assessed this past year by means of a survey of Spring 2010 students, *Noel-Levitz Student Satisfaction Inventory* (1,810 responses).<sup>2</sup> Using locally designed questions, which were limited by the survey instrument to 10 of the 14 total College General Education SLO's statements, the survey asked students to self-evaluate the extent to which they had made "gains" or "progress" in regard to the General Education (Institutional) SLO's statements. However, 100% of the five thematic General Education (Institutional) areas were assessed in the student survey:

- Effective Communication
- Quantitative Skills
- Critical Thinking
- Social Awareness and Diversity
- Ethical Responsibility

The *Noel-Levitz Student Satisfaction Inventory* allows for comparison with national benchmarks as well as comparison with the other two District colleges which also conducted the survey at the same time. While findings need to be reported and analyzed in Fall 2010, they should yield an indication of how CSM's students perceive their mastery of the General Education (Institutional) SLO's.

#### Course-level Assessment

- *Course Requirements:*  
Faculty are now required to list course SLO's in their syllabi and the Committee on Instruction also mandates that faculty to include SLO's in new and revised official course outlines. (*CSM's Faculty Handbook 2010-2011* has an extensive overview of the role of SLO's in teaching and learning at CSM (Ref. Rec. 2.8)).
- *Program Review:*  
CSM has just completed its second year of a new Program Review model for Instructional, Student Services, and instructional-support Labs and Centers which asks faculty and staff to address course and program-level SLO's and any recommendations resulting from this assessment (Ref. Rec.

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<sup>2</sup> CSM's Office of Planning, Research, and Institutional Effectiveness managed the online administration of the survey, communications with students, and the development of the General Education (Institutional) SLO assessment probes.



2.9). Outcomes from Program Review are used in the development of institutional priorities and resource allocation.

- *PRIE Online Survey Support to SLO Assessment:*  
Since Fall 2008, PRIE has supported several instructional programs to develop and host online surveys for both course-level and institutional level SLO Assessment. PRIE creates the online SLO surveys and sends emails to targeted students. Results of the SLO Assessments are provided to faculty for analysis and provide indirect evidence for SLO data gathering. This SLO Assessment support is, of course, a supplement to the direct, classroom SLO Assessment efforts currently conducted by faculty.

The following 18 courses currently have active SLO surveys hosted by PRIE:

- CHEM 192, "Elementary Chemistry"
- CHEM 410, "Health Science Chemistry I"
- CHEM 420, "Health Science Chemistry II"
- ESL Conversation (five courses)
- Separate SLO survey for ESL faculty
- ESL Reading (six courses)
- Microcomputer Applications (four courses)

#### Programs Leading to Certificate Assessment

As noted in the 2008 CSM *Student Learning Assessment Plan*, in its early efforts CSM had focused on assessment at the departmental level (Ref. Rec. 2.7). Subsequently CSM realized that as departments do not constitute a "course of study." Program SLO's are now defined as "certificates." The deans continue to work with pertinent faculty to identify and implement SLO's for certificates.

#### Instructional Support and Student Support Services SLO's Assessment

Student Services has identified SLO's for 100% of its program and services and is well launched into assessments (Ref. Rec. 2.10, Ref. Rec. 2.11.). It has fully addressed the 2007 *Self Study's Plan for Improvement #11*: "Seek ways to refine, develop, and improve direct methods of assessing student learning in student service programs. (For detail, see narrative for Plan #11.)

In 2009 a new Program Review model was developed for instructional support Labs and Centers which includes a section that addresses the implementation and assessment of SLO's (Ref. Rec. 2.12).

### TractDat

To meet one of the CSM *Student Learning Assessment Plan's* implementation goals, CSM participated in the review of several online tools for documenting and archiving the development and implementation for SLO's and for recording ongoing assessment efforts. In 2009, the District adopted TracDat for these purposes.

The adoption of TractDat has presented many implementation challenges which the District and the College have addressed through the following representative activities:

- Collegewide Flex activities (November 19-20, 2009) that included training for all SLOAC Coordinators in the District and the District TractDat Steering Committee which has representatives from CSM;
- Seven additional TracDat Steering Committee meetings, December 2009 to August 2010, which included trainings conducted by Nuventive, the company which has designed TracDat;
- Four TracDat workshop training sessions plus individual one-on-one sessions conducted by CSM's Interim SLOAC Coordinator with more than 50 faculty and administrators from Spring 2010 through Summer 2010;
- The development of an exhaustive TracDat user guide for faculty and administrators by CSM's Interim SLOAC Coordinator (Ref. Rec. 2.13); and
- The development of new functionality for TracDat by CSM's Interim SLOAC Coordinator to extract ad hoc reports that track department and division-level assessment.

### *Student Services Implementation of TracDat:*

In Spring 2010, the Vice President of Student Services met with CSM's Interim SLOAC Coordinator to explore the use of TracDat for Student Services SLO's to ensure that the application can be modified to better serve Student Services departments and units. A follow-up meeting was scheduled with the three SLOAC Coordinators and representatives from Student Services at all three colleges and the TracDat programmer to make the necessary modifications for Student Services. The TracDat screens will be populated with the appropriate Student Services SLO information. Next steps include training for the leads of each of the Student Services departments who will have responsibility for entering the SLO's for their departments.

## ADDITIONAL PLANS

As noted above, a permanent SLOAC Coordinator will be selected by the Academic Senate in early Fall 2010. In addition, CSM will continue to refine implementation of TracDat as well as expand the resources available on the SLOAC website (Ref. Rec. 2.14).

By 2012, the College plans to attain the ACCJC's Level of Implementation for Institutional Effectiveness, SLO's, *Sustainable Continuous Quality Improvement*, (Ref. Rec. 2.15).

## DOCUMENTATION

Ref.#	Title	Location
Rec. 2.1	CSM Institutional Priorities 2008-2011	<a href="http://www.collegeofsanmateo.edu/prie/institutional_documents.php">http://www.collegeofsanmateo.edu/prie/institutional_documents.php</a>
Rec. 2.2	College of San Mateo College Index, 2009-2010 with Interactive Definitions	<a href="http://collegeofsanmateo.edu/prie/institutional_documents/CollegeIndexRevised%209-01-10_ActiveLinked.pdf">http://collegeofsanmateo.edu/prie/institutional_documents/CollegeIndexRevised%209-01-10_ActiveLinked.pdf</a>
Rec. 2.3	Program Review, Online Resources & Information	<a href="http://collegeofsanmateo.edu/prie/program_review/program_review.php">http://collegeofsanmateo.edu/prie/program_review/program_review.php</a>
Rec. 2.4	College of San Mateo's Faculty Handbook: 2010-2011	<a href="http://www.collegeofsanmateo.edu/prie/institutional_documents/Faculty_Handbook_Final_Version_2010-2011.pdf">http://www.collegeofsanmateo.edu/prie/institutional_documents/Faculty_Handbook_Final_Version_2010-2011.pdf</a>
Rec. 2.5	Student Learning Outcomes Assessment Committee Membership, Online Information	<a href="http://collegeofsanmateo.edu/sloac/assessment_committee.asp">http://collegeofsanmateo.edu/sloac/assessment_committee.asp</a>
Rec. 2.6	2010 Annual Report, Final Submission to ACCJC, Email, July 14, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/ACCJC_-_2010_Annual_Report_Submission0001.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/ACCJC_-_2010_Annual_Report_Submission0001.pdf</a>
Rec. 2.7	CSM Student Learning Assessment Plan, October 2008	<a href="http://www.collegeofsanmateo.edu/sloac/">http://www.collegeofsanmateo.edu/sloac/</a>
Rec. 2.8	College of San Mateo's Faculty Handbook: 2010-2011	<a href="http://www.collegeofsanmateo.edu/prie/institutional_documents/Faculty_Handbook_Final_Version_2010-2011.pdf">http://www.collegeofsanmateo.edu/prie/institutional_documents/Faculty_Handbook_Final_Version_2010-2011.pdf</a>

Rec. 2.9	Instructional and Student Support Services, Student Learning Outcomes, Online Resources and Information	<a href="http://collegeofsanmateo.edu/sloac/slos_instructional/index.asp">http://collegeofsanmateo.edu/sloac/slos_instructional/index.asp</a>
Rec. 2.10	Inventory of SLO's Completed, Student Services, 2008-2009,	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/SLO_Inventory_StudentServices_2008-09_08-2010.docx">http://collegeofsanmateo.edu/institutionalcommittees/docs/SLO_Inventory_StudentServices_2008-09_08-2010.docx</a>
Rec. 2.11	Labs and Centers Program Review, 2009, Resources & Information	<a href="http://collegeofsanmateo.edu/prie/program_review/program_review.php">http://collegeofsanmateo.edu/prie/program_review/program_review.php</a>
Rec. 2.12	Labs and Centers Program Review, 2009, Resources & Information	<a href="http://collegeofsanmateo.edu/prie/program_review/program_review.php">http://collegeofsanmateo.edu/prie/program_review/program_review.php</a>
Rec. 2.13	User Guide for Managing Student Learning with TractDat Outcomes for SMCCCD, Chandra Vanajakshi	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/TracDat_User_Guide_Ver_5.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/TracDat_User_Guide_Ver_5.pdf</a>
Rec. 2.14	CSM's Student Learning Outcomes, Online Resources	<a href="http://www.collegeofsanmateo.edu/sloac/">http://www.collegeofsanmateo.edu/sloac/</a>
Rec. 2.15	Rubric for Evaluating Institutional Effectiveness, ACCJC	<a href="http://www.accjc.org/pdf/Rubric%20for%20Evaluating%20Institutional%20Effectiveness.pdf">http://www.accjc.org/pdf/Rubric%20for%20Evaluating%20Institutional%20Effectiveness.pdf</a>

### UPDATE TO RECOMMENDATION 3: DISTANCE EDUCATION

**Recommendation 3:** *In order to meet distance education accreditation standards and ACCJC distance education policy, the College must evaluate the educational effectiveness of electronically delivered courses including assessment of student learning outcomes, student retention, and student and faculty satisfaction. As a result of the site visit, it was determined that the College may have several certificates and degrees where 50% or more of the requirements are delivered via distance learning. The team recommends that the College notify the Accrediting Commission and submit a substantive change proposal which will validate the program's adherence to the accreditation standards. (Standards II.A.I.b, d, II.B, 1, II.B.2, 2.a, II. C.1, II.C, 2.c)*

***With regard to Recommendation 3, at the time of the October 2008 report, the College will demonstrate significant progress in evaluating distance learning courses and establish a plan to complete reviews by October 2009.***

## **RESOLUTION OF THE RECOMMENDATION AND ANALYSIS**

***This recommendation has been fully addressed and was documented in CSM's October 15, 2009 Follow-Up Report and December 2009 Follow-Up Report, Additional Documentation, which were accepted by the ACCJC. In addition, CSM's Substantive Change Proposal, January 15, 2010, Instructional Mode of Delivery: Distance Learning, was approved by the ACCJC on February 19, 2010.***

### Background for Substantive Change Proposal

A draft of College of San Mateo's *Substantive Change Proposal* was submitted in September 2009 by the Vice President of Instruction to ACCJC for its preliminary review. CSM requested approval from the ACCJC to offer 57 Associate Degrees, 14 Certificates of Achievement, and 15 Certificates of Specialization in the distance learning mode. Based upon feedback from the Commission, the *Proposal* was revised and a final version was submitted to the Commission in January 2010. It was accepted by the ACCJC at its February 19, 2010 meeting (Ref. Rec. 3.1).

Completion of the *Substantive Change Proposal* has been extremely beneficial because it provides information critical to the development and/or expansion of distance education at CSM. The College now has a comprehensive inventory as well as a well-documented history of enrollment trends. This data has been shared with faculty, staff, and administrators as a catalyst for promoting robust discussions about the role of distance education at CSM and about ways to increase student success.

### Update to Substantive Change Report

One outcome of the *Substantive Change Proposal* development and review processes has been a decision to phase out and bank most telecourses over the 2009/10 and 2010/11 academic years. Findings indicated that in some cases content material was outmoded and enrollment has been steadily dwindling. The Instructional Administrators have been charged with working with the appropriate faculty to develop online courses which may fill any gaps created by banking telecourses and still maintain a robust distance education program (Ref. Rec. 3.2).

Other updates to the *Substantive Change Proposal* are included in the last section of the *Midterm Report, Update to Substantive Change Proposal to ACCJC, January 15, 2010, Instructional Mode of Delivery: Distance Learning*.

#### CSM Distance Education Committee (August 2010 Progress Report)

A reconstituted Distance Education Committee (DEC) convened during the last few weeks of the Spring 2010 semester under the direct oversight of the Vice President of Instruction. New faculty and administrator co-chairs were also appointed. DEC has met three times to review its summer assignment, becoming acquainted with the key institutional documents, available data, and guidelines for creating institutional plans that adheres to the template used for other campuswide plans (Ref. Rec. 3.3).

The committee has been working with the following resources:

- *CSM Educational Master Plan, 2008*
- *CSM Institutional Priorities 2008-2011*
- *Substantive Change Proposal to ACCJC, January 15, 2010, Instructional Mode of Delivery: Distance Learning*
- Distance Education Delivery Mode: Course Comparison Data
- Quality Assurance Review of Distance Learning (in *2009 Follow-Up Report to ACCJC, Additional Documentation*)
- SMCCCD Technology Plan
- *College Index, 2008-2011*
- ACCJC Standards related to Distance Education
- District Distance Education Plans
- Related external research and publications

After reviewing the existing documents and data, the committee identified some key areas on which to focus:

- Communication and college commitment to Distance Education
- Quality assessment or evaluation of faculty teaching distance education courses
- Quality assessment and assurance for development and review of courses being taught via distance education
- Instructional and support services for students contemplating enrolling in DE courses
- Professional Development for faculty

The committee then divided into sub-groups, each with a lead. Over the summer, each group worked on developing goals and objectives in its area.

Leads have reported to the Co-Chairs and submitted drafts. Co-Chairs are compiling and editing goals and objectives, and working on the narrative.

DEC anticipates submitting the completed plan to the Institutional Planning Committee for review by mid-October.

## DOCUMENTATION

Ref.#	Title	Location
3.1	Substantive Change Proposal to ACCJC, January 15, 2009, Instructional Mode of Delivery: Distance Learning	<a href="http://collegeofsanmateo.edu/accredinfo/substantivechange09.asp">http://collegeofsanmateo.edu/accredinfo/substantivechange09.asp</a>
3.2	Agenda, Instructional Administrators, June 22, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/INSTRUCTIONAL ADMINISTRATORS MEETING June 22.docx">http://collegeofsanmateo.edu/institutionalcommittees/docs/INSTRUCTIONAL ADMINISTRATORS MEETING June 22.docx</a>
3.2	Key Elements for Issue-specific College-wide Plans	<a href="http://collegeofsanmateo.edu/institutionalcommittees/">http://collegeofsanmateo.edu/institutionalcommittees/</a>

## UPDATE TO RECOMMENDATION 4: RETENTION OF ALL STUDENTS

***Recommendation 4: College of San Mateo should utilize data on student achievement across all ethnic groups and should design programs and services, and should assign the necessary resources to improve the retention of all students. (Standards II.B.3, II.b.4)***

***With regard to Recommendation 4, at the time of the October 2008 report, the college will demonstrate that current student achievement data is analyzed across ethnic groups and will have a procedure in place to routinely analyze such data in the future.***

## RESOLUTION OF THE RECOMMENDATION AND ANALYSIS

**This recommendation has been fully addressed and was documented in CSM's October 15, 2008 Follow-Up Report, which was accepted by the ACCJC.**



As reported in the October 15, 2008 *Follow-up Report*, CSM's EMP contains detailed data on student achievement across all ethnic groups (Ref. Rec. 4.1). What's more, *CSM Institutional Priorities 2008-2011* (Ref. Rec. 4.2) addresses this recommendation through the Institutional Priority, *Student Success*. The objectives tied to this priority include the imperatives to:

- Improve the academic success of all students (includes course-completion, retention, and persistence)
- Improve degree and certificate completion rates
- Improve progression beyond basic skills
- Promote student engagement, including the development and implementation of a comprehensive first-year student experience
- Increase student participation in academic support services and improve such services

CSM now has developed the *College Index, 2008-2011* with more than 60 baseline indicators, spanning all areas of student performance outcomes (Ref. Rec. 4.3). As noted earlier, the indicators are aligned with the priorities articulated in *Institutional Priorities*. As a means of assessing its institutional effectiveness, the *College Index* has set target goals for 2009/10 and 2010/11 for the following quantitative measures related to student success:

- Course-completion, retention, and persistence
- Degree and certificate completion rates
- Basic skills course completion rate
- Progression beyond basic skills
- Transfer rate
- Percent of transfers enrolling in CSU's and UC's

#### Program Review: Instruction

As noted in CSM's 2008 and 2009 *Follow-Up Reports*, CSM has revised its Program Review process to be evidence based. Now entering its third year, the Program Review process asks faculty to analyze student success data disaggregated by ethnicity, gender, and age for more than 80 programs and services. PRIE has provided this data in the form of a report, *Core Program and Student Success Indicators*, that includes both productivity and student success data. Reports are available for individual programs, the divisions, and the College as a whole. In addition, PRIE now also provides parallel data sets for distance education courses. All quantitative data is available online for the Program Review at: [http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php) (Ref. Rec. 4.4).



The *Instructional Comprehensive Program Review Guidelines* template asks departmental faculty completing Program Review to “discuss how effectively the program addresses students’ needs specifically relative to equity, diversity, age, and gender.” If applicable, faculty should “identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender” (Ref. Rec. 4.5).

#### Program Review: Student Services

The *Student Services Comprehensive Program Review Guidelines* template poses this issue as well (Ref. Rec. 4.6):

Discuss how effectively the program addresses students’ needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

However, student usage data for Student Services programs in some cases are not readily available while others (e.g. EOPS and DSPS) routinely collect demographic data about their student participants. Student usage of various components of Student Services programs is captured via CSM’s SARS-GRID software system. SARS-GRID software is installed in various Student Services offices on individual staff and counseling faculty desktop computers. Upon student receipt of various Matriculation-supported services (i.e., counseling, advising, Student Educational Plan [SEP] formation, and follow-up), individual staff must enter “Reason Codes” associated with the purpose of each individual student visit.

In Fall 2009, PRIE scrutinized the validity and integrity of the data being entered in SARS-GRID and found several data irregularities. Subsequent discussions with campus ITS staff and Counseling staff in Spring 2010 revealed that the “Reason Codes” were being inconsistently entered into the SARS-GRID database. In response to this finding, the Dean of Counseling has provided guidelines to all staff using SARS-GRID software regarding the consistent assignment of “Reason Codes” when providing matriculation services to students. Future data gathering and reporting cycles will be monitored by PRIE, effective Fall 2010.

#### PRIE Support of Basic Skills Development

PRIE has analyzed data in support of CSM’s Institutional Priority, *Improve Student Success*. A special focus of this research is basic skills students and the College’s

basic skills curriculum. Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level coursework.

The focus on basic skills is in keeping with the 2006 *California Community College Chancellor's Office System Strategic Plan* in which one of the five strategic goals areas is "Student Success and Readiness" and which urges all community colleges to "ensure that basic skills development is a major focus and an adequately funded activity" (Ref. Rec. 4.7). One result of this focus is that CCCCCO annually publishes a summary report of each community college's Basic Skills Indicators (Ref. Rec. 4.8). Reflecting this focus locally, CSM established a Basic Skills Initiative (BSI) Committee in 2007 (Ref. Rec. 4.9).

CSM's BSI Committee has initiated ongoing discussions and evaluation of all aspects of the College which support developmental students' success. These components include: orientation, assessment, placement for all new students; counseling support; financial aid; comprehensive training and development opportunities for faculty and staff who work with developmental students; implementation of curricula and instructional practices effective in developmental courses; and a systematic evaluation of developmental students' educational outcomes. The BSI Committee has designed a workplan for 2009-2010 which has identified strategies for addressing these areas at CSM (Ref. Rec. 4.10).

Since 2007, in support of the systematic evaluation of CSM's BSI Committee, PRIE regularly provides the following types of data and information:

- Primary Level: descriptive data such as number of courses, sections, faculty teaching basic skills, students assessed, and student enrollment
- Secondary Level: short-term outcomes such as successful course completion rates, withdrawal rates, term-to-term persistence rates, and grades in courses
- Tertiary Level: data on long-term outcomes such as graduation rates, grade point averages, and long-term persistence rates, especially the subsequent enrollment in post-basic skills (e.g., transfer-level or degree-applicable, etc.) coursework.

Examples of the type of data and information PRIE has provided to the BSI Committee are as follows:

- Cohort Tracking in Basic Skills Course Sequences: Tracking students from their entry point in basic skills in a discipline to achieving success in the degree applicable and/or transfer-level course in the same discipline. This tracking analysis has focused on entry point courses in Math, English, and ESL. For example, tracking students who initially enroll in basic skills English 828 and their subsequent progression through English coursework leading to transfer: ENGL 838, ENGL 848, ENGL 100, and ENGL 165/110. Basic skills students' subsequent progression to transfer-level coursework in these four disciplines has been tracked since Fall 2002.
- Course Success / Retention Rates in Basic Skills: Successful course completion (i.e., grades of A, B, or C) and rates of withdrawal ("W") in Math, English, Reading, ESL, and Learning Support (DSKL) courses since Fall 2007.
- Term-to-Term Persistence: Tracking Fall-to-Fall enrollment of basic skills students enrolled in Math, English, Reading, ESL, and Learning Support (DSKL) courses since Fall 2007.
- Placement Test Research: Analyzing trends in the proportion of students who take placement tests in Math, English, Reading, and ESL and place into basic skills coursework since Fall 2000. In addition, tracking students who place into basic skills courses and their subsequent performance in other college coursework (e.g., History, Biology, Sociology, Philosophy, etc.) Lastly, tracking the relation of placement cut scores within a course to success or failure in that course.
- Curriculum Mix: Analyzing trends in the number of basic skills sections as proportion of total sections offered at the College. In addition, analyzing trends in the number of basic skills sections as a proportion of total sections offered in each discipline: Math, English, Reading, ESL, and Learning Support (DSKL).
- Faculty Assignments: Analyzing trends in faculty teaching assignments (proportion of tenure/tenure-track faculty vs. adjunct/part-time faculty) in Math, English, Reading, ESL, and Learning Support (DSKL) coursework.
- AA/AS Degree and Certificate Attainment: Analyzing the proportion of AA/AS Degree and/or Certificate earners in terms of prior or initial enrollment in CSM basic skills level coursework.

### Collegewide Plans

As noted earlier, CSM has developed five institutional plans with a planning horizon of four years, 2009-2013. Goals in each plan are linked to a variety of institutional planning documents including the *SMCCCD Strategic Plan, EMP*, and *CSM Institutional Priorities 2008-2011*. The institutional plans, *Enrollment Management Plan: 2009/10 to 2012/13*, and *Diversity in Action Plan: 2009/10 to 2012/13*, propose a variety of activities which address this recommendation (Ref. Rec. 4.11, Ref. Rec. 4.12). In addition, the Distance Education Committee is developing strategies to address the achievement gap among online students.

### **ADDITIONAL PLANS**

CSM has established an evidence-based culture in which an array of qualitative and quantitative data are now available. As the institution moves out of the disorder of construction and out of a budget-crisis mode, the College will have new opportunities to assess how current plans effectively address student achievement gaps as well as propose new strategies. The newly-reopened Center for the Scholarship of Teaching and Learning (SoTL Center) could potentially support such activities. It could serve as a hub for dynamic, interactive conversations, workshops, and presentations focusing on a variety of academic, intellectual, and pedagogical topics including those addressing student achievement gaps.

The SoTL Center presentations planned for Fall 2010 include those on the Summer Bridge program, increasing student success in Math, and BSI, among others.

### **DOCUMENTATION**

Ref.#	Title	Location
4.1	<i>College of San Mateo Educational Master Plan, 2008</i>	<a href="http://collegeofsanmateo.edu/prie/emp.php">http://collegeofsanmateo.edu/prie/emp.php</a>
4.2	<i>CSM Institutional Priorities 2008-2011</i>	<a href="http://collegeofsanmateo.edu/prie/institutional_documents.php">http://collegeofsanmateo.edu/prie/institutional_documents.php</a>
4.3	<i>College Index, 2008-2011</i>	<a href="http://collegeofsanmateo.edu/prie/institutional_documents.php">http://collegeofsanmateo.edu/prie/institutional_documents.php</a>
4.4	<i>Core Program and Student Success Indicators</i>	<a href="http://collegeofsanmateo.edu/prie/program_review/program_review.php">http://collegeofsanmateo.edu/prie/program_review/program_review.php</a>

4.5	Comprehensive Program Review & Planning (Template Guidelines)	<a href="http://collegeofsanmateo.edu/prie/program_review/programReview_instructionalv2.php">http://collegeofsanmateo.edu/prie/program_review/programReview_instructionalv2.php</a>
4.6	Comprehensive Program Review & Planning, Student Services (Template Guidelines)	<a href="http://collegeofsanmateo.edu/prie/program_review/programReview_student_servicesv2.php">http://collegeofsanmateo.edu/prie/program_review/programReview_student_servicesv2.php</a>
4.7	California Community College Chancellor's Office System Strategic Plan, Executive Summary (2006)	<a href="http://strategicplan.cccco.edu/Portals/0/resources/executive_summary.pdf">http://strategicplan.cccco.edu/Portals/0/resources/executive_summary.pdf</a>
4.8	CSM's Basic Skills Initiative Reports, Core Indicators, Fall 2007, Fall 2008, Fall 2009	<a href="http://collegeofsanmateo.edu/prie/Basic_Skills.php">http://collegeofsanmateo.edu/prie/Basic_Skills.php</a>
4.9	CSM's Basic Skills Initiative Website	<a href="http://www.collegeofsanmateo.edu/bsi/index.asp">http://www.collegeofsanmateo.edu/bsi/index.asp</a>
4.10	BSI Action Plan, 2009-2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/BSI_2009-2010_Action_Plan.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/BSI_2009-2010_Action_Plan.doc</a>
4.11	Enrollment Management Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/enrollmentmanagement.asp">http://collegeofsanmateo.edu/institutionalcommittees/enrollmentmanagement.asp</a>
4.12	Diversity in Action Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/diversityinaction.asp">http://collegeofsanmateo.edu/institutionalcommittees/diversityinaction.asp</a>

## UPDATE TO COLLEGE RECOMMENDATION 5:

### COMPREHENSIVE EVALUATION OF LEARNING SUPPORT SERVICES

**Recommendation 5:** *In order to fully meet Standard II. C, the college must complete a comprehensive evaluation of the learning support services provided to include Assistive Technology Center, Biology Computer Lab, Business Microcomputer Lab, Business Students Lab, Chemistry Study Center, Computer and Information Science Center Lab, English 800 Lab, Foreign Language Center, Integrated Science Lab, Math Resource Center, Multimedia Lab, Nursing Lab, Physical Education Lab, Reading and ESL Center, Speech Lab, and Writing Center. (Standards II.C.1.a, c, II.2.)*

## RESOLUTION OF THE RECOMMENDATION AND ANALYSIS

**This recommendation has been fully addressed and was documented in CSM's October 15, 2009 Follow-Up Report, which was accepted by the ACCJC.**

### Overview

From May to early September 2009, faculty and staff completed comprehensive Program Review for 17 labs and centers. The completed Program Reviews are posted online at:

[http://collegeofsanmateo.edu/prie/program\\_review/lab\\_center\\_completed\\_F09\\_data.php](http://collegeofsanmateo.edu/prie/program_review/lab_center_completed_F09_data.php) (Ref. 5.1):

- Accounting Lab
- Anatomy Lab
- Assistive Technology Center
- Business Micro Computers/Business Students Lab
- Coastside (Basic Skills) Lab
- Computer & Information Science Lab (CIS) & Computer Forensics
- ESL Center
- Foreign Language Center
- Integrated Science Center (ISC)
- MATH Resource Center (Math Lab)
- Microcomputer Lab (Business)
- Multimedia Lab
- Nursing Lab
- Reading Center
- Speech Lab
- Writing Center
- 800 Lab (combined with Writing Center in final Program Review)

The Program Review addressed the ACCJC's Standards, including the need to evaluate program effectiveness through the assessment of student outcomes. Data analysis considered a variety of quantitative and qualitative data, including student feedback and student performance outcomes. A new Program Review guidelines template, *Program Review of Labs and Centers*, was developed to consider these data through a consensus of all the lead faculty in the Labs and Centers and staff from PRIE (Ref.5.2). The final template was approved by the Academic Senate Governing Council on May 12, 2009 (Ref. 5.3).

PRIE provided Program Review data for 17 labs and centers. PRIE created a profile of student users for each lab through the administration of a *Student Self-Assessment and Satisfaction Survey* to lab users (Ref. 5.4). At the completion of the Spring 2009 semester, PRIE staff matched valid student identification “G” numbers provided by survey respondents with the BANNER student academic history database. This match enabled PRIE to create a profile of student users of each of the CSM labs and centers (Ref.5.5).

Data are available online at:

[http://collegeofsanmateo.edu/prie/program\\_review/labs\\_centers\\_Sp09\\_data.php](http://collegeofsanmateo.edu/prie/program_review/labs_centers_Sp09_data.php))

The *Student Self-Assessment and Satisfaction Survey* probed overall student satisfaction with various aspects of lab and learning center operations, such as hours of operation, availability of assistance, an assessment of the extent to which Lab work assisted student academic performance in courses linked to the lab, and a self-assessment of gains made on the 12 collegewide General Education (Institutional) SLO's. A total of 1,448 survey responses were received.

#### Current Issues

As noted in the October 15, 2009 *Follow-Up Report*, at the time the Program Review for labs and centers were completed, the College did not have a uniform or consistent method of recording and tracking students' visits to the labs (Ref. 5.6). Most labs utilized a pencil and paper system of documentation. After a review of various products, lab and PRIE staff identified “SARS-TRAK,” a proprietary tracking software, as the tool best suited to meet CSM's tracking and data needs.

SARS-TRAK was initially installed in all 17 CSM labs at the beginning of Fall 2009. In Fall 2010, two additional labs, Cosmetology and Drafting, had SARS-TRAK installed, for a current total of 19 labs. A computer workstation at each lab/learning center prompts students to automatically record their arrivals and departures each time they visit a lab as well as their reasons for visiting the lab. SARS-TRAK software will provide a complete and accurate accounting of student use of campus labs, including Hours By Arrangement (HBA) tracking. Local SARS-TRAK databases are also integrated with District network servers and student enrollment databases. As a result, the SARS-TRAK database will facilitate the research and analysis reporting needs of CSM's labs and center's Program Review—specifically, the tracking of student lab usage with academic success and performance in coursework supported by labs' and centers' services and programs.



An instructional aide assumed responsibility for working with each lab to configure the SARS-TRAK software to meet the unique needs of each program and service, including the set-up of student menus displayed on computer check-in screens. In addition, she trained individual lab staff about SARS-TRAK software functionality and custom report generation.

For more detail about SARS-TRAK implementation, see PRIE's August 2010 report, *Update on SARS-TRAK Implementation: Summer/Fall 2008 – Fall 2010* (Ref. 5.7).

## ADDITIONAL PLANS

During the Fall 2010 semester, CSM plans to address a variety of SARS-TRAK implementation issues. The installation of SARS-TRAK software in the Labs and Centers creates oversight challenges, ongoing training needs for the Lab and Center staff, and technical support demands on ITS. In addition, PRIE staff will need to evaluate the student performance data generated accessed via SARS-TRAK during Fall 2010 to ensure that it supports the next cycle of Program Review.

The labs and centers Program Review process was evaluated in Spring 2010 through a satisfaction survey of the faculty involved. With support from PRIE, the Academic Senate intends to follow up during Fall 2010 with more assessment of the process.

The assessment will include evaluation of:

- Program Review guidelines template, including assessment of SLO's
- Student user satisfaction survey
- SARS-TRAK software (usability and utility)
- Program evaluation cycle

## DOCUMENTATION

Ref.#	Title	Location
5.1	Labs and Centers Program Reviews, 2009	<a href="http://collegeofsanmateo.edu/prie/program_review/lab_center_completed_F09_data.php">http://collegeofsanmateo.edu/prie/program_review/lab_center_completed_F09_data.php</a>
5.2	Labs and Centers Program Review Guidelines, (See Template Form)	<a href="http://collegeofsanmateo.edu/prie/program_review/labs_centers.php">http://collegeofsanmateo.edu/prie/program_review/labs_centers.php</a>



5.3	Minutes, Academic Senate Governing Council, May 12, 2009	<a href="http://www.smccd.edu/accounts/smccd/committees/academicsenate/">http://www.smccd.edu/accounts/smccd/committees/academicsenate/</a>
5.4.	Student Self-Assessment and Satisfaction Survey	<a href="http://collegeofsanmateo.edu/prie/program_review/labs_centers.php">http://collegeofsanmateo.edu/prie/program_review/labs_centers.php</a>
5.5	Student Profiles & Quantitative Data for Labs and Centers, Program Review	<a href="http://collegeofsanmateo.edu/prie/program_review/labs_centers_Sp09_data.php">http://collegeofsanmateo.edu/prie/program_review/labs_centers_Sp09_data.php</a>
5.6	October 15, 2009 Follow-Up Report to ACCJC, College of San Mateo	<a href="http://collegeofsanmateo.edu/accredinfo/followup2009.asp">http://collegeofsanmateo.edu/accredinfo/followup2009.asp</a>
5.7	Update on SARS-TRAK Implementation: Summer/Fall 2008 – Fall 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/SARS-IMPLEMENTATION_08-25-2010.docx">http://collegeofsanmateo.edu/institutionalcommittees/docs/SARS-IMPLEMENTATION_08-25-2010.docx</a>

## DISTRICT RECOMMENDATION 6: SLO'S AND FACULTY EVALUATION

***Recommendation 6: It is recommended that the District develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard III.A.1.c)***

### RESOLUTION OF THE RECOMMENDATION AND ANALYSIS

Part of the Dean's assessment of non-teaching responsibilities in faculty evaluation is the responsibility for commenting on Component #3: "complete, accurate, and timely submission of grades and other information."

This Component now includes (Ref. 6.1):

evaluation of the maintenance of attendance records; accuracy and currency of course syllabi; development and assessment of student learning outcomes; student evaluation and grading policy; the posting of and adherence to office hours to assure student access; addressing valid student accommodations (Ref. 6.1),

## DOCUMENTATION

Ref.#	Title	Location
6.1	Memorandum, August 18, 2010, from Vice President of Instruction: Regarding Deans' Assessment of Non-teaching Responsibilities of Faculty	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/sloac_fac_eval_memo%20from%20Susan%20Estes.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/sloac_fac_eval_memo%20from%20Susan%20Estes.doc</a>

## COLLEGE RECOMMENDATION 7:

### SUSTAINABILITY OF ITS INFRASTRUCTURE

***Recommendation 7: In order to ensure the sustainability of its infrastructure, the college must calculate the real costs of facilities ownership, including technology, over the next ten years and then identify a reliable and ongoing revenue stream that will fund the significant increase in the operating budget. (Standard III.B.2.a)***

### RESOLUTION OF THE RECOMMENDATION AND ANALYSIS

Note: the following *Plans for Improvement* address issues related to Recommendation 7:

- #24. *Explore ways to assure adequate funding for technology and related needs.*
- #25. *Explore alternative funding sources for equipment and technical support through partnerships or sponsorships with foundations, corporations, or individuals.*
- #26. *Establish a budgetary commitment to ongoing funding for the continued replacement of older technology.*
- #29. *Use facilities program review data to support and illustrate the need for additional staff.*

Note: The strategies discussed here have a five-year planning horizon; they are, however, expected to remain relevant and useful over the next 10 years. Implementation will also need to respond to emerging budgetary issues and the overall fiscal environment statewide.

As suggested by *Recommendation 7: Sustainability of Infrastructure*, CSM and the District must address two areas in order to address Total Cost of Ownership (TCO) for its infrastructure: 1) conduct an accurate assessment of the “real costs” and 2) identify dependable revenue streams to support technology and other infrastructure costs. The College and the District are addressing both areas through developing institutional plans with measurable objectives and the assessments of progress in meeting those objectives; conducting facility Program Reviews and other systematic evaluations that distinguish needs; and identifying new, innovative sources of revenue and cost-sharing.

Finally, it should be noted that the College's new facilities and facility renovations have been deliberately designed to maximize efficiency, thereby reducing ongoing utility costs as well as repair and maintenance costs. In particular, the new facilities replace old, inefficient buildings, which have either been demolished or are scheduled for demolition. In effect, these costs savings also produce a revenue stream, which contributes to reducing the College and District's TCO.

#### CSM's Technology Plan: 2009/10 to 2012/13

As noted in the October 15, 2008 *Follow-Up Report*, CSM began addressing this recommendation through its implementation of its new Integrated Planning Model. As part of the new model, a new Technology Committee (TC) was convened, whose mission is to:

...Ensure that the college provides and maintains adequate technological resources to support student learning in accordance with the College's Strategic Plan, [Institutional] Priorities, and annual College Goals (Ref. 7.1).

Two of its primary charges were to address ACCJC's *Recommendation 7* and thus:

[Develop] a long-term technology plan that is aligned with the long-term goals of the college and the district (Ref. 7.2);

[Work] with the Budget Planning Committee to create and to finance a Total Cost of Ownership model, which includes identifying funding sources for the replacement of outdated technology (Ref. 7.2).

As noted in the update provided in this narrative for *Recommendation 1: Planning*, the principal structure for the Integrated Planning Model is the

establishment of six principal institutional planning committees who report to the Institutional Planning Committee (IPC). The membership of IPC, in turn, is comprised of chairs of those committees, in addition to representatives from other key college groups (e.g. Committee on Instruction, Basic Skills Initiative, Office of Planning, Research, and Institutional Effectiveness, SLO's and Assessment, etc.) Each of the six institutional committees were charged with developing collegewide plans.

The Technology Committee is one of the six committees. Building upon work conducted by a Technology Workgroup in Summer 2008, the Technology Committee completed research that would inform CSM's *Technology Plan: 2009/10 to 2012/13*. The planning assumptions for the *Technology Plan* were informed by CSM's *Educational Master Plan, 2008* (Ref. 7.3) and by the review of multiple technology plans from community colleges and four-year colleges and universities as well as technology planning documents from a variety of venues. As noted in the October 15, 2008 *Follow-Up Report*, Technology Committee members also conducted interviews with a cross section of CSM and District leaders and decision-makers in order to determine the degree to which technology inventories are assessed and technology planning is integrated with institutional planning.

CSM's *Technology Plan: 2009/10 to 2012/13* has undergone extensive review by IPC during the 2009/2010 academic year; a revised version is now online at: <http://collegeofsanmateo.edu/institutionalcommittees/technology.asp> (Ref. 7.4).

A result of consultation with the Budget Planning Committee (Ref. 7.5, Ref. 7.6) and with District Information Technology Services (ITS) leadership, Goal #1 addresses *Recommendation 7*:

*Goal #1: Develop a stable, long-term plan and funding source(s) to meet the ongoing need for renewing and upgrading technology resources in campus computer laboratories as well as for faculty, staff, and administrative functions.*

As strategies to meet this goal, the objectives tied to Goal #1 also address Total Cost of Ownership by ensuring an accurate accounting for technology-related inventories along with a yearly budgetary set-aside to support technology:

*Objective #1: Collaborate with District ITS to update and maintain CSM technology inventories*

Objective #2: Recommend creation of technology set-aside fund of \$750,000 per year over next five years

CSM and the District are well underway in addressing Objective #1. As described in the *Technology Plan*, CSM's inventory of computers, printers, and smart classroom technologies is fairly comprehensive.<sup>3</sup> In February 2009 District ITS completed an assessment of IT and computer equipment and support costs for the District, including 5-year (2009-2014) replacement projections for infrastructure and computers. ITS estimates the average cost of computer replacement per year to be \$766,140 for CSM (Ref. 7.7). This average cost of computer replacement is reflected in Objective #2.

CSM's *Technology Plan* also ensures that assessment of technology needs is ongoing (Goal #5) and short- and long-term technology planning is integrated into overall institutional planning at all levels (Goal #6)(Ref 7.4).

CSM's Budget Plan: 2009/10 to 2012/13

Reflecting "integrated" planning, CSM's *Budget Plan: 2009/10 to 2012/13* includes a parallel goal for coordinating with the Technology Committee for a budgetary technology set-aside (Ref. 7.8):

Goal #2: Establish a budgetary commitment to ongoing funding for the continued replacement of equipment and technology

Objective #1: Determine and fund equipment and technology needs for the college

In addition, CSM's *Budget Plan* addresses the College's need to increase revenue streams independent of District efforts to help address TCO. Goal #4 and its related Objectives address CSM's current lack of capacity for fundraising and grants development (Ref. 7.9).

Goal #4: Develop and implement a comprehensive institutional advancement plan to include strategies for fundraising and external grants development

Objective #1: Conduct a feasibility study for fundraising, development, and external grants' development

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<sup>3</sup> The Technology Committee also proposes to work with District ITS to create a "real time" comprehensive technology database for improved accuracy and scheduled replacement.

Objective #2: *Create an internal capacity to support institutional advancement planning*

Objective #3: *Develop and adopt an institutional advancement plan which includes implementation strategies and dollar-amount target goals*

Objective #4: *Develop new internal grants' development and management processes to be outlined in the institutional advancement plan*

Objective #5: *Develop fundraising strategies to be outlined in the institutional advancement plan, including strategies for donor cultivation, for partnerships with private and corporate foundations, and for relationships with community organizations and public agencies*

#### CSM's Institutional Planning Committee Action

Over the last three years CSM, like all community colleges in the State, has wrestled with a volatile budget crisis. In CSM's case, it has had to trim approximately six million dollars from its Fund 1 budget, a reduction of 22%, finding savings through a process of program consolidation and reorganization, course elimination, cost defrayment, and managed hiring practices.

In addition, its instructional equipment and categorical funding from the State have been severely impacted. What's more, for several years the California Community Colleges State Chancellor's Telecommunications and Technology Infrastructure Program (TTIP) has allocated funds to support library technology and educational computing related costs. TTIP funds have been eliminated during the last budget cycle, a gap which underscores the need for CSM and the District to address alternative revenue sources.

Despite these challenges—and barring an new unforeseen budget crisis—CSM has largely stabilized its funding and can now act to some extent on the recommendations posed by the Technology Committee and BPC. A workgroup of IPC has collated and prioritized costs associated with implementation of five collegewide plans (*Budget Planning, Diversity in Action, Enrollment Management, Human Resources, and Technology*) and a preliminary estimate of Distance Education professional development needs. In September 2010, IPC plans to formally adopt the goals recommended above by the Technology and Budget Planning Committees. This action will ensure a yearly set-aside for

technology as one strategy to address total cost of ownership as well as fund an institutional advancement effort.

#### District Facilities Program Review and Total Cost of Ownership

As described in detail in the narrative addressing *Plan for Improvement #29*, SMCCCD's Facilities Planning, Maintenance & Operations Department (Facilities Department) has completed Program Reviews of the custodial, grounds, and engineering operations (Ref. 7.10, Ref. 7.11, Ref. 7.12). Since 2003, SMCCCD has been engaged in several modernization and new construction projects at all three colleges funded by two bond measures, Measure C (approved in 2001) and Measure A (approved in 2005) (Ref. 7.13). The Program Reviews aided the department in determining any additional custodial, grounds maintenance, and engineering staffing necessary due to changes in space type and square footage.

In addition to the ongoing utility and maintenance cost savings mentioned above, the District has also implemented minimum durability and performance standards for all furniture, fixtures, and other finishes. In many cases these items are covered by a long-term warranty, which has been funded by locally approved capital improvement bond measures. For instance, all new furniture is covered by 15-year "bumper to bumper" warranties. By demanding minimum performance and durability standards, and by front-loading TCO costs by purchasing long-term warranties, the District and the College have significantly reduced downstream TCO exposure (Ref. 7.14).

#### New SMCCCD Revenue Streams and Cost Sharing

SMCCCD has successfully pursued two innovative strategies to secure funding that would address TCO. As noted earlier, on June 8, 2010, Measure G, a parcel-tax to support the community colleges in San Mateo county was approved by voters. This is the first community college to use a parcel tax as a funding mechanism. Among the areas this revenue will support are: "modern classroom technology and computer labs for students" and "equipment and technology for science labs" (Ref. 7.15, Ref. 7.16). Preliminary estimates suggest it will generate an additional \$6 million for the District, of which approximately \$1.5 million will be allocated to CSM.

Another promising strategy to address TCO is the creation of a joint use facility for the new fitness center. The new fitness center opened in Spring 2010 in CSM's new Health and Wellness Building. (The Health and Wellness Building is one outcome of Bond Measure A.) This joint use facility is available for instruction and replaces the College's outdated fitness center. However, the facility is also open to members of the general public, who pay a monthly membership fee. The



revenue stream from the membership fees covers the utility costs of heating the Aquatics Center and also provides a replacement fund for equipment. In essence this model allows the College to self-fund the TCO costs associated with the fitness and aquatics center.

## ADDITIONAL PLANS

As noted above, the State's budget crisis has presented a challenge for the College and the District to address long-term TCO. However, it has now developed planning and revenue development strategies which require evaluation of their effectiveness. Both CSM's Technology and Budget Plans have measurable indicators tied to the Goals as well as specific assessments. IPC will be assessing these goals at the end of the 2010/12 academic year.

## DOCUMENTATION

Ref.#	Title	Location
7.1	Mission Statement, Technology Committee	<a href="http://collegeofsanmateo.edu/institutionalcommittees/technology.asp">http://collegeofsanmateo.edu/institutionalcommittees/technology.asp</a>
7.2	Primary Tasks, Technology Committee	<a href="http://collegeofsanmateo.edu/institutionalcommittees/technology.asp">http://collegeofsanmateo.edu/institutionalcommittees/technology.asp</a>
7.3	College of San Mateo Educational Master Plan, 2008	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>
7.4	CSM's Technology Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/technology.asp">http://collegeofsanmateo.edu/institutionalcommittees/technology.asp</a>
7.5	Agenda, Budget Planning Committee, October 19, 2009	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>
7.6	Meeting Summary, Budget Planning Committee, November 2, 2009	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>
7.7	Equipment Replacement & Support, ITS, Board of Trustees Retreat, February 7, 2009	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Rec7ITS_BoardReport_Equipment_Replacement_and_Support_2-07-2009.pptx">http://collegeofsanmateo.edu/institutionalcommittees/docs/Rec7ITS_BoardReport_Equipment_Replacement_and_Support_2-07-2009.pptx</a>
7.8	CSM's Budget Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>



7.9	CSM's Budget Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>
7.10	SMCCCD Custodial Program Review Information and Data, 2003 and 2010	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/CustProgReview.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/CustProgReview.shtml</a>
7.11	SMCCCD Engineering Program Review Information and Data, 2002 to 2004	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/EngProgReview.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/EngProgReview.shtml</a>
7.12	SMCCCD Grounds Maintenance Program Review Information and Data, 2002 to 2004	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/Grounds%20Program%20Review.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/Grounds%20Program%20Review.shtml</a>
7.13	Measure C and Measure A Bond Oversight Committee Reports and other Information	<a href="http://www.smccd.edu/accounts/smccd/committees/bondoversight/default.shtml">http://www.smccd.edu/accounts/smccd/committees/bondoversight/default.shtml</a>
7.14	For information about CSM's Capital Improvement Construction Projects, see website	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/CSM_Projects_Summary_Main.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/CSM_Projects_Summary_Main.shtml</a>
7.15	Background, San Mateo County Parcel Tax, Measure G (June 2010)	<a href="http://ballotpedia.org/wiki/index.php/San_Mateo_Community_College_parcel_tax,_Measure_G_(June_2010)">http://ballotpedia.org/wiki/index.php/San_Mateo_Community_College_parcel_tax,_Measure_G_(June_2010)</a>
7.16	Ballot Measure G (June 2010) San Mateo County, Full Text	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/16-San%20Mateo%20County%20Measure%20G%20June%202010%20.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/16-San%20Mateo%20County%20Measure%20G%20June%202010%20.pdf</a>

## COLLEGE RECOMMENDATION 8:

### ASSESSMENT OF GOVERNANCE STRUCTURES, PROCESSES, AND COMMITTEES

***Recommendation 8: College of San Mateo should establish a systematic, reflective process for and a regular cycle of evaluation for its governance structures, processes, and committees to ensure that such organizational structuring continues to serve the need of the College. (Standard IV.A.5.)***

## RESOLUTION OF THE RECOMMENDATION AND ANALYSIS

### Surveys: Integrated Planning Processes and Program Review

As part of the College's ongoing efforts to continually analyze and assess its planning and Program Review processes, seven different surveys were designed and distributed to CSM faculty, staff, and administrators involved in various aspects of integrated planning during Spring 2010 semester.

These surveys were designed to probe at campuswide understanding of the College's integrated planning structures and processes. *Evaluating CSM's Institutional Planning Processes Survey* targeted an audience of 64 participants in integrated planning committees (Ref. Rec. 8.1).

Question probes for this survey were intended to address the participants' level of understanding of overall campus planning and their own roles in the planning process and whether they view these processes as effective. They included:

- "Are you satisfied with your level of knowledge of CSM's institutional planning processes?"
- "Are you satisfied with your level of knowledge of CSM's institutional decision-making processes?"
- "How well do you understand your role as a participant in the planning process?"
- "How well do you understand the charge and purpose of the committee(s) in which you participate?"
- "Do you feel you are provided with adequate information about institutional planning activities and efforts?"
- "Please rate the effectiveness of the institutional planning process as whole."

PRIE reported initial findings from this survey to IPC in late Spring 2010 (Ref. Rec. 8.2). Since the two major faculty and staff campus climate and satisfaction surveys, which were conducted in June 2010, also include numerous questions/probes related to governance and planning, IPC will consider all survey findings when it convenes in Fall 2010.

Of particular relevance will be the comparative qualitative data about the perceptions of faculty and staff who are active participants in governance and planning processes vs. those who are not active in those activities.

### Program Review Satisfaction Surveys

Individual surveys were developed by PRIE staff and the President of the Academic Senate to help evaluate the new Program Review processes and were distributed online to all faculty and administrators. Surveys evaluated the new Program Review forms for both Instructional and Student Services Programs, including different forms for programs undergoing and "Comprehensive" and "Annual" Program Review (Ref. Rec. 8.3).

Another satisfaction survey was also developed for the Program Review of Campus Labs and Centers that was initially designed for 17 different instructional areas (Ref. Rec. 8.4). And a related satisfaction survey for the Program Improvement and Viability (PIV) Review process was also administered (Ref. Rec. 8.5).

However, participation in the Program Review surveys were in general disappointingly low.

### Feedback Forums for Collegewide Plans

In addition, six online "feedback" forms were created in 2009/2010 for CSM faculty, staff, and administrators to enter narrative comments regarding five different collegewide plans (*Budget Plan, Diversity in Action Plan, Enrollment Management Plan, Human Resources Plan* and, *Technology Plan*). A *Suggestions & Questions* online feedback form for the Budget Planning Committee was also posted to capture feedback.

Campus participation in these feedback areas was also disappointingly low, with the exception of the Budget Planning Committee's *Suggestion Box* in which there were more than 60 submissions this past year. BPC regularly reviewed the submissions and formulated a response to each submission. The full text of all comments, suggestions, and questions, along with the BPC response to each submission, are posted on the BPC webpage as *Suggestion Box Submissions with BPC Response* (Ref. Rec. 8.6).

### Campus Climate and Satisfaction Surveys

During the Spring 2010 semester, PRIE developed and administered five online surveys to CSM students, faculty, administrators, and staff dedicated to probing the entire spectrum of campus life and climate, including governance and planning.

Two separate survey instruments were designed: one for faculty and administrators and one for classified staff. However, both surveys contained a common thematic structure to allow for comparison of attitudes regarding the

same topics between the two study populations. The unique aspects of the question content enable probes of “employee-specific” questions: e.g., faculty were asked about issues pertaining to academic freedom or using the library for course assignments; staff are asked about issues pertaining to their “customer service” levels, etc.

The common thematic areas are as follows:

- Overall impressions and attitudes about CSM;
- Attitudes regarding co-workers, senior administration, workload, on-the-job recognition, and supervision;
- Opportunities for training and professional development;
- Work and family balance;
- Campus safety and security;
- Effectiveness of channels of communication, shared governance, and institutional planning;
- Diversity awareness, overall campus climate, and CSM as a respectful place;
- Satisfaction with facilities, maintenance, and technology support; and
- Effectiveness of student support programs and services, including the library and labs.

Participation in these surveys were high (in part a result of donated incentives):

- *CSM Faculty & Administrators Satisfaction and Climate Survey* (Ref. Rec. 8.7) (101 responses)
- *CSM Classified Staff Satisfaction and Climate Survey* (Ref. Rec. 8.8) (66 responses)

#### Student Satisfaction Surveys

Three student satisfaction surveys were also administered during Spring 2010. Two of the surveys probed users' satisfaction with campus climate and the overall CSM student experience and were administered online to all CSM students enrolled Spring 2010. A third survey was specifically designed for CSM students enrolled in online coursework, Spring 2010.

In addition, CSM online student satisfaction surveys have been conducted since 2007 and have been used to evaluate the College's distance education offerings as well as inform CSM's Substantive Change Proposal to the ACCJC.

Participation rates in these surveys were also high and donated incentives were used as well:

- *CSM Student Satisfaction and Climate Survey* (Ref. Rec. 8.9) (1,136 responses)
- *Noel-Levitz Student Satisfaction Inventory* (Ref. Rec. 8.10) (1,810 responses)
- *CSM Online Students Satisfaction Survey, May/June*, (Ref. Rec. 8.11)(145 responses)

For these surveys, the response rate was 21.6% of all students enrolled in Spring 2010.

The *CSM Student Satisfaction and Climate Survey* was designed to parallel, where appropriate, the thematic areas employed in the faculty/administration and staff surveys, as noted above. For example, faculty members were asked about the types of library resources utilized in their classroom teaching; students were asked about how they utilized library resources for their coursework. Similarly, overall impressions of campus "friendliness" or "respectfulness," for example, can be compared among students, faculty, and staff. This type of parallel item construction enables a deeper understanding of specific aspects of campus life and services from the varying perspectives of all campus members (faculty, students, and staff).

A second student satisfaction survey was conducted using the nationally-recognized *Noel-Levitz Student Satisfaction Inventory* for two-year colleges. This survey instrument was simultaneously administered by CSM's two sister colleges and will allow for intra-District comparisons in student satisfaction levels. In addition, the Noel-Levitz survey provides national benchmark data compiled from the same survey instrument used by more than 200 community, junior, and technical colleges between Fall 2006 and Fall 2009.

The Noel-Levitz survey contained a series of CSM-specific questions that probed the extent to which CSM students made gains in the various General Education (Institutional) SLO's, and an item regarding the first-generation college enrollment status of survey participants.

#### Evaluation of Survey Findings

These surveys, as described above, were administered at the end of the Spring 2010 semester. While preliminary findings were shared with President's Cabinet in July 2010, PRIE is currently preparing summary reports for consideration by IPC, College Council, Governing Council, and the College community at large. These findings will inform program improvement.

## ADDITIONAL PLANS

The IPC will explore ways to increase participation in these surveys and feedback efforts during the 2010-2011 academic year. One primary concern is to avoid "survey fatigue" within the campus community and develop a regularly scheduled series of "surveys and feedback" activities which will become a regular part of our campus planning and Program Review efforts.

## DOCUMENTATION

<b>Ref. #</b>	<b>Title</b>	<b>Location</b>
8.1	Evaluating CSM's Institutional Planning Processes Survey	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=277">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=277</a>
8.2	Institutional Planning Survey, Initial Findings, Spring 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/InstitutionalPlanningSurvey_Spring2010.docx">http://collegeofsanmateo.edu/institutionalcommittees/docs/InstitutionalPlanningSurvey_Spring2010.docx</a>
8.3	User Satisfaction Surveys: <ul style="list-style-type: none"> <li>Comprehensive Program Review for Student Services</li> <li>Annual Program Review for Student Services</li> <li>Comprehensive Program Review for Instruction</li> <li>Annual Program Review for Instruction</li> </ul>	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=274">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=274</a>  <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=273">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=273</a>  <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=243">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=243</a>  <a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=245">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=245</a>
8.4	Labs and Centers Program Review Satisfaction Survey	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=242">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=242</a>
8.5	Program Improvement and Viability (PIV) Review, Satisfaction Survey	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=244">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=244</a>
8.6	Budget Planning Committee Webpage	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>

8.7	CSM Faculty & Administrators Satisfaction and Climate Survey	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=284">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=284</a>
8.8	CSM Classified Staff Satisfaction and Climate Survey	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=289">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=289</a>
8.9	CSM Student Satisfaction and Climate Survey	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=281">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=281</a>
8.10	Noel-Levitz Student Satisfaction Inventory	<a href="https://www.noellevitz.com/Our+Services/Retention/Tools/Student+Satisfaction+Inventory/">https://www.noellevitz.com/Our+Services/Retention/Tools/Student+Satisfaction+Inventory/</a>
8.11	CSM Online Students Satisfaction Survey, May/June	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=130">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=130</a>

## UPDATE TO DISTRICT RECOMMENDATION 9.A

***Recommendation 9a. The Board of Trustees should regularly evaluate its “rules and regulations” and revise them as necessary. (Standard IV.B1.e)***

### RESOLUTION OF THE RECOMMENDATION AND ANALYSIS

As noted in the October 15, 2009 *Follow-Up Report*, the Board of Trustees adopted the amended version of District Rules and Regulations Section 2.08 which established a two-year schedule for review of each of the eight chapters in Rules and Regulations. In collaboration with the Academic Senate, a decision was made to start with Chapter Six (Academic Programs.)

*(Note about Documentation and Figures: links to documentation for SMCCCD's Board of Trustees' meeting minutes, SMCCCD's Rules and Regulations, District Academic Senate meeting minutes, and District Shared Governance Council (DSGC) meeting minutes are included at the end of this narrative section as Ref. Rec. 9.a.1, Ref. Rec. 9.a. 2, Ref. Rec. 9.a. 3, Ref. Rec. 9.a. 4, Ref. Rec. 9.a. 5 respectively.*

SMCCCD's Approved Changes in Rules and Regulations Since October 2009 *Follow-Up Report*, SMCCCD Policies Awaiting Review, SMCCCD Policies Awaiting Review/Approval by District Shared Governance Council, and SMCCCD Policies Being Delayed at Request of Bargaining Unit are listed as Figures Recommendation 9a.1 to 9a.4 respectively.)



### Chapter 6, Academic Programs

The October 15, 2009 *Follow-Up Report* stated that the District Academic Senate had completed its review of 26 sections of Chapter 6, out of a total of 37 sections, and the remaining 11 sections continued to be reviewed. It was expected that these remaining sections would be ready for Board approval in fall 2009 or early spring 2010. Since that time, the Academic Senate has completed review of five of the 11 sections, which were reviewed by the District Shared Governance Council and subsequently approved by the Board of Trustees at meetings of October 28, 2009; May 12, 2010; and June 23, 2010. The remaining six sections are currently undergoing review by the Academic Senate. The review of these sections has been delayed because the Academic Senate was forced to focus on issues of staff and program reductions due to State budget cuts.

In addition, three sections of Chapter 6 were listed in the October 15, 2009 *Follow-Up Report* as awaiting approval by the District Shared Governance Council. These sections have been approved by the Council and by the Board of Trustees at its meeting of October 28, 2009.

### Chapter 7, Student Services

As reported in the October 15, 2009 *Follow-Up Report*, Chapter 7 of District Rules and Regulations underwent review by the District Academic Senate and Vice Presidents of Student Services. At that time, it was noted that eight sections were awaiting approval by the District Shared Governance Council. Subsequently, seven of the eight sections were approved by the Council and by the Board of Trustees at meetings on October 28, 2009 and January 27, 2010. The other section that was awaiting approval, is delayed due to concerns raised by a bargaining unit.

In addition, two sections of Chapter 7 were approved for deletion at the January 27, 2010 meeting of the Board of Trustees, and one new policy was approved by the District Shared Governance Council and by the Board of Trustees at its meeting on May 12, 2010. One additional section was reviewed by the Vice Presidents of Student Services and is currently awaiting approval by the District Shared Governance Council.

There are three remaining sections in Chapter 7 which are currently undergoing review by the Vice Presidents of Student Services.



### Chapters 3 (Certificated Personnel), 4 (Classified Personnel), and 5 (Non-Represented Personnel)

These chapters were due to be reviewed following Chapters 6 and 7. However, the Vice Chancellor of Human Resources and Employee Relations was forced to focus on significant staffing reductions, including a managed hiring process, due to State budget cuts. One section of Section 3 was amended and was approved by the District Shared Governance Council and the Board of Trustees at its meeting on May 12, 2010.

Because of the delay in the review of the chapters regarding personnel, staff decided to accelerate the review of Chapters 1 and 2 which originally were to follow the chapters having to do with personnel. Therefore, instead of completing the review of the three personnel chapters, the District completed a review and revision of Chapters 1 and 2.

### Chapter 1, Board of Trustees

In the October 15, 2009 *Follow-Up Report*, there was one section listed as awaiting approval by the District Shared Governance Council. This section was subsequently approved by the Council and by the Board of Trustees at its meeting of January 27, 2010. The review of Chapter 1 is complete.

### Chapter 2, Administration

Nine sections of Chapter 2 were listed in the October 15, 2009 *Follow-Up Report* as awaiting approval by the District Shared Governance Council. Approval of five of these sections has been delayed because of concerns expressed by a bargaining unit. The remaining four sections were approved by the District Shared Governance Council and by the Board of Trustees at its meetings on October 28, 2009 and January 27, 2010. One additional section was reviewed by staff and it was determined that no changes were needed. With this, staff has completed its review of all sections of Chapter 2.

### Chapter 8, Business Operations

It was reported in the October 15, 2009 *Follow-Up Report* that four sections in Chapter 8 had been revised and approved. Since that time, staff has revised two additional sections and the revisions were approved by the Board of Trustees on January 27, 2010 and July 28, 2010. One section was reviewed and staff determined that no changes were needed. In addition, one section is awaiting approval by the District Shared Governance Council, four are undergoing review by the Chief Financial Officer, two are undergoing review by the Director of Public Safety, and one is undergoing review by the Vice

Presidents of Student Services. There are 23 remaining sections to be reviewed. Staff is committed to completing the review but has been delayed due to staffing reductions due to budgetary constraints and consequent workload increases.

**SMCCCD Board of Trustees**  
**Summary of Approved Changes in Rules and Regulations**  
**Since October 2009 Follow-Up Report to ACCJC**

Section #	Title	Date of Board Approval	Action Taken	Old #/Title
1.00	The San Mateo County Community College District	2010/01/27	New	
2.20	Equal Employment Opportunity	2009/10/28	Revised	
2.27	Policy on Smoking		Reviewed 7/10	
2.29	Sexual Assault Education, Prevention and Reporting	2009/10/28	Revised	Sexual Assault and Prevention
2.51	Reporting of Crimes	2009/10/28	New	
2.55	Emergency Response Plan	2010/01/27	New	7.75, Emergency Procedures
3.10	Selection Procedure	2010/05/12	Revised	
6.04	Minimum Class Size Guidelines	2009/10/28	Revised	
6.17	Course Repetition	2010/06/23	Revised	7.35(3)
6.18	Credit by Examination	2010/06/23	Revised	7.35(6)
6.19	Multiple and Overlapping Enrollments	2009/10/28	New	
6.21	Grading and Academic Record Symbols	2009/10/28	Revised	7.35(3)
6.24	Articulation	2010/05/12	New	
6.45	Field Trips and Excursions	2010/05/12	Revised	Required and Nonrequired Instructional Trips
6.90	Community Education Classes	2009/10/28	Revised	6.90 and 6.91
7.03	Eligibility Requirements for Admission of International Students	2009/10/28	Revised	
7.07	Non-resident Student Tuition Fees	2009/10/28	Revised	
7.20	Student Equity	2010/01/27	New	
7.22	Student Credit Card Marketing	2010/01/27	New	
7.23	Athletics	2010/01/27	New	
7.26	Prevention of Theft in Student Financial Transactions	2010/05/12	New	
7.69	Student Conduct	2010/01/27	Revised	
7.70	Student Disciplinary Sanctions	2010/01/27	New	7.71, Student Disciplinary Action and 7.72, Suspension and

				Expulsion of Students
8.14	Bond Oversight Committee and Accountability Measures	2010/07/28	Revised	
8.28	Hazardous Materials		Reviewed 6/10	
8.70	Fees and Charges	2010/01/27	Revised	

Figure Recommendation 9a.1

### SMCCCD Policies Awaiting Review

Section	Title	Reviewer(s)
6.10	Philosophy and Criteria for Associate Degree and General Education	District Academic Senate
6.22	Academic Renewal	District Academic Senate
6.25	Pass-No Pass Options	District Academic Senate
6.32	Educational Materials	District Academic Senate
6.35	Academic Freedom	District Academic Senate
6.60	Nursing Program	District Academic Senate
7.05	Admission of Non-Immigrant Aliens	Vice Presidents of Student Services
7.60	Student Organizations and Activities	Vice Presidents of Student Services
7.61	Financial Responsibilities: Student Body Associations and Student Organizations	Vice Presidents of Student Services
8.00	Business Operations	Chief Financial Officer
8.02	Delegation of Authority	Chief Financial Officer
8.13	Public Safety on District Property	Director of Public Safety
8.45	Transportation on District-Sponsored Events	Vice Presidents of Student Services
8.48	Traffic Regulations	Director of Public Safety
8.55	Conferences and Travel	Chief Financial Officer
8.56	In-District Conferences and Meetings	Chief Financial Officer

Figure Recommendation. 9a.2

### SMCCCD Policies Awaiting Review/Approval by District Shared Governance Council

• 1.70	Board Action on Legislative Issues/Political Activity
• 2.07	Policy Development
• 6.33	Copyrighted Materials
• 7.73	Student Grievances and Appeals
• 8.28	Hazardous Materials

Figure Recommendation 9.3

### SMCCCD Policies Being Delayed At Request of Bargaining Unit

• 2.13	Dissemination of Employee Information
• 2.19	Nondiscrimination
• 2.25	Prohibition of Harassment
• 2.28	Safety; Injury and Illness Prevention Program
• 2.60	Resignations
• 7.21	Speech: Time, Place, and Manner

Figure Recommendation 9a.4

## DOCUMENTATION

Ref.#	Title	Location
9.a.1	Meeting Minutes, SMCCCD's Board of Trustees'	<a href="http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes.shtml">http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes.shtml</a>
9.a.2	SMCCCD's Rules and Regulations	<a href="http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Forms/AllItems.aspx">http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Forms/AllItems.aspx</a>
9.a.3	Meeting Minutes, District Academic Senate	<a href="http://www.smccd.edu/accounts/smccd/committees/academic senate/">http://www.smccd.edu/accounts/smccd/committees/academic senate/</a>
9.a.4	Meeting Minutes, District Shared Governance Council (DSGC)	<a href="http://www.smccd.edu/accounts/smccd/committees/dsgc/">http://www.smccd.edu/accounts/smccd/committees/dsgc/</a>
9.a.5	SMCCCD's Rules and Regulations	<a href="http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Forms/AllItems.aspx">http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Forms/AllItems.aspx</a>

## DISTRICT RECOMMENDATION 9.B.

**Recommendation 9b:** *In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents; therefore the district should develop rules and regulations for the evaluation of college presidents. (Standard IV.B, B.1.j).*

**This recommendation has been fully addressed and was documented in CSM's October 15, 2009 Follow-Up Report, which was accepted by the ACCJC.**

## **UPDATE TO DISTRICT RECOMMENDATION 9.C.**

***Recommendation 9c: The district and colleges should collaborate to implement processes to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success. (Standard IV.B.3.g)***

### **RESOLUTION OF THE RECOMMENDATION AND ANALYSIS**

#### Background

The Vice Chancellor of Educational Services and Planning proposed the *Process for Evaluating Delineation of Functions* in 2008 and vetted the process with appropriate shared governance groups at the colleges and at the District level. The District Shared Governance Council approved the proposed process in late 2008 (Ref. 9.c.1, Ref. 9.c.2). The process calls for a three-year review cycle commencing in Spring 2010.

#### Update

Based on the outlined process, the Vice Chancellor formed the Delineation of Functions Review Committee consisting of the Accreditation Liaison Officer from Cañada College, the Vice President of Students Services from College of San Mateo, and the Accreditation Liaison Officer from Skyline College. The Committee is chaired by the Vice Chancellor. The Committee members brought the actual *Process for Evaluating Delineation of Functions* document to their respective college communities for review and comment. In April 2010, the committee met formally for an update on the progress of the review process (Ref. 9.c.3). In June 2010, the committee met again to collect the review results (Ref. 9.c.3). Consistently across the three colleges, the groups reviewing the *Process for Evaluating Delineation of Function* followed the process and purposes as approved by the District Shared Governance Council in 2008.

As of June 2010, activities conducted by the three colleges in relation to Recommendation 9.c were reported to the Delineation of Functions Review Committee and include the following:

#### Cañada

Cañada's College Planning Council, Instructional Planning Council & Student Services Planning Council all reviewed the functional map on the agenda for their final meeting of Spring 2010. While each body examined the map and felt

it was generally satisfactory, all of them felt it is appropriate to revisit the document at the first Fall meeting when attendance will be larger and support a more thorough dialogue and review.

#### College of San Mateo

CSM's College Council reviewed the document at two meetings. Constituency representatives were asked to obtain feedback from their respective constituencies. Student Senate, classified staff representatives, and Management Council had no objections and felt the map to be generally satisfactory. The Academic Senate had concluded its meetings for Spring 2010 and would like to review the document in the fall. Among the six items in Standard 3, Area B, Physical Resources, CSM's College Council requested a recommended change, specifically, change 1.a and 1.b to SH (Shared).

#### Skyline College

Skyline College's various constituent groups reviewed it separately and brought it back to the College Council. The groups were the Academic Senate, Classified Council, Student Senate, and Management Council. College Council acknowledged the review and left the document as is at its May 26 meeting.

### **ADDITIONAL PLANS**

In Fall 2010 the Delineation of Functions Review Committee will meet again to work on a statement that will be used to communicate the results of the review to various constituent groups on the college campuses.

### **DOCUMENTATION**

Ref.#	Title	Location
9.C.1	Process for Evaluating Delineation of Functions	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Rec9cProcessforEvaluatingDelineationofFunctions-2.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/Rec9cProcessforEvaluatingDelineationofFunctions-2.doc</a>
9.C.2	SMCCCD Function Map	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Rec9cSMCCCDFunction Map.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/Rec9cSMCCCDFunction Map.pdf</a>
9.C.3	Agendas and Minutes. SMCCCD Delineation of Function Review Committee	<a href="http://www.smccd.edu/accounts/smccd/departments/educationservices/dac/delineation.shtml">http://www.smccd.edu/accounts/smccd/departments/educationservices/dac/delineation.shtml</a>

## **DISTRICT RECOMMENDATION 10:**

### **EVALUATION OF COLLEGE PRESIDENTS**

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***Recommendation 10: The district and colleges should collaborate to implement processes to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success. (Standard IV.B.3.g)***

***In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, the same clarity of process should be extended to evaluating college presidents. (Standard IV.B, B.1.j).***

**This recommendation has been fully addressed and was documented in CSM's October 15, 2009 Follow-Up Report which was accepted by the ACCJC.**

The response to this recommendation is the same as found in Recommendation 9.b.

## **PLANS FOR IMPROVEMENT**

This section of the narrative addresses the action plans as recommended in the 2007 *Self Study*. The status of the following *Plans for Improvement* are identified as: "Completed," "In Progress," or "No Progress" and are numbered sequentially as they appear in the *Self Study*.<sup>4</sup>

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**Standard I.B.5: *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.***

***Plan for Improvement:***

1. *Include a feedback loop for the public in the CSM website.*

***Status: Completed***

Analysis of Problem

The 2007 *Self Study* in its analysis of the challenge of obtaining feedback from the community noted the following:

The problem of surveying and obtaining feedback from the community at large in a systematic way is costly and difficult. The college should be and could be doing more to obtain this feedback from the community in the future. One way to begin would be to build something into the CSM college website that would provide a feedback loop for the public (Ref. 1.2).

During the Spring 2007 term, existing College practices for obtaining and responding to community feedback were scrutinized by a "Contact Us" team. They included staff from the offices of Articulation & Research (now Planning, Research, & Institutional Effectiveness (PRIE)) and Public Relations & Marketing (now Community Relations & Marketing) as well as the President, Vice President of Instruction, Vice President of Student Services, Dean of Enrollment Services, Dean of Counseling, and Director of Special Programs and Services.

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<sup>4</sup> *Suggestion for Using Online Documentation:* If a link in a "Documentation" section does not readily open to the document, please copy the URL and paste it into your browser.



This analysis revealed the absence of a systematic and coordinated mechanism for the community to ask questions about CSM policies and practices or receive speedy assistance in resolving problems. Moreover, it was clear that the College lacked an efficient means for the community to register complaints or make recommendations. The "Contact Us" team held discussions with a wide variety of College staff and administrators which revealed a haphazard and uncoordinated system of fielding and responding to inquiries, requests for assistance, complaints, and suggestions. "Community" feedback included the following constituencies: currently enrolled students, prospective students, former students, CSM faculty, CSM staff, employers, and the public-at-large.

The team collected emails sent to "Contact Us" and to the Office of Public Relations & Marketing. In addition phone call logs were collected from several offices, including Public Relations & Marketing, Admissions and Records, Financial Aid, and Counseling Services. PRIE staff examined for thematic content more than 1,500 inquiries which had been submitted over a two-year period. This analysis revealed that community inquiries could be categorized as follows:

- Former students requesting transcripts
- Problems with online course registration system (WebSMART)
- Current students using their enrollment ID
- Prospective student inquiries regarding fees, majors, courses of study, or specific courses
- Parking citations
- Student complaints
- Faculty/Staff complaints
- Facilities rental inquiries from the public
- Students enrolled at other colleges wishing to take CSM coursework
- Requests for CSM publications (Catalog, Schedule of Classes, etc.)
- Taking CSM Placement Tests
- Students with "HOLD" on records
- Paying fees and fines
- Questions about course prerequisites
- Commendations, Complaints, and Recommendations
- Employers looking for students to work
- Community members offering housing for students
- Other/Miscellaneous

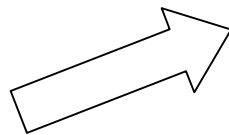
#### Addressing the Problem

The findings from this research were used by PRIE and Community Relations & Marketing to create a centralized process for community feedback by directing

all email "inquiries" to an automated system via a Web-based "Contact Us" form. The "Contact Us" form was launched on September 1, 2007.

An especially difficult challenge in creating this web-based system was the fact that many community inquiries contained multiple questions about a variety of different topics. Accordingly, the "Contact Us" form was designed to allow community members to select from 15 different topical areas, including "Other" and "Ask A Counselor A Question" for those inquiries which contain multiple topics. These thematic areas were based on the analysis of community inquiries submitted via email, phone calls, and paper inquiries. The topical area categories have been modified since the inception of "Contact Us" to reflect the types of inquiries made by the community. As noted, the wording of the topical areas are designed to serve as prompts for community members in order to direct the inquiry to the appropriate CSM office for a response.

"Contact Us" was subsequently renamed "Contact CSM" in 2009 (Ref. 1.1). Its link is located at the bottom of CSM home page and the link is also embedded in the bottom banner of all CSM web pages (Figure 1.1).



**"Contact CSM"**  
**Presence on CSM website home page**  
<http://collegeofsanmateo.edu>

Figure 1.1

The “Contact CSM” page is situated on a larger page (Figure 1.2). The section “Frequently Asked Questions” is prefaced with the following text:

“Have a question? Choose from one of the following areas for an answer:”

### Contact CSM Web Page

<http://collegeofsanmateo.edu/contactcsm>



Figure 1.2

The online “Contact CSM” form includes fields where a community member can provide (optional) a name, mailing address, email, and phone number, along with unlimited space for the text of their inquiry. Each submission generates an automated response to the community member indicating that their submission has been received along with a timeline for a response.

