

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
AGENDA FOR THE REGULAR MEETING OF THE BOARD OF TRUSTEES  
December 9, 2015  
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 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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**6:00 p.m.      ROLL CALL**

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

**SWEARING IN OF TRUSTEES MAURICE GOODMAN, DAVE MANDELKERN AND KAREN SCHWARZ**

**15-MINUTE RECESS TO CELEBRATE SWEARING IN OF ELECTED/REELECTED TRUSTEES**

**ORGANIZATION OF BOARD OF TRUSTEES**

1. Election of President
2. Election of Vice President-Clerk
3. Election of Secretary for the Board
4. Appointment of Representative of the Board to the County Committee on School District Organization
5. Appointment of Representative of the Board to the San Mateo County Community Colleges Foundation to complete the term of former Trustee Patricia Miljanich (term expires in December 2016)
6. Appointment of Board Member to the San Mateo County Colleges Educational Housing Corporation Board of Directors to complete the term of former Trustee Patricia Miljanich (term expires in December 2019)

**INFORMATION REPORT**

- 15-12-1C      [Consider Certification of the Environmental Impact Report Prepared under the California Environmental Quality Act for the 2015 Facilities Master Plan Amendment Project; Consider Approval of the 2015 Facilities Master Plan Amendment Project and Related Decisions Making CEQA Findings and Adopting a Statement of Overriding Considerations and a Mitigation Monitoring and Reporting Program](#)

## **NEW BUSINESS**

- 15-12-100B [Public Hearing on the Final Environmental Impact Report \(EIR\) for the 2015 Facilities Master Plan Amendment Project](#)
- 15-12-101B [Adoption of Resolution No. 15-33, Certifying the Final Environmental Impact Report \(EIR\) for the 2015 Facilities Master Plan Amendment Project](#)
- 15-12-102B [Adoption of Resolution No. 15-34, Adoption of CEQA Findings of Fact for College of San Mateo, Skyline College and Cañada College, Statement of Overriding Considerations for College of San Mateo, and Mitigation Monitoring and Reporting Plan; and Approval of the 2015 Facilities Master Plan Amendment Project](#)

## **MINUTES**

- 15-12-1 [Approval of the Minutes of the Regular Meeting of November 11, 2015](#)

## **STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

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

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

- 15-12-2C [Multiple Measures Assessment Project \(MMAP\) at Cañada College](#)

## **NEW BUSINESS, Continued**

- 15-12-1A [Approval of Personnel Items: 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.*

- 15-12-1CA [Denial of Claim Against the District by Interstate Grading and Paving Inc.](#)
- 15-12-2CA [Approval of Curricular Additions and Modifications – Cañada College, College of San Mateo and Skyline College](#)
- 15-12-3CA [Acceptance of Sub-Grant from Peralta Community College District – Proposition 39 Clean Energy Workforce Program Grant Funding](#)

## **Other Recommendations**

- 15-12-1B [Approval of Student Equity Plans](#)
- 15-12-103B [Authorization of Sole Source Purchase of Cisco Equipment from AT&T](#)
- 15-12-104B [Spectrum Auction Update and Approval of Authorized District Agents in the FCC Spectrum Auction](#)

## **STATEMENTS FROM BOARD MEMBERS**

### **COMMUNICATIONS**

#### **MEETING OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT FINANCING CORPORATION**

1. Call to Order
2. Roll Call
3. [Approval of Minutes of the December 10, 2014 Meeting](#)
4. Naming of Officers for 2016
5. Adjournment

### **RECESS TO CLOSED SESSION**

1. Conference with Labor Negotiator  
Agency Negotiator: Eugene Whitlock  
Employee Organizations: AFSCME, AFT and CSEA
2. Conference with Legal Counsel: Existing Litigation – 1 Case  
California School Employees Association and its Chapter 33 v. San Mateo County Community College District, Unfair Practice Charge No. SF-CE-3156-E
3. Conference with Legal Counsel Regarding Three Cases of Potential Litigation Pursuant to Subdivision (c) of Section 54956.9

### **CLOSED SESSION ACTIONS TAKEN**

### **ADJOURNMENT**

**BOARD REPORT NO. 15-12-1C**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6560

**CONSIDER CERTIFICATION OF THE ENVIRONMENTAL IMPACT REPORT PREPARED UNDER THE CALIFORNIA ENVIRONMENTAL QUALITY ACT FOR THE 2015 FACILITIES MASTER PLAN AMENDMENT PROJECT**

**CONSIDER APPROVAL OF THE 2015 FACILITIES MASTER PLAN AMENDMENT PROJECT AND RELATED DECISIONS MAKING CEQA FINDINGS AND ADOPTING A STATEMENT OF OVERRIDING CONSIDERATIONS AND A MITIGATION MONITORING AND REPORTING PROGRAM**

The District has analyzed the 2015 Facilities Master Plan Amendment Project, including proposed facilities improvements at all three Colleges, pursuant to the requirements of the California Environmental Quality Act. Working closely with District staff, ICF International prepared an environmental impact report (EIR) disclosing the significant environmental impacts of the project. With the exception of one significant and unavoidable air quality impact at College of San Mateo relating to exposure of existing sensitive receptors to substantial pollutant concentrations during construction, all of the potentially significant impacts of the project can be avoided or reduced below the level of significance by mitigation measures that the Board should adopt, if it decides to approve the project, after certifying the EIR.

The Draft EIR was circulated for a public comment period beginning on August 31, 2015 and ending on October 15, 2015. All written comments received during the public comment period were responded to the Final EIR as required under CEQA and the proposed responses to commenting public agencies were provided to those agencies at least 10 days prior to the Board's meeting.

Prior to approving the project, the Board must certify that it has considered the Final EIR, that the Final EIR adequately meets the requirements of CEQA, and the Final EIR reflects the independent judgment of the Board. The Board has been provided with a proposed resolution for the certification of the EIR, which documents the required conclusions for the administrative record. If the Board certifies the EIR and approves the project, it must also adopt findings of fact regarding the significant effects and the alternatives identified in the Final EIR. Because there is one significant and unavoidable impact at College of San Mateo that cannot be feasibly mitigated to a less than significant level, the Board must also adopt a Statement of Overriding Considerations describing the project benefits that outweigh this impact.

Lastly, the Board must also adopt a mitigation monitoring and reporting program (MMRP) for the recommended mitigation measures that are within the Board's responsibility to implement. The MMRP establishes a program to ensure that the adopted mitigation measures identified in the Final EIR will be implemented in a timely and accountable manner.

Staff has provided a proposed resolution to accomplish the approval of the project, adoption of findings, the statement of overriding considerations, and the MMRP, so that the required sequence of legal conclusions are documented for the administrative record.

Thus, if it decides to approve the project, the Board must make two independent, sequential motions to adopt the resolutions: (1) certifying the EIR; and (2) approving the project, and adopting the findings, statement of overriding considerations, and the MMRP.

If the Board approves the project, staff will promptly prepare and file with the State Clearinghouse and County Clerk the Notice of Determination under CEQA, which kicks off a 30-day statute of limitations for any legal challenges to be filed regarding the Board's compliance with CEQA.

Representatives from ICF International are in the audience tonight and prepared to answer any questions that might arise. Additionally, the District's CEQA Counsel is available by phone.

**BOARD REPORT NO. 15-12-100B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6560

**PUBLIC HEARING ON THE FINAL ENVIRONMENTAL IMPACT REPORT (EIR) FOR THE  
2015 FACILITIES MASTER PLAN AMENDMENT PROJECT**

The Board will hold a public hearing on the final EIR for the 2015 Facilities Master Plan Amendment Project prior to considering adoption of two resolutions: (1) certifying the EIR and (2) approving the project and adopting the findings, statement of overriding considerations, and the MMRP.

**RECOMMENDATION**

It is recommended that the Board hold a public hearing on the Final Environmental Impact Report for the 2015 Facilities Master Plan Amendment Project.

**RESOLUTION NO. 15-33  
BY THE GOVERNING BOARD OF THE  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA**

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**CERTIFICATION OF THE FINAL ENVIRONMENTAL IMPACT REPORT (EIR) FOR THE  
2015 FACILITIES MASTER PLAN AMENDMENT PROJECT**

**WHEREAS**, pursuant to the California Environmental Quality Act (CEQA), the District prepared and circulated a draft environmental impact report from August 31, 2015 to October 15, 2015, that analyzed the potentially significant environmental impacts of proposed amendments to the District's Facilities Master Plan; and

**WHEREAS**, the Draft EIR concludes that all potentially significant environmental impacts save one, an unavoidable air quality impact at College of San Mateo related to sensitive receptors to pollutant emissions resulting from construction under the project, can be feasibly mitigated to a less than significant level through the implementation of recommended mitigation measures set forth in the EIR; and

**WHEREAS**, the District received comments from seven state agencies, local agencies, individuals and organizations regarding the proposed project and/or the draft EIR and has prepared responses to all timely, substantive comments, which are set forth in the Final EIR; and

**WHEREAS**, the Final EIR also contains some minor text revisions recommended as a result of some comments received, but which do not change any of the substantive impact conclusions or analysis in the Draft EIR.

**NOW, THEREFORE, IT IS RESOLVED** by the Board of Trustees of the San Mateo County Community College District as follows:

The Board hereby certifies that:

- a) the Final Environmental Impact Report for the 2015 Facilities Master Plan Amendment Project has been completed in compliance with CEQA;
- b) the Final EIR for the 2015 Facilities Master Plan Amendment Project has been presented to the Board and the Board has reviewed and considered the information contained in the Final EIR;
- c) the Final EIR for the 2015 Facilities Master Plan Amendment Project reflects the Board's independent judgment and analysis.

**REGULARLY PASSED AND ADOPTED** this 9<sup>th</sup> day of December 2015.

Ayes:

Noes:

Abstentions:

Attest: \_\_\_\_\_  
\_\_\_\_\_, Vice President-Clerk  
Board of Trustees

**RESOLUTION NO. 15-34  
BY THE GOVERNING BOARD OF THE  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA**

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**ADOPTION OF CEQA FINDINGS OF FACT FOR COLLEGE OF SAN MATEO, SKYLINE COLLEGE AND CAÑADA COLLEGE, STATEMENT OF OVERRIDING CONSIDERATIONS FOR COLLEGE OF SAN MATEO, AND MITIGATION MONITORING AND REPORTING PLAN; AND APPROVAL OF 2015 FACILITIES MASTER PLAN AMENDMENT PROJECT**

**WHEREAS**, the Board of Trustees has certified the Final EIR for the 2015 Facilities Master Plan Amendment Project in Resolution 15-33, and hereby incorporates by reference the statements contained in that Resolution; and

**WHEREAS**, the Final EIR certified by Resolution 2015-33 evaluates construction and operations impacts that carrying out the Facilities Master Plan as amended would have on the environment on and around the District's three campuses.

**NOW, THEREFORE, BE IT RESOLVED** by the San Mateo County Community College District Board of Trustees, that it takes the following actions:

Section 1. Adoption of CEQA Findings of Fact, Statement of Overriding Considerations and Mitigation Monitoring and Reporting Program.

(a) As the decision-making body for the San Mateo County Community College District, the Board has reviewed and considered the information contained in the Final EIR for the 2015 Facilities Master Plan Amendment Project and in the three sets of CEQA Findings of Fact attached hereto as Exhibit "A" and supporting documentation. The Board determines that the CEQA Findings of Fact documents identify the significant environmental impacts and mitigation measures associated with the proposed amendments to the Facilities Master Plan. The Board further finds that the CEQA Findings of Fact have been completed in compliance with CEQA and the State CEQA Guidelines. The Board hereby approves and adopts the CEQA Findings of Fact attached hereto as Exhibit "A".

(b) The Board hereby finds that the Statement of Overriding Considerations was completed in accordance with Public Resources Code section 21081 and State CEQA Guidelines Section 15093, subdivision (a), which states that CEQA requires the decision making agency to balance, as applicable, the economic, legal, social, technological, or other benefits of a proposed project against its unavoidable environmental risks when determining whether to approve the project. The Statement of Overriding Considerations for College of San Mateo are included in the Findings of Fact attached hereto as Exhibit "A" and set forth one significant environmental effects that is found to be unavoidable but is acceptable due to the overriding considerations and benefits expected to result from implementing the Facilities Master Plan as amended. The Board hereby approves and adopts the Statement of Overriding Considerations included in the College of San Mateo Findings of Fact attached hereto as Exhibit "A".

(c) Pursuant to Public Resources Code section 21081.6, and State CEQA Guidelines Section 15091, subdivision (d), the Board hereby adopts the Mitigation Monitoring and Reporting Program attached hereto as Exhibit "B", which ensures that required mitigation is implemented as the Facilities Master Plan is carried out as amended.

Section 2. Approval of the 2015 Facilities Master Plan Amendment.

Based on and in consideration of all of the foregoing, the Board hereby approves all proposed amendments to the Facilities Master Plan described in the Final EIR, along with the project design features which have been incorporated into the project and the mitigation measures described in the Findings of Fact attached hereto as Exhibit A and reflected in the Mitigation Monitoring and Reporting Program (MMRP) attached hereto as Exhibit B, and which MMRP shall be a condition of the approved project.

Section 3. Next Steps.

The Board hereby directs staff to file a CEQA Notice of Determination with the State Clearinghouse and San Mateo County Clerk and to take any other necessary steps to obtain all additional permits, approvals and rights that would allow construction, and operation when funding and other considerations permit, of the Facilities Master Plan Amendment as approved in Section 2.

**REGULARLY PASSED AND ADOPTED** this 9<sup>th</sup> day of December 2015.

Ayes:

Noes:

Abstentions:

Attest: \_\_\_\_\_  
\_\_\_\_\_, Vice President-Clerk  
Board of Trustees

**San Mateo County Community College District**  
**2015 Facilities Master Plan Amendment**  
**Final Environmental Impact Report**  
**Findings of Fact for Cañada College**

**I. INTRODUCTION**

**A. CEQA Process**

The San Mateo County Community College District (District) analyzed the Campus Master Plan amendment (Project), including proposed facilities improvements at Cañada College, on the basis of the California Environmental Quality Act (CEQA, Public Resources Code Section 21000 et seq.) and the State CEQA Guidelines (14 CCR 15000, et seq.) and prepared an environmental impact report (EIR) disclosing the significant environmental impacts of the Project. The Final EIR prepared by the District determined that the Project's facility improvements at Cañada College could have potentially significant effects on the environment, all of which can be avoided or reduced below the level of significance by mitigation measures.

Consistent with CEQA's requirements, the Draft EIR was circulated for a public comment period beginning on August 28, 2015 and ending on October 12, 2015. All written comments received during the public comment period were responded to in Chapter 2 of the Final EIR.

Prior to approving the Project, the District's Board of Trustees (Board) will certify that it has considered the Final EIR, that the Final EIR adequately meets the requirements of CEQA, and that the Final EIR reflects the independent judgment of the Board. Upon approving the Project, the Board will adopt the following findings of fact regarding the significant effects and the alternatives identified in the Final EIR.

Pursuant to Public Resources Code (PRC) Section 21081.6, the Board is also adopting a mitigation monitoring and reporting program (MMRP) for the mitigation measures that are the Board's responsibility to implement. The MMRP establishes a program to ensure that the adopted mitigation measures identified in the Final EIR will be implemented.

**B. Environmental Impact Report (EIR)**

The EIR for the Campus Master Plan amendment identifies significant effects on the environment that may occur as a result of the Project's facilities improvements at Cañada College. In accordance with CEQA Guidelines Section 15091, the Board is adopting the following findings. In addition, it is adopting a Mitigation Monitoring and Reporting Program (MMRP) to report on and/or monitor the mitigation measures incorporated to avoid or substantially lessen significant environmental effects to ensure they will be implemented.

### **C. Record of Proceedings**

For the purposes of CEQA, and the findings herein set forth, the administrative record for the Project consists of those items listed in Public Resources Code section 21167.6, subdivision (e). The record of proceedings for the District's decision on the Project can be reviewed at the District's office. Pursuant to Guidelines section 15091(e), the administrative record of these proceedings is located, and may be obtained there.

San Mateo County Community College District  
3401 CSM Drive  
San Mateo, CA 94402  
Contact: Barbara Christensen

### **D. Overview of the Project**

The Campus Master Plan amendment identifies planned improvements at each of the District's three campuses—Cañada College, College of San Mateo (CSM), and Skyline College—to continue the modernization and renovation work that began with adoption of the District's 2001 and 2006 facilities master plans. The improvements at each of the campuses include building modernization and renovation; building demolition and new building construction; landscape, hardscape and pedestrian walkway improvements; parking expansion/reconfiguration and roadway modifications; and renewable energy and water conserving installations.

The District has identified the following objective for the Project:

- To better serve approximately the same number of current students and staff at each campus and to prepare students for universities and high-demand jobs, the District plans to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The following findings pertain to the facility improvements planned for Cañada College, located in the City of Redwood City and Town of Woodside. The improvements are listed in Table 1.

**Table 1. Proposed Facilities Improvements at Cañada College**

Proposed Improvement	Facility	Approximate Size
Building Demolition	• Building 1, Gymnasium	39,000 sf
New Building Construction	• Building 1, Kinesiology/Wellness	85,000 sf
	• Building 23, Math/Science/Engineering	55,000 sf
Modernization and Renovation	<ul style="list-style-type: none"> <li>• Building 3, Performing Arts Center</li> <li>• Building 9, Library/Student Resource Center</li> <li>• Building 13, Multi-Disciplinary Instructional Center</li> <li>• Building 16, Instructional Building</li> <li>• Building 18, Instructional Building</li> </ul>	-- <sup>a</sup>
Pedestrian Improvements	• North Quad development, between existing Buildings 17 and 22	50,000 sf <sup>b</sup>
Parking Lot Expansion	• Lot 6	325 parking spaces
	• Lot 10	150–200 parking spaces
Potential Renewable Energy Installations	• Building 1, Kinesiology/Wellness	30 kwh/sf/yr (maximum)
	• Building 23, Math/Science/Engineering	30 kwf/sf/yr (maximum)

Notes:

<sup>a</sup> Modernization and renovation could include interior and exterior improvements, but the overall building structures and size would not change.

<sup>b</sup> The size of the pedestrian improvements is unknown at this time but is estimated to be within the currently paved or disturbed area of 50,000 sf based on the area shown in **Figure ES-1**.

sf = square feet

kwh/sf/yr = kilowatt-hours per square foot per year

## II. FINDINGS REQUIRED UNDER CEQA

### A. Explanation of Findings

Prior to approval of a project, the Final EIR must be certified pursuant to Section 15090 of the CEQA Guidelines. When a certified Final EIR identifies one or more significant environmental impacts, the approving agency must make one or more of the following findings, accompanied by a brief explanation of the rationale for each identified significant impact (Section 15091 of the CEQA Guidelines):

- a. Changes or alterations have been required in, or incorporated into, such project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

- b. Such changes or alterations are within the responsibility and jurisdiction of another public agency and not the agency making the finding. Such changes have been adopted by such other agency, or can and should be adopted by such other agency.
- c. Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the environmental impact report.

By way of explanation: finding a. is used when a mitigation measure is being adopted to address the Project's significant impacts; finding b. is used when another agency has responsibility for adopting the mitigation measure; and finding c. is used when either a mitigation measure or an alternative identified in the Final EIR is infeasible. No findings are required for impacts that are less than significant and require no mitigation. Section 15092 of the CEQA Guidelines states that after consideration of a Final EIR, and in conjunction with making the Section 15091 findings identified above, the lead agency may approve the project.

These findings constitute the District's best efforts to set forth the evidentiary and policy bases for its decision to approve the Project in a manner consistent with the requirements of CEQA. To the extent that these findings conclude that various proposed mitigation measures outlined in the Final EIR are feasible and have not been modified, superseded or withdrawn, the District hereby binds itself to implement these measures. These findings, in other words, are not merely informational, but rather constitute a binding set of obligations that will come into effect when the District adopts a resolution approving the Project.

The full descriptions of the following impacts and mitigation measures are contained in the Final EIR for the Project. The descriptions are incorporated herein by reference.

## **B. Adopted Findings on Environmental Impacts**

### **Aesthetics**

**Impact CC-AES-1:** Result in temporary visual impacts caused by construction activities.

#### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

#### ***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*CC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Cañada College.* This measure ensures that the project will not raise dust and thereby create a visual impact.

*CC-AES-1: Limit exterior construction activities to daylight hours at Cañada College within 0.25 mile of residences.* Limiting construction that is within the viewline of nearby residences to daylight hours avoids the use of lights that at night might otherwise be visually intrusive.

**Impact CC-AES-2:** Substantially degrade the existing visual character or quality of the site and its surroundings, including views from scenic vistas.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*CC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Cañada College.* This measure establishes specific design requirements for roofing materials and exterior treatments that will reduce the visibility of the new buildings.

**Impact CC-AES-3:** Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*CC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Cañada College.* This measure establishes specific design requirements for roofing materials and exterior treatments that will reduce the visibility of the new buildings.

**Impact CC-AES-4:** Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following three mitigation measures which reduce the impact to a less-than-significant level.

*CC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Cañada College.* This measure establishes specific design requirements for roofing materials and exterior treatments that will reduce the visibility of the new buildings.

*CC-AES-3: Apply minimum lighting standards at Cañada College.* This measure establishes specific requirements to minimize lighting at night when buildings are empty and to minimize the effects of outdoor lighting by specifying types of lighting and shielding requirements.

*CC-AES-4: Remediate the potential for hazard glare at new Kinesiology/Wellness building at Cañada College.* This will require that windows in the new Kinesiology/Wellness building be selected for their ability to minimize glare and specular highlighting. This measure will ensure that glare from the windows will not adversely affect northbound drivers on I-280 during mornings.

**Air Quality and Energy**

**Impact CC-AQE-2:** Violate a BAAQMD air quality standard or substantially contribute to an existing or projected air quality violation during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following five mitigation measures which reduce the impact to a less-than-significant level.

*CC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Cañada College.* This will ensure that the construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures CC-AQE-1 through CC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Cañada College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures CC-AQE-1 through CC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM (Diesel Particulate Matter) emissions at Cañada College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures CC-AQE-1 through CC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CC-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Cañada College.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures CC-AQE-1 through CC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Cañada College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact CC-AQE-4:** Result in a cumulatively considerable net increase of any criteria pollutant for which the Project region is non-attainment.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The BAAQMD thresholds for criteria pollutants are thresholds for both individual impacts and for the level at which an individual impact would be cumulatively

considerable. The Board has adopted the following five mitigation measures which reduce the impact to a less-than-significant level. The measures reduce this impact in the manner discussed in Impact CC-AQE-2 above so that the project will not make a cumulatively considerable contribution to the air basin's non-attainment.

*CC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Cañada College.* This will ensure that the construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures CC-AQE-1 through CC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Cañada College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures CC-AQE-1 through CC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM (Diesel Particulate Matter) emissions at Cañada College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures CC-AQE-1 through CC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CC-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Cañada College.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures CC-AQE-1 through CC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Cañada College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact CC-AQE-5:** Expose existing sensitive receptors to substantial pollutant concentrations during construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following three mitigation measures which reduce the impact to a less than significant level.

*CC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Cañada College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD.

*CC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Cañada College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment.

*CC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Cañada College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Biological Resources**

**Impact CC-BIO-1:** Impact special-status plant species.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-BIO-1: Implement special-status plant species avoidance and revegetation measures at Cañada College.* This will require the District to retain a qualified botanist to undertake a blooming season survey of any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Rancheria clover. The surveys will be conducted in accordance with CDFW's *Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities*. If any such plants are encountered, the District would prepare a revegetation and monitoring plan as specified in this measure. The plan includes performance measures to ensure successful revegetation.

**Impact CC-BIO-2:** Impact special-status bird species.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Cañada College.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Impact CC-BIO-3:** Impact special-status bats.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at Cañada College.* This will require that prior to any construction activities at sites offering suitable bat roosting habitat, the District retain a qualified wildlife biologist to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. The measure prescribes specific avoidance and minimization measures that will be refined in coordination with the California Department of Fish and Wildlife to ensure their effectiveness.

**Impact CC-BIO-5:** Impact native wildlife nursery sites.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Cañada College.* This measure will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Cultural Resources**

**Impact CC-CUL-2:** Cause a substantial adverse change in the significance of an archaeological resource as defined in Section 15064.5.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*CC-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at Cañada College.* This will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities, until a qualified archaeologist and Native American representative can assess the significance of the find. Where the find is significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.

**Impact CC-CUL-3:** Disturb any human remains, including those interred outside of formal cemeteries.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at Cañada College.* This measure will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. It will require that any remains be treated in accordance with Section 7050.5(b) of the California Health and Safety Code. That code includes specific requirements for the proper treatment of Native American remains.

**Geology, Soils, and Paleontology**

**Impact CC-GEO-2:** Expose people or structures to strong seismically induced groundshaking.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Cañada College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact CC-GEO-5:** Result in loss of topsoil from Project construction and operation.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-GEO-2: Stockpile topsoil removed during construction at Cañada College and reuse stockpiled topsoil during revegetation.* Under this measure, the contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

**Impact CC-GEO-6:** Increase risk of landslide, liquefaction, lateral spread, subsidence, or collapse, as a result of Project location on an unstable geologic unit or soil.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Cañada College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact CC-GEO-7:** Increase risk of damage to Project structures as a result of Project location on expansive soils.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Cañada College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Greenhouse Gases**

**Impact CC-GHG-1:** Generate GHG emissions during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following two mitigation measures which reduce the impact to a less than significant level.

*CC-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at Cañada College.* This will require all construction contractors to implement the BAAQMD-recommended best management practices to reduce GHG emissions. These include using alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet, using at least 10% local building materials, and recycling at least 50% of construction waste or demolition materials.

*CC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Cañada College.* This measure specifies

the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

### **Hazards and Hazardous Materials**

**Impact CC-HAZ-1:** Cause a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials during Project construction or from Project operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Cañada College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

**Impact CC-HAZ-2:** Cause a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less than significant level.

*CC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at*

*Cañada College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*CC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Cañada College.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact CC-HAZ-4:** Emit or involve handling of hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less than significant level.

*CC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Cañada College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*CC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Cañada College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*CC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Cañada College.* This measure provides that to protect construction workers and the public from known or

undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact CC-HAZ-6:** Interfere with adopted emergency response plan or emergency evacuation plan.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-TRA-1: Implement a Traffic Control Plan during construction at Cañada College.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

**Impact CC-HAZ-7:** Expose people or structures to a significant risk of loss, injury, or death involving wildland fires.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-HAZ-4: Comply with legal requirements for fire prevention during construction activities at Cañada College.* This measure requires compliance with Public Resources Code Sections 4427 (distance from construction equipment), 4428 (fire suppression equipment on site), 4431 (distance from gasoline-powered power tools), and 4442 (spark arrestors on internal combustion engine equipment) which will ensure that fire hazard is minimized.

## **Hydrology and Water Quality**

**Impact CC-HYD-1:** Violate any water quality standards or waste discharge requirements and/or otherwise substantially degrade water quality.

### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### ***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less than significant level.

*CC-HYD-1: Implement erosion-control measures to protect water quality during construction at Cañada College.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*CC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Cañada College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

*CC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Cañada College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*CC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Cañada College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

**Impact CC-HYD-2:** Substantially deplete groundwater supplies or interfere substantially with groundwater recharge, resulting in a net deficit in aquifer volume or a lowering of the local groundwater table level.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Cañada College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact CC-HYD-3:** Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner that would result in substantial erosion or siltation onsite or offsite, or substantially increase the rate or amount of surface runoff in a manner that would result in flooding onsite or offsite.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-HYD-1: Implement erosion-control measures to protect water quality during construction at Cañada College.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*CC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Cañada College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and

located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact CC-HYD-4:** Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Cañada College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact CC-HYD-5:** Place housing within a 100-year flood hazard area, as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map or place within a 100-year flood hazard area structures that would impede or redirect flood flows.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Cañada College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

## Noise

**Impact CC-NOI-1:** Expose persons to or generate noise levels in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies.

### *Finding:*

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### *Supporting Evidence:*

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-NOI-1: Employ noise-reducing construction practices at Cañada College.* This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

**Impact CC-NOI-4:** Result in a temporary or periodic increase in ambient noise levels in the Project vicinity above levels existing without the Project.

### *Finding:*

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### *Supporting Evidence:*

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-NOI-1: Employ noise-reducing construction practices at Cañada College.* This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

## **Transportation and Traffic**

**Impact CC-TRA-4:** Result in potential construction impacts on traffic operation and circulation, transit service, non-motorized transportation facilities, and emergency access.

### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### ***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less than significant level.

*CC-TRA-1: Implement a Traffic Control Plan during construction at Cañada College.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

## **III. FINDINGS REGARDING THE PROJECT ALTERNATIVES**

As required by CEQA, a discussion of possible alternatives to the Campus Master Plan amendment. In addition to the No-Project Alternative, the EIR examined one alternative for each campus—Cañada College, CSM, and Skyline College. With adoption of the Project, the Board makes the following findings to support its rejection of the No-Project and Cañada College campus alternatives.

Public Resources Code section 21002 provides that “public agencies should not approve projects as proposed if there are feasible alternatives or feasible mitigation measures available which would substantially lessen the significant environmental effects of such projects[.]” The CEQA Guidelines defines “feasible” to mean “capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, legal, social and technological factors.” (CEQA Guidelines Section 15364) The concept of “feasibility” also encompasses the question of whether a particular alternative promotes the underlying objectives of a project. (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417.) “[F]easibility’ under CEQA also encompasses ‘desirability’ to the extent that desirability is based on a reasonable balancing of the relevant economic, environmental, social, and technological factors.” (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417; *Sequoyah Hills Homeowners Assn. v. City of Oakland* (1993) 23 Cal.App.4th 704, 715.)

**No Project Alternative:** Under this alternative, the proposed facilities improvements would not be made and the Cañada College campus would continue to function as it does currently. Over time, activities on the campus would likely have a somewhat smaller impact on energy use, stormwater quality, and water demand than under existing conditions due to continued implementation of the campus sustainability plan.

***Finding:***

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

***Supporting Evidence:***

By retaining the status quo, the No Project Alternative would not meet the objectives to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The No Project alternative is inconsistent with District sustainability policies intended to reduce the overall impact of campus operation. Specifically, this alternative would limit the District's ability to meet the objectives of the *Cañada College Sustainability Plan* to substantially reduce energy use and increase water conservation and efficiency. The objectives cannot be met without modernization of the campus and the replacement of older buildings with more energy- and water-efficient ones.

**Cañada College Alternative:** This alternative would include the proposed facilities improvements identified in the Project, but with a reduced-size Kinesiology/Wellness Building. The purpose of the reduced size would be to minimize aesthetic changes, and thereby visual impacts, between the new and existing structures. It would also reduce traffic impacts related to the proposed facility, by accommodating fewer users.

***Finding:***

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

***Supporting Evidence:***

The Reduced Size Kinesiology/Wellness Building Alternative would be inconsistent with the District policy related to maximizing the use of facility resources, creating a revenue stream that will supplement the College budgetary needs, including equipment maintenance and replacement, and providing for broader access to the College by the surrounding community. This policy is reflected in the prior construction and operation of the San Mateo Athletic Club at the College of San Mateo campus. That facility, which opened to public and student membership in 2010, has been profitable since 2011. (San Mateo County Community College District 2015)

The Reduced Size Kinesiology/Wellness Building would support a substantially smaller membership (approximately 2,750 members) than the San Mateo Athletic Club (approximately 3,700 members). At that smaller size, the potential to be a revenue

generator for the campus becomes questionable. The District chooses not to select an alternative that would be uncertain to be at least self-supporting and potentially profitable.

**REFERENCES:**

San Mateo County Community College District. 2015. San Mateo Athletic Club webpage. Available: <http://smccd.edu/auxiliaryservices/athleticclub.php>. Accessed: October 23, 2015

**San Mateo County Community College District**  
**2015 Facilities Master Plan Amendment**  
**Final Environmental Impact Report**  
**Findings of Fact for the College of San Mateo**

**I. INTRODUCTION**

**A. CEQA Process**

The San Mateo County Community College District (District) analyzed the Campus Master Plan amendment (Project), including proposed facilities improvements at the College of San Mateo, on the basis of the California Environmental Quality Act (CEQA, Public Resources Code Section 21000 et seq.) and the State CEQA Guidelines (14 CCR 15000, et seq.) and prepared an environmental impact report (EIR) disclosing the significant environmental impacts of the Project. The Final EIR prepared by the District determined that the Project's facilities improvements at the College of San Mateo could have potentially significant effects on the environment. With the exception of the air quality impact described below, all of the impacts can be avoided or reduced below the level of significance by mitigation measures.

Consistent with CEQA's requirements, the Draft EIR was circulated for a public comment period beginning on August 28, 2015 and ending on October 12, 2015. All written comments received during the public comment period were responded to in Chapter 2 of the Final EIR.

Prior to approving the Project, the District's Board of Trustees (Board) will certify that it has considered the Final EIR, that the Final EIR adequately meets the requirements of CEQA, and the Final EIR reflects the independent judgment of the Board. Upon approving the Project, the Board will adopt the following findings of fact regarding the significant effects and the alternatives identified in the Final EIR. The Final EIR concluded that there would be a significant and unavoidable environmental impact on air quality during construction at the College of San Mateo. Accordingly, the Board will adopt a Statement of Overriding Considerations describing the project benefits that outweigh this impact.

Pursuant to Public Resources Code (PRC) Section 21081.6, the Board is also adopting a mitigation monitoring and reporting program (MMRP) for the mitigation measures that are the Board's responsibility to implement. The MMRP establishes a program to ensure that the adopted mitigation measures identified in the Final EIR will be implemented.

**B. Environmental Impact Report (EIR)**

The EIR for the Campus Master Plan amendment identifies significant effects on the environment that may occur as a result of the Project's facilities improvements at the College of San Mateo. In accordance with CEQA Guidelines Section 15091, the Board is adopting the following findings. In addition, it is adopting a Mitigation Monitoring and Reporting Program

(MMRP) to report on and/or monitor the mitigation measures incorporated to avoid or substantially lessen significant environmental effects to ensure they will be implemented.

### **C. Record of Proceedings**

For the purposes of CEQA, and the findings herein set forth, the administrative record for the Project consists of those items listed in Public Resources Code section 21167.6, subdivision (e). The record of proceedings for the District's decision on the Project can be reviewed at the District's office. Pursuant to Guidelines section 15091(e), the administrative record of these proceedings is located, and may be obtained there.

San Mateo County Community College District  
3401 CSM Drive  
San Mateo, CA 94402  
Contact: Barbara Christensen

### **D. Overview of the Project**

The Campus Master Plan amendment identifies planned improvements at each of the District's three campuses—Cañada College, College of San Mateo (CSM), and Skyline College—to continue the modernization and renovation work that began with adoption of the District's 2001 and 2006 facilities master plans. The improvements at each of the campuses include building modernization and renovation; building demolition and new building construction; landscape, hardscape and pedestrian walkway improvements; parking expansion/reconfiguration and roadway modifications; and renewable energy and water conserving installations.

The District has identified the following objective for the Project:

- To better serve approximately the same number of current students and staff at each campus and to prepare students for universities and high-demand jobs, the District plans to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The following findings pertain to the facility improvements planned for College of San Mateo, located in the City of San Mateo. The improvements are listed in Table 1.

**Table 1. Proposed Facilities Improvements at College of San Mateo**

Proposed Improvement	Facility	Approximate Size
Building Demolition	• Building 8, Gymnasium	56,000 sf
	• Building 12, East Hall	22,376 sf
	• Building 19, Emerging Technologies	30,856 sf
New Building Construction	• Building 8, Gymnasium	75,000–80,000 sf
	• Building 19, Center for Innovation and Emerging Technologies	53,250 sf
Modernization and Renovation	<ul style="list-style-type: none"> <li>• Building 1, Public Safety/Multi-Disciplinary</li> <li>• Building 3, Humanities/Arts</li> <li>• Building 7, Facilities Maintenance Center</li> <li>• Building 9, Library/KCSM Television and Radio</li> <li>• Building 17, Student Support Services</li> <li>• Building 34, Fire Science/Information Technology Services Management</li> <li>• Corporation Yard</li> </ul>	-- <sup>a</sup>
Potential Renewable Energy Installations	• Lots 1, 2, and/or 9 (solar)	30 kwh/sf/yr (maximum)
	• Building 7, Facilities Maintenance Center (cogeneration)	30 kwh/sf/yr (maximum)
	• Buildings 5 and 8 (solar and/or solar thermal)	30 kwh/sf/yr (maximum)
	• Building 9 (Potential vertical axis turbine adjacent to B9)	30 kwh/sf/yr (maximum)

Notes:

<sup>a</sup> Modernization and renovation could include interior and exterior improvements, but the overall building structures and size would not change.

sf = square feet

kwh/sf/yr = kilowatt-hours per square foot per year

## II. FINDINGS REQUIRED UNDER CEQA

### A. Explanation of Findings

Prior to approval of a project, the Final EIR must be certified pursuant to Section 15090 of the CEQA Guidelines. When a certified Final EIR identifies one or more significant environmental impacts, the approving agency must make one or more of the following findings, accompanied by a brief explanation of the rationale for each identified significant impact (Section 15091 of the CEQA Guidelines):

- a. Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

- b. Such changes or alterations are within the responsibility and jurisdiction of another public agency and not the agency making the finding. Such changes have been adopted by such other agency, or can and should be adopted by such other agency.
- c. Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the environmental impact report.

By way of explanation: finding a. is used when a mitigation measure is being adopted to address the Project's significant impacts; finding b. is used when another agency has responsibility for adopting the mitigation measure; and finding c. is used when either a mitigation measure or an alternative identified in the Final EIR is infeasible. No findings are required for impacts that are less than significant and require no mitigation. Section 15092 of the CEQA Guidelines states that after consideration of a Final EIR, and in conjunction with making the Section 15091 findings identified above, the lead agency may approve the project.

These findings constitute the District's best efforts to set forth the evidentiary and policy bases for its decision to approve the Project in a manner consistent with the requirements of CEQA. To the extent that these findings conclude that various proposed mitigation measures outlined in the Final EIR are feasible, the District hereby binds itself to implement these measures. These findings, in other words, are not merely informational, but rather constitute a binding set of obligations that will come into effect when the District adopts a resolution approving the Project.

The full descriptions of the following impacts and mitigation measures are contained in the Final EIR for the Project. The descriptions are incorporated herein by reference.

## **B. Adopted Findings on Environmental Impacts**

### **Aesthetics**

**Impact CSM-AES-1:** Result in temporary visual impacts caused by construction activities.

#### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

#### ***Supporting Evidence:***

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level.

*CSM-AES-1: Limit exterior construction activities to daylight hours at the College of San Mateo within 0.25 mile of residences. Limiting construction that is within the viewline of nearby residences to daylight hours avoids the use of lights that at night might otherwise be visually intrusive.*

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at the College of San Mateo. This measure ensures that the project will not raise dust and thereby create a visual impact.*

**Impact CSM-AES-4:** Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-AES-4: Apply minimum lighting standards at the College of San Mateo. This measure establishes specific requirements to minimize lighting at night when buildings are empty and to minimize the effects of outdoor lighting by specifying types of lighting and shielding requirements.*

**Air Quality and Energy**

**Impact CSM-AQE-2:** Violate a BAAQMD air quality standard or substantially contribute to an existing or projected air quality violation during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following five mitigation measures to reduce this impact to a less than significant level.

*CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo. This will ensure that the construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.*

*CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at the College of San Mateo.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact CSM-AQE-4:** Result in a cumulatively considerable net increase of any criteria pollutant for which the Project region is non-attainment.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The BAAQMD thresholds for criteria pollutants are thresholds for both individual impacts and for the level at which an individual impact would be cumulatively considerable. The Board has adopted the following five mitigation measures which reduce the impact to a less than significant level. The measures reduce this impact in the manner discussed in Impact CSM-AQE-2 above so that the project will not make a cumulatively considerable contribution to the air basin's non-attainment.

*CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo.* This will ensure that the

construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at the College of San Mateo.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact CSM-AQE-5:** Expose existing sensitive receptors to substantial pollutant concentrations during construction.

***Findings:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures identified in the environmental impact report.

***Supporting Evidence:***

The Board has adopted the following four mitigation measures to reduce this temporary impact, but not to a less than significant level.

*CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at College of San Mateo.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD.

*CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at College of San Mateo.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment.

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at College of San Mateo.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

*CSM-AQE-6: Install filtration systems on ventilation and recirculation systems at the College of San Mateo.* This will require the District to install filtration systems on ventilation and recirculation systems within onsite residences where the BAAQMD PM<sub>2.5</sub> concentration thresholds are exceeded after application of other onsite construction air quality mitigation measures. The measure specifies the minimum quality filter required, and provides for future maintenance to ensure that filtration continues as long as necessary.

This impact would be less than significant with mitigation at onsite receptors, but significant and unavoidable at offsite receptors, even with mitigation. Additional mitigation is infeasible for practical reasons. Specifically, the District does not have the authority to require offsite receptors to install the filtration systems or to otherwise comply with the provisions of CSM-AQE-6.

**Biological Resources**

**Impact CSM-BIO-1:** Impact special-status plant species.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-BIO-1: Implement special-status plant species avoidance and revegetation measures at the College of San Mateo.* This will require the District to retain a qualified botanist to undertake a blooming season survey of any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Rancheria clover. The surveys will be conducted in accordance with CDFW's Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities. If any such plants are encountered, the District would prepare a revegetation and monitoring plan as specified in this measure. The plan includes performance measures to ensure successful revegetation.

**Impact CSM-BIO-2: Impact special-status bird species.*****Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Impact CSM-BIO-3: Impact special-status bats.*****Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at the College of San Mateo.* This will require that prior to any construction activities at sites offering suitable bat roosting habitat, the District retain a qualified wildlife biologist to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. The measure prescribes specific avoidance and minimization measures that will be refined in coordination with the California Department of Fish and Wildlife to ensure their effectiveness.

**Impact CSM-BIO-4:** Impact native wildlife nursery sites.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Cultural Resources**

**Impact CSM-CUL-2:** Cause a substantial adverse change in the significance of an archaeological resource as defined in Section 15064.5.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at the College of San Mateo. This will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities, until a qualified archaeologist and Native American representative can assess the significance of the find. Where the find is significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.*

**Impact CSM-CUL-4:** Disturb any human remains, including those interred outside of formal cemeteries.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at the College of San Mateo. This measure will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. It will require that any remains be treated in accordance with Section 7050.5(b) of the California Health and Safety Code. That code includes specific requirements for the proper treatment of Native American remains.*

**Geology, Soils, and Paleontology**

**Impact CSM-GEO-2:** Expose people or structures to strong seismically induced groundshaking.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at the College of San Mateo and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact CSM-GEO-5:** Result in loss of topsoil as a result of Project construction and operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-GEO-2: Stockpile topsoil removed during construction at the College of San Mateo and reuse stockpiled topsoil during revegetation.* Under this measure, the contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

**Impact CSM-GEO-7:** Increase risk of damage to Project structures as a result of Project location on expansive soils.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Cañada College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical

investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

### **Greenhouse Gases**

**Impact CSM-GHG-1:** Generate GHG emissions during project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures to reduce this impact to a less than significant level.

*CSM-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at College of San Mateo. This will require all construction contractors to implement the BAAQMD-recommended best management practices to reduce GHG emissions. These include using alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet, using at least 10% local building materials, and recycling at least 50% of construction waste or demolition materials.*

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at College of San Mateo. This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.*

### **Hazards and Hazardous Materials**

**Impact CSM-HAZ-1:** Cause a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials during Project construction or from Project operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

**Impact CSM-HAZ-2:** Cause a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures to reduce this impact to a less than significant level.

*CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact CSM-HAZ-4:** Emit or involve handling of hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures to reduce this impact to a less than significant level.

*CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact CSM-HAZ-6:** Interfere with adopted emergency response plan or emergency evacuation plan.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

**Impact CSM-HAZ-7:** Expose people or structures to a significant risk of loss, injury, or death involving wildland fires.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures to reduce this impact to a less than significant level.

*CSM-HAZ-4: Comply with legal requirements for fire prevention during construction activities at the College of San Mateo.* This measure requires compliance with Public Resources Code Sections 4427 (distance from construction equipment), 4428 (fire suppression equipment on site), 4431 (distance from gasoline-powered power tools), and 4442 (spark arrestors on internal combustion engine equipment) which will ensure that fire hazard is minimized.

*CSM-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at the College of San Mateo.* This establishes fire prevention measures at the campus, including fire breaks, availability of extinguishers, and compliance with County and state fire safety requirements, to be implemented for the duration of Project operations.

**Hydrology and Water Quality**

**Impact HYD-1:** Violate any water quality standards or waste discharge requirements and/or otherwise substantially degrade water quality.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following four mitigation measures to reduce this impact to a less than significant level.

*CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at College of San Mateo.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

*CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

**Impact HYD-2:** Substantially deplete groundwater supplies or interfere substantially with groundwater recharge, resulting in a net deficit in aquifer volume or a lowering of the local groundwater table level.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact HYD-3:** Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner that would result in substantial erosion or siltation onsite or offsite, or substantially increase the rate or amount of surface runoff in a manner that would result in flooding onsite or offsite.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level.

*CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at College of San Mateo.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact HYD-4:** Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact HYD-5:** Place housing within a 100-year flood hazard area, as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map or place within a 100-year flood hazard area structures that would impede or redirect flood flows.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

## Noise

**Impact CSM-NOI-1:** Expose persons to or generate noise levels in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies.

### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### ***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo.* This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

**Impact CSM-NOI-4:** Result in a temporary or periodic increase in ambient noise levels in the Project vicinity above levels existing without the Project.

### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### ***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo.* This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

## **Transportation and Traffic**

**Impact CSM-TRA-4:** Result in potential construction impacts on traffic operation and circulation, transit service, nonmotorized transportation facilities, and emergency access.

### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### ***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

## **III. FINDINGS REGARDING THE PROJECT ALTERNATIVES**

As required by CEQA, a discussion of possible alternatives to the Campus Master Plan amendment. In addition to the No-Project Alternative, the EIR examined one alternative for each campus—Cañada College, CSM, and Skyline College. With adoption of the Project, the Board makes the following findings to support its rejection of the No-Project and CSM campus alternatives.

Public Resources Code section 21002 provides that “public agencies should not approve projects as proposed if there are feasible alternatives or feasible mitigation measures available which would substantially lessen the significant environmental effects of such projects[.]” The CEQA Guidelines defines “feasible” to mean “capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, legal, social and technological factors.” (CEQA Guidelines Section 15364) The concept of “feasibility” also encompasses the question of whether a particular alternative promotes the underlying objectives of a project. (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417.) “[F]easibility’ under CEQA also encompasses ‘desirability’ to the extent that desirability is based on a reasonable balancing of the relevant economic, environmental, social, and technological factors.” (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417; *Sequoyah Hills Homeowners Assn. v. City of Oakland* (1993) 23 Cal.App.4th 704, 715.)

**No Project Alternative:** Under this alternative, the proposed facilities improvements would not be made and the CSM campus would continue to function as it does currently. Over time, activities on the campus would likely have a somewhat smaller impact on energy use, stormwater quality, and water demand than under existing conditions due to continued implementation of the campus sustainability plan.

***Finding:***

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

***Supporting Evidence:***

By retaining the status quo, the No Project Alternative would not meet the objectives to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The No Project alternative is inconsistent with District sustainability policies intended to reduce the overall impact of campus operation. Specifically, this alternative would limit the District's ability to meet the objectives of the *College of San Mateo Sustainability Plan* to substantially reduce energy use and increase water conservation and efficiency. The objectives cannot be met without modernization of the campus and the replacement of older buildings with more energy- and water-efficient ones.

**Additional Solar Energy Alternative:** Under this alternative, the District would install additional solar energy recovery systems on campus in those parking lots that are not slated for solar energy recovery systems in the Project. The additional renewable energy capacity would help to offset the GHG emissions from campus operations. The alternative would otherwise include the same features as the Project.

***Finding:***

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

***Supporting Evidence:***

The Project is designed to minimize greenhouse gas (GHG) emissions from operations and, with energy conservation measures and renewable energy facilities built into the Project, will not have significant operational emissions. GHG emissions resulting from construction activities will be less than significant with the implementation of mitigation measures CSM-GHG-1 and CSM-AQE-5 described above. This alternative is not necessary because the Project, as mitigated, would not result in a significant effect on the environment. The District chooses to employ the two mitigation measures rather than install more solar energy facilities than already proposed. Additional solar facilities have the disadvantage of somewhat increasing the visual impact of the Project. The mitigation measures would not have that disadvantage.

#### IV. STATEMENT OF OVERRIDING CONSIDERATIONS

The Final EIR for the Project concluded that there would be a significant and unavoidable environmental impact on air quality during construction at the College of San Mateo. Pursuant to CEQA Guidelines Section 15093, if it is to approve the Project, the Board must adopt a Statement of Overriding Consideration describing the Project's economic, legal, social, technological or other benefits. The following Statement of Overriding Considerations describes the specific Project benefits that outweigh its significant, unavoidable impact.

The Final EIR disclosed that the Project will expose existing offsite receptors to pollutant concentrations during construction (Impact CSM-AQE-5). Construction-related diesel particulate matter (DPM) and fine particulate matter (PM<sub>2.5</sub>) at the College of San Mateo would exceed thresholds for pollutant concentrations established by the Bay Area Air Quality Management District. This impact would be temporary. As described in the above findings, the District has adopted several mitigation measures to reduce this impact below a level of significance as it applies to onsite receptors.

The Board finds that the following Project benefits outweigh this significant impact.

- The Project will replace old Buildings 8 (Gymnasium – Kinesiology/Wellness) and 19 (Emerging Technologies - Center for Innovation and Emerging Technologies) with new, energy-efficient buildings that will advance the College of San Mateo's sustainability goals. This includes Goal 4 (The Built Environment), Goal 5 (Energy Efficiency), and Goal 6 (Water Conservation) of the *College of San Mateo Sustainability Plan*.
- The Project will modernize and renovate existing Buildings 1 (Public Safety/Multidisciplinary), 3 (Humanities/Arts), 9 (Library and KCSM television and radio), 17 (Student Support Services), and 34 (Fire Science/Information Technology Services Management) to better support classroom instruction and student support services needs. This will also provide the opportunity to improve energy and water use efficiency in these buildings.
- The Project will continue the overall campus renovation begun with the 2006 Campus Master Plan. This will incorporate sustainable design practices into the campus to increase energy efficiency and reduce water usage; improve storm water drainage management to advance the goal of achieving a "net-zero" runoff rate, thereby reducing the potential for surface water pollution; provide Americans with Disabilities Act compliant walkways and buildings; and improve the teaching and learning environment through campus modernization and rejuvenation.
- The Project includes renewable energy installations that will reduce College of San Mateo operational costs by offsetting energy purchases, provide leadership in the education of students to support sustainable lifestyles, and raise awareness in the community about the potential of renewable energy.

**San Mateo County Community College District**  
**2015 Facilities Master Plan Amendment**  
**Final Environmental Impact Report**  
**Findings of Fact for Skyline College**

**I. INTRODUCTION**

**A. CEQA Process**

The San Mateo County Community College District (District) analyzed the Campus Master Plan amendment (Project), including proposed facilities improvements at Skyline College, on the basis of the California Environmental Quality Act (CEQA, Public Resources Code Section 21000 et seq.) and the State CEQA Guidelines (14 CCR 15000, et seq.) and prepared an environmental impact report (EIR) disclosing the significant environmental impacts of the Project. The Final EIR prepared by the District determined that the Project could have potentially significant effects on the environment, all of which can be avoided or reduced below the level of significance by mitigation measures.

Consistent with CEQA's requirements, the Draft EIR was circulated for a public comment period beginning on August 28, 2015 and ending on October 12, 2015. All written comments received during the public comment period were responded to in Chapter 2 of the Final EIR.

Prior to approving the Project, the District's Board of Trustees (Board) will certify that it has considered the Final EIR, that the Final EIR adequately meets the requirements of CEQA, and the Final EIR reflects the independent judgment of the Board. Upon approving the Project, the Board will adopt the following findings of fact regarding the significant effects and the alternatives identified in the Final EIR.

Pursuant to Public Resources Code (PRC) Section 21081.6, the Board is also adopting a mitigation monitoring and reporting program (MMRP) for the mitigation measures that are the Board's responsibility to implement. The MMRP establishes a program to ensure that the adopted mitigation measures identified in the Final EIR will be implemented.

**B. Environmental Impact Report (EIR)**

The EIR for the Campus Master Plan amendment identifies several significant effects on the environment that may occur as a result of the Project's facilities improvements at Skyline College. In accordance with CEQA Guidelines Section 15091, the Board is adopting the following findings. In addition, it is adopting a Mitigation Monitoring and Reporting Program (MMRP) to report on and/or monitor the mitigation measures incorporated to avoid or substantially lessen significant environmental effects to ensure they will be implemented.

### **C. Record of Proceedings**

For the purposes of CEQA, and the findings herein set forth, the administrative record for the Project consists of those items listed in Public Resources Code section 21167.6, subdivision (e). The record of proceedings for the District's decision on the Project can be reviewed at the District's office. Pursuant to Guidelines section 15091(e), the administrative record of these proceedings is located, and may be obtained there.

San Mateo County Community College District  
3401 CSM Drive  
San Mateo, CA 94402  
Contact: Barbara Christensen

### **D. Overview of the Project**

The Campus Master Plan amendment identifies planned improvements at each of the District's three campuses—Cañada College, College of San Mateo (CSM), and Skyline College—to continue the modernization and renovation work that began with adoption of the District's 2001 and 2006 facilities master plans. The improvements at each of the campuses include building modernization and renovation; building demolition and new building construction; landscape, hardscape and pedestrian walkway improvements; parking expansion/reconfiguration and roadway modifications; and renewable energy and water conserving installations.

The District has identified the following objective for the Project:

- To better serve approximately the same number of current students and staff at each campus and to prepare students for universities and high-demand jobs, the District plans to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The following findings pertain to the facility improvements planned for Skyline College, located in the City of San Bruno. The improvements are listed in Table 1.

**Table 1. Proposed Facilities Improvements at Skyline College**

Proposed Improvement	Facility	Approximate Size
Building Demolition	• Building 1, Social Science/Creative Arts Programs	78,000 sf
	• Buildings 19 and 20 (Pacific Heights)	39,000 sf
New Building Construction	• Building 1, Social Science/Creative Arts Programs	120,000 sf
	• Building 12, Environmental Sciences	20,000 sf
	• Boiler Room and Utilities Plant	3,000–5,000 sf
	• Building 15, Career and Sustainable Technology	8,500–10,000 sf
	• Residential Complex	Up to 71 units (47 single-family and 24 multi-family) on 8 acres
Modernization and Renovation	• Building 2, Workforce/Economic Development Prosperity Center	-- <sup>a</sup>
	• Building 5, Library/Learning Resource Center	
	• Building 14, Early Childhood Education (Loma Chica)	
Pedestrian Improvements	• South Pedestrian Gateway, south of Building 1	200,000 sf <sup>b</sup>
	• Pedestrian connection between Environmental Sciences Building and Building 8	400 feet long <sup>b</sup>
Parking Lot Expansion	• Lot L	125–175 new parking stalls
Potential Renewable Energy Installations	• Building 1/1A (cogeneration, energy storage, solar thermal)	30 kwh/sf/yr (maximum)
	• Lots 1,2 and/or 9 (solar)	30 kwh/sf/yr (maximum)

Notes:

<sup>a</sup> Modernization and renovation could include interior and exterior improvements, but the overall building structures and size would not change.

<sup>b</sup> The size of the pedestrian improvements is unknown at this time but is estimated to be within the currently paved or disturbed area identified in the table, based on the area shown in **Figure ES-3**.

sf = square feet

kwh/sf/yr = kilowatt-hours per square foot per year

## II. FINDINGS REQUIRED UNDER CEQA

### A. Explanation of Findings

Prior to approval of a project, the Final EIR must be certified pursuant to Section 15090 of the CEQA Guidelines. When a certified Final EIR identifies one or more significant environmental impacts, the approving agency must make one or more of the following findings, accompanied by a brief explanation of the rationale for each identified significant impact (Section 15091 of the CEQA Guidelines):

- a. Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.
- b. Such changes or alterations are within the responsibility and jurisdiction of another public agency and not the agency making the finding. Such changes have been adopted by such other agency, or can and should be adopted by such other agency.
- c. Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the environmental impact report.

By way of explanation: finding a. is used when a mitigation measure is being adopted to address the Project's significant impacts; finding b. is used when another agency has responsibility for adopting the mitigation measure; and finding c. is used when either a mitigation measure or an alternative identified in the Final EIR is infeasible. No findings are required for impacts that are less than significant and require no mitigation. Section 15092 of the CEQA Guidelines states that after consideration of a Final EIR, and in conjunction with making the Section 15091 findings identified above, the lead agency may approve the project.

These findings constitute the District's best efforts to set forth the evidentiary and policy bases for its decision to approve the Project in a manner consistent with the requirements of CEQA. To the extent that these findings conclude that various proposed mitigation measures outlined in the Final EIR are feasible and have not been modified, superseded or withdrawn, the District hereby binds itself to implement these measures. These findings, in other words, are not merely informational, but rather constitute a binding set of obligations that will come into effect when the District adopts a resolution approving the Project.

The full descriptions of the following impacts and mitigation measures are contained in the Final EIR for the Project. The descriptions are incorporated herein by reference.

## **B. Adopted Findings on Environmental Impacts**

### **Aesthetics**

**Impact SC-AES-1:** Result in temporary visual impacts caused by construction activities.

#### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following two mitigation measures to reduce this impact to a less-than-significant level.

*SC-AES-1: Limit exterior construction activities to daylight hours at Skyline College within 0.25 mile of residences.* Limiting construction that is within the viewline of nearby residences to daylight hours avoids the use of lights that at night might otherwise be visually intrusive.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Skyline College.* This measure ensures that the project will not raise dust and thereby create a visual impact.

**Impact SC-AES-2:** Substantially degrade the existing visual character or quality of the site and its surroundings, including views from scenic vistas.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduce the impact to a less-than-significant level.

*SC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Skyline College.* This measure establishes specific design requirements for roofing materials and exterior treatments that will reduce the visibility of the new buildings.

*SC-AES-3: Ensure new residential development blends with existing residential development at Skyline College.* This will require that the new residential development blends with adjacent existing residential development. New development will be designed to be consistent in height and massing and have similar façade and landscaping to existing development.

**Impact SC-AES-3:** Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduce the impact to a less-than-significant level.

*SC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Skyline College.* This measure establishes specific design requirements for roofing materials and exterior treatments that will reduce the visibility of the new buildings.

**Impact SC-AES-4:** Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less-than-significant level.

*SC-AES-4: Apply minimum lighting standards at Skyline College.* This measure establishes specific requirements to minimize lighting at night when buildings are empty and to minimize the effects of outdoor lighting by specifying types of lighting and shielding requirements.

**Air Quality and Energy**

**Impact SC-AQE-2:** Violate a BAAQMD air quality standard or substantially contribute to an existing or projected air quality violation during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following five mitigation measures which reduce the impact to a less-than-significant level.

*SC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NOX emissions at Skyline College.* This will ensure that the construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions

from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Skyline College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Skyline College.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Skyline College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact SC-AQE-4:** Result in a cumulatively considerable net increase of any criteria pollutant for which the Project region is non-attainment.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The BAAQMD thresholds for criteria pollutants are thresholds for both individual impacts and for the level at which an individual impact would be cumulatively considerable. The Board has adopted the following five mitigation measures which reduce the impact to a less-than-significant level. The measures reduce this impact in the

manner discussed in Impact SC-AQE-2 above so that the project will not make a cumulatively considerable contribution to the air basin's non-attainment.

*SC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College.* This will ensure that the construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Skyline College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Skyline College.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Skyline College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact SC-AQE-5:** Expose existing sensitive receptors to substantial pollutant concentrations during construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following three mitigation measures which reduce the impact to a less-than-significant level.

*SC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD.

*SC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Skyline College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Skyline College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Biological Resources**

**Impact SC-BIO-1:** Impact special-status plant species.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-1: Implement special-status plant species avoidance and revegetation measures at Skyline College.* This measure will require the District to retain a qualified botanist to undertake a blooming season survey of any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Rancheria clover. The surveys will be conducted in accordance with CDFW's *Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities*. If any such plants are encountered, the District would prepare a revegetation and monitoring plan as specified in this measure. The plan includes performance measures to ensure successful revegetation.

**Impact SC-BIO-2:** Impact special-status bird species.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Skyline College.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Impact SC-BIO-3:** Impact special-status bats.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at Skyline College.* This will require that prior to any construction activities at sites offering suitable bat roosting habitat, the District retain a qualified wildlife biologist to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. The measure prescribes specific avoidance and minimization measures that will be refined in coordination with the California Department of Fish and Wildlife to ensure their effectiveness.

**Impact SC-BIO-4:** Impact Mission blue butterfly.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level. Avoidance of Mission blue butterfly host plants will ensure that no take of the species would occur and ensure Project compliance with Endangered Species Act.

*SC-BIO-4a: Conduct presence–absence survey for Mission blue butterfly at Skyline College.* The District will retain a qualified biologist with demonstrated field experience identifying Mission blue butterflies to conduct a series of four surveys of the silver lupine stands in and adjacent to (i.e., within 100 feet of) the Project footprint at the western edge of Skyline College for the presence of Mission blue butterfly. This measure establishes specific standards for conducting the surveys to ensure that they will detect any butterflies on the site.

*SC-BIO-4b: Avoid impacts on Mission blue butterfly habitat during construction of the Environmental Sciences building at Skyline College.* If Mission blue butterflies are detected during the surveys undertaken for mitigation measure SC-BIO-4a, the District will retain a qualified biologist experienced in silver lupine identification to delineate observed stands of this plant with a global positioning system (GPS) unit near the proposed Building 12, Environmental Sciences in the western portion of Skyline College prior to the final design of the structure. The GPS data will be used to design the Environmental Sciences building and its placement on the site to avoid the delineated patches of silver lupine. The design will provide that neither construction activities (including site preparation, materials storage, and transport) nor the location of the building eliminate any areas of silver lupine.

*SC-BIO-4c: Consult with the U.S. Fish and Wildlife Service if impacts on Mission blue butterfly habitat cannot be avoided.* If Mission blue butterflies are detected during presence–absence surveys and avoidance of silver lupine is not feasible, the District will consult with the U.S. Fish and Wildlife Service regarding appropriate compensatory mitigation for the loss of habitat, including possible salvage and translocation of impacted plants. This measure includes specific performance standards to ensure that if translocation of impacted plants is approved as a component of compensatory mitigation, the transplantation will be effective.

**Impact SC-BIO-5: Impact California red-legged frog.*****Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-HYD-1: Implement erosion-control measures to protect water quality during construction at Skyline College.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact SC-BIO-7: Impact native wildlife nursery sites.*****Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Skyline College.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Impact SC-BIO-8:** Potentially conflict with the City of San Bruno's heritage tree ordinance.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-5: Implement tree avoidance, minimization, and replacement plan at the residential development site at Skyline College.* This measure provides that if there are heritage trees (as defined in Chapter 8.25 of the City of San Bruno Municipal Code) located on the residential development site that would be removed or pruned in conjunction with the development, then prior to ground disturbance, the District will apply for and receive a heritage tree removal permit from San Bruno. The District will comply with the conditions of that permit. The measure specifies performance standards for conducting a tree survey and preparing a site plan to inform the permit process.

**Cultural Resources**

**Impact SC-CUL-2:** Cause a substantial adverse change in the significance of an archaeological resource as defined in Section 15064.5.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at Skyline College.* This will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities, until a qualified archaeologist and Native American representative can assess the significance of the find. Where the find is significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.

**Impact SC-CUL-3:** Disturb any human remains, including those interred outside of formal cemeteries.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at Skyline College.* This measure will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. It will require that any remains be treated in accordance with Section 7050.5(b) of the California Health and Safety Code. That code includes specific requirements for the proper treatment of Native American remains.

**Geology, Soils, and Paleontology**

**Impact SC-GEO-2:** Expose people or structures to strong seismically induced groundshaking.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Skyline College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact SC-GEO-5:** Result in loss of topsoil from Project construction and operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-2: Stockpile topsoil removed during construction at Skyline College and reuse stockpiled topsoil during revegetation.* Under this measure, the contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

**Impact SC-GEO-6:** Increase risk of landslide, liquefaction, lateral spread, subsidence, or collapse, as a result of Project location on an unstable geologic unit or soil.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Skyline College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact SC-GEO-7:** Increase risk of damage to Project structures as a result of Project location on expansive soils.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Skyline College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact SC-GEO-8:** Result in direct or indirect destruction of a unique paleontological resource or site or unique geologic feature.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-3: Implement procedures for identifying, evaluating, and recovering paleontological resources at Skyline College.* Prior to the start of any subsurface excavations that would extend beyond previously disturbed soils, all construction forepersons and field supervisors will receive training by a qualified professional paleontologist, as defined by the Society of Vertebrate Paleontology, who is experienced in teaching non-specialists, to ensure they can recognize fossil materials and will follow proper notification procedures in the event any are uncovered during construction. If a fossil is determined to be significant and avoidance is not feasible, the paleontologist will develop and implement an excavation and salvage plan in accordance with SVP standards.

## **Greenhouse Gases**

**Impact SC-GHG-1:** Generate GHG emissions during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following two mitigation measures which reduce the impact to a less-than-significant level.

*SC-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at Skyline College.* This will require all construction contractors to implement the BAAQMD-recommended best management practices to reduce GHG emissions. These include using alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet, using at least 10% local building materials, and recycling at least 50% of construction waste or demolition materials.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Skyline College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

## **Hazards and Hazardous Materials**

**Impact SC-HAZ-1:** Cause a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials during Project construction or from Project operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Skyline College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill

prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

**Impact SC-HAZ-2:** Cause a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Skyline College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*SC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Skyline College.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact SC-HAZ-4:** Emit or involve handling of hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Skyline College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*SC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Skyline College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*SC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Skyline College.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact SC-HAZ-6:** Interfere with adopted emergency response plan or emergency evacuation plan.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-TRA-1: Implement a Traffic Control Plan during construction at Skyline College.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize

the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

**Impact SC-HAZ-7:** Expose people or structures to a significant risk of loss, injury, or death involving wildland fires.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HAZ-4: Comply with legal requirements for fire prevention during construction activities at Skyline College.* This measure requires compliance with Public Resources Code Sections 4427 (distance from construction equipment), 4428 (fire suppression equipment on site), 4431 (distance from gasoline-powered power tools), and 4442 (spark arrestors on internal combustion engine equipment) which will ensure that fire hazard is minimized.

*SC-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at Skyline College.* This establishes fire prevention measures at the campus, including fire breaks, availability of extinguishers, and compliance with County and state fire safety requirements, to be implemented for the duration of Project operations.

## **Hydrology and Water Quality**

**Impact SC-HYD-1:** Violate any water quality standards or waste discharge requirements and/or otherwise substantially degrade water quality.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-HYD-1: Implement erosion-control measures to protect water quality during construction at Skyline College.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the

mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

*SC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Skyline College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*SC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Skyline College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

**Impact SC-HYD-2:** Substantially deplete groundwater supplies or interfere substantially with groundwater recharge, resulting in a net deficit in aquifer volume or a lowering of the local groundwater table level.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact SC-HYD-3:** Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner that would result in substantial erosion or siltation onsite or offsite, or substantially increase the rate or amount of surface runoff in a manner that would result in flooding onsite or offsite.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HYD-1: Implement erosion-control measures to protect water quality during construction at Skyline College.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact SC-HYD-4:** Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and

located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact SC-HYD-5:** Place housing within a 100-year flood hazard area, as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map or place within a 100-year flood hazard area structures that would impede or redirect flood flows.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Land Use and Planning**

**Impact SC-LUP-2:** Conflict with applicable land use plans, policies, or regulations.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-LUP-1: Rezone Surplus Parcel B and amend the general plan land use designation to permit R-3 dwellings at Skyline College.* The District will submit rezoning and general plan amendment applications to the City of San Bruno as necessary to ensure that the proposed residential development is consistent with the City's planning documents.

## Noise

**Impact SC-NOI-1:** Expose persons to or generate noise levels in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-NOI-1: Employ noise-reducing construction practices at Skyline College.* This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

*SC-NOI-2: Prepare a detailed noise reduction analysis at the potential housing development at Skyline College.* Pursuant to this measure, the District will prepare a detailed analysis of the noise reduction requirements that are needed to reduce outdoor noise to an interior level of 45 dBA in any habitable room of the residential development on Surplus Parcel B. The results of this analysis will be summarized in a report and submitted to the City of San Bruno for review and approval. The District will take the actions necessary to ensure that the recommendations of the report are incorporated into the design and construction specifications.

**Impact SC-NOI-4:** Result in a temporary or periodic increase in ambient noise levels in the Project vicinity above levels existing without the Project.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-NOI-1: Employ noise-reducing construction practices at Skyline College.* This will require the contractor to employ noise-reducing construction practices to limit noise to be

in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

### **Public Services and Utilities**

**Impact SC-PSU-1:** Reduce service ratios and response times for fire protection and police protection services during construction and operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-PSU-1: Pay the fire and police services development impact fee to the City of San Bruno for Skyline College.* This measure will ensure that the Project's fair share of the fire and police services development impact fee for the development of the residential complex at Skyline College will be paid to the City of San Bruno.

**Impact SC-PSU-2:** Increase student enrollment at schools or increase level of service required at other public facilities resulting in an adverse physical impact to these facilities.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-PSU-2: Pay the San Bruno Park Elementary School District and San Mateo Union High School District school impact fees for Skyline College.* This measure will ensure that the Project's fair share of the school impact fees will be paid to the San Bruno Park Elementary School District and San Mateo Union High School District for the development of the residential complex

**Impact SC-PSU-3:** Increase demand for water supply at the Project site during construction and operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-PSU-3: Assess the capacity of the City's water and wastewater system infrastructure and pay the capacity fees for Skyline College.* This measure will ensure that if the existing water and wastewater facilities/infrastructure would need to be upgraded to serve the residential complex, then the necessary improvements are made and the Project pays its fair share of the City of San Bruno's water and wastewater capacity charges based on meter size.

**Impact SC-PSU-4:** Increase generation of wastewater at the Project site.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-PSU-3: Assess the capacity of the City's water and wastewater system infrastructure and pay the capacity fees for Skyline College.* This measure will ensure that if the existing water and wastewater facilities/infrastructure would need to be upgraded to serve the residential complex, then the necessary improvements are made and the Project pays its fair share of the City of San Bruno's water and wastewater capacity charges based on meter size.

## **Recreation**

**Impact SC-REC-1:** Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facilities would occur or be accelerated.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-REC-1: Dedicate parkland and/or pay in-lieu fees to City of San Bruno for residential development at Skyline College.* Under this measure, the District or the residential complex developer will dedicate 0.9 acres of parkland or pay the equivalent in-lieu fee to the City of San Bruno in compliance with the City's park land requirement.

## **Transportation and Traffic:**

**Impact SC-TRA-4:** Result in potential construction impacts on traffic operation and circulation, transit service, non-motorized transportation facilities, and emergency access.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-TRA-1: Implement a Traffic Control Plan during construction at Skyline College.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

### **III. FINDINGS REGARDING THE PROJECT ALTERNATIVES**

As required by CEQA, a discussion of possible alternatives to the Campus Master Plan amendment. In addition to the No-Project Alternative, the EIR examined one alternative for each

campus—Cañada College, CSM, and Skyline College. With adoption of the Project, the Board makes the following findings to support its rejection of the No-Project and Skyline College campus alternatives.

Public Resources Code section 21002 provides that “public agencies should not approve projects as proposed if there are feasible alternatives or feasible mitigation measures available which would substantially lessen the significant environmental effects of such projects[.]” The CEQA Guidelines defines “feasible” to mean “capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, legal, social and technological factors.” (CEQA Guidelines Section 15364) The concept of “feasibility” also encompasses the question of whether a particular alternative promotes the underlying objectives of a project. (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417.) “[F]easibility’ under CEQA also encompasses ‘desirability’ to the extent that desirability is based on a reasonable balancing of the relevant economic, environmental, social, and technological factors.” (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417; *Sequoyah Hills Homeowners Assn. v. City of Oakland* (1993) 23 Cal.App.4th 704, 715.)

**No Project Alternative:** Under this alternative, the proposed facilities improvements would not be made and the Skyline College campus would continue to function as it does currently. Over time, activities on the campus would likely have a somewhat smaller impact on energy use, stormwater quality, and water demand than under existing conditions due to continued implementation of the campus sustainability plan.

***Finding:***

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

***Supporting Evidence:***

By retaining the status quo, the No Project Alternative would not meet the objectives to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The No Project alternative is inconsistent with District sustainability policies intended to reduce the overall impact of campus operation. Specifically, this alternative would inhibit the District’s ability to meet the objectives of the *Skyline College Sustainability Plan* to reduce energy use and increase water conservation and efficiency. The objectives cannot be met without modernization and renovation of the campus and the replacement of older buildings with more energy and water efficient ones.

**Skyline College Alternative:** This alternative would propose 62 dwelling units on Surplus Parcel B (rather than the Project’s 71 units), including 40 single-family homes and 22 multi-

family units. This would conform to San Bruno's current general plan density and intensity standards without the need for a general plan amendment.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The District will pursue a zone change to a Planned Development zone that will allow more flexibility of dwelling type as long as the City of San Bruno's overall General Plan density standards are not exceeded. This approach is effectively the same as the Skyline College Alternative.

**San Mateo County Community College District**  
**2015 Facilities Master Plan Amendment**  
**Final Environmental Impact Report**  
**Findings of Fact for the College of San Mateo**

**I. INTRODUCTION**

**A. CEQA Process**

The San Mateo County Community College District (District) analyzed the Campus Master Plan amendment (Project), including proposed facilities improvements at the College of San Mateo, on the basis of the California Environmental Quality Act (CEQA, Public Resources Code Section 21000 et seq.) and the State CEQA Guidelines (14 CCR 15000, et seq.) and prepared an environmental impact report (EIR) disclosing the significant environmental impacts of the Project. The Final EIR prepared by the District determined that the Project's facilities improvements at the College of San Mateo could have potentially significant effects on the environment. With the exception of the air quality impact described below, all of the impacts can be avoided or reduced below the level of significance by mitigation measures.

