

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES RETREAT
February 1, 2014, 9:00 a.m.
Cañada Vista Clubhouse, 3 Olive Court, Redwood City, CA

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
 - *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
 - *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.*
 - *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
 - *Regular Board meetings are recorded; recordings 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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9:00 a.m. ROLL CALL

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

INFORMATION REPORTS

- 14-2-1C [Budget Update \(Including Governor's Budget; Enrollment Projections; Assessed Valuation Projections; Information on Assessed Valuation vs. Revenue Limit, etc.\)](#)
- 14-2-2C [Discussion of Revised Core Values and Principles Document \(Discussion of Defining a New Future for the District\)](#)
- 14-2-3C [Proposed New Project: Cañada College Athletic Complex and Fitness Center](#)
- 14-2-4C [Future Funding Needs \(e.g., Parcel Tax, COP, G/O Bond, etc.\)](#)
- 14-2-5C [Brown Act \(Greg Dannis\)](#)
- 14-2-6C [Study Session Topics](#)
- 14-2-7C [Update on Board Goals for 2013-14](#)
- 14-2-8C [Initial Discussion of Proposed Board Goals for 2014-15](#)

San Mateo County Community College District

February 1, 2014

BOARD REPORT NO. 14-2-1C

BUDGET UPDATE

There is no printed board report for this agenda item.

**Core Values and Principles
Board of Trustees
San Mateo County Community College District
2014**

PREAMBLE

In response to severe budget reductions that began in 2002 and were expected to extend for several years, the Board of Trustees, in 2004 adopted a “Reaffirmation and Recommitment to Core Values and Operating Principles” statement that was intended to help guide faculty and staff decision-making regarding necessary budget reductions. As economic circumstances faced by California Community Colleges continued to decline, that statement was reexamined, edited and re-adopted in December 2009 and again in June 2012. In June 2010, voters in San Mateo County approved the first-ever community college parcel tax that would raise approximately \$7M annually for four years which helped alleviate some of the budget pressures the District had been experiencing.

The District’s financial situation has stabilized in the last 18 months due to two factors: achievement of “community-supported status” and the demise of Redevelopment Agencies (RDAs) which has returned millions in property taxes to the District. In a community-supported status, the District’s operating funds are derived primarily from two sources--property taxes and student fees.

The assessed valuation (AV) of property (which determines the amount of property tax collected) increases have far exceeded the state COLA given to community colleges over the last three decades. In the past 28 years, AV increases have averaged 6.35% per year, with a high of 12.47% in 2001-2002 and a low of -1.37% during the “Great Recession” in 2010-2011; that was the only year in which AV growth was negative in the past 28 years. The assessed valuation increase in 2012-13 was 6.33% last year compared to a zero COLA. State COLA averaged 2.33% during the same period; there were seven years when the COLA was zero and three years of negative COLA (including a deficit factor) in the 28 year period. Needless to say, property tax is a much more stable source of income than State Apportionment.

The demise of Redevelopment Agencies netted the District more than \$4.5 million annually in new operational funds and \$6.8M in one-time funds—and those amounts will grow as former RDAs pay off obligations and sell off assets.

Given these changed economic circumstances, the San Mateo County Community College District has a unique opportunity to re-define the District’s future; to commit itself to a bold vision of expanding educational opportunities to meet the community’s needs; and to provide the staffing and resources needed to achieve it. Towards that end, the Board commits itself to the following Core Values and Principles:

- **Student-Centered Mission:** The Board recognizes each individual’s right to education and commits itself to providing the occasions and settings that will allow our students to develop their minds and skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness and realize their individual potential. The Board recognizes that our core mission is to provide transfer education and career/technical training to as many students as possible. Basic skills classes which are focused on preparing our students for our core mission courses as noted above are also necessary and appropriate.

Lifelong learning classes which had long been an important part of the community college mission were necessarily curtailed during the difficult budget years. The Board asserts that, given the District’s relatively healthy financial outlook at this time, the Colleges should

consider restoring some of these programs—through contract education, not-for-credit programs and community education. The programs offered should be based upon demonstrated community need as determined through surveys, focus groups and other measurements.

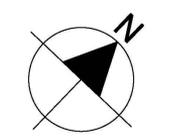
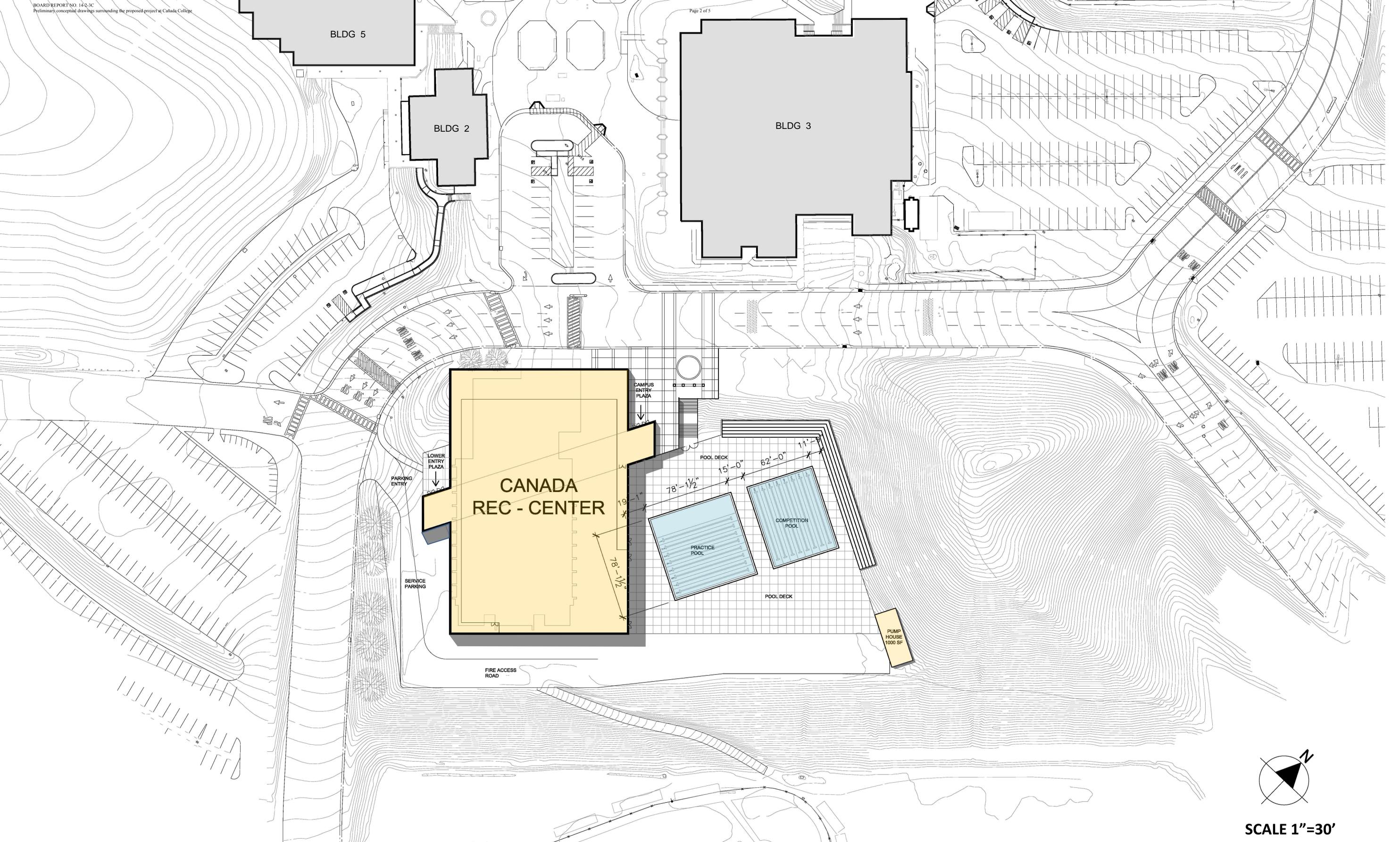
Student support services and staff are also important and help ensure the success of our students in their pursuit of a postsecondary education. The Board is committed to providing a wide array of student services that support student success and that do not duplicate services offered in the community.

