AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES RETREAT
January 31, 2015, 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.*

9:00 a.m.   **ROLL CALL**

DISCUSSION OF THE ORDER OF THE AGENDA

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

INFORMATION REPORTS

15-1-8C   [Review of Progress on 2014 Board Goals](#)

15-1-9C   [Strategic Plan Update](#)

15-1-10C   [Resource Allocation Model and Budget Update](#)

15-1-11C   [Pre-apprenticeship Initiative](#)

STATEMENTS FROM BOARD MEMBERS

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
PROGRESS ON BOARD GOALS FOR 2014-15

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

1. Maintain fiscal stability while, at the same time, re-examining the means and methods by which the College District can expand educational opportunities to meet documented community needs and provide the staffing and resources needed to fund 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.

    The District continues to have a strong financial base, and is ensuring the continuing financial stability of that base through a review of its reserve policies with the intent to gradually increase its unrestricted reserves to better weather financial downturns, respond to emergencies and provide an adequate cash flow. The District has continued to spend its funding—restricted and unrestricted— in accordance with federal and state laws and, once again, had zero audit findings for 2013/14. The District and the Colleges are engaging in a year-long process to develop the next strategic plan. This has involved looking at internal and external data and performing needs assessments for business, community and existing students. As part of the process of developing the next strategic plan, the District has been revising its resource allocation model to allocate funds for innovative projects that further the goals of the strategic plan.

2. Examine current student success data tracked by each College to determine what common elements should be tracked, benchmarked, and assessed Districtwide. Determine what additional data should be gathered and tracked that expand upon the current national and state definitions of student success. Develop community determinants of success. Work with District researchers to develop data points that allow monitoring of program strengths and weaknesses and the progress of the Colleges in driving higher levels of success and completion.

    Districtwide *meetings were held during 2013 that focused on identifying common metrics found in each College's current efforts to track and report on student success. Review was given to each College's Program Review, CCCCO Student Success Scorecard, internal College scorecard/benchmarks/index, and Student Equity Plans (SEPs), as well as indicators tied to each College's Strategic Plan. Through the development of the District Strategic Plan, it is expected that common metrics will be identified that are associated with the goals of that plan, aligned with the efforts to improve student success that are underway and under development at each of the Colleges within the District.*

    Cañada College *has a robust set of College Benchmarks and Goals that are tracked and reported on each academic year. The Cañada College Benchmarks and Goals (http://www.canadacollege.edu/prie/benchmarks/Benchmarks%20and%20Goals_2013-14_9_16_2014.pdf) make use of a set of core indicators that define and measure institutional effectiveness. Every year, Cañada College conducts a review and evaluation of its Benchmarks and Goals to assess whether we are meeting them and whether these Benchmarks and Goals are relevant to the College. The Benchmarks and Goals comply with both ACCJC Standard*

I.B.3 that requires institution-set standards for student achievement, and include such items as: course completion, fall-to-fall persistence, degree/certificate completion, UC/CSU transfer, overall transfer, licensure pass rate, productivity, FTES, etc.

The annual dialogue among faculty and staff during the participatory governance planning council meetings (conducted this past fall) generated many great suggestions that will be reflected in our next year's College Benchmarks and Goals. Reports delivered program level information so program directors can develop strategies that are actionable. Many programs created strategies to improve student success by not only utilizing their program review but also the College Benchmarks and Goals as their gauge to evaluate their effectiveness. These data were also used in a recent (January 2015) faculty and staff retreat with the college's Academic Committee for Equity and Success (ACES) which is a committee that supports our basic skills and student equity efforts on campus. As a result, the retreat produced 6 logic model action plans to improve student equity and success. These models were presented at the FLEX Day activities and will be implemented in the spring 2015 semester.