Consistent with CEQA's requirements, the Draft EIR was circulated for a public comment period beginning on August 28, 2015 and ending on October 12, 2015. All written comments received during the public comment period were responded to in Chapter 2 of the Final EIR.

Prior to approving the Project, the District's Board of Trustees (Board) will certify that it has considered the Final EIR, that the Final EIR adequately meets the requirements of CEQA, and the Final EIR reflects the independent judgment of the Board. Upon approving the Project, the Board will adopt the following findings of fact regarding the significant effects and the alternatives identified in the Final EIR. The Final EIR concluded that there would be a significant and unavoidable environmental impact on air quality during construction at the College of San Mateo. Accordingly, the Board will adopt a Statement of Overriding Considerations describing the project benefits that outweigh this impact.

Pursuant to Public Resources Code (PRC) Section 21081.6, the Board is also adopting a mitigation monitoring and reporting program (MMRP) for the mitigation measures that are the Board's responsibility to implement. The MMRP establishes a program to ensure that the adopted mitigation measures identified in the Final EIR will be implemented.

**B. Environmental Impact Report (EIR)**

The EIR for the Campus Master Plan amendment identifies significant effects on the environment that may occur as a result of the Project's facilities improvements at the College of San Mateo. In accordance with CEQA Guidelines Section 15091, the Board is adopting the following findings. In addition, it is adopting a Mitigation Monitoring and Reporting Program

(MMRP) to report on and/or monitor the mitigation measures incorporated to avoid or substantially lessen significant environmental effects to ensure they will be implemented.

### **C. Record of Proceedings**

For the purposes of CEQA, and the findings herein set forth, the administrative record for the Project consists of those items listed in Public Resources Code section 21167.6, subdivision (e). The record of proceedings for the District's decision on the Project can be reviewed at the District's office. Pursuant to Guidelines section 15091(e), the administrative record of these proceedings is located, and may be obtained there.

San Mateo County Community College District  
3401 CSM Drive  
San Mateo, CA 94402  
Contact: Barbara Christensen

### **D. Overview of the Project**

The Campus Master Plan amendment identifies planned improvements at each of the District's three campuses—Cañada College, College of San Mateo (CSM), and Skyline College—to continue the modernization and renovation work that began with adoption of the District's 2001 and 2006 facilities master plans. The improvements at each of the campuses include building modernization and renovation; building demolition and new building construction; landscape, hardscape and pedestrian walkway improvements; parking expansion/reconfiguration and roadway modifications; and renewable energy and water conserving installations.

The District has identified the following objective for the Project:

- To better serve approximately the same number of current students and staff at each campus and to prepare students for universities and high-demand jobs, the District plans to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The following findings pertain to the facility improvements planned for College of San Mateo, located in the City of San Mateo. The improvements are listed in Table 1.

**Table 1. Proposed Facilities Improvements at College of San Mateo**

Proposed Improvement	Facility	Approximate Size
Building Demolition	• Building 8, Gymnasium	56,000 sf
	• Building 12, East Hall	22,376 sf
	• Building 19, Emerging Technologies	30,856 sf
New Building Construction	• Building 8, Gymnasium	75,000–80,000 sf
	• Building 19, Center for Innovation and Emerging Technologies	53,250 sf
Modernization and Renovation	<ul style="list-style-type: none"> <li>• Building 1, Public Safety/Multi-Disciplinary</li> <li>• Building 3, Humanities/Arts</li> <li>• Building 7, Facilities Maintenance Center</li> <li>• Building 9, Library/KCSM Television and Radio</li> <li>• Building 17, Student Support Services</li> <li>• Building 34, Fire Science/Information Technology Services Management</li> <li>• Corporation Yard</li> </ul>	-- <sup>a</sup>
Potential Renewable Energy Installations	• Lots 1, 2, and/or 9 (solar)	30 kwh/sf/yr (maximum)
	• Building 7, Facilities Maintenance Center (cogeneration)	30 kwh/sf/yr (maximum)
	• Buildings 5 and 8 (solar and/or solar thermal)	30 kwh/sf/yr (maximum)
	• Building 9 (Potential vertical axis turbine adjacent to B9)	30 kwh/sf/yr (maximum)

Notes:

<sup>a</sup> Modernization and renovation could include interior and exterior improvements, but the overall building structures and size would not change.

sf = square feet

kwh/sf/yr = kilowatt-hours per square foot per year

## II. FINDINGS REQUIRED UNDER CEQA

### A. Explanation of Findings

Prior to approval of a project, the Final EIR must be certified pursuant to Section 15090 of the CEQA Guidelines. When a certified Final EIR identifies one or more significant environmental impacts, the approving agency must make one or more of the following findings, accompanied by a brief explanation of the rationale for each identified significant impact (Section 15091 of the CEQA Guidelines):

- a. Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

- b. Such changes or alterations are within the responsibility and jurisdiction of another public agency and not the agency making the finding. Such changes have been adopted by such other agency, or can and should be adopted by such other agency.
- c. Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the environmental impact report.

By way of explanation: finding a. is used when a mitigation measure is being adopted to address the Project's significant impacts; finding b. is used when another agency has responsibility for adopting the mitigation measure; and finding c. is used when either a mitigation measure or an alternative identified in the Final EIR is infeasible. No findings are required for impacts that are less than significant and require no mitigation. Section 15092 of the CEQA Guidelines states that after consideration of a Final EIR, and in conjunction with making the Section 15091 findings identified above, the lead agency may approve the project.

These findings constitute the District's best efforts to set forth the evidentiary and policy bases for its decision to approve the Project in a manner consistent with the requirements of CEQA. To the extent that these findings conclude that various proposed mitigation measures outlined in the Final EIR are feasible, the District hereby binds itself to implement these measures. These findings, in other words, are not merely informational, but rather constitute a binding set of obligations that will come into effect when the District adopts a resolution approving the Project.

The full descriptions of the following impacts and mitigation measures are contained in the Final EIR for the Project. The descriptions are incorporated herein by reference.

## **B. Adopted Findings on Environmental Impacts**

### **Aesthetics**

**Impact CSM-AES-1:** Result in temporary visual impacts caused by construction activities.

#### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

#### ***Supporting Evidence:***

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level.

*CSM-AES-1: Limit exterior construction activities to daylight hours at the College of San Mateo within 0.25 mile of residences. Limiting construction that is within the viewline of nearby residences to daylight hours avoids the use of lights that at night might otherwise be visually intrusive.*

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at the College of San Mateo. This measure ensures that the project will not raise dust and thereby create a visual impact.*

**Impact CSM-AES-4:** Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-AES-4: Apply minimum lighting standards at the College of San Mateo. This measure establishes specific requirements to minimize lighting at night when buildings are empty and to minimize the effects of outdoor lighting by specifying types of lighting and shielding requirements.*

**Air Quality and Energy**

**Impact CSM-AQE-2:** Violate a BAAQMD air quality standard or substantially contribute to an existing or projected air quality violation during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following five mitigation measures to reduce this impact to a less than significant level.

*CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo. This will ensure that the construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.*

*CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at the College of San Mateo.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact CSM-AQE-4:** Result in a cumulatively considerable net increase of any criteria pollutant for which the Project region is non-attainment.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The BAAQMD thresholds for criteria pollutants are thresholds for both individual impacts and for the level at which an individual impact would be cumulatively considerable. The Board has adopted the following five mitigation measures which reduce the impact to a less than significant level. The measures reduce this impact in the manner discussed in Impact CSM-AQE-2 above so that the project will not make a cumulatively considerable contribution to the air basin's non-attainment.

*CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo.* This will ensure that the

construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at the College of San Mateo.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact CSM-AQE-5:** Expose existing sensitive receptors to substantial pollutant concentrations during construction.

***Findings:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures identified in the environmental impact report.

***Supporting Evidence:***

The Board has adopted the following four mitigation measures to reduce this temporary impact, but not to a less than significant level.

*CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at College of San Mateo.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD.

*CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at College of San Mateo.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment.

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at College of San Mateo.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

*CSM-AQE-6: Install filtration systems on ventilation and recirculation systems at the College of San Mateo.* This will require the District to install filtration systems on ventilation and recirculation systems within onsite residences where the BAAQMD PM<sub>2.5</sub> concentration thresholds are exceeded after application of other onsite construction air quality mitigation measures. The measure specifies the minimum quality filter required, and provides for future maintenance to ensure that filtration continues as long as necessary.

This impact would be less than significant with mitigation at onsite receptors, but significant and unavoidable at offsite receptors, even with mitigation. Additional mitigation is infeasible for practical reasons. Specifically, the District does not have the authority to require offsite receptors to install the filtration systems or to otherwise comply with the provisions of CSM-AQE-6.

**Biological Resources**

**Impact CSM-BIO-1:** Impact special-status plant species.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-BIO-1: Implement special-status plant species avoidance and revegetation measures at the College of San Mateo.* This will require the District to retain a qualified botanist to undertake a blooming season survey of any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Rancheria clover. The surveys will be conducted in accordance with CDFW's Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities. If any such plants are encountered, the District would prepare a revegetation and monitoring plan as specified in this measure. The plan includes performance measures to ensure successful revegetation.

**Impact CSM-BIO-2: Impact special-status bird species.*****Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Impact CSM-BIO-3: Impact special-status bats.*****Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at the College of San Mateo.* This will require that prior to any construction activities at sites offering suitable bat roosting habitat, the District retain a qualified wildlife biologist to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. The measure prescribes specific avoidance and minimization measures that will be refined in coordination with the California Department of Fish and Wildlife to ensure their effectiveness.

**Impact CSM-BIO-4:** Impact native wildlife nursery sites.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Cultural Resources**

**Impact CSM-CUL-2:** Cause a substantial adverse change in the significance of an archaeological resource as defined in Section 15064.5.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at the College of San Mateo. This will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities, until a qualified archaeologist and Native American representative can assess the significance of the find. Where the find is significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.*

**Impact CSM-CUL-4:** Disturb any human remains, including those interred outside of formal cemeteries.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at the College of San Mateo. This measure will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. It will require that any remains be treated in accordance with Section 7050.5(b) of the California Health and Safety Code. That code includes specific requirements for the proper treatment of Native American remains.*

**Geology, Soils, and Paleontology**

**Impact CSM-GEO-2:** Expose people or structures to strong seismically induced groundshaking.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at the College of San Mateo and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact CSM-GEO-5:** Result in loss of topsoil as a result of Project construction and operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-GEO-2: Stockpile topsoil removed during construction at the College of San Mateo and reuse stockpiled topsoil during revegetation.* Under this measure, the contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

**Impact CSM-GEO-7:** Increase risk of damage to Project structures as a result of Project location on expansive soils.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Cañada College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical

investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

### **Greenhouse Gases**

**Impact CSM-GHG-1:** Generate GHG emissions during project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures to reduce this impact to a less than significant level.

*CSM-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at College of San Mateo. This will require all construction contractors to implement the BAAQMD-recommended best management practices to reduce GHG emissions. These include using alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet, using at least 10% local building materials, and recycling at least 50% of construction waste or demolition materials.*

*CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at College of San Mateo. This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.*

### **Hazards and Hazardous Materials**

**Impact CSM-HAZ-1:** Cause a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials during Project construction or from Project operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

**Impact CSM-HAZ-2:** Cause a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures to reduce this impact to a less than significant level.

*CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact CSM-HAZ-4:** Emit or involve handling of hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures to reduce this impact to a less than significant level.

*CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact CSM-HAZ-6:** Interfere with adopted emergency response plan or emergency evacuation plan.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

**Impact CSM-HAZ-7:** Expose people or structures to a significant risk of loss, injury, or death involving wildland fires.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures to reduce this impact to a less than significant level.

*CSM-HAZ-4: Comply with legal requirements for fire prevention during construction activities at the College of San Mateo.* This measure requires compliance with Public Resources Code Sections 4427 (distance from construction equipment), 4428 (fire suppression equipment on site), 4431 (distance from gasoline-powered power tools), and 4442 (spark arrestors on internal combustion engine equipment) which will ensure that fire hazard is minimized.

*CSM-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at the College of San Mateo.* This establishes fire prevention measures at the campus, including fire breaks, availability of extinguishers, and compliance with County and state fire safety requirements, to be implemented for the duration of Project operations.

**Hydrology and Water Quality**

**Impact HYD-1:** Violate any water quality standards or waste discharge requirements and/or otherwise substantially degrade water quality.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following four mitigation measures to reduce this impact to a less than significant level.

*CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at College of San Mateo.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

*CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

**Impact HYD-2:** Substantially deplete groundwater supplies or interfere substantially with groundwater recharge, resulting in a net deficit in aquifer volume or a lowering of the local groundwater table level.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact HYD-3:** Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner that would result in substantial erosion or siltation onsite or offsite, or substantially increase the rate or amount of surface runoff in a manner that would result in flooding onsite or offsite.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level.

*CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at College of San Mateo.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact HYD-4:** Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact HYD-5:** Place housing within a 100-year flood hazard area, as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map or place within a 100-year flood hazard area structures that would impede or redirect flood flows.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at College of San Mateo.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

## Noise

**Impact CSM-NOI-1:** Expose persons to or generate noise levels in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo.* This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

**Impact CSM-NOI-4:** Result in a temporary or periodic increase in ambient noise levels in the Project vicinity above levels existing without the Project.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo.* This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

## **Transportation and Traffic**

**Impact CSM-TRA-4:** Result in potential construction impacts on traffic operation and circulation, transit service, nonmotorized transportation facilities, and emergency access.

### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### ***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level.

*CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

## **III. FINDINGS REGARDING THE PROJECT ALTERNATIVES**

As required by CEQA, a discussion of possible alternatives to the Campus Master Plan amendment. In addition to the No-Project Alternative, the EIR examined one alternative for each campus—Cañada College, CSM, and Skyline College. With adoption of the Project, the Board makes the following findings to support its rejection of the No-Project and CSM campus alternatives.

Public Resources Code section 21002 provides that “public agencies should not approve projects as proposed if there are feasible alternatives or feasible mitigation measures available which would substantially lessen the significant environmental effects of such projects[.]” The CEQA Guidelines defines “feasible” to mean “capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, legal, social and technological factors.” (CEQA Guidelines Section 15364) The concept of “feasibility” also encompasses the question of whether a particular alternative promotes the underlying objectives of a project. (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417.) “[F]easibility’ under CEQA also encompasses ‘desirability’ to the extent that desirability is based on a reasonable balancing of the relevant economic, environmental, social, and technological factors.” (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417; *Sequoyah Hills Homeowners Assn. v. City of Oakland* (1993) 23 Cal.App.4th 704, 715.)

**No Project Alternative:** Under this alternative, the proposed facilities improvements would not be made and the CSM campus would continue to function as it does currently. Over time, activities on the campus would likely have a somewhat smaller impact on energy use, stormwater quality, and water demand than under existing conditions due to continued implementation of the campus sustainability plan.

***Finding:***

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

***Supporting Evidence:***

By retaining the status quo, the No Project Alternative would not meet the objectives to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The No Project alternative is inconsistent with District sustainability policies intended to reduce the overall impact of campus operation. Specifically, this alternative would limit the District's ability to meet the objectives of the *College of San Mateo Sustainability Plan* to substantially reduce energy use and increase water conservation and efficiency. The objectives cannot be met without modernization of the campus and the replacement of older buildings with more energy- and water-efficient ones.

**Additional Solar Energy Alternative:** Under this alternative, the District would install additional solar energy recovery systems on campus in those parking lots that are not slated for solar energy recovery systems in the Project. The additional renewable energy capacity would help to offset the GHG emissions from campus operations. The alternative would otherwise include the same features as the Project.

***Finding:***

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

***Supporting Evidence:***

The Project is designed to minimize greenhouse gas (GHG) emissions from operations and, with energy conservation measures and renewable energy facilities built into the Project, will not have significant operational emissions. GHG emissions resulting from construction activities will be less than significant with the implementation of mitigation measures CSM-GHG-1 and CSM-AQE-5 described above. This alternative is not necessary because the Project, as mitigated, would not result in a significant effect on the environment. The District chooses to employ the two mitigation measures rather than install more solar energy facilities than already proposed. Additional solar facilities have the disadvantage of somewhat increasing the visual impact of the Project. The mitigation measures would not have that disadvantage.

#### IV. STATEMENT OF OVERRIDING CONSIDERATIONS

The Final EIR for the Project concluded that there would be a significant and unavoidable environmental impact on air quality during construction at the College of San Mateo. Pursuant to CEQA Guidelines Section 15093, if it is to approve the Project, the Board must adopt a Statement of Overriding Consideration describing the Project's economic, legal, social, technological or other benefits. The following Statement of Overriding Considerations describes the specific Project benefits that outweigh its significant, unavoidable impact.

The Final EIR disclosed that the Project will expose existing offsite receptors to pollutant concentrations during construction (Impact CSM-AQE-5). Construction-related diesel particulate matter (DPM) and fine particulate matter (PM<sub>2.5</sub>) at the College of San Mateo would exceed thresholds for pollutant concentrations established by the Bay Area Air Quality Management District. This impact would be temporary. As described in the above findings, the District has adopted several mitigation measures to reduce this impact below a level of significance as it applies to onsite receptors.

The Board finds that the following Project benefits outweigh this significant impact.

- The Project will replace old Buildings 8 (Gymnasium – Kinesiology/Wellness) and 19 (Emerging Technologies - Center for Innovation and Emerging Technologies) with new, energy-efficient buildings that will advance the College of San Mateo's sustainability goals. This includes Goal 4 (The Built Environment), Goal 5 (Energy Efficiency), and Goal 6 (Water Conservation) of the *College of San Mateo Sustainability Plan*.
- The Project will modernize and renovate existing Buildings 1 (Public Safety/Multidisciplinary), 3 (Humanities/Arts), 9 (Library and KCSM television and radio), 17 (Student Support Services), and 34 (Fire Science/Information Technology Services Management) to better support classroom instruction and student support services needs. This will also provide the opportunity to improve energy and water use efficiency in these buildings.
- The Project will continue the overall campus renovation begun with the 2006 Campus Master Plan. This will incorporate sustainable design practices into the campus to increase energy efficiency and reduce water usage; improve storm water drainage management to advance the goal of achieving a "net-zero" runoff rate, thereby reducing the potential for surface water pollution; provide Americans with Disabilities Act compliant walkways and buildings; and improve the teaching and learning environment through campus modernization and rejuvenation.
- The Project includes renewable energy installations that will reduce College of San Mateo operational costs by offsetting energy purchases, provide leadership in the education of students to support sustainable lifestyles, and raise awareness in the community about the potential of renewable energy.

**San Mateo County Community College District**  
**2015 Facilities Master Plan Amendment**  
**Final Environmental Impact Report**  
**Findings of Fact for Skyline College**

**I. INTRODUCTION**

**A. CEQA Process**

The San Mateo County Community College District (District) analyzed the Campus Master Plan amendment (Project), including proposed facilities improvements at Skyline College, on the basis of the California Environmental Quality Act (CEQA, Public Resources Code Section 21000 et seq.) and the State CEQA Guidelines (14 CCR 15000, et seq.) and prepared an environmental impact report (EIR) disclosing the significant environmental impacts of the Project. The Final EIR prepared by the District determined that the Project could have potentially significant effects on the environment, all of which can be avoided or reduced below the level of significance by mitigation measures.

Consistent with CEQA's requirements, the Draft EIR was circulated for a public comment period beginning on August 28, 2015 and ending on October 12, 2015. All written comments received during the public comment period were responded to in Chapter 2 of the Final EIR.

Prior to approving the Project, the District's Board of Trustees (Board) will certify that it has considered the Final EIR, that the Final EIR adequately meets the requirements of CEQA, and the Final EIR reflects the independent judgment of the Board. Upon approving the Project, the Board will adopt the following findings of fact regarding the significant effects and the alternatives identified in the Final EIR.

Pursuant to Public Resources Code (PRC) Section 21081.6, the Board is also adopting a mitigation monitoring and reporting program (MMRP) for the mitigation measures that are the Board's responsibility to implement. The MMRP establishes a program to ensure that the adopted mitigation measures identified in the Final EIR will be implemented.

**B. Environmental Impact Report (EIR)**

The EIR for the Campus Master Plan amendment identifies several significant effects on the environment that may occur as a result of the Project's facilities improvements at Skyline College. In accordance with CEQA Guidelines Section 15091, the Board is adopting the following findings. In addition, it is adopting a Mitigation Monitoring and Reporting Program (MMRP) to report on and/or monitor the mitigation measures incorporated to avoid or substantially lessen significant environmental effects to ensure they will be implemented.

### **C. Record of Proceedings**

For the purposes of CEQA, and the findings herein set forth, the administrative record for the Project consists of those items listed in Public Resources Code section 21167.6, subdivision (e). The record of proceedings for the District's decision on the Project can be reviewed at the District's office. Pursuant to Guidelines section 15091(e), the administrative record of these proceedings is located, and may be obtained there.

San Mateo County Community College District  
3401 CSM Drive  
San Mateo, CA 94402  
Contact: Barbara Christensen

### **D. Overview of the Project**

The Campus Master Plan amendment identifies planned improvements at each of the District's three campuses—Cañada College, College of San Mateo (CSM), and Skyline College—to continue the modernization and renovation work that began with adoption of the District's 2001 and 2006 facilities master plans. The improvements at each of the campuses include building modernization and renovation; building demolition and new building construction; landscape, hardscape and pedestrian walkway improvements; parking expansion/reconfiguration and roadway modifications; and renewable energy and water conserving installations.

The District has identified the following objective for the Project:

- To better serve approximately the same number of current students and staff at each campus and to prepare students for universities and high-demand jobs, the District plans to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The following findings pertain to the facility improvements planned for Skyline College, located in the City of San Bruno. The improvements are listed in Table 1.

**Table 1. Proposed Facilities Improvements at Skyline College**

Proposed Improvement	Facility	Approximate Size
Building Demolition	• Building 1, Social Science/Creative Arts Programs	78,000 sf
	• Buildings 19 and 20 (Pacific Heights)	39,000 sf
New Building Construction	• Building 1, Social Science/Creative Arts Programs	120,000 sf
	• Building 12, Environmental Sciences	20,000 sf
	• Boiler Room and Utilities Plant	3,000–5,000 sf
	• Building 15, Career and Sustainable Technology	8,500–10,000 sf
	• Residential Complex	Up to 71 units (47 single-family and 24 multi-family) on 8 acres
Modernization and Renovation	• Building 2, Workforce/Economic Development Prosperity Center	-- <sup>a</sup>
	• Building 5, Library/Learning Resource Center	
	• Building 14, Early Childhood Education (Loma Chica)	
Pedestrian Improvements	• South Pedestrian Gateway, south of Building 1	200,000 sf <sup>b</sup>
	• Pedestrian connection between Environmental Sciences Building and Building 8	400 feet long <sup>b</sup>
Parking Lot Expansion	• Lot L	125–175 new parking stalls
Potential Renewable Energy Installations	• Building 1/1A (cogeneration, energy storage, solar thermal)	30 kwh/sf/yr (maximum)
	• Lots 1,2 and/or 9 (solar)	30 kwh/sf/yr (maximum)

Notes:

<sup>a</sup> Modernization and renovation could include interior and exterior improvements, but the overall building structures and size would not change.

<sup>b</sup> The size of the pedestrian improvements is unknown at this time but is estimated to be within the currently paved or disturbed area identified in the table, based on the area shown in **Figure ES-3**.

sf = square feet

kwh/sf/yr = kilowatt-hours per square foot per year

## II. FINDINGS REQUIRED UNDER CEQA

### A. Explanation of Findings

Prior to approval of a project, the Final EIR must be certified pursuant to Section 15090 of the CEQA Guidelines. When a certified Final EIR identifies one or more significant environmental impacts, the approving agency must make one or more of the following findings, accompanied by a brief explanation of the rationale for each identified significant impact (Section 15091 of the CEQA Guidelines):

- a. Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.
- b. Such changes or alterations are within the responsibility and jurisdiction of another public agency and not the agency making the finding. Such changes have been adopted by such other agency, or can and should be adopted by such other agency.
- c. Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the environmental impact report.

By way of explanation: finding a. is used when a mitigation measure is being adopted to address the Project's significant impacts; finding b. is used when another agency has responsibility for adopting the mitigation measure; and finding c. is used when either a mitigation measure or an alternative identified in the Final EIR is infeasible. No findings are required for impacts that are less than significant and require no mitigation. Section 15092 of the CEQA Guidelines states that after consideration of a Final EIR, and in conjunction with making the Section 15091 findings identified above, the lead agency may approve the project.

These findings constitute the District's best efforts to set forth the evidentiary and policy bases for its decision to approve the Project in a manner consistent with the requirements of CEQA. To the extent that these findings conclude that various proposed mitigation measures outlined in the Final EIR are feasible and have not been modified, superseded or withdrawn, the District hereby binds itself to implement these measures. These findings, in other words, are not merely informational, but rather constitute a binding set of obligations that will come into effect when the District adopts a resolution approving the Project.

The full descriptions of the following impacts and mitigation measures are contained in the Final EIR for the Project. The descriptions are incorporated herein by reference.

## **B. Adopted Findings on Environmental Impacts**

### **Aesthetics**

**Impact SC-AES-1:** Result in temporary visual impacts caused by construction activities.

#### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following two mitigation measures to reduce this impact to a less-than-significant level.

*SC-AES-1: Limit exterior construction activities to daylight hours at Skyline College within 0.25 mile of residences.* Limiting construction that is within the viewline of nearby residences to daylight hours avoids the use of lights that at night might otherwise be visually intrusive.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Skyline College.* This measure ensures that the project will not raise dust and thereby create a visual impact.

**Impact SC-AES-2:** Substantially degrade the existing visual character or quality of the site and its surroundings, including views from scenic vistas.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduce the impact to a less-than-significant level.

*SC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Skyline College.* This measure establishes specific design requirements for roofing materials and exterior treatments that will reduce the visibility of the new buildings.

*SC-AES-3: Ensure new residential development blends with existing residential development at Skyline College.* This will require that the new residential development blends with adjacent existing residential development. New development will be designed to be consistent in height and massing and have similar façade and landscaping to existing development.

**Impact SC-AES-3:** Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduce the impact to a less-than-significant level.

*SC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Skyline College.* This measure establishes specific design requirements for roofing materials and exterior treatments that will reduce the visibility of the new buildings.

**Impact SC-AES-4:** Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure to reduce this impact to a less-than-significant level.

*SC-AES-4: Apply minimum lighting standards at Skyline College.* This measure establishes specific requirements to minimize lighting at night when buildings are empty and to minimize the effects of outdoor lighting by specifying types of lighting and shielding requirements.

**Air Quality and Energy**

**Impact SC-AQE-2:** Violate a BAAQMD air quality standard or substantially contribute to an existing or projected air quality violation during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following five mitigation measures which reduce the impact to a less-than-significant level.

*SC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NOX emissions at Skyline College.* This will ensure that the construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions

from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Skyline College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Skyline College.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Skyline College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact SC-AQE-4:** Result in a cumulatively considerable net increase of any criteria pollutant for which the Project region is non-attainment.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The BAAQMD thresholds for criteria pollutants are thresholds for both individual impacts and for the level at which an individual impact would be cumulatively considerable. The Board has adopted the following five mitigation measures which reduce the impact to a less-than-significant level. The measures reduce this impact in the

manner discussed in Impact SC-AQE-2 above so that the project will not make a cumulatively considerable contribution to the air basin's non-attainment.

*SC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College.* This will ensure that the construction contractor implements the basic control measures to reduce NO<sub>x</sub> emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Skyline College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Skyline College.* This measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures SC-AQE-1 through SC-AQE-4 will maintain potential NO<sub>x</sub> emissions below the threshold level.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Skyline College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Impact SC-AQE-5:** Expose existing sensitive receptors to substantial pollutant concentrations during construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following three mitigation measures which reduce the impact to a less-than-significant level.

*SC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College.* This requires the construction contractor implement the additional NO<sub>x</sub> emissions control measures promulgated by BAAQMD.

*SC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Skyline College.* This requires the use of Tier 4 engines for construction equipment. It will reduce DPM, Reactive Organic Gases (ROG), and NO<sub>x</sub> emissions that would otherwise come from construction equipment.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM<sub>10</sub> and PM<sub>2.5</sub> dust at Skyline College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

**Biological Resources**

**Impact SC-BIO-1:** Impact special-status plant species.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-1: Implement special-status plant species avoidance and revegetation measures at Skyline College.* This measure will require the District to retain a qualified botanist to undertake a blooming season survey of any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Rancheria clover. The surveys will be conducted in accordance with CDFW's *Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities*. If any such plants are encountered, the District would prepare a revegetation and monitoring plan as specified in this measure. The plan includes performance measures to ensure successful revegetation.

**Impact SC-BIO-2:** Impact special-status bird species.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Skyline College.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Impact SC-BIO-3:** Impact special-status bats.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at Skyline College.* This will require that prior to any construction activities at sites offering suitable bat roosting habitat, the District retain a qualified wildlife biologist to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. The measure prescribes specific avoidance and minimization measures that will be refined in coordination with the California Department of Fish and Wildlife to ensure their effectiveness.

**Impact SC-BIO-4:** Impact Mission blue butterfly.***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level. Avoidance of Mission blue butterfly host plants will ensure that no take of the species would occur and ensure Project compliance with Endangered Species Act.

*SC-BIO-4a: Conduct presence–absence survey for Mission blue butterfly at Skyline College.* The District will retain a qualified biologist with demonstrated field experience identifying Mission blue butterflies to conduct a series of four surveys of the silver lupine stands in and adjacent to (i.e., within 100 feet of) the Project footprint at the western edge of Skyline College for the presence of Mission blue butterfly. This measure establishes specific standards for conducting the surveys to ensure that they will detect any butterflies on the site.

*SC-BIO-4b: Avoid impacts on Mission blue butterfly habitat during construction of the Environmental Sciences building at Skyline College.* If Mission blue butterflies are detected during the surveys undertaken for mitigation measure SC-BIO-4a, the District will retain a qualified biologist experienced in silver lupine identification to delineate observed stands of this plant with a global positioning system (GPS) unit near the proposed Building 12, Environmental Sciences in the western portion of Skyline College prior to the final design of the structure. The GPS data will be used to design the Environmental Sciences building and its placement on the site to avoid the delineated patches of silver lupine. The design will provide that neither construction activities (including site preparation, materials storage, and transport) nor the location of the building eliminate any areas of silver lupine.

*SC-BIO-4c: Consult with the U.S. Fish and Wildlife Service if impacts on Mission blue butterfly habitat cannot be avoided.* If Mission blue butterflies are detected during presence–absence surveys and avoidance of silver lupine is not feasible, the District will consult with the U.S. Fish and Wildlife Service regarding appropriate compensatory mitigation for the loss of habitat, including possible salvage and translocation of impacted plants. This measure includes specific performance standards to ensure that if translocation of impacted plants is approved as a component of compensatory mitigation, the transplantation will be effective.

**Impact SC-BIO-5: Impact California red-legged frog.*****Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-HYD-1: Implement erosion-control measures to protect water quality during construction at Skyline College.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact SC-BIO-7: Impact native wildlife nursery sites.*****Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Skyline College.* This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

**Impact SC-BIO-8:** Potentially conflict with the City of San Bruno's heritage tree ordinance.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-BIO-5: Implement tree avoidance, minimization, and replacement plan at the residential development site at Skyline College.* This measure provides that if there are heritage trees (as defined in Chapter 8.25 of the City of San Bruno Municipal Code) located on the residential development site that would be removed or pruned in conjunction with the development, then prior to ground disturbance, the District will apply for and receive a heritage tree removal permit from San Bruno. The District will comply with the conditions of that permit. The measure specifies performance standards for conducting a tree survey and preparing a site plan to inform the permit process.

**Cultural Resources**

**Impact SC-CUL-2:** Cause a substantial adverse change in the significance of an archaeological resource as defined in Section 15064.5.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at Skyline College.* This will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities, until a qualified archaeologist and Native American representative can assess the significance of the find. Where the find is significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.

**Impact SC-CUL-3:** Disturb any human remains, including those interred outside of formal cemeteries.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at Skyline College.* This measure will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. It will require that any remains be treated in accordance with Section 7050.5(b) of the California Health and Safety Code. That code includes specific requirements for the proper treatment of Native American remains.

**Geology, Soils, and Paleontology**

**Impact SC-GEO-2:** Expose people or structures to strong seismically induced groundshaking.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Skyline College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact SC-GEO-5:** Result in loss of topsoil from Project construction and operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-2: Stockpile topsoil removed during construction at Skyline College and reuse stockpiled topsoil during revegetation.* Under this measure, the contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

**Impact SC-GEO-6:** Increase risk of landslide, liquefaction, lateral spread, subsidence, or collapse, as a result of Project location on an unstable geologic unit or soil.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Skyline College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact SC-GEO-7:** Increase risk of damage to Project structures as a result of Project location on expansive soils.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Skyline College and comply with recommendations.* This will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

**Impact SC-GEO-8:** Result in direct or indirect destruction of a unique paleontological resource or site or unique geologic feature.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-GEO-3: Implement procedures for identifying, evaluating, and recovering paleontological resources at Skyline College.* Prior to the start of any subsurface excavations that would extend beyond previously disturbed soils, all construction forepersons and field supervisors will receive training by a qualified professional paleontologist, as defined by the Society of Vertebrate Paleontology, who is experienced in teaching non-specialists, to ensure they can recognize fossil materials and will follow proper notification procedures in the event any are uncovered during construction. If a fossil is determined to be significant and avoidance is not feasible, the paleontologist will develop and implement an excavation and salvage plan in accordance with SVP standards.

## **Greenhouse Gases**

**Impact SC-GHG-1:** Generate GHG emissions during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following two mitigation measures which reduce the impact to a less-than-significant level.

*SC-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at Skyline College.* This will require all construction contractors to implement the BAAQMD-recommended best management practices to reduce GHG emissions. These include using alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet, using at least 10% local building materials, and recycling at least 50% of construction waste or demolition materials.

*SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Skyline College.* This measure specifies the measures that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the project does not exceed BAAQMD thresholds for particulate matter emissions.

## **Hazards and Hazardous Materials**

**Impact SC-HAZ-1:** Cause a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials during Project construction or from Project operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Skyline College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill

prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

**Impact SC-HAZ-2:** Cause a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment during Project construction.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Skyline College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*SC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Skyline College.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact SC-HAZ-4:** Emit or involve handling of hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Skyline College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*SC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Skyline College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

*SC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Skyline College.* This measure provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

**Impact SC-HAZ-6:** Interfere with adopted emergency response plan or emergency evacuation plan.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-TRA-1: Implement a Traffic Control Plan during construction at Skyline College.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize

the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

**Impact SC-HAZ-7:** Expose people or structures to a significant risk of loss, injury, or death involving wildland fires.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HAZ-4: Comply with legal requirements for fire prevention during construction activities at Skyline College.* This measure requires compliance with Public Resources Code Sections 4427 (distance from construction equipment), 4428 (fire suppression equipment on site), 4431 (distance from gasoline-powered power tools), and 4442 (spark arrestors on internal combustion engine equipment) which will ensure that fire hazard is minimized.

*SC-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at Skyline College.* This establishes fire prevention measures at the campus, including fire breaks, availability of extinguishers, and compliance with County and state fire safety requirements, to be implemented for the duration of Project operations.

**Hydrology and Water Quality**

**Impact SC-HYD-1:** Violate any water quality standards or waste discharge requirements and/or otherwise substantially degrade water quality.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-HYD-1: Implement erosion-control measures to protect water quality during construction at Skyline College.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the

mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

*SC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Skyline College.* Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

*SC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Skyline College.* This measure requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

**Impact SC-HYD-2:** Substantially deplete groundwater supplies or interfere substantially with groundwater recharge, resulting in a net deficit in aquifer volume or a lowering of the local groundwater table level.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact SC-HYD-3:** Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner that would result in substantial erosion or siltation onsite or offsite, or substantially increase the rate or amount of surface runoff in a manner that would result in flooding onsite or offsite.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HYD-1: Implement erosion-control measures to protect water quality during construction at Skyline College.* The District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact SC-HYD-4:** Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and

located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Impact SC-HYD-5:** Place housing within a 100-year flood hazard area, as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map or place within a 100-year flood hazard area structures that would impede or redirect flood flows.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College.* This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

**Land Use and Planning**

**Impact SC-LUP-2:** Conflict with applicable land use plans, policies, or regulations.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-LUP-1: Rezone Surplus Parcel B and amend the general plan land use designation to permit R-3 dwellings at Skyline College.* The District will submit rezoning and general plan amendment applications to the City of San Bruno as necessary to ensure that the proposed residential development is consistent with the City's planning documents.

## **Noise**

**Impact SC-NOI-1:** Expose persons to or generate noise levels in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies.

### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### ***Supporting Evidence:***

The Board has adopted the following mitigation measures which reduce the impact to a less-than-significant level.

*SC-NOI-1: Employ noise-reducing construction practices at Skyline College.* This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

*SC-NOI-2: Prepare a detailed noise reduction analysis at the potential housing development at Skyline College.* Pursuant to this measure, the District will prepare a detailed analysis of the noise reduction requirements that are needed to reduce outdoor noise to an interior level of 45 dBA in any habitable room of the residential development on Surplus Parcel B. The results of this analysis will be summarized in a report and submitted to the City of San Bruno for review and approval. The District will take the actions necessary to ensure that the recommendations of the report are incorporated into the design and construction specifications.

**Impact SC-NOI-4:** Result in a temporary or periodic increase in ambient noise levels in the Project vicinity above levels existing without the Project.

### ***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

### ***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-NOI-1: Employ noise-reducing construction practices at Skyline College.* This will require the contractor to employ noise-reducing construction practices to limit noise to be

in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

### **Public Services and Utilities**

**Impact SC-PSU-1:** Reduce service ratios and response times for fire protection and police protection services during construction and operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-PSU-1: Pay the fire and police services development impact fee to the City of San Bruno for Skyline College.* This measure will ensure that the Project's fair share of the fire and police services development impact fee for the development of the residential complex at Skyline College will be paid to the City of San Bruno.

**Impact SC-PSU-2:** Increase student enrollment at schools or increase level of service required at other public facilities resulting in an adverse physical impact to these facilities.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-PSU-2: Pay the San Bruno Park Elementary School District and San Mateo Union High School District school impact fees for Skyline College.* This measure will ensure that the Project's fair share of the school impact fees will be paid to the San Bruno Park Elementary School District and San Mateo Union High School District for the development of the residential complex

**Impact SC-PSU-3:** Increase demand for water supply at the Project site during construction and operation.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-PSU-3: Assess the capacity of the City's water and wastewater system infrastructure and pay the capacity fees for Skyline College.* This measure will ensure that if the existing water and wastewater facilities/infrastructure would need to be upgraded to serve the residential complex, then the necessary improvements are made and the Project pays its fair share of the City of San Bruno's water and wastewater capacity charges based on meter size.

**Impact SC-PSU-4:** Increase generation of wastewater at the Project site.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-PSU-3: Assess the capacity of the City's water and wastewater system infrastructure and pay the capacity fees for Skyline College.* This measure will ensure that if the existing water and wastewater facilities/infrastructure would need to be upgraded to serve the residential complex, then the necessary improvements are made and the Project pays its fair share of the City of San Bruno's water and wastewater capacity charges based on meter size.

## **Recreation**

**Impact SC-REC-1:** Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facilities would occur or be accelerated.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-REC-1: Dedicate parkland and/or pay in-lieu fees to City of San Bruno for residential development at Skyline College.* Under this measure, the District or the residential complex developer will dedicate 0.9 acres of parkland or pay the equivalent in-lieu fee to the City of San Bruno in compliance with the City's park land requirement.

## **Transportation and Traffic:**

**Impact SC-TRA-4:** Result in potential construction impacts on traffic operation and circulation, transit service, non-motorized transportation facilities, and emergency access.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The Board has adopted the following mitigation measure which reduces the impact to a less-than-significant level.

*SC-TRA-1: Implement a Traffic Control Plan during construction at Skyline College.* This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

### **III. FINDINGS REGARDING THE PROJECT ALTERNATIVES**

As required by CEQA, a discussion of possible alternatives to the Campus Master Plan amendment. In addition to the No-Project Alternative, the EIR examined one alternative for each

campus—Cañada College, CSM, and Skyline College. With adoption of the Project, the Board makes the following findings to support its rejection of the No-Project and Skyline College campus alternatives.

Public Resources Code section 21002 provides that “public agencies should not approve projects as proposed if there are feasible alternatives or feasible mitigation measures available which would substantially lessen the significant environmental effects of such projects[.]” The CEQA Guidelines defines “feasible” to mean “capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, legal, social and technological factors.” (CEQA Guidelines Section 15364) The concept of “feasibility” also encompasses the question of whether a particular alternative promotes the underlying objectives of a project. (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417.) “[F]easibility’ under CEQA also encompasses ‘desirability’ to the extent that desirability is based on a reasonable balancing of the relevant economic, environmental, social, and technological factors.” (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417; *Sequoyah Hills Homeowners Assn. v. City of Oakland* (1993) 23 Cal.App.4th 704, 715.)

**No Project Alternative:** Under this alternative, the proposed facilities improvements would not be made and the Skyline College campus would continue to function as it does currently. Over time, activities on the campus would likely have a somewhat smaller impact on energy use, stormwater quality, and water demand than under existing conditions due to continued implementation of the campus sustainability plan.

***Finding:***

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

***Supporting Evidence:***

By retaining the status quo, the No Project Alternative would not meet the objectives to provide modern facilities and technology for the foreseeable future; improve access for disabled students; ensure classrooms meet earthquake, fire and safety requirements; replace aging infrastructure with energy efficient systems; improve pedestrian flow between buildings, make landscape and hardscape improvements, and better align parking lots and roadways.

The No Project alternative is inconsistent with District sustainability policies intended to reduce the overall impact of campus operation. Specifically, this alternative would inhibit the District’s ability to meet the objectives of the *Skyline College Sustainability Plan* to reduce energy use and increase water conservation and efficiency. The objectives cannot be met without modernization and renovation of the campus and the replacement of older buildings with more energy and water efficient ones.

**Skyline College Alternative:** This alternative would propose 62 dwelling units on Surplus Parcel B (rather than the Project’s 71 units), including 40 single-family homes and 22 multi-

family units. This would conform to San Bruno's current general plan density and intensity standards without the need for a general plan amendment.

***Finding:***

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

***Supporting Evidence:***

The District will pursue a zone change to a Planned Development zone that will allow more flexibility of dwelling type as long as the City of San Bruno's overall General Plan density standards are not exceeded. This approach is effectively the same as the Skyline College Alternative.

# **MITIGATION MONITORING AND REPORTING PROGRAM**

## **2015 FACILITIES MASTER PLAN AMENDMENT PROJECT**

**SCH# 2015052007**

San Mateo County Community College District  
3401 CSM Drive  
San Mateo, CA 94002  
650.574.6560

**November 2015**

ICF International. 2015. Mitigation Monitoring and Reporting Program.  
2015 Facilities Master Plan Amendment Project. November. (00234.15)  
San Francisco, CA. Prepared for the San Mateo County Community College  
District, San Mateo County, CA.

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San Mateo County Community College District

Mitigation Monitoring and Reporting Program

## List of Abbreviations and Acronyms

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ACMs	asbestos-containing materials
ASTM	American Society for Testing and Materials
BLM	Bureau of Land Management
BMPs	best management practices
Cal-OSHA	California Occupational Safety and Health Administration
CCR	California Code of Regulations
CEQA	California Environmental Quality Act
CSM	College of San Mateo
District	San Mateo County Community College District
EIR	Environmental Impact Report
MMRP	mitigation monitoring and reporting program
NESHAP	National Emissions Standards for Hazardous Air Pollutants
PRC	Public Resources Code
Project	2015 Facilities Master Plan Amendment
SPCCP	Spill Prevention, Control, and Countermeasure Program
SVP	Society of Vertebrate Paleontology
SWPPP	Storm Water Pollution Prevention Plan

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

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# Mitigation Monitoring and Reporting Program

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## Introduction

The San Mateo County Community College District (District) as Lead Agency under the California Environmental Quality Act (CEQA) and State CEQA Guidelines, has prepared the Final Environmental Impact Report (EIR) for the 2015 Facilities Master Plan Amendment (Project) (SCH # 2015052007). When a lead agency makes findings on significant effects identified in an EIR, it must also adopt a program for reporting or monitoring mitigation measures that were adopted or made conditions of project approval (Public Resources Code [PRC] Section 21081.6[a]; State CEQA Guidelines Sections 15091[d], 15097).

This document represents the mitigation monitoring and reporting program (MMRP) prepared by the District for the Project. This MMRP includes all measures required to reduce potentially significant environmental impacts to a less-than-significant level. It also identifies the timing of implementation; the agency responsible for implementing the mitigation; and the agency responsible for monitoring the mitigation. The mitigation measures, timing, and responsibility are summarized in Tables 1 through 3, and the full text of the mitigation measures follows. Table 1 lists the mitigation measures required for the improvements at Cañada College; Table 2 lists the mitigation measures required for the improvements at the College of San Mateo (CSM); Table 3 lists the mitigation measures required for the improvements at Skyline College.

This MMRP has been prepared by the District, with technical assistance from ICF International, an environmental consulting firm. Questions should be directed to Barbara Christensen at the District.

### Contact Information:

San Mateo County Community College District  
3401 CSM Drive  
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650.574.6560

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

**Table 1. Mitigation Monitoring Reporting Program – Summary of Mitigation Measures for Cañada College**

<b>Mitigation Measure</b>	<b>Implementation Responsibility</b>	<b>Monitoring Responsibility</b>	<b>Monitoring Notes</b>
<b>To be Implemented Prior to Final Design</b>			
CC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Cañada College	District and project architect	District	
CC-AES-3: Apply minimum lighting standards at Cañada College	District and project architect	District	
CC-AES-4: Remediate the potential for hazard glare at new Kinesiology/Wellness building at Cañada College	District and project architect	District	
CC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Cañada College and comply with recommendations	District and qualified engineer	District	
<b>To be Implemented Prior to Construction</b>			
CC-AQE-4: Offset NO <sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Cañada College	District and construction manager	District and BAAQMD	
CC-BIO-1: Implement special-status plant species avoidance and revegetation measures at Cañada College	District and qualified botanist	District	
CC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Cañada College	District and qualified wildlife biologist	District	No more than 3 days prior to ground-disturbing or building demolition activities during bird nesting season (Feb. 1-Aug. 31)
CC-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at Cañada College	District and qualified wildlife biologist	District	No more than 7 days prior to the onset of site preparation
CC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Cañada College	Construction Contractor	District	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

<b>Mitigation Measure</b>	<b>Implementation Responsibility</b>	<b>Monitoring Responsibility</b>	<b>Monitoring Notes</b>
CC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Cañada College	Construction Contractor	District	
CC-HYD-2: Design and maintain hydromodification features as postconstruction measures at Cañada College	District	District	
<b>To be Implemented During Construction</b>			
CC-AES-1: Limit exterior construction activities to daylight hours at Cañada College within 0.25 mile of residences	Construction Contractor	District	
CC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO <sub>x</sub> emissions at Cañada College	Construction Contractor	District	
CC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO <sub>x</sub> emissions at Cañada College	Construction Contractor	District and BAAQMD	
CC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Cañada College	Construction Contractor	District and BAAQMD	
CC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Cañada College	Construction Contractor	District and BAAQMD	
CC-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at Cañada College	District and Construction Contractor	District and qualified archaeologist and Native American representative	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

<b>Mitigation Measure</b>	<b>Implementation Responsibility</b>	<b>Monitoring Responsibility</b>	<b>Monitoring Notes</b>
CC-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at Cañada College	District and Construction Contractor	District and San Mateo County Coroner and Native American Heritage Commission	
CC-GEO-2: Stockpile topsoil removed during construction at Cañada College and reuse stockpiled topsoil during revegetation	Construction Contractor	District	
CC-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at Cañada College	Construction Contractor	District	
CC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Cañada College	Construction Contractor	District	
CC-HAZ-4: Comply with legal requirements for fire prevention during construction activities at Cañada College	Construction Contractor	District	
CC-HYD-1: Implement erosion-control measures to protect water quality during construction at Cañada College	Construction Contractor	District	
CC-NOI-1: Employ noise-reducing construction practices at Cañada College	Construction Contractor	District	
CC-TRA-1: Implement a Traffic Control Plan during construction at Cañada College	Construction Contractor	District	

Note:

All references to "District" refer to the San Mateo County Community College District.

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

**Table 2. Mitigation Monitoring Reporting Program – Summary of Mitigation Measures for the College of San Mateo (CSM)**

<b>Mitigation Measure</b>	<b>Implementation Responsibility</b>	<b>Monitoring Responsibility</b>	<b>Monitoring Notes</b>
<b>To be Implemented Prior to Final Design</b>			
CSM-AES-4: Apply minimum lighting standards at the College of San Mateo	District and project architect	District	
CSM-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at the College of San Mateo and comply with recommendations	District and qualified engineer	District	
<b>To be Implemented Prior to Construction</b>			
CSM-AQE-4: Offset NO <sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo	Construction Contractor	District and BAAQMD	
CSM-BIO-1: Implement special-status plant species avoidance and revegetation measures at the College of San Mateo	District and qualified botanist	District	
CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo	District and qualified wildlife biologist	District	No more than 3 days prior to ground-disturbing or building demolition activities during bird nesting season (Feb. 1-Aug. 31)
CSM-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at the College of San Mateo	District and qualified wildlife biologist	District	No more than 7 days prior to the onset of site preparation
CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo	Construction Contractor	District	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

Mitigation Measure	Implementation Responsibility	Monitoring Responsibility	Monitoring Notes
CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo	Construction Contractor	District	
CSM-HYD-2: Design and maintain hydromodification features as postconstruction measures at the College of San Mateo	District	District	
<b>To be Implemented During Construction</b>			
CSM-AES-1: Limit exterior construction activities to daylight hours at the College of San Mateo within 0.25 mile of residences	Construction Contractor	District	
CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO <sub>x</sub> emissions at the College of San Mateo	Construction Contractor	District	
CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO <sub>x</sub> emissions at the College of San Mateo	Construction Contractor	District and BAAQMD	
CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo	Construction Contractor	District and BAAQMD	
CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at College of San Mateo	Construction Contractor	District and BAAQMD	
CSM-AQE-6: Install filtration systems on ventilation and recirculation systems at the College of San Mateo	Construction Contractor	District and BAAQMD	
CSM-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at the College of San Mateo	District and Construction Contractor	District and qualified archaeologist and Native American representative	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

<b>Mitigation Measure</b>	<b>Implementation Responsibility</b>	<b>Monitoring Responsibility</b>	<b>Monitoring Notes</b>
CSM-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at the College of San Mateo	District and Construction Contractor	District and San Mateo County Coroner and Native American Heritage Commission	
CSM-GEO-2: Stockpile topsoil removed during construction at the College of San Mateo and reuse stockpiled topsoil during revegetation	Construction Contractor	District	
CSM-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at College of San Mateo	Construction Contractor	District	
CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo	Construction Contractor	District	
CSM-HAZ-4: Comply with legal requirements for fire prevention during construction activities at the College of San Mateo	Construction Contractor	District	
CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at the College of San Mateo	Construction Contractor	District	
CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo	Construction Contractor	District	
CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo	Construction Contractor	District	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

Mitigation Measure	Implementation Responsibility	Monitoring Responsibility	Monitoring Notes
<b>To be Implemented During Project Operation</b>			
CSM-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at the College of San Mateo	District	District and San Mateo Fire Department and/or CALFIRE	Ongoing

Note:

All references to "District" refer to the San Mateo County Community College District.

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

**Table 3. Mitigation Monitoring Reporting Program – Summary of Mitigation Measures for Skyline College**

<b>Mitigation Measure</b>	<b>Implementation Responsibility</b>	<b>Monitoring Responsibility</b>	<b>Monitoring Notes</b>
<b>To be Implemented Prior to Final Design</b>			
SC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Skyline College	District and project architect	District	
SC-AES-3: Ensure new residential development blends with existing residential development at Skyline College	District and project architect	District and City of San Bruno	
SC-AES-4: Apply minimum lighting standards at Skyline College	District and project architect	District	
SC-BIO-4b: Avoid impacts on Mission blue butterfly habitat during construction of the Environmental Sciences building at Skyline College	District and qualified biologist	District	
SC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Skyline College and comply with recommendations	District and qualified engineer	District	
SC-LUP-1: Rezone Surplus Parcel B and amend the general plan land use designation to permit R-3 dwellings at Skyline College	District	District and City of San Bruno	
<b>To be Implemented Prior to Construction</b>			
SC-AQE-4: Offset NO <sub>x</sub> Emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Skyline College	District	District and BAAQMD	
SC-BIO-1: Implement special-status plant species avoidance and revegetation measures at Skyline College	District and qualified botanist	District	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

<b>Mitigation Measure</b>	<b>Implementation Responsibility</b>	<b>Monitoring Responsibility</b>	<b>Monitoring Notes</b>
SC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Skyline College	District and qualified wildlife biologist	District	No more than 3 days prior to ground-disturbing or building demolition activities during bird nesting season (Feb. 1-Aug. 31)
SC-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at Skyline College	District and qualified wildlife biologist	District	No more than 7 days prior to the onset of site preparation
SC-BIO-4a: Conduct presence-absence survey for Mission blue butterfly at Skyline College	District and qualified biologist	District	Minimum of four site visits during the adult flight season (late March to early July), with at least 2 weeks between visits
SC-BIO-4c: Consult with the U.S. Fish and Wildlife Service if impacts on Mission blue butterfly habitat cannot be avoided	District and qualified botanist or biologist	District and USFWS	
SC-BIO-5: Implement tree avoidance, minimization, and replacement plan at the residential development site at Skyline College	District	District and City of San Bruno	
SC-GEO-3: Implement procedures for identifying, evaluating, and recovering paleontological resources at Skyline College	Construction Contractor and qualified paleontologist	District	
SC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Skyline College	Construction Contractor	District	
SC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Skyline College	Construction Contractor	District	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

Mitigation Measure	Implementation Responsibility	Monitoring Responsibility	Monitoring Notes
SC-HYD-2: Design and maintenance of hydromodification features as postconstruction measures at Skyline College	District	District	
SC-NOI-2: Prepare a detailed noise reduction analysis at the potential housing development at Skyline College	District and Construction Contractor	District and City of San Bruno	
SC-PSU-1: Pay the fire and police services development impact fee to the City of San Bruno for Skyline College	District or Developer	District and City of San Bruno	
SC-PSU-2: Pay the San Bruno Park Elementary School District and San Mateo Union High School District school impact fees for Skyline College	District or Developer	District, San Bruno Park Elementary School District, and San Mateo Union High School District	
SC-PSU-3: Assess the capacity of the City's water and wastewater system infrastructure and pay the capacity fees for Skyline College	District or Developer	District and City of San Bruno	
SC-REC-1: Dedicate parkland and/or pay in-lieu fees to City of San Bruno for residential development at Skyline College	District or Developer	District and City of San Bruno	
<b>To be Implemented During Construction</b>			
SC-AES-1: Limit exterior construction activities to daylight hours at Skyline College within 0.25 mile of residences	Construction Contractor	District	
SC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO <sub>x</sub> emissions at Skyline College	Construction Contractor	District	
SC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO <sub>x</sub> emissions at Skyline College	Construction Contractor	District and BAAQMD	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

<b>Mitigation Measure</b>	<b>Implementation Responsibility</b>	<b>Monitoring Responsibility</b>	<b>Monitoring Notes</b>
SC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Skyline College	Construction Contractor	District and BAAQMD	
SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Skyline College	Construction Contractor	District and BAAQMD	
SC-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at Skyline College	District and Construction Contractor	District and qualified archaeologist and Native American representative	
SC-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at Skyline College	District and Construction Contractor	District and San Mateo County Coroner and Native American Heritage Commission	
SC-GEO-2: Stockpile topsoil removed during construction at Skyline College and reuse stockpiled topsoil during revegetation	Construction Contractor	District	
SC-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at Skyline College	Construction Contractor	District	
SC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Skyline College	Construction Contractor	District	
SC-HAZ-4: Comply with legal requirements for fire prevention during construction activities at Skyline College	Construction Contractor	District	

San Mateo County Community College District

Mitigation Monitoring and Reporting Program

Mitigation Measure	Implementation Responsibility	Monitoring Responsibility	Monitoring Notes
SC-HYD-1: Implement erosion-control measures to protect water quality during construction at Skyline College	Construction Contractor	District	
SC-NOI-1: Employ noise-reducing construction practices at Skyline College	Construction Contractor	District	
SC-TRA-1: Implement a Traffic Control Plan during construction at Skyline College	Construction Contractor	District	
<b>To be Implemented During Project Operation</b>			
SC-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at Skyline College	District	District and San Mateo Fire Department and/or CALFIRE	Ongoing

Note:

All references to "District" refer to the San Mateo County Community College District.

## Mitigation Measures

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### Cañada College

#### Aesthetics

**Mitigation Measure CC-AES-1: Limit exterior construction activities to daylight hours at Cañada College within 0.25 mile of residences**

The effect of nighttime construction light and glare on nearby residences will be minimized by limiting construction hours within 0.25 mile of residences. Construction activities, which are scheduled to take place between 6:00 am and 7:00 pm on weekdays, will be limited to daylight hours (which will vary according to season). Therefore, the construction hours will be adjusted during the seasons to ensure construction activities take place during daylight hours.

**Mitigation Measure CC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Cañada College**

Buildings associated with the Project to be located within scenic vista views will be designed in a manner that allows these features to blend with the surrounding built and natural environments so that these structures complement the visual landscape. The District will meet with the Town of Woodside Manager regarding the architecture of Building 1 at Cañada College. The following measures will be applied.

- Visible roofing materials will be selected to balance aesthetics with energy performance and compliance with codes and standards using a color shade that is visually cohesive with and darker than the general surrounding natural area. Colors may be chosen from the U.S. Department of the Interior Bureau of Land Management (BLM) Standard Environmental Colors Chart CC-001: June 2008. The building designer will employ the use of color panels as mock-ups which will be evaluated from key observation points during common lighting conditions (front versus backlighting) to aid in the appropriate color selection. Panels will be a minimum of 3 by 2 feet in dimension and will be evaluated from various distances, but within 1,000 feet, to ensure the best possible color selection. Color selection will be made for the coloring of the most prevalent season, and the intent is to match the panels to this surrounding coloring and pick a color that best fits. Choosing a shade that is darker will allow the surface to recede and blend within the visual landscape whereas a lighter color advances or is more apparent within the visual landscape.
- New building facades will be finished in earth tones to help buildings blend better within the natural setting. White and lighter beiges and tans, which would make buildings stand out and contrast against nearby darker tree canopies, will be avoided.

**Mitigation Measure CC-AES-3: Apply minimum lighting standards at Cañada College**

The District will implement an interior lighting policy for all new buildings that does the following:

- Building design would be required to include low-intensity interior safety lighting for use during afterhours. This practice would decrease the amount of nighttime light that would occur from using standard interior lighting as safety lighting.
- Use of interior lights to ensure building safety as required by code, but the unnecessary overuse of interior nighttime lighting would be prevented by requiring that interior spaces implement a “lights-off” policy. This practice requires that all non-safety lighting be turned off at night (such as in offices, classrooms, and hallways), after instructional hours. This may be accommodated by utilizing automatic motion sensor lighting that is programmed for use afterhours.
- Use of harsh mercury vapor or low-pressure sodium bulbs would be prohibited.

All artificial outdoor lighting will be limited to safety and security requirements, designed using Illuminating Engineering Society’s design guidelines and in compliance with International Dark-Sky Association approved fixtures. All lighting is designed to have minimum impact on the surrounding environment and will use downcast, cut-off type fixtures that direct the light only towards objects requiring illumination. Shielding will be utilized, where needed, to ensure light pollution is minimized. Therefore, lights will be installed at the lowest allowable height and cast low-angle illumination while minimizing incidental light spill onto adjacent properties, open spaces, or backscatter into the nighttime sky. The lowest allowable illuminance level will be used for all lighted areas and the amount of nighttime lights needed to light an area will be minimized to the highest degree possible. Light fixtures will have non-glare finishes that will not cause reflective daytime glare. Lighting will be designed for energy efficiency and have daylight sensors or be timed with an on/off program. Lights will provide good color rendering with natural light qualities with the minimum intensity feasible for security, safety, and personnel access. Lighting, including light color rendering and fixture types, will be designed to be aesthetically pleasing.

LED lighting will avoid the use of blue-rich white light lamps and use a correlated color temperature that is no higher than 3,000 Kelvin (International Dark-Sky Association 2010a, 2010b, 2015). Wherever possible and pragmatic, the District will use fixtures and lighting control systems that conform to International Dark-Sky Associations Fixture Seal of Approval program. In addition, LED lights will use shielding to ensure nuisance glare and that light spill does not affect sensitive residential viewers.

Lights along pathways and safety lighting at building entrances and loading areas will employ shielding to minimize offsite light spill and glare and be screened and directed away from residences and adjacent uses to the highest degree possible. The amount of nighttime lights used along pathways will be minimized to the highest degree possible to ensure that spaces are not unnecessarily over-lit, while still maintaining minimum adequate lighting to provide necessary visibility for security. For example, the amount of light can be reduced by limiting the amount of ornamental light posts to higher use areas and by using hooded wall mounts or bollard lighting on travel way portions of pathways.

In particular, pool lighting will employ spill and glare control features to minimize off-site light pollution. Luminaires will be chosen for the ability to provide horizontal and vertical beam control for better control in directing what is illuminated. In addition, shielding, such as a visor, will be used to further direct light and reduce light spill and ambient light glow. Luminaires will also incorporate photometric reflector systems that are designed to reduce light pollution.

Technologies to reduce light pollution evolve over time and design measures that are currently available may help but may not be the most effective means of controlling light pollution once the Project is designed. Therefore, all design measures used to reduce light pollution will employ the technologies available at the time of Project design to allow for the highest potential reduction in light pollution.

**Mitigation Measure CC-AES-4: Remediate the potential for hazard glare at new Kinesiology/Wellness building at Cañada College**

Windows installed in the new Building 1, Kinesiology/Wellness, will be selected for their ability to minimize glare and specular highlighting. To the extent feasible, windows will be designed to effectively reduce the refractive index of protective glass windows.

## Air Quality and Energy

**Mitigation Measure CC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Cañada College**

The District will ensure the construction contractor implements the following BAAQMD-recommended basic control measures to reduce NO<sub>x</sub> emissions from construction equipment:

- Idling times will be minimized by shutting off equipment when it is not in use or by reducing the maximum idling time to 5 minutes (as required by the California airborne toxics control measure Title 13, Section 2485 of California Code of Regulations [CCR]). Clear signage will be provided for construction workers at all access points.
- All construction equipment will be maintained and properly tuned in accordance with manufacturer's specifications. All equipment will be checked by a certified mechanic and determined to be running in proper condition prior to operation.

**Mitigation Measure CC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Cañada College**

The District will ensure the construction contractor implements the following BAAQMD-recommended additional control measures to reduce NO<sub>x</sub> emissions from construction equipment.

- Minimize the idling time of diesel powered construction equipment to 2 minutes.
- The project will develop a plan demonstrating that the off-road equipment (more than 50 horsepower) to be used in the construction Project (i.e., owned, leased, and subcontractor vehicles) would achieve a project wide fleet-average 20% NO<sub>x</sub> reduction and 45% PM exhaust reduction compared to the most recent ARB fleet average. Acceptable options for reducing emissions include the use of late model engines, low-emission diesel products,

- alternative fuels, engine retrofit technology, after-treatment products, add-on devices such as particulate filters, and/or other options as such become available.
- Use low VOC (i.e., ROG) coatings beyond the local requirements (i.e., Regulation 8, Rule 3: Architectural Coatings).
  - Require that all construction equipment, diesel trucks, and generators be equipped with Best Available Control Technology for emission reductions of NO<sub>x</sub> and PM.
  - Require all contractors use equipment that meets CARB's most recent certification standard for off-road heavy duty diesel engines.

**Mitigation Measure CC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Cañada College**

The District will ensure that all off-road diesel-powered equipment used during construction at Cañada College is equipped with EPA Tier 4 or cleaner engines, except for specialized construction equipment for which an EPA Tier 4 engine is not available. The use of Tier 4 engines will also act to reduce ROG and NO<sub>x</sub> emissions from construction equipment.

**Mitigation Measure CC-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Cañada College**

The District will enter into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds (Table 3.2-8). The preferred source of emissions reductions for NO<sub>x</sub>, will be through contributions to BAAQMD's Carl Moyer Program and/or other BAAQMD incentive programs.

Implementation of this mitigation would require the District adopt the following specific responsibilities.

- Enter into a mitigation contract with BAAQMD for the Carl Moyer Program and/or other BAAQMD emission reduction incentive program. The necessary reductions must be achieved (contracted and delivered) by the applicable year in question (i.e., emissions generated in year 2016 would need to be reduced offsite in 2016). Funding would need to be received prior to contracting with participants and should allow sufficient time to receive and process applications to ensure offsite reduction projects are funded and implemented prior to commencement of Project activities being reduced. In negotiating the terms of the mitigation contract, the Project applicant and BAAQMD should seek clarification and agreement on BAAQMD responsibilities, including the following.
  - Identification of appropriate offsite mitigation fees required for the Project.
  - Timing required for obtaining necessary offsite emission credits.
  - Processing of mitigation fees paid by the Project applicant.
  - Verification of emissions inventories submitted by the Project applicant.
  - Verification that offsite fees are applied to appropriate mitigation programs within the SFBA.

- Quantify mitigation fees required to satisfy the appropriate reductions. Funding for the emission reduction projects will be provided in an amount up to the emission reduction project cost-effectiveness limit set by for the Carl Moyer Program during the year that the emissions from construction are emitted. (The current Carl Moyer cost-effectiveness limit is \$18,030 /weighted ton of criteria pollutants [NOX + ROG + (20\*PM)]). An administrative fee of 5% would be paid by the Project applicant to the BAAQMD to implement the program. The funding would be used to fund projects eligible for funding under the Carl Moyer Program guidelines or other BAAQMD emission reduction incentive program meeting the same cost-effectiveness threshold that are real, surplus, quantifiable, and enforceable.
- Develop a compliance program to calculate emissions and collect fees from the construction contractors for payment to BAAQMD. The program will require, as a standard or specification of their construction contracts with the Project Sponsor, that construction contractors identify construction emissions and their share of required offsite fees, if applicable. Based on the emissions estimates, the Project applicant will collect fees from the individual construction contractors (as applicable) for payment to BAAQMD. Construction contractors will have the discretion to reduce their construction emissions to the lowest possible level through additional onsite mitigation, as the greater the emissions reductions that can be achieved by onsite mitigation, the lower the required offsite fee. Acceptable options for reducing emissions may include use of late-model engines, low-emission diesel products, additional electrification or alternative fuels, engine-retrofit technology, and/or after-treatment products. All control strategies must be verified by BAAQMD.
- Conduct daily and annual equipment activity monitoring to ensure onsite emissions reductions are achieved and no additional mitigation payments are required. Excess offsite funds can be carried from previous to subsequent years in the event that additional reductions are achieved by onsite mitigation. At the end of the Project, if it is determined that excess offset funds remain (outstanding contracts and administration over the final years of the contracts will be taken into consideration), BAAQMD and the Project applicant will determine the disposition of final funds (e.g., additional emission reduction projects to offset underperforming contracts, return of funds to the Project applicant, etc.).

**Mitigation Measure CC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Cañada College**

The District will require all construction contractors to implement the basic construction mitigation measures recommended by BAAQMD to reduce fugitive dust emissions. Emission reduction measures will include, at a minimum, the following measures. Additional measures may be identified by BAAQMD or the contractor as appropriate.

- All exposed surfaces affected by construction (e.g., parking areas, staging areas, soil piles, graded areas, and unpaved access roads) will be watered two times per day, or as needed during the dry season(s) (unless limited by state or local drought response requirements or if there is a rain event).
- All haul trucks transporting soil, sand, or other loose material off site will be covered.

- All visible mud or dirt track-out onto adjacent public roads will be removed using wet power vacuum street sweepers at least once per day. The use of dry power sweeping is prohibited.
- All vehicle speeds on unpaved roads will be limited to 15 mph.
- All roadways, driveways, and sidewalks to be paved will be completed as soon as possible. Building pads will be laid as soon as possible after grading unless seeding or soil binders are used.
- A publicly visible sign will be posted with the telephone number and person to contact at the lead agency regarding dust complaints. This person will respond and take corrective action within 48 hours. BAAQMD's phone number will also be visible to ensure compliance with applicable regulations.

## Biological Resources

### **Mitigation Measure CC-BIO-1: Implement special-status plant species avoidance and revegetation measures at Cañada College**

Prior to construction, the District will retain a qualified botanist to survey any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Rancharia clover. The qualified botanist will survey appropriate areas of suitable habitat for the species during each species' blooming period (Table 3.3-2). Surveys will be conducted in accordance with CDFW's *Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities* (California Department of Fish and Game 2009).

If no special-status plants are identified during the design-period surveys, then no further action is necessary. If one or more special-status species is found within areas proposed for disturbance, then the occurrence will be avoided, if feasible. If avoidance is not possible, a revegetation and monitoring plan will be developed and executed by a qualified botanist retained by the District prior to ground disturbance that would affect the plants. The revegetation and monitoring plan will include the following components.

- Collection of seed prior to disturbance.
- Reseeding and revegetation on a site with suitable soils and exposure.
- Regular monitoring to evaluate the success of the reseeded and revegetation and remedial measures if necessary.

Details regarding specific monitoring protocols, success criteria, and the length of the monitoring program will be developed in coordination with and approved by the appropriate regulatory agencies.

**Mitigation Measure CC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Cañada College**

Prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District will retain a qualified wildlife biologist with demonstrated nest-searching experience to conduct preconstruction surveys for nesting birds, including raptors. The preconstruction survey will occur no more than 3 days prior to the onset of ground disturbing activities (including clearing, grubbing, and staging). If active nests are found during the survey, no-disturbance species-specific buffer zones will be established by the biologist and marked with high-visibility fencing, flagging, or pin flags. No construction activities will be allowed within the buffer zones. The size of the buffer will be based on the species' sensitivity to disturbance and planned work activities in the vicinity; typical buffer sizes are 250 feet for raptors and 50 feet for other birds. The buffer will remain in effect until the nest is no longer active. If a lapse in Project-related activities of 15 days or longer occurs, another preconstruction survey will be conducted.

To the extent feasible, the District or its contractor will initiate building demolition outside of the nesting season to avoid impacts on active nests affixed to the structure before they become active during the nesting season (February 1 to August 31). If structure demolition activities cannot occur outside of the nesting season, the District or its contractor will remove inactive nests from the structure to be demolished and install nest exclusion measures (i.e., fine mesh netting, panels, or metal projectors) outside of the nesting season. All exclusionary devices will be monitored and maintained throughout the breeding season to ensure that they are successful in preventing the birds from accessing the cavities or nest sites. No more than 3 days prior to building demolition activities, a qualified biologist will conduct a preconstruction survey of all potential nesting habitat on the structure to be demolished and the surrounding areas for the presence of active nests. If active nests are found on the building or in the affected area, then demolition activities will not proceed until the biologist verifies that all nests on the building are inactive.

After all surveys and/or nest deterrence activities are completed, the biologist will complete a memorandum detailing the survey effort and results and submit the memorandum to the District within 7 days of survey completion.

**Mitigation Measure CC-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at Cañada College**

Prior to the start of construction activities at sites offering suitable bat roosting habitat, the District will retain a qualified wildlife biologist with demonstrated bat field experience to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. Surveys will take place no more than 7 days prior to the onset of site preparation (e.g., tree removal) and construction activities with the potential to disturb bats or their habitat and will include close inspection of potential bat roosts, such as trees and any built features within the Project footprint.

If special-status bats are found in the footprint of a proposed improvement and avoidance of roosting areas is not possible, avoidance and minimization measures will be required if it is determined that bats are using the trees as roost sites and/or sensitive bat species are detected during acoustic monitoring. Appropriate measures will be determined in coordination with CDFW and may include the following measures.

- Tree removal will be avoided between April 15 and September 15 (the maternity period) to avoid impacts on pregnant females and active maternity roosts (whether colonial or solitary).
- All tree removal will be conducted between September 15 and October 30, which corresponds to a time period when bats have not yet entered torpor or would be caring for non-volant young.
- Trees will be removed in pieces, rather than felling the entire tree.
- If a maternity roost is located, whether solitary or colonial, that roost will remain undisturbed until September 15 or until a qualified biologist has determined the roost is no longer active.
- If avoidance of non-maternity roost trees is not possible, and tree removal or trimming must occur between September 15 and October 30, qualified biologists will monitor tree trimming/removal. Prior to removal/trimming, each tree will be gently shaken and several minutes should pass before felling trees or trimming limbs to allow bats time to arouse and leave the tree. The biologists should search downed vegetation for dead and injured bats. The presence of dead or injured bats that are species of special concern will be reported to CDFW.
- Compensatory mitigation for the loss of roosting habitat will also be determined through consultation with CDFW and may include the construction and installation of suitable replacement habitat (e.g., bat houses, planting cottonwood trees) onsite.

The District will be responsible for ensuring that CDFW requirements are implemented. Multiple survey visits and survey methods may be required at a single site to determine presence or absence of roosting bats depending on season and roost type.

## Cultural Resources

### **Mitigation Measure CC-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at Cañada College**

The District will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities. All work within 100 feet of the find will be stopped until a qualified archaeologist and Native American representative can assess the significance of the find. Prehistoric materials might include obsidian and chert flaked-stone tools (e.g., projectile points, knives, scrapers) or tool making debris; culturally darkened soil (midden) containing heat-affected rocks and artifacts; stone milling equipment (e.g., mortars, pestles, handstones, or milling slabs); and battered-stone tools, such as hammerstones and pitted stones. Historic-period materials might include stone, concrete, or adobe footings and walls; filled wells or privies; and deposits of metal, glass, and/or ceramic refuse. If the find is determined to be potentially significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.

**Mitigation Measure CC-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at Cañada College**

The District will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. There will be no further excavation or disturbance of the site within a 50-foot radius of the location of such discovery, or any nearby area reasonably suspected to overlie adjacent remains. The San Mateo County Coroner will be notified and will make a determination as to whether the remains are Native American. If the Coroner determines that the remains are not subject to his authority, he will notify the Native American Heritage Commission, who will attempt to identify descendants of the deceased Native American. If no satisfactory agreement can be reached as to the disposition of the remains pursuant to this state law, then the land owner will re-inter the human remains and items associated with Native American burials on the property in a location not subject to further subsurface disturbance.