- **Support for Innovation/Expanding Educational Opportunities:** The Board believes that its long-standing support for innovation and creative approaches to serving the educational needs of the community has been essential to ensure that the Colleges are offering the appropriate balance of academic programs and in maintaining the academic excellence of these programs. With the changed financial status of the District, the Board encourages the Colleges to seek out underserved populations; evaluate their educational needs and provide courses and programs to serve them. Using the Business and Community Needs Assessment data, the Board also encourages the Colleges to provide new classes, certificate programs or AA/AS degrees that will meet those identified needs. The Colleges should also continue efforts to expand online learning, concurrent enrollment programs, Middle College, community education and international education—all programs that extend access to new populations of students, many of whom cannot attend traditional college classes. Finally, the Board is interested in maintaining/expanding unique programs at the Colleges that serve broad community needs and draw that community to our campuses, such as SparkPoint, the Edge and the San Mateo Athletic Center.
- **Employment Philosophies:** The Board subscribes to the principles of human resource management which promote: equal access; equal opportunity; equal treatment and fairness; staff development and training opportunities; fair compensation and accountability. The Board reaffirms the long-standing District policy that it always seeks to employ the most qualified applicant for each job and does not make decisions about employment, retention, compensation, promotion, termination or other employment status which would discriminate on the basis of national origin, religion, age, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.
- **Participatory Governance:** The Board is deeply committed to the participatory governance process as it has been established in this District, and believes that this process can produce decisions that are comprehensive, fair and in the best interests of students, the community and employees. The Board encourages and expects the participation of all constituents in decision-making and governance and recognizes participatory governance as the means for having the voices and opinions of various constituencies heard.

- **Final Decision-Making Authority:** In this participatory governance environment, the Board, as the elected representatives of the people of San Mateo County, will ultimately make the final decision and sets policy on issues based upon what it believes is in the best interests of the District as a whole. In reaching its decisions, the Board acts independently, but considers the informed viewpoints of all participants and constituencies and relies on the research, advice, experience and management expertise of its Executive Team.

The Board believes that adherence to these core values and operating principles will allow the District to continue to be recognized as one of the most innovative and progressive in the State, and these values and principles will continue to support the District and advance the interests of students, faculty, staff and the San Mateo County community.





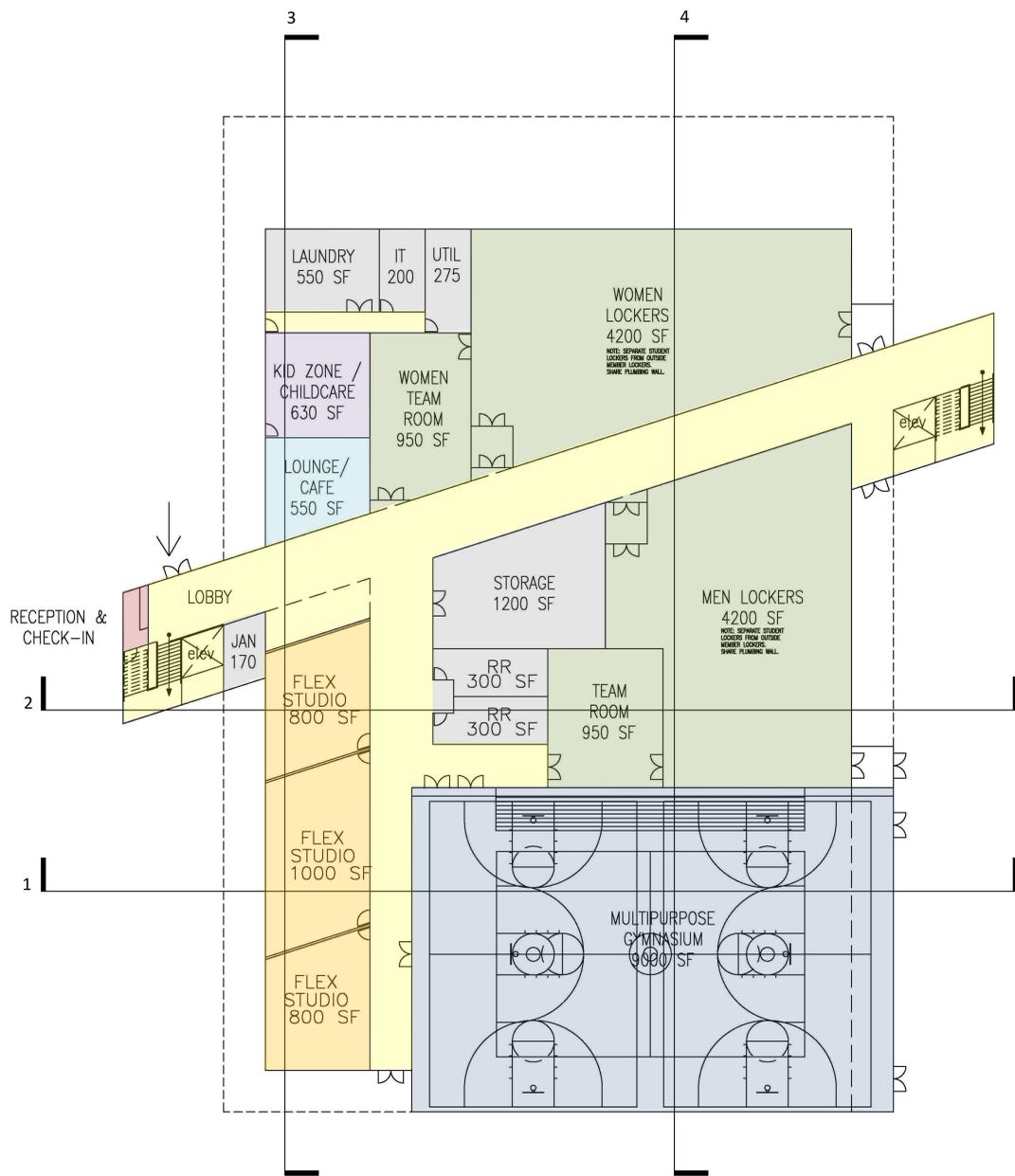
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BCA