These web-based submissions are made to a database accessible by designated staff and administrators to respond to specific inquiries. When a submission is made to "Contact CSM," the CSM staff member responsible for a specific thematic area (e.g., parking, paying fees, course registration, etc.) receives a computer-generated email from the database indicating that a "submission/inquiry" had been made. This mechanism ensures a timely response by a CSM staff member, usually within one business day.

The database also includes an "administrative" interface which allows for a tracking of inquiries, identification of the CSM staff member responding to the inquiry, and the resolution of each inquiry. All inquiries are retained in a centralized database maintained by PRIE and monitored by PRIE's Dean and by Community Relations & Marketing. This administrative oversight ensures that community inquiries are being addressed by designated CSM staff. (Technical support for the database is provided by Community Relations & Marketing.)

Individual Student Services units also host their own email contact information on their home pages allowing community members to directly ask a question by means of an email "link" which is sent to a designated staff member in each Student Services office. The "Contact CSM" form was designed, in part, to assist those community members who may not be aware of specific Student Services offices and their respective areas of responsibility or operation.

Since its inception in Fall 2007, "Contact CSM" has received and responded to more than 3,100 inquiries. This translates to approximately 1,000 inquiries per academic year (Fall, Spring, and Summer terms combined).

### **Documentation:**

Ref.#	Title	Location
1.1	Contact CSM Webpage	<a href="http://collegeofsanmateo.edu/contactcsm">http://collegeofsanmateo.edu/contactcsm</a>
1.2	2007 Self Study, p. 117	<a href="http://www.smccd.edu/accounts/csmaccredit/">http://www.smccd.edu/accounts/csmaccredit/</a>

### **Plan for Improvement:**

2. Seek additional ways to obtain quality assurance feedback from the local community.

### **Status: In Progress**

### Building Capacity

As noted in the 2007 *Self Study*, soliciting feedback from the community is a challenge: “The problem of surveying and obtaining feedback from the community at large in a systematic way is costly and difficult ”(Ref. 2.1).

Also as discussed, CSM has been building new capacity for institutional research and community assessment in by creating a new Office of Planning, Research, and Institutional Effectiveness in 2008. One recent outcome has been PRIE's work in Spring 2010 in developing and administering the planning, campus climate and satisfaction, and online learning feedback surveys to faculty, staff, administrators and students. (For detail, see Recommendation 8.) In all, since 2008 PRIE had developed and administrated 25 surveys to a range of constituencies for various types of program assessment.

In Fall 2010 PRIE will expand its capacity even more by hiring a research analyst. This will allow the office to conduct community surveys of Chamber of Commerce members and of a San Mateo County network of non-profits to probe at employer needs and perceptions of the College.

### Advisory Groups

In many of the vocational programs, faculty are adjuncts and are active in their respective professional fields and include: Building Inspection, Fire Technology, and Real Estate. The adjunct faculty serve as the de facto advisory group for the development of new curricula, to keep current on industry/regulatory changes and introduce us to other leaders in the field. These departments utilize the department meetings as the advisory council for industry input. In addition, the departments of Cosmetology, Computer and Information Sciences, and the newly-formed Digital Media have advisory groups which meet regularly.

In the health professions, both Dental Assisting and Nursing along with oversight from their advisory groups, regularly survey their students, recent graduates, and prospective employers. Results from these surveys are used as “quality assurance” feedback. (For detail about the multiple survey instruments employed by the Nursing program, see *Nursing Program Surveys: Students, Graduates, Nursing Faculty, and Employers*. (Ref. 2.2))

### District Efforts

Also addressing this *Plan for Improvement*, the District has commissioned two major surveys of county residents pertinent to all three colleges: *County Residents Study, 2008* (Ref. 2.3) and *Survey of San Mateo High School Juniors and Seniors, 2008* (Ref. 2.4). These surveys have represented an economy of scale for CSM and their findings are discussed below.



SMCCCD Survey of San Mateo County Residents' Interest In Higher Education:  
2008

In order to better serve the residents of San Mateo County, the SMCCCD conducted a study to assess residents' interest in taking courses at any of the three colleges in the District. A telephone interview of 1,208 San Mateo County residents was conducted in January 2008. Interviewees were selected by means of a random-digit-dial survey. In order to be eligible for survey participation, residents reached by phone had to be 18 years of age or older, not currently enrolled in a baccalaureate degree or graduate degree program, and express at least some interest in taking college courses in the next three years. A total of 4,112 County residents were contacted by phone and agreed to take the survey. Of those, 2,910 did not meet screening criteria for survey participation, leaving 1,208 residents who qualified and completed the telephone interview successfully.

The survey interview schedule was designed to probe the following topics:

- Specific course interests, to help SMCCCD determine what courses to offer;
- Preferences for time, day, and type of class (online, traditional classroom, day, evening, etc.);
- Preferences for types of information received from SMCCCD (mail, internet, etc.);
- Demographic characteristics of residents interested in taking college courses in the next three years, specifically to examine differences within various regions of San Mateo County (i.e., North, Central, and South).

Key survey findings are as follows:

- 33% of San Mateo County residents interested in taking college courses who are not currently attending an SMCCCD College, indicated they were likely to take a course at an SMCCCD College in the next three years;
- 84% of respondents were interested in life-long learning coursework, such as art, music, photography, foreign languages, and computer science;
- 7% of respondents were interested in pursuing an AA/AS Degree or BA/BS degree in the next three years;
- 5% of respondents were interested in pursuing vocational/occupational programs in the next three years;

- 17% of respondents were interested in taking online courses;
- 45% of respondents were interested in evening courses offered Monday – Friday; 29% preferred courses offered during weekday mornings;
- Respondents were equally divided in terms of preferences for receiving education information via the mail or on the Internet.

#### SMCCCD Survey of San Mateo County Public High School Students: 2008

A survey designed to obtain the post-high school graduation plans of currently enrolled San Mateo County public high school juniors and senior was conducted by the SMCCCD in June 2008. Surveys were distributed to nine high schools and probed the following issues: students' general plans upon graduation, including attending college; specific reasons for choosing different types of colleges and universities; their awareness of concurrent college enrollment opportunities at the SMCCCD while still enrolled in high school; and their interest in online coursework at the SMCCCD. A total of 1,218 valid surveys were completed from the nine high schools participating in the survey. 38% of respondents were enrolled in the 11<sup>th</sup> grade, 62% were high school seniors. The total number of respondents represents 9% of all San Mateo County high school students enrolled in grades 11 and 12 during the 2007-08 academic year.

The key survey findings are as follows:

- 90% of respondents indicated that they were likely to enroll in post-secondary education after high school graduation. The remaining 10% indicated a preference for trade schools, military service or directly entering the labor force, or were undecided;
- Of those planning to attend a college or university, 56% indicated a preference for a 4-year institution; 29% indicated a campus in the SMCCCD; 10% indicated a California Community College outside the SMCCCD; and 5% were not certain;
- Those students planning not to attend an SMCCCD college indicated the following reasons: "Too close to home" – 37%; "Don't offer courses/programs that meet my needs" – 18%; "Looking for a college that provides an active social life"—16%;
- 25% of respondents indicated no interest in college-credit courses available to high schools students offered through the SMCCCD; and
- Of those students interested in concurrent enrollment through the SMCCCD, 63% indicated a preference for online coursework.



## Documentation:

Ref.#	Title	Location
2.1	2007 Self Study, p. 117	<a href="http://www.smccd.edu/accounts/csmaccredit/">http://www.smccd.edu/accounts/csmaccredit/</a>
2.2	Nursing Program Surveys: Students, Graduates, Nursing Faculty, and Employers	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/CSM_Nursing_Program_Surveys.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/CSM_Nursing_Program_Surveys.pdf</a>
2.3	County Residents Study: A Study of San Mateo County Residents Who Express Interest in Taking College Courses in the Next Three Years, October 2008	<a href="http://www.smccd.edu/edservplan/resources/files/cens-2008%20SMCCCD%20Needs%20Study%20Full%20Report.pdf">http://www.smccd.edu/edservplan/resources/files/cens-2008%20SMCCCD%20Needs%20Study%20Full%20Report.pdf</a>
2.4	Survey of San Mateo High School Juniors and Seniors, 2008	<a href="http://www.smccd.edu/edservplan/resources/files/cens-Public%20Junior%20and%20Senior%20Survey_V3.pdf">http://www.smccd.edu/edservplan/resources/files/cens-Public%20Junior%20and%20Senior%20Survey_V3.pdf</a>

**Standard I.B.7:** *The institution assesses its evaluation mechanisms through a systemic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

### Plan for Improvement:

3. Develop the capacity to systematically measure community needs in ways that can usefully inform program review and student learning outcomes evaluation processes throughout the college.

### Status: In Progress

#### Integrated Planning Model Components

This *Plan for Improvement* is consistent with the ACCJC Recommendation 1 to:

- Complete an Educational Master Plan
- Evaluate institutional plans based upon qualitative and quantitative data
- Promote a culture of evidence to improve institutional effectiveness

- Implement systematic methods of evaluating effectiveness, among other areas [emphasis added]

As discussed in the narrative for Recommendation #1, CSM completed the *College of San Mateo Educational Master Plan, 2008* and simultaneously implemented an Integrated Planning Model which relies on evidence-based decision-making to develop, implement, and evaluate its plans. Its new Program Review model, also implemented in 2008, reflects this focus on measuring program effectiveness based upon evidence. Woven into all these components of planning processes are mechanisms to “measure community needs.”

*Educational Master Plan, 2008 (EMP)*

The *EMP* provided a range of quantitative and qualitative data about not only CSM's students, but the broader community (Ref. 3.1). To create a comprehensive student profile, it provided trend data and analysis for numerous demographic variables, including: gender; age; ethnicity; day vs. evening enrollment patterns; prior educational level attained; degrees and certificates earned; majors and transfer majors; UC and CSU transfer destinations; and transfer rates to UC and CSU.

For information about the broader community, it provided data and analysis for a range of issues, including: effects of CSM's location and proximity; population growth in San Mateo county and the State; high school population trends; technology use and access; workforce and employment trends, unemployment; growth occupations for the region and the State; San Mateo county job projections, and postsecondary competitors.

In addition, the *EMP* reported on the two primary tools used to gather qualitative information—standardized surveys and focus groups. Structured surveys and focus groups occupy an important role in CSM's data gathering efforts, institutional diagnoses, and subsequent strategic planning. As reported in the *EMP*, CSM conducted a large focus group effort in 2007, *Students Speak*, to probe at the reasons affecting students' enrollment choices, the results of which have informed many institutional planning decisions, including outreach and website design (Ref. 3.2). As discussed throughout the *Midterm Report*, surveys of students, prospective students, graduates, employers, and the community at large have become critical tools in the evaluation of programs and of institutional effectiveness.

CSM is mindful that while the *EMP*'s data and analysis have been very useful for program planning and evaluation, the *EMP* has a shelf life and must be revisited and renewed regularly. A planning cycle calendar has also been designed to align all plans systematically with the six-year accreditation term (Ref. 3.3). So every six years a new *EMP* will be implemented, along with other collegewide plans (e.g. Enrollment Management, Technology, etc.). The current accreditation term is 2007/08 to 2012/13. Therefore the "Midterm Update" for the *EMP* is scheduled for the current academic year, 2010/2011. This structure is one mechanism to ensure that data and information are refreshed and used systematically.

#### New Program Review Model

As noted throughout this narrative, a new Program Review model for Instruction and Student Services was implemented in 2008 and revised in 2009 (Ref. 3.4). The model was also adapted in 2009 for use by instructional-support Labs and Centers. The guidelines for both the Annual and Comprehensive call for faculty to analyze a variety of types of data and set goals and make programmatic recommendations based upon that analysis.

To help "systematically measure community needs" the Comprehensive model, for example, includes the following elements:

- Comprehensive profile of students enrolled in the program provided annually by PRIE for instructional areas. Data are provided as *Core Program and Student Success Indicators*;
- SLO's analysis (including both course- and General Education/Institutional-level);
- Reflective Assessment of Internal and External factors (SWOT analysis); and
- Involvement of an "Advisory and Consultation Team (ACT), who may include educators from other institutions or professionals in relevant fields.

As discussed in *Recommendation #2: Student Learning Outcomes and Assessment*, General Education (Institutional) SLO's have been assessed institution-wide through a standardized survey of students as well as addressed in local Program Reviews.

#### Collegewide Plans

As noted in *Recommendation 1*, the five current collegewide plans (e.g., *Technology Plan*) now conform to a common structure and are synchronized with the accreditation cycle (Ref. 3.5). In addition to addressing how the plan will reflect and address CSM's *Institutional Priorities, 2008-2011*, each collegewide

plan includes a narrative analysis of data and information that supports its recommendations. This information is informed by findings from the EMP, Program Reviews, survey results, additional environmental scans, and other systematic ways of measuring community needs.

Office of Planning, Research, and Institutional Effectiveness (PRIE)

As also noted in Recommendation 1, PRIE has played an active role in helping support and sustain the Integrated Planning Model. As its capacity is increased by additional staff in Fall 2010, it will continue to pursue additional methods for measuring community needs.

**Documentation:**

Ref.#	Title	Location
3.1	College of San Mateo Educational Master Plan, 2008	<a href="http://collegeofsanmateo.edu/prie/emp.php">http://collegeofsanmateo.edu/prie/emp.php</a>
3.2	Students Speak (Focus Group Report)	<a href="http://collegeofsanmateo.edu/prie/campus_climate/campus_climate.php">http://collegeofsanmateo.edu/prie/campus_climate/campus_climate.php</a>
3.3	College of San Mateo's Planning Cycle: 2005/2006 to 2016/2017	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/CSMPlanningCycleAllPlans9-1-09.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/CSMPlanningCycleAllPlans9-1-09.pdf</a>
3.4	Program Review, Online Resources & Information	<a href="http://collegeofsanmateo.edu/prie/program_review/program_review.php">http://collegeofsanmateo.edu/prie/program_review/program_review.php</a>
3.5	Key Elements for Issue-specific College-wide Plans	<a href="http://www.collegeofsanmateo.edu/institutionalcommittees/">http://www.collegeofsanmateo.edu/institutionalcommittees/</a>

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**Standard II.A.1.b:** *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

**Plan for Improvement:**

- Identify ways to strengthen distance learning, Honors, and Global Studies programs.

**Status: In Progress**

### Distance Learning Program

See narrative for ACCJC "Update" to Recommendation 3, Distance Education.

### Honors and Global Studies Programs

Standard II.A.1.b states that the institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The Honors Program and the Global Studies Program are among the specialized programs that CSM offers to enhance learning. The 2007 *Self Study* noted the low enrollment in these programs and recommended that the College identify ways to strengthen them.

An initial discussion of the Honors Program took place in Committee on Instruction (COI) during Spring 2010 (Ref. 4.1). The COI Chair provided background on the program at CSM, which was last active in 2008-2009. The program was impacted by the severe budget constraints of that year.

The Chair also reported on honors programs at several other community colleges. A summer subcommittee was formed to review the requirements for honors programs and identify options for reconstituting the program at CSM. The full committee will discuss these options in Fall 2010, solicit feedback from the faculty at large, and determine whether and when to bring back the Honors Program, what form it would take, and what resources would be required.

The program has strong support from the President. It addresses CSM's *Institutional Priorities: Priority 2: Academic Excellence*, one of whose objectives is to "increase the viability of the Honors Program" (Ref. 4.2).

An initial discussion of the Global Studies Program took place in COI in May 2010, including the possibility of expanding its current Certificate of Specialization into an option of the Interdisciplinary Studies major (Ref. 4.3). This discussion will be continued in Fall 2010 when the relevance of the Global Studies program is examined. COI will also investigate a new transfer path provided by the recently approved Global Studies Online program at San Jose State University. CSM intends to consider whether Global Studies is viable at CSM.

The Committee on Instruction plans to have recommendations in place for both the Honors and Global Studies programs by end of the 2010-2011 academic year.

**Documentation:**

Ref. #	Title	Location
4.1	Minutes, Committee on Instruction, February 2, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/4.draftCOI%20Minutes%205-13-10.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/4.draftCOI%20Minutes%205-13-10.doc</a>
4.2	CSM Institutional Priorities, 2008-2011	<a href="http://collegeofsanmateo.edu/prie/institutional_documents.php">http://collegeofsanmateo.edu/prie/institutional_documents.php</a>
4.3	Draft Minutes, Committee on Instruction, May 13, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/4.draftCOI%20Minutes%205-13-10.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/4.draftCOI%20Minutes%205-13-10.doc</a>

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**Standard II.A.2.b:** *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

**Plan for Improvement:**

5. Identify additional academic programs that would benefit from consultation with advisory boards and encourage the establishment of new advisory boards where appropriate.

**Status: In Progress**

Note: The following plans will also be addressed in the narrative for Plan #5 as they involve related issues:

- #8 Consider using employer surveys as a potential source of data for assessment for vocational programs, as appropriate.
- #9 Consider establishing advisory committees for all vocational programs.

### Building Capacity

As noted in the 2007 *Self Study* and the narrative for *Plan#2*, soliciting feedback from the community is a challenge: "The problem of surveying and optioning feedback from the community at large in a systematic way is costly and difficult" (Ref. 5.1).

CSM has been building new capacity for institutional research and community assessment in creating a new Office of Planning Research, and Institutional Effectiveness in 2008. One recent outcome has been PRIE's work in Spring 2010 in developing and administrating the planning, campus climate and satisfaction, and online learning feedback surveys to faculty, staff, administrators and students. (For detail, see *Recommendation 8*.) In all, since 2008 PRIE had developed and administrated 25 surveys to a range of constituencies for various types of program assessment.

In Fall 2010 PRIE will expand its capacity even more by hiring a research analyst. This will allow the office to conduct community surveys in this year of Chamber of Commerce members and of a San Mateo County network of non-profits to probe at employer needs and perceptions of the College. In addition, PRIE will create a centralized location on it web resources page to list all program Advisory Groups, including a place to post Advisory Group meeting agendas and related document.

### Advisory Groups

In 2006 CSM has adopted a formal policy and mission statement regarding the role of occupational advisory committees. This policy states:

Advisory committee(s) are an essential part of the college. They serve as a link between the college and the community. Broadly stated, the responsibility of the college's advisory committees is to counsel the faculty and administrators regarding the programs in specific occupational and service areas. Members are asked to attend one or two meetings each year and provide open and honest feedback regarding the occupational program or college service (Ref. 5.2).

Advisory committees provide the following:

- Guidance to align program curriculum to industry needs and expectations;
- Alert the college to industry and labor market trends that may impact the college curriculum and services;



- Provide specialized information and advice on changes in technical requires necessary for the effective operation of college programs;
- Maintain channels of communication and foster cooperative relationships between the college, industry, and various organizations interested in college programs;
- Help recruit qualified technical personnel to serve as adjunct instructors;
- Assist with job placement of program graduates.

In many of the vocational programs, instructional faculty are either exclusively or primarily adjuncts and are active in their respective professional fields. These include: Building Inspection, Fire Technology, Real Estate, and Alcohol & Other Drug Studies. These adjunct faculty serve as the de facto advisory group for the development of new curricula, to keep current on industry/regulatory changes and introduce us to other leaders in the field. These departments utilize the department meetings as the advisory council for industry input.

In addition, the departments of Cosmetology, Computer and Information Sciences, and the newly-formed Digital Media (which is a consolidation of 4 programs —Journalism, Multimedia, Graphics, and Broadcasting) have advisory groups which meet regularly. In the case of the Digital Media program, industry professionals participated in the design of the new curriculum. Some advisory groups also include students currently enrolled in a college occupational program, e.g., Dental Assisting.

In the health professions, both Dental Assisting and Nursing along with oversight from their advisory groups, regularly survey their students, recent graduates, and prospective employers. Results from these surveys are used as “quality assurance” feedback. (For detail about the multiple survey instruments employed by the Nursing program, see *Nursing Program Surveys: Students, Graduates, Nursing Faculty, and Employers*. (Ref. 5.3))

The following programs have developed plans for the 2010/2011 academic year which include the establishment of advisory groups: Accounting, Business Administration and Management, Business Microcomputers, and Electronics. In addition, two programs are currently on program hiatus: Welding and Machine Tool Technology. If restored, the College would reconstitute the Advisory Councils for those to disciplines.



### Other Sources of Labor Market Information

In addition to employer surveys and advisory group feedback, another source of data for evaluating occupational programs is the labor market data provided by the State of California, Employment Development Department (Ref. 5.4).

This online site contains a wealth of local, county, regional, and statewide data on a variety of topics including: unemployment rates by industry/profession; wage rates by industry/profession; economic indicators; occupational profiles; career information; and user-initiated custom data reports. Another online source for labor market data utilized by some technology programs is published by the Centers of Excellence (Ref. 5.5). The data and information provided by the Centers is specifically designed for use by the California Community Colleges, businesses, workers, and job seekers, especially in key growth industries:

### Educational Master Plan (EMP)

The CSM *EMP* addressed, in part, the College's ability to address and respond to changing community needs (Ref. 5.6). In particular, shifts in the economy require that the College adjust its curricula to address emerging job markets.

Accordingly, the *EMP* relied heavily upon labor market data from the two online databases available through State of California Employment Development database and the Centers of Excellence. Workforce and employment trend data and projections were analyzed to create a profile of both emerging and fastest growing occupations as well as shrinking occupations in both San Mateo County and the greater San Francisco Bay Area.

The *EMP* also utilized an online database provided by the California Postsecondary Education Commission (CPEC) to analyze CSM's market niche, in terms of vocational program offerings, among postsecondary educational "competitors" within both 30- and 60-mile radiuses (Ref. 5.7).

As discussed in the narrative for *Plan #3*, the *EMP* must be revisited and data updated regularly. In alignment with the six-year accreditation term, a new *EMP* will also be implemented every six years. The current accreditation term is 2007/08 to 2012/13 and thus the "Midterm Update" for the *EMP* is scheduled for the current academic year. This structure is one mechanism to ensure that data and information are relevant and used systematically.

**Documentation:**

<b>Ref.#</b>	<b>Title</b>	<b>Location</b>
5.1	2007 Self Study, p. 117	<a href="http://www.smccd.edu/accounts/csmaccredit/">http://www.smccd.edu/accounts/csmaccredit/</a>
5.2	College of San Mateo Occupational Advisory Committees, Mission and Purpose	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/CSM_Advisory_Committee_MissionStatement.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/CSM_Advisory_Committee_MissionStatement.pdf</a>
5.3	Nursing Program Surveys: Students, Graduates, Nursing Faculty, and Employers	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/CSM_Nursing_Program_Surveys.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/CSM_Nursing_Program_Surveys.pdf</a>
5.4	State of California, Employment Development Department, Online Resources	<a href="http://www.labormarketinfo.edd.ca.gov/">http://www.labormarketinfo.edd.ca.gov/</a>
5.5	Centers of Excellence, Online Resources	<a href="http://www.coeccc.net/about_overview.asp">http://www.coeccc.net/about_overview.asp</a>
5.6	College of San Mateo Educational Master Plan, 2008	<a href="http://collegeofsanmateo.edu/prie/emp.php">http://collegeofsanmateo.edu/prie/emp.php</a>
5.7	California Postsecondary Education Commission, Online Resources	<a href="http://www.cpec.ca.gov/FiscalData/Steps.asp">http://www.cpec.ca.gov/FiscalData/Steps.asp</a>

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**Standard II.A.2.c:** *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

**Plan for Improvement:**

- Develop an evaluation instrument for distance learning that parallels the existing evaluation instrument for classroom teaching; this evaluation instrument will then need to be negotiated to become part of the faculty contract.

**Status:** *In Progress*

When the Distance Education Committee (DEC) was formed in 2008 as one of the institutional committees that report to the Institutional Planning Committee (IPC), committee members began substantive discussions about an evaluation instrument and reviewed various models. Because of a structural reorganization of the committee in Spring 2010, a specific evaluation instrument has not been developed. A goal for the new committee, however, has been to assist the District in adopting a new instrument (Ref. 6.1).

On September 17, 2010, the Co-Chairs of IPC will direct DEC to develop a template to be forwarded to SMCCCD's Vice Chancellor of Human Resources and Employee Relations for consideration (Ref. 6.2).

### Documentation:

Ref. #	Title	Location
6.1	Distance Education Committee, Summer 2010 Workplan (Linked to December 2009 Follow-Up Report, Gap Analysis of Distance Education)	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/CSM%20DistanceEd%20Summer2010%20Lead%20Assignments.xls">http://collegeofsanmateo.edu/institutionalcommittees/docs/CSM%20DistanceEd%20Summer2010%20Lead%20Assignments.xls</a>
6.2	Agenda, Institutional Planning Committee, September 17, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/ipc.asp">http://collegeofsanmateo.edu/institutionalcommittees/ipc.asp</a>

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**Standard II.A.3.b: *A capability to be a productive individual and life long learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.***

### Plan for Improvement:

- Review the current general education requirements and begin a discussion of whether a computer literacy requirement should be included and whether to directly address information competency as a requirement.

**Status: Completed**

CSM has completed its review of general education requirements with respect to computer literacy and information competency. The College determined that basic computer literacy is embedded in the current degree requirements and found no need for a modification of general education in this area. However, CSM also found deficiencies in students' ability to find and use appropriate information in college-level research. This led to the development of an information competency graduation requirement that becomes effective Fall 2010 (Ref. 7.1).

At the time of the 2007 *Self Study*, CSM's general education requirements addressed information competency indirectly through the learning outcomes for the Language and Rationality area and for a specific discipline, Natural Sciences. CSM's general education requirements did not include computer literacy as a requirement.

Computer literacy and information competency were discussed by the Committee on Instruction (COI) (Ref. 7.2). Noted in the discussion was that computer literacy may be demonstrated by the type of work that students complete to be successful in a course. Committee members were asked to discuss with their Divisions' faculty possible means of addressing computer literacy and information competency. In Spring 2008, surveys of students and of faculty were conducted to assess the information competency of CSM students (Ref. 7.3). As reported to the Academic Senate Governing Council, both surveys indicated competency deficiencies (Ref. 7.4, Ref. 7.5). In Fall 2009, a five-member subcommittee, including the Library's COI representative, was formed to consider ways to improve information competency (Ref. 7.6, Ref. 7.7).

In Spring 2009, the subcommittee recommended that CSM adopt an information competency requirement and that students be able to satisfy the requirement through a passing score on an Information Competency pre-test, completion of a stand-alone library course, or completion of an integrated subject course (Ref. 7.8). COI accepted this recommendation for implementation effective Fall 2010 (Ref. 7.9). In addition, the committee noted that students apply to CSM using the internet, take computerized placement tests, receive registration information by email, use the internet to register for classes, and use word processing software to complete assignments in English 100, which became the English competency requirement effective Fall 2009. In effect, basic computer literacy is required for a student to matriculate and successfully complete degree requirements, so an additional computer literacy requirement is not necessary.

Guidelines for integrated subject courses that satisfy the information competency requirement were developed by the information competency subcommittee and accepted by COI in December 2009 (Ref. 7.10). Effective in Fall 2010, the Associate in Arts/Sciences Degree Requirements include information competency, which may be satisfied by coursework or testing (Ref. 7.11).

*CSM's new Information Competency standard is based upon the following principles:*

Information competency, sometimes referred to as information literacy, consists of the ability to locate, evaluate and ethically use the information that satisfies an information need. College of San Mateo's Information Competency Standard is derived from the information competency position statement set forth by the American Association of Community Colleges (AACC) which is derived from the Information Literacy Competency Standards for Higher Education issued by the Association of College and Research Libraries (ACRL).

Community college students must be information literate learners who can:

- Determine the extent of information needed
  - Access the needed information effectively and efficiently
  - Evaluate information and its sources critically
  - Incorporate selected information into one's knowledge base
- 
- Use information effectively to accomplish a specific purpose
  - Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally
- (Ref. 7.12, Ref. 7.13)

CSM's *Information Literacy Competency Mission Statement* and details about the Library's services and programs to support this competency are posted online: <http://www.collegeofsanmateo.edu/library/infolit.php>.

### **Documentation:**

<b>Ref. #</b>	<b>Title</b>	<b>Location</b>
7.1	College of San Mateo Information Competency Equivalency Policy, Fall 2010	<a href="http://collegeofsanmateo.edu/library/info_comp.php">http://collegeofsanmateo.edu/library/info_comp.php</a>

7.2	Committee on Instruction, Minutes, 11/8/2007	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COIMinutes11-8-2007.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COIMinutes11-8-2007.pdf</a>
7.3	Student Research Skills: Faculty Survey, Spring 2008	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/7-Student%20Research%20Skills%20-%20Faculy%20Survey%20Spring2008.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/7-Student%20Research%20Skills%20-%20Faculy%20Survey%20Spring2008.pdf</a>
7.4	Academic Senate Governing Council Minutes, 12/16/2008	<a href="http://collegeofsanmateo.edu/academicsenate/meetings_minutes.asp">http://collegeofsanmateo.edu/academicsenate/meetings_minutes.asp</a>
7.5	CSM Information Literacy Testing Report, Fall 2008	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/7-CSM%20Info%20Lit%20Report%20Testing%20Report%20Fall%202008.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/7-CSM%20Info%20Lit%20Report%20Testing%20Report%20Fall%202008.pdf</a>
7.6	Committee on Instruction, Minutes, 10/9/2008	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COI%20Minutes%2010-09-08.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COI%20Minutes%2010-09-08.pdf</a>
7.7	Committee on Instruction, Minutes, 11/13/2008	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COI%20Minutes%2011-13-08.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COI%20Minutes%2011-13-08.pdf</a>
7.8	Committee on Instruction, Minutes, 4/16/2009	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COI%20Minutes%204-16-09.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COI%20Minutes%204-16-09.doc</a>
7.9	Committee on Instruction, Minutes, 5/14/2009	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COI%20Minutes%205-14-09.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/7.COI%20Minutes%205-14-09.doc</a>
7.10	Committee on Instruction, Minutes, 12/10/2009	<a href="http://collegeofsanmateo.edu/library/docs/CSM_Library_Newsletter_Fall.pdf">http://collegeofsanmateo.edu/library/docs/CSM_Library_Newsletter_Fall.pdf</a>
7.11	College of San Mateo Catalog, 2010-2011	<a href="http://www.collegeofsanmateo.edu/schedule/">http://www.collegeofsanmateo.edu/schedule/</a>
7.12	American Association of Community Colleges (AACC) Position Statement on Information Literacy	<a href="http://sites.scc.spokane.edu/ncir/InfoLit_statement.htm">http://sites.scc.spokane.edu/ncir/InfoLit_statement.htm</a>
7.13	College of San Mateo Information Competency Resources	<a href="http://collegeofsanmateo.edu/library/info_comp.php">http://collegeofsanmateo.edu/library/info_comp.php</a>

**Standard II.A.5: *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.***

**Plan for Improvement:**

8. Consider using employer surveys as a potential source of data for assessment for vocational programs, as appropriate.

**Status: In Progress**

See narrative for Plan #5.

**Plan for Improvement:**

9. Consider establishing advisory committees for all vocational programs.

**Status: In Progress**

See narrative for Plan #5.

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**Standard II.B.4: *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.***

**Plan for Improvement:**

11. Seek ways to refine, develop, and improve direct methods of assessing student learning in student services programs.

**Status: Completed**

In order to address this plan for improvement, the Vice President of Student Services, Dean of Counseling, and a Student Services faculty member who coordinates the SLO's for Student Services met to discuss the progress made to date with this recommendation. Measurable progress has been made in defining, refining, and improving the methods of assessing student learning in student services programs. This assessment is now well established within all Student Services programs.

Since the time of 2007 *Self Study*, all Student Services departments have (Ref. 11.1, Ref. 11.2):

- Developed SLO's and determined the method of assessment(s);
- Completed all the steps in the Student Learning Outcomes and Assessment Cycle process and made recommendations for program improvement based on the SLO outcome information;
- Rotated their SLO's as appropriate, and;
- Received SLO training and updates at counselor meetings, student services "leads" meetings, and flex day activities. The faculty coordinator for Student Services SLO's provides assistance, as needed, and provides reminders, as does the Vice President, of the deadlines for submission of SLO information.

In addition, the faculty teaching CRER 120 courses have administered to students a pre- and post-test about campus resources, which usually shows an increase in learning. The instructors have begun to evaluate the post-test answers to determine which of the answers students most frequently miss. They plan to evaluate the top three most frequently missed questions and determine how to better instruct students about those concepts.

Finally, the faculty coordinator for SLO's for Student Services serves on the SLOAC (SLO Assessment Committee). This ensures that Student Services receives updated information regarding SLO activities.



### Documentation:

Ref.#	Title	Location
11.1	Instructional and Student Support Services: Student Learning Outcomes	<a href="http://collegeofsanmateo.edu/sloac/slos_instructional/index.asp">http://collegeofsanmateo.edu/sloac/slos_instructional/index.asp</a>
11.2	Inventory of SLO's Completed, Student Services, 2008-2009, August 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/SLO_Inventory_StudentServices_2008-09_08-2010.docx">http://collegeofsanmateo.edu/institutionalcommittees/docs/SLO_Inventory_StudentServices_2008-09_08-2010.docx</a>

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**Standard II.C.1.a: *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.***

### Plan for Improvement:

12. Review the adequacy of staffing and materials budgets.

### Status: In Progress

As noted throughout this narrative, outcomes from Program Reviews are used in the annual planning processes, the development of institutional priorities, and the allocation of resources and staffing. Recent Library Program Reviews for 2009 and 2010 have used this mechanism to examine the inadequacy of funding for library materials and document the library staff's concern about the impact of insufficient staffing (Ref. 12.1, Ref. 12.2).

### Materials Overview

The lack of adequate funding for materials has resulted in an outdated collection that does not match current student and faculty needs. A 2007 report comparing the CSM library's collection with Association of College and Research Libraries (ACRL) recommended titles revealed that CSM held less than ten percent of those titles (Ref. 12.3). An *Age of Collection* report also revealed that fewer than 10 percent of the surveyed library collection had been published in the last 10 years (Ref. 12.4). In fiscal year 2008/09 (excluding funds from TTIP) the CSM library expenditure was \$8.98, more than seventy-five percent less than ACRL recommended minimum funding levels (Ref. 12.5).

The wealth of information available via the internet may suggest that it is no longer vital to the College's mission to purchase books, periodicals, and online databases. However, students do not necessarily have the information competency skills or financial resources to access resources on their own. (See Information Competency Requirement, *Plan #7*.) Thus, the demand for library resources remains strong. Evidence of this demand includes data for the overall circulation use of materials that are used in the library but not checked out; and the number of unique user sessions on online database and periodical resources for which the library could obtain use counts (For detail see *Library Usage Data: 2007-2009*. (Ref. 12.6))

### Funding

The library has regularly received varying amounts of allocations through the state of California via block grants (Instructional Equipment and Library Materials) for books, furniture and equipment; Technology and Telecommunications Infrastructure Program (TTIP) for online database, periodicals, and computers; and the California State Lottery (Instructional Materials Fund) for traditional print books and periodicals. In 2003 CSM began substituting funds generated through the California lottery to offset all college-based funding for books and subscription materials.

The library recognizes that the College has faced a considerable budget crisis over the last few years which has required major cuts to its general fund. TTIP funds have been eliminated and other State Fund 3 support also has been reduced or eliminated.

### Staffing

Staffing of the library has been below minimum standards recommended in 1994 by ACRL. According to the 1994 standards a single-campus college library's minimum full-time staff should include 5 librarians and 5 technicians. The library currently has 2 full-time librarians and 3 full-time library technicians. While additional permanent staff includes a .60 library media technician, a .53 instructional aide and 1.31 adjunct librarians, staffing is below ACRL's recommended staffing levels. (For detail see *Library Staffing Data*. (Ref. 12.7))

Compared to its two sister colleges, the CSM Library has the highest ratio of students to full-time librarians in the District. A comparison of the ratio of FTE students to FTE librarians among several like colleges further demonstrates the relative low levels of CSM library staffing (Ref. 12.7).

In addition, librarians and technical support classified library staff are expected to be responsible for increasingly complex tasks in today's modern library. (For detail see *Library Staff Responsibilities: Librarians and Classified Staff*. (Ref. 12.8))

#### Processes and Strategies for Addressing Funding Gaps

The College recognizes the central role of the library in supporting faculty and students and is addressing this need in the context of the budget crisis. In Spring 2010, the Instructional Administrators made a recommendation to College Council that 87% of the instructional materials fund to be allocated at that time be used to support library materials, \$60,000 of a total budget of \$68,700 (Ref. 12.9).

The library is pursuing a variety of strategies to address these materials' funding challenges. Some costs have been defrayed by academic departments and small grants. While the library has identified potential external funding sources, the College needs the ability to support grant and fundraising efforts. CSM's *Budget Plan: 2009/10 to 2012/13* includes a goal to address CSM's current lack of capacity for fundraising and grants development (Ref. 12.10).

In addition the Library Director has met with campus Budget Planning Committee (BPC) on April 19, 2010 to discuss the inadequate college support for stable, ongoing, predictable funding for materials (Ref. 12.11). It is expected that library funding will be addressed by BPC in the 2010/11 academic year.

The Library Director is pursuing staffing requests through CSM resource allocation processes. One short-term strategy is to convert adjunct faculty positions into a full-time position. While mindful of the severe resource limitations CSM faces, Library staff hope to close the staffing gaps within the next few years.

Finally, some of these gaps may be addressed more systematically by SMCCCD's new parcel tax. On June 8, 2010, local voters approved Measure G, a \$34 annual parcel tax for four years. Among the Measure G goals is "Keep[ing] libraries open and maintain[ing] library services" (Ref. 12.12). The scope of support from Measure G for the library, while promising, is yet undefined.

## Documentation:

Ref. #	Title	Location
12.1	2009 Library Annual Program Review	<a href="http://collegeofsanmateo.edu/prie/program_review/Instructional%20annual%20program%20reviews.php">http://collegeofsanmateo.edu/prie/program_review/Instructional annual program reviews.php</a>
12.2	2010 Library Annual Program Review	<a href="http://collegeofsanmateo.edu/prie/program_review/Instructional%20annual%20program%20reviews.php">http://collegeofsanmateo.edu/prie/program_review/Instructional annual program reviews.php</a>
12.3	2007 Bowker Analysis of CSM Library compared to titles recommend by ACRL	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.Library%20Materials%20-%20ACRL%20-Bowker%20%20-CSM%20Library%20Books%20Comparison%202008.xls">http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.Library%20Materials%20-%20ACRL%20-Bowker%20%20-CSM%20Library%20Books%20Comparison%202008.xls</a>
12.4	CSM Library Age of Collection Report (2007)	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.CSM%20Library%20Age%20of%20Collection%20Report%202007.xls">http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.CSM%20Library%20Age%20of%20Collection%20Report%202007.xls</a>
12.5	Standards for Community, Junior, and Technical College Learning Resource Programs, Association of College and Research Libraries,	<a href="http://docs.google.com/viewer?a=v&amp;q=cache:12VCYrT0GXsJ:www.nacc.edu/sacs/ACRLstandards.pdf+acrl+standards+1994&amp;hl=en&amp;gl=us&amp;pid=bl&amp;srcid=ADGEESHnnbAmFvZoCdnaddFpc-SpFVqGNeO9_hLQu_pAafNeBu6tGWJUq_TolfhbytPTROH6c6uTBPEOGIKtZS2-A62DhO1bfRiV47_iNeYIB_SgX6gm_N7rvZe9xeyCFhLNNLeKGUwd&amp;sig=AHIEtbQKYdrmiojx2DV-uLNwF7ym1_W7Sg">http://docs.google.com/viewer?a=v&amp;q=cache:12VCYrT0GXsJ:www.nacc.edu/sacs/ACRLstandards.pdf+acrl+standards+1994&amp;hl=en&amp;gl=us&amp;pid=bl&amp;srcid=ADGEESHnnbAmFvZoCdnaddFpc-SpFVqGNeO9_hLQu_pAafNeBu6tGWJUq_TolfhbytPTROH6c6uTBPEOGIKtZS2-A62DhO1bfRiV47_iNeYIB_SgX6gm_N7rvZe9xeyCFhLNNLeKGUwd&amp;sig=AHIEtbQKYdrmiojx2DV-uLNwF7ym1_W7Sg</a>
12.6	CSM Library Usage Data: 2007-2009	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.Library%20Usage%20Data2007-2009.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.Library Usage Data2007-2009.pdf</a>
12.7	CSM Library Staffing Data	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.Library%20Staffing%20Data.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.Library Staffing Data.pdf</a>
12.8	CSM Library Staff Responsibilities: Librarians and Classified Staff	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.LibraryStaffResponsibilitiesCSM.PDF">http://collegeofsanmateo.edu/institutionalcommittees/docs/Ref.LibraryStaffResponsibilitiesCSM.PDF</a>
12.9	Instructional Deans' Recommendation for Instructional Materials Funds' Allocation	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/INSTRUCTIONAL-MATERIALS-FUNDS%20ApprovedSpring-2010.doc">http://collegeofsanmateo.edu/institutionalcommittees/docs/INSTRUCTIONAL-MATERIALS-FUNDS ApprovedSpring-2010.doc</a>
12.10	CSM Budget Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>
12.11	Minutes, April 19, 2010, Budget Planning Committee	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>

12.12	San Mateo County Measure G Text, June 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/16-San%20Mateo%20County%20Measure%20G%20June%202010%20.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/16-San%20Mateo%20County%20Measure%20G%20June%202010%20.pdf</a>
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### **Plan for Improvement:**

13. Update the Library Information Technology Plan.

### **Status: In Progress**

At this time the Library Directors at each college within the SMCCCD and SMCCCD's Chief Technology Officer reached consensus to not develop a new Library Information Technology Plan. The last plan, *Library Information Technology Plan 2000-01 to 2004-05*, was developed for the SMCCCD libraries by an outside consultant and there is not a lot of interest among the libraries or available resources to work with a consultant at this time (Ref. 13.1).

As noted above, SMCCCD's Chief Technology Officer sits on the administrative council of the Peninsula Library System (PLS) and participates in the development of PLS system-wide technology plans that include CSM and the other college libraries. The District and the libraries will need to address how they will continue to support PLS obligations with the demise of the State's Telecommunications and Technology Infrastructure Program funds.

In the meantime, the libraries are working on their own campuses at a local level to secure needed resources and technology.

### **Documentation:**

Ref.#	Title	Location
13.1	SMCCCD's Library Information Technology Plan, Cañada College, College of San Mateo, Skyline College: 2000-01 to 2004-05	<a href="http://collegeofsanmateo.edu/prie/institutional_documents/SMCCCDLibraryTechPlan2000-2005.pdf">http://collegeofsanmateo.edu/prie/institutional_documents/SMCCCDLibraryTechPlan2000-2005.pdf</a>

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**Standard II.C.1.b:** *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

**Plan for Improvement:**

14. Implement Web 2.0 technologies to improve access to information competency instruction for both on-campus and distance education students.

**Status: In Progress**

While the text of the *Plan* puts emphasis on implementing Web 2.0 technologies, the primary intent of the plan was to improve access to information competency instruction for on-campus and distance education students.

The library has made significant progress in relation to this plan. The library webpage has been revised and incorporates several web 2.0 technologies including Facebook, Twitter, Instant Messaging, RSS feeds, and a blog (Ref. 14.1). Improving access to information competency instruction (including Web 2.0) for both on-campus and distance education students is also Goal #3 of *College of San Mateo's Technology Plan 2009/10 to 2012/13* (Ref. 14.2).

In the 2009/2010 academic year librarians presented workshops for faculty, students, and staff on Web 2.0 technologies (Ref. 14.3, Ref. 14.4).

While both on-campus and distance education students can access the library's services via the internet and enroll in online courses that teach information competency skills, the library is working to develop and deliver additional options for exclusively online students to access information competency training.

**Documentation:**

Ref.#	Title	Location
14.1	CSM Library Webpage	<a href="http://collegeofsanmateo.edu/library/">http://collegeofsanmateo.edu/library/</a>
14.2	CSM's Technology Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/technology.asp">http://collegeofsanmateo.edu/institutionalcommittees/technology.asp</a>

14.3	Web 2.0 Workshops for Students	<a href="http://collegeofsanmateo.edu/library/newsletter/volume2.htm">http://collegeofsanmateo.edu/library/newsletter/volume2.htm</a>
14.4	Web 2.0 Workshops for Faculty	<a href="http://collegeofsanmateo.edu/library/docs/CSM_Library_Newsletter_Fall.pdf">http://collegeofsanmateo.edu/library/docs/CSM_Library_Newsletter_Fall.pdf</a>

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**Standard II.C.1.c:** *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

**Plan for Improvement:**

15. Investigate sources of funding to increase library hours.

**Status: In Progress**

The *Plan for Improvement* was recommended as a strategy to help address the problem of scarce resources. The plan to investigate sources of funding to increase library hours is ongoing; however, efforts to solicit funds to restore lost hours have not yet been successful.

The Library Director has explored a prospect of a library campaign with San Mateo County Community College District Foundation. At this time fundraising to solicit funds to increase library hours is not within the scope of the foundation's work. As noted in the narrative for *Recommendation 7*, this lack of capacity may be remediated by CSM's *Budget Plan: 2009/10 to 2012/13's* goal to support fundraising and grants' development (Ref. 15.1). In addition, the Library Advisory Committee's role in fundraising will need to be re-examined once a new chairperson is appointed for the 2010-2011 academic year.

Library staff have consulted the Foundation Center in San Francisco to compile a list of potential funding organizations currently under review by the Library Director (Ref. 15. 2). A community volunteer has agreed to work on establishing a "Friends of the CSM Library" group. Among the goals of the group will be to raise funds to support library resources and service hours. And as noted above, Measure G may provide support to the Library.



Over the next few years the demand for on-campus library services will depend on multiple factors including the campus progress in the implementation of computer and internet based modalities for the delivery of instruction, student, and instructional support services. CSM's recent decision to substantially reduce television-based distance education courses may impact the demand for library access beginning Fall 2010. If the library is successful in implementing an electronic reserves system, it may be possible to migrate CSM's reserve materials to online access formats which may also impact demand for campus service hours. Another factor that may impact the demand for library hours will be the operating hours, study spaces, and support services available in a new centralized learning center being planned for Building 10 slated to open in 2011.

In the meantime, the library will continue to observe usage trends, analyze the results of the Spring 2010 surveys of faculty and student users (Ref. 15.3, Ref. 15.4), and conduct a poll of students during the Fall 2010 semester to determine their needs for on-campus library hours. Depending on their responses, the library will continue to pursue or abandon looking for ways to increase library hours.

#### **Documentation:**

<b>Ref.#</b>	<b>Title</b>	<b>Location</b>
15.1	College of San Mateo's Budget Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>
15.2	Foundation Center of San Francisco Resources	<a href="http://foundationcenter.org/sanfrancisco/">http://foundationcenter.org/sanfrancisco/</a>
15.3	College of San Mateo Faculty and Administrators' Survey: Spring 2010	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=284">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=284</a>
15.4	College of San Mateo Student Survey: Spring 2010	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=281">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=281</a>

#### **Plan for Improvement:**

16. Investigate options for implementing electronic reserves.

**Status: In Progress**



Implementation of this *Plan* provides the opportunity for CSM to provide comparable access to course reserves for distance education students.

Library course reserves facilitate the ability of faculty to provide students with access to instructional support resources that are in high demand and have limited availability. In most cases reserve items can be checked out for a few hours at a time and must be used in the library (Ref. 16.1). While students enrolled in distance learning have access to a vast array of online library resources through the library's website (<http://www.collegeofsanmateo.edu/library>), materials in the course reserves collection are not online. An online course reserve system would address this deficiency and has the potential to strengthen the fabric of CSM's instructional support services.

Implementation of the plan has been affected by a number of factors: the scarcity of fiscal and human resources to implement and support the plan at Peninsula Library System, the District, and the College; limited technological proficiency among faculty to create and format materials in appropriate digital formats; and limited faculty awareness of copyright law as it applies to transmission of digital objects for in educational institutions.

However, the need to implement e-reserves continues to be articulated at the College. CSM's *Substantive Change Proposal for Distance Education*, submitted January, 2010, and subsequently approved by ACCJC, notes the library's goal to provide electronic reserves services (Ref. 16.2). Goal #5 of the library's 2009-2010 Program Review concerns the yet unmet need for electronic reserves (Ref. 16.3).

The Library Director has explored several solutions with other District Library staff and District's Information Technology Services (ITS) as this must be addressed as a system. The three colleges in SMCCCD are members of PLS which is comprised of 35 libraries in San Mateo County. The computer servers that support PLS are housed at SMCCCD and are partially supported by ITS. SMCCCD's Chief Technology Officer sits on the PLS administrative council and participates in the development and implementation of the library and PLS's technology goals.

This *Plan* is gaining momentum. In April 2010, the Library Directors from CSM and Skyline, SMCCCD's Chief Technology Officer, and the PLS' Director of IT, met with Millennium Media Management staff to examine their options for delivering e-reserves (Ref. 16.4). Participants agreed that Millennium Media offers a viable product and are awaiting a price bid.

The challenge remains how to fund implementation of e-reserves, including initial purchase price, implementation, and ongoing maintenance. For several years the CCCCCO's TTIP allocated funds to support library technology and educational computing. These funds are no longer available.

The library is looking for funding streams to fill the gap. As noted earlier, the Library Director has made presentations to institutional committees concerned with fiscal planning to discuss impact on the Library from the loss of TTIP funds, including Budget Planning Committee and the Instructional Administrators (Ref. 16.5, Ref. 16.6). Measure G, the new parcel tax, has a provision to support the District Libraries (Ref.16.7, Ref.16.8). Yet the scope of funding, while promising, is not yet defined. Depending upon budget forecasts for this academic year and the next, the library may have to reevaluate the viability of pursuing this *Plan*.

### Documentation:

Ref.#	Title	Location
16.1	CSM's Library Reserves FAQ	<a href="http://collegeofsanmateo.edu/library/college_reserves.php">http://collegeofsanmateo.edu/library/college_reserves.php</a>
16.2	<i>Substantive Change Proposal for Distance Education</i>	<a href="http://collegeofsanmateo.edu/accredinfo/substantivechange09.asp">http://collegeofsanmateo.edu/accredinfo/substantivechange09.asp</a>
16.3	<i>CSM's Library Annual Update Program Review &amp; Planning, 2010</i>	<a href="http://collegeofsanmateo.edu/prie/program_review/Instructional_annual_program_reviews.php">http://collegeofsanmateo.edu/prie/program_review/Instructional_annual_program_reviews.php</a>
16.4	<i>Millennium Media Management Presentation to SMCCCD, April 2010</i>	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/16.%20Millenium%20Media%20Mgt%202010presentation.ppt">http://collegeofsanmateo.edu/institutionalcommittees/docs/16.%20Millenium%20Media%20Mgt%202010presentation.ppt</a>
16.5	<i>Meeting Agenda, May 3, 2010, Budget Planning Committee</i>	<a href="http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp">http://collegeofsanmateo.edu/institutionalcommittees/budgetplanning.asp</a>
16.6	<i>Meeting Agenda, May 11, 2010, Instructional Administrators</i>	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/16.INSTRUCTIONAL%20ADMINISTRATORS%20MEETING%205-11-2010.docx">http://collegeofsanmateo.edu/institutionalcommittees/docs/16.INSTRUCTIONAL%20ADMINISTRATORS%20MEETING%205-11-2010.docx</a>
16.7	<i>Background, San Mateo County Parcel Tax, Measure G (June 2010)</i>	<a href="http://ballotpedia.org/wiki/index.php/San_Mateo_Community_College_parcel_tax,_Measure_G_(June_2010)">http://ballotpedia.org/wiki/index.php/San_Mateo_Community_College_parcel_tax,_Measure_G_(June_2010)</a>

16.8	Ballot Measure G (June 2010) San Mateo County	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/16-San%20Mateo%20County%20Measure%20G%20June%202010%20.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/16-San%20Mateo%20County%20Measure%20G%20June%202010%20.pdf</a>
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**Standard II.C.1.d:** *The institution provides effective maintenance and security for its library and other learning support services.*

**Plan for Improvement:**

17. Assess existing overhead and book-stacking lighting.

**Status: In Progress**

CSM's Facilities Department has addressed the Library's overhead lighting concerns. Due to budgetary constraints, the problem with mezzanine lighting cannot be addressed at this time.

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**Standard II.C.2:** *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

**Plan for Improvement:**

18. Investigate more fully the discrepancies between faculty and students regarding the adequacy of library resources.

**Status: In Progress**

As described in the 2007 *Self Study*, the Library uses Program Review and feedback from students, faculty, and staff to improve its services and materials. It also collects a variety of data about its users as noted throughout this narrative to help ensure continuous quality improvement.

As noted earlier, CSM's Integrated Planning Model, first launched in 2008, has at its core the use of evidence to inform institutional decision-making and to improve its programs and services. As part of this expanded effort to use both quantitative and qualitative data, PRIE has been providing a variety of technical assistance to CSM's constituencies in the development and administration of satisfaction surveys and the analysis and reporting of survey findings.

In Fall 2009 the PRIE's Dean had two meetings with the Library Advisory Committee (LAC).<sup>5</sup> They explored the general issue of conducting surveys of students and faculty regarding library services. The group agreed to develop a draft of various questions, issues, and topics to be probed in the surveys. In February 2010, a list of draft questions was submitted to the PRIE Office for review. PRIE 's Coordinator of Planning and its Dean developed a final version of the library survey questions which were approved by LAC and the Library Director. These questions were incorporated into the two major online satisfaction surveys PRIE eventually administered to all students and faculty at the conclusion of Spring 2010.

### Components of Surveys

There were two versions of the Library survey questions developed: one designed for faculty and a parallel set designed for students (Ref. 18.1, Ref. 18.2). The surveys were developed to probe items specific to faculty usage of library services (e.g., resources utilized to support teaching and research) and student usage of library services (e.g., course reserve assignments).

The faculty survey contained 16 items probing the following topics: which library services faculty recommend or require students to use; usage of online library resources; usage of library resources for course preparation; and levels of research assigned to students in coursework. CSM obtained responses from 92 faculty members. 84% of faculty indicated that they were "very satisfied" or "satisfied" with the services they utilized at the library. 28% of faculty respondents indicated that they did not use the library at CSM because they obtained their information from "other sources."

The student survey contained seven items probing the following topics: how often students used library resources, including specific questions about online library services; why they used library resources; and their satisfaction with library resources utilized. In addition, if students did not utilize CSM library resources,

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<sup>5</sup> For information about LAC's mission, tasks, and committee composition, see: <http://collegeofsanmateo.edu/institutionalcommittees/libraryadvisory.asp>.

they were asked to indicate why. CSM received responses from 1103 students. 82% indicated that they were “very satisfied” or “satisfied” with the services they utilized at the library. 30% of respondents indicated that they did not use the library at CSM because they obtained their information from “other sources.”

PRIE staff provided the Library Director and President’s Cabinet with a preliminary summary of findings in July 2010. Findings will be presented to LAC and the Institutional Planning Committee as part of the PRIE reports on the Spring 2010 campus climate and satisfaction surveys. The Library Director has already indicated an interest in gathering more feedback from users during Fall 2010 to help inform how it allocates its very limited resources for materials and personnel and PRIE will assist in that effort as needed.

### **Documentation:**

Ref.#	Title	Location
18.1	College of San Mateo Faculty and Administrators’ Survey: Spring 2010	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=284">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=284</a>
18.2	College of San Mateo Student Survey: Spring 2010	<a href="http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=281">http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=281</a>

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**Standard III.A.1.c: *Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.***

### **Plan for Improvement:**

19. Work with Human Resources staff and collective bargaining representatives to include SLO’s as a component of the evaluation process, as appropriate.

### **Status: In Progress**

See narrative for ACCJC Recommendation #6.

**Standard III.A.1.d: *The institution upholds a written code of professional ethics for all of its personnel.***

**Plan for Improvement:**

20. Work with college and district personnel to develop a code of professional ethics for non-teaching personnel.

**Status: In Progress**

In June 2008 a revised *Policy on Professional Ethics* was approved by the Board of Trustees and implemented into SMCCCD's Rules and Regulations 2.21. The policy addresses the Board of Trustees, administration, classified staff, faculty and students. The policy is posted on the webpage, *SMCCCD District Downloads*, under the category, "District Information/Rules and Regulations" (Ref. 20.1).

In addition, CSM will continue to work with the District's Human Resources to develop and articulate a code of ethics that pertains specifically to the two constituencies, classified staff and administrators.

**Documentation:**

Ref. #	Title	Location
20.1	SMCCCD Policy on Professional Ethics, 2.21	<a href="http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Rules%20and%20Regulations/2_21.pdf">http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Rules%20and%20Regulations/2_21.pdf</a>

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**Standard III.A.4.a: *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.***

**Plan for Improvement:**

21. Clarify the roles of the college's Equal Opportunity Advisory Committee and the district coordinator of diversity training.

**Status: In Progress**

College of San Mateo

CSM does not maintain an Equal Opportunity Advisory Committee; however, it does have a shared governance committee known as the Diversity In Action Group (DIAG) (Ref. 21.1). The DIAG chair represents the group on IPC which is comprised of representatives from six institutional committees along with representatives from other key College initiatives and groups (Ref. 21.2). Along with five other institutional committees, DIAG has developed an institutional plan, the *Diversity in Action Plan: 2009/10 to 2012/13*, that is aligned with the three-year *CSM Institutional Priorities, 2008-2011* (Ref. 21.3) and the College's accreditation cycle (Ref. 21.4).

While the College does not maintain an Equal Opportunity Advisory Committee, DIAG can be considered as an alternative as its focus is to promote understanding of diversity in its broadest terms. As presented in *Diversity in Action Plan: 2009/10 to 2012/13*:

The mission of the Diversity in Action Group is to ensure that unity through diversity is among College of San Mateo's highest priorities. DIAG assures that the college's operational decisions—from the executive to the unit level—support its commitment to diversity and student success (Ref. 21.3).

Further, as also outlined in its institutional plan, DIAG “has as its charge ensuring that the College follows through in acknowledging, promoting, celebrating, and integrating diversity, equity, and student success as an institutional priority” (Ref. 21.3).

As part of its effort to fulfill this charge, DIAG established as one of its goals to provide an evidence-based calendar of culturally diverse educational events for students, faculty, staff and administrators. Thus, throughout the 2009/2010 academic year, DIAG sponsored culturally diverse events that were open to all members of the CSM community. (Sample promotional flyers and email invitations promoting some events are provided as Ref. 21.5, Ref. 21.6, and Ref. 21.7.)

During the next academic year, 2010/2011, DIAG will continue to work to promote educational programs that enhance diversity and cultural understanding. In addition, the committee will work to ensure that participant surveys are completed and collected as a means of gauging attendee



satisfaction of specific programs and to gain insight to the kinds of events students, faculty, staff and administrators would like to have presented on campus.

#### San Mateo County Community College District

In 2000, the Board of Trustees approved the *District Affirmative Action Plan* that included the establishment of both a districtwide committee on staff diversity that is advisory to the Chancellor and a College-level committee that is advisory to the College President (Ref. 21.8). As part of the plan, the districtwide committee, with the support of the Board of Trustees, established an employee development initiative in partnership with the Museum of Tolerance Training Program to increase the cultural sensitivity of as many faculty, classified staff, and management staff as possible to the Museum of Tolerance (Ref. 21.9).

Twice each year, groups of employees from each campus were sent to the Museum of Tolerance in Los Angeles for a series of training activities. Upon their return, facilitated follow-up discussions with other Museum of Tolerance attendees enabled all employees to gain better understanding and support for diverse cultures, viewpoints, and behaviors.

It was the view of Human Resources senior staff that the Museum trips and follow-up discussions with the broader group fulfilled the intent of the Equal Employment Opportunity Advisory Committee (EEOAC) districtwide committee, and in 2005 the monthly committee meetings, were replaced with the twice-yearly group meeting. In view of the budget crisis, the Museum of Tolerance Program funding was discontinued in 2009.

#### **Documentation:**

Ref. #	Title	Location
21. 1	<i>Reporting Structure for Institutional Planning Committees, August 2010</i>	<a href="http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPC_committee%20structure%20V3_08-5-2010.pdf">http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPC_committee%20structure%20V3_08-5-2010.pdf</a>
21. 2	Diversity in Action Committee Webpage (includes Committee Mission, Tasks, Meeting Summaries, Agendas, and Key Documents)	<a href="http://collegeofsanmateo.edu/institutionalcommittees/diversityinaction.asp">http://collegeofsanmateo.edu/institutionalcommittees/diversityinaction.asp</a>
21. 3	CSM Institutional Priorities, 2008-2011	<a href="http://collegeofsanmateo.edu/prie/institutional_documents.php">http://collegeofsanmateo.edu/prie/institutional_documents.php</a>



21. 4	CSM's Planning Cycle, 2006-2017	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/CSMPlanningCycleAllPlans9-1-09.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/CSMPlanningCycleAllPlans9-1-09.pdf</a>
21. 5	African American Lives Flier for Event, 2010	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/AfricanAmericanLivesFlier_2010.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/AfricanAmericanLivesFlier_2010.pdf</a>
21. 6	Asian/Pacific Islander Heritage Month, 2010, Flier	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/APIHeritageMonthFlier_2010.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/APIHeritageMonthFlier_2010.pdf</a>
21. 7	Black Heritage Month, 2010, Flier	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/BlackHeritageMonthFlier_2010.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/BlackHeritageMonthFlier_2010.pdf</a>
21. 8	<ul style="list-style-type: none"> <li>Minutes, September 26, 1990, SMCCCD Board of Trustees;</li> <li>Minutes, October 12, 1994, SMCCCD Board of Trustees;</li> <li>SMCCCD Board of Trustees Report No. 94-10-3B</li> </ul>	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Board%20Minutes%209-26-90.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/Board%20Minutes%209-26-90.pdf</a>  <a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Board%20Minutes%2010-12-94.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/Board%20Minutes%2010-12-94.pdf</a>  <a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Brd%2094-10-3B%20Affirmative%20Action%20Plan.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/Brd%2094-10-3B%20Affirmative%20Action%20Plan.pdf</a>
21. 9	SMCCCD Board of Trustees Report No. 02-5-108B.	<a href="http://collegeofsanmateo.edu/institutionalcommittees/docs/Brd%2002-5-108B%20Tools%20for%20Tolerance.pdf">http://collegeofsanmateo.edu/institutionalcommittees/docs/Brd%2002-5-108B%20Tools%20for%20Tolerance.pdf</a>

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**Standard III.A.5.b:** *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

**Plan for Improvement:**

22. Develop a mechanism to evaluate and, if needed, improve the college's professional development program.

**Status:** *In Progress*

As reported in our 2007 *Self Study*, in assessing Standard II. A.5.b:

An evaluation of management and classified development activities and their subsequent use as a basis for improvement, however, is not systematically done. Nor does the faculty Professional Development Committee evaluate the activities in which faculty have engaged (Ref. 22.3).

When this *Self Study* plan was developed, the College had not created a Human Resources Committee (HRC), nor had it yet adopted an Integrated Planning Model in which key committees, such as HRC, make recommendations to IPC. IPC, as it now functions at CSM, in turn ensures the implementation and ongoing assessment of institutional planning processes.

Established as a key committee in the new Integrated Planning Model, HRC has addressed a key objective for the committee to: "Develop a long-term Human Resources plan that is aligned with the Strategic Plan's long-term goals of the college and the district."

HRC has developed recommendations for this "long-range Human Resources plan" in *Human Resources Plan: 2009/10 to 2012/13* (Ref. 22.1). To address the *Plan* for this standard, Goal #3 of the HRC plan is to: "Ensure professional development and staff development opportunities for staff, faculty and administrators." The goal encompasses all three employee constituencies and addresses not only the *Plan for Improvement* in the 2007 *Self Study* but also supports *College Institutional Priorities, 2008-2011*; the *CSM Educational Master Plan, 2008*; the *SMCCCD Strategic Plan, 2009*; and CSM's *Vision, Values, and Diversity Statements* (Ref. 22. 2).

The HRC's objectives as a committee are to assess institutional-level professional development needs and evaluate the comprehensiveness of professional development program opportunities for employees. As part of the HRC plan, the committee will identify the professional development needs of its faculty and other personnel, determine whether the professional development opportunities address those needs, and seek meaningful evaluation of these activities. Detailed action steps and proposed outcomes are outlined in the implementation portion of the HRC plan.

In addition, one of the next steps in Fall 2010 is for IPC and the Human Resources Committee to work together to align CSM's various professional development initiatives (e.g., Professional Development, Trustees Fund for Program Improvement, etc.) with *Institutional Priorities*.

**Documentation:**

Ref. #	Title	Location
22.1	Human Resources Plan: 2009/10 to 2012/13	<a href="http://collegeofsanmateo.edu/institutionalcommittees/humanresources.asp">http://collegeofsanmateo.edu/institutionalcommittees/humanresources.asp</a>
22.2	College and District Institutional Planning Documents	<a href="http://collegeofsanmateo.edu/prie/institutional_documents.php">http://collegeofsanmateo.edu/prie/institutional_documents.php</a>
22.3	2007 Self Study, p. 237	<a href="http://www.smccd.edu/accounts/csmaccredit/">http://www.smccd.edu/accounts/csmaccredit/</a>

**Standard III.B.2.a: Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**Plan for Improvement:**

23. Develop a long-term educational master plan that is linked to the college's facilities master plan.

**Status: Completed**

As reported to the ACCJC in its October 2008, *Follow-up Report*, CSM completed its *Educational Master Plan* in 2008. CSM has now scheduled the mid-cycle review and development of educational master planning to align with its 6-year accreditation cycle (Ref. 23.1, Ref. 23.2).

**Documentation:**

Ref. #	Title	Location
23.1	College of San Mateo's Follow-Report, October 15, 2008 (submitted to the Accrediting Commission for Community and Junior Colleges)	<a href="http://collegeofsanmateo.edu/accredinfo/">http://collegeofsanmateo.edu/accredinfo/</a>

23.2	College of San Mateo Educational Master Plan, October 2008	<a href="http://collegeofsanmateo.edu/prie/emp.php">http://collegeofsanmateo.edu/prie/emp.php</a>
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**Standard III.C.1:** *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

**Plan for Improvement:**

24. Explore ways to assure adequate funding for technology and related needs.

**Status: In Progress**

This plan is addressed in ACCJC Recommendation 7.

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**Standard III.C.1.c:** *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

**Plan for Improvement:**

25. Explore alternative funding sources for equipment and technical support through partnerships or sponsorships with foundations, corporations, or individuals.

**Status: In Progress**

This plan is addressed in ACCJC Recommendation 7.

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**Plan for Improvement:**

26. Establish a budgetary commitment to ongoing funding for the continued replacement of older technology.

**Status: In Progress**

This plan is addressed in ACCJC Recommendation 7.

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**Standard III.D.3: *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.***

**Plan for Improvement:**

27. Develop and implement annual program reviews for the areas comprising institutional support services.

**Status: In Progress**

The intent of this *Plan for Improvement* was to address the means by which CSM evaluates use of financial resources and then uses the evaluation for improvement.

New Program Review Model for Instruction and Student Services

New *Program Review Guidelines'* templates for Instruction and Student Services were developed and implemented in the 2008-2009 academic year (Ref. 27.1). These templates were subsequently evaluated and revised for the 2009-2010 academic year to improve their clarity and ease of use (Ref. 27.2). The template guidelines for both comprehensive and annual reviews included evaluation of student achievement data (disaggregated by demographic variables), a progress report on implementation and assessment of SLO's for the unit, and the analysis of the resources (e.g., personnel and equipment) needed for the program to meet its annual goals, among other areas.

Under the current model, Instructional and Student Services Program Reviews form the primary basis for a program to request new positions and resources; the *Program Review Guidelines'* templates are designed to assess whether the outcomes from a previous year's request advanced the success of the program. As such the templates provide one mechanism for the institution to evaluate the use of its financial resources. In addition, the effectiveness of the Program Review process is evaluated every year.

#### Budget Planning Committee:

Another means by which CSM can now evaluate the use of financial resources and subsequently develop plans for improvement lies in the new Integrated Planning Model that was first implemented in 2008. One of the key committees in this model is the Budget Planning Committee.

As noted, its goals include a variety of activities related to the management of financial resources as well as the annual assessment of its own activities (See last item.):

- Developing long-term and short-term financial plans that are aligned with the College's Strategic Plan and the Education Master Plan;
- Recommending annual operating budget to the Institutional Planning Committee;
- Monitoring the college operating budget on a quarterly basis and recommending corrective actions if necessary;
- Ensuring that both long-term and short-term budget activities are integrated into the College's Institutional Planning Calendar;
- Making recommendations to the Institutional Planning Committee with respect to funding available for staffing levels of faculty, classified staff and administrators in conjunction with Human Resources Committee per fiscal year;
- Establishing regular communications with the campus community regarding college budget matters; and
- *Assessing on an annual basis the effectiveness of BPC.* [Emphasis added] (Note: BPC has its own calendar that delineates this review.)

#### Administrative Support Services Program Review

CSM has reviewed a variety of Program Review models used by other community colleges as evaluations of administrative services. Based upon that review, it has developed an administrative services template to be piloted in the 2010/2011 Program Review cycle for the following administrative support services: Office of the President; Office of the Vice President of Instruction; Office of the Vice President of Student Services; Office of Planning, Research, and Institutional Effectiveness; Business Services and Operations; and Community Relations and Marketing (Ref. 27.3).

Note: The focus of this particular Program Review process is to assess the “service” functions of the unit, not the line-management areas which report to the office or unit. For example, in the proposed review of the Office of Instruction, the instructional program as a whole or in part is not being assessed.

The template guidelines are aligned with the Instructional and Student Services Program Review templates and will address the following areas:

- Functions and goals for the unit, including how the unit implements or addresses the *Educational Master Plan, 2008* and/or *College Institutional Priorities, 2008-2011*;
- SWOT analysis including an assessment of such issues as safety requirements, state laws, and external mandates;
- Analysis of the unit's effectiveness;
- Resource assessment to address: Are resources sufficient for the unit to meet its goals? Are resources aligned correctly? Is the unit using financial resources to attain its goals, *Institutional Priorities*, and SLO's?
- Assessment of how the unit contributes to General Education (Institutional) SLO's; and
- Recommendations for improvement.

### Documentation:

Ref.#	Title	Location
27.1	Comprehensive and Annual Program Review Guidelines, 2009	<a href="http://collegeofsanmateo.edu/prie/program_review/program_review.php">http://collegeofsanmateo.edu/prie/program_review/program_review.php</a>
27.2	Comprehensive and Annual Program Review Guidelines, 2010	<a href="http://collegeofsanmateo.edu/prie/program_review/program_review.php">http://collegeofsanmateo.edu/prie/program_review/program_review.php</a>
27.3	Pilot for Comprehensive and Annual Program Review, Administrative Support Services Program Review Guidelines, 2011	<a href="http://collegeofsanmateo.edu/prie/program_review/program_review.php">http://collegeofsanmateo.edu/prie/program_review/program_review.php</a>

**Standard IV.B.3.a: *The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.***

**Plan for Improvement:**

28. Work with the district to publicize the location of existing information about district roles, responsibilities, and services.

**Status: In Progress**

The District website maintained by the District office has undergone frequent revisions for the purpose of making the information much easier for search and retrieval. (See: <http://smccd.edu/portal/>.) All key departments of the District office have established their individual websites. Key information, such as Board Policies and human resources information, is carefully maintained and updated by the various departments.

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**Standard IV.B.3.b: *The district/system provides effective services that support the colleges in their missions and functions.***

**Plan for Improvement:**

29. Use facilities Program Review data to support and illustrate the need for additional staff.

**Status: Completed**

Overview of Program Reviews

Beginning February 2002 through a span of over two years, SMCCCD's Facilities Planning, Maintenance & Operations Department (Facilities Department) completed Program Reviews of the custodial, grounds, and engineering operations (Ref. 29.1, Ref. 29.2, Ref. 29.3). In addition, in 2010 a Program Review was completed for the custodial area. These Program Reviews allowed the Facilities Department to develop best business practices, to qualify and quantify what the department does, and to do more with less by "working smarter—not harder."



The Program Reviews were conducted using models and maintenance levels articulated by the national professional organization, the Association of Higher Education Facilities Officers (APPA).<sup>6</sup> APPA has five maintenance levels for each classification of which Level 1 is the best and Level 2 is the recommended reasonable standard. The following is a brief overview of service levels per classification:

Custodial – If cleaning activities are accomplished with decreasing frequency, appearance will suffer.

- Level 1: Orderly Spotlessness
- Level 2: Ordinary Tidiness
- Level 3: Casual Inattention
- Level 4: Moderate Dinginess
- Level 5: Unkempt Neglect

Engineering – If maintenance activities are accomplished with decreasing frequency, breakdowns will increase and service will suffer.

- Level 1: Showpiece Facility
- Level 2: Comprehensive Stewardship
- Level 3: Managed Care
- Level 4: Reactive Management
- Level 5: Crises Response

Grounds Maintenance– If grounds maintenance activities are accomplished with decreasing frequency, appearance will suffer.

- Level 1: State Of The Art
- Level 2: High Level
- Level 3: Moderate Level
- Level 4: Moderately Low-Level
- Level 5: Minimum Level

Each Program Review involved an in-depth analytical process that considered a comprehensive inventory of cleanable square footage by space type, staffing summary, and minutes to clean analysis for the Custodial side; a comprehensive

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<sup>6</sup> APPA originally stood for Association for Physical Plant Administrators. In 1991, the name APPA: The Association of Higher Education Facilities Officers was adopted to reflect increased higher education-based campus responsibilities. In 2005, the association began to identify itself simply as APPA, to pay homage to its long history. See: <http://www.appa.org/aboutUs/history.cfm>.

inventory of landscape types (including hardscape, pedestrian walkways, roadways, lawns, athletic fields, heavily wooded assessable terrain, trees, etc.) and associated square footage for Ground Maintenance; and a comprehensive review of reactive work orders and preventive vehicle and equipment maintenance (to include filter replacements, oil changes, etc.) for Engineering. The Program Reviews also considered findings from an analysis of non-classification tasks and leave/absences created to qualify and quantify time spent on duties unrelated to each classification that are performed during shift hours as well as scheduled and unscheduled staff absences (due to vacation, holidays, workers compensation, sick time, etc.).

#### Capital Improvement Programs Considerations

Since 2003, there has been an ongoing Districtwide Capital Improvement Program (CIP) which involves various modernization and new construction projects funded by two bond measures, Measures C (approved in 2001) and Measure A (approved in 2005) (Ref. 29.4). The Program Reviews aided the department in determining any additional staffing necessary due to changes in space type and square footage and is a critical piece of assessing the cost of ownership for the new facilities.