## Geology and Soils

**Mitigation Measure CC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Cañada College and comply with recommendations**

The District will have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking. The District and DSA will ensure that recommendations made in the geotechnical report will be implemented as part of the Project's design and construction.

Recommendations may include considerations for design of permanent below-grade walls to resist static lateral earth pressures, lateral pressures caused by seismic activity, and traffic loads; a method for backdraining walls to prevent the buildup of hydrostatic pressure; considerations for design of excavation shoring system; excavation monitoring; and seismic design.

**Mitigation Measure CC-GEO-2: Stockpile topsoil removed during construction at Cañada College and reuse stockpiled topsoil during revegetation**

The contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

## Greenhouse Gas Emissions

### **Mitigation Measure CC-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at Cañada College**

All construction contractors will implement the following BAAQMD-recommended best management practices (BMPs) to reduce GHG emissions, as applicable.

- Use alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet.
- Use at least 10% local building materials.
- Recycle at least 50% of construction waste or demolition materials.

## Hazards and Hazardous Materials

### **Mitigation Measure CC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Cañada College**

The contractors will develop and implement a spill prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. Implementation of this measure will comply with state and federal water quality regulations.

The District will review and approve the SPCCP before onset of construction activities. The District will routinely inspect the construction area to verify that the measures specified in the SPCCP are properly implemented and maintained. The District will notify its contractors immediately if there is a noncompliance issue and will require compliance.

The federal reportable spill quantity for petroleum products, as defined in 40 CFR 110, is any oil spill that includes any of the following.

- Violates applicable water quality standards.
- Causes a film or sheen on or discoloration of the water surface or adjoining shoreline.
- Causes a sludge or emulsion to be deposited beneath the surface of the water or adjoining shorelines.

If a spill is reportable, the contractors' superintendents will notify the District, and the District will take action to contact the appropriate safety and clean-up crews to ensure that the SPCCP is followed. A written description of reportable releases must be submitted to the San Francisco Bay Regional Water Quality Control Board. This submittal must contain a description of the spill, including the type of material and an estimate of the amount spilled, the date of the release, an explanation of why the spill occurred, and a description of the steps taken to prevent and control future releases. The releases would be documented on a spill report form.

If a reportable spill has occurred and results determine that Project activities have adversely affected surface water or groundwater quality, a detailed analysis will be performed by a registered

environmental assessor to identify the likely cause of contamination. This analysis will conform to American Society for Testing and Materials (ASTM) standards, and will include recommendations for reducing or eliminating the source or mechanisms of contamination. Based on this analysis, the District and its contractors will select and implement measures to control contamination, with a performance standard that groundwater quality must be returned to baseline conditions. These measures will be subject to approval by the District.

**Mitigation Measure CC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Cañada College**

The construction specifications will include this measure to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared and, at a minimum, include the following.

- A requirement that all construction activities involving work in proximity to potentially contaminated soils and/or groundwater be undertaken in accordance with California Occupational Safety and Health Administration (Cal OSHA) standards, contained in Title 8 of the CCR.
- Soil and groundwater mitigation and control specifications for construction activities, including health and safety provisions for monitoring exposure to construction workers, procedures to be undertaken in the event that previously unreported contamination is discovered, and emergency procedures and responsible personnel.
- Procedures for managing soils and groundwater removed from the site to ensure that any excavated soils and/or dewatered groundwater with contaminants are stored, managed, and disposed in accordance with applicable regulations.

**Mitigation Measure CC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Cañada College**

To protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration (Cal OSHA) standards contained in Title 8 of the California Code of Regulations (CCR). During demolition activities, all building materials containing lead-based paint will be removed in accordance with Cal OSHA Lead in Construction Standard, Title 8, CCR 1532.1. All potentially friable asbestos-containing materials (ACMs) will be removed in accordance with National Emissions Standards for Hazardous Air Pollutants (NESHAP) guidelines prior to building demolition or renovation that may disturb the materials. Applicable standards include the following.

- The facility will be inspected before any renovation occurs in which 160 square feet or more of building materials or 260 linear feet or more of pipe insulation will be disturbed at a regulated facility, or any demolition occurs at a regulated facility.

- An asbestos notification form will be submitted to the Bay Area Air Quality Management District for any regulated asbestos abatement Project or regulated demolition 10 working days before the activity begins.
- If ACMs are discovered during a renovation or demolition, they must be removed before the Project may proceed. Also, the Cal OSHA and California Environmental Protection Agency hazardous waste regulations apply in most cases.

**Mitigation Measure CC-HAZ-4: Comply with legal requirements for fire prevention during construction activities at Cañada College**

In accordance with the Public Resources Code (PRC), the construction contractor will comply with the following legal requirements during construction activities.

- Earthmoving and portable equipment with internal combustion engines will be equipped with a spark arrestor to reduce the potential for igniting a wildland fire (PRC Section 4442).
- Appropriate fire suppression equipment will be maintained during the highest fire danger period: from April 1 to December 1 (PRC Section 4428).
- On days when a burning permit is required, flammable materials will be removed to a distance of 10 feet from any equipment that could produce a spark, fire, or flame, and the construction contractor will maintain the appropriate fire suppression equipment (PRC Section 4427).
- On days when a burning permit is required, portable tools powered by gasoline-fueled internal combustion engines will not be used within 25 feet of any flammable materials (PRC Section 4431).

## Hydrology and Water Quality

**Mitigation Measure CC-HYD-1: Implement erosion-control measures to protect water quality during construction at Cañada College**

The District will ensure the Project's construction specifications include the storm water pollution prevention plan (SWPPP) to minimize the mobilization of sediment to storm drains and adjacent water bodies. The SWPPP will include the following erosion- and sediment-control measures, based on standard industry measures and standard dust-reduction measures.

- Cover or apply nontoxic soil stabilizers to inactive construction areas (previously graded areas inactive for 10 days or more) that could contribute sediment to waterways.
- Enclose and cover exposed stockpiles of dirt or other loose, granular construction materials that could contribute sediment to waterways.
- Contain soil and filter runoff from disturbed areas by berms, vegetated filters, silt fencing, straw wattle, plastic sheeting, catch basins, or other means necessary to prevent the escape of sediment from the disturbed area.
- Prohibit the placement of earth or organic material where it may be directly carried into a stream, marsh, slough, lagoon, or body of standing water.

- Prohibit the following types of materials from being rinsed or washed into streets, shoulder areas, or gutters: concrete, solvents and adhesives, fuels, dirt, gasoline, asphalt, and concrete saw slurry.
- Conduct dewatering activities according to the provisions of the SWPPP.
- Prohibit placement of dewatered materials in local water bodies or in storm drains leading to such bodies without implementation of proper construction water quality control measures.

**Mitigation Measure CC-HYD-2: Design and maintain hydromodification features as postconstruction measures at Cañada College**

The District will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit the volume of additional stormwater runoff by matching postproject flows to preproject flows, and provide for onsite treatment of contaminants. These facility improvement areas will be open, level areas vegetated to allow runoff to be distributed evenly across the area. Generally, they will be designed to treat runoff by filtering raw runoff through the soil media in the treatment area to trap particulate pollutants (suspended solids and trace metals) and promote infiltration. However, alternative methods to treat runoff may be used, such as bio-filtration basins, underground detention and retention vaults or tanks, gravel beds, perforated pipes, stormwater chambers, pervious pavement, and green roofs that contain filtration media. Project areas will be designed to treat runoff so that pollutants (e.g., sediment, landscape fertilizers and/or pesticides, oil from parking areas) can be filtered out and, therefore, the Project will not contribute a substantial number of additional pollutants to runoff.

Maintenance of these features will be performed routinely to prevent sediment buildup and clogging in order to ensure optimal pollutant removal efficiency. Maintenance activities will include those listed below and would be done periodically.

- Remove obstructions, debris and trash and dispose of properly.
- Inspect to ensure proper drainage between storms and within 5 days following measurable rainfall.
- Inspect inlets for channels, soil exposure, or other evidence of erosion.
- Remove obstructions and sediment.
- Maintain vegetation via pruning and weeding, and treat with preventative and low-toxic methods.
- Check that mulch is maintained at an appropriate depth and replenish as necessary.
- Use soil that meets specifications included in the SMCWPPP C.3 Stormwater Technical Guidance Manual, or comparable document. Specifically, soils must percolate at a rate of 5 to 10 inches per hour.

A facility improvement area inspection and maintenance checklist will be used to conduct inspections, identify needed maintenance, and record maintenance that is conducted. Operation of the hydromodification features is expected to improve the quality of stormwater from the Project site. Maintenance of these areas would help eliminate or minimize impacts on stormwater quality.

## Noise

### **Mitigation Measure CC-NOI-1: Employ noise-reducing construction practices at Cañada College**

If construction work must be conducted between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas, the District will require the contractor to employ noise-reducing construction practices limit noise to be in compliance with the county noise standards specified in Table 3.10-1. Measures that can be used to limit noise include those listed below.

- Locating equipment as far as feasible from noise sensitive uses.
- Requiring that all construction equipment powered by gasoline or diesel engines have sound-control devices that are at least as effective as those originally provided by the manufacturer and that all equipment be operated and maintained to minimize noise generation.
- Not allowing idling inactive construction equipment for prolonged periods (i.e., more than 2 minutes).
- Prohibiting gasoline or diesel engines from having unmuffled exhaust.
- Scheduling construction activities and material hauling that may affect traffic flow to off-peak hours and using routes that would affect the fewest number of people.
- Using noise-reducing enclosures around noise-generating equipment.
- Constructing temporary barriers between noise sources and noise-sensitive land uses or taking advantage of existing barrier features (terrain, structures) to block sound transmission.

## Transportation and Traffic

### **Mitigation Measure CC-TRA-1: Implement a Traffic Control Plan during construction at Cañada College**

The District will require the construction contractor(s) to develop a traffic control plan, as appropriate, to minimize the effects of construction traffic on the surrounding area. (A traffic control plan may not be required for minor construction activities.) The plan will be subject to review and approval by the District. The District will be responsible for monitoring to ensure that the plan is effectively implemented by the construction contractor(s). The construction traffic control plan will include the following requirements.

- Provide clearly marked pedestrian detours if any sidewalk or pedestrian walkway closures are necessary.
- Provide clearly marked bicycle detours if heavily used bicycle routes must be closed, or if bicyclist safety might be otherwise compromised.
- Provide crossing guards and/or flag persons as needed to avoid traffic conflicts and ensure pedestrian and bicyclist safety.
- Use nonskid traffic plates over open trenches to minimize hazards.

- Locate all stationary equipment as far away as possible from areas used heavily by vehicles, bicyclists, and pedestrians.
- Notify and consult with emergency service providers and provide emergency access by whatever means necessary to expedite and facilitate the passage of emergency vehicles.
- Avoid routing construction traffic through residential areas to the extent feasible. Prohibit mobilization and demobilization of heavy construction equipment during AM and PM peak traffic hours.
- Provide access for driveways and private roads outside the immediate construction zone by using steel plates or temporary backfill, as necessary.
- Prohibit construction worker parking in residential areas.

## College of San Mateo

### Aesthetics

#### **Mitigation Measure CSM-AES-1: Limit exterior construction activities to daylight hours at the College of San Mateo within 0.25 mile of residences**

The effect of nighttime construction light and glare on nearby residences will be minimized by limiting construction hours within 0.25 mile of residences. Construction activities, which are scheduled to take place between 6:00 am and 7:00 pm on weekdays, will be limited to daylight hours (which will vary according to season). Therefore, the construction hours will be adjusted during the seasons to ensure construction activities take place during daylight hours.

#### **Mitigation Measure CSM-AES-4: Apply minimum lighting standards at the College of San Mateo**

The District will implement an interior lighting policy for all new buildings that does the following:

- Building design would be required to include low-intensity interior safety lighting for use during afterhours. This practice would decrease the amount of nighttime light that would occur from using standard interior lighting as safety lighting.
- Use of interior lights to ensure building safety as required by code, but the unnecessary overuse of interior nighttime lighting would be prevented by requiring that interior spaces implement a "lights-off" policy. This practice requires that all non-safety lighting be turned off at night (such as in offices, classrooms, and hallways), after instructional hours. This may be accommodated by utilizing automatic motion sensor lighting that is programmed for use afterhours.
- Use of harsh mercury vapor or low-pressure sodium bulbs would be prohibited.

All artificial outdoor lighting will be limited to safety and security requirements, designed using Illuminating Engineering Society's design guidelines and in compliance with International Dark-Sky Association approved fixtures. All lighting is designed to have minimum impact on the surrounding environment and will use downcast, cut-off type fixtures that direct the light only towards objects requiring illumination. Shielding will be utilized, where needed, to ensure light pollution is minimized. Therefore, lights will be installed at the lowest allowable height and cast low-angle illumination while minimizing incidental light spill onto adjacent properties, open spaces, or backscatter into the nighttime sky. The lowest allowable illuminance level will be used for all lighted areas and the amount of nighttime lights needed to light an area will be minimized to the highest degree possible. Light fixtures will have non-glare finishes that will not cause reflective daytime glare. Lighting will be designed for energy efficiency and have daylight sensors or be timed with an on/off program. Lights will provide good color rendering with natural light qualities with the minimum intensity feasible for security, safety, and personnel access. Lighting, including light color rendering and fixture types, will be designed to be aesthetically pleasing.

LED lighting will avoid the use of blue-rich white light lamps and use a correlated color temperature that is no higher than 3,000 Kelvin (International Dark-Sky Association 2010a, 2010b, 2015). Wherever possible and pragmatic, the District will use fixtures and lighting control systems that conform to International Dark-Sky Associations Fixture Seal of Approval program. In addition, LED lights will use shielding to ensure nuisance glare and that light spill does not affect sensitive residential viewers.

Lights along pathways and safety lighting at building entrances and loading areas will employ shielding to minimize offsite light spill and glare and be screened and directed away from residences and adjacent uses to the highest degree possible. The amount of nighttime lights used along pathways will be minimized to the highest degree possible to ensure that spaces are not unnecessarily over-lit, while still maintaining minimum adequate lighting to provide necessary visibility for security. For example, the amount of light can be reduced by limiting the amount of ornamental light posts to higher use areas and by using hooded wall mounts or bollard lighting on travel way portions of pathways.

In particular, pool lighting will employ spill and glare control features to minimize off-site light pollution. Luminaires will be chosen for the ability to provide horizontal and vertical beam control for better control in directing what is illuminated. In addition, shielding, such as a visor, will be used to further direct light and reduce light spill and ambient light glow. Luminaires will also incorporate photometric reflector systems that are designed to reduce light pollution.

## Air Quality and Energy

### **Mitigation Measure CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo**

The District will ensure the construction contractor implements the following BAAQMD-recommended basic control measures to reduce NO<sub>x</sub> emissions from construction equipment:

- Idling times will be minimized by shutting off equipment when it is not in use or by reducing the maximum idling time to 5 minutes (as required by the California airborne toxics control

measure Title 13, Section 2485 of California Code of Regulations [CCR]). Clear signage will be provided for construction workers at all access points.

- All construction equipment will be maintained and properly tuned in accordance with manufacturer's specifications. All equipment will be checked by a certified mechanic and determined to be running in proper condition prior to operation.

**Mitigation Measure CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at the College of San Mateo**

The District will ensure the construction contractor implements the following BAAQMD-recommended additional control measures to reduce NO<sub>x</sub> emissions from construction equipment.

- Minimize the idling time of diesel powered construction equipment to 2 minutes.
- The project will develop a plan demonstrating that the off-road equipment (more than 50 horsepower) to be used in the construction Project (i.e., owned, leased, and subcontractor vehicles) would achieve a project wide fleet-average 20% NO<sub>x</sub> reduction and 45% PM exhaust reduction compared to the most recent ARB fleet average. Acceptable options for reducing emissions include the use of late model engines, low-emission diesel products, alternative fuels, engine retrofit technology, after-treatment products, add-on devices such as particulate filters, and/or other options as such become available.
- Use low VOC (i.e., ROG) coatings beyond the local requirements (i.e., Regulation 8, Rule 3: Architectural Coatings).
- Require that all construction equipment, diesel trucks, and generators be equipped with Best Available Control Technology for emission reductions of NO<sub>x</sub> and PM.
- Require all contractors use equipment that meets CARB's most recent certification standard for off-road heavy duty diesel engines.

**Mitigation Measure CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo**

The District will ensure that all off-road diesel-powered equipment used during construction at Cañada College is equipped with EPA Tier 4 or cleaner engines, except for specialized construction equipment for which an EPA Tier 4 engine is not available. The use of Tier 4 engines will also act to reduce ROG and NO<sub>x</sub> emissions from construction equipment.

**Mitigation Measure CSM-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo**

The District will enter into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds (Table 3.2-8). The preferred source of emissions reductions for NO<sub>x</sub>, will be through contributions to BAAQMD's Carl Moyer Program and/or other BAAQMD incentive programs.

Implementation of this mitigation would require the District adopt the following specific responsibilities.

- Enter into a mitigation contract with BAAQMD for the Carl Moyer Program and/or other BAAQMD emission reduction incentive program. The necessary reductions must be achieved (contracted and delivered) by the applicable year in question (i.e., emissions generated in year 2016 would need to be reduced offsite in 2016). Funding would need to be received prior to contracting with participants and should allow sufficient time to receive and process applications to ensure offsite reduction projects are funded and implemented prior to commencement of Project activities being reduced. In negotiating the terms of the mitigation contract, the Project applicant and BAAQMD should seek clarification and agreement on BAAQMD responsibilities, including the following.
  - Identification of appropriate offsite mitigation fees required for the Project.
  - Timing required for obtaining necessary offsite emission credits.
  - Processing of mitigation fees paid by the Project applicant.
  - Verification of emissions inventories submitted by the Project applicant.
  - Verification that offsite fees are applied to appropriate mitigation programs within the SFBA.
- Quantify mitigation fees required to satisfy the appropriate reductions. Funding for the emission reduction projects will be provided in an amount up to the emission reduction project cost-effectiveness limit set by for the Carl Moyer Program during the year that the emissions from construction are emitted. (The current Carl Moyer cost-effectiveness limit is \$18,030 /weighted ton of criteria pollutants [NOX + ROG + (20\*PM)]). An administrative fee of 5% would be paid by the Project applicant to the BAAQMD to implement the program. The funding would be used to fund projects eligible for funding under the Carl Moyer Program guidelines or other BAAQMD emission reduction incentive program meeting the same cost-effectiveness threshold that are real, surplus, quantifiable, and enforceable.
- Develop a compliance program to calculate emissions and collect fees from the construction contractors for payment to BAAQMD. The program will require, as a standard or specification of their construction contracts with the Project Sponsor, that construction contractors identify construction emissions and their share of required offsite fees, if applicable. Based on the emissions estimates, the Project applicant will collect fees from the individual construction contractors (as applicable) for payment to BAAQMD. Construction contractors will have the discretion to reduce their construction emissions to the lowest possible level through additional onsite mitigation, as the greater the emissions reductions that can be achieved by onsite mitigation, the lower the required offsite fee. Acceptable options for reducing emissions may include use of late-model engines, low-emission diesel products, additional electrification or alternative fuels, engine-retrofit technology, and/or after-treatment products. All control strategies must be verified by BAAQMD.
- Conduct daily and annual equipment activity monitoring to ensure onsite emissions reductions are achieved and no additional mitigation payments are required. Excess offsite funds can be carried from previous to subsequent years in the event that additional reductions are achieved by onsite mitigation. At the end of the Project, if it is determined

that excess offset funds remain (outstanding contracts and administration over the final years of the contracts will be taken into consideration), BAAQMD and the Project applicant will determine the disposition of final funds (e.g., additional emission reduction projects to offset underperforming contracts, return of funds to the Project applicant, etc.).

**Mitigation Measure CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at the College of San Mateo**

The District will require all construction contractors to implement the basic construction mitigation measures recommended by BAAQMD to reduce fugitive dust emissions. Emission reduction measures will include, at a minimum, the following measures. Additional measures may be identified by BAAQMD or the contractor as appropriate.

- All exposed surfaces affected by construction (e.g., parking areas, staging areas, soil piles, graded areas, and unpaved access roads) will be watered two times per day, or as needed during the dry season(s) (unless limited by state or local drought response requirements or if there is a rain event).
- All haul trucks transporting soil, sand, or other loose material off site will be covered.
- All visible mud or dirt track-out onto adjacent public roads will be removed using wet power vacuum street sweepers at least once per day. The use of dry power sweeping is prohibited.
- All vehicle speeds on unpaved roads will be limited to 15 mph.
- All roadways, driveways, and sidewalks to be paved will be completed as soon as possible. Building pads will be laid as soon as possible after grading unless seeding or soil binders are used.
- A publicly visible sign will be posted with the telephone number and person to contact at the lead agency regarding dust complaints. This person will respond and take corrective action within 48 hours. BAAQMD's phone number will also be visible to ensure compliance with applicable regulations.

**Mitigation Measure CSM-AQE-6: Install filtration systems on ventilation and recirculation systems at the College of San Mateo**

The District will install filtration systems on ventilation and recirculation systems within onsite residences where the BAAQMD PM2.5 concentration thresholds are exceeded after application of other onsite construction air quality mitigation measures. All filters must be rated MERV-15 or higher. The District will submit a plan for installation and maintenance of all filters in accordance with the manufacturer's recommendations to the County prior to approval of the first building permits. The onsite plans will be incorporated into the Project's Operations and Maintenance Manual.

In the event that background community risks change due to new or removed sources, revised modeling will be required before changes to the filtration system can be incorporated into the building design. The modeling would be included in a proposal submitted to the County for review and approval prior to issuance of building permits.

## Biological Resources

### **Mitigation Measure CSM-BIO-1: Implement special-status plant species avoidance and revegetation measures at the College of San Mateo**

Prior to construction, the District will retain a qualified botanist to survey any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Rancheria clover. The qualified botanist will survey appropriate areas of suitable habitat for the species during each species' blooming period (Table 3.3-2). Surveys will be conducted in accordance with CDFW's *Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities* (California Department of Fish and Game 2009).

If no special-status plants are identified during the design-period surveys, then no further action is necessary. If one or more special-status species is found within areas proposed for disturbance, then the occurrence will be avoided, if feasible. If avoidance is not possible, a revegetation and monitoring plan will be developed and executed by a qualified botanist retained by the District prior to ground disturbance that would affect the plants. The revegetation and monitoring plan will include the following components.

- Collection of seed prior to disturbance.
- Reseeding and revegetation on a site with suitable soils and exposure.
- Regular monitoring to evaluate the success of the reseeded and revegetation and remedial measures if necessary.

Details regarding specific monitoring protocols, success criteria, and the length of the monitoring program will be developed in coordination with and approved by the appropriate regulatory agencies.

### **Mitigation Measure CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo**

Prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District will retain a qualified wildlife biologist with demonstrated nest-searching experience to conduct preconstruction surveys for nesting birds, including raptors. The preconstruction survey will occur no more than 3 days prior to the onset of ground disturbing activities (including clearing, grubbing, and staging). If active nests are found during the survey, no-disturbance species-specific buffer zones will be established by the biologist and marked with high-visibility fencing, flagging, or pin flags. No construction activities will be allowed within the buffer zones. The size of the buffer will be based on the species' sensitivity to disturbance and planned work activities in the vicinity; typical buffer sizes are 250 feet for raptors and 50 feet for other birds. The buffer will remain in effect until the nest is no longer active. If a lapse in Project-related activities of 15 days or longer occurs, another preconstruction survey will be conducted.

To the extent feasible, the District or its contractor will initiate building demolition outside of the nesting season to avoid impacts on active nests affixed to the structure before they become active during the nesting season (February 1 to August 31). If structure demolition activities cannot occur

outside of the nesting season, the District or its contractor will remove inactive nests from the structure to be demolished and install nest exclusion measures (i.e., fine mesh netting, panels, or metal projectors) outside of the nesting season. All exclusionary devices will be monitored and maintained throughout the breeding season to ensure that they are successful in preventing the birds from accessing the cavities or nest sites. No more than 3 days prior to building demolition activities, a qualified biologist will conduct a preconstruction survey of all potential nesting habitat on the structure to be demolished and the surrounding areas for the presence of active nests. If active nests are found on the building or in the affected area, then demolition activities will not proceed until the biologist verifies that all nests on the building are inactive.

After all surveys and/or nest deterrence activities are completed, the biologist will complete a memorandum detailing the survey effort and results and submit the memorandum to the District within 7 days of survey completion.

**Mitigation Measure CSM-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at the College of San Mateo**

Prior to the start of construction activities at sites offering suitable bat roosting habitat, the District will retain a qualified wildlife biologist with demonstrated bat field experience to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. Surveys will take place no more than 7 days prior to the onset of site preparation (e.g., tree removal) and construction activities with the potential to disturb bats or their habitat and will include close inspection of potential bat roosts, such as trees and any built features within the Project footprint.

If special-status bats are found in the footprint of a proposed improvement and avoidance of roosting areas is not possible, avoidance and minimization measures will be required if it is determined that bats are using the trees as roost sites and/or sensitive bat species are detected during acoustic monitoring. Appropriate measures will be determined in coordination with CDFW and may include the following measures.

- Tree removal will be avoided between April 15 and September 15 (the maternity period) to avoid impacts on pregnant females and active maternity roosts (whether colonial or solitary).
- All tree removal will be conducted between September 15 and October 30, which corresponds to a time period when bats have not yet entered torpor or would be caring for non-volant young.
- Trees will be removed in pieces, rather than felling the entire tree.
- If a maternity roost is located, whether solitary or colonial, that roost will remain undisturbed until September 15 or until a qualified biologist has determined the roost is no longer active.
- If avoidance of non-maternity roost trees is not possible, and tree removal or trimming must occur between September 15 and October 30, qualified biologists will monitor tree trimming/removal. Prior to removal/trimming, each tree will be gently shaken and several minutes should pass before felling trees or trimming limbs to allow bats time to arouse and leave the tree. The biologists should search downed vegetation for dead and injured bats. The presence of dead or injured bats that are species of special concern will be reported to CDFW.

- Compensatory mitigation for the loss of roosting habitat will also be determined through consultation with CDFW and may include the construction and installation of suitable replacement habitat (e.g., bat houses, planting cottonwood trees) onsite.

The District will be responsible for ensuring that CDFW requirements are implemented. Multiple survey visits and survey methods may be required at a single site to determine presence or absence of roosting bats depending on season and roost type.

## Cultural Resources

### **Mitigation Measure CSM-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at the College of San Mateo**

The District will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities. All work within 100 feet of the find will be stopped until a qualified archaeologist and Native American representative can assess the significance of the find. Prehistoric materials might include obsidian and chert flaked-stone tools (e.g., projectile points, knives, scrapers) or tool making debris; culturally darkened soil (midden) containing heat-affected rocks and artifacts; stone milling equipment (e.g., mortars, pestles, handstones, or milling slabs); and battered-stone tools, such as hammerstones and pitted stones. Historic-period materials might include stone, concrete, or adobe footings and walls; filled wells or privies; and deposits of metal, glass, and/or ceramic refuse. If the find is determined to be potentially significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.

### **Mitigation Measure CSM-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at the College of San Mateo**

The District will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. There will be no further excavation or disturbance of the site within a 50-foot radius of the location of such discovery, or any nearby area reasonably suspected to overlie adjacent remains. The San Mateo County Coroner will be notified and will make a determination as to whether the remains are Native American. If the Coroner determines that the remains are not subject to his authority, he will notify the Native American Heritage Commission, who will attempt to identify descendants of the deceased Native American. If no satisfactory agreement can be reached as to the disposition of the remains pursuant to this state law, then the land owner will re-inter the human remains and items associated with Native American burials on the property in a location not subject to further subsurface disturbance.

## Geology and Soils

### **Mitigation Measure CSM-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at the College of San Mateo and comply with recommendations**

The District will have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking. The District and DSA will ensure that recommendations made in the geotechnical report will be implemented as part of the Project's design and construction.

Recommendations may include considerations for design of permanent below-grade walls to resist static lateral earth pressures, lateral pressures caused by seismic activity, and traffic loads; a method for backdraining walls to prevent the buildup of hydrostatic pressure; considerations for design of excavation shoring system; excavation monitoring; and seismic design.

### **Mitigation Measure CSM-GEO-2: Stockpile topsoil removed during construction at the College of San Mateo and reuse stockpiled topsoil during revegetation**

The contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

## Greenhouse Gas Emissions

### **Mitigation Measure CSM-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at the College of San Mateo**

All construction contractors will implement the following BAAQMD-recommended best management practices (BMPs) to reduce GHG emissions, as applicable.

- Use alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet.
- Use at least 10% local building materials.
- Recycle at least 50% of construction waste or demolition materials.

## Hazards and Hazardous Materials

### **Mitigation Measure CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo**

The contractors will develop and implement a spill prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. Implementation of this measure will comply with state and federal water quality regulations.

The District will review and approve the SPCCP before onset of construction activities. The District will routinely inspect the construction area to verify that the measures specified in the SPCCP are properly implemented and maintained. The District will notify its contractors immediately if there is a noncompliance issue and will require compliance.

The federal reportable spill quantity for petroleum products, as defined in 40 CFR 110, is any oil spill that includes any of the following.

- Violates applicable water quality standards.
- Causes a film or sheen on or discoloration of the water surface or adjoining shoreline.
- Causes a sludge or emulsion to be deposited beneath the surface of the water or adjoining shorelines.

If a spill is reportable, the contractors' superintendents will notify the District, and the District will take action to contact the appropriate safety and clean-up crews to ensure that the SPCCP is followed. A written description of reportable releases must be submitted to the San Francisco Bay Regional Water Quality Control Board. This submittal must contain a description of the spill, including the type of material and an estimate of the amount spilled, the date of the release, an explanation of why the spill occurred, and a description of the steps taken to prevent and control future releases. The releases would be documented on a spill report form.

If a reportable spill has occurred and results determine that Project activities have adversely affected surface water or groundwater quality, a detailed analysis will be performed by a registered environmental assessor to identify the likely cause of contamination. This analysis will conform to American Society for Testing and Materials (ASTM) standards, and will include recommendations for reducing or eliminating the source or mechanisms of contamination. Based on this analysis, the District and its contractors will select and implement measures to control contamination, with a performance standard that groundwater quality must be returned to baseline conditions. These measures will be subject to approval by the District.

### **Mitigation Measure CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo**

The construction specifications will include this measure to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during

construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared and, at a minimum, include the following.

- A requirement that all construction activities involving work in proximity to potentially contaminated soils and/or groundwater be undertaken in accordance with California Occupational Safety and Health Administration (Cal OSHA) standards, contained in Title 8 of the CCR.
- Soil and groundwater mitigation and control specifications for construction activities, including health and safety provisions for monitoring exposure to construction workers, procedures to be undertaken in the event that previously unreported contamination is discovered, and emergency procedures and responsible personnel.
- Procedures for managing soils and groundwater removed from the site to ensure that any excavated soils and/or dewatered groundwater with contaminants are stored, managed, and disposed in accordance with applicable regulations.

**Mitigation Measure CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo**

To protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration (Cal OSHA) standards contained in Title 8 of the California Code of Regulations (CCR). During demolition activities, all building materials containing lead-based paint will be removed in accordance with Cal OSHA Lead in Construction Standard, Title 8, CCR 1532.1. All potentially friable asbestos-containing materials (ACMs) will be removed in accordance with National Emissions Standards for Hazardous Air Pollutants (NESHAP) guidelines prior to building demolition or renovation that may disturb the materials. Applicable standards include the following.

- The facility will be inspected before any renovation occurs in which 160 square feet or more of building materials or 260 linear feet or more of pipe insulation will be disturbed at a regulated facility, or any demolition occurs at a regulated facility.
- An asbestos notification form will be submitted to the Bay Area Air Quality Management District for any regulated asbestos abatement Project or regulated demolition 10 working days before the activity begins.
- If ACMs are discovered during a renovation or demolition, they must be removed before the Project may proceed. Also, the Cal OSHA and California Environmental Protection Agency hazardous waste regulations apply in most cases.

**Mitigation Measure CSM-HAZ-4: Comply with legal requirements for fire prevention during construction activities at the College of San Mateo**

In accordance with the Public Resources Code (PRC), the construction contractor will comply with the following legal requirements during construction activities.

- Earthmoving and portable equipment with internal combustion engines will be equipped with a spark arrestor to reduce the potential for igniting a wildland fire (PRC Section 4442).
- Appropriate fire suppression equipment will be maintained during the highest fire danger period: from April 1 to December 1 (PRC Section 4428).
- On days when a burning permit is required, flammable materials will be removed to a distance of 10 feet from any equipment that could produce a spark, fire, or flame, and the construction contractor will maintain the appropriate fire suppression equipment (PRC Section 4427).
- On days when a burning permit is required, portable tools powered by gasoline-fueled internal combustion engines will not be used within 25 feet of any flammable materials (PRC Section 4431).

**Mitigation Measure CSM-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at the College of San Mateo**

The District will comply with the following measures for the duration of Project operations.

- Maintain around and adjacent to buildings and structures a firebreak made by removing and clearing away, for a distance of 100 feet as required by PRC 4290, all flammable vegetation or other combustible growth.
- Maintain around and adjacent to the project facilities additional fire protection or firebreak made by removing all brush, flammable vegetation, or combustible growth that is located within 100 feet of the structures or to the property line, whichever is nearer. Grass and other vegetation located more than 30 feet from the structures and less than 18 inches in height above the ground may be maintained where necessary to stabilize the soil and prevent erosion.
- Provide prior to project operations and maintain at all times a screen over the outlet of every chimney or stack that is attached to any device that burns any solid or liquid fuel. The screen will be constructed of nonflammable material with openings not larger than 0.5 inch.
- Prior to occupancy, install fire extinguishers.
- Employees will be trained in using extinguishers and communicating with the San Mateo Fire Department.
- The San Mateo Fire Department and/or CALFIRE will periodically inspect the project area.
- Provide the San Mateo Fire Department and/or CALFIRE access to onsite water storage tanks, if such access is needed.

## Hydrology and Water Quality

### **Mitigation Measure CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at the College of San Mateo**

The District will ensure the Project's construction specifications include the storm water pollution prevention plan (SWPPP) to minimize the mobilization of sediment to storm drains and adjacent water bodies. The SWPPP will include the following erosion- and sediment-control measures, based on standard industry measures and standard dust-reduction measures.

- Cover or apply nontoxic soil stabilizers to inactive construction areas (previously graded areas inactive for 10 days or more) that could contribute sediment to waterways.
- Enclose and cover exposed stockpiles of dirt or other loose, granular construction materials that could contribute sediment to waterways.
- Contain soil and filter runoff from disturbed areas by berms, vegetated filters, silt fencing, straw wattle, plastic sheeting, catch basins, or other means necessary to prevent the escape of sediment from the disturbed area.
- Prohibit the placement of earth or organic material where it may be directly carried into a stream, marsh, slough, lagoon, or body of standing water.
- Prohibit the following types of materials from being rinsed or washed into streets, shoulder areas, or gutters: concrete, solvents and adhesives, fuels, dirt, gasoline, asphalt, and concrete saw slurry.
- Conduct dewatering activities according to the provisions of the SWPPP.
- Prohibit placement of dewatered materials in local water bodies or in storm drains leading to such bodies without implementation of proper construction water quality control measures.

### **Mitigation Measure CSM-HYD-2: Design and maintain hydromodification features as postconstruction measures at the College of San Mateo**

The District will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit the volume of additional stormwater runoff by matching post-project flows to pre-project flows, and provide for onsite treatment of contaminants. These facility improvement areas will be open, level areas vegetated to allow runoff to be distributed evenly across the area. Generally, they will be designed to treat runoff by filtering raw runoff through the soil media in the treatment area to trap particulate pollutants (suspended solids and trace metals) and promote infiltration. However, alternative methods to treat runoff may be used, such as bio-filtration basins, underground detention and retention vaults or tanks, gravel beds, perforated pipes, stormwater chambers, pervious pavement, and green roofs that contain filtration media. Project areas will be designed to treat runoff so that pollutants (e.g., sediment, landscape fertilizers and/or pesticides, oil from parking areas) can be filtered out and, therefore, the Project will not contribute a substantial number of additional pollutants to runoff.

Maintenance of these features will be performed routinely to prevent sediment buildup and clogging in order to ensure optimal pollutant removal efficiency. Maintenance activities will include those listed below and would be done periodically.

- Remove obstructions, debris and trash and dispose of properly.
- Inspect to ensure proper drainage between storms and within 5 days following measurable rainfall.
- Inspect inlets for channels, soil exposure, or other evidence of erosion.
- Remove obstructions and sediment.
- Maintain vegetation via pruning and weeding, and treat with preventative and low-toxic methods.
- Check that mulch is maintained at an appropriate depth and replenish as necessary.
- Use soil that meets specifications included in the SMCWPPP C.3 Stormwater Technical Guidance Manual, or comparable document. Specifically, soils must percolate at a rate of 5 to 10 inches per hour.

A facility improvement area inspection and maintenance checklist will be used to conduct inspections, identify needed maintenance, and record maintenance that is conducted. Operation of the hydromodification features is expected to improve the quality of stormwater from the Project site. Maintenance of these areas would help eliminate or minimize impacts on stormwater quality.

## Noise

### **Mitigation Measure CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo**

If construction work must be conducted between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas, the District will require the contractor to employ noise-reducing construction practices limit noise to be in compliance with the county noise standards specified in Table 3.10-1. Measures that can be used to limit noise include those listed below.

- Locating equipment as far as feasible from noise sensitive uses.
- Requiring that all construction equipment powered by gasoline or diesel engines have sound-control devices that are at least as effective as those originally provided by the manufacturer and that all equipment be operated and maintained to minimize noise generation.
- Not allowing idling inactive construction equipment for prolonged periods (i.e., more than 2 minutes).
- Prohibiting gasoline or diesel engines from having unmuffled exhaust.
- Scheduling construction activities and material hauling that may affect traffic flow to off-peak hours and using routes that would affect the fewest number of people.

- Using noise-reducing enclosures around noise-generating equipment.
- Constructing temporary barriers between noise sources and noise-sensitive land uses or taking advantage of existing barrier features (terrain, structures) to block sound transmission.

## Transportation and Traffic

### **Mitigation Measure CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo**

The District will require the construction contractor(s) to develop a traffic control plan, as appropriate, to minimize the effects of construction traffic on the surrounding area. (A traffic control plan may not be required for minor construction activities.) The plan will be subject to review and approval by the District. The District will be responsible for monitoring to ensure that the plan is effectively implemented by the construction contractor(s). The construction traffic control plan will include the following requirements.

- Provide clearly marked pedestrian detours if any sidewalk or pedestrian walkway closures are necessary.
- Provide clearly marked bicycle detours if heavily used bicycle routes must be closed, or if bicyclist safety might be otherwise compromised.
- Provide crossing guards and/or flag persons as needed to avoid traffic conflicts and ensure pedestrian and bicyclist safety.
- Use nonskid traffic plates over open trenches to minimize hazards.
- Locate all stationary equipment as far away as possible from areas used heavily by vehicles, bicyclists, and pedestrians.
- Notify and consult with emergency service providers and provide emergency access by whatever means necessary to expedite and facilitate the passage of emergency vehicles.
- Avoid routing construction traffic through residential areas to the extent feasible. Prohibit mobilization and demobilization of heavy construction equipment during AM and PM peak traffic hours.
- Provide access for driveways and private roads outside the immediate construction zone by using steel plates or temporary backfill, as necessary.
- Prohibit construction worker parking in residential areas.

# Skyline College

## Aesthetics

### **Mitigation Measure SC-AES-1: Limit exterior construction activities to daylight hours at Skyline College within 0.25 mile of residences**

The effect of nighttime construction light and glare on nearby residences will be minimized by limiting construction hours within 0.25 mile of residences. Construction activities, which are scheduled to take place between 6:00 am and 7:00 pm on weekdays, will be limited to daylight hours (which will vary according to season). Therefore, the construction hours will be adjusted during the seasons to ensure construction activities take place during daylight hours.

### **Mitigation Measure SC-AES-2: Apply aesthetic design treatments to buildings within scenic views, including vistas, at Skyline College**

Buildings associated with the Project to be located within scenic vista views will be designed in a manner that allows these features to blend with the surrounding built and natural environments so that these structures complement the visual landscape. The following measures will be applied.

- Visible roofing materials will be selected to balance aesthetics with energy performance and compliance with codes and standards using a color shade that is visually cohesive with and darker than the general surrounding natural area. Colors may be chosen from the U.S. Department of the Interior Bureau of Land Management (BLM) Standard Environmental Colors Chart CC-001: June 2008. The building designer will employ the use of color panels as mock-ups which will be evaluated from key observation points during common lighting conditions (front versus backlighting) to aid in the appropriate color selection. Panels will be a minimum of 3 by 2 feet in dimension and will be evaluated from various distances, but within 1,000 feet, to ensure the best possible color selection. Color selection will be made for the coloring of the most prevalent season, and the intent is to match the panels to this surrounding coloring and pick a color that best fits. Choosing a shade that is darker will allow the surface to recede and blend within the visual landscape whereas a lighter color advances or is more apparent within the visual landscape.
- New building facades will be finished in earth tones to help buildings blend better within the natural setting. White and lighter beiges and tans, which would make buildings stand out and contrast against nearby darker tree canopies, will be avoided.

### **Mitigation Measure SC-AES-3: Ensure new residential development blends with existing residential development at Skyline College**

New residential development at Skyline College will be designed in a manner that it is sensitive to and blends with adjacent residential development. As such, the new development will be designed to be consistent in height and massing to existing development. Façade treatments and landscaping will also be similar to ensure visual cohesion between new and existing development.

**Mitigation Measure SC-AES-4: Apply minimum lighting standards at Skyline College**

The District will implement an interior lighting policy for all new buildings that does the following:

- Building design would be required to include low-intensity interior safety lighting for use during afterhours. This practice would decrease the amount of nighttime light that would occur from using standard interior lighting as safety lighting.
- Use of interior lights to ensure building safety as required by code, but the unnecessary overuse of interior nighttime lighting would be prevented by requiring that interior spaces implement a “lights-off” policy. This practice requires that all non-safety lighting be turned off at night (such as in offices, classrooms, and hallways), after instructional hours. This may be accommodated by utilizing automatic motion sensor lighting that is programmed for use afterhours.
- Use of harsh mercury vapor or low-pressure sodium bulbs would be prohibited.

All artificial outdoor lighting will be limited to safety and security requirements, designed using Illuminating Engineering Society’s design guidelines and in compliance with International Dark-Sky Association approved fixtures. All lighting is designed to have minimum impact on the surrounding environment and will use downcast, cut-off type fixtures that direct the light only towards objects requiring illumination. Shielding will be utilized, where needed, to ensure light pollution is minimized. Therefore, lights will be installed at the lowest allowable height and cast low-angle illumination while minimizing incidental light spill onto adjacent properties, open spaces, or backscatter into the nighttime sky. The lowest allowable illuminance level will be used for all lighted areas and the amount of nighttime lights needed to light an area will be minimized to the highest degree possible. Light fixtures will have non-glare finishes that will not cause reflective daytime glare. Lighting will be designed for energy efficiency and have daylight sensors or be timed with an on/off program. Lights will provide good color rendering with natural light qualities with the minimum intensity feasible for security, safety, and personnel access. Lighting, including light color rendering and fixture types, will be designed to be aesthetically pleasing.

LED lighting will avoid the use of blue-rich white light lamps and use a correlated color temperature that is no higher than 3,000 Kelvin (International Dark-Sky Association 2010a, 2010b, 2015). Wherever possible and pragmatic, the District will use fixtures and lighting control systems that conform to International Dark-Sky Associations Fixture Seal of Approval program. In addition, LED lights will use shielding to ensure nuisance glare and that light spill does not affect sensitive residential viewers.

Lights along pathways and safety lighting at building entrances and loading areas will employ shielding to minimize offsite light spill and glare and be screened and directed away from residences and adjacent uses to the highest degree possible. The amount of nighttime lights used along pathways will be minimized to the highest degree possible to ensure that spaces are not unnecessarily over-lit, while still maintaining minimum adequate lighting to provide necessary visibility for security. For example, the amount of light can be reduced by limiting the amount of ornamental light posts to higher use areas and by using hooded wall mounts or bollard lighting on travel way portions of pathways.

In particular, pool lighting will employ spill and glare control features to minimize off-site light pollution. Luminaires will be chosen for the ability to provide horizontal and vertical beam control for better control in directing what is illuminated. In addition, shielding, such as a visor, will be used to further direct light and reduce light spill and ambient light glow. Luminaires will also incorporate photometric reflector systems that are designed to reduce light pollution.

## Air Quality and Energy

### **Mitigation Measure SC-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College**

The District will ensure the construction contractor implements the following BAAQMD-recommended basic control measures to reduce NO<sub>x</sub> emissions from construction equipment:

- Idling times will be minimized by shutting off equipment when it is not in use or by reducing the maximum idling time to 5 minutes (as required by the California airborne toxics control measure Title 13, Section 2485 of California Code of Regulations [CCR]). Clear signage will be provided for construction workers at all access points.
- All construction equipment will be maintained and properly tuned in accordance with manufacturer's specifications. All equipment will be checked by a certified mechanic and determined to be running in proper condition prior to operation.

### **Mitigation Measure SC-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO<sub>x</sub> emissions at Skyline College**

The District will ensure the construction contractor implements the following BAAQMD-recommended additional control measures to reduce NO<sub>x</sub> emissions from construction equipment.

- Minimize the idling time of diesel powered construction equipment to 2 minutes.
- The project will develop a plan demonstrating that the off-road equipment (more than 50 horsepower) to be used in the construction Project (i.e., owned, leased, and subcontractor vehicles) would achieve a project wide fleet-average 20% NO<sub>x</sub> reduction and 45% PM exhaust reduction compared to the most recent ARB fleet average. Acceptable options for reducing emissions include the use of late model engines, low-emission diesel products, alternative fuels, engine retrofit technology, after-treatment products, add-on devices such as particulate filters, and/or other options as such become available.
- Use low VOC (i.e., ROG) coatings beyond the local requirements (i.e., Regulation 8, Rule 3: Architectural Coatings).
- Require that all construction equipment, diesel trucks, and generators be equipped with Best Available Control Technology for emission reductions of NO<sub>x</sub> and PM.
- Require all contractors use equipment that meets CARB's most recent certification standard for off-road heavy duty diesel engines.

**Mitigation Measure SC-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at Skyline College**

The District will ensure that all off-road diesel-powered equipment used during construction at Cañada College is equipped with EPA Tier 4 or cleaner engines, except for specialized construction equipment for which an EPA Tier 4 engine is not available. The use of Tier 4 engines will also act to reduce ROG and NO<sub>x</sub> emissions from construction equipment.

**Mitigation Measure SC-AQE-4: Offset NO<sub>x</sub> emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at Skyline College**

The District will enter into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds (Table 3.2-8). The preferred source of emissions reductions for NO<sub>x</sub> will be through contributions to BAAQMD's Carl Moyer Program and/or other BAAQMD incentive programs.

Implementation of this mitigation would require the District adopt the following specific responsibilities.

- Enter into a mitigation contract with BAAQMD for the Carl Moyer Program and/or other BAAQMD emission reduction incentive program. The necessary reductions must be achieved (contracted and delivered) by the applicable year in question (i.e., emissions generated in year 2016 would need to be reduced offsite in 2016). Funding would need to be received prior to contracting with participants and should allow sufficient time to receive and process applications to ensure offsite reduction projects are funded and implemented prior to commencement of Project activities being reduced. In negotiating the terms of the mitigation contract, the Project applicant and BAAQMD should seek clarification and agreement on BAAQMD responsibilities, including the following.
  - Identification of appropriate offsite mitigation fees required for the Project.
  - Timing required for obtaining necessary offsite emission credits.
  - Processing of mitigation fees paid by the Project applicant.
  - Verification of emissions inventories submitted by the Project applicant.
  - Verification that offsite fees are applied to appropriate mitigation programs within the SFBA.
- Quantify mitigation fees required to satisfy the appropriate reductions. Funding for the emission reduction projects will be provided in an amount up to the emission reduction project cost-effectiveness limit set by for the Carl Moyer Program during the year that the emissions from construction are emitted. (The current Carl Moyer cost-effectiveness limit is \$18,030 /weighted ton of criteria pollutants [NO<sub>x</sub> + ROG + (20\*PM)]). An administrative fee of 5% would be paid by the Project applicant to the BAAQMD to implement the program. The funding would be used to fund projects eligible for funding under the Carl Moyer Program guidelines or other BAAQMD emission reduction incentive program meeting the same cost-effectiveness threshold that are real, surplus, quantifiable, and enforceable.

- Develop a compliance program to calculate emissions and collect fees from the construction contractors for payment to BAAQMD. The program will require, as a standard or specification of their construction contracts with the Project Sponsor, that construction contractors identify construction emissions and their share of required offsite fees, if applicable. Based on the emissions estimates, the Project applicant will collect fees from the individual construction contractors (as applicable) for payment to BAAQMD. Construction contractors will have the discretion to reduce their construction emissions to the lowest possible level through additional onsite mitigation, as the greater the emissions reductions that can be achieved by onsite mitigation, the lower the required offsite fee. Acceptable options for reducing emissions may include use of late-model engines, low-emission diesel products, additional electrification or alternative fuels, engine-retrofit technology, and/or after-treatment products. All control strategies must be verified by BAAQMD.
- Conduct daily and annual equipment activity monitoring to ensure onsite emissions reductions are achieved and no additional mitigation payments are required. Excess offsite funds can be carried from previous to subsequent years in the event that additional reductions are achieved by onsite mitigation. At the end of the Project, if it is determined that excess offset funds remain (outstanding contracts and administration over the final years of the contracts will be taken into consideration), BAAQMD and the Project applicant will determine the disposition of final funds (e.g., additional emission reduction projects to offset underperforming contracts, return of funds to the Project applicant, etc.).

**Mitigation Measure SC-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at Skyline College**

The District will require all construction contractors to implement the basic construction mitigation measures recommended by BAAQMD to reduce fugitive dust emissions. Emission reduction measures will include, at a minimum, the following measures. Additional measures may be identified by BAAQMD or the contractor as appropriate.

- All exposed surfaces affected by construction (e.g., parking areas, staging areas, soil piles, graded areas, and unpaved access roads) will be watered two times per day, or as needed during the dry season(s) (unless limited by state or local drought response requirements or if there is a rain event).
- All haul trucks transporting soil, sand, or other loose material off site will be covered.
- All visible mud or dirt track-out onto adjacent public roads will be removed using wet power vacuum street sweepers at least once per day. The use of dry power sweeping is prohibited.
- All vehicle speeds on unpaved roads will be limited to 15 mph.
- All roadways, driveways, and sidewalks to be paved will be completed as soon as possible. Building pads will be laid as soon as possible after grading unless seeding or soil binders are used.
- A publicly visible sign will be posted with the telephone number and person to contact at the lead agency regarding dust complaints. This person will respond and take corrective action

within 48 hours. BAAQMD's phone number will also be visible to ensure compliance with applicable regulations.

## Biological Resources

### **Mitigation Measure SC-BIO-1: Implement special-status plant species avoidance and revegetation measures at Skyline College**

Prior to construction, the District will retain a qualified botanist to survey any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy *Rancheria* clover. The qualified botanist will survey appropriate areas of suitable habitat for the species during each species' blooming period (Table 3.3-2). Surveys will be conducted in accordance with CDFW's *Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities* (California Department of Fish and Game 2009).

If no special-status plants are identified during the design-period surveys, then no further action is necessary. If one or more special-status species is found within areas proposed for disturbance, then the occurrence will be avoided, if feasible. If avoidance is not possible, a revegetation and monitoring plan will be developed and executed by a qualified botanist retained by the District prior to ground disturbance that would affect the plants. The revegetation and monitoring plan will include the following components.

- Collection of seed prior to disturbance.
- Reseeding and revegetation on a site with suitable soils and exposure.
- Regular monitoring to evaluate the success of the reseeded and revegetation and remedial measures if necessary.

Details regarding specific monitoring protocols, success criteria, and the length of the monitoring program will be developed in coordination with and approved by the appropriate regulatory agencies.

### **Mitigation Measure SC-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at Skyline College**

Prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District will retain a qualified wildlife biologist with demonstrated nest-searching experience to conduct preconstruction surveys for nesting birds, including raptors. The preconstruction survey will occur no more than 3 days prior to the onset of ground disturbing activities (including clearing, grubbing, and staging). If active nests are found during the survey, no-disturbance species-specific buffer zones will be established by the biologist and marked with high-visibility fencing, flagging, or pin flags. No construction activities will be allowed within the buffer zones. The size of the buffer will be based on the species' sensitivity to disturbance and planned work activities in the vicinity; typical buffer sizes are 250 feet for raptors and 50 feet for other birds. The buffer will remain in effect until the nest is no longer active. If a lapse in Project-related activities of 15 days or longer occurs, another preconstruction survey will be conducted.

To the extent feasible, the District or its contractor will initiate building demolition outside of the nesting season to avoid impacts on active nests affixed to the structure before they become active during the nesting season (February 1 to August 31). If structure demolition activities cannot occur outside of the nesting season, the District or its contractor will remove inactive nests from the structure to be demolished and install nest exclusion measures (i.e., fine mesh netting, panels, or metal projectors) outside of the nesting season. All exclusionary devices will be monitored and maintained throughout the breeding season to ensure that they are successful in preventing the birds from accessing the cavities or nest sites. No more than 3 days prior to building demolition activities, a qualified biologist will conduct a preconstruction survey of all potential nesting habitat on the structure to be demolished and the surrounding areas for the presence of active nests. If active nests are found on the building or in the affected area, then demolition activities will not proceed until the biologist verifies that all nests on the building are inactive.

After all surveys and/or nest deterrence activities are completed, the biologist will complete a memorandum detailing the survey effort and results and submit the memorandum to the District within 7 days of survey completion.

### **Mitigation Measure SC-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at Skyline College**

Prior to the start of construction activities at sites offering suitable bat roosting habitat, the District will retain a qualified wildlife biologist with demonstrated bat field experience to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. Surveys will take place no more than 7 days prior to the onset of site preparation (e.g., tree removal) and construction activities with the potential to disturb bats or their habitat and will include close inspection of potential bat roosts, such as trees and any built features within the Project footprint.

If special-status bats are found in the footprint of a proposed improvement and avoidance of roosting areas is not possible, avoidance and minimization measures will be required if it is determined that bats are using the trees as roost sites and/or sensitive bat species are detected during acoustic monitoring. Appropriate measures will be determined in coordination with CDFW and may include the following measures.

- Tree removal will be avoided between April 15 and September 15 (the maternity period) to avoid impacts on pregnant females and active maternity roosts (whether colonial or solitary).
- All tree removal will be conducted between September 15 and October 30, which corresponds to a time period when bats have not yet entered torpor or would be caring for non-volant young.
- Trees will be removed in pieces, rather than felling the entire tree.
- If a maternity roost is located, whether solitary or colonial, that roost will remain undisturbed until September 15 or until a qualified biologist has determined the roost is no longer active.
- If avoidance of non-maternity roost trees is not possible, and tree removal or trimming must occur between September 15 and October 30, qualified biologists will monitor tree trimming/removal. Prior to removal/trimming, each tree will be gently shaken and several

minutes should pass before felling trees or trimming limbs to allow bats time to arouse and leave the tree. The biologists should search downed vegetation for dead and injured bats. The presence of dead or injured bats that are species of special concern will be reported to CDFW.

- Compensatory mitigation for the loss of roosting habitat will also be determined through consultation with CDFW and may include the construction and installation of suitable replacement habitat (e.g., bat houses, planting cottonwood trees) onsite.

The District will be responsible for ensuring that CDFW requirements are implemented. Multiple survey visits and survey methods may be required at a single site to determine presence or absence of roosting bats depending on season and roost type.

**Mitigation Measure SC-BIO-4a: Conduct presence-absence survey for Mission blue butterfly at Skyline College**

The District will retain a qualified biologist with demonstrated field experience identifying Mission blue butterflies to survey the silver lupine stands in and adjacent to (i.e., within 100 feet of) the Project footprint at the western edge of Skyline College for the presence of Mission blue butterfly. The survey will consist of a minimum of four visits during the adult flight season (late March to early July), with at least 2 weeks between visits. Prior to initiating survey visits for a given year, the biologist will visit a nearby site where Mission blue butterflies are known to occur and/or coordinate with other local biologists to confirm that adults are detectable. Survey results will be considered valid for 1 year, after which additional surveys would be needed to demonstrate absence. Surveys will not be conducted during the following weather conditions.

- Fog, drizzle, or rain.
- Sustained or gusting winds averaging over 15 miles per hour (mph) measured over a 30-second period at a height of 4 to 6 feet above ground level.
- Temperature in the shade at ground level less than 60° F with less than 50% cloud cover, or less than 70° with 50% or more cloud cover.

Weather conditions will be recorded on site using appropriate instruments and will not be estimated or obtained from Internet websites.

If the survey(s) demonstrate Mission blue butterfly absence from the Project footprint and adjacent areas, no further mitigation will be required.

**Mitigation Measure SC-BIO-4b: Avoid impacts on Mission blue butterfly habitat during construction of the Environmental Sciences building at Skyline College**

If Mission blue butterflies are detected using silver lupine plants within or adjacent to the Project footprint, the District will retain a qualified biologist experienced in silver lupine identification to delineate observed stands of this plant with a global positioning system (GPS) unit capable of sub-meter accuracy near the proposed Building 12, Environmental Sciences in the western portion of Skyline College prior to the final design of the structure. The District, or a contractor operating under direction of the District, will use the GPS data to design the Environmental Sciences building and its placement on the site to avoid the delineated patches of silver lupine. The design will provide

that neither construction activities (including site preparation, materials storage, and transport) nor the location of the building eliminate any areas of silver lupine.

**Mitigation Measure SC-BIO-4c: Consult with the U.S. Fish and Wildlife Service if impacts on Mission blue butterfly habitat cannot be avoided at Skyline College**

If Mission blue butterflies are detected during presence–absence surveys and avoidance of silver lupine is not feasible, the District will consult with the U.S. Fish and Wildlife Service (USFWS) regarding appropriate compensatory mitigation for the loss of habitat, including possible salvage and translocation of impacted plants. At a minimum, the District will replace any impacted habitat at a 2:1 ratio (i.e., square feet of silver lupine planted or translocated: square feet of silver lupine permanently impacted by construction).

If translocation of impacted plants is approved as a component of compensatory mitigation, the District or third-party contractor must prepare a USFWS-approved salvage and transplantation plan that includes the following components, at a minimum.

- Plants will be moved during the dormant season to minimize impacts on individuals.
- Some topsoil from the impact site will also be moved to the transplant site to introduce soil microorganisms.
- The plan will have a detailed description of the transplantation receptor site (including soil type, soil moisture, topography, hydrology, presence or absence of typical associated plant species, site accessibility) and provide rationale for expected planting success.

**Mitigation Measure SC-BIO-5: Implement tree avoidance, minimization, and replacement plan at the residential development site at Skyline College**

The definition of *heritage tree* for the purposes of this mitigation will be the same definition used in Chapter 8.25 of the City of San Bruno (City) Municipal Code. If there are heritage trees on the residential development site (Surplus Parcel B) that would be removed or pruned in conjunction with the development, then prior to ground disturbance, the District will apply for and receive a heritage tree removal permit from the City. The District will comply with the conditions of that permit.

**Tree Survey**—Prior to ground disturbance, the District or its representative will hire a certified arborist for the purpose of surveying Surplus Parcel B to identify any trees that would qualify as heritage trees under Chapter 8.25 of the City’s municipal code. The arborist will prepare a report describing the existing trees on the site and whether any qualify as heritage trees requiring a permit from the City for their removal or pruning.

**Site Plan**—If there are qualifying heritage trees, then the arborist will prepare a site plan that accurately indicates the location, species, tree dripline, and trunk circumference of all qualifying trees whose tree trunks lie within 50 feet (15.2 meters) of proposed Project activities, or other proposed development activity (e.g., staging areas, stockpiling of construction materials, fill, etc.). The site plan will include any qualifying trees whose trunks lie on adjoining property but whose canopies (driplines) extends onto the Project site if any pruning of those trees is to be undertaken as part of the development of Surplus Parcel B. The site plan will indicate which individual trees are

proposed to be (1) removed, (2) pruned in conjunction with the residential Project, or (3) protected by exclusion fencing at the dripline or as prescribed by the arborist. The plan will contain a tally of the total number of trees proposed to be removed and their respective tree circumferences. If the City has previously designated one or more trees on the site or an adjoining site as a Heritage Tree(s), then those trees will be so labeled on the site plan.

**Heritage Tree Removal Permit Information**—In order to inform the removal permit application, the arborist’s report will include the following information about the affected heritage trees.

- The condition of the tree or trees with respect to disease, danger of falling, proximity to existing or proposed structures and interference with utility services.
- The necessity to remove the tree or trees in order to construct any proposed improvements to allow reasonable economic enjoyment of the property.
- The topography of the land and the effect of the removal of the tree on erosion, soil retention, and diversion or increased flow of surface waters.
- The number of trees existing in the neighborhood on improved property and the effect the removal would have on the established standard of the area and property values.
- The number of trees the particular parcel can adequately support according to good arboricultural practices.
- Photographs of the tree(s) proposed to be affected.

**No Qualifying Trees on Site**—If the site contains no trees that meet Chapter 8.25 definitions, this will be indicated on the site plan.

## Cultural Resources

### **Mitigation Measure SC-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at Skyline College**

The District will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities. All work within 100 feet of the find will be stopped until a qualified archaeologist and Native American representative can assess the significance of the find. Prehistoric materials might include obsidian and chert flaked-stone tools (e.g., projectile points, knives, scrapers) or tool making debris; culturally darkened soil (midden) containing heat-affected rocks and artifacts; stone milling equipment (e.g., mortars, pestles, handstones, or milling slabs); and battered-stone tools, such as hammerstones and pitted stones. Historic-period materials might include stone, concrete, or adobe footings and walls; filled wells or privies; and deposits of metal, glass, and/or ceramic refuse. If the find is determined to be potentially significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.

**Mitigation Measure SC-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at Skyline College**

The District will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. There will be no further excavation or disturbance of the site within a 50-foot radius of the location of such discovery, or any nearby area reasonably suspected to overlie adjacent remains. The San Mateo County Coroner will be notified and will make a determination as to whether the remains are Native American. If the Coroner determines that the remains are not subject to his authority, he will notify the Native American Heritage Commission, who will attempt to identify descendants of the deceased Native American. If no satisfactory agreement can be reached as to the disposition of the remains pursuant to this state law, then the land owner will re-inter the human remains and items associated with Native American burials on the property in a location not subject to further subsurface disturbance.

## Geology and Soils

**Mitigation Measure SC-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at Skyline College and comply with recommendations**

The District will have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced ground shaking. The District and DSA will ensure that recommendations made in the geotechnical report will be implemented as part of the Project's design and construction.

Recommendations may include considerations for design of permanent below-grade walls to resist static lateral earth pressures, lateral pressures caused by seismic activity, and traffic loads; a method for back draining walls to prevent the buildup of hydrostatic pressure; considerations for design of excavation shoring system; excavation monitoring; and seismic design.

**Mitigation Measure SC-GEO-2: Stockpile topsoil removed during construction at Skyline College and reuse stockpiled topsoil during revegetation**

The contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

**Mitigation Measure SC-GEO-3: Implement procedures for identifying, evaluating, and recovering paleontological resources at Skyline College**

Prior to the start of any subsurface excavations that would extend beyond previously disturbed soils, all construction forepersons and field supervisors will receive training by a qualified

professional paleontologist, as defined by the Society of Vertebrate Paleontology (SVP), who is experienced in teaching non-specialists, to ensure they can recognize fossil materials and will follow proper notification procedures in the event any are uncovered during construction. Procedures to be conveyed to workers include halting construction within 50 feet of any potential fossil find and notifying a qualified paleontologist, who will evaluate its significance.

If a fossil is determined to be significant and avoidance is not feasible, the paleontologist will develop and implement an excavation and salvage plan in accordance with SVP standards. Construction work in these areas will be halted or diverted to allow recovery of fossil remains in a timely manner. Fossil remains collected during the monitoring and salvage portion of the mitigation program will be cleaned, repaired, sorted, and cataloged. Prepared fossils, along with copies of all pertinent field notes, photos, and maps, will then be deposited in a scientific institution with paleontological collections. A final Paleontological Mitigation Plan Report will be prepared that outlines the results of the mitigation program. The District will be responsible for ensuring that monitor's recommendations regarding treatment and reporting are implemented.

## Greenhouse Gas Emissions

### **Mitigation Measure SC-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at Skyline College**

All construction contractors will implement the following BAAQMD-recommended best management practices (BMPs) to reduce GHG emissions, as applicable.

- Use alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet.
- Use at least 10% local building materials.
- Recycle at least 50% of construction waste or demolition materials.

## Hazards and Hazardous Materials

### **Mitigation Measure SC-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at Skyline College**

The contractors will develop and implement a spill prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. Implementation of this measure will comply with state and federal water quality regulations.

The District will review and approve the SPCCP before onset of construction activities. The District will routinely inspect the construction area to verify that the measures specified in the SPCCP are properly implemented and maintained. The District will notify its contractors immediately if there is a noncompliance issue and will require compliance.

The federal reportable spill quantity for petroleum products, as defined in 40 CFR 110, is any oil spill that includes any of the following.

- Violates applicable water quality standards.
- Causes a film or sheen on or discoloration of the water surface or adjoining shoreline.
- Causes a sludge or emulsion to be deposited beneath the surface of the water or adjoining shorelines.

If a spill is reportable, the contractors' superintendents will notify the District, and the District will take action to contact the appropriate safety and clean-up crews to ensure that the SPCCP is followed. A written description of reportable releases must be submitted to the San Francisco Bay Regional Water Quality Control Board. This submittal must contain a description of the spill, including the type of material and an estimate of the amount spilled, the date of the release, an explanation of why the spill occurred, and a description of the steps taken to prevent and control future releases. The releases would be documented on a spill report form.

If a reportable spill has occurred and results determine that Project activities have adversely affected surface water or groundwater quality, a detailed analysis will be performed by a registered environmental assessor to identify the likely cause of contamination. This analysis will conform to American Society for Testing and Materials (ASTM) standards, and will include recommendations for reducing or eliminating the source or mechanisms of contamination. Based on this analysis, the District and its contractors will select and implement measures to control contamination, with a performance standard that groundwater quality must be returned to baseline conditions. These measures will be subject to approval by the District.

**Mitigation Measure SC-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at Skyline College**

The construction specifications will include this measure to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared and, at a minimum, include the following.

- A requirement that all construction activities involving work in proximity to potentially contaminated soils and/or groundwater be undertaken in accordance with California Occupational Safety and Health Administration (Cal OSHA) standards, contained in Title 8 of the CCR.
- Soil and groundwater mitigation and control specifications for construction activities, including health and safety provisions for monitoring exposure to construction workers, procedures to be undertaken in the event that previously unreported contamination is discovered, and emergency procedures and responsible personnel.
- Procedures for managing soils and groundwater removed from the site to ensure that any excavated soils and/or dewatered groundwater with contaminants are stored, managed, and disposed in accordance with applicable regulations.

**Mitigation Measure SC-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at Skyline College**

To protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration (Cal OSHA) standards contained in Title 8 of the California Code of Regulations (CCR). During demolition activities, all building materials containing lead-based paint will be removed in accordance with Cal OSHA Lead in Construction Standard, Title 8, CCR 1532.1. All potentially friable asbestos-containing materials (ACMs) will be removed in accordance with National Emissions Standards for Hazardous Air Pollutants (NESHAP) guidelines prior to building demolition or renovation that may disturb the materials. Applicable standards include the following.

- The facility will be inspected before any renovation occurs in which 160 square feet or more of building materials or 260 linear feet or more of pipe insulation will be disturbed at a regulated facility, or any demolition occurs at a regulated facility.
- An asbestos notification form will be submitted to the Bay Area Air Quality Management District for any regulated asbestos abatement Project or regulated demolition 10 working days before the activity begins.
- If ACMs are discovered during a renovation or demolition, they must be removed before the Project may proceed. Also, the Cal OSHA and California Environmental Protection Agency hazardous waste regulations apply in most cases.

**Mitigation Measure SC-HAZ-4: Comply with legal requirements for fire prevention during construction activities at Skyline College**

In accordance with the Public Resources Code (PRC), the construction contractor will comply with the following legal requirements during construction activities.

- Earthmoving and portable equipment with internal combustion engines will be equipped with a spark arrestor to reduce the potential for igniting a wildland fire (PRC Section 4442).
- Appropriate fire suppression equipment will be maintained during the highest fire danger period: from April 1 to December 1 (PRC Section 4428).
- On days when a burning permit is required, flammable materials will be removed to a distance of 10 feet from any equipment that could produce a spark, fire, or flame, and the construction contractor will maintain the appropriate fire suppression equipment (PRC Section 4427).
- On days when a burning permit is required, portable tools powered by gasoline-fueled internal combustion engines will not be used within 25 feet of any flammable materials (PRC Section 4431).

### **Mitigation Measure SC-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at Skyline College**

The District will comply with the following measures for the duration of Project operations.

- Maintain around and adjacent to buildings and structures a firebreak made by removing and clearing away, for a distance of 100 feet as required by PRC 4290, all flammable vegetation or other combustible growth.
- Maintain around and adjacent to the project facilities additional fire protection or firebreak made by removing all brush, flammable vegetation, or combustible growth that is located within 100 feet of the structures or to the property line, whichever is nearer. Grass and other vegetation located more than 30 feet from the structures and less than 18 inches in height above the ground may be maintained where necessary to stabilize the soil and prevent erosion.
- Provide prior to project operations and maintain at all times a screen over the outlet of every chimney or stack that is attached to any device that burns any solid or liquid fuel. The screen will be constructed of nonflammable material with openings not larger than 0.5 inch.
- Prior to occupancy, install fire extinguishers.
- Employees will be trained in using extinguishers and communicating with the San Mateo Fire Department.
- The San Mateo Fire Department and/or CALFIRE will periodically inspect the project area.
- Provide the San Mateo Fire Department and/or CALFIRE access to onsite water storage tanks, if such access is needed.

## **Hydrology and Water Quality**

### **Mitigation Measure SC-HYD-1: Implement erosion-control measures to protect water quality during construction at Skyline College**

The District will ensure the Project's construction specifications include the storm water pollution prevention plan (SWPPP) to minimize the mobilization of sediment to storm drains and adjacent water bodies. The SWPPP will include the following erosion- and sediment-control measures, based on standard industry measures and standard dust-reduction measures.

- Cover or apply nontoxic soil stabilizers to inactive construction areas (previously graded areas inactive for 10 days or more) that could contribute sediment to waterways.
- Enclose and cover exposed stockpiles of dirt or other loose, granular construction materials that could contribute sediment to waterways.
- Contain soil and filter runoff from disturbed areas by berms, vegetated filters, silt fencing, straw wattle, plastic sheeting, catch basins, or other means necessary to prevent the escape of sediment from the disturbed area.
- Prohibit the placement of earth or organic material where it may be directly carried into a stream, marsh, slough, lagoon, or body of standing water.

- Prohibit the following types of materials from being rinsed or washed into streets, shoulder areas, or gutters: concrete, solvents and adhesives, fuels, dirt, gasoline, asphalt, and concrete saw slurry.
- Conduct dewatering activities according to the provisions of the SWPPP.
- Prohibit placement of dewatered materials in local water bodies or in storm drains leading to such bodies without implementation of proper construction water quality control measures.

**Mitigation Measure SC-HYD-2: Design and maintain hydromodification features as post construction measures at Skyline College**

The District will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit the volume of additional stormwater runoff by matching post-project flows to pre-project flows, and provide for onsite treatment of contaminants. These facility improvement areas will be open, level areas vegetated to allow runoff to be distributed evenly across the area. Generally, they will be designed to treat runoff by filtering raw runoff through the soil media in the treatment area to trap particulate pollutants (suspended solids and trace metals) and promote infiltration. However, alternative methods to treat runoff may be used, such as bio-filtration basins, underground detention and retention vaults or tanks, gravel beds, perforated pipes, stormwater chambers, pervious pavement, and green roofs that contain filtration media. Project areas will be designed to treat runoff so that pollutants (e.g., sediment, landscape fertilizers and/or pesticides, oil from parking areas) can be filtered out and, therefore, the Project will not contribute a substantial number of additional pollutants to runoff.

Maintenance of these features will be performed routinely to prevent sediment buildup and clogging in order to ensure optimal pollutant removal efficiency. Maintenance activities will include those listed below and would be done periodically.

- Remove obstructions, debris and trash and dispose of properly.
- Inspect to ensure proper drainage between storms and within 5 days following measurable rainfall.
- Inspect inlets for channels, soil exposure, or other evidence of erosion.
- Remove obstructions and sediment.
- Maintain vegetation via pruning and weeding, and treat with preventative and low-toxic methods.
- Check that mulch is maintained at an appropriate depth and replenish as necessary.
- Use soil that meets specifications included in the SMCWPPP C.3 Stormwater Technical Guidance Manual, or comparable document. Specifically, soils must percolate at a rate of 5 to 10 inches per hour.

A facility improvement area inspection and maintenance checklist will be used to conduct inspections, identify needed maintenance, and record maintenance that is conducted. Operation of the hydromodification features is expected to improve the quality of stormwater from the Project site. Maintenance of these areas would help eliminate or minimize impacts on stormwater quality.

## Land Use and Planning

### **Mitigation Measure SC-LUP-1: Rezone Surplus Parcel B and amend the general plan land use designation to permit R-3 dwellings at Skyline College**

The District will submit an application to the City of San Bruno to rezone Surplus Parcel B to R-1 and R-3 and amend the General Plan to permit multi-family dwellings on a portion of Surplus Parcel B. If the City declines to approve the increase in density, then the District will proceed with planning-compliant residential development, upon receipt of necessary subdivision approvals from the City, consistent with the general plan. Therefore, the residential complex at Skyline College would be consistent with San Bruno's general plan.

## Noise

### **Mitigation Measure SC-NOI-1: Employ noise-reducing construction practices at Skyline College**

If construction work must be conducted between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas, the District will require the contractor to employ noise-reducing construction practices limit noise to be in compliance with the county noise standards specified in Table 3.10-1. Measures that can be used to limit noise include those listed below.