*Student learning and student success are at the heart of the **College of San Mateo's** Mission and embedded in the College's integrated planning processes. Containing extensive student achievement data, CSM's [Educational Master Plan](#) (EMP) is a key foundational planning document which clearly places student success at the center of the College's planning processes. The EMP supports CSM's [Institutional Priorities](#) which articulates overarching college goals; two of these Institutional Priorities explicitly address student success. Linked to Institutional Priorities, CSM's [College Index](#) contains a comprehensive set of core quantitative student success indicators that are updated annually. The College Index, along with updates to the EMP and annual department-level program reviews, assist the College in evaluating how effectively it addresses its priorities. Such assessment leads to the development of institutional plans and initiatives designed to improve student learning and success. As a result of these various assessments, including analysis of program-level student equity data, the College has identified institutional strengths as well as gaps in success among various ethnic and age groups. Accordingly, CSM has embarked on several new initiatives to enhance student equity that together comprise a comprehensive, coherent strategy to improve the achievement and success of all student populations.*

***Skyline College** has a robust set of student success indicators that are tracked and reported on each academic year. The Skyline College Balanced Scorecard makes use of a set of core indicators that define and measure institutional effectiveness. This effectiveness is viewed from four perspectives, each with a balance of financial and non-financial indicators and measures of student success, and addressing multiple audiences: Internal Stakeholders, External Stakeholders, Financial and Operational Performance, and Growth and Innovation. The Balanced Scorecard is reviewed and discussed by Skyline College's Strategic Planning and Allocation of Resource Committee (SPARC) in order to ensure the continuous improvement of institutional effectiveness. During the 2014-15 academic year, Skyline College is conducting a review of its Balanced Scorecard in order to ensure that the metrics contained therein capture all student success indicators that are both relevant to the College, and that comply with both ACCJC Standard I.B.3 that requires institution-set standards for student achievement, as well as requirements under SB 860 for each community college to develop and adopt a goals framework that addresses their student performance and outcomes. (http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php)*

3. Explore how to better serve at-risk and place-bound students, especially in traditionally underserved populations within San Mateo County, to ensure greater participation and academic success by these targeted populations. In particular, examine how innovative dual enrollment or concurrent enrollment programs could improve access to a college education for high school students in these targeted populations.

Cañada College has been developing a number of programs and services this past year to directly address the needs of the at-risk and place-bound students. A major undertaking has been the establishment of a new SparkPoint, a part of the network for United Way of the Bay Area and supported, in part, through a national Working Families Success Network grant, where Cañada is part of the California pilot colleges for the program. This project supports individuals in poverty by providing services such as benefits access, income supports and employment assistance.

In addition, another new program being implemented this year is the ESO! Program – Extended Student Opportunities – which is funded by an HSI grant received by the college. The ESO! Program is designed to have students Start Strong, Stay Strong and Finish Strong – thus increasing retention, persistence and success rates. Outreach activities to the high schools will connect these students to the ESO! Services. To reach low income and underrepresented individuals in the Menlo Park-East Palo Alto areas, Cañada is partnering with Sequoia Adult School and JobTrain on an innovative career pathway program. Through an intensive 16-week Information & Technology course at JobTrain, students will be able to obtain jobs in the technology sector.

College of San Mateo has addressed the at-risk, underserved students in San Mateo County by developing learning communities targeted to specific populations. Currently, CSM learning communities consist of the following: Puente (serving Latino students), Writing in the End Zone (serving football athletes), and Umoja (serving African-American students). We are developing a Mana program, which will serve Pacific Islanders. Also begun this year is Project Change, a learning community that specifically targets incarcerated and formerly incarcerated youth in San Mateo County.

CSM's Supplementary Instruction (SI) program serves all students, but SI tutors (peer tutors that are assigned to helping students in a specific class) have been assigned to basic skills classes, particularly in math, in which academically underprepared students have had difficulty progressing to the next level.