Following is an overview of updated findings as of February 2009. SMCCCD's base year is 2008 with a Districtwide gross square footage (GSF) of 1,470,000. The summary of change in gross square footage after the completion of the second phase of the Capital Improvement Program (CIP2) is depicted below in Figure 1:

<b>POST Capital Improvement Program 2 (CIP2)</b>	
<b>Base Square Footage (2008) - 1,470,000 GSF</b>	
<b>New Construction</b>	<b>GSF</b>
Skyline B4N	75,000
Skyline B11N	11,000
Skyline FMC	14,000
Canada FMC	14,000
CSM B5N	90,000
CSM B10N	140,000
Total Demolished SF	179,000
Total Additional GSF	344,000
<b>Total New GSF</b>	<b>1,635,000</b>

Figure 1

The following tables, Figures 2-4, show current and forecasted staffing per classification based on the change in square footage related to their job:

#### CUSTODIANS

##### Current Custodial Staffing - Pre-CIP2

	TOTAL SQ FT	NON- CUSTODIAL & L&A	CLEANING FTE	POOL FTE	FTE NEEDED @ CURRENT SQ FT	CURRENT FTE	FTE INCREASE NEEDED
<b>CAN</b>	256,225	2.9	7.54	0	10.44	11	0.56
<b>CSM</b>	533,675	5.4	14.12	0.5	20.01	19	-3.01
<b>SKY</b>	395,782	3.8	9.96	0	13.76	14	0.24
<b>Total</b>					<b>44.21</b>	<b>44</b>	<b>0.21</b>

##### Forecasted Custodial Staffing - Post-CIP2

	TOTAL SQ FT	NON- CUSTODIAL & L&A	CLEANING FTE	POOL FTE	FTE NEEDED AFTER ADDT'L SQ FT	CURRENT FTE	FTE INCREASE NEEDED
<b>CAN</b>	260,840	2.9	7.71	0	10.65	11	0.35
<b>CSM</b>	597,739	6.2	16.28	0.67	23.16	19	-4.16
<b>SKY</b>	469,831	4.7	12.35	0	17.05	14	-3.05
<b>Total</b>					<b>50.86</b>	<b>44</b>	<b>6.86</b>

Figure 2

#### ENGINEERS

##### Current Engineering Staffing - Pre-CIP2

	GROSS SQ FT	LEAVE & NON- ENGINEERING TIME	PM'S	REACTIVE	FTE NEEDED @ CURRENT SQ FT	CURRENT FTE	FTE INCREASE NEEDED
<b>CAN</b>	338,423	1.74	1.07	0.98	3.79	4	0.21
<b>CSM</b>	679,835	3.43	1.86	1.96	7.25	6	-1.25
<b>SKY</b>	448,408	2.42	1.29	1.29	5	5	0
<b>Total</b>					<b>16.04</b>	<b>15</b>	<b>1.04</b>

Forecasted Engineering Staffing - Post-CIP2

	GROSS SQ FT	LEAVE & NON- ENGINEERING TIME	PM'S	REACTIVE	FTE NEEDED AFTER ADDT'L SQ FT	CURRENT FTE	FTE INCREASE NEEDED
CAN	351,850	1.76	1.19	1.02	3.96	4	0.04
CSM	734,186	3.7	2	2.12	7.82	7	-1.82
SKY	538,570	3	1.58	1.56	6.12	5	-1.12
Total					17.9	16	1.9

Figure 3

GROUNDKEEPERS

Current Grounds Staffing - Pre-CIP2

	TOTAL ACRES	NON- GROUNDS & L&A	GROUNDS FTE	FTE NEEDED BEFORE ADDT'L SQ FT	CURRENT FTE	FTE INCREASE NEEDED
CAN	127	0.9	2.43	3.3	3	-0.3
CSM	156	2	5.27	7.23	7	-0.23
SKY	96	0.8	2.81	3.6	3	-0.6
Total				14.13	13	1.13

Forecasted Grounds Staffing - Post-CIP2

	TOTAL ACRES	NON- GROUNDS & L&A	GROUNDS FTE	FTE NEEDED AFTER ADDT'L SQ FT	CURRENT FTE	FTE INCREASE NEEDED
CAN	124	0.8	2.3	3.12	3	-0.12
CSM	157	2.1	5.67	7.76	7	-0.76
SKY	98	0.8	2.99	3.83	3	-0.83
Total				14.71	13	1.71

Figure 4

The following table, Figure 5, summarizes Facilities Department staffing needs barring budget constraints that the District is currently facing. The Facilities Department needs nine additional full-time equivalent staff in order to support buildings and grounds maintenance and operations Districtwide.

### Projected Custodial, Engineering, and Grounds Maintenance Staffing Needs and Costs 2010-2011

	Additional FTE				Additional Annual Budget Needed *			
	CAN	CSM	SKY	Total	CAN	CSM	SKY	Total
Custodial	0	4	2	6	\$0	\$179,531	\$87,790	\$267,321
Engineering	0	1	0	1	\$0	\$61,184	\$0	\$61,184
Grounds	0	1	1	2	\$0	\$45,398	\$45,398	\$90,796
<b>Total</b>				<b>9</b>	<b>\$0</b>	<b>\$286,113</b>	<b>\$133,188</b>	<b>\$419,301</b>

\* Fringe benefits are not included in the calculation.

Figure 5

Given the current construction schedule, following is an estimated timeline of when additional staffing will be necessary:

#### Skyline College

- Spring 2010:  
2 Custodians  
1 Groundskeeper

#### College of San Mateo

- Spring 2010  
1 Custodian
- Spring 2011  
3 Custodians  
1 Engineer  
1 Groundskeeper

#### Program Review and Implications for Cost of Ownership

Given the existing conditions and square footage, the Program Reviews demonstrated that the Facilities Department is currently severely understaffed at each classification as well as quantified the department's additional staffing needs. These findings were reported to the Board of Trustees in February 2009 (Ref. 29.5). Given the impending completion of CIP2, the updated reviews further substantiated the critical need for additional staffing.

Since the last update in February 2009, the District was impacted with a severe budget deficit that caused a number of vacant Facilities positions to remain unfunded; thus, the real picture is even worse than shown above. The Facilities Department briefing to the District Committee on Budget and Finance in April 2010 addressed the magnified problem of scarce resources as there are new "building specific" technological advances which have costs associated with them (e.g. fire alarm and security systems) (Ref. 29.6).

One long-term strategy for addressing the additional cost of ownership for new buildings lies in external partnerships. A partnership, for example, has been created to maintain the fitness center and pools for the San Mateo Athletic Club, housed in CSM's new Health and Wellness Building that opened in Spring 2010.

The department struggles to do its best to maintain an acceptable service level to their constituents, given the limited staffing and resources made available. The department has communicated to its constituents that they will experience longer response times for scheduled and requested services, particularly on days when there is fewer staff on shift due to scheduled or unscheduled absences. Faculty, staff, and students have been asked to help ensure that desks, tables, and chairs in classrooms are put back in place for the next users of the space and, whenever possible, clean up spills with paper towels (available in a nearby restroom) and then place a call immediately to Facilities for additional clean-up. The Facilities Department's priorities will continue to be safety, function, and comfort.

#### **Documentation:**

<b>Ref.#</b>	<b>Title</b>	<b>Location</b>
29.1	SMCCCD Custodial Program Review Information and Data, 2003 and 2010	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/CustProgReview.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/CustProgReview.shtml</a>
29.2	SMCCCD Engineering Program Review Information and Data, 2002 to 2004	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/EngProgReview.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/EngProgReview.shtml</a>
29.3	SMCCCD Grounds Maintenance Program Review Information and Data, 2002 to 2004	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/Grounds%20Program%20Review.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/Grounds%20Program%20Review.shtml</a>
29.4	Bond Measures A and C Information and Bond Measure Oversight Committee Reports	<a href="http://www.smccd.edu/accounts/smccd/committees/bondoversight/default.shtml">http://www.smccd.edu/accounts/smccd/committees/bondoversight/default.shtml</a>
29.5	Board of Trustees' Briefing on Facilities Program Reviews, Board Retreat, February 7, 2009,	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/presentations.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/presentations.shtml</a>

29.6	Facilities Update, District Committee on Budget and Finance, April 20, 2010	<a href="http://www.smccd.edu/accounts/smccd/departments/facilities/presentations.shtml">http://www.smccd.edu/accounts/smccd/departments/facilities/presentations.shtml</a>
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**Standard IV.B.3.g:** *The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

**Plan for Improvement:**

30. Work with the District to assess the newly created function map and evaluate its value as a tool to delineate and communicate governing and decision-making structures.

**Status: In Progress**

See the narrative for ACCJC "Update" to Recommendation #9.c, for discussion.

## SUBSTANTIVE CHANGE PROPOSAL UPDATE

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This section addresses recent changes to CSM's *Substantive Change Proposal to ACCJC, January 15, 2010, Instructional Mode of Delivery: Distance Learning*.

### Background

As noted earlier, a draft of College of San Mateo's *Substantive Change Proposal* was submitted in September 2009 by the Vice President of Instruction to ACCJC for its preliminary review. CSM requested approval from the ACCJC to offer 57 Associate Degrees, 14 Certificates of Achievement, and 15 Certificates of Specialization in the distance learning mode. Based upon feedback from the Commission, the *Proposal* was revised and a final version was submitted to the Commission in January 2010. It was accepted by the ACCJC's on February 19, 2010 meeting. It is available online at:

<http://collegeofsanmateo.edu/accredinfo/substantivechange09.asp>

### Updates

As described in CSM's *Catalog, 2010-2011*, the College offers three levels of awards: Associate of Arts/Science degree, Certificates of Achievement, and Certificates of Specialization. Modifications in degree requirements and Distance Learning (DL) offerings can result in changes in the degrees and certificates for which 50% or more of requirements can be met in the DL mode. For 2010-2011, these modifications fall into three categories: changes in the general education requirements for the Associate of Arts/Science degree, changes in the degrees and certificates offered, and changes in the DL offerings.

Two changes were made to the general education requirements for the Associate of Arts/Science degree effective Fall 2010: an information competency requirement was added and the health science requirement was eliminated. The information competency requirement can be satisfied in the DL mode (through LIBR 100, DGME 100, DGME 102, or by exam), so the general education requirements remain available through DL with the exception of the two course physical education requirements.

Of the Associate degrees for which at least 50% of units were available in the DL mode in 2009-2010, five majors have been banked for 2010-2011: Computer Support Specialist Option 2, Engineering Technology: Electronics, French, Humanities, and Human Services. Five of the Certificates of Specialization for which at least 50% of the units were available in the DL mode in 2009-2010 have



been banked for 2010-2011: Leadership for Service, College Peer Advisor, Chinese, French, and Italian.

A significant change in DL at CSM for 2010-2011 is the banking of most of the telecourse mode offerings, which had become dated. During the next few years, it is anticipated that online offerings of many of these courses will be developed. For 2010-2011, however, reduction in telecourse offerings brings the DL availability for the Certificate of Specialization in Spanish below the 50% threshold. In addition, the reduction in telecourse offerings means that the Associate Degree in Interdisciplinary Studies Option 2 is no longer fully available through DL, that DL courses are not available for several of the areas of the Certificate of Achievements in University Transfer, and that there are fewer DL options for the Associate degree general education requirements.

## Telecourse Status

This table shows the status of courses listed as telecourse only in Appendix I of *Substantive Change Proposal to ACCJC, January 15, 2010, Instructional Mode of Delivery: Distance Learning*.

Department	Number	Units	Status
ANTH	350	3	No change
ART	100	3	Telecourse banked April 2010
ASTR	100	3	Telecourse banked May 2010
BUS	100	3	No change
BUS	131	3	No change
BUS	150	3	No change
BUS	201	3	Offered at TVH, Fall 2010
CA&S	310	3	Course banked May 2010; added in online mode as BIOL 310.
FILM	110	3	Telecourse banked May 2010
FREN	115	3	Course banked February 2010
FREN	116	3	Course banked February 2010
FREN	117	3	Course banked February 2010
FREN	118	3	Course banked February 2010
GEOL	100	3	Telecourse banked May 2010
HIST	201	3	No change
HIST	202	3	Telecourse banked April 2010; offered in online mode Fall 2010
ITAL	115	3	Telecourse banked April 2010
ITAL	116	3	Telecourse banked April 2010
ITAL	117	3	Telecourse banked April 2010
ITAL	118	3	Telecourse banked April 2010
MGMT	100	3	No change
MUS	301	1	No change
MUS	302	1	Telecourse banked April 2010
PHIL	100	3	Telecourse banked April 2010
PSYC	100	3	Telecourse banked April 2010
PSYC	110	3	Telecourse banked April 2010
PSYC	201	3	Telecourse banked April 2010
PSYC	410	3	Telecourse banked April 2010
SOCI	100	3	Telecourse banked April 2010
SOCI	110	3	Telecourse banked April 2010
SPAN	115	3	Telecourse banked May 2010
SPAN	116	3	Telecourse banked May 2010

Department	Number	Units	Status
SPAN	117	3	Telecourse banked May 2010
SPAN	118	3	Telecourse banked May 2010
SPCH	180	3	Course banked February 2010

**Summary of Reports to ACCJC  
Status of ACCJC Recommendations  
September 20020**

(Recommendations Cited in Letter to CSM  
from ACCJC, February 3, 2009)

ACCJC Recommendations	2008 Follow-Up Report	2009 Follow-Up Report	2010 Midterm Report
<p><b>Recommendation 1.a.:</b> College of San Mateo should develop specific, measurable, realistic, and time-bound objectives in relation to its stated goals; conduct consistent, systematic, and timely evaluations for all its plans based on analyses of both qualitative and quantitative data; and ensure that the results are communicated and understood by college constituencies. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance and student learning outcomes. (Standards I.B.2 through 7)</p> <p><b>Recommendation 1.b.:</b> College of San Mateo will integrate and align its various plans and ensure that they are fully implemented. (Standards I.B.2, III.A.6, III.B.2.b, III.C.2)</p> <p><b>Recommendation 1.c.:</b> College of San Mateo will complete its Educational Master Plan expeditiously, no later than fall 2008. In addition, the College must demonstrate that decisions regarding building priorities result from the priorities of the Educational Master Plan (Standard III.B.2.b)</p> <p>With regard to Recommendation 1, at the time of the October 2008 report, the college is expected to have completed its educational master plan, will have included program review data on such student achievement data as course completion, retention, program completion, degrees and certificates awarded, and where available and applicable such as transfer, job placement, and results of licensure exams.</p>	Addressed & Follow-Up Report Accepted by ACCJC	Update	Update

ACCJC Recommendations	2008 Follow-Up Report	2009 Follow-Up Report	2010 Midterm Report
<p><b>Recommendation 2:</b> College of San Mateo should expeditiously complete the development of course, certificate, and degree student learning outcomes and expand the identification of assessment strategies for student learning outcomes; implement the assessment strategies; and use the results of the assessment for continuous quality improvement. This assessment should include quantitative and qualitative data including student success measures that are used for planning, program review, decision-making, and resource allocation. (Standards II.A.1.a, c, 2.a, b, c, e, f, h, i, A.3, A.6, Eligibility Requirement 10)</p> <p>With regard to Recommendation 2, at the time of the October 2008 report, the College will have expanded its definition of assessment strategies for student learning outcomes.</p>	Addressed & Follow-Up Report Accepted by ACCJC	—	Update
<p><b>Recommendation #3:</b> In order to meet distance education accreditation standards and ACCJC distance education policy, the College must evaluate the educational effectiveness of electronically delivered courses including assessment of student learning outcomes, student retention, and student and faculty satisfaction. As a result of the site visit, it was determined that the College may have several certificates and degrees where 50% or more of the requirements are delivered via distance learning. The team recommends that the College notify the Accrediting Commission and submit a substantive change proposal which will validate the program's adherence to the accreditation standards. (Standards II.A.1.b, d, II.B, 1, II.B.2, 2.a, II. C.1, II.C, 2.c)</p> <p>With regard to Recommendation 3, at the time of the October 2008 report, the College will demonstrate significant progress in evaluating distance learning courses and establish a plan to complete reviews by October 2009.</p>	Update	<p>Addressed &amp; Follow-Up Report Accepted by ACCJC</p> <p>Note: Substantive Change Proposal accepted by ACCJC, 2/19/210</p>	Update

ACCJC Recommendations	2008 Follow-Up Report	2009 Follow-Up Report	2010 Midterm Report
<p><b>Recommendation 4:</b> College of San Mateo should utilize data on student achievement across all ethnic groups and should design programs and services, and should assign the necessary resources to improve the retention of all students. (Standards II.B.3, II.b.4)</p> <p>With regard to Recommendation 4, at the time of the October 2008 report, the college will demonstrate that current student achievement data is analyzed across ethnic groups and will have a procedure in place to routinely analyze such data in the future.</p>	Addressed & Follow-Up Report Accepted by ACCJC	—	Update
<p><b>Recommendation 5:</b> In order to fully meet Standard II. C, the college must complete a comprehensive evaluation of the learning support services provided to include Assistive Technology Center, Biology Computer Lab, Business Microcomputer Lab, Business Students Lab, Chemistry Study Center, Computer and Information Science Center Lab, English 800 Lab, Foreign Language Center, Integrated Science Lab, Math Resource Center, Multimedia Lab, Nursing Lab, Physical Education Lab, Reading and ESL Center, Speech Lab, and Writing Center. (Standards II.C.1.a, c, II.2.)</p>	Update	Addressed & Follow-Up Report Accepted by ACCJC	Update
<p><b>Recommendation 6:</b> It is recommended that the District develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard III.A.1.c)</p>	Update	Update	Fully Addressed
<p><b>Recommendation 7:</b> In order to ensure the sustainability of its infrastructure, the college must calculate the real costs of facilities ownership, including technology, over the next ten years and then identify a reliable and ongoing revenue stream that will fund the significant increase in the operating budget. (Standard III.B.2.a)</p>	Update	—	Fully Addressed

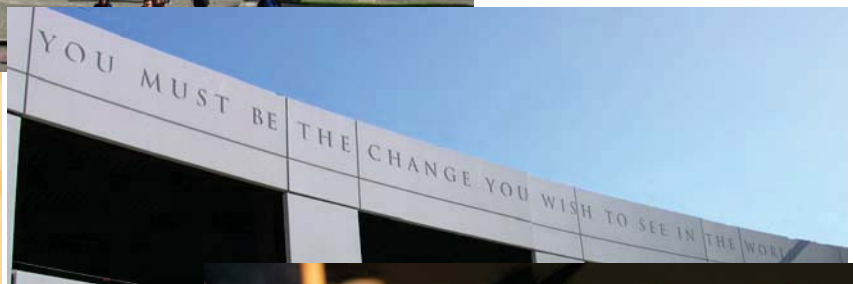
ACCJC Recommendations	2008 Follow-Up Report	2009 Follow-Up Report	2010 Midterm Report
<b>Recommendation 8:</b> <i>College of San Mateo should establish a systematic, reflective process for and a regular cycle of evaluation for its governance structures, processes, and committees to ensure that such organizational structuring continues to serve the need of the College. (Standard IV.A.5.)</i>	Update	—	Fully Addressed
<b>Recommendation 9a.</b> <i>The Board of Trustees should regularly evaluate its "rules and regulations" and revise them as necessary. (Standard IV.B1.e)</i>	Update	Addressed & Follow-Up Report Accepted by ACCJC	Update
<b>Recommendation 9b: (Note: Same as #10.)</b> <i>In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents; therefore the district should develop rules and regulations for the evaluation of college presidents. (Standard IV.B, B.1.j).</i>	Update	Addressed & Follow-Up Report Accepted by ACCJC	Refers to Previous Resolution
<b>Recommendation 9c:</b> <i>The district and colleges should collaborate to implement processes to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success. (Standard IV.B.3.g)</i>	Update	Addressed & Follow-Up Report Accepted by ACCJC	Update
<b>Recommendation 10: (Note: Same as #9b.)</b> <i>The district and colleges should collaborate to implement processes to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success. (Standard IV.B.3.g)</i> <i>In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, the same clarity of process should be extended to evaluating college presidents. (Standard IV.B, B.1.j).</i>	Update	Addressed & Follow-Up Report Accepted by ACCJC	Update





**Skyline**  
COLLEGE

ACHIEVE



**September  
2010**

# **Accreditation Midterm Report**



**Skyline College  
Accreditation Midterm Report**

**Submitted to the Accrediting Commission for the  
Community and Junior Colleges, Western Association  
of Schools and Colleges**

**September 15, 2010  
Skyline College  
3300 College Drive  
San Bruno, CA 94066**

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## **Preparation of the Report**

This Midterm Report addresses the college specific recommendations made to Skyline College by the evaluation team that visited the campus in October, 2007 and the planning agenda recommendations that the college developed during the accreditation self study process.

Responses to the individual recommendations were prepared by the administrators and coordinators identified in the Skyline Workplan as responsible for the area. With the help of many others, principal writers included:

- Dr. Victoria P. Morrow, President
- Dr. Lori Adrian, Vice President of Student Services
- Dr. Regina Stanback Stroud, Vice President of Instruction
- Karen Wong, SLOAC coordinator
- Tom Hewitt, Director of Library Services
- Dr. Rob Johnstone, Dean of Planning, Research and Institutional Effectiveness
- Ray Hernandez, President of the Academic Senate
- Sherri Hancock, Dean of Enrollment Services.

These responses were sent in April, 2010 to Skyline's accreditation liaison officer, Rob Johnstone, and the co-chairs of the accreditation steering committee that produced the 2007 report - Donna Bestock for the administration and Ray Hernandez for the faculty – who were given the task of compiling and editing the report and seeing it through the shared governance process.

In the first weeks of spring semester 2010, consultations about the timeline and process took place with each of the shared governance constituents the Academic Senate, the Associated Students, the Classified Council and the Management Council. Each of these bodies approved the timelines and process. Dr. Johnstone, Ms Bestock and Mr. Hernandez then made a presentation to the Skyline College Council on February 24, 2010, at which they outlined the process and timeline to be followed and reported the constituent consultations. College Council consists of the college president, the two vice presidents, and the presidents and vice presidents of the Academic Senate, Classified Council and Associated Students. The Council approved the proposed process.

The first draft of the Report was made available to the constituent groups on April 19, 2010. Feedback on the draft was received over the next two weeks. The second draft of the Report, incorporating the feedback, was sent to the constituent groups on May 7. The draft document was also made available to the entire community by posting it on the accreditation website and inviting feedback. Comments and suggestions gathered from all of these consultations were then used to prepare the final draft. After approval of the constituent groups, the final draft was presented to College Council on May 26. After being signed by the college president, the report was sent to the Board of Trustees for approval at their meeting September 22, 2010.

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Victoria Morrow, College President

## **Visiting Team Recommendations**

**Recommendation #1: The team recommends that the District develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes.**

In the fall of 2009, the Vice Chancellor of Human Resources and Employee Relations proposed to the American Federation of Teachers (AFT) adding a statement regarding SLO's in the evaluation procedures for faculty. The AFT response was to reconstitute the Trust Committee and provide six faculty 3 units of paid release time to rewrite the entire faculty evaluation procedures. The cost of doing this is prohibitive and the District had proposed providing a stipend to each faculty member of \$1,500 to work on the rewriting of the faculty evaluation procedures, which was rejected by the AFT. The AFT is adamant about not adding a statement in the evaluation tool that states the faculty member participates in the development and evaluation of Student Learning Outcomes (SLO's). As a result, it was determined by the District that as a part of the Dean's assessment of the faculty member, complete, accurate and timely submission of grades and other information would include the participation in the development and assessment of SLO's. Attached is a draft memorandum to Deans clarifying the completion of the Dean's assessment.

### **Current Status:**

This major recommendation is in process.

### **Evidence:**

- Draft memorandum to the deans, August 2010:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec1\\_SLO\\_Eval\\_Memo.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec1_SLO_Eval_Memo.pdf)

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**Recommendation #2: In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents; therefore, the district should develop rules and regulations for the evaluation of college presidents.**

This recommendation has been fully addressed and was documented in October 2009 in the Colleges' Progress Reports that were submitted to and accepted by the Commission.

### **Current Status:**

This major recommendation has been addressed.

**Evidence:**

- Skyline College Fall 2008 Follow-Up Report:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec2\\_Follow-Up\\_Report.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec2_Follow-Up_Report.pdf)
- 

**Recommendation #3a: The board should regularly evaluate its “Rules and Regulations” and revise them as necessary.**

As noted in the October 15, 2009 Follow-Up Report, the Board of Trustees adopted the amended version of District Rules and Regulations Section 2.08 which established a two-year schedule for review of each of the eight chapters in Rules and Regulations. In collaboration with the Academic Senate, a decision was made to start with Chapter Six (Academic Programs).

Chapter 6, Academic Programs: The October 15, 2009 Follow-Up Report stated that the District Academic Senate had completed its review of 26 sections of Chapter 6, out of a total of 37 sections, and the remaining 11 sections continued to be reviewed. It was expected that these remaining sections would be ready for Board approval in fall 2009 or early spring 2010. Since that time, the Academic Senate has completed review of 5 of the 11 sections, which were reviewed by the District Shared Governance Council and subsequently approved by the Board of Trustees at meetings of October 28, 2009; June 23, 2010; and May 12, 2010. The remaining six sections are currently undergoing review by the Academic Senate. The review of these sections has been delayed because the Academic Senate was forced to focus on issues of staff and program reductions due to State budget cuts.

In addition, three sections of Chapter 6 were listed in the October 15, 2009 Follow-Up Report as awaiting approval by the District Shared Governance Council. These sections have been approved by the Council and by the Board of Trustees at its meeting of October 28, 2009.

Chapter 7, Student Services: As reported in the October 15, 2009 Follow-Up Report, Chapter 7 of District Rules and Regulations underwent review by the District Academic Senate and Vice Presidents of Student Services. At that time, it was noted that eight sections were awaiting approval by the District Shared Governance Council. Subsequently, seven of the eight sections were approved by the Council and by the Board of Trustees at meetings on October 28, 2009 and January 27, 2010. The other section which was awaiting approval is delayed due to concerns raised by a bargaining unit.

In addition, two sections of Chapter 7 were approved for deletion at the January 27, 2010 meeting of the Board of Trustees, and one new policy was approved by the District Shared Governance Council and by the Board of Trustees at its meeting on May 12, 2010. One additional section was reviewed by the Vice Presidents of Student Services and is currently awaiting approval by the District Shared Governance Council.

There are three remaining sections in Chapter 7 which are currently undergoing review by the Vice Presidents of Student Services. The review of Chapter 7 was delayed because of a change of Vice Presidents at one of the colleges and increased workloads for the Vice Presidents due to budget cuts at the Dean level.

Chapters 3 (Certificated Personnel), 4 (Classified Personnel) and 5 (Non-Represented Personnel): These chapters were due to be reviewed following Chapters 6 and 7. However, the Vice Chancellor, Human Resources was forced to focus on significant staffing reductions, including a managed hiring process, due to state budget cuts. One section of Section 3 was amended and was approved by the District Shared Governance Council and the Board of Trustees at its meeting on May 12, 2010.

Because of the delay in the review of the chapters regarding personnel, staff decided to accelerate the review of Chapters 1 and 2 which originally were to follow the chapters having to do with personnel. Therefore, instead of completing the review of the three personnel chapters, the District completed a review and revision of Chapters 1 and 2.

Chapter 1, Board of Trustees: In the October 15, 2009 Follow-Up Report, there was one section listed as awaiting approval by the District Shared Governance Council. This section was subsequently approved by the Council and by the Board of Trustees at its meeting of January 27, 2010. The review of Chapter 1 is complete.

Chapter 2, Administration: Nine sections of Chapter 2 were listed in the October 15, 2009 Follow-Up Report as awaiting approval by the District Shared Governance Council. Approval of five of these sections has been delayed because of concerns expressed by a bargaining unit. The remaining four sections were approved by the District Shared Governance Council and by the Board of Trustees at its meetings on October 28, 2009 and January 27, 2010. One additional section was reviewed by staff and it was determined that no changes were needed. With this, staff has completed its review of all sections of Chapter 2.

Chapter 8, Business Operations: It was reported in the October 15, 2009 Follow-Up Report that four sections in Chapter 8 had been revised and approved. Since that time, staff has revised two additional sections and the revisions were approved by the Board of Trustees on January 27, 2010 and July 28, 2010. One section was reviewed and staff determined that no changes were needed. In addition, one section is awaiting approval by the District Shared Governance Council, four are undergoing review by the Chief Financial Officer, two are undergoing review by the Director of Public Safety, and one is undergoing review by the Vice Presidents of Student Services. There are 23 remaining sections to be reviewed. Staff is committed to completing the review but has been delayed due to staffing reductions and consequent workload increases.

### **Current Status:**

This major recommendation is in process.

## Evidence:

- Status of Policy Updates:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec3a\\_Board\\_Policy\\_Updates.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3a_Board_Policy_Updates.pdf)
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**Recommendation #3b: The district and colleges should collaborate to implement process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success.**

The Vice Chancellor of Educational Services and Planning proposed a Process for Evaluating Delineation of Functions in 2008 and vetted the process with appropriate shared governance groups in the colleges and at the district level. The District Shared Governance Council approved the proposed process in late 2008 (Approved Delineation of Functions Process). The process calls for a three-year review cycle commencing in spring 2010.

Based on the outlined process, the Vice Chancellor formed the Delineation of Functions Review Committee consisting of the ALO from Cañada College, the Vice President of Students Services from College of San Mateo and the ALO from Skyline College. The Committee is chaired by the Vice Chancellor. The Committee brought the actual Delineation of Functions document to their respective college community for review and comment. In April 2010, the committee met formally for an update on the progress of the review process. In June 2010, the committee met again to collect the review results. Consistent across the three colleges, the groups reviewing the Delineation of Functions followed the process and purpose as approved by the District Shared Governance Council. As of June 2010, the following results from the reviews are documented as follows (as approved by the Delineation of Functions Review Committee):

Cañada's College Planning Council, Instructional Planning Council & Student Services Planning Council all reviewed the functional map on the agenda for their final meeting of the spring. While each body examined the map and felt it was generally satisfactory, all of them felt it is appropriate to revisit the document at the first fall meeting when attendance would be larger and support a more thorough dialogue and review.

CSM College Council reviewed the document at two meetings. Constituency representative were asked to obtain feedback from their respective constituencies. Student Senate and Classified reps had no objections and felt the map generally satisfactory. The Academic Senate had concluded its meetings for the spring semester and would like to review the document in the fall. Among the six items in Standard 3, Area B, Physical Resources, CSM's College Council requested a recommended change; specifically, change 1.a and 1.b to SH (Shared).

Skyline's various constituent groups reviewed it separately and brought it back to the College Council. The groups were the academic senate, classified council, student senate,

and management council. The College Council acknowledged the review and left the document as is at its May 26 meeting.

In fall 2010 the Committee will meet again to work on a statement that will be used to communicate the results of the review to various constituent groups on the college campuses.

**Evidence:**

- Approved Delineation of Functions Process:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec3b\\_Delineation\\_Functions\\_Meeting\\_Process.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3b_Delineation_Functions_Meeting_Process.pdf)
  - Approved Accreditation Function Map:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec3b\\_Delineation\\_Functions\\_Meeting\\_Map.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3b_Delineation_Functions_Meeting_Map.pdf)
  - Meeting notes of the Delineation of Functions Review Committee:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec3b\\_Delineation\\_Functions\\_Meeting\\_Notes\\_041210.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3b_Delineation_Functions_Meeting_Notes_041210.pdf) ;  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec3b\\_Delineation\\_Functions\\_Meeting\\_Notes\\_060810.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec3b_Delineation_Functions_Meeting_Notes_060810.pdf)
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**Recommendation #4: Skyline College has developed and offers a significant program of online courses with 14 associate degree and 17 certificate programs constituting 50 percent or more of the requirements online. As a result of this finding, the team recommends that the college notify the Accrediting Commission and submit a substantive change proposal that will validate the program's adherence to the accreditation standards.**

The Substantive Change Application was completed and submitted to the Accrediting Commission on April 29, 2009. The Commission approved the application and asked for an addendum with modifications on September 17, 2009. The addendum was developed and submitted. Skyline College received notification that all submissions were accepted and met the requirements identified by the Commission.

**Current Status:**

This major recommendation has been addressed.

**Evidence:**

- Copy of sub change proposal:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec4\\_Skyline\\_SubChange\\_Submitted.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Submitted.pdf)



- Email from Susan Clifford indicating initial approval with additional information requested:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec4\\_Skyline\\_SubChange\\_Letter\\_from\\_ACCJC.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Letter_from_ACCJC.pdf)
- Copy of sub change addendum submitted to ACCJC:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec4\\_Skyline\\_SubChange\\_Addendum.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Addendum.pdf)
- Email from Susan Clifford indicating final approval after addendum:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec4\\_Skyline\\_SubChange\\_Approval\\_from\\_ACCJC.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Approval_from_ACCJC.pdf)

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**Recommendation #5: The team recommends that the college build on the structure established for the development and review of student learning outcomes and accelerate the full implementation and integration of student learning outcomes into the institution’s instructional and student services programs, and utilize these assessment findings to guide future decision-making and institutional improvements.**

Since receiving recognition by the visiting team in Fall 2007 for its SLOAC infrastructure, the college has continued to evolve its historically strong efforts in the SLO arena. In the subsequent time period, the college has revisited and revised its SLOAC Framework, which is a 74-page nuts-and-bolts implementation guide for campus practitioners that can be viewed at <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/framework.html>.

The college is proceeding on parallel trajectories to achieve the proficiency level of ACCJC’s SLO rubric by the deadline of Fall 2012. With a focus on designing authentic SLO assessment paradigms that provide faculty with valuable information to create more powerful learning environments, the college seeks to not only meet the “requirement” but more importantly emphasize and maintain focus on improving the outcomes of our students. The college’s plan to achieve and surpass the ACCJC proficiency level can be viewed at [http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec5\\_SLOAC\\_Rollout\\_Timeline\\_Spring\\_2010.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec5_SLOAC_Rollout_Timeline_Spring_2010.pdf).

In a recent organizational process step, the college purchased TracDat in Spring 2010 to help provide a technological framework for its SLOAC efforts. In addition, the transparency and continued interest that TracDat enables will cement the notion of SLOAC work leading to action and improvement. The TracDat work is ramping up at the writing of this report, with numerous campus faculty, staff, and administrators participating in a Spring 2010 Flex Day TracDat training.

Below are excerpted highlights from the past two years of SLOAC work; further accomplishments can be viewed at

[http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/assets/newsletters/SLOAC\\_Accomplishments\\_09.pdf](http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/assets/newsletters/SLOAC_Accomplishments_09.pdf)

- SLOAC steering committee members presented Rollout II: The SLOAC Framework, with an emphasis on creating an assessment plan, in departmental, division, and campus-wide meetings.
- Implemented the CCSSE, and identified key items that were mapped to institutional SLOs; ultimately formed scaled scores for each iSLO based on CCSSE data. Results were shared at SLOAC and Institutional Planning Committee meetings, with reflection on results and further refinements suggested to the process.
- Created an annual reporting template for assessment results that was adopted by the Curriculum committee.
- Created an assessment flowchart and checklist for faculty and staff to track their progress.
- Student Services leaders have implemented SLO assessment paradigms in nearly all areas, with a number of units having completed at least one full assessment cycle.

**Current Status:**

This major recommendation has been addressed.

**Evidence:**

- Skyline SLOAC Committee Homepage:  
<http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/index.html>
  - Skyline SLOAC Framework:  
<http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/framework.html>
  - Skyline SLAOC Accomplishments 2009-10:  
[http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/assets/newsletters/SLOAC\\_Accomplishments\\_09.pdf](http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/assets/newsletters/SLOAC_Accomplishments_09.pdf)
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**Recommendation #6: The team recommends that the college develop, approve and publicize a code of professional ethics that applies to all college personnel.**

Ethics codes for all personnel were adopted by the Board of Trustees in June 2008 as Rules and Regulations number 2.21. Each employee group has prepared a distinct Code of Professional Ethics for their respective constituencies, which, as a whole, comprise the Districtwide Policy on Ethical Behavior adopted by the Board.

**Current Status:**

This major recommendation has been addressed.

## Evidence:

- Board's Rules and Regulations 2.21:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec6\\_SMCCD\\_Board\\_Policy\\_2-21.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec6_SMCCD_Board_Policy_2-21.pdf)
  - Faculty Code of Ethics:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec6\\_SMCCD\\_Code\\_of\\_Ethics.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec6_SMCCD_Code_of_Ethics.pdf)
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**Recommendation #7: The team recommends that the college, in collaboration with district IT services, integrate technology planning with institutional planning, in order to assess and implement the most effective use of technology and to develop a stable, long-term plan to meet the ongoing need for renewing and upgrading technology resources in campus computer laboratories and for faculty, staff, and administrative functions.**

The Information Technology Services department has completed an initial assessment of the status of the IT hardware and software installed at the three colleges and the District office. Historically, the colleges have been responsible for funding the replacement of computers, printers and other parts of the technological resources used to support instruction and services. The issue of replacement has grown significantly over the past few years due to the impact of the extensive acquisition of technology through the Capital Improvement Project (CIP) as the district deploys approximately one billion dollars in the construction and modernization of buildings. As these buildings are equipped with the technological infrastructure all at this point in time, the life cycles will cause the need for extensive replacement of it at a single point in time.

The growth in technology at Skyline College includes more than 1000 additional computers, 1000 additional printers, 12,000 student email accounts and 13,500 text messaging subscribers, a new learning management system for online instruction and a growth in smart classrooms from 38 to 229 rooms (each equipped with a projector, screen, sound amplification system, dvd player and wireless network). All of this culminates in the fact that the estimated value of IT equipment in the district is approximately 22 million dollars and increasing as more new buildings are brought on line.

With a 5-year computer replacement schedule (typically a 3 or 4 year replacement cycle is used), ITS estimates the cost of maintaining the technological standards would be approximately 1.7 million dollars per year. Therefore this issue is being addressed from a district perspective. The Colleges and the District Office are pursuing three major strategies designed to generate revenues and minimize costs.

- Strategy 1: allocate bond money to update specified labs across the district. This one-time funding was used to renew labs that had the oldest personal computers that are most heavily used and have proven to require the most repairs. At Skyline College the Center for Advanced Learning and Technology lab and lab classroom received a total of 51 new

computers. Across the district more than \$200,000 was invested in updating the technology in 2010.

- Strategy 2: The district is piloting virtualization technology. This technology is expected to reduce the cost of equipment, labor and replacement costs by creating versatile labs that can run different applications specific to multiple disciplines through the use of servers and virtualized desktops. The life of the technology is anticipated to be increased by 50% and there is an anticipated reduction in energy utilization in the labs. The labor savings from the decreased need for the technicians to re-image the computers at the start of the each semester is expected to be more than \$100,000 per year once fully deployed. The pilot project will be evaluated during Summer 2010 to determine proof of the concept.
- Strategy 3: Consideration is being given to the identification of local dollars or dollars acquired with the support of the county voters to be positioned to generate interest which would be used to support technology replacement. This strategy is very early in its deliberations and would require the support of local voters.

#### **Current Status:**

This major recommendation has been addressed.

#### **Evidence:**

- Skyline College 2009 Technology Plan:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec7\\_Skyline\\_Technology\\_Plan.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec7_Skyline_Technology_Plan.pdf)

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**Recommendation # 8: The team recommends that the college implement a policy that specifically evaluates the institution's governance and decision-making structures on a regular basis to assure their integrity and effectiveness. The results of these reviews should be widely communicated to the college community and used as the basis for continuous improvement.**

These items were addressed jointly through a review of the college's Shared Governance process, undertaken the spring following the fall 2007 comprehensive visit to the college. The structure of that review is described in a document entitled "Shared Governance Review Spring 2008." The subsequent discussions and conclusions are detailed in the College Council Annual Reports for the years 2007-08 and 2008-09. The committee structure was revised and simplified, and is defined in the Compendium of Committees. The college president provides synopses of the work of the college's three broadest committees—College Council, College Budget Committee and Institutional Planning Committee—in her weekly e-newsletter *Skyline Shines*.

#### **Current Status:**

This major recommendation has been addressed.

**Evidence:**

- All of the review and discussion documents mentioned above are available at <http://www.skylinecollege.edu/facstaff/GovCommittees/collegecouncil/index.html>
- The President's e-newsletter, *Skyline Shines*, is available at <http://www.skylinecollege.edu/facstaff/PresidentsOffice/index.html>

## **Standard II Planning Agendas**

### **II.A.1.a: Implement a technologically-based Academic Early Warning System.**

Skyline College implemented the Early Alert System in 2008 in collaboration with Instruction to identify, refer and contact students who are not succeeding in their classes for intervention and follow-up. The College has also reviewed its implementation and approach through its College Success Initiative Coordinating Committee, and continues to make improvements based on feedback.

#### **Current Status:**

This planning agenda has been addressed.

#### **Evidence:**

- Early Alert Forms:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIA1a\\_EarlyAlertForm.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIA1a_EarlyAlertForm.pdf)
  - College Success Committee Minutes:  
[http://www.skylinecollege.edu/facstaff/office\\_instruction/college\\_success\\_initiative/csi\\_minutes.html](http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/csi_minutes.html)
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### **II.A.1.a: Integrate the First Year Experience Plan recommendations in the overall college governance processes.**

Skyline College was selected as one of only two California Community Colleges to participate in the national Foundation of Excellence in the First Year Experience program in 2006. The one year self study process was critical and robust, involving faculty, staff, students, and administrators at the college and guided by evidence related to the ten aspirational dimensions of excellence. Presentations and updates were presented to the college community and to the Board of Trustees.

The conclusion of the FYE self study was followed by the Basic Skills Initiative self study. The latter was informed and guided by both the processes and recommendations from the FYE self study. Both processes have resulted in the formation of the College Success Initiative (CSI), led by a coordinating committee which has broad representation from all college constituencies, especially faculty who work with first year and basic skills students. A CSI Plan has been developed and updated annually. The implementation, coordination, and updating of the plan is the responsibility of the CSI Coordinating Committee. A CSI steering committee has also been formed, responsible for policy and resource allocation decisions. The CSI Coordinating Committee is co-chaired by a faculty leader and the Vice President of Student Services. The CSI steering committee is co-chaired by a faculty leader and the president of the college.

The CSI initiatives have produced outcomes identified in both the FYE and BSI self-studies, for example: an orientation program for first time college students (Career 650), a revised on-line orientation that parallels the in-person orientation (which would be live by summer 2010), the FYE learning community, and supplemental instruction.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

- <http://sharepoint.smccd.edu/SiteDirectory/skyfye/default.aspx>
  - [http://www.skylinecollege.edu/facstaff/office\\_instruction/college\\_success\\_initiative/mission\\_goals.html](http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/mission_goals.html)
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**II.A.1.b: Instigate a technological infrastructure to support faculty and staff development and implementation of more online instruction, including assessment of instructional effectiveness.**

The district budgeted resources to support faculty development and curriculum redevelopment for teaching online courses. Initially \$50,000 supported faculty participation, development and certification. A taskforce of the district's Distance Education Advisory Committee (DEAC) develops, reviews, and coordinates the district-wide Structured Training for Online Teaching (STOT) program. Four STOT classes have been offered to the district faculty. The faculty can participate based on space available and recommendations from the deans. Close to 30 Skyline online faculty have participated in STOT. DEAC is planning for additional training opportunities, including peer to peer support forums, to further advance the knowledgebase and skills of the online faculty in the district. Another round of development is being considered and is pending budget allocation.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

- STOT program summary:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIA1b\\_STOT\\_Program\\_Summary.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIA1b_STOT_Program_Summary.pdf)

- STOT 2009/10 schedule:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIA1b\\_STOT\\_2009-10\\_Schedule.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIA1b_STOT_2009-10_Schedule.pdf)
  - Sample STOT session:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIA1b\\_STOT\\_Sample\\_Agenda.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIA1b_STOT_Sample_Agenda.pdf)
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#### **II.A.2.b: Complete the development and population of the advisory-committees website.**

The advisory committee website contains the membership, agendas and minutes of the meeting for the following career technical education programs:

1. Automotive Technology
2. Computer Application and Office Technology
3. Cosmetology
4. Early Childhood Education
5. Family Consumer Science
6. Respiratory Therapy
7. Surgical Technology
8. Telecommunications and Network Information Technology

The website can be viewed at

<http://www.skylinecollege.edu/combiz/servingbus/adviceCommittee/index.html>.

#### **Current Status:**

This planning agenda has been addressed.

#### **Evidence:**

- <http://www.skylinecollege.edu/combiz/servingbus/adviceCommittee/index.html>
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#### **II.A.2 c: Increase the number of smart classrooms.**

San Mateo Community College District is currently engaged in a massive Capital Improvement Project (CIP) that will result in new and modified classroom buildings. At the time of the self study the number of smart classrooms was limited to a small number of rooms in what was then the newest building on campus (Building 5). Other rooms may have been considered smart by virtue of a roll-in media cart. However, the CIP process has resulted in modernization of Building 7 and Building 8, a smaller “facelift” of Building 1 and construction of new buildings 7A and 11. Building 4 is currently under construction, and will be finished in mid-Spring 2011 and in use by summer 2011. The standard adopted in the CIP process is that all affected



classrooms will be smart classrooms. Minimally, the power and data infrastructure would be included to allow for the eventual procurement of the equipment. However, we have found that in the course of the CIP process we have been able to not only build out the smart classroom infrastructure, but we are able to include the equipment such as plug and play stations, document cameras (in specified rooms), projectors and wireless networking. Skyline College now has a total of 77 smart classrooms.

**Current Status:**

This planning agenda has been addressed.

**Evidence:** Skyline College's smart classrooms are located as follows:

Building Number	Number of smart classrooms
1	9
2	7
3	3
4	7
5	5
6	5
7	12
7A	6
8	20
10	2
11	1
<b>Total</b>	<b>77</b>

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**II.A.2.i: Develop and implement a schedule for program-level SLO's, using the SLOAC process.**

Much of our energy has been focused on course level assessment, which we will continue to evolve since because of its direct relationship to improving student success. Our acquisition of TracDat in Spring 2010 has enabled us not only to document assessment efforts, but to reinforce the notion of acting on the implications of the data. Discussion is presently underway to potentially revise the program review template and process to integrate TracDat reports.

The College also has assessed ISLOs by administering the CCSSE, which it will do for the second time in Spring 2011. Another means of assessing ISLOs will be by way of TracDat, as course level data can "roll up" to the pertinent ISLOs. Though departments have aligned courses with ISLOs, they will need to "map" this relationship in TracDat. This step of TracDat training will take place in 2010/2011. Rubrics to assess ISLOs were also created this year for faculty to use in the future.

The College will roll out program-level assessment in 2010/2011. To use the existing infrastructure afforded through program review, the SLOAC Steering Committee recommends that everyone scheduled for program review be asked to assess on the program level, but be provided with a “toolbox” as to what will suffice, such as course level assessments rolling up, mapping of courses to program level SLOs, surveys, performance on licensing exams, capstone projects, focus groups consisting of majors, etc. Departmental faculty and staff can then determine what is most pertinent to improving their overall programs.

**Current Status:**

This planning agenda is in process.

**Evidence:**

- Skyline College SLO Rollout Plan:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec5\\_SLOAC\\_Rollout\\_Timeline\\_Spring\\_2010.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec5_SLOAC_Rollout_Timeline_Spring_2010.pdf)
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**II.A.6.c: Develop a policy and appoint a person responsible for faculty websites to ensure they remain current.**

The college has not addressed this issue from a systemic level. Currently, the college is in the process of reorganizing the management of the college website. This issue of faculty websites will be a piece of the overall processes for the development of a webmaster position and its attendant responsibilities. While the currency of faculty websites has certainly improved in the last couple of years, the major complicating factor has been the shift of the college’s website to a new content management system, *OmniUpdate*. The complete conversion of the 10,000+ web pages to the new system halted access to websites for an extended period of time while this was underway.

At this point, the new system has been up and running since late 2009. Faculty have had numerous opportunities to become trained on the new software, and many have afforded themselves this opportunity. In the near future, we expect a larger range of faculty to continue to become versed with the new approach.

In addition, a structural change has been made. The Communications Manager reported to the Director of Marketing, Development and Public Relations. As part of the college’s budget reduction strategies, that latter position, responsible for oversight of the website, was eliminated. That function is now under the Dean of Planning, Research and Institutional Effectiveness, and the focus upon currency of faculty websites will be under his supervision henceforward.

**Current Status:**

This planning agenda is in process.

**Evidence:**

- Not applicable.
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**II.B.3.a: Through Skyline student services faculty and managers, participate in district efforts to identify and implement concrete strategies to ensure consistency and currency in student counseling.**

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

- Integrated the *SARS* scheduling system district wide so that counselors can access student information from any of the three colleges.
- Implemented the use of *WebSMART* as a central repository for counselors to use as an online vehicle for providing current and consistent information, resource and communication tool in working with students
- Held a district wide Counseling Conference to share ideas, learn about new programs and plan and strategize new counseling ideas and collaborative efforts. Will be reviewing CSM E-SEP system during the coming year.
- Implemented "E-Counseling" online counseling to assist students who cannot always meet with a counselor.
- Implemented the Early Alert System in collaboration with Instruction to identify, refer and contact students who are not succeeding in their classes for intervention and follow up.
- Implemented a Degree Audit application to provide counselors a more consistent and current evaluation in assisting students applying for AA/AS and Certificates.
- Clarified the concurrent enrollment process and application to assist high school students enrolling in courses.
- Conduct student success workshops for students on probation and subject to dismissal. Workshops, led by counselors, designed to provide information and help students develop appropriate strategies to improve their academic standing.
- Integrated Counselors into the various "learning communities" such as Puente, Gateway, TRIO, Hermanas/os, ASTEP to ensure that appropriate, linked and support counseling services were available to targeted student populations.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

- Concurrent Enrollment Website:  
<http://www.skylinecollege.edu/highschool/getstartedhighschool/concurrent.html>
  - E-Counseling website:  
<http://www.skylinecollege.edu/general/counseling/electronicCounseling.html>
  - Counseling Website:  
<http://www.skylinecollege.edu/general/counseling/counselingResources.html>
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**II.B.3.a: Implement financial aid awareness strategies to increase Free Application for Federal Student Aid (FAFSA) completions and Board of Governor's Fee Waiver (BOGFW) applications.**

The Financial Aid Office (FAO) has made great strides in implementing financial aid awareness strategies to increase Free Application for Federal Student Aid (FAFSA) completions and Board of Governor's Fee Waiver (BOGFW) applications. These strategies include the establishment of Financial Aid Awareness Week, an in-reach effort that takes place each fall and spring semester focusing on educating students after the semester has begun that financial aid is available and that it not too late to apply.

Coupled with Financial Aid Awareness Week, the "FAFSA Tuesdays Campaign" has been implemented, in which workshops are held on Tuesdays throughout the semesters that enable students to get assistance when completing the FAFSA application. Campus Ambassadors are available to help students needing individualized attention when completing the FAFSA on any day during the week, and they make in-reach presentations to classes to spread the word about financial aid, along with conduct tabling activities promoting financial aid.

To enlist faculty in promoting financial aid, staff made a presentation during the fall 2009 Flex Day activities resulting in over 30 requests to make presentation to classes, and each fall the "Pass it On" letter campaign takes places where faculty and staff are asked to let students know that financial aid is available and that assistance is available to complete the applications. Financial Aid staff also makes presentations during college and program orientations, and are bilingual in at least three languages so that they can assist students with the financial aid process.

These varied activities have led to an increase in the number of financial aid awards made by the Skyline FAO. The 2009-10 academic year, is on track to be a banner year for the financial aid office with well over 1,600 Pell awards to date. This exceeds the previous high number of roughly 1,200 in 2005-06, and all indications are that 2010-11 will also be a banner year.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

- Financial Aid Events Report:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIB3b\\_Spring\\_2010\\_Financial\\_Aid\\_Events.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_Spring_2010_Financial_Aid_Events.pdf)
  - Flex Day Presentation:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIB3b\\_Financial\\_Aid\\_Presentation.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_Financial_Aid_Presentation.pdf)
  - FAFSA Flyer:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIB3b\\_FAFSA\\_Workshop\\_Flyer.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_FAFSA_Workshop_Flyer.pdf)
  - Pass it On Letter:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIB3b\\_Financial\\_Aid\\_Pass\\_It\\_On\\_Flyer.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_Financial_Aid_Pass_It_On_Flyer.pdf)
  - Financial Aid Awareness Week Flyer:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIB3b\\_FA\\_Awareness\\_Week\\_Flyer.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIB3b_FA_Awareness_Week_Flyer.pdf)
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**II.B.3.a: Review the registration process to facilitate student access.**

The following changes and improvements have been made in the student registration process to improve student access.

- Instruction pages have been reviewed and language modified to provide better registration instructions (see attachment). A District Enrollment Services Committee meets monthly to collaborate with our Technology Department to improve processes.
- A dynamic search function has been added to web pages to provide more specific and direct search capabilities: <https://websmart.smccd.edu/webschedule/default.php>
- All students are assigned a district email address to ensure delivery of all emailed material. All registration information, student services notifications and class information from instructors are sent to this email address.
- Matriculation requirements are now automatically “satisfied” with a feed from our assessment center to clear the Placement test requirement and a feed from SARS to clear Orientation, if the student attended an orientation workshop, and the Counseling requirement after the student has met with a counselor.

- Waitlists were added for most classes. Waitlist information and instructions are available on the Registration page. Students are automatically notified if a seat becomes available in a closed class. Students have 72 hours to register for the class. The Waitlist also provided a mechanism to assist faculty in equitably distributing authorization codes allowing students to register during late registration.
- Students are instantly provided with an emailed Schedule/Bill to confirm a registration when the registration process has been completed on WebSmart.
- Students are notified immediately after grades are rolled if they failed to complete a pre-requisite requirement for a class they are enrolled in for the subsequent term. This notification allows them time to re-register in the failed class.
- Assistance with navigating online registration is available through Help information on the WebSmart registration site, by phone or with assistance at the computer terminals located in the One Stop Student Center. Currently, approximately 95% of student registration is done online. The 5% of registration activity that is done manually generally is caused by computer system restrictions that block students from performing certain transactions themselves.

#### **Current Status:**

This planning agenda has been addressed.

#### **Evidence:**

- Websmart site: <https://websmart.smccd.edu/webschedule/default.php>
- MySMCCD site: click on tab for Email at <http://my.smccd.edu/default.php>

#### **II.C.1.a: Institute the library peer group comparison process recommended by the Association of College and Research Libraries.**

Standard IIC pertains to the provision and assessment of library resources and services. Although Skyline College met this standard, it was felt that the library's evaluation of its resources would be improved if it were to undertake the peer group comparison process recommended by the Association of College and Research Libraries (ACRL). Therefore, in September 2009 Skyline Library conducted an informal peer group comparison project by means of a brief survey sent to ten California Community College libraries. This survey gathered data in three areas: 1) expenditures for print and online research materials, 2) library resources and equipment, and 3) library staffing.

A complete description of the survey methodology, along with a summary and discussion of the gathered data, can be found in *A Planning Agenda Item Report from Skyline College Library for the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges -- October 2009. Standard II: Planning Agenda Item C1.a.*

The data gathered through this project proved to be valuable, primarily because it resulted in a significant reallocation of collection development funds among books, print periodicals, and database subscriptions in order to better meet the research needs of Skyline students and faculty. This planning agenda item has been met.

#### **Current Status:**

This planning agenda has been addressed.

#### **Evidence:**

- A Planning Agenda Item Report from Skyline College Library for the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges -- October 2009. Standard II: Planning Agenda Item C1.a:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIC1a\\_Library\\_Group\\_Peer\\_Review.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1a_Library_Group_Peer_Review.pdf)
- 

**II.C.1.b: Through the Library and Information Competency Committee, develop a college wide plan to teach and assess a comprehensive set of information competency skills as set forth in the college's proposed information competency student learning outcomes. This plan will ultimately go through Curriculum Committee for approval.**

In September 2009, the Curriculum Committee formed an Information Literacy Subcommittee which was charged with determining an effective approach to establishing an information literacy graduation requirement at Skyline College. The subcommittee's work culminated in a proposal to "infuse" information literacy instruction in all sections of English 100, a required course for all those seeking an Associate degree.

In March 2010, the Language Arts Division voted to participate in a year-long pilot project to infuse information literacy instruction in selected sections of English 100 starting in fall 2010. On March 31, 2010, the subcommittee and representatives of the Language Arts Division met with the Curriculum Committee to discuss the launching of the pilot project.

In March 2011, the Information Literacy Subcommittee plans to return to the Curriculum Committee to report on the results of the pilot project. Based on the subcommittee's recommendations, the Curriculum Committee will decide whether or not to establish an information literacy graduation requirement based on the infusion approach piloted in 2010-11.

A full description of the infusion proposal can be found in *Infusing Information Literacy Instruction in ENG 100 – A Draft Proposal – March 2010*.

Significant progress has been made in the last seven months to develop a college wide plan to teach information competency skills. This planning agenda item has been met.



**Current Status:**

This planning agenda has been addressed.

**Evidence:**

- Infusing Information Literacy Instruction in ENG 100 – A Draft Proposal – March 2010: [http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIC1b\\_Information\\_Literacy\\_Proposal.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1b_Information_Literacy_Proposal.pdf)
- 

**II.C.1.d: Propose specific strategies for addressing the library's security and public safety concerns to the appropriate college or district bodies.**

Since Skyline Library had been experiencing an increasing number of incidents involving belligerent and/or illegal behavior in recent years, it was felt that serious discussions and action regarding enhanced public and staff safety were warranted.

Significant progress has been made on this agenda item, including the following:

- The library staff met with the Vice President of Student Services, the Chief Public Safety Officer, the Director of Counseling Services, the DSPS Director and the Director of Admissions and Records on May 14, 2008 to discuss a wide range of issues and challenges regarding safety and security in the library. The main points and action items from that meeting were recorded by Lori Adrian, the Vice President of Student Services, and sent to all library staff via email. (See Lori Adrian email of May 15, 2008.)
- A security camera was installed in 2009 to monitor the entrance to Building 5, which houses the library.
- A campus-wide emergency text-messaging system went into effect in 2009. The system enables all library staff to be quickly informed about campus-wide emergencies.
- The Chief Public Safety Officer reported in March 2010 that security cameras would be installed in the near future both outside and inside the library.
- A systematic, formal method for creating a written record of disruptive student behavior was established in March 2010.
- The library was given a new campus radio in March 2010, further enhancing the staff's ability to send and receive emergency information.

Due to the above discussions and actions, the library is much better prepared to respond to disruptive patrons and emergency situations. This planning agenda item has been met.

**Current Status:**

This planning agenda has been addressed.



**Evidence:**

- May 15, 2008 email from Vice President of Student Services to College administration and library staff:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIC1d\\_Library\\_Security\\_Email.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1d_Library_Security_Email.pdf)
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**II.C.1.d: Develop a collaboration between the Facilities Department and the Learning Center to create a plan to improve cleanliness of the Learning Center.**

This recommendation to improve the cleanliness of the Learning Center was based on the need to replace dirty and worn carpets, replace soiled chairs, put a fresh coat of paint on walls, and establish a consistent schedule for vacuuming and cleaning the center.

Progress to date includes the following:

- The Learning Center and several adjoining classroom spaces in the Center were renovated during the summer break in August 2010. Renovations included: replacing the carpet in all the open lab areas as well as classroom 5102A, the TRIO Student Room, staff work room and Basic Skills Lab; repairing and painting some of the dirtiest walls and creating two color accent walls to add warmth to the space; removing some of the most soiled computer chairs and old computers.
- The Learning Center Director (Leslie Shelton) and Building Facilities Evening Supervisor (Manuel Granillo) met on March 17, 2010 to discuss a plan for ongoing maintenance of the center in terms of a schedule for vacuuming, dusting, cleaning tables on a regular basis.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

- Email communications regarding renovations in TLC:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIC1d\\_TLC\\_Renovations\\_Email.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1d_TLC_Renovations_Email.pdf)
- Email communications regarding cleanliness in TLC:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIC1d\\_TLC\\_Cleanliness\\_Email.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1d_TLC_Cleanliness_Email.pdf)

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**II.C.1.d: Develop plans for installing extra shelving in the library.**

The shelves containing our circulating collection of books have been impacted for quite a few years. In several sections, there is no remaining space. Our response has always been to weed (remove books no longer deemed useful), and to shift as much of the collection as possible, but that is a short term solution. We still estimate that shelving space will be exhausted in approximately three years. Thus, the best long term solution is the addition of 300-350 shelves which would give adequate space in which to spread out the existing collection, while at the same time plan for future acquisitions.

The Chancellor's Cabinet has charged the colleges with looking more comprehensively at the libraries through the lens of creating a "Library of the Future". The district will be considering the role of a contemporary library and the type of facilities/technology investment that will be required in light of emerging technologies, changing demands, and the way we deliver instruction. The Vice Chancellor of Educational Services has been charged with identifying professionals who are on the forefront of conceptualizing such a building. In the meantime, the library faculty and staff have modified the inventory using existing criteria for maintaining holdings in order to minimize space demand.

**Current Status:**

This planning agenda item has been postponed in order to be incorporated into broader discussions on the Library of the Future.

**Evidence:**

- Not applicable

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**II.C.2: Through the Library and Information Competency Committee, put in place an assessment plan for information competency and library services at Skyline College.**

The assessment plan has been written and will be implemented in Fall 2010 with the launching of the information literacy pilot project, in which librarians will teach and assess information literacy student learning outcomes in selected sections of English 100. The complete assessment plan is entitled *SLO Assessment Plan for Information Literacy (Infusion Approach) – Pilot Project Implemented Fall 2010*.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

- SLO Assessment Plan for Information Literacy (Infusion Approach) – Pilot Project Implemented Fall 2010:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIC2\\_Info\\_Literacy\\_SLO\\_Assessment.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC2_Info_Literacy_SLO_Assessment.pdf)
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## **Standard III Planning Agendas**

### **III.A.1.d: Through the shared-governance process, develop ethics codes for all personnel.**

Same as Major Recommendation #6

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### **III.A.2: Use the Budget planning process, the FTE Allocation Process and the overall Staffing for Student Success process to increase access to counseling services.**

In response to this item, the college has taken the following steps to increase student access to counseling services:

- Submitted a request for three FT counseling positions during the FTE Allocation Process in addition to a TRIO funded Counseling positions. Only the TRIO funded position was approved.
- BSI and PIF funds augmented General Funds to provide counseling access, support and services to expand Hermanos/as Program; provided counseling services to Early Alert System; and expanded Outreach Efforts. Additionally more counseling related courses were offered at our feeder high schools that provided both career and college preparation to facilitate the transition to college.
- Connected and linked counselors in the various Learning Communities to Transfer, Career, Outreach and related Student Services areas to enhance the awareness of services for students, help ease the transition of students into the various services on campus, and to support the Learning Communities as a whole.

#### **Current Status:**

This planning agenda item has been addressed.

#### **Evidence:**

- Ranking of FTEF showing counselors priority:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIIA2\\_FTEF\\_Ranking\\_Jan\\_09.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA2_FTEF_Ranking_Jan_09.pdf)
- BSI Action Plan showing Early Alert Support:  
[http://www.skylinecollege.edu/facstaff/office\\_instruction/college\\_success\\_initiative/assets/planning/0910BSIActionPlan.pdf](http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/assets/planning/0910BSIActionPlan.pdf)
- PIF Announcement & Program Description for Hermanos & Hermanas:  
<http://www.skylinecollege.edu/facstaff/PresidentsOffice/awards/2006.html> ;  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIIA2\\_Hermanos-Hermanas.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA2_Hermanos-Hermanas.pdf)

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### **III.A.2: Seek additional resources to increase local computer technical support.**

Resources of the three colleges and the district have been leveraged by centralizing Information Technology Services (ITS) support at the district level. Technical support for all campus technology is now provided by District ITS staff. In doing so, ITS provides technological support for computers, Banner, email, and phone services at Skyline College.

There are four full-time District technicians stationed at Skyline. In addition, Skyline employees are able to receive assistance through a District maintained Help Desk. This District-wide approach to technical services provides local Skyline technicians with an extensive knowledge base that extends beyond their individual experience and knowledge, as well providing Skyline with additional resources when needed. When it is required, additional technical resources are deployed from other sites to the college depending upon the demand.

A recent example of bringing additional resources to Skyline was during the winter break 2008/2009. The newly remodeled Science Building 7 was being prepared for occupancy. Four additional technicians from the District and CSM were dispatched to Skyline for several days to activate the network and setup equipment in offices, labs and classrooms. By having these additional resources, Skyline based technicians were able to provide uninterrupted service to Skyline employees during this period.

The centralized Help Desk system has the ability to measure technician performance. During the period of January 1, 2009 to July 1, 2009 there were 1,244 service request submitted to the Help Desk. The average time from submittal until the case was closed was 23.74 working hours. This time is consistent with District ITS goals and higher education accepted standards. This response time was achieved with a campus ratio of 1 technician for every 450 computers. This ratio of computers to technicians greatly exceeds the State Chancellor's Office guidelines of 100 computers per technician and national standards of one technician per every 150 computers.

Additionally, 1.8 FTE (staffing) supports the media services in providing technological audio-visual set-up, breakdown, maintenance and repair. Network maintenance and upgrades are also provided by District ITS network support staff housed at the District Office.

Finally, the district has adopted some technology standards that also minimize the demand for IT repair and service. Each time a machine is serviced, recommendations are made as to whether the cost of frequent service exceeds the cost of replacement. This ongoing communication and recommendation from the IT department has resulted in faculty computers and lab computers being replaced and taken out of the revolving service loop which significantly impacted demands on technology support staff.

**Current Status:**

This planning agenda has been addressed.

**Evidence:**

- Skyline College 2009 Technology Plan - [http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec7Skyline\\_Technology\\_Plan.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec7Skyline_Technology_Plan.pdf)
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**III.A.5.b: Develop a systematic evaluation process for professional-development programs that includes all classifications of employee and all professional development-related activities.**

Membership on the Professional Enrichment and Development Advisory Committee (PEDAC) includes all classifications of employees—faculty, staff, and administration. PEDAC members share in the decision-making when it comes to campus-wide professional development activity planning and the funding of professional development activities through PEF (Professional Enrichment Funds). These funds were established by PEDAC to help fund professional enrichment activities for all classifications of employees. PEDAC may respond to the professional development needs of employees noted through dialogue and evaluations that occur between those who engage in activities offered through the various professional development programs.

Multiple methods of evaluation have been devised by the individual programs that promote and fund various professional development activities. Some of these evaluation methods include workshop evaluation forms and simple surveys. Others include reports and/or summaries of activities and workshops. The outcome of the information gathered has led to an increase in workshops/sessions teaching strategies, student success, and employee wellness and an increase in collaboration and dialogue between the individual professional development programs.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

- PEDAC Charge: [http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIIA5b\\_PEDAC\\_Charge.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA5b_PEDAC_Charge.pdf)
- PEDAC Faculty Survey Results: [http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIIA5b\\_PEDAC\\_Faculty\\_Survey\\_Results.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA5b_PEDAC_Faculty_Survey_Results.pdf)

- PEDAC Flex Day Evaluation Form:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIIA5b\\_PEDAC\\_Flex\\_Day\\_Feedback.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIA5b_PEDAC_Flex_Day_Feedback.pdf)
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### **III.B.1.a. Explore with the district changing the Facilities funding allocation model to provide more staffing.**

The district resource allocation model is under discussion and consideration for revisions, beginning in the 2009-10 academic year. One of the topics receiving a focus in those conversations is the formula which establishes funding for Facilities.

#### **Current Status:**

This planning agenda item is in process.

#### **Evidence:**

- Skyline College Budget Committee (CBC) minutes at [http://www.skylinecollege.edu/facstaff/GovCommittees/cbc/agenda\\_minutes.html](http://www.skylinecollege.edu/facstaff/GovCommittees/cbc/agenda_minutes.html). See minutes for March 25, 2010, for example:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIIB1a\\_CBC\\_Minutes\\_032510.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIB1a_CBC_Minutes_032510.pdf)
  - District Committee on Budget and Finance Committee minutes - see minutes for February 16, 2010, for example:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIIB1a\\_DCBF\\_Minutes\\_021610.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIIB1a_DCBF_Minutes_021610.pdf)
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### **III.B.1.b: Incorporate campus security needs related to lighting, emergency phones, emergency announcement systems and parking lot safety in the facilities master planning process.**

In the Fall of 2007, Skyline College completed its Accreditation Self Study and summarized a recommendation which addressed a planning agenda focusing on the incorporation of campus security needs in multiple areas. Those areas included lighting, parking lot safety, emergency announcement systems, emergency phones and overall public safety. Over the past couple of years, public safety has undergone substantial changes with a focus on the core areas of the self study. Below is a compilation of both the agenda items and an incorporation addressing a public safety first approach.

The first of the agenda items centered on parking lot safety. Skyline College has adopted a prevention-first approach within the public safety department. One of the first lines of defense for this approach starts with lighting for night time safety. Several parking areas like Lot A, C and R as well as a few sporadic interior locations have increased in both the amount and quality of interior lot and pathway lighting. These recent additions to the campus interior and parking lot layout have helped to prevent and combat criminal elements within the parking areas since 2008.

Another agenda item focused on Emergency phones for the campus parking lots. Currently, these have been deemed too costly to install. A secondary approach to help address this deficiency has come about through a multi level camera system which was recently installed. Although the use of this investigatory tool does not completely equate to a emergency contact system such as an emergency phone system would, the network of security cameras, as well as an increase in a physical presence of the Public Safety Department in the parking lots, act as a strong criminal deterrent that balances the limited function of a the phone system.

Another of the agenda items focusing upon public safety is the Emergency Announcement System (EAS). The current EAS system was installed, and upgraded on several levels to support multitude of informational and emergency situations. Similar to the lighting system, it is an invaluable tool that supports the public safety department and can act in unison with an ever expanding, campus-wide, security-camera, monitoring and recording system.

Finally, one item that is not on the agenda is the security camera system. This system along with the digital Emergency Announcement system, acts as part of a large scale network of emergency announcement devices. Additionally, a text message blast system and a Gwa-mail/email system add to it all giving Skyline College an early warning and reactive response system that helps maintain an ever vigilant response structure adding a necessary level to the college's emergency preparedness plan. Along with those tools for emergency response, the public safety department is currently investigating more tools that would add our current phone infrastructure and computer network to the choreographed web of Skyline's mass notification systems.

As a measure of both planning and success, Skyline College's parking lot safety has increased steadily over the last two years. This has been achieved with the help of a three-pronged approach in Public Safety. Increased visual deterrence has been implemented since 2008 by stepping up more vehicle and foot patrols from uniformed public safety officers in the surrounding parking areas. With the help of increased lighting and a safety awareness campaign, the Public Safety Department has reached out to students, staff, faculty and the general campus population in order to educate the campus public. A gamut of public safety awareness handouts, informative maps and improved signage, helps maintain a criminal deterrence that leads to a trickle-down effect into the parking areas. The combination of all these systems in place has led to a steady decrease in parking lot crimes such as vehicle theft, vehicle burglary, assaults in the parking areas and vandalism.



**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

- The evidence of these agenda items can be seen in both the physical devices set in place via cameras, lighting, construction, signage and public safety literature, as well as the decrease in criminal activity within the campus interiors and parking lot areas. Past and continued planning support and will help ensure a solid downward trend for on-campus criminal activity and success in creating a safe educational environment. The agenda items addressed along with public safety as a whole are an ever increasing task we are striving to perfect within the public safety department.
  - SRTK DATA on decrease in criminal activity:  
<http://www.skylinecollege.edu/general/publicSafety/securityStatistics.html>
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**III.C.1: Through the Technology Advisory Committee, develop an annual report to assess effectiveness of technology in meeting institutional needs, including student learning programs and services.**

The Skyline College Technology Advisory Committee is currently working with the Dean of Planning, Research and Institutional Effectiveness to develop an evaluation tool. The committee has reviewed sample surveys from adjacent colleges and has tentatively identified possible areas of information needed in a small 10-15 item survey. The results will be used to inform the annual report and the annual priority setting of the technology committee.

**Current Status:**

This planning agenda item is in process.

**Evidence:**

- Draft Survey from TAC from Spring 2010:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIC1\\_Draft\\_Technology\\_Survey.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1_Draft_Technology_Survey.pdf)
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**III.C.1: Seek additional resources to increase local computer technical support.**

Same as III.A.2

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### **III.C.1: Work with District ITS to increase availability of technicians to serve on committees.**

Skyline College underwent a governance review process to ensure an effective governance process. Faculty and staff raised concerns about the numerous committees and the overlapping committee scope. Consequently, committees were merged and charges were refined. At that time, each committee's representation list was reviewed to ensure the appropriate faculty, staff and student participation. ITS staff serves on the Technology Advisory Committee, College Success Initiative Coordinating Committee, Educational Master Plan Task Force, Standard II Accreditation Self-Study sub-Committee, the recently constituted Event Team and CIP user-group committees for the construction of new buildings 4 and 11.

#### **Current Status:**

This planning agenda item has been addressed.

#### **Evidence:**

- Compendium of Committees for ITS Staff Participation: [http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIIC1Compendium\\_of\\_Committees.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIIC1Compendium_of_Committees.pdf)

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### **III.C.1: Facilitate the development of faculty webpages for all faculty.**

Currently, 67 of the faculty have faculty websites. Of the 33 faculty who do not have their individual site, 19 are in departments that have extensive web presence using a department page. These departments include cosmetology, Child Development Center, Physical Education/Athletics, Counseling and Trio. One faculty member is retiring and the remaining 14 faculty have opted not to use a faculty web page.

The college is considering changes in the web mastering responsibilities and as new position duties are considered, enabling the capacity to support faculty development of web pages will be included.

#### **Current Status:**

This planning agenda item is in process.

#### **Evidence:**

- Faculty Website Homepage: <http://www.skylinecollege.edu/facstaff/fachome.html>

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### **III.C.1.a: Work with district technology groups to develop an infrastructure to support online instruction.**

Skyline College and SMCCCD have a cadre of qualified faculty, staff and administrators supporting the development and implementation of online instruction. At the district level, the equivalent of 1 full-time equivalent staff member supports both platforms of offerings. One-half FTE is located at the campus to provide a technological liaison between the college and the Information Technology Services Department (ITS) at the district level.

ITS provides the programming services as required to support both course management systems (CMS). ITS provides on-campus support and training for online instruction through its technology liaison. Finally, one FTE assigned to the Vice Chancellor's office at the district level is responsible for training/professional development, course design, and providing support for eCollege.

ITS is committed to supporting Skyline College's mission to utilize technology to provide online, hybrid and online supplemental instruction. The District currently funds the two course management systems (CMS) and support. The server hosting, maintenance and support for both platforms is outsourced.

Security is provided by two fully-secured datacenters, SSL and SFTP encryption, multiple firewall protection, a secure facility with power backups, intrusion detection, and quarterly security risk assessments. Reliability is provided with scalable storage space options; daily system backups; five redundant Tier-1 ISPs; scalable, Microsoft N-tier architecture; offsite disaster recovery system; constant data and content snapshots; daily, weekly and monthly tape backups; and scalable storage space options on multiple, highly redundant storage tiers. Availability is provided ensuring 99.97% minimum system availability, 24/7/365 system health and performance monitoring, 24/7/365 customer support, multiple VLANs, bandwidth on 1000 Mbps technology, and scalable storage space options on multiple, highly redundant storage tiers.

Students have access to support services and tutorials connected to the online platform of their class. Both eCollege and WebAccess platforms have access to tutorials on the use of the platforms. Additionally, support services are available by phone, Web and email at all times except federal holidays. SMCCCD is currently in the fourth year of a 5-year contract with eCollege. SMCCCD is in the second year of a three year agreement with Moodlerooms to provide server hosting, maintenance and support. Another vendor, AELearn, provides phone and online support for students and faculty 24 hours per day, seven days a week. Additional technical support is provided by ITS.

In addition to hosting the server, eCollege provides student and faculty support. Skyline College currently supports 25 online or hybrid courses with eCollege and 70 online or hybrid courses with Moodle (WebAccess)

The Skyline College Technology Advisory Committee recently recommended converting to a single platform system allowing resources to support faculty transition from one system to another.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

- Distance Education Advisory Committee Homepage:  
<http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/default.shtml>
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**III.C.2: Through the Technology Advisory Committee, develop an annual report to assess effectiveness of technology in meeting institutional needs, including student learning programs and services.**

Same as III.C.1

## **Standard IV Planning Agendas**

**IV.A.1: Develop strategies to better communicate the planning and budget processes.**

**IV.A.3: Through College Council, evaluate the committee structure and number of initiatives undertaken in any one semester.**

**IV.A.3: Through College Council, develop streamlined communication processes to keep college constituents informed.**

These three topics were addressed jointly through a review of the college's Shared Governance process, undertaken the spring following the fall 2007 comprehensive visit to the college. The structure of that review is described in a document entitled "Shared Governance Review Spring 2008." The subsequent discussions and conclusions are detailed in the College Council Annual Reports for the years 2007-08 and 2008-09. The committee structure was revised and simplified, and is defined in the Compendium of Committees. The college president provides synopses of the work of the college's three broadest committees—College Council, College Budget Committee and Institutional Planning Committee—in her weekly e-newsletter *Skyline Shines*.