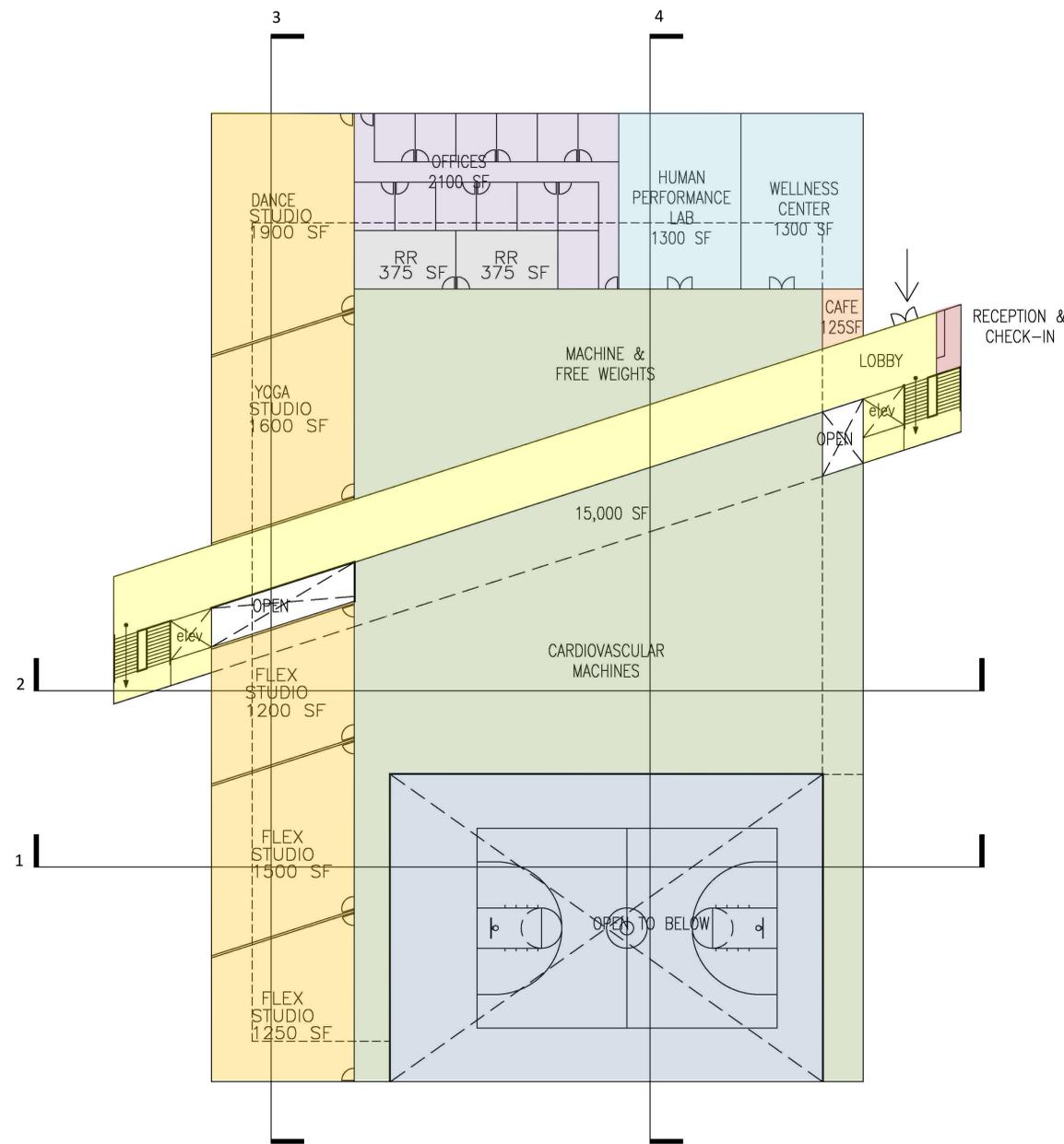
architecture
planning
interiors

Canada student recreation center

Conceptual design studies
05.15.2013



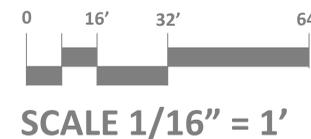
GROUND LEVEL
32,000 SF



UPPER LEVEL
28,500 SF

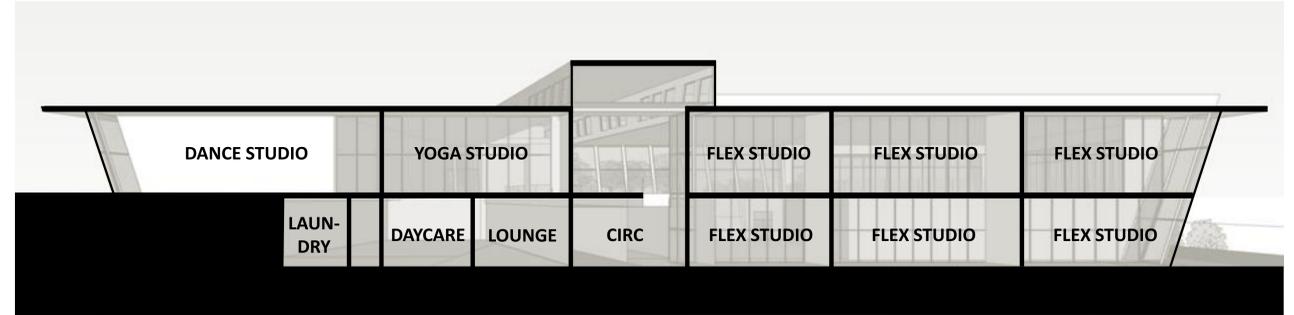
CONCEPTUAL DIAGRAM FLOOR PLANS

TOTAL BUILDING AREA 60,500 SF