- Locating equipment as far as feasible from noise sensitive uses.
- Requiring that all construction equipment powered by gasoline or diesel engines have sound-control devices that are at least as effective as those originally provided by the manufacturer and that all equipment be operated and maintained to minimize noise generation.
- Not allowing idling inactive construction equipment for prolonged periods (i.e., more than 2 minutes).
- Prohibiting gasoline or diesel engines from having unmuffled exhaust.
- Scheduling construction activities and material hauling that may affect traffic flow to off-peak hours and using routes that would affect the fewest number of people.
- Using noise-reducing enclosures around noise-generating equipment.
- Constructing temporary barriers between noise sources and noise-sensitive land uses or taking advantage of existing barrier features (terrain, structures) to block sound transmission.

### **Mitigation Measure SC-NOI-2: Prepare a detailed noise reduction analysis at the potential housing development at Skyline College**

Prior to issuance of building permits, the District will prepare a detailed analysis of the noise reduction requirements that are needed to reduce outdoor noise to an interior level of 45 dBA in any habitable room. The results of this analysis will be summarized in a report and submitted to the City of San Bruno for review and approval. Upon approval, the District will take the actions necessary to

ensure that the recommendations of the report are incorporated into the design and construction specifications of the residential development on Surplus Parcel B.

## Public Services and Utilities

### **Mitigation Measure SC-PSU-1: Pay the fire and police services development impact fee to the City of San Bruno for Skyline College**

Prior to the issuance of building permits, the District—or if the District sells all or a portion of Surplus Parcel B to a developer or developers—the developer will pay the Project’s fair share of the fire and police services development impact fee to the City of San Bruno for the development of the residential complex at Skyline College.

### **Mitigation Measure SC-PSU-2: Pay the San Bruno Park Elementary School District and San Mateo Union High School District school impact fees for Skyline College**

The District—or if the District sells all or a portion of Surplus Parcel B to a developer or developers—the developers will pay the Project’s fair share of the school impact fees to the San Bruno Park Elementary School District and San Mateo Union High School District for the development of the residential complex at Skyline College.

### **Mitigation Measure SC-PSU-3: Assess the capacity of the City’s water and wastewater system infrastructure and pay the capacity fees for Skyline College**

Prior to the issuance of building permits, the District—or, if the residential component is controlled by a developer, the developer—will assess whether the existing water and wastewater facilities/infrastructure would need to be upgraded based on proposed water demands for residential complex and fire flow requirements. If the results of the analyses indicates that the pressure and flow are inadequate, then the District—or, if the residential component is controlled by a developer, the developer—will be required to upgrade the water and wastewater facilities to meet the new demands. An engineering report will be submitted to the City of San Bruno for review and approval prior to the issuance of building permits.

The District—or, if the residential component is controlled by a developer, the developer—will pay the Project’s fair share of the water and wastewater capacity charges based on meter size to the City of San Bruno for the development of the residential complex at Skyline College.

## Recreation

### **Mitigation Measure SC-REC-1: Dedicate parkland and/or pay in-lieu fees to City of San Bruno for residential development at Skyline College**

The District will dedicate 0.9 acres of parkland or pay the equivalent in-lieu fee to the City of San Bruno in compliance with the City’s parkland requirement. If the District sells all or a portion of Surplus Parcel B to a developer or developers, the developer, shall dedicate or pay their fair share of the in-lieu fee.

## Transportation and Traffic

### **Mitigation Measure SC-TRA-1: Implement a Traffic Control Plan during construction at Skyline College**

The District will require the construction contractor(s) to develop a traffic control plan, as appropriate, to minimize the effects of construction traffic on the surrounding area. (A traffic control plan may not be required for minor construction activities.) The plan will be subject to review and approval by the District. The District will be responsible for monitoring to ensure that the plan is effectively implemented by the construction contractor(s). The construction traffic control plan will include the following requirements.

- Provide clearly marked pedestrian detours if any sidewalk or pedestrian walkway closures are necessary.
- Provide clearly marked bicycle detours if heavily used bicycle routes must be closed, or if bicyclist safety might be otherwise compromised.
- Provide crossing guards and/or flag persons as needed to avoid traffic conflicts and ensure pedestrian and bicyclist safety.
- Use nonskid traffic plates over open trenches to minimize hazards.
- Locate all stationary equipment as far away as possible from areas used heavily by vehicles, bicyclists, and pedestrians.
- Notify and consult with emergency service providers and provide emergency access by whatever means necessary to expedite and facilitate the passage of emergency vehicles.
- Avoid routing construction traffic through residential areas to the extent feasible. Prohibit mobilization and demobilization of heavy construction equipment during AM and PM peak traffic hours.
- Provide access for driveways and private roads outside the immediate construction zone by using steel plates or temporary backfill, as necessary.
- Prohibit construction worker parking in residential areas.

**Minutes of the Regular Meeting of the Board of Trustees  
San Mateo County Community College District  
November 11, 2015, San Mateo, CA**

**The meeting was called to order at 6:10 p.m.**

**Board Members Present:** President Patricia Miljanich, Vice President Dave Mandelkern, Trustees Richard Hober, Thomas Mohr and Karen Schwarz, Student Trustee Rupinder Bajwa

**Others Present:** Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College Vice President of Administrative Services Eloisa Briones, College of San Mateo President Michael Claire, District Academic Senate President Diana Bennett

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

None

**MINUTES**

It was moved by Trustee Hober and seconded by Trustee Schwarz to approve the minutes of the meeting of October 28, 2015. The motion carried, all members voting Aye.

**STATEMENTS FROM EXECUTIVES**

Chancellor Galatolo said this will be President Miljanich's last meeting as a Board member. He thanked President Miljanich for the impact she has had on students, faculty and staff. He said her leadership as a Trustee and as Board President several times has been immeasurable. He said that during President Miljanich's tenure, the District has made more than \$1 billion in improvements to the Colleges and has gone through fiscal crises and come out even stronger. Chancellor Galatolo said the District is a better institution as a result of President Miljanich being a Trustee. He said she cares deeply about the students of the District as well as the youth she supports through her work at CASA. He said he is honored to know President Miljanich professionally and personally. He said she will be sorely missed by himself, the executive team, faculty, staff and students.

Skyline College Vice President Briones said President Stanback Stroud recently returned from a trip to China with Dr. Jing Luan. She said they were successful in reaching out to various schools and organizations to establish relationships and possible partnerships. She said Skyline College international students recently participated in a tour of UC Berkeley. Vice President Briones said four teams of Skyline College students made well-received presentations at the Strengthening Student Success Conference in Oakland. Vice President Briones said upcoming events include the Integrating Global Trade and Logistics and Cybersecurity Conference at the Westin St. Francis, the Skyline College and Base 11: Science in Action Presentation, and the EPICenter Grand Opening Ceremony.

College of San Mateo President Claire thanked President Miljanich for her leadership, which he has experienced from the perspective of a faculty member, mid-level manager and College President. He said President Miljanich has always put students first. President Claire said College of San Mateo has entered into a partnership with Hillsdale, Half Moon Bay and Carlmont High Schools to pilot the First Year Success Program. The pilot will serve approximately 200 students and the College expects to eventually serve all of the approximately 2,000 incoming freshmen who enroll at the College each year. President Claire said several music concerts will be held in early December and he invited Board members to attend. President Claire noted the photo of student Mimi Uhlirova in his written report. Ms. Uhlirova is a member of the women's cross country team and recently completed the Crystal Springs course in less than 20 minutes.

Executive Vice Chancellor Blackwood said it has been a pleasure to work with President Miljanich. She said she appreciates President Miljanich's leadership and support.

District Academic Senate President Bennett thanked President Miljanich for her leadership and particularly for always putting students first. She said if she were completing an evaluation, President Miljanich would "exceed standards" in all areas.

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

Monica Malamud, Professor at Cañada College, said she was representing the Executive Committee of AFT Local 1493. She said the Executive Committee has expressed concerns about the evaluation procedures for administrators and academic supervisors that are being piloted. She said the procedure states that “The Peer/Supervised Employee Feedback will include individuals, selected by the Evaluator, to provide feedback. . . The evaluatee is encouraged to suggest to the Evaluator individuals to provide feedback.” Ms. Malamud said the Executive Committee believes that, in order to have a truly comprehensive evaluation, all employees who are supervised should be invited to participate. She said this mirrors faculty evaluations in which all students in a class are asked to complete a survey on the instructor as part of the evaluation. Ms. Malamud said the Executive Committee also expressed concern about the statement that “In no case shall the Evaluator consider an anonymous response.” She said they believe that anonymity is necessary in order to have candid evaluations. She said this also mirrors faculty evaluations by students. Ms. Malamud urged that these changes be made to the procedure before being used beyond the pilot period. Eugene Whitlock, Vice Chancellor of Human Resources and General Counsel, said evaluators are not always in a position to know with whom the evaluatee works closely; therefore, the evaluator will seek feedback from persons who are knowledgeable about the evaluatee’s work. He said confidentiality is respected and the evaluatee will never know what any person said; however, that the evaluator needs to know who is providing feedback in order to understand the context when sharing with the person being evaluated.

### **NEW BUSINESS**

#### **APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (15-11-1A)**

It was moved by Trustee Holober and seconded by Vice President Mandelkern to approve the items in the report. The motion carried, all members voting Aye.

#### **HEARING OF THE PUBLIC ON AMERICAN FEDERATION OF TEACHERS, LOCAL 1493 INITIAL CONTRACT PROPOSAL TO THE DISTRICT (15-11-2A)**

It was moved by Vice President Mandelkern and seconded by Trustee Schwarz to hold the public hearing. The motion carried, all members voting Aye. President Miljanich declared the public hearing open. She asked if there were comments or questions. Hearing none, she declared the public hearing closed.

#### **HEARING OF THE PUBLIC ON CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 33 INITIAL CONTRACT PROPOSAL TO THE DISTRICT (15-11-3A)**

It was moved by Trustee Holober and seconded by Trustee Schwarz to hold the public hearing. The motion carried, all members voting Aye. President Miljanich declared the public hearing open. She asked if there were comments or questions. Hearing none, she declared the public hearing closed.

#### **ADOPTION OF RESOLUTION NOS. 15-29, 15-30, 15-31 AND 15-32 FIXING THE EMPLOYER CONTRIBUTION UNDER SECTION 22895 OF THE PUBLIC EMPLOYEES’ MEDICAL AND HOSPITAL CARE ACT (15-11-4A)**

It was moved by Trustee Schwarz and seconded by Vice President Mandelkern to adopt the resolutions. Juanita Celaya, 2<sup>nd</sup> Vice President of CSEA Chapter 33, said she was speaking on behalf of Annette Perot, Chapter 33 President; Charles Jones, 1<sup>st</sup> Vice President; Chris Weidman, 2<sup>nd</sup> Vice President at Skyline College; and Sarah Wilson, Labor Relations Representative. Ms. Celaya said CSEA was not provided advance notice of the intent to bring the resolutions for consideration at this meeting and urges the Board to table a vote on the resolutions. She said CSEA is still determining whether the resolutions may violate bargained benefits for current and future retirees. She said CSEA’s position is that the administration is misinterpreting the contract with CSEA. She said the subject of retirees’ medical benefits is considered a mandatory subject to be bargained under the Educational Employment Relations Act and, as such, any changes to what the District is currently doing must be bargained with CSEA. She said CSEA recently filed an unfair labor practice charge with the Public Employee Relations Board for the action taken by the Board on June 10, 2015. Ms. Celaya said all of the ramifications of the resolutions need to be discussed at the bargaining table before coming to the Board for a vote.

Ms. Wilson said the CSEA leadership has a meeting scheduled for tomorrow with Vice Chancellor Whitlock and Interim Director of Human Resources David Feune to discuss the Labor Board charge. She said the District has a history of

bringing matters that are subject to mandatory bargaining to the bargaining table. She said this appears to have changed with the resolutions adopted by the Board in June and with the request to adopt the resolutions brought to this meeting.

Vice Chancellor Whitlock said some groups of retirees are entitled to be paid an amount equivalent to the lowest cost available plan offered by the District. He said these resolutions do not change any benefits, but simply inform CalPERS about which lowest cost plan is available to these groups. He said CalPERS will require this information on an annual basis. He said the resolutions must be adopted at this meeting in order to meet the deadline for a January 1<sup>st</sup> effective date.

The Board discussed the resolutions. Board members stressed the importance of dialog and communication. However, because the resolutions must be considered at this meeting to meet the January 1<sup>st</sup> effective date and because their purpose is simply to inform CalPERS about the lowest cost plan available to the groups, the Board agreed to vote on the adoption of the resolutions. Vice President Mandelkern asked CSEA representatives to let the Board know if they believe there is a need to take action after the meeting with Vice Chancellor Whitlock and Mr. Feune. He said the Board could call an emergency meeting if necessary. After this discussion, the motion to adopt the resolutions carried, all members voting Aye.

### **Other Recommendations**

#### **ADOPTION OF DISTRICT ACADEMIC CALENDAR FOR 2017-2018 (15-11-1B)**

It was moved by Trustee Mohr and seconded by Trustee Schwarz to adopt the calendar as detailed in the report. District Academic Senate President Bennett requested that in the future the calendar be shared with the Academic Senate prior to placing it on the Board meeting agenda. The motion carried, all members voting Aye.

#### **RATIFICATION OF PURCHASES AND AUTHORIZATION OF THE FURTHER USE OF WESTERN STATE CONTRACTING ALLIANCE CONTRACTS FOR THE PURCHASE OF COMPUTER AND NETWORK EQUIPMENT (15-11-100B)**

It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve the ratification and authorization as detailed in the report. The motion carried, all members voting Aye.

#### **ACCEPTANCE OF THE U.S. DEPARTMENT OF EDUCATION'S TRIO STUDENT SUPPORT SERVICES (SSS) FUNDING FOR SKYLINE COLLEGE FOR SEPTEMBER 2015 – AUGUST 2020 (15-11-101B)**

It was moved by Vice President Mandelkern and seconded by Trustee Holober to accept the funding as detailed in the report. The motion carried, all members voting Aye.

### **INFORMATION REPORTS**

#### **DISCUSSION OF BOARD SELF-EVALUATION (15-11-1C)**

The Board agreed to focus the discussion on areas in which any Board member selected "Disagree" or "Strongly Disagree" with the statements listed on the self-evaluation instrument. The statements and Board comments included:

- "The Board sets priorities in the implementation of mission, goals and policy"
  - The recently adopted Strategic Plan provides a delineated set of priorities that should be referenced when examining and approving major expenditures.
  - The Strategic Plan provides a new way of establishing and measuring results.
- "The Board regularly reviews accountability measures and standards for the District"
  - Priorities must be measured and have benchmarks. Progress should be reported to the Board in a regular, systematic way in order to ensure accountability.
  - The Board has received information on student outcomes in the past, but perhaps not in the systematic way that the Strategic Plan will help provide.
  - The self-evaluation is a review of what the Board has done in the past year, before the Strategic Plan was adopted; the Board's performance was at least adequate within the framework that was in place.
- "To assist in planning, the Board has made adequate provision for Districtwide information systems and research"
  - There may be gaps in this area; further study is needed.

- “The Board is given sufficient opportunity to review and comment on the District budget plan, prior to adoption of the budget in September”
  - Staff do a good job in providing a review of the budget, but more time would be needed if a Board member wished to conduct a more in-depth review.
  - Board members differ in how much detail they prefer to study; individual Board members can ask questions and seek more detailed information.
  - The budget process is transparent and informative.
  - Some Board members attended budget meetings on the campuses during the budget crisis; it could be informative to continue to do so.
  - The Board should consider what might not be done as a result of approving a new expenditure.
- “The Board is provided with materials sufficiently in advance of the official meeting to allow time for study”
  - There has been significant improvement in this area, with fewer items that do not include a report or materials to review prior to meetings.
- “The Board actively participates in organizations and programs affecting community colleges”
  - The Board could be more engaged in activities of community college organizations.
  - Some Board members have regularly attended meetings and events.
  - It would be helpful for the Board to be informed if there are community college organizations other than the Community College League of California and the Association of Community College Trustees.

President Miljanich said she has received suggestions regarding changing the format of the self-evaluation and about conducting a 360 Evaluation. Trustee Mohr said he believes it would be helpful to reach out to individuals who regularly attend Board meetings and ask five or six questions about how they believe the Board is doing in relation to governance matters. He said this could be done every two to three years.

### **COMMUNICATIONS**

None

### **STATEMENTS FROM BOARD MEMBERS**

Student Trustee Bajwa congratulated President Miljanich. He thanked her for her leadership and support and expressed gratitude on behalf of the students on each of the campuses.

Trustee Mohr said President Miljanich has been an extraordinary leader. He said she cares deeply about students, whether they be kindergarten or college students. He said she is relentless in her pursuit to provide opportunities to students. Trustee Mohr congratulated Trustees Mandelkern and Schwarz, as well as Trustee-Elect Maurice Goodman, on their election/reelection. He congratulated Executive Vice Chancellor Blackwood on receiving the Walter Star Robie Award; he said she has been recognized as the best of the best by her peer professionals. Trustee Mohr noted that this is Veterans Day; he thanked veterans for their service and commended the Colleges on their outreach to veterans.

Trustee Hober congratulated Trustees Schwarz and Mandelkern on their reelection and Trustee-Elect Goodman on his success in being elected. He also congratulated Executive Vice Chancellor Blackwood and said it is particularly significant when individuals are recognized by their peers. Trustee Hober said it is difficult to imagine President Miljanich not being present at Board meetings. He said the election of President Miljanich and Trustee Schwarz marked a turning point for the District and led to monumental changes. Trustee Hober said President Miljanich recognized the importance of selecting the right individuals to run the District, including the Chancellor, executives and College Presidents. He said she has been forceful and wise in making these selections. Trustee Hober said President Miljanich has shown strength and leadership in fighting for the District. He said she continued to advocate for bond measures even after the first measure failed. Trustee Hober said President Miljanich is committed to students, their families and the community. He said she is particularly committed to students facing the most daunting challenges and to making it possible for them to achieve success.

Trustee Schwarz said she first met President Miljanich when they were running for two open seats on the Board. She said theirs has been a great relationship and she is proud to call her a friend. She said she respects the way President Miljanich leads her life, giving so much to CASA and to her family and yet finding time to be a devoted trustee for 20 years. Trustee Schwarz said she appreciates Trustee Hober mentioning the bond measures. She said President Miljanich first

raised the idea of a bond measure in lieu of the District selling land. A dialog followed and led to the District's first bond measure. Although the measure was not successful, it allowed the District to gain experience and move forward with successful measures. Trustee Schwarz said President Miljanich believes in providing the best quality education to students who come to the District. She said her name will live on forever within the District.

Vice President Mandelkern said he appreciates the efforts of faculty and staff on behalf of veterans. He said he is proud that there are Veterans Resource Centers on each campus. Vice President Mandelkern congratulated Executive Vice Chancellor Blackwood on her award. He said she is a fabulous Chief Business Officer and Executive Vice Chancellor and the District is lucky to have her. Vice President Mandelkern thanked the Associated Students of College of San Mateo for hosting a candidates' forum prior to the election. He said it was well planned and well attended. Vice President Mandelkern said he had an opportunity to appear on Peninsula TV on election night, along with candidate Alan Talansky. He said this provided an opportunity to talk about some of the things the District has accomplished. Vice President Mandelkern said he and Trustee Mohr attended the Connect 2015 Conference hosted by County Supervisor Warren Slocum and Assemblyman Kevin Mullin. He said the conference addressed ways in which technology is used, including the use of data analytics. He said he hopes to discuss this issue further in the future. Vice President Mandelkern said he visited Design Tech High School which is a charter school authorized by the San Mateo Union High School District. He said the school is an active participant in Skyline College's concurrent enrollment program.

Vice President Mandelkern congratulated Trustee Schwarz on her reelection and said the Board will welcome Trustee-Elect Goodman in December. He said he met President Miljanich and Trustee Schwarz 20 years ago when they were running for seats on the Board and was very impressed with both of them. He said that eight years later he also won a seat on the Board and it has been an incredible experience to work with President Miljanich. He said that, after two bond measures and a third currently underway, students now attend college in first class facilities to match their first class education. Vice President Mandelkern said President Miljanich's enthusiasm and passion for students carries over to her work with foster youth. He said she is an outstanding and wonderful human being and her name will live on in the annals of the District. Vice President Mandelkern presented President Miljanich with a resolution of honor for her service to the District, along with an award for serving as Board President during the past year.

President Miljanich said she has many people to thank and will do so individually. She thanked Chancellor Galatolo for always supporting her as a trustee. She also thanked the College Presidents and said it has been enjoyable to play a part in hiring them. She said she has received far more from the District than she has given. She said that when she first became a trustee, she did not realize how complicated, important and complex the operations were on the campuses and at the District. President Miljanich said the idea of a bond measure came out of a session on selling property. She said someone at the session suggested a bond measure and her colleagues allowed her to ask questions and get information that eventually led to getting funding from the community. She said she appreciates the congeniality of her colleagues who are open to others' ideas. President Miljanich said she will continue to be a champion of quality, affordable community college education. She said she has admiration and respect for all who come in every day and work to support students. She said she knows all of her colleagues on the Board are committed to student success and are doing the best they can for students in the community.

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

A closed session was not held.

#### **ADJOURNMENT**

The meeting was adjourned by consensus at 7:35 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the December 9, 2015 meeting.

Dave Mandelkern, Vice President-Clerk



**Skyline**  
COLLEGE

ACHIEVE

# President's Report to the Board of Trustees

**Dr. Regina Stanback Stroud**



Skyline College Celebrates Veterans Day  
Photo Credit: Keisha Ford

## SKYLINE COLLEGE BOARD REPORT

### DECEMBER 9, 2015

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#### SKYLINE COLLEGE CELEBRATES VETERANS



From Tuesday, November 10 to Thursday November 12, the entire Skyline College campus community participated in events in appreciation of our veterans. The Veterans Resource Center hosted a speaker on Tuesday. Byron Suarez spoke about his transition from the military to higher education and his career as an Attorney. Those who attended found his story very positive and motivating.

The Skyline College Veterans Club, in partnership with the Associated Students of Skyline College and the Veterans Resource Center, hosted a Veterans Day Ceremony on Wednesday in the Quad, and an Open House at the Veterans Resource Center. The event began with a warm welcome message from President Regina Stanback Stroud. Professor Timothy Dupre, along with many Skyline College student veterans, shared their stories. It was a very special day for the campus community to come together and honor veterans for their sacrifices and service.

Thursday offered another opportunity to show support for veterans with another event at the Veterans Resource Center. The San Francisco VA Medical Center, San Mateo County Veterans Service Office and Peninsula Vet Center had representatives available to answer questions and allow all veterans and dependents easy access to the resources they provide.

Article by Gina Ciardella. Photo by Keisha Ford.

#### EDUCATOR PREPARATION INSTITUTE OPENS



On Tuesday, November 17, the Early Childhood Education/Education (ECE/EDU) Program, hosted the Grand Opening of the Educator Preparation Institute (EPIcenter). The EPIcenter, along with the Child Development Laboratory Center, is designed to create a teacher preparation culture at Skyline College by providing aspiring educators in ECE, Elementary Education, and Special Education a place to collaborate, study, check out resources, and meet with faculty. The EPIcenter also provides computers and a printer for ECE/EDU students to use for their classes.

Funded by the President's Innovation Fund, Heising Simon's Fellowship, and a generous donation by a former Skyline College ECE/EDU student, the EPIcenter was able to purchase materials and equipment, hire student assistants, and plans to offer tutoring and instructional support for target courses.

The event was well attended by Skyline College ECE/EDU students, faculty and staff, District Board Members Karen Schwarz, Thomas Mohr, and newly elected Maurice Goodman, Skyline College administrators VPI Sarah Perkins, and Dean Aaron McVean.

Article by Kristina Brower and Sarita Santos. Photo by Keisha Ford.

# SKYLINE COLLEGE BOARD REPORT

## DECEMBER 9, 2015

### PHI THETA KAPPA INDUCTS STUDENTS



With friends and family in attendance, 93 students from Skyline College, 30 from College of San Mateo, and 38 from Cañada College were inducted into the Phi Theta Kappa Honor Society for the fall 2015 semester. On November 13, Beta Xi Eta, the College of San Mateo chapter, hosted the induction ceremony for new members of Phi Theta Kappa from the three colleges. It is a tradition to alternate the induction ceremonies between the three chapters. College of San Mateo President Mike Claire welcomed attendees and Joan Fisher, M.D., Ph.D., gave the keynote address and commended the members on their academic achievement. Some of the new Skyline College Phi Theta Kappa members are shown in the photo.

Article and photo by Dr. Christine Case.

### MEDICAL ASSISTING CERTIFICATES AND DEGREE APPROVED BY STATE

Administrative  
Medical Assisting Program



**Train to work in the healthcare field!**

- Learn vital workplace skills:
- work well with others
- be well organized
- be confident in dealing with patients

Learn administrative duties such as:

- medical/financial record management
- medical report editing
- patient appointment scheduling

**6 Certificates Available:**

The Skyline College Administrative Medical Assisting (MEDA) Program began in fall 2015 and offers five certificates and an A.S. Degree, which are designed to meet cutting edge needs

in the various areas of administrative medical assisting. The courses are available for registration and require no special application, offering a direct route for students who are interested in working within a medical environment. While students have been able to take part in the MEDA program and work towards their certificate or degree goal, the college has been waiting on the final approval from the State Chancellor's office.

Skyline College Counselor and Articulation Officer Jacqueline Escobar was able to announce the program approval to Ray Hernandez, Dean of the Science, Math, and Technology (SMT) Division. They are proud to announce that the following certificates and degree in the MEDA Program have been approved by the State Chancellor's office for Skyline COLLEGE:

- Administrative Medical Assisting, A.S. Degree
- Administrative Medical Assisting, Certificate of Achievement
- Medical Coding, Certificate of Achievement
- Medical Editing, Certificate of Achievement
- Medical Insurance Billing, Certificate of Achievement
- Medical Office Receptionist, Certificate of Achievement

Article by Bernadette Newland and Alana Utsumi.

### ACBSP WESTERN REGION CONFERENCE CO-HOSTED BY BUSINESS PROGRAM



Skyline College Business Program and Notre Dame de Namur co-hosted the annual Association Council for Business Schools and Programs (ACBSP)

Western Region Annual Conference on October 21-23, 2015 at the Sobrato Center in Redwood City. Presentations were made by faculty on the conference theme "Creating New Knowledge in the Classroom".

Skyline College President, Dr. Regina Stanback Stroud welcomed the attendees to the conference and talked about the value of business accreditation to Skyline College.

The Keynote speaker was Rhonda Abrams, CEO of The Planning Shop. Rhonda is a member of the Business Program Advisory Board at Skyline College. Dean Christine Roumbanis, Professor Linda Whitten, and former Dean Don Carlson made a presentation on the value of accreditation and honor societies.

Article and photo by Linda Whitten.

## SKYLINE COLLEGE BOARD REPORT

### DECEMBER 9, 2015

#### VOCAL JAZZ ENSEMBLE PERFORMS AT THE CUESTA COLLEGE JAZZ FESTIVAL



On November 7, 2015, the Skyline College Vocal Jazz Ensemble, under the direction of Michelle Hawkins, travelled to San Luis Obispo to perform at the 17th Annual Vocal Jazz Festival held at Cuesta College. They performed an exciting and eclectic set of songs featuring the world premiere of “Wake Me Up” by Avicii. This arrangement was commissioned specifically for the Skyline College Vocal Jazz Ensemble and was written by Matt Falker of Mira Costa College.

The Vocal Jazz Ensemble received rave reviews from the clinicians and audience alike. They had a private workshop with Matt Falker and received constructive feedback on their performance. They also heard several ensembles from various colleges across California including CSU Long Beach, College of the Canyons and Contra Costa College.

You can hear the Skyline College Vocal Jazz Ensemble at their upcoming concert on Wednesday, December 9, 2015 at 7:30 p.m. in the Theater.

Article by Michelle Hawkins. Photo by Scott Case.

#### HEALTH CENTER HOSTS FALL HEALTH FAIR



On Wednesday, November 4, 2015 the Health Center Staff hosted the Fall Health Fair. The event was a great success, with over 350 attendees. The goal of the event was to educate community members on health related topics such as diet, exercise, health maintenance, health insurance, preventative medicine, smoking cessation and other health related topics. There were over 30 representatives from various health related fields sharing their insight on how to maintain and improve one’s overall health.

Other instructional programs and departments at Skyline College provided services at the health fair. Cosmetology students provided hand massages, express manicures and facial mapping. Students and faculty from the Wellness Department gave chair and table massages. The Respiratory Care students performed lung assessments and took vital signs. Representatives from the Psychology program presented information of Seasonal Affective Disorder. Faculty from Kinesiology provided valuable information on body fat percentage and fat distribution in the body as well as information about fitness and health. SparkPoint staff members shared information about their programs and other community resources including Medi-Cal and CalFresh. We were also joined by nursing students and faculty from San Francisco State University and the College of San Mateo.

The fair gave these students a great opportunity to practice their craft and educate the community.

Article and photo by Emily Risk.

## SKYLINE COLLEGE BOARD REPORT

### DECEMBER 9, 2015

#### STUDENTS SHINE AT NATIONAL SCIENCE MEETING



At the Society for the Advancement of Native Americans and Chicanos in Science (SACNAS) Conference on October 29-31, five Skyline College students presented their original scientific research alongside students from University of Texas, Princeton University, Yale University, University of California, University of Vermont, Stanford University, and many other universities. The conference theme was Interdisciplinary Collaboration: The Role of Diversity in STEM Innovation. The conference was held in Washington, D.C. and sponsored by the CIA, the National Geospatial Intelligence Agency, and the USDA.

Papers were selected for the conference in a competitive judging process from abstracts submitted in June. About half of the submitted abstracts are accepted for the conference.

Skyline College's students worked with their mentor, Christine Case. They began their research last spring in BIOL 230 and continued through the summer in BIOL 695. Stephen Fredricks worked with the students to register and prepare them for presenting at a national conference. Chris and Stephen reported that the students were knowledgeable and professional, and represented Skyline College well.

You can see the students and their posters at <http://accounts.smccd.edu/case/biol690/students15.html>. All of these students now have their first publication:

- “Impacts of Invasive Plants on Microbial Metabolism in Coastal Sand Dunes,” Ai Tran
- “Performance Comparisons of Co-Occurring Native Baccharis and Invasive Delairea,” Sam Reveles
- “Indoor Microbial Air Quality of a 42-Year-Old Elementary School,” Lillian Sturmer and Nichole Palmer
- “Evaluating Rhodiola rosea for Controlling Food Spoilage and Foodborne Illness,” Wafa Zeidan

Article and photo by Dr. Christine Case.

#### GUARDIAN SCHOLARS STUDENTS HOST ESCALATION WORKSHOP



On Wednesday, November 4, 2015, the Guardian Scholars Program hosted an Escalation workshop for Professor Tim Dupre's class. The workshop consisted of a 40 minute video provided by the One Love Foundation depicting domestic violence followed by a deep discussion pertaining to the signs of relationship violence.

The Guardian Scholars Program provides resources and support for current and former foster youth at Skyline College. Resources include book vouchers, school supplies, a dedicated counselor, a dedicated financial coach and a space to study and/or lounge.

Article and photo by Soledad McCarthy.

## SKYLINE COLLEGE BOARD REPORT

### DECEMBER 9, 2015

#### SHORT FILM “FACING FEAR” SCREENED AT ALL THREE DISTRICT COLLEGES



As a result of the District-sponsored professional development trip to the Museum of Tolerance in Los Angeles, the three sister colleges and the District were inspired to host a screening of the short film, “Facing Fear” at all three campuses, beginning at Skyline College on October 14.

In the film, “worlds collide when a former neo-Nazi skinhead and the gay victim of his hate crime attack meet by chance 25 years after the incident that dramatically shaped both of their lives. Together, they embark on a journey of forgiveness that challenges both to grapple with their beliefs and fears, eventually leading to an improbable collaboration...and friendship.”

Each of the colleges were honored to host Mr. Jason Cohen, Director and Producer, Mr. Matthew Boger and Mr. Timothy Zaal, both subjects of the film, who sparked some truly insightful discussions.

After each documentary screening, the audience was invited to participate in an interactive discussion. The audience was particularly interested with Boger’s forgiveness and how he moved on with his life, thus many questions gravitated toward whether Zaal’s actions were due to his own past violent encounters and whether Boger truly forgave him. Both Boger’s and Zaal’s heartfelt answers inspired and moved the audience. Repeatedly, the audience was prompted to adopt an attitude of courage: courage to learn and understand differences, courage to forgive those who mistreat you, courage to be forgiven, and courage to redeem yourself.

Cohen’s phenomenal film, “Facing Fear,” along with Cohen’s, Boger’s, and Zaal’s presence for the live interactive discussion tied closely with Skyline College’s reputation in promoting equality and social justice. This event provided the audience an opportunity to explore the roots of hatred and the power to effect change within oneself that unconsciously lead to significant transformations on personal and social levels.

Article by Belinda Chan. Photo by Claudia Paz.

#### PARTNERSHIP WITH BASE 11 SEEKS TO CREATE NEW OPPORTUNITIES FOR STEM STUDENTS



Right now, there are clear opportunities for employment in the field of Science, Technology, Engineering and Math, commonly referred to as STEM, but not enough students are studying these crucial subjects. Skyline College, along with community colleges across the nation, face the unique challenge of building awareness of these opportunities within our student body, and to give students the tools and skills they need to pursue them, succeed in STEM, and help to close the skills gap between education and employment.

That’s why the College is proud to announce a new partnership with Base 11, a workforce development and entrepreneurial innovation company focused on creating the next generation of leaders in STEM. Base 11 specifically partners with community colleges to provide under-resourced students with hands on training in STEM entrepreneurialism and exclusive access to competitive internships.

## SKYLINE COLLEGE BOARD REPORT

### DECEMBER 9, 2015

Beginning next semester, Base 11 and Skyline College will be working together to create a new innovation center, called a Fabrication Lab, in Building 8. This Fab Lab will be a dedicated space providing STEM students with a foundation in what it takes to create a start-up venture using their STEM ideas and innovation. Students will be provided with the instruction and tools to take their ideas and develop them into a STEM related business enterprise.

Through this partnership, Skyline College students will also gain access to incredible paid internship opportunities at institutions like USC, The Smithsonian, UC Irvine, and CalTech.

At its root, Base 11 is striving to help create a sustainable middle class in America, and the organization recognizes that education and entrepreneurship in the STEM field is one of the most viable ways to help do just that. As a measure of their success, they have established the Base 11 Victory Circle with the goal of empowering 11,000 high potential, low-resource students by 2020.



The Base 11 Victory Circle is made up of students who have achieved admission to a four-year university to pursue a STEM-related major, have secured employment in a STEM-related job, or have developed a STEM-related business enterprise. Skyline College is proud to have representation in this group.

On Monday, November 16, during the Science in Action lecture series, Skyline College student and Victory Circle member Nicholas Mejia presented on his recent Base 11 internship at CalTech.

Article by Connor Fitzpatrick. Photo by Keisha Ford.

### IMPROVING INSTITUTIONAL EFFECTIVENESS AT SKYLINE COLLEGE



On Monday, November 30th, Skyline College hosted a Partnership Resource Team (PRT) made up of community college professionals from around the state as part of the Institutional Effectiveness Partnership Initiative (IEPI) administered by the State Chancellor's Office Institutional Effectiveness Division. College representatives joined the PRT to discuss specific areas of interest identified for technical assistance, including integrated planning and resource allocation, enrollment management, and distance education. Members of the PRT were specifically chosen based on their experience and knowledge in one or more of these specific areas.

The PRT, which was chaired by Dr. Jannett Jackson, Chancellor of the Chabot-Las Positas District, recognized that Skyline College is a high functioning institution and approached their work with that as a starting point, looking for ways that the College could improve and build upon its solid foundation of innovation and success. Throughout the course of the day, different individuals were invited to provide insights to the PRT based on their area of responsibility in the College. Academic Senate President Kate Browne, Classified Senate Vice President Alana Utsumi, and Associated Student President Dennis Zheng joined for discussions about integrated planning and budget and the role of College governance. Experts from Skyline College's Distance Education program and CTTL also joined for discussion about quality online instruction.

The PRT will make two additional visits to Skyline College in the Spring semester to provide observations and feedback. Their involvement with the College will make available up to \$150,000 in state grant funds to support improving institutional effectiveness.

Article by Aaron McVean. Photo by William Nacouzi.

**SKYLINE COLLEGE BOARD REPORT**  
**DECEMBER 9, 2015**

**UPCOMING EVENTS**

**BACH TO THE FUTURE! - CONCERT BAND AND  
ORCHESTRA PERFORMANCE**  
Friday, December 11, 2015  
7:30 p.m. - 8:30 p.m.  
Theater

**SCIENCE IN ACTION LECTURE SERIES**  
Monday, December 14, 2015  
4:30 p.m. - 6:00 p.m.  
Building 7, Room 7-106



**KAPPA BETTA DELTA FOOD DRIVE  
SECOND HARVEST FOOD BANK**  
Now- December 11, 2015  
Barrels for food collection are around campus and  
monetary donations can be made online at:

**WOMEN'S MENTORING ACADEMY CELEBRATION**  
Tuesday, December 15, 2015  
2:00pm - 4:30pm  
BAEC - 458 San Mateo Avenue

<https://www.shfb.org/page.aspx?pid=993&FFDDrive=15%20FD%20Holiday&FFDOrg=475139>

*Achieve*

# President's Report to SMCCCD Board of Trustees



## Upcoming Events

December 10  
CSM Winter Electronic Music Concert  
7:00 pm; Theatre

December 11  
Fall Honors Project Showcase  
2:00 pm- 5:00 pm; 10-468

December 11  
Psychology/Philosophy Movie Night  
6:30 pm-9:30 pm; Theatre

December 15  
Intra-Squad Swim Meet  
3:00 pm- 6:00 pm; POOL

December 16  
Mana Event:  
Our Sea of Islands  
5:00 pm-9:00 pm; Bayview Dining Room

December 18  
CSM Womens Basketball  
CSM Invitational Tournament  
All-Day  
Gymnasium

## News:

### CSM Sponsors CalTeach Students

Several years ago CSM was selected by the UC Office of the President to offer the CalTeach program. Cal Teach is a program for undergraduate science, technology, engineering, and mathematics (STEM) majors interested in exploring a career in education. CSM was selected because of the high number of CSM STEM majors transferring to the UC System. According to Professor Kathy Diamond, project coordinator: "Our students have been working with mentor teachers in third, fourth, fifth, sixth grade, and high school classrooms, and got to teach some lessons to the students themselves. For our seminar meetings the students investigated and reported on California's Common Core curriculum, as well as having in-depth discussions of work in their respective classrooms. It was an excellent semester for students and mentors."

<http://calteach.berkeley.edu/>

### SBDC Assists SF Wine School in their Move to South San Francisco

The San Francisco Wine School had a grand opening for their new permanent location on November 6. After operating out of hotel locations for the past four years the school moved to its new permanent location in downtown South San Francisco. The facility enables the school, the largest private wine school in the United States, to hold all of its classes and events in one location. The SBDC advised the school's ownership on its financials, lender presentation, and connected them with Opus Bank in the Bay Area, who was able to provide the school with the working capital funding they required. <http://sanfranciscowineschool.com/>

### **Fast Track to Completion Program “on track” for Spring 2016**

CSM’s Fast Track to Completion Program is designed for students who have either dropped courses during the semester or who were unable enroll in classes at the start of the semester. This program or “mini-mester” as some call it, will be offered toward the end of the spring semester. The course offerings are full semester courses, which are offered in a compressed format. These courses fulfill general education requirements and provide a second chance for students so that they can stay on track with their educational goals. Andreas Wolf, Dean of Kinesiology, Athletics, and Dance suggested the idea after visiting an out of state university.

### **CSM and City College Pacific Islander Programs Collaborate on “Our Sea of Islands” Event**

Students enrolled in Pacific Islands Studies (PI) at CCSF and CSM will present projects and performances integrating what they've learned in their courses. This collaboration of PI Studies students from CCSF and CSM is meant to foster a sense a community and to bring together elders, parents, relatives and friends from our Pacific Islander communities. The event will be held at CSM in the Bayview Dining Room on December 16.

### **Mathematics Department Launches “Problem of the Month” Contest**

The Mathematics Department has started a Problem of the Month competition. The problem chosen each month can be solved using mathematics skills and techniques learned in intermediate algebra or lower. The intention of this program is to engage students in mathematics outside the classroom, getting them to think about problems that aren't directly related to a certain textbook or course. These problems require the students to synthesize knowledge from multiple topics to come to a complete solution. Student winners receive a \$100 gift certificate. <http://collegeofsanmateo.edu/math/>

### **Former Student Boryana Dineva Promoted to Vice President**

CSM alumna Boryana Dineva was recently promoted to Vice President of Human Resources at the Wikimedia Foundation. Boryana’s previous position was the Head of Human Resource Data Analytics at Tesla Motors. Boryana transferred from CSM to UC Berkeley where she earned a bachelors in business administration in 2008.

### **CSM Sustainability Committee working for CSM to become Bee Campus USA Certified**

The Sustainability Committee is working with District Facilities to designate CSM as an official “Bee Campus USA”. The intent of this initiative is not to attract more bees to the campus; rather, it is designed promote sustainable practices that do not harm the existing bee population. CSM would be the first educational institution in California to receive this honor. <http://www.beecityusa.org/>

*Photo of the Month: Family Science Day*





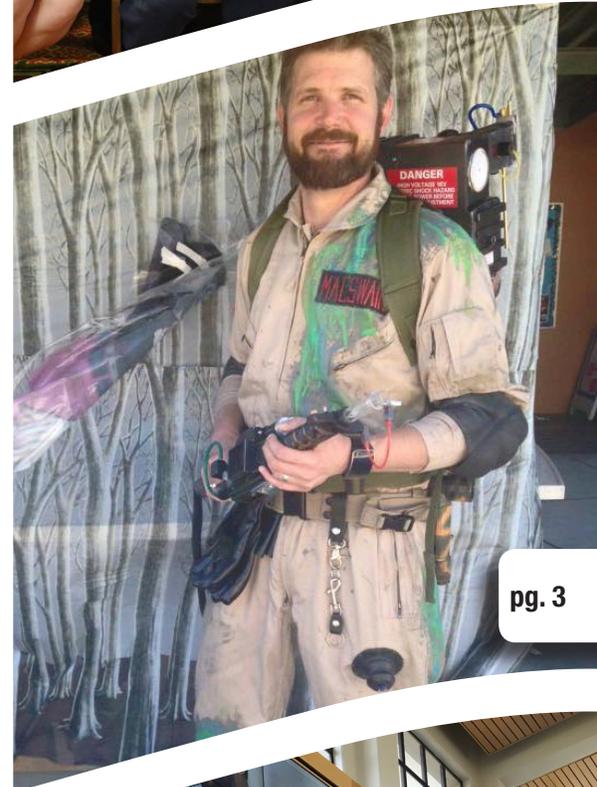
# Cañada College

report to the  
SMCCCD Board of Trustees

December 9, 2015



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## Cañada STEM Student Leaders Connect with Silicon Valley Industry



Four Cañada College students honed their leadership skills at the 12th Annual Mathematics, Engineering, Science Achievement (MESA) Student Leadership Conference. Cañada students Carmina Cruz, Biana Corine Doronila, Amado Flores Renteria and Juan Lopez Casildo, received the special invitation-only conference for math-based majors in the country's science, technology, engineering and math (STEM) innovation hub.

The hand-picked MESA students, all science, engineering, or math majors, represented 38 California universities and community colleges. Students participated in mock interviews, connected with industry representatives, heard guest speakers and attended workshops.

## Cañada College's New Recruiter, Mayra Arellano



Please give a warm Cañada welcome to Mayra Arellano, Cañada's new College Recruiter! A Redwood City native, Mayra has dedicated many years into the transformation of her community through positive youth development.

Mayra graduated from Santa Clara University with a B.S in Combined Sciences and a minor in Sociology. She gained the majority of her experience in empowering youth and helping them develop a sustainable educational plan through her work at the Redwood City Boys & Girls Club of the Peninsula. She also spearheaded many of the organization's new initiatives to strengthen their mission and multiply the number of youth leaders amongst their community.

Her heartfelt passion derives from early experiences when volunteering for the Stanford Cancer Center where she gained an immense compassion for helping others overcome challenging moments in life. That's when she knew that assisting and supporting her community were going to be essential to her work field. She is excited to

join the Cañada College community where she hopes to inspire students to reach their full potential.

# Cañada College Halloween 2015



## Cañada Hosts CTE College Success Day!



CTE College Success Day, held on Friday, November 6, was a huge success! During this event, presented by Outreach and CTE Transitions, Cañada College hosted 225 students (and 12 chaperones) from both the Sequoia and San Mateo High School Districts.

After a welcome in the Theatre, the students attended three workshops. The first workshop was hosted by SparkPoint and focused on teen financial literacy. With our Counseling Department, students also found their Inner Superheroes and tied them to majors and careers. After a snack and a visit to the Multimedia Art Show, students chose from seven hands-on Career Technical Education classes in Fashion, Early Childhood Education, Customer

Service (CBOT), Business, Computer Science, Multimedia Art and Medical Assisting.

This event helped students see themselves as college students and exposed them to programs that will lead to degrees and jobs. It would not have been possible without the support of student, faculty and staff volunteers who helped set-up, cleanup, welcome students, guide groups, and host lunch.

## New Faces to our Facilities Team



Please welcome Winnie Kwofie and Gordon Tong to our Facilities team!

Gordon Tong is Cañada College's new Chief Engineer. Born and raised in San Francisco, he is married with three children and resides in San Mateo. Gordon has worked for SMCCCD for one and a half years and enjoys the atmosphere that the District has to offer.

Winnie Kwofie is the Facilities Manager for Cañada College. She is a licensed State of California Civil Engineer with extensive experience in engineering, construction and facilities management. Prior to joining Cañada College, Winnie was the Associate Director of Engineering and Energy Services at UCSF Campus Facilities Department for six and half years. While at UCSF, she received two prestigious Chancellor's awards: 2012 Public Service Award for her leadership role in promoting UCSF's public health mission, and 2014 Dr. Martin Luther King Jr Diversity Award for being a champion and a strong advocate for initiatives and programs to support the professional development of underrepresented staff. She is looking forward to contributing collaboratively to building a thriving and learning environment for everyone here at Cañada College.

# Preliminary Report of Cañada College Pilot Study for the Multiple Measures Assessment Project (MMAP)



Cañada College is one of twenty schools across the state participating in the Multiple Measures Assessment Project (MMAP). The focus of the pilot study has been on using high school transcripts to determine placement into college-level English and math courses. Preliminary findings from the pilot study will be presented to the Board of Trustees on December 9th, 2015. Key findings to date are outlined below.

To be eligible to participate in the pilot study, students must have graduated from high school within the past 3 years and have access to a copy of their high school transcript.

## English - Key Findings

To be eligible for possible placement into College English, faculty from our English Department determined that students had to have a high school GPA  $> 2.3$  and a grade of B- or better in 11th or 12th grade English. Using these measures, 136 students placed into college-level English and 106 (78%) of these students actually enrolled in ENGL 100. For comparison, in the same time period the previous year, only 52% of students who placed into ENGL with the Compass placement test actually enrolled in ENGL 100. Overall enrollment in English 100 increased by 110% for first-time and first-time transfer students. The data suggests that using high school GPA and grades have a larger effect on placement for Hispanic/multi-race males compared to placement using Compass.

## Math - Key Findings

To be eligible for placement into a transfer-level math class, math faculty determined that students had to have a high school GPA  $> 3.2$  and a grade is C or better in algebra 2 or higher level math in high school. Only 71 students met these requirements and, of these, 58 (82%) placed into transfer-level math and 40 (59%) actually enrolled in a transfer-level math class – most often statistics. For comparison, in the same time period the previous year, only 41% of the students who placed into transfer-level math with the Compass placement test actually enrolled in a math class. The data suggests that using high school GPA and grades have a significant effect on placement for our male students compared to placement using Compass.

Thank you to the MMAP team.



## Cañada College celebrated its 2nd International Education Week and Veteran's Day



Cañada College celebrated its 2nd International Education Week and Veteran's Day from November 10-12. The week kicked off with a Reveille Ceremony performed by members of the U.S. Army and a panel of former military personnel currently studying at Cañada College. They shared their decision to join the military as a way to discover their strengths before deciding on a college major. They gained valuable experience while being stationed overseas and took advantage of the opportunities to pursue their higher education through the GI Bill.

The second day of International Education Week included a Study Abroad Fair that highlighted SMCCCD's study abroad opportunities in Florence, London, and Paris as well as information about scholarships for study abroad. Other events during the week included a Multicultural Awareness Project (MAP) Club meeting that compared universal and regional laws across the globe and a film screening of *Maestra: Education as Transformation* and talk with History Professor Alison Field about the Cuban Revolution and 1961 Literacy Campaign.

The week ended with a Harry Potter inspired Quidditch Match on the Upper Lawn where students competed to win Harry Potter scarves and an International Showcase with international snacks and student performances featuring a Malaysian song and dance, a Glee Club performance and a Hawaiian dance. Special thanks to ASCC, V-ROC, International Student Center, SMC-CD Study Abroad, and Pacific Dining for preparing international themed specials at The Grove.



## Paul Roscelli Named one of PTK's 2016/2017 Faculty Scholars



Economics & Accounting Professor Paul Roscelli was one of 30 community college instructors selected from among nearly 3,000 chapter advisors to serve as Phi Theta Kappa's (PTK) 2016/2017 Faculty Scholars. The scholars were selected through a rigorous application process through which they demonstrated excellence in teaching or administration. The selection committee also considered where the applicant lives, the PTK division in which they advise, the teaching or professional discipline and the variety in terms of the number of years the applicant has served as a chapter advisor. The result is a strong, diverse group of Faculty Scholars.

Professor Roscelli has been a Faculty Advisor of Beta Zeta Nu, Cañada College's PTK Chapter, for 16 years.

## Entrepreneurship Center Holds First-time Event



The Cañada College Entrepreneurship Center, with the support of the Student Club B.E.C. (Business and Entrepreneurship Club), successfully held its first campus-wide event at the Grove on November 17. Keynote speaker Devin Lars, CEO and co-founder of Doing Everything Different, a fashion brand worn by many celebrities, mesmerized the audience with inspiration and motivation while presenting his own road as a self-made entrepreneur.

A small business panel was then invited and each member shared his/her experience of the opportunities and challenges of business ownership. Panel member Megan O'Connell, a former Cañada College student, started her business in Aquaponics while Metin Ozen, a former M.I.T. student and Ph.D. in Applied Mechanics from UCONN, chose

the entrepreneurial pathway and started his firm Ozen Engineering in Sunnyvale. Another panel member, Mark Wittman, is the Co-founder of Farm Hill, a food-startup in Redwood City that delivers health and delicious meals.

Attendees had plenty of opportunity to network with speakers and business panel members as well as amongst each other. This event was funded by the State Chancellor's Doing What Matters Initiative and by Wells Fargo Bank. It was organized by Professor Yurtseven, a full-time faculty member of the Business Department at Cañada College who is also responsible for managing the Entrepreneurship Center. The Cañada College Business Department offers courses, degrees and certificates in entrepreneurship as well as a number of other business degrees and certificates. For more information, contact Professor Yurtseven at [yurtsevenl@smccd.edu](mailto:yurtsevenl@smccd.edu).



## Paul Naas in Visual Effects Society



**Professor Naas on left**

Digital Art & Animation Professor Paul Naas has recently been granted membership in the Visual Effects Society (VES), a global professional honorary society. The VES is the entertainment industry's only organization representing the full breadth of visual effects practitioners including artists, technologists, model makers, educators, studio executives, supervisors, PR/marketing specialists and producers. Membership in the VES is based on professional achievement, and applicants must be sponsored by two current members.

Professor Domenic Allen is also a member of the VES, and was one of Professor Naas's sponsors. Professor Naas hopes that this honor will provide opportunities to bring

more studio professionals to the campus to work with students, and increase the visibility of the Digital Art & Animation program at Cañada within the bay area effects industry.



**BOARD REPORT NO. 15-12-2C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kim Lopez, Interim Vice President, Student Services, Cañada College, 306-3234  
Chialin Hsieh, Dean, Planning & Research, Cañada College, 306-3145  
Tracy Huang, Research Analyst, Cañada College, 306-3198

**REPORT ON THE MULTIPLE MEASURES ASSESSMENT PROJECT (MMAP)  
AT CAÑADA COLLEGE**

Cañada College is one of twenty colleges across the state participating in the Multiple Measures Assessment Project (MMAP). The focus of the pilot study has been on using high school transcripts to determine placement into college-level English and math courses. Preliminary findings from the pilot study will be presented.



## **Multiple Measures Assessment Project (MMAP) Preliminary Report of Cañada College Pilot Study**

Summer and Fall 2015

To be eligible to participate in the pilot study, students must meet the following criteria:

- Be a high school senior or recent high school graduate (within the past 3 years).
- Have access to a copy of high school transcript.
- Eligible students are placed into college-level English if their cumulative high school GPA is greater than or equal to 2.3 and their grade in 11<sup>th</sup> or 12<sup>th</sup> grade English is B- or better.
- Eligible students are placed into college-level Math if their cumulative high school GPA is greater than or equal to 3.2 and their grade is C or better in algebra 2 or higher level math.

### **English - Key Findings**

- In Summer and Fall 2015, 149 students were eligible for the English MMAP pilot.
  - 91% placed into college-level English using the MMAP criteria.
  - 78% of the 136 students who placed into college-level English actually enrolled in college-level English in either Summer or Fall 2015.
- For comparison, in Summer and Fall 2015, 422 students took the Compass placement test for English.
  - 29% placed into college-level English.
  - 52% of the 123 students who placed into college-level English with Compass enrolled in college-level English in either Summer or Fall 2015.
- Overall enrollment in English 100 increased by 110% for first-time and first-time transfer students.
- MMAP placement affects Hispanic/multirace males compared to placement using Compass.

### **Math - Key Findings**

- In Summer and Fall 2015, 71 students were eligible for the math MMAP pilot.
  - 82% placed into college-level math.
  - 69% of students who placed into college-level math actually enrolled in college-level math.
- For comparison, in Summer and Fall 2015, 648 students took the math Compass placement test.
  - 30% placed into college-level math.
  - 41% of these students actually enrolled in a college-level math.
- Overall enrollment in college-level math for first-time and first-time transfer students increased from 188 in Summer and Fall 2014 terms to 217 in Summer and Fall 2015
- Math placement using MMAP significantly affected male students.
- Most students placing into college-level math using MMAP enrolled in MATH 200 (statistics)

**Data on the success of these students in their Fall courses is not yet available.**

**BOARD REPORT NO. 15-12-1A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel  
(650) 358-6883

**APPROVAL OF PERSONNEL ITEMS**

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

**1. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT**

**District Office**

**David Feune** Director of Human Resources Human Resources

Reassignment from the position of Human Resources Manager (Grade 194E of the Academic/Classified Exempt Supervisory Salary Schedule 35) into this administrative assignment (Grade AE of the Management Salary Schedule 20), effective December 10, 2015, replacing Deborah Carrington.

**Cañada College**

**Heidi Diamond** Dean of Business, Design and Workforce Business & Workforce Development

New administrative employment, effective January 4, 2016, replacing David Hamilton.

**College of San Mateo**

**Laura Demsetz** Dean of Creative Arts and Social Science Creative Arts & Social Science

Reassignment from Professor (Faculty Salary Schedule 80) into this administrative assignment (Grade AD of the Management Salary Schedule 20), effective November 19, 2015, replacing Kevin Henson.

## 2. PUBLIC EMPLOYMENT

### 1. New Hires

#### Cañada College

**David Monarres** Instructor, Math Science, Math & Technology

New Contract I status academic employment, effective January 19, 2016. This is a vacant position.

#### College of San Mateo

**Christine Su** Retention Specialist Admissions & Records

New full-time, 12-month classified employment, effective November 10, 2015. This is a new position that was Board approved on July 8, 2015.

**Justin Merritt** Promotions & Web Content Coordinator Community Relations & Marketing

New full-time, 12-month classified employment, effective December 1, 2015, replacing Valerie Tyler.

#### District Office

**Robert Murphy** Lead Groundskeeper Facilities

New full-time, 12-month classified employment, effective November 30, 2015, replacing Zachary Traywick.

**Dimitrios (Jim) Vlahos** Human Resources Representative Human Resources

New full-time, 12-month confidential employment, effective November 24, 2015, replacing Anne Palu.

**Derrick Banks** Project Director (Intensive English Program) Auxiliary Services

New full-time, 12-month classified professional/supervisory employment, effective November 30, 2015. This is a new position that was Board approved on September 9, 2015.

#### Skyline College

**Eric Imahara** Staff Assistant Enrollment Services

New full-time, 12-month classified employment, effective December 2, 2015, replacing Adriana Johnston.

**Tia Holiday** Retention Specialist Counseling  
(Funded by Student Equity – Guardian Scholars Program)

New full-time, 12-month temporary classified employment, effective November 30, 2015. This new temporary position is funded by Student Equity – Guardian Scholars Program and was Board approved on July 22, 2015.



**2. Resignation****College of San Mateo****Valerie Higgins**

Instructional Aide II

Language Arts

Resigned effective October 30, 2015.

**Kaushiki Kapoor**

Instructor, Nursing

Mathematics and Science

Resigning effective December 18, 2015.

**District Office****Curtis Tod**

Senior Maintenance Engineer

Facilities, Planning &amp; Operations

Resigned effective November 13, 2015.

**Skyline College****Inger Nolan**

Storekeeper

Business, Education &amp; Professional Programs

Resigned effective October 16, 2015.

**8. 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 College	VPSS/DRC	1	1/4/2016	6/30/2016	<b>Instructional Assistant II:</b> 48% position assisting in the Disability Resource Center Alternate Media Office and Media Lab due to a significant increase in converting textbooks to alternate media for students with print disabilities.
College of San Mateo	Enrollment Services/Admissions & Records	2	1/1/2016	6/30/2016	<b>Admissions &amp; Records Assistant II:</b> Assist with answering phones, responding to emails, calling students to remind them to pay fees, scan and index documents, assist students with registration.
District Office	Chancellor's Office/Auxiliary Services	1	11/1/2015	11/30/2015	<b>Project Director:</b> This is an extension of a previously Board approved position. The hiring process for the permanent Project Director position is well underway and should be completed by end of November.

District Office	Chancellor's Office/Auxiliary Services	1	12/1/2015	3/31/2016	<b>Program Services Coordinator:</b> To assist the new Director with the establishment of the English Language Programs at Cañada College and Skyline College.
District Office	Facilities	1	1/1/2016	6/30/2016	<b>Document Management Specialist:</b> Assist with various projects with Facilities Planning such as archiving document filing and other capital planning and construction related administrative tasks.
District Office	Human Resources	1	1/1/2016	6/30/16	<b>Human Resources Representative:</b> This is an extension of a previously Board approved position. Responsible for health benefits billing, COBRA payment tracking, retiree medical benefits and payments, and other duties as assigned.
Skyline College	Global Learning Programs & Services (Bay Area Entrepreneur Center)	1	1/1/2016	6/30/2016	<b>Office Assistant II:</b> This is an extension of a previously Board approved position. Provide clerical work involving organizing, maintaining and scheduling for the division. Under direction of the dean, employee assists planning, coordinating and implementation of services such as student recruitment, orientation, special events, tours, and specialized programs. Public contact is extensive.
Skyline College	CWD/SMT/Career Advancement Academy	2	1/1/2016	2/28/2016	<b>Instructional Aide II:</b> This is an extension of a previously Board approved position. Will be used as needed to support students needing supplemental instruction/tutoring as they progress through their Career Advancement Academy pathway.
Skyline College	TRiO/Counseling	3	1/1/2016	6/30/2016	<b>Instructional Aide II:</b> This is an extension of a previously Board approved position. Provide individualized and small group tutoring services to students in Math, English, ESOL, Chemistry, Biology and Social Science over the course of a 12-hour day; assist in the presentation of workshops, classroom visits and study groups.

Skyline College	Academic Support and Learning Technologies	5	1/1/2016	6/30/2016	<b>Instructional Aide II:</b> This is an extension of a previously Board approved position. Provide individualized and small group tutoring services to students in Math, English, ESOL, Chemistry, Biology and Social Science over the course of a 12-hour day; assist in the presentation of workshops, classroom visits and study groups.
Skyline College	Business, Education and Professional Programs	1	1/1/2016	6/30/2016	<b>Retention Specialist:</b> This is an extension of a previously Board approved position. Position will facilitate study groups with students (2 hrs./week); conduct monthly one-on-one meetings with students; coordinate monthly team building activities (1 hr./month); perform administrative duties (5 hrs./week); prepare and conduct workshops; transportation for Early Learning Foundation for field trips and team-building activities. Total of 10-15 hrs./week.
Skyline College	Science/Math/Technology/ Energy Systems Technology	1	12/1/2015	6/30/2016	<b>Instructional Aide II:</b> This is an extension of a previously Board approved position. Support instruction and lab setup for construction course held at Capuchino High School.
Skyline College	Science/Math/Technology	2	1/1/2016	6/30/2015	<b>Lab Technician:</b> This is an extension of a previously Board approved position. Provide intermittent assistance with lab setup and maintenance in Physics and Geology. Days/hours will vary with student need and will be most utilized during midterm and final preparation.
Skyline College	Science/Math/Technology	4	1/1/2016	6/30/2016	<b>Lab Technician:</b> This is an extension of a previously Board approved position. Assist the lab techs during intense instructional times such as lab tests, complex experiments and student check in and check out.

Skyline College	Science/Math/ Technology – Surgical Technology	1	1/1/2016	6/30/2016	<b>Instructional Aide II:</b> This is an extension of a previously Board approved position. Assist with lab preparation, lab assignments, and skills testing during specific lab periods.
Skyline College	Science/Math/ Technology – Respiratory Technology	1	1/1/2016	6/30/2016	<b>Instructional Aide II:</b> This is an extension of a previously Board approved position. Assist with lab preparation, lab assignments, and skills testing during specific lab periods.
Skyline College	Science/Math/ Technology – Allied Health	2	1/1/2016	6/30/2016	<b>Instructional Aide II:</b> This is an extension of a previously Board approved position. Assist with student support needing supplemental instruction/tutoring in the surgical careers and allied health programs.
Skyline College	Science/Math/ Technology – Emergency Medical Technician	4	1/1/2016	6/30/2016	<b>Instructional Aide II:</b> This is an extension of a previously Board approved position. Oversee skills testing during specific labs and provide supervision for Instructional Aide I positions for the EMT program as required by accrediting agencies.
Skyline College	Science/Math/ Technology – Emergency Medical Technician	6	1/1/2016	6/30/2016	<b>Instructional Aide I:</b> This is an extension of a previously Board approved position. Assist with skills testing during specific labs for the EMT program as required by accrediting agencies.
Skyline College	Marketing, Communications & PR	1	1/4/2016	6/30/2016	<b>Office Assistant II:</b> This is an extension of a previously Board approved position. Provide administrative support to the Office of Marketing, Communications and Public Relations. Communicate across campus divisions as needed to assist the team in production of college publications. Assist with budget related tasks as needed.

Skyline College	Student Services/Assessment	1	12/1/2015	6/30/2016	<b>Office Assistant II:</b> Provide follow-up core clerical assistant services to Assessment Center staff, especially to SSSP services of orientation, assessment, counseling/advising and follow-up services. Assist with entering and retrieving data using different software. Prepare activity reports. Support in planning various educational and cultural events.
Skyline College	Student Services/Transfer	1	12/1/2015	6/30/2016	<b>Office Assistant II:</b> Provide follow-up core clerical assistant services for the Transfer Center staff. Assist with entering and retrieving data using different software. Prepare activity reports. Support in planning various educational and cultural events.
Skyline College	Kinesiology/Athletics/Dance	1	1/18/16	5/27/16	<b>Assistant Coach(es):</b> This is an extension of a previously Board approved position. Dance Production Assistant: provide functions that are integral to the Dance program. Assist with rehearsals, public relations, day of event management, coordination of student segments, publications, ticket office functions, website updates, and outreach and sponsor solicitation.
Skyline College	Kinesiology/Athletics/Dance	1	1/1/2016	5/27/16	<b>Assistant Coach(es):</b> This is an extension of a previously Board approved position. Sports Information Assistant: provide functions that are integral to the athletic program and its promotion. Assist with website content, event management, public address announcement, coordinate team pictures, assist with fundraising and intercollegiate programs.
Skyline College	Kinesiology/Athletics/Dance	1	1/1/2016	5/27/16	<b>Assistant Coach(es):</b> This is an extension of a previously Board approved position. Assistant Baseball Coach(es): provide support necessary to head coach including assistance with game day preparation; plan instruction, recruiting, fundraising, scouting and filming.

Skyline College	Kinesiology/Athletics/Dance	1	1/25/2016	5/16/16	<p><b>Assistant Coach(es):</b> This is an extension of a previously Board approved position. Assistant Women's Badminton Coach(es): provide support necessary to head coach including assistance with game day preparation; plan instruction, recruiting, fundraising, scouting and filming.</p>
Skyline College	Counseling/Spark Point	1	1/1/2016	6/30/2016	<p><b>Financial Aid Technician:</b> This is an extension of a previously Board approved position. Provide planning, implementing, coordinating and collecting data of Financial Aid and SparkPoint Center, coaching services and resources.</p>

**BOARD REPORT NO. 15-12-1CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Karen D. Powell, Executive Director of Facilities Planning and Operations,  
358-6808

**DENIAL OF CLAIM AGAINST THE DISTRICT BY  
INTERSTATE GRADING AND PAVING INC.**

On or about October 22, 2015, the San Mateo County Community College District received an additional California Government Code Claim from Interstate Grading and Paving, Inc. (IGP), which seeks damages in excess of \$10,000 for costs IGP contends it incurred as a result of the District's termination of their right to proceed under the contract and costs the District incurred in completing the College of San Mateo North Gateway Part II project.

**RECOMMENDATION**

It is recommended that the Board of Trustees deny Interstate's latest Government Code Claim dated October 22, 2015, and refer the matter to the District's legal advisors.

**BOARD REPORT NO. 15-12-2CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jamillah Moore, Ed.D., Interim Vice Chancellor, Educational Services and Planning, 358-6890

**APPROVAL OF CURRICULAR ADDITIONS AND MODIFICATIONS  
CAÑADA COLLEGE, COLLEGE OF SAN MATEO, AND SKYLINE COLLEGE**

The addition of 38 courses to the College catalogs is proposed by Cañada College, College of San Mateo and Skyline College at this time. Five courses have been reactivated and once course has been modified. Additionally, seven courses are proposed to be offered in the distance education mode.

Each of the proposed courses has been reviewed by the appropriate Division Dean and approved by the College Curriculum or Instruction Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

**RECOMMENDATION**

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo and Skyline College catalogs.

San Mateo County Community College District

December 9, 2015

PREPARED BY: Gregory Anderson, Vice President, Instruction  
Cañada College

APPROVED BY: Danielle Behonick, Curriculum Committee Chair  
Cañada College

Douglas Hirzel, Academic Senate President  
Cañada College

Lawrence Buckley, President  
Cañada College

## **PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE**

### COURSE DESCRIPTIONS AND JUSTIFICATIONS

#### **CHEMISTRY**

##### 680CI PREPARATION FOR CHEMISTRY (3.0) (day or evening)

Justification: Students in most STEM majors begin their college science studies with General Chemistry. As a national average 1 in 3 students do not succeed in passing General Chemistry. In response to President Obama's 2012 directive that "colleges rethink and recommit to the success and retention of STEM students during their first two years of college" many colleges and universities offer a preparation for General Chemistry course. Cañada College would like to as well. Too many students believe science is simply making educated guesses. They believe the laws of science are as arbitrary as traffic laws and that we cannot know the inside of an atom or age of the earth with the certainty we claim. Students approach general chemistry with a casual respect for measurement and calculation that undermines their attempts to grasp and apply the daunting tools of science. Because they lack this necessary understanding they casually accept our first attempts to demonstrate uncertainty, units conversion, significant figures, and proper presentation of proofs. Many then fail to make the tools of science their own and try to simply provide "the answer" by memorizing facts or algebraic equations. As we get farther away from comfortable and common knowledge many flounder for lack of those tools, get frustrated then give up or drop the course. Many end up not passing the course. Unlucky ones do pass and end up even more lost the following semester. Our students need better preparation and we do not have the resources to offer it within General Chemistry. Preparation for Chemistry is offered before General Chemistry with the purpose of providing that solid foundation in science and measurement.

Prerequisite: None.

Recommended Preparation: Eligibility for MATH 110 or 111. Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Scientific method and communications. Preparation for studies in chemistry with knowledge theory; rules of measurement; standard and derived units; unit system management; uncertainty; properties of matter; converting measured properties (scaling, bridging, cross-dimensional analysis). History of atomic theory. Presentation of knowledge proofs for science, with focus on data collection, lab book preparation and demonstrating scientific knowledge.

Classification: AA/AS Degree; CSU transferable.

**680CJ PREPARATION FOR CHEMISTRY LABORATORY (1.0) (day or evening)**

Justification: Students in most STEM majors begin their college science studies with General Chemistry. As a national average 1 in 3 students do not succeed in passing General Chemistry. In response to President Obama's 2012 directive that "colleges rethink and recommit to the success and retention of STEM students during their first two years of college" many colleges and universities offer a preparation for General Chemistry course. Cañada College would like to as well. Too many students believe science is simply making educated guesses. They believe the laws of science are as arbitrary as traffic laws and that we cannot know the inside of an atom or age of the earth with the certainty we claim. Students approach general chemistry with a casual respect for measurement and calculation that undermines their attempts to grasp and apply the daunting tools of science. Because they lack this necessary understanding they casually accept our first attempts to demonstrate uncertainty, units conversion, significant figures, and proper presentation of proofs. Many then fail to make the tools of science their own and try to simply provide "the answer" by memorizing facts or algebraic equations. As we get farther away from comfortable and common knowledge many flounder for lack of those tools, get frustrated then give up or drop the course. Many end up not passing the course. Unlucky ones do pass and end up even more lost the following semester. Our students need better preparation and we do not have the resources to offer it within General Chemistry. Preparation for Chemistry is offered before General Chemistry with the purpose of providing that solid foundation in science and measurement.

Prerequisite: Completion of, or concurrent enrollment in CHEM 680CL.

Recommended Preparation: Eligibility for MATH 110 or 111. Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Foundation of scientific method. Workshops and experiments in identifying observations; recording accurate and precise measurements; interpreting measurements; converting units (scaling, bridging, and cross-dimensional analysis); developing experiments; and stoichiometry. Evaluating and collecting data, expressing proofs on exams, in lab books, and other communications of science.

Classification: AA/AS Degree; CSU transferable.

**FASHION DESIGN AND MERCHANDISING**

**880CA TRAVEL STUDY: INTRODUCTION TO ITALIAN FASHION (2.5) (day or evening)**

Justification: Adding a short summer course through the American Institute for Foreign Study enriches the Fashion and Merchandising Program at Cañada College. This course gives students the opportunity to study Italian fashion and understand the globalization of the apparel industry.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: An introduction to the Italian Fashion Industry from pre-World War II to the present day. Students analyze designers, fabrics, and manufacturing techniques and the implications for global fashion. The study of fashion as a form of Italian art through lectures, field trips, and guest speakers.

Classification: not Degree applicable; not transferable.

**KINESIOLOGY, ATHLETICS AND DANCE – DANCE**150.2 HIP HOP II (1.0) (day or evening)

Justification: DANC 150.2 is part of one of the Dance activity families which also includes DANC 150.1, 150.3 and 150.4 (Hip Hop II, Hip Hop III and Hip Hop IV). DANC 150.2 is a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: DANC 150.1.

Recommended Preparation: None.

Description: Continuation of DANC 150.1. Intermediate dance techniques and movement which include direction and rhythmic changes. Limited student choreography which includes a variety of intermediate hip-hop phrases is also included.

Classification: AA/AS Degree; Certificate; CSU transferable.

150.3 HIP HOP III (1.0) (day or evening)

Justification: DANC 150.3 is part of one of the Dance activity families which also includes DANC 150.1, 150.2 and 150.4 (Hip Hop I, Hip Hop II and Hip Hop IV). DANC 150.3 is a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: DANC 150.2.

Recommended Preparation: None.

Description: Continuation of DANC 150.2. Intermediate/advanced dance techniques, routines and group presentations. Emphasis on individual student and group choreography.

Classification: AA/AS Degree; Certificate; CSU transferable.

150.4 HIP HOP IV (1.0) (day or evening)

Justification: DANC 150.4 is part of one of the Dance activity families which also includes DANC 150.1, 150.2 and 150.3 (Hip Hop I, Hip Hop II and Hip Hop III). DANC 150.4 is be a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: DANC 150.3.

Recommended Preparation: None.

Description: Continuation of DANC 150.3. Advanced dance techniques, and movement which include level changes, rhythmic and direction changes. Choreography and improvisational group projects/presentations which include exploring performance aspect of hip-hop dance.

Classification: AA/AS Degree; Certificate; CSU transferable.

**MUSIC**

401 Voice I (1.0) (day or evening)

Justification: MUS. 401 provides a strong foundation for the general student who wishes to pursue individual music performance goals. This course is applicable to the AA Degree in Music as well as a transfer course to the CSU or UC systems.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400. MUS. 100 or equivalent.

Description: This class offers training in vocal technique, musical expression and performance skills for the beginning singer. Content includes posture, breathing, tone production, music fundamentals, English diction, and performance preparation techniques.

Classification: AA/AS Degree; CSU transferable.

**PROPOSED CURRICULAR REACTIVATIONS – CAÑADA COLLEGE****COMPUTER BUSINESS OFFICE TECHNOLOGY**

465 Customer Service

**MUSIC**

301 Piano I  
302 Piano II  
303 Piano III  
304 Piano IV

**PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE****CHEMISTRY**

680CI Preparation for Chemistry  
680CJ Preparation for Chemistry Laboratory

**EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

244 Guidelines  
247 Foundations for School Success

**MUSIC**

240 Music of the Americas

San Mateo County Community College District

December 9, 2015

PREPARED BY: Sandra Stefani Comerford, Vice President, Instruction  
College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee  
College of San Mateo

David Laderman, President, Academic Senate  
College of San Mateo

Michael Claire, President  
College of San Mateo

## **PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO**

### COURSE DESCRIPTIONS AND JUSTIFICATIONS

#### **ACCOUNTING**

119 PERSONAL FINANCIAL PLANNING (3) (day or evening; distance education)

Justification: Many students are unaware of how to manage their own personal finances. This course will provide students with information on how to handle and manage their own financial situation. This class will meet Accounting Certificate, degree and CPA preparation requirements. Current advisory committees are able to offer support and guidance for this course.