For a number of years, CSM has had a concurrent enrollment program with Hillsdale High School, offering art and music classes every semester. This academic year, CSM added a concurrent enrollment program with Half Moon Bay High School, offering an introduction to sociology class in the fall and a psychology course this spring.. The presence of concurrent enrollment in a high school benefits not only the students taking the college courses, but also benefits the entire student body. By integrating college courses in the high schools, high school administrators and instructors message the importance to their students that continuing in higher education is encouraged and attainable.

Finally, several support programs exist to serve at-risk students, including EOPS, CalWORKs and the MultiCultural Center. Foster-Forward workshops are scheduled regularly to assist foster youth transition to CSM.

Skyline College developed and uses a Comprehensive Diversity Framework that considers multiple domains including looking at ourselves, our institutional structures, processes and practices to address issues that impact students' ability to access, enter, progress through and successfully exit the college. The college integrated the Student Equity Plan, the Student Success Plan, Program Review and the Strategic Priorities to create an Integration Matrix of College Goals, Equity Vision, and Strategic Priorities. Skyline College brought together disparate offices and individuals working separately across the College on a wide range of equity and excellence initiatives, and sought to create a unified blueprint that would centralize and institutionalize diversity and social justice efforts while ensuring that they remain our shared responsibility.

Skyline Community College has begun the process of creating a Middle College in partnership with the South San Francisco Unified School District. The new program is on track to admit 50 high school students in the Fall of 2015 and who will have the option to pursue transfer or CTE educational tracks.

Modeled on the highly successful Skyline College SSFUSD program Hermanos/Hermanas that provides Latino and Latina high school students culturally contextualized college readiness curriculum and skill development, the Skyline College Kababayan program and counseling department are working in collaboration with faculty and administration at Westmoor High School to develop a similar program for Filipino American high school students.

4. 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, possibly through community education, contract education, non-credit programs or hybrid credit/noncredit courses.

   Cañada College is beginning to explore how to incorporate lifelong learning into its offerings. The areas being considered are the arts (music and theater), fitness and office technology. It is anticipated a report on the types of programming to be conducted will be developed by fall. The college will work very closely with the newly hired District Director of Community Education.

   College of San Mateo offers lifelong access to higher education for members of our community seeking self-enrichment through the offerings in community education. Some of our instructors teach in community education courses that we no longer offer on campus, such as Italian, Japanese, and French. In addition, we offer the option of auditing courses as outlined by the California Chancellor's Office; however, because there are some restrictions on this method, we are exploring the possibility of hybrid/noncredit courses to replace our auditing option. This unlocks the potential increase in course offerings for our community members.

   Skyline College: To meet community and business needs, the Retail, Hospitality, and Tourism program and ESOL program have developed contextualized ESL for hospitality and for food service. In Fall and Spring 2014 Skyline College provided hospitality training and vocational ESL instruction for students at area hotels. In Spring 2015 Skyline College will partner with Bon Apetit to provide contextualized ESL to employees providing food service to Google and with SSUSD and Jefferson Adult schools to provide ESL in the context of the RHT certificate courses.

5. Provide faculty and staff development programs that will drive 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 and entrepreneurial efforts that serve special community needs and draw the community to our campuses.

Cañada College: Significant energy and resources are being devoted to provide professional development opportunities for faculty and staff. A coordinated approach under the guidance of the Vice President, Administrative Services, is being implemented based on participatory governance recommendations. This coordinated approach will include the creation of a campus-wide professional development calendar.

An example of some of the new, innovative activities is one conducted by the new combined basic skills and student equity committee, ACES (Academic Committee for Equity and Success). The group recently held a two day retreat to review data on the success rates of our students. Participants received information on best practices and then created six action plan logic models to be implemented in the spring semester. And, each of the groups presented their findings at FLEX day so all faculty and staff had the opportunity to benefit from their learnings.

The Middle College High School at Cañada was expanded this year from about 80 students to about 120. This expansion led to the relocation to Building 5 where there is a greater opportunity for students to interact in The Grove.