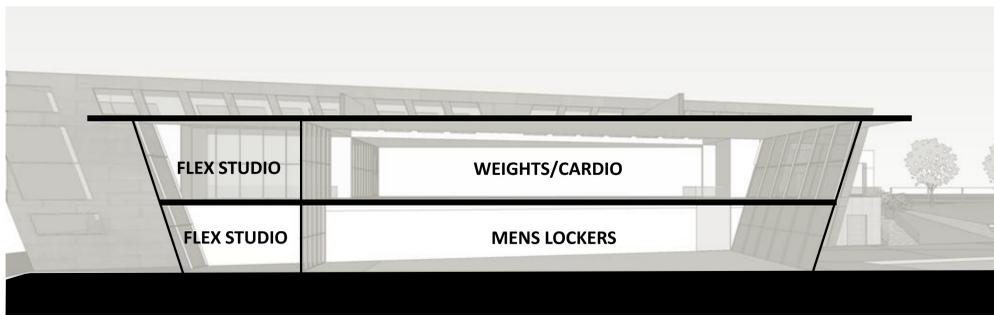




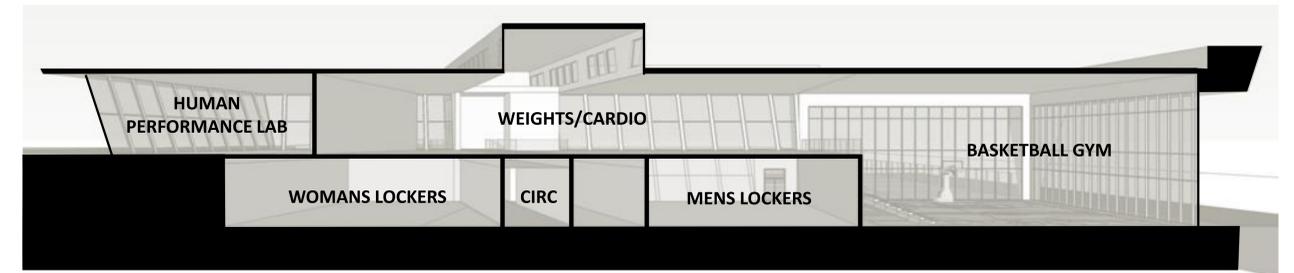
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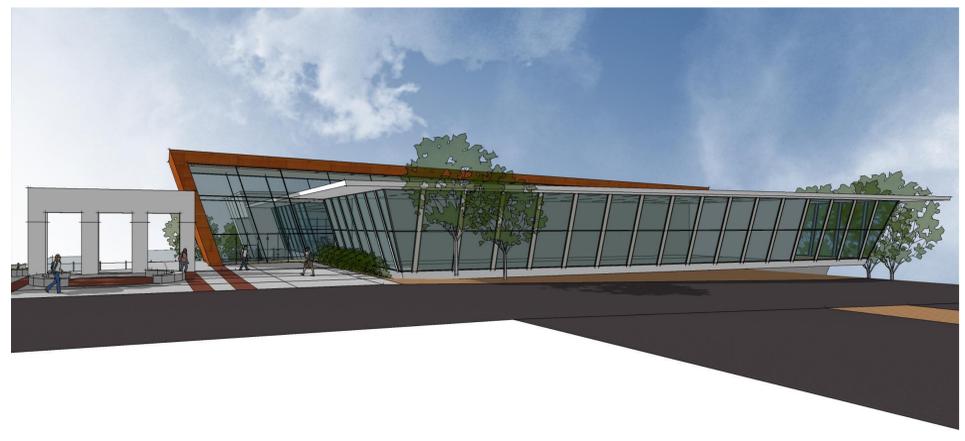
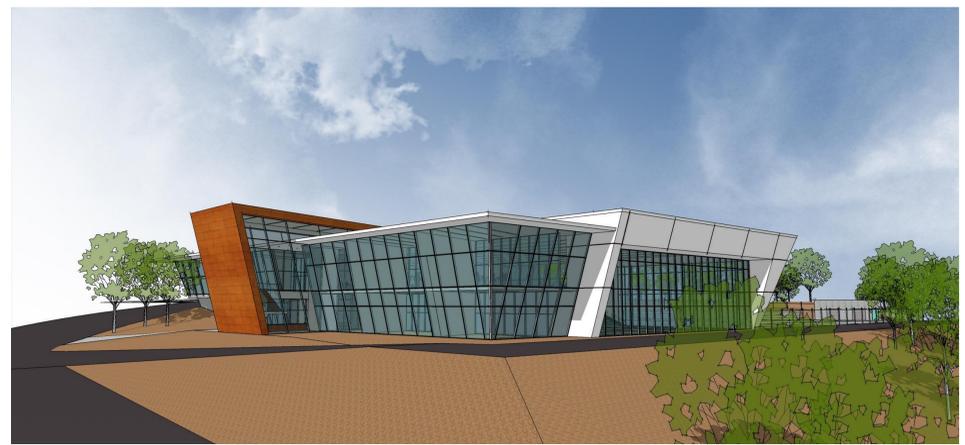
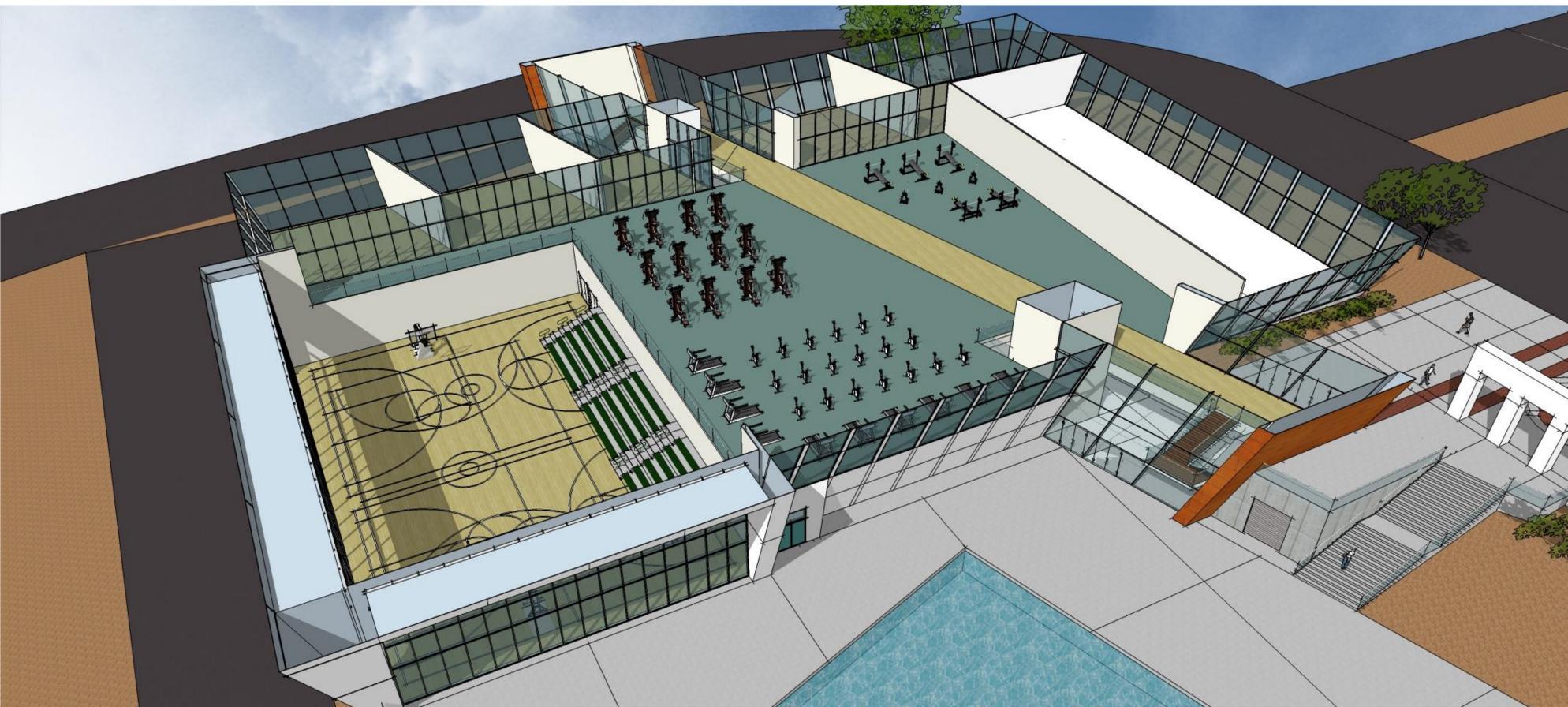
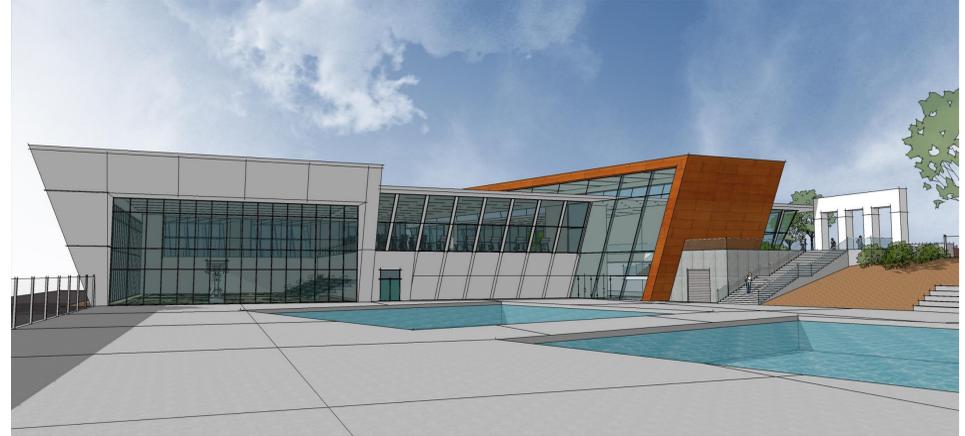
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SCALE 1/16" = 1'