### **Current Status:**

This planning agenda item has been addressed.

### **Evidence:**

- College Council minutes  
<http://www.skylinecollege.edu/facstaff/GovCommittees/collegecouncil/index.html>
- The President's e-newsletter, *Skyline Shines*  
<http://www.skylinecollege.edu/facstaff/PresidentsOffice/index.html>

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**IV.B.3.b: Provide facilities program-review data to the Executive Vice Chancellor to support and illustrate the need for additional staff in order to make significant improvements in the area of facilities cleanliness.**

The Executive Vice Chancellor has utilized program review data to make a clear case for additional staff in order to improve facility cleanliness, as evidenced in the attached update to the Board of Trustees. Excerpts are included below:

Each program review involved an in depth analytical process that considered a comprehensive inventory of cleanable square footage by space type, staffing summary and minutes to clean analysis for the Custodial side; a comprehensive inventory of landscape types (to include hardscape, pedestrian walkways, roadways, lawns, athletic fields, heavily wooded assessable terrain, trees, etc.) and associated square footage for the Groundskeeping side; and a comprehensive review of reactive work orders and preventive vehicle and equipment

maintenance (to include filter replacements, oil changes, etc.) on the Engineering side. The program reviews also took into account findings from an analysis of Non-Classification Task and Leave/Absences created to qualify and quantify time spent on duties unrelated to each classification that are performed during shift hours as well as scheduled/unscheduled staff absences (due to vacation, holidays, workers compensation, sick time, etc.).

Given the existing conditions and square footage, the program reviews demonstrated that the Facilities Department is currently severely understaffed at each classification as well as quantified the department's additional staffing needs. Given the impending completion of CIP2, the updated reviews further substantiated the critical need for additional staffing. Since the last update in February 2009, the District was impacted with a severe budget deficit that caused a number of vacant Facilities positions to remain unfunded; thus, the real picture is even worse than shown above. The department struggles to do its best to maintain an acceptable service level to their constituents, given the limited staffing and resources made available. The department has communicated to its constituents that they will experience longer response times for scheduled and requested services, particularly on days when there is less staff on shift due to scheduled or unscheduled absences. Faculty, staff and students have been requested for minimal assistance to include, but are not limited to, ensuring that desks/tables/chairs in classrooms are put back in place for the next users of the space and, whenever possible, cleaning up spills with paper towels (available in a nearby restroom) and then placing a call immediately to Facilities for additional clean-up. The Facilities Department's priorities will continue to be safety, function and comfort.

#### **Current Status:**

This planning agenda item has been addressed.

#### **Evidence:**

- See Report on Capital Improvement Program to SMCCD Board of Trustees (Item 09-2-1C), February 7, 2009:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIVB3b\\_CIP\\_Board\\_Minutes\\_020709.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIVB3b_CIP_Board_Minutes_020709.pdf)

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**IV.B.3.g: Through district processes, assess the newly created function map and evaluate its value as a tool in delineating governing and decision-making structures and processes and as a tool for communicating these processes district wide. The function map will be used as a means of identifying areas in need of improvement.**

The district adopted a "Process for the Review of the Delineation of Functions" in November 2008. A Delineation of Functions Review Committee, comprised of a representative from each of the colleges and the district, was formed in February of 2010. The review work is taking place during the spring of 2010, with district-wide dissemination of the results in order to

improve institutional effectiveness. The next review process will be conducted in the spring of 2013 and every three years thereafter.

**Current Status:**

This planning agenda item has been addressed.

**Evidence:**

- Process for Review of the Delineation of Functions  
<http://www.smccd.edu/edservplan/dac/default.shtml>
- Delineation of Function Review Committee minutes:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIVB3g\\_Delineation\\_Functions\\_Meeting\\_Notes\\_041210.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIVB3g_Delineation_Functions_Meeting_Notes_041210.pdf) ;  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceIVB3g\\_Delineation\\_Functions\\_Meeting\\_Notes\\_060810.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceIVB3g_Delineation_Functions_Meeting_Notes_060810.pdf)

## **Update on Substantive Change Proposal** **(Reprinted from Major Recommendation #4)**

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**Recommendation #4: Skyline College has developed and offers a significant program of online courses with 14 associate degree and 17 certificate programs constituting 50 percent or more of the requirements online. As a result of this finding, the team recommends that the college notify the Accrediting Commission and submit a substantive change proposal that will validate the program's adherence to the accreditation standards.**

The Substantive Change Application was completed and submitted to the Accrediting Commission on April 29, 2009. The Commission approved the application and asked for an addendum with modifications on September 17, 2009. The addendum was developed and submitted. Skyline College received notification that all submissions were accepted and met the requirements identified by the Commission.

### **Current Status:**

This major recommendation has been addressed.

### **Evidence:**

- Copy of sub change proposal:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec4\\_Skyline\\_SubChange\\_Submitted.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Submitted.pdf)
  - Email from Susan Clifford indicating initial approval with additional information requested:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec4\\_Skyline\\_SubChange\\_Letter\\_from\\_ACCJC.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Letter_from_ACCJC.pdf)
  - Copy of sub change addendum submitted to ACCJC:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec4\\_Skyline\\_SubChange\\_Addendum.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Addendum.pdf)
  - Email from Susan Clifford indicating final approval after addendum:  
[http://www.skylinecollege.edu/aboutskyline/assets/midterm\\_report\\_2010/EvidenceRec4\\_Skyline\\_SubChange\\_Approval\\_from\\_ACCJC.pdf](http://www.skylinecollege.edu/aboutskyline/assets/midterm_report_2010/EvidenceRec4_Skyline_SubChange_Approval_from_ACCJC.pdf)
-



**BOARD REPORT NO. 10-9-101B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Chief Financial Officer, 358-6869

**PUBLIC HEARING OF THE 2010-11 FINAL BUDGET**

California Code of Regulations, Title V §58301, specifies that the proposed budget for the ensuing year be available for public inspection and that a public hearing be held.

The proposed 2010-11 budget to be presented for adoption has been available since September 17, 2010 and, in conformance with §58301, the public hearing has been scheduled for this meeting of September 22, 2010.

In accordance with the Code, notification of the dates and locations at which the proposed budget was available for inspection, as well as the date, time, and location of the public hearing, was published in the *San Mateo County Times*.

**RECOMMENDATION**

It is recommended that the Board of Trustees proceed with the public hearing on the proposed 2010-11 Final Budget for the San Mateo County Community College District.

**BOARD REPORT NO. 10-9-102B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Kathy Blackwood, Chief Financial Officer, 358-6869

**ADOPTION OF THE 2010-11 FINAL BUDGET**

Section No. 58305(c) of the California Code of Regulations, Title 5, requires that "on or before the 15<sup>th</sup> day of September, the governing board of each district shall adopt a final budget." The adoption of the budget will provide the District with a comprehensive financial plan of income sources and proposed expenditures for the 2010-11 fiscal year.

Given the absence of an enacted State Budget, a number of districts have requested permission for an extension of time for the "Filing and Approval of a Final Budget" that is required by Title 5, Section 58305.

Based on the authority provided to the Chancellor's Office under paragraph (b) of Section 58306, an extension for all districts was granted with the deadlines as follows: the September 15<sup>th</sup> deadline for the governing board of a district to adopt a final budget is extended to October 15<sup>th</sup>; and the September 30<sup>th</sup> deadline for completion of the adopted financial and budget report is extended to November 1<sup>st</sup>.

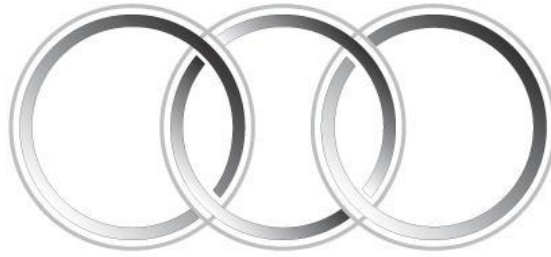
**RECOMMENDATION**

It is recommended that the Board of Trustees adopt the [2010-11 Final Budget](#) in the amounts detailed below, and that the CCFS-311 report be submitted to the State Chancellor's Office.

Unrestricted General Fund	\$ 112,240,465
Self-Insurance Fund	975,461
Debt Service	26,363,922
Restricted General Fund	26,932,326
Capital Outlay Projects Fund	95,019,633
Bookstore Fund	8,005,700
Cafeteria Fund	192,000
San Mateo Athletic Club/Fitness Center	1,747,244
Child Development Fund	1,073,575
San Mateo Parcel Tax	6,000,000
Trust Fund (Financial Aid)	15,969,381
Post-Retirement Benefits Fund	<u>2,502,131</u>
<b>TOTAL 2010-11 FINAL BUDGET</b>	<b>\$ 297,021,838</b>

# ***San Mateo County Community College District 2010-11 Final Budget Report***





SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

**2010-11**  
***Final Budget***  
***Report***

**Board of Trustees**

Patricia Miljanich, *President*  
Dave Mandelkern, *Vice-President-Clerk*  
Helen Hausman  
Richard Holober  
Karen Schwarz  
Indar (Father Jay) Maharaj, *Student Trustee, 2010-11*

Ron Galatolo, *District Chancellor*  
James Keller, *Executive Vice Chancellor*  
Kathy Blackwood, *Chief Financial Officer*  
Rachelle Minong, *District Budget Officer*

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# CHANCELLOR'S MESSAGE

Dear Colleagues,

Recent history is, once again, repeating itself. The 2010-11 California State budget is late. As I write this forward to our own annual budget, which is largely predicated on State funding, the California Legislature has failed to pass an Annual Budget Act. Their statutory deadline occurred several weeks ago, and that unfortunate circumstance has been a recurring trend over the last several years. That inaction by the Legislature and Governor creates an enormous hardship on our institution. Our District is forced to adopt a budget based on speculation and conjecture. While the budget presented here reflects the Governor's initial budget proposal and subsequent May Revise, due to the magnitude of the State's multi-billion dollar structural budget deficit there is ample reason to believe that all public education will be further impacted by additional unidentified budget reductions. More specifically, the State essentially has a \$100 billion spending plan matched against an \$80 billion revenue stream. Additionally, when combining the budgets of public education and health and welfare, that consumes nearly \$70 billion of the \$80 billion revenue stream. In the past, the Legislature has balanced the State's budget primarily by borrowing funds and deferring apportionments. Until this practice is fundamentally changed and the structural budget deficit is properly addressed through controlled spending, increased taxes or both alternatives, the multi-billion dollar shortfall will persist and further debilitate economic recovery and any sense of normalcy or stability for agencies that heavily rely on State resources – such as public education.



This year, the entire California Community College System has been forced, once again, to reduce their budgets due to a third consecutive year of no cost-of-living and limited or zero growth funding. This hardship has come at a time when the demand for community college enrollment is bursting at the seams due to a troubled economy and California's university systems are turning away qualified students by the thousands. Similarly, due to the system wide reduction of class sections, the California Community College System has also turned away hundreds of thousands of eager students at a time when they need us most. California's Education Master Plan that essentially guaranteed a public college education to anyone that could benefit from higher learning can no longer fulfill that promise. Regrettably, for the first time in fifty years, large numbers of high school graduates will not be able to attend college in the public sector.

Currently, San Mateo Community College District has over 14,000 students on its fall wait lists. Because of the generous support of the San Mateo County community through their historic passage of the first ever community college parcel tax, the District will be able to address the growing wait list by increasing the number of class sections offered at our three Colleges. Some sections will be added this fall and many more in the spring term. The citizens of San Mateo County are true champions of public education. Through previous bond measures, they have provided us the ability to modernize our facilities to support 21<sup>st</sup> Century teaching and learning and now, through the passage of Measure G, have contributed directly to our instructional programs and services as well. Their steadfast support is an incredible asset that students, faculty and staff greatly appreciate.

Similar to last year, the District's operating budget has been reduced by another 10%. In some program areas the adjustments will be drastic. For example, the State has reduced categorical and special purpose programs up to 100%. More specifically, instructional equipment funding and scheduled maintenance resources were removed entirely from the State's budget in 2009-10 and continue to be unfunded in 2010-11. Many programs designed to assist part-time faculty compensation and their health benefits are all but gone. Accordingly, the District has, through various incentive programs, reduced full and part-time positions in an effort to live within these demanding financial constraints, and will regrettably continue to reduce faculty and staff to accommodate the declining State resources.

The District's Budget was developed to fit within its financial means over the course of these past two fiscal years in accordance with the resource allocation model developed by the District Committee on Budget and Finance and approved through our shared governance processes. The budget incorporates the community college financing mechanism and formulas adopted in 2006 through Senate Bill 361. Development of District's budget for faculty and staff salaries has been less complicated because collective bargaining groups and the Board's representatives reached agreement on multi-year contracts three years ago. Last year was the final year of the multi-year contracts, and collective bargaining for the new contract began last spring.

These times are indeed challenging – even more difficult than during the Proposition 13 era of the late 70's. The impact on public education has not been this severe since the Great Depression of the 1930's. That being said, I am truly grateful for the hard work, dedication and perseverance of our faculty and staff as well as the unwavering support of our community, which has consistently provided us with local tax support to keep our facilities current and afforded us much needed resources to mitigate the impact of substantially reduced State support. As in the past, the District will aggressively, yet methodically address the challenge before us. We are a proud community-based organization with a tremendous legacy of academic achievement. I am confident that our steadfast determination to endure the economic downturn, combined with our dedication to the fundamental mission of teaching and learning will continue to inspire our faculty and staff to support our broad community of learners that, in turn, exert a powerful and positive impact on the economy and social fabric of the local community in which we live.

All my best,

*Ron Galatolo*  
*Chancellor*

# San Mateo County Community College District

## 2010-11 Final Budget Report

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## 2010-11 Final Budget Report

California began the fiscal year without a budget in place. As has been the practice for the past several years, the State legislature has failed to garner the required two thirds majority to pass a budget. The existing structural deficit remains unresolved. The combined effects of the deep national recession and shrinking State revenues have not improved the situation and much work is required and expected of elected officials to address the \$19.2 billion gap. The 2010 legislative session concluded on August 31<sup>st</sup> without passing a State budget although the legislative leaders and the Governor indicated they will continue negotiations in an effort to reach compromise.



As lawmakers in Sacramento, mired in political paralysis, are attempting to explore solutions to the continuing budget gridlock, the futures of millions of students are uncertain. The frustration among citizens of the State and voters will likely increase as the State Controller warns of dire cash flow issues very soon.

Without a State budget, payments will be delayed because of the lack of authority to make payments. Similar to last year, the State Controller's office deferred apportionments to districts. The State

constitution specifies that the State Controller cannot draw monies from the State Treasury until there is an appropriation of funds authorized by an enacted State budget. The SMCCCD has prepared for delayed appropriations by issuing Tax Revenue Anticipation Notes (TRAN). \$30 million has been authorized to meet payroll and other obligations and borrowing from other funds and reserves may be necessary to cover short-term cash needs.

The community college budget package proposed by the Conference Committee adopted the Democratic plan. According to State Vice Chancellor of Fiscal Policy Erik Skinner, *the Democratic plan would provide approximately \$3.4 billion more in Proposition 98 funding than is proposed by the Governor. These funds would largely be used to reject proposed cuts to K-12 general purpose funds (\$1.5 billion), child care programs (\$1.4 billion), and Class-Size Reduction (\$250 million). While providing more resources for K-12 schools and colleges, the Democratic proposal would also suspend Proposition 98. We have been told that suspension, always a politically charged topic, is proposed in order resolve legal disputes regarding how the Proposed 98 guarantee should be implemented this year given a number of unusual technical complexities that currently exist.*

### COMMUNITY COLLEGE BUDGET HIGHLIGHTS (not passed as yet)

- \$126 million for enrollment funding (2.21 percent)
- Reject negative COLA (\$23 million)
- \$35 million to backfill one-time federal ARRA funding (directed to categorical programs)
- \$25 million augmentation for the Economic and Workforce Development program for workforce training
- Reject Governor's proposed \$10 million cut to EOPS
- Reject Governor's proposed \$10 million cut to Part-Time Faculty Compensation
- Reject Governor's proposed \$20 million augmentation for SB 70 CTE programs
- Reject Senate's proposed language to revise Basic Skills categorical funding formula
- Establish Joint Powers Authority (JPA) to accelerate repayment of mandated cost reimbursements

New details were provided regarding the mandate proposal as described by Vice Chancellor Skinner. *This mechanism could help community college districts access over \$380 million in overdue mandate reimbursements, providing a welcome infusion of one-time funds. In addition, the Committee voted to suspend or modify a number of K-12 and CCC mandates. For the colleges, the Committee voted to suspend two mandates: Law Enforcement Jurisdiction Agreements and Integrated Waste Management (recycling). If these mandate suspensions are enacted into law, the effect would be to free colleges from the related programmatic requirements for one year and also to free the State of any obligation to cover related costs incurred during that same period.*

In the absence of an enacted State budget, districts have been cautioned to craft their local budgets and base their 2010-11 planning on the Governor's May Revision numbers.

Our three Colleges - Cañada, CSM and Skyline - underwent a more thorough program review process last fiscal year in light of the budget situation. Although there have been reductions to classes and programs, these adjustments can be considered less severe compared to draconian cuts at other districts. While surrounding school districts experienced layoffs and elimination of entire programs, the SMCCCD has methodically implemented measures to handle its fiscal crisis. Through its shared governance process at many venues, constituency groups at the Colleges discussed and agreed to various means of addressing issues and concerns with the active participation of the Academic Senate, faculty, classified staff and students. College processes were discussed at meetings held by the College Budget Committees and the District Committee on Budget and Finance. Last Spring, budget strategies were presented by each College President as well as the District Chancellor which were subsequently approved by the Board of Trustees. The recommendations take into account the core values statement articulated by the Board throughout the process.

The historic passage of **Measure G** on June 8 by the San Mateo County taxpayers will immensely assist the District to mitigate class reductions that were made for the 2009-10 school year. The measure will raise approximately \$6 million per year for four years and will be spent primarily on offering more classes.

The ballot measure states that by approval of at least two-thirds of the registered voters in San Mateo County, the District will be authorized to levy a special tax of \$34 per parcel for four years. A parcel is defined as any unit of land that receives a separate tax bill from the San Mateo County Assessor's Office. The proceeds of the special tax will be expended to finance the payment of costs and expenses of the District that are designed to achieve the following:

- Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar and wind energy), police and firefighting;
- Maintaining core academics, including English, science, mathematics;
- Keeping libraries open and maintaining library services;
- Preparing students to transfer to four-year colleges and universities;
- Maintaining academic counseling programs and other student services to promote student achievement, graduation and access to jobs;
- Attracting and retaining qualified instructors;
- Providing modern classroom technology and computer labs for students;
- Providing equipment and technology for science labs; and
- Restoring funding to offer an adequate number of classes to meet growing student demand.

The special tax also provides tax relief to senior citizens in the community age 65 or older who own and occupy the property as a principal residence. An exemption will be granted upon completing a proper application from the District. The exemption shall be available and pursuant to procedures prescribed by the District or otherwise as required by law or by the San Mateo County Tax Collector.

In addition, the Board of Trustees will appoint a Citizens' Oversight Committee with responsibility to review the expenditures of the District from the special tax to ensure that the expenditures are used for specific authorized purposes, and to prepare an annual report to the District and the public concerning the expenditures of the special tax proceeds. Provisions are included in order that the voters and taxpayers are assured that their money will be spent wisely. The 2010-11 budget for the parcel tax is detailed on Pages 79-83. The allocations to the Colleges were based on the District's Resource Allocation Model which can be found on Pages 94-95.

The District faces yet another year of challenges. In his Opening Day speech, District Chancellor Ron Galatolo expressed sincere appreciation to the community, faculty, staff and students for their dedication and unwavering support for our three Colleges.

## **2010-11 SMCCCD Budget**

The 2010-11 Tentative Budget was based on the most current revenue assumptions available in early Summer. The Final Budget assumptions have been adjusted to match the Governor's May Revise numbers. Changes have occurred since June that form the basis for revised revenue and expenditure budgets as follows:

### **2010-11 Tentative Budget Assumptions**

1. Continuation of SB 361 funding as proposed at the State budget workshops. No fee increases.
2. 2009-10 FTES based on the District's P-2 (Second Principal Apportionment) report to the State as of April 30, 2010:

<u>Campus</u>	<u>FTES</u>
Cañada College	5,162
College of San Mateo	9,475
Skyline College	<u>8,667</u>
<b>Total</b>	<b>23,304</b>

3. 2010-11 FTES estimates received from the Colleges (April 2010):

<u>Campus</u>	<u>FTES</u>
Cañada College	4,711
College of San Mateo	8,840
Skyline College	<u>7,992</u>
<b>Total</b>	<b>21,543</b>

4. 2010-11 FTES based on funded State growth over 2009-10 FTES goals and no shifting of FTES

5. Zero State revenue COLA

6. No increase for FT faculty outside of what Colleges fund from their site allocations

7. Utilities and benefits are based on 2009-10 increase over 2008-09

#### **Summary**

Total Projected Revenue	\$109,113,151
Total Projected Expenses	<u>\$110,808,835</u>
Estimated Marginal Deficit	\$(1,695,684)

### **2010-11 Final Budget Assumptions**

1. Continuation of SB 361 as proposed at the State budget workshops. Fee increase from \$26 to \$32. 10% increase in BOG waivers.
2. 2009-10 FTES based on the District's P-A (Annual Principal Apportionment) report as of July 15, 2010:

<u>Campus</u>	<u>FTES</u>
Cañada College	5,161
College of San Mateo	9,435
Skyline College	<u>8,809</u>
<b>Total</b>	<b>23,405</b>

3. 2010-11 FTES based on 2.1% growth over 2009-10 funded FTES:

<u>Campus</u>	<u>FTES</u>
Cañada College	4,820
College of San Mateo	9,031
Skyline College	<u>8,163</u>
<b>Total</b>	<b>22,014</b>

4. 2010-11 FTES based on 2.1% State growth over 2009-10 FTES goals and no shifting of FTES

5. Zero State revenue COLA

6. No increase for FT faculty outside of what Colleges fund from their site allocations

7. Utilities and benefits are based on 2009-10 increase over 2008-09

#### **Summary**

Total Projected Revenue	\$112,240,463
Total Projected Expenses	<u>\$112,240,465</u>
Marginal Deficit	\$(2)

**NOTE:** In 2009-10, the State was not funding FTES beyond the maximum level as the District was about 9% over its enrollment limit or cap.

The SMCCCD final budget is balanced. The estimated deficit from the Tentative budget was eliminated due to the additional growth money as well as other adjustments to revenue such as the allocation of redevelopment funds to the sites.

## General Fund Revenues

The General Fund consists of two segments – “Unrestricted” and “Restricted.” At the SMCCCD, the Unrestricted General Fund is commonly referred to as “Fund 1” and the Restricted Fund is referred to as “Fund 3.” Approximately 80% of the general fund is made up of the unrestricted portion of the general fund budget and supports most of the general programs of the District.

The restricted portion of the general fund (approximately 20%) accounts for federal, state, and local money that must be spent for a specific purpose by law or regulation. Examples of restricted funds include Matriculation, Extended Opportunity Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS).

Other funds may also come from foundations, fundraising and partnerships with industry, the community and grants from the federal government.

The information in this report focuses primarily on the Unrestricted General Fund; however, the District’s other funds are also included.

## 2010-11 Unrestricted General Fund Revenue

Under State law, each district has a “revenue limit,” which is a maximum amount of the general purpose funding. Base revenue is drawn from three primary sources:

- Local property taxes
- Student enrollment fees
- State general apportionment

General Fund allocations to community colleges are based on a formula established in 2006 by Senate Bill 361 which amended and added to California Education Code Sections 84750 - 84760.5. California community colleges’ State funding is driven by the Full-Time Equivalent (FTES) workload measure. A detailed historical chart of FTES can be found on Page 98.

## District Cash Flow

Cash flow continues to be an area of concern for the District. The previous years’ State budgets have deferred more and more of community college funding to later times within the fiscal year and also from one year to the next. Adding to that is the difficulty in planning for when the State budget might be signed. The District receives no funding for the new fiscal year until a State budget is enacted, which could mean that the District’s cash reserves must last up to at least three (3) months. This year we are preparing for no State allocations, perhaps until as late as January, 2011. The District issues Tax Revenue Anticipation Notes (TRANs) to enable us to weather the “cash-less” summer months, and keeps reserves sufficient to take us through the end of September and into October. Should there be no budget at that point, the District may need to borrow from other District reserves such as capital and post-retirement reserves. That borrowing would be paid back with interest, but it is truly something we wish to avoid. The District cannot rely on property taxes in the first semester because the “triple flip” tax rules requires that other agencies and entities be paid before us.

To relieve the pressure on cash, the District in the last few years has been able to accelerate cash inflows in the collection of receivables. Additionally, cash management has been tight as more layers of review on purchases and overtime were exercised throughout the District. Expenditure commitments have been evaluated for importance, then either delayed or eliminated. Many more classified positions were unfunded in 2009-10 and positions vacated through retirements remain unfilled. As with many organizations, payroll obligations must be met. Along with other agencies, conserving cash is paramount to maintaining safe cash levels during tough times.

The chart below was prepared for the first day of Fall 2010 classes. To make productivity reports more accurate, contract courses (attendance method) are excluded from Enrollment, FTES, WSCH, Load and Sections. Data from all prior terms still include these courses; however, the impact of this change is small. For detailed enrollment information, including enrollment history, please visit: <http://appserv1.smccd.net/dostats>

Although the chart below reports more than a 3% drop in FTES, the District will still be over its funded cap on FTES and will be serving students without State support for those students.

## End of First Day of Classes

Wednesday, August 18, 2010

	Cañada		CSM		Skyline		SMCCCD	
Overview	Count	Change	Count	Change	Count	Change	Count	Change
Course Enrollments	15,670	0.8%	25,133	-7.2%	21,152	-4.5%	64,955	-4.4%
College Headcounts	6,713	2.5%	9,997	-6.6%	9,478	-5.4%	26,188	-4.0%
FTES*	2,119	-2.4%	3,600	-4.8%	3,384	-2.5%	9,103	-3.4%
Load**	596	5.5%	579	6.1%	605	5.0%	593	5.6%

Sub-Populations	Count	Change	Count	Change	Count	Change	Count	Change
First-Time	587	-0.5%	1,185	-3.5%	688	-20.6%	2,460	-8.4%
First-Time Transfer	505	-4.9%	811	-17.2%	869	-18.6%	2,185	-15.3%
Returning	565	-12.5%	850	-9.1%	743	-13.0%	2,158	-11.4%
Returning Transfer	347	1.8%	593	-20.6%	532	-17.3%	1,472	-15.0%
Concurrent K-12	185	-4.1%	178	-55.7%	104	-53.2%	467	-42.8%
Continuing	4,522	6.4%	6,380	-0.5%	6,542	2.9%	17,444	2.5%

Source: Hyperion Enrollment Static Reports

For this report, Course Enrollments, FTES, and Load are based on DESR-history files. Select 200808 Census Day and then select either Census Enrollment or FTES & WSCH or Section & Load.

For Concurrent Enrollment, please use data in Student Type as identified in the DESR-Official Census Report, not data in Educational Level per ITS/DSSWAG.

Note: Change refers to the difference in percentages from a comparable day a year ago.

\*FTES: Full Time Equivalent Student. A full time equivalent student (FTES) represents 525 hours of class instruction.

\*\*Load: Teaching Load is taken as the ratio of WSCH<sup>□</sup> to FTE<sup>□□</sup>. It is point in time and will change as the semester progresses.

□ WSCH: Weekly Student Contact Hours

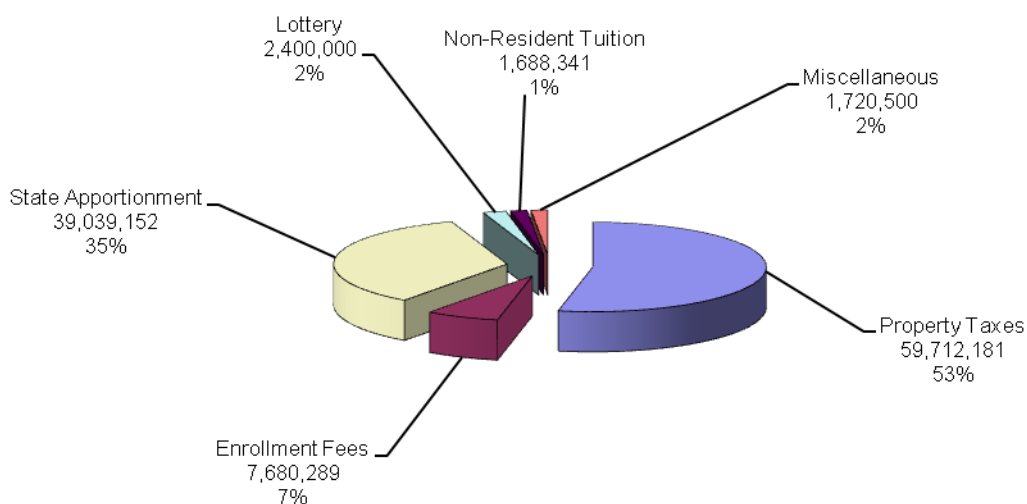
□□ FTE: The Full-Time Equivalent faculty count is determined by a set of rules provided to each college at the time the data are requested. Generally, the figures are the decimal fraction of the teaching hours or units (whichever is standard at a given college) ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certificated personnel is not included.

## 2010-11 Unrestricted General Fund Revenue Assumptions

2010-11 Final	REVENUE
\$102,602,469	Base Revenue – Based on 2009-10 P-Annual Report. Base revenue includes student enrollment fees, property taxes, and State general apportionment.
2,120,617	Growth
2,400,000	Lottery – Projection is based on estimated receipts for 2009-10. Proposition 20 restricts a certain portion of lottery funding for the purchase of instructional materials which are part of the Restricted General Fund. This amount may significantly change due to the Lottery Initiative proposal.
628,736	State Part-Time Faculty Parity – Office Hours, Medical
99,800	Apprenticeship – Projection is based on 2009-10 enrollments for continuing programs.
1,688,341	Non-Resident Tuition – The non-resident rate remains at \$191 per unit (calculated based on State cost-related parameters and approved by the Board on January 27, 2010) and a decrease in enrollment.
1,000,000	Interest – Increased short-term interest rates are expected to generate an increase but cash flow problems are expected to reduce interest as indicated.
-0-	Mandated Costs – Although the District is eligible to be reimbursed for most of the expenditure it incurs as a result of State mandated programs, revenue is not expected in 2010-11. The State is not currently funding mandated cost claims. The District is part of a lawsuit filed with other districts claiming that audited claims were wrongly denied.
1,720,500	Miscellaneous – Includes most current projections for cosmetology sales, facility use fees, library fines, class audit fees, transcript fees, redevelopment allocations, satellite dish income and other miscellaneous student fees.
<b>\$112,240,463</b>	<b>TOTAL PROJECTED REVENUE</b>

The District Committee on Budget and Finance reviews and assists in formulating the District's revenue assumptions. The following pie chart indicates the various sources of revenue.

**2010-11 Unrestricted General Fund Revenue Sources**



## 2010-11 BEGINNING BALANCE

The 2010-11 beginning balance is \$15,977,878. The beginning balance includes reserves for specific projects and activities of the 2009-10 year that have been carried over into the new fiscal year as committed to those purposes.

The beginning balance also includes the District's 5% contingency reserve and the 2009-10 site ending balances. The table below details the components of the District's 2010-11 beginning balance.

Project/Activity	Balance
Professional Development	\$258,318
Program Improvement	37,107
Staff Development	95,226
Miscellaneous Designated Funds:	
Emergency Preparedness	288,654
Cañada SFSU Facility Contracts	182,818
Satellite Dish Contracts	446,597
Fleet Program	22,304
Equipment Surplus	35,765
Cañada Honors Program	526
CSM Science Sales	7,756
Skyline Proctoring Service	12,696
Cañada President's Innovation Fnd	47,788
Skyline President's Innovation Fnd	4,847
CSM President's Innovation Fund	11,493
Miscellaneous Projects	1,746,352
Apprenticeship	3,005
Site Prior Year Commitments	97,871
College Events Funds	110,418
Other Carryover	215,000
Site Ending Balances:	
Cañada College	1,012,079
College of San Mateo	1,989,235
Skyline College	1,562,010
District Office	728,864
Facilities	873,543
Contingency Reserve (5%)	6,101,537
Unallocated Balance	86,069
<b>Total</b>	<b>\$15,977,878</b>

## Reserves

The 2010-11 Budget includes a District reserve of \$6,101,537 in its fund balance. A 5% reserve is strongly recommended by the State. The contingency reserve is not budgeted as a line item as there is no intention to expend these funds.



The 2009-10 ending balance also includes unallocated (non-committed) funds in the amount of \$86,069 which will be used as a small additional reserve.

## 2010-11 Unrestricted General Fund Expenditure Plan

Expenditure projections are adjusted throughout the budget development process as new information becomes available.

The expenditure budget for the unrestricted portion of the general fund amounts to \$112,240,465, which represents an increase of \$1,431,630 from the tentative budget estimate of \$110,808,835. Changes were due in part to increases in benefits and managed hiring items. As in 2009-10, the annual transfer of \$1.5 million from the General Fund will not occur this year as this is now reflected as a benefit for permanent employees to comply with GASB 45.

Negotiations for employee contracts with all bargaining units began in Spring 2010. Proposals were submitted to the Board of Trustees in June; however, no immediate settlements are expected anytime soon as the budget crisis continues throughout this fiscal year.



## 2010-11 Unrestricted General Fund Expenditure Plan

2010-11 Final	EXPENDITURES
\$69,081,614	Site Allocations – Includes allocations adjusted for growth per the allocation model, for step and column changes and longevity. 10% cuts were applied to the allocations before the adjustments.
21,348,655	Benefits – Includes benefit increases known to date, but does not include potential health premium cap increases included in salary agreements being negotiated. Also includes a benefit for the future cost for District paid retiree medical benefits to comply with GASB 45 requirements.
7,402,500	Retiree Benefits – Includes benefit increases for health and dental premiums.
877,161	Formula Adjustments/Contracts – Cosmetology sales, facility use rental fees, and 8% of non-resident tuition. Expenditure budget corresponds with revenue assumption in Miscellaneous revenue.
99,800	Apprenticeship – Expenditure budget corresponds with revenue assumption. Programs include automotive technology at Skyline College and electrician and sprinkler fitters at CSM.
1,118,000	Miscellaneous – Includes banking and credit card fees, bad debt, IRS fees to process forms, AFT and Academic Senate release time, and other miscellaneous fees. Since last year, the “loan to own” program for staff was temporarily suspended.
5,070,145	Utilities – Includes gas, electricity, water, garbage, and telephone charges. The Facilities Department analyzes projected costs for new campus buildings as well as rate increases and offsets from the cogeneration plants.
3,174,396	Salary commitments – Includes step and column annual increases.
1,358,000	Managed Hiring – Includes resources necessary for the placement of staff into non-funded positions, thereby avoiding layoffs.
1,079,000	Insurance – Includes \$291,000 transfer to Self-Insurance fund and property liability insurance coverage in the amount of \$788,000.
200,000	Consultant/Legal/Election – Includes \$200,000 in consultant and legal fees and no allocation for election costs.
384,492	Staff Development – Includes Professional Development, Management Development, and Classified Staff Development. The annual allocation of \$50,000 to the Trustees’ Program Improvement fund was suspended for fiscal year 2010-11 per Board action on December 9, 2009.
1,046,702	Software/Hardware/Telephone – Includes maintenance and operating costs for ITS software and hardware, as well as telephone charges. After reviewing technology expenses, this line item was increased for 2010-11.
-0-	Retirement Reserve Transfer – No transfer to the retirement liability account.
-0-	Museum of Tolerance – Temporary suspension of MOT activities.
<b>\$112,240,465</b>	<b>TOTAL PROJECTED EXPENDITURES</b>

## 2010-11 BUDGETED EXPENDITURES

The Unrestricted General Fund budget includes the following major uses:

### Salaries **\$71,491,052**

The expenditure budget for salaries includes increases for step placement and longevity. For the past couple of years, the salary budgets have not been increased by cost of living adjustments due to the State budget.

### Benefits **\$23,354,320**

Changes to benefit rates for 2010-11 are included. The budget includes the January 1, 2011 increases in non-capped premium rates for employees and retirees and increase in employee health premium caps as part of the negotiated settlements. This amount also includes a benefit for the future cost for District paid retiree medical benefits. Beginning this year, each site will have the responsibility of managing its own benefits.

### Supplies **\$ 3,914,839**

Projected expenditures in this category include all types of supplies, subscriptions, central duplicating, gas, oil and tires.

### Other Expenses & Services **\$17,826,278**

The expenditure budget includes increases for utilities, including projections for new buildings. Also included are projected expenditures for insurance, telephone service, and computer hardware and software.

Historical usage and expense graphs for utilities can be found on Pages 100-102.

### Equipment **\$ 63,788**

Expenditures in this category include equipment, library books, furniture, and site and building improvements. A large majority of the District's capital outlay expenses are included in the Capital Projects Fund.

### Transfers/Other **\$ 5,466,527**

The Unrestricted General Fund includes transfers to other District funds. The projected transfers include transfer to Self-Insurance, benefit costs in the Child Development Fund, Parking Fund and balance for site transfers.

### Total Expenditure Budget **\$122,116,808**

## Site Allocations

### Cañada College

Site Allocation	\$12,207,180
09-10 Ending Balance	1,012,080
Honors Program	<u>30,000</u>
Total	\$13,249,260

### College of San Mateo

Site Allocation	\$23,290,335
09-10 Ending Balance	<u>1,989,235</u>
Total	\$25,279,570

### Skyline College

Site Allocation	\$20,706,824
09-10 Ending Balance	<u>1,562,010</u>
Total	\$22,268,834

### District Office

Site Allocation	\$ 7,651,450
09-10 Ending Balance	<u>728,864</u>
Total	\$ 8,380,314

### Facilities

Site Allocation	\$ 5,225,825
09-10 Ending Balance	<u>873,543</u>
Total	\$ 6,099,368

### Total

Site Allocations	\$69,081,614
09-10 Ending Balance	6,165,732
Other	<u>30,000</u>
Total	\$75,277,346

*The 2009-10 site ending balances will be used to partially cover deficits in the current year.*

*Note: Similar to last fiscal year, the District will receive \$70,235 of Federal ARRA dollars to assist with cuts in the categorical programs which will be allocated to the Colleges. Additional allocations for basic skills programs, workforce development, career technical education and instructional supplies (Prop 20) are included in the Restricted General Fund.*

## Budget Summary

### Revenue

Beginning Balance	\$ 15,977,880
2010-11 Revenue	<u>112,240,463</u>
Total	\$128,218,343

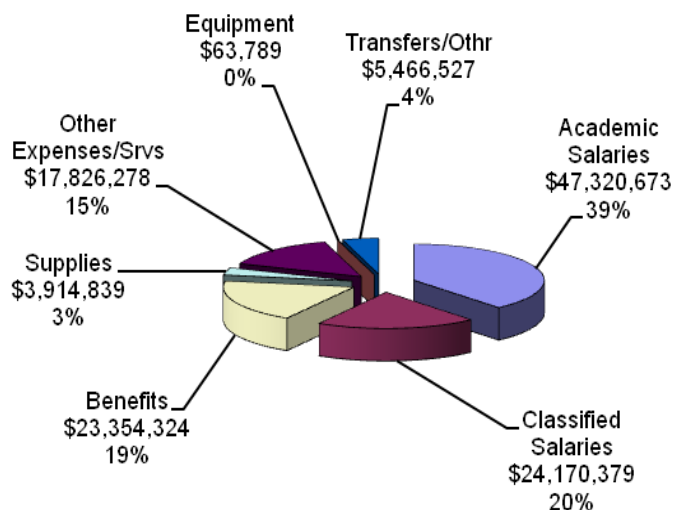
### Expense

Site Allocations	\$69,081,614
Central Services	43,045,720
2009-10 Committed	<u>9,989,474</u>
Subtotal	\$122,116,808

Contingency	6,101,537
Total	\$128,218,345

Marginal Deficit	\$(2)
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### 2010-11 Budgeted Expenditures By Account Type



### District Committee on Budget and Finance

The District Committee on Budget and Finance is a subcommittee of the District Shared Governance Council. Its main purpose is to focus on budget planning. The Committee reviews State budget proposals and assists in developing District income assumptions, budget goals and budget allocations. The Committee meets monthly and members receive regular updates on State and District budget and finance issues and actively contribute to the dissemination of information to their respective constituencies.

Members for 2010-11 include:

Kathy Blackwood, Chief Financial Officer,  
Committee Chair

Rick Ambrose, Academic Senate, CSM

Eloisa Briones, Budget Office, Skyline

Robert Hood, Classified, Cañada

Jim Keller, Executive Vice Chancellor

Maggie Ko, Classified, CSM

Barbara Lamson, Classified, Skyline

Martin Partlan, Academic Senate, Cañada

Vickie Nunes, Budget Office, Cañada

Masao Suzuki, AFT, Skyline

Linda Whitten, Academic Senate, Skyline

Jozsef Veres, AFSCME, Cañada

Student representatives from each campus

## **OTHER FUNDS**

### **SELF-INSURANCE FUND**

The District is entering into its fifth year of a more independent risk management program since withdrawing from the Bay Area Community College Joint Powers Agency (JPA) in 2005-06. The current program permits the District to manage risk with greater flexibility to meet its needs associated with its size and complexity. After withdrawing from the JPA, the District contracted for independent coverage and administration of claims from insurance underwriters and third party claims administrators (TPA's). The largest risk programs are those for property, liability, and workers' compensation risk coverage. The District uses an actuarially based program balancing the use of self-insured retention (SIR) to cover expected losses, and a combination of primary insurance and re-insurance levels to cover unexpected losses. The self-insurance fund is used to fund and manage the expenses associated with this risk management program.

Due to its favorable insured loss experience and current insurance market conditions, the District expects minimal changes to insurance rates for 2010-11. Nevertheless, property and liability insurance costs will increase by 6.7 percent in 2010-11 due to the increased square footage resulting from the addition of several new buildings constructed using our bond dollars. In addition, refurbished buildings will result in higher values that will, in turn, result in increased property insurance expense.

Workers' compensation insurance costs will decline by about 8 percent due to less payroll resulting from the District's budget reductions. However, claims administration costs are increasing as the numbers of claims managed continue to increase as the self-insured program matures. Growth in the number of managed claims usually increases over a ten year period of any new self-insured program.

Student injury and athlete insurance continues to rise significantly. This year it will increase by 26 percent. This is due primarily to the high cost of a few injuries rather than a significant increase in the basic rates. The District's high loss-to-premium ratio imposes a high experience modification impact upon the insurance rate.

The 2010-11 budget, detailed on Page 46, totals \$975,461. Estimated income is \$1,745,000 which consists of a \$1,745,000 transfer from the Unrestricted General Fund. The net beginning balance of the Self-Insurance Fund is \$7,504,143.

### **DEBT SERVICE FUND**

The purpose of the Debt Service Fund is to account for the accumulation of resources for, and the payment of, general long term debt. Revenue to this fund comes from the General Obligation Bonds (assessed property taxes).

The Debt Service Fund budget for 2010-11, shown on Page 48, totals \$26,363,992 which includes debt reduction principal and interest payments. Estimated income is projected at \$26,551,200. The net beginning balance is \$20,213,255. The schedule for long term debt can be found on Page 121.

### **RESTRICTED GENERAL FUND**

The Restricted General Fund accounts for specially-funded federal, state or local grants or agreements which have specific purposes and must be spent accordingly. The 2010-11 Final Budget includes the most current data available. A list of the specific programs and grants can be found on Pages 50-52.

Included in the Restricted General Fund are the Health Services and Parking Programs. Health fee income is estimated at \$990,000. Parking fee income is estimated at \$2,827,412. The consolidation of the Public Safety

Department, effective July 1, 2009, has greatly improved safety services at the three Colleges. Officers are able to coordinate and determine the most efficient way to ensure that safety functions are effective and standardized.

In April 2010, the District entered into a contract with Credentials Order Processing Services (COPS) for an automated parking permit management system. COPS accepts orders online, processes the payments, communicates with the user, provides customer service, prints the permits and mails the completed form back to the user. Orders received online will be processed and mailed year round; orders are not dependent on a student mailing of correspondence timetable as before. COPS also provides an online, searchable database for use by the Public Safety officers for identifying and confirming valid parking permits.

The Restricted General Fund budget for 2010-11, as shown on Page 57, is \$26,932,326. The net beginning balance in the Restricted General Fund is \$4,946,405.

## **CAPITAL PROJECTS FUND**

The Capital Projects Fund is a restricted fund and reflects estimated year-end data and funding carryover for projects approved but not completed in prior years. A project list can be found on Pages 60-61.

The 2009-10 budget detailed in Page 66 totals \$95,019,633. Budgeted income is projected at \$8,211,164.

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

## **Capital Improvement Program**

The focus of the Capital Improvement Program for fiscal year 2010-2011 is the active construction of the College of San Mateo Design-Build Project, Skyline College Design-Build Project, and the beginning of construction of Buildings 5 and 6 at Cañada College. These projects, approximately 70% of the value of the District's second phase of the Capital Improvement Program (CIP2), are proceeding according to schedule. In addition to these major projects, planning and construction continues on renovation projects and construction is active at all three campuses.

Staff continues to revise and update the master schedule and the master budget of the Capital Improvement Program to coincide with the funding and programming requirements of CSM and Skyline College's Design-Build Projects, State and locally funded modernization projects. Compilations of site-specific activities, which have recently been completed or are currently in design, pre-construction, or construction, are listed below. Construction dates listed reflect currently planned schedules as of August 2010, but are subject to change.



*Images of Cañada College tree trimming and Cañada Vista Housing Project*

**Completed Projects** – The following projects were completed in the Spring and Summer of 2010:

- Buildings 2, 3, 16, 17, 18 Exterior Painting
- Cañada Vista Faculty/Staff Housing
- Campus Tree Trimming Project

**Active Construction Projects** – The following projects are under active construction:

- Buildings 5, 6 Student Center/Classroom Modernization (State-funded)
  - The project bid in November 2009 and was awarded in January 2010
  - Construction began early in the Spring 2010
  - Anticipated occupancy: Fall 2011

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

- Electrical Infrastructure Upgrades (State Funded)
  - This project was approved and funded as a Priority A-4 Immediate Infrastructure Failure Project
  - Bids are expected to be released by February 2011 with the start of construction by June 2011

**Future State Capital Outlay Projects** – The State has informed the District that the following projects will compete in future State Capital Outlay cycles:

- Building 1 Fitness Center Conversion and Renovation
  - Approved in the 2008-09 cycle, but not funded. Funding depends on the passage of a State capital outlay bond in November 2010.
- Building 13 Multiple Program Instructional Center Modernization (Final Project Proposal FY 12/13)
- Building 3 Performing Arts Modernization - Phase 2 (Initial Project Proposal FY 13/14)



*San Mateo Athletic Club/Allied Health & Wellness and construction photo of CSM B10 Campus Center*

**Completed Projects** – The following projects were completed in Spring and Summer of 2010:

- CIP2 Design-Build Project
  - Health and Wellness Building 5
  - Aquatic Center
  - San Mateo Athletic Club
  - Sitework Improvements:
    - Southern site, Beethoven and Olympian Parking lots
    - Western half of the central quad
    - Roadway improvements
  - Building 4 Stelevator
- Buildings 12, 15, 17, 34 Design Build Modernization
  - Buildings 12, 15 and 17

- Building 9 KCSM Improvements and Restroom Modernization

**Active Construction Projects** – The following projects are under active construction:

- CIP2 Design-Build Project
  - New Building 10 Campus Center
    - Construction Period: Spring 2009 - Spring 2011
    - Occupancy: Spring/Summer 2011
  - Site Work Improvements - final phases
    - Construction Period: Spring 2009 - Spring 2011
- Buildings 12, 15, 17, 34 Design Build Modernization
  - Building 34
    - Construction Period: Spring 2011-Summer 2011

**Active Planning Projects** – The following projects are in the planning stages at CSM:

- North Gateway (Demolition of Buildings 21 to 29) Project
  - Phase 1: Electrical Load Center 8: Bid September 2010. Start Construction: November 2010
  - Phase 2: Demolition, Landscaping, Hardscape: Bid March 2011. Start Construction: Summer 2011

**Future State Capital Outlay Projects** – The State has informed the District that the following projects will compete in future State Capital Outlay cycles:

- Building 8 Gymnasium Modernization (Final Project Proposal, FY 11/12)
- Building 19 Emerging Technologies Center (Final Project Proposal, FY 12/13)
- Building 9 Library General Modernization (Initial Project Proposal, FY 13/14)
- Building 12 Renovation (Initial Project Proposal, FY 13/14)



*Construction of Skyline College Building 4 & Building 11*

**Completed Projects** – The following projects were completed in the Fall of 2009 and Spring of 2010:

- Replacement Facilities Maintenance Center
- New Building 11 Automotive Transmission Facility
- Sitework Improvements
- Central Quad, Parking lots A, N, P, R, F, G; Roadway Improvements
- Building 1 Ceramics Lab

**Active Construction Projects** – The following Skyline College Projects are in active construction:

- CIP2 Design-Build Project
  - New Building 4 Multicultural Center, Cosmetology, Administration & Classroom

- Construction Phase: Spring 2009 - Spring 2011
- Sitework Improvements
  - Construction Phase: Spring 2008 - Spring 2011

**Active Planning Projects** – The following projects are in the design and pre-construction phase:

- Electrical Infrastructure Upgrades
  - This project was approved and funded as a Priority A-4 Immediate Infrastructure Failure Project
  - Bids are expected to be released by February 2011 with the start of construction by June 2011

**Future State Capital Outlay Projects** – The State has informed the District that the following projects will compete in future State Capital Outlay cycles:

- Skyline College Center for Kinesiology and Human Performance - New Construction (Final Project Proposal, FY 11/12)
- Building 2 Workforce & Economic Development Prosperity Center (Final Project Proposal, FY 12/13)

## AUXILIARY or ENTERPRISE FUNDS

### Associated Students

The Student Bodies represent student interests at each of the Colleges. Associated Student Body financial statements and summaries of activities, as submitted by the Colleges, are included on Pages 103-120 of this report. Total income and expenditures for the Associated Student Body (ASB) for the fiscal years 2008-09 and 2009-10 are listed below:

Associated Students Income	2008-09	2009-10	\$ Change	%Change
Cañada College ASB	\$111,650	\$113,490	\$1,840	1.65%
College of San Mateo ASB	213,614	208,792	(4,822)	-2.26%
Skyline College ASB	153,571	162,321	8,749	5.70%

Associated Students Expenditures	2008-09	2009-10	\$ Change	%Change
Cañada College ASB	\$85,878	\$76,841	\$(9,037)	-10.52%
College of San Mateo ASB	205,099	156,969	(48,130)	-23.47%
Skyline College ASB	85,613	64,457	(24,037)	-27.16%

Activity card sales are the major source of income for the Associated Students. Payment of the Student Body Fee supports many student-sponsored activities and programs and entitles students to a photo-ID student body card providing discounts throughout the year.

Expenditures of the ASBs include normal operating expenses such as office supplies, student assistant salaries, and other miscellaneous expenses as well as student programs, scholarships and club assistance supporting campus life.



The following table is a comparison of Net Income from ASB Operations:

Associated Students Net Income	2008-09	2009-10	\$ Change	%Change
Cañada College ASB	\$25,772	\$36,649	\$10,878	42.21%
College of San Mateo ASB	8,515	51,823	43,208	**508.60%
Skyline College ASB	67,958	97,864	32,787	50.38%

\*\*The net increase of income at CSM (508.60%) in 2009-10 compared to 2008-09 is largely due to the reduction of student assistant salary by \$18,195.18 and reduction of the Lehman Brothers loss by \$34,624.64.

### ***Bookstores***

Fiscal year 2009-10 proved to be one of the most challenging years that the Bookstores have seen in a number of years. While we had a great start to the fiscal year in the Fall 2009 semester, the enrollment decreases we saw in the remainder of the year due to the economic crisis in the State translated into weaker sales in the Spring semester and a sales reduction of almost 40% in the Summer session. The success of campus auxiliary services and commercial operations is dependent on a strong, stable enrollment year to year. Significant enrollment decreases impact sales dramatically for all auxiliary commercial operations. Despite these challenges, the Bookstore team pulled together, continued to offer superior service to our community, managed expenditures and still ended the year with a surplus. As the most visited place on any college campus, the Bookstore is charged with both meeting and exceeding the needs of students, faculty and staff. The Bookstore team is committed to striving for further innovation and will continue to provide exceptional service to the community.

Following are highlights of the successes and challenges this past year, providing detail about financial performance.

#### Staffing Change

Just following the successful completion of our Fall “back to school rush”, Judy Worster, manager of the CSM Bookstore, retired. Judy served the District for more than 20 years and spent all of her 30+ year career working in the college bookstore industry. Judy’s tireless work ethic and her care and concern for the students and staff who have walked through our doors every day is what makes Judy such a special lady. Throughout her career, Judy worked to develop a number student staff into full time classified staff members. The new textbook manager at CSM Bookstore, James Peacock, was detailed into the position of Store Manager upon Judy’s retirement. James began his career working as a student assistant at the CSM Bookstore much the same as his counterparts at Cañada College and Skyline College, Jai Kumar and Kevin Chak. James has done an exceptional job stepping into the position. We look forward to many wonderful accomplishments from James in his tenure with the District.

#### Course Materials Sales

The sale of new and used textbooks, coursepacks, digital books and rental books are the core mission of the District Bookstores and account for roughly 85% of the total sales. The Bookstore managers, Jai Kumar from Cañada College, Kevin Chak from Skyline College and James Peacock from College of San Mateo work very closely with the faculty and academic support staff as well as publishing company representatives to ensure that the Bookstores meet their goal in providing the right book at the best price at the exact time the student needs it. In addition to this, the Bookstore managers are charged with obtaining as many used textbooks as possible as well as identifying titles to add to our textbook rental program. The Bookstore managers also work closely with the academic department support staff, faculty and Deans to coordinate constructive dialogue with publisher

representatives to offer customized textbook packages and incentives resulting in lower prices for students—a more useful, tailored product enhancing the student learning experience.

To date, there are four major used textbook wholesale companies in the United States. Every college and university in the country sends its textbook list to these wholesalers with the hope of obtaining as many used textbooks as possible. The key to success is getting the booklist from the faculty as early as possible to work with the companies for the longest period possible. Equally important and doubly beneficial to the student is our ability to buy back books at the end of each semester. When textbook orders are processed by the Bookstore on time and the textbook is being readopted in the same edition for the coming semester, the Bookstore can give the student a 50% cash return on his or her investment and further supplement the stock of used textbooks for future students. Used textbooks represent the best overall savings to our students. Priced 25% less than new textbooks, used textbooks are obtained through a rigorous procurement process by each store manager.

This year, textbook sales dropped with a 2% overall reduction in new textbook sales and an 11% drop in used textbook sales. Course pack sales increased by 15% and textbook rentals continued to increase by an additional 8% this year. The decline in textbook sales can be explained in part by the reduced enrollment. The increase in rental textbooks also affects the sale of textbooks. The more textbook titles we have to rent, the fewer books students will buy. Because the textbook rental titles are books that are used semester after semester, the impact of this type of increase is most significant on used book sales. There was also a significant increase in the number of custom packages adopted, particularly at Skyline, which resulted in a 10% increase in new book sales but a 21% decrease in used book sales. Custom packages are designed for a specific course by a professor and a publisher working in coordination with the Bookstore management team. Custom textbooks often have a pricing advantage for students and allow a professor to customize the material specifically for his or her class, leaving out other material that may not be germane to the class. These packages cannot be obtained used and do impact the sale of used books as well. Skyline has introduced a number of newly designed packages this academic year. Lastly, the numerous online competitors that have appeared suddenly this year, doing everything from selling books to renting books, have been an additional challenge for brick and mortar college bookstores across the country. Despite all of our challenges, the unit sales of textbooks decreased only 4% over last year despite significant challenges noted here. This is actually quite exceptional and displays the commitment of our student customers as well as our faculty and staff to support the campus Bookstores.

#### Textbook Rental Program

The textbook rental program continues to flourish and serve as a model for college bookstores around the country. Thanks to the joint efforts of Auxiliary Services Director Tom Bauer, the District Foundation team (in partnership with our District Bookstore and auxiliary vendors) and the innovative work on the part of Cañada Bookstore manager Jai Kumar in collaboration with campus partners raised and allocated more than \$85K to fund the purchase of additional textbooks for the rental program now active at all three of the Colleges. In addition, the Bookstores added \$30K worth of books to the program using their reserve dollars. Cañada College continues to lead in its efforts to raise funds for the program as well making Cañada Bookstore the leader in textbook rentals in the District and possibly the State. The District Bookstores now boast over 1,000 titles in the textbook rental program, spanning most disciplines at the three Colleges. The District Bookstores are currently partnering with other bookstores in the Bay 10 in pursuing a federal \$1million FIPSE grant that will be used to set up a rental program benefitting all colleges in the Bay 10. Notification of grant awards should come sometime in the Fall 2010 semester.

Textbook rentals increased 8% this year over last year. In this academic year alone, the Bookstores rented textbooks valued at \$815K for \$203K, saving students a total of \$612K; the program has saved students over \$1.8 million since 2005 with recent inventory additions increasing that number exponentially. We expect the cumulative savings to top \$2 million by the Fall 2010 semester with our rental library, which started out with 35 titles in 2005. Special acknowledgement and congratulations go to Jai Kumar, manager of the Cañada College Bookstore and the

store staff Brian Horwitz and Laura Brugioni along with a dynamic team of student assistants. The Cañada Bookstore leads the District in all matters concerning textbook rentals and was the founding store of the program. Jai and his team receive unparalleled support from the College administration along with faculty and staff to make this program a shining success, enabling it to be duplicated at both CSM and Skyline.

### 2009-10 Course Materials Sales Comparison

CSM	Description	2008-09	2009-10	\$ Difference	% Difference
	New	\$ 1,840,735.53	\$ 1,734,330.02	\$(106,405.51)	-6%
	Used	\$ 947,360.94	\$ 879,695.58	\$ (67,665.36)	-8%
	CoursePacks	\$ 61,873.68	\$ 63,769.13	\$ 1,895.45	3%
	Total	\$ 2,849,970.15	\$ 2,677,794.73	\$ (172,175.42)	-6%
	Rental	\$ 15,723.18	\$ 17,987.80	\$ 2,264.62	13%
	NTE (Unit Sales)	\$ 3,166,776.17	\$ 2,979,208.66	\$ (187,567.51)	-6%
SKYLINE	New	\$1,477,251.27	\$1,643,363.76	\$ 166,112.49	10%
	Used	\$ 760,223.27	\$ 627,692.51	\$(132,530.76)	-21%
	CoursePacks	\$ 67,484.45	\$ 87,322.46	\$ 19,938.01	23%
	Total	\$2,304,958.99	\$2,358,378.73	\$ 53,419.74	2%
	Rental	\$ 44,722.93	\$ 42,702.39	\$ (2,020.54)	-5%
	NTE (Unit Sales)	\$2,669,774.02	\$2,651,096.67	\$ (18,677.35)	-1%
CANADA	New	\$1,031,462.08	\$ 886,251.05	\$(145,211.03)	-16%
	Used	\$ 372,231.63	\$ 370,403.51	\$ (1,828.12)	0%
	CoursePacks	\$ 40,895.50	\$ 49,783.44	\$ 8,887.94	18%
	Total	\$1,444,589.21	\$1,306,438.00	\$(138,151.21)	-11%
	Rental	\$ 127,320.55	\$ 143,078.96	\$ 15,758.41	11%
	NTE (Unit Sales)	\$2,037,053.12	\$1,952,438.24	\$ (84,614.88)	-4%
<b>Total District</b>	<b>New</b>	<b>\$4,349,448.88</b>	<b>\$4,463,944.83</b>	<b>\$ (85,504.05)</b>	<b>-2%</b>
	<b>Used</b>	<b>\$2,079,815.84</b>	<b>\$1,877,791.60</b>	<b>\$(202,024.24)</b>	<b>-11%</b>
	<b>CoursePacks</b>	<b>\$ 170,253.63</b>	<b>\$ 200,875.03</b>	<b>\$ 30,621.40</b>	<b>15%</b>
	<b>Total</b>	<b>\$6,599,518.35</b>	<b>\$6,342,611.46</b>	<b>\$(256,906.89)</b>	<b>-4%</b>
	<b>Rental</b>	<b>\$ 187,766.66</b>	<b>\$ 203,769.15</b>	<b>\$ 16,002.49</b>	<b>8%</b>
	<b>NTE (Unit Sales)</b>	<b>\$7,873,603.31</b>	<b>\$7,582,743.57</b>	<b>\$(290,859.74)</b>	<b>-4%</b>

\*\*\*New Text Equivalent (NTE) updated to include both used books and rental books for the purpose of unit sales evaluation. NTE represents the value of all books at the new price to accurately measure unit sales.

## Computer Sales

The District Bookstores' partnership with Apple Computer ended somewhat dramatically in April 2010 with a demand from Apple that the District provide dedicated, pre-determined square feet of retail space in each store, a salaried, certified Apple repair technician to perform Apple repairs on site and a demand that we stock a level of inventory that exceeds our standard for inventory on hand. Unfortunately, all these requirements ended Apple's relationship with most community college bookstores across the country as few could meet these demands. Only the largest campus stores will be able to sell Apple products. This is not the first time in Apple's history that they have shifted their focus away from higher education. It is likely that Apple will return to the college bookstore market at some point in the future. That said, the lion's share of the decrease in sales for this fiscal year is attributed to the decline in computer product sales. Computer product sales decreased by \$664K this year over last year or 61%. As there is little to no gross margin on computer sales, we experienced a commensurate decrease in our cost of sales. So, while disappointing, there was little impact to our bottom line from the loss of these sales. The unfortunate reality is that we will not be able to offer this valuable service to our campus community. The District Bookstore team is working to expand our offering of Dell computer products this year.



## Student Employees

The District Bookstores are fortunate to have the talents of many students working in the Bookstores at all three Colleges. Our student employees provide essential perspective on the needs of students to the Bookstore management team and



classified staff, and are able to learn how to work in a fast paced retail environment with a focus on exceptional customer service. Many of our student employees are so successful that the majority of the classified and professional supervisory staff working in the Bookstores today actually started as student employees. Outstanding "senior" students in each Bookstore serve as mentors and role models for newer student employees: from CSM, Patricia Brown, Rosalyn Fischer, Fernando Martinez; from Skyline, Michelle Brackett, Jennifer Wong, Alex Torres; and from Cañada, Reshma Prasad, Charles Cianos, Alvin Lal and Maxwell Tachis. Congratulations to each of these students on a job well done!

## Bookstore Contribution

It is important to note that the Bookstores are self-sustaining and cover all of their expenses. There is no General Fund support for the Bookstores or any other District enterprise operation. In addition, the Bookstores return money to the District for additional support and for the support of students each year. Below are some of the highlights of this District support:

- \$117K in salary and benefit support to the District which offsets Fund 1 expenses
- \$67.7K in support to the Peninsula Library System
- \$6K per year in student textbook scholarships
- \$18K per year in product donations to campus causes
- \$30K in product to support the textbook rental program

The Bookstores are proud of this and plan to continue supporting the goals and objectives of the District. These contributions would not be possible if not for the efforts of the Bookstore team.

Financial Information

The Bookstore Fund budget for 2010-11 totals \$8,005,700 as indicated on Page 68. The net beginning balance for the Bookstore Fund is \$6,677,738. The budget includes provisions for increased annual cash flow requirements, inventory and full maintenance needs of the store facilities.

The following data reflects Bookstore operations for the fiscal year beginning July 1, 2009 through June 30, 2010. It includes Fall 2009, Spring 2010 and Summer 2010 semesters.

<b>Bookstore Sales</b>	<b>2008-09</b>	<b>2009-10</b>	<b>\$ Change</b>	<b>% Change</b>
Regular Merchandise Sales	\$ 7,613,662	\$ 7,445,858	\$ (167,804)	-2.20%
Computer Products Sales	1,090,891	427,188	(663,702)	-60.84%
Total Merchandise Sales	\$ 8,704,553	\$ 7,873,046	\$ (831,507)	-9.55%

Regular merchandise sales have decreased slightly this year compared to last year. The decrease in textbook sales is a result of our decline in enrollment due to the State financial crisis. A very healthy \$81K increase in the sale of high margin food and convenience items as well as increases in the sale of school and office supplies, gifts and sundries helped offset the \$663.7K decrease in computer product sales.

Computer sales, as stated previously, have declined dramatically this year due to the now defunct partnership with Apple and a decrease in institutional sales to the Colleges which are cyclical in nature due to lifecycle replacement. It is important to note that since the relationship with Apple has now ended for the Bookstore, the District will purchase computers directly from Apple via General Services in the future. These sales will not return to the Bookstores.

There was a notable decrease in cost of goods sold commensurate with the decrease in computer product sales. The decrease in operating expenses over last year reflects the Lehman loss booked in the prior year, increasing operation expenses at that time, as well as the strong expense control by the store managers this year. We also show a loss in interest and other income due to the reduction in interest payments on our investments coupled with lower commissions from Apple Computer due to the decrease in institutional computer purchases and the ending of the Apple relationship in April 2010.

Below is a summary of comparative figures:

<b>Bookstore Recap</b>	<b>2008-09</b>	<b>2009-10</b>	<b>\$ Change</b>	<b>% Change</b>
Total Merchandise Sales	\$ 8,704,553	\$ 7,873,046	\$ (831,507)	-9.55%
Cost of Goods Sold	6,194,387	5,543,684	(650,703)	-10.50%
Gross Profit	2,510,166	2,329,363	(180,803)	-7.20%
Total Operating Expenses	2,498,138	2,352,108	(146,030)	-5.85%
<b>Net Income from Operations</b>	<b>12,028</b>	<b>(22,746)</b>	<b>(34,774)</b>	<b>289.10%</b>
Interest and Other Income	462,233	432,995	(29,238)	-6.33%
Net Income Before Other Expenses	474,261	410,249	(64,012)	-13.50%
Other Income: In-Kind Donation, POS System	64,516	0	(64,516)	100.00%
Other Expense: Salary/Benefits, POS Contribution, Donations	248,963	204,250	(44,713)	-17.96%
<b>Net change in Fund Balance</b>	<b>\$ 289,814</b>	<b>\$ 205,999</b>	<b>\$ (83,815)</b>	<b>-28.92%</b>

While the Bookstores ended 2009-10 in the black after all expenses, it was still a very challenging year financially as articulated here. As stated, District Auxiliary and Commercial Operations are dependent on a strong, stable enrollment for continued success. We will continue our commitment to focus on efforts to improve service, offer more used textbooks, continue to grow the rental program, further integrate digital textbooks at all three Colleges, increase the amount of custom and institutionally adopted textbooks Districtwide and further maximize the interest and other income potential of all the campus Bookstores. In so doing, we will remain well positioned for future growth as we serve the students of the San Mateo County Community College District.

### *Cafeterias*

The Cafeteria Fund budget for 2010-11 totals \$192,000 as indicated on Page 70. The net beginning balance in the Cafeteria Fund is \$415,501.

#### Beverage, Snack and Food Service Vendors

- The District's beverage vending service partner is Pepsi Bottling Group. The contract was awarded effective July 1, 2007, ending on June 30, 2012.
- The District's snack vending partner is Action Vending. The contract was awarded on January 1, 2007, ending on June 30, 2011.
- The District has a contract with KJ's Café to operate the coffee concession stands at both Skyline College operating as El Capitan Espresso, and College of San Mateo, operating as Drip Coffee. The contract was awarded on August 16, 2006 and expires on August 16, 2011.
- The District's food service partner is Pacific Dining Services. The contract was awarded on July 1, 2007, ending on June 30, 2010 with an option for two one-year renewals thereafter. The District has renewed the contract for the 2010-11 year as per the option to renew in the contract.

Pacific Dining, under the leadership of Rick McMahon, Enrique Alonso and Octavio Amezcua, operate the food service at the three Colleges after being awarded the contract in June 2007. College of San Mateo has both a mobile kitchen procured to augment operations with the demolition of Building 5 (where the CSM cafeteria was previously housed) and a satellite food operation (kiosk) to serve the central campus. The kiosk was demolished in early June 2010 to begin the landscaping work around the new building 10N. The campus will be served by the mobile kitchen and the newly opened Le Bulldog located in the Health and Wellness Building (B5) for the 2010-11 academic year. The cafeteria at Cañada College, located in Building 5, was closed after classes in December 2009 to renovate that building. Cañada College is now being served by a mobile kitchen located adjacent to Building 9 as well as the Bookstore and the Pony Espresso operated by the Bookstore.

Food service income has decreased by 1.62% due to the temporary closures of the café facilities at CSM and Cañada College. The fact that the decrease in income is only 1.62% is actually very encouraging given that there are two Colleges operating out of small, temporary facilities. Further affecting sales is the State fiscal crisis which has dramatically impacted the catering requests throughout the District. Catering accounts for a significant portion of income for the food service team. Skyline cafeteria sales are very strong since the opening of Building 6.

Vending income has decreased by 22.52% compared to last year. The decrease in vending sales can be seen at all three Colleges where construction closures of buildings have impacted the placement of vending machines on the campuses.

Overall expenditures have decreased dramatically this year due to the fact that the new, mobile facilities are easier to maintain than a fully functioning cafeteria. So, although the income is down, the reduced expenses more than make up for the loss.

Income from food service and vending contracts enables the District to provide food and beverage services to the students. These combined resources, along with interest income, also provides a stable Cafeteria fund not requiring support from the General Fund. The fund is also responsible for the long-term maintenance and upgrading of aging facilities and equipment, as well as all expenses relating to the ongoing operational requirements under the food service and vending contracts. The cafeteria and vending operations are part of the Enterprise Fund and are fully self supporting. No Fund 1 dollars go to support any enterprise operation.

#### **Cafeteria Fund summary:**

<b>CAFETERIA FUND</b>	<b>2008-09</b>	<b>2009-10</b>	<b>\$ Change</b>	<b>% Change</b>
Food Service Income	\$106,286	\$104,568	(\$1,718)	-1.62%
Vending Income	104,175	80,718	(23,457)	-22.52%
Interest Income	4,383	2,390	(1,992)	-45.46%
Other Income	997	1,113	116	11.59%
Total Income	\$215,842	\$188,790	(27,052)	-12.53%
Expenditures	225,465	171,732	(53,733)	-23.83%
Net change in Fund Balance	(\$9,624)	\$17,058	\$26,681	277.24%

It is important to note that our Auxiliary Services vendors offer great service as well as support for our students via scholarships and donations. The following are highlights of the support from our vendors:

#### **Pacific Dining:**

- \$6K per year of the three-year contract in student scholarships (\$2K per campus)
- \$27.9K per year of the three -year contract in in-kind catering services supporting the Scholarship Awards Ceremony at each campus as well as numerous activities sponsored by the President's Office and Associated Students at each College.
- Commission on sales paid monthly that support the maintenance of all our food service facilities and equipment.

#### **Pepsi:**

- \$20K donation each year of the five-year contract used to support College endeavors.
- \$10K in support of the textbook rental program in 09-10 based on a \$1.00 per case rebate on sales through the bookstores and cafeterias; we receive this support each year.
- \$13.5K in donated product each year of the five-year contract; each campus receives 100 free cases of Pepsi product each year of the contract.
- \$6K in marketing dollars per campus each year of the five-year contract to support Bookstore, food service and associated students endeavors.
- Commission on sales paid monthly which is turned over to the Vending Commissions to support the many programs and services they offer.

#### **Action Vending:**

- \$3K in student scholarships per year each year of the five-year contract (\$1K per campus).
- Commission on sales paid monthly which is turned over to the Vending Commissions to support the many programs and services they offer.

The support of our vendors displays their commitment to our students and our goals as a District. Each of them is a valued partner for which we are all grateful.

### ***San Mateo Athletic Club and the San Mateo Aquatic Center***

In Spring 2010, the District opened a state-of-the art fitness and aquatic center on the campus of College of San Mateo in the newly constructed Health and Wellness Building (B5). This incredible new building provides classrooms and labs for career and technical programs including nursing, dental assisting, cosmetology, health fitness, and dental hygiene (when State funding permits).

The San Mateo Athletic Club is a professionally managed enterprise program sharing the state-of-the-art fitness facility. The San Mateo Athletic Club shares the instructional and training space on two levels of the Health and Wellness building that includes a large main floor along with four exercise studios on the second level, and an aquatics complex with a 50 meter Olympic size competition pool and a 25 meter instructional pool for Adaptive Fitness and other group exercise classes. The San Mateo Athletic Club and its members enjoy this multi-use College of San Mateo facility that provides credit classes, non-credit classes, community education and adaptive fitness.

Operating as an enterprise, the San Mateo Athletic Club is a community-centered, fee-based operation offering numerous service options to the San Mateo campus community and the community-at-large. The concept of a multi-use space enables the District to maximize the use of facility resources and create a revenue stream that will supplement the College budgetary needs including equipment maintenance and replacement. The San Mateo Athletic Club provides the community broader access to the College of San Mateo and demonstrates in a very real way that the District is a community-based organization serving a broad spectrum of educational and training opportunities. The concept of multi-use facilities has gained much attention from other community colleges up and down the State. Interest has been so high that both Vice Chancellor Jose Nuñez and Director of Auxiliary Services Director Tom Bauer have been asked to present this concept in November 2010 at the Community Colleges Facility Conference in Sacramento.

An enormous amount of work has been accomplished since the District Board of Trustees approved hiring MediFit, our fitness management partner, and the official start-up of our San Mateo Athletic Club pre-sale which began on February 1, 2010. We initially worked to assemble a top notch staff, starting with our General Manager Diana Thomas, and key sales staff and then immediately began soliciting memberships while performing daily tours of the facility and preparing the fitness center for a very aggressive projected April 1, 2010 opening date.

With just 60 days to pull all facility, operation and staffing aspects of the San Mateo Athletic Club together, there were many long nights and a lot of team work among the District team, College staff and Medifit. Key facility issues had to be addressed, operating policies had to be finalized, forms and supplies had to be procured and all start-up program elements had to be completed. In addition to all of this, on the final day of presale, the fitness center team sold and processed more than 100 memberships! Facility start-ups of this size and scope are generally executed over a six month period or longer so there was a strong sense of accomplishment when the final pre-sale membership was completed.

Key pre-sale accomplishments include:

- Pre-sales of 576 memberships (over 800 members) sold versus a goal of 350
- Hiring and training of key management staff in fitness, group exercise, aquatics, member service and sales
- Hiring and training of service desk, fitness, group exercise and aquatics staff
- More than 46% of staff hired are College students, staff or faculty



- Development of schedules for shared use of the fitness, group exercise and aquatics facilities and staff between the fitness center operations and the academic classes.

During the pre-sale period start-up, operating costs of \$158,521 were incurred with the most significant costs being start-up consulting fees of \$66,999, payroll of \$39,295 and marketing costs of \$27,174, or an approximately \$47.00 Cost of Acquisition (COA) per membership. The industry standard for like-sized and like-priced clubs runs between \$90-\$150. Our COA is significantly lower than the industry standard. Due in large part to the high number of membership referrals from existing members, we expect that the amount will continue to drop to between \$40-\$43 per member.