Prerequisite: None.

Recommended Preparation: None.

Description: This course provides an overview of financial literacy, terminology, concepts and practices of personal finance. Students will learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, financial planning, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance.

Classification: AA/AS Degree; CSU transferable.

#### **ART**

244 OIL PAINTING III (3) day or evening)

Prerequisite: ART 224.

Recommended Preparation: None.

Description: The third semester of oil painting introduces students to advanced painting techniques and artistic context, with an increasing emphasis on personal style and meaning.

Justification: Currently, CSM offers two semesters each of acrylic and oil painting. Proficiency in painting is one of the main criteria for admission to art schools and galleries. The addition of two more semesters for both oil and acrylic painting is part of the 2D Art Program's ongoing goal to prepare students to successfully transfer or to achieve active careers in art.

Classification: AA/AS Degree; CSU transferable.

247 OIL PAINTING IV (3) day or evening)

Prerequisite: ART 244.

Recommended Preparation: None.

Description: The fourth semester of oil painting builds and expands upon the advanced painting techniques introduced in Oil Painting III, with further exploration of personal style, meaning and artistic context.

Justification: Currently, CSM offers two semesters each of acrylic and oil painting. Proficiency in painting is one of the main criteria for admission to art schools and galleries. The addition of two more semesters for both oil and acrylic painting is part of the 2D Art Program's ongoing goal to prepare students to successfully transfer or to achieve active careers in art.

Classification: AA/AS Degree; CSU transferable.

## **COMPUTER AND INFORMATION SCIENCE**

137 iOS/SWIFT PROGRAMMING (4) (day or evening; distance education)

Justification: Instruction must be provided in native apps as well as mobile web apps. Currently iOS is one of the most popular operating systems for mobile technology, second only to Android. The Swift programming language is currently being actively promoted by Apple as an easier and more flexible language than Objective-C.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or ENGL 848; and CIS 254.

Description: Introduction to the architecture, API and techniques used to create robust, high-performance apps for iOS mobile devices (iPhone, iPad and wearable) with the Swift programming language. An overview of the most common tools and techniques for designing and creating iOS mobile apps. Other topics include object-oriented programming, user interface design, Storyboards, MVC design pattern, UIKit, multimedia, debugging, sensors, and user events. Storage strategies for persistent information are introduced, including the Core Data framework and the use of SQLite database features. Intended for students with previous programming experience.

Classification: AA/AS Degree; CSU transferable.

## **COSMETOLOGY**

880MF ADVANCED TECHNIQUES/PHOTO SHOOT (3.5) (day or evening)

Justification: This course is being developed to emphasize the use of critical thinking skills to create a total look, work in a group setting, and strengthen academic and career and technical skills through the integration of academics in a work-based learning experience. Advisory Board meetings discuss industry trends and expectations for newly licensed cosmetologists. Industry expectations are evolving and place more emphasis on the need for training in advanced techniques in hair, make-up, and nails to produce event ready work.

Prerequisite: COSM 712 and COSM 722.

Recommended Preparation: None.

Description: Study of theoretical and practical application of: advanced techniques in hair, make-up, nails and health and safety provisions prescribed by the California Board of Barbering and Cosmetology as applied to a professional photo shoot group project. Students practice critical thinking skills to create a group theme, identify, apply, and utilize correct products and equipment. Emphasis is placed on learning professional group dynamics and photo shoot etiquette creating a work-based learning experience that will prepare students for future employment. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; non-transferable.

880MG ADVANCED HAIR SPECIALTIES (3.5) (day or evening)

Justification: This course is being developed to emphasize the use of critical thinking skills to create a total look using advanced hair enhancement techniques, work in a group setting, and strengthen academic, career and technical skills through the integration of academics in a work-based learning experience. Advisory Board meetings discuss industry trends and expectations for newly licensed cosmetologists. Industry expectations are evolving and place more emphasis on the need for training in advanced hair techniques that include extensions, wigs, toupees, braiding, and the aesthetically pleasing/appropriate use of adornments to produce event ready work.

Prerequisite: COSM 712 and COSM 722.

Recommended Preparation: None.

Description: Study of theoretical and practical application covering: advanced techniques in hair enhancement, career opportunities in specialized cosmetology fields, and health and safety provisions prescribed by the California Board of Barbering and Cosmetology. Participation in individual and group activities utilizing critical thinking skills to strengthen academic, career and technical skills by direct participation in academic/work-based learning experiences while practicing hair enhancement services. Study of career opportunities in the specialized cosmetology field of hair enhancements. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; non-transferable.

## **COUNSELING**

128 PUENTE: FOUNDATION FOR COLLEGE SUCCESS (3) (day or evening)

Justification: This course was previously under the CRER prefix, it is being changed to COUN to more accurately reflect the course content.

Prerequisite: None.

Recommended Preparation: None.

Description: (Formerly CRER 128) Puente: Foundation for College Success is part of the Puente Project and must be taken concurrently with ENGL 838. COUN 128 is designed to assist CSM Puente students in developing the skills and tools critical to succeed in college. Through a holistic and comprehensive approach, the course will consist of college orientation, student success strategies, cultural identity and personal development as a foundation for college success. Puente students will have the opportunity to engage collaboratively and promote team building while building their leadership skills. Topics covered will include educational planning, self-assessment, decision making, student success strategies, motivation, cultural identity, study skills, learning styles, goal setting and financial aid. Students will receive an introduction to library research and complete a research project. COUN 128 will support the degree/transfer attainment of Puente students by establishing a sense of belonging, enhancing student engagement and self-reflection as well as deepening the understanding of the college system and expectations. In addition, consideration of psychological, sociological and physiological components that attribute to personal and academic success will be explored. This course will require participation in off-campus field trips. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

129 PUENTE: TRANSFER READINESS (3) (day or evening)

Justification: This course was previously under the CRER prefix, it is being changed to COUN to more accurately reflect the course content.

Prerequisite: None.

Recommended Preparation: None.

Description: (Formerly CRER 129) COUN 129 Puente: Transfer Readiness is part of the Puente Project and must be taken concurrently with ENGL 100/102 or ENGL 105. COUN 129 builds upon COUN 128 and is designed to assist CSM Puente students to develop the knowledge and skills needed to complete their educational goal with a focus on Transfer and Career Planning. Through a holistic and comprehensive approach, this course will consist of areas related to transfer and career planning with a culminating social justice research project. Topics covered will include Personal Statements, Transfer Process, Universities (UC, CSU, Private), TAGs, Transfer resources, Career Planning process, Career Assessment, Values/skills, Research methodology and more within an environment of collaboration and team building. This course will require participation in off-campus field trips and activities. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

## **KINESIOLOGY, ATHLETICS AND DANCE - TEAM**

171.1 VOLLEYBALL I (.5-1) (day or evening)

Justification: CSM will be offering a women's intercollegiate volleyball program in fall, 2016. This course provide opportunities for our general student to participate in volleyball classes.

Prerequisite: None.

Recommended Preparation: None.

Description: Intercollegiate women's varsity volleyball competition in the Coast Conference and participation in regional and State Championship tournaments. (May be taken four times for a maximum of 12 units. However for eligibility purposes, students may only compete intercollegiately for two years.)

Classification: AA/AS Degree; CSU transferable.

#### 171.2 VOLLEYBALL II (.5-1) (day or evening)

Justification: This course is being added in order to comply with new Title 5 repetition guidelines. TEAM 171.2 is part of the Volleyball activity family which also includes TEAM 171.1, 171.3 and 171.4 (Volleyball I, III and IV). TEAM 171.2 will be a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: None.

Description: Continuation of TEAM 171.1. Provides the intermediate student with the opportunity to refine and perfect the basic volleyball skills and to master individual positions when using the 6-2 volleyball system.

Classification: AA/AS Degree; CSU transferable.

#### 171.3 VOLLEYBALL III (.5-1) (day or evening)

Justification: TEAM 171.3 is part of the Volleyball activity family which also includes TEAM 171.1, 171.2 and 171.4 (Volleyball I, II and IV). TEAM 171.1 will be a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees, and University Transfer Option 1: CSU General Education Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: None.

Description: Continuation of TEAM 171.2. Emphasis is placed on refinement of the basic fundamentals of the game as well as the more advanced aspects of setting, hitting, and serving. The 6-2 and 5-1 offensive and defensive systems of play are emphasized. Round robin team play is involved.

Classification: AA/AS Degree; CSU transferable.

#### 171.4 VOLLEYBALL IV (.5-1) (day or evening)

Justification: TEAM 171.4 is part of the Volleyball activity family which also includes TEAM 171.1, 171.2 and 171.3 (Volleyball I, II and III). TEAM 171.4 will be a core requirement for the following degrees and/or certificates of achievement: AA and AA-T in Kinesiology degrees. The levels are part of the newly mandated Title V regulations on repeatability.

Prerequisite: None.

Recommended Preparation: None.

Description: Designed to teach advanced skills, principles and techniques necessary and fundamental to understanding and playing at an expert level. Emphasis is placed on the 6-2 and 5-1 team offensive/defensive systems and strategies. Includes participation in organized round-robin competition preceded by a brief period of appropriate warm-up and skill development activities.

Classification: AA/AS Degree; CSU transferable.

### **KINESIOLOGY, ATHLETICS AND DANCE - VARSITY**

340    VARSITY VOLLEYBALL: WOMEN (3) (day or evening)

Justification: CSM will be starting a women's intercollegiate volleyball program to commence fall, 2016.

Prerequisite: None.

Recommended Preparation: None.

Description: Intercollegiate women's varsity volleyball competition in the Coast Conference and participation in regional and State Championship tournaments. (May be taken four times for a maximum of 12 units. However for eligibility purposes, students may only compete intercollegiately for two years.)

Classification: AA/AS Degree; CSU transferable.

### **PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – COLLEGE OF SAN MATEO**

#### **ACCOUNTING**

119    Personal Financial Planning

#### **COMPUTER AND INFORMATION SCIENCE**

137    iOS/Swift Programming

### **PROPOSED CURRICULAR MODIFICATIONS – COLLEGE OF SAN MATEO**

#### **POLITICAL SCIENCE**

200    National, State and Local Governments

San Mateo County Community College District

December 9, 2015

PREPARED BY: Sarah F. Perkins, Vice President, Instruction  
Skyline College

APPROVED BY: John Ulloa, Curriculum Committee Co-Chair  
Skyline College

Dennis Wolbers, Curriculum Committee Co-Chair  
Skyline College

Kathryn Browne, Academic Senate President  
Skyline College

Regina Stanback Stroud, President  
Skyline College

## **PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE**

### COURSE DESCRIPTIONS AND JUSTIFICATIONS

#### **BUSINESS**

163 ACCOUNTING AND FINANCE FOR ENTREPRENEURS (3.0) (day or evening)

Justification: BUS. 163 is a central course developed for a new Entrepreneurship Certificate of Achievement being created under a mini-grant from California's Doing What Matters for Small Business initiative. The course provides students with the basic financial skills necessary to manage a new or existing small business.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and completion of MATH 110, or MATH 111 and MATH 112, or equivalent.

Description: An introduction to accounting and finance concepts for aspiring entrepreneurs and small business managers. Emphasis on understanding financial statements and the underlying accounting concepts, cash flow management, and sources of capital. Course aims to provide students with the essential skills required to effectively manage the financial resources of a new or existing business.

Classification: AA/AS Degree; Certificate; CSU transferable.

164 LAUNCHING THE ENTREPRENEURIAL VENTURE I (3.0) (day or evening)

Justification: According to the Small Business Administration, small businesses and entrepreneurship make up approximately 64% of net new private sector jobs. This course offers students who do not come from a business background the opportunity to learn the knowledge and skills to become a small business owner. Skyline College has extensive Career Technical Education (CTE) programs. Students entering these disciplines need the opportunity to take their CTE knowledge and certificates and turn them into viable

careers. This course is in partnership with the Skyline College Deputy Sector Navigator (DSN) in Entrepreneurship as well as our business advisory board.

Prerequisite: None.

Recommended Preparation: None.

Description: The first of two entrepreneurship courses with an emphasis on the mindset of the entrepreneur, business model concepts, and small business finance. For students from all fields who do not have previous business experience.

Classification: AA/AS Degree; Certificate; CSU transferable.

### 165 LAUNCHING THE ENTREPRENEURIAL VENTURE II (3.0) (day or evening)

Justification: According to the Small Business Administration, small businesses and entrepreneurship make up approximately 64% of net new private sector jobs. This course offers students who do not come from a business background the opportunity to become a small business owner. Skyline College has extensive Career Technical Education (CTE) programs. Students entering these disciplines need the opportunity to take their CTE knowledge and certificates and turn them into viable careers. This course is in partnership with the Skyline College Deputy Sector Navigator (DSN) in Entrepreneurship as well as our business advisory board.

Prerequisite: BUS. 164 or equivalent.

Recommended Preparation: None.

Description: The second of two entrepreneurship courses for students and potential entrepreneurs with no prior business experience. Emphasis on business communication, small business management, and the business plan.

Classification: AA/AS Degree; Certificate; CSU transferable.

### 180 PRINCIPLES OF MARKETING (3.0) (day or evening)

Justification: This is an introductory course in marketing, intended to be the initial step in creating a marketing certificate at Skyline. Research for annual program review has identified marketing as a field with an annual projected growth rate of 4.5% in the San Francisco, San Mateo, and Redwood City metro areas. This is among the highest growth rates in the county.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: An overview of the fundamental concepts, principles and applications for both Business-to-Consumer and Business-to-Business marketing. Examines the marketing mix – the four Ps of marketing – product, price, placement and promotion – and the role of each in effective marketing. Also addresses market research, target marketing and marketing planning.

Classification: AA/AS Degree; Certificate; CSU transferable.

**BUSINESS COMPUTER SYSTEMS AND MANAGEMENT**106 MICROSOFT OUTLOOK (1.0) (day or evening)

Justification: The Business Computer Systems & Management (BCM.) department has proposed a new certificate titled Business Information Worker. This certificate has been adopted by the California Community Colleges as one of the CTE Pathway certificates, which were developed in conjunction with local employers. The BCM. department currently offers all of the required core courses for this certificate pathway, with the exception of Microsoft Outlook. The addition of this course will facilitate completion of the required course work in a timely manner.

Prerequisite: None.

Recommended Preparation: None.

Description: Effective use of Microsoft Outlook for a wide range of communication and organizational tasks. Topics include sending, receiving and filing emails; organizing contacts; and scheduling appointments, events and meetings.

Classification: AA/AS Degree; Certificate; CSU transferable.

**COMMUNICATIONS STUDIES**B10 HEALTH COMMUNICATION (3.0) (day or evening, and/or distance education)

Justification: Health Communication has been developed as an upper division, general education course for the pilot Baccalaureate degree in Respiratory Care. A growing body of research demonstrates that communication not only affects, but is intertwined with issues of health and medicine. Thus, this course will better prepare students by encompassing the theoretical framework, research methods and analysis of decision making behaviors concerning health issues.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Students will develop an understanding of how health communication concepts, theories, research methods, cases and other practices are applied in addressing real-world health issues, its administration, and decision-making. Students will study health communication approaches and action areas as well as plan, implement and evaluate health promotion and behavior change campaigns.

Classification: BS Degree in Respiratory Care; CSU transferable.

**PHILOSOPHY**B10 MEDICAL ETHICS (3.0) (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. Course focuses on moral issues that arise in medicine and health care delivery.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Application of moral theory to a variety of problems in medicine and health care delivery, such as uses of medical technology; allocation of resources; responsibilities and obligations of health care providers; medically assisted dying; genetic screening; abortion and reproductive rights; and experiments on human or animal subjects.

Classification: BS Degree in Respiratory Care; CSU transferable.

## **RESPIRATORY CARE**

B10 ADVANCED CARDIOPULMONARY RESPIRATORY CARE (3.0) (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. Course focuses on applying skills and abilities for effective advanced cardiopulmonary application in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Provides an analytical framework through which students will expand their knowledge of respiratory diseases, diagnostic procedures, and symptom management. Includes detailed assessment of cardiopulmonary and neurorespiratory diseases, performance of diagnostic testing, medical interventions, and analysis of treatment benefits.

Classification: BS Degree in Respiratory Care; CSU transferable.

B20 ADVANCED RESPIRATORY CASE MANAGEMENT (3.0) (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. Course focuses on applying skills and abilities for effective case management in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Applied case management in Respiratory Care highlighting facilitation, integration, coordination and transition of patients through the continuum of care. Students effectively apply strategies for collaboration between the case manager, the client, the payer and appropriate service personnel, in order to optimize the outcome while maintaining client privacy and confidentiality, health, and safety through advocacy and adherence to ethical, legal, accreditation, certification and regulator standards or guidelines.

Classification: BS Degree in Respiratory Care; CSU transferable.

B30 PRINCIPLES OF HEALTH EDUCATION (3.0) (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. Course focuses on applying skills and abilities for effective health care education practices in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Provides an analytical framework to teach adult learning theory and prepare the student to teach effectively in healthcare and classroom settings. Topics include learning styles, curriculum development, effective teaching techniques, and assessment of learning.

Classification: BS Degree in Respiratory Care; CSU transferable.

B40 HEALTH CARE RESEARCH DESIGN AND METHODOLOGY (3.0) (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. Course focuses on applying skills and abilities for effective healthcare research and design in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care program; and completion of or concurrent enrollment in MATH 200 or equivalent.

Recommended Preparation: None.

Description: Analysis of research design and methodology in health care and health sciences. Emphasis will include research evaluation and interpretation of results, design methodology, the planning and approval process, data collection and analysis, and communication and presentation of the results.

Classification: BS Degree in Respiratory Care; CSU transferable.

B50 RESPIRATORY CARE LEADERSHIP AND MANAGEMENT (3.0) (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. Course focuses on applying skills and abilities for effective leadership and management in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Application of leadership and management theories in effective practices in the healthcare setting. Organizational structure of current healthcare models are discussed. Emphasis is placed on development of skills in leadership, communication, time management, problem solving, motivation and other critical competencies. Specific attention is focused on the role of leadership, along with specific functions and operations, in a Respiratory Care Department.

Classification: BS Degree in Respiratory Care; CSU transferable.

**B60 ADVANCED NEONATAL AND PEDIATRIC RESPIRATORY CARE (4.0)** (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. Course focuses on applying skills and abilities for advanced neonatal and pediatric Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Advanced concepts of neonatal and pediatric respiratory care. Emphasis placed on neonatal and pediatric pathophysiology and on specific therapeutic needs of neonates and children. Students will demonstrate competence in assessment skills, formulation of treatment plans, and application of specific respiratory care modalities for neonatal and pediatric patients.

Classification: BS Degree in Respiratory Care; CSU transferable.

**B90 RESPIRATORY CARE CAPSTONE PROJECT (2.0)** (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. It is the capstone course which provides opportunity for industry project base learning for student's chosen area of focus.

Prerequisite: Completion of RPTH B10, RPTH B20, RPTH B30, RPTH B40 and RPTH B50, or equivalent.

Recommended Preparation: None.

Description: Capstone course in Respiratory Care focused in areas of advanced cardiopulmonary respiratory care, leadership and management, case management, research, education, or other special area of interest. Student will identify and complete a project applying knowledge and skills learned in the program. Projects will be developed in collaboration with faculty and community members and are aligned with student area of interest.

Classification: BS Degree in Respiratory Care; CSU transferable.

## **SOCIAL SCIENCE**

**B10 PUBLIC HEALTH POLICY (3.0)** (day or evening, and/or distance education)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care. The course focuses on key issues, approaches, and controversies in healthcare delivery.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Exploration of public health policy, examining core topics in the study of health and health care delivery. Diverse perspectives on health care policy will be examined from an interdisciplinary approach. Students will develop an understanding of fundamental ideas and problems in the areas of health and medical care.

Classification: BS Degree in Respiratory Care; CSU transferable.

## **WELLNESS**

700 MASSAGE THEORY AND PRACTICE I (3.0) (day or evening)

Justification: This is one of several new courses being created to comply with California Massage Therapy Council (CAMTC) requirements regarding the 500 plus hours/credits for Skyline's entry level Certificate of Achievement in Massage Therapy.

Prerequisite: Admission to Massage Therapy program by special application.

Recommended Preparation: None.

Description: Exploring massage by introducing students to the history, knowledge, skill development, and practice associated with the massage therapy profession. Topics include massage theory, practical experience, Swedish/relaxing massage techniques as well as fundamentals of deep pressure and an introduction to other popular massage modalities. Students also explore professional standards, ethics, musculoskeletal and associated anatomical and physiological systems among other related topics.

Classification: AA/AS Degree; Certificate; not transferable.

703 HOLISTIC HEALTH SCIENCE (3.0) (day or evening)

Justification: As part of expanding the Wellness program, this new course is one of the advanced basic courses that will apply to pending advanced Skyline Certificates of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Holistic approach to understanding the structure and function of the human body, incorporating Western and Eastern perspectives of anatomy, physiology, and medical terminology. Eastern perspectives will encompass the five elements and the associated physiology of the Zang/Fu organs. Fundamental understanding of the clinical applications for integrating science and respective medical philosophies which supports communication among multi-disciplined practitioners.

Classification: AA/AS Degree; Certificate; not transferable.

704 MASSAGE TECHNIQUES AND CLINICAL/SPA EXPERIENCE (3.0) (day or evening)

Justification: This is one of several new courses being created to comply with California Massage Therapy Council (CAMTC) requirements regarding the 500 plus hours/credits for Skyline's entry level Certificate of Achievement in massage therapy.

Prerequisite: Admission to Massage Therapy program by special application; and completion of or concurrent enrollment in WELL 700 or equivalent.

Recommended Preparation: None.

Description: Exploring and learning specificity of bodywork techniques with emphasis on grounding, quality of touch, connection, and proper application of technique/s, palpation, draping, body mechanics, self-care, and injury prevention. Developing and practicing these various techniques to expand and cultivate the ability to implement bodywork based upon individualized needs while fostering effective communication, assessment and treatment strategies. Skills will be practiced on the general public in a state of the art professional setting.

Classification: AA/AS Degree; Certificate; not transferable.

**BOARD REPORT NO. 15-12-3CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Sarah Perkins, Vice President of Instruction, Skyline College,  
738-4321

**ACCEPTANCE OF SUB-GRANT FROM PERALTA COMMUNITY COLLEGE  
DISTRICT- PROPOSITION 39 CLEAN ENERGY WORKFORCE PROGRAM  
GRANT FUNDING**

Peralta Community College District is the fiscal agent for the renewal for the Proposition 39 Clean Energy Workforce Grant for the 2015-16 fiscal year. The State Chancellor's Office approved the expenditure of up to \$933,000 for program improvement and regional program operations funding of which \$450,000 will be allocated among nine community colleges. Skyline College is one of the nine community colleges in the Proposition 39 regional collaboration and will receive a sub-grant in the amount of \$66,000 from November 1, 2015 to June 30, 2016.

The College will utilize these funds for program improvement for its existing certificate and degree programs as well as high school Basic Construction classes in Energy Systems Technology Management. In addition, funds will be utilized to finalize development of a new Construction Management Certificate program, purchase related supplies and instructional equipment and enhance marketing and outreach efforts to increase student enrollment.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize acceptance of the grant funds in the amount of \$66,000 from Peralta Community College District.

**BOARD REPORT NO. 15-12-1B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Gregory Anderson, Vice President, Instruction, Cañada College, 306-3298  
Jennifer Hughes, Vice President, Student Services, College of San Mateo, 574-6118  
Angélica Garcia, Vice President, Student Services, Skyline College, 738-4124

**APPROVAL OF STUDENT EQUITY PLANS  
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

The intent of student equity funding and planning is to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, disability, or economic circumstances. Student equity is defined as helping students achieve equal outcomes on success indicators as compared to either their own percentage in the community or college student body, or to other student groups. Each community college is required to maintain a student equity plan that includes campus-based research as to the extent of equity for high-need student groups; goals for access to, and completion of courses, basic skills improvement, transfer and degree and certificates for all students and for high-need students; and a set of evidence-based activities to help students and the college meet these goals.

Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The State Budget trailer bill, SB 860 (2014), added requirements to address foster youth, veterans and low income students. Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

Student Equity Plans for the three colleges were presented to the Board of Trustees in December, 2014. The current plans reflect revisions and additions to these earlier plans. The plans also align with the San Mateo County Community College Strategic Plan, specifically Strategic Goal #1: Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.

**RECOMMENDATION**

It is recommended that the Board approve the Student Equity Plans for Cañada College, College of San Mateo and Skyline College, to be submitted to the State Chancellor's Office.

**Cañada College**  
**Student Equity Plan**



**September 14, 2015**

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# Cañada College

## STUDENT EQUITY PLAN

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# Signature Page

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## Cañada College Student Equity Plan Signature Page

District: San Mateo Community College District Board of Trustees Approval Date: 12/09/16

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



buckleyl@smccd.edu

Larry Buckley, President

Email

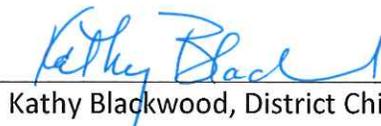
I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.



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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



Kim Lopez, VPSS

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I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

  
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I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

  
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I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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# Executive Summary

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## Introduction

The State Chancellor’s stated intention of the student equity plans is to “ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, disability, or economic circumstances”. This is in direct support of the mission of Cañada College which declares our intention to provide “our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning.” Thus, the Student Equity Planning process and associated funding will help us to better carry out our mission by calling on us to look deeper into our institutional data and take action to address the inequitable outcomes that exist on our campus.

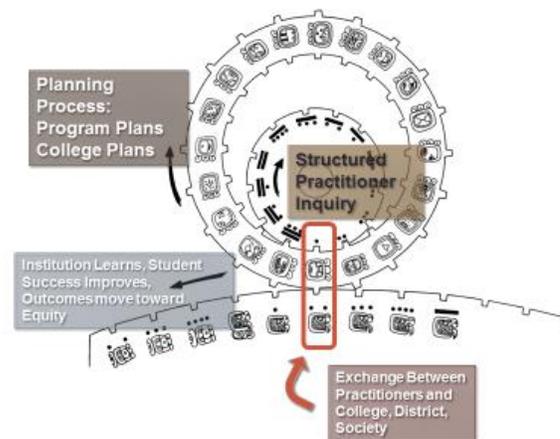
In response to the August 2014 announcement of Student Equity funds, the Academic Committee for Equity & Success (ACES) was formed by the merger of the Basic Skills Committee with the Committee for Student Equity. The committee works to address issues of student equity and student success in courses below transfer by supporting tutoring and proactive counseling for students as well as professional learning for faculty, staff, and administrators. The interventions below are organized in collaboration with a Title V (HSI grant), the SSSP Plan, and institutionalized college structures. In addition, the college is collaborating with the charge and opportunity of AB 86 with Adult-Education Career and College Educational Leadership (ACCEL) in San Mateo County to facilitate the transition by creating pathways for from Adult schools to community college.

## Theoretical Framework

Foundational to the work of the Cañada College ACES committee is a focus on equity mindedness as described by Bensimon (2005). On an institutional level, this committee has attempted to develop a culture where it is expected that data gathering, analysis and research to understand why the institutional inequities occur before trying to design solutions.

The committee has created “the time and space for discussion and learning from one another in

### Inquiry as Engine: ACES Professional Learning



**Figure 1 A visual representation of the Equity Planning and Inquiry Process at Cañada College**

order to create knowledge” to direct the action.

The goal is to build habits of inquiry and collaborative-change into the fabric of the institution so that practitioners drive the planning, execution, and assessment of interventions.

## Target Groups

We used both the 80% index and the gap analysis, along with consideration of the size and relative size of each group to determine areas of focus in addressing disproportionate impact. Each of the subgroups experienced disproportionate impact in at least one indicator with an average of 2.5 indicators per sub group. The following groups emerged as a priority focus for each of the indicators. The complete disproportionate impact study is included in the Body of this plan, and can be found here: [Student Equity data](#).

**Hispanic Students** comprise 40% of our student population. As a Hispanic Serving Institution, we have made considerable efforts to improve outcomes for this population. Yet, in the GAP analysis we find that Hispanic students fall 4.3% points below average in Course Completion and 17.5% points below average in Transfer. We are targeting this

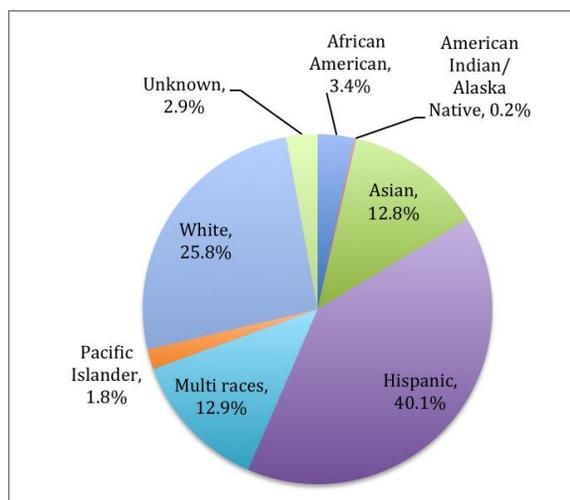


Figure 2 Student Ethnicities Cañada College

disparity through proactive retention strategies focused on the most vulnerable classes as well as special programming such as the Puente learning community and Dreamer-resource activities.

**African American Students** are 3.4% of our enrollments and experience disproportionate impact in Course Completion, English and Math sequence Completion and Degree and certificate completion. In the area of Transfer, African American students comprised only 1.7% of the Transfer-ready cohort, indicating a disparity in representation that is worth attention. To address this, we have created the ‘Blacademia’ working group comprised of faculty, staff, administrators and students to design culturally relevant community building and professional development activities to help address a campus and classroom climate that may contribute to the disparities for African Americans. We also anticipate that the proactive retention strategies will help to increase completion and success rates for African American students.

**Pacific Islanders** are 1.8% of our student population and experience disproportionate impact in Course, English, Math and ESL sequence completion as well as Degree and Certificate rates. As of this writing, no targeted programming for this group exists beyond our general proactive

retention strategies and cultural responsive pedagogical trainings. In Transfer they are proportionally represented at 2% of the transfer-ready cohort with a corresponding transfer rate of 43%.

**White Students** only experience disproportionate impact in the area of Access. White students are “underrepresented” in that they comprise 43.2% of the population in our service area and only 25.8% of our students (p-index=0.6). We feel that addressing this issue will coincide with other outreach and publicity measures intended to slow our overall decline in enrollments.

**American Indian and Alaskan Native** comprise 0.2% of our student body with a head count of just 11 students in the 2014-2015 school year. These students experience disproportionate impact in the areas of Course Completion, English Completion and Transfer. We expect that our intensive proactive retention efforts will help address the disparities for these students and will help us to surface their specific needs. As of now there are no other targeted interventions for this specific group.

**Asian Students** comprise 12.8% of our student body. They are underrepresented at our college in that our service area is 27% Asian and experience disproportionate impact in the areas of English and ESL completion. The ESL and English departments are employing retention strategies that are intended to help raise the completion rates for these students, while we also expect

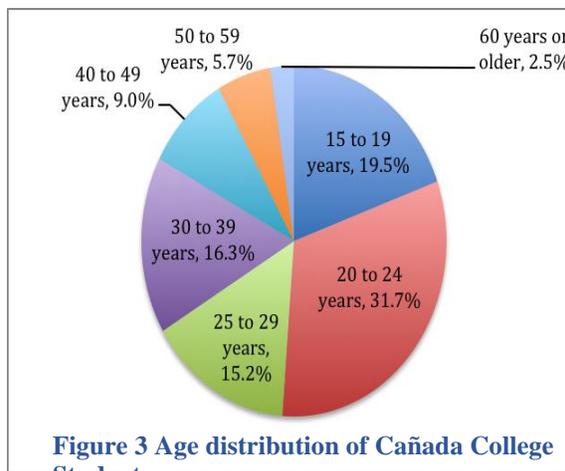
**Students identifying as Multiple Races or Unknown Race/Ethnicity** are 12.9% and 2.9% of our students respectively. It is not clear at this point how to target programs to these groups, aside from the fact we believe our core strategies of Proactive support, Curricular Innovation, and Direct support and Financial literacy, will help close achievement gaps for all students. We also recognize the need to drill down into this category to better understand the ethnic and racial combinations that are most underserved.

**By Gender**, our students identify as 59.8% female, 37.8% male and 2.5% unrecorded. Of these groups, male students experience the highest levels of disproportionate impact in the English Completion, ESL Completion, and Degree or Certificate Completion indicators. For those whose gender was ‘Unrecorded’ (a total of 155 students) the only disproportionate impact occurred in the English and Mathematics Completion indicators. In the Access indicator, Males are underrepresented (p-index=0.77) while the lack of data for “unrecorded-gender” made comparison with the service population impossible. We are looking into adding identity options such as “Transgender” and “Intersex” to our admission materials to learn more about the composition and needs of the “unrecorded gender” group.

**Age groups** experiencing the most disproportionate impact include those under 20, and those students in the 40-49 year old range. In terms of indicators, almost all age groups experienced disproportionate impact in the areas of English completion and Transfer, with just the 50-59 year olds experiencing disproportionate impact in Mathematics completion. All students 30 and over are underrepresented on our campus, leaving some of the indicators with less than 10

students for which to calculate indicators. The main targeted intervention to address these disparities is the College for Working Adults (CWA)

**Disability status** did not seem to have an association with any disproportionate impact. Since disability status is defined by those students who register with the DSPS office, the category includes students with physical as well as developmental, cognitive or learning disabilities who have taken the initiative to sign up for services. Our current data collection system does not allow us to further disaggregate this data to see differences amongst students with different categories of disabilities. We also do not assume that all students with disabilities are registered with DSPS. In our plan, we therefore do allocate funds to support a Learning Disabilities counselor who will perform LD testing on site to increase the number of students who can take advantage of the DSPS resources.



**Figure 3** Age distribution of Cañada College Students

**Low Income** students experienced disproportionate impact in the Course Completion and Transfer indicators. Both the Sparkpoint center and the Textbook Learners Collection (TLC) program are designed to provide direct assistance and financial literacy support to those students, in an attempt to eliminate income as a factor in low completion and transfer rates.

**Probation and Dismissal** students are defined to be those students who have struggled academically. Unsurprisingly, they showed up as experiencing disproportionate impact across all relevant indicators (Access can't be calculated for this group). This analysis caused us to look at the interventions aimed at probation and dismissal students which lead to the initiation of the Students Transitioning Off Probation (STOP) program which has since been institutionalized. Workshops to help explain to these students how to remove themselves from probation were designed through our ACES Inquiry process and are now run regularly by the Counseling Department. We are also training faculty on effective practices for assisting this group of students.

**Veterans** are vastly underrepresented on our campus at 1.5% of students, yet 5.7% of San Mateo County residents. This is due in part to the VA/GI bill funding formula which provides funding at different levels depending on the area of residence.. In addition to being underrepresented, our student veterans experience disproportionate impact in overall course completion, degree or certificate attainment, and transfer (0 veterans were transfer-ready in the reference year). We have developed a plan to increase direct support in the form of book and transportation vouchers, as well as a more concerted effort to connect these students with proactive retention and case management through the existing Veterans' Resource and Organizing Center (VROC).

**Foster Youth** are also overrepresented at 0.8% of the student population, while only 0.3% of San Mateo County residents.

## **Goals**

### **Access**

- A1 Increase enrollment for target students.
- A2 Increase average placement level for students in target populations in ESL, Math and English from current levels.

### **Course Completion**

- B1 Increase successful course completion for target students
- B2 Increase basic skills sequence completion for target students
- B3 Increase number of classified, faculty, and administrators participating in inquiry-based professional learning

### **ESL and Basic Skills Completion in Math and English**

- C1 Increase successful course completion for target students
- C2 Increase basic skills English and Reading sequence completion for target students
- C3 Increase successful course completion for target students
- C4 Increase basic skills Math sequence completion for target students
- C5 Increase successful course completion for target students
- C6 Increase ESL sequence completion for target students

### **Degree and Certificate Completion**

- D1 Increase degree and certificate completion for target students

### **Transfer**

- E1 Increase transfer rates for target student

## Activities/Interventions

The activities associated with the Student Equity Plan were developed both from existing campus interventions, our collective experiences with interventions through the Basic Skills Plan, along with new insights developed through campus dialogue. Here we present the overarching, or 'crosscutting' strategies that are incorporated into each activity, then list each associated activity with a brief description. Many of these activities address multiple indicators, but we have attempted here to sort them accordingly.

### Crosscutting Strategies

All of the activities incorporate what have emerged as effective strategies for increasing success and retention for at-risk students. The following four strategies can be found at work within each of our Student Equity related activities:

- **Proactive (Intrusive) support and case management.** This includes the work of various retention specialists who collaborate with faculty and campus resources to ensure students experience a sense of "authentic care" from a representative of the institution and are effectively connected to available resources. As will be shown below, we have several designated 'retention specialists' who work with faculty and program staff to follow up with students and connect them to resources.
- **Curricular and Pedagogical Innovation:** This includes efforts to incorporate more research-based effective practices into classrooms across. It also includes efforts at redesigning remedial pathways through Math, English and ESL acceleration.
- **Direct support and financial literacy.** Our Sparkpoint Center offers financial literacy training and partners with United Way to deliver direct assistance. We have also created a book-loan program through the library, and plan to disperse bookstore, transportation and food vouchers to specific student populations experiencing disproportionate impact.
- **Intentional Programming for underserved groups.** Efforts such as Puente, DREAMers, Blacademia, and the Men of Color Initiative represent efforts where underrepresented minorities can intentionally build communities on campus. While we aim to make the entire campus a safe space for all students, having intentional communities can help students feel represented and empowered. These also offer a means to generate knowledge of effective practices that can be spread to other classrooms and throughout the campus.

Initiatives to support disproportionately impacted students include:

### Access

The following activities relate to our ability to reach our goals A1 and A2 related to improving access and the placement level of incoming students.

**ACADEMIC SUPPORT** through Word, Math, and Physics Jams as well as COLTS Academies providing entry-level support for all students. These bridge programs are heavily publicized to high schools and offer an attractive, student-friendly public face for the campus.

- **Math Jam** The award winning STEM Center Math Jam Program offers the opportunity for Cañada College students to improve their Placement Test results in Mathematics or prepare for math courses that they will be taking. The goal of Math Jam is to help students complete their Associates Degree and/or transfer requirements for a 4-year college/university in less time than previously possible. There are three Math Jam opportunities each year, all held during the intersession period that falls between semesters. Summer Math Jams are held in June and August and Winter Math Jam in January. Students can participate in either the Daytime or Evening Math Jams.

“THE ONE TIME WE OFFERED AN EVENING SESSION OF WORD JAM WE HAD ALMOST AS MANY STUDENTS AS THE DAY SESSION. AN EVENING SESSION IS ESSENTIAL FOR THE ESL DEPARTMENT STUDENTS.”

- **Word Jam** is a free, one week, non-credit program for current and in-coming Cañada College students in all levels of English, Reading, and ESL. Students in Word Jam work with Cañada College faculty to practice college-level reading and writing strategies, practice English, learn the expectations of their specific English, Reading, or ESL courses, and become familiar with campus resources. Past students in Word Jam have even boosted their Cañada College English Placement Test scores!
- **COLTS (Community of Leadership and Transfer Success) Academy 1 is a free 4-day** program for first-year incoming students starting at 9 a.m. and ending at 3 p.m. every day. The Academy provides students the opportunity to: Connect – meet fellow Cañada students, faculty, and staff, Lead – learn about leadership opportunities on campus, as well as how to be leaders in their educational journey, and Succeed – walk away with a Transfer Success Portfolio equipped with tools and resources for college success. The Academy features fun and interactive workshops, a powerful mix of peer leaders who will be the students' mentors-for-the-day, free academic resources, and an amazing opportunity for students to get a head start on their academic career at Cañada.

**SPARK POINT** is part of a regional United Way of the Bay Area network of financial education centers designed to serve individuals and families who are working to achieve financial self-sufficiency modeled on the Annie E. Casey Foundation's "Centers for Working Families ." Students and other members of the community utilize SparkPoint services and resources to achieve financial self-sufficiency. SparkPoint is a physical location on the campus as well as a network of services accessed throughout the campus. SparkPoint

serves students and other San Mateo County residents with an enhanced network of partnerships. Services and resources are bundled and sequenced to improve outcomes.

**DREAMERS** Task Force addresses issues related to immigrant students, with a large percentage of Hispanic students, by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. The Task Force is also responsible for acquiring and disseminating accurate information about policy updates and public and community events.

### **Course Completion (Retention) and Math, English Basic Skills and ESL Sequence Completion**

**ACES INQUIRY PROJECTS** is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and through a data-informed process, in collaboration with the office of Planning, Research, and Institutional Effectiveness, create assessable plans to support all students including Black and Hispanic as well as other student groups facing higher rates of disproportionate impact.

“ THIS REALLY HELPED ME THINK IT THROUGH ON A DEEPER LEVEL AND FORCED ME TO STEP OUTSIDE OF THE BOX AND INTO THE PERSPECTIVE OF OUR STUDENTS AND OUR COLLEGE COMMUNITY.”

(STAFF AND FACULTY PARTICIPANTS IN INQUIRY PROCESS”.

**PUENTE** program reaches out to all students, including a large percentage of Hispanic students, who take pre-transfer and Career classes in the fall semester. They then take College-level English and another Career classes in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year university.

**BLACADEMIA** at Cañada College consists of a group of educators working to improve the academic success of Black students. The BLACADEMIA group addresses issues of concern related to Black students by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. The group is also responsible for acquiring and disseminating accurate information about policy updates and public and community events.

**LEARNING COMMUNITIES** like ESL 400 and Library 100, ESL and ECE, and Puente create communities of learning that support success of students with Basic Skills needs.

**COORDINATED INTRUSIVE WRAP-AROUND SUPPORT** by counselors, embedded tutors, and retention specialists is provided in ESL, and Pre-transfer Math and English, and other disciplines where Hispanic and Black students face disproportionate impact. (See figure 4)

**EMBEDDED TUTORING** is a program designed to provide dedicated support for students and faculty in below transfer level and transfer level courses. An embedded tutor attends class sessions in order to provide course specific academic assistance in or out of the classroom.

**WRITING CENTER** The Cañada College Writing Center supports, motivates and educates students of all abilities and educational backgrounds who want to improve their writing skills, assignments and projects. In addition to open space available for writing, The Writing Center will provide opportunities to enhance writing abilities through Writing Coaching, Writing Workshops, Writing Series Activities and Faculty Participation.

Services that will be provided to students will include: Writing support across curriculum, writing support with course writing projects, de-mystifying the course syllabus, scholarship and college-admissions applications and writing prompts, information and support with the writing process, Thesis development, Writing mechanics information (brainstorming, idea development, citing, using sources). For Faculty, the following will be made available: workshops that can be presented to your classes, space to engage in conversations about different aspects of writing pedagogy, writing seminars and information sharing, welcome and open space to hold office hours/meet with students

**TEXTBOOK LEARNERS COLLECTION (TLC)** In order to alleviate financial obstacles for our ESL, Basic Skills, distance education, and other underserved students the Library will create a semester-long textbook and calculator reserve collection called the Textbook Learners Collections (TLC). In order to increase tutor effectiveness and student access, the Learning Center will have a collection of 2-hour check-outs of the same textbooks and calculators, as well as participating in the TLC program. Furthermore, to help bridge the technology gap, both the Library and Learning Center will loan tablets and Google Chromebooks to students. By providing Basic Skills, ESL, pre-transfer Math, and other underserved students with free long-term check-outs for textbooks, calculators, computers, and tablets, we expect to increase these students' retention and success rates. Textbooks can often be a hard

---

“THE PROCESS OF WORKING ON THIS PROJECT HELPED US GROW PROFESSIONALLY BY ALLOWING US TO EXPLORE ALL THE ELEMENTS THAT GO INTO CREATING A SUCCESSFUL WRITING CENTER, BY FORCING US TO ARTICULATE PEDAGOGICAL PRINCIPLES THAT WE HAVE TENDED TO TAKE FOR GRANTED AND CORROBORATE THEIR USEFULNESS WITH EXPERTS IN THE FIELD; BY PROVIDING US WITH OPPORTUNITIES TO COLLABORATE WITH FACULTY IN RELATED AND COMPLETELY DISPARATE DISCIPLINES; AND BY HELPING US TO BUILD RELATIONSHIPS WITH STUDENTS AND STAFF. “

ENGLISH FACULTY MEMBER

financial burden and lack of access to a monitor and keyboard set-up at home can have a negative impact on students' ability to access and complete assignments. This collection will elevate that financial burden while giving students more access to technology and make Cañada an even more desirable location for low-income, struggling, or otherwise underserved students.

**VETERANS RESOURCE AND OPPORTUNITY CENTER (VROC)** is committed to the task of supporting veteran needs while in attendance at Cañada College and beyond. VROC's vision is to provide veterans, of all eras, returning to school with personalized service and encouragement through connection with admissions & records/counseling services/financial-aid, fellow veterans, and veteran related agencies and organizations.

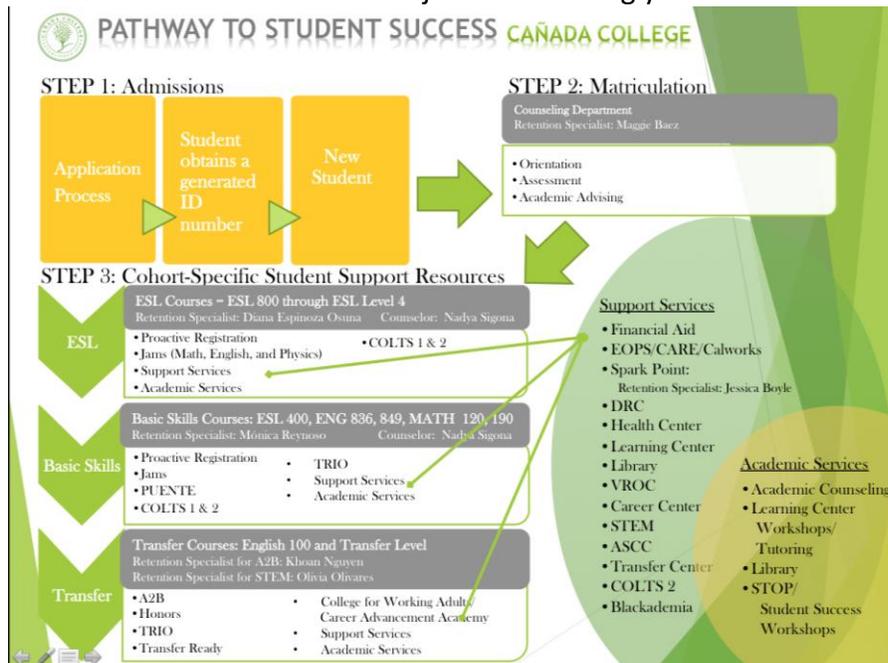
**FOSTER YOUTH SUPPORT SERVICES** will provide book and transportation vouchers along with increased outreach and retention services.

**Degree and Certificate Completion**

Key initiatives to support target students in degree and certificate completion include coordinated efforts in programs like Puente and College for Working Adults. In addition, in collaboration with Office of Planning, Research & Institutional Effectiveness, (PRIE), each intervention is studied to identify the level of effectiveness and adjusted accordingly.

**Transfer**

Key initiatives to support target students in Transfer include coordinated efforts in programs College for Working Adults. In addition, in collaboration with Office of Planning, Research & Institutional Effectiveness, (PRIE), each intervention is studied to identify the level of effectiveness and adjusted accordingly.



**Figure 4** Coordinated retention and support

## Community Collaborations

**ADULT-EDUCATION COLLEGE and CAREER EDUCATIONAL LEADERSHIP (ACCEL):** Cañada College is integral to the work of Adult-Education College and Career Educational Leadership (ACCEL), which is the planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86. ACCEL is collaboratively rethinking and redesigning Adult Education to accelerate student success. We are a coalition of adult schools, community colleges and partners throughout the region. Our mission is to support adult education students' transition to college, workplace success, and community contributions.

The California Legislature passed the AB 86 Adult Education Consortium Planning program to develop a seamless system of transitions between Adult Schools and Community Colleges. ACCEL's goal is to create collaborative relationships,

systems and strategies to achieve sustainable results

as community needs change. Our collaboration includes:

- A countywide Steering Committee developing integrated regional strategies
- Collaborative Action Teams (CATs) creating targeted initiatives to meet sub-regional needs
- Partnerships with community organizations, public agencies, employers, labor and philanthropy to expand options for adult learner

The administration, faculty, and staff at Cañada College are working in collaboration, across multiple disciplines, to build pathways towards the enhancement and success of Adult Education. The two areas that Cañada College is addressing are La Costa Adult School and collaborations with Sequoia Adult School and Job Train.

### La Costa Adult School

Adult learners on the South San Mateo County Coast do not have access to adult education to improve language, math, technology, and career skills. To address this situation, Cabrillo & La Honda/Pescadero Unified School Districts, Cañada College, and Puente de la Costa Sur have collaborated to create La Costa Adult School. La Costa Adult

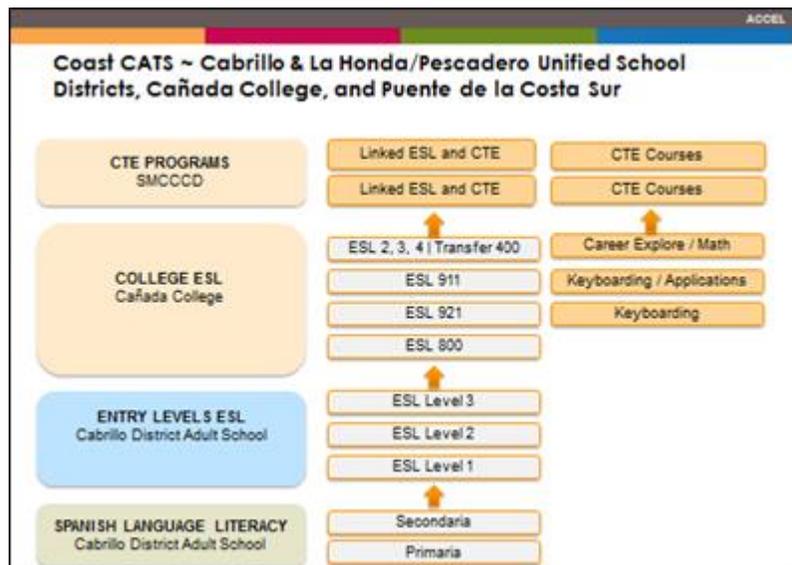


Figure 5 Diagram of Collaborative Action Teams (CATs)

School is comprised of two sites: one in Half Moon Bay and one in Pescadero. Spring 2016 offerings in Half Moon Bay will be Literacy to High Beginning ESL, ABE/HiSET Preparation, Career Ready 101, computer literacy instruction and tutoring. Offerings in Pescadero in collaboration with Puente de la Costa Sur in spring 2016 will be Spanish Literacy, Literacy to High Beginning ESL, GED/HiSET Preparation, Driver's Education, computer literacy and tutoring.

### **Sequoia Adult School, JobTrain, and Cañada College Collaboration**

With the defunding of the R.O.P. ECE program offered by the San Mateo County Office of Education, Cañada College is proposing to offer a fast track program providing the entire Cañada ECE certificate in a two semester sequence. This program will be offered at the Menlo Park Center (Job Train) and will mirror the defunded program in terms of length and times but will offer all eight ECE classes for credit in the certificate.

Student Equity Funding and Other Resources  
Contact Person/Student Equity Coordinator

### **Student Equity Funding and Other Resources**

The funding for activities related to student Equity is coordinated and combined with our college's Basic Skills Initiative, SSSP, and our HIS Title V grant. We say that the funds are "braided" to help ensure the full-funding, coordination and stability of these activities. The crosswalk on the following page shows the integration of the various goals and activities related to student Equity.

**Crosswalk of Initiatives to support Basic Skills and Equity**

	<b><i>Equity Outcomes</i></b>	<b><i>Basic Skills Outcomes</i></b>	<b><i>HSI, Title V grant outcomes</i></b>	<b><i>Interventions</i></b>
<b><i>START STRONG</i></b>	<p>A.1 The percentage of Hispanic and African American students enrolling in Cañada College <i>will continue</i> to be 40% and higher and 3% and higher respectively.</p> <p>A.2., The number of students who have completed new student orientation, assessment and counseling will be monitored and analyzed.</p> <p>C.3 Increase the percentage of Hispanic and African American students being placed in higher levels of Math and English courses.</p>	<p>The percentage of incoming students with basic skills needs taking the placement test and succeeding in their course in which they enroll will increase by 2% on a yearly basis</p>	<p>Increase the percentage of entering students that participate in and benefit from academic preparation programs Improve existing expanded academic preparation program</p>	<ul style="list-style-type: none"> <li>• Math, Word, Physics Jams</li> <li>• COLTs Academies</li> <li>• CWA</li> </ul>
<b><i>STAY STRONG</i></b>	<p>B.1 By 2014-2015, 75% faculty, staff, and tutors for courses two-level below transfer in Math, English, and ESL will receive intensive and on-going professional development to successfully support students experiencing Disproportionate Impact</p> <p>B.2: 1. The number of students who have been contacted through the early alert program and Basic Skills Counselors will be monitored and analyzed.</p> <p>2. The number of students who have completed a comprehensive educational plan will be monitored and analyzed.</p> <p>C.1: By 2014-2015, success rates of students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates.</p>	<p>The percentage of students enrolled in basic skills/ESL courses with Student Educational Plans will increase by 2% on a yearly basis</p> <p>The successful progression rate of students from basic skills classes two levels below transfer will increase by 2% on a yearly basis</p>	<p>Increase participation in academic support services (targeting developmentally placed students) Improve, expand, and combine existing academic support services and “boutique” programs</p>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Retention Efforts</li> <li>• ESL Retention (PL)</li> <li>• Tutoring/Mentoring</li> <li>• Writing Center</li> <li>• Sparkpoint Initiative</li> <li>• LD Counselor</li> <li>• Direct Support for Target Groups</li> <li>• - Book Loan Program</li> <li>• - Book Voucher Program</li> <li>• - Transportation Vouchers</li> <li>• Dreamers</li> <li>• Puente</li> <li>• Blacademia</li> <li>• CWA</li> <li>• Coordination</li> <li>• ESL Coordination</li> <li>• Evaluation</li> <li>• Research</li> </ul>
<b><i>FINISH STRONG</i></b>	<p>D.3 Increased certificates and degrees numbers or rate for all groups.</p> <p>E. 3 Increased transfer numbers or rate for all groups.</p>		<p>Develop and implement transfer preparation program Increase the transfer rates to 4-year colleges</p>	<ul style="list-style-type: none"> <li>• Transfer Academy</li> <li>• CWA</li> <li>• GE Pathways</li> </ul>

### Overview of Equity Plan

	Students groups	Goals/success indicators	Activities	Funding Sources	Responsible party
Access	Asian American Indian/Alaskan Native Veteran Over 40 years old.	A1 Increase enrollment for target students A2 Increase average placement level for students in target populations in ESL, Math and English from current levels	1. College for Working Adults 2. Word/Math Jam 3. ESL Coordination/retention 4. Dreamers/Vet Ret/FY Outreach/SpkPT 5. LD Assessment/Counseling	1. Equity & college 2. Equity, BS, & HSI 3. Equity, college, & grant 4. Equity & SSSP 5. Equity & college	1. CWA Coordinators 2. Dir Learning Center 3. ACES Coordinator 4. ESL Coordinator 5. Dir Sparkpoint/EOPS 6. Director LD
Course Completion	African American American Indian/Alaskan Native Hispanic Low Income Veteran Foster Youth Probation and Dismissal	B1 Increase successful course completion for target students B2 Increase basic skills sequence completion for target students B3 Increase number of classified, faculty, and administrators participating in inquiry-based professional learning	1. BS Retention 2. Equity Coordination 3. Blacademia 4. Puente 5. Dreamers/Vet Ret/FY Outreach/SpkPT 6. Students Transition out of Probation (STOP) 7. ACES Inquiry (PD) 8. Research	1. Equity 2. Equity 3. Equity & college 4. Equity & SSSP 5. Equity & SSSP 6. Equity 7. Equity & college	1. Dir Learning Center 2. ACES Coordinators 3. Puente Coordinator 4. Dir Sparkpoint/EOPS 5. Dir Learning Center 6. ACES Coordinators 7. Dean PRIE
English Completion	African America Hispanic Pacific Islander Male 20-24, 30-39, 40-49 year olds Probation and Dismissal	C1 Increase successful English course completion for target students C2 Increase basic skills English and Reading sequence completion for target students	1. Puente 2. BS Retention 3. Writing Center 4. WordJam 5. Supplemental Instruction/Embedded Tutoring	1. Equity & college 2. Equity 3. Equity 4. Equity, BS, & HSI 5. Equity, BS, & HSI	1. Puente Coordinator 2. Dir Learning Center & Coordinator English Dept.
Math Completion	African American Filipino Pacific Islander Unknown Ethnicity Not recorded Gender 50-59 years old Probation and Dismissal	C3 Increase successful Math course completion for target students C4 Increase basic skills Math sequence completion for target students	1. BS Retention 2. Math Jam 3. Supplemental Instruction/Embedded Tutoring	1. Equity 2. Equity, BS, & HSI 3. Equity, BS, & HSI	Dir Learning Center & Math faculty
ESL Completion	Asian Male Younger than 20 40-49 year olds Not low income	C5 Increase successful ESL course completion for target students C6 Increase ESL sequence completion for target students	1. ESL Retention 2. Word Jam 3. Supplemental Instruction/Embedded Tutoring	1. Equity, college, & grant 2. Equity, BS, & HSI 3. Equity, BS, & HSI	Dir Learning Center & Coordinator ESL
Degree or Certificate	African American Multiple Races Pacific Islander Male Younger than 20 Veteran Probation and Dismissal	D1 Increase degree and certificate completion for target students	1. College for Working Adults 2. Dreamers/Vet Ret/FY Outreach/SpkPT 3. Students Transition out of Probation (STOP)	1. Equity & college 2. Equity, BS, & HSI 3. Equity, college, & grant 4. Equity & SSSP	1. CWA Coordinators 2. Dir Learning Center 3. ACES Coordinator 4. ESL Coordinator 5. Dir Sparkpoint/EOPS
Transfer	Hispanic Younger than 20 Low Income Veterans Foster Youth Probation and Dismissal	E1 Increase transfer rates for target students	1. College for Working Adults 2. Dreamers/Vet Ret/FY Outreach/SpkPT 3. Students Transition out of Probation (STOP) 4. Equity Coordination	1. Equity & college 2. Equity & SSSP 3. Equity & SSSP	1. CWA Coordinators 2. Dir Sparkpoint/EOPS 3. Dir Learning Center

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# Planning Committee and Collaboration

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The Academic Committee for Equity & Success (ACES) Committee, the Student Equity Planning Committee, continues to work in collaboration with academic senate, academic faculty and staff, student services representatives, students, and appropriate community members to build an Equity plan that complements the college's mission, the Educational Master Plan, the Strategic Plan, The SSSP Plan, and the Basic Skills Plan.

This committee includes administrators, faculty, staff, researchers, students and others involved with other institution-wide planning and evaluation. It also includes representation from individuals involved in the following areas of student support:

- Disability Resource Center (DRC)
- Extended Opportunity Programs and Services (EOPS) / CARE/ CalWORKs/ Former Foster Youth Program
- Math, Engineering, Science Achievement (MESA) Program
- Puente Initiative
- Spark Point Initiative
- Cañada Middle College High School
- Student Success and Support Program (SSSP)
- Veterans Resource and Opportunity Center (VROC)
- Student Financial Aid
- Basic Skills Initiative (BSI )

## The Planning Progress

Logic Models have been foundational in the planning process. Beginning with the professional learning to interventions to the disproportionate impact. Beginning with identifying the problem based on the institutional data and then different levels of outcomes and then focusing on outputs and inputs, relating them to qualitative and quantitative data after each intervention.



# Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
		Student representatives
Doniella Maher	Professor	Basic Skills English Faculty
Elizabeth Terzakis	Professor	Basic Skills Reading Faculty
Michael Hoffman	Professor	Basic Skills Math Faculty
Hyla Lacefield	Professor	CTE / Workforce Development Faculty Representative
Jeanne Gross	Professor	ESL Faculty
Valeria Estrada	Professor	Library Faculty
Trish Guevarra	PSC	TRIO representative
Lorraine Barrales-Ramirez	Professor/Counselor	EOPS/CARE/CalWORKS/FFYSI
Diva Ward	Director	Learning Support Center
Daryan Chan	Professor/Counselor	Counseling Faculty
		2 Non-Basic Skills Faculty
David Johnson	Dean, HSS	Instruction Administrative Representative
Kim Lopez	VPSS (Interim)	Student Services Administrative
Monica Reynoso	Ret Specialist	Student Services Representative/Retention Specialist
Matt Lee	Div Assistant	Classified Representative
Chialin Hsieh	Dean, PRIE	Dean of Planning, Research, Student Success
Jenna French		Disabilities Resource Center
		Financial Literacy
Trish Guevara	PSC	Veterans
Mayra Arellano	College recruiter	Outreach coordinator
		Non-Basic Skills STEM Faculty
Lionel DeMaine	Director	Sequoia Adult School

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## Access

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Cañada College is one of only three federally-designated Hispanic Serving Institutions in the San Francisco Bay Area. The primary service area for the college is the southern portion of San Mateo County, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero.

A large number of Cañada College students come from the East Palo Alto and North Fair Oaks communities. In East Palo Alto, 52% of adults over 25 do not have a high school diploma and only 10% have a bachelor's degree or higher. In North Fair Oaks, 47% of adults do not have a high school diploma. Given these statistics, as taken from Citydata.com in 2012, it is easy to see why so many Cañada students are first-generation college students.

The College data indicates that Asian, Veteran and over 40 year old students are disproportionately impacted and require support to access. To reduce the disproportionate impact for these student groups, the college is promoting the following initiatives: College for Working Adults, stronger support services for veterans, and investigation into applying for an Asian American and Native American Pacific Islander-Serving Institutions Program grant. In addition, a Dreamer Center will be created to support students transitioning from High Schools as well as Adult Schools.

**College for Working Adults (CWA)** is an evening and weekend degree program designed to improve access, retention, degree completion, and transfer for adult re-entry students. The CWA provides a clearly defined pathway that allows students to earn up to three Associate degrees in three years while working full time. The program delivers wraparound support services, including a designated counselor, predetermined curriculum, program orientation, peer mentoring, tutoring, and guaranteed enrollment in CWA courses.

**Dreamer Center:** In collaboration with EOPS and SparkPoint the college will be creating a Dreamer Center to support students from High Schools and Sequoia Adult School and the newly created La Costa Adult School. These efforts are coordinated with the college support for AB86: Adult-Education College and Career Educational Leadership (ACCEL): Achieving the promise of AB 86 in San Mateo County.

**Veterans Resource and Opportunity Center (VROC):** To improve access to our institution, Cañada College needs to reach out to veterans. In addition, the campus needs increased awareness and sensitivity of veterans needs on campus. Broad-based activities such as Veterans Week Celebration need to be expanded. More structured counseling and support staff in the Veteran's Center is needed to assist with these events and to assist veterans in transitioning to the college life. Staff will work with Veterans on Educational Plans, provide

information about Financial Aid and other resources to which Veterans are entitled. Initiatives to support Veterans in the classroom will be identified, such as designated tutors and mentors for Veterans, cohort models where possible, and supplemental instruction.

By having more events that honor returning Veterans and more veteran specific supports available, we expect to see an increase in the number of Veterans attending Cañada College.

**Campus Based Research: Access**

<b>Table A1: Access by race/ethnicity</b>						
	<b>San Mateo County Residents</b>		<b>Cañada College Students Residing in San Mateo County</b>			
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>P index</b>	
Total 15 years and older	621,538		6,288			
African American	16,128	2.6%	214	3.4%	<b>1.31</b>	
American Indian/ Alaska Native	1,004	0.2%	11	0.2%	<b>0.87</b>	
Asian	173,024	27.0%	806	12.8%	<b>0.47</b>	
Hispanic	144,478	23.3%	2,523	40.1%	<b>1.72</b>	
Multi races	15,159	2.4%	812	12.9%	<b>5.38</b>	
Pacific Islander	8,374	1.4%	116	1.8%	<b>1.32</b>	
White	263,371	43.2%	1,624	25.8%	<b>0.60</b>	
Other	N/A	N/A	N/A	0.0%	<b>--</b>	
Unknown	N/A	N/A	182	2.9%	<b>--</b>	

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2014 (CC-EST2014-ALLDATA-06); SMCCCD Student Database (2014/15).

<b>Table A2: Access by Gender</b>						
	<b>San Mateo County Residents</b>		<b>Cañada College Students Residing in San Mateo County</b>			
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>P index</b>	
Total 15 years and older	621,538		6,288			
Male	303,395	48.8%	2,374	37.8%	<b>0.77</b>	
Female	318,143	51.2%	3,759	59.8%	<b>1.17</b>	
Unrecorded	N/A	N/A	155	2.5%	<b>--</b>	

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2014 (CC-EST2014-ALLDATA-06); SMCCCD Student Database (2014/15).

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	621,538		6,288		
15 to 19 years	40,761	6.6%	1,225	19.5%	<b>2.97</b>
20 to 24 years	42,536	6.8%	1,996	31.7%	<b>4.64</b>
25 to 29 years	50,688	8.2%	957	15.2%	<b>1.87</b>
30 to 39 years	111,305	17.9%	1,027	16.3%	<b>0.91</b>
40 to 49 years	110,691	17.8%	567	9.0%	<b>0.51</b>
50 to 59 years	109,184	17.6%	360	5.7%	<b>0.33</b>
60 years or older	156,373	25.2%	156	2.5%	<b>0.10</b>

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2014 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2014/15).

	San Mateo County Residents			Cañada College Students Residing in San Mateo County			P index
	Total	With a disability	Percent with a disability	Total	With a disability	Percent with a disability	
Persons 18 to 64 years	466,598	23,882	5.1%	5,823	355	6.1%	<b>1.19</b>
Persons 65 years and over	97,809	28,689	29.3%	80	6	7.5%	<b>0.26</b>

Sources: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database (2014/15).

	San Mateo County Low Income Residents			Cañada College Low Income Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Persons 18 to 64 years	461,331	59,156	12.8%	5,823	2,265	38.9%	<b>3.03</b>
Persons 65 years and over	94,802	13,306	14.0%	80	6	7.5%	<b>0.53</b>

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Sources: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty. Low income is defined as having less than 1.5 ratio of income to poverty; SMCCCD Student Database, Financial Aid Awards 2014/15.

	San Mateo County Veterans Status			Cañada College Veteran Students Residing in San Mateo County			P index
	Total (18 years and over)	Count	Percent	Total	Count	Percent	
Veterans (2009-2013)	568,801	32,332	5.7%	6,288	92	1.5%	<b>0.26</b>

Sources: U.S. Census Bureau (<http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>); SMCCCD Student Database (2014/15).

<b>Table A7: Access by Foster Youth Status</b>							
	<b>San Mateo County Foster Youth</b>			<b>Cañada College Foster Youth Students Residing in San Mateo County</b>			
	<b>Total</b>	<b>Count</b>	<b>Percent</b>	<b>Total</b>	<b>Count</b>	<b>Percent</b>	<b>P index</b>
<b>Foster Youth</b>	44,937	130	0.3%	6,288	48	0.8%	<b>2.64</b>
Lucille Packard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060; SMCCCD Student Database (2014/15).							
Foster Youth status at Cañada College includes students receiving a Chafee Grant or reported as foster youth to MIS.							
Care should be taken when interpreting results with subgroups of less than 10.							

## Goals, Activities, Funding, and Evaluation: Access

### Goals

A. 1 Increase enrollment for target students.

A. 2 Increase average placement level for students in target populations in ESL, Math and English from current levels

Target Population(s)	Current P index, year	Goal	Goal Year
Asian	<i>P=0.47, 2014</i>	<i>P=0.8</i>	<b>2020</b>
White	<i>P=0.6, 2014</i>	<i>P=0.8</i>	<b>2020</b>
Veteran	<i>P=0.26, 2014</i>	<i>P&gt;0.5</i>	<b>2020</b>
Over 40 years old.	<i>P&lt;0.52, 2014</i>	<i>P&gt;0.6</i>	<b>2020</b>

### Activities

	students groups	Goals/success indicators	Activities	Funding Sources	Responsible party
<b>Access</b>	Asian White Veteran Over 40 years old.	A1 Increase enrollment for target students A2 Increase average placement level for students in target populations in ESL, Math and English from current levels	<ol style="list-style-type: none"> <li>College for Working Adults</li> <li>Word/Math Jam</li> <li>ESL Coordination/retention</li> <li>Dreamers/Vet Ret/FY Outreach/SpkPT</li> <li>LD Assessment/Counseling</li> </ol>	<ol style="list-style-type: none"> <li>Equity &amp; college</li> <li>Equity, BS, &amp; HSI</li> <li>Equity, college, &amp; grant</li> <li>Equity &amp; SSSP</li> <li>Equity &amp; college</li> </ol>	<ol style="list-style-type: none"> <li>CWA Coordinators</li> <li>Dir Learning Center</li> <li>ACES Coordinator</li> <li>ESL Coordinator</li> <li>Dir Sparkpoint/EOPS</li> <li>Director LD</li> </ol>

### A.1 Targeted Outreach to Underrepresented groups

#### • Activity Type(s)

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

**Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	Asian	806
and	White	2523
A.2	Veteran	92
	Over 40 years old.	1083

	# of Hours	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordinati on & Planning	Curriculum / Course Dev. & Adaptation	Profession al Developm ent	Instruction al Support	Direct Student Support	Total
ESL Coordinator	216.66	A1	\$ -	\$ -	\$ -	\$ 20,402	\$ -	\$ -	\$ -	\$ -	20,402
LD Counselor	216.66	A1	\$ -	\$ 17,021	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	17,021
Word Jam Tutors	800.00	A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,000	\$ -	8,000
Math Jam Tutors	1,480.00	A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,800	\$ -	14,800
ESL Coordinator		A1	\$ -	\$ -	\$ -	\$ 6,625	\$ -	\$ -	\$ -	\$ -	6,625
LD Counselor		A1	\$ -	\$ 5,673	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,673
Word Jam Tutors		A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80	\$ -	80
Math Jam Tutors		A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 148	\$ -	148
LD Supplies		A1	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,000
Contract Services for Food for		A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,535	\$ -	4,535
											78,284

	# of Hours	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordinati on & Planning	Curriculum / Course Dev. & Adaptation	Profession al Developm ent	Instruction al Support	Direct Student Support	Total
Veteran, Dreamer, FY Retention, Spark and Outreach	600.00	A2	\$ 4,516	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,032	13,548
Veteran, Dreamer, FY Retentic		A2	\$ 490	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 979	1,469
Veteran, Dreamer, FY Retentic		A2	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	1,000
											16,017

### ***Activity Implementation Plan***

The college recruiter will work with ESL, English, and Math program coordinators to ensure students enroll in Word/Math Jam. In addition, the College for Working Adults coordinator and retention specialist will collaborate with the college recruiter to ensure the target students participate in this program that supports older students and ensures retention, success, and degrees for this and other disproportionately impacted students at a much higher rate.

In addition the Veteran Center coordinator will work closely with the SparkPoint coordinator to ensure all veterans receive relevant academic, psychological, and financial support in a timely manner.

#### **• *Link to Goal***

In collaboration with recruiters, student ambassadors, LD counselors, and the Spark point and Dreamer Centers, enrollment for target students will increase. In addition, to improve the average placement of target groups, Learning Center staff and Math, English, and ESL faculty will be working to support students academically through Math Jam and Word Jam. In addition, coordinators and retention specialists in ESL and College for Working Adults will ensure students are registered in a timely manner in the appropriate classes.

#### **• *Evaluation***

Each semester quantitative and qualitative data will be gathered to identify the impact of these practices. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

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# Course Completion

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The following students are disproportionately impacted in retention and course completion: African American, American Indian/Alaskan Native, Hispanic, Low Income, Veteran, Foster Youth and Probation and Dismissal.

Cañada College has already begun addressing the level of support needed for these student groups through a variety of programs, with a focus on professional development to ensure these programs are scaled up and become institutionalized. These programs include:

**Coordinated Retention Support** by hiring a retention specialist to support students one and two levels below transfer. Through the Communities of Practice structures, retention specialists across campus collaborate to ensure their efforts and planned, data is compiled, and adjustments made based on the assessment of their efforts.

**Puente Program:** As part of the program, Puente students take English 847 and CRER 137 in the fall semester. They then take English 100 and CRER 110 in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year college or university. - See more at: <http://canadacollege.edu/puente/index.php#sthash.zWZAm134.dpuf>

**Blacademia**, which consists of a dedicated group of educators working to improve the academic success of Black students. The BLACADEMIA group addresses issues of concern related to Black students by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops.