SECTION 2
SCALE 1/16" = 1'



SECTION 4- 3D
SCALE 1/16" = 1'



BCA

architecture
planning
interiors

Canada student recreation center

Conceptual design studies
05.15.2013

San Mateo County Community College District

February 1, 2014

BOARD REPORT NO. 14-2-4C

FUTURE FUNDING NEEDS AND HOW TO FINANCE THEM

There is no printed board report for this agenda item.

San Mateo County Community College District

February 1, 2014

BOARD REPORT NO. 14-2-5C

BROWN ACT

Greg Dannis, an attorney with Dannis Woliver Kelly, will be in attendance to answer Board members' questions regarding the Brown Act.

BOARD REPORT NO. 14-2-6C

STUDY SESSION TOPICS

The Board will discuss topics for future study sessions. A list of topics that have been suggested by Board members is shown below.

Suggested topics:

Transfer Initiative/Workforce Development
DSPS and EOPS
High Cost Programs
Closing the Achievement Gap (including report on foster youth and other at-risk students)
Enrollment Management
Student Success
Priority Registration
Medical and Other Employee Benefits
International Education: College Presentations (Update)
Corporate Partners Supporting Academic Programs
Operating Reserves
Study Abroad
Career Counseling/Outplacement
Status of Contract with Medifit
Transportation
For-profit Schools

2014 Study Sessions

January 8	Discussion of Sources of Revenue
March 12	District Investments
April 9	Health Services

Remaining 2014 Study Session dates with undetermined topics:

June 11
July 9
September 10
October 8

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REPORT ON BOARD GOALS FOR 2013-14**

In adopting the following goals for 2013-14, the Board of Trustees commits itself to work collaboratively with faculty, staff and students to complete the work outlined below.

1. Maintain fiscal stability; continue to scrutinize programs and services to assure that they are most relevant, meeting community needs, and aligned with the District's core mission of transfer, career-technical education and basic skills. Continue efforts identified in the District's Strategic Plan to provide educational opportunities that "increase access, success, equity, choice and convenience".

The District has remained on very solid financial ground due to its conversion to "community supported" status and to the demise of Redevelopment Agencies. Assessed value in San Mateo County rose more than 6% last year and is up more than 4% for the current year—with five more months remaining in the year. Redevelopment operational revenue totals nearly \$5M annually and that will continue to rise as agencies pay off obligations and assessed valuation continues to increase.

All three Colleges adhere to a six-year program review cycle in which every program and student service is reviewed to ensure that each is relevant, contemporary and sustainable. Following the review, which is conducted by faculty, programs are continued, updated, revised or discontinued. During 2013-14, Canada College plans to review 69 programs and services; CSM will review 50 and Skyline will review 80. Links to the College Program Review sites, where one can gain additional information about the process and results, are here:

<http://collegeofsanmateo.edu/programreview/>

<http://canadacollege.edu/programreview/>

<http://www.skylinecollege.edu/programreview/>

In addition, the District undertook a business needs assessment involving the five fastest growing industries in the region: health care, biotechnology, accounting and finance, computer information science and digital art, media and graphics. To date, the Board has received reports on the health care and biotech segments; the final three reports will be presented in Spring 2014. As a result of this effort, several new certificate programs were added to the curriculum and several other programs were re-aligned to better meet community needs.

2. Review the Board's adopted "Core Values" statement and revise it to fit current circumstances. Use the Core Values statement as a guide for strategically restructuring the administrative, academic and student support organizations and staffing levels and for realigning educational programs as needed in order to assure that the Colleges are meeting community educational needs. Use Measure G Funds to expand instructional opportunities and related student services for students.

The Core Values Statement has been extensively revised to fit current circumstances and will be presented to the Board at the annual Board retreat in February for discussion and comment. It is anticipated the new statement will be adopted by the Board in spring, 2014.

The Measure G Oversight Committee adopted and publicized its 2012-13 annual report which can be found at:

<http://www.smccd.edu/accounts/smccd/committees/measureoversight/community.shtml>

During 2012-2013 year, Measure G funds were used to save or add 800 course sections; provide additional class space for 28,000 students; add counseling and library services; increase the number of degrees and certificates awarded; provide funds for a veterans resource center; support math and reading programs to improve college success.

3. Aggressively protect local control and retention of property taxes by maintaining a presence in Sacramento; good communication with our local legislators; and participation in the Oversight Committees overseeing the wind down of Redevelopment Agencies.