The San Mateo Athletic Club center opened successfully on Thursday, April 1, 2010 as scheduled and the growth and popularity of the facility, product and services has continued to be very strong. Through June 30, 2010, key accomplishments include:

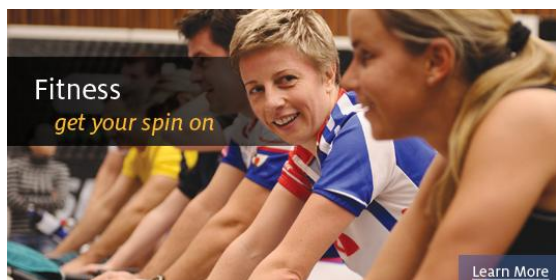
- 1,422 memberships (already above 2010-11 projected levels)
- 2,081 members
- More than \$62/month average dues (avg. dues originally projected at \$51.10)
- 400+ visits per day with a peak of nearly 1000 visits per day
- 46% of staff are College students, staff or faculty
- More than 50 group exercise classes per week
- More than 2,800 group exercise attendees per month
- More than 160 Master Swim program enrollees
- Highly successful Community Swim events including 700 swimmers from the Peninsula Athletic League which held the annual Mavericks Sprint-o-Rama meet here in May, our first major event
- Initiating successful pool rental program for local schools and community-based swim programs
- 100% of staff are AED and CPR certified
- 100% of staff meet or exceed MediFit/District employment standards and criteria
- High level of customer satisfaction as witnessed by lower than projected levels of membership attrition and high levels of membership referral:
  - April Referral = 74
  - May Referral = 77
  - June Referral = 83
  - July Referral = 115

During the period April 1 through June 30, 2010 total operating revenue was \$215,505 with total expenses of \$382,036, for a net operating loss for this period of (\$166,531).

- Key expenses are staffing at 70% of revenue. Staffing expense is projected to level off at approximately 50% of revenue when target membership levels are achieved. Based on our latest projections with the close of business on August 31, 2010, we expect to be at the 50% payroll to gross revenue ratio by March 2011.
- During this period, membership dues and registration fees represent more than 80% of total revenue and will eventually account for approximately 60% of revenue as alternative revenue sources mature, specifically Aquatics and Personal Training. Additional sources of revenue including the sale of personal items such as heart rate monitors, goggles, souvenir towels, swim parkas, emblematic clothing and gifts will help supplement our financial goals as well.

The projected operating losses for the period April 1, 2010 through June 30, 2010 and the first full fiscal year of San Mateo Athletic Club operation were originally budgeted to be over \$400,000. With the current

membership/revenue levels and projected expense levels, we anticipate the San Mateo Athletic Club reaching operational break even very early in the current fiscal year and expect to bring in a first full fiscal year budget well ahead of projections.



Operating as an enterprise through the District Auxiliary Services Department, the operation of the San Mateo Athletic Club will be self sustaining with no contribution from the General Fund. Like the other enterprise operations in the District (Bookstores, food services and campus vending), the San Mateo Athletic Club is expected to generate revenue sufficient to meet all of its operational expense needs and as we mature, develop a surplus that will aid the District and College in other mutually agreeable endeavors. As part of the San Mateo Athletic Club

budget, we have allocated 4% of net revenue to a sinking fund so that equipment can be replaced as it ages with no impact on the General Fund. This is a critically important benefit to the College. The sinking fund will allow us to replace instructional equipment when needed without impacting the over-burdened instructional equipment budget. It is expected that the seed money from the District's Redevelopment Funds used to fund this start-up operation will be completely repaid within the first three years of operation, if not sooner. As of August 2010, the San Mateo Athletic Club membership has climbed to 2,034 memberships and 2,495 members, leading us to believe that not only is the value and the need for this facility continuing to grow at a rapid rate, but also that we will meet and achieve our financial and operational goals.

Areas of opportunity exist in the further development of our non-dues related revenue categories and specifically Aquatics and Personal Training. We are beginning to see positive growth in our Personal Training volume and are looking for the Fall season to show dramatic improvements and move us closer to our goal of generating \$125-\$150 per membership per year in Personal Training revenues.

Due to the timing of our presale and opening, we were not able to take full advantage of the aquatics Summer season where we will expect to generate 60+% of our Aquatics revenue in future years. While we had excellent success with establishing our Master Swim program and partnering with the District to deliver several outstanding community-based aquatic events, we are looking forward to a full Spring and Summer programming season in 2011.

While there is much work left to be done to achieve our goals and vision for the San Mateo Athletic Club, we are extremely pleased with the results accomplished thus far and see a very bright future for the District, College of San Mateo and our community members who all ultimately benefit from our success.

#### **CSM Fitness Center financial summary:**

<b>CSM Fitness Center</b>	<b>Pre-open</b>	<b>2009-10</b>
Registration & Membership	-	\$ 178,444
Personal Training	-	10,582
Aquatics	-	19,415
Parking	-	6,202
Other Income	-	4,410
Total Income	-	219,053
Expenditures	158,521	382,036
Net change in Fund Balance	\$ (158,521)	\$ (162,983)

## **CHILD DEVELOPMENT FUND**

The Child Development Fund detailed on Pages 74-78 maintains the required financial accounting for the District's child development centers. The Fund was established by the Board of Trustees on April 8, 1981, to account for the Child Development Center at College of San Mateo (Mary Meta Lazarus Child Care Center). During Spring 1996, the Skyline College Children's Center was established. In Fall 1998, the Cañada College Child Development Center opened; however, the Center closed in 2002-03. Since that time, the College has subcontracted its portion of the contract with the California Department of Education (CDE) for subsidized child development services to various agencies in San Mateo County. Beginning in 2009-10 and continuing in 2010-11, the College has agreed to let the CDE temporarily contract directly with agencies such as the City of Pacifica pursuant to an agreement between the CDE and the San Mateo County Office of Education.

The 2010-11 budget for the Child Development Fund totals \$1,073,575. Estimated income is projected at \$667,133. The net beginning balance of the Child Development Fund is \$188,719. Income and expenditures are based on 2009-10 and adjusted by a Board approved increase in non-subsidized fees.

## **TRUST FUNDS (FINANCIAL AID)**

The Student Aid Fund detailed on Pages 86-90 includes the 2010-11 estimated allocations from the Federal government for Pell Grants (PELL), Supplemental Educational Opportunity Grants (SEOG), and Academic Competitiveness Grants (ACG), as well as estimated State funding for Cal Grants.

The 2010-11 budget for the Student Aid Fund totals \$15,969,381. Estimated income in the Student Aid Fund is also \$15,969,381. The net beginning balance of the Fund is \$250,430. Estimated amounts for scholarships from the SMCCC Foundation that are being disbursed through District accounts are also included. For 2010-11, the District will participate in the Federal Direct Student Loan program due to the elimination of the Federal Family Education Loan program. Initial funding amounts from the US Department of Education are included in this fund.

Estimating Financial Aid is difficult because the majority of funding sources fluctuate with the number of eligible students who apply for funding. On the other hand, each College receives a specific award for SEOG student grants. Given the State budget crisis and overall economic downturn, applications for Financial Aid will continue to increase.

State BOGG (Board of Governors Grant) funding is not reflected within this fund, but rather as an offset to enrollment fees within the Unrestricted General Fund.

The Fund does not include Federal Work Study payments, which are considered wages for work rather than financial assistance in the form of aid. Work Study funds are maintained in the Restricted General Fund. Direct financial aid payments to students from College EOPS and CARE grants typically are paid from the Student Aid Fund. Income and expenditures will be recognized in this Fund when these grants are finalized and amounts are determined for aid purposes.

## **RESERVE FUND FOR POST-RETIREMENT BENEFITS**

The Reserve Fund for Post-Retirement Benefits budget for 2010-11 totals \$2,502,131 as shown on Page 92. The net beginning balance in the fund totals \$33,749,237. The Fund consists of estimated interest income and transfers from other funds. Effective July 1, 2009, the District started charging itself an amount to cover the

future medical benefit costs for current employees. These charges appear as part of the benefit expenses in all funds, and are transferred to this fund.

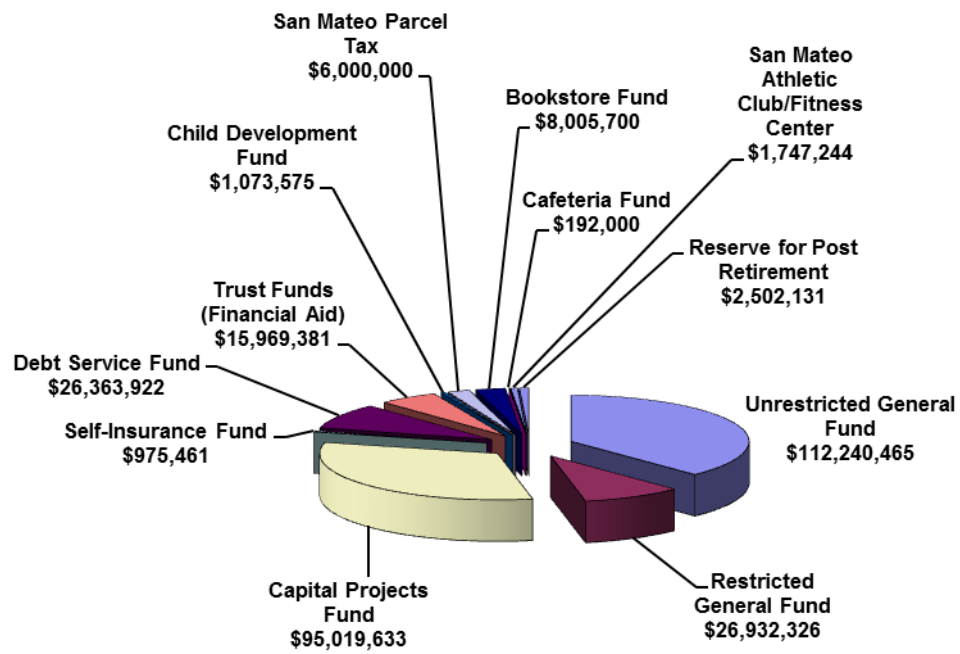
In the past few years, this Fund has been generated by transfers made from the Unrestricted General Fund. Effective July 1, 2009, these transfers will come from all funds and will be charged as part of the benefit expense in those funds. This reserve is small compared to the total liability already incurred, so current retiree benefits continue to be paid from the General Fund on a “pay as you go” basis. The goal is to eventually have enough funds in this reserve to pay the ongoing costs of retiree benefits.

New Governmental Accounting Standards Board (GASB) standards have required public entities to disclose the existence and/or cost of retiree health benefits. In 2009-10, the District selected consultants to assist in developing a plan, establishing a retirement board of authority and creating and managing an irrevocable trust for these benefits. Establishing an irrevocable trust allows the District to invest the funds in more long-term and more lucrative investments and also allows the retirement reserve to actually reduce the District’s liability for post-retirement benefits. Establishing the trust and the agreements does not obligate the District to place funds in the trust, and funds may be disbursed from the trust for any current retiree benefit expense. This tends to lessen the negative aspects of the trust and continues to allow the District cash management flexibility. The District has deposited \$10 million into this irrevocable trust so far. This budget allows for \$5 million to be transferred into the trust in 2010-11.

## 2010-11 FINAL BUDGET SUMMARY

The 2010-11 budgets for each fund include, for the most part, expenditure budgets. For fund balance information, please refer to Pages 32-33. The relationship of each fund to the total Final Budget is illustrated in the following table.

<b>Fund</b>	<b>2010-11 Budget</b>	<b>% of Total</b>
Unrestricted General Fund	\$112,240,465	37.79%
Self-Insurance Fund	975,461	0.33%
Debt Service Fund	26,363,922	8.88%
Restricted General Fund	26,932,326	9.07%
Capital Projects Fund	95,019,633	31.98%
Bookstore Fund	8,005,700	2.70%
Cafeteria Fund	192,000	0.06%
San Mateo Athletic Club (Fitness Ctr)	1,747,244	0.59%
Child Development Fund	1,073,575	0.36%
San Mateo Parcel Tax	6,000,000	2.02%
Trust Funds (Financial Aid)	15,969,381	5.38%
Reserve for Post-Retirement Benefits	2,502,131	0.84%
<b>TOTAL</b>	<b>\$297,021,838</b>	<b>100.00%</b>





SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

## **Budget Tables**

**Page 31 – SMCCCD Funds Chart**

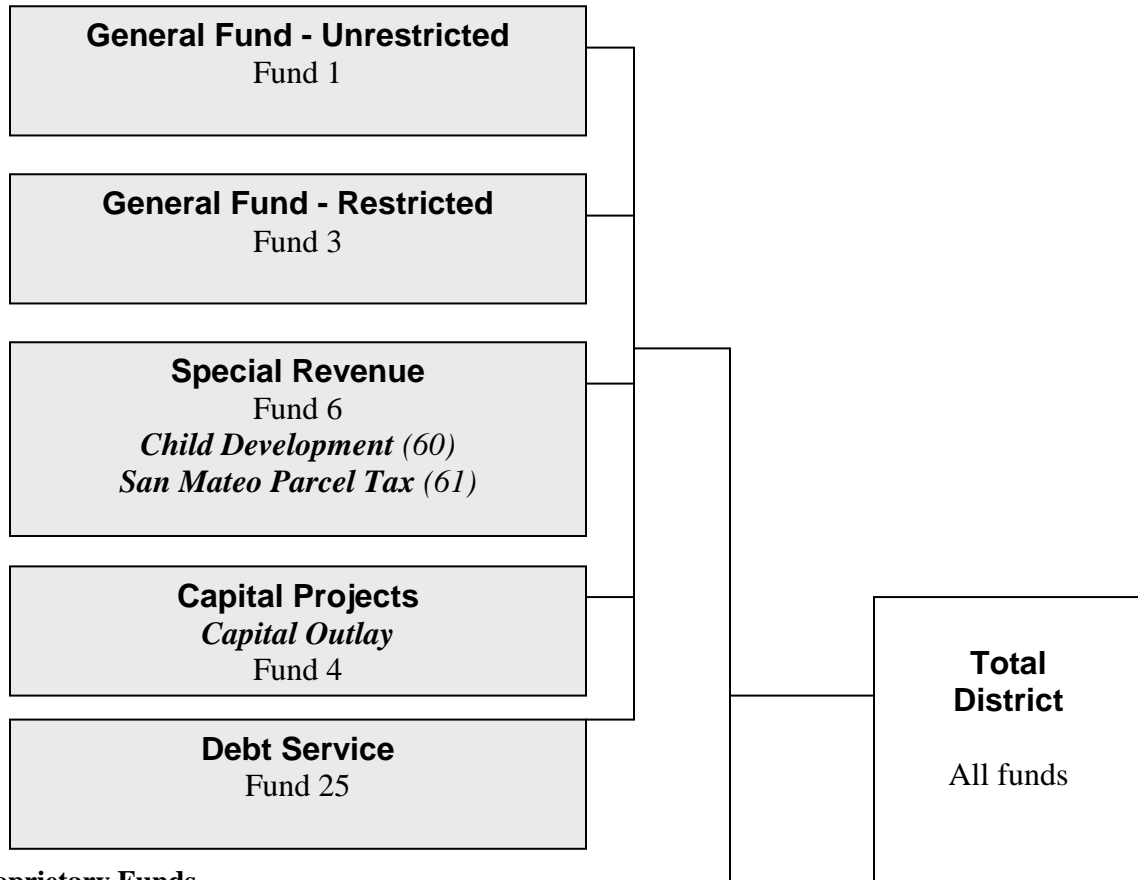
**Page 32 – 2010-11 Adoption Budget**

**Page 34 – 2009-10 Year-End Actuals**

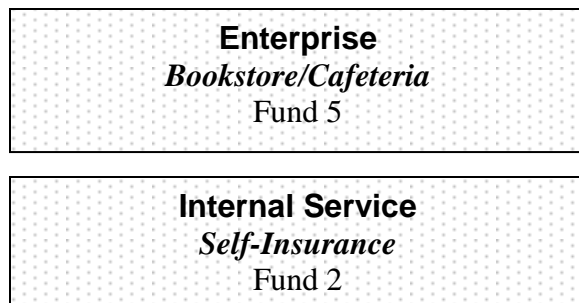
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# San Mateo County Community College District Funds

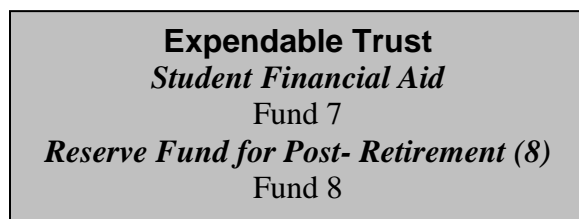
## Governmental Funds



## Proprietary Funds



## Fiduciary Funds





**San Mateo County Community College District**  
**2010-2011**  
**Final Budget - All Funds**



**SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT**

Governmental Funds					
Total General Fund		Special Revenue	Special Revenue	Capital Projects	Debt Service
Unrestricted	Restricted	Child Development	Measure G Parcel Tax	Capital Outlay	Debt Service

**Revenue**

1	Federal Revenue	0	6,039,705	39,680	0	0	0
2	State Revenue	43,573,261	9,821,027	395,700	0	0	115,000
3	Local Revenue	68,667,202	11,007,708	231,753	6,000,000	8,211,164	26,436,200
4	<b>Total Revenue</b>	<b>112,240,463</b>	<b>26,868,440</b>	<b>667,133</b>	<b>6,000,000</b>	<b>8,211,164</b>	<b>26,551,200</b>

**Expenses**

5	Cost of Sales	0	0	0	0	0	0
6	Certificated Salaries	47,320,673	4,158,429	168,737	4,800,000	142,080	0
7	Classified Salaries	24,170,379	8,165,647	506,284	0	3,491,224	0
8	Employee Benefits	23,354,320	3,760,311	334,472	875,000	1,266,081	0
9	Materials & Supplies	3,914,839	3,419,131	51,600	325,000	5,543,426	0
10	Operating Expenses	17,826,278	6,461,909	10,803	0	8,337,661	0
11	Capital Outlay	63,789	966,900	1,680	0	76,239,161	0
12	<b>Total Expenses</b>	<b>116,650,277</b>	<b>26,932,326</b>	<b>1,073,575</b>	<b>6,000,000</b>	<b>95,019,633</b>	<b>0</b>

**Transfers & Other**

13	Transfers In	0	813,054	406,443	0	0	0
14	Other Sources	0	0	0	0	0	0
15	Transfers out	(5,466,527)	0	0	0	0	0
16	Contingency	0	0	0	0	0	0
17	Other Out Go	0	(983,555)	0	0	0	(26,363,992)
18	<b>Total Transfers/Other</b>	<b>(5,466,527)</b>	<b>(170,502)</b>	<b>406,443</b>	<b>0</b>	<b>0</b>	<b>(26,363,992)</b>

**Fund Balance**

19	Net Change in Fund Balance	(9,876,342)	(234,388)	0	0	(86,808,469)	187,208
20	Beginning Balance, 7/1/10	15,977,878	4,946,405	188,719	0	218,549,643	20,213,255
21	Adjustments to Beginning Balance	0	0	0	0	0	0
22	<b>Net Fund Balance, 6/30/11</b>	<b>6,101,537</b>	<b>4,712,017</b>	<b>188,719</b>	<b>0</b>	<b>131,741,174</b>	<b>20,400,463</b>

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

**San Mateo County Community College District**  
**2010-2011**  
**Final Budget - All Funds**

Proprietary Funds				Fiduciary Funds		Total District All Funds	
Enterprise Funds			Internal Service	Expendable Trusts			
Bookstore	Cafeteria	San Mateo Athletic Club	Self- Insurance	Trust Fund (Student Aid)	Retirement Reserve		
0	0	0	0	15,163,205	0	21,242,590	1
0	0	0	0	441,176	0	54,346,164	2
8,220,000	196,000	2,120,110	115,625	365,000	300,000	131,870,762	3
8,220,000	196,000	2,120,110	115,625	15,969,381	300,000	207,459,516	4
5,500,000	0	155,733	0	0	0	5,655,733	5
0	0	0	0	0	0	56,589,919	6
1,280,000	21,850	1,363,706	26,709	0	0	39,025,799	7
380,000	6,470	0	12,752	0	0	29,989,406	8
22,000	78,000	283,539	10,000	0	0	13,647,535	9
823,700	85,680	100,000	926,000	0	55,000	34,627,031	10
0	0	0	0	0	0	77,271,530	11
8,005,700	192,000	1,902,978	975,461	0	55,000	256,806,952	12
0	0	0	0	0	2,502,131	3,721,527	13
0	0	0	1,745,000	0	0	1,745,000	14
0	0	0	0	0	0	(5,466,527)	15
0	0	0	0	0	0	0	16
0	0	0	0	(15,969,381)	(10,000,000)	(53,316,928)	17
0	0	0	1,745,000	(15,969,381)	(7,497,869)	(53,316,928)	18
214,300	4,000	217,132	885,164	0	(7,252,869)	(102,664,365)	19
6,677,738	415,501	0	7,504,143	250,430	33,749,527	308,473,239	20
0	0	0	0	0	0	0	21
6,892,038	419,501	217,132	8,389,307	250,430	26,496,658	205,808,875	22

**San Mateo County Community College District  
2009-2010**

**Year-End Actuals - All Funds**



Governmental Funds					
Total General Fund		Special Revenue	Capital Projects	Debt Service	
Unrestricted	Restricted	Child Development	Capital Outlay	Debt Service	

**Revenue**

1	Federal Revenue	507,922	4,996,340	38,107	0	0
2	State Revenue	58,175,640	6,726,195	400,593	1,592,889	171,843
3	Local Revenue	55,658,604	8,494,993	194,218	18,504,662	26,748,605
4	<b>Total Revenue</b>	<b>114,342,166</b>	<b>20,217,528</b>	<b>632,918</b>	<b>20,097,551</b>	<b>26,920,448</b>

**Expenses**

5	Cost of Sales	0	0	0	0	0
6	Certificated Salaries	47,602,291	4,368,174	181,357	142,080	0
7	Classified Salaries	22,296,984	7,772,276	504,597	3,238,211	0
8	Employee Benefits	24,963,637	3,417,883	323,550	1,107,354	0
9	Materials & Supplies	1,578,157	1,164,773	49,621	6,308,488	0
10	Operating Expenses	8,361,594	3,118,139	5,247	10,906,684	0
11	Capital Outlay	72,351	745,583	(6,614)	130,294,195	0
12	<b>Total Expenses</b>	<b>104,875,015</b>	<b>20,586,829</b>	<b>1,057,758</b>	<b>151,997,011</b>	<b>0</b>

**Transfers & Other**

13	Transfers In	\$0	2,265,399	446,670	6,346,720	0
14	Other Sources	0	0	0	470,831	0
15	Transfers out	(7,895,863)	(518,481)	0	(3,300,000)	0
16	Contingency	0	0	0	0	0
17	Other Out Go	(123,812)	(638,336)	0	0	(25,148,542)
18	<b>Total Transfers/Other</b>	<b>(8,019,675)</b>	<b>1,108,582</b>	<b>446,670</b>	<b>3,517,551</b>	<b>(25,148,542)</b>

**Fund Balance**

19	Net Change in Fund Balance	1,447,475	739,280	21,830	(128,381,909)	1,771,906
20	Beginning Balance, 7/1/09	14,530,403	4,207,125	166,888	346,931,552	18,441,349
21	Adjustments to Beginning Balance	0	0	0	0	0
22	<b>Net Fund Balance, 6/30/10</b>	<b>15,977,878</b>	<b>4,946,405</b>	<b>188,719</b>	<b>218,549,643</b>	<b>20,213,255</b>

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

**San Mateo County Community College District**  
**2009-10**  
**Year-End Actuals - All Funds**

Proprietary Funds				Fiduciary Funds			
Enterprise Funds			Internal Service	Expendable Trusts		Total District All Funds	
Bookstore	Cafeteria	San Mateo Athletic Club	Self-Insurance	Trust Fund (Student Aid)	Retirement Reserve		
0	0	0	0	14,343,223	0	19,885,592	1
0	0	0	0	441,176	0	67,508,336	2
8,306,041	188,789	0	57,843	426,211	298,720	118,878,686	3
8,306,041	188,789	0	57,843	15,210,610	298,720	206,272,614	4
5,543,684	0	0	0	0	0	5,543,684	5
0	21,294	39,295	101,235	0	0	52,455,726	6
1,414,151	5,751	5,452	49,824	0	0	35,287,246	7
410,764	71,891	40,774	0	0	0	30,335,853	8
16,623	72,796	72,999	440,800	0	0	9,704,257	9
714,819	0	0	0	0	50,139	23,156,622	10
0	0	0	0	0	0	131,105,515	11
8,100,041	171,732	158,521	591,859	0	50,139	287,588,905	12
0	0	0	0	280,969	4,957,149	14,296,907	13
0	0	0	1,751,462	0	0	2,222,293	14
0	0	0	0	(6,556)	(1,021,170)	(12,742,070)	15
0	0	0	0	0	0	0	16
0	0	0	0	(15,469,905)	(5,000,000)	(46,380,595)	17
0	0	0	1,751,462	(15,195,492)	(1,064,021)	(42,603,465)	18
206,000	17,057	(158,521)	1,217,446	15,118	(815,440)	(123,936,815)	19
6,471,738	398,444	(60,972)	6,286,697	235,313	34,564,967	431,775,060	20
0	0	0	0	0	0	0	21
6,677,738	415,501	(219,493)	7,504,143	250,430	33,749,527	307,838,245	22

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## **Unrestricted General Fund (Fund 1)**

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

*In general, there are no external restrictions imposed on the use of these monies; however the District's Board of Trustees may designate portions of this fund as special allocations or set-asides for specific purposes. An example of resources designated in this manner is the set aside for Trustee's Program Improvement projects, which provides financing for efforts to improve programs and services.*



**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Unrestricted General Fund (Fund 1) - Cañada College***

	<b>2008-09 Adoption Budget</b>	<b>2008-09 Actual</b>	<b>2009-10 Adoption Budget</b>	<b>2009-10 Actual</b>	<b>2010-11 Adoption Budget</b>	<b>Percent of Total Budget</b>	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	1,647,086	1,662,118	1,648,937	2,139,679	2,186,719	100%	3
4 <b>Total Revenue</b>	<b>\$1,647,086</b>	<b>\$1,662,118</b>	<b>\$1,648,937</b>	<b>\$2,139,679</b>	<b>\$2,186,719</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$10,001,011	\$9,895,460	\$9,096,724	\$9,161,495	\$9,495,408	57%	5
6 Classified Salaries	3,368,686	3,323,871	3,088,815	3,339,476	3,483,820	21%	6
7 Employee Benefits	3,172,888	3,001,316	3,327,632	3,297,091	3,674,541	22%	7
8 Materials & Supplies	382,872	97,421	372,319	123,194	445,219	3%	8
9 Operating Expenses	141,446	524,352	649,459	422,386	(512,412)	-3%	9
10 Capital Outlay	0	0	5,000	9,966	5,000	0%	10
11 <b>Total Expenses</b>	<b>\$17,066,903</b>	<b>\$16,842,420</b>	<b>\$16,539,948</b>	<b>\$16,353,608</b>	<b>\$16,591,575</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(10,721)	(11,700)	(8,326)	(8,925)	(10,422)	100%	14
15 Contingency	0		0		0	0%	15
16 Other Out Go	0	(4,422)	0	(8,639)	0	0%	16
17 <b>Total Transfers/Other</b>	<b>(\$10,721)</b>	<b>(\$16,122)</b>	<b>(\$8,326)</b>	<b>(\$17,565)</b>	<b>(\$10,422)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$15,430,539)	(\$15,196,424)	(\$14,899,338)	(\$14,231,494)	(\$14,415,278)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
Adjustments to Beginning							
20 Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$15,430,539)</b>	<b>(\$15,196,424)</b>	<b>(\$14,899,338)</b>	<b>(\$14,231,494)</b>	<b>(\$14,415,278)</b>		21

*Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.*



**San Mateo County Community College District  
2010-2011 Final Budget**

***Unrestricted General Fund (Fund 1) - College of San Mateo***

	<b>2008-09 Adoption Budget</b>	<b>2008-09 Actual</b>	<b>2009-10 Adoption Budget</b>	<b>2009-10 Actual</b>	<b>2010-11 Adoption Budget</b>	<b>Percent of Total Budet</b>	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	3,095,584	3,468,768	3,603,333	4,298,504	4,216,330	100%	3
4 <b>Total Revenue</b>	<b>\$3,095,584</b>	<b>\$3,468,768</b>	<b>\$3,603,333</b>	<b>\$4,298,504</b>	<b>\$4,216,330</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$20,825,154	\$21,025,439	\$20,100,229	\$19,335,194	\$18,228,177	60%	5
6 Classified Salaries	6,376,032	6,247,000	5,988,521	5,498,324	4,816,514	16%	6
7 Employee Benefits	6,537,423	6,314,448	6,924,772	6,545,970	6,547,970	21%	7
8 Materials & Supplies	451,545	312,927	413,046	367,100	447,962	1%	8
9 Operating Expenses	1,128,016	1,331,141	(335,301)	692,183	540,706	2%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$35,318,170</b>	<b>\$35,230,955</b>	<b>\$33,091,267</b>	<b>\$32,438,771</b>	<b>\$30,581,329</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(250,143)	(262,531)	(84,796)	(85,848)	(59,837)	100%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>(\$250,143)</b>	<b>(\$262,531)</b>	<b>(\$84,796)</b>	<b>(\$85,848)</b>	<b>(\$59,837)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$32,472,728)	(\$32,024,718)	(\$29,572,730)	(\$28,226,116)	(\$26,424,837)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$32,472,728)</b>	<b>(\$32,024,718)</b>	<b>(\$29,572,730)</b>	<b>(\$28,226,116)</b>	<b>(\$26,424,837)</b>		21

*Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.*



**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Unrestricted General Fund (Fund 1) - Skyline College***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	3,113,228	2,902,594	2,758,570	3,325,478	3,597,913	100%	3
4 <b>Total Revenue</b>	<b>\$3,113,228</b>	<b>\$2,902,594</b>	<b>\$2,758,570</b>	<b>\$3,325,478</b>	<b>\$3,597,913</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$16,146,899	\$16,508,725	\$15,646,715	\$15,541,596	\$15,104,004	57%	5
6 Classified Salaries	4,812,160	4,764,004	4,366,076	4,339,379	4,282,042	16%	6
7 Employee Benefits	4,650,649	4,606,975	5,065,400	4,879,461	5,255,489	20%	7
8 Materials & Supplies	449,521	341,815	546,540	394,225	419,004	2%	8
9 Operating Expenses	799,982	896,576	888,735	650,097	1,166,767	4%	9
10 Capital Outlay	81,648	21,761	45,194	20,574	45,194	0%	10
11 <b>Total Expenses</b>	<b>\$26,940,859</b>	<b>\$27,139,856</b>	<b>\$26,558,659</b>	<b>\$25,825,333</b>	<b>\$26,272,500</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(135,504)	(188,638)	0	(1,223)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	(1,120)	0	(115,173)	0	0%	16
17 <b>Total Transfers/Other</b>	<b>(\$135,504)</b>	<b>(\$189,758)</b>	<b>\$0</b>	<b>(\$116,396)</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$23,963,135)	(\$24,427,019)	(\$23,800,089)	(\$22,616,250)	(\$22,674,587)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
Adjustments to Beginning							
20 Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$23,963,135)</b>	<b>(\$24,427,019)</b>	<b>(\$23,800,089)</b>	<b>(\$22,616,250)</b>	<b>(\$22,674,587)</b>		21

*Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Unrestricted General Fund (Fund 1) - District Office***

	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	150	0	0	0	0%	2
3 Local Revenue	0	46,696	0	35,504	194,000	100%	3
4 <b>Total Revenue</b>	<b>\$0</b>	<b>\$46,846</b>	<b>\$0</b>	<b>\$35,504</b>	<b>\$194,000</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$634,400	\$608,387	\$475,220	\$536,058	\$616,004	4%	5
6 Classified Salaries	10,282,448	10,053,019	9,296,499	8,674,114	9,341,265	55%	6
7 Employee Benefits	3,864,348	3,816,906	3,939,744	3,764,724	4,175,582	24%	7
8 Materials & Supplies	623,170	630,454	623,079	639,698	603,064	4%	8
9 Operating Expenses	2,219,184	1,417,903	2,871,407	1,311,675	2,309,062	14%	9
10 Capital Outlay	37,880	28,590	37,880	12,481	7,880	0%	10
11 <b>Total Expenses</b>	<b>\$17,661,430</b>	<b>\$16,555,259</b>	<b>\$17,243,829</b>	<b>\$14,938,751</b>	<b>\$17,052,857</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(221,846)	(223,068)	0	(2,078,543)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>(\$221,846)</b>	<b>(\$223,068)</b>	<b>\$0</b>	<b>(\$2,078,543)</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$17,883,276)	(\$16,731,482)	(\$17,243,829)	(\$16,981,789)	(\$16,858,857)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$17,883,276)</b>	<b>(\$16,731,482)</b>	<b>(\$17,243,829)</b>	<b>(\$16,981,789)</b>	<b>(\$16,858,857)</b>		21

*Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Unrestricted General Fund (Fund 1) - Central Services\****

	<b>2008-09 Adoption Budget</b>	<b>2008-09 Actual</b>	<b>2009-10 Adoption Budget</b>	<b>2009-10 Actual</b>	<b>2010-11 Adoption Budget</b>	<b>Percent of Total Budget</b>	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$507,922	\$0	0%	1
2 State Revenue	42,037,918	52,812,082	42,490,877	58,175,640	43,573,261	43%	2
3 Local Revenue	66,856,385	53,956,485	57,972,460	45,859,439	58,472,240	57%	3
4 <b>Total Revenue</b>	<b>\$108,894,303</b>	<b>\$106,768,567</b>	<b>\$100,463,337</b>	<b>\$104,543,001</b>	<b>\$102,045,501</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$4,846,286	(\$1,182,711)	\$4,012,658	\$3,027,947	\$3,877,081	15%	5
6 Classified Salaries	565,382	(396,564)	1,487,241	445,690	2,246,737	9%	6
7 Employee Benefits	6,776,159	6,070,663	7,428,598	6,476,391	3,700,738	14%	7
8 Materials & Supplies	1,376,006	70,698	2,390,725	53,940	1,999,590	8%	8
9 Operating Expenses	9,486,013	5,598,984	11,736,537	5,285,252	14,322,155	55%	9
10 Capital Outlay	18,332	82,006	16,646	29,330	5,715	0%	10
11 <b>Total Expenses</b>	<b>\$23,068,178</b>	<b>\$10,243,077</b>	<b>\$27,072,404</b>	<b>\$15,318,551</b>	<b>\$26,152,016</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(2,292,345)	(3,926,998)	(1,748,362)	(5,721,323)	(5,396,268)	100%	14
15 Contingency	2,030,001		5,407,030		0	0%	15
16 Other Out Go	(187,645)	(1,000)	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>(\$449,989)</b>	<b>(\$3,927,998)</b>	<b>\$3,658,668</b>	<b>(\$5,721,323)</b>	<b>(\$5,396,268)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$85,376,136	\$92,597,492	\$77,049,601	\$83,503,126	\$70,497,218		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$85,376,136</b>	<b>\$92,597,492</b>	<b>\$77,049,601</b>	<b>\$83,503,126</b>	<b>\$70,497,218</b>		21

*\*Central Services includes most of the general fund revenue, contingency, funds for transfer (e.g. capital outlay, Parking, Health and Child Care benefits), retiree benefits and special allocation holding accounts. It does not include the District Office.*

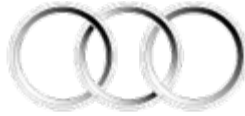
**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Unrestricted General Fund (Fund 1) - Total District***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$507,922	\$0	0%	1
2 State Revenue	42,037,918	52,812,232	42,490,877	58,175,640	43,573,261	39%	2
3 Local Revenue	74,712,283	62,036,662	65,983,300	55,658,604	68,667,202	61%	3
4 <b>Total Revenue</b>	<b>\$116,750,201</b>	<b>\$114,848,894</b>	<b>\$108,474,177</b>	<b>\$114,342,166</b>	<b>\$112,240,463</b>	<b>100%</b>	<b>4</b>
<b>Expenses</b>							
5 Certificated Salaries	\$52,453,750	\$46,855,299	\$49,331,546	\$47,602,291	\$47,320,673	41%	5
6 Classified Salaries	25,404,710	\$23,991,331	24,227,151	\$22,296,984	24,170,379	21%	6
7 Employee Benefits	25,001,468	\$23,810,307	26,686,145	\$24,963,637	23,354,320	20%	7
8 Materials & Supplies	3,283,112	\$1,453,316	4,345,709	\$1,578,157	3,914,839	3%	8
9 Operating Expenses	13,774,641	\$9,768,956	15,810,837	\$8,361,594	17,826,278	15%	9
10 Capital Outlay	137,861	\$132,358	104,720	\$72,351	63,789	0%	10
11 <b>Total Expenses</b>	<b>\$120,055,542</b>	<b>\$106,011,568</b>	<b>\$120,506,108</b>	<b>\$104,875,015</b>	<b>\$116,650,277</b>	<b>100%</b>	<b>11</b>
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
						0%	
14 Transfers out	(2,910,559)	(4,612,935)	(1,841,484)	(7,895,863)	(5,466,527)	100%	14
15 Contingency	2,030,001	0	5,407,030	0	0	0%	15
16 Other Out Go	(187,645)	(6,542)	0	(123,812)	0	0%	16
17 <b>Total Transfers/Other</b>	<b>(\$1,068,203)</b>	<b>(\$4,619,477)</b>	<b>\$3,565,546</b>	<b>(\$8,019,675)</b>	<b>(\$5,466,527)</b>	<b>100%</b>	<b>17</b>
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$4,373,543)	\$4,217,849	(\$8,466,384)	\$1,447,475	(\$9,876,341)		18
19 Beginning Balance, July 1	10,312,554	10,312,554	14,530,403	14,530,403	15,977,878		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$5,939,011</b>	<b>\$14,530,403</b>	<b>\$6,064,018</b>	<b>\$15,977,878</b>	<b>\$6,101,537</b>		<b>21</b>

*Includes combined total of Central Services, District Office, Cañada College, College of San Mateo, and Skyline College*

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SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

## Internal Service Fund (Fund 2)

*This fund is used to account for the financing of tangible goods provided by one department or agency to other departments or agencies on a cost-reimbursement basis. The **Self-Insurance Fund** is the fund designated to account for revenue and expense of the District's self-insurance programs, including both Property and Liability and Workers' Compensation insurance needs.*

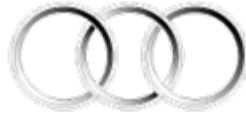
*An amount is transferred into this fund each year from the Unrestricted General Fund in anticipation of estimated losses. This is a reserve for current and future losses; it may or may not be depleted during the year.*

**San Mateo County Community College District  
2010-2011 Final Budget**

***Internal Service - Self-Insurance Fund (Fund 2) - Central Services***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	210,000	1,807,121	178,000	57,843	115,625	100%	3
4 <b>Total Revenue</b>	<b>\$210,000</b>	<b>\$1,807,121</b>	<b>\$178,000</b>	<b>\$57,843</b>	<b>\$115,625</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	27,109	121,604	26,597	101,235	26,709	3%	6
7 Employee Benefits	9,508	41,531	12,346	49,824	12,752	1%	7
8 Materials & Supplies	10,000	0	10,000	0	10,000	1%	8
9 Operating Expenses	1,063,000	1,802,343	1,041,000	440,800	926,000	95%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$1,109,617</b>	<b>\$1,965,478</b>	<b>\$1,089,943</b>	<b>\$591,859</b>	<b>\$975,461</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0		0%	12
13 Other Sources	2,001,000	0	1,850,000	1,751,462	1,745,000	100%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$2,001,000</b>	<b>\$0</b>	<b>\$1,850,000</b>	<b>\$1,751,462</b>	<b>\$1,745,000</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$1,101,383	(\$158,357)	\$938,057	\$1,217,446	\$885,164		18
19 Beginning Balance, July 1	6,445,054	6,445,054	6,286,697	6,286,697	7,504,143		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$7,546,437</b>	<b>\$6,286,697</b>	<b>\$7,224,754</b>	<b>\$7,504,143</b>	<b>\$8,389,307</b>		21



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

## Debt Service Fund (Fund 25)

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

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





**San Mateo County Community College District**  
**2009-2010 Final Budget**  
***Debt Service Fund (Fund 25) - Central Services***

	<b>2008-09 Adoption Budget</b>	<b>2008-09 Actual</b>	<b>2009-10 Adoption Budget</b>	<b>2009-10 Actual</b>	<b>2010-11 Adoption Budget</b>	<b>Percent of Total Budget</b>	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	156,142	154,200	171,843	115,000	0%	2
3 Local Revenue	32,034,500	23,642,115	24,717,500	26,748,605	26,436,200	100%	3
4 <b>Total Revenue</b>	<b>\$32,034,500</b>	<b>\$23,798,257</b>	<b>\$24,871,700</b>	<b>\$26,920,448</b>	<b>\$26,551,200</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(32,129,136)	(32,129,135)	(25,148,544)	(25,148,542)	(26,363,992)	100%	16
17 <b>Total Transfers/Other</b>	<b>(\$32,129,136)</b>	<b>(\$32,129,135)</b>	<b>(\$25,148,544)</b>	<b>(\$25,148,542)</b>	<b>(\$26,363,992)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$94,636)	(\$8,330,878)	(\$276,844)	\$1,771,906	\$187,208		18
19 Beginning Balance, July 1	26,772,227	26,772,227	18,441,349	18,441,349	20,213,255		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$26,677,591</b>	<b>\$18,441,349</b>	<b>\$18,164,505</b>	<b>\$20,213,255</b>	<b>\$20,400,463</b>		21



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

## Restricted General Fund (Fund 3)

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

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

*A complete list of these specially funded programs showing project budgets which may or may not coincide with the fiscal year budget are detailed on the following pages.*

**2010-11 FINAL BUDGET - SPECIALLY FUNDED PROGRAMS**

<u>Fund</u>	<u>Program</u>	<u>Source</u>	<u>College of San Mateo</u>	<u>Cañada College</u>	<u>Skyline College</u>	<u>Chancellor's Office</u>	<u>Total</u>
30004	TRIO - Student Support Services	Federal			426,832		426,832
30004	TRIO - Upward Bound	Federal		250,000			250,000
30005	Work Study	Federal	106,385	83,799	262,102		452,286
30007	Career and Tech Ed Act (CTEA) Title IC	Federal	209,282	129,088	221,917		560,287
30028	TRIO - Student Support Services	Federal		198,747			198,747
30034	VTEA Tech Prep	Federal	67,027	67,027	67,027	8,043	209,124
30057	Workability III	Federal			149,214		149,214
30079	Minority Science and Engineering Impr Prog	Federal		334,303			334,303
30080	CCRAA Hispanic Serving Inst	Federal		190,275			190,275
30083	WIA - EWD/Allied Health Program, Phase 1	Federal		43,834			43,834
30085	USDOL-ETA CBJTG BayCEC	Federal			570,000		570,000
30088	WIA - EWD/Allied Health Program, Phase 2	Federal		76,592			76,592
30091	USDOE FIPSE University Center Consortiur	Federal		350,000			350,000
30093	NSF Online Engineering Education	Federal		61,455			61,455
31002	DSP&S	State	424,216	228,206	368,758		1,021,180
31003	EOP&S	State	402,519	322,028	353,104		1,077,651
31004	EOP&S/CARE	State	18,166	20,929	31,846		70,941
31009	Matriculation	State	273,995	187,779	227,031		688,805
31012	Foster Care Education	State		80,149			80,149
31016	AB602-Board Fin Asst Prog Adm Allow	State	270,055	212,211	260,491		742,757
31031	CalWORKs	State	101,250	101,250	101,250		303,750
31032	Middle College High School	State	84,604	84,604			169,208
31033	TANF	Federal	23,750	23,750	23,750		71,250
31035	Center for Int'l Trade Development	State			205,000		205,000
31045	Staff Diversity	State				8,540	8,540
31055	MESA/CCCP	State		50,568	50,568		101,136
31055	MESA/CCCP	Local		10,422			10,422
31065	CBET RCSD	State		40,000			40,000
31078	Enrollment Growth AD Nursing	State	101,087				101,087
31080	CBET SUHSD	State		42,211			42,211
31111	EWD RTF Incumbent Workers-Util Tech	State	148,786				148,786
31113	Basic Skills 2010-11	State	90,000	97,068	172,199		359,267
31114	Calif EDD Green Innovation	State			1,350,000		1,350,000
31114	Calif EDD Green Innovation	Federal			150,000		150,000
32003	Public Bdcst-CSG-TV	Local	636,527				636,527
32004	Public Bdcst-CSG-FM	Local	154,695				154,695
32005	Public Bdcst-Interconnect	Local	12,695				12,695
32015	SMCOE JPA/Genentech Science	Local		5,000			5,000
32017	Menlo Park Redevelopment	Local		208,000			208,000
32033	SF Foundation	Local			100,000		100,000
32055	Peninsula Health Care	Local	193,604				193,604
32056	SF Foundation	Local			100,000		100,000
32063	1st Five SMC EQuIP Preschool for All	Local		319,612	37,968		357,580
35022	KCSM TV	Local	1,809,883				1,809,883
35023	KCSM FM	Local	1,650,658				1,650,658
35046	Peninsula Library Systems	Local				140,000	140,000
36010	SMC Rapid Reponse	Federal			4,939		4,939
38165	SMC Independent Living Skills Program	Local	105,000				105,000
38179	SMC Business Writing Academy	Local		6,754			6,754
39001	Parking Fees	Local				2,827,412	2,827,412
39030	Health Service Fees	Local	400,000	225,000	365,000		990,000
Total 2010-2011 Final Budget			<u>\$7,284,183</u>	<u>4,050,661</u>	<u>\$5,598,996</u>	<u>\$2,983,995</u>	<u>\$19,917,835</u>

**2010-11 FINAL BUDGET - SPECIALLY FUNDED PROGRAMS**

<u>Fund</u>	<u>Program</u>	<u>Source</u>	<u>College of San Mateo</u>	<u>Cañada College</u>	<u>Skyline College</u>	<u>Chancellor's Office</u>	<u>Total</u>
30004	TRIO/Spec Svc (current year)	Federal		39,612.96	96,970.19		136,583.15
30005	Work Study	Federal		5,687.34	21,321.67		27,009.01
30028	TRIO/Student Support Svc	Federal		76,958.97			76,958.97
30077	NSF Chemistry 5/15/07-4/30/10	Federal		156,490.52			156,490.52
30079	MSEIP Minority Science Engineering	Federal		131,433.92			131,433.92
30080	CCRAA Hispanic Serving Inst	Federal		396,094.46			396,094.46
30083	WIA - EWD/Allied Health Prog	Federal		9,628.78			9,628.78
30085	USDOL-ETA CBJTG BayCEC	Federal			508,009.77		508,009.77
30086	NSF S-STEM (M-SETS) Scholarships	Federal		203,358.00			203,358.00
30088	WIA - Allied Health Prog Phase 2	Federal		17,945.66			17,945.66
31003	Extended Opportunity Program	State	2,660.34				2,660.34
31004	Care/EOP	State	1,296.40				1,296.40
31016	AB602 FA Admin Allowance	State	24,766.69		3,780.39		28,547.08
31028	Block Grant	State	114,016.12	105,532.04	112,313.77		331,861.93
31029	Block Grant--prior year	State				938,634.16	938,634.16
31030	T-Com and Technology	State	19,041.89	7,786.28	9,039.46	76,721.71	112,589.34
31046	Faculty and Staff Development	State	23,050.34	5,886.96	17,010.74		45,948.04
31047	AB1725 Staff Development-prior yr	State			2,340.08		2,340.08
31066	CCSF CA Early Childhood Mentor Prgm	State			443.16		443.16
31069	Lottery -- Prop 20 -- Instr Matrls	State	180,881.43	98,818.89	253,972.31		533,672.63
31077	MESA/CCCCP	State		17,533.18	6,824.98		24,358.16
31078	Enrollment Growth AD Nursing	State	11,210.53				11,210.53
31079	TTIP-Video over IP Grant	State				11,618.52	11,618.52
31087	CCC Live Caption	State	9,036.00				9,036.00
31105	Basic Skills 08-09 appropriation	State	69,580.36	80,422.88			150,003.24
31106	CTE Com Collaborative Project 09-10	State			217,572.11		217,572.11
31108	LCCCD - CCC ESL/BSI Prof Dev Grant	State		31,379.03			31,379.03
31109	Basic Skills 09-10 appropriation	State	90,000.00	97,068.00	76,909.62		263,977.62
31110	CTE Com Collab. Proj. 2010-2012	State			288,115.44		288,115.44
31111	EWD RTF Incumbent Workers-Util Tech	State	300,000.00				300,000.00
32006	Silicon Valley Comm Fdtn Grant	Local		645.38			645.38
32011	Pen Com Fdt C/S Grant	Local		2,000.00	268.91		2,268.91
32015	SM Co JPA/Genentech Science	Local		1,103.33			1,103.33
32045	SMCCCD Fdtn-New Gateway Project	Local		2,473.91			2,473.91
32055	Peninsula Health Care	Local	177,996.16				177,996.16
32059	SMCCC Fndtn/SBC Pacific Bell	Local			4,861.59		4,861.59
32061	CPB - Digital Radio Conversion	Local	9,225.87				9,225.87
32062	Carnegie Foundation Grant	Local	362.85				362.85
32066	Kaiser Grant CSM Nursing Lab	Local	7.02				7.02
32068	CDA Foundation Grant	Local	949.41				949.41
32072	UC Aurora Project	Local	400.00				400.00
32074	Chabot-Las Positas - FINP - MOU	Local			10,169.27		10,169.27
32075	SF Fdtn - BAWFC - SSS Grant	Local			95,848.13		95,848.13
32078	Silicon Valley Comm Fdtn-CBET Prog.	Local		78,157.82			78,157.82
32079	The Grove Foundation-SKY CTE Schol	Local			100,000.00		100,000.00
32080	The Grove Foundation-CAN CBET	Local		25,500.00			25,500.00
32081	SMCGS Grant - Canada Coll Library	Local		1,034.84			1,034.84
35001	Miscellaneous Donations	Local	85,902.86	17,343.38	42,378.38	471,929.44	617,554.06
35003	Physical Education	Local		2,261.47			2,261.47
35004	General Instruction	Local		350.00	250.00		600.00
35005	Toyota T-Ten	Local			6,161.08		6,161.08
35014	Expand Your Horizons	Local			3,940.76		3,940.76
35015	OPEB obligations	Local				65,019.78	65,019.78
35020	Athletics - Women's Soccer	Local		1,061.39			1,061.39
35021	Bookstore	Local			1,460.00		1,460.00
35029	Career Development	Local	3,299.06	1,073.27	2,111.32		6,483.65
35036	Bookstore PLS Support	Local				18,375.08	18,375.08
35037	Instrument Tech Consortium	Local	779.03				779.03

<u>Fund</u>	<u>Program</u>	<u>Source</u>	<u>College of San Mateo</u>	<u>Cañada College</u>	<u>Skyline College</u>	<u>Chancellor's Office</u>	<u>Total</u>
35041	Ctr for Int'l Trade Match	Local			67,386.50		67,386.50
35045	Financial Aid Admin Cost Allow	Local	11,620.27	15,644.80	139,546.66	22,109.00	188,920.73
35046	Peninsula Library System	Local				358,761.16	358,761.16
35048	SMCCC Fdntn Donations	Local	2,750.42	6,151.64			8,902.06
35052	IVES	Local				240,248.00	240,248.00
36014	County of San Mateo WIA ARRA	Federal	44,121.81	18,013.41	214,476.21		276,611.43
38001	Contract Educ Indirect	Local	458,230.76	4,960.41	28,526.01	124,794.77	616,511.95
38035	ROP Cont Cls Manicure	Local			10,485.87		10,485.87
38169	Prudential Realty Contract Ed	Local			5,614.29		5,614.29
38171	SEIU UHWW JEEF Contract Ed	Local			1,693.78		1,693.78
38180	Butte-Glenn CCD CACC Ciena Skyline	Local			3,500.00		3,500.00
39017	Community Education	Local	5,449.32	9,263.08	104.38		14,816.78
39021	Summer Camp Basketball--Canada	Local		160.00			160.00
39024	Summer Camp Volleyball	Local			957.02		957.02
Total 2010-2011 Carry-over Funds			\$1,646,634.94	\$1,668,836.00	\$2,354,363.85	\$2,328,211.62	\$7,998,046.41



**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Restricted General Fund (Fund 3) - Cañada College***

	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$1,252,830	\$1,841,289	\$2,705,874	\$2,300,772	\$2,864,094	47%	1
2 State Revenue	2,884,127	2,631,290	1,961,114	1,712,492	1,912,529	31%	2
3 Local Revenue	1,029,493	864,461	1,145,402	1,248,407	1,372,780	22%	3
4 <b>Total Revenue</b>	<b>\$5,166,449</b>	<b>\$5,337,041</b>	<b>\$5,812,389</b>	<b>\$5,261,671</b>	<b>\$6,149,404</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$1,345,708	\$1,584,583	\$1,274,862	\$1,292,861	\$1,196,246	23%	5
6 Classified Salaries	1,498,080	1,523,404	1,437,391	1,457,334	1,536,993	30%	6
7 Employee Benefits	600,991	688,918	733,791	714,503	728,508	14%	7
8 Materials & Supplies	507,478	493,575	556,809	309,169	582,728	11%	8
9 Operating Expenses	675,503	376,182	748,731	603,764	951,941	18%	9
10 Capital Outlay	140,689	139,259	278,995	72,558	174,096	3%	10
11 <b>Total Expenses</b>	<b>\$4,768,448</b>	<b>\$4,805,920</b>	<b>\$5,030,578</b>	<b>\$4,450,187</b>	<b>\$5,170,512</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$125,745	\$126,282	\$8,326	\$21,491	\$10,422	-2%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(116,074)	0	(107,547)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(373,364)	(421,077)	(492,040)	(368,504)	(548,985)	102%	16
17 <b>Total Transfers/Other</b>	<b>(\$247,619)</b>	<b>(\$410,869)</b>	<b>(\$483,714)</b>	<b>(\$454,560)</b>	<b>(\$538,563)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$150,382	\$120,252	\$298,097	\$356,924	\$440,329		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$150,382</b>	<b>\$120,252</b>	<b>\$298,097</b>	<b>\$356,924</b>	<b>\$440,329</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Restricted General Fund (Fund 3) - College of San Mateo***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$524,713	\$572,467	\$492,948	\$541,468	\$450,566	5%	1
2 State Revenue	3,757,468	3,242,288	2,498,148	1,978,091	2,760,218	28%	2
3 Local Revenue	7,914,611	5,727,490	8,219,364	5,999,499	6,685,149	68%	3
4 <b>Total Revenue</b>	<b>\$12,196,792</b>	<b>\$9,542,245</b>	<b>\$11,210,460</b>	<b>\$8,519,058</b>	<b>\$9,895,933</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$1,663,780	\$1,636,876	\$1,172,437	\$1,307,450	\$1,080,838	12%	5
6 Classified Salaries	3,871,000	4,143,732	2,940,112	2,731,538	2,958,395	34%	6
7 Employee Benefits	1,626,656	1,507,019	1,249,888	1,139,849	1,270,619	14%	7
8 Materials & Supplies	1,665,642	1,003,177	1,489,710	473,900	1,263,895	14%	8
9 Operating Expenses	3,133,793	2,378,392	3,174,178	1,770,759	1,910,116	22%	9
10 Capital Outlay	98,847	65,338	346,948	671,543	342,094	4%	10
11 <b>Total Expenses</b>	<b>\$12,059,718</b>	<b>\$10,734,534</b>	<b>\$10,373,273</b>	<b>\$8,095,039</b>	<b>\$8,825,957</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$446,535	\$1,788,853	\$108	\$872,722	\$100	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(220,609)	0	(221,839)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(287,956)	(226,081)	(142,429)	(117,652)	(104,861)	100%	16
17 <b>Total Transfers/Other</b>	<b>\$158,579</b>	<b>\$1,342,164</b>	<b>(\$142,321)</b>	<b>\$533,231</b>	<b>(\$104,761)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$295,653	\$149,874	\$694,865	\$957,250	\$965,215		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$295,653</b>	<b>\$149,874</b>	<b>\$694,865</b>	<b>\$957,250</b>	<b>\$965,215</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Restricted General Fund (Fund 3) - Skyline College***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$1,369,567	\$1,270,670	\$2,508,907	\$2,146,283	\$2,717,002	32%	1
2 State Revenue	4,559,840	4,027,253	3,155,936	2,653,578	4,112,765	48%	2
3 Local Revenue	1,129,343	1,002,303	1,256,421	1,120,041	1,726,475	20%	3
4 <b>Total Revenue</b>	<b>\$7,058,750</b>	<b>\$6,300,225</b>	<b>\$6,921,264</b>	<b>\$5,919,902</b>	<b>\$8,556,242</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$1,476,505	\$1,751,690	\$1,513,167	\$1,767,864	\$1,881,345	25%	5
6 Classified Salaries	2,075,081	2,134,526	1,505,704	1,513,553	1,437,148	19%	6
7 Employee Benefits	962,532	930,240	811,324	809,992	899,859	12%	7
8 Materials & Supplies	577,400	342,282	495,006	200,642	663,242	9%	8
9 Operating Expenses	1,595,796	730,195	1,780,103	769,438	2,547,473	33%	9
10 Capital Outlay	148,526	62,590	115,560	1,483	194,584	3%	10
11 <b>Total Expenses</b>	<b>\$6,835,841</b>	<b>\$5,951,523</b>	<b>\$6,220,864</b>	<b>\$5,062,971</b>	<b>\$7,623,651</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$342,142	\$347,133	\$0	\$77,143	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(85,014)	(181,150)	0	(189,095)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(290,303)	(194,170)	(147,520)	(152,180)	(329,709)	100%	16
17 <b>Total Transfers/Other</b>	<b>(\$33,175)</b>	<b>(\$28,188)</b>	<b>(\$147,520)</b>	<b>(\$264,131)</b>	<b>(\$329,709)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$189,734	\$320,514	\$552,880	\$592,799	\$602,882		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$189,734</b>	<b>\$320,514</b>	<b>\$552,880</b>	<b>\$592,799</b>	<b>\$602,882</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*



**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Restricted General Fund (Fund 3) - District Office***

	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$14,393	\$9,393	\$7,817	\$7,817	\$8,043	0%	1
2 State Revenue	2,127,487	514,818	1,523,350	382,034	1,035,514	46%	2
3 Local Revenue	1,307,236	80,204	1,339,607	127,046	1,223,304	54%	3
4 <b>Total Revenue</b>	<b>\$3,449,116</b>	<b>\$604,415</b>	<b>\$2,870,774</b>	<b>\$516,896</b>	<b>\$2,266,861</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$3,899	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	522,440	554,726	2,151,973	2,069,851	2,233,111	42%	6
7 Employee Benefits	197,726	211,891	798,043	753,539	861,325	16%	7
8 Materials & Supplies	2,265,969	155,326	1,600,881	181,062	909,266	17%	8
9 Operating Expenses	916,422	240,878	1,156,599	(25,821)	1,052,379	20%	9
10 Capital Outlay	497,831	2,600	290,809	0	256,126	5%	10
11 <b>Total Expenses</b>	<b>\$4,404,287</b>	<b>\$1,165,422</b>	<b>\$5,998,305</b>	<b>\$2,978,632</b>	<b>\$5,312,206</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$85,014	\$213,763	\$1,379,604	\$1,294,043	\$802,532	100%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(13,236)	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$85,014</b>	<b>\$200,527</b>	<b>\$1,379,604</b>	<b>\$1,294,043</b>	<b>\$802,532</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$870,158)	(\$360,480)	(\$1,747,928)	(\$1,167,692)	(\$2,242,813)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$870,158)</b>	<b>(\$360,480)</b>	<b>(\$1,747,928)</b>	<b>(\$1,167,692)</b>	<b>(\$2,242,813)</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Restricted General Fund (Fund 3) - Total District***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$3,161,503	\$3,693,819	\$5,715,546	\$4,996,340	\$6,039,705	22%	1
2 State Revenue	13,328,922	10,415,648	9,138,547	6,726,195	9,821,027	37%	2
3 Local Revenue	11,380,682	7,674,458	11,960,794	8,494,993	11,007,708	41%	3
4 <b>Total Revenue</b>	<b>\$27,871,107</b>	<b>\$21,783,926</b>	<b>\$26,814,886</b>	<b>\$20,217,528</b>	<b>\$26,868,440</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$4,489,892	\$4,973,149	\$3,960,466	\$4,368,174	\$4,158,429	15%	5
6 Classified Salaries	7,966,601	8,356,387	8,035,180	7,772,276	8,165,647	30%	6
7 Employee Benefits	3,387,906	3,338,068	3,593,046	3,417,883	3,760,311	14%	7
8 Materials & Supplies	5,016,490	1,994,360	4,142,406	1,164,773	3,419,131	13%	8
9 Operating Expenses	6,321,513	3,725,647	6,859,611	3,118,139	6,461,909	24%	9
10 Capital Outlay	885,893	269,788	1,032,312	745,583	966,900	4%	10
11 <b>Total Expenses</b>	<b>\$28,068,295</b>	<b>\$22,657,400</b>	<b>\$27,623,020</b>	<b>\$20,586,829</b>	<b>\$26,932,326</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$999,437	\$2,476,031	\$1,388,038	\$2,265,399	\$813,054	-477%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(85,014)	(531,070)	0	(518,481)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(951,623)	(841,328)	(781,989)	(638,336)	(983,555)	577%	16
17 <b>Total Transfers/Other</b>	<b>(\$37,201)</b>	<b>\$1,103,633</b>	<b>\$606,049</b>	<b>\$1,108,582</b>	<b>(\$170,502)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$234,388)	\$230,159	(\$202,085)	\$739,280	(\$234,388)		18
19 Beginning Balance, July 1	3,976,966	3,976,966	4,207,125	4,207,125	4,946,405		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$3,742,578</b>	<b>\$4,207,125</b>	<b>\$4,005,040</b>	<b>\$4,946,405</b>	<b>\$4,712,017</b>		21

*Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College, as well as entire beginning balance.*

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## Capital Projects Fund (Fund 4)

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

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

**2009-10 Capital Projects Financial Summary**  
**Budget Expenditures as of June 30, 2010**

LOCATION	PROJECT NAME	FUND NUMBER	ORIGINAL BUDGET	2009-10 BUDGET	EXPENDITURE YTD	ENCUMBRANCE	AVAILABLE BALANCE *
CAÑADA	CAN Facilities Maintenance Center	41316	122248.04	122248.04	122248.04	0.00	0.00
CAÑADA	CAN Bldgs 5/6 Reconstruction	41317	0.00	4420859.80	1054942.37	3365917.43	0.00
CAÑADA	CAN HV System Component Replacement	43334	11346.25	11346.25	0.00	0.00	11346.25
CAÑADA	Science Lab Upgrade	44329	15737.20	15737.20	0.00	0.00	15737.20
CAÑADA	Arts Project	44343	7459.46	7459.46	0.00	0.00	7459.46
CAÑADA	CAN Bldgs 16/18 Modernization	47302	623351.45	52233.87	(47766.13)	0.00	100000.00
CAÑADA	CAN Bldg 7 FMC	47303	365371.92	637284.59	444732.14	29988.06	162564.39
CAÑADA	CAN Bldgs 5 /6 Modernization	47304	10222841.52	10222841.52	1257834.11	4018807.41	4946200.00
CAÑADA	CAN Bldg 8 Admin Renovation	47306	898049.63	38188.58	35085.92	3102.66	0.00
CAÑADA	CAN Valve Replacement Project	47307	1.00	0.00	0.00	0.00	0.00
CAÑADA	CAN Concession Stand	47308	617.91	52.66	52.66	0.00	0.00
CAÑADA	CAN 12kv Electrical Systems Upgrade	47310	0.00	500000.00	195343.21	177210.00	127446.79
CAÑADA	CAN Gateways, Circulation & Parking	47312	235989.92	644085.54	587784.84	56300.70	0.00
CAÑADA	CAN Quad Water Feature	47313	45571.72	45571.72	(300.00)	0.00	45871.72
CAÑADA	CAN Exterior Building Signage	47314	0.00	350000.00	149167.48	4284.00	196548.52
CAÑADA	CAN Bldgs 20/21 Modernization	47316	20548.95	1895.40	0.00	0.00	1895.40
CAÑADA	CAN Small Projects	47323	98223.75	198223.75	143567.80	0.00	54655.95
CAÑADA	CAN Emergency Building Repairs	47324	141043.65	141043.65	106392.53	0.00	34651.12
CAÑADA	CAN Tree Trimming	47325	0.00	400000.00	341618.94	0.00	58381.06
CAÑADA	CAN Bldgs 2/3/4/13/34 Exterior Painting	47326	0.00	200000.00	123314.67	0.00	76685.33
CAÑADA	Faculty/Staff Housing-Cañada Site	48310	1449384.36	11751375.09	9576880.69	1901533.50	272960.90
CAÑADA	CAN Bldg 9	49303	(0.01)	0.00	0.00	0.00	0.00
CAÑADA	CAN Bldgs 16/17/18	49320	0.00	90708.05	90708.05	0.00	0.00
CSM	CSM Bldgs 21-27 Demolition	41415	64775.00	64775.00	36484.12	0.00	28290.88
CSM	CSM Bldgs 15/17 Removal of ACBM	41416	83288.00	83288.00	83288.00	0.00	0.00
CSM	CSM Dental Hygiene Program	42402	25000.00	25000.00	0.00	0.00	25000.00
CSM	CSM Bldg 9 Exterior Waterproofing	43479	0.99	0.99	0.00	0.00	0.99
CSM	CSM Regional Public Safety Center	44433	58560.25	58560.25	58560.25	0.00	0.00
CSM	Ergonomic office furniture (completion)	44435	13404.29	13404.29	(181.25)	0.00	13585.54
CSM	Haz. Mat. clean-up/disposal	44438	7452.21	7452.21	1934.50	0.00	5517.71
CSM	Window blinds for Bldg. 1 & other depts.	44448	0.09	0.09	0.00	0.00	0.09
CSM	Technology Improvements	44452	27186.65	27186.65	0.00	0.00	27186.65
CSM	CSM CIP2 Design Build Project	47401	120173550.00	120173550.00	83943348.08	17558273.06	18671928.86
CSM	CSM Bldg 14 Facelift	47402	3313650.40	3313650.40	139036.38	43967.86	3130646.16
CSM	CSM Bldg 16 Modernization	47403	1176343.06	1176343.06	85833.16	62030.90	1028479.00
CSM	CSM Bldgs 2/3/4 Fine Arts Complex Modernization	47404	1113218.29	1113218.29	331672.90	52679.44	728865.95
CSM	CSM CIP2 Programming/Space Planning	47406	200000.00	200000.00	0.00	0.00	200000.00
CSM	CSM Coastside Shoreline Station TI	47407	380598.67	380598.67	171760.50	0.00	208838.17
CSM	CSM North Gateway	47408	3709950.64	3709950.64	266343.17	850122.20	2593485.27
CSM	CSM Bldg 8 Modernization	47409	3545022.52	0.00	0.00	0.00	0.00
CSM	CSM Bldg 9 Modernization	47411	1442236.26	1495878.26	661991.66	80059.85	753826.75
CSM	KCSM Projects	47413	3044945.54	130647.94	54682.59	0.00	75965.35
CSM	CSM Parking Lights	47414	11317.97	11317.97	178.59	0.00	11139.38
CSM	CSM SE Infrastructure and Yard	47415	2263212.08	106141.54	9185.05	96956.49	0.00
CSM	CSM Lot 7 Stairs	47416	6010.53	0.00	0.00	0.00	0.00
CSM	CSM Weather Station Project	47418	1472.23	1472.23	444.70	0.00	1027.53
CSM	CSM Bldg 1 Renovation	47419	500000.00	500000.00	0.00	0.00	500000.00
CSM	CSM bldg 15 Modernization	47420	7737085.16	8163387.95	7499746.61	520847.78	142793.56
CSM	CSM Bldg 17 Modernization	47421	25000.00	0.00	0.00	0.00	0.00
CSM	CSM Athletic Facilities Upgrade, Phase 2	47422	187284.89	174145.41	120828.23	25727.41	27589.77
CSM	CSM Small Projects	47423	17810.17	377810.17	295969.19	52469.37	29371.61
CSM	CSM Emergency Building Repairs	47424	66776.96	166776.96	111524.52	1849.00	53403.44
CSM	CSM T1 Relocation and Remodel	47425	138482.50	138482.50	0.00	0.00	138482.50
CSM	CSM B8 Aquatics	47428	0.00	100000.00	13392.00	0.00	86608.00
CSM	Bookstore Project	48400	1070822.39	1070822.39	896000.00	0.00	174822.39
CSM	KCSM Digital Project	49409	0.00	(96008.05)	(96008.05)	0.00	0.00
CSM	CSM Classroom Technology	49438	35102.50	35102.50	35102.50	0.00	0.00
DISTRICTWIDE	General Capital Projects	40000	16259012.61	23659766.72	358.00	0.00	23659408.72
DISTRICTWIDE	College Housing Project	40003	2078500.00	2087500.00	0.00	0.00	2087500.00
DISTRICTWIDE	Premium Rebate Reserve	40004	0.00	398432.00	0.00	0.00	398432.00
DISTRICTWIDE	Construction Planning Internal Svc Fund	40009	50449.38	50982.38	50095.54	0.00	886.84
DISTRICTWIDE	College Art	42003	177066.00	177066.00	28575.00	19000.00	129491.00
DISTRICTWIDE	Redevelopment Program	43001	10178868.10	10178868.10	251446.76	0.00	9927421.34
DISTRICTWIDE	Property Management Study	44001	335018.70	335018.70	43692.65	2597.35	288728.70
DISTRICTWIDE	District Facilities Projects	44102	902715.84	904014.13	119778.58	0.00	784235.55
DISTRICTWIDE	District Funded FCI Contingency	44103	807576.13	1485925.39	0.00	0.00	1485925.39
DISTRICTWIDE	District Office Improvements	44106	0.00	0.00	0.00	0.00	0.00
DISTRICTWIDE	Energy Efficiency Projects Fund	44108	2622495.01	2904996.08	52240.84	7027.50	2845727.74
DISTRICTWIDE	Ugrd. Tank Mandated Monitor	46106	11488.20	11488.20	0.00	0.00	11488.20

\* NOTE: All negative balances are due to adjustments made to the fund for previous fiscal year expenses.

**2009-10 Capital Projects Financial Summary**  
**Budget Expenditures as of June 30, 2010**

LOCATION	PROJECT NAME	FUND NUMBER	ORIGINAL BUDGET	2009-10 BUDGET	EXPENDITURE YTD	ENCUMBRANCE	AVAILABLE BALANCE *
DISTRICTWIDE	Facilities Excellence (Foundation)	46112	0.00	2595.90	2595.90	0.00	0.00
DISTRICTWIDE	Bond Construction General	47000	10238770.12	19511814.64	0.00	0.00	19511814.64
DISTRICTWIDE	DW CIP2 Planning	47001	9291140.33	13006431.84	633968.06	541644.27	11830819.51
DISTRICTWIDE	DW Legal Services	47002	2000000.00	2200000.00	385798.82	21632.53	1792568.65
DISTRICTWIDE	DW Safety and Security Cameras	47006	363553.99	363553.99	195649.05	20974.61	146930.33
DISTRICTWIDE	DW Contingency	47007	2042492.90	8172860.70	0.00	0.00	8172860.70
DISTRICTWIDE	DW Small Projects	47008	75712.84	225712.84	33392.30	22464.59	169855.95
DISTRICTWIDE	DW Infrastructure Projects	47009	5666817.54	5666817.54	(20900.00)	0.00	5687717.54
DISTRICTWIDE	DW Halon Fire Suppression	47010	510.97	510.97	256.32	0.00	254.65
DISTRICTWIDE	DW EAS Expansion	47011	0.00	100000.00	53028.72	0.00	46971.28
DISTRICTWIDE	C.O.P. Projects	48001	830791.67	830791.67	2500.00	0.00	828291.67
DISTRICTWIDE	Faculty/Staff Housing-College Vista	48100	2501.57	2501.57	0.00	0.00	2501.57
DISTRICTWIDE	DW Athletic Facilities	48101	130683.85	130683.85	32764.19	0.00	97919.66
DISTRICTWIDE	Bond Construction General	49000	308570.29	314195.29	5300.00	0.00	308895.29
DISTRICTWIDE	DW Program and Project Management	49004	2790.00	2790.00	2547.00	243.00	0.00
DISTRICTWIDE	DW Teledata Upgrade	49015	0.36	0.00	0.00	0.00	0.00
DISTRICTWIDE	DW Comp. Maint. Mgmt. System	49016	49239.65	48915.00	9212.97	3421.48	36280.55
SKYLINE	College Contingency	40001	444000.00	444000.00	0.00	0.00	444000.00
SKYLINE	Allied Health (Bldg 7)	41221	0.00	0.00	0.00	0.00	0.00
SKYLINE	SKY Facilities Maintenance Center	41222	206001.61	206001.61	193485.75	0.00	12515.86
SKYLINE	Pacific Heights Project	42202	26901845.95	27101845.95	0.00	0.00	27101845.95
SKYLINE	SKY Bldg 3, Phase 2	42204	0.00	0.00	0.00	0.00	0.00
SKYLINE	SKY Bldg 3, Elevator Replacement	43237	5872.92	5872.92	5872.92	0.00	0.00
SKYLINE	SKY Campuswide Exterior Waterproofing	43238	83700.00	83700.00	34908.75	0.00	48791.25
SKYLINE	SKY Campuswide Mechanical Upgrade	43239	22763.25	22763.25	20303.35	0.00	2459.90
SKYLINE	Avon Damages Repair	44241	65100.04	65100.04	0.00	0.00	65100.04
SKYLINE	SKY Bldg 3 Modernization	47201	211624.68	(4075.31)	(5196.03)	1120.72	0.00
SKYLINE	SKY Bldg 7 Allied Health	47202	211342.82	(22918.16)	(24642.06)	1723.90	0.00
SKYLINE	SKY Bldg 12 FMC	47204	642829.72	788002.26	596486.39	30504.42	161011.45
SKYLINE	SKY CIP2 Programming/Space Planning	47206	115331.91	115331.91	0.00	0.00	115331.91
SKYLINE	SKY CIP2 Design Build Project	47209	72888787.42	72688787.42	38855508.60	15633004.90	18200273.92
SKYLINE	SKY Bldg 1 Modernization	47210	3269774.24	3269774.24	85885.81	26211.46	3157676.97
SKYLINE	SKY Bldg 2 Modernization, Phase 3	47211	961439.03	880730.00	0.00	0.00	880730.00
SKYLINE	SKY Bldg 5 Partial Renovation	47213	561964.07	0.00	0.00	0.00	0.00
SKYLINE	SKY Corporation Yard Project	47218	87513.73	87513.73	33960.87	0.00	53552.86
SKYLINE	SKY NW Bldg 5 Stairs	47220	980.18	0.00	0.00	0.00	0.00
SKYLINE	SKY Interior Building Signage	47221	22131.86	0.00	0.00	0.00	0.00
SKYLINE	SKY Small Projects	47223	381287.85	771287.85	365207.93	102788.21	303291.71
SKYLINE	SKY Emergency Building Repairs	47224	122445.44	272445.44	246153.35	0.00	26292.09
SKYLINE	SKY FMC Erosion	47225	0.00	100000.00	41953.43	5572.50	52474.07
SKYLINE	SKY Lot 10 Expansion	47226	0.00	204544.45	202966.18	0.00	1578.27
SKYLINE	SKY Theater Equipment Project	47227	0.00	511500.00	488146.45	5120.00	18233.55
SKYLINE	SKY 12KV Electrical Systems Upgrade	47228	0.00	425000.00	70983.97	190796.77	163219.26
<b>TOTAL</b>			<b>336,330,849.73</b>	<b>373,365,552.58</b>	<b>151,997,011.08</b>	<b>45,537,975.33</b>	<b>175,830,566.17</b>

\* NOTE: All negative balances are due to adjustments made to the fund for previous fiscal year expenses.