*The Academic Senate at **College of San Mateo** is establishing a new permanent committee, the Center for Academic Excellence (CAE) committee. Devoted to invigorating professional development across the college for faculty, staff, and administration, it is chaired by the Professional Development Coordinator with representatives from each division. Professional development activities supported by the CAE include funding opportunities for conferences and projects and workshops and sessions on such topics as reading apprenticeship, GE SLOs Assessment and Results, Habits of Mind, and the New Faculty Institute.*

In addition, CSM's recently hired Dean of Academic Support and Learning Technologies has actively engaged with administrators, faculty, and staff with Middle College (focusing on increasing enrollment) and distance education (outlining a solid, formal Distance Education Plan to increase offerings and support for faculty through professional development), making both more robust.

The deans have worked to increase course offerings and expand concurrent enrollment with high schools. In the fall, CSM will offer more classes at Hillsdale High School and this academic year we have begun to offer transfer-level courses to seniors at Half Moon Bay High School.

The deans are actively working with faculty to create new courses, such as Art Internship, Survey of Chemistry, Keys to Success, Android Programing, ASL I and II, Restorative Yoga, Humanities Honors Seminar I and II, Science Honors Seminar I and II, First Aid/Adult and Pediatric CPR, Case Management, Path to Statistics (part of accelerated math sequence), and

Introduction to Coaching Principles (partial list). Transfer Model Curriculums waiting state approval include Art History, Anthropology, and Economics. Students can now receive a Certificate of Achievement, Certificate of Specialization, and an AS degree in Web and Mobile App Development.

Our entrepreneurial efforts directly serve our community needs and draw the community to our campus. Our Small Business Development Center (SBDC), recently celebrating their first anniversary, serves the entire county with free consulting services and educational experiences for small-to-medium enterprises as well as new business start-ups. Currently, under the leadership of our interim manager, our SBDC has more than 100 clients that use the services provided. The overall performance of the San Mateo SBDC places us (among the 13 centers operating in Northern California) in 6th place after only one year of operations.

Skyline College *restructured its professional development opportunities for faculty, staff and administration to provide a more cohesive, continuous, focused professional development that is focused on the strategic priorities and college goals and that supports student success and completion. The Center for Transformative Teaching and Learning (CTTL) was created to provide a hub for planning, developing, facilitating professional development for the college. Various professional development committees have been organized as part of the CTTL steering committee in order to facilitate communication and coordination. The Skyline College Center for Transformative Teaching and Learning (CTTL) has proved a series of faculty and staff development program focused on enhancing teaching and learning.*

A comprehensive new faculty semester-long orientation program which includes a series of workshops and discussions on technology and teaching strategies, along with providing orientation to the campus and support for our new faculty. Additionally, The CTTL is starting a Teaching Practice Exchange in Spring 2015 where instructors will gather to share best practices and strategies with one another.

A robust set of innovative efforts that result in new teaching and learning strategies have been implemented. Skyline Community College has participated for three years in the 3CSN sponsored California Acceleration Project. Acceleration pedagogy promotes teaching and learning strategies that accelerate students who are two levels below transfer into classes that are one level below transfer.

Skyline College has formed a Distance Education Steering Committee comprised of faculty, administration and CTTL staff to help guide college efforts toward enhancing online teaching and learning and expanding access. During the spring semester we will be looking at a proposal that establishes a certification process for instructors teaching online that includes advanced training and peer review of courses. In addition, we will begin to look at student and academic support services for online students and where we need to address gaps in services

6. 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. 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.

Continue to use revenue from international student tuition to expand course offerings for San Mateo County students.

To broaden global perspective and enrich our diversity, the District and Colleges continue making progress building partnerships with various key entities in target countries, including international high schools, counseling agencies, organizations, local or central government entities, US embassy offices and community partners. Activities include numerous invited presentations, keynotes speeches, panels, and large scale seminars. As the "bridge to top American universities," the District has pursued transfer partnerships with many universities outside California, resulting in one of the largest network of universities offering guaranteed transfer agreements to our students, domestic and international.