District staff communicated with all state legislators representing the District about our concerns regarding the risk of losing our “community funded” status. We continue to contract with a Sacramento lobbying firm; their direction is to notify us and monitor discussions anytime the subject of “basic aid” or “community supported” status arises. The District has a representative on all 13 former-RDA Oversight Boards and continues to monitor the wind down of these agencies.

4. Continue efforts to build energy efficient infrastructure and facilities; and adopt green/clean and sustainable practices. Continue commitment to sustainability through LEED certification of new construction and renovation projects, promotion of energy efficiency initiatives and green management practices. Support College and Districtwide sustainability committees. Continue to explore opportunities to further incorporate sustainable practices and materials into procurement and operational processes.

The District made significant gains in its effort to become more sustainable in 2013. The District received nearly \$100,000 in one-time incentives for energy efficiency projects including an Energy Star refrigeration upgrade, a cooling tower retrofit, energy improvements in B5 and B10, and an extended monitoring and commissioning of College Center at CSM. In addition, the District installed electric vehicle charging stations at all three Colleges and the District Office.

The District hired an Energy Management Coordinator and issued an RFP for a one Megawatt solar installation at Cañada College, which is expected to return \$1.5M in rebates and decades of energy savings. The installation of the solar photovoltaic field will be completed by June 30. Also in 2013, SMCCCD partnered with PG&E to begin a pilot program called FiCCS (Fellowship in Community College Sustainability) to begin training the next generation of energy managers. Additionally the District helped each campus develop and begin implementation of sustainability action plans. These plans find alignment of economic, ecologic and equal access goals and focus on green practices, integrative curriculum and community engagement.

SMCCCD continues to be a leader in Sustainability throughout the California Community College system. Staff has presented at the California Higher Education Sustainability Conference, the California Community Colleges Facility Conference as well as the Community College League of California. Topics in these presentations have highlighted the District’s innovative approach to Storm Water Management Planning, Sustainability Planning and Facility Master Planning.

The District recognizes that continuous improvement, ongoing innovation, and an entrepreneurial spirit are essential in creating and maintaining a sustainable future. In the year ahead, the District will work to measure and reduce greenhouse gas emissions, strengthen connections between facilities and instruction, and improve access to the diverse stakeholders of the community.

5. Establish student success benchmarks and activities to achieve those benchmarks based on relevant completion metrics identified by the District Research Committee and the District Strategic Planning Committee.

The District Research Council and the District Strategic Planning Committee have discussed student success metrics and benchmarks, but were compelled to delay establishing recommendations until after the completion the Accreditation Team visits and until the Economic Surveys had been completed. At its meeting of November 2013, the District Strategic Planning Committee elected to adopt a District Score Card approach to establishing benchmarks and assessment. The three college researchers will meet to review each college's own benchmarks and metrics for student success and develop some common themes and metrics that the Strategic Planning Committee can consider. It is expected that this process will be completed in spring/summer 2014.

6. (Reported in sub parts below)

- a) Increase access to learning opportunities and increase flexibility to achieve student success and overall institutional effectiveness.

Instructional Programs are regularly reviewed and updated through the Program Review Process which is discussed above in Goal #1.

The College research offices provide the campuses with student access and success data. These data are used at the division and College levels to determine student needs. Through Measure G, programs have been developed to increase learning opportunities, most importantly all three Colleges increased the number of sections offered for students. This increase in sections significantly increased the learning opportunities and flexibility for students. Examples of the types of programs which increased flexibility for students at the colleges include:

Cañada: College for Working Adults – this program is designed to assist students who are working and are unable to attend the two or three times per week classes. It is set up as a Thursday evening program, with some Saturdays. The first cohort of students will be graduating in May 2014.

CSM: Collaboration is the key to successful program design at CSM. Pathway to College is a two-week summer program of student preparation in basic skills math and English and eases first-time college students' transition to CSM. Pathway students continuing in the fall and spring semesters will have on-going support from peer mentors as part of the Learning Center's S.M.A.R.T. program.

S.M.A.R.T., which stands for Student Mentors Assisting Relevant Transitions, is a peer-mentoring program designed to provide first-time students guidance from successful continuing students. S.M.A.R.T.ees assist their mentees by providing information about college resources and sharing insight about successful practices in college. The goal of the student mentor/mentee connection is to foster a helpful relationship that will assist incoming students with the challenges associated with being first-time college students.

The Associate Degrees for Transfer (ADTs) degrees continue to be developed and submitted to the State, several of which are awaiting approval. Currently, CSM has 12 approved AA/AS-ADTs and five are in the approval process. These degrees award students an associate degree and allow them to transfer seamlessly into the CSU system.

Skyline: Distance Education, including using a hybrid format for course delivery, allows for more flexibility and access for students. Skyline has built out a robust Distance Education web site for students and faculty (<http://www.skylinecollege.edu/distanceeducation/>). The site provides information regarding online learning support, counseling, tutoring and online readiness tools for new and returning students.

The continued development and implementation of Associate Degrees for Transfer degrees provide student, upon successful completion, with guaranteed admissions into the CSU system. Skyline College currently has 15 ADTs either completed or in the state Chancellor's Office awaiting approval.

The Career Advancement Academies provide stackable certificates and pathways to completion and degrees. This year, the College added Early Childhood Education to program, joining Automotive and Allied Health.

- b) Ensure that the Colleges meet sustainable continuous quality improvement levels in Student Learning Outcomes Assessment.

At this point in time, the ACCJC requires the Colleges to be at the Proficiency Level for SLOs. The Colleges submitted the required report on SLOs in October 2012 which outlined how they met the proficiency level criteria and these reports were accepted by the Commission. At each campus, the faculty has incorporated the review, assessment, and revision of the SLOs, PLOs, and ILOs for courses, programs, and the institution as part of their regular activities.

Student Learning Outcomes (SLOs) assessments are part of the Annual and Comprehensive Program Reviews. All courses and instructional programs have SLOs and nearly all of them have assessment plans. In addition, all student services areas have SLOs and assessment plans

- c) Continue to expand online course offerings using the best tools and strategies available to offer online certificate and degree programs.

The on-line offerings at all three campuses have continued to expand. The Colleges have developed checklists for faculty to use as they set up their on-line courses to assist in providing information about the best tools to use. In addition, the Colleges are working with the District on developing evaluation tools for faculty teaching on-line courses to ensure the best strategies are being used. The District continues maintain and enrich the Distance Education Gateway (www.smccd.edu/degateway) that allows students to self-assess their online readiness, identify the DE courses satisfying degree and program requirements, and seamlessly enroll into DE courses. Also, all three Colleges submitted a "Substantive Change Report" for distance education to the ACCJC last year due to the expansion. The three College reports were approved by the Commission in March 2013. The increase in on-line courses and enrollments at the Colleges is:

Cañada: The number of on-line offerings increased by 47% and 26% Spring to Spring and Fall to Fall in 2012-13 and enrollments increased 41% and 22% respectively in the same time period.