**Professional Learning** through inquiry projects and around research-based strategies to support men of color. These include Courageous Conversations through the Pacific Education Group (<http://www.pacifieducationalgroup.com/public/pages/home>), and Beyond Diversity, which is a powerful, personally transforming two-day seminar designed to help teachers, students, parents, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. In addition, the college has been promoting on-line trainings for Teaching Community College Men of Color through <http://coralearning.org/team/tcmoc/>

## Campus Based Research: Course Completion

	Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)		80% Index (Reference=Max)	Percent age Point Gap	
			Count	Rate			
Ethnicity	African American	365	1,325	693	52.3%	72%	-9.7%
	American Indian/Alaskan Native	22	76	39	51.3%	71%	-10.7%
	Asian	984	2,693	1,954	72.6%	100%	10.5%
	Filipino	404	996	601	60.3%	83%	-1.7%
	Hispanic	3,823	13,223	7,634	57.7%	80%	-4.3%
	Multi Races	1,386	4,888	2,956	60.5%	83%	-1.6%
	Pacific Islander	154	543	287	52.9%	73%	-9.2%
	White	2,692	8,043	5,548	69.0%	95%	6.9%
	Unknown	326	1,021	644	63.1%	87%	1.0%
<b>Total</b>	<b>10,156</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>86%</b>		
Gender	Female	6,143	19,983	12,728	63.7%	100.0%	1.6%
	Male	3,747	11,985	7,126	59.5%	93.3%	-2.6%
	Not recorded	266	840	502	59.8%	93.8%	-2.3%
	<b>Total</b>	<b>10,156</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>97.4%</b>	
Age	Younger than 20	1,739	6,463	3,997	61.8%	89.8%	-0.2%
	20 - 24	3,164	11,615	7,104	61.2%	88.8%	-0.9%
	25 - 29	1,619	4,692	2,840	60.5%	87.9%	-1.5%
	30 - 39	1,760	4,938	3,069	62.2%	90.2%	0.1%
	40 - 49	946	2,744	1,765	64.3%	93.4%	2.2%
	50 - 59	637	1,667	1,119	67.1%	97.4%	5.1%
	60 and older	280	643	443	68.9%	100.0%	6.8%
	<b>Total</b>	<b>10,145</b>	<b>32,762</b>	<b>20,337</b>	<b>62.1%</b>	<b>90.1%</b>	
Disability Status	Identified as DSPS	279	1,369	822	60.0%	96.6%	-2.0%
	Not identified as DSPS	9,877	31,439	19,534	62.1%	100.0%	0.1%
	<b>Total</b>	<b>10,156</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>99.9%</b>	
Economic Status	Low income student	3,247	11,730	6,921	59.0%	92.6%	-3.0%
	Not low income	6,909	21,078	13,435	63.7%	100.0%	1.7%
	<b>Total</b>	<b>10,156</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>97.3%</b>	
Probation 1 Status	On probation 1 status	748	2,081	402	19.3%	29.7%	-42.7%
	Not on probation 1 status	10,091	30,727	19,954	64.9%	100.0%	2.9%
	<b>Total</b>	<b>10,839</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>95.5%</b>	
Probation 2 Status	On probation 2 status	471	1,228	360	29.3%	46%	-32.7%
	Not on probation 2 status	10,368	31,580	19,996	63.3%	100.0%	1.3%
	<b>Total</b>	<b>10,839</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>98.0%</b>	
Dismissal Status	On dismissal status	434	1,057	191	18.1%	28.5%	-44.0%
	Not on dismissal status	10,405	31,751	20,165	63.5%	100.0%	1.5%
	<b>Total</b>	<b>10,839</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>97.7%</b>	
Veterans Status	Veteran	174	559	327	58.5%	94.2%	-3.5%
	Not a Veteran	9,982	32,249	20,029	62.1%	100.0%	0.1%
	<b>Total</b>	<b>10,156</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>99.9%</b>	
Foster Youth Status	Foster Youth	46	190	84	44.2%	71.1%	-17.8%
	Not Foster Youth	10,110	32,618	20,272	62.1%	100.0%	0.1%
	<b>Total</b>	<b>10,156</b>	<b>32,808</b>	<b>20,356</b>	<b>62.0%</b>	<b>99.8%</b>	
Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).							
Foster Youth status at Cañada College includes students receiving a Chafee Grant or reported as foster youth to MIS.							
Care should be taken when interpreting results with subgroups of less than 10.							
Data updated 8/27/2015 with 2014-15 data. Fall 2014 and Spring 2015.							

## Goals, Activities, Funding, and Evaluation: Course Completion

### Goals

B1 Increase successful course completion for target students

B2 Increase basic skills sequence completion for target students

B3 Increase number of classified, faculty, and administrators participating in inquiry-based professional learning to support student retention and completion

Target Population(s)	Current gap, year	Goal	Goal Year
African American	9.7, 2014	Gap < 3	2020
Amer Indian/ Alaskan Native	10.7, 2014	Gap < 3	2020
Hispanic	4.3, 2014	Gap < 3	2020
Pacific Islander	9.2, 2014	Gap < 3	2020
Low Income	3, 2014	Gap < 3	2020
Probation and Dismissal	40, 2014	Gap < 3	2020
Veterans	3.5, 2014	Gap < 3	2020
Foster Youth	17.8, 2014	Gap < 3	2020

### Activities

	students groups	Goals/success indicators	Activities	Funding Sources <u>LINK to Budget</u>	Responsible party
Course Completion	African American American Indian/Alaskan Native Hispanic Low Income Veteran Foster Youth Probation and Dismissal	B1 Increase successful course completion for target students B2 Increase basic skills sequence completion for target students B3 Increase number of classified, faculty, and administrators participating in inquiry-based professional learning to support student retention and completion	<ol style="list-style-type: none"> <li>BS Retention</li> <li>Blacademia</li> <li>Puente</li> <li>Dreamers/Vet Ret/FY Outreach/SpkPT</li> <li>Students Transition out of Probation (STOP)</li> <li>ACES Inquiry (PD)</li> <li>Research</li> </ol>	<ol style="list-style-type: none"> <li>Equity</li> <li>Equity</li> <li>Equity &amp; college</li> <li>Equity &amp; SSSP</li> <li>Equity &amp; SSSP</li> <li>Equity</li> <li>Equity &amp; college</li> </ol>	<ol style="list-style-type: none"> <li>Dir Learning Center</li> <li>ACES Coordinators</li> <li>Puente Coordinator</li> <li>Dir Sparkpoint/EOPS</li> <li>Dir Learning Center</li> <li>ACES Coordinators</li> <li>Dean PRIE</li> </ol>

**B.1**

- **Activity Type(s): Coordinated retention, counseling, and academic support through Basic Skills and ESL retention and Puente.**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

**B.2**

- **Activity Type(s) : Professional development for student, faculty, administrators,**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
B.1	Hispanic Probation and dismissal Foster youth Low income	2000
B.2	African American American Indian/Alaskan Native Hispanic Low Income Veteran Foster Youth Probation and Dismissal	600
B.3	African American American Indian/Alaskan Native Hispanic Low Income Veteran Foster Youth Probation and Dismissal	3000

• **Funding**

		# of Hours	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Blackadamia/Men of Color St			<b>B2</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	2,000

		# of Hours	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
ACES Coordinator		<b>216.66</b>	<b>B3</b>	\$ -	\$ -	\$ -	\$ 16,481	\$ -	\$ -	\$ -	\$ -	16,481
ACES Inquiry		<b>730.00</b>	<b>B3</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 47,450	\$ -	\$ -	47,450
Research		<b>390.00</b>	<b>B3</b>	\$ -	\$ -	\$ 19,423	\$ -	\$ -	\$ -	\$ -	\$ -	19,423
ACCESS Inquiry		<b>100.00</b>	<b>B3</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ -	2,500
ACES Coordinator			<b>B3</b>	\$ -	\$ -	\$ -	\$ 5,351	\$ -	\$ -	\$ -	\$ -	5,351
ACES Inquiry			<b>B3</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,902	\$ -	\$ -	4,902
Research			<b>B3</b>	\$ -	\$ -	\$ 7,682	\$ -	\$ -	\$ -	\$ -	\$ -	7,682
Professional Development			<b>B3</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	1,000
												104,789

• **Activity Implementation Plan**

- **ACES INQUIRY PROJECTS** is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and through a data-informed process, in collaboration with the office of Planning, Research, and Institutional Effectiveness, create assessable plans to support all students including Black and Hispanic as well as other student groups facing higher rates of disproportionate impact.
- **PUENTE** program reaches out to all students, including a large percentage of Hispanic students, who take pre-transfer and Career classes in the fall semester. They then take College-level English and another Career classes in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year university.
- **BLACADEMIA** at Cañada College consists of a group of educators working to improve the academic success of Black students. The BLACADEMIA group addresses issues of concern related to Black students by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. The group is also responsible for acquiring and disseminating accurate information about policy updates and public and community events.

- **LEARNING COMMUNITIES** like ESL 400 and Library 100, ESL and ECE, and Puente create communities of learning that support success of students with Basic Skills needs.
- **COORDINATED PROACTIVE WRAP-AROUND SUPPORT** by counselors, embedded tutors, and retention specialists is provided in ESL, and Pre-transfer Math and English, and other disciplines where Hispanic and Black students face disproportionate impact. The Retention Specialist is responsible for establishing and maintaining relationships with the campus staff/communities and off campus organizations; as well as, support on-going student support efforts to nurture existing relationships and become informed of the needs of specific student populations within assigned cohort. Currently, Retention Specialist participates as:
  - Active Member of Academic Committee for Equity and Success
  - Member of Communities of Practice
  - Pro-Active Networking with Major Campus Resource Staff
  - Member of ACCEL Bridge Institute

In order to inform and connect a cohort of 700 basic skills and ESL students retention services and other campus services, the Retention Specialist has implemented the following activities to keep students informed. These efforts include:

- Monthly Newsletter-How-to-Videos
- Classroom Visits
- Motivation Contacts- Emails send at various times in the semester to students in cohort to remind them about seeking their Retention Specialist and to provide a thoughtful note of encouragement.
- Case management of faculty referred students who receive early alert
- Workshops: Extended Technology Orientation

### ***Link to Goal***

In collaboration with Basic Skills and ESL faculty, the retentions specialists, tutor coordinator, leaders in Puente and Blacademia efforts, collaborate to support target students to increase their success and retention. Each of the more promising inquiry projects and scaled up to ensure a larger number of students benefit. Some of these inquiry projects include the following areas:

- **Math 120 Inquiry**: Registration, accelerated pathways
- **ESL student success**: Surfacing powerful practices and creating a video with student testimony on lessons learned
- **Lit. Review on student Motivation**: Annotated Bibliography, presentation
- **Students Transitioning off Probation (STOP)**: Intervention for students on probation

### ***Evaluation***

Each semester quantitative and qualitative data will be gathered to identify the impact of inquiry projects and the retention strategies. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, and Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

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## Success Indicator: ESL and Basic Skills Completion

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African American, Hispanic, Pacific Islanders, Males, 20-24, 30-39, 40-49 year olds, and students on Probation and Dismissal are disproportionality impacted in competing Basic Skills English courses

Student experiencing disproportionality impacted in competing Basic Skills Math courses include African Americans, Filipinos, Pacific Islanders, Unknown Ethnicity, Not recorded Gender, 50-59 years old and students on Probation and Dismissal.

And in ESL, Asian, Male, Younger than 20, 40-49 year olds, and Not low income students are experiencing disproportionate impact.

To support these student groups, the following activities have been implemented:

- **Puente** students take English 847 (pre-transfer) and CRER 137 in the fall semester. They then take English 100 and CRER 110 in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year college or university.
- **A retention specialist hired with Equity funds is providing Basic Skills Retention Support to 600 students.** This support is coordinated with other activities relevant to the target student needs including collaborations with the tutor coordinator to provide academic support through supplemental instruction and embedded tutoring.
- **A Writing Center** will be established to complement the academic support provided through Word Jam and the basic Skills English classes.
- **Academic Support** is provided through WordJam, MathJam, and Supplemental Instruction/Embedded Tutoring

### Campus Based Research: ESL and Basic Skills Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Table C1: English completion by population group						
	Enrolled in a one level below transfer English course (unduplicated)	Progressed to and successfully completed a transferable English course		80% Index (Reference =Max)	Percent age Point Gap	
		Count	Row %			
Ethnicity	African American	33	9	27.3%	52.9%	-19.7%
	American Indian/Alaskan Native	3	1	33.3%	64.7%	-13.6%
	Asian	16	7	43.8%	84.9%	-3.2%
	Filipino	8	2	25.0%	48.5%	-21.9%
	Hispanic	272	133	48.9%	94.9%	2.0%
	Multi Races	86	40	46.5%	90.3%	-0.4%
	Pacific Islander	16	7	43.8%	84.9%	-3.2%
	White	99	51	51.5%	100.0%	4.6%
	Unknown	23	11	47.8%	92.8%	0.9%
<b>Total</b>	<b>556</b>	<b>261</b>	<b>46.9%</b>	<b>91.1%</b>		
Gender	Female	305	153	50.2%	100.0%	3.1%
	Male	242	105	43.4%	86.5%	-3.7%
	Not recorded	7	3	42.9%	85.4%	-4.3%
	<b>Total</b>	<b>554</b>	<b>261</b>	<b>47.1%</b>	<b>93.9%</b>	
Age	Younger than 20	256	141	55.1%	100.0%	7.9%
	20 - 24	182	74	40.7%	73.8%	-6.5%
	25 - 29	44	20	45.5%	82.5%	-1.7%
	30 - 39	42	17	40.5%	73.5%	-6.7%
	40 - 49	13	5	38.5%	69.8%	-8.7%
	50 - 59	7	0	0.0%	0.0%	-47.2%
	60 and older	1	0	0.0%	0.0%	-47.2%
<b>Total</b>	<b>545</b>	<b>257</b>	<b>47.2%</b>	<b>85.6%</b>		
Disability Status*	Identified as DSPS	38	19	50.0%	100.0%	2.9%
	Not identified as DSPS	448	210	46.9%	93.8%	-0.2%
	<b>Total</b>	<b>486</b>	<b>229</b>	<b>47.1%</b>	<b>94.2%</b>	
Economic Status	Low income student	358	167	46.6%	95.8%	-0.7%
	Not low income	191	93	48.7%	100.0%	1.3%
	<b>Total</b>	<b>549</b>	<b>260</b>	<b>47.4%</b>	<b>97.3%</b>	
Probation 1 Status	On probation 1 status	88	32	36.4%	73.5%	-11.0%
	Not on probation 1 status	461	228	49.5%	100.0%	2.1%
	<b>Total</b>	<b>549</b>	<b>260</b>	<b>47.4%</b>	<b>95.8%</b>	
Probation 2 Status	On probation 2 status	31	5	16.1%	32.8%	-31.2%
	Not on probation 2 status	518	255	49.2%	100.0%	1.9%
	<b>Total</b>	<b>549</b>	<b>260</b>	<b>47.4%</b>	<b>96.2%</b>	
Dismissal Status	On dismissal status	26	1	3.8%	7.8%	-43.5%
	Not on dismissal status	523	259	49.5%	100.0%	2.2%
	<b>Total</b>	<b>549</b>	<b>260</b>	<b>47.4%</b>	<b>95.6%</b>	
Veterans Status	Veteran	10	5	50.0%	100.0%	2.6%
	Not a Veteran	539	255	47.3%	94.6%	0.0%
	<b>Total</b>	<b>549</b>	<b>260</b>	<b>47.4%</b>	<b>94.7%</b>	
Foster Youth Status	Foster Youth	8	4	50.0%	100.0%	2.6%
	Not Foster Youth	487	225	46.2%	92.4%	-1.2%
	<b>Total</b>	<b>549</b>	<b>260</b>	<b>47.4%</b>	<b>94.7%</b>	

In 2011/12, English 836 is used as the English course that is one level below transfer.

English courses included as transfer level are English 100, 110, 161, 162, 164, and 165.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Care should be taken when interpreting results with subgroups of less than 10.

Data from summer 2011, fall 2011 and spring 2012

\* Disability data uses data from Data on Demand from the Chancellor's Office. Success is defined as "percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

**Table C2: Math completion by population group**

	Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course		80% Index (Reference =Max)	Percent age Point Gap	
		Count	Row %			
<b>Ethnicity</b>	African American	38	7	18.4%	55.3%	-10.4%
	American Indian/Alaskan Native	3	1	33.3%	100.0%	4.5%
	Asian	45	13	28.9%	86.7%	0.1%
	Filipino	24	5	20.8%	62.5%	-8.0%
	Hispanic	285	85	29.8%	89.5%	1.0%
	Multi Races	104	30	28.8%	86.5%	0.0%
	Pacific Islander	22	5	22.7%	68.2%	-6.1%
	White	270	84	31.1%	93.3%	2.3%
	Unknown	49	12	24.5%	73.5%	-4.3%
<b>Total</b>	<b>840</b>	<b>242</b>	<b>28.8%</b>	<b>86.4%</b>		
<b>Gender</b>	Female	466	135	29.0%	97.9%	0.0%
	Male	348	103	29.6%	100.0%	0.6%
	Not recorded	18	3	16.7%	56.3%	-12.3%
	<b>Total</b>	<b>832</b>	<b>241</b>	<b>29.0%</b>	<b>97.9%</b>	
<b>Age</b>	Younger than 20	272	79	29.0%	36.3%	-0.3%
	20 - 24	302	87	28.8%	36.0%	-0.5%
	25 - 29	108	32	29.6%	37.0%	0.3%
	30 - 39	89	27	30.3%	37.9%	1.0%
	40 - 49	46	15	32.6%	40.8%	3.3%
	50 - 59	16	2	12.5%	15.6%	-16.9%
	60 and older	5	4	80.0%	100.0%	50.6%
	<b>Total</b>	<b>838</b>	<b>246</b>	<b>29.4%</b>	<b>36.7%</b>	
<b>Disability Status*</b>	Identified as DSPS	39	15	38.5%	100.0%	8.1%
	Not identified as DSPS	530	158	29.8%	77.5%	-0.6%
	<b>Total</b>	<b>569</b>	<b>173</b>	<b>30.4%</b>	<b>79.1%</b>	
<b>Economic Status</b>	Low income student	472	144	30.5%	100.0%	1.4%
	Not low income	357	97	27.2%	89.1%	-1.9%
	<b>Total</b>	<b>829</b>	<b>241</b>	<b>29.1%</b>	<b>95.3%</b>	
<b>Probation 1 Status</b>	On probation 1 status	96	16	16.7%	54.3%	-12.4%
	Not on probation 1 status	733	225	30.7%	100.0%	1.6%
	<b>Total</b>	<b>829</b>	<b>241</b>	<b>29.1%</b>	<b>94.7%</b>	
<b>Probation 2 Status</b>	On probation 2 status	35	1	2.9%	9.5%	-26.2%
	Not on probation 2 status	794	240	30.2%	100.0%	1.2%
	<b>Total</b>	<b>829</b>	<b>241</b>	<b>29.1%</b>	<b>96.2%</b>	
<b>Dismissal Status</b>	On dismissal status	38	2	5.3%	17.4%	-23.8%
	Not on dismissal status	791	239	30.2%	100.0%	1.1%
	<b>Total</b>	<b>829</b>	<b>241</b>	<b>29.1%</b>	<b>96.2%</b>	
<b>Veterans Status</b>	Veteran	24	14	58.3%	100.0%	29.2%
	Not a Veteran	807	228	28.3%	48.4%	-0.9%
	<b>Total</b>	<b>831</b>	<b>242</b>	<b>29.1%</b>	<b>49.9%</b>	
<b>Foster Youth Status</b>	Foster Youth	4	1	25.0%	54.1%	-4.1%
	Not Foster Youth	487	225	46.2%	100.0%	17.1%
	<b>Total</b>	<b>829</b>	<b>241</b>	<b>29.1%</b>	<b>62.9%</b>	

In 2011/12, **Math 120, 122, and 123** were used as the Math courses that are one level below transfer.

Math courses included as transfer level are **Math 125, 130, 140, 200, 222, 241, 242, 251, 252, 253, 270, 275, and 695.**

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Care should be taken when interpreting results with subgroups of less than 10.

Data from summer 2011, fall 2011 and spring 2012

\* Disability data uses data from Data on Demand from the Chancellor's Office. Success is defined as "percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

**Table C3: ESL completion by population group**

	Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100		80% Index (Reference =Max)	Percent age Point Gap	
		Count	Row %			
<b>Ethnicity</b>	African American	1	1	100.0%	100.0%	50.0%
	American Indian/Alaskan Native	0	NA	NA	NA	NA
	Asian	11	4	36.4%	36.4%	-13.6%
	Filipino	1	1	100.0%	100.0%	50.0%
	Hispanic	100	47	47.0%	47.0%	-3.0%
	Multi Races	6	3	50.0%	50.0%	0.0%
	Pacific Islander	1	0	0.0%	0.0%	-50.0%
	White	10	9	90.0%	90.0%	40.0%
	Unknown	8	4	50.0%	50.0%	0.0%
<b>Total</b>	<b>138</b>	<b>69</b>	<b>50.0%</b>	<b>50.0%</b>		
<b>Gender</b>	Female	86	52	60.5%	100.0%	10.5%
	Male	47	14	29.8%	49.3%	-20.2%
	Not recorded	5	3	60.0%	99.2%	10.0%
	<b>Total</b>	<b>138</b>	<b>69</b>	<b>50.0%</b>	<b>82.7%</b>	
<b>Age</b>	Younger than 20	11	4	36.4%	54.5%	-13.3%
	20 - 24	21	12	57.1%	85.7%	7.5%
	25 - 29	29	16	55.2%	82.8%	5.5%
	30 - 39	39	19	48.7%	73.1%	-0.9%
	40 - 49	22	9	40.9%	61.4%	-8.7%
	50 - 59	9	6	66.7%	100.0%	17.0%
	60 and older	4	1	25.0%	37.5%	-24.6%
<b>Total</b>	<b>135</b>	<b>67</b>	<b>49.6%</b>	<b>74.4%</b>		
<b>Disability Status*</b>	Identified as DSPS	2	0	0.0%	0.0%	-13.7%
	Not identified as DSPS	289	40	13.8%	100.0%	0.1%
	<b>Total</b>	<b>291</b>	<b>40</b>	<b>13.7%</b>	<b>99.3%</b>	
<b>Economic Status</b>	Low income student	109	56	51.4%	100.0%	1.4%
	Not low income	29	13	44.8%	87.3%	-5.2%
	<b>Total</b>	<b>138</b>	<b>69</b>	<b>50.0%</b>	<b>97.3%</b>	
<b>Probation 1 Status</b>	On probation 1 status	1	0	0.0%	0.0%	-50.0%
	Not on probation 1 status	137	69	50.4%	100.0%	0.4%
	<b>Total</b>	<b>138</b>	<b>69</b>	<b>50.0%</b>	<b>99.3%</b>	
<b>Probation 2 Status</b>	On probation 2 status	3	0	0.0%	0.0%	-50.0%
	Not on probation 2 status	135	69	51.1%	100.0%	1.1%
	<b>Total</b>	<b>138</b>	<b>69</b>	<b>50.0%</b>	<b>97.8%</b>	
<b>Dismissal Status</b>	On dismissal status	2	0	0.0%	0.0%	-50.0%
	Not on dismissal status	136	69	50.7%	100.0%	0.7%
	<b>Total</b>	<b>138</b>	<b>69</b>	<b>50.0%</b>	<b>98.6%</b>	
<b>Veterans Status</b>	Veteran	NA	NA	NA	NA	NA
	Not a Veteran	NA	NA	NA	NA	NA
	<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Foster Youth Status</b>	Foster Youth	NA	NA	NA	NA	NA
	Not Foster Youth	NA	NA	NA	NA	NA
	<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

In 2011/12, **ESL 400** is used as the ESL course that is one level below transfer.

For ESL, the transfer level course students would take is **English 100**.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Care should be taken when interpreting results with subgroups of less than 10.

Data from summer 2011, fall 2011 and spring 2012

\* Disability data uses data from Data on Demand from the Chancellor's Office. Success is defined as "percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

**Goals, activities, funding, and evaluation: ESL and Basic Skills Course Completion Activities**

	<b>student groups</b>	<b>Goals/success indicators</b>	<b>Activities</b>	<b>Funding Sources</b>	<b>Responsible party</b>
<b>English Completion</b>	African America Hispanic Pacific Islander Male 20-24, 30-39, 40-49 year olds Probation and Dismissal	C1 Increase successful English course completion for target students C2 Increase basic skills English and Reading sequence completion for target students	1. Basic Skills Retention 2. Equity Coordination 3. Blacademia 4. Puente 5. Dreamers/Vet Ret/FY Outreach/SpkPT 6. Students Transition out of Probation (STOP) 7. ACES Inquiry (PD) 8. Research	1. Equity & college 2. Equity 3. Equity 4. Equity, BS, & HSI 5. Equity, BS, & HSI	1. Puente Coordinator 2. Dir Learning Center & Coordinator English Dept.
<b>Math Completion</b>	African American Filipino Pacific Islander Unknown Ethnicity Not recorded Gender 50-59 years old Probation and Dismissal.	C3 Increase successful Math course completion for target students C4 Increase basic skills Math sequence completion for target students	1. BS Retention 2. Math Jam 3. Supplemental Instruction/Embedded Tutoring	1. Equity 2. Equity, BS, & HSI 3. Equity, BS, & HSI	Dir Learning Center & Math faculty
<b>ESL Completion</b>	Asian Male Younger than 20 40-49 year olds Not low income	C5 Increase successful ESL course completion for target students C6 Increase ESL sequence completion for target students	1. ESL Retention 2. Word Jam 3. Supplemental Instruction/Embedded Tutoring	1. Equity, college, & grant 2. Equity, BS, & HSI 3. Equity, BS, & HSI	Dir Learning Center & Coordinator ESL

- **Goals for Basic Skills *English* Completion**

**C1 Increase successful English course completion for target students**

**C2 Increase basic skills English and Reading sequence completion for target students**

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
African American	19.7, 2014	Gap<10	2020
Amer Indian/Alaskan Native	3.2, 2014	No Gap	2020

Filipino	22, 2014	Gap<10	2020
Pacific Islander	3.2, 2014	No Gap	2020
Male	3.7, 2014	No Gap	2020
Ages 20-24	6.5, 2014	No Gap	2020
Ages 30-39	6.7, 2014	No Gap	2020
Ages 40-49	8.7, 2014	No Gap	2020
Over 50	47, 2014	Gap<10	2020
Probation 1	11, 2014	No Gap	2020
Probation 2, Dismissal	35, 2014	Gap<10	2020

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1	See Goals Table	250
C.2	See Goals Table	400

• **Activity Implementation Plan**

In February 2015, members of the Academic Committee for Equity & Success (ACES) committee identified a need to provide proactive registration support for students in pre-transfer English and Math classes. For a few years now, the ESL department coordinator, the Basic Skills Counselor, and the ESL Retention Specialist has been providing this level of proactive registration and counseling support to ESL student students. Based on this model, the English Department Coordinator contacted faculty teaching English classes in the day and the evening to identify their interest in participating in the project. Faculty who responded to the survey were invited to participate in the proactive registration event. In this pilot stage 144 students were served. These students were registered for classes, resolving any registration issues, and assisting them with financial aid.

The outcomes of pro-active registration are:

- Enroll Basic Skills and ESL Students in next level of classes and Jams
- Provide just-in-time support services for registrations and programs to support target student populations.

In fall 2014, 26 sections of students in CWA, ESL, and Basic skills Math and English, with a total of 400 students attended the proactive registration event. It also entailed a collaboration of the Learning Center, Library, Counseling, A&R, BTO, MESA, and other student support groups. The planning group met regularly throughout the semester to organize the logistics and plan the most effective way to set this up. Planning included considerations about class schedules, data gathering, outreach across campus, and passports for students to access all resources available.

In addition, students will be guided to receive academic support with Embedded Tutors and the use of the Writing Center.

These kind of coordinated structures to connect Puente, retention efforts, academic support services, are key to the equity plan.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1 A.2	Jan 2015-on-going	\$ 94,301	SSP Title V College funds Basic Skills

• **Link to Goal**

Providing students with just-in-time academic and student support services as they continue through the sequence of courses will ensure their success in the sequence of courses. In addition, providing professional development to faculty and staff to provide culturally responsive learning environments, students will succeed and persist.



- **Evaluation**

Evaluation methods included Student surveys and student persistence, completion, and success data from the data dashboard.

- **Goals for Basic Skills Math sequence completion.**

**C3 Increase successful Math course completion for target students**

**C4 Increase basic skills Math sequence completion for target students**

Target Population(s)	Current gap, year	Goal	Goal Year
African American	10.4, 2014	Gap<3	2020
Filipino	8, 2014	Gap<3	2020
Pacific Islander	6, 2014	Gap<3	2020
Unknown Ethnicity	4.3, 2014	Gap<3	2020
Over 50	17, 2014	Gap<3	2020
Probation 1	12, 2014	Gap<3	2020
Probation 2, Dismissal	25, 2014	Gap<10	2020

**Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.3	See Goals Table	350
C.4	See Goals Table	350

- **Activity Implementation Plan**

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Jan 2015-on-going	\$ 160,772	1. Title V 2. SSSP 3. College funds 4. Basic Skills
C.2			
C.3			
C.4			
C.5			
C.3	Jan 2015-on-going		

- **Link to Goal**

Providing students with just-in-time academic and student support services as they continue through the sequence of courses will ensure their success in the sequence of courses. In addition, providing professional development to faculty and staff to provide culturally responsive learning environments, students will succeed and persist.

- **Evaluation**

Evaluation methods included Student surveys and student persistence, completion, and success data from the data dashboard.

- **Goals for ESL sequence completion.**

**C5 Increase successful ESL course completion for target students**

**C6 Increase ESL sequence completion for target students**

Target Population(s)	Current gap, year	Goal	Goal Year
Asian	13.6, 2014	Gap<3	2020
Male	20.2, 2014	Gap<3	2020
Under 20	13, 2014	Gap<3	2020
Ages 40-49	8.7, 2014	Gap<3	2020
NOT Low Income	5.2, 2014	Gap<3	2020
Probation and Dismissal	50, 2014	Gap<10	2020

**Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.5	See Goals Table	140
C.6	See Goals Table	140

• **Activity Implementation Plan**

Students in ESL classes will be provided with coordinated academic and services support. For students studying ESL in the community, day care is provided to improve attendance and ultimately success and transition to classes on campus. In addition, provi

• **Link to Goal**

ESL students will successfully move into academic and vocational classes at a higher rate. The ESL Department, in collaboration with the campus researcher will continue to research whether the recent changes in the ESL curriculum will improve students' transition to other academic or vocational areas.

Providing students with just-in-time academic and student support services as they continue through the sequence of courses will ensure their success in the sequence of courses. In addition, providing professional development to faculty and staff to provide culturally responsive learning environments, students will succeed and persist.

• **Evaluation**

Evaluation methods included student surveys to analyze the high impact practices on student persistence and completion. These will be used to guide programmatic changes. An example of such appreciative inquiry is a student video identifying success factors for students who have transitioned from ESL to transfer level English classes. This video is being used by the department to motivate students to avail the academic and other resources available for ESL students.

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# Success Indicator: Degree and Certificate Completion

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The target groups disproportionately impacted in completing degrees and certificates include African American, Multiple Races, Pacific Islanders, Males, Younger than 20, Veterans, students on Probation and Dismissal. To support these student groups and ensure their success the following interventions have been identified:

**College for Working Adults (CWA)** is the only program of its kind on the peninsula that makes it possible for working adults to complete multiple degrees in just three years while continuing to work full time.

Classes are held just 2 days per week on Thursday evening (5:00-10:00pm) and every other Saturday (9:00am-3:00pm). (Some students may need to complete a prerequisite math course that requires one additional evening class per week for one semester only.)

In addition to earning 3 Associate Degrees, all 60 units earned are fully transferable to the CSU and UC college systems. This program allows students to actually complete their first two years of a four year degree on the Cañada College campus.

**Professional Learning** through inquiry projects and around research-based strategies to support men of color. These include Courageous Conversations through the Pacific Education Group (<http://www.pacifieducationalgroup.com/public/pages/home>), and Beyond Diversity, which is a powerful, personally transforming two-day seminar designed to help teachers, students, parents, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. In addition, the college has been promoting on-line trainings for Teaching Community College Men of Color through <http://coralearning.org/team/tcmoc/>

**Campus-based research: Degree and Certificate Completion**

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student education plan developed with a counselor/advisor.

**Table D1: Degree and Certificate completion by population group**

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate		80% Index (Reference =Max)	Percentage Point Gap
			Count	Row %		
<b>Ethnicity</b>	African American	135	36	26.7%	50.4%	-14.4%
	American Indian/Alaskan Native	5	2	40.0%	75.6%	-1.1%
	Asian	85	45	52.9%	100.0%	11.8%
	Filipino	57	29	50.9%	96.1%	9.8%
	Hispanic	675	289	42.8%	80.9%	1.7%
	Multi Races	164	55	33.5%	63.3%	-7.6%
	Pacific Islander	49	13	26.5%	50.1%	-14.6%
	White	530	219	41.3%	78.1%	0.2%
	Unknown	95	50	52.6%	99.4%	11.5%
<b>Total</b>	<b>1,795</b>	<b>738</b>	<b>41.1%</b>	<b>77.7%</b>		
<b>Gender</b>	Female	1,147	497	43.3%	81.6%	2.2%
	Male	616	224	36.4%	68.4%	-4.8%
	Not recorded	32	17	53.1%	100.0%	12.0%
	<b>Total</b>	<b>1,795</b>	<b>738</b>	<b>41.1%</b>	<b>77.4%</b>	
<b>Age</b>	Younger than 20	345	112	32.5%	61.7%	-8.6%
	20 - 24	695	298	42.9%	81.5%	1.8%
	25 - 29	251	97	38.6%	73.4%	-2.4%
	30 - 39	247	108	43.7%	83.1%	2.7%
	40 - 49	153	66	43.1%	82.0%	2.1%
	50 - 59	76	40	52.6%	100.0%	11.6%
	60 and older	16	11	68.8%	130.6%	27.7%
<b>Total</b>	<b>1,783</b>	<b>732</b>	<b>41.1%</b>	<b>78.0%</b>		
<b>Disability Status</b>	Identified as DSPS	34	7	20.6%	100.00%	5.0%
	Not identified as DSPS	532	81	15.2%	73.95%	-0.3%
	<b>Total</b>	<b>566</b>	<b>88</b>	<b>15.5%</b>	<b>102.12%</b>	
<b>Economic Status</b>	Low income student	1,158	478	41.3%	100.0%	0.2%
	Not low income	637	260	40.8%	98.9%	-0.3%
	<b>Total</b>	<b>1,795</b>	<b>738</b>	<b>41.1%</b>	<b>99.6%</b>	
<b>Probation 1 Status</b>	On probation 1 status	115	16	13.9%	32.4%	-27.2%
	Not on probation 1 status	1,680	722	43.0%	100.0%	1.9%
	<b>Total</b>	<b>1,795</b>	<b>738</b>	<b>41.1%</b>	<b>95.7%</b>	
<b>Probation 2 Status</b>	On probation 2 status	124	10	8.1%	18.5%	-33.0%
	Not on probation 2 status	1,671	728	43.6%	100.0%	2.5%
	<b>Total</b>	<b>1,795</b>	<b>738</b>	<b>41.1%</b>	<b>94.4%</b>	
<b>Dismissal Status</b>	On dismissal status	56	3	5.4%	12.7%	-35.8%
	Not on dismissal status	1,739	735	42.3%	100.0%	1.2%
	<b>Total</b>	<b>1,795</b>	<b>738</b>	<b>41.1%</b>	<b>97.3%</b>	
<b>Veterans Status</b>	Veteran	30	7	23.3%	56.3%	-17.8%
	Not a Veteran	1,765	731	41.4%	100.0%	0.3%
	<b>Total</b>	<b>1,795</b>	<b>738</b>	<b>41.1%</b>	<b>99.3%</b>	
<b>Foster Youth Status</b>	Foster youth	13	5	38.5%	94%	-2.7%
	Not foster youth	1,782	733	41.1%	100.0%	0.0%
	<b>Total</b>	<b>1,795</b>	<b>738</b>	<b>41.1%</b>	<b>100%</b>	

Except for students with disabilities, all students with an informed matriculation goal were identified as those recorded in the Student Activities Reporting System (SARS) as having met with a counselor during the Summer 2011, Fall 2011, or Spring 2012 terms to discuss their education plan or degree/certificate requirements. For students with disabilities, 2008-09 cohort data from Data on Demand were used.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in:

<http://nces.ed.gov/pubs2012/2012151.pdf>.

Care should be taken when interpreting results with subgroups of less than 10.

**Goals, Activities, Funding, and Evaluation: Degree and Certificate completion**

**Goal**

D1 Increase degree and certificate completion for target students

	students groups	Goals/success indicators	Activities	Funding Sources	Responsible party
Degree or Certificate	African American Multiple Races Pacific Islander Male Younger than 20 Veteran Probation and Dismissal	D1 Increase degree and certificate completion for target students	<ol style="list-style-type: none"> <li>College for Working Adults</li> <li>Dreamers/Vet Ret/FY Outreach/SpkPT</li> <li>Students Transition out of Probation (STOP)</li> </ol>	<ol style="list-style-type: none"> <li>Equity &amp; college</li> <li>Equity, BS, &amp; HSI</li> <li>Equity, college, &amp; grant</li> <li>Equity &amp; SSSP</li> </ol>	<ol style="list-style-type: none"> <li>CWA Coordinators</li> <li>Dir Learning Center</li> <li>ACES Coordinator</li> <li>ESL Coordinator</li> <li>Dir Sparkpoint/EOPS</li> </ol>

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	14.4, 2014	Gap<3	2020
Multiple Races	7.6, 2014	Gap<3	2020
Pacific Islander	14.6, 2014	Gap<3	2020
Male	4.8, 2014	Gap<3	2020
Under 20	8.6, 2014	Gap<3	2020
Veteran	17.8, 2014	Gap<3	2020
Probation and Dismissal	30, 2014	Gap<10	2020

**Activities**

- **Activity Type(s)** College for Working Adults is the key initiative that Cañada has identified to support target students to success in completing degrees and certification.

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1	African American	135
	Multiple Races	164
	Pacific Islander	49
	Male	616
	Younger than 20	345
	Veteran	30
	Probation and Dismissal	300

• **Funding**

		# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
College for Working Adults		364.00	D1E1	\$ -	\$ -	\$ -	\$ 20,000	\$ -		\$ -	\$ -	20,000
College for Working Adults Su			D1E1	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 1,000	\$ -	1,000
												21,000

• **Activity Implementation Plan**

College for Working Adults will increase outreach and coordinated support for students in academics and student services. The students will participated in Jams and embedded tutoring support services.

- **Evaluation**

Each semester quantitative and qualitative data will be gathered to identify the impact of inquiry projects and the retention strategies. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, and Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
D.1	Jan 2015- on-going	\$ 21,000	College funds

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# Transfer

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Hispanic, students younger than 20, Low Income, Veterans, Foster Youth, and students on Probation and Dismissal experience disproportionately impact in transfer.

To ensure the success of these student groups, they will be directed to College for Working Adults which provides wrap-around academic and student support services to students.

## **Campus Based Research: Transfer**

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

**Table E1: Transfer by population group**

		Transfer Cohort 2008-09	Transferred to a four- year institution (after 7 years)		80% Index (Reference =Max)	Percentage Point Gap
			Count	Rate		
			<b>Ethnicity</b>			
	African American	6	3	50.0%	63%	4.9%
	American Indian/Alaskan Native	1	0	0.0%	0%	-45.1%
	Asian	24	19	79.2%	100%	34.1%
	Filipino	5	1	20.0%	25%	-25.1%
	Hispanic	133	37	27.8%	35%	-17.3%
	Multi Races	NA	NA	NA	NA	NA
	Pacific Islander	7	3	42.9%	54%	-2.2%
	White	130	74	56.9%	72%	11.8%
	Unknown	40	19	47.5%	60%	2.4%
	<b>Total</b>	<b>346</b>	<b>156</b>	<b>45.1%</b>	<b>57%</b>	
<b>Gender</b>						
	Female	188	81	43.1%	91.4%	-2.0%
	Male	157	74	47.1%	100.0%	2.0%
	Not recorded	1	1	100.0%	212.2%	54.9%
	<b>Total</b>	<b>346</b>	<b>156</b>	<b>45.1%</b>	<b>95.7%</b>	
<b>Age</b>						
	Younger than 20	318	149	46.9%	100.0%	-5.8%
	20 - 24	7	3	42.9%	91.5%	-9.8%
	25 - 29	4	1	25.0%	53.4%	-27.6%
	30 - 39	9	2	22.2%	47.4%	-30.4%
	40 - 49	5	1	20.0%	42.7%	-32.6%
	50 and older	3	0	0.0%	0.0%	-52.6%
	<b>Total</b>	<b>346</b>	<b>156</b>	<b>45.1%</b>	<b>96.2%</b>	
<b>Disability Status</b>						
	Identified as DSPS	19	10	52.6%	100.0%	24.1%
	Not identified as DSPS	327	146	44.6%	84.8%	16.1%
	<b>Total</b>	<b>346</b>	<b>156</b>	<b>45.1%</b>	<b>85.7%</b>	<b>16.5%</b>
<b>Economic Status</b>						
	Low income student	175	50	28.6%	46.1%	-16.5%
	Not low income	171	106	62.0%	100.0%	16.9%
	<b>Total</b>	<b>346</b>	<b>156</b>	<b>45.1%</b>	<b>72.7%</b>	
<b>Probation 1 Status</b>						
	On probation 1 status	NA	NA	NA	NA	NA
	Not on probation 1 status	NA	NA	NA	NA	NA
	<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Probation 2 Status</b>						
	On probation 2 status	NA	NA	NA	NA	NA
	Not on probation 2 status	NA	NA	NA	NA	NA
	<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Dismissal Status</b>						
	On dismissal status	NA	NA	NA	NA	NA
	Not on dismissal status	NA	NA	NA	NA	NA
	<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Veterans Status</b>						
	Veteran	NA	NA	NA	NA	NA
	Not a Veteran	NA	NA	NA	NA	NA
	<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Foster Youth Status</b>						
	Foster Youth	NA	NA	NA	NA	NA
	Not Foster Youth	NA	NA	NA	NA	NA
	<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

Sources: Chancellor's Office Data Mart Transfer Velocity

([http://datamart.cccco.edu/Outcomes/Student\\_Transfer\\_Volume.aspx](http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx))

Low income includes any student receiving a BOG, loans, other financial aid, Pell Grant, scholarship, workstudy aid.

Data Mart does not disaggregate data by probation or dismissal status, veteran status or foster youth status.

Care should be taken when interpreting results with subgroups of less than 10.

**Goals, Activities, Funding, and Evaluation: Transfer Goals.**

E1 Increase transfer rates for target students

	<b>students groups</b>	<b>Goals/success indicators</b>	<b>Activities</b>	<b>Funding Sources</b> <b><u>LINK to Budget</u></b>	<b>Responsible party</b>
<b>Transfer</b>	Hispanic Younger than 20 Low Income Veterans Foster Youth Probation and Dismissal	E1 Increase transfer rates for target students	<ol style="list-style-type: none"> <li>1. College for Working Adults</li> <li>2. Dreamers/Vet Ret/FY Outreach/SpkPT</li> <li>3. Students Transition out of Probation (STOP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Equity &amp; college</li> <li>2. Equity &amp; SSSP</li> <li>3. Equity &amp; SSSP</li> </ol>	<ol style="list-style-type: none"> <li>1. CWA Coordinators</li> <li>2. Dir Sparkpoint/EOPS</li> <li>3. Dir Learning Center</li> </ol>

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Hispanic	17.3, 2014	Gap < 3	2020
Younger than 20	5.8, 2014	Gap < 3	2020
Low Income	16.5, 2014	Gap < 3	2020
Veterans	None were eligible for Transfer	Nonzero count, Gap < 10	2020
Foster Youth	None were eligible for Transfer	Nonzero count, Gap < 10	2020
Probation and Dismissal	None were eligible for Transfer	Nonzero count, Gap < 10	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.



- ***Link to Goal***

Providing coordinated wrap-around support services including academic and student services will ensure student success.

- ***Evaluation***

Each semester quantitative and qualitative data will be gathered to identify the impact of these practices. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

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# Title V Program at Cañada College

## Expanding Student Opportunities (!ESO!)

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ESO (Emerging Scholar Opportunities) funds a variety of student services that are used to help incoming students make the transition from high school to college. Academic is cohort based, organized into teams that work directly with academic divisions.

Expanding Student Opportunities (!ESO!) :

6 Main Objectives

1. Increase the percentage of entering students that participate in and benefit from academic preparation programs (Math Jam, Word Jam, Physics Jam)
2. Improve existing expanded academic preparation program (Colts Academy)
3. Improve, expand, and combine existing academic support services and “boutique” programs
4. Increase participation in academic support services (targeting developmentally placed students)
5. Develop and implement transfer preparation program (Transfer Jam)
6. Increase the transfer rates to 4-year colleges

Title V Strategies § Peer mentors will:

- Engage entering students after application and at entrance
- Encourage entering students to participate in academic preparation programs
- Encourage students to utilize existing academic support services
- Guide students through the transfer process through participation in created Transfer Jam
- Work with existing Floor 2 programs to deliver comprehensive academic support services.
- Create programs and opportunities that will facilitate increased faculty participation on Floor 2
- Build on existing college resources to deliver comprehensive transfer programs and services Plans and Programs
- Track cohorts/participants to measure impact of programs and practices
- Share our knowledge and our findings §Professional development

Programs that are included as a part of the !ESO! grant implementation:

!ESO! Center Community , A2B, Veterans Services, Math Jam , BTO , MESA, Word Jam, TRiO , andPhysics Jam

**Goals, Activities, Funding, and Evaluation: Transfer: Affecting Several Indicators**

**Activities**

**F.1**

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion		Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.1		

- **Activity Implementation Plan**

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Spring 2015-Fall 2020		

- **Evaluation**

Each semester quantitative and qualitative data will be gathered to identify the impact of these practices. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

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## Summary Budget

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To provide an equitable environment for students, the Academic Committee for Equity & Success, has prioritized a foundation of learning for all constituents on campus. To that end, professional learning is supported on the following levels:

- ACES inquiry projects for faculty, classified, administrators, and students
- Consultation and training with Pacific Educational Group to initiate Courageous Conversations to around racial inequities
- Conference registration for state-level trainings to promote an equitable environment

In addition, key priorities include coordinated academic support services including retention support, embedded tutoring, and other high impact support services.

1000	Academic Salaries and Positions	\$141,756
2000	Classified and Non-academic Salaries	\$162,693
3000	Employee Benefits	\$74,917
4000	Supplies & Materials	\$10,500
5000	Other Operating Expenses and Services	\$4,535
	Grand Total	\$394,401.00

## Budget details

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordinati on & Planning	Curriculum / Course Dev. & Adaption	Profession al Developm ent	Instru ctional Support	Direct Student Support	Total	
	Academic Salaries: Position	# of Hours											
1000	ACES Coordinator	216.66	B3	\$ -	\$ -	\$ -	\$ 16,481	\$ -	\$ -	\$ -	\$ -	16,481	
	ESL Coordinator	216.66	A1	\$ -	\$ -	\$ -	\$ 20,402	\$ -	\$ -	\$ -	\$ -	20,402	
	LD Counselor	216.66	A1	\$ -	\$ 17,021	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	17,021	
	Puente Coordinator	216.66	C1	\$ -	\$ -	\$ -	\$ 20,402	\$ -	\$ -	\$ -	\$ -	20,402	
	College for Working Adults	364.00	D1E1	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	20,000	
	ACES Inquiry	730.00	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 47,450	\$ -	\$ -	47,450	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ 17,021	\$ -	\$ 77,285	\$ -	\$ 47,450	\$ -	\$ -	\$ -	\$ 141,756	

2000	Classified and Other Nonacademic Salaries: Position		Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordinati on & Planning	Curriculum /Course Dev. & Adaption	Profession al Developm ent	Instru ctional Support	Direct Student Support	Total
	# of Hours											
	Basic Skills Retention Specialist	1,950.00	C2 C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,664	62,664
	ESL Retention Specialist	390.00	C6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,694	2,694
	Research	390.00	B3	\$ -	\$ -	\$ 19,423	\$ -	\$ -	\$ -	\$ -	\$ -	19,423
	Veteran, Dreamer, FY Retention, Spark and Outreach	600.00	A2	\$ 4,516	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,032	13,548
	Writing Center	940.80	C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,481	\$ -	27,481
	ACCESS Inquiry	100.00	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ -	2,500
	Learning Center Tutors/Assistants	100.00	C1C3C5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,583	\$ -	9,583
	Word Jam Tutors	800.00	A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,000	\$ -	8,000
	Math Jam Tutors	1,480.00	A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,800	\$ -	14,800
	ESL Embedded Tutors	300.00	C5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	2,000
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ 4,516	\$ -	\$ 19,423	\$ -	\$ -	\$ 2,500	\$ 61,864	\$ 74,390	\$ 162,693

3000	Employee Benefits		Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordinati on & Planning	Curriculum /Course Dev. & Adaption	Profession al Developm ent	Instru ctional Support	Direct Student Support	Total
	ACES Coordinator		B3	\$ -	\$ -	\$ -	\$ 5,351	\$ -	\$ -	\$ -	\$ -	5,351
	ESL Coordinator		A1	\$ -	\$ -	\$ -	\$ 6,625	\$ -	\$ -	\$ -	\$ -	6,625
	LD Counselor		A1	\$ -	\$ 5,673	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,673
	Puente Coordinator		C1	\$ -	\$ -	\$ -	\$ 6,625	\$ -	\$ -	\$ -	\$ -	6,625
	College for Working Adults		D1E1	\$ -	\$ -	\$ -	\$ 2,066	\$ -	\$ -	\$ -	\$ -	2,066
	ACES Inquiry		B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,902	\$ -	\$ -	4,902
	Basic Skills Retention Specialist		C2 C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29,289	29,289
	ESL Retention Specialist		C6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,259	1,259
	Research		B3	\$ -	\$ -	\$ 7,682	\$ -	\$ -	\$ -	\$ -	\$ -	7,682
	Veteran, Dreamer, FY Retentic		A2	\$ 490	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 979	1,469
	Writing Center		C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,633	\$ -	3,633
	Learning Center Tutors/Assista		C1C3C5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 95	\$ -	95
	Word Jam Tutors		A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80	\$ -	80
	Math Jam Tutors		A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 148	\$ -	148
	ESL Embedded Tutors		C5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20	\$ -	20
				\$ 490	\$ 5,673	\$ 7,682	\$ 20,667	\$ -	\$ 4,902	\$ 3,976	\$ 31,527	\$ 74,917

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum /Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	LD Supplies	A1	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,000
	Puente Supplies	C1	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	1,000
	Professional Development	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	1,000
	Blackademia/Men of Color St	B2	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	2,000
	Veteran, Dreamer, FY Retentic	A2	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	1,000
	College for Working Adults Su	D1E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	1,000
	Jam Supplies	A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,500	\$ -	3,500
	<b>Subtotal</b>		\$ 500	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 3,000	\$ 4,500	\$ 500	\$ 10,500

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum /Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Contract Services for Food fo	A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,535	\$ -	4,535
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,535	\$ -	\$ 4,535

<b>Grand Total</b>			\$ 5,506	\$ 23,694	\$ 27,105	\$ 98,952	\$ -	\$ 57,852	\$ 74,875	\$ 106,417	\$ 394,401
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## Summary Evaluation

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The Academic Committee for Equity & Success (ACES) collaborates closely the Office of Planning, Research & Institutional Effectiveness to evaluate all projects. In addition, the college is working with an outside evaluator to assess the impact of the Inquiry projects leading to changes on campus to support students equitably.

The consultant will work with ACES co-directors to design and conduct internal formative evaluation of the ACES professional development and inquiry. This will involve:

- Providing technical assistance on evaluation to overall professional development effort and to individual projects.
- Attending, observing, and participating in ACES events
- Participating in planning and reflective conversations with ACES co-directors before and after events,
- Collaborating with ACES staff and campus researcher on development of evaluation plan, criteria, instruments, and tools to review team products
- Producing a final report.

In addition for all campus-wide initiatives to support equity, the Academic Committee for Equity & Success (ACES) and Office of Planning, Research & Institutional Effectiveness will be provide trainings based on evaluation principles compiled by Student Support (Re)defined and IEPI to better evaluate the impact of the interventions.

Campus-wide trainings include:

- Data Dashboard Training
  - Patterns of retention, persistence, success, transfer
  - Disaggregating data to focus on target groups
- Building Surveys
- Creating Focus groups
- Institutional data to support equity across campus

## **Summary evaluation schedule and process**

To ensure culturally responsive evaluation, in preparing for the actual evaluation, a team is assembled to ensure the accuracy of the evaluation. This included on-going training for all stakeholders to participate in survey building, focus groups, and other data collection activities.

In collaboration with the office Planning, Research & Institutional Effectiveness (PRIE) and with outside evaluators, each intervention will be analyzed on a regular basis including the following schedule:

### **Formative evaluation**

- Initial and ongoing interventions will be assessed regularly
- Through the inquiry process and each program intervention , logic models and data gathering is foundational
- Through internal or external evaluations make adjustments to each intervention.

### **Summative evaluation**

- Assess the quality and success of each intervention as stated in the goals annually
- Present the information collected for project activities and outcomes to the campus regularly at flex days and through Board reports

All evaluation plans include students, faculty, classified, and administrators to ensure information is relevant items are developed in the evaluation process.

### **Evaluation steps**

The evaluation process has been broken down into a series of steps, from preparation to implementation and interpretation.

1. Conceptual models like Appreciative inquiry and Logic Models are being utilized for each intervention to identify key evaluation points. This ensures that all participants and stakeholders understand the project's structure and expected outcomes, and helps focus on the project's most important elements.
2. Evaluation questions and defined measurable outcomes to evaluate the professional development activities are being divided into short-term and long-term, beginning with the more immediate people affected by the projects, ultimately leading to long-term impact on students across campus.
3. To ensure successful and meaningful evaluation both highlights and shortcomings for each project are being assessed.
4. As data is being collected, it will be analyzed by the participants and then reviewed by the office Planning, Research & Institutional Effectiveness to ensure validity.
5. Analyze data and will be presented on a regular basis at committee meetings, department meetings, and to the board following the processes of shared governance.

# **College of San Mateo**

## **Student Equity Plan**



**November 2015**

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## ***College of San Mateo*** ***Student Equity Plan Signature Page***

**District:** San Mateo **Board of Trustees Approval Date:** 12/09/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

*[Signature]* \_\_\_\_\_ claire@smccd.edu

[College President Name] \_\_\_\_\_ Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

*[Signature]* \_\_\_\_\_ roecksj@smccd.edu

[College Chief Business Officer Name] \_\_\_\_\_ Email

*[Signature]* \_\_\_\_\_

[District Chief Business Officer<sup>1</sup>] \_\_\_\_\_ Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]* \_\_\_\_\_ hughesj@smccd.edu

[Chief Student Services Officer Name] \_\_\_\_\_ Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]* \_\_\_\_\_ comerford@smccd.edu

[Chief Instructional Officer Name] \_\_\_\_\_ Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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<sup>1</sup> If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

*[Signature]*

laderman@smccd.edu

---

[Academic Senate President Name]

Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

perot@smccd.edu

---

[Classified Senate President Name]

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

sennaikaffl@my.smccd.edu

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[Associated Student Body President Name]

Email

*[Signature]*

[villarealh@smccd.edu](mailto:villarealh@smccd.edu)

650-574-6590

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[Student Equity Coordinator/Contact]

Email

Phone

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# Executive Summary

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## EXECUTIVE SUMMARY

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### Introduction

College of San Mateo has long championed open access, student support and student success. The College's vision of access, support and success is expressed in key statements that guide its priorities and decisions. Its *Mission Statement* reads, in part, "The College is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community." Its *Diversity Statement* acknowledges the evolving demographic changes in the community and in its student body: "College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves." The Mission Statement further expresses that institutional decisions are based on relevant research: "[College of San Mateo] uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement." The College's Mission and Diversity Statements, and its institutional research, represent a commitment to student equity. And, with the Student Equity Plan, we further commit to achieving student equity.

### Target Groups

The Office of Planning, Research and Institutional Effectiveness (PRIE) provided campus-based data for the Diversity In Action Group/Equity Committee. The Committee analyzed the Student Equity Plan's five success indicators and assessed the impact on targeted groups. To document equity gaps and disparities in the five success indicators, we used two different methodologies - the Percentage Point Gap and the Proportionality Index ("P Index").

Percentage Point Gap presents each subgroup is average as compared with the percentage of a population who achieve the same outcome ("reference rate"). The Percentage Point Gap is expressed as both a percentage point difference from the reference rate and a numeric count based on the unit being measured. The Proportionality Index compares the percentage of a disaggregated cohort to its own percentage in the outcome group. A ratio of 1.00 = identical proportionality. The Percentage Point Gap was used to identify equity gaps, while the Proportionality Index methodology served as a secondary measure for data analysis.

Equity gaps were identified for eleven of fifteen target populations. The Hispanic or Latino group was represented in four of five success indicators, with African American, Native Hawaiian or Other Pacific Islander, Foster Youth, Some other race (Filipino), Veteran, and Multi-race groups identified as underserved in two success indicators. Asian, White, Males, and Individuals with Disabilities were identified as having a disparity in only one success indicator.

In addition to prescribed target populations, other groups identified as underserved are incarcerated youth, LGBTQ+, and undocumented students; these student populations often contend with bullying, harassment, stigmatization, and marginalization. The five success indicators and historically underserved target populations are presented in Table 1.

**Table 1. Success Indicators and Target Groups**

<b>Success Indicator</b>	<b>Underserved Student Populations</b>
*Access	Asian, Veteran, Hispanic or Latino
Course Completion (Retention)	Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, Hispanic or Latino
ESL and Basic Skills Completion	Veteran, Multi-race, White, Hispanic or Latino
Degree and Certificate Completion	Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), Foster Youth
Transfer	Hispanic or Latino, Some Other Race (Filipino), Individuals with disabilities, Black or African American

\*CSM’s students extend beyond its immediate service area and county. College data highlight that, in 2014-15, more than 17% of students were from outside jurisdictions. Disaggregation by ethnicity, this group presents significant numbers of historically underserved populations, including Asian, African American, Some Other Race (Filipino), Hispanic or Latino, Multi-race, and Native Hawaiian or Other Pacific Islander. Outreach efforts to these populations will include these groups. See Table 2.

**Table 2. Out of County Residents Attending CSM**

<b>Out of County Residents Attending CSM</b>	<b>F12 - Sp13</b>		<b>F13 - Sp14</b>		<b>F14 - Sp15</b>	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
American Indian/Alaskan Native	2	.1	6	.2	4	.2
Asian	536	21.0	574	21.7	570	23.7
Black - Non-Hispanic	188	7.4	217	8.2	169	7.0
Filipino	168	6.6	168	6.4	177	7.4
Hispanic	364	14.3	414	15.7	327	13.6
Multi Races	371	14.5	415	15.7	451	18.8
Pacific Islander	54	2.1	50	1.9	42	1.7
Unknown	158	6.2	120	4.5	98	4.1
White Non-Hispanic	711	27.9	677	25.6	563	23.4
<b>Total</b>	<b>2552</b>	<b>100.0</b>	<b>2641</b>	<b>100.0</b>	<b>2401</b>	<b>100.0</b>

## Goals

The five student equity success indicators present specific goals for the identified historically underserved target populations. A minimum three-year timeframe will be used to achieve the goals. Although all five success indicators are important, Course Completion and ESL and Basic Skills Completion are highest priority goals. Course Completion has the greatest disproportionate impact based on Percentage Point Gap and P Index measurements. ESL and Basic Skills Completion is a high priority goal because, like Course Completion, successful ESL and basic course completion can lead to success in a sequential course and close equity gaps in degree and certificate completion. Similarly, Course Completion and ESL and Basic Skills Completion can narrow the equity gap for the Transfer success indicator. Although not given highest priority, Access, the fifth of the success indicators, is also important; the data highlight that Asian, Veteran, and Hispanic or Latino populations are underrepresented at College of San Mateo compared to representation in San Mateo County.

### Success Indicator Goals

Access- Within the first three years of this plan, increase access by 10 percent for Asian, Veteran, and Hispanic or Latino students. In addition, increase by 3 percent enrollment of other historically underserved populations from outside the local service area and county.

Course Completion (Retention)- Within three years of this plan increase course completion rates by 5 percent for Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, and by 3 percent for Hispanic or Latino students.

ESL and Basic Skills Completion- Within three years of this plan, increase ESL and basic skills course completion in English and math by 5 percent for Veteran, Multi-race, White, and Hispanic or Latino students.

Degree and Certificate Completion- Within five years of this plan, increase by 10 percent the degree and certificate rates for Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), and Foster Youth students.

Transfer- Within three years of this plan, increase by 5 percent the transfer rates for Hispanic or Latino, Some Other Race (Filipino), Individuals with Disabilities, and Black or African American students.

## Activities

New initiatives and activities to augment and support existing programs will address the five success indicators for identified historically underserved target populations. A primary focus is to ensure for effective interventions and student support activities. While many initiatives are classroom-specific, ongoing professional development for all college personnel will address diversity, equity, and cultural competency. Professional learning opportunities help the college “move the needle” towards student success. A brief overview of select activities for each success indicator is presented below.

### Activities by Success Indicator

Access- Currently, some groups are not targeted for access to the college. Asians are often categorized as one entity, yet are comprised of ethnic subgroups that include Southeast Asian -- Vietnamese, Cambodian, Hmong, and Laotian; Chinese, Indian, and Korean students. These diverse subgroups will be targeted for outreach, in part, through the college’s Adult-Education College and Career Educational Leadership initiative and through its First Year Success Initiative. In addition, to reach these target populations, publications and marketing materials will be developed in specified Asian languages, as well as Spanish. Veterans will be targeted for outreach by the new Program Services Coordinator charged with recruiting, enrolling and supporting veteran students.

Course Completion- The new Program Services Coordinator will be provide support services to Puente (Latino), Umoja (Black or African American), Mana (Pacific Islander), and Writing in the End Zone (athletes in the football program) learning communities. The current “Early Alert” system will be replaced and is expected to be implemented by fall 2016 to support students experiencing academic challenges and those on academic probation. An alternative placement tool using multiple measures will be developed in key gatekeeper English and math courses. Basic support for the physical and mental health of target and other student populations will be promoted, through a food pantry, health services, and psychological services.

ESL and Basic Skills Completion- Expanded Supplemental Instruction will be expanded to support students in math, ESL, and basic skills English courses, along with expanded peer mentoring for target populations, The college will develop an English and math acceleration path for basic skills students. The Reading and ESL Center will expand operations to provide more student support services.

Degree and Certificate Completion- It is expected that students who meet with a counselor to specify a matriculation goal and who complete a comprehensive Student Education Plan will have higher degrees of success. Implementation of the First Year Success Initiative which is targeted to incoming high school students will promote students’ academic and social engagement thus increasing degree and certificate completion. Providing professional development activities, including speakers, consultants and workshops for faculty to apply culturally relevant methodologies (Critical Race Theory, Queer Theory, and Indaba Principles)

will further engage students in the classroom. Increasing the number of faculty applying Habits of Mind and Reading Apprenticeship strategies and incorporating Threshold concepts will enhance student success.

Transfer- Supplemental Instruction will be scaled up, particularly in courses that enroll large numbers of target student populations. Transfer Center activities will be expanded. Cohort transfer-based learning communities, such as Mana, Puente and Umoja will receive more guidance and support. The Honors Project will implement a series of strategies to make honors coursework and activities more accessible to the target populations, so as to provide further support and improved transfer possibilities.

**Table 3. Student Equity Funding and Other Resources**

Success Measure	Target Groups	Students Lost	P Index	# of Gaps	Funding
Access	Asian, Veterans, Hispanic	961	-3.3	3	\$79,040
Course Completion	Foster Youth, African American, Pacific Islander, Hispanic	989	-11.3	4	\$246,540
Basic Skills Completion	Multi-race, White, Hispanic	24	-3.2	3	\$63,200
Degree and Certificate Completion	Multi-race, Males, Pacific Islander, Some Other Race (Filipino), Foster Youth	43	-8.6	5	\$52,000
Transfer	Hispanic, Some Other Race (Filipino), Individuals with Disabilities, African American	16	-5.6	4	\$38,280
Other College Initiatives	Foster Youth, African American, Pacific Islander, Hispanic/Latino, Veterans, Multi-race, White, Filipino, Males, Disabled	1,078			76,484

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## Planning Committee and Collaboration

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The Diversity In Action Group (DIAG), one of four committees comprising the College's participatory shared governance group (Institutional Planning Committee,) was charged with developing the Student Equity Plan (SEP). In response, DIAG reconceived itself as the Diversity In Action Group/Equity Committee. The DIAG/Equity Committee expanded its roster to ensure broad participation of all college constituencies. Additional faculty, staff, students, and administrators were welcomed to join the committee's work along with two community representatives (Peninsula Vet Center and San Mateo County Behavioral Health Center).

The expanded committee includes representatives from three academic disciplines (Biology, Communication, and Political Science) and student support staff representing DSPS, EOPS, MANA, Puente, Umoja, Foster Youth, Veterans, CalWORKs, Admissions and Records, Financial Aid, and the Learning Center. Two counseling faculty and the Psychological Services Director complete the committee. In addition, the Student Support and Success Program (SSSP) and Basic Skills Initiative (BSI) coordinators collaborated extensively in the SEP's development. SSSP, BSI, and other college units have partnered to support many of the SEP's activities, illustrating how different areas of the college have come together to support student equity and success.

Through participatory governance, the DIAG/Equity Committee built awareness of its evolving plan. It solicited input and feedback from various college constituencies. For example, the co-chairs presented iterations of the plan to the Academic Senate Governing Council, Institutional Planning Committee, President's Cabinet, and the Associated Students. The committee calendared a college-wide meeting to present the SEP and seek additional revisions, suggestions, and criticisms. The plan was also made available on the DIAG/Equity Committee website with a request for feedback on the proposed SEP. Lastly, prior to their final approval of the plan, a presentation was conducted to the District's Board of Trustees.

Data from institutional research was used to guide and support development of the SEP, including its goals and activities. The DIAG/Equity Committee aligned the SEP with the college's key documents—its Mission and Diversity Statements, Educational Master Plan, Institutional Priorities, Program Review, BSI, SSSP, and its Institutional Effectiveness goal setting. The SEP is *directly* connected with the San Mateo County Community College District Strategic Plan; the SMCCCD commits its colleges to a "Students First" policy and valorizes the overarching themes of "Student Success, Equity, and Social Justice."

The collaborative process involved a broad group of college and community representatives. The CSM Student Equity Plan will serve as the framework to narrow and eliminate existing equity gaps.

### Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Sylvia Aguirre-Alberto	Counselor	Faculty, Diversity Planning Committee Chair, Multicultural Center, BSI, AB540
Patricia Brown	Student	Student Body
Tabitha Conaway	Instructional Aide	Classified Staff, Learning Center
Kristen Dempsey	Community Representative	California Institute for Behavioral Health Solutions
Justine Evirs	Program Services Coordinator	Classified Staff, Veteran Resource Opportunity Center
Lorena Gonzales	Counselor	Faculty, Puente Project Coordinator, AB540
Fauzi Hamadeh	Student Life and Leadership Assistant	Classified Staff, BSI, CSM Safe Zone,
James Howard	Community Representative	Peninsula Vet Center
Theresa Martin	Professor, Biology	Faculty, DIAG/Equity Committee Co-Chair; Center for Academic Excellence Chair, BSI, CSM Safe Zone
Lee Miller	Professor, Political Science	Faculty
Kate Motoyama	Professor, Communication	Faculty
Krystal Romero	Director of Student Support	Manager, EOPS, DSPS, CalWORKs, Foster Youth, BSI, SSSP
John Sewart	Dean, Planning, Research and Institutional Effectiveness	Administration
Annie Theodos	Division Assistant	Classified Staff
Finausina Tovo	Program Services Coordinator	Classified Staff, Mana Program
Makiko Ueda	Psychological Services	Faculty, CSM Cares, Safe Zone
Henry Villareal	Dean, Enrollment Services	Administration, DIAG/Equity Committee Co-Chair, BSI, Financial Aid, Veterans, CSM Cares, Safe Zone, SSSP
Marco Zavala	Student	Associated Students

# Access

## CAMPUS-BASED RESEARCH: ACCESS

A. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
<b>Example Group</b>		<b>59%</b>	<b>64%</b>	<b>-6**</b>
American Indian / Alaska Native	25	.3	.2	0.1
Asian	2,100	21.8	26.4	-4.6
Black or African American	273	2.8	2.7	0.1
Hispanic or Latino	2,088	21.6	23.3	-1.7
Native Hawaiian or other Pacific Islander	235	2.4	1.4	1.0
White	3,541	36.7	43.7	-7.0
Some other race	NA	NA	NA	NA
More than one race	1,393	14.4	2.3	12.1
<b>Total of 8 cells above (Orange cells should = 100%)</b>	<b>9,655</b>	<b>100%</b>	<b>100%</b>	
Males	4,816	48.3	48.8	-0.5
Females	5,159	51.7	51.2	0.5
Unknown	NA	NA	NA	NA
<b>Total of 3 cells above (Orange cells should = 100%)</b>	<b>9,975</b>	<b>100%</b>	<b>100%</b>	
Current or former foster youth	43	1.4	0.3	1.1
Individuals with disabilities	871	8.7	5.1	3.6
Low-income students	2,128	20.8	12.5	8.3
Veterans	244	2.4	5.9	-3.5

\*Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.

\*\*'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

### GOAL A.

Within the first three years of this plan, increase access by 10 percent for Asian, Veteran, and Hispanic or Latino students. In addition, increase by 3 percent enrollment of other historically underserved populations from outside the local service area and county.

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-6, 2014</i>	<i>No gap</i>	<i>2020</i>
<b>Asian+</b>	-443, 2012/2013	Increase by 10%	2018
<b>Hispanic</b>	-164, 2012/2013	Increase by 10%	2018
<b>Veterans</b>	-354, 2012/2013	Increase by 10%	2018

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

### ACTIVITIES: A. ACCESS

#### A.1

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1.1	Asian+	-443
A.1.2	Hispanic	-164

- **Activity Implementation Plan**

Adult-Education College and Career Educational Leadership (ACCEL) is the planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86. Since Feb 2014, ACCEL has been collaboratively rethinking and redesigning Adult Education to accelerate student success. They are a coalition of adult schools, community colleges and partners throughout the region. Their mission is to support adult education students' transition to college, workplace success, and community contributions.

The California Legislature passed the AB 86 Adult Education Consortium Planning program to develop a seamless system of transitions between Adult Schools and Community Colleges. ACCEL’s goal is to create collaborative relationships, systems and strategies to achieve sustainable results as community needs change. The collaboration includes:

- A countywide Steering Committee developing integrated regional strategies
- Collaborative Action Teams (CATs) creating targeted initiatives to meet sub-regional needs
- Partnerships with community organizations, public agencies, employers, labor and philanthropy to expand options for adult learners.

San Mateo Adult School-CSM partnerships through ACCEL will support English as a Second Language (ESL) students’ enrollment in community college. The program includes creating seamless curricula to bridge the Adult School ESL classes to CSM ESL classes, and providing College Readiness Workshops and matriculation resources for San Mateo Adult School students. The program also offers Career Technical Education (CTE) pathways. In addition, mentoring support is being provided to ESL students at College of San Mateo. The ACCEL project has a Adult Education Regional Comprehensive Plan available for review at [http://aebg.cccco.edu/portals/1/docs/plans/13-328-](http://aebg.cccco.edu/portals/1/docs/plans/13-328-53_ACCEL%20San%20Mateo%20County_3%201%2015%20Final_Report.pdf)

[53 ACCEL%20San%20Mateo%20County\\_3%201%2015%20Final\\_Report.pdf](http://aebg.cccco.edu/portals/1/docs/plans/13-328-53_ACCEL%20San%20Mateo%20County_3%201%2015%20Final_Report.pdf)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	2014 to 2018	\$0	Adult Education Block Grant (AEBG) - \$379,000 Basic Skills Initiative - \$1,000

• **Link to Goal**

It is expected that the improved pipeline from Adult School to CSM will provide increased access for recent Asian and Hispanic immigrant students.

• **Evaluation**

Annually track the number of students transitioning from San Mateo Adult School to CSM. Disaggregate by target populations.

Document the alignment of curriculum, and services provided to bridge San Mateo Adult School and CSM. Identify the faculty and counselors that work with ACCEL.

**A.2**

• **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.2.1	Asian+	-443
A.2.2	Hispanic	-164
A.2.3	Veterans	-354

• **Activity Implementation Plan**

Partner with Student Success and Support Program (SSSP) to expand community outreach to promote CSM student success programs such as Punte Program, MANA, Extended Opportunities Programs and Services (EOPS), Multi-Cultural Center, Umoja, and Veteran’s Resource and Opportunity Center (VROC), First Year Success Program (FYS). Outreach includes presentations, development of brochures in Spanish and specified Asian languages. Community includes P-12 educational institutions and community organizations like Martin Luther King Center in San Mateo.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.2	2015 - 2020	\$5,000	SSSP - \$7,000, First Year Success (FYS) Program - \$2,000

• **Link to Goal**

Promotion of CSM academic and student support services will lead to an increase in the number of Latino, Asian, and Veteran students who choose to attend CSM.

• **Evaluation**

Track promotion efforts, and collect data on follow-through enrollments annually.

### **A.3**

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.3.1	Asian+	-443
A.3.2	Hispanic	-164

- **Activity Implementation Plan**

Expand Dreamer Workshops for AB540 students and increase collaboration between feeder schools (high school and adult school), and CSM to identify and recruit AB540 students. Develop material (print and web) to promote DREAMERS. Expand Multicultural Center (MCC) resources including improved access to financial aid information.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.3	2015 - 2020	\$2,000	SSSP - \$7,000, EOPS - 2,000

- **Link to Goal**

Increased support for, and promotion, of DREAM act students will increase enrollment of Asian and Hispanic students.

- **Evaluation**

Track promotion and support activities. Track AB540 student enrollments annually.

### **A.4**

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.4.1	Asian+	-443
A.4.2	Hispanic	-164

- **Activity Implementation Plan**

Partner with First Year Success Program, and SSSP to implement components of FYS Program e.g. early assessment, multiple modes of assessment, to attract Asian and Hispanic high school students. The goal of the First-Year Success Initiative is to provide robust, comprehensive, services, and support for every community college bound student while the student is enrolled in high school and through their first two-years of college at CSM. This initiative targets approximately 700 first-time freshmen each fall.

Components of the initiative involve early outreach and identification of students while they are still in high school. College of San Mateo will adopt the Multiple Measures placement process for two high schools beginning with fall 2016 enrollment. All feeder high schools will use Multiple Measures placement process for spring 2017 enrollment. College of San Mateo will institute the Common Assessment when it becomes available.

See more information here <http://collegeofsanmateo.edu/fys/>

ID	Timeline(s)	Student Equity Funds	Other Funds
A.4	2015 - 2020	\$0	SSSP - \$46,000, FYS Program - \$3,000

- **Link to Goal**

Early assessment and multiple modes of assessment for Asian and Hispanic students who wish to transition to CSM from high school will lead to greater enrollments.