**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Capital Projects Fund (Fund 4) - Cañada College***

	<b>2008-09 Adoption Budget</b>	<b>2008-2009 Actual</b>	<b>2009-2010 Adoption Budget</b>	<b>2009-2010 Actual</b>	<b>2010-2011 Adoption Budget</b>	<b>Percent of Total Budget</b>	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	7,157,349	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 <b>Total Revenue</b>	<b>\$7,157,349</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	17,919	12,546	6,451	6,500	0%	6
7 Employee Benefits	0	1,441	1,009	652	1,950	0%	7
8 Materials & Supplies	597,929	1,503,341	1,052,597	238,005	420,822	6%	8
9 Operating Expenses	1,564,612	4,297,447	3,008,953	1,899,278	1,202,961	18%	9
10 Capital Outlay	19,815,015	19,020,173	12,931,582	11,674,053	5,169,966	76%	10
11 <b>Total Expenses</b>	<b>\$21,977,556</b>	<b>\$24,840,321</b>	<b>\$17,006,687</b>	<b>\$13,818,440</b>	<b>\$6,802,199</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$14,820,207)	(\$24,840,321)	(\$17,006,687)	(\$13,818,440)	(\$6,802,199)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
Adjustments to Beginning							
20 Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$14,820,207)</b>	<b>(\$24,840,321)</b>	<b>(\$17,006,687)</b>	<b>(\$13,818,440)</b>	<b>(\$6,802,199)</b>		21

*Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.*

**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Capital Projects Fund (Fund 4) - College of San Mateo***



	2008-09 Adoption Budget	2008-2009 Actual	2009-2010 Adoption Budget	2009-2010 Actual	2010-2011 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	6,200,000	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 <b>Total Revenue</b>	<b>\$6,200,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	62,923	\$89,832	62,796	\$75,000	0%	6
7 Employee Benefits	0	5,523	\$7,884	6,900	\$22,500	0%	7
8 Materials & Supplies	1,662,233	1,509,066	\$2,154,429	5,052,733	\$2,404,999	5%	8
9 Operating Expenses	4,616,529	5,872,423	\$8,383,807	5,436,612	\$2,587,717	6%	9
10 Capital Outlay	39,269,685	69,787,345	\$97,124,623	81,664,405	\$38,870,599	88%	10
11 <b>Total Expenses</b>	<b>\$45,548,447</b>	<b>\$77,237,279</b>	<b>\$107,760,575</b>	<b>\$92,223,447</b>	<b>\$43,960,815</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$39,348,447)	(\$77,237,279)	(\$107,760,575)	(\$92,223,447)	(\$43,960,815)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
Adjustments to Beginning							
20 Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$39,348,447)</b>	<b>(\$77,237,279)</b>	<b>(\$107,760,575)</b>	<b>(\$92,223,447)</b>	<b>(\$43,960,815)</b>		21

*Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.*



**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Capital Projects Fund (Fund 4) - Skyline College***



	2008-09 Adoption Budget	2008-2009 Actual	2009-2010 Adoption Budget	2009-2010 Actual	2010-2011 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	4,727,717	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 <b>Total Revenue</b>	<b>\$4,727,717</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	9,177	\$14,694	96,488	\$30,000	0%	6
7 Employee Benefits	0	821	\$1,315	11,090	\$9,000	0%	7
8 Materials & Supplies	641,775	1,606,810	\$2,572,684	664,743	\$2,447,606	6%	8
9 Operating Expenses	2,388,465	2,788,069	\$4,464,014	2,971,734	\$4,246,984	11%	9
10 Capital Outlay	26,465,700	21,488,440	\$33,633,792	36,638,585	\$31,998,595	83%	10
11 <b>Total Expenses</b>	<b>\$29,495,940</b>	<b>\$25,893,318</b>	<b>\$40,686,499</b>	<b>\$40,382,640</b>	<b>\$38,732,184</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	(135,384)	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>(\$135,384)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$24,768,223)	(\$26,028,702)	(\$40,686,499)	(\$40,382,640)	(\$38,732,184)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
Adjustments to Beginning							
20 Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$24,768,223)</b>	<b>(\$26,028,702)</b>	<b>(\$40,686,499)</b>	<b>(\$40,382,640)</b>	<b>(\$38,732,184)</b>		21

*Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.*

**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Capital Projects Fund (Fund 4) - District Office***

	2008-09 Adoption Budget	2008-2009 Actual	2009-2010 Adoption Budget	2009-2010 Actual	2010-2011 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	11,279,112	635,893	1,592,889	0	0%	2
3 Local Revenue	17,958,800	(9,613,416)	10,429,220	18,504,662	8,211,164	100%	3
4 <b>Total Revenue</b>	<b>\$17,958,800</b>	<b>\$1,665,696</b>	<b>\$11,065,113</b>	<b>\$20,097,551</b>	<b>\$8,211,164</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$331,200	\$142,601	\$141,000	\$142,080	\$142,080	3%	5
6 Classified Salaries	2,620,394	2,756,910	2,654,082	3,072,476	3,379,724	61%	6
7 Employee Benefits	931,948	848,534	1,063,049	1,088,711	1,232,631	22%	7
8 Materials & Supplies	744,358	399,759	415,000	353,007	270,000	5%	8
9 Operating Expenses	3,726,397	607,429	900,000	599,060	300,000	5%	9
10 Capital Outlay	2,427,231	1,599,974	6,130,312	317,151	200,000	4%	10
11 <b>Total Expenses</b>	<b>\$10,781,528</b>	<b>\$6,355,208</b>	<b>\$11,303,444</b>	<b>\$5,572,484</b>	<b>\$5,524,435</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$1,332,122	\$0	\$6,346,720	\$0	0%	12
13 Other Sources	0	470,000	0	470,831	0	0%	13
14 Transfers out	0	(464,924)	0	(3,300,000)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$1,337,198</b>	<b>\$0</b>	<b>\$3,517,551</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$7,177,272	(\$3,352,314)	(\$238,331)	\$18,042,618	\$2,686,729		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$7,177,272</b>	<b>(\$3,352,314)</b>	<b>(\$238,331)</b>	<b>\$18,042,618</b>	<b>\$2,686,729</b>		21

*Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.*

**San Mateo County Community College District**  
**2010-11 Final Budget**  
***Capital Projects Fund (Fund 4) - Total District***



	2008-09 Adoption Budget	2008-2009 Actual	2009-2010 Adoption Budget	2009-2010 Actual	2010-2011 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	18,085,066	11,279,112	635,893	1,592,889	0	0%	2
3 Local Revenue	17,958,800	(9,613,416)	10,429,220	18,504,662	8,211,164	100%	3
4 <b>Total Revenue</b>	<b>\$36,043,866</b>	<b>\$1,665,696</b>	<b>\$11,065,113</b>	<b>\$20,097,551</b>	<b>\$8,211,164</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	331,200	142,601	141,000	142,080	142,080	0%	5
6 Classified Salaries	2,620,394	2,846,929	2,771,154	3,238,211	3,491,224	4%	6
7 Employee Benefits	931,948	856,319	1,073,258	1,107,354	1,266,081	1%	7
8 Materials & Supplies	3,646,295	5,018,976	6,194,710	6,308,488	5,543,426	6%	8
9 Operating Expenses	12,296,003	13,565,369	16,756,773	10,906,684	8,337,661	9%	9
10 Capital Outlay	87,977,631	111,895,932	149,820,309	130,294,195	76,239,161	80%	10
11 <b>Total Expenses</b>	<b>\$107,803,471</b>	<b>\$134,326,126</b>	<b>\$176,757,204</b>	<b>\$151,997,011</b>	<b>\$95,019,633</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	0	0	0	6,346,720	0	0%	12
13 Other Sources	0	0	0	470,831	0	0%	13
14 Transfers out	0	(1,433,266)	0	(3,300,000)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>(\$1,433,266)</b>	<b>\$0</b>	<b>\$3,517,551</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$71,759,605)	(\$134,093,696)	(\$165,692,091)	(\$128,381,909)	(\$86,808,469)		18
19 Beginning Balance, July 1	481,025,247	481,025,247	346,931,552	346,931,552	218,549,643		19
20 Adjustments to Beginning Balance							20
21 <b>Net Fund Balance, June 30</b>	<b>\$409,265,642</b>	<b>\$346,931,552</b>	<b>\$181,239,460</b>	<b>\$218,549,643</b>	<b>\$131,741,174</b>		21

*Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College.*



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

## **Enterprise Fund Auxiliary Fund (Fund 5)**

*The District maintains two enterprise funds. These funds account for operations that the Board requires to be self-supporting via user charges.*

*The **Bookstore Fund** is used to account for revenues received and expenses made to operate the District's bookstores.*

*The **Cafeteria Fund** is used to account for revenues received and expenses related to the contracted food service and vending operations of the District. Both of these funds are maintained independently of other District funds to facilitate the entrepreneurial nature of the activities involved. This also provides the necessary flexibility to report the retail and operational requirements of these self-supporting services.*



**San Mateo County Community College District**  
**2010 - 2011 Final Budget**  
**Enterprise Fund - Bookstore (Fund 5)**

	<b>2008-09 Adoption Budget</b>	<b>2008-09 Actual</b>	<b>2009-10 Adoption Budget</b>	<b>2009-10 Actual</b>	<b>2010-11 Adoption Budget</b>	<b>Percent of Total Budget</b>	
<b>Income</b>							
1 Federal Income	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Income	0	0	0	0	0	0%	2
3 Local Income	9,000,000	9,166,786	9,225,000	8,306,041	8,220,000	100%	3
4 <b>Total Income</b>	<b>\$9,000,000</b>	<b>\$9,166,786</b>	<b>\$9,225,000</b>	<b>\$8,306,041</b>	<b>\$8,220,000</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Cost of Sales	\$6,220,000	\$6,194,387	\$6,300,000	\$5,543,684	\$5,500,000	69%	5
6 Certificated Salaries	0	0	0	0	0	0%	6
7 Classified Salaries	1,403,918	1,412,817	1,500,000	1,414,151	1,280,000	16%	7
8 Employee Benefits	382,035	375,511	410,000	410,764	380,000	5%	8
9 Materials & Supplies	0	45,657	0	16,623	22,000	0%	9
10 Operating Expenses	742,700	913,116	747,700	714,819	823,700	10%	10
11 Capital Outlay	0	0	0	0	0	0%	11
12 <b>Total Expenses</b>	<b>\$8,748,653</b>	<b>\$8,941,488</b>	<b>\$8,957,700</b>	<b>\$8,100,041</b>	<b>\$8,005,700</b>	<b>100%</b>	12
<b>Transfers &amp; Other</b>							
13 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	13
14 Other Sources	0	64,516	0	0	0	0%	14
15 Transfers out	0	0	0	0	0	0%	15
16 Contingency	0	0	0	0	0	0%	16
17 Other Out Go	0	0	0	0	0	0%	17
18 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$64,516</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	18
<b>Fund Balance</b>							
19 Net Change in Fund Balance	\$251,347	\$289,814	\$267,300	\$206,000	\$214,300		19
20 Beginning Balance, July 1	6,181,924	6,181,924	6,471,738	6,471,738	6,677,738		20
Adjustments to Beginning							
21 Balance	0	0	0	0	0		21
22 <b>Net Fund Balance, June 30</b>	<b>\$6,433,271</b>	<b>\$6,471,738</b>	<b>\$6,739,038</b>	<b>\$6,677,738</b>	<b>\$6,892,038</b>		22



**DISTRICT BOOKSTORES**  
**Balance Sheet**  
**June 30, 2010**

	<u>June 30, 2010</u>	<u>June 30, 2009</u>
<b>ASSETS</b>		
Cash for Operations and Investments	\$5,000,055	\$4,680,376
Accounts Receivable	100,937	315,528
Inventory	1,841,518	1,880,174
Furniture, Fixtures & Equipment (Net)	275,069	353,856
<b>TOTAL ASSETS</b>	<b><u>\$7,217,579</u></b>	<b><u>\$7,229,934</u></b>
<b>LIABILITIES AND CAPITAL</b>		
Liabilities	539,841	758,196
Capital-Reserved	6,677,738	6,471,738
<b>TOTAL LIABILITIES AND CAPITAL</b>	<b><u>\$7,217,579</u></b>	<b><u>\$7,229,934</u></b>



**DISTRICT BOOKSTORES**  
**Income Statement**  
**For the Year Ending June 30, 2010**

	<u>Year to Date Actual</u>	<u>2009-2010 Budget</u>
<b>INCOME</b>		
Merchandise Sales	\$7,873,046	\$8,725,000
Commission	57,762	70,000
Interest	71,495	80,000
Other Income	303,738	350,000
<b>TOTAL INCOME</b>	<b><u>\$8,306,041</u></b>	<b><u>\$9,225,000</u></b>
<b>EXPENSES</b>		
Salaries	\$1,322,622	\$1,412,000
Benefits	384,954	388,000
Merchandise Purchases	5,543,684	6,300,000
Store and Office	16,623	45,000
Travel, Conference, Membership	28,759	30,000
Utilities	40,307	50,000
Contracted Services	73,956	80,000
Depreciation Expense	84,301	85,000
Freight	233,164	250,000
Other	254,332	207,701
Administrative Salary and Benefits	117,340	109,999
<b>TOTAL EXPENSES</b>	<b><u>\$8,100,041</u></b>	<b><u>\$8,957,700</u></b>
<b>NET INCOME FROM OPERATIONS</b>	<b><u>\$206,000</u></b>	<b><u>\$267,300</u></b>
Loss on Investments		\$0
<b>NET INCOME</b>	<b><u>\$206,000</u></b>	<b><u>\$267,300</u></b>
Capital, July 1	6,471,738	
<b>Capital, June 30</b>	<b><u>\$6,677,738</u></b>	

**San Mateo County Community College District**  
**2010 - 2011 Final Budget**  
**Enterprise Fund - Cafeteria (Fund 5)**



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	246,720	215,843	210,000	188,789	196,000	100%	3
4 <b>Total Revenue</b>	<b>\$246,720</b>	<b>\$215,843</b>	<b>\$210,000</b>	<b>\$188,789</b>	<b>\$196,000</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	20,000	20,402	21,000	21,294	21,850	11%	6
7 Employee Benefits	4,500	4,887	4,600	5,751	6,470	3%	7
8 Materials & Supplies	69,373	89,564	65,000	71,891	78,000	41%	8
9 Operating Expenses	115,500	110,614	96,400	72,796	85,680	45%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$209,373</b>	<b>\$225,467</b>	<b>\$187,000</b>	<b>\$171,732</b>	<b>\$192,000</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$37,348	(\$9,624)	\$23,000	\$17,057	\$4,000		18
19 Beginning Balance, July 1	408,068	408,068	398,444	398,444	415,501		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$445,415</b>	<b>\$398,444</b>	<b>\$421,444</b>	<b>\$415,501</b>	<b>\$419,501</b>		21



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

**DISTRICT CAFETERIAS**  
**Balance Sheet**  
**June 30, 2010**

	<u>June 30, 2010</u>	<u>June 30, 2009</u>
<b>ASSETS</b>		
Cash for Operations and Investments	\$277,725	\$245,659
Accounts Receivable & Prepayment	27,699	42,205
Furniture, Fixtures & Equipment (Net)	138,493	168,118
<b>TOTAL ASSETS</b>	<b>\$443,917</b>	<b>\$455,982</b>
<b>LIABILITIES AND CAPITAL</b>		
Liabilities	\$28,416	\$57,538
Capital, July 1	\$398,444	\$408,068
Adjustment to Capital	17,057	(9,624)
Capital, June 30	\$415,501	\$398,444
<b>TOTAL LIABILITIES AND CAPITAL</b>	<b>\$443,917</b>	<b>\$455,982</b>



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

**DISTRICT CAFETERIAS**  
**Income Statement**  
**For the Year Ending June 30, 2010**

	<u>Year to Date Actual</u>	<u>2009-2010 Budget</u>
<b>INCOME</b>		
Special Service Income	\$20,000	\$20,000
Vending Income	60,718	65,000
Food Service Income	104,568	120,000
Interest	2,390	3,000
Other Income	1,113	2,000
<b>TOTAL INCOME</b>	<b>\$188,789</b>	<b>\$210,000</b>
<b>EXPENSES</b>		
Salary	\$21,294	25,000
Benefits	5,751	7,000
Depreciation Expense	29,268	35,000
Service Contracts & Repairs	46,381	52,000
Non Inventory Equipment	-	
College Support	71,891	65,000
Other	(2,853)	3,000
<b>TOTAL EXPENSES</b>	<b>\$171,732</b>	<b>\$187,000</b>
<b>NET INCOME FROM OPERATIONS</b>	<b>\$17,057</b>	<b>\$23,000</b>
Loss on Investments		\$0
Profit on Disposal of Fixed Assets		\$0
<b>NET INCOME</b>	<b>\$17,057</b>	<b>\$23,000</b>
Capital, July 1	\$398,444	
<b>Capital, June 30</b>	<b>\$415,501</b>	



**San Mateo County Community College District**  
**2010 - 2011 Final Budget**  
**Enterprise Fund - San Mateo Athletic Club/CSM Fitness Center**



	2008-09 Adoption Budget	2009-10 Adoption Budget	Pre-Opening SMCCCD 2009- 10 Actual	Medifit 2009- 10 Actual	2009-10 Combined YTD Actuals	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 <b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	10,935	28,360	39,295	25%	6
7 Employee Benefits	0	0	1,180	4,272	5,452	3%	7
8 Materials & Supplies	0	0	18,435	22,339	40,774	26%	8
9 Operating Expenses	0	0	66,999	6,000	72,999	46%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$97,550</b>	<b>\$60,972</b>	<b>\$158,521</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$0	(\$97,550)	(\$60,972)	(\$158,521)		18
19 Beginning Balance, July 1	0	0	0	0	(60,972)		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$97,550)</b>	<b>(\$60,972)</b>	<b>(\$219,493)</b>		21

The projected operating loss for the first full year (including the period April through June 2010) were originally budgeted to be over \$400,000; however, anticipated memberships indicate operational break even status early in the current fiscal year.



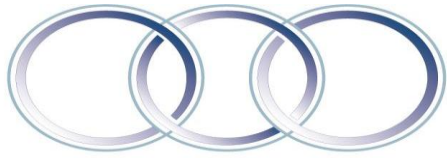
**CSM Fitness Center (San Mateo Athletic Club)**  
**Balance Sheet**  
**As at June 30, 2010**

	<u>As at 06/30/2010</u>	<u>As at 03/31/2010</u>
<b>Assets</b>		
<b>Current Assets</b>		
<b>Cash</b>		
Bank of America-Checking	327,659.84	-
Investment		
Cash in County	695,037.89	-
Unrealized Gain	2,488.91	-
<b>Total Cash</b>	<u>1,025,186.64</u>	<u>-</u>
<b>Accounts Receivable</b>		
Accounts Receivable	285.23	-
Interest Receivable	1,058.53	-
<b>Total Accounts Receivable</b>	<u>1,343.76</u>	<u>-</u>
<b>Total Current Assets</b>	1,026,530.40	-
<b>Fixed Assets</b>		
Computer Equipment	9,448.32	-
Accumulated Depreciation - Equip	(472.42)	-
<b>Total Fixed Assets</b>	<u>8,975.90</u>	<u>-</u>
<b>Total Assets</b>	<u><u>1,035,506.30</u></u>	<u><u>-</u></u>
<b>Liabilities and Fund Balance</b>		
<b>Current Liabilities</b>		
Accounts Payable	237,239.63	-
Unapplied payments (annual dues)	535.00	-
Deferred Incomes		
Deferred dues	104,081.36	-
Deferred parking	2,997.25	-
Deferred PT	6,457.33	-
Deferred Master Swim	2,000.00	-
Total Deferred Incomes	<u>115,535.94</u>	<u>-</u>
Referral Credit	3,700.00	-
<b>Total Current Liabilities</b>	<u>357,010.57</u>	<u>-</u>
<b>Other Liabilities</b>		
Seed Money from District	1,000,000.00	-
<b>Total Liabilities</b>	1,357,010.57	-
<b>Fund Balance</b>		
Beginning Balance	(158,521.21)	-
Profit/Loss for the period	<u>(162,983.06)</u>	<u>(158,521.21)</u>
Balance carry forward	(321,504.27)	(158,521.21)
<b>Total Liabilities and Fund Balance</b>	<u><u>1,035,506.30</u></u>	<u><u>(158,521.21)</u></u>



**CSM Fitness Center (San Mateo Atheletic Club)**  
**Statement of Revenue and Expenses**  
**From Inception to June 30, 2010**

	<b>From 04/01/2010 to 06/30/2010</b>	<b>Pre - Opening From Inception to 03/31/2010</b>
<b>Revenue</b>		
Registrations	10,650.00	-
Member Dues	167,794.25	-
Personal Training	10,581.67	-
Aquatics	19,415.17	-
Member Parking	6,202.12	-
Decline Fees	862.00	-
<b>Total Revenues</b>	<b>215,505.21</b>	<b>-</b>
<b>Operating Expenses</b>		
Aquatics Supplies	4,579.37	2,544.60
Bank Fees	111.83	
Depreciation Expenses	472.42	
Direct Marketing	13,410.00	16,984.55
EFT/CC Fees	6,108.25	
Janitorial Maintenance/Pool Cover install & removal	17,633.00	-
Maintenance/Locker Room Supplies	3,696.35	-
Marketing Design/Management	2,236.00	10,189.00
MediFit Management Fee	35,666.65	6,000.00
Miscellaneous	1,427.40	160.03
Network/Software Member Mgt Support & Expenses	2,077.40	-
Office Supplies	-	
Office Supplies	3,238.10	5,133.56
Payroll	221,848.93	39,295.45
Payroll Taxes & Benefits	50,856.51	5,452.46
Printing /Forms	3,814.17	2,836.11
Printing for Marketing/Stamps	7,441.06	-
Software License fees	1,235.00	
Startup Consultation	-	66,999.00
Towel Services	3,521.60	-
Uniforms	2,661.67	2,926.45
<b>Total Operating Expenses</b>	<b>382,035.71</b>	<b>158,521.21</b>
<b>Income/(Loss) from Operation</b>		
<b>Other Incomes/(Expenses)</b>		
Interest Income - County Investment	1,058.53	-
Unrealized Gain - County Investment	2,488.91	-
<b>Tot: Income/Loss from Investment</b>	<b>3,547.44</b>	<b>-</b>
<b>Net Income/(Loss) for the period</b>	<b>(162,983.06)</b>	<b>(158,521.21)</b>



**SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT**

***San Mateo Athletic Club***  
**Fitness Center Proforma**

Year	Reg. Fees	Ave.Dues	Ave. Attrition Rate
FY2010/11	\$ 21.20	\$ 60.77	30.0%
FY2011/12	\$ 21.20	\$ 61.99	30.0%
FY2012/13	\$ 21.20	\$ 63.23	30.0%
FY2013/14	\$ 21.20	\$ 64.49	30.0%

Operating Statistics		FY2010/11	FY2011/12	FY2012/12	FY2013/14
11.	Beginning Members	1422	2695	2887	2921
12.	New Member Sales	1700	1000	900	900
13.	Attrition	427	809	866	876
14.	Ending Members	2695	2887	2921	2945
15.	Average Members	2059	2791	2904	2933
Revenues					
16	Registration Fees	36,040	21,200	19,080	19,080
17	Individual Membership Dues	1,486,274	2,055,321	2,181,058	2,246,798
18	Usage Fees	6,300	6,615	6,946	7,293
19	Personal Training	212,237	280,066	290,546	293,382
20	Pilates (Speciality GE)	61,761	83,733	87,113	87,979
21	Aquatics	300,000	315,000	330,750	347,288
22	Proshop	11,323	15,351	15,971	16,129
23	Other Revenue	6,176	8,373	8,711	8,798
25	GROSS REVENUE	2,120,110	2,785,659	2,940,175	3,026,747
26	COST OF GOODS SOLD	155,733	211,136	219,660	221,844
27	NET REVENUE	1,964,377	2,574,523	2,720,515	2,804,904
Operating Expenses					
28	Salaries, wages, & Benefits	1,363,706	1,400,125	1,457,656	1,523,157
29	Liability Insurance	22,316	23,432	24,603	25,834
30	Utilities	6,400	6,400	6,400	6,400
31	Marketing	62,800	62,800	62,800	62,800
32	Repairs & Maintenance	47,000	85,200	91,440	98,388
33	Supplies	48,720	63,239	67,045	69,391
34	Laundry Expense	30,881	41,866	43,556	43,990
35	Billing Expense	39,982	61,677	65,486	66,768
36	Other Expenses	25,440	26,712	28,048	29,450
37	Professional Fees	100,000	105,000	110,250	115,763
38	Total Operating Expenses	1,747,244	1,876,451	1,957,285	2,041,940
40	Net Operating Income	217,133	698,072	763,230	762,964

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SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

## Special Revenue Fund (Fund 6)

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

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

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

***Measure G** (county wide parcel tax) passed by the voters in June 2010 will be accounted for in this Fund. It will be used primarily for instructional-related activities.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Child Development Fund (Fund 60) - Cañada College***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	100,000	95,523	0	0	0	0%	2
3 Local Revenue	0	29	0	22	0	0%	3
4 <b>Total Revenue</b>	<b>\$100,000</b>	<b>\$95,552</b>	<b>\$0</b>	<b>\$22</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	2,913	0	0	0	0%	6
7 Employee Benefits	0	977	0	(1)	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	92,000	93,161	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$92,000</b>	<b>\$97,051</b>	<b>\$0</b>	<b>(\$1)</b>	<b>\$0</b>	<b>0%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$8,000	(\$1,499)	\$0	\$22	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$8,000</b>	<b>(\$1,499)</b>	<b>\$0</b>	<b>\$22</b>	<b>\$0</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Child Development Fund (Fund 60) - College of San Mateo***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$13,000	\$15,505	\$15,000	\$19,187	\$19,000	5%	1
2 State Revenue	126,800	99,734	130,900	136,338	134,600	38%	2
3 Local Revenue	186,912	214,380	190,677	168,347	201,753	57%	3
4 <b>Total Revenue</b>	<b>\$326,712</b>	<b>\$329,619</b>	<b>\$336,577</b>	<b>\$323,872</b>	<b>\$355,353</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$98,895	\$98,895	\$98,511	\$98,511	\$98,511	20%	5
6 Classified Salaries	268,680	273,212	281,052	252,072	240,355	48%	6
7 Employee Benefits	132,396	126,843	156,562	132,977	138,163	27%	7
8 Materials & Supplies	41,900	37,359	36,400	23,526	26,300	5%	8
9 Operating Expenses	650	1,543	1,037	1,019	1,170	0%	9
10 Capital Outlay	0	0	0	(5,986)	0	0%	10
11 <b>Total Expenses</b>	<b>\$542,521</b>	<b>\$537,851</b>	<b>\$573,563</b>	<b>\$502,119</b>	<b>\$504,499</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$216,038	\$207,842	\$240,294	\$201,491	\$149,146	100%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$216,038</b>	<b>\$207,842</b>	<b>\$240,294</b>	<b>\$201,491</b>	<b>\$149,146</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$230	(\$390)	\$3,308	\$23,244	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$230</b>	<b>(\$390)</b>	<b>\$3,308</b>	<b>\$23,244</b>	<b>\$0</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*



**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Child Development Fund (Fund 60) - Skyline College***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$20,000	\$22,445	\$19,000	\$18,921	\$19,000	6%	1
2 State Revenue	331,300	285,893	301,200	264,255	261,100	84%	2
3 Local Revenue	31,000	27,441	57,252	25,849	30,000	10%	3
4 <b>Total Revenue</b>	<b>\$382,300</b>	<b>\$335,779</b>	<b>\$377,452</b>	<b>\$309,025</b>	<b>\$310,100</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$81,932	\$88,665	\$81,932	\$82,846	\$70,226	12%	5
6 Classified Salaries	259,054	272,350	257,420	252,524	265,929	47%	6
7 Employee Benefits	165,357	168,451	197,677	190,574	196,308	35%	7
8 Materials & Supplies	35,400	38,230	35,700	26,094	25,300	4%	8
9 Operating Expenses	2,500	2,133	2,400	4,228	9,633	2%	9
10 Capital Outlay	0	0	0	(628)	0	0%	10
11 <b>Total Expenses</b>	<b>\$544,243</b>	<b>\$569,829</b>	<b>\$575,129</b>	<b>\$555,639</b>	<b>\$567,396</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$165,357	\$224,952	\$197,677	\$245,178	\$257,296	100%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$165,357</b>	<b>\$224,952</b>	<b>\$197,677</b>	<b>\$245,178</b>	<b>\$257,296</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$3,414	(\$9,097)	\$0	(\$1,436)	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$3,414</b>	<b>(\$9,097)</b>	<b>\$0</b>	<b>(\$1,436)</b>	<b>\$0</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Child Development Fund (Fund 60) - District Office***

	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$15,484	\$1,680	\$0	\$1,680	100%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 <b>Total Revenue</b>	<b>\$0</b>	<b>\$15,484</b>	<b>\$1,680</b>	<b>\$0</b>	<b>\$1,680</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	15,484	1,680	0	1,680	100%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$15,484</b>	<b>\$1,680</b>	<b>\$0</b>	<b>\$1,680</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Child Development Fund (Fund 60) - Total District***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$33,000	\$53,434	\$35,680	\$38,107	\$39,680	6%	1
2 State Revenue	\$558,100	481,150	\$432,100	400,593	\$395,700	59%	2
3 Local Revenue	\$217,912	241,850	\$247,928	194,218	\$231,753	35%	3
4 <b>Total Revenue</b>	<b>\$809,012</b>	<b>\$776,434</b>	<b>\$715,708</b>	<b>\$632,918</b>	<b>\$667,133</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$180,827	\$187,560	\$180,443	\$181,357	\$168,737	16%	5
6 Classified Salaries	527,734	548,475	538,472	504,597	506,284	47%	6
7 Employee Benefits	297,753	296,271	354,239	323,550	334,472	31%	7
8 Materials & Supplies	77,300	75,589	72,100	49,621	51,600	5%	8
9 Operating Expenses	95,150	96,837	3,437	5,247	10,803	1%	9
10 Capital Outlay	0	15,484	1,680	(6,614)	1,680	0%	10
11 <b>Total Expenses</b>	<b>\$1,178,764</b>	<b>\$1,220,215</b>	<b>\$1,150,371</b>	<b>\$1,057,758</b>	<b>\$1,073,575</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$381,396	\$432,795	\$437,971	\$446,670	\$406,443	100%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency/Reserve	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$381,396</b>	<b>\$432,795</b>	<b>\$437,971</b>	<b>\$446,670</b>	<b>\$406,443</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$11,644	(\$10,986)	\$3,308	\$21,830	\$0		18
19 Beginning Balance, July 1	177,874	177,874	166,888	166,888	188,719		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$189,518</b>	<b>\$166,888</b>	<b>\$170,196</b>	<b>\$188,719</b>	<b>\$188,719</b>		21

*Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College, as well as entire beginning balance.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Special Parcel Tax (Fund 61) - Cañada College***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 <b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$597,590	70%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	181,110	21%	7
8 Materials & Supplies	0	0	0	0	75,000	9%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$853,700</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$0	\$0	(\$0)	(\$853,700)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$0)</b>	<b>(\$853,700)</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Special Parcel Tax (Fund 61) - College of San Mateo***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 <b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$1,199,380	70%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	364,020	21%	7
8 Materials & Supplies	0	0	0	0	150,000	9%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,713,400</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	(\$1,713,400)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$1,713,400)</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Special Parcel Tax (Fund 61) - Skyline College***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 <b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$1,003,030	70%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	329,870	23%	7
8 Materials & Supplies	0	0	0	0	100,000	7%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,432,900</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	(\$1,432,900)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$1,432,900)</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Special Parcel Tax (Fund 61) - Central Services***

	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	6,000,000	100%	3
4 <b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$6,000,000</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$2,000,000	100%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,000,000</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$4,000,000		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,000,000</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Special Parcel Tax (Fund 61) - Total District***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	\$0	\$0	\$0	\$0	\$0	0%	2
3 Local Revenue	\$0	\$0	\$0	\$0	\$6,000,000	100%	3
4 <b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$6,000,000</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$4,800,000	80%	5
6 Classified Salaries	\$0	\$0	\$0	\$0	\$0	0%	6
7 Employee Benefits	\$0	\$0	\$0	\$0	875,000	15%	7
8 Materials & Supplies	\$0	\$0	\$0	\$0	325,000	5%	8
9 Operating Expenses	\$0	\$0	\$0	\$0	\$0	0%	9
10 Capital Outlay	\$0	\$0	\$0	\$0	\$0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$6,000,000</b>	<b>100%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency/Reserve	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 <b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$0	\$0	(\$0)	\$0		18
19 Beginning Balance, July 1	0	0	0	0	(0)		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$0)</b>	<b>(\$0)</b>		21

*Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College, as well as entire beginning balance.*



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SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

# **Expendable Trust Fund**

## **Financial Aid**

### **(Fund 7)**

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



**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Student Aid Fund (Fund 7) - Cañada College***

	<b>2008-09 Adoption Budget</b>	<b>2008-09 Actual</b>	<b>2009-10 Adoption Budget</b>	<b>2009-10 Actual</b>	<b>2010-11 Adoption Budget</b>	<b>Percent of Total Budget</b>	
<b>Revenue</b>							
1 Federal Revenue	\$1,499,427	\$1,831,043	\$2,097,166	\$3,189,299	\$3,556,706	95%	1
2 State Revenue	97,028	106,027	105,000	94,503	94,503	3%	2
3 Local Revenue	0	29,855	0	80,440	75,000	2%	3
4 <b>Total Revenue</b>	<b>\$1,596,455</b>	<b>\$1,966,925</b>	<b>\$2,202,166</b>	<b>\$3,364,242</b>	<b>\$3,726,209</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$0	\$8,156	\$0	\$98,723	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(3,740)	0	(4,028)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(1,596,455)	(1,941,486)	(2,202,166)	(3,452,841)	(3,726,209)	100%	16
17 <b>Total Transfers/Other</b>	<b>(\$1,596,455)</b>	<b>(\$1,937,070)</b>	<b>(\$2,202,166)</b>	<b>(\$3,358,145)</b>	<b>(\$3,726,209)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$29,855	\$0	\$6,097	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$29,855</b>	<b>\$0</b>	<b>\$6,097</b>	<b>\$0</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Student Aid Fund (Fund 7) - College of San Mateo***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$2,535,342	\$2,981,216	\$3,336,502	\$5,093,911	\$5,324,262	94%	1
2 State Revenue	194,323	165,038	175,000	112,771	112,771	2%	2
3 Local Revenue	0	36,664	0	202,434	200,000	4%	3
4 <b>Total Revenue</b>	<b>\$2,729,665</b>	<b>\$3,182,918</b>	<b>\$3,511,502</b>	<b>\$5,409,116</b>	<b>\$5,637,033</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$62,071	\$33,323	\$0	\$8,200	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	(1,002)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(2,791,736)	(3,179,577)	(3,511,502)	(5,416,480)	(5,637,033)	100%	16
17 <b>Total Transfers/Other</b>	<b>(\$2,729,665)</b>	<b>(\$3,146,254)</b>	<b>(\$3,511,502)</b>	<b>(\$5,409,282)</b>	<b>(\$5,637,033)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$0	\$36,664	\$0	(\$166)	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$36,664</b>	<b>\$0</b>	<b>(\$166)</b>	<b>\$0</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Student Aid Fund (Fund 7) - Skyline College***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$2,965,660	\$3,726,218	\$4,244,776	\$6,060,014	\$6,282,238	95%	1
2 State Revenue	194,577	215,064	215,000	233,902	233,902	4%	2
3 Local Revenue	0	(4,706)	0	143,337	90,000	1%	3
4 <b>Total Revenue</b>	<b>\$3,160,237</b>	<b>\$3,936,576</b>	<b>\$4,459,776</b>	<b>\$6,437,252</b>	<b>\$6,606,140</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$42,168	\$79,786	\$0	\$174,046	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(51)	0	(1,526)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(3,265,905)	(4,039,517)	(4,459,776)	(6,600,585)	(6,606,140)	100%	16
17 <b>Total Transfers/Other</b>	<b>(\$3,223,737)</b>	<b>(\$3,959,782)</b>	<b>(\$4,459,776)</b>	<b>(\$6,428,065)</b>	<b>(\$6,606,140)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$63,500)	(\$23,206)	\$0	\$9,187	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>(\$63,500)</b>	<b>(\$23,206)</b>	<b>\$0</b>	<b>\$9,187</b>	<b>\$0</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Student Aid Fund (Fund 7) - District Office***

		2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>								
1	Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2	State Revenue	0	0	0	0	0	0%	2
3	Local Revenue	0	0	0	0	0	0%	3
4	<b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	4
<b>Expenses</b>								
5	Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6	Classified Salaries	0	0	0	0	0	0%	6
7	Employee Benefits	0	0	0	0	0	0%	7
8	Materials & Supplies	0	0	0	0	0	0%	8
9	Operating Expenses	0	0	0	0	0	0%	9
10	Capital Outlay	0	0	0	0	0	0%	10
11	<b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	11
<b>Transfers &amp; Other</b>								
12	Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13	Other Sources	0	0	0	0	0	0%	13
14	Transfers out	0	0	0	0	0	0%	14
15	Contingency	0	0	0	0	0	0%	15
16	Other Out Go	0	0	0	0	0	0%	16
17	<b>Total Transfers/Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	17
<b>Fund Balance</b>								
18	Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19	Beginning Balance, July 1	0	0	0	0	0		19
20	Adjustments to Beginning Balance	0	0	0	0	0		20
21	<b>Net Fund Balance, June 30</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.  
See Districtwide page for complete fund totals.*

**San Mateo County Community College District**  
**2010-2011 Final Budget**  
***Student Aid Fund (Fund 7) - Total District***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$7,000,429	\$8,538,477	\$9,678,444	\$14,343,223	\$15,163,205	95%	1
2 State Revenue	485,928	486,129	495,000	441,176	441,176	3%	2
3 Local Revenue	0	61,812	0	426,211	365,000	2%	3
4 <b>Total Revenue</b>	<b>\$7,486,357</b>	<b>\$9,086,418</b>	<b>\$10,173,444</b>	<b>\$15,210,610</b>	<b>\$15,969,381</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$104,239	\$121,265	\$0	\$280,969	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(3,791)	0	(6,556)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(7,654,096)	(9,160,580)	(10,173,444)	(15,469,905)	(15,969,381)	100%	16
17 <b>Total Transfers/Other</b>	<b>(\$7,549,857)</b>	<b>(\$9,043,106)</b>	<b>(\$10,173,444)</b>	<b>(\$15,195,492)</b>	<b>(\$15,969,381)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	(\$63,500)	\$43,312	\$0	\$15,118	\$0		18
19 Beginning Balance, July 1	192,001	192,001	235,313	235,313	250,430		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$128,501</b>	<b>\$235,313</b>	<b>\$235,313</b>	<b>\$250,430</b>	<b>\$250,430</b>		21

*Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College,  
as well as entire beginning balance.*



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

## **Retirement Reserve Fund Expendable Trust (Fund 8)**

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

*This Fund has been generated by transfers made from the Unrestricted General Fund. Effective July 1, 2009, these transfers will come from all funds and will be charged as part of the benefit expense in those funds. This reserve is small compared to the total liability already incurred, so current retiree benefits continue to be paid from the General Fund on a “pay as you go” basis. The goal is to eventually have enough funds in this reserve to pay the ongoing costs of retiree benefits.*



**San Mateo County Community College District  
2010-2011 Final Budget**

***Reserve Fund for Post-Retirement Benefits (Fund 8) - Central Services***



	2008-09 Adoption Budget	2008-09 Actual	2009-10 Adoption Budget	2009-10 Actual	2010-11 Adoption Budget	Percent of Total Budget	
<b>Revenue</b>							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	1,094,000	297,538	257,817	298,720	300,000	100%	3
4 <b>Total Revenue</b>	<b>\$1,094,000</b>	<b>\$297,538</b>	<b>\$257,817</b>	<b>\$298,720</b>	<b>\$300,000</b>	<b>100%</b>	4
<b>Expenses</b>							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	2,250	69,013	79,390	50,139	55,000	110%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 <b>Total Expenses</b>	<b>\$2,250</b>	<b>\$69,013</b>	<b>\$79,390</b>	<b>\$50,139</b>	<b>\$55,000</b>	<b>110%</b>	11
<b>Transfers &amp; Other</b>							
12 Transfers In	\$1,500,000	\$1,500,000	\$2,497,823	\$4,957,149	\$2,502,131	-33%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	(1,021,170)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	(5,000,000)	(10,000,000)	133%	16
17 <b>Total Transfers/Other</b>	<b>\$1,500,000</b>	<b>\$1,500,000</b>	<b>\$2,497,823</b>	<b>(\$1,064,021)</b>	<b>(\$7,497,869)</b>	<b>100%</b>	17
<b>Fund Balance</b>							
18 Net Change in Fund Balance	\$2,591,750	\$1,728,525	\$2,676,250	(\$815,440)	(\$7,252,869)		18
19 Beginning Balance, July 1	32,836,442	32,836,442	34,564,967	34,564,967	33,749,527		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 <b>Net Fund Balance, June 30</b>	<b>\$35,428,192</b>	<b>\$34,564,967</b>	<b>\$37,241,217</b>	<b>\$33,749,527</b>	<b>\$26,496,658</b>		21



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

# Supplemental Information

Page 94 - **Resource Allocation Model**

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Resource Allocation: 10/11 Budget Scenario

Worksheet A

1. Review Base Allocation and FTES Allocation (should be 80%/20% of funding). If a college should receive additional funding based on the review, allocate that.

Current Allocations are:

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
09/10 Site Allocations	\$ 21,025,791	\$ 12,526,747	\$ 25,140,395	\$ 7,904,025	\$ 5,400,060	\$ 41,884,187	\$ 113,881,206
09/10 FTES (P2)	8,124	4,723	9,105				21,952
08/09 FTES	8,139	4,774	9,354				22,267
07/08 FTES	7,329	4,452	9,085				20,866
3 yr average	7,864	4,650	9,181				21,695
Percent of total	36%	21%	42%				

Allocate 80% of the existing funding to each college's base

Base Allocation	\$ 16,820,633	\$ 10,021,398	\$ 20,112,316				\$ 46,954,347
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Allocate 20% of the existing funding to each college based on the 3 yr average of FTES

FTES Allocation	\$ 4,255,017	\$ 2,515,822	\$ 4,967,748				\$ 11,738,587
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Add the two amounts together and compare to 09/10 Site Allocations

Total	\$ 21,075,650	\$ 12,537,220	\$ 25,080,064				\$ 58,692,933
Change from Site Alloc	\$ 49,858	\$ 10,472	\$ (60,331)				\$ (0)

Adjustment #1 is the increases from the Site Allocations. No college gets a decrease.

Adjustment #1	\$ 49,858	\$ 10,472	\$ -				\$ 60,331
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2. Allocate any increase in Central Services costs.

Based on 10/11 Budget

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Increased Costs						\$ 1,297,275	\$ 1,297,275

3. Allocate \$1.84 per square foot increase over previous year.

Change from Fall 09 to Fall 10 Space Inventory Report

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
					\$ 186,577		\$ 186,577

4. Allocate growth based on increase (or decrease) in 3-year FTES average.

Based on FTES Goals for 10/11

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
10/11 FTES	8,166	4,820	9,033				22,019
New 3 yr average	8,143	4,772	9,164			0	22,079
Change in 3 yr average	279	123	(17)			0	384

Add 0% COLA to 09/10 per FTES allocation of \$3789 to get \$3789 per FTES.

Growth allocation	\$ 1,056,662	\$ 464,739	\$ (65,347)			\$ -	\$ 1,456,053
-------------------	--------------	------------	-------------	--	--	------	--------------

5. District Office & Facilities gets 13% and 5% respectively of college growth allocations.

Calculate 13% and 5% of allocations in #4.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Growth allocation				\$ 196,083	\$ 66,982		\$ 263,065

6. Allocate any special amounts agreed upon.

Allocate 10/11 projected step and column increases. Allocate compensation where settled and reserve where not settled.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Step & Column	178,513	148,359	265,463	91,881	45,630	\$ 164,879	\$ 894,725
Compensation	88,717	52,379	98,804	55,670	5,051	\$ (300,621)	\$ -
Other	230,000	150,000	150,000	195,000	15,337		\$ 740,337
	497,230	350,738	514,267	342,551	66,018	\$ (135,742)	\$ 1,635,062

Final Budget 10/11  
8/31/2010

7. Allocate any remaining funds across the board (plus or minus).

**Assume the district receives 0% growth and no budget stability. Hold aside unallocated resources.  
Calculate new base revenue and what is left after allocations 1 through 6.**

Prior Year Alloc	\$ 113,881,206	09/10 FTES	21,433	(Funded, includes NR & Appren)
0% COLA	\$ -	10/11 FTES	21,486	(Estimated actual)
Growth	\$ 2,120,617	Funded Growth	52	
Other Revenue	\$ (3,806,068)	Deficit budget	-	
10/11 Revenue	\$ 112,195,754	Reserve for futuri	-	
Increase	\$ (1,685,451)			
Plus deficit budget	\$ (1,685,451)			
Less allocations:				
1. Adjustment #1	\$ 60,331			
2. Central Svcs	\$ 1,297,275			
3. Square Footage	\$ 186,577			
4. Growth	\$ 1,456,053			
5. DO & Facilities	\$ 263,065			
6. Special Allocations	\$ 1,635,062			
	\$ 4,898,363			
Available for allocation	\$ (6,583,814)			

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
09/10 Site Allocations	\$ 21,025,791	\$ 12,526,747	\$ 25,140,395	\$ 7,904,025	\$ 5,400,060	N/A	\$ 71,997,018
% of Total	29%	17%	35%	11%	8%		
Adjustment #7	\$ (1,922,717)	\$ (1,145,517)	\$ (2,298,980)	\$ (791,208)	\$ (493,812)	\$ -	\$ (6,652,234)

8. Final allocations

**Sum the 09/10 Site Allocations with all of the adjustments.**

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
09/10 Site Allocations	\$ 21,025,791	\$ 12,526,747	\$ 25,140,395	\$ 7,904,025	\$ 5,400,060	\$ 41,884,187	\$ 113,881,206
1. Adjustment #1	\$ 49,858	\$ 10,472	\$ -	\$ -	\$ -	\$ -	\$ 60,331
2. Fixed Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,297,275	\$ 1,297,275
3. Square Footage	\$ -	\$ -	\$ -	\$ -	\$ 186,577	\$ -	\$ 186,577
4. Growth	\$ 1,056,662	\$ 464,739	\$ (65,347)	\$ -	\$ -	\$ -	\$ 1,456,053
5. DO & Facilities	\$ -	\$ -	\$ -	\$ 196,083	\$ 66,982	\$ -	\$ 263,065
6. Special Allocations	\$ 497,230	\$ 350,738	\$ 514,267	\$ 342,551	\$ 66,018	\$ (135,742)	\$ 1,635,062
7. Adjustment #7	\$ (1,922,717)	\$ (1,145,517)	\$ (2,298,980)	\$ (791,208)	\$ (493,812)	\$ -	\$ (6,652,234)
Total Increase	\$ (318,967)	\$ (319,568)	\$ (1,850,060)	\$ (252,574)	\$ (174,235)	\$ 1,161,533	\$ (1,753,871)
	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
<b>10/11 Site Allocations</b>	<b>\$ 20,706,824</b>	<b>\$ 12,207,180</b>	<b>\$ 23,290,335</b>	<b>\$ 7,651,450</b>	<b>\$ 5,225,825</b>	<b>\$ 43,045,720</b>	<b>\$ 112,127,335</b>

Change from 09/10	-1.5%	-2.6%	-7.4%	-3.2%	-3.2%	2.8%
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Facilities Square Footage	1,479,659
50% of funds per sq. foot	\$ 1.84
50% of funds for growth	4.6%
District Office percentage	13.5%

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
BOARD GOALS FOR 2010-11**

1. 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. Prepare for future reductions and another round of managed hiring.
2. Continue work on managing enrollments and on the consolidation, retooling or reduction of programs to maximize the number of students served even in a time of declining funding. Use the Board's adopted "Core Values" statement as a guide for all program / budget modifications and adjustments.
3. Aggressively protect local control and retention of property taxes by maintaining a presence in Sacramento and good communication with our local legislators.
4. Pursue a bond, parcel tax and/or other special assessment.
5. Work with State and Federal legislators to enact new measures or secure new funds for strategic initiatives or documented needs of the District, including:
  - Work with the State legislature to assess the need for and feasibility of community colleges offering selected baccalaureate degrees in certain high demand workforce areas.
  - Work with legislators to secure additional federal earmarks for strategic District initiatives, including 1) an alternative energy training institute that could provide training leading to jobs in the solar and wind energy industries, green construction jobs, energy management and LEED certification; and 2) a career ladders program in the health care field.
  - Continue lobbying efforts with public agencies across the country to secure federal funds to replace the funds lost by public agencies through the Lehman bankruptcy.
  - Sponsor legislation that would allow the sale, consumption or possession of alcohol pursuant to a license or permit for special events on campus. The principal attendees for these special events should be members of the general public or invited guests and not students of the District. This legislation, we believe, will allow the District to rent facilities for additional revenue.

## Chronology of the Enrollment Fees in the Community Colleges 1984 – Present

Year	Fee History
Prior to 1984	No Enrollment Fee
1984-85	ABXX, 1984 established a mandatory enrollment fee of \$50 per semester (\$100 per year for community college students taking 6 or more credit units and \$5 per unit for students taking less than 6 units). Students taking noncredit classes do not pay the fee. The fee was to sunset January 1, 1988.
1985-86	No change from prior year
1986-87	No change from prior year
1987-88	Assembly Bill 2336 extends enrollment fee through January 1, 1992.
1988-89	No change from prior year
1990-91	No change from prior year
1991-92	Senate Bill 381 extends the community college enrollment fee through January 1, 1995. In addition, the bill directs the community colleges to charge a one-year surcharge of an additional \$1 per unit up to a maximum of \$10 per semester for students enrolled during the 1991-92 academic year. For 1991-92, community college students were charged \$6 per unit up to a maximum of \$60 per semester.
1992-93	Effective January 1, 1993, a separate fee of \$50 per unit, with no cap, was set for students with bachelors' degrees. In addition, the enrollment fee was increased to \$10 per unit with no cap for students not having a bachelor's degree.
1993-94	The 1993-94 Budget Act raised the enrollment fee to \$13 per unit with no cap.
1994-95	No change from prior year
1995-96	No change from prior year The separate \$50 fee for students with bachelors' degrees sunset on January 1, 1996.
1996-97	No change from prior year
1997-98	No change from prior year
1998-99	The enrollment fee was reduced to \$12 per unit with no cap on the total.
1999-00	The enrollment fee was reduced to \$11 per unit with no cap on the total.
2000-01	No change from prior year
2001-02	No change from prior year
2002-03	No change from prior year
2003-04	The enrollment fee was increased to \$18 per unit with no cap on the total.
2004-05	The enrollment fee was increased to \$26 per unit with no cap on the total.
2005-06	No change from prior year
2006-07	Effective January 1, 2007, the enrollment fee was reduced to \$20 per unit with no cap on the total.
2007-08	No change from prior year
2008-09	No change from prior year
2009-10	The enrollment fee was increased to \$26 per unit with no cap on the total.
2010-11	Pending an enacted State budget, the proposed enrollment fee is \$32 per unit.



**SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT**

**No Borrowing**

**FTES Analysis**

	<u>Actual 2000-2001</u>	<u>Actual 2001-2002</u>	<u>Actual 2002-2003</u>	<u>Actual 2003-2004</u>	<u>Actual 2004-2005</u>	<u>Actual 2005-2006</u>	<u>Actual 2006-2007</u>	<u>Actual 2007-2008</u>	<u>Actual 2008-2009</u>	<u>Actual 2009-2010</u>
<b><i>College of San Mateo</i></b>										
Resident										
Fall & Spring	7,263	7,336	8,041	8,059	7,561	7,311	7,423	7,686	8,022	8,062
Summer	<u>883</u>	<u>911</u>	<u>1,026</u>	<u>1,122</u>	<u>989</u>	<u>945</u>	<u>956</u>	<u>992</u>	<u>985</u>	<u>1,093</u>
Total, Resident	8,146	8,247	9,067	9,181	8,550	8,256	8,379	8,678	9,007	9,155
Total, Apprenticeship	173	171	165	131	140	146	156	164	115	94
Flex-time	14	10	9	14	9	12	10	11	16	15
Non-Resident										
Fall & Spring	315	327	288	245	223	234	226	217	198	200
Summer	<u>32</u>	<u>28</u>	<u>33</u>	<u>26</u>	<u>19</u>	<u>21</u>	<u>20</u>	<u>15</u>	<u>18</u>	<u>19</u>
Total, Non-Resident	347	355	321	271	242	255	246	232	216	219
<b>College of San Mateo Total</b>	<b>8,680</b>	<b>8,783</b>	<b>9,562</b>	<b>9,597</b>	<b>8,941</b>	<b>8,669</b>	<b>8,791</b>	<b>9,085</b>	<b>9,354</b>	<b>9,483</b>
<b><i>Canada College</i></b>										
Resident										
Fall & Spring	2,988	3,358	3,489	3,606	3,631	3,707	3,770	3,938	4,218	4,512
Fall & Spring (N/C)	6	25	8	43	50	43	27	35	38	41
Summer (N/C)	-	-	1	-	2	4	4	5	1	6
Summer	<u>381</u>	<u>392</u>	<u>466</u>	<u>18</u>	<u>298</u>	<u>359</u>	<u>380</u>	<u>402</u>	<u>414</u>	<u>512</u>
Total, Resident	3,375	3,775	3,964	3,667	3,981	4,113	4,181	4,380	4,671	5,071
Flex-time	7	4	3	6	3	3	3	4	7	17
Non-Resident										
Fall & Spring	155	152	116	76	73	71	62	60	88	86
Fall & Spring (N/C)	1	4	2	3	2	1	1	1	1	1
Summer (N/C)	-	-	-	-	-	-	-	-	-	-
Summer	<u>8</u>	<u>12</u>	<u>10</u>	<u>1</u>	<u>2</u>	<u>7</u>	<u>8</u>	<u>7</u>	<u>7</u>	<u>11</u>
Total, Non-Resident	164	169	128	80	77	79	71	68	96	98
<b>Canada College Total</b>	<b>3,546</b>	<b>3,948</b>	<b>4,095</b>	<b>3,753</b>	<b>4,061</b>	<b>4,195</b>	<b>4,255</b>	<b>4,452</b>	<b>4,774</b>	<b>5,186</b>
<b><i>Skyline College</i></b>										
Resident										
Fall & Spring	5,222	5,780	6,375	6,107	6,014	5,912	5,840	6,345	6,893	7,404
Fall & Spring (N/C)	-	-	-	-	-	-	-	-	47	68
Summer (N/C)	-	-	-	-	-	-	-	-	-	5
Summer	<u>1,021</u>	<u>897</u>	<u>1,010</u>	<u>865</u>	<u>826</u>	<u>853</u>	<u>844</u>	<u>868</u>	<u>1,087</u>	<u>1,253</u>
Total, Resident	6,243	6,677	7,385	6,972	6,840	6,765	6,684	7,213	8,027	8,730
Total, Apprenticeship	43	42	31	9	4	4	3	3	2	5
Flex-time	10	4	4	5	4	9	3	5	6	17
Non-Resident										
Fall & Spring	203	159	154	124	109	97	101	97	88	85
Fall & Spring (N/C)	-	-	-	-	-	-	-	-	1	1
Summer	<u>23</u>	<u>26</u>	<u>22</u>	<u>18</u>	<u>13</u>	<u>12</u>	<u>10</u>	<u>12</u>	<u>16</u>	<u>14</u>
Total, Non-Resident	226	185	176	142	122	109	111	109	105	100
<b>Skyline College Total</b>	<b>6,522</b>	<b>6,908</b>	<b>7,596</b>	<b>7,128</b>	<b>6,970</b>	<b>6,887</b>	<b>6,801</b>	<b>7,330</b>	<b>8,140</b>	<b>8,852</b>



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

No Borrowing

FTES Analysis

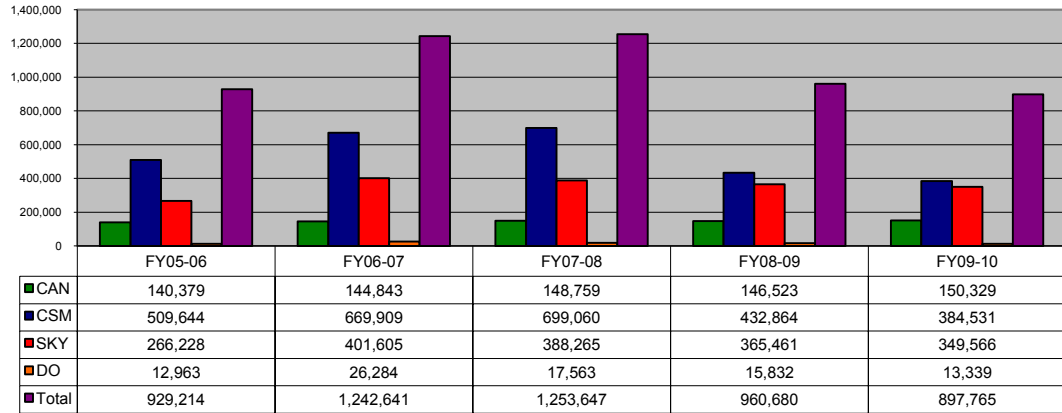
	<u>Actual</u> <u>2000-2001</u>	<u>Actual</u> <u>2001-2002</u>	<u>Actual</u> <u>2002-2003</u>	<u>Actual</u> <u>2003-2004</u>	<u>Actual</u> <u>2004-2005</u>	<u>Actual</u> <u>2005-2006</u>	<u>Actual</u> <u>2006-2007</u>	<u>Actual</u> <u>2007-2008</u>	<u>Actual</u> <u>2008-2009</u>	<u>Actual</u> <u>2009-2010</u>
<i>District</i>										
Resident										
Fall & Spring	15,473	16,474	17,905	17,772	17,206	16,930	17,033	17,969	19,133	19,978
Fall & Spring (N/C)	6	25	8	43	50	43	27	35	85	109
Summer (N/C)	0	0	1	0	2	4	4	5	1	11
Summer	<u>2,285</u>	<u>2,200</u>	<u>2,502</u>	<u>2,005</u>	<u>2,113</u>	<u>2,157</u>	<u>2,180</u>	<u>2,262</u>	<u>2,486</u>	<u>2,858</u>
Total, Resident	17,764	18,699	20,416	19,820	19,371	19,134	19,244	20,271	21,705	22,956
Total, Apprenticeship	216	213	196	140	144	150	159	167	117	99
Flex-time	31	18	16	25	16	24	16	20	29	49
Non-Resident										
Fall & Spring	673	638	558	445	405	402	389	374	374	371
Fall & Spring (N/C)	1	4	2	3	2	1	1	1	2	2
Summer (N/C)	0	0	0	0	0	0	0	0	0	0
Summer	<u>63</u>	<u>66</u>	<u>65</u>	<u>45</u>	<u>34</u>	<u>40</u>	<u>38</u>	<u>34</u>	<u>41</u>	<u>44</u>
Total, Non-Resident	737	709	625	493	441	443	428	409	417	417
<b>District Total</b>	<b>18,748</b>	<b>19,639</b>	<b>21,253</b>	<b>20,478</b>	<b>19,972</b>	<b>19,751</b>	<b>19,847</b>	<b>20,867</b>	<b>22,268</b>	<b>23,521</b>



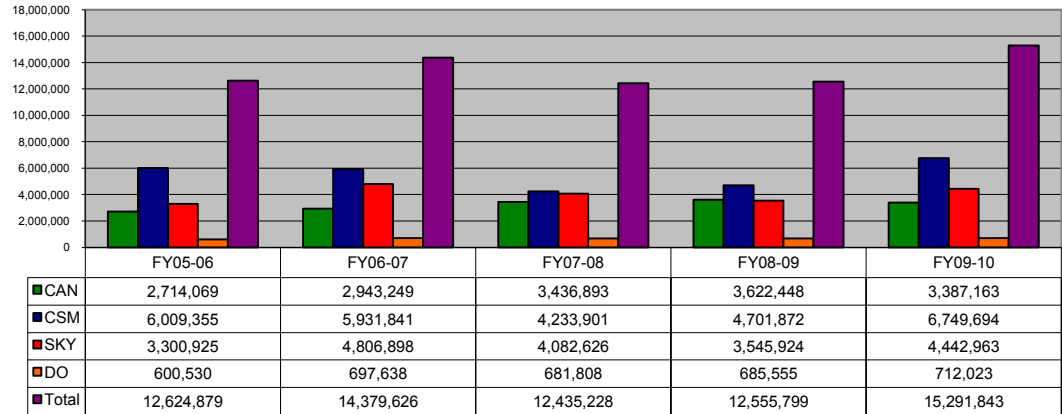


## San Mateo County Community College District

Natural Gas Usage by Site (in therms)

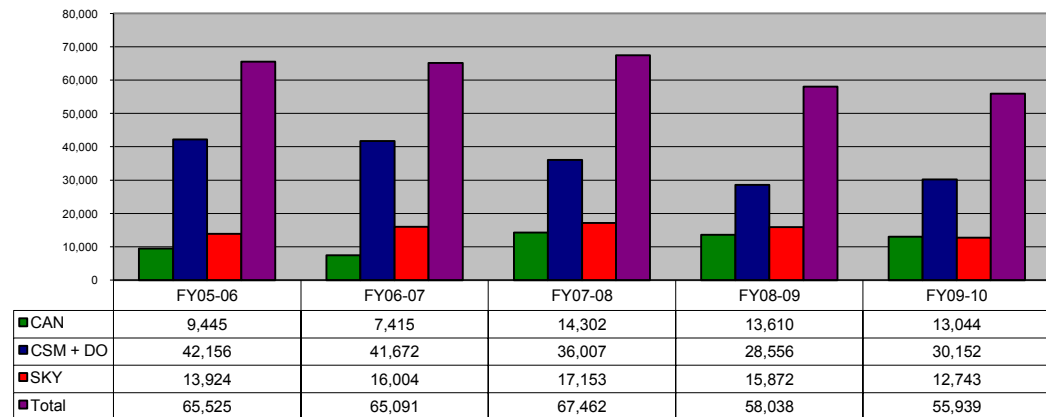


Electricity Usage by Site (in kWh)



Note: Electricity usage does not include KCSM transmission usage at Sutro Tower and Faculty/Staff Housing.

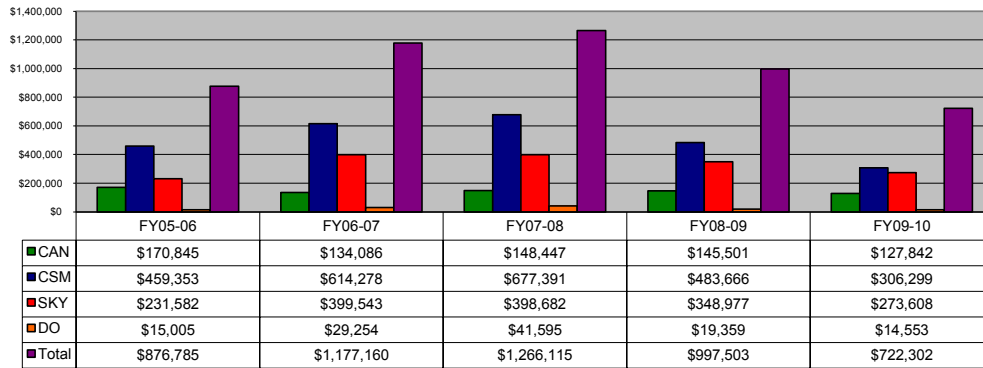
Water Usage by Site (in ccf)



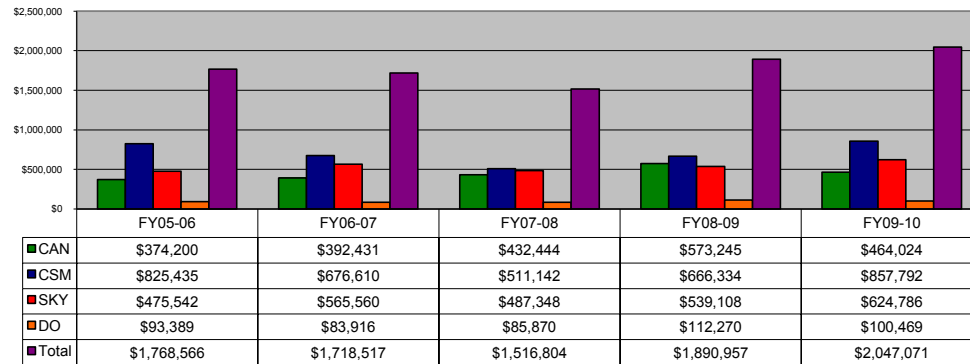


## San Mateo County Community College District

Natural Gas Expense by Site

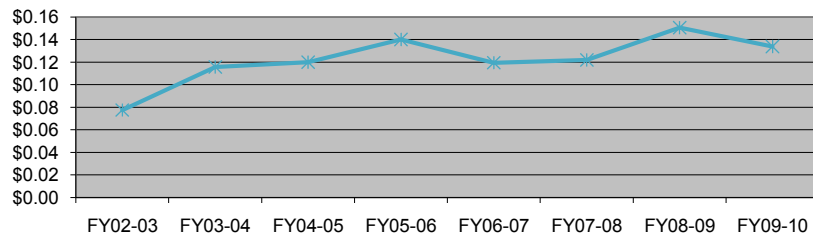


Electricity Expense by Site

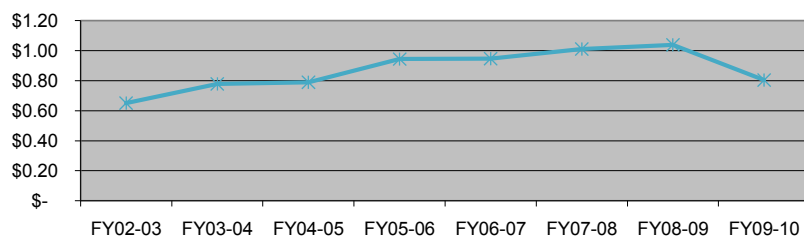


Note: Electricity usage does not include KCSM transmission usage at Sutro Tower and Faculty/Staff Housing.

Cost per KWH of Electricity



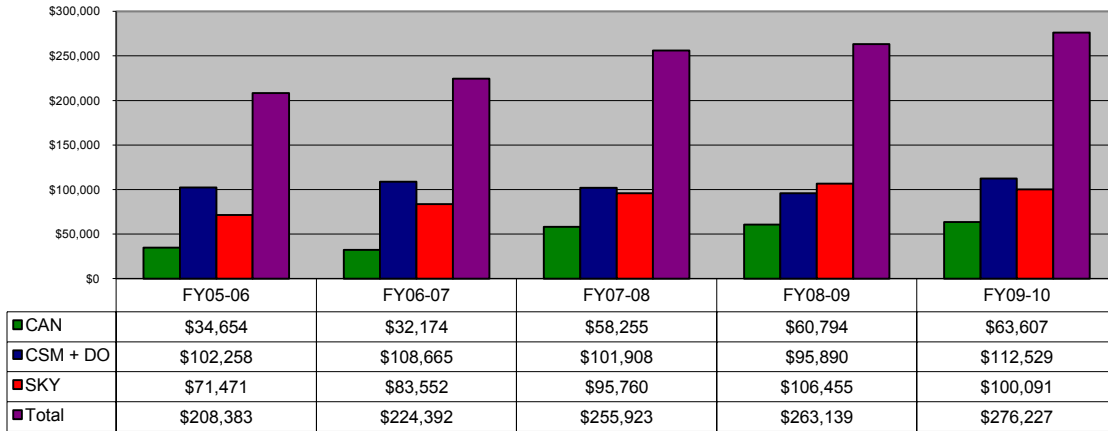
Cost per Therm of Gas



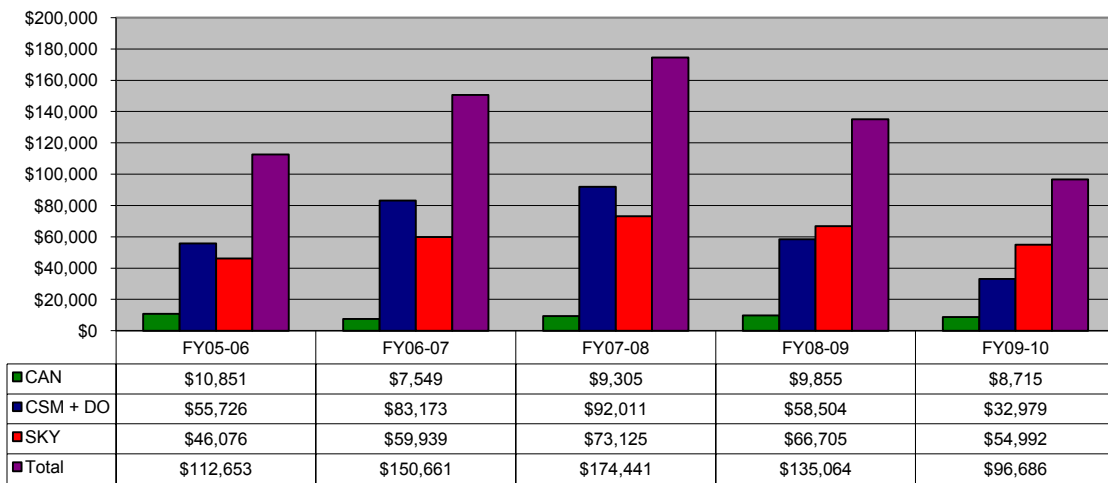


## San Mateo County Community College District

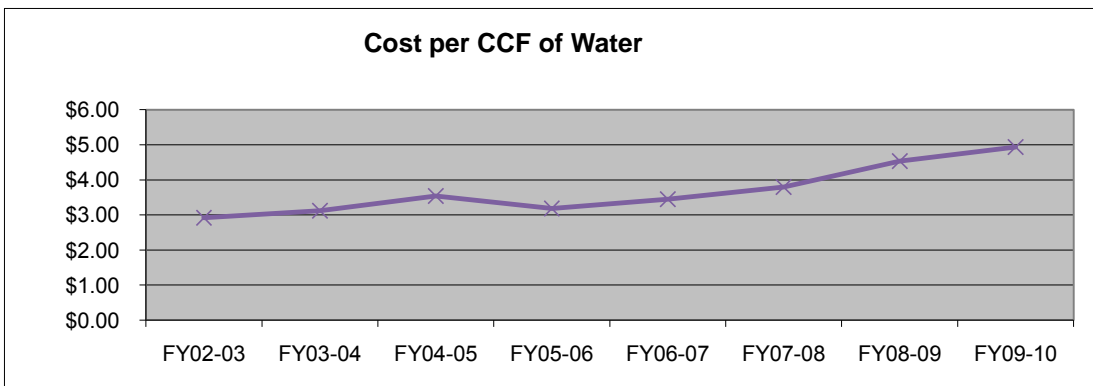
Water Expense by Site



Garbage Expense by Site



Cost per CCF of Water



**Associated Students of Cañada College**  
**4<sup>th</sup> Quarter Report (April - June)**  
**Spring 2010**

**ASCC Social Mixer**

**April 1, 2010**

The ASCC hosted an information mixer at its regular weekly meeting to provide information about student government and joining the ASCC to interested students. Students were encouraged to consider running in the Spring 2010 election and to submit their election packets by the April 16, 2010 deadline. The ASCC held a question and answer session. Refreshments were provided to all. Approximately 20 guests attended the meeting.

**Parent Orientation and Freshman Connection**

**April 26, 2010**

The ASCC participated in a very successful Parent Orientation and Freshman Connection event on Saturday, April 24 coordinated across several student services departments at Cañada College including the Student Activities Office. The event targeted newly graduated high school students and their parents that began at 8:30 a.m. The daylong program included an orientation and a variety of workshops on topics such as: Transitioning to College, Supporting your Child, Academic Success, Parent Panel, Student Panel, and Financial Aid and Scholarship Availability. The ASCC provided College t-shirts and helped at check-in, served as tour guides and participated on the student panels. Approximately 300 prospective students and their parents participated in the very successful outreach event.

**General Assembly – SSSCC**

**April 30 – May 2, 2010**

Six (6) ASCC members and the advisor attended the General Assembly in Los Angeles. The theme was “The Road to Access and Success: Detours Ahead” featuring a rich mixture of activities and topics with keynote speakers and breakout sessions for beginner and expert addressing current and pressing issues for California community college students.

**Asian and Pacific Islander History Month Celebration and Luau**

**May 2010**

Thanks to the support of the ASCC, the Diversity Committee’s Asian and Pacific Islander Heritage Task Force hosted a series of activities throughout the month of May. The College community experienced the rich cultures of the Asian-Pacific Islander communities through song, dance, music, and art at the following events:

- May 10<sup>th</sup> - Land is Life: Gathering Ceremony
- May 11<sup>th</sup> – Asian Pacific Islander BBQ Luau
- May 20<sup>th</sup> – *Ponopono* Study Break Discussion

**Spirit Thursdays!**

**April 22 and May 27, 2010**

With the support of the ASCC, the Office of Student Activities hosted a total of four Spirit Thursdays during the Spring 2010 semester. The goal of these monthly events is to increase school spirit by encouraging students to come to school dressed in Cañada gear. The first 100

students to show up wearing Cañada gear enjoyed Berkeley favorite, Top Dog Hot Dogs. In addition to free food, students received lanyards, DJ entertainment, and were able to get an airbrush tattoo. At the final Spirit Thursday event of the semester, a special interactive stunt and comedy show presented by Project Dynamite attracted a crowd of students, faculty and staff. BurgerMeister provided gourmet burgers with the first 100 students in Cañada gear again having free lunch compliments of the ASCC. The event also recognized our championship Baseball Team; Cracker Jacks for all were given out in honor of the team's fantastic season.

### **ECE and Human Services Recognition**

#### **May 2010**

The ASCC provided funding to support the separate Early Childhood Education Program and Human Services Program recognition events held in May; honoring each departments' 2009-10 graduates, including certificate and degree earners and students transferring in fall 2010.

### **Spring Fling**

#### **May 6, 2010**

To celebrate the end of another great year and give students a chance to relax and have fun before finals, the ASCC hosted Spring Fling featuring:

- Free Food: Pupusas, Sushi & Wing Stop
- Live Performances: Belly Dancers & Professor Lapuz
- Games: The Giant Twiste, Pic Flips Lip Book & More!

The event ran from 11:00 am – 2:00 pm and was very well attended and fun was had by all!

### **Scholarship, Transfer & Honors Reception**

#### **May 7, 2010**

The ASCC provided funds for the sixth consecutive year to help support this annual recognition event. The ASCC also funded two scholarships for student leaders, \$1,000 for a continuing student and \$1,000 for a transferring student.

### **Commencement**

#### **May 29, 2010**

The ASCC provided funding and student staffing for refreshments after the 2010 Commencement held on Saturday, May 29, 2010 for all graduates and their guests. Over 1,000 people attended our first ever outdoor commencement which also served as the capstone event in recognition of Cañada's 40<sup>th</sup> Anniversary.

### **Ongoing activities**

In addition to the above listed activities, the ASCC continues to participate in shared governance committees providing a student perspective on the budget reductions, the smoking policy, strategic planning, diversity and the student equity plan.