CSM: The number of on-line offerings increased by 25% and 11% Spring to Spring and Fall to Fall in 2012-13 and enrollments increased 19% and 9% respectively in the same time period.

Skyline: The number of on-line offerings increased by 3% and 21% Spring to Spring and Fall to Fall in 2012-13 and enrollments increased 4% and 17% respectively in the same time period.

- d) Expand concurrent enrollment opportunities.

The Colleges work closely with the high schools to encourage concurrent enrollment. Each College has a campus outreach staff member as well as student ambassadors that visit the high schools to encourage concurrent enrollment and future full time attendance at our Colleges. Some courses are also offered on the high school campuses to facilitate attendance. Additional opportunities to encourage concurrent enrollment are being planned as part of the Career Advancement Academies and the AB 86 Career Pathway Trust Fund.

Concurrent enrollment districtwide was up approximately 5% from 2010/2011 to 2011/2012 and approximately 7% from Fall 2012 to Fall 2013.

- e) Ensure that students develop the skills and competencies needed in the 21st century and have the digital literacy skills required in their discipline, profession and/or career.

Digital literacy skills are necessary for almost every class and program offered by the Colleges. To insure that students have these skills, each College has several open access computer labs that are staffed by personnel who can introduce students to a variety of computer programs and assist students who encounter problems with equipment or software. In addition, all three Libraries sponsor classes and/or workshops designed to teach students how to conduct on line research and use other tools available in the libraries.

- f) In addition, continue to build strong partnerships with both local high schools and four-year universities to enhance learning opportunities for the community.

All three Colleges work closely with their high school and university partners.

Relationships with local high schools include:

Canada College: High Schools–Canada College is expanding the relationships with high school counselors by providing professional development opportunities on career counseling program – the Ten Year Plan. This included a workshop at Cañada in December 2013 as well as having Menlo-Atherton HS counselors join Cañada counselors at the Get Focused-Stay Focused workshop in Santa Barbara in January 2014. A new high school outreach specialist who formally worked with the high schools is improving the high school relationships.

CSM: College of San Mateo is expanding partnerships with our service area high schools. We continue to offer successful concurrent enrollment art and music classes, a total of 8 sections per semester, at Hillsdale High School. Currently, we offer college credit bearing courses in ceramics, sculpture, chorus, and band with plans under discussion to add more classes in other disciplines. Successfully earning college credits in these concurrent enrollment courses can encourage students to pursue a college education and move toward completion more quickly. In Academic Year 2014-15, we will also be offering a new year-long concurrent enrollment sequence of introductory psychology and sociology at Half Moon Bay High School. In addition, College of San Mateo, in collaboration with Skyline and Cañada Colleges, is seeking AB 86 Career Pathway Trust Fund monies and AB 86 adult education funding with our high school partners.

Skyline: Partnerships with high schools continue to expand. The College will be hiring a full time recruiter who will be working closely with the high schools in our service area. The College along with CSM and Cañada, is working closely with high schools across the county for AB 86 Career Pathway Trust Fund funding. The three colleges are also working with high school adult education programs as partners for the AB 86 adult education funding. The College holds meeting with service area high school principals. The agenda this year includes AB86 funding, assessment, summer bridge programs. Other outreach programs for high schools include: Rock the School Bells, Women on Writing Conference (WOW), Expanding Your Horizons (girls exploring science careers) and Pilipino Cultural Night.

Relationships with Universities – *Each College has a Transfer Center which is charged with maintaining and expanding relationships with four year colleges and universities and which offers numerous “Transfer Days” that are designed to facilitate the transfer process for students. In addition, the Colleges have been developing Associate Degree Transfer (ADT) programs under AB 1440 that guarantee a seamless transfer to all California State Universities. The Colleges currently have more than 50 of these ADT programs:*

<http://canadacollege.edu/degrees/AA-T-AS-T-requirements.php>

<http://collegeofsanmateo.edu/degrees/requirements.asp>

<http://www.skylinecollege.edu/transfercenter/transferdegrees.php>

In addition, the University Center on the Canada College campus is working with current partners to identify additional degrees that might be offered, which would have the effect of expanding opportunities for place bound students.

7. Complete the Community Needs Assessment that was undertaken in 2012-13. Remaining tasks include the student surveys and several more industry segment focus groups. Purpose is to assure that educational needs of the community are met and to identify skills gaps and emerging job opportunities that require postsecondary training programs. Through this effort and as envisioned in the District Strategic Plan, the District is identifying key business partners who can help design needed new courses and programs. Use the information gathered from the needs assessment to inform the District’s Strategic Plan for 2013-2020.

Due mostly to Accreditation-related workloads, this project has taken longer than anticipated. However, during 2013, the Board received the results of the Community Needs Assessment and results from two of the five segments of the Business Needs Assessment—health care careers and biotechnology. The results from the other three business segments—accounting and finance; art, design and new media; and computer science—will be presented to the Board in Spring 2014. In addition, the Student Needs Assessment is planned to be administered in Spring 2014 and the results should be available for Board review in early summer.

8. Continue to develop efficient, financially feasible and collaborative strategies to ensure that faculty and staff are kept current with the pedagogy, technology and other activities that are critical to student success and organizational excellence.

Each College has a well-developed professional development program to ensure faculty and staff are kept current with pedagogy, technology and other activities related to student success. These are provided through the use of FLEX, Professional Development funds for faculty and classified and other sources. The Professional Development Centers offer workshops on a variety of topics throughout the year. In addition, the District offers a Structured Training for Online Teaching

(STOT), our homegrown and popular professional development program, which has graduated more than 200 faculty members, 70% of whom immediately start teaching online upon graduation.

Further, the Instructional Designer/Distance Education Coordinator offers individual or small group sessions for faculty throughout the year to assist them in both teaching online and improving the use of technology resources in the in-person classes.

9. Continue to prepare for accreditation visits that will take place in October 2013. Review and approve College Self Studies that document the Colleges' ongoing, systematic efforts to assure continuous quality improvement. Complete Trustee education on accreditation. Keep apprised of accreditation progress by way of periodic briefings and presentations from the ACC. Through the State Chancellor's office, advocate for accreditation policy that ensures due process for all institutions.

The Board had a schedule that laid out the Accreditation discussion and action points that the Board incorporated into their schedule over the last several years (Attachment 1). It culminated with the Board's approval of the College Self Evaluations in summer, 2013. Following years of preparation, the three Colleges successfully completed their accreditation site visits in late October, 2013.

10. Broaden global perspective and enrich our cultural and educational diversity by fostering institutional relationships abroad; attracting international students to our campuses; and offering teach/study abroad opportunities for faculty and students. Concentrate outreach and recruitment activities in countries and regions sending the largest number of international students to the U.S. Use revenue from international tuition to provide additional classes and services for students. As international education is defined and continues to grow at the Colleges, leverage the experiences of our international students to globalize our curriculum. Determine other implications of a larger international student population on District programs and services.