Collaborative efforts between the District and College international education staff helped increase the international student counts by 50% to close to 600 in spring 2015. Activities include regular districtwide International Team meetings, faculty engagement, joint efforts in international high school counselor workshops and outreach to local language schools and campus tours. These activities are based on data and actual experience and relationships of the recruiting personnel, resulting in steady rise in applications from countries and regions the District has targeted. Additional strategies being implemented for 2015-2016 include Business Process Analysis (BPA), Summer Bridge to Universities program, the Fulbright Language Institute, and camp activities.

Skyline College hosted 75 SEP-BÉCALOS-SATANDER UNIVERSIDADES students from Mexico in Fall 2014. The SEP-BÉCALOS-SATANDER UNIVERSIDADES Program is an initiative that provides need-and-merit based scholarships to Mexican students enrolled in Science, Technology, Engineering and Math (STEM) programs at the Universidades Technológicas Bilingües (Bilingual Technological Universities). The program, which is funded by Fundación Televisa and co-sponsored by the Association of Banks of Mexico, awards Mexican students the opportunity to study at US Community Colleges to improve their English skills in core study areas and to enhance intercultural competence.

Our international students are successfully transferring to universities of their choice – many of them are institutions of the Top 100 ranking. Seventy percent of international students transferring to the UCs have been admitted to UC Berkeley, UCLA, and UC San Diego. The District allocated portions of non-resident tuition for additional sections for resident students, professional development and additional counseling services.

7. Examine the District's hiring policies and practices to affirm that they are fair and inclusive and result in the District hiring the best candidate for each position.

The new Vice Chancellor, Human Resources completely reviewed the District hiring practices in 2014 (how we advertise positions, how we contact candidates, how we interview candidates, questions we ask, who participates in committees) for classified staff and administrators and made modifications. Changes include: the hiring manager can now lead and participate in the hiring process; all committees are trained on unconscious bias; and candidates can conduct first interviews via Skype, thereby broadening the applicant pool. The hiring process for faculty is being revised by faculty and is near being finalized.

The Vice Chancellor also reviewed and updated the materials provided to employees when they are hired, including providing more information on mandated reporting and elder abuse.

8. 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.

   The Board received a draft 2014 Amendment to the 2011 Facilities Master Plan for comment at its January 14 meeting, and it is being presented for approval at the January 28 meeting. This document outlines all the capital improvement program needs for all three Colleges. Measure H, passed by voters in November 2014, will provide most of the funding for these capital improvements. District staff continues to work on securing additional state funding, and are exploring other funding mechanisms to fully cover the cost of all improvements.

9. Monitor and, when necessary, influence 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; eliminating the 11 unit cap for Middle College students; and developing a means for funding high cost programs.

   The Chancellor and staff maintain close working relationships with local legislators and have approached legislators about sponsoring legislation regarding the 11 unit cap, funding high cost programs, eliminating four year repeat testing for TB, and regulations surrounding the retention of classified positions in categorically funded programs. The baccalaureate degree legislation was adopted and Skyline College was selected to offer a respiratory therapy baccalaureate degree. There has been no movement statewide on changing the 50% law or the FON. A bill proposing a 55% majority on parcel taxes was introduced but never made it out of its first committee. The District is working with the State Chancellor's Office and the federal Department of Education on developing a means for colleges to choose an alternate accreditation organization.

10. Participate in Board development activities offered locally, online or 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.

   So far this year, individual Board members have attended the CCLC Legislative Conference, CSEA conference, CCLC Annual Conference and several San Mateo County School Boards Association events. In addition, several trustees are planning to attend the County's "Progress Seminar" in April. New Trustee Tom Mohr held a number of orientation meetings with key staff at the District Office and the Colleges.