Submitted By:

Margie Carrington

Interim Dean, Student Services

Cañada College

Phone: (650) 306-3174

Email: carringtonm@smccd.edu

**ASSOCIATED STUDENTS - CANADA COLLEGE**  
**BALANCE SHEET**  
**AS AT JUNE 30, 2010**

	<b>Jun 30, 10</b>	<b>Jun 30, 09</b>	<b>\$ Change</b>	<b>% Change</b>
<b>ASSETS</b>				
Current Assets				
Checking/Savings				
1000 - CASH AND BANK				
1050 - WELLS FARGO BANK-CHECKING	0.00	227,885.93	-227,885.93	-100.0%
1050-1 - WELLS FARGO BANK-NEW CHECKING	271,555.51	0.00	271,555.51	100.0%
1060 - CD ACCOUNTS				
1060.1 - CD - RCSSE CREDIT UNION	40,010.25	40,010.25	0.00	0.0%
1060.2 - CD - WESTERN FIN BANK	30,000.00	30,000.00	0.00	0.0%
Total 1060 - CD ACCOUNTS	70,010.25	70,010.25	0.00	0.0%
Total 1000 - CASH AND BANK	341,565.76	297,896.18	43,669.58	14.66%
Total Checking/Savings	341,565.76	297,896.18	43,669.58	14.66%
Accounts Receivable				
1210.5 - ALLOWANCE FOR BAD DEBTS	-7,157.13	-5,276.67	-1,880.46	35.64%
Total Accounts Receivable	-7,157.13	-5,276.67	-1,880.46	35.64%
Other Current Assets				
1210.1 - ACCOUNTS RECEIVABLE CANADA				
INTEREST RECEIVABLE CDS	202.03	740.27	-538.24	-72.71%
STUDENT BODY FEE RECEIVABLE	75,218.50	63,678.49	11,540.01	18.12%
VENDING COMMISSION RECEIVABLE	1,012.02	2,282.29	-1,270.27	-55.66%
OTHER ACCOUNTS RECEIVABLE	2,939.50	2,971.00	-31.50	-1.06%
Total 1210.1 - ACCOUNTS RECEIVABLE CANADA	79,372.05	69,672.05	9,700.00	13.92%
1220 - EMERGENCY LOANS RECEIVABLE				
DEANS LOAN RECEIVABLE	4,285.19	5,286.06	-1,000.87	-18.93%
EOPS LOAN RECEIVABLE	3,505.22	4,522.22	-1,017.00	-22.49%
Total 1220 - EMERGENCY LOANS RECEIVABLE	7,790.41	9,808.28	-2,017.87	-20.57%
Total Other Current Assets	87,162.46	79,480.33	7,682.13	9.67%
Total Current Assets	421,571.09	372,099.84	49,471.25	13.3%
Fixed Assets				
1500 - FIXED ASSETS				
1520.1 - EQUIPMENT				
1510.21 - EQUIPMENT	40,051.54	40,051.54	0.00	0.0%
1520.22 - ACC DEPR - EQUIP	-40,051.54	-38,796.85	-1,254.69	3.23%
Total 1520.1 - EQUIPMENT	0.00	1,254.69	-1,254.69	-100.0%
Total 1500 - FIXED ASSETS	0.00	1,254.69	-1,254.69	-100.0%
Total Fixed Assets	0.00	1,254.69	-1,254.69	-100.0%
<b>TOTAL ASSETS</b>	<b>421,571.09</b>	<b>373,354.53</b>	<b>48,216.56</b>	<b>12.91%</b>
<b>LIABILITIES &amp; EQUITY</b>				
Liabilities				
Current Liabilities				
Other Current Liabilities				
2020 - EMERGENCY LOANS PAYABLE	9,565.00	9,565.00	0.00	0.0%
2030 - OTHER LOANS PAYABLE	8,480.23	8,480.23	0.00	0.0%
2040 - OTHER FUNDS PAYABLE	72.00	72.00	0.00	0.0%
2050 - CLUBS				
A. S. I. D.	7,162.64	8,155.66	-993.02	-12.18%
ANTHROPOLOGY CLUB	223.26	223.26	0.00	0.0%
EOPS CLUB	1,011.00	0.00	1,011.00	100.0%
FILIPINO AMERICAN CLUB	344.26	344.26	0.00	0.0%

	<b>Jun 30, 10</b>	<b>Jun 30, 09</b>	<b>\$ Change</b>	<b>% Change</b>
<b>MISCELLANEOUS CLUB ACCOUNTC</b>	370.52	2,120.52	-1,750.00	-82.53%
<b>PHI THETA KAPPA</b>	5,582.74	2,019.99	3,562.75	176.38%
<b>PHOTOGRAPHY</b>	212.12	212.12	0.00	0.0%
<b>PHOTON MASTERS</b>	1,921.61	5,911.61	-3,990.00	-67.49%
<b>POLITICAL AWARENESS CLUB</b>	136.91	136.91	0.00	0.0%
<b>PRE MED CLUB</b>	397.84	397.84	0.00	0.0%
<b>RAINBOW ALLIANCE CLUB</b>	802.30	850.27	-47.97	-5.64%
<b>ROBOTICS TEAM CLUB</b>	374.78	61.98	312.80	504.68%
<b>S.H.P.E.</b>	1,261.34	276.34	985.00	356.45%
<b>SCIENCE &amp; ENGINEERING CL</b>	38.61	38.61	0.00	0.0%
<b>TRIO CLUB</b>	127.00	0.00	127.00	100.0%
<b>UNITED AFRICAN STUDENTS UNION</b>	702.49	781.72	-79.23	-10.14%
<b>WISE CLUB</b>	352.85	0.00	352.85	100.0%
<b>YOUNG LATINO LEADERS OF CAÑADA</b>	553.96	553.96	0.00	0.0%
<b>Total 2050 - CLUBS</b>	<b>21,576.23</b>	<b>22,085.05</b>	<b>-508.82</b>	<b>-2.3%</b>
<b>2060 - TRUSTS</b>				
<b>CANADA CHOIRS TRUST</b>	150.00	150.00	0.00	0.0%
<b>ADAPTIVE PE TRUST</b>	0.95	0.95	0.00	0.0%
<b>ASCC SCHOLARSHIP FUND</b>	1,371.09	1,371.09	0.00	0.0%
<b>ATHLETIC ASSISTANCE TRUST</b>	25.77	25.77	0.00	0.0%
<b>ATHLETIC TRAINER TRUST</b>	329.72	329.72	0.00	0.0%
<b>ATHLETICS TRUST</b>	84.23	71.66	12.57	17.54%
<b>BASEBALL TRUST</b>	0.00	1,093.92	-1,093.92	-100.0%
<b>BASKETBALL TRUST</b>	3,069.88	2,106.14	963.74	45.76%
<b>C. S. P. A. - ART</b>	403.20	666.00	-262.80	-39.46%
<b>C. S. P. A. - DRAMA</b>	25,021.36	19,573.05	5,448.31	27.84%
<b>C. S. P. A. - MUSIC</b>	2,884.22	2,984.22	-100.00	-3.35%
<b>CAREER SERVICES TRUST</b>	4,731.49	3,286.49	1,445.00	43.97%
<b>CHILD DEVELOPMENT CENTER</b>	268.68	268.68	0.00	0.0%
<b>CLASSIFIED COUNCIL TRUST</b>	175.00	175.00	0.00	0.0%
<b>CLUB ACCOUNT RESERVE FUND</b>	3,340.79	3,340.79	0.00	0.0%
<b>COOP - ED TRUST</b>	4,699.84	4,156.04	543.80	13.09%
<b>DANCE TRUST</b>	2,578.09	1,290.09	1,288.00	99.84%
<b>EARLY CHILDHOOD EDUCATION</b>	486.08	486.08	0.00	0.0%
<b>EMERGENCY ASSISTANCE FUND</b>	138.44	138.44	0.00	0.0%
<b>EMILIO'S FUND</b>	675.63	675.63	0.00	0.0%
<b>EOPS PARKING AND BUS PASS FUND</b>	1,044.00	1,044.00	0.00	0.0%
<b>FASHION ATELIER TRUST</b>	15,861.05	17,500.04	-1,638.99	-9.37%
<b>FASHION SHOW PRODUCTION</b>	4,018.29	0.00	4,018.29	100.0%
<b>FITNESS FOR LIFE</b>	505.54	505.54	0.00	0.0%
<b>GOLF TRUST</b>	2,623.39	2,718.19	-94.80	-3.49%
<b>HEALTH CENTER TRUST</b>	1,819.04	1,233.29	585.75	47.5%
<b>HUMANITIES TRUST</b>	1,444.19	1,444.19	0.00	0.0%
<b>INTERIOR DESIGN TRUST</b>	4,627.41	4,310.91	316.50	7.34%
<b>LEARNING CENTER TRUST</b>	3,308.28	2,153.00	1,155.28	53.66%
<b>LIBRARY TRUST</b>	590.82	1,151.72	-560.90	-48.7%
<b>MEN'S SOCCER TRUST</b>	586.95	586.95	0.00	0.0%
<b>MIDDLE COLLEGE TRUST</b>	769.57	6,356.02	-5,586.45	-87.89%
<b>MISCELLANEOUS TRUST</b>	43.00	43.00	0.00	0.0%
<b>PENINSULA CANTARE</b>	100.00	100.00	0.00	0.0%
<b>PRESIDENT'S FUND</b>	0.00	87.97	-87.97	-100.0%
<b>PSYCHOLOGICAL SERVICES TRUST</b>	210.77	210.77	0.00	0.0%
<b>RAD TECH TRUST</b>	8,050.10	7,968.44	81.66	1.03%
<b>SAM TRANS</b>	3,028.00	3,028.00	0.00	0.0%

	<b>Jun 30, 10</b>	<b>Jun 30, 09</b>	<b>\$ Change</b>	<b>% Change</b>
SCHOLARSHIP TRUST/CANADA	29,344.67	22,269.72	7,074.95	31.77%
SCIENCE DIVISION TRUST	58.28	58.28	0.00	0.0%
SMALL BUSINESS DEV. CTR. TRUST	40.00	40.00	0.00	0.0%
SMART COOKIE SCHOLARSHIP TRUST	2.00	2.00	0.00	0.0%
STAR PROJECT TRUST ACCOUNT	6,264.58	6,021.30	243.28	4.04%
STUDENT LIFE TRUST	1,036.68	1,318.14	-281.46	-21.35%
STUDENT REP FEE /FORM. POL ACT.	15,820.10	15,430.31	389.79	2.53%
SUMMER BASKETBALL TRUST	179.71	179.71	0.00	0.0%
UPWARD BOUND TRUST	105.02	105.02	0.00	0.0%
VENDING RESERVE TRUST ACCOUNT	20,480.78	20,480.78	0.00	0.0%
VICE PRESIDENT'S SPECIAL TRUST	3,896.20	5,679.72	-1,783.52	-31.4%
VOLLEYBALL TRUST	450.69	450.69	0.00	0.0%
WOMEN'S SOCCER TRUST	959.63	959.63	0.00	0.0%
<b>Total 2060 - TRUSTS</b>	<b>177,703.20</b>	<b>165,627.09</b>	<b>12,076.11</b>	<b>7.29%</b>
<b>Total Other Current Liabilities</b>	<b>217,396.66</b>	<b>205,829.37</b>	<b>11,567.29</b>	<b>5.62%</b>
<b>Total Current Liabilities</b>	<b>217,396.66</b>	<b>205,829.37</b>	<b>11,567.29</b>	<b>5.62%</b>
<b>Total Liabilities</b>	<b>217,396.66</b>	<b>205,829.37</b>	<b>11,567.29</b>	<b>5.62%</b>
<b>Equity</b>				
<b>3010 - Opening Bal Equity</b>	<b>141,753.44</b>	<b>141,753.44</b>	<b>0.00</b>	<b>0.0%</b>
<b>3020 - Retained Earnings</b>	<b>25,771.72</b>	<b>0.00</b>	<b>25,771.72</b>	<b>100.0%</b>
<b>Net Income</b>	<b>36,649.27</b>	<b>25,771.72</b>	<b>10,877.55</b>	<b>42.21%</b>
<b>Total Equity</b>	<b>204,174.43</b>	<b>167,525.16</b>	<b>36,649.27</b>	<b>21.88%</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>421,571.09</b>	<b>373,354.53</b>	<b>48,216.56</b>	<b>12.91%</b>



**ASSOCIATED STUDENTS - CANADA COLLEGE**  
**INCOME STATEMENT**  
**JULY 1, 2009 TO JUNE 30, 2010**

	Jul '09 - Jun 10	Jul '08 - Jun 09	\$ Change	% Change
<b>Ordinary Income/Expense</b>				
Income				
4000 - INCOME				
4010 - ASB GENERAL	238.32	373.97	-135.65	-36.27%
4020 - ATM	497.50	734.50	-237.00	-32.27%
4050 - MISCELLANEOUS	597.96	0.00	597.96	100.0%
4060 - PROGRAMS	0.00	297.50	-297.50	-100.0%
4080 - STUDENT BODY CARD	98,142.00	93,875.99	4,266.01	4.54%
4081 - STUDENT UNION	0.00	14,887.67	-14,887.67	-100.0%
4090 - VENDING-ACTION	4,890.94	0.00	4,890.94	100.0%
4091 - VENDING-PEPSI	7,702.56	0.00	7,702.56	100.0%
Total 4000 - INCOME	112,069.28	110,169.63	1,899.65	1.72%
Total Income	112,069.28	110,169.63	1,899.65	1.72%
Expense				
5000 - EXPENSES				
5010 - AWARDS & SCHOLARSHIPS	4,000.00	5,266.50	-1,266.50	-24.05%
5020 - BAD DEBTS	1,880.46	1,591.96	288.50	18.12%
5021 - BANK SERVICE CHARGE	1,354.95	0.00	1,354.95	100.0%
5031 - CLUB ASSISTANCE/ICC	2,461.38	0.00	2,461.38	100.0%
5032 - COLLEGE PROGRAM ASSISTANCE	6,300.52	0.00	6,300.52	100.0%
5033 - CONFERENCE	1,618.75	15,241.13	-13,622.38	-89.38%
5040 - DEPRECIATION	1,254.69	1,359.78	-105.09	-7.73%
5050 - ETHNIC CULTURAL AFFAIRS	275.00	6,809.57	-6,534.57	-95.96%
5080 - HOSPITALITY	1,055.04	0.00	1,055.04	100.0%
5130 - MISCELLANEOUS	0.00	2,793.82	-2,793.82	-100.0%
5140 - OFFICE SUPPLIES	2,084.58	4,307.17	-2,222.59	-51.6%
5145 - OPERATION	305.45	204.35	101.10	49.47%
5150 - PROGRAMS	40,357.77	20,218.13	20,139.64	99.61%
5151 - PUBLICITY	1,937.90	1,406.83	531.07	37.75%
5182 - STUDENT ACTIVITY CARD	1,803.25	10,930.81	-9,127.56	-83.5%
5183 - STUDENT ASSISTANT-SALARY	1,869.16	860.45	1,008.71	117.23%
5184 - STUDENT ASSISTANT-BENEFITS	37.39	0.00	37.39	100.0%
5190 - TELEPHONE	28.65	0.00	28.65	100.0%
5210 - VENDING INCOME TRANSFER	8,215.80	0.00	8,215.80	100.0%
Total 5000 - EXPENSES	76,840.74	70,990.50	5,850.24	8.24%
Total Expense	76,840.74	70,990.50	5,850.24	8.24%
Net Ordinary Income	35,228.54	39,179.13	-3,950.59	-10.08%
Other Income/Expense				
Other Income				
6000 - OTHER INCOMES				
6010 - INTEREST	1,420.73	1,480.26	-59.53	-4.02%
Total 6000 - OTHER INCOMES	1,420.73	1,480.26	-59.53	-4.02%
Total Other Income	1,420.73	1,480.26	-59.53	-4.02%
Other Expense				
7000 - OTHER EXPENSES				
7020 - VENDING INC.EXP TO V.P. TRUST	0.00	14,887.67	-14,887.67	-100.0%
Total 7000 - OTHER EXPENSES	0.00	14,887.67	-14,887.67	-100.0%
Total Other Expense	0.00	14,887.67	-14,887.67	-100.0%
Net Other Income	1,420.73	-13,407.41	14,828.14	-110.6%
Net Income	36,649.27	25,771.72	10,877.55	42.21%

## **Associated Students of College of San Mateo 4th Quarter Report, April 2010 – June 2010**

The Associated Students of College of San Mateo (ASCSM) has had a productive second half of the spring 2010 semester. Although this is a time of transition in Student Activities and at CSM, the ASCSM has been able to successfully continue to participate in college governance as well as create a lively and entertaining campus atmosphere for CSM students, faculty, staff, and administrators. Some of the highlights for the second half of the spring 2010 semester are:

### **Ongoing Activities**

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

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

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

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

## **Events and Activities:**

*April 2010:* During this month the ASCSM held two major events. First, on April 22, the students held an Earth Day event in which they handed out 400 small plants to promote environmental awareness. Second, during the week of April 26 – 30 they hosted their annual “Spring Fling” celebration. This year’s theme was “Out of the Blue.” During this week the students had a variety of activities including different inflatable activities and games. Lastly, they had free food items for students each day including: hot dogs, sodas, nachos, pizza, and snow cones.

*May 2010:* To begin the month several Student Senate members attended the California Community College Student Senate General Assembly meeting in Los Angeles, CA. During this two-day event the students had the opportunity to network with other community college student leaders, attend workshops on pressing state and federal issues facing community college students, and attend the Student Senate General Assembly meeting to vote on important statewide resolutions. During the week of May 3<sup>th</sup> through May 7<sup>th</sup>, ASCSM also held their annual elections for new officers and Senators. Lastly, the students in co-sponsorship with DIAG (the campus wide diversity committee), hosted the first annual “Diversity Week”. Over the week of May 11 – 14, students, staff, and faculty celebrated our campuses diversity through a variety of activities.

*June 2010:* As always this is a slower month for ASCSM. The new 2010/2011 ASCSM Senate held their first two meetings for the year.

**ASSOCIATED STUDENTS - COLLEGE OF SAN MATEO**  
**BALANCE SHEET**  
**AS AT JUNE 30, 2010**

	<b>Jun 30, 10</b>	<b>Jun 30, 09</b>	<b>\$ Change</b>	<b>% Change</b>
<b>ASSETS</b>				
<b>Current Assets</b>				
<b>Checking/Savings</b>				
<b>1000 · CASH AND BANK</b>				
1010 · PETTY CASH	25.00	25.00	0.00	0.0%
1050 · WELLS FARGO BANK-CHECKING	0.00	96,112.48	-96,112.48	-100.0%
1055 · NEW WELLS FARGO-CHECKING	78,044.81	0.00	78,044.81	100.0%
<b>Total 1000 · CASH AND BANK</b>	<b>78,069.81</b>	<b>96,137.48</b>	<b>-18,067.67</b>	<b>-18.79%</b>
<b>Total Checking/Savings</b>	<b>78,069.81</b>	<b>96,137.48</b>	<b>-18,067.67</b>	<b>-18.79%</b>
<b>Accounts Receivable</b>				
<b>1210.1 · ACCOUNTS RECEIVABLE</b>				
OTHERS	5,019.51	10,078.27	-5,058.76	-50.2%
STUDENT REPRESENTATION FEE	5,277.00	5,783.02	-506.02	-8.75%
STUDENT BODY CARD FEE	106,577.50	97,965.50	8,612.00	8.79%
<b>Total 1210.1 · ACCOUNTS RECEIVABLE</b>	<b>116,874.01</b>	<b>113,826.79</b>	<b>3,047.22</b>	<b>2.68%</b>
<b>1210.2 · ALLOWANCE FOR BAD DEBTS-SBCF</b>	<b>-2,024.98</b>	<b>-1,861.35</b>	<b>-163.63</b>	<b>8.79%</b>
<b>1220 · EMERGENCY LOANS RECEIVABLE</b>	<b>1,450.00</b>	<b>950.00</b>	<b>500.00</b>	<b>52.63%</b>
<b>1230 · OTHER LOANS RECEIVABLE</b>				
ASCSM VETERANS EMERGENCY LOAN	864.73	864.73	0.00	0.0%
<b>Total 1230 · OTHER LOANS RECEIVABLE</b>	<b>864.73</b>	<b>864.73</b>	<b>0.00</b>	<b>0.0%</b>
<b>Total Accounts Receivable</b>	<b>117,163.76</b>	<b>113,780.17</b>	<b>3,383.59</b>	<b>2.97%</b>
<b>Other Current Assets</b>				
<b>1310.1 · COUNTY INVESTMENT POOL</b>	<b>673,784.02</b>	<b>532,188.51</b>	<b>141,595.51</b>	<b>26.61%</b>
<b>1310.2 · INVEST. MARKET TO MARKET ADJ.</b>	<b>2,405.41</b>	<b>-1,639.14</b>	<b>4,044.55</b>	<b>-246.75%</b>
<b>Total Other Current Assets</b>	<b>676,189.43</b>	<b>530,549.37</b>	<b>145,640.06</b>	<b>27.45%</b>
<b>Total Current Assets</b>	<b>871,423.00</b>	<b>740,467.02</b>	<b>130,955.98</b>	<b>17.69%</b>
<b>Fixed Assets</b>				
<b>1500 · FIXED ASSETS</b>				
<b>1510.1 · FURNITURE &amp; FIXTURES</b>				
1510.11 · FURNITURE AND FIXTURES	27,940.96	27,940.96	0.00	0.0%
1510.12 · ACCUM. DEPREC.- F & F	-27,940.96	-27,940.96	0.00	0.0%
<b>Total 1510.1 · FURNITURE &amp; FIXTURES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>1520.1 · EQUIPMENT</b>				
1510.21 · EQUIPMENT	19,179.20	19,179.20	0.00	0.0%
1520.22 · ACCUM. DEPREC. - EQUIPMENT	-14,024.80	-12,205.60	-1,819.20	14.91%
<b>Total 1520.1 · EQUIPMENT</b>	<b>5,154.40</b>	<b>6,973.60</b>	<b>-1,819.20</b>	<b>-26.09%</b>
<b>Total 1500 · FIXED ASSETS</b>	<b>5,154.40</b>	<b>6,973.60</b>	<b>-1,819.20</b>	<b>-26.09%</b>
<b>Total Fixed Assets</b>	<b>5,154.40</b>	<b>6,973.60</b>	<b>-1,819.20</b>	<b>-26.09%</b>
<b>TOTAL ASSETS</b>	<b>876,577.40</b>	<b>747,440.62</b>	<b>129,136.78</b>	<b>17.28%</b>
<b>LIABILITIES &amp; EQUITY</b>				
<b>Liabilities</b>				
<b>Current Liabilities</b>				
<b>Accounts Payable</b>				
2010 · ACCOUNTS PAYABLE	17,112.16	45,742.19	-28,630.03	-62.59%
<b>Total Accounts Payable</b>	<b>17,112.16</b>	<b>45,742.19</b>	<b>-28,630.03</b>	<b>-62.59%</b>
<b>Other Current Liabilities</b>				
2020 · EMERGENCY LOAN FUND	9,998.95	9,573.95	425.00	4.44%
2030 · OTHER LOANS				
FOREIGN STUDENT LOAN	1,524.00	1,524.00	0.00	0.0%
LUCILE KOSHLAND LOAN	4,600.00	4,600.00	0.00	0.0%

	<b>Jun 30, 10</b>	<b>Jun 30, 09</b>	<b>\$ Change</b>	<b>% Change</b>
<b>Total 2030 - OTHER LOANS</b>	6,124.00	6,124.00	0.00	0.0%
<b>2040 - OTHER FUNDS PAYABLE</b>				
<b>PEACHES WINSTON BOOK FUND</b>	3,687.06	3,874.13	-187.07	-4.83%
<b>Total 2040 - OTHER FUNDS PAYABLE</b>	3,687.06	3,874.13	-187.07	-4.83%
<b>2050 - CLUBS</b>				
<b>ACTION TRUST</b>	671.19	671.19	0.00	0.0%
<b>ALPHA GAMMA SIGMA</b>	742.35	619.95	122.40	19.74%
<b>AMER. INST. OF ARCH. STUDENTS</b>	1,181.15	779.82	401.33	51.46%
<b>BASEBALL CLUB</b>	26,602.53	10,302.95	16,299.58	158.2%
<b>BUSINESS STUDENTS ASSOC.</b>	3,956.48	5,512.46	-1,555.98	-28.23%
<b>CHRISTIAN FELLOWSHIP</b>	407.46	407.46	0.00	0.0%
<b>CLUB ACCOUNT RESERVE</b>	12,886.31	13,649.09	-762.78	-5.59%
<b>COSMETOLOGY</b>	725.14	2,307.91	-1,582.77	-68.58%
<b>CROSS COUNTRY</b>	0.00	24.51	-24.51	-100.0%
<b>CSM SOFTBALL BOOSTERS</b>	710.10	2,115.10	-1,405.00	-66.43%
<b>CSM TOASTMASTERS</b>	4.00	4.00	0.00	0.0%
<b>EOPS</b>	1,317.96	1,938.29	-620.33	-32.0%
<b>ETHNIC STUDIES</b>	2,283.23	2,283.23	0.00	0.0%
<b>FILIPINO CLUB</b>	228.00	0.00	228.00	100.0%
<b>FOOTBALL CLUB</b>	215.30	271.77	-56.47	-20.78%
<b>GAY-STRAIGHT ALLIANCE</b>	31.67	100.96	-69.29	-68.63%
<b>HORTICULTURE CLUB</b>	12,764.72	12,764.72	0.00	0.0%
<b>INTERNATIONAL STUDENT UNION</b>	3,500.47	3,663.36	-162.89	-4.45%
<b>LATINOS UNIDOS</b>	1,217.91	1,217.91	0.00	0.0%
<b>MMLCDC CHILDCARE</b>	3,298.92	2,189.69	1,109.23	50.66%
<b>NURSING</b>	10,784.15	3,490.76	7,293.39	208.93%
<b>PERFORMANCE DANCE ENSEMBLE</b>	4,317.85	4,063.85	254.00	6.25%
<b>PHI THETA KAPPA</b>	8,786.57	8,384.04	402.53	4.8%
<b>POLYNESIAN CLUB</b>	804.20	804.20	0.00	0.0%
<b>SAIFD FLORISTRY</b>	2,265.09	2,346.08	-80.99	-3.45%
<b>SCIENCE CLUB</b>	214.48	214.48	0.00	0.0%
<b>SPIRIT LEADING ASSOC.</b>	458.78	279.76	179.02	63.99%
<b>TRACK CLUB</b>	1,420.04	8,637.75	-7,217.71	-83.56%
<b>TRANSFER CLUB</b>	2.36	52.36	-50.00	-95.49%
<b>TRANSITION TO COLLEGE CLUB</b>	568.59	568.59	0.00	0.0%
<b>UAB UNITY AMONG BROTHERS</b>	5,024.54	7,302.15	-2,277.61	-31.19%
<b>VETERANS STUDENT ALLIANCE</b>	5.64	5.64	0.00	0.0%
<b>VISUAL ARTS</b>	1,289.81	1,289.81	0.00	0.0%
<b>WOMEN'S BASKETBALL CLUB</b>	1,393.51	15,364.17	-13,970.66	-90.93%
<b>Total 2050 - CLUBS</b>	110,080.50	113,628.01	-3,547.51	-3.12%
<b>2060 - TRUSTS</b>				
<b>ALUMNI ASSOCIATION</b>	5,792.93	5,792.93	0.00	0.0%
<b>AQUATICS SUPPORT</b>	1,383.00	1,123.00	260.00	23.15%
<b>ASCSM AUXILIARY FUND - RESERVE</b>	4,166.81	4,166.81	0.00	0.0%
<b>ASCSM CONFLICT RESOL. TRAINING</b>	2,400.00	2,400.00	0.00	0.0%
<b>ASCSM FURNISHINGS TRUST</b>	2,661.15	6,355.71	-3,694.56	-58.13%
<b>ASCSM HEALTH FAIR TRUST</b>	2,500.00	2,500.00	0.00	0.0%
<b>ASCSM HLTH. CTR LAB &amp; MEDN. FEE</b>	2,500.00	5,000.00	-2,500.00	-50.0%
<b>ASCSM LEADERSHIP LIBRARY</b>	503.77	303.77	200.00	65.84%
<b>ASCSM SPEC CULTURAL EVENTS/PROG</b>	2,096.22	5,883.22	-3,787.00	-64.37%
<b>ASCSM VENDING INCOME V.P. TRUST</b>	22,847.05	28,517.99	-5,670.94	-19.89%
<b>ASCSM VETERANS EMERGENCY LOAN</b>	2,500.00	2,500.00	0.00	0.0%
<b>ATHLETIC SUPPORT FUND</b>	482.14	482.14	0.00	0.0%

	<b>Jun 30, 10</b>	<b>Jun 30, 09</b>	<b>\$ Change</b>	<b>% Change</b>
ATHLETICS TRAVEL TRUST	6,135.03	3,678.20	2,456.83	66.79%
BUS TICKETS	1,916.01	5,640.39	-3,724.38	-66.03%
BUS TOKENS	408.48	985.88	-577.40	-58.57%
CALSACC REGION 3	2,726.59	2,726.59	0.00	0.0%
CAREER DEVELOPMENT	3,692.30	3,306.74	385.56	11.66%
CCCSAA CA COMM COLLEGE	101,309.83	27.00	101,282.83	375,121.59%
CLASSIFIED STAFF EVENTS	997.28	1,147.48	-150.20	-13.09%
COLLEGE HOSPITALITY	974.50	602.56	371.94	61.73%
COMMENCEMENT-GENERAL FUND	368.10	36.21	331.89	916.57%
CRYSTAL SPRINGS COURSE	2,123.22	2,954.02	-830.80	-28.12%
CSM COMMUNITY OUTREACH	1,798.90	600.00	1,198.90	199.82%
EQUIPMENT/REPLACE RESERVE	0.00	633.86	-633.86	-100.0%
GOLDEN STATE SCHOLARSHARE TRUST	560.22	0.00	560.22	100.0%
LEADERSHIP PROGRAM & TRAINING	4,232.98	216.41	4,016.57	1,856.0%
LIBRARY	55,378.87	54,041.02	1,337.85	2.48%
LIBRARY TRUST - OPERATING	566.13	546.03	20.10	3.68%
MMLCDC-CHILDCARE	20.22	1,605.83	-1,585.61	-98.74%
MMLCDC CONCERT FUNDRAISER	9,319.67	0.00	9,319.67	100.0%
ORIENTATION SCHOOL RELATIONS	2,582.68	182.68	2,400.00	1,313.77%
PRESIDENT'S HOSPITALITY	24.11	4.55	19.56	429.89%
RESTRICTED CONTINGENCY RESERVE	50,000.00	50,000.00	0.00	0.0%
SCHOLARSHIP - PASS THRU	21,839.38	6,448.14	15,391.24	238.69%
SCHOLARSHIP AWARD CONVOCATION	871.67	2,029.50	-1,157.83	-57.05%
SPECIAL PROGRAM SUPPORT FUND	582.86	0.00	582.86	100.0%
STUDENT CENTER FUND	2,844.65	3,593.12	-748.47	-20.83%
STUDENT EMPLOYMENT/CAREER DAY	603.73	603.73	0.00	0.0%
STUDENT HANDBOOK	2,993.20	8,000.00	-5,006.80	-62.59%
STUDENT REPRESENTATION FEE	31,440.40	40,069.31	-8,628.91	-21.54%
STUDENT SERVICES SCHOLARSHIP	5,041.10	5,041.10	0.00	0.0%
STUDENT SVCS. PROF. DEVELOPMENT	4,617.04	2,787.92	1,829.12	65.61%
TRUST ACCOUNTS RESERVE	8,729.81	8,812.08	-82.27	-0.93%
TWILIGHT LEAGUE-ATKINSON GRANT	5,000.00	5,000.00	0.00	0.0%
TWILIGHT LEAGUE-BAY MEADOWS	9.00	9.00	0.00	0.0%
TWILIGHT LEAGUE-PCF II	5,000.00	5,000.00	0.00	0.0%
TWILIGHT LEAGUE-SCHOLARSHIP	14.95	14.95	0.00	0.0%
TWILIGHT LEAGUE-UAB	4,031.04	4,031.04	0.00	0.0%
TWILIGHT LEAGUE-WELLS FARGO	179.87	179.87	0.00	0.0%
TWILIGHT-LEAGUE-PCF YR. GRANT	214.35	214.35	0.00	0.0%
VENDING RESERVE	12,700.00	10,000.00	2,700.00	27.0%
VETERANS SERVICES	8.24	0.00	8.24	100.0%
VPSS CONTINGENCY FUND	6.08	467.60	-461.52	-98.7%
WELCOME DAY	4,292.10	1,434.53	2,857.57	199.2%
2060 - TRUSTS - Other	963.00	0.00	963.00	100.0%
<b>Total 2060 - TRUSTS</b>	<b>406,950.66</b>	<b>297,697.26</b>	<b>109,253.40</b>	<b>36.7%</b>
<b>Total Other Current Liabilities</b>	<b>536,841.17</b>	<b>430,897.35</b>	<b>105,943.82</b>	<b>24.59%</b>
<b>Total Current Liabilities</b>	<b>553,953.33</b>	<b>476,639.54</b>	<b>77,313.79</b>	<b>16.22%</b>
<b>Total Liabilities</b>	<b>553,953.33</b>	<b>476,639.54</b>	<b>77,313.79</b>	<b>16.22%</b>
<b>Equity</b>				
3010 - OPENING BALANCE EQUITY	262,285.95	262,285.95	0.00	0.0%
3020 - RETAINED EARNINGS	8,515.13	0.00	8,515.13	100.0%
Net Income	51,822.99	8,515.13	43,307.86	508.6%
<b>Total Equity</b>	<b>322,624.07</b>	<b>270,801.08</b>	<b>51,822.99</b>	<b>19.14%</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>876,577.40</b>	<b>747,440.62</b>	<b>129,136.78</b>	<b>17.28%</b>

**ASSOCIATED STUDENTS - COLLEGE OF SAN MATEO**  
**INCOME STATEMENT**  
**JULY 1, 2009 TO JUNE 30, 2010**

	<b>Jul '09 - Jun 10</b>	<b>Jul '08 - Jun 09</b>	<b>\$ Change</b>	<b>% Change</b>
<b>Ordinary Income/Expense</b>				
Income				
4000 - INCOME				
4020 - ATM	487.00	813.00	-326.00	-40.1%
4030 - CAFE COMMISSION	11,121.68	9,285.76	1,835.92	19.77%
4050 - MISCELLANEOUS	60.00	1,945.00	-1,885.00	-96.92%
4060 - PROGRAMS	81.00	98.00	-17.00	-17.35%
4065 - RECREATION/GAMES	327.00	743.50	-416.50	-56.02%
4070 - SPACE RENTAL-VENDOR	1,660.00	0.00	1,660.00	100.0%
4080 - STUDENT BODY CARD	151,393.00	148,138.48	3,254.52	2.2%
4090 - VENDING-ACTION	12,353.07	14,500.04	-2,146.97	-14.81%
4091 - VENDING-PEPSI	23,404.31	23,690.80	-286.49	-1.21%
<b>Total 4000 - INCOME</b>	<b>200,887.06</b>	<b>199,214.58</b>	<b>1,672.48</b>	<b>0.84%</b>
<b>Total Income</b>	<b>200,887.06</b>	<b>199,214.58</b>	<b>1,672.48</b>	<b>0.84%</b>
Expense				
5000 - EXPENSES				
5010 - AWARDS & SCHOLARSHIPS	500.00	718.80	-218.80	-30.44%
5020 - BAD DEBTS	163.63	354.53	-190.90	-53.85%
5021 - BANK SERVICE CHARGE	1,037.78	0.00	1,037.78	100.0%
5031 - CLUB ASSISTANCE/ICC	3,086.25	3,454.21	-367.96	-10.65%
5032 - COLLEGE PROGRAM ASSISTANCE	1,392.19	2,500.00	-1,107.81	-44.31%
5040 - DEPRECIATION	1,819.20	1,819.20	0.00	0.0%
5080 - HOSPITALITY	993.61	1,338.86	-345.25	-25.79%
5130 - MISCELLANEOUS	0.00	841.00	-841.00	-100.0%
5140 - OFFICE SUPPLIES	5,852.11	5,016.96	835.15	16.65%
5145 - OPERATION	1,695.45	843.59	851.86	100.98%
5150 - PROGRAMS	27,753.50	30,402.39	-2,648.89	-8.71%
5151 - PUBLICITY	9,091.39	2,751.33	6,340.06	230.44%
5181 - SMALL F.F. & EQUIP	3,784.72	2,847.27	937.45	32.93%
5182 - STUDENT ACTIVITY CARD	1,910.69	1,468.38	442.31	30.12%
5183 - STUDENT ASSISTANT-SALARY	42,836.39	55,268.88	-12,432.49	-22.5%
5184 - STUDENT ASSISTANT-BENEFITS	9,706.64	15,469.33	-5,762.69	-37.25%
5190 - TELEPHONE	105.07	59.12	45.95	77.72%
<b>Total 5000 - EXPENSES</b>	<b>111,728.62</b>	<b>125,153.85</b>	<b>-13,425.23</b>	<b>-10.73%</b>
<b>Total Expense</b>	<b>111,728.62</b>	<b>125,153.85</b>	<b>-13,425.23</b>	<b>-10.73%</b>
<b>Net Ordinary Income</b>	<b>89,158.44</b>	<b>74,060.73</b>	<b>15,097.71</b>	<b>20.39%</b>
<b>Other Income/Expense</b>				
Other Income				
6000 - OTHER INCOMES				
6010 - INTEREST	7,904.47	14,399.41	-6,494.94	-45.11%
<b>Total 6000 - OTHER INCOMES</b>	<b>7,904.47</b>	<b>14,399.41</b>	<b>-6,494.94</b>	<b>-45.11%</b>
<b>Total Other Income</b>	<b>7,904.47</b>	<b>14,399.41</b>	<b>-6,494.94</b>	<b>-45.11%</b>
Other Expense				
7000 - OTHER EXPENSES				
7010 - INVESTMENT LOSS-REALIZED	0.00	34,624.64	-34,624.64	-100.0%
7011 - INVESTMENT LOSS-UNREALIZED	-1,639.14	-2,156.23	517.09	-23.98%
7020 - VENDING INC. EXP TO V.P. TRUST	46,879.06	47,476.60	-597.54	-1.26%
<b>Total 7000 - OTHER EXPENSES</b>	<b>45,239.92</b>	<b>79,945.01</b>	<b>-34,705.09</b>	<b>-43.41%</b>
<b>Total Other Expense</b>	<b>45,239.92</b>	<b>79,945.01</b>	<b>-34,705.09</b>	<b>-43.41%</b>
<b>Net Other Income</b>	<b>-37,335.45</b>	<b>-65,545.60</b>	<b>28,210.15</b>	<b>-43.04%</b>
<b>Net Income</b>	<b>51,822.99</b>	<b>8,515.13</b>	<b>43,307.86</b>	<b>508.6%</b>

**Associated Students of Skyline College  
Budget Report for the 4th Quarter 2009-2010  
Summary of Programs and Activities  
July 20, 2010**

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

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

- Art on Campus
- Campus Auxiliary Services Advisory Committee
- College Budget
- College Council
- College President Search Committee
- Commencement Committee
- Curriculum Committee
- District Auxiliary Services Advisory Committee
- District Students Council
- District Budget Committee
- District Shared Governance Council
- Ed Policy Committee
- Fresh Look / Webpage Advisory Committee
- Health and Safety Committee
- Institutional Planning
- Program Improvement Viability Committee
- Technology Committee

***Student Handbook and Academic Planners:*** The 2010 – 2011 Student Handbook will be available online in late July. Due to budget cuts the Student Handbook will only be available online in a downloadable format.

***Recruitment of Students:*** The ASSC continues to encourage student participation in activities, events and student government, using handouts, flyers and giveaways to increase participation and attendance. ASSC is currently planning training for summer of 2010 and Welcome Week Events for fall 2010.

***Student Identification Cards:*** The Student Activities Office continues to produce Student ID Cards for the student body with assistance from the ASSC. The ASSC will need to purchase a new machine within the next 6 months.

***Skyline Organizations and Club SOCC:*** The ASSC members always encourage other students to become active on campus by their work through SOCC. They also encourage students who do not find a club that interests them to start their own. There are currently 34 active clubs at Skyline College. The ASSC and Student Activities Office are developing a training module for clubs that will be implemented in the fall of 2010.



***Program and Events: (All events between April 1 and June 30)***

**Spring General Assembly of California Community Colleges**

**April 30<sup>th</sup> – May 2<sup>nd</sup>**

**Los Angeles**

Five representatives and one advisor attended this conference on student advocacy and leadership

**ASSC Elections**

**May 3<sup>rd</sup> – May 7<sup>th</sup>**

The ASSC held elections for the upcoming 2010-2011 year. Executive office positions are filled but there are still senate seats available.

***Support to Skyline College Programs and Clubs:***

During this quarter the Associated Students of Skyline College gave financial and volunteer support to the following clubs and programs:

- a. Early Childhood Education (ECE): End of year graduation
- b. Student Recognition and Awards Ceremony and Reception
- c. Commencement Ceremony and Reception

If you need additional information please contact:

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**ASSOCIATED STUDENTS - SKYLINE COLLEGE**  
**BALANCE SHEET**  
**AS AT JUNE 30, 2010**

	<u>Jun 30, 10</u>	<u>Jun 30, 09</u>	<u>\$ Change</u>	<u>% Change</u>
<b>ASSETS</b>				
Current Assets				
Checking/Savings				
1000 - CASH AND BANK				
1010 - PETTY CASH	25.00	25.00	0.00	0.0%
1050 - WELLS FARGO BANK-CHECKING	0.00	178,816.70	-178,816.70	-100.0%
1050.1 - NEW WELL FARGO CHECKING	176,428.98	0.00	176,428.98	100.0%
Total 1000 - CASH AND BANK	<u>176,453.98</u>	<u>178,841.70</u>	<u>-2,387.72</u>	<u>-1.34%</u>
Total Checking/Savings	176,453.98	178,841.70	-2,387.72	-1.34%
Accounts Receivable				
1210.2 - ALLOWANCE FOR BAD DEBTS	-3,977.14	-3,977.14	0.00	0.0%
1220 - EMERGENCY LOANS RECEIVABLE	<u>-153.00</u>	<u>1,347.00</u>	<u>-1,500.00</u>	<u>-111.36%</u>
Total Accounts Receivable	-4,130.14	-2,630.14	-1,500.00	57.03%
Other Current Assets				
1210.1 - ACCOUNT RECEIVABLE SKYLINE				
INTEREST RECEIVABLE	3,579.73	3,579.73	0.00	0.0%
STUDENT BODY CARD RECEIVABLE	112,821.00	101,961.00	10,860.00	10.65%
STUDENT REP FEE RECEIVABLE	23,101.42	20,097.88	3,003.54	14.95%
STUDENT UNION FEE RECEIVABLE	666,848.00	577,393.50	89,454.50	15.49%
VENDING - ACTION	3,766.85	2,275.46	1,491.39	65.54%
VENDING - PEPSI	<u>1,491.39</u>	<u>0.00</u>	<u>1,491.39</u>	<u>100.0%</u>
Total 1210.1 - ACCOUNT RECEIVABLE SKYLINE	811,608.39	705,307.57	106,300.82	15.07%
1310 - COUNTY INVESTMENT CONTROL				
1310.1 - COUNTY INVESTMENT POOL	458,157.10	452,284.37	5,872.73	1.3%
1310.11 - UNION BANK DAILY DEP CONTROL	<u>102,504.84</u>	<u>0.00</u>	<u>102,504.84</u>	<u>100.0%</u>
Total 1310 - COUNTY INVESTMENT CONTROL	560,661.94	452,284.37	108,377.57	23.96%
1310.2 - MARK TO MARKET	<u>591.65</u>	<u>-1,385.15</u>	<u>1,976.80</u>	<u>-142.71%</u>
Total Other Current Assets	<u>1,372,861.98</u>	<u>1,156,206.79</u>	<u>216,655.19</u>	<u>18.74%</u>
Total Current Assets	1,545,185.82	1,332,418.35	212,767.47	15.97%
Fixed Assets				
1500 - FIXED ASSETS				
1520.1 - EQUIPMENT				
1510.21 - EQUIPMENT	82,245.05	82,245.05	0.00	0.0%
1520.22 - ACC DEPR - EQUIP	<u>-79,544.50</u>	<u>-79,544.50</u>	<u>0.00</u>	<u>0.0%</u>
Total 1520.1 - EQUIPMENT	<u>2,700.55</u>	<u>2,700.55</u>	<u>0.00</u>	<u>0.0%</u>
Total 1500 - FIXED ASSETS	<u>2,700.55</u>	<u>2,700.55</u>	<u>0.00</u>	<u>0.0%</u>
Total Fixed Assets	<u>2,700.55</u>	<u>2,700.55</u>	<u>0.00</u>	<u>0.0%</u>
<b>TOTAL ASSETS</b>	<u><u>1,547,886.37</u></u>	<u><u>1,335,118.90</u></u>	<u><u>212,767.47</u></u>	<u><u>15.94%</u></u>
<b>LIABILITIES &amp; EQUITY</b>				
Liabilities				
Current Liabilities				
Accounts Payable				
2010 - ACCOUNTS PAYABLE	<u>1,099.28</u>	<u>1,099.28</u>	<u>0.00</u>	<u>0.0%</u>
Total Accounts Payable	1,099.28	1,099.28	0.00	0.0%
Other Current Liabilities				
2030 - OTHER LOANS PAYABLE	3,182.66	3,182.66	0.00	0.0%
2050 - CLUBS				
CLUBS - CHARTERED				
AMSA (PreMed)	50.19	455.92	-405.73	-88.99%

	<b>Jun 30, 10</b>	<b>Jun 30, 09</b>	<b>\$ Change</b>	<b>% Change</b>
Anthropology Club	902.02	902.02	0.00	0.0%
Black Student Union	0.37	0.37	0.00	0.0%
COSMOTOLOGY CLUB	47,427.85	41,873.82	5,554.03	13.26%
ENVIRONMENTAL CLUB	708.84	500.00	208.84	41.77%
FILIPINO STUDENT UNION	12,296.67	6,562.77	5,733.90	87.37%
Gay Straight Alliance	3,030.94	3,030.94	0.00	0.0%
HERMANOS ACCOUNTS				
HERMANOS	2,578.85	5,007.96	-2,429.11	-48.51%
FOOD BANK ACCOUNT	350.00	350.00	0.00	0.0%
Total HERMANOS ACCOUNTS	2,928.85	5,357.96	-2,429.11	-45.34%
Honors Transfer Prog. Club	1,124.48	973.68	150.80	15.49%
Intl Students Service Club	0.00	147.82	-147.82	-100.0%
JOURNALISM CLUB	9,300.17	6,700.17	2,600.00	38.81%
LASO-Latin American Student Org	2,669.41	2,371.02	298.39	12.59%
MIDDLE EASTERN CLUB - MECA	1,008.97	610.26	398.71	65.33%
PHI THETA KAPPA	3,018.77	2,261.02	757.75	33.51%
PHOTO CLUB	1,242.10	1,242.10	0.00	0.0%
PODER	500.00	500.00	0.00	0.0%
POLYNESIAN CLUB	2,654.17	2,654.17	0.00	0.0%
Respiratory Therapy	6,194.14	3,303.37	2,890.77	87.51%
SKYLINE BADMINTON CLUB	89.52	0.00	89.52	100.0%
SKYLINE CERAMICS CLUB	1,313.66	94.00	1,219.66	1,297.51%
SKYLINE CHEER & DANCE TEAM	15.46	566.75	-551.29	-97.27%
SKYLINE FELLOWSHIP CLUB	2,196.07	2,442.22	-246.15	-10.08%
SKYLINE HOOPS	3.95	3.95	0.00	0.0%
SKYLINE RUNNING CLUB	137.12	454.38	-317.26	-69.82%
Society of Hisp.Prof.Engineers	1,093.65	927.65	166.00	17.9%
S.P.A.C.E.	1,178.32	326.98	851.34	260.37%
THEATER CLUB	6,286.74	5,392.34	894.40	16.59%
TRIO CLUB	580.48	500.00	80.48	16.1%
WOMEN IN TRANSITION	957.23	1,457.23	-500.00	-34.31%
Total CLUBS - CHARTERED	108,910.14	91,612.91	17,297.23	18.88%
CLUBS - UNCHARTERED				
Auto Technology Social Club	2,636.01	2,376.69	259.32	10.91%
Classified Council Fund	1,825.83	3,030.61	-1,204.78	-39.75%
Dance Production Club	4,256.47	4,596.47	-340.00	-7.4%
Sports Medicine Club	2,831.83	1,757.72	1,074.11	61.11%
Total CLUBS - UNCHARTERED	11,550.14	11,761.49	-211.35	-1.8%
Total 2050 - CLUBS	120,460.28	103,374.40	17,085.88	16.53%
2060 - TRUSTS				
TRUSTS - ASSC				
ASSC	367,116.00	367,116.00	0.00	0.0%
ASSC Fundraising Trust				
HAITI NOW	4,604.55	0.00	4,604.55	100.0%
ASSC Fundraising Trust - Other	1,662.69	1,517.69	145.00	9.55%
Total ASSC Fundraising Trust	6,267.24	1,517.69	4,749.55	312.95%
ASSC Scholarship Trust	2,763.18	2,508.18	255.00	10.17%
ATM Fund	2,098.91	2,587.58	-488.67	-18.89%
Copy Card/Machine Trust	4,638.56	4,638.56	0.00	0.0%
Educational Programs ASSC	5,996.69	6,246.69	-250.00	-4.0%
Recreation Trust	31,785.58	31,536.91	248.67	0.79%
Skyline Org & ClubsCouncil SOCC	665.27	517.45	147.82	28.57%
Student Representation Fee	67,869.96	71,980.49	-4,110.53	-5.71%

	<b>Jun 30, 10</b>	<b>Jun 30, 09</b>	<b>\$ Change</b>	<b>% Change</b>
Student Union Fees	294,135.07	204,680.57	89,454.50	43.7%
<b>Total TRUSTS - ASSC</b>	<b>783,336.46</b>	<b>693,330.12</b>	<b>90,006.34</b>	<b>12.98%</b>
<b>TRUSTS - NON ASSC</b>				
Alumni Association Trust	143.94	143.94	0.00	0.0%
Baseball Trust	263.97	0.63	263.34	41,800.0%
Basketball Trust	6,480.97	9,541.06	-3,060.09	-32.07%
Block "S" Society	3,380.28	3,013.99	366.29	12.15%
CALWORKS	0.00	120.22	-120.22	-100.0%
Disabled Program Trust	15,680.98	14,369.69	1,311.29	9.13%
EOPS Trust	3,300.00	3,014.34	285.66	9.48%
Friends of the Gallery Theater	427.77	374.77	53.00	14.14%
GAIN	78.35	78.35	0.00	0.0%
GRADUATION Trust	427.15	-9,956.03	10,383.18	-104.29%
Honors Award CeremonyTrust(SRAC	1,825.43	3,797.00	-1,971.57	-51.92%
LATINOS UNIDOS! (PROFESIONALES)	285.69	285.69	0.00	0.0%
Men's Soccer	0.06	1,859.06	-1,859.00	-100.0%
MESA	642.44	228.99	413.45	180.55%
Retirement Trust	191.17	191.17	0.00	0.0%
SAMTRANS Trust	5,140.76	5,112.73	28.03	0.55%
Scholarship Donation Fund	44,096.84	43,146.45	950.39	2.2%
Skyline Choir	11,884.94	8,388.94	3,496.00	41.67%
Skyline College Childrens Ctr.	5,118.76	611.82	4,506.94	736.65%
Skyline College Career Club	4,152.64	3,680.33	472.31	12.83%
Skyline College Health Center	523.90	30.90	493.00	1,595.47%
Skyline Cross Country Fund	33.51	33.51	0.00	0.0%
Skyline Library Fund	2,408.95	1,801.55	607.40	33.72%
Special Events	544.67	544.67	0.00	0.0%
Speech Tournament	2,714.08	2,714.08	0.00	0.0%
Statistical Association	337.88	337.88	0.00	0.0%
StudentActivitiesOffTrust SAO	10,865.59	8,681.71	2,183.88	25.16%
Summer Bridge Program Trust	2,339.06	2,339.06	0.00	0.0%
Talisman Trust	182.94	422.95	-240.01	-56.75%
Telecom Network Association	144.76	144.76	0.00	0.0%
T L C Trust	2.57	9.63	-7.06	-73.31%
T-Ten Club	573.54	573.54	0.00	0.0%
Vending Commission Trust (Hosp)	9,074.11	21,368.99	-12,294.88	-57.54%
Women's Soccer	2,858.62	1,742.33	1,116.29	64.07%
Women's Volleyball	989.16	555.16	434.00	78.18%
Wrestling Tournament	92.09	92.09	0.00	0.0%
<b>Total TRUSTS - NON ASSC</b>	<b>137,207.57</b>	<b>129,395.95</b>	<b>7,811.62</b>	<b>6.04%</b>
<b>Total 2060 - TRUSTS</b>	<b>920,544.03</b>	<b>822,726.07</b>	<b>97,817.96</b>	<b>11.89%</b>
<b>Total Other Current Liabilities</b>	<b>1,044,186.97</b>	<b>929,283.13</b>	<b>114,903.84</b>	<b>12.37%</b>
<b>Total Current Liabilities</b>	<b>1,045,286.25</b>	<b>930,382.41</b>	<b>114,903.84</b>	<b>12.35%</b>
<b>Total Liabilities</b>	<b>1,045,286.25</b>	<b>930,382.41</b>	<b>114,903.84</b>	<b>12.35%</b>
<b>Equity</b>				
3010 - Opening Bal Equity	339,659.55	339,659.55	0.00	0.0%
3020 - Retained Earnings	65,076.94	0.00	65,076.94	100.0%
Net Income	97,863.63	65,076.94	32,786.69	50.38%
<b>Total Equity</b>	<b>502,600.12</b>	<b>404,736.49</b>	<b>97,863.63</b>	<b>24.18%</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>1,547,886.37</b>	<b>1,335,118.90</b>	<b>212,767.47</b>	<b>15.94%</b>

**ASSOCIATED STUDENTS - SKYLINE COLLEGE**  
**INCOME STATEMENT**  
**JULY 1, 2009 TO JUNE 30, 2010**

	Jul '09 - Jun 10	Jul '08 - Jun 09	\$ Change	% Change
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
<b>4000 · INCOME</b>				
4060 · PROGRAMS	-250.74	0.00	-250.74	-100.0%
4070 · SPACE RENTAL-VENDOR	50.00	0.00	50.00	100.0%
4080 · STUDENT BODY CARD	141,648.00	137,782.00	3,866.00	2.81%
4090 · VENDING-ACTION	7,898.74	877.22	7,021.52	800.43%
4091 · VENDING-PEPSI	6,041.14	0.00	6,041.14	100.0%
<b>Total 4000 · INCOME</b>	<b>155,387.14</b>	<b>138,659.22</b>	<b>16,727.92</b>	<b>12.06%</b>
<b>Total Income</b>	<b>155,387.14</b>	<b>138,659.22</b>	<b>16,727.92</b>	<b>12.06%</b>
<b>Expense</b>				
<b>5000 · EXPENSES</b>				
5010 · AWARDS & SCHOLARSHIPS	3,600.00	4,819.59	-1,219.59	-25.31%
5021 · BANK SERVICE CHARGE	1,815.93	0.00	1,815.93	100.0%
5031 · CLUB ASSISTANCE/ICC	19,918.00	0.00	19,918.00	100.0%
5032 · COLLEGE PROGRAM ASSISTANC	2,000.00	0.00	2,000.00	100.0%
5033 · CONFERENCE	383.66	262.55	121.11	46.13%
5040 · DEPRECIATION	0.00	796.56	-796.56	-100.0%
5080 · HOSPITALITY	7,000.00	0.00	7,000.00	100.0%
5140 · OFFICE SUPPLIES	6,586.24	8,758.52	-2,172.28	-24.8%
5145 · OPERATION	4,019.08	1,857.43	2,161.65	116.38%
5150 · PROGRAMS	11,632.99	37,413.71	-25,780.72	-68.91%
5182 · STUDENT ACTIVITY CARD	0.00	-8.00	8.00	100.0%
5183 · STUDENT ASSISTANT-SALARY	8,709.63	8,579.78	129.85	1.51%
5184 · STUDENT ASSISTANT-BENEFITS	176.57	8.13	168.44	2,071.83%
<b>Total 5000 · EXPENSES</b>	<b>65,842.10</b>	<b>62,488.27</b>	<b>3,353.83</b>	<b>5.37%</b>
<b>Total Expense</b>	<b>65,842.10</b>	<b>62,488.27</b>	<b>3,353.83</b>	<b>5.37%</b>
<b>Net Ordinary Income</b>	<b>89,545.04</b>	<b>76,170.95</b>	<b>13,374.09</b>	<b>17.56%</b>
<b>Other Income/Expense</b>				
<b>Other Income</b>				
<b>6000 · OTHER INCOMES</b>				
6010 · INTEREST	4,496.64	14,831.99	-10,335.35	-69.68%
6011 · INVESTMENT GAIN-UNREALIZED	1,976.80	0.00	1,976.80	100.0%
6020 · OTHERS	460.00	80.00	380.00	475.0%
<b>Total 6000 · OTHER INCOMES</b>	<b>6,933.44</b>	<b>14,911.99</b>	<b>-7,978.55</b>	<b>-53.5%</b>
<b>Total Other Income</b>	<b>6,933.44</b>	<b>14,911.99</b>	<b>-7,978.55</b>	<b>-53.5%</b>
<b>Other Expense</b>				
<b>7000 · OTHER EXPENSES</b>				
7010 · INVESTMENT LOSS-REALIZED	0.00	27,502.24	-27,502.24	-100.0%
7011 · INVESTMENT LOSS-UNREALIZED	-1,385.15	-1,496.24	111.09	-7.43%
<b>Total 7000 · OTHER EXPENSES</b>	<b>-1,385.15</b>	<b>26,006.00</b>	<b>-27,391.15</b>	<b>-105.33%</b>
<b>Total Other Expense</b>	<b>-1,385.15</b>	<b>26,006.00</b>	<b>-27,391.15</b>	<b>-105.33%</b>
<b>Net Other Income</b>	<b>8,318.59</b>	<b>-11,094.01</b>	<b>19,412.60</b>	<b>-174.98%</b>
<b>Net Income</b>	<b>97,863.63</b>	<b>65,076.94</b>	<b>32,786.69</b>	<b>50.38%</b>

**San Mateo County Community College District  
Debt Service Payment Schedules**

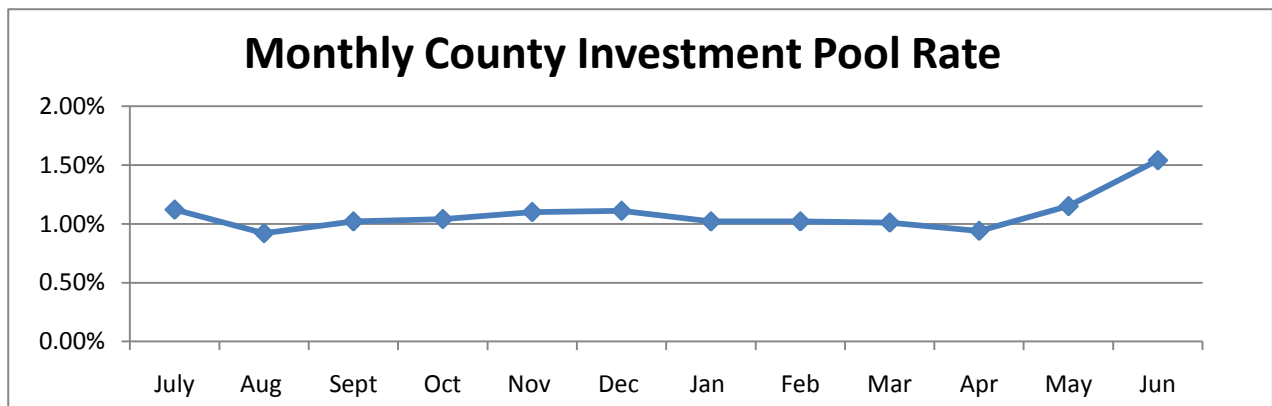
	<b>2001 GO BONDS</b>	<b>2001 GO BONDS</b>	<b>2001 GO BONDS</b>	<b>2005 GO BONDS</b>	<b>2005 GO BONDS</b>	<b>2004 C.O.P.</b>	
	<b>SERIES A</b>	<b>SERIES B</b>	<b>SERIES C</b>	<b>SERIES A</b>	<b>SERIES B</b>		<b>Total Payment</b>
<b>2003</b>	\$ 6,645,013						\$ 6,645,013
<b>2004</b>	6,976,627					\$ 515,790	7,492,417
<b>2005</b>	7,322,977	\$ 1,061,410				1,497,456	9,881,843
<b>2006</b>	4,695,827	3,072,487				748,729	8,517,043
<b>2007</b>	4,818,977	2,441,287	\$ 1,299,762	\$ 13,347,693	\$ 5,773,125	(Defeasances	27,680,844
<b>2008</b>	5,067,177	2,788,087	1,203,864	15,066,137	8,313,300	on April 2006)	32,438,565
<b>2009</b>	5,325,963	2,944,087	1,239,615	7,506,737	8,313,300		25,329,702
<b>2010</b>	5,597,119	3,089,687	1,298,138	7,824,138	8,783,300		26,592,382
<b>2011</b>	5,880,869	3,240,037	1,363,306	8,159,538	9,276,850		27,920,600
<b>2012</b>	6,183,469	3,394,837	1,430,213	6,666,563	11,637,550		29,312,632
<b>2013</b>	6,499,269	3,563,787	1,497,588	7,475,000	11,747,550		30,783,194
<b>2014</b>	6,827,069	3,738,787	1,575,000	7,749,000	12,432,750		32,322,606
<b>2015</b>	7,172,819	3,923,987	1,650,750	7,540,000	13,649,750		33,937,306
<b>2016</b>	7,537,400	4,110,987	1,735,000	7,860,000	14,388,250		35,631,637
<b>2017</b>	7,923,450	4,312,987	1,815,000	8,195,000	15,167,500		37,413,937
<b>2018</b>	8,324,288	4,523,488	1,905,000	8,550,000	15,981,750		39,284,526
<b>2019</b>	8,744,106	4,746,238	2,005,000	8,925,000	16,835,000		41,255,344
<b>2020</b>	9,187,100	4,979,738	2,100,000	9,310,000	17,735,250		43,312,088
<b>2021</b>	9,653,000	5,227,488	2,200,000	9,720,000	18,680,250		45,480,738
<b>2022</b>	10,142,500	5,482,488	2,310,000	10,155,000	19,661,250		47,751,238
<b>2023</b>	10,654,250	5,752,488	2,425,000	10,605,000	20,701,250		50,137,988
<b>2024</b>	11,195,000	6,037,488	2,540,000	11,080,000	21,792,750		52,645,238
<b>2025</b>	11,762,000	6,332,488	2,670,000	11,575,000	22,940,750		55,280,238
<b>2026</b>	12,354,000	6,647,488	2,800,000	12,100,000	24,145,500		58,046,988
<b>2027</b>		16,297,488	6,595,000	12,645,000	25,412,250		60,949,738
<b>2028</b>		17,112,488	6,925,000	13,220,000	26,736,000		63,993,488
<b>2029</b>		17,967,488	7,270,000	13,830,000	28,127,000		67,194,488
<b>2030</b>			26,500,000	14,465,000	29,590,750		70,555,750
<b>2031</b>			13,502,500		46,237,000		59,739,500
<b>2032</b>					48,550,750		48,550,750
<b>2033</b>					50,979,000		50,979,000
<b>2034</b>					53,526,500		53,526,500
<b>2035</b>					56,203,750		56,203,750
<b>2036</b>					59,010,750		59,010,750
<b>2037</b>					61,963,000		61,963,000
<b>2038</b>					65,061,000		65,061,000
<b>Total</b>	186,490,269	142,789,310	97,855,736	243,569,806	849,354,725	2,761,975	1,522,821,821

**San Mateo County Community College District**  
**DISTRICT CASH FLOW SUMMARY**  
**FOR THE QUARTER ENDING JUNE 30, 2010**

	<u>GENERAL FUND</u>	<u>GENERAL RESTRICTED FUND</u>	<u>INSURANCE &amp; Debt Services FUND</u>	<u>CAPITAL OUTLAY FUND</u>	<u>CHILD CARE FUND</u>	<u>STUDENT AID FUND</u>	<u>POST- RETIREMENT RESERVES</u>
<b>Beg. Cash Balance in County Treasury</b>	4,608,134.25	8,582,108.70	26,515,222.54	351,314,979.96	179,294.61	602,857.94	-
<b>Cash inflow from operations:</b>							
Year-to-date Income	114,342,165.57	22,482,926.82	28,729,753.89	26,915,102.43	1,079,587.85	15,491,578.54	5,255,868.08
Accounts Receivable	(4,268,485.45)	1,053,261.14	43,394.16	(10,341,366.39)	(18,485.87)	(674,767.87)	(15,078,494.45)
Deferred Income	1,385,393.97	(758,885.55)	-	(214,449.18)	(6,400.50)	(30,873.00)	(683.84)
Cash awaiting for deposit	36,367.40	-	-				
Total Income	116,103,575.74	31,359,411.11	55,288,370.59	367,674,266.82	1,233,996.09	15,388,795.61	(9,823,310.21)
<b>Cash outflow for operations:</b>							
Year to date expenditure	112,894,688.33	21,743,646.36	25,740,400.98	155,297,011.08	1,057,757.64	15,476,460.67	6,071,309.32
Advances / Prepaid	132,769.13	(27,377.34)	-	(3,204,347.81)	-	-	
Account Payable	(2,122,993.36)	413,441.97	31,925.05	3,644,675.42	51,006.74	(633,003.84)	60,541.97
<b>Cash Balance From Operations</b>	<b>5,199,111.64</b>	<b>9,229,700.12</b>	<b>29,516,044.56</b>	<b>211,936,928.13</b>	<b>125,231.71</b>	<b>545,338.78</b>	<b>(15,955,161.50)</b>
<b>Other Cash inflow</b>							
Medical Flex Plan / Revolv. Fund	(2,000.00)		(25,000.00)				
TRANS	-						
Trusts (JPA & 3CBG)							
<b>Beg. Investment Balance</b>							
LAIF Balance	5,728,662.07						22,216,948.45
County Pool Balance	1,384,264.14						11,428,563.48
Special Bond			-	5,000.00			-
C.O.P. & Others	-		337.00				
Total Beg. Balance	7,112,926.21		337.00	5,000.00			33,645,511.93
<b>Y.T.D. Investment Balance</b>							
LAIF Balance	6,023,297.80						7,672,308.35
County Pool Balance	-						9,963,649.15
Special Bond	-		-	5,000.00			-
C.O.P. & Others	2,016,312.43		197.60	-			
Y.T.D. Balance	8,039,610.23		197.60	5,000.00			17,635,957.50
Net Cash changes from Investment	(926,684.02)		139.40	-			16,009,554.43
Net changes from unrealized gain / (loss)	(115,028.54)		(186,285.38)	(1,832,674.85)			(54,392.93)
Cash Balance in County Treasury	4,155,399.08	9,229,700.12	29,304,898.58	210,104,253.28	125,231.71	545,338.78	(0.00)
<b>Net Cash (Excluding TRANS &amp; Trusts)</b>	<b>4,155,399.08</b>	<b>9,229,700.12</b>	<b>29,304,898.58</b>	<b>210,104,253.28</b>	<b>125,231.71</b>	<b>545,338.78</b>	<b>(0.00)</b>

### County Interest Rates

	06-07	07-08	08-09	09-10	10-11
Rate					
July	4.20%	4.87%	3.20%	1.12%	
Aug	4.25%	4.75%	3.00%	0.92%	
Sept	4.02%	4.65%	3.44%	1.02%	
Oct	4.25%	4.65%	2.30%	1.04%	
Nov	4.37%	4.65%	2.45%	1.10%	
Dec	4.33%	4.66%	2.54%	1.11%	
Jan	4.62%	4.62%	2.05%	1.02%	
Feb	4.62%	4.32%	1.92%	1.02%	
Mar	4.66%	4.52%	1.60%	1.01%	
Apr	4.85%	3.40%	1.77%	0.94%	
May	4.75%	3.13%	2.15%	1.15%	
Jun	4.77%	3.29%	2.42%	1.54%	



<http://www.sanmateocountytaxcollector.org/investmentReports.htm>



# California Community Colleges Quarterly Financial Status Report, CCFS—311Q

CHANGE THE PERIOD

Fiscal Year: 2009-2010

District:(370) SAN MATEO

Quarter Ended: (Q4) Jun 30, 2010

Line	Description	Actual 2006-07	Actual 2007-08	Actual 2008-09	Projected 2009-2010
<b>I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:</b>					
<b>A.</b>	<b>Revenues:</b>				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	113,931,358	113,080,954	114,207,833	114,334,647
A.2	Other Financing Sources (Object 8900)	202,657	982,466	641,061	7,518
A.3	<b>Total Unrestricted Revenue (A.1 + A.2)</b>	114,134,015	114,063,420	114,848,894	114,342,165
<b>B.</b>	<b>Expenditures:</b>				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	100,452,457	106,800,904	106,011,567	104,875,013
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	12,989,611	7,522,616	4,618,477	8,019,675
B.3	<b>Total Unrestricted Expenditures (B.1 + B.2)</b>	113,422,068	114,323,520	110,630,044	112,894,688
C.	<b>Revenues Over(Under) Expenditures (A.3 - B.3)</b>	691,947	-260,100	4,218,850	1,447,477
D.	<b>Fund Balance, Beginning</b>	9,879,706	10,571,653	10,311,553	14,530,403
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	<b>Adjusted Fund Balance, Beginning (D + D.1)</b>	9,879,706	10,571,653	10,311,553	14,530,403
E.	<b>Fund Balance, Ending (C. + D.2)</b>	10,571,653	10,311,553	14,530,403	15,977,880
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	9.3%	9%	13.1%	14.2%

## II. Annualized Attendance FTES:

G.1	<b>Annualized FTES (excluding apprentice and non-resident)</b>	21,827	18,768	22,374	23,405
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III. Total General Fund Cash Balance (Unrestricted and Restricted)		As of the specified quarter ended for each fiscal year			
		2006-07	2007-08	2008-09	2009-2010
H.1	Cash, excluding borrowed funds		24,503,562	13,190,243	13,385,099
H.2	Cash, borrowed funds only		0	0	0
H.3	<b>Total Cash (H.1+ H.2)</b>	21,516,938	24,503,562	13,190,243	13,385,099

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

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
<b>I. Revenues:</b>					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	108,457,335	109,170,906	114,334,647	104.7%

I.2	Other Financing Sources (Object 8900)	16,842	9,796	7,518	76.7%
I.3	<b>Total Unrestricted Revenue (I.1 + I.2)</b>	108,474,177	109,180,702	114,342,165	104.7%
J.	<b>Expenditures:</b>				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	121,426,327	115,953,367	104,875,013	90.4%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	-3,565,547	2,613,938	8,019,675	306.8%
J.3	<b>Total Unrestricted Expenditures (J.1 + J.2)</b>	117,860,780	118,567,305	112,894,688	95.2%
K.	<b>Revenues Over(Under) Expenditures (I.3 - J.3)</b>	-9,386,603	-9,386,603	1,447,477	
L	Adjusted Fund Balance, Beginning	14,530,403	14,530,403	14,530,403	
L.1	<b>Fund Balance, Ending (C. + L.2)</b>	5,143,800	5,143,800	15,977,880	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	4.4%	4.3%		

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

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

Contract Period Settled (Specify)	Management		Academic				Classified	
YYYY-YY	Total Cost Increase		Permanent		Temporary		Total Cost Increase	
		% *		% *		% *		% *
<b>a. SALARIES:</b>								
Year 1: 08-09								
Year 2: 09-10								
Year 3:								
<b>b. BENEFITS:</b>								
Year 3:								

\* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.  
COLA will be paid out from our reserves and operating funds.

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

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

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

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

## BUDGET GLOSSARY

(Updated Sept 2010)

**Abatement** - The return of part or all of an item of income or expenditure to its source.

**Academic employee** - A district employee who is required to meet minimum academic standards as a condition of employment.

**Account code** - A sequence of numbers and/or letters assigned to ledger accounts for ease of reference.

**Accounting** - (a) The special field concerned with the design and implementation of procedures for the accumulation and reporting of financial data. (b) The process of identifying, measuring, and communicating financial information to permit informed judgments and decisions by users of the information.

**Accounting period** - Any period of time at the end of which a district determines its financial position and results of operations.

**Accounting procedures** - All processes that identify, record, classify, and summarize financial information to produce reports and to provide internal control.

**Accounting system** - The total structure of records and procedures which identify, record, classify, and report information on the financial operations of an agency through its funds, balanced account groups, and organizational components.

**Accounts payable** - A short-term liability account reflecting amounts due to others for goods and services received prior to the end of an accounting period (includes amounts billed but not paid).

**Accounts receivable** - An asset account reflecting amounts due from others for goods and services provided prior to the end of an accounting period (includes amounts advanced but not repaid).

**Accrual basis** - The method of accounting which calls for recognizing revenue/gains and expenses/losses in the accounting period in which the transactions occur regardless of the timing of the related cash flow. Contrast with Cash Basis.

**Activity** - A set of institutional functions or

operations related to an academic discipline or a grouping of services.

**Actuarial basis** - A basis used in computing the amount of contributions to be made periodically to a fund or account so that the total contributions plus the compounded earnings thereon will equal the required payments to be made out of the fund. The factors taken into account in arriving at the amount of these contributions include the length of time over which each contribution is to be held and the rate of return compounded on such contribution over its life.

**Agency Fund** - A fund used to account for assets held by a governmental unit as agent for individuals, private organizations, other governments, and/or other funds; for example, taxes collected and held by the county for a college district.

**Allocation** - Division or distribution of resources according to a predetermined plan.

**Amortization** - (1) The portion of the cost of a limited-life or intangible asset charged as an expense during a particular period. (2) The reduction of debt by regular payments of principal and interest sufficient to retire the debt by maturity.

**Annual Appropriation Limit** - (Gann Limit) In California all governmental jurisdictions, including community college districts, must compute an annual appropriation limit based on the amount in prior years adjusted for changes in population, cost-of-living, and other factors, if applicable (Article XIII-B of the State Constitution).

**Apportionment** - Allocation of State or Federal aid, district taxes, or other monies to community college districts or other governmental units.

**Appropriation** - A legal authorization granted by a legislative or governing body to make expenditures and incur obligations for a specified time and purpose.

**Appropriation for contingencies (formerly termed Undistributed Reserve)** - That portion of the current fiscal year's budget not appropriated for any specific purpose and held subject to intrabudget transfer, i.e.,

transfer to other specific appropriations as needed during the fiscal year. In 1988, the District established guidelines for the maintenance of this account: between 3.5% and 5% but not less than \$1,500,000. In 2007, the District's appropriation for contingency was set at 5% of estimated annual income.

**Appropriation ledger** - A set of accounts for amounts allocated or budgeted. Such accounts usually show the amount originally appropriated, transfers to or from other accounts, amounts charged against the appropriation, the encumbrances, the unencumbered balance, and other related information.

**Arbitrage** – Classically, the simultaneous purchase and sale of the same or an equivalent security in order to profit from price discrepancies. In government finance, the most common occurrence of arbitrage involves the investment of the proceeds from the sale of tax-exempt securities in a taxable money market instrument that yields a higher rate, resulting in interest revenue in excess of interest costs.

**Assessed valuation** - Value placed upon personal and real property by a governmental unit as a basis for levying taxes.

**Assessment** - (1) The process of making the official valuation of property for purposes of taxation. (2) The valuation placed upon property as a result of this process.

**Assessment roll** - In the case of real property, the official list containing the legal description of each parcel of property and its assessed valuation. The name and address of the last known owner are also usually shown. In the case of personal property, the assessment roll is the official list containing the name and address of the owner, a description of the personal property, and its assessed value.