To broaden global perspective and enrich our diversity, the District and Colleges have made remarkable progress in outreach and services for international students. The number of international students has grown from approximately 100 to about 400 in two years' time. The outreach activities are planned based on data and actual experience and relationships of the recruiting personnel, resulting in cost-efficient applications from countries and regions the District has targeted. International students are successfully transferring to universities of their choice – many of them are institutions of the Top 100 ranking.

In addition, the Colleges participate in the American Institute for Foreign Study (AIFS) which provides study abroad and teach abroad programs in 20 countries in Asia, Australia, Europe, South America, Central America and South Africa.

In 2013, the District was appointed by the White House as the only pilot test site on the west coast for the 100,000 Strong Initiative. The Colleges have been actively participating in globalization in curriculum, student body, and student life. The District and Colleges are working on a myriad of strategies and activities to enhance our international efforts, including online application, study abroad, assessment, summer bridge program, and, targeted marketing, and streamlining student database.

Finally, the budget allocation model assigns 5% of international student revenue to each College to be used to increase educational opportunities for local students.

11. Actively support legislation that would place a constitutional amendment on the ballot to reduce the majority needed to pass a school or college parcel tax from 66.67% to 55%. Carefully consider all options and potential timing for securing additional voter support for college and district operations and facilities e.g. parcel tax, bond and/or COP.

District staff did work with local legislators and CCLC to promote this proposal. Due to workload concerns and other matters of greater state interest, the leadership of the State Legislature decided to delay discussion on this item until Spring 2014. We will be actively monitoring these discussions.

A Board discussion on funding options and potential timing for extension of the parcel tax and/or consideration of a facilities bond measure or Certificate of Participation will take place at the Board Retreat.

12. Build strong relationships with local cities and other school districts. Hold joint Board meetings with City Councils and/or School Boards to discuss common issues and opportunities. Invite public partners to use College facilities for official functions.

The District does have very strong relationships with local cities, particularly with the cities where the Colleges are located and also with the cities that had Redevelopment Agencies. Until recently, there really were no issues that would suggest the need for a joint Council/College Board meeting. The District and Skyline College are planning to hold a joint meeting between the Board and the San Bruno City Council in June, 2014 to discuss the "Last Mile Initiative" underway at Skyline regarding transportation options to the College and the proposed Skyline Master Plan (currently under review internally) which may include a new performing arts center, a workforce education building, and a new athletic complex.

The Chancellor regularly meets with high school and elementary superintendents to discuss common issues. In addition, District staff has worked closely with school and city personnel in several jurisdictions to work out redevelopment revenue problems that surfaced in 2012, when the former RDAs were eliminated. This has resulted in solutions that satisfy all community partners, the County Controller's office and the State Department of Finance.

Attachment 1: Board Meetings involving Accreditation Updates/Actions

September 21, 2011	Update on 2013 Accreditation
April 25, 2012	Update on 2013 Accreditation
September 19, 2012	Update on 2013 Accreditation
February 17, 2013	Accreditation: A. The New Context B. Review Role of the Board C. Review Components of Site Visit D. Approval of Substantive Change Proposals to be Submitted to the ACCJC
March 21, 2013	Update on 2013 Accreditation
June 17, 2013	Update on 2013 Accreditation
July 10, 2013	Discussion of 2013 Institutional Self-Evaluation Process and College Self-Evaluation Reports
July 24, 2013	Approval of 2013 Self Evaluation Reports
October 9, 2013	Accreditation Overview

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
PROPOSED BOARD GOALS FOR 2014-15**

In adopting the following goals for 2014-15, the Board of Trustees commits itself to work collaboratively with faculty, staff and students to complete the work outlined below.

1. Due to changed economic circumstances attributable to the District's attainment of "community funded" status, the San Mateo County Community College District has a unique opportunity to re-define the District's future; to commit itself to a bold vision of expanding educational opportunities to meet the community's needs; and to provide the staffing and resources needed to achieve it. The District must also continue to scrutinize programs and services to assure that they are most relevant, meeting community needs, and aligned with the Board's Core Values and Principles.
2. Given the District's stable financial outlook at this time, the Colleges can begin to examine how the District can offer lifelong access to higher education for members of our community who are not on the traditional paths of transfer, career tech or remedial education. The Colleges may need to initiate/expand no or low cost programs and community education offerings to meet identified community needs as determined through surveys, focus groups and other measurements.
3. Continue to pursue innovative efforts that result in new teaching and learning strategies; new classes, certificate programs or AA/AS degree programs that meet community and business needs; online teaching strategies that extend access for students; expanded Middle College, concurrent enrollment and international education programs that benefit more students; unique programs that serve special community needs and draw the community to our campuses, such as SparkPoint, SMAC, the Edge; and other entrepreneurial efforts.
4. Examine current student success data tracked by each College to determine what common elements should be tracked, benchmarked, and assessed District wide, and determine what additional data should be gathered and tracked that expand upon the current national and state definitions of student success to include community determinants of success, such as single courses taken to meet a personal or career education objective.
5. Broaden global perspective and enrich our cultural and educational diversity by fostering institutional relationships abroad; attracting international students to our campuses; and offering teach/study abroad opportunities for faculty and students. Concentrate outreach and recruitment activities in countries and regions sending the largest number of international students to the U.S. Continue strengthening the collaboration of District and College international education staff in order to assure the efficiency and effectiveness of services to international students. Consider additional strategies to recruit and serve international students, including the Bridge program, camps and training.
6. Define capital improvement program needs, including modernization, new construction, major equipment and infrastructure replacement (telephone system, network infrastructure, utility and building systems infrastructure) as well as energy efficiency projects and develop funding strategies to address these needs.
7. Monitor state legislation on a variety of issues of importance to the District, including "community funded" financial status; the 50% law; Faculty Obligation Number (FON); 55%

majority on parcel taxes; baccalaureate degrees in selected areas at community colleges; authorization to choose an accrediting organization; and eliminating the 11 unit cap for Middle College students.

8. Participate in Board development activities offered locally, at the state level and/or federal level in order to assure that Trustees are kept current with community college issues, opportunities, and new initiatives. Assure that the new trustee participates in a new trustee orientation program and has one-on-one meetings with key individuals in the District in order to assure that he/she is thoroughly educated about the role and responsibilities of a community college trustee.
9. Explore how to better serve at-risk and place-bound students through an innovative approach such as developing a “College High” or “Early College High School” model. Study the possibility of joint venturing with a local high school district(s) to deliver dual enrollment at location(s) in close proximity to traditionally underserved populations within San Mateo County. This concept would identify a physical location that would be used to educate 9th-12th grade students by providing, as an example, ½ high school curriculum and ½ community college curriculum. Upon completion, all students would meet traditional A-G requirements and earn dual enrollment college credit. Coursework could focus on university transfer and/or CTE. The objective is to ensure greater participation and academic success by these targeted populations.

Adopted xx/14