11. Build stronger relationships with local cities and local school districts through joint meetings with their boards or councils; outreach and participation in joint activities. Hold joint Board meetings when there are issues of importance to both the city/school district and the College District. Invite public partners to use the College facilities for official functions.

The Board held a joint meeting with the San Bruno City Council to discuss a variety of topics including the District Facilities Master Plan and possible development of Parcel B. We are planning to hold meetings with Redwood City and San Mateo in the near future to discuss the College Facilities Master Plans. Additionally, a joint meeting with the Sequoia Union High School Board will be held next month to discuss, among other agenda items, the Early College High School model.

A large number and great variety of civic functions have been held on our campuses including Jackie Speier's Job Hunters Boot Camp; the City of San Bruno's 100 Year Gala; the Maker's Faire; a Covered California event sponsored by Assemblymember Mullin; "Taste of San Mateo" for the local Chamber; a volunteer fair for Thrive San Mateo; San Mateo School Boards dinners; fund raising events for local schools and charitable organizations; a variety of swim events, including Paralympics and Disabled Veterans' events and many, many other events and activities.

12. Encourage faculty to hold subject matter-specific discussions with high school faculty, as well as in-depth discussion about the Common Core standards that define expectations about what students are expected to learn in each subject matter at each grade level.

__Cañada College__ has begun discussions with the Sequoia Union High School faculty on Common Core Standards. For example, ten professional development workshops were conducted for all of the SUHSD and the feeder school math teachers on the Cañada campus. Math faculty attended several of these workshops to learn about what is being proposed in the Common Core for math. In addition, College faculty and staff have been creating stronger relationships with the CTE teachers and have attended several meetings in the past few months on articulation and pathway development. At these meetings, the Common Core requirements have been discussed.

In the past English and math faculty at __College of San Mateo__ and English instructors at Hillsdale High School met to discuss curriculum. These meetings continue to occur with the most recent taking place on flex day, January 20th. Two years ago, CSM faculty facilitated a CalPass/Math Regional Collaboration Common Core Event. Faculty members have had conversations about Common Core Standards with high school faculty regarding issues, such as placement, preparation, and career readiness and college expectations.

The __Skyline College__ English and Math departments invited Jefferson Unified, San Mateo Union, and South San Francisco Unified school districts to a meeting in October to discuss the process of aligning curriculum in Math and English. Since that meeting, the English departments from Skyline College and Capuchino High School met Dec. 8 to review and discuss curriculum, rubrics, Common Core, pedagogy, and paper assignments. The discussion led faculty to understand that while their outcomes are very much aligned, differences in pedagogies and assignments separate the high school and college. To begin to align pedagogies, Capuchino High School English faculty participated in Reading Apprenticeship training with Skyline College English faculty on Tuesday January 20, 2015. The next joint meeting of the departments is scheduled for early February.

San Mateo County Community College District   January 31, 2015

BOARD REPORT NO. 15-1-9C

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STRATEGIC PLAN UPDATE

There is no printed board report for this agenda item.

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San Mateo County Community College District   January 31, 2015

BOARD REPORT NO. 15-1-10C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

RESOURCE ALLOCATION MODEL

Because the District is now community supported and relies less on enrollment for funding, the District undertook a review of our current resource allocation model. This review included a comparison of staffing levels at all three Colleges and a review of the ways the Colleges serve our community that aren't captured by FTES.

The purpose for changing our resource allocation model are varied:

- To develop a resource allocation model that is based on addressing community needs and not just by state-defined FTES;
- To allocate additional funds to Cañada to address its underlying personnel infrastructure needs, primarily due to its smaller size;
- To maintain a steady source of funding for CSM and prevent further funding decline due to the existing resource allocation model, and
- To allow all three Colleges to continue to serve their communities in innovative ways.