**Assets** - A probable future economic benefit obtained or controlled by an entity as a result of past transactions or events.

**Associated Students Fund** - The fund designated to account for monies held in trust by the district for student body associations. The governing board must provide for the supervision of all monies raised

by any student body or student organization using the name of the college (ECS 76065).

**Audit** - An examination of financial statements and related documents, records, and accounts for the purpose of determining the propriety of transactions, whether transactions are recorded properly and whether statements drawn from accounts reflect an accurate picture of financial operations and financial status. Audits may also include reviews of compliance with applicable laws and regulations, economy and efficiency of operations and effectiveness in achieving program results. The general focus of the annual audit conducted on the District is usually a financial statement examination and compliance review.

**Average Daily Attendance (ADA)** - The student workload unit formerly used as the basis for computation of State support for California community colleges. One ADA represents 525 class (contact) hours of student instruction/activity. The term ADA has been replaced by Full-time Equivalent Students (FTES).

**Backfill** - Funds allocated to make up for revenues that were projected but not received in a fiscal year.

**Balance sheet** - A basic financial statement that shows assets, liabilities, and fund balance by fund of an entity as of a specific date.

**Banner** - The name of educational software licensed through SunGard (formerly SCT) Corporation. It is the District's administrative software which maintains financial, student, payroll, position control, financial aid, human resources, purchasing and procurement records.

**Basic Skills** - This program provides funding for pre-collegiate courses to correct skills deficiency. Once available as additional funding for Basic Skills enrollment when the total District enrollment exceeds its regular funded enrollment "cap," it is now a separate categorical funding for this purpose.

**Block Grant** - A fixed sum of money not linked to enrollment measures provided to a college district by the State.

**Board Financial Assistance Program (BFAP)** – The purpose of BFAP is to offset the impact of the mandatory community college enrollment fee on low-income students who cannot afford to pay.

**Bond** - Most often, a written promise to pay a specified sum of money, called the face value, at a specified date or dates in the future, called the maturity date(s), together with periodic interest at a specified rate.

**Bookstore Fund** - The fund designated to account for operation of the college store.

**Budget** - A plan of financial operation for a given period or specified purposes consisting of an estimate of expenditures and the proposed means of financing them.

**Budget Act** - The legislative vehicle for the State's appropriations. The Constitution requires that it be passed by a two-thirds vote of each house and sent to the Governor by June 15 each year. The governor may reduce or delete, but not increase individual items.

**Budget and Accounting Manual (BAM)** - A document produced by the California Community Colleges Chancellor's Office that defines, establishes, and maintains the budgeting and accounting structure and procedures for the California Community Colleges. Periodically revised, the most current edition is effective July 1, 2000.

**Budget document** - The instrument used by the budget-making authority to present a comprehensive financial program (for California Community Colleges, this is Form CCFS-311). Included is a balanced statement of revenues and expenditures (both actual and budgeted), as well as other exhibits.

**Budgetary control** - The management of business affairs in accordance with an approved plan of estimated income and expenditures.

**Budgeting** - The process of allocating available resources among potential activities to achieve the objectives of an organization.

**Budget Transfers** – At SMCCCD, this refers to the movement of monies from accounts with available balances (positive) to those that are in deficit (negative).

**Cafeteria Fund** - The fund designated to account for food services.

**Cal Grants** - state funded monetary grants given to students to help pay for college expenses.

**CalWORKs** – California Work Opportunities. The *CalWORKs* program provides temporary financial assistance and employment focused services to families with minor children who have income and property below State maximum limits for their family size.

**Capital outlay** - The acquisition of fixed assets or additions to fixed assets, including land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

**Capital Outlay Projects Fund** - The fund designated to account for the accumulation of receipts and disbursements for the acquisition or construction of capital outlay items. A fund established under Capital Projects Funds as authorized under Education code 85441.

**Capital Projects Funds** - Category of funds in the Governmental Funds Group used to account for the acquisition or construction of capital outlay items.

**CARE** – Cooperative Agencies Resources for Education, established in 1982 to provide education support services to Extended Opportunity Programs and Services (EOPS) students who are welfare-dependent single parents with preschool-aged children. CARE provides academically high-risk students with educational support services, including supplemental counseling and advisement, peer support and networking with other single parents, and special classes and activities designed to enhance their personal development, self-esteem, parenting skills and employability.

**Cash** - An asset account reflecting currency, checks, money orders, bank deposits, and banker's drafts

either on hand or on deposit with an official or agent designated as custodian of cash. Any restrictions or limitations as to the use of cash must be indicated.

**Cash basis** - Method of accounting in which income and expenditures are recorded only when cash is actually received or disbursed (contrast with accrual basis).

**Categorical Funds** - Also called restricted funds, these are monies that can only be spent for the designated purpose. Examples include: funding to serve students with disabilities (DSPS) or the economically disadvantaged, low-income students (EOPS), matriculation, scheduled maintenance and instructional equipment.

**Census and Census Week** - The number of students enrolled in a full semester course on the Monday of census week, which is the third week of a full semester or 20% of the course.

**Certificates of Participation (COP)** – Certificates of Participation are used to finance the lease/purchase of capital projects. Essentially, they are the issuance of shares in the lease for a specified term.

**Chart of Accounts** - A systematic list of accounts applicable to a specific entity.

**Child Development Fund** - The fund designated to account for child development services.

**Classification** - Assignment of things into a system of categories.

**Classification by activity** - Categorization of district activities according to the unique function or purpose served.

**Clearing accounts** - Accounts used to accumulate total receipts or expenditures for later distribution among the accounts to which such receipts or expenditures are properly allocable or for recording the net differences under the proper account (see also revolving cash account, prepaid expenses, and petty cash).

**Code** - (1) A distinguishing reference number or symbol. (2) A statement of the laws of a specific

field; e.g., Educational Code (EC), Penal Code (PC), Civil Code (CC), Labor Code (LC), etc.

**Coding** - A system of numbering or otherwise designating accounts, entries, invoices, vouchers, etc., in such a manner that the symbol used reveals quickly certain required information. An example is the numbering of monthly recurring journal entries to indicate the month and the nature of the entry and the numbering of invoices or vouchers so that the number reveals the date of entry.

**Community services** - Educational, cultural, and recreational services which an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct State apportionment for community services.

**Compensated absences** - Absences, such as vacation, illness and holidays, for which it is expected employees will be paid. The term does not encompass severance or termination pay, post-retirement benefits, deferred compensation or other long-term fringe benefits, such as group insurance and long-term disability pay.

**Consumer Price Index (CPI)** - A measure of the cost of living compiled by the US Bureau of Labor Statistics. These indices of inflation are calculated regularly for the United States, California, some regions within California, and selected cities. The CPI is one of several measures of economic stability or change.

**Contingent liabilities** - Items which may become liabilities as a result of conditions undetermined at a given date, such as guarantees, pending law suits, judgments under appeal, unsettled disputed claims, unfilled purchase orders, and uncompleted contracts. All contingent liabilities should be disclosed within the basic financial statements, including the notes thereto, when there is a reasonable possibility a loss may occur.

**Contracted services** - Services rendered by organizations or personnel who are not on the payroll of the college district, including all related expenses covered by the contract.

**Controlling account** - A summary account, usually maintained in the general ledger, in which is entered the aggregate of the debit and the credit postings to a number of identical, similar, or related accounts called subsidiary accounts. Its balance equals the sum of the balances of the subsidiary accounts.

**Cost** - The amount of money or other consideration exchanged for property or services. Cost may be incurred even before money is paid; that is, as soon as liability is incurred.

**Cost accounting** - That method of accounting which provides for assembling and recording of all the elements of cost incurred to accomplish a purpose, to carry on an activity or operation, or to complete a unit of work or a specific job.

**Cost of Goods Sold** - The dollar amount incurred for materials, labor, etc., used in producing a good sold during the period. For example, amount paid for lumber, labor, or utilities used to manufacture a chair would be the cost of that item.

**Cost of living adjustment (COLA)** - A reflection of the percentage change of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce, from the fourth calendar quarter of the prior year to the fourth calendar quarter of the latest available year rounded up to the next hundredth. Depending upon State funds, this index is used to compute a cost of living adjustment augmentation to community college districts. Most commonly used to refer to percentage adjustments on salary schedules, i.e., a 2.41% COLA.

**Current assets** - Assets that are available or can be made readily available to pay for the cost of operations or to pay current liabilities.

**Current Expense of Education (CEE)** - EC §84362, CCR §59200 et seq. The Unrestricted General Fund expenditures of a community college district in objects of expenditure 1000 through 5000 and 6480 (equipment replacement sub object) for activity codes 0100 through 6700. Excluded from the current expense of education are expenditures for student transportation, food services, community services, lease agreements for plant and equipment, and other

costs specified in law and regulations. Amounts expended from State Lottery proceeds are also excluded. (See 50 Percent Law.)

**Current liabilities** - Amounts due and payable for goods and services received prior to the end of the fiscal year. Current liabilities are paid within a relatively short period of time, usually within a year.

**Debt limit** - The maximum amount of bonded debt for which an entity may legally obligate itself.

**Debt service** - Expenditures for the retirement of principal and interest on long-term debt.

**Deferred charges** - Expenditures which are paid for prior to their occurrence. Examples include discounted bonds sold and prepaid expenses, such as insurance.

**Deferred income** - Revenue received prior to being earned such as bonds sold at a premium, advances received on Federal or State program grants, or registration fees received for a term in a subsequent fiscal year.

**Deficit** - (1) Excess of liabilities over assets. (2) The excess of expenditures or expenses over revenues during an accounting period.

**Depreciation** - Expiration of the service life of fixed assets, other than wasting assets, attributable to wear and tear, deterioration, action of the physical elements, inadequacy and obsolescence. In accounting for depreciation, the cost of a fixed asset, less any salvage value, is prorated over the estimated life of such an asset, and each period is charged with a portion of such cost. Through this process, the entire cost of the asset is ultimately charged off as an expense.

**Designated income** - Income received for a specific purpose.

**Direct activity charges** - Charges for goods or services that exclusively benefit the activity.

**Direct expenses or costs** - Expenses specifically traceable to specific goods, services, activities, programs, functions, units, or departments. Direct

expenses or costs differ from indirect expenses or costs in that the latter cannot be specifically traced and so must be allocated on some systematic and rational basis.

**Disabled Student Programs and Services (DSPS)** – The purpose of these special programs and services is to integrate the disabled student into the general college program; to provide educational intervention leading to vocational preparation, transfer or general education; and to increase independence or to refer student to the community resources most appropriate to their needs.

**Drug-free Workplace** – All institutions receiving grants from any federal agency must certify that they will provide a drug-free workplace.

**Education Code** - The body of law that regulates education in California. Other laws that affect colleges are found in the Government Code, Public Contracts Code, Penal Code and others.

**Employee benefits** - Amounts paid by an employer on behalf of employees. These amounts are not included in the gross salary, but are over and above. While not paid directly to employees, they are nevertheless a part of the cost of salaries and benefits. Examples are (1) group health or life insurance payments; (2) contributions to employee retirement plans; (3) district share of O.A.S.D.I. (Social Security) taxes; (4) worker's compensation payments.

**Encumbrances** - Commitments related to unperformed (executory) contracts for goods and services. Used in budgeting, encumbrances are not GAAP expenditures or liabilities but represent the estimated amount of expenditures ultimately to result if unperformed contracts in process are completed.

**Ending Balance** - A sum of money available in the district's account at year end after subtracting accounts payable from accounts receivable or the difference between assets and liabilities at the end of the year.

**Enrollment Cap** - A limit on the number of students (FTES) for which the State will provide funding.

**Enrollment fees** - Imposed for the first time in 1984, a per-credit unit fee assessed all students enrolled in community college classes. Originally established at \$50 per semester for 6 or more credit units and \$5 per unit for less than 6 credit units, this required student fee is set by the State. Currently, the rate is \$26 per semester credit unit.

**Enrollment Restoration** - The LAO's definition: Since 2002, over one-half of community college districts have experienced declining enrollment. State law allows these districts to retain enrollment funding for vacant slots in the year they become vacant in order to cushion district budgets from year-to-year enrollment volatility. However, districts *lose* enrollment funds from their base budgets for slots that remain vacant for a second year. Although individual districts lose funding in these cases, they are entitled to restore this reduction to their base budgets if they earn back the lost enrollment within three years. Unless the Legislature takes action to rebench these monies (as it did in 2007), the unrestored funding remains in the overall community college base budget during that three-year period. After three years, unused funds revert to the Proposition 98 Reversion Account.

**Enterprise Funds** - A subgroup of the Proprietary Funds Group used to account for operations when the governing board has decided either that the total cost of providing goods and services on a continuing basis (expenses including depreciation) be financed or recovered primarily through user charges; or that the periodic determination of revenues earned, expenses incurred, and/or net income is appropriate for capital maintenance, public policy, management control, accountability, or other purposes.

**Entitlement** - An amount of money to which an entity has a right as determined by the granting or awarding party.

**Entry** - (1) The record of a financial transaction in its appropriate book of account. (2) The act of recording a transaction in the financial books.

**Extended Opportunity Programs and Services (EOPS)** – Amounts apportioned for the purpose of providing allowable supplemental services through



EOPS to encourage enrollment of students handicapped by language, social and/or economic disadvantages.

**Equalization** - State funding effort to provide funds to districts in an effort to minimize the revenue per FTES differences between districts based upon funds available for this purpose.

**ERAF (Educational Revenue Augmentation Fund)** - Implemented in 1992-93, ERAF legislation allows a portion of local property tax going to counties, cities and other local agencies to be redirected to educational agencies within that county.

**Estimated income** - Expected receipt or accruals of monies from revenue or nonrevenue sources during a given period.

**Expenditures** - Amounts disbursed for all purposes. Accounts kept on an accrual basis include all charges whether or not cash has been paid out. Accounts kept on a cash basis include only actual cash disbursements.

**Expendable Trust Fund** - A Trust Fund whose resources, including both principal and earnings, may be expended. Expendable Trust Funds are accounted for in essentially the same manner as governmental funds.

**Expense of Education** – See Current Expense of Education.

**Expenses** - Outflow or other use of assets or incurrence of liabilities (or a combination of both) from delivering or producing goods, rendering services or carrying out other activities that constitute the entity's ongoing major or central operation.

**Fees** - Amounts collected from or paid to individuals or groups for services or for use of facilities.

**Fiduciary Funds Group** - A group of funds used to account for assets held by the district in a trustee or agent capacity on behalf of individuals, private organizations, student organizations, other governmental units, and/or other funds.

**Fifty (50) percent law** - A law (Education Code

84362) requiring districts to spend at least 50% of its current expense of education on the salaries and benefits of classroom instructors and instructional aides. The intent of the statute is to limit class size and contain the relative growth of administrative and non-instructional costs.

**Final Budget** - The district budget that is approved by the Board of Trustees in September, after the state allocation is determined.

**Financial Aid** - Funds designated for grants and loans to students which includes federal Pell grants, college work study, state funded EOPS grants and fee waiver programs. See more detail under Student Financial Aid.

**Fiscal Crisis and Management Assistance Team (FCMAT)** - A non-profit organization that provides fiscal advice, management assistance, training and other related educational business services.

**Fiscal year** - For governmental entities in the State of California, the period beginning July 1 and ending June 30. Otherwise, it is usually a period of one year, which can by agreement begin at any time and end one year later.

**Fiscally Independent/Fiscally Dependent** - A government agency is fiscally independent if it can (1) determine its budget without another government having the substantial authority to approve and modify that budget, (2) levy taxes or set rates or charges without substantive approval by another agency and (3) issue bonded debt without substantive approval by another agency. A government agency is fiscally dependent if it is unable to complete one or more of these procedures without the substantive approval of another government agency.

**Fixed assets** – Refers to assets of a permanent character which have continuing value such as land, buildings, machinery, furniture, and equipment.

**Fixed costs** - Those costs that remain relatively constant regardless of enrollment or volume of business. Examples include interest, insurance, and contributions to retirement systems.

**FOAP or FOAPAL** - Banner software system's acronym for the account distribution which stands for Fund-Organization-Account-Program-Activity-Location.

**Foundation** - A separate entity created by districts as an auxiliary organization or 501(c)3 to receive, raise and manage funds from private sources.

**Full-time Equivalent (FTE) Employees** - Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard workload of 37.5 hours per week; if several classified employees worked 450 hours in one week, the FTE conversion would be 450/37.5 or 12 FTE.

**Full-time Equivalent Students (FTES)** - One FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES) is one of the workload measures used in the computation of State support for California community colleges. Replaces ADA. (See form CCFS-320, "Apportionment Attendance Report.")

**Full-time Faculty Obligation (FT Obligation):** Assembly Bill 1725 and implementing regulations (California Code of Regulations (CCR), Title 5, Sections 51025 and 53300 et. seq.) set a goal for percentage of hours taught/worked by full-time faculty at 75%. If a district is under the 75% goal, it must maintain its base number of faculty and apply a percentage of its growth revenue toward hiring new full-time faculty. The Chancellor's Office calculates a PROJECTED FT Obligation, a FINAL FT Obligation, and in some cases a REVISED FT Obligation. A district is required to meet the lowest figure. However, the Final or Revised figure is factored into the base in subsequent years (See CCR 51015(1)). If a district does not meet its FT Obligation, approximately \$60,000 is deducted from the district's apportionment for the year.

The FT Obligation and the 75% FTEF goal established through AB 1725 are related. However, they are not the same. Calculations to determine the FT Obligation and FT Percentage are defined by the California Code of Regulations. Each Fall term a district must report on whether or not it has met its

FT Obligation. At the same time, the FT Percentage is calculated and tracked. However, it is the FT Obligation requirement that a district must meet to prevent a deduction from its apportionment.

**Functional accounting** - A system of accounting in which records are maintained to accumulate income and expenditure data by purpose and usually are further classified within generalized functional areas such as instruction, administration, or operations.

**Fund** - An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

**Fund balance** - (1) The fund equity of Governmental Funds and Trust Funds; (2) the difference between assets and liabilities within a fund.

**Fund group** - Compilation of two or more individual funds used to report sources and uses of resources in providing some major service or group of services.

**Gann Limit** - See Annual Appropriation Limit.

**Garnishment** - a means of collecting a monetary judgment against a defendant by ordering a third party (the **garnishee**) to pay money, otherwise owed to the defendant, directly to the plaintiff.

**General Fixed Asset Accounting Group (GFAAG)** - A self-balancing group of accounts set up to account for fixed assets used in operations accounted for in governmental funds. General fixed assets include all fixed assets not accounted for in Proprietary Funds or in Trust and Agency Funds.

**General Fund** - The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

**General ledger** - A book, file, or other device in which accounts are kept to the degree of detail necessary to summarize the financial transactions of the community college system. General ledger accounts may be kept for any group of items of receipts or expenditures.

**General Long-Term Debt Account Group (GLTDAG)** - A self-balancing group of accounts set up to account for the unmatured general long-term debt of a community college district that is expected to be repaid from governmental funds.

**General Obligation (GO)Bond** – A governmental debt instrument voted in by a minimum 2/3 vote (or 55% for a Prop 39 bond) and paid through an increase in property taxes.

**General Reserve** - An account to record the reserve budgeted to provide operating cash in the succeeding fiscal year until taxes and State funds become available.

**General Revenue** - An amount determined by the statewide allocation formula for each community college district to be its base revenue, the major source of revenue for general unrestricted purposes. Components consist of property taxes, ERAF, 98% of enrollment fees, and State apportionment.

**Generally Accepted Accounting Principles (GAAP)** - Uniform minimum standards and guidelines for financial accounting and reporting.

**Gift** - Anything of value received from any source for which no repayment or service to the contributor is expected.

**Governmental accounting** - The composite activity of analyzing, recording, summarizing, reporting, and interpreting the financial transactions of a governmental entity.

**Governmental Accounting Standards Board (GASB)** - The authoritative accounting and financial reporting standard-setting body for governmental entities.

**Governmental Accounting Standards Board Statement No. 35 (GASB 35)** – An amendment of GASB Statement No. 34 that incorporates colleges and universities into the new financial reporting model for state and local governments mandated by GASB 34. The new requirements are intended to make annual reports more comprehensive and easier to understand and use.

**Governmental Accounting Standards Board Statement No. 45 (GASB 45)** - An accounting and financial reporting provision requiring government employers to measure and report the liabilities associated with other (than pension) postemployment benefits (or OPEB).

**Governmental funds** - Grouping of funds used to account for activities directly related to an institution's educational objectives.

**Grants** - Contributions or gifts of cash or other assets from another government or private organization to be used or expended for a specified purpose, activity, or facility.

**Headcount** - Represents an unduplicated count of students enrolled in at least one credit course.

**Hours by Arrangement** – determined as hours offered by college faculty as an adjunct to their classes, when faculty feel additional instruction would be beneficial to their students. HBAs are translated financially into full-time equivalent students (FTES). The more HBAs that appear in the curriculum, the greater the number of full-time equivalent students (FTES) reported to the State. The State uses FTES to determine the amount of funding, or apportionment, it will provide to the District. Accurate and legitimate documentation of HBAs is critical for proper funding.

**Imprest account** - An account into which a fixed amount of money is placed for the purpose of minor disbursements. As disbursements are made, a voucher is completed to record their date, amount, nature, and purpose. At periodic intervals, or when the money is completely expended, a report with substantiating vouchers is prepared and the account is replenished for the exact amount of the disbursements, and appropriate general ledger accounts are charged. The total of cash plus substantiating vouchers must at all times equal the total fixed amount of money set aside in the imprest account. (See petty cash/revolving cash account.)

**Income** - A term used in proprietary fund-type accounting to represent (1) revenues, (2) the excess of revenues over expenditures.

**Indirect expense or costs** - Those elements of cost necessary in the production of a good or service which are not directly traceable to the product or service. Usually these costs relate to objects of expenditure that do not become an integral part of the finished product or service, such as rent, heat, light, supplies, management and supervision.

**Interfund accounts** - Accounts in which transactions between funds are reflected.

**Interfund transfers** - Money that is taken from one fund and added to another fund without an expectation of repayment.

**Internal Control** - A plan in which employees' duties are arranged and records and procedures are designed to provide a self-checking system, thereby enhancing accounting control over assets, liabilities, income and expenditures. Under such system, the employees' work is subdivided so that no one employee performs a complete cycle of operations.

**Internal Service Funds** - A subgroup of the Proprietary Funds Group used to account for the financing of goods or services provided on a cost reimbursement basis by one department to other departments within or outside the community college district.

**Intrabudget transfers** - Amounts transferred from one appropriation account to another within the same fund.

**Intrafund transfer** - The transfer of monies within a fund of the district.

**Inventory** - A detailed list showing quantities and description of property on hand at a given time. It may also include units of measure, unit prices, and values.

**Investments** - Securities, real estate, etc., held for the production of revenues in the form of interest, dividends, rentals, or lease payments. The term excludes fixed assets used in governmental operations.

**Invoice** - An itemized statement of charges from the

vendor to the purchaser for merchandise sold or services rendered.

**Journal** - Any accounting record in which financial transactions of an entity are formally recorded for the first time, e.g., the cash receipts book, check register, and journal voucher.

**LAIF - Local Agency Investment Fund**. It is a voluntary program created by statute; began in 1977 as an investment alternative for California's local governments and special districts.

**LEA** - Local Educational Agency.

**Ledger** - A group of accounts in which are recorded the financial transactions of a governmental unit or other organization. (See also General ledger and Appropriation ledger.)

**Liabilities** - Debt or other legal obligations (exclusive of encumbrances) arising out of transactions in the past that must be liquidated, renewed, or refunded at some future date.

**Loan-to-Own Program** - Begun in 1997, the Loan-to-Own program provides a means of financing a computer purchase by employees of the District. Based upon the premise that personally accessible computer use will enhance the technological abilities of our employees and thus have a direct benefit to the District, repayment of these loans are through payroll deduction. The program was the result of a recommendation from the District Instructional Technology Council (DITC) in cooperation with the District Bookstores.

**Lottery** - Funds derived from State lottery sales that began in 1985. Approximately 34% must be distributed to public schools and colleges that must be used for "education of pupils". Allocation is based upon prior year resident and non-resident attendance.

**Mandated Costs**

School district expenses which occur because of federal or state laws, decisions of state or federal courts, federal or state administrative regulations, or initiative measures. (See SB 90, 1977.) Mandated costs are reimbursable by the state when funded by the legislature.

**Modified accrual basis** - (modified cash basis). Any method of accounting that combines the concepts of cash basis accounting with those of accrual accounting. Under the modified accrual basis those items of revenue for which a valid receivable can be recorded in advance of their due date, such as property taxes, should be recognized on the accrual basis; all other revenue items are recognized on the cash basis because the time of collection generally coincides with the determination of the amounts.

**Noncredit** - Courses that are taught for which no college credit is given. The state reimbursement is less than for credit courses.

**Nonexpendable Trust Fund** - A Trust Fund, the principal of which may not be expended. Nonexpendable Trust Funds are accounted for in essentially the same manner as Proprietary Funds.

**Nonresident Tuition** - A student who is not a resident of California is required, under the uniform student residency requirements, to pay tuition. The fee shall not be less than the average statewide cost per student, and is set by the local board of trustees.

**Nonrevenue receipts** - Amounts received that either incur an obligation that must be met at some future date or change the form of an asset from property to cash and therefore decrease the amount and value of property. Money received from loans, sale of bonds, sale of property purchased from capital funds, and proceeds from insurance adjustments constitute most nonrevenue receipts.

**Object** - Expenditure classification category of an item or a service purchased.

**Obligations** - Amounts that an entity may be legally required to pay out of its resources. Included are not only actual liabilities but also unliquidated encumbrances. (See Liabilities.)

**Office Hours** (as applied to Teaching Faculty) - those times of the week that instructional teachers are expected to be in the office and available to confer with their students. For payroll purposes for *part time instructional* faculty, this is calculated at one (1) Office Hour paid per 3 units (pro-rated for less than three units taught per semester).

**Operating Expenses** - Expenses related directly to the fund's primary activities.

**Operating Income** - Income related directly to the fund's primary activities.

**Opportunity costs**. The value of an activity or opportunity that must be foregone to implement an alternative.

**Other Post Employment Benefits (OPEB)** - primarily refers to retiree healthcare benefits.

**Parcel Tax** - common term for a school district "qualified special tax". Cities, counties and other districts can also adopt special taxes. Special taxes are permitted by the Constitution, and require approval at an election by at least 2/3 of those voting on the measure. However, a bill pending in the Legislature would allow California voters to amend the Constitution to reduce the required vote to 55% for school district Parcel Taxes, the same as for school bonds.<sup>1</sup>

**Partnership for Excellence (PFE)**- (Section 84754 of the Education Code) State program in support of community colleges approved as part of the 1998-99 State Budget within SB 1564, the major education trailer bill. This was a mutual commitment by the State and the community college system to significantly expand the contribution of the community colleges to the social and economic success of California. Partnership for Excellence funding was folded into the base apportionment in 2004-05.

**PERB** - **Public Employment Relations Board**, established to regulate collective bargaining between school districts and employees. Formerly called EERB.

**PERS** - The **Public Employee Retirement System**, a State program utilized primarily for non-academic employees. State law requires district classified employees, districts and the State to contribute to the fund for full time classified employees.

**Petty cash** - A sum of money set aside for the purpose of immediate payments of small accounts for

which the issuance of a formal voucher and check would be too expensive and time-consuming. (See also imprest account and revolving cash account).

**Position control** - A concept that connotes a position's impact as determined by actual expenditure from the beginning of a fiscal year plus amount set aside to cover appointments for the same, for the remainder of the fiscal year. It provides tracking and maintenance of human resource information including employees, salaries, benefits, salary budgets, etc.

**Posting** - The act of recording in an account in a ledger the data, either detailed or summarized, contained in a book or document of original entry.

**Prepaid expenses** - Goods or services for which payment has been made, but for which benefits have not been realized as of a certain date; e.g., prepaid rent, prepaid interest, and premiums on unexpired insurance. Benefits and corresponding charges to expenses will be borne in future accounting periods.

**Prior Years' Taxes** - Taxes received in the current fiscal year for delinquencies or impounds in previous fiscal years.

**Procurement card** - Begun by the District in 1995, the use of procurement cards has provided an alternative method for purchasing and paying for small dollar transactions within prescribed limitations. This is an alternative to the use of petty cash or purchase orders.

**Productivity** - A workload measure that looks at the ratio between Weekly Student Contact Hours and Full-time Equivalent Faculty. A general benchmark for productivity is an average class size of 35.

**Program** - Category of activities with common outputs and objectives. A program may cut across existing departments and agencies.

**Program accounting** - A system of accounting in which records are maintained to accumulate income and expenditure data by program rather than by organization or by fund.

**Program-based funding** - Implemented in 1991 as a

result of AB 1725 (enacted in 1988), a State method of calculating base revenue for community college districts on multiple workload measures, incorporating economy of scale factor for small districts and small colleges, and establishing standards and corresponding funding specified levels to achieve standards. This is not a spending formula. This formula was superseded by SB361.

**Program costs** - Costs incurred and allocated by program rather than by organization or by fund.

**Property tax rate** - See Tax rate.

**Proposition 20** - Provides one-half of any increase beyond the current amount allocated to public education from state lottery revenues be allocated for purchase of instructional materials.

**Proposition 98** - A voter-approved amendment in 1988 to California's Constitution that protects education from cuts that have struck some of the other services supported through the state's budget. It also ensures that schools enjoy a large share of any increase in state revenues. The allocation depends on changes in enrollment, per capita personal income, and projections of state tax revenues.

**Proprietary Funds Group** - A group of funds used to account for those ongoing government activities which, because of their income-producing character, are similar to those found in the private sector.

**Proration** - Allocation of expenditures or income from a single source to two or more accounts to show the correct distribution of charges or income.

**Protested (impounded) taxes** - Tax money paid under protest and held by the county auditor pending settlement of the protest.

**Purchase order** - A document issued to a vendor to authorize the delivery of specified merchandise or the performance of certain services and the cost of same.

**Real property** - Property consisting of land, buildings, minerals, timber, landscaping, and related improvements.

**Rebate** - Abatement or refund which represents the return of all or part of a payment.

**Reclassification** - Redesignation of current year's income or expenditure items previously posted to one account and later determined to be more properly charged to a different account.

**Refund.** (*Noun*) An amount paid back or credit allowed on account of an over collection. (See Rebate.) (*Verb*) To pay back or allow credit for an amount because of an over collection or because of the return of an object sold. (*Verb*) To provide for the payment of an obligation through cash or credit secured by a new obligation.

**Requisition** - A document submitted initiating a purchase order to secure specified articles or services.

**Reserve** - An amount set aside to provide for estimated future expenditures or losses, for working capital, or for other specified purposes.

**Reserve for Encumbrances** - The segregation of a portion of a fund balance to provide for unliquidated encumbrances. Separate accounts may be maintained for current and prior year encumbrances.

**Resources** - All assets owned including land, buildings, cash, estimated income not realized and, in certain funds, bonds authorized but unissued.

**Restricted accounts** - Cash and/or other assets which are limited as to use or disposition by their source. Their identity is therefore maintained and their expenditure or use is also recorded separately.

**Restricted Funds** - Money that must be spent for a specific purpose either by law or by local board action. Revenue and expenditures are recorded in separate funds. Funds restricted by board action may be called "designated" or "committed" to differentiate them from those restricted by external agencies.

**Revenue** - Increase in net assets from other than expense or expenditure refunds or other financing sources.

**Revolving cash account** - A stated amount of money authorized by the district governing board to be used

primarily for emergency or small sundry disbursements. The fund is reimbursed periodically through properly documented expenditures which are summarized and charged to proper account classifications.

**SB 361** - Funding formula for community colleges passed in 2006. It calculates base revenue to include: a foundation grant based on number and size of colleges and centers within a district, and an amount per FTES that is the same statewide.

**Sales and use tax** - A tax imposed upon the sale of goods and services. The use tax is paid in lieu of the sales tax on goods purchased outside the State, but intended for use in the State.

**Scheduled Maintenance** - A defined schedule for major repairs of buildings and equipment. Some matching state funds may be available to districts for a scheduled maintenance program.

**Schedules** - Explanatory or supplementary statements that accompany the balance sheet or other financial statements.

**Scholarship and Loan Fund** - The fund designated to account for monies received and disbursed for scholarships, grants-in-aid, and loans to students.

**Secured roll** - Assessed value of real property, such as land, buildings, secured personal property, or anything permanently attached to land as determined by each county assessor plus the value of the property of public utilities as determined by the State Board of Equalization.

**Self-insurance Fund** - An Internal Service Fund designated to account for income and expenditures of self-insurance programs.

**Shared revenue** - Revenue collected by one governmental unit but shared (usually in proportion to the amount collected) with another unit of government or class of governments.

**Shortfall** - An insufficient allocation of money which will require additional appropriation, reduction in expenditures, and/or will result in deficits.

**Site** - Land which has been acquired or is in the process of being acquired. In this report, it may also refer to the college campuses.

**Small College Factor** - A factor in funding formulas that recognizes the disproportionately higher per-student costs of operation for small colleges.

**Special Populations** - Used to identify individuals with the same or similar characteristics. Commonly used in connection with categorical funding sources to identify eligible recipients. More specific information about certain categories of special populations may be obtained with the assistance of college staff working in those program areas.

**Special Revenue Funds** - A category of funds used to account for proceeds of specific legally restricted revenue for and generated from activities not directly related to the educational program of the college.

**Stability** - Funds provided by the State Chancellor's Office to districts affected by a decline in the number of students to spread out the resulting loss of base revenue. These funds used to be available over a three-year period but are now only available for the year in which the decline occurs.

**Statements** - Formal written presentations that provide financial information. The term includes exhibits, schedules, and written reports.

**State Apportionment** - An allocation of state money paid to a district on a regular basis once the state budget is enacted.

**State School Fund-Section B** - Monies appropriated by the Legislature for distribution to Community College districts.

**Stores** - (1) A system that enables supplies to be purchased in large quantities and charged to an asset account. The supplies are charged to the department when distributed. (2) The stockpiling of large amounts of supplies usually in a warehouse for future use. (3) Large quantities of supplies. The long-standing District Stores was eliminated in 1996 with the incorporation of the purchase and distribution of stores items through the District bookstores as well as several arrangements with local suppliers.

**STRS** or CalSTRS- State Teachers Retirement System, a State program for academic employees.

**Student Body Fund** - A fund to control the receipts and disbursements for student association activities.

**Student Financial Aid Fund** - The fund designated to account for the deposit and payment of student financial aid including grants and loans or other monies intended for similar purposes and excluding administrative costs.

Federal Aid:

Pell Grants

SEOG – Supplemental Educational Opportunity Grant

Perkins

State Aid:

EOPS

Cal Grant

**Subsidiary account** - A related account that supports in detail the debit and credit summaries recorded in a controlling account.

**Subsidiary ledger** - A group of subsidiary accounts, the sum of the balances of which equal the balance of the related controlling account.

**Subvention** - A grant or provision of assistance or financial support, usually from a one government unit to a subordinate jurisdiction.

**Summary** - Consolidation of like items for accounting purposes.

**Supplanting** - Use of one type of funds to provide goods or services previously paid for with another type of funds. Generally, this practice is prohibited when State or Federal funds are used to replace local funds.

**Supply** - A material item of an expendable nature that is consumed, wears out, or deteriorates in use; or one that loses its identity through fabrication or incorporation into a different but more complex unit or substance.

**Tax liens** - Claims by governmental units upon properties for which taxes levied remain unpaid.



**Tax rate** - The amount of tax stated in terms of a unit of the tax base; for example, 25 mills per dollar of assessed valuation of taxable property.

**Tax rate limit** - The maximum rate of tax that a governmental unit may levy.

**Tax redemption** - Proceeds from the sale of tax-delinquent property.

**Tax relief subventions** - Amounts received to compensate community colleges for revenues lost due to tax exemptions, such as that for business inventory or owner-occupied property.

**Tax Revenue Anticipation Notes (TRAN)** - Instruments issued to secure short-term monies borrowed in expectation of collection of taxes. The District participates in the TRAN program to alleviate cash flow problems caused by the non-receipt of State apportionment funding which is provided on a monthly formula basis. San Mateo's general revenue consists of local property taxes, ERAF, student enrollment fees, and State apportionment. The major source of District revenue is through taxes which are credited to the District's account twice a year. TRAN assists with necessary cash flow during delays in apportionment.

**Tax roll** - A list showing the amount of taxes levied against each taxpayer or property.

**Taxes** - Compulsory charges levied within its boundaries by a governmental unit against the income or property of persons, natural or corporate, to support its activities for the common benefit.

**Taxes Receivable** - An asset account representing the collected portion of taxes not yet apportioned to an entity at the close of the fiscal year.

**Tentative Budget** - Budget approved by the board in June, prior to when state allocations have been finalized.

**TOPS** - Taxonomy of Programs and Services. Districts are required for State purposes to report the expenditures by categories identified in the CCFS 311. The major categories are:  
Instructional

Instructional Administration  
Instructional Support Services  
Admissions and Records  
Counseling and Guidance  
Other Student Services  
Operation and Maintenance  
Planning and Policy Making  
General Institutional Support  
Community Services  
Ancillary Services  
Property Acquisitions  
Long-term Debt  
Transfers  
Appropriations for Contingencies

**Title 5, California Code of Regulations** - The section of the California Administrative Code that regulates community colleges. The Board of Governors adopts Title 5 regulations.

**Transfers** - Monies that are transferred to and from reserve accounts.

**Trial Balance** - A list of the balances of the accounts in a ledger kept by double entry with the debit and credit balances shown in separate columns. If the total of the debit and credit columns are equal or if their net balance agrees with a controlling account, the ledgers from which the figures are taken are said to be "in balance."

**Trust Fund** - A fund consisting of resources received and held by an entity as trustee to be expended or invested in accordance with the conditions of the trust.

**TTIP - The Telecommunications and Technology Infrastructure Program** which is a program of the Systems Office to augment and support college expenditures for technology and telecommunications.

**Tuition** - An amount charged for instructional services provided to a student. The current 2008-09 rate charged by the District for resident students is \$20 per unit and for non-resident students an additional \$191 per unit.

**Unencumbered balance** - That portion of an appropriation/allotment not yet expended or obligated.

**Unfunded FTES** - FTES that are generated in excess of the enrollment/FTES cap.

**Unit cost** - The total expenditure for a product, program, or service divided by the total quantity obtained or some other quantitative measure; e.g. total expenditure divided by the number of students equals cost per student.

**Unrealized gains and losses**

Some short-term investments in securities are actively managed; frequent purchases and sales generally are made with the objective of generating profits on short-term differences in price. Based upon the change in fair market value of these investments, an adjusting entry is made to the income statement recognizing the change (gain/loss) in order to report the current fair market value. For the District, this entry is made at year-end based upon the investment portfolio as of June 30.

**Unrealized income** - (1) Estimated income less income received to date; (2) the estimated income for the remainder of the fiscal year.

**Unrestricted Funds** - Generally those monies of the General Fund that are not designated by law or a donor agency for a specific purpose. They are legally regarded as unrestricted since their use is at the Board's discretion.

**Unsecured roll** - Assessed value of personal property other than secured property.

**Variable costs** - Costs that fluctuate directly with enrollment or volume of business.

**Vocational and Applied Technology Education Act of 1990 (VTEA or VATEA)** - Federal act which provides funds for special studies, demonstration projects, and supplemental services to special populations. Refer to the following publications for more specific information:

1. California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1991-1994

2. Guidelines for Application/Plan, Request/Claim for Funds and Program Evaluation, Carl D. Perkins Vocational and Applied Technology Education Act of 1990

3. Federal Register, Volume 57, Number 58, August 14, 1992

**Voucher** - Any document that supports or verifies a certain financial transaction, usually indicating the account in which it is to be recorded.

**Warrant** - A written order drawn by the governing board or its authorized officer(s) or employee(s) and allowed by the county auditor, directing the county treasurer to pay a specified amount to a designated payee. A warrant may or may not be payable on demand and may or may not be negotiable.

**Webtime Entry** - Time Entry and Payroll Processing that collects time sheet data for hours worked, calculates and generates reports to process paychecks, and maintains pay history data. This feature is currently available to a limited population of SMCCCD part time employees and students and will be expanded as necessary.

**Weekly Student Contact Hours (WSCH)** - The number of weekly hours that a student spends in classes for a full-census course (17 weeks). For example: three WSCH for a three unit course. It is part of the formula used to determine faculty workload.

**Withhold** - Money deducted from an amount payable to an employee or a business (e.g., Federal and State income taxes withheld from employee payroll checks and, by contract agreement, the amount retained until final inspection and acceptance on construction projects).

**Work Order or Work Request** - A written authorization for the performance of a particular job containing a description of the nature and location of the jobs and specifications for the work to be performed. At SMCCCD, the online forms are available on the district portal page for Facilities and ITS (Information Technology Services).

**Endnotes:**

<sup>1</sup>School Finance bulletin by the Public Finance Department at Orrick, Herrington and Sutcliffe LLP, April 2004.

**\*\***Most terms defined in this report come from the California Community Colleges Chancellor's Office or Systems Office website or documentation.

**BOARD REPORT NO. 10-9-103B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathryn Blackwood, Chief Financial Officer, 358-6869

**APPROVAL OF INTERNAL BORROWING**

Without a state budget, the District is not receiving apportionment payments from the State. While the District planned for a certain amount of cash flow interruption with the issuance of a Tax and Revenue Anticipation Note (TRAN), the prolonged absence of a state budget may cause additional cash flow problems. Fortunately, the District has sufficient cash in its Capital Outlay Fund and Post-Retirement Reserve to meet the District's needs for the near future. This request is for the Board to authorize up to \$30 million of internal borrowing for no longer than a six-month period as allowed by law.

**RECOMMENDATION**

It is recommended that the Board of Trustees approved internal borrowing of up to \$30 million for up to six months as needed for cash flow purposes.

**BOARD REPORT NO. 10-9-104B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**APPROVAL OF EXTENSION OF PARCEL TAX SENIOR EXEMPTIONS  
AND ISSUANCE OF REIMBURSEMENTS**

The Measure G Parcel Tax initiative that was approved by the voters of San Mateo County on June 8, 2010, included a senior exemption provision. The District has received and processed 2,512 senior exemption requests, and has forwarded the information to the County Controller to be reflected on the 2010-11 property tax bills. It is expected that many seniors who would have qualified for a senior exemption may not have submitted an exemption request in a manner timely enough to be reflected on their property tax bills. The Board has long indicated that it favors reimbursing those seniors who qualify for an exemption but who did not submit an exemption request by the processing deadline. Therefore, it is recommended that the Board of Trustees formally authorize staff to process Parcel Tax reimbursements to those qualified seniors who request an exemption during the fiscal year.

**RECOMMENDATION**

It is recommended that the Board direct staff to approve and process Parcel Tax Senior Exemptions submitted subsequent to the Property Tax Bill processing deadline of July 15, 2010. It is further recommended that the Board direct staff to issue reimbursements in the amount of \$34 per parcel to qualified seniors who submit a request during the fiscal year.

**BOARD REPORT NO. 10-9-105B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**APPROVAL FOR DISTRICT TO ADVANCE CAL GRANT AWARDS TO STUDENTS**

Because the State does not yet have an adopted budget, the District cannot receive any funds due from the state, including student financial aid funds. Cal Grant money would normally be released in September. Cal Grants are awarded to students who meet certain financial criteria and have a minimum 2.0 grade point average. For the District, the dollar amount of the deferred disbursement is approximately \$220,000 and would affect about 370 students. Eligible students will experience an immediate adverse impact; in addition to the inability to pay fees, some students will be unable to purchase required textbooks and supplies early in the term and, as a result, will not be able to keep up with their classes. The Board is being asked to approve use of District funds to advance this financial support to the students. If approved, the grant money will be released to eligible students in September. It is anticipated that the State will release the funds for Cal Grants when the budget is signed.

This amount of money is available in the General Fund and can be advanced without adverse consequences.

**RECOMMENDATION**

It is recommended that the Board approve use of District funds to advance Cal Grant awards to eligible students at the three Colleges.

**BOARD REPORT NO. 10-9-106B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**APPOINTMENT OF MEASURE G CITIZENS' OVERSIGHT COMMITTEE**

The District committed to voters that it would establish a Citizens' Oversight Committee if Measure G passed. The committee will be responsible to assure that Measure G funds are expended for the purposes stated in Measure G, including:

“preserve job training programs in nursing, healthcare, computers, green technology, police and firefighting; maintain academic subjects including science, English and mathematics; keep libraries open and maintain library services; prepare students to transfer to four year colleges and universities; maintain academic counseling programs and other student services; attract and retain instructors; modernize classroom technology and computer labs; provide equipment and technology for science labs; and offer classes and labs necessary to meet student demand. None of the funds will be used for administrator salaries or benefits.”

Attached are the names of individuals who have been asked to serve on the Measure G Citizens' Oversight Committee. As previously discussed with the Board, three of the members were recommended by local Chambers of Commerce (Finones, Hartnett and Lutzger) and one member was recruited from the Bond Oversight Committee (Wyatt). In addition to these members, Virginia Chang Kiraly was invited due to her work with the California Economic Development Commission; Brian Sullivan and John Sheldon bring financial expertise to the group. Proposed committee members all live in San Mateo County, and represent the county geographically.

The District administration believes that the Committee will meet quarterly, beginning in the last quarter of this year.

**RECOMMENDATION**

It is recommended that the Board approve the appointment of the individuals named on the attached to the Measure G Citizens' Oversight Committee.

San Mateo County Community College District

**MEASURE G CITIZENS' OVERSIGHT COMMITTEE**

9/22/2010

**Meg Finones**

Investment Advisor

Edward Jones

**Jim Hartnett**

Attorney

Hartnett, Smith & Associates

**Virginia Chang Kiraly**

Commissioner

California Commission for Economic Development

**Lori Lutzker**

Attorney

Carr, McClellan, Ingersoll, Thompson & Horn

**John Sheldon**

Investment Banker

Morgan Stanley

**Brian A. Sullivan CPA/ABV**

Certified Public Accountant

The McLean Group LLC

**Jim Wyatt**

Senior Citizen Representative

**BOARD REPORT NO. 10-9-107B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**AUTHORIZATION TO AUGMENT THE DESIGN-BUILD CONTRACT FOR  
COLLEGE OF SAN MATEO CIP2 DESIGN-BUILD PROJECT**

On December 12, 2007 the Board approved award of a design-build contract for the construction of the College of San Mateo CIP2 Design-Build Project to McCarthy Building Companies (Board Report No. 07-12-105B), in an amount of \$150,000,000. On March 25, 2009 (Board Report 09-3-106B), the Board authorized a contract augmentation of \$21,000,000 for future contract changes within the project budget.

The College of San Mateo CIP 2 Design-Build Project is approximately 85% complete and is currently projected to be delivered ahead of schedule and within the budget devised for this project. The March 2009 augmentation allowed the design and construction to continue and incorporated important program and design changes, and paid for unforeseen site conditions. The District has maintained budgeted reserves for the anticipated value-added elements for scopes of work not originally included in the contract and owner-initiated changes that have occurred during the design and construction phases of the project. During the course of completing the project, McCarthy, the College and District have worked well together in the collaborative process the design-build delivery method is intended to foster. The concepts articulated in the original RFP have been fully developed, and as necessary, the design process has realigned assumptions and design concepts to be responsive to and better meet the needs of the College.

Board authorization of the current project change orders brings the McCarthy contract value to just below the current Board-authorized amount of \$171,000,000. Each of these change orders has been reviewed thoroughly prior to approval. District staff scrubbed design and construction cost proposals, comparing cost assumptions and data from the District's construction cost management consultant (Cumming Corporation), construction management consultant (Swinerton Management & Consulting), the District's internal staff resources of architects, engineers and contractors who work in the Construction Planning Department, comparing costs for comparable work at Skyline and Cañada Colleges, and using data based cost estimates to negotiate with McCarthy to ensure that competitive numbers for change orders were realized.

As the scope of the project has been refined and change orders have been processed, District staff recognize the need to request supplemental Board authorization for the final modifications to the McCarthy contract to complete the project. In light of the differing nature of the design-build delivery method, the legislature enacted legislation specifying a proposal and award process that differs markedly from those governing the traditional design-bid-build delivery method. This legislation was incorporated into Education Code §81700, and subsequently expanded in Education Code §17250. After conferring with County Counsel on the nature of the design-build process and the intent of the code, District staff



recommend that the Board grant the Executive Vice Chancellor the authority to execute additional change orders to the McCarthy contract for the remaining changes both known and unknown at this time.

Each of the following changes is consistent with the intent of the original scope awarded and reflects the project as it has evolved over the last four years and will continue to evolve through mid-2011. The nature of these contract modification opportunities ranges from the finalization of design and College refinement of program requirements, unforeseen conditions in underground infrastructure, soils and geotechnical site anomalies, additional requirements for the execution of excluded site work improvements, safety and security upgrades, and upgrades to ensure continuation of College operations during construction disruptions. In addition, many of these changes are designed to reduce the impact on Facilities staff by providing extended warranties. Incorporating these changes into McCarthy's contract takes advantage of their onsite presence, the cohesiveness of design and construction, and the synergies captured by dovetailing with existing scope elements. If the changes were to be made at a later date, or bought out through separate contracts using the design-bid-build delivery method, the cost for each item would increase 10% - 30%, cause additional disruption to College operations and delay the benefit of improved facilities for students.

The remaining known and proposed contract changes include:

#### **Site Improvement Changes**

**\$1,720,000**

- Increased distribution of security cameras including bus stops and public gathering spaces to improve safety and security.
- Additional street lighting along roadways.
- Additional gas line testing and replacement for safety.
- Modification of bus stop size to improve pedestrian, vehicular safety.
- New pedestrian pavement at and around the Theatre, improving safety and aesthetics.
- Increased warranty period on new landscaping to reduce impact on grounds keeping staff and to allow maturity and growth of plant materials before turnover to the District.
- Increased warranty period on the central chiller plant to ease burden on maintenance staff.
- Increased warranty period on the new Stelevator at Building 4.
- Additional removal of eucalyptus trees around the campus perimeter to reduce fire hazards.
- Additional bike racks to encourage bicycling and to assist in achieving LEED goals.
- Additional irrigation controllers tying the older section of the campus into the new centralized system for better water use efficiency.
- Changes to some plant material to better balance appearance, water use, and staffing realities.
- Removal of excess soil from excavations.
- Enhanced training and operations manuals for grounds staff to understand the design intent and to better care for the improved grounds.
- Refined speed hump design and installation, signage, and other traffic calming mitigations.
- Improved traffic safety to the median at West Hillsdale and College Heights Drive.
- Additional traffic rated concrete in front of Building 10 to permit safety vehicles access to the second floor of the building.

#### **Building 10 College Center Changes**

**\$900,000**

- Loading dock enhancements to improve College operations efficiency.
- Increased warranty period on the building's elevators.
- Increased distribution of security cameras both within the building for safety and security.

- Additional exterior building signage as requested by the local fire marshal for emergency response and to better identify the building.
- Design assistance to furnish the dining room to provide an upgraded dining experience for students and to attract private and community functions.
- Increased electrical distribution to the digital media studio to leverage the investment in the room by increasing its potential use.
- Reconfiguration of administration areas to reflect the reduction in overall staffing.
- Additional wall protection within the building to enhance maintainability.
- Expanded interior improvements for the new copy/shipping store operated as a satellite to the bookstore.
- Enhanced Audio Visual technology in conference rooms and common areas, taking advantage of the latest technologies.
- Enhanced environmental graphics for navigation and design.
- Negotiated settlement with the contractor for unforeseen geotechnical conditions below the building.

#### **Building 5 Health and Wellness Changes**

**\$130,000**

- Increased warranty period on the building's elevators.
- Additional exterior building signage as requested by the local fire marshal for emergency response and to better identify the building.
- Negotiated settlement with the contractor for unforeseen geotechnical conditions below the building.

#### **Aquatics Center and Pool House Building 6 Changes**

**\$500,000**

- Energy efficient pump technology to reduce energy use and operational costs.
- Improvements to Building 8 to provide public changing rooms to better serve the community.
- Negotiated settlement for unforeseen geotechnical conditions below the pool.
- Increased distribution of security cameras on the pool deck.

The project budget has reserve contingencies for these remaining contract modifications. In a multi-year design-build project such as this, the College's needs change over time. By authorizing the Executive Vice Chancellor to make future contract changes within the project budget, College and District staff can maximize value by taking advantage of the contractor being on-site with a host of subcontractors under contract to provide cost effective opportunities.

The funding source for the future change orders listed above is Measure A general obligation bond funds.

### **RECOMMENDATION**

It is recommended that the Board authorize the Executive Vice Chancellor to execute change orders as required to augment the existing design-build contract with McCarthy Building Companies in an amount not to exceed \$3,250,000, using reserve contingencies in the project budget, to complete the College of San Mateo CIP2 Design-Build Project.

**BOARD REPORT NO. 10-9-108B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**AUTHORIZATION TO AUGMENT THE DESIGN-BUILD CONTRACT FOR THE  
COLLEGE OF SAN MATEO BUILDINGS 12/15/17/34 MODERNIZATION PROJECT, AND  
EXPAND THE CONTRACT TO INCLUDE MODERNIZATION OF THE HILLSDALE  
PARKING LOTS**

On January 28, 2009 the Board approved award of a design-build contract for the renovation of College of San Mateo (CSM) Buildings 12, 15, 17 and 34 to Pankow Special Projects, L.P. (Board Report No. 09-01-105B), in an amount not to exceed \$5,500,000. On September 9, 2009 the Board approved an augmentation to the existing design-build contract with Pankow Special Projects, L.P. in an amount not to exceed \$1,900,000 for the College of San Mateo Building 9 restroom and lobby renovation, and additional scope in Buildings 17 and 34 (Board Report No. 09-9-104B). During the course of completing the construction in Buildings 9, 12, 15, and 17, Pankow, the College, and District have worked well together in the collaborative process the design-build delivery method is intended to foster.

Pankow has completed the majority of the contracted work in Buildings 15, 17, 12 and 9. At the time of September 2009 augmentation, Building 34 was slated to house the Central Chiller plant and storage for Fire Sciences. Staff was exploring the possibility of including College Mail and Receiving in the building. With the passing of time, College and District staff deemed feasible the relocation of the Information Technologies Department (ITS) to Building 34, since ITS will have to vacate their current location in Building 25 as part of the demolition of the North Gateway Project. Pankow's increased scope in Building 34 includes design and construction for ITS swing space and the final design and construction for the Fire Sciences program to house the engines, apparatus and equipment in both garage and exterior spaces. College Mail and Receiving will occupy the building as well, and will vacate Building 7. The Facilities Department will back fill the area in Building 7, bringing greater adjacencies and efficiencies to their operations.

Pankow's proposal for each of the scope changes noted above has been reviewed by the District's internal staff resources of architects, engineers and contractors who work in the Construction Planning Department, comparing cost assumptions and data from the District's construction cost management consultant (Cumming Corporation), construction management consultant (Swinerton Management & Consulting), and compared to comparable work at the District's other construction projects to ensure that Pankow's pricing is fair, reasonable, and brings value to the project. As with previous design-build projects, District staff anticipated that by engaging mobilized design-builders, this renovation work could be undertaken as a contract change order using the design-builders' existing management staff and subcontractors to perform the work, thereby lessening the cost to the District.

On August 6, 2010 District staff issued a Request for Proposal (RFP) to the four design-builders currently under contract on District projects (Robert A. Bothman, Inc., Hensel Phelps Construction Company, McCarthy Building Companies, Pankow Special Projects L.P.) for the repair and improvement of College of San Mateo's Hillsdale Parking Lots.

The College of San Mateo's Hillsdale Parking Lots are located at the most western quadrant of the CSM campus. The upper Hillsdale Parking Lot currently serves students as a primary parking location during the school year. The lower Hillsdale Parking Lot serves predominantly as an overflow parking lot during the busiest times of the semester. The surfaces of these lots have fallen into disrepair to an extent that their uneven surfaces pose safety concerns. In addition, lighting in these lots is less than ideal for students travelling to vehicles concluding evening classes. When the North Gateways Project undergoes construction beginning Spring 2011, CSM will lose approximately 750 parking spaces. Accordingly, the demand for student parking in the Hillsdale lots will be high. In preparation for this increased demand, the District wishes to contract with Pankow to repave the Hillsdale Parking Lots and improve the lighting and the stairways for safe use of those lots during the North Gateway Project, as well as in the future.

On August 27, proposals were submitted by Robert A. Bothman, Inc., Hensel Phelps Construction Company, Pankow Special Projects, LP, and McCarthy Building Companies, Inc. Each team offered a base proposal and valued alternates alignment with the RFP. Staff evaluated the proposals in accordance with the following stated criteria:

<b>Evaluation Criteria</b>	<b>Maximum Possible Points</b>	<b>Bothman</b>	<b>Hensel Phelps</b>	<b>McCarthy</b>	<b>Pankow</b>
Price	40	20	30	20	35
Innovation	30	19	14	25	24
Project Management Plan	30	2	15	25	30
<b>Total Score</b>	<b>100</b>	<b>41</b>	<b>59</b>	<b>70</b>	<b>89</b>

Each of the teams' proposals demonstrated that they could perform the work satisfactorily. Pankow advanced as the leader with their forward thinking in offering the District greater value in their base proposal and more long-term solutions for the dollar in the Hillsdale Parking Lots, in particular in the highly used upper portions of the lot.

Incorporating these changes into Pankow's contract takes advantage of their onsite presence. If the changes were to be made at a later date, or bought out through a separate construction contract using the design-bid-build delivery method, the construction cost would increase 20% - 30%, have additional administrative burden, cause additional disruption to College operations and delay the benefit of improved facilities for students.

The funding source for this work is Measure A general obligation bond funds.

## **RECOMMENDATION**

It is recommended that the Board authorize the Executive Vice Chancellor to execute a change order to augment the existing design-build contract with Pankow Special Projects, L.P. in an amount not to exceed \$2,700,000 for the additional scope in Building 34 and the new scope included in the Hillsdale Parking Lots Repair and Improvement Project.

**BOARD REPORT NO. 10-9-109B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Regina Stanback Stroud, Vice President, Instruction, Skyline College, 738-4321  
Joseph Madrigal, Interim Vice President, Student Services, Skyline College, 738-4333

**ACCEPTANCE OF THE SAN FRANCISCO FOUNDATION-BAY AREA WORKFORCE  
FUNDING COLLABORATIVE JOB PLACEMENT SERVICES GRANT – SKYLINE COLLEGE**

Skyline College has been awarded a one-time grant of \$200,000 from the San Francisco Foundation-Bay Area Workforce Funding Collaborative. Written in response to an invitation for proposals to increase the capacity of community colleges to serve as workforce intermediaries, Skyline College proposed building upon the previously funded SparkPoint San Mateo at Skyline College Center initiative. The center provides participants access to multiple services related to employment, career development, work supports, public benefits, financial literacy and asset building.

This grant will add a key component of helping participants gain or advance in employment. Skyline College will partner with Jewish Vocational Services and the Employment Development Department to co-locate services and provide professional development for employees in the area of employment services. Additionally, Skyline College will use this grant to maximize existing employer connections between Cooperative Work Experience faculty and employers of students.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the \$200,000 grant awarded to Skyline College by The San Francisco Foundation.

**BOARD REPORT NO. 10-9-110B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Regina Stanback Stroud, Vice President, Instruction, Skyline College, 738-4321  
Joseph Madrigal, Interim Vice President, Student Services, Skyline College, 738-4333

**ACCEPTANCE OF THE SAN FRANCISCO FOUNDATION-BAY AREA  
WORKFORCE FUNDING COLLABORATIVE STACKABLE CERTIFICATES  
TOWARD TEACHER PREPARATION – SKYLINE COLLEGE**

Skyline College has been awarded a one-time grant of \$200,000 from the San Francisco Foundation-Bay Area Workforce Funding Collaborative. Written in response to an invitation for proposals to increase the capacity of community colleges to serve as workforce intermediaries, Skyline College proposed building upon the previously funded SparkPoint San Mateo at Skyline College Center initiative. The center provides participants access to multiple services related to employment, career development, work supports, public benefits, financial literacy and asset building.

This grant will add two key instructional programs – stackable certificates that address specific workforce needs of employers in the area of After-School Service, Teacher Assistance and Teacher Preparation and a Career Advancement Academy in the area of Automotive Technology. A series of certificate options at different levels that encompass different skills will be developed to provide participants with more flexibility in their workforce and education options.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the \$200,000 grant awarded to Skyline College by The San Francisco Foundation.

**BOARD REPORT NO. 10-9-111B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Janet L. Stringer, Dean, Science and Technology, Cañada College, 306-3322

**ACCEPTANCE OF THE INNOVATIONS IN ENGINEERING EDUCATION,  
CURRICULUM AND INFRASTRUCTURE GRANT FROM THE NATIONAL SCIENCE  
FOUNDATION FOR CAÑADA COLLEGE**

Cañada College was awarded a grant through the “Innovations in Engineering Education, Curriculum and Infrastructure” (IEECI) program at the National Science Foundation with an effective date of October 1, 2010. Dr. Amelito Enriquez is the principal investigator and Oscar Porter, Executive Director of MESA for the State of California, is co-principal investigator. The grant will fund a Summer Engineering Teaching Institute. The Institute will bring faculty from 10 community colleges from around state to Cañada next summer where they will be instructed in how to develop a Tablet-PC-enhanced interactive model of engineering instruction. They will also be taught how to develop online courses using CCC Confer, a videoconferencing platform that is available to all California Community College System faculty and staff. The grant will also fund an effort (joint with statewide MESA) to identify colleges with MESA programs but no engineering program, or limited academic offerings in engineering. Partnerships with those colleges will be developed to design and implement engineering programs that are delivered online through CCC Confer. The full award is for \$150,000 over a two year period from October 1, 2010 through September 30, 2012.

**RECOMMENDATION**

It is recommend that the Board accept the award to Cañada College from the IEECI program at the National Science Foundation, as described above.

**BOARD REPORT NO. 10-9-112B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Regina Stanback Stroud, Vice President, Instruction, Skyline College, 738-4321

**ACCEPTANCE OF GRANT FROM THE CALIFORNIA EMPLOYMENT DEVELOPMENT  
DEPARTMENT FOR THE GREEN TRANSPORTATION STATEWIDE COLLABORATIVE  
AND CAREER ADVANCEMENT ACADEMIES – SKYLINE COLLEGE**

Skyline College has been awarded a \$3,000,000 Green Innovation Challenge Grant over two years from the California Employment Development Department (EDD). The project will engage a diverse group of employers, industry leaders, initiatives, organizations and networks involved in hybrid and electric vehicle technology to set the stage for future innovation in the alternative fuel and green transportation sector.

In collaboration with Contra Costa College and Long Beach City College, the three colleges will serve as demonstration sites to provide aftermarket training in hybrid and electric automotive technology and to develop career pathways for both experienced and new automotive technicians by implementing Career Advancement Academies or other cohort based training. These efforts represent a response to the growing demand for hybrid and electric vehicles that have captured the automotive market in California over the past several years. The Department of Labor predicts that this trend will continue as alternatives to gasoline fuel driven vehicles are found.

This collaboration will also partner with local Workforce Investment Boards and automotive industry leaders to bring about meaningful and timely training as well as provide a springboard for addressing future industry trends in the areas of automotive and transportation technology.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the \$3,000,000 grant awarded to Skyline College by the California Employment Development Department.



**BOARD REPORT NO. 10-9-113B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6550

**ACCEPTANCE OF CONGRESSIONALLY-DIRECTED GRANT FROM THE U.S. DEPARTMENT OF EDUCATION FOR THE UNIVERSITY CENTER CONSORTIUM**

In March of this year, the District was notified that it had received a noncompetitive, Congressionally-directed grant from the U.S. Department of Education (to be administered by the Fund for the Improvement of Postsecondary Education Office) in the amount of \$350,000 for the University Center Consortium of which the University Center at Cañada College is a partner. The appropriation was requested by the District, Cañada College administration and Santa Clarita Community College District's College of the Canyons, through the office of Jackie Speier, and was authorized by Congressional legislation in the Consolidated Appropriations Act of 2010. Generally speaking, there is a lengthy period of time between the time that an appropriation is legislated and the time that the funds are actually received by the District. Accordingly, the District received notification late in August that the funding is now available.

The University Center at Cañada College will use \$250,000 of the Congressionally-directed funding to expand academic programs and increase the number of students who pursue postsecondary education. They will hire staff to develop partnerships to house new advanced degree programs, disseminate information about new programs, and select students for those programs. As a partner in the Consortium, College of the Canyons will receive \$100,000 of the funding to pursue these initiatives at their University Center as well. The District will enter into an agreement with Santa Clarita Community College District for this portion of the funding.

The University Center Consortium is a partnership between College of the Canyons in Santa Clarita, Cañada College in Redwood City, the California Community College System Office, and four-year universities to offer a comprehensive array of bachelor's, master's and doctorate degrees, advanced workforce training and other economic development programs in local communities.

College of the Canyons and San Mateo County Community College District have worked together for the last several years in pursuing and sharing resources through Congressionally-directed grants to help advance the University Center model. More recently, the two Districts have also partnered to seek Congressionally-directed grants to advance Alternative Energy initiatives. College of the Canyons was recently awarded a grant for this purpose and the District is slated to receive \$100,000 of that funding in the coming months.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the Congressionally-directed funding, in the amount of \$350,000, for the period of August 1, 2010 through July 31, 2011 as awarded by the United States Department of Education.

**BOARD REPORT NO. 10-9-114B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Janet L. Stringer, Dean, Science and Technology, Cañada College, 306-3322

**ACCEPTANCE OF CiPAIR GRANT FROM NASA FOR CAÑADA COLLEGE**

Cañada College was awarded a grant through the “Curriculum Improvements Partnership Award for the Integration of Research” (CiPAIR) program at the National Aeronautics and Space Administration (NASA). Dr. Amelito Enriquez is the principal investigator. The project is a collaborative effort between Cañada College, San Francisco State University and NASA Ames Research Center.

The objectives of the project, entitled “Creating Opportunities for Minorities in Engineering, Technology, and Science (COMETS),” are: (1) to improve student engagement and success in foundational math courses and core engineering courses; (2) to provide students with summer research experiences at NASA Ames; (3) to provide current community college students a year-long engineering design experience by participating in capstone design courses at SFSU; (4) to strengthen existing faculty relationships with NASA Ames and establish new, collaborative relationships among two-year and four-year engineering faculty and NASA Ames Research Center; (5) to increase the number of academically prepared community college students transferring to four-year institutions as engineering majors; (6) to improve academic success of engineering students from underrepresented groups by providing academic support and mentoring; and (7) to increase the number of minority students pursuing advanced degrees in STEM fields. Funding for the project is \$150,000 per year for three years with a start date of October 1, 2010.

**RECOMMENDATION**

It is recommended that the Board accept the \$450,000 award to Cañada College from the CiPAIR program at NASA.

**BOARD REPORT NO. 10-9-115B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Regina Stanback Stroud, Vice President, Instruction, Skyline College, 738-4321

**ACCEPTANCE OF FUNDING FROM UNITED WAY BAY AREA FOR  
SPARKPOINT SAN MATEO CENTER IMPLEMENTATION**

Skyline College has been awarded a one-time grant of \$100,000 from the United Way of the Bay Area (UWBA) to support implementation of the SparkPoint San Mateo Center at Skyline College. UWBA is working to locate a SparkPoint Center in each of the Bay Area counties. SparkPoint Centers provide participants access to multiple services related to employment, career development, work supports, public benefits, financial literacy and asset building.

This grant will contribute to one aspect of the full array of services just mentioned, namely job development and placement services. SparkPoint will provide a full spectrum of services that builds better careers with certificates and degrees, provides the support needed to meet goals, and, finally, maximizes the impact of services by teaching participants financial skills that will increase the return on investments of time, money and commitment throughout their lives. Part of this spectrum of services includes Skyline College cultivating a rich network of employers and employment opportunities to be tapped by our participants.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the \$100,000 grant awarded to Skyline College by The United Way of the Bay Area.

**BOARD REPORT NO. 10-9-116B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Regina Stanback Stroud, Vice President, Instruction, Skyline College, 738-4321

**ACCEPTANCE OF SUB GRANT FUNDING FROM UNITED WAY BAY AREA'S SILICON  
VALLEY COMMUNITY FOUNDATION GRANT FOR FINANCIAL COACHING AND  
LITERACY – SKYLINE COLLEGE**

Skyline College has been awarded a one-time grant of \$99,169 from the United Way of the Bay Area (UWBA) funded by the Silicon Valley Community Foundation to add services in asset-building and financial education, and increase participants' access to public benefits. This funding will enable 350-500 low-income San Mateo residents, particularly persons of color, those with limited English and those from immigrant households, to easily access, in one place, a full range of integrated financial education and asset building tools and supports that will move them closer to financial success during the project year. Participants will achieve measureable progress in one or more areas of financial education and/or asset building, including increased savings and asset accumulation, accessing the mainstream banking/financial system, and increased credit scores.

This grant will support a range of activities including targeted outreach, financial coaching and counseling, financial education classes, public benefits enrollment, assistance (including incentives) for opening savings accounts, and matched savings in individual development accounts. These will complement Skyline's educational offerings and extensive workforce development opportunities provided by SparkPoint San Mateo partners.

**RECOMMENDATION**

It is recommended that the Board of Trustees accept the \$99,169 grant awarded to Skyline College by The United Way of the Bay Area.

**BOARD REPORT NO. 10-9-5C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**2011 CONSTRUCTION CONTRACTOR PREQUALIFICATION UPDATE**

In April 2000, the Board of Trustees directed the use of Public Contract Code Section 20111.5, which authorizes the District to require prequalification of prospective bidders on public works projects subject to public bidding requirements. Under these provisions, only prequalified bidders are eligible to submit bids for District construction projects. The District's annual prequalification process has worked well since the first prequalification and with the expansion of the District's construction activity and conversion to a digital application. The process has provided the District with a pool of highly qualified and sophisticated contractors that have become familiar with the District's requirements, processes and standards.

The planning for the 2011 Prequalification cycle began in July and the tentative schedule is as follows:

<b>Schedule for SMCCCD 2011 Contractor Prequalification</b>		
	Tuesday Oct. 5	Application Release date
	Friday Oct. 8	Non-Mandatory Prequalification Conference
	Thursday Oct. 14 and 19	Prequalification Clinics
	Tuesday Nov. 2 at 2pm	Application Due Date
	Thursday Dec. 16	Final Approval of 2011 Contractor Pool
	Monday Jan. 3, 2011	Public Notice of 2011 Prequalified Contractors List

The Construction Planning Department will deliver the Request for Prequalification via email to over 500 contractors listed in the District's vendor database that have worked with us in the past and/or have expressed interest in working with the District. In addition, legal advertisements in local newspapers and placements of the Request for Prequalification on contractor trade journals and websites will advance the outreach effort.

San Mateo County Community College District requires its prequalified contractors to meet certain applicable criteria, such as:

- Construction Experience
- Contractor's License
- Work History
- Litigation and Arbitration History
- Disqualification from Previous Projects
- Compliance with Statutory Requirements
- Documented Safety Record
- Prevailing Wage Requirements
- Project Personnel
- Benefits and Retirement Programs
- Insurance Requirements
- Bonding Information
- Financial Information

As part of the continuing improvement of the annual Contractor Prequalification, in anticipation of the 2001 cycle, District staff implemented two changes that improve efficiencies in completing and processing the application: (1) online self registration page and (2) streamlined online application. The self registration page requires the contractor to enter basic information (contractor name, address, title, contractor license number(s), phone and email address) into an online form. This data entered into the form automatically populates the application's database and allows our Administrative Analyst to forward a controlled user name and temporary password back to the contractor. In previous years, the contractor had to send an email requesting sign-on privileges and wait for District staff to process those requests internally. The new process uses available technology to expedite processing. In addition, staff simplified the online application by reducing the number of sections in the application. Questions regarding payroll, prevailing wage and apprenticeship compliance, and bonding now reside under Financial Information. This change makes it simpler for contractors to enter this information and their completion of the application is streamlined as a result.

For the 2011 application, District staff updated the confidentiality section and the dispute sections to provide clearer documentation to contractors. Staff updated the language in the dispute section to help clarify the intent of the section. New language has been inserted into this section: *"the District reserves the right to investigate any and all disputes that are part of the public record as part of its determination whether a firm may be prequalified to work on District projects."* This language broadens the District's authority, as staff researches a firm's history relating to legal disputes and allows the District to use that information to help determine a contractor's prequalification status.

Finally, in 2010 County Counsel provided an updated reading of the confidentiality and disclosure statement, as it relates to the information and downloads contained in the Contractor's submitted application and the District's requirement to protect the privacy of those applications. The following language has been inserted into the application: *"Per Public Contracts Code § 20651.5, this application and any uploaded documents are not public records subject to disclosure. The questionnaire responses of prospective bidders and their financial statements shall not be deemed public records and shall not be open to public inspection."* This statement clarifies the District's responsibilities, related to public information requests and protection afforded the contractor regarding the information they submit to the District.

**BOARD REPORT NO. 10-9-6C**

**SCHOOL MEASURES ON NOVEMBER 2, 2010 BALLOT**

**MEASURE I: Belmont-Redwood Shores School District Bond (55% Approval Required):**

Ralston Middle School Repair Measure: To continue quality education/prevent classroom overcrowding, shall Belmont-Redwood Shores School District repair/replace leaking roofs, provide additional classrooms for science, math, general instruction, construct, acquire, repair classrooms/facilities/sites/equipment, meet current fire/safety codes, improve disabled access, upgrade technology, replace outdated electrical, plumbing, heating, ventilation, safety/security systems by issuing \$25,000,000 of bonds, qualifying for State matching funds, with citizens' oversight, no funds for administrator salaries/all funds staying local?

**MEASURE J: South San Francisco Unified School District Bond (55% Approval Required):**

To provide safe, modern classrooms and educational support facilities by replacing deteriorated portable classrooms with permanent classrooms; repairing deteriorated roofs; providing disabled students access; upgrading science labs, libraries, technology and restrooms; enhancing safety, fire detection and security systems; improving energy efficiency; replacing outdated electrical, plumbing, and heating systems, shall South San Francisco Unified School District issue \$162,000,000 in bonds at legal interest rates, with citizen oversight, annual audits, no money for administrators' salaries, and all funds benefiting local schools?

**MEASURE N: Belmont-Redwood Shores School District Bond (55% Approval Required):**

Elementary School Repair Measure: To continue quality education, shall Belmont-Redwood Shores Elementary School District (SFID) repair/replace leaking roofs, construct, acquire, repair classrooms/facilities/sites/equipment, meet current fire/ safety codes, improve disabled access, provide science classrooms/additional classrooms to prevent overcrowding, upgrade technology, replace outdated electrical, plumbing, heating, ventilation, and security systems by issuing \$35,000,000 in bonds at legal rates, qualifying for State matching funds, with citizens' oversight, no funds for administrators, and funds benefiting local schools?

**MEASURE O: San Mateo Union High School District Bond (55% Approval Required):**

To better prepare local students for college/21st century jobs, shall San Mateo Union High School District provide classrooms/labs for science, math, and job-training, update educational facilities to meet current safety codes, provide modern classroom technology/computers, support academic programs/teachers by eliminating debt, and repair, construct and acquire equipment, sites, schools/facilities, by issuing \$186,000,000 in bonds at legal rates, with citizen oversight, no money for administrators' salaries and all funds supporting only local schools?

**MEASURE P: Jefferson Union High School District Parcel Tax (2/3 Approval Required):**

To maintain and improve academic programs including reading, writing, science and math; fund computer technology/vocational training, and retain highly qualified teachers; shall Jefferson Union High School District levy \$96 per parcel annually for four years (as described in the voter pamphlet), so long as seniors are exempt, no money is used for administrators' salaries, independent citizens' committee oversight is required, and all funds are spent on neighborhood schools and cannot be taken by the State and used elsewhere?