- **Evaluation**

Document program elements as they roll out. Track enrollments of Asian and Hispanic students who take early assessments, or are placed via multiple modes of assessment. Track enrollments from feeder high schools to CSM. Annually.

## A.5

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	X	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.5.1	Asian+	-443
A.5.2	Hispanic	-164

- **Activity Implementation Plan**

Partner with Center for Academic Excellence (CAE), FYS, SSSP, EOPS, BSI, International Student Program, ACCEL, and Middle College High School to train high school and CSM faculty and counselors to understand and support Asian, Hispanic HS students.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.5	2015 - 2020	\$0	CAE - \$1,000, FYS - \$10,000 SSSP - \$2,000, EOPS - \$1,000, BSI - \$1500

- **Link to Goal**

Professional development of faculty and counselors, especially high school faculty and counselors, will lead to increased enrollments of HS students, including Asian, Hispanic.

- **Evaluation**

Annually document professional development activities for High School and CSM faculty and counselors, and any changes to curriculum or support based on the activities.

## **A.6**

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.6.1	Asian+	-443
A.6.2	Hispanic	-164
A.6.3	Veterans	-354

- **Activity Implementation Plan**

Evaluate efforts to increase access for Asian, Hispanic and Veteran students, looking for gaps and opportunities to improve efficacy.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.6	2015 - 2020	\$0	Planning, Research, and Institutional Effectiveness Office (PRIE) - \$1500, SSSP - \$1000, FYS - \$1000

- **Link to Goal**

Analyzing the efforts to increase enrollments of target populations will lead to improvements in actions taken to improve access.

- **Evaluation**

Track enrollments of target populations and analyze patters relative to effort made to increase enrollment

### A.7

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.7.1	Veterans	-354

- **Activity Implementation Plan**

Hire a Veterans Resource Opportunity Center (VROC) Program Services Coordinator (PSC) to reach out to veteran students to provide academic support and make referrals to other student support services such as EOPS, Disabled Students Programs and Services (DSPS), Health Center, psychological, tutoring, and financial aid. As well, promote availability of, and certify veterans' eligibility for, GI bill benefits. The Program Services Coordinator will also reach out to community veteran organizations to promote CSM educational opportunities.

Provide direct support to the Veteran's Resource Opportunity Center such as computers, Smart Pens, books, and supplies to support veteran students.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.7	2015 - 2020	\$123,000	SSSP - \$40,000, EOPS - \$1000, DSPS - \$1500, General Fund (GF) - \$5000

- **Link to Goal**

Direct outreach activities and marketing materials targeted to veterans, veteran community groups and other veteran organizations will promote educational opportunities.

- **Evaluation**

Track outreach events and enrollments of veteran’s to determine increase in veteran students attending CSM. Assess the number of veteran students applying for and receiving GI Bill Benefits.

# Summary Budget

# Success Indicator: Course Completion

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

**B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
<b>Rate of Course Completion</b>	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>Example Group</b>	<b>2567</b>	<b>1463</b>	<b>57%</b>	<b>71%</b>	<b>-14**</b>
American Indian / Alaska Native	93	58	62.4	69.8	-7.4
Asian	6,865	5,132	74.8	69.8	5.0
Black or African American	2,066	1,221	59.1	69.8	-10.7
Hispanic or Latino	9,532	6,087	63.9	69.8	-5.9
Native Hawaiian or other Pacific Islander	1,290	803	62.2	69.8	-7.5
White	14,444	10,642	73.7	69.8	3.9
Some other race (Filipino)	6,157	2,100	73.9	69.8	4.1
More than one race	7,270	4,806	66.1	69.8	-3.7
<b>All Students</b>	<b>47,717</b>	<b>28,749</b>	<b>*69.8</b>		
Males	24,123	16,601	68.8	69.8	0.9
Females	22,525	15,954	70.8	69.8	1.1
Unknown	1,069	735	68.8	69.8	-1.0
Current or former foster youth	516	252	48.8	69.8	-20.9
Individuals with disabilities	4,764	3,341	70.1	69.8	0.4

Low-income students	10,300	6,528	63.4	69.8	-6.4
Veterans	1,282	883	68.9	69.8	0.9

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**\*\*Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.**

**\*\*'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.**

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
---	Example Group	14%	<u>.14</u>	x	2,567	= 359
Largest Gap	Foster Youth	20.9%	<u>.209</u>	x	516	= 108
Second Largest	Black/African American	10.7	<u>.107</u>	x	2,066	= 220
Third Largest	Native Hawaiian/Other Pacific Islander	7.5	<u>.075</u>	x	1,290	= 97
Fourth Largest	*Hispanic /Latino	5.9	<u>.059</u>	x	9,532	= 563

\*Hispanic/Latino students are included in this measure given the gap and the significant number of students "lost."

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

### GOAL B.

Within three years of this plan increase course completion rates by 5 percent for Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, and by 3 percent for Hispanic or Latino students.

Target Population(s)	Current gap, year	Goal*	Goal Year
<b>Example Group</b>	<b>-14, 2014</b>	<b>Gap no &gt; -6</b>	<b>2020</b>
Foster Youth	-20.9, 2012/2013	Increase by 5%	2018
African American	-10.7, 2012/2013	Increase by 5%	2018
Pacific Islander	-7.5, 2012/2013	Increase by 5%	2018
**Hispanic or Latino	-5.9, 2012/2013	Increase by 3%	2018

\*\*Hispanic or Latino students are included in this measure given the disproportionate impact and the significant number of students “lost.” The goal is increase course completion by 3% for this target population.

### ACTIVITIES: B. COURSE COMPLETION

#### **B.1**

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
B.1.1	Foster Youth	-108
B.1.2	African American	-220
B.1.3	Pacific Islander	-97
B.1.4	Hispanic or Latino	-563

\*Hispanic or Latino students are included in this measure given the disproportionate impact and the significant number of students “lost”.

- **Activity Implementation Plan**

Learning Communities. Enhance direct student support to the Puente Project, Umoja and Writing in the End Zone Learning Communities. Support the implementation of the Mana Program. -Data compiled by the CSM Planning Research and Institutional Effectiveness Office highlight the effectiveness of Learning Communities such as Puente and Writing in

the End Zone (WEZ) in improving course completion, retention, and associate degree and/or transfer rates. Further, numerous studies highlight the benefits of learning communities in enhancing student success. (Tinto, 2008; Tinto, Russo, Kadel, 1994; Bloom & Sommo, 2005, Bailey & Morest, 2006; Williams, 2013).

The Puente Project was implemented in Fall 2012. The Puente Project links English and career classes in a one-year learning community that advances the Puente mission to increase the number of educationally underrepresented students. CSM data indicate that Latino student participants have higher course completion rates than non-program Latino participants and the overall student population. For example, Puente students progressed from basic skills English to transfer level English at a rate of 40% compared to 25% for non-Puente Latino students and the overall college rate of 28%. Learn more about the CSM Puente Project at <http://collegeofsanmateo.edu/puente/>.

-Student Equity Funds will augment the existing Puente Project budget by expanding direct student support services such as tutoring, peer mentors, educational supplies, and university campus tours.

The Mana Learning Community commenced in Fall 2015. The Mana Program is a certificate, transfer and support program that focuses on improving communication skills needed for success in college. It focuses on the Pacific Islander American-student experience and is open to all students. The three primary components of the program are ethnic studies, communication and academic support. This program is designed to increase the number of Pacific Islander students who complete requirements for a certificate, associate's degree and/or transfer into a four-year university. CSM's Mana Program provides students with a bridge to higher education while offering academic support through the college's many learning support centers and a variety of student services including admissions, financial aid, and counseling. Learn more about the Mana Program at <http://collegeofsanmateo.edu/mana/docs/StudentEquityFunding.pdf>.

-Student Equity funds support instruction, student services, direct student support, and coordination by a Program Services Coordinator.

Umoja is part of a state-wide consortium and is a learning community that focuses on the African American experience through the study of culture, history, literature, and identity. Umoja, (a Kiswahili word meaning unity) is a community and critical resource designed to enhance the educational experiences of African American and other students. The program pairs English and ethnic studies in a two-semester program. Umoja was implemented in Fall 2014 with a cohort group of 30 students comprised primarily of African American and Polynesian students. Success outcome data for the Umoja Program 2014-15 academic will soon be available. To learn more about the CSM Umoja Program visit their website at <http://collegeofsanmateo.edu/mana/docs/StudentEquityFunding.pdf>.

-Student Equity Funding is supporting the Umoja Program that includes instruction, coordination, and direct student support.

Writing in the End Zone (WEZ) is a long-standing learning community established to support student athletes. Many of the students in the program are first generation, low-income and students of color. The program focuses on student success by promoting academics first and athletics second, i.e. student athlete vs. athlete student. The curriculum emphasizes writing skills and the program outcome is to prepare students for an associate’s degree and/or transfer. College data highlight that WEZ participants completed English 100 (degree applicable) at a rate of 71.4% compared to 63.3% for Non-WEZ participants. Visit the WEZ website to learn more about this learning community at <http://collegeofsanmateo.edu/learningcommunities/writingintheendzone.asp>.

-Student Equity Funds is augmenting the WEZ Program by supporting faculty coordination, enhanced student support including tutoring, educational supplies and direct student support.

The Project Change Learning Community is the first of its kind to be offered at a California community college. The program aims to serve current and/or formerly incarcerated youth and connects students to resources and programs at CSM, including a summer readiness bridge program, and social and academic support services. A supportive network of volunteer faculty and staff mentors as well as a project director, assist students with navigating their first year in college. Further, the program unites CSM and San Mateo County community organizations together in a joint effort to help underrepresented populations of students make the transition to community college. To learn more about the unique Project Change Program visit the website at <http://collegeofsanmateo.edu/projectchange/>.

-Funds from Student Equity will augment a program grant and include direct student support such as tutoring, academic advising, and educational supplies.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1	Fall 2015/2018 and ongoing	\$189,000	General Fund - \$75,000 Financial Aid \$5,000; Puente Project- \$1,500; Project Change \$75,000;

• **Link to Goal**

Implementation of the Mana and Project Change Learning Communities along with augmented funds for the Puente, Umoja and Writing in the End Zone Learning Communities will allow the programs to directly serve the needs of participating program students through innovative instruction that incorporates culturally relevant curriculum, student services support that includes counseling and imbedded tutoring, and activities that engage students in the college community

- **Evaluation**

Ongoing annual assessment of the program and its impact on student success will be measured by increases in course completion, the attainment of certificates, associate degrees, and transfer. A subset of the learning community participants may be contacted to gain participants personal stories about their experience in the programs (qualitative data).

## **B.2**

- **Activity Type(s)**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.2.1	Foster Youth	-108
B.2.2	African American	-220
B.2.3	Pacific Islander	-97
B.2.4	*Hispanic or Latino	-563

\*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

- **Activity Implementation Plan**

Expand tutoring services for target populations for general education courses but also specifically for basic skills courses and gatekeeper courses in math and science. Encourage students on probation to utilize tutoring services. See attachment “Academic Standing— Probation and Dismissal Status” for Campus-based research for this population.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2	Spring 2015/2020	\$10,000	General Fund \$40,000

- **Link to Goal**

Target student populations will demonstrate an increase in the number of courses completed successfully. Reduction in the number of target population students who are placed on probation as they will be informed about and encouraged to utilize expanded tutoring services.

- **Evaluation**

Annually assess data on course completion rates for target student populations who utilized tutoring services. Also review data by term to determine the decrease in the number of target students being placed on probation or who are dismissed due to lack of academic progress.

### **B.3**

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.3.1	Foster Youth	-108
B.3.2	African American	-220
B.3.3	Pacific Islander	-97
B.3.4	*Hispanic/Latino	-563

\*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

- **Activity Implementation Plan**

Develop and promote the use of an early alert system such as Starfish for faculty and include collaboration with student services faculty and staff to provide “just-in-time” support for students struggling in their classes, and for students on probation. As noted in the *Ellucian White Paper (2015, <http://www.ellucian.com/White-Papers/Early-alerts-as-a-tool-for-student-success/>)*, consider including peer mentors as part of this program.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	Spring 2016/Spring 2020	\$5,000	SSSP \$150,000; General Fund \$150,000

- **Link to Goal**

Reduction in the number of target population students who are placed on probation and improved course completion rates.

- **Evaluation**

Administer a survey each semester to determine the number of faculty utilizing the early alert system and to determine their satisfaction with the system. After implementation of the Early Alert system, for two consecutive terms conduct focus groups with a subset of faculty who use the Early Alert system to gain additional insight about their satisfaction, their assessment of counseling support as part of the Early Alert system, and how the process can be improved. Course completion rates will be assessed at the end of each term to determine impact on increased student success.

#### **B.4**

- **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
x	Research and Evaluation	x	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.4.1	Foster Youth	-108
B.4.2	African American	-220
B.4.3	Pacific Islander	-97
B.4.4	*Hispanic/Latino	-563

\*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

- **Activity Implementation Plan**

Partner with pilot high schools and analyze high school transcript data for exploring alternative assessment for English and math placement.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.4	Spring 2016/Spring/2018 and ongoing	\$0	General Fund \$10,000; SSSP \$50,000

- **Link to Goal**

Implementation of alternative assessment for English and math placement will facilitate appropriate course level placement, lead to course completion, and help expedite educational goal achievement.

- **Evaluation**

Annually assess the course completion rates for targeted students who were placed into English and math courses using the alternative placement process.

**B.5**

- **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.5.1	Foster Youth	-108
B.5.2	African American	-220
B.5.3	Pacific Islander	-97
B.5.4	*Hispanic/Latino	-563

\*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

- **Activity Implementation Plan**

Continue to revise Program Review Report and process to ensure that a robust dialogue occurs at the department and program level to analyze student achievement data and make program revisions based on identified gaps. Explicitly state commitment to hiring a diverse faculty.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.5	Fall 2015/Spring 2018 and ongoing	\$0	General Fund \$50,000

- **Link to Goal**

Departments assessing equity and achievement gaps and incorporating revisions will reduce student achievement gaps. Course completion rates will increase.

- **Evaluation**

Read Instruction Program Reviews to determine how many departments are making program and course revisions based on identified achievement gaps. Every other year assess the success rates of students by department, program and at the course level. (College of San Mateo has recently changed the Program Review submission cycle to every other year).

**B.6**

• **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.6.1	Foster Youth	-108
B.6.2	African American	-220
B.6.3	Pacific Islander	-97
B.6.4	*Hispanic/Latino	-563

\*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost.”

• **Activity Implementation Plan**

Partner with Foster Youth Services, Associated Students of CSM (ASCSM), CSM Cares, Multicultural Center, Veterans Opportunity Resource Center, and other campus service providers to present Safe Zone activities and events that are created to support and engage the target student populations and also those who are formerly incarcerated, LGBTQ and/or veteran students.

-Research studies focusing on community college students highlight that the more academically and socially integrated students are with their institution, the higher the probability of their persistence to graduation (Tinto, 1993, 2002; Jalamo, 1995; Rendon & Hope, 1996; Braxton, 2000; Villareal, 2004; Pascarella & Terenzini, 2005; Laugerman, 2012).

ID	Timeline(s)	Student Equity Funds	Other Funds
B.6	Fall 2015/2018 and ongoing	\$25,000	General Fund \$50,000; ASCSM \$1,000; SSSP \$18,000; Multicultural Center \$20,000; Financial Aid \$5,000;

- **Link to Goal**

Support services for these target groups will enhance their academic and social integration with the institution and lead to a reduction in the number of students placed on probation and increase course completion.

- **Evaluation**

Each year assess the course completion rates of target student groups. It is expected that enhanced student academic and social integration will lead to enhanced course completion.

**B.7**

- **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.7.1	Foster Youth	-108
B.7.2	African American	-220
B.7.3	Pacific Islander	-97
B.7.4	*Hispanic/Latino	-563

\*Hispanic/Latino students are included in this measure given the gap and the significant number of students “Lost.”

- **Activity Implementation Plan**

Provide faculty coordination to support recruitment, enrollment and retention of Puente Project, Umoja, Mana, and Writing in the End Zone Learning Communities and Project Change students.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.7	2015/2018 and ongoing	\$126,000	General Fund \$125,000

- **Link to Goal**

Implementation of the Mana Learning Community and continuation of the other Learning Communities along with Project Change will allow programs to directly serve the needs of participating program students through innovative instruction, culturally relevant curriculum, student services support that includes counseling, embedded and course-specific tutoring, and activities that engage students in the college community.

- **Evaluation**

Ongoing annual assessment of the programs and their impact on student success as measured by successful course completion.

# Success Indicator: ESL and Basic Skills Completion

## CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

**C. ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
<b>Rate of ESL and Basic Skills Completion</b>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<i>Example Group</i>	<b>1457</b>	<b>247</b>	<b>17%</b>	<b>24%</b>	<b>-7**</b>
American Indian / Alaska Native	NA	NA	NA	NA	NA
Asian	150	67	44.7	36.5	8.1
Black or African American	63	28	44.4	36.5	7.9
Hispanic or Latino	314	109	34.7	36.5	-1.8
Native Hawaiian or other Pacific Islander	61	27	44.3	36.5	7.7
White	307	101	32.9	36.5	-3.6
Some other race (Filipino)	124	48	38.7	36.5	2.2
More than one race	170	55	32.4	36.5	-4.2
<b>All Students</b>	<b>1,245</b>	<b>455</b>	<b>*36.5</b>		
Males	698	251	36.0	36.5	-0.6
Females	518	196	37.8	36.5	1.3
Unknown	29	8	27.6	36.5	-9.0
Current or former foster youth	14	4	28.6	36.5	-8.0
Individuals with disabilities	131	57	43.5	36.5	7.0
Low-income students	510	198	38.8	36.5	2.3
Veterans	34	9	26.5	36.5	-10.1

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**\*\*Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

**\*\*\*-7'** is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
---	Example Group	7%	<u>.07</u>	X	1457	= 101
Largest Gap	Veterans	-10.1	<u>.101</u>	X	34	= 3
Second Largest	Multi-race	-4.2	<u>.042</u>	X	170	= 7
Third Largest	*White	-3.6	<u>.036</u>	X	307	= 11
Fourth Largest	Hispanic or Latino	-1.8	<u>.018</u>	X	109	= 6

\*Foster Youth while exhibiting a -8.0 rate only reflected one "lost" student thus the White student group was included along with the Hispanic or Latino student group as they also demonstrate a significantly larger gap.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

### GOAL C.

Within three years of this plan, increase ESL and basic skills course completion in English and math by 5 percent for Veteran, Multi-race, White, and Hispanic or Latino students.

Target Population(s)	Current gap, year	Goal*	Goal Year
<b>Example Group</b>	<b>-7, 2014</b>	<b>No gap</b>	<b>2020</b>
Veteran	-10.1	Increase by 5%	2018
Multi-race	-4.1	Increase by 5%	2018
White	-3.6	Increase by 5%	2018
Hispanic	-1.8	Increase by 5%	2018

\*Due to the small number of students affected among the top three target populations, the Hispanic or Latino group was also included as a target group.

### ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

#### C.1

- **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1	Veterans	-3
C.1.2	Multi-race	-7
C.1.3	White	-11
C.1.4	Hispanic or Latino	-6

\*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

- **Activity Implementation Plan**

Expand the Supplemental Instruction (SI) Project and other student peer support projects to include ESL and basic skills English courses. Students will be hired to provide in- and out-of-classroom support to students and coordinate SI support with course instructors.

-Supplemental Instruction in basic skills math was implemented as a Basic Skills Initiative in 2010-2011 and became institutionalized in Fall of 2013. Results of students starting in

and participating in SI Basic Skills Math 811 and who progressed and completed the degree applicable Math 120 course demonstrate a success rate of 11.4%. A comparative student population who did not participate in SI had a success rate of 6.9%. Thus, SI does make a difference. SI has expanded to include degree applicable courses such as philosophy, political science, physics and biology.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	2015/2018	\$10,000	Learning Center \$40,000, BSI \$1,600; SSSP \$2,000

• **Link to Goal**

ESL and basic skills students will persist in progressing from ESL and basic skills courses to degree and transferable courses.

• **Evaluation**

Data will be collected at the end of each term that compares success rates for ESL and basic skills students participating in SI in comparison to those ESL and basic skills students who do not participate in SI courses.

**C.2**

• **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.2.1	Veterans	-3
C.2.2	Multi-race	-7
C.2.3	White	-11
C.2.4	Hispanic or Latino	-6

\*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

• **Activity Implementation Plan**

Develop accelerated courses for Basic Skills Math, English, and ESL. Embed counseling and Student Ed Plan completion into the acceleration sequence of courses. Implement Math and English Jam. Math and English Jam are one- to two-week intensive review sessions that are completed prior to taking English and Math Placement Tests.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2	2016/2019	\$0	General Fund \$30,000; SSSP \$50,000

- **Link to Goal**

Accelerated basic skills Math, English and ESL courses will allow students to complete these course sequences more expediently. Incorporation of Math and English Jam will provide students the opportunity to prepare for the placement exams and/or refresh their basic math and English skills.

- **Evaluation**

Data will be collected annually to compare success rates of those students who participated in accelerated ESL, English and math courses vs those who did not participate in the accelerated courses. Data will be collected to assess placement rates of students who participated in Math and English Jam.

### C.3

- **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.3.1	Veterans	-3
C.3.2	Multi-race	-7
C.3.3	White	-11
C.3.4	Hispanic or Latino	-6

\*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

- **Activity Implementation Plan**

Expand tutoring, mentoring and other academic support services targeted to students in ESL and basic skills and gatekeeper courses, and students on probation.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.3	2015-2018	\$10,000	General Fund \$20,000; BSI \$3,000; Learning Center \$20,000

• **Link to Goal**

Targeted services such as tutoring and mentoring will assist students in completing their courses.

• **Evaluation**

Annually assess course completion rates for students in these programs in comparison to non-participating students.

**C.4**

• **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.4.1	Veterans	-3
C.4.2	Multi-race	-7
C.4.3	White	-11
C.4.4	Hispanic or Latino	-6

\*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

• **Activity Implementation Plan**

Hire a Director of Student Equity to coordinate and direct college-wide diversity and equity initiatives.

Provide support for faculty coordination of equity projects and initiatives.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.4	2015/2018 and ongoing	\$182,054	General Fund \$18,000; BSI \$20,000; Center for Academic Excellence \$40,000

• **Link to Goal**

Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion. Director and faculty coordination will support college-wide equity initiatives leading to course completion and success in other equity success indicators.

• **Evaluation**

Determine the number of faculty who participate in professional development activities and incorporate culturally responsive teaching principles and strategies. Assess by term the increase in course completion rates.

**C.5**

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.5.1	Veterans	-3
C.5.2	Multi-race	-7
C.5.3	White	-11
C.5.4	Hispanic or Latino	-6

\*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

• **Activity Implementation Plan**

Expand operations in the Reading & ESL Center to provide more student support services opportunities such as financial aid, EOPS, and counseling. Extend support to students on probation.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.5	2015/2018	\$5,000	General Fund \$75,000; Financial Aid \$5,000; BSI \$3,300

- **Link to Goal**

Promotion of services that provide financial aid, EOPS, Counseling, and Health & Psychological Services will help sustain students and contribute to course completion.

- **Evaluation**

Annually track the number of students utilizing the Reading & ESL Center's expanded student support services. As appropriate, annually assess ESL and Basic Skills course completion and persistence rates.

### C.6

- **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.6.1	Veterans	-3
C.6.2	Multi-race	-7
C.6.3	White	-11
C.6.4	Hispanic or Latino	-6

\*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

- **Activity Implementation Plan**

Support the integration of Reading Apprenticeship and MINDSET 4.0 (Habits of Mind) principles into all ESL and basic skills courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.6	2015/2018	\$0	General Fund \$25,000; BSI \$10,000; CAE \$10,000

- **Link to Goal**

Students who have learned persistence, time management, communication, and other non-cognitive skills will have better rates of course completion.

- **Evaluation**

Annually track the number of students participating in courses that incorporate MINDSET 4.0 skills and their completion rates.

# Success Indicator: Degree and Certificate Completion

## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

### D. DEGREE AND CERTIFICATE COMPLETION

Rate	Denominator	Numerator
<b>Degree and Certificate Completion</b>	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<i>Example Group</i>	<b>1947</b>	<b>568</b>	<b>29%</b>	<b>33%</b>	<b>-4**</b>
American Indian / Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	187	64	34.2	28.1	6.1
Black or African American	54	16	29.6	28.1	1.5
Hispanic or Latino	342	106	31.0	28.1	2.9
Native Hawaiian or other Pacific Islander	45	10	22.2	28.1	-5.9
White	409	116	28.4	28.1	0.2
Some other race (Filipino)	124	30	24.2	28.1	-3.9
More than one race	129	25	19.4	28.1	-8.8
<b>All Students</b>	<b>1,461</b>	<b>411</b>	<b>*27.0</b>		
Males	686	160	23.3	28.1	-4.8
Females	664	228	34.3	28.1	6.2
Unknown	111	23	20.7	28.1	-7.4
Current or former foster youth	12	1	8.3	28.1	-19.8
Individuals with disabilities	147	41	27.9	28.1	-0.2
Low-income students	1,461	184	30.9	28.1	2.7
Veterans	79	24	30.4	28.1	2.2

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

\*\*Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

\*\*\*'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	Number of Students "Lost"
---	Example Group	7%	<u>.04</u>	x	1947	= 77
Largest Gap	Foster Youth	-19.8	<u>-.0198</u>	x	12	= -2
Second Largest	More than one race	-8.8	<u>-.088</u>	x	129	= -11
Third Largest	Males	-4.8	<u>-.048</u>	x	686	= -33
Fourth Largest	Native Hawaiian or Pacific Islander	-5.9	<u>-.059</u>	x	45	= -3

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

### GOAL D.

Within five years of this plan, increase by 10 percent the degree and certificate rates for Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), and Foster Youth students.

Target Population(s)	Current gap, year	Goal	Goal Year
<b>Example Group</b>	<b>-4, 2014</b>	<b>No gap</b>	<b>2020</b>
Foster Youth	-2, 2013/2014	Increase by 10%	2020
More than one race	-11, 2013/2014	Increase by 10%	2020
Native Hawaiian or Pacific Islander	-3, 2013/2014	Increase by 10%	2020
Some other Race (Filipino)*	-5, 2013/2014	Increase by 10%	2020
Males	-33, 2013/2014	Increase by 10%	2020

\* Filipino students make up 6.9% of the student population in 2012. The headcount is 684. The degree and completion percentage point gap for Filipino students is -3.9%. \*Foster Youth and Native Hawaiian or Pacific Islander are also included as part of the Target Populations due to the significant equity gaps.

### ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

#### D.1

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1.1	Foster Youth	-2
D.1.2	More than one race	-11
D.1.3	Native Hawaiian or Pacific Islander	-3
D.1.4	Filipino	-5
D.1.5	Males	-33

• **Activity Implementation Plan**

All learning community participants and impacted students will see a counselor to generate a Student Educational Plan (SEP). Writing in the End Zone (WEZ), Puente, FYS, MANA, Umoja, EOPS, Project Change, LGBTQ+, veterans, Students for Success (Engl 838/848), Math 811 and students on probation. 48.9% of all students in 2013/2014 received academic advising. Goal is to have 100% of impacted populations receive academic advising. Increase number of degree or certificate seeking students. Currently CSM provides embedded counseling services in more than 50% of our basic math courses. Counseling and career and life planning courses are offered to special groups (EOPS, DSPS, limited English Speaking, Middle College, International Students). Counseling is embedded into three learning communities and one special program - Puente, UMOJA, Student Success English 838/848, and Project Change. As noted in the *Ellucian White Paper (2015)*, <http://www.ellucian.com/White-Papers/Early-alerts-as-a-tool-for-student-success/>, students who identify an educational goal early on, are more likely to succeed.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	2015 - 2020	\$0	SSSP - \$120,000

• **Link to Goal**

Students seeking a degree or certificate will have outlined a pathway to achieving the degree or certificate.

• **Evaluation**

Annually report on SEPs of learning community participants and other impacted student groups

**D.2**

**Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.2.1	Foster Youth	-2
D.2.2	More than one race	-11
D.2.3	Native Hawaiian or Pacific Islander	-3
D.2.4	Filipino	-5
D.2.5	Males	-33

- **Activity Implementation Plan**

First Year Success Program for first time college students that includes SEP and counseling, peer mentoring, academic support. Additional targeted student populations include formerly or incarcerated and LGBTQ. The goal of the First-Year Success Initiative is to provide robust, comprehensive, services, and support for every community college bound student while the student is enrolled in high school and through their first two-years of college at CSM. This initiative targets approximately 700 first-time freshmen each fall. Students age 20-24 lag behind the average course completion rate of 69% with a course completion rate of 66%, from 2010/2011 academic year.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.2	2015 - 2020	\$0	FYS - \$200,000, SSSP - \$120,000

- **Link to Goal**

First year students will have an educational goal and plan which guides their progress to completion.

- **Evaluation**

Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal. Annually track and report on first year success students, formerly or incarcerated students, and LGBTQ students. Look at degree and certificate completion at two years, three years, four years, five years, and six years for each incoming cohort.

### **D.3**

**Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s)**

ID	Target Group(s)	# of Students Affected
D.3.1	Foster Youth	-2
D.3.2	More than one race	-11
D.3.3	Native Hawaiian or Pacific Islander	-3
D.3.4	Filipino	-5
D.3.5	Males	-33

• **Activity Implementation Plan**

Revise local associate degree requirements to align with Title 5 requirements.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.3	2015 - 2020	\$0	General Fund - \$5,000

• **Link to Goal**

Streamline pathway to degree attainment for CSM students.

• **Evaluation**

Document changes to degree requirements.

**D.4**

**Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.4.1	Foster Youth	-2
D.4.2	More than one race	-11
D.4.3	Native Hawaiian or Pacific Islander	-3
D.4.4	Filipino	-5
D.4.5	Males	-33

• **Activity Implementation Plan**

Communicate with those impacted students who:

- have earned degrees or certificates but have not applied to receive them
- have reached key milestones progressing toward their degree and certificates
- do not register for the subsequent semester
- are struggling in their classes
- are on academic probation

ID	Timeline(s)	Student Equity Funds	Other Funds
D.5	2015 - 2020	\$0	SSSP - \$20,000, GF - \$5,000

**Link to Goal**

Students will be informed about their progress towards completion, and that information will help them understand what they need to do to complete.

**Evaluation**

Track students receiving communication to see if they apply for a degree or certificate within one to six years.

**D.5****Activity Type(s)**

Outreach	Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation	Professional Development		

- **Target Student Group(s)**

ID	Target Group(s)	# of Students Affected
D.5.1	Foster Youth	-2
D.5.2	More than one race	-11
D.5.3	Native Hawaiian or Pacific Islander	-3
D.5.4	Filipino	-5
D.5.5	Males	-33

- **Activity Implementation Plan**

Provide direct and indirect student support such as tuition, book vouchers, textbooks on reserve at the library, bus tokens, and educational supplies. Linked planning and other criteria to the direct support.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.5	2015 - 2020	\$50,000	EOPS - \$5,000, FYS - 50,000, MCC - \$5,000

- **Link to Goal**

Reducing the financial burden of attending college will increase the number of students who stay in the pathway and encourage students to finish a degree.

- **Evaluation**

Track and evaluate degree attainment by students receiving support, annually.

**D.6****Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s)**

ID	Target Group(s)	# of Students Affected
D.6.1	Foster Youth	-2
D.6.2	More than one race	-11
D.6.3	Native Hawaiian or Pacific Islander	-3
D.6.4	Filipino	-5
D.6.5	Males	-33

- **Activity Implementation Plan**

Work with coordinators from Umoja, Puente, WEZ, Mana, Project Change, VROC, DIAG, Honors Project, and Marketing Department to expand special recognition of achievements of target populations to include on-campus ceremonial events, web presence, publications and other promotional materials.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.6	2015 - 2020	\$2,000	GF - \$5,000

- **Link to Goal**

Recognition of student achievements promote college success programs as related to degree and certificate completion.

- **Evaluation**

Annually document events, activities and attendance.

# Transfer

## CAMPUS-BASED RESEARCH: TRANSFER

- E. TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
<b>Transfer</b>	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>Example Group</b>	<b>1947</b>	<b>568</b>	<b>29%</b>	<b>33%</b>	<b>-4**</b>
American Indian / Alaska Native	NA	NA	NA	NA	NA
Asian	65	52	80.0	<b>73.9</b>	6.1
Black or African American	14	11	78.6	<b>73.9</b>	4.7
Hispanic or Latino	59	41	69.5	<b>73.9</b>	-4.4
Native Hawaiian or other Pacific Islander	11	8	72.7	<b>73.9</b>	-1.2
White	115	87	75.7	<b>73.9</b>	1.8
Some other race (Filipino)	33	22	66.7	<b>73.9</b>	-7.2
More than one race	NA	NA	NA	<b>73.9</b>	NA
<b>All Students</b>	<b>340</b>	<b>254</b>	<b>*74.7</b>		
Males	158	120	75.9	73.9	2.0
Females	174	127	73.0	73.9	-0.9
Unknown	8	7	87.5	73.9	13.6
Current or former foster youth	NA	NA	NA	NA	NA
Individuals with disabilities	20	13	65.0	73.9	-5.1
Low-income students	96	75	78.1	73.9	6.4

Veterans	NA	NA	NA	NA	NA
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\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

\*\*Calculated by subtracting the average (all student) rate from the student group’s rate of transfer– paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group’s success rate is lower than the average group’s rate, a negative value will result.

\*\*'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group’s success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	= Number of Students "Lost"
---	Example Group	7%	<u>.04</u>	x	1947	= 77
Largest Gap	Some other race (Filipino)	-7.2	<u>-.072</u>	x	33	= 3
Second Largest	Individuals with disabilities	-5.1	<u>-.051</u>	x	20	= 2
Third Largest	Hispanic or Latino	-4.4	<u>-.044</u>	x	59	= 3
Fourth Largest	Black or African American	-5.8*	<u>-.058</u>	x	14	= 1

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

### GOAL E.

Within three years of this plan, increase by 5 percent the transfer rates for Hispanic or Latino, Some Other Race (Filipino), Individuals with Disabilities, and Black or African American students.

Target Population(s)	Current gap, year	Goal	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
Hispanic	-3, 2013/2014	Increase by 5%	2018
Filipino	-3, 2013/2014	Increase by 5%	2018
Disabled	-2, 2013/2014	Increase by 5%	2018
African American	-1*, 2013/2014	Increase by 5%	2018

\*Completion Rates of First-time Full-time Transfer-plus Delayed Students (minimum ENGL 110/165), 2008/09 – 2013/14 is 62.9%. Using this metric, African American and Disabled students show disproportionate impact with 57.1% and 60% of the students transferring in five years, respectively. Thus, the target groups that are disproportionately impacted with respect to transfer rates are Hispanic, Filipino, African American, and Disabled Students.

### ACTIVITIES: E. TRANSFER

#### E.1

- **Activity Type(s)** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](#) for more information.):

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
E.1.1	Hispanic	3
E.1.2	Filipino	3
E.1.3	Disabled	2
E.1.4	African American	1

- **Activity Implementation Plan**

Scale up Supplemental Instruction (SI) program to include courses that enroll large numbers of impacted students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	2015 - 2020	\$30,000	GF - \$40,000

- **Link to Goal**

The main impediment to transfer is course completion, especially ESL and Basic Skills English and math. Providing academic support to students in targeted classes will enhance course completion and thus progress towards transfer.

- **Evaluation**

Annually compare course completion for those courses with SI vs. those without SI.

## E.2

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s)**

ID	Target Group	# of Students Affected
E.2.1	Hispanic	3
E.2.2	Filipino	3
E.2.3	Disabled	2
E.2.4	African American	1

- **Activity Implementation Plan**

Develop First Year Success cohort program that includes outreach to high schools, early placement, Summer Bridge program, peer mentoring, first year seminar and case management. NEED BACKGROUND ON FYS.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.2	2015 - 2020	\$0	FYS -\$50,000, SSSP-\$50,000, ACCEL- \$5,000

- **Link to Goal**

This program will provide first time college students with services and support designed to enhance their success.

- **Evaluation**

Track the first year students as they move through courses. Collect data on transfer rates in five year timespan. Analyze services provided to look for gaps and opportunities to improve support and services.

**E.3**• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.3.1	Hispanic	3
E.3.2	Filipino	3
E.3.3	Disabled	2
E.3.4	African American	1

• **Activity Implementation Plan**

Develop accelerated courses for Basic Skills Math, English, and ESL. Embed counseling and Student Ed Plan completion into the accelerated sequence of courses. Promote the accelerated courses.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.3	2015 - 2020	\$0	See C.3: BSI - \$4,000, SSSP – \$20,000

• **Link to Goal**

Students who enter transferable courses sooner have a higher rate of completion and transfer.

• **Evaluation**

Track success, retention, and persistence of the enrolled students in the accelerated courses and subsequent courses. Collect data on transfer rates in five-year timespan.

**E.4**• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.4.1	Hispanic	3
E.4.2	Filipino	3
E.4.3	Disabled	2
E.4.4	African American	1

- **Activity Implementation Plan**

Support and expand Transfer Center activities to target impacted groups, including Transfer Tribute ceremony, presentations to clubs and athletic teams. Incorporate college and university campus tours for target populations including students in the Learning Communities.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.4	2015 - 2020	\$10,000	GF - \$10,000

- **Link to Goal**

Students who access Transfer Center services will be more likely to successfully transfer. College and university campus tours will enhance students' transfer expectations and possibilities.

- **Evaluation**

Annually collect data on usage of transfer services by impacted students.

## E.5

- **Activity Type(s)**

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.5.1	Hispanic	3
E.5.2	Filipino	3
E.5.3	Disabled	2
E.5.4	African American	1

- **Activity Implementation Plan**

For those students who have identified transfer as a goal, or who have completed transfer milestones, develop case management strategies, such as assigned counseling caseloads, to support their progress towards transfer.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.5	2015 - 2020	\$0	SSSP- \$20,000, EOPS - \$9,000

- **Link to Goal**

Students who feel someone at the college is monitoring their progress will be more likely to succeed and transfer.

- **Evaluation**

Annually document services provided to students and measure increase in transfer rates.

### E.6

- **Activity Type(s)** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](#) for more information.):

Outreach		Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.5.1	Hispanic	3
E.5.2	Filipino	3
E.5.3	Disabled	2
E.5.4	African American	1

- **Activity Implementation Plan**

Continue to add AS-T degrees as they come online, and publicize AS-T degrees, TAG agreements, and transfer opportunities to the community.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.6	2015 - 2020	\$0	SSSP- \$8,000

- **Link to Goal**

Students getting up-to-date information about transfer opportunities will increase the transfer rate..

- **Evaluation**

Annually document number of AS-T degrees obtained, and the activities to publicize opportunities.

**E.7**

- **Activity Type(s)** (Mark an X in all that apply.)

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s)** & # of Each Affected:

ID	Target Group	# of Students Affected
E.7.1	Hispanic	3
E.7.2	Filipino	3
E.7.3	Disabled	2
E.7.4	African American	1

- **Activity Implementation Plan**

Recruit target students into Honors Program in order to provide undergraduate research opportunities.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.7	2015 - 2020	\$0	SSSP- \$8,000

- **Link to Goal**

Students who participate in Honors Program will be more likely to transfer

- **Evaluation**

Annually document the outreach to underrepresented students, track number of target students participating in Honors Program.

**E.8**

- **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s)** & # of Each Affected\*:

ID	Target Group	# of Students Affected
E.8.1	Hispanic	3
E.8.2	Filipino	3
E.8.3	Disabled	2
E.8.4	African American	1

- **Activity Implementation Plan**

Promote hiring of diverse faculty and staff to better mirror CSM's student population.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.8	2015 - 2020	\$0	SSSP- \$8,000

- **Link to Goal**

Students who have teachers and staff role models with similar narratives will be more likely to succeed and transfer.

- **Evaluation**

Document the activities used to promote the change in hiring practices.

## Other College- or District-wide Initiatives Affecting Several Indicators

### GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

#### ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

##### F.1

- *Indicators/Goals to be affected by the activity*

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s) & # of Each Affected:*

ID	Target Group	# of Students Affected
F.1.1	Foster Youth	-110
F.1.2	African American	-221
F.1.3	Pacific Islander	-100
F.1.4	Hispanic/Latino	-572
F.1.4	Veterans	-3
F.1.5	Multi-race	-18
F.1.6	White	-11
F.1.7	Filipino	-8
F.1.8	Males	-33
F.1.9	Disabled	-2

• **Activity Implementation Plan**

Provide Professional Development activities including speakers, consultants, and workshops for faculty that develop cultural proficiency and apply culturally responsive methodologies such as Critical Race Theory, Queer Theory, and Indaba principles. Also incorporate and apply Habits of Mind and Reading Apprenticeship strategies along with Threshold concepts. Support in-state diversity and equity conference participation for faculty, staff, administrators and students.

-As noted by Brad Phillips, “Cultural Competence is not good enough for our students and the kind of future they aspire to. If education is to truly be in the opportunity-making business, college educators must go beyond tolerating or accepting diversity to achieve cultural proficiency. Cultural proficiency becomes a set of beliefs and actions that lead educators to continuously provide relevant, challenging learning experiences and opportunities to grow. Cultural proficiency is a standard that changes how education is delivered to improve student learning and preparation for career and life.” (Playing “Cultural Competence” Catch Up in Higher Education, 2015).

ID	Timeline(s)	Student Equity Funds	Other Funds
F.1	Fall 2015/2018 and ongoing	\$25,000	General Fund \$18,000; BSI \$20,000; Center for Academic Excellence \$40,000

• **Link to Goal**

Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer rates.

• **Evaluation**

By term, determine the number of faculty who participate in professional development activities related to student equity and indicate they will incorporate these practices into their teaching. Capture data by term to assess annually the increase in course completion rates, ESL and Basic Skills Completion rates, Degree and Certificate Completion rates, and Transfer rates.

**F.2**

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Types**

	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
X	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.2.1	Foster Youth	-110
F.2.2	African American	-221
F.2.3	Pacific Islander	-100
F.2.4	*Hispanic/Latino	-572
F.2.5	Veterans	-3
F.2.6	Multi-race	-18
F.2.7	White	-11
F.2.8	Filipino	-8

• **Activity Implementation Plan**

Support the basic physical and mental health needs of target groups and other students including AB540, formerly incarcerated, LGBTQ+, and veterans by promoting the availability of on-campus services such as the Food Pantry, Student Health Center, Psychological Services, CSM Cares and CSM Cares Peer Educators, CSM Safe Zone, Multicultural Center, Veterans Resource Opportunity Center (VROC), and Financial Aid.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.2	2015/2018 and ongoing	\$35,000	General Fund \$75,000; Multicultural Center \$75,000; SSSP \$150,000; BSI \$3,000; Financial Aid \$20,000

• **Link to Goal**

Promotion of services that support basic physical health needs along with mental health services will help sustain impacted students and contribute to course completion.

• **Evaluation**

Annually track the number of students utilizing Food Pantry, Health Center, Psychological Services and CSM Cares Peer Educators. As appropriate assess course completion rates.

District: \_\_\_\_\_ College: \_\_\_\_\_

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# Summary Budget

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<b>2015-16 Student Equity Plan Summary Budget</b>
San Mateo
College of San Mateo

**Part I: Student Equity Funding**

*Enter whole numbers only*

Total 2015-16 College Student Equity Allocation \$ 555,544

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 555,544

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.**

**Part I: Funding**

**Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.

**2015-16 Student Equity Plan Summary Bu**  
**San Mateo**  
**College of San Mateo**

**Part II: Planned Student Equity (SE) Expenditures**

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Category, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	<b>Academic Salaries: Position Title(s)</b>	<b># of Hours</b>											
		0.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	CSM Cares Coordinator	0.19	F.2	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ 3,500	\$ 3,000		10,500	
	Learning Community Coordination	1.00	B.7	\$ -	\$ 5,000	\$ 3,000	\$ 2,000	\$ 3,000		\$ 45,000		58,000	
	Equity Director	0.16	C.4	\$ 3,000	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	18,000	
	Student Equity Plan Faculty Coordinator	0.20	C.4	\$ -	\$ 2,000	\$ 2,000	\$ 5,000	\$ -	\$ 1,000	\$ 1,000	\$ -	11,000	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>Subtotal</b>				\$ 3,000	\$ 9,000	\$ 7,000	\$ 22,000	\$ 3,000	\$ 4,500	\$ 49,000	\$ -	<b>\$ 97,500</b>	
2000	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b># of Hours</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Category</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum/ Course Dev. &amp; Adptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>	
		0.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	Program Services Coordinator Veterans	0.50	A.7	\$ 10,000	\$ 10,000	\$ 3,000	\$ 4,040	\$ -	\$ 5,000	\$ -		32,040	
	Program Services Coordinator Mana	1.00	B.1	\$ 10,000	\$ 10,000	\$ 3,000	\$ 4,040		\$ 5,000	\$ -		32,040	
	Student Tutors	0.20	B.2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,900		9,900	
	CSM Cares Peer Educators	0.10	F.2	\$ -	\$ 9,900	\$ -	\$ -	\$ -	\$ -			9,900	
	Basic Skills Supplemental Instruction Tutors	0.20	C.1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,900	\$ -	9,900	
	Student Mentors/Tutors	0.20	C.3			\$ -	\$ -	\$ -	\$ -	\$ 9,900		9,900	
	Supplemental Instruction Tutors	0.50	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,000	\$ -	28,000	
	Reading Center Student Assistants	0.10	C.5	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-		
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-		

<b>2015-16 Student Equity Plan Summary Bu</b>
San Mateo
College of San Mateo

**Part II: Planned Student Equity (SE) Expenditures**

			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal</b>	\$ 20,000	\$ 34,900	\$ 6,000	\$ 8,080	\$ -	\$ 10,000	\$ 57,700	\$ -	\$ <b>136,680</b>



<b>2015-16 Student Equity Plan Summary Bu</b>
San Mateo
College of San Mateo

**Part II: Planned Student Equity (SE) Expenditures**

	<b>Subtotal</b>	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 25,000	\$ 5,000	\$ -	\$ 40,000
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<b>2015-16 Student Equity Plan Summary Bu</b>
San Mateo
College of San Mateo

**Part II: Planned Student Equity (SE) Expenditures**

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Direct Student Support	<b>D.5</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	50,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000
<b>Grand Total</b>			\$ 58,500	\$ 145,150	\$ 18,750	\$ 40,680	\$ 6,000	\$ 48,600	\$ 177,864	\$ 60,000	\$ 555,544

## Part II: Planned Student Equity (SE) Expenditures

### Student Equity Plan 2015-16 Budget Part II: Planned SE Expenditures Other Instructions

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

#### Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

#### Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

## SUMMARY EVALUATION SCHEDULE AND PROCESS

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The timeline for assessing evaluating progress towards the goals included in the Student Equity Plan will be an annual basis. Assessment will include progress being made toward achieving the established goals and to determine how effective the implemented activities are in narrowing the achievement/equity gaps.

Individuals responsible for implementing specific activities associated with the plan's goals will work closely with the research staff to collect data that informs of the effectiveness of activities associated with their activities. An identified project lead will be responsible for carrying out the activities and will submit an annual report describing the impact of the activity and include any modifications that will be made as a result of preliminary data.

Annual updates will be presented to the College's Institutional Planning Committee to inform them of the progress being made towards narrowing the identified achievement/equity gaps. As well, Program Reviews will be assessed to determine if there is a narrowing of achievement gaps and enhanced student success in the various academic programs.

Fully recognizing the importance of narrowing and ultimately eliminating existing achievement gaps, the Student Equity Plan will be incorporated as part of the College's overall planning process including its Educational Master Plan, Program Review, institutional effectiveness goal setting, BSI and SSSP.

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# Attachments

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## *Data for CSM Student Equity Plan 2015/16* Indicator #1 Access



### **Access: Student Equity Plan Definition**

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

### **Data Included:**

- Table 1: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013
- Table 2: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013
- Table 3: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013
- Table 4: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013
- Table 5: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013
- Table 6: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013
- Table 7: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age and Veteran Status, Fall 2012 – Spring 2013

### **Key Findings:**

- The proportional enrollment of all San Mateo County residents enrolling at CSM is presented in Tables 1-7. In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the following populations are analyzed:
  1. Ethnicity
  2. Gender
  3. Age
  4. Disability status
  5. Low income economic status
  6. Foster Youth
  7. Veterans

- The key reference indicator for access is the “P Index”, where a value of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all CSM students, the P Index would = 1.00. In other words, the proportions of that population is equal. Any value less than 1.00 indicates that a specific San Mateo County population is under-represented in CSM’s student body. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.
- For example, the age data presented in Table 3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 5.33 for CSM students aged 20 – 24 to a P Index = 0.15 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of CSM’s programs, services, and the larger college participation rates of these 2 groups.

**Table 1. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013**

	San Mateo County Residents	CSM Students Residing in San Mateo County		
		Count	Percent	P index
Total 15 years and older	603,865	9,655		
African American	2.7%	273	2.8%	<b>1.04</b>
American Indian/ Alaska Native	0.2%	25	0.3%	<b>1.56</b>
Asian	26.4%	2,100	21.8%	<b>0.82</b>
Hispanic	23.3%	2,088	21.6%	<b>0.93</b>
Multi races	2.3%	1,393	14.4%	<b>6.20</b>
Pacific Islander	1.4%	235	2.4%	<b>1.77</b>
White	43.7%	3,541	36.7%	<b>0.84</b>
Other	0.0%	N/A	0.0%	---
U Unknown	N/A	564	5.8%	---

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Hispanics, the index is 21.6% divided by 23.3% = 0.93). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students. Census Bureau ethnic categories were adjusted to conform to CSM ethnic categories. "Asian" includes Filipino. Multi races includes "Two or more races".

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

**Table 2. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013**

	San Mateo County Residents		CSM Students Residing in San Mateo County		P Index
	Count	Percent	Count	Percent	
Total 15 years and older	603,865		9,975		
Male	294,714	48.8	4,816	48.3	0.99
Female	309,151	51.2	5,159	51.7	1.01
Unrecorded	N/A	N/A	244	2.4	---

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Females, the index is 51.7% divided by 51.2% = 1.01). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students. Census Bureau gender categories do not include “unrecorded”.

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

**Table 3. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013**

	San Mateo County Residents		CSM Students Residing in San Mateo County		P Index
	Count	Percent	Count	Percent	
Total 15 years and older	603,865		10,214		
15 to 19 years	41,228	6.8	1,898	18.6	2.72
20 to 24 years	41,027	6.8	3,701	36.2	5.33
25 to 29 years	49,479	8.2	1,442	14.1	1.72
30 to 39 years	106,371	17.6	1,363	13.3	0.76
40 to 49 years	112,080	18.6	828	8.1	0.44
50 to 59 years	106,298	17.6	619	6.1	0.34
60 years or older	147,382	24.4	363	3.6	0.15

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for those 15 to 19 years old, the index is 18.6% divided by 6.8% = 2.72). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

**Table 4. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013**

	San Mateo County Residents			CSM Students Residing in San Mateo County			
	Total	With a disability	Pct with a disability	Total	With a disability	Pct with a disability	P Index
Persons 18 to 64 years	461,948	23,394	5.1%	10,001	871	8.7%	1.71
Persons 65 years and over	94,802	28,751	30.3%	213	88	41.3%	1.36

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Persons 18 to 64 years, the index is 8.7% divided by 5.1% = 1.71). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database, End of term.

**Table 5. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013**

Population for whom poverty/economic status is determined	San Mateo County Residents			CSM Students Residing in San Mateo County			
	Total	With Low Income		Total	With Low Income		P Index
		Count	Percent		Count	Percent	
Total 18 years or older	556,133	69,626	12.5%	10,214	2,128	20.8%	1.66
18 to 64 years	461,331	56,852	12.3%	10,001	2,115	21.1%	1.72
65 years or older	94,802	12,774	13.5%	213	13	6.1%	0.45

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Total 18 years or older, the index is 20.8% divided by 12.5% = 1.66). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents with known age and do not include concurrently enrolled high school students. CSM student economic status determined by student receipt of financial aid awards for low income students (e.g. BOG Fee Waivers A & B, Chafee Grant, etc.).

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty; SMCCCD Student Database, Financial Aid Awards.

**Table 6. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013**

	Total Youth 16-20 Years	Foster Youth	
		Count	Row Pct
California	2,838,463	12,888	0.5
San Mateo County	44,947	130	0.3
CSM	3,075	43	1.4
P Index			4.67

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for foster youth 16 to 20 years old, the index is 1.4% divided by 0.3% = 4.67). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: Lucille Packard Foundation for Children’s Health, kidsdata.org; State of California Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060; SMCCCD Student Database, End of term.

**Table 7. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age and Veteran Status, Fall 2012 – Spring 2013**

	Total San Mateo County Residents	San Mateo County Veterans		Total CSM Students	CSM Students Residing in San Mateo County		
		Count	Row Pct		Count	Row Pct	P Index
Civilian population 18 years and older	561,621	33,337	5.9	10,182	243	2.4	0.40
18 to 34 years	155,569	2,034	1.3	7,847	160	2.0	1.56
35 to 54	219,032	6,334	2.9	1,702	57	3.3	1.16
55 to 64	89,859	7,467	8.3	420	16	3.8	0.46
65 to 74	51,108	7,034	13.8	156	8	5.1	0.37
75 years and over	46,615	10,501	22.5	57	2	3.5	0.16

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for those 18 to 34 years old, the index is 2.0% divided by 1.3% = 1.56). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, 2008-2012 American Community Survey (S2101 Veteran Status); SMCCCD Student Database, End of term.

## **Data for CSM Student Equity Plan 20115/16**

### **Indicator #2 Course Completion**



#### **Course Completion: Student Equity Plan Definition**

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

#### **Data Included:**

- Table 1: Successful Course Completion, Fall 2012 – Spring 2013

#### **Key Findings:**

- Table 1 displays successful course completion rates of CSM students enrolled in Fall 2012 and Spring 2013, combined. Successful course completion = earning a grade of A, B, C, P, or CR. The data presented are counts of all courses attempted/completed—not student headcount.
- In accordance with the California Community College Chancellor’s Office Student Equity Plan guidelines, the successful course completion rates of the following populations are analyzed:
  8. Ethnicity
  9. Gender
  10. Age
  11. Disability status
  12. Low income economic status
  13. Academic standing (Probation 1, Probation 2, and Dismissed)
  14. Foster Youth
  15. Veterans
- The primary Student Equity Plan reference point is the “Percentage Point Gap”. This methodology compares the percentage of each subgroup who achieves an outcome (e.g., dismissal) to the percentage of all students who achieve the same outcome (“collegewide rate”). The gap is expressed in terms of both a percentage point difference from the collegewide rate, and a headcount or enrollment count difference, depending upon the unit of measurement.

- Using this methodology, the Percentage Point Gap data column in Table 1 highlights the difference between various populations' successful course completion rates and the collegewide average.
- An additional reference indicator is the proportionality index, or "P Index", which compares the percentage of each subgroup in an initial cohort (e.g., percent of total headcount) to its own percentage in the outcome group (e.g., percent on probation status). A ratio of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all CSM students and that same population comprised 10.0% of students on probation, the P Index would = 1.00. Any value less than 1.00 indicates that a population is under-represented in the outcome group. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- Disproportionality assessments are advised to consider both 1) the number of students impacted and 2) the subgroup's proportion of the total population. *Care should be taken when interpreting results with low subgroup counts (n<50), as rates calculated for smaller subgroups will be subject to greater variability.* In an extreme example, a subgroup of 1 will exhibit an "all or nothing" outcome. In consideration of student impact, a campus may choose to prioritize a large subgroup with a smaller equity gap over a small subgroup with a larger equity gap, because such action may target a greater number of students. Finally, the Equity team should keep in mind that the greater the subgroup's share of the total population, the more similar are its outcomes to the collegewide average.
- Using ethnicity as an example: Native American students have one of the greater percentage point gaps from the collegewide average (-7.4 points), yet because of a small population size, the difference corresponds to 7 enrollments when expressed in terms of enrollment counts. Pacific Islander students, who have a similar percentage point gap from collegewide (-7.5 points), have a larger enrollment count difference (97 enrollments) due to the relatively larger Pacific Islander population size.
- Neither the percentage point gap nor the proportionality index is intended to specify a point at which an outcome should be considered as a "disproportionate impact." The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

**Table 1. Successful Course Completion, Fall 2012 – Spring 2013**

Collegewide Rate: 69.8%

		Total Enrollment Count (duplicated)	Successful Course Completion		EQUITY METRICS		P Index
			Count	Rate	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Enroll Count	
<b>Ethnicity</b>	African American	2,066	1,221	59.1%	-10.7	-220	0.85
	American Indian/ Alaskan Native	93	58	62.4%	-7.4	-7	0.89
	Asian	6,865	5,132	74.8%	5.0	343	1.07
	Filipino	3,372	2,441	72.4%	2.6	89	1.04
	Hispanic	9,532	6,087	63.9%	-5.9	-563	0.92
	Multi Races	7,270	4,806	66.1%	-3.7	-266	0.95
	Pacific Islander	1,290	803	62.2%	-7.5	-97	0.89
	White	14,444	10,642	73.7%	3.9	565	1.06
	Unknown	2,785	2,100	75.4%	5.6	157	1.08
	<b>Total</b>	<b>47,717</b>	<b>33,290</b>	<b>69.8%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Gender</b>	Female	22,525	15,954	70.8%	1.1	239	1.02
	Male	24,123	16,601	68.8%	-0.9	-229	0.99
	Not recorded	1,069	735	68.8%	-1.0	-11	0.99
	<b>Total</b>	<b>47,717</b>	<b>33,290</b>	<b>69.8%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Age</b>	Younger than 20 years	12,802	8,419	65.8%	-4.0	-513	0.94
	20 – 24 years	19,103	13,025	68.2%	-1.6	-303	0.98
	25 – 29 years	5,576	3,982	71.4%	1.6	92	1.02
	30 – 39 years	4,860	3,662	75.3%	5.6	271	1.08
	40 – 49 years	2,583	1,945	75.3%	5.5	143	1.08
	50 – 59 years	1,693	1,347	79.6%	9.8	166	1.14
	60 years and older	1,076	895	83.2%	13.4	144	1.19
	<b>Total</b>	<b>47,717</b>	<b>33,290</b>	<b>69.8%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Disability Status</b>	DSPS services	4,764	3,341	70.1%	0.4	17	1.01
	No DSPS services	42,953	29,949	69.7%	0.0	-17	1.00
	<b>Total</b>	<b>47,717</b>	<b>33,290</b>	<b>69.8%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Economic Status</b>	Low income student	10,300	6,528	63.4%	-6.4	-658	0.91
	Not low income	37,417	26,762	71.5%	1.8	658	1.03
	<b>Total</b>	<b>47,717</b>	<b>33,290</b>	<b>69.8%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Academic Standing</b>	Good standing	40,438	31,340	77.5%	7.7	3128	1.11
	Probation 1	3,918	959	24.5%	-45.3	-1774	0.35
	Probation 2	1,985	627	31.6%	-38.2	-758	0.45
	Dismissed	1,376	364	26.5%	-43.3	-596	0.38
	<b>Total</b>	<b>47,717</b>	<b>33,290</b>	<b>69.8%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Foster Youth</b>	Foster youth	516	252	48.8%	-20.9	-108	0.70
	Not foster youth	47,201	33,038	70.0%	0.2	108	1.00
	<b>Total</b>	<b>47,717</b>	<b>33,290</b>	<b>69.8%</b>	<b>---</b>	<b>---</b>	<b>---</b>

		Total Enrollment Count (duplicated)	Successful Course Completion		EQUITY METRICS		
			Count	Rate	Percentage Point Gap (+/- collegewide average)		P Index
					Pctg Pts	Enroll Count	
<b>Veterans</b>	Veteran	1,282	883	68.9%	-0.9	-11	0.99
	Not a veteran	46,435	32,407	69.8%	0.0	11	1.00
	Total	47,717	33,290	69.8%	---	---	---

Notes: Care must be taken when interpreting results with low subgroup counts (n<50). CSM course completion data do not include 690 courses or concurrently enrolled high school students.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

## **Data for CSM Student Equity Plan 2015/16**

### **Indicator #3 ESL and Basic Skills Completion**



#### **ESL and Basic Skills Completion: Student Equity Plan Definition**

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

#### **Data Included:**

1. ENGL 838/848 Student Progression to ENGL 100, 2010/11 – 2013/14
2. ESL 828 Student Progression to ESL 400, 2010/11 – 2013/14
3. ESL 400 Student Progression to ENGL 100, 2010/11 – 2013/14
4. MATH 110/112 Student Progression to MATH 120/122, 2010/11 – 2013/14
5. MATH 120/123 Student Progression to MATH 125+, 2010/11 – 2013/14

#### **Key Findings:**

- The data presented in Tables 1-5 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2010-11 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline (e.g., ESL 828 ► ESL 400). All course outcomes are tracked through Spring 2014.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the ESL and basic skills course progression rates of the following populations are analyzed:
  16. Ethnicity
  17. Gender
  18. Age
  19. Disability status
  20. Low income economic status
  21. Academic standing (Probation 1, Probation 2, and Dismissed)
  22. Foster Youth
  23. Veterans
- The primary Student Equity Plan reference point is the "Percentage Point Gap". This methodology compares the percentage of each subgroup who achieves an outcome (e.g., dismissal) to the percentage of all students who achieve the same

outcome (“collegewide rate”). The gap is expressed in terms of both a percentage point difference from the collegewide rate, and a headcount or enrollment count difference, depending upon the unit of measurement.

- Using this methodology, the Percentage Point Gap data column in Tables 1-5 highlight the differences between various populations’ successful course completion rates and the collegewide average.
- An additional reference indicator is the proportionality index, or “P Index”, which compares the percentage of each subgroup in an initial cohort (e.g., percent of total headcount) to its own percentage in the outcome group (e.g., percent on probation status). A ratio of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all CSM students and that same population comprised 10.0% of students on probation, the P Index would = 1.00. Any value less than 1.00 indicates that a population is under-represented in the outcome group. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- Disproportionality assessments are advised to consider both 1) the number of students impacted and 2) the subgroup’s proportion of the total population. *Care should be taken when interpreting results with low subgroup counts (n<50), as rates calculated for smaller subgroups will be subject to greater variability. In an extreme example, a subgroup of 1 will exhibit an “all or nothing” outcome. In consideration of student impact, a campus may choose to prioritize a large subgroup with a smaller equity gap over a small subgroup with a larger equity gap, because such action may target a greater number of students. Finally, the Equity team should keep in mind that the greater the subgroup’s share of the total population, the more similar are its outcomes to the collegewide average.*
- Using age as an example (Table 2): Students ages 25-29 have the greatest percentage point gap from the collegewide average (-4.8 points), yet because of a small population size, the difference corresponds to 3 individuals when expressed in terms of headcount. Students ages 20-24, who have a percentage point gap from collegewide of just -1.8 points, have a larger enrollment count difference (6 individuals) due to a relatively larger population size.
- Neither the percentage point gap nor the proportionality index is intended to specify a point at which an outcome should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

**Table 1. ENGL 838/848 Student Progression to ENGL 100, 2010/11 – 2013/14**  
Collegewide Rate: 36.5%

		Total Enrolled ENGL 838/848 (unduplicated)	Progressed to ENGL 100		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
Ethnicity	African American	63	28	44.4%	7.9	5	1.22
	American Indian/Alaskan Native	**	**	**	**	0	1.37
	Asian	150	67	44.7%	8.1	12	1.22
	Filipino	124	48	38.7%	2.2	3	1.06
	Hispanic	314	109	34.7%	-1.8	-6	0.95
	Multi Races	170	55	32.4%	-4.2	-7	0.89
	Pacific Islander	61	27	44.3%	7.7	5	1.21
	White	307	101	32.9%	-3.6	-11	0.90
	Unknown	**	**	**	**	-1	0.96
	Total	1,245	455	36.5%	0.0	0	1.00
Gender	Female	518	196	37.8%	1.3	7	1.04
	Male	698	251	36.0%	-0.6	-4	0.98
	Not recorded	29	8	27.6%	-9.0	-3	0.75
	Total	1,245	455	36.5%	0.0	0	1.00
Age	Younger than 20	757	281	37.1%	0.6	4	1.02
	20 - 24	328	114	34.8%	-1.8	-6	0.95
	25 - 29	63	20	31.7%	-4.8	-3	0.87
	30 - 39	43	18	41.9%	5.3	2	1.15
	40 - 49	20	9	45.0%	8.5	2	1.23
	50 - 59	**	**	**	**	0	0.98
	60 and older	**	**	**	**	-1	0.00
Total	1,227	447	36.4%	-0.1	-1	1.00	
Disability Status	Receives DSPS services	131	57	43.5%	7.0	9	1.19
	No DSPS services	1,114	398	35.7%	-0.8	-9	0.98
	Total	1,245	455	36.5%	0.0	0	1.00
Economic Status	Low income student	510	198	38.8%	2.3	12	1.06
	Not low income	735	257	35.0%	-1.6	-12	0.96
	Total	1,245	455	36.5%	0.0	0	1.00
Probation 1 Status AY10-11	On probation 1 status	353	121	34.3%	-2.3	-8	0.94
	Not on probation 1 status	892	334	37.4%	0.9	8	1.02
	Total	1,245	455	36.5%	0.0	0	1.00
Probation 2 Status AY10-11	On probation 2 status	154	57	37.0%	0.5	1	1.01
	Not on probation 2 status	1,091	398	36.5%	-0.1	-1	1.00
	Total	1,245	455	36.5%	0.0	0	1.00

		Total Enrolled ENGL 838/848 (unduplicated)	EQUITY METRICS				
			Progressed to ENGL 100		Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
<b>Dismissal Status AY10-11</b>	On dismissal status	78	13	16.7%	-19.9	-16	0.46
	Not on dismissal status	1,167	442	37.9%	1.3	16	1.04
	Total	1,245	455	36.5%	0.0	0	1.00
<b>Foster Youth</b>	Foster youth	14	4	28.6%	-8.0	-1	0.78
	Not foster youth	1,231	451	36.6%	0.1	1	1.00
	Total	1,245	455	36.5%	0.0	0	1.00
<b>Veterans</b>	Veteran	34	9	26.5%	-10.1	-3	0.72
	Not a veteran	1,211	446	36.8%	0.3	3	1.01
	Total	1,245	455	36.5%	0.0	0	1.00

Notes: This table reports on students who were enrolled in ENGL 838/848 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ENGL 100 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“\*\*” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 2. ESL 828 Student Progression to ESL 400, 2010/11 – 2013/14**  
Collegewide Rate: 40.7%

		Total Enrolled ESL 828 (unduplicated)	Progressed to ESL 400		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
<b>Ethnicity</b>	African American	**	**	**	**	0	0.00
	American Indian/Alaskan Native	0	---	---	---	---	---
	Asian	60	30	50.0%	9.3	6	1.23
	Filipino	**	**	**	**	0	0.92
	Hispanic	40	12	30.0%	-10.7	-4	0.74
	Multi Races	**	**	**	**	1	1.23
	Pacific Islander	0	---	---	---	---	---
	White	14	6	42.9%	2.1	0	1.05
	Unknown	**	**	**	**	-2	0.89
	<b>Total</b>	<b>167</b>	<b>68</b>	<b>40.7%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Gender</b>	Female	84	33	39.3%	-1.4	-1	0.96
	Male	64	30	46.9%	6.2	4	1.15
	Not recorded	19	5	26.3%	-14.4	-3	0.65
	<b>Total</b>	<b>167</b>	<b>68</b>	<b>40.7%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Age</b>	Younger than 20	17	10	58.8%	18.1	3	1.44
	20 - 24	40	20	50.0%	9.3	4	1.23
	25 - 29	27	9	33.3%	-7.4	-2	0.82
	30 - 39	30	10	33.3%	-7.4	-2	0.82
	40 - 49	**	**	**	**	-2	0.78
	50 - 59	**	**	**	**	-1	0.61
	60 and older	**	**	**	**	1	2.46
	<b>Total</b>	<b>167</b>	<b>68</b>	<b>40.7%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Disability Status</b>	Receives DSPS services	**	**	**	**	1	1.23
	No DSPS services	**	**	**	**	-1	0.99
	<b>Total</b>	<b>167</b>	<b>68</b>	<b>40.7%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Economic Status</b>	Low income student	86	39	45.3%	4.6	4	1.11
	Not low income	81	29	35.8%	-4.9	-4	0.88
	<b>Total</b>	<b>167</b>	<b>68</b>	<b>40.7%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Probation 1 Status AY10-11</b>	On probation 1 status	16	5	31.3%	-9.5	-2	0.77
	Not on probation 1 status	151	63	41.7%	1.0	2	1.02
	<b>Total</b>	<b>167</b>	<b>68</b>	<b>40.7%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Probation 2 Status AY10-11</b>	On probation 2 status	**	**	**	**	0	0.92
	Not on probation 2 status	**	**	**	**	0	1.00
	<b>Total</b>	<b>167</b>	<b>68</b>	<b>40.7%</b>	<b>---</b>	<b>---</b>	<b>---</b>
	On dismissal status	**	**	**	**	0	0.92

		Total Enrolled ESL 828 (unduplicated)	Progressed to ESL 400		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
<b>Dismissal Status AY10-11</b>	Not on dismissal status	**	**	**	**	0	1.00
	Total	167	68	40.7%	---	---	---
<b>Foster Youth</b>	Foster youth	0	---	---	---	---	---
	Not foster youth	167	68	40.7%	0.0	0	1.00
	Total	167	68	40.7%	---	---	---
<b>Veterans</b>	Veteran	**	**	**	**	0	0.00
	Not a veteran	**	**	**	**	0	1.01
	Total	167	68	40.7%	---	---	---

Notes: This table reports on students who were enrolled in ESL 828 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ESL 400 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“\*\*” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 3. ESL 400 Student Progression to ENGL 100, 2010/11 – 2013/14**  
Collegewide Rate: 44.1%

		Total Enrolled ESL 400 (unduplicated)	Progressed to ENGL 100		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
<b>Ethnicity</b>	African American	0	---	---	---	---	---
	American Indian/Alaskan Native	0	---	---	---	---	---
	Asian	61	30	49.2%	5.1	3	1.12
	Filipino	**	**	**	**	1	2.27
	Hispanic	46	14	30.4%	-13.6	-6	0.69
	Multi Races	**	**	**	**	-1	0.45
	Pacific Islander	**	**	**	**	0	0.00
	White	**	**	**	**	-2	0.57
	Unknown	**	**	**	**	5	1.41
	Total	152	67	44.1%	---	---	---
<b>Gender</b>	Female	81	29	35.8%	-8.3	-7	0.81
	Male	53	26	49.1%	5.0	3	1.11
	Not recorded	18	12	66.7%	22.6	4	1.51
	Total	152	67	44.1%	---	---	---
<b>Age</b>	Younger than 20	**	**	**	**	3	2.27
	20 - 24	34	14	41.2%	-2.9	-1	0.93
	25 - 29	**	**	**	**	0	0.97
	30 - 39	34	14	41.2%	-2.9	-1	0.93
	40 - 49	16	2	12.5%	-31.6	-5	0.28
	50 - 59	**	**	**	**	0	0.76
	60 and older	**	**	**	**	0	0.00
	Total	152	67	44.1%	---	---	---
<b>Disability Status</b>	Receives DSPS services	**	**	**	**	-1	0.57
	No DSPS services	148	66	44.6%	0.5	1	1.01
	Total	152	67	44.1%	---	---	---
<b>Economic Status</b>	Low income student	66	26	39.4%	-4.7	-3	0.89
	Not low income	86	41	47.7%	3.6	3	1.08
	Total	152	67	44.1%	---	---	---
<b>Probation 1 Status AY10-11</b>	On probation 1 status	**	**	**	**	-1	0.76
	Not on probation 1 status	**	**	**	**	1	1.02
	Total	152	67	44.1%	---	---	---
<b>Probation 2 Status AY10-11</b>	On probation 2 status	**	**	**	**	0	0.76
	Not on probation 2 status	**	**	**	**	0	1.00
	Total	152	67	44.1%	---	---	---
	On dismissal status	**	**	**	**	1	1.36

		Total Enrolled ESL 400 (unduplicated)	Progressed to ENGL 100		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
<b>Dismissal Status AY10-11</b>	Not on dismissal status	**	**	**	**	-1	0.99
	Total	152	67	44.1%	---	---	---
<b>Foster Youth</b>	Foster youth	0	---	---	---	---	---
	Not foster youth	152	67	44.1%	0.0	0	1.00
	Total	152	67	44.1%	---	---	---
<b>Veterans</b>	Veteran	**	**	**	**	1	1.51
	Not a veteran	**	**	**	**	-1	0.99
	Total	152	67	44.1%	---	---	---

Notes: This table reports on students who were enrolled in ESL 400 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ENGL 100 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“\*\*\*” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 4. MATH 110/112 Student Progression to MATH 120/122, 2010/11 – 2013/14**  
Collegewide Rate: 39.1%

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
Ethnicity	African American	43	15	34.9%	-4.2	-2	0.89
	American Indian/Alaskan Native	0	---	---	---	---	---
	Asian	53	17	32.1%	-7.0	-4	0.82
	Filipino	62	27	43.5%	4.4	3	1.11
	Hispanic	229	90	39.3%	0.2	0	1.01
	Multi Races	100	42	42.0%	2.9	3	1.07
	Pacific Islander	34	13	38.2%	-0.9	0	0.98
	White	252	97	38.5%	-0.6	-2	0.98
	Unknown	53	22	41.5%	2.4	1	1.06
	Total	826	323	39.1%	---	---	---
Gender	Female	402	163	40.5%	1.4	6	1.04
	Male	407	158	38.8%	-0.3	-1	0.99
	Not recorded	17	2	11.8%	-27.3	-5	0.30
	Total	826	323	39.1%	---	---	---
Age	Younger than 20	332	152	45.8%	6.7	22	1.17
	20 - 24	261	92	35.2%	-3.9	-10	0.90
	25 - 29	86	27	31.4%	-7.7	-7	0.80
	30 - 39	79	28	35.4%	-3.7	-3	0.91
	40 - 49	**	**	**	**	-1	0.90
	50 - 59	20	10	50.0%	10.9	2	1.28
	60 and older	**	**	**	**	0	0.00
	Total	826	323	39.1%	---	---	---
Disability Status	Receives DSPS services	93	35	37.6%	-1.5	-1	0.96
	No DSPS services	733	288	39.3%	0.2	1	1.00
	Total	826	323	39.1%	---	---	---
Economic Status	Low income student	341	146	42.8%	3.7	13	1.09
	Not low income	485	177	36.5%	-2.6	-13	0.93
	Total	826	323	39.1%	---	---	---
Probation 1 Status AY10-11	On probation 1 status	180	61	33.9%	-5.2	-9	0.87
	Not on probation 1 status	646	262	40.6%	1.5	9	1.04
	Total	826	323	39.1%	---	---	---
Probation 2 Status AY10-11	On probation 2 status	96	28	29.2%	-9.9	-10	0.75
	Not on probation 2 status	730	295	40.4%	1.3	10	1.03
	Total	826	323	39.1%	---	---	---
	On dismissal status	60	10	16.7%	-22.4	-13	0.43

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
Dismissal Status AY10-11			Count	Rate	Pctg Pts	Headcount	
Dismissal Status AY10-11	Not on dismissal status	766	313	40.9%	1.8	13	1.04
	Total	826	323	39.1%	---	---	---
Foster Youth	Foster youth	**	**	**	**	-1	0.51
	Not foster youth	**	**	**	**	1	1.00
	Total	826	323	39.1%	0.0	0	1.00
Veterans	Veteran	38	10	26.3%	-12.8	-5	0.67
	Not a veteran	788	313	39.7%	0.6	5	1.02
	Total	826	323	39.1%	---	---	---

Notes: This table reports on students who were enrolled in MATH 110/112 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in MATH 120/122 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“\*\*” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 5. MATH 120/123 Student Progression to MATH 125+, 2010/11 – 2013/14**  
Collegewide Rate: 42.1%

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
<b>Ethnicity</b>	African American	50	17	34.0%	-8.1	-4	0.81
	American Indian/Alaskan Native	**	**	**	**	-2	0.40
	Asian	104	49	47.1%	5.0	5	1.12
	Filipino	80	36	45.0%	2.9	2	1.07
	Hispanic	265	116	43.8%	1.7	4	1.04
	Multi Races	98	45	45.9%	3.8	4	1.09
	Pacific Islander	29	7	24.1%	-18.0	-5	0.57
	White	329	136	41.3%	-0.8	-3	0.98
	Unknown	**	**	**	**	-2	0.91
	Total	1,026	432	42.1%	---	---	---
<b>Gender</b>	Female	469	200	42.6%	0.5	3	1.01
	Male	527	223	42.3%	0.2	1	1.00
	Not recorded	30	9	30.0%	-12.1	-4	0.71
	Total	1,026	432	42.1%	---	---	---
<b>Age</b>	Younger than 20	382	185	48.4%	6.3	24	1.15
	20 - 24	375	148	39.5%	-2.6	-10	0.94
	25 - 29	106	46	43.4%	1.3	1	1.03
	30 - 39	88	30	34.1%	-8.0	-7	0.81
	40 - 49	41	12	29.3%	-12.8	-5	0.70
	50 - 59	**	**	**	**	-2	0.48
	60 and older	**	**	**	**	-1	0.00
	Total	1,005	423	42.1%	---	---	---
<b>Disability Status</b>	Receives DSPS services	100	53	53.0%	10.9	11	1.26
	No DSPS services	926	379	40.9%	-1.2	-11	0.97
	Total	1,026	432	42.1%	---	---	---
<b>Economic Status</b>	Low income student	390	168	43.1%	1.0	4	1.02
	Not low income	636	264	41.5%	-0.6	-4	0.99
	Total	1,026	432	42.1%	---	---	---
<b>Probation 1 Status AY10-11</b>	On probation 1 status	180	62	34.4%	-7.7	-14	0.82
	Not on probation 1 status	846	370	43.7%	1.6	14	1.04
	Total	1,026	432	42.1%	---	---	---
<b>Probation 2 Status AY10-11</b>	On probation 2 status	90	26	28.9%	-13.2	-12	0.69
	Not on probation 2 status	936	406	43.4%	1.3	12	1.03
	Total	1,026	432	42.1%	---	---	---
	On dismissal status	47	7	14.9%	-27.2	-13	0.35

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
Dismissal Status AY10-11			Count	Rate	Pctg Pts	Headcount	
Dismissal Status AY10-11	Not on dismissal status	979	425	43.4%	1.3	13	1.03
	Total	1,026	432	42.1%	---	---	---
Foster Youth	Foster youth	**	**	**	**	0	1.02
	Not foster youth	**	**	**	**	0	1.00
	Total	1,026	432	42.1%	---	---	---
Veterans	Veteran	**	**	**	**	-1	0.95
	Not a veteran	**	**	**	**	1	1.00
	Total	1,026	432	42.1%	---	---	---

Notes: This table reports on students who were enrolled in MATH 120/123 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in MATH 125/130/145/200/241 through Spring 2014. Care must be taken when interpreting results with low subgroup counts ( $n < 50$ ).