Chancellor's Cabinet and the Cabinets of each of the Colleges discussed various solutions to these issues over the summer. The proposed model was presented to the budget and planning committees at each College, in some cases multiple times. In addition, while the District Participatory Governance Council has not voted to recommend the model, they have reviewed it. While there are more presentations pending, DPGC members indicated that they were comfortable moving forward.

The current proposal addresses all of the concerns with the current allocation model by:

- Adding $1.3M to the Cañada College budget;,
- Eliminating the "growth" penalty for all Colleges which particularly benefits CSM; and
- Adding a new "Innovation Fund" in the "Demonstrated Need" section to assist in implementing the College and District strategic plans.

This gives Cañada a permanent boost in its allocation, hopefully in a time when additional revenue is significant and can absorb this increase. Eliminating the "growth" penalty addresses the downward spiral in FTES that causes a downward spiral in the funding that the current allocation model has caused CSM.

The need for funds for innovation is addressed by setting aside funds to be allocated in the Demonstrated Needs section. These funds would be allocated by the Colleges for projects that meet the goals identified in the College and District Strategic and Educational Master Plans. Each project proposal will be evaluated in a process similar to that used for the Skyline President's Innovation Fund or CSM's Initiative Grants,

and the program could be adjusted, eliminated or rolled into the College's site allocation as an ongoing part of its site allocation. Programs that are deemed not successful would be terminated, and the funds would become available for new allocations. This would allow the Colleges to explore and innovate and have the funds to institutionalize programs that meet our community needs. Some funds would also be available to the District Office or Facilities to meet new or challenging needs. Chancellor's Cabinet would approve the amount and distribution of the funds in this step. As we currently do for Measure G, each of the sites would prepare a brief report on the projects to be included in the succeeding year's budget and a review of the previous year's project outcomes. As in the past, the District Committee on Budget and Finance will review and potentially revise the allocation model annually.

Prelim Budget 15/16

Resource Allocation: 15/16 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	
14/15 Site Allocations	$ 32,260,606	$ 18,227,817	$ 31,072,351	$ 12,537,336	$ 10,955,715	$ 27,658,507	$ 132,712,333	(A), (B)
	39.6%	22.3%	38.1%					
14/15 FTES	7,881	4,181	7,074				19,137	
13/14 FTES	7,881	4,181	7,074				19,137	
12/13 FTES	8,158	4,380	7,598				20,136	
11/12 FTES	8,104	4,366	7,531				20,001	
10/11 FTES	8,253	4,763	8,265				21,282	
5 yr average	8,055	4,374	7,509				19,938	(C)
Percent of total	40.4%	21.9%	37.7%					

Adjustment #1 is the one time increase in the Site Allocation for Cañada.

| Adjustment #1 | | $ 1,300,000 | $ - | | | | $ 1,300,000 | |

2. Allocate any increase in Central Services costs.
Based on 15/16 Budget

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total	
Increased Costs						$ 533,772	$ 533,772	(B)

Prelim Budget 15/16

3. Allocate $3.38 per square foot increase over previous year.
Change from Fall 14 to Fall 15 Space Inventory Report

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
						$ -	$ -

4. Allocate growth based on increase (or decrease) in 3-year FTES average.
Based on FTES Goals for 15/16

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
15/16 FTES	7,881	4,181	7,074				19,137
New 5 yr average	7,981	4,258	7,270			0	19,509
Change in 5 yr average	(74)	(116)	(238)			0	(429)

Allocate growth for international students only per the international student formula.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total	
Growth allocation						$ -	$ -	
International Students	$ 364,672	$ 45,864	$ 234,086				$ 644,622	
Total	$ 364,672	$ 45,864	$ 234,086			$ -	$ 644,622	(D)

5. District Office & Facilities gets 14% and 6% respectively of college growth allocations.
Calculate 15% and 7% of allocations in #4.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total	
Growth allocation				$ -	$ -		$ -	(E)
International Students				$ 128,924		$ (93,796)	$ 35,129	
Total	$ -	$ -	$ -	$ 128,924	$ -	$ (93,796)	$ 35,129	

6. Allocate any special amounts agreed upon.
Allocate 14/15 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						$ 1,066,811	$ 1,066,811	(A)
Compensation						$ 4,676,477	$ 4,676,477	
CPI on non personnel	$ 74,213	$ 23,083	$ 40,441	$ 63,046	$ 21,194		$ 221,977	
Demonstrated Need					$ -	$ 3,000,000	$ 3,000,000	
	$ 74,213	$ 23,083	$ 40,441	$ 63,046	$ 21,194	$ 8,743,288	$ 8,965,266	

Prelim Budget 15/16

7. Allocate any remaining funds across the board (plus or minus).
Assume the district receives 1% 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	$ 132,712,333	14/15 FTES	19,137	(Funded, includes NR & Appren)
Prop Tax Growth	$ 6,424,519	15/16 FTES	19,137	(Estimated actual)
RDA Growth	$ 341,587	Funded Growth	-	
Other Revenue	$ 916,794	Deficit budget		(B)
15/16 Revenue	$ 140,395,233	Reserve for futur	-	
Increase	$ 7,682,900			
Plus deficit budget/less	$ 11,478,788			
Less allocations:				
1. Adjustment #1	$ 1,300,000			
2. Central Svcs	$ 533,772			
3. Square Footage	$ -			
4. Growth	$ 644,622			
5. DO & Facilities	$ 35,129			
6. Special Allocations	$ 8,965,266			
	$ 11,478,788			
Available for allocation	$ 0			

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
14/15 Site Allocations	$ 32,260,606	$ 18,227,817	$ 31,072,351	$ 12,537,336	$ 10,955,715	N/A	$ 105,053,825
% of Total	31%	17%	30%	12%	10%		
Adjustment #7	$ 0	$ 0	$ 0	$ 0	$ 0	$ -	$ 0

Prelim Budget 15/16

8. Final allocations
Sum the 14/15 Site Allocations with all of the adjustments.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
14/15 Site Allocations	$ 32,260,606	$ 18,227,817	$ 31,072,351	$ 12,537,336	$ 10,955,715	$ 27,658,507	$ 132,712,333
1. Adjustment #1	$ -	$ 1,300,000	$ -	$ -	$ -	$ -	$ 1,300,000
2. Fixed Costs	$ -	$ -	$ -	$ -	$ -	$ 533,772	$ 533,772
3. Square Footage	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4. Growth	$ 364,672	$ 45,864	$ 234,086	$ -	$ -	$ -	$ 644,622
5. DO & Facilities	$ -	$ -	$ -	$ 128,924	$ -	$ (93,796)	$ 35,129
6. Special Allocations	$ 74,213	$ 23,083	$ 40,441	$ 63,046	$ 21,194	$ 8,743,288	$ 8,965,266
7. Adjustment #7	$ 0	$ 0	$ 0	$ 0	$ 0	$ -	$ 0
Total Increase	$ 438,885	$ 1,368,947	$ 274,527	$ 191,970	$ 21,194	$ 9,183,265	$ 11,478,788
	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
15/16 Site Allocations	$ 32,699,491	$ 19,596,764	$ 31,346,879	$ 12,729,306	$ 10,976,909	$ 36,841,772	$ 144,191,121
Prop 30/One Time	$ 570,459	$ 322,319	$ 549,447	$ 221,696	$ 193,728		$ 1,857,649
Total Allocation	$ 33,269,950	$ 19,919,084	$ 31,896,326	$ 12,951,001	$ 11,170,637	$ 36,841,772	$ 146,048,770

Facilities Square Footage		1,620,579
50% of funds per sq. foot	$	3.38
50% of funds for growth		6.7%
District Office percentage		15.4%

BOARD REPORT NO. 15-1-11C

PRE-APPRENTICESHIP INITIATIVE

There is no printed board report for this agenda item.