“\*\*” indicates the suppression of results for subgroups with small counts ( $n < 10$ ), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

## **Data for CSM Student Equity Plan 2015/16**

### **Indicator #4 Degree and Certificate Completion**



#### **Degree and Certificate Completion: Student Equity Plan Definition**

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

#### **Data Included:**

- Table 1: Degree and Certificate Completion of Degree-Seeking Students, Fall 2010 – Spring 2014
- Table 2: Degree Completion of Degree-Seeking Students, Fall 2010 – Spring 2014
- Table 3: Degree and Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014
- Table 4: Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014

#### **Key Findings:**

- The data presented in Tables 1 - 4 track students who both met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an Associate Degree or Certificate, and reports on the rate at which those students subsequently earned any Degree or Certificate through Spring 2014. Both Certificates of Achievement and Certificates of Specialization are counted.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the Degree and Certificate completion rates of the following populations are analyzed:
  24. Ethnicity
  25. Gender
  26. Age
  27. Disability status
  28. Low income economic status
  29. Foster Youth
  30. Veterans
- The primary Student Equity Plan reference point is the "Percentage Point Gap". This methodology compares the percentage of each subgroup who achieves an outcome (e.g., dismissal) to the percentage of all students who achieve the same

outcome (“collegewide rate”). The gap is expressed in terms of both a percentage point difference from the collegewide rate, and a headcount or enrollment count difference, depending upon the unit of measurement.

- Using this methodology, the Percentage Point Gap data column in Tables 1-4 highlights the difference between various populations’ successful course completion rates and the collegewide average.
- An additional reference indicator is the proportionality index, or “P Index”, which compares the percentage of each subgroup in an initial cohort (e.g., percent of total headcount) to its own percentage in the outcome group (e.g., percent on probation status). A ratio of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all CSM students and that same population comprised 10.0% of students on probation, the P Index would = 1.00. Any value less than 1.00 indicates that a population is under-represented in the outcome group. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- Disproportionality assessments are advised to consider both 1) the number of students impacted and 2) the subgroup’s proportion of the total population. *Care should be taken when interpreting results with low subgroup counts ( $n < 50$ ), as rates calculated for smaller subgroups will be subject to greater variability. In an extreme example, a subgroup of 1 will exhibit an “all or nothing” outcome. In consideration of student impact, a campus may choose to prioritize a large subgroup with a smaller equity gap over a small subgroup with a larger equity gap, because such action may target a greater number of students. Finally, the Equity team should keep in mind that the greater the subgroup’s share of the total population, the more similar are its outcomes to the collegewide average.*
- Using the data in Table 1 as an example: foster youth have one of the greatest percentage point gaps from the collegewide average (-19.8 points), yet because of a small population size, the difference corresponds to 2 individuals when expressed in terms of headcount. Students younger than 20 years, who have a smaller percentage point gap from collegewide (-7.9 points) than foster youth, have a larger headcount difference (31 individuals) due to its relatively larger population size.
- Neither the percentage point gap nor the proportionality index is intended to specify a point at which an outcome should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

**Table 1. Degree and Certificate Completion of Degree-Seeking Students,  
Fall 2010 – Spring 2014**  
Collegewide Rate: 28.1%

		Total Headcount (unduplicated)	Any Award Completion		EQUITY METRICS		
			Count	Rate	Percentage Point Gap (+/- collegewide average)		P Index
					Pctg Pts	Headcount	
<b>Ethnicity</b>	African American	54	16	29.6%	1.5	1	1.05
	American Indian/Alaskan Native	**	**	**	**	1	1.33
	Asian	187	64	34.2%	6.1	11	1.22
	Filipino	124	30	24.2%	-3.9	-5	0.86
	Hispanic	342	106	31.0%	2.9	10	1.10
	Multi Races	129	25	19.4%	-8.8	-11	0.69
	Pacific Islander	45	10	22.2%	-5.9	-3	0.79
	White	409	116	28.4%	0.2	1	1.01
	Unknown	**	**	**	**	-5	0.89
	Total	1,461	411	28.1%	---	---	---
<b>Gender</b>	Female	664	228	34.3%	6.2	41	1.22
	Male	686	160	23.3%	-4.8	-33	0.83
	Not recorded	111	23	20.7%	-7.4	-8	0.74
	Total	1,461	411	28.1%	---	---	---
<b>Age</b>	Younger than 20 years	390	79	20.3%	-7.9	-31	0.72
	20 – 24 years	541	171	31.6%	3.5	19	1.12
	25 – 29 years	180	48	26.7%	-1.5	-3	0.95
	30 – 39 years	140	46	32.9%	4.7	7	1.17
	40 – 49 years	69	32	46.4%	18.2	13	1.65
	50 – 59 years	**	**	**	**	5	1.42
	60 years and older	**	**	**	**	-1	0.44
Total	1,461	411	28.1%	---	---	---	
<b>Disability Status</b>	Receives DSPS services	147	41	27.9%	-0.2	0	0.99
	No DSPS services	1314	370	28.2%	0.0	0	1.00
	Total	1,461	411	28.1%	---	---	---
<b>Economic Status</b>	Low income student	596	184	30.9%	2.7	16	1.10
	Not low income	865	227	26.2%	-1.9	-16	0.93
	Total	1,461	411	28.1%	---	---	---
<b>Foster Youth</b>	Foster youth	12	1	8.3%	-19.8	-2	0.30
	Not foster youth	1,449	410	28.3%	0.2	2	1.01
	Total	1,461	411	28.1%	---	---	---
<b>Veterans</b>	Veteran	79	24	30.4%	2.2	2	1.08
	Not a veteran	1,382	387	28.0%	-0.1	-2	1.00
	Total	1,461	411	28.1%	---	---	---

Notes: This table tracks students who both met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an associate degree, and reports on whether or not those students subsequently earned any degree or certificate through Spring 2014. Care must be taken when interpreting results with low subgroup counts ( $n < 50$ ).

“\*\*” indicates the suppression of results for subgroups with small counts ( $n < 10$ ), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 2. Degree Completion (only) of Degree-Seeking Students, Fall 2010 – Spring 2014**  
Collegewide Rate: 22.9%

		Total Headcount (unduplicated)	Degree Completion Only		EQUITY METRICS		
			Count	Rate	Percentage Point Gap (+/- collegewide average)		P Index
					Pctg Pts	Headcount	
<b>Ethnicity</b>	African American	54	15	27.8%	4.9	3	1.22
	American Indian/Alaskan Native	**	**	**	**	0	1.09
	Asian	187	49	26.2%	3.3	6	1.15
	Filipino	124	26	21.0%	-1.9	-2	0.92
	Hispanic	342	89	26.0%	3.2	11	1.14
	Multi Races	129	20	15.5%	-7.4	-9	0.68
	Pacific Islander	45	9	20.0%	-2.9	-1	0.87
	White	409	91	22.2%	-0.6	-3	0.97
	Unknown	**	**	**	**	-4	0.89
	Total	1,461	334	22.9%	---	---	---
<b>Gender</b>	Female	664	191	28.8%	5.9	39	1.26
	Male	686	128	18.7%	-4.2	-29	0.82
	Not recorded	111	15	13.5%	-9.3	-10	0.59
	Total	1,461	334	22.9%	---	---	---
<b>Age</b>	Younger than 20 years	390	66	16.9%	-5.9	-23	0.74
	20 – 24 years	541	145	26.8%	3.9	21	1.17
	25 – 29 years	180	38	21.1%	-1.7	-3	0.92
	30 – 39 years	140	36	25.7%	2.9	4	1.12
	40 – 49 years	69	26	37.7%	14.8	10	1.65
	50 – 59 years	**	**	**	**	2	1.20
	60 years and older	**	**	**	**	-1	0.55
	Total	1,461	334	22.9%	---	---	---
<b>Disability Status</b>	Receives DSPS services	147	28	19.0%	-3.8	-6	0.83
	No DSPS services	1314	306	23.3%	0.4	6	1.02
	Total	1,461	334	22.9%	---	---	---
<b>Economic Status</b>	Low income student	596	146	24.5%	1.6	10	1.07
	Not low income	865	188	21.7%	-1.1	-10	0.95
	Total	1,461	334	22.9%	---	---	---
<b>Foster Youth</b>	Foster youth	12	1	8.3%	-14.5	-2	0.36
	Not foster youth	1,449	333	23.0%	0.1	2	1.01
	Total	1,461	334	22.9%	---	---	---
<b>Veterans</b>	Veteran	79	19	24.1%	1.2	1	1.05
	Not a veteran	1,382	315	22.8%	-0.1	-1	1.00
	Total	1,461	334	22.9%	---	---	---

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an associate degree, and reports on whether or not those students subsequently earned any degree through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“\*\*” indicates the suppression of results for subgroups with small counts ( $n < 10$ ), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 3. Degree and Certificate Completion of Certificate-Seeking Students,  
Fall 2010 – Spring 2014**  
Collegewide Rate: 28.6%

		Total Headcount (unduplicated)	Any Award Completion		EQUITY METRICS		P Index
			Count	Rate	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Headcount	
<b>Ethnicity</b>	African American	**	**	**	**	-1	0.00
	American Indian/Alaskan Native	**	**	**	**	0	0.00
	Asian	**	**	**	**	-2	0.39
	Filipino	**	**	**	**	0	0.00
	Hispanic	**	**	**	**	-1	0.44
	Multi Races	**	**	**	**	1	1.75
	Pacific Islander	0	---	---	---	---	---
	White	21	9	42.9%	14.3	3	1.50
	Unknown	**	**	**	**	0	1.75
	<b>Total</b>	<b>49</b>	<b>14</b>	<b>28.6%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Gender</b>	Female	**	**	**	**	-1	0.91
	Male	24	7	29.2%	0.6	0	1.02
	Not recorded	**	**	**	**	0	1.75
	<b>Total</b>	<b>49</b>	<b>14</b>	<b>28.6%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Age</b>	Younger than 20 years	**	**	**	**	0	1.75
	20 – 24 years	11	2	18.2%	-10.4	-1	0.64
	25 – 29 years	**	**	**	**	-1	0.00
	30 – 39 years	11	5	45.5%	16.9	2	1.59
	40 – 49 years	**	**	**	**	0	0.95
	50 – 59 years	10	2	20.0%	-8.6	-1	0.70
	60 years and older	0	---	---	---	---	---
	<b>Total</b>	<b>49</b>	<b>14</b>	<b>28.6%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Disability Status</b>	Receives DSPS services	**	**	**	**	0	1.00
	No DSPS services	**	**	**	**	0	1.00
	<b>Total</b>	<b>49</b>	<b>14</b>	<b>28.6%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Economic Status</b>	Low income student	21	5	23.8%	-4.8	-1	0.83
	Not low income	28	9	32.1%	3.6	1	1.13
	<b>Total</b>	<b>49</b>	<b>14</b>	<b>28.6%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Foster Youth</b>	Foster youth	0	---	---	---	---	---
	Not foster youth	49	14	28.6%	0.0	0	1.00
	<b>Total</b>	<b>49</b>	<b>14</b>	<b>28.6%</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>Veterans</b>	Veteran	**	**	**	**	0	1.40
	Not a veteran	**	**	**	**	0	0.95
	<b>Total</b>	<b>49</b>	<b>14</b>	<b>28.6%</b>	<b>---</b>	<b>---</b>	<b>---</b>

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining a vocational certificate, and reports on whether or not those students subsequently earned any degree or certificate through Spring 2014. Care must be taken when interpreting results with low subgroup counts ( $n < 50$ ).

“\*\*” indicates the suppression of results for subgroups with small counts ( $n < 10$ ), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 4. Certificate Completion (only) of Certificate-Seeking Students,  
Fall 2010 – Spring 2014**  
Collegewide Rate: 24.5%

		Total Headcount (unduplicated)	Certificate Completion Only		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
<b>Ethnicity</b>	African American	**	**	**	**	-1	0.00
	American Indian/Alaskan Native	**	**	**	**	0	0.00
	Asian	**	**	**	**	-1	0.45
	Filipino	**	**	**	**	0	0.00
	Hispanic	**	**	**	**	-1	0.51
	Multi Races	**	**	**	**	0	1.02
	Pacific Islander	0	---	---	---	---	---
	White	21	8	38.1%	13.6	3	1.56
	Unknown	**	**	**	**	1	2.04
	Total	49	12	24.5%	---	---	---
<b>Gender</b>	Female	23	6	26.1%	1.6	0	1.07
	Male	**	**	**	**	-1	0.85
	Not recorded	**	**	**	**	1	2.04
	Total	49	12	24.5%	---	---	---
<b>Age</b>	Younger than 20 years	**	**	**	**	1	2.04
	20 – 24 years	11	1	9.1%	-15.4	-2	0.37
	25 – 29 years	**	**	**	**	-1	0.00
	30 – 39 years	11	4	36.4%	11.9	1	1.48
	40 – 49 years	11	3	27.3%	2.8	0	1.11
	50 – 59 years	**	**	**	**	0	0.82
	60 years and older	0	---	---	---	---	---
Total	49	12	24.5%	---	---	---	
<b>Disability Status</b>	Receives DSPTS services	**	**	**	**	0	1.17
	No DSPTS services	**	**	**	**	0	0.97
	Total	49	12	24.5%	---	---	---
<b>Economic Status</b>	Low income student	21	3	14.3%	-10.2	-2	0.58
	Not low income	28	9	32.1%	7.7	2	1.31
	Total	49	12	24.5%	---	---	---
<b>Foster Youth</b>	Foster youth	0	---	---	---	---	---
	Not foster youth	49	12	24.5%	0.0	0	1.00
	Total	49	12	24.5%	---	---	---
<b>Veterans</b>	Veteran	**	**	**	**	0	0.82
	Not a veteran	**	**	**	**	0	1.02
	Total	49	12	24.5%	---	---	---

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining a vocational certificate, and reports on whether or not those students subsequently earned any certificate through Spring 2014. Care must be taken when interpreting results with low subgroup counts ( $n < 50$ ).

“\*\*” indicates the suppression of results for subgroups with small counts ( $n < 10$ ), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

## **Data for CSM Student Equity Plan 2015/16** **Academic Standing--Probation and Dismissal Status**



### **Academic Standing—Probation and Dismissal Status: Student Equity Plan Definition**

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

#### **Data Included:**

- Table 1: Summary Academic Standing, Fall 2012 – Spring 2013
- Table 2: Probation 1 Status, Fall 2012 – Spring 2013
- Table 3: Probation 2 Status, Fall 2012 – Spring 2013
- Table 4: Dismissal Status, Fall 2012 – Spring 2013

#### **Key Findings:**

- Table 1 provides a summary profile of students' academic standing—Probation 1, Probation 2, and Dismissal status. Because the data reported is for 2 academic semesters, some students may be included in multiple academic standing categories.
- Tables 2 through 4 examine the student characteristics for each type of academic standing status.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the successful course completion rates of the following populations are analyzed:
  31. Ethnicity
  32. Gender
  33. Age
  34. Disability status
  35. Low income economic status
  36. Foster Youth
  37. Veterans
- The primary Student Equity Plan reference point is the "Percentage Point Gap". This methodology compares the percentage of each subgroup who achieves an outcome (e.g., dismissal) to the percentage of all students who achieve the same outcome ("collegewide rate"). The gap is expressed in terms of both a percentage

point difference from the collegewide rate, and a headcount or enrollment count difference, depending upon the unit of measurement.

- An additional reference indicator is the proportionality index, or “P Index”, which compares the percentage of each subgroup in an initial cohort (e.g., percent of total headcount) to its own percentage in the outcome group (e.g., percent on probation status). A ratio of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all CSM students and that same population comprised 10.0% of students on probation, the P Index would = 1.00. Any value less than 1.00 indicates that a population is under-represented in the outcome group. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- Disproportionality assessments are advised to consider both 1) the number of students impacted and 2) the subgroup’s proportion of the total population. *Care should be taken when interpreting results with low subgroup counts (n<50), as rates calculated for smaller subgroups will be subject to greater variability.* In an extreme example, a subgroup of 1 will exhibit an “all or nothing” outcome. In consideration of student impact, a campus may choose to prioritize a large subgroup with a smaller equity gap over a small subgroup with a larger equity gap, because such action may target a greater number of students. Finally, the Equity team should keep in mind that the greater the subgroup’s share of the total population, the more similar are its outcomes to the collegewide average.
- NOTE: Aside from the summary table, the data for Academic Standing are presented in terms of “**Not** on Probation 1/2/Dismissal Status”. This reversal allows for a consistent application of the P Index when applied to probation and dismissal data.
- Using ethnicity (Table 2) as an example: Native American students have the greatest percentage point gap from the collegewide average (-5.2 points), yet because of the small population size, the difference corresponds to 1 individual when expressed in terms of headcount. In comparison, Hispanic students, although having the smallest percentage point gap (-3.4) out of all subgroups below the collegewide average, have the largest headcount difference (85 individuals) due to the relatively large Hispanic population size.
- Neither the percentage point gap nor the proportionality index is intended to specify a point at which an outcome should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

Table 1. Summary of Academic Standing, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	Probation 1		Probation 2		Dismissal	
			Count	Row N %	Count	Row N %	Count	Row N %
Ethnicity	African American	479	64	13.4%	42	8.8%	30	6.3%
	American Indian/ Alaskan Native	27	4	14.8%	1	3.7%	1	3.7%
	Asian	1,924	126	6.5%	72	3.7%	55	2.9%
	Filipino	886	68	7.7%	42	4.7%	44	5.0%
	Hispanic	2,478	324	13.1%	182	7.3%	163	6.6%
	Multi Races	1,772	245	13.8%	138	7.8%	107	6.0%
	Pacific Islander	293	43	14.7%	25	8.5%	20	6.8%
	White	4,274	320	7.5%	185	4.3%	160	3.7%
	Unknown	731	49	6.7%	32	4.4%	22	3.0%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Gender	Female	6,325	568	9.0%	307	4.9%	282	4.5%
	Male	6,217	637	10.2%	392	6.3%	303	4.9%
	Not recorded	322	35	11.7%	19	6.4%	17	5.7%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Age	Younger than 20	2,299	550	23.9%	247	10.7%	93	4.0%
	20 - 24	4,580	452	9.9%	321	7.0%	346	7.6%
	25 - 29	1,980	95	4.8%	77	3.9%	67	3.4%
	30 - 39	1,843	84	4.6%	43	2.3%	65	3.5%
	40 - 49	1,023	37	3.6%	17	1.7%	17	1.7%
	50 - 59	712	19	2.7%	9	1.3%	10	1.4%
	60 and older	417	4	1.0%	5	1.2%	4	1.0%
	Total	12,854	1,241	9.7%	719	5.6%	602	4.7%
Disability Status	Receives DSPS services	1,057	99	9.4%	61	5.8%	61	5.8%
	No DSPS services	11,807	1,144	9.7%	658	5.6%	541	4.6%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Economic Status	Low income student	2,664	347	13.0%	190	7.1%	150	5.6%
	Not low income	10,200	896	8.8%	529	5.2%	452	4.4%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Foster Youth	Foster youth	126	27	21.4%	10	7.9%	11	8.7%
	Not foster youth	12,738	1,216	9.5%	709	5.6%	591	4.6%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Veterans	Veteran	342	36	10.5%	23	6.7%	9	2.6%
	Not a veteran	12,522	1,207	9.6%	696	5.6%	593	4.7%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%

Notes: Headcounts are unduplicated within each academic standing category, however, a student may be counted in more than one category (e.g., a student may be counted once in both the Probation 1 and Probation 2 columns).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 2. Probation 1 Status, Fall 2012 – Spring 2013**

Collegewide Non-Probation 1 Rate: 90.3%

		Total Headcount (unduplicated)	NOT on Probation 1 Status		EQUITY METRICS		P Index
			Count	Row N %	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Headcount	
Ethnicity	African American	479	415	86.6%	-3.7	-18	0.96
	American Indian/Alaskan Native	27	23	85.2%	-5.2	-1	0.94
	Asian	1,924	1,798	93.5%	3.1	60	1.03
	Filipino	886	818	92.3%	2.0	18	1.02
	Hispanic	2,478	2,154	86.9%	-3.4	-85	0.96
	Multi Races	1,772	1,527	86.2%	-4.2	-74	0.95
	Pacific Islander	293	250	85.3%	-5.0	-15	0.94
	White	4,274	3,954	92.5%	2.2	93	1.02
	Unknown	731	682	93.3%	3.0	22	1.03
	Total	12,864	11,621	90.3%	---	---	---
Gender	Female	6,325	5,757	91.0%	0.7	43	1.01
	Male	6,217	5,580	89.8%	-0.6	-36	0.99
	Not recorded	322	284	88.2%	-2.1	-7	0.98
	Total	12,864	11,621	90.3%	---	---	---
Age	Younger than 20	2,299	1,749	76.1%	-14.3	-328	0.84
	20 - 24	4,580	4,128	90.1%	-0.2	-9	1.00
	25 - 29	1,980	1,885	95.2%	4.9	96	1.05
	30 - 39	1,843	1,759	95.4%	5.1	94	1.06
	40 - 49	1,023	986	96.4%	6.0	62	1.07
	50 - 59	712	693	97.3%	7.0	50	1.08
	60 and older	417	413	99.0%	8.7	36	1.10
	Total	12,864	11,621	90.3%	---	---	---
Disability Status	Receives DSPS services	1,057	958	90.6%	0.3	3	1.00
	No DSPS services	11,807	10,663	90.3%	0.0	-3	1.00
	Total	12,864	11,621	90.3%	---	---	---
	Low income student	2,664	2,317	87.0%	-3.4	-90	0.96

		Total Headcount (unduplicated)	NOT on Probation 1 Status		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Row N %	Pctg Pts	Headcount	
Economic Status	Not low income	10,200	9,304	91.2%	0.9	90	1.01
	Total	12,864	11,621	90.3%	---	---	---
Foster Youth	Foster youth	126	99	78.6%	-11.8	-15	0.87
	Not foster youth	12,738	11,522	90.5%	0.1	15	1.00
	Total	12,864	11,621	90.3%	---	---	---
Veterans	Veteran	342	306	89.5%	-0.9	-3	0.99
	Not a veteran	12,522	11,315	90.4%	0.0	3	1.00
	Total	12,864	11,621	90.3%	---	---	---

Notes: Care must be taken when interpreting results with low subgroup counts (n<50).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 3. Probation 2 Status, Fall 2012 – Spring 2013**

Collegewide Non-Probation 2 Rate: 94.4%

		Total Headcount (unduplicated)	NOT on Probation 2 Status		EQUITY METRICS		P Index
			Count	Row N %	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Headcount	
Ethnicity	African American	479	437	91.2%	-3.2	-15	0.97
	American Indian/Alaskan Native	27	26	96.3%	1.9	1	1.02
	Asian	1,924	1,852	96.3%	1.8	36	1.02
	Filipino	886	844	95.3%	0.8	8	1.01
	Hispanic	2,478	2,296	92.7%	-1.8	-43	0.98
	Multi Races	1,772	1,634	92.2%	-2.2	-39	0.98
	Pacific Islander	293	268	91.5%	-2.9	-9	0.97
	White	4,274	4,089	95.7%	1.3	54	1.01
	Unknown	731	699	95.6%	1.2	9	1.01
	Total	12,864	12,145	94.4%	---	---	---
Gender	Female	6,325	6,018	95.1%	0.7	47	1.01
	Male	6,217	5,825	93.7%	-0.7	-45	0.99
	Not recorded	322	302	93.8%	-0.6	-2	0.99
	Total	12,864	12,145	94.4%	---	---	---
Age	Younger than 20	2,299	2,052	89.3%	-5.2	-119	0.95
	20 - 24	4,580	4,259	93.0%	-1.4	-65	0.98
	25 - 29	1,980	1,903	96.1%	1.7	34	1.02
	30 - 39	1,843	1,800	97.7%	3.3	60	1.03
	40 - 49	1,023	1,006	98.3%	3.9	40	1.04
	50 - 59	712	703	98.7%	4.3	31	1.05
	60 and older	417	412	98.8%	4.4	18	1.05
	Total	12,864	12,145	94.4%	---	---	---
Disability Status	Receives DSPS services	1,057	996	94.2%	-0.2	-2	1.00
	No DSPS services	11,807	11,149	94.4%	0.0	2	1.00
	Total	12,864	12,145	94.4%	---	---	---
Economic Status	Low income student	2,664	2,474	92.9%	-1.5	-41	0.98
	Not low income	10,200	9,671	94.8%	0.4	41	1.00

		Total Headcount (unduplicated)	NOT on Probation 2 Status		EQUITY METRICS		P Index
			Count	Row N %	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Headcount	
	Total	12,864	12,145	94.4%	---	---	---
Foster youth	Foster youth	126	116	92.1%	-2.3	-3	0.98
	Not foster youth	12,738	12,029	94.4%	0.0	3	1.00
	Total	12,864	12,145	94.4%	---	---	---
Veterans	Veteran	342	319	93.3%	-1.1	-4	0.99
	Not a veteran	12,522	11,826	94.4%	0.0	4	1.00
	Total	12,864	12,145	94.4%	---	---	---

Notes: Care must be taken when interpreting results with low subgroup counts (n<50).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 4. Dismissal Status, Fall 2012 – Spring 2013**

Collegewide Non-Dismissal Rate: 95.3%

		Total Headcount (unduplicated)	EQUITY METRICS				
			NOT on Dismissal status		Percentage Point Gap (+/- collegewide average)		P Index
			Count	Row N %	Pctg Pts	Headcount	
Ethnicity	African American	479	449	93.7%	-1.6	-8	0.98
	American Indian/Alaskan Native	27	26	96.3%	1.0	0	1.01
	Asian	1,924	1,869	97.1%	1.8	35	1.02
	Filipino	886	842	95.0%	-0.3	-3	1.00
	Hispanic	2,478	2,315	93.4%	-1.9	-47	0.98
	Multi Races	1,772	1,665	94.0%	-1.4	-24	0.99
	Pacific Islander	293	273	93.2%	-2.1	-6	0.98
	White	4,274	4,114	96.3%	0.9	40	1.01
	Unknown	731	709	97.0%	1.7	12	1.02
	Total	12,864	12,262	95.3%	---	---	---
Gender	Female	6,325	6,043	95.5%	0.2	14	1.00
	Male	6,217	5,914	95.1%	-0.2	-12	1.00
	Not recorded	322	305	94.7%	-0.6	-2	0.99
	Total	12,864	12,262	95.3%	---	---	---
Age	Younger than 20	2,299	2,206	96.0%	0.6	15	1.01
	20 - 24	4,580	4,234	92.4%	-2.9	-132	0.97
	25 - 29	1,980	1,913	96.6%	1.3	26	1.01
	30 - 39	1,843	1,778	96.5%	1.2	21	1.01
	40 - 49	1,023	1,006	98.3%	3.0	31	1.03
	50 - 59	712	702	98.6%	3.3	23	1.03
	60 and older	417	413	99.0%	3.7	16	1.04
	Total	12,854	12,252	95.3%	---	---	---
Disability Status	Receives DSPS services	1,057	996	94.2%	-1.1	-12	0.99
	No DSPS services	11,807	11,266	95.4%	0.1	12	1.00
	Total	12,864	12,262	95.3%	---	---	---
Economic Status	Low income student	2,664	2,514	94.4%	-1.0	-25	0.99
	Not low income	10,200	9,748	95.6%	0.2	25	1.00

		Total Headcount (unduplicated)	NOT on Dismissal status		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Row N %	Pctg Pts	Headcount	
	Total		12,864	12,262	95.3%	---	
Foster youth	Foster youth	126	115	91.3%	-4.1	-5	0.96
	Not foster youth	12,738	12,147	95.4%	0.0	5	1.00
	Total	12,864	12,262	95.3%	---	---	---
Veterans	Veteran	342	333	97.4%	2.0	7	1.02
	Not a veteran	12,522	11,929	95.3%	-0.1	-7	1.00
	Total	12,864	12,262	95.3%	---	---	---

Notes: Care must be taken when interpreting results with low subgroup counts (n<50).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.



# **Skyline College**

## **Student Equity Plan**

**December 17, 2015**

# Skyline College STUDENT EQUITY PLAN

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# Signature Page

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## **Skyline College**

### **Student Equity Plan Signature Page**

**District:** San Mateo County Community College District      **Board of Trustees Approval Date:** 12/09/2015

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I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

Dr. Regina Stanback Stroud, President

[stroudr@smccd.edu](mailto:stroudr@smccd.edu)

Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[Signature]

Eloisa Briones, VP Administrative Services

[briones@smccd.edu](mailto:briones@smccd.edu)

Email

[Signature]

Kathy Blackwood, Executive Vice Chancellor

[blackwoodk@smccd.edu](mailto:blackwoodk@smccd.edu)

Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

Dr. Angélica Garcia, VP Student Services

[garciaa@smccd.edu](mailto:garciaa@smccd.edu)

Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

Dr. Sarah Perkins, VP Instruction

[perkinss@smccd.edu](mailto:perkinss@smccd.edu)

Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

Kathryn Williams Browne, Academic Senate President

[brownek@smccd.edu](mailto:brownek@smccd.edu)

Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

\_\_\_\_\_  
Michele Hagggar, Classified Senate President

[hagggar@smccd.edu](mailto:hagggar@smccd.edu)

\_\_\_\_\_  
Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

\_\_\_\_\_  
Dennis Zheng, Associated Student Body President

[dzhenq4@my.smccd.edu](mailto:dzhenq4@my.smccd.edu)

\_\_\_\_\_  
Email

*[Signature]*

\_\_\_\_\_  
Dr. Angélica Garcia, VP Student Services  
Student Equity Coordinator

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Email

650-738-4333

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Phone

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# Executive Summary

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Skyline College has long been committed to developing an educational community that promotes inclusive excellence by valuing the cultural richness in diversity. The student equity plan follows a robust period of intensive work at Skyline College beginning in 2005 to address issues of diversity and equity in the pursuit of institutional effectiveness and student success. This work resulted in the development of Skyline College's Comprehensive Diversity Framework (See Attachments). After completing a campus wide, comprehensive, and community informed process over the course of two years, the Comprehensive Diversity Framework provides a foundation upon which the Student Equity Plan (SEP) can build.

The Skyline College Student Equity Plan (SEP) presents a focused set of activities intended to address issue of inequity identified through comprehensive campus-based research in each of the five areas of 1) Access, 2) Course Completion, 3) Basic Skills and ESL Completion, 4) Certificate and Degree Completion, and 5) Transfer. However, the SEP, and indeed the concept of student equity is not narrowly defined nor limited to the individual groups and activities contained in the plan. Instead, ensuring equity in student access, success, and achievement is considered fundamental to all programs and services. It is the guiding focus of the promise that Skyline College makes to its communities and students: you will Get In, Get Through, and Get Out... On-Time, according to your individual educational goal. This Skyline College Promise, in concert with the Comprehensive Diversity Framework and Student Equity Plan, places the responsibility for ensuring equity in outcomes squarely on the institution and its faculty, staff, managers, and administrators.

## **Addressing Disproportionate Impact**

The populations identified as experiencing disproportionate impact are both unsurprising and disturbingly consistent across the performance indicators. African American, Latino, Native Hawaiian/Pacific Islander were identified through the campus-based research on multiple indicators. Additionally, Foster Youth and Veterans students are identified in each of the performance indicators as groups that will require intentional focus. The SEP has therefore been developed to provide multiple activities designed to specifically improve the outcomes for these groups of students, while at the same time leading to overall improvement in overall institutional effectiveness in achieving equity in access, success, and achievement.

The SEP presents a set of integrated strategies in order to address disproportionate impact. Getting students **In** requires a coordinated set of outreach approaches that identify effective engagement strategies for specific segments of Skyline College's communities. Getting students **Through** requires enhanced student services combined with effective instructional approaches in the classroom. And getting students **Out** requires developing a campus-wide transfer culture consisting of communities of learners who are provided clear pathways to completion in an environment of coordinated and effective support services.

There are two essential components to ensuring the successful implementation of the SEP. The first is dedicated administration and oversight. The second is comprehensive research and evaluation. Combined with an engaged and committed campus culture that recognizes student equity as the challenge that must be addressed, the promise that Skyline College makes to its students and communities will be delivered on. In the plan that follows, more details on the specific activities designed to address each identified area of disproportionate impact are provided. However, the SEP is one component of a larger commitment, of a broader promise, that students will Get In, Get Through, and Get Out...On-Time.

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## Planning Committee and Collaboration

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The Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee at Skyline College serves as the planning committee for the College's Student Equity Plan (SEP) development and implementation. The Stewardship for Equity, Equal Employment and Diversity (SEED) Committee assists Skyline College in fulfilling its commitment to celebrate the intellectual, educational, and social benefits of diversity. In doing so, the committee will:

- Provide stewardship for the college's value related to campus climate.
- Oversee the college's equality in employment opportunities and make recommendations to the district EEOAC regarding fair and effective hiring policies.
- Support, provide or promote training in cultural proficiency.
- Provide support and assistance to equity and diversity-related projects and activities, and facilitate engagement in campus issues related to equity and diversity.
- Support and promote educational initiatives that result in intercultural awareness and respect for diversity in students, faculty and staff.

SEED members are appointed by campus constituent groups from Academic Senate, Classified Council and Management.

The mission of the SEED Committee is to ensure equity at all levels at Skyline College. Further, its charge is to address issues of inequality at all levels of the institution by fostering a culture of critical consciousness and promoting equitable representation, access, and distribution of resources.

The SEED Committee is made up of representatives from every division and constituency at Skyline College, and members are purposefully appointed for their acumen around issues of equity and willingness to engage in dialogue in order to promote a critical consciousness across campus.

**Student Equity Plan Committee Membership List**

<b>Member Name</b>	<b>Title</b>	<b>Organization(s), Program(s) or Role(s) Represented</b>
Wissem Bennani	College International Student Program Manager	Representative of Global Learning and Program Services (GLPS) Division
Amory Cariadus	Director of Student Development	Director of Student Development
Serena Chu-Mraz	Professor of ESOL	Representative of Language Arts Division
Luis Escobar	Interim Dean of Counseling, Advising and Matriculation	Representative of Counseling Division
Ricardo Flores	Instructional Technologist	Representative of Academic Support and Learning Technologies Division
Nina Floro	Professor of English and Coordinator of Professional Development	Representative of Academic Support and Learning Technologies Division
Angélica Garcia	Vice President, Student Services	Tri-Chair of the Committee
Marlon Gaytan	Student of Skyline College	Representative of Associated Students of Skyline College
Victoria Goncalvez	Student of Skyline College	Representative of Associated Students of Skyline College
Nathan Jones	Associate Professor of English	Representative of Language Arts Division and ASTEP (learning community)
Raymond Jones	Interim Director of Middle College	Interim Director of Middle College
Lucia Lachmayr	Associate Professor of English	Tri-Chair of the Committee
Jessica Lopez	TRiO Counselor	Representative of Counseling Division and TRiO
Aaron McVean	Dean of Planning, Research and Institutional Effectiveness	Tri-Chair of the Committee
Miku Mendoza	Student of Skyline College	Representative of Associated Students of Skyline College
Patricia Mendoza	Financial Aid Technician	Representative of Science, Mathematics and Technologies Division
Nathaniel Nevado	CIPHER Counselor	Representative of Counseling Division
David Reed	Manager of Learning Center	Representative of Learning Communities
Tammy Robinson	Interim Dean of Global Learning and Program Services	Interim Dean of Global Learning and Program Services
Michael Stokes	Director of TRiO	Student Services, Administration
Nadia Tariq	Division Assistant of Science, Mathematics and Technologies (SMT)	Representative of Classified Professional and Science, Mathematics and Technologies Division
Marissa Thigpen	Program Services Coordinator of Language Arts	Representative of Classified Professional and Learning Communities
Chad Thompson	Interim Director of SparkPoint	Interim Director of SparkPoint
Phillip Williams	Assistant Professor of Mathematics	Representative of Science, Mathematics and Technologies
Karen Wong	Coordinator of Institutional Effectiveness	Representative of Planning, Research, and Institutional Effectiveness
Lavinia Zanassi	Faculty Coordinator/ Counselor for Career Services	Representative of Counseling Division

## Access

Skyline College is committed to providing open access to all students interested in its programs, services, and the opportunities and experiences afforded its communities. However, providing open access is not sufficient if it does not result in equitable outcomes. Through its campus based research (CBR) Skyline College has identified members of its communities that are underrepresented on its campus and will be the focus of activities designed to address the disproportionate impact they experience.

### CAMPUS-BASED RESEARCH: ACCESS

**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the San Mateo County.

Target Population(s)	# of your college's total enrollment in Fall 2013 – Spring 2014	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	*P-Index
<b>Example Group</b>				
American Indian / Alaska Native	16	0.2%	0.2%	1.00
Asian	3,298	33.1%	27.0%	1.23
Black or African American	235	2.4%	2.6%	0.91
Hispanic or Latino	1,999	20.1%	23.3%	0.86
Native Hawaiian/ Pacific Islander	166	1.7%	1.4%	1.19
White	2,166	21.7%	43.3%	0.50
Some other race	-	-	-	-
More than one race	1,815	18.4%	2.4%	7.59
<b>Total of 8 cells above (Orange cells should = 100%)</b>		<b>100%</b>	<b>100%</b>	
Males	4,481	44.9%	48.9%	0.92
Females	5,271	52.9%	51.1%	1.03
Unknown	217	2.2%	NA	-
<b>Total of 3 cells above (Orange cells should = 100%)</b>		<b>100%</b>	<b>100%</b>	
Current or former foster youth	91	0.9%	0.3%	3.16
Individuals with disabilities	610	6.5%	5.1%	1.27
Low-income students	4,371	43.1%	12.5%	3.45
Veterans	204	2.0%	5.5%	0.38

Table 1 \*The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African-American	-.09, 2013-14	-.045	2020
Hispanic	-.14, 2013-14	-.070	2020
Veterans	-.42, 2013-14	-.210	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**NOTE:** One of the groups highlighted by the Campus Based Research as a disproportionately impacted group is our White Students with a p-index of .50. As one of three colleges in the San Mateo County, the population of white community members is the largest group by population in the county and which is largely outside of our service area. Employing an equity based framework for addressing the disproportionate impact for access, calls us to address the racially and ethnically diverse students who have been systematically and historically underrepresented in higher education. Data support that developing programs and interventions for addressing the disproportionate impact of our African-American and Hispanic students will benefit the greater student population.

**ACTIVITIES: A. ACCESS**

**A.1**

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	Hispanic Students	300

- **Activity Implementation Plan**

Skyline College has recently been recognized as a Hispanic Serving Institution (HSI), which has led to taking a critical look at what the student experience is upon their first interaction with the college when they come onto campus or seek information throughout the community. As one of Skyline College’s largest group, Latino students are disproportionately impacted in the Access success indicator when compared to the overall Latino population in San Mateo County. While successful programs, such as Puente, Hermanos/as, and TRiO Student Support Services have provided academic and personal support to many Latino students, there are still efforts in need of improvement. Skyline College launched the pilot program, Middle School Outreach Project (MSOP), which provides access to information for Latino middle school students at Parkway Heights Middle School, supports them as they transition to South San Francisco High School, and eventually continue the pipeline support as they transition to Skyline College. In 2015, the Middle School Outreach Project received the J. Russell Kent Award from the San Mateo County School Board Association, for implementing creative leadership and community partnerships for empowering the young people of San Mateo County. Equity plan funds will provide an opportunity to enhance this project to include a more robust program and support at the high school level and eventually at Skyline College, as well as secure outreach, counseling support, and program materials for student participants.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	January 2016 – June 2020	\$10,000	Grant Funds - \$5,000, SSSP - \$3,000

- **Link to Goal**

The Middle School Outreach Project has been grant funded through the 2015 calendar year. Securing equity funds to continue this program and continue to enhance the program planning to meet the needs of the MSOP participants, as they progress through the educational pipeline will provide a seamless system that highlights the partnerships between the middle school, high school, and Skyline College. It is no longer sufficient to work with current high school students and MSOP participants have the opportunity to invite their family and community members to learn about the process of higher education and the college culture. Researchers like Angela Valenzuela draw attention and critique the public education system for promoting subtractive schooling and thereby discouraging students of color from pursuing higher education. MSOP is precisely focused on expanding the Latino pipeline to accessing education and directly impacts the access success indicator by increasing the Latino student population enrolling at Skyline College.

- **Evaluation -**

- Quantitative data increased enrollment rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process and will be included within the Counseling Division APP.

**ACTIVITIES: A. ACCESS**

**A.2**

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.2	Hispanic Students	1,300

• **Activity Implementation Plan**

Best practices across the California Community College system for providing outreach and access to the Latino student population includes campus wide collaboration efforts that leverage the campus, local community, and local school districts to create a partnerships for increasing awareness and access to higher education. Skyline College provides outreach events to prospective students, which often include providing SSSP core services. While these efforts will continue to be primarily funded through SSSP, Skyline College will expand these programs to include educational components with critical information including but not limited to financial aid, enrollment processes, academic programs, CTE, and transfer pathways. Faculty and staff involved in outreach efforts (e.g. Outreach department, English Language Institute, Academic and CTE programs, etc.) will collaborate to design, implement, and evaluate a large scale community event for prospective Latino students, their families, high school educators, and community partners. Rock the School Bells is a best practice at Skyline College for providing a one-day conference aimed to empower and educate youth and students about the importance of higher education and career exploration through culturally relevant pedagogy. This large scale event hosts more than 2,000 youth and students from middle schools and high schools all over the bay area have attended the conference since 2007 and will serve as a model for developing an outreach program designed to meet the needs of the Latino community in San Mateo County. Equity funds will provide direct support for event supplies and materials, faculty and staff support, and dedicated funds for translation services for printed and web materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.2	January 2016 – June 2020	\$20,000	Fund 1- \$12,000, Grant Funds- \$8,000

• **Link to Goal**

In an effort to streamline the programs and initiatives Skyline College is implementing to promote access to higher education for Latino students, this campus/community event will be integrated with existing programs such as the Middle School Outreach Project, Puente, Hermanos/as, CIPHER (Center for Innovative Practices through Hip Hop Education and Research), Rock the School Bells, and academic programs. This is the next step in our Latino educational pipeline to higher education initiatives and will impact the enrollment of Latino students at Skyline College.

• **Evaluation**

- Quantitative data increased enrollment rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process and will be included within both the Enrollment Services Division APP and the Counseling Division APP.

**A.3**

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.3	African-American Students	100

• **Activity Implementation Plan**

- African-American students represent just over 3% of the overall Skyline College student population. Without a critical mass, it is often difficult for disproportionately impacted students to feel a sense of belonging to the institution. We recognize that issues of race and ethnicity are central to dialogue and work for equity. For the past two years we have hosted a Brothers & Sisters Conference with money

from the President’s Innovation Fund to promote higher education to African-American high school juniors and seniors in our local service area. Data from past participants indicate that some of the major barriers to accessing higher education are 1) Financial constraints, 2) Lack of knowledge of programs and services, and 3) Lack of confidence that institutions of higher education can meet the diverse needs of the African-American community. In an effort to increase access to Skyline College for African-American students, we would like to 1) increase our capacity to have more students attend, 2) to provide more direct support to African-American students who attend, 3) include a parent/community education strand to the conference, and 4) provide continuing case management for those participants who are seniors and can seamlessly transition to Skyline College, as well as those who are juniors and could receive some follow through support throughout their senior year in high school. Equity funds will support to enhance the program by increasing the number of participants to double its current scope, include a strand on Financial Aid for parents/caregivers, include a strand for HS counselors on building cultural competency, and ensuring that transportation to and from the event is not a barrier for accessing the program. A strong collaboration from Enrollment Services, Outreach, Counseling, Instruction, Financial Aid, and our High School partners will be key in taking this faculty initiative to a full institutional scale. We intend to contract services for additional support and guidance on the minority male initiative with the A2MEND- African American Male Education Network & Development. Focus groups will be conducted with consultation from the minority male initiative work that comes from the A2MEND- African American Male Education Network & Development to help inform program development and ongoing activities outside of Brothers & Sisters Conference.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016 – Spring 2020	\$30,000	General Fund \$22,000

• **Link to Goal**

Best practices support that providing students with culturally relevant pedagogies and support are key to student success. From an access perspective, Skyline aims to fundamentally shift how we think about inviting community members to become students, especially for those who are from disproportionately impacted groups of students. This event will serve as the signature event for African-American students to learn about the different pathways to higher education and the role that the community colleges, namely Skyline College, can play in those pathways. It will provide timely and relevant information for prospective students, parents/guardians, and high school partners. The goal is to increase the number of African-American students who choose Skyline College and we believe that this program will allow for us to make contact with 11<sup>th</sup> grade students and remain connected throughout their last year in high school. They can then become participants in our Summer Bridge Academy after graduation from high school, should they choose to participate in the Skyline College Promise (more detail in A.4).

• **Evaluation**

- Quantitative and qualitative data are assessed as part of the Annual Program Planning (APP) process. Annual review of representation of African-American students enrolled at Skyline College, based on their proportion of the county.

#### A.4

- Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.3	Hispanic, Veteran, African-American, Foster Youth	105

- Activity Implementation Plan**

Since 2006, Skyline College has successfully supported hundreds of local high school students in the six-week summer “Jump Start” program, which is designed to help students upgrade their skills in English, math, and critical thinking and college success skills. Students are often credit-deficient and nominated by a high school teacher, counselor, or administrator to be considered for this program.

The Skyline College Promise is designed to incentivize students to enroll full-time by accessing a variety of support programs and service to ensure on-time goal completion, promoting students to “Get In. Get Through. Get Out...on time.” Therefore, the Skyline Scholars Academy will be a six-week summer bridge program for student participants in the Skyline College Promise. High school graduates who enroll in the Academy will receive cohort accelerated instruction and student support services by enrolling in the following courses: English, Math, College Success Skills, and a General Elective. Using a scaffolding method of support, students will receive assistance revising and continuing to plan their academic and career goals, as they work with peer mentors, instructional faculty, and counseling faculty. Identifying a program of study will be a culminating activity of the summer bridge program to streamline the integration into CTE or academic programs. Successful completion of the summer bridge program will grant students additional support as they begin their first semester at Skyline College with priority consideration for programs such as EOPS, TRiO, Learning Communities 2.0, CAAs, SparkPoint Center, and other Learning Communities.

Funding for the summer bridge program will include faculty (instructional and counseling), peer mentors, staff support, course materials, a starter college kit for students, and transportation support (e.g. BART or metro cards).

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016 – Spring 2020	\$60,000	General Fund \$80,000

• **Link to Goal**

Best practices support that providing students with culturally relevant pedagogies and support are key to student success. From an access perspective, Skyline aims to fundamentally shift how we think about inviting community members to become students, especially for those who are from disproportionately impacted groups of students. The Skyline Promise includes components to incentive students enrolling full-time by providing financial support in the form of assistance for fees, textbooks, transportation, childcare, as well as a case management model of intrusive advising to ensure that students complete their certificate or degree in a timely manner. The Skyline Scholars Academy mitigates access issues by introducing and accelerating students to complete as many units as successfully as possible in the first year, which will then impact continued persistence and success.

• **Evaluation**

- Quantitative data increased enrollment rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and qualitative data are assessed as part of the Annual Program Planning (APP) process. Annual review of representation of Hispanic, Veteran, and African-American students enrolled at Skyline College, based on their proportion of the county.

# Success Indicator: Course Completion

Successful Course Completion forms the foundation of student success and achievement. It is the most basic component of certificate and degree completion, and transfer. Therefore, equity in course completion is essential if equity in achievement is ever to be realized. Historically underrepresented and disadvantaged student populations require additional resources in order to support their success in the classroom. Additionally, and even more importantly, faculty in the classroom must have the skills needed in order to structure the classroom experience in a way that achieves equity and maximizes learning and success. Skyline College's activities are designed to address the disproportionate impact experienced by students identified through its Campus-Based Research (CBR).

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

**B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
<b>Rate of Course Completion</b>	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
American Indian / Alaska Native	103	67	65.0%	92.0%	-5.7%
Asian	9,910	6,999	70.6%	99.9%	-0.1%
Filipino	10,279	6,861	66.7%	94.4%	-3.3%
Black or African American	2,131	1,080	50.7%	71.7%	-20.0%
Hispanic or Latino	10,497	6,187	58.9%	76.4%	-11.8%
Native Hawaiian or other Pacific Islander	811	438	54.0%	76.4%	-16.7%
White	10,261	7,253	70.7%	100%	-
Some other race	1,323	915	69.2%	97.8%	-1.5%
More than one race	10,329	6,453	62.5%	88.4%	-8.2%
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Males	26,009	16,798	64.6%	98.5%	-1.0%
Females	28,620	18,765	65.6%	100%	-

Unknown	1,015	690	68.0%	NA%	-
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Current or former foster youth	654	336	51.4%	78.7%	-13.9%
Not Foster Youth	54,990	35,917	65.3%	100%	-
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Individuals received DSPS services	3,680	2,367	64.3%	98.6%	-0.9%
No DSPS services	51,964	33,886	65.2%	100%	-
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Low-income students	26,597	16,427	61.8%	90.5%	-6.5%
Not low-income	29,047	19,826	68.3%	100%	-
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Veterans	1,227	858	69.9%	100%	-
Not Veterans	54,417	35,395	65.0%	93.0%	+4.9%
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		

Table 2 \*The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was use in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Enrollment	= Gap in Successful Course Completion
Largest Gap	Black or African American	-20.0%	.200	x	2,131	= 426
Second Largest	Hispanic or Latino	-11.8%	.118	x	10,497	= 1,239
Third Largest	Native Hawaiian or other Pacific Islander	-16.7%	.167	x	811	= 135
Fourth Largest	Current or Former Foster Youth	-13.9%	.139	x	654	= 91

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-20.0%, 2013-14	-10.0%	2020
Hispanic or Latino	-11.8%, 2013-14	-5.9%	2020
Native Hawaiian or other Pacific Islander	-16.7%, 2013-14	-8.35%	2020
Current or Former Foster Youth	-13.9%, 2013-14	-6.95%	2020

\*Expressed as either a percentage or number.

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
B.1	African-American	100
	Hispanic	250
	Native Hawaiian- Pacific Islander	50

• **Activity Implementation Plan**

Supplemental Instruction (SI) and Peer Tutoring have been shown to positively impact student success. However, SI and Peer Tutoring is only being utilized at Skyline College in a few courses outside of English, ESOL and Math. An expansion of the SI and Peer Tutoring program will positively affect Course Completion, ESL/Basic Skills progression, Degree/Certificate Completion and Transfer by targeting courses with higher than average rates of student failure throughout the entire student pathway to completion, as opposed to the current focus on below transfer and first semester courses. The College will use equity plan funding to hire additional Supplemental Instruction (SI) leaders in identified courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016 – Spring 2010	\$51,000	General Fund- \$125,000

• **Link to Goal**

Expanding SI and Peer Tutoring to an additional 20 courses that are not in the basic skills sequence and gatekeeper courses (e.g. transfer math, science, social science, business, etc) with high D, F, or W grades. The Dean of Academic Support and Learning Technology will work with the Planning Research and Institutional Effective office to determine which courses have higher numbers of disproportionately impacted students and prioritize them for these expanded SI and Peer Tutoring support. With this intentional equity lens, counseling faculty can help disproportionately impacted students identify those transfer level courses, in which to enroll to have the additional instructional support. With guided academic counseling, disproportionately impacted students can select a course schedule that threads the SI and Peer Tutoring throughout each semester. Additionally,

• **Evaluation**

- Quantitative data of course completion rates for SI and non-SI sections, disaggregated (e.g. race, ethnicity, gender, etc.)
- Qualitative assessment of student experience with SI and Peer Tutoring.
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**B.2**

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
B.2	African-American	100
	Hispanic	250
	Native Hawaiian- Pacific Islander	50

• **Activity Implementation Plan**

The Center for Teaching and Transformative Learning (CTTL) will provide professional development opportunities for faculty in all subject areas that focus on emerging pedagogical practices for teaching African-American, Hispanic, and Native Hawaiian- Pacific Islander students. As content experts, faculty recognize that there is room for integrating culturally relevant pedagogy and instruction practices to teach a diverse student community. The CTTL will collaborate with key experts to bring high quality, high impact teaching practices to the faculty and staff, with the focus of impacting student success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016 – Spring 2020	\$20,000	General Fund \$45,000

• **Link to Goal**

The number one factor in influencing the successful course completion of all students is the faculty in the classroom. Therefore, in order to improve successful course completion rates, professional development focused on addressing identified equity gaps is essential.

• **Evaluation**

- Quantitative data on successful course completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

## Success Indicator: ESL and Basic Skills Completion

The majority of community college students whose goals are to pursue certificate, degree, or transfer begin their educational journey in below transfer-level coursework (i.e., Basic Skills). The unfortunate reality for these students is that far too few ever successfully complete transfer-level coursework in math and/or English once sentenced to the basic skills pathway. Placing more students directly into transfer-level course work is part of the solution to this obvious problem. Historically underrepresented and disadvantaged student populations require additional resources in order to support their success in the classroom. Additionally, and even more importantly, faculty in the classroom must have the skills needed in order to structure the classroom experience in a way that achieves equity and maximizes learning and success. Skyline College’s activities are designed to address the disproportionate impact experienced by students identified through its Campus-Based Research (CBR).

### CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

**C. ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
<b>Rate of ESL and Basic Skills Completion</b>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
American Indian / Alaska Native	9	4	44.4%	57.5%	-32.9%
Asian	1,253	968	77.3%	100%	-
Black or African American	281	157	55.9%	72.3%	-21.4%
Filipino	1,490	1,088	73.0%	94.5%	-4.3%
Hispanic or Latino	1,492	983	65.9%	85.3%	-11.4%
Native Hawaiian or other Pacific Islander	119	80	67.2%	87.0%	-5.8%
White	1,029	709	68.9%	89.2%	-4.1%

Some other race	143	97	67.8%	87.8%	-5.2%
More than one race	1,334	901	67.5%	87.4%	-5.5%
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Males	3,516	2,405	68.4%	95.9%	-2.9%
Females	3,545	2,528	71.3%	100%	-
Unknown	89	54	60.7%	-	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Current or former foster youth	71	40	56.3%	80.6%	-13.6%
Not Foster Youth	7,079	4,947	69.9%	100%	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Individuals received DSPS services	386	255	66.1%	94.4%	-3.9%
No DSPS services	6,764	4,732	70.0%	100%	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Low-income students	3,819	2,657	69.6%	99.5%	-0.3%
Not Low-income students	3,331	2,330	69.9%	100%	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Veterans	129	54	41.9%	59.6%	-38.4%
Not Veterans	7,021	4,933	70.3%	100%	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Enrollment	= Gap in ESL and Basic Skills Completion
Largest Gap	Black or African American	-21.4%	<u>.214</u>	x	281	= 78
Second Largest	Hispanic or Latino	-11.4%	<u>.114</u>	x	1,492	= 219
Third Largest	Current or former foster youth	-13.6%	<u>.136</u>	x	71	= 10
Fourth Largest	Veterans	-38.4%	<u>.384</u>	x	129	= 50

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

**GOAL C.**

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-21.4%, 2013-14	-10.7%	2020
Hispanic or Latino	-11.4%, 2013-14	-5.7%	2020
Current or former foster youth	-13.6%, 2013-14	-13.6%	2020
Veterans	-38.4%, 2013-14	-19.2%	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1**

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1	African-American	100
	Hispanic or Latino	200
	Foster Youth	30
	Veterans	30

• **Activity Implementation Plan**

Supplemental Instruction (SI) and Peer Tutoring have been shown to positively impact student success. However, SI and Peer Tutoring is only being utilized at Skyline College in a few courses outside of English, ESOL and Math. An expansion of the SI and Peer Tutoring program will positively impact ESL/Basic Skills progression by targeting courses with higher than average rates of student failure throughout the entire student pathway to completion, as opposed to the current focus on below transfer and first semester courses. The College will use equity plan funding to hire additional Supplemental Instruction (SI) leaders for Math 120, Math 190, English 848, and ESOL 400.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Summer 2016 – Spring 2020	\$32,000	General Fund - \$13,000

• **Link to Goal**

Integrated SI and Peer Tutoring in selected basic skills courses that are currently not funded through BSI funds, will provide an opportunity for students in basic skills courses to receive the intentional academic support to achieve success. Counseling faculty, English Language Institute faculty and staff, and the offices of the divisions of Science, Math, Technology, and Language Arts will be able to inform students of course offerings that have the embedded support of SI and Peer Tutoring. With increased opportunities to enroll in basic skills courses with this level of support, students have more opportunities to be successful and therefore, improve their course completion rates for this indicator.

• **Evaluation**

- Quantitative data on successful completion rates for ESOL and Basic Skills courses, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

C.2

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.2	Students on Academic Probation	200

• **Activity Implementation Plan**

Students on Academic Probation are disproportionately impacted for completing courses or overrepresentation in the Basic Skills courses overall. Our current program (Early Alert) for working with student on academic probation does not have the capacity to provide intentional, timely, and intrusive intervention for students on academic probation. Our current program is under revision, including transitioning the name from Student Success Program to a more relevant and descriptive name. Currently, students experience some confusion with Student Success & Support Program (SSSP) and the probation program (Student Success Program). Since it operates from a strengths-based paradigm, the probation program will incorporate the framework of the Strengths Quest inventory to guide dialogue and planning for students to make an action plan for improving their academic standing. The utilization of this inventory for students on academic probation can inform how we might use this tool throughout the student services division. However, the largest lift in this area includes enhancing the predictive analytics of technology to assist in identifying students with early alerts BEFORE they are on academic probation. Skyline College would like to explore the technology platforms via services such as, Starfish Retention Solutions, Ellucian Pilot, or Civitas for identifying the student engagement platform to provide students with timely and key interventions.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016 – Fall 2018	\$25,000	SSSP \$85,000

• **Link to Goal**

Providing relevant and timely support is critical for students who are experiencing a level of distress in their courses. For ESOL and Basic Skills students, the support is even more critical to ensure timely progression to transfer level courses. While all students would benefit from the Early Alert program, disproportionately impacted students in this success indicator have little to no room for prolonging their course sequence. The combination of SSSP and Student Equity Funds will secure dedicated counseling and student support for students in ESOL and basic skills courses. Successful executive of providing relevant and timely support will result in improved rates of ESOL and Basic Skills completion rates for disproportionately impacted groups.

• **Evaluation**

- Quantitative data on successful ESOL and Basic Skills course completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)

- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**C.3**

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.3	Basic Skills Students	135

• **Activity Implementation Plan**

Math presents one of the major barriers for student successful academic progression towards certificate or degree completion. Many high school students entering college have a gap year of math between 11<sup>th</sup> and 12<sup>th</sup> grade before arriving to their first year of college. Math Jam is a two-week bridge allowing students to strengthen their areas for development and prepare them for transfer level math. For students returning to college, math jam gives them an opportunity to review their math skills and prepare for their placement. Math jam has been grant funded to support a cohort of 45 students per session and we recognize that scaling this program to support at least three cohorts will address the disproportionately impacted groups.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Summer 2016 – Fall 2018	\$45,000	Grant Fund- \$35,000 (expires Summer 2016)

• **Link to Goal**

Research supports that the fewer loss points students experience while in basic skills sequences, the more likely students are to complete their courses. The SSSP implementation team is exploring providing support and placement exam opportunities for students in the spring semester of 11<sup>th</sup> grade, as local data research show that many high school students stop taking math courses after this semester. These data support the initiative of providing assessment in the 11<sup>th</sup> grade year, since math scores are valid for two years. However, for those who would like to

participate in Math Jam, they receive the opportunity to mitigate the loss points, therefore supporting the improved success rates for disproportionately impacted groups.

• **Evaluation**

- Quantitative data on successful basic skills course completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

## Success Indicator: Degree and Certificate Completion

The majority of students at Skyline College intend to complete a certificate, degree, and/or transfer. Data from the previous success indicators show the progression of disproportionately impacted groups not completing courses, which in turn leads to lower rates of degree and certificate completion.

### CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

**D. DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
<b>Degree and Certificate Completion</b>	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
American Indian / Alaska Native	12	3	25.0%	101.6%	+0.4%
Asian	1,101	249	22.6%	91.9%	-2.0%
Black or African American	255	51	20.0%	81.3%	-4.6%
Filipino	1,114	274	24.6%	100.0%	-
Hispanic or Latino	1,253	283	22.6%	91.9%	-2.0%
Native Hawaiian or other Pacific Islander	125	36	28.8%	117.1%	+4.2%
White	1,111	232	20.9%	85.0%	-3.7%
Some other race	372	98	26.3%	106.9%	+1.5%

More than one race	583	108	18.5%	75.2%	-6.1%
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Males	2,739	609	22.0%	96.2%	-0.9%
Females	3,077	704	22.9%	100%	-
Unknown	110	27	24.5%	107.3%	-
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Current or former foster youth	9	0	0%	-	-
Not Foster Youth	5,917	1,334	22.5%	-	-
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Individuals received DSPS services	409	99	24.2%	100%	-
No DSPS services	5,517	1,235	22.4%	92.5%	-1.8%
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Low-income students	3,138	747	23.8%	100%	-
Not Low-income students	2,788	587	21.1%	88.4%	-2.7%
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Veterans	137	24	17.5%	77.4%	-5.1%
Not Veterans	5,789	1,310	22.6%	100%	-
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Enrollment = Gap in Degree and Certificate Completion
First Largest	Black or African American	-4.6%	.046	x	255 = 12
Second Largest	Veterans	-5.1%	.051	x	137 = 7
Third Largest	Current or former foster youth	-	=	x	- = -

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-4.6%, 2013-14	-2.3%	2020
Veterans	-5.1%, 2013-14	-2.55%	2020
Current or former foster youth	- , 2013-14	No gap using the 80% index	2020

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1	African-American	50
	Veterans	35
	Foster Youth	25

• **Activity Implementation Plan**

Skyline College strives to generate and support a Transfer Culture and a Career Culture that each promote certificate and degree completion. To this end, we recognize that promoting transfer and career readiness is the work of the entire school community and have identified three

key strategies that will address the disproportionately impacted groups, as well as all Skyline students: 1) Financial Coaching, 2) Supplemental Instruction and Tutoring beyond basic skills courses, and 3) Learning Communities 2.0.

There are many barriers and life stressors that are not based on academic capabilities, but often pose a challenge for students as they work to complete a degree or certificate, such as family obligations, health concerns, and financial stability. Skyline College recognizes that students who are struggling with the latter benefit from intentional and timely support to gain financial stability and security. Skyline College is the first college in California to have a SparkPoint Center. Modeled on the Annie E. Casey Foundation’s “Centers for Working Families,” SparkPoint is part of a regional United Way of the Bay Area network of financial education centers designed to serve individuals and families who are working to achieve financial self-sufficiency. Services, such as financial coaching, financial literacy, and access to scholarship support for CTE programs, provide Skyline students with the opportunities to gain a skill set that follows an individualized pathway for financial stability. SparkPoint services are viewed as a retention strategy for students, as program data for the 2014-2015 academic year show that students who receive 1 service persist fall to spring at 83%, 2 services (91%), and 3 services (97%), compared to the college wide fall to spring retention of just under 60%. Therefore, increasing FTE in financial coaching to work directly with Veterans, Foster Youth, and African-American students will address the disproportionate impact for completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	November 2015	\$50,000	\$52,000 (external grants)

• **Link to Goal**

Financial Coaching is available to all students, however, in an effort to address the disproportionately impacted groups, dedicated coaching hours for Veterans, Foster Youth, and African-American students will secure access to these services. The Guardian Scholars Program for foster youth has included financial coaching as of the engagement activities to remain active in the program. The Veterans Resource Center will host dedicated time in their space to have a financial coach meet with all new Veteran students and offer continued services after the first semester. SparkPoint will be able to offer dedicated financial coaching to programs such as ASTEP (African American Success Through Excellence and Persistence). These activities are designed to improve the rates of successful certificate and degree completion of disproportionately impacted groups.

• **Evaluation**

- Quantitative data on successful certificate and degree completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process as part of the Counseling Division.

**D.2**

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.2	African-American	80
	Veterans	30
	Foster Youth	15

• **Activity Implementation Plan**

Best practices support that learning communities that promote a structured curriculum with intrusive academic and personal support via a cohort model are effective in promoting student success. Skyline College has a variety of learning communities that are focused on the needs of diverse affinity groups based on ethnic affiliation, cultural affiliation, career affiliation, and academic affiliation. With 12 diverse learning communities (See Attachments), Skyline College recognizes the need to streamline the intentional linking of courses through four consecutive semesters, offering curriculum pathway guides towards major/certificate/degree completion. The Learning Communities 2.0 will provide an opportunity for existing learning communities to evolve to transfer focused curriculum that provides a scalable and sustainable structure for instruction, intrusive advising, and activities that promote student success and transfer throughout each semester. With equity funds support, intensive professional development for faculty teaching in the Learning Communities 2.0, curriculum alignment and adaptation, and dedicated coordination will be provided.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016 – Spring 2020	\$55,000	General Funds - \$80,000; Grant Funds - \$75,000

- ***Link to Goal***

Learning Communities allow students to enroll in a preset group of classes with other students who share the same passions, interests, or specific field of study. By linking basic skills courses, G.E. requirements, and relevant, student-focused curriculum, learning communities help to promote pathways to earning a degree. Learning Communities 2.0 provide a purposeful cohort experience that will engage disproportionately impacted groups and increasing successful course completion , term-to-term retention, and on-time completion.

- ***Evaluation***

- Quantitative data on successful certificate and degree completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

# Transfer

## CAMPUS-BASED RESEARCH: TRANSFER

**E. TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
<b>Transfer</b>	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
American Indian / Alaska Native	6	1	16.7%	-	-
Asian	456	264	57.9%	100%	-
Black or African American	55	29	52.7%	91.1%	-5.2%
Filipino	377	155	41.1%	71.0%	-16.8%
Hispanic or Latino	311	144	46.3%	80.0%	-11.6%
Native Hawaiian or other Pacific Islander	47	21	44.7%	77.2%	-13.2%
White	333	183	55.0%	94.9%	-2.9%
Some other race	188	109	58.0%	100%	-
More than one race	1	1	100%	-	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		
Males	865	460	53.2%	100%	-
Females	874	427	48.9%	91.9%	-4.3%
Unknown	35	20	57.1%	-	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		

Current or former foster youth	114	7	6.1%	12.0%	-45.2%
Not Foster Youth	1,754	900	51.3%	100%	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		
Individuals received DSPS services	86	43	50.0%	97.7%	-1.2%
No DSPS services	1,688	864	51.2%	100%	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		
Low-income students	905	482	53.3%	100%	-
Not Low-income students	869	425	48.9%	91.8%	-4.4%
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		
Veterans	236	91	38.6%	83.5%	-7.6%
Not Veterans	1,767	816	46.2%	100%	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Enrollment = Gap in Transfer Rates
Largest Gap	Current or former foster youth	-45.2%	.452	x	114 = 52
Second Largest	Filipino	-16.8%	.168	x	377 = 64
Third Largest	Hispanic or Latino	-11.6%	.116	x	311 = 36
Fourth Largest	Native Hawaiian or other Pacific Islander	-13.2%	.132	x	47 = 6

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

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### GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Current or former foster youth	-45.2%, 2013-14	-22.6%	2020
Filipino	-16.8%, 2013-14	-8.9%	2020
Hispanic or Latino	-11.6%, 2013-14	-5.8%	2020
Native Hawaiian or other Pacific Islander	-13.2%, 2013-14	-6.6%	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

### ACTIVITIES: E. TRANSFER

#### E.1

- **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
E.1	Filipino Students	125
	Hispanic Students	125

• **Activity Implementation Plan**

As stated in the Certificate and Degree Completion section, Skyline College strives to promote and support a Transfer Culture that is embodied throughout the entire campus. Promoting a Transfer Culture in an institutional commitment that involves faculty, staff, students, and administration being dedicated to supporting initiatives and efforts throughout campus, as represented in the Transfer Advisory Committee (See Attachments). The fall Transfer Conference is one that draws hundreds of students to receive timely information and dedicated support for preparing for transfer. Noting that Filipino and Hispanic students are two of the largest student populations, yet disproportionately impact in transfer rates, the fall Transfer Conference is currently under revision to address the gaps. Therefore, the Transfer Center faculty and staff are collaborating with key faculty, staff, and students to identify conference sessions and strands that would promote transfer among Filipino and Hispanic students, addressing cultural community needs and information sessions for their families. This conference redesign involves the Transfer Center faculty and staff collaborating with their counter parts in the following programs: Puente, TRiO Student Support Services, Kababayan (Filipino student learning community), the CIPHER (Center for Innovative Practices through Hip Hop Education & Research), and EOP&S.

In addition to the Transfer Conference, equity funds will support 5-7 (\$2200) additional College Visit Tours for the local bay area, one of which will be focused for first year students, as part of the Skyline Promise initiative.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Spring 2016- Fall 2020	\$24, 000	\$9,000, General Fund

• **Link to Goal**

Building a Transfer Culture includes offering access to information on transfer as soon as possible. Often, information about Transfer is available for all students, but only second and third year students actively engage. Revising the conference program curriculum for the Transfer Conference and identifying continued collaboration with key programs throughout campus is one strategy to engage disproportionately impacted students groups. The conference promotes transfer and provides students with an experiential opportunity to learn key information to make an informed decision about transfer as soon as possible.

• **Evaluation**

- Quantitative data on successful transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**E.2**

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.2	Filipino	40
	Hispanic	40
	Foster Youth	25
	Native Hawaiian- Pacific Islander	15

• **Activity Implementation Plan**

The Transfer Center provides 4 College Tours for Skyline College students and collaborates with other programs for affinity group tours, such as TRiO, EOP&S, and Guardian Scholars Program. One of the challenges is offering a variety of college tours and enough opportunities for more students to participate, ideally within a student’s first year. A component of fostering a Transfer Culture throughout the campus, with a specific focus on the disproportionately impacted groups, the Transfer Center faculty and staff will offer 4 additional college tours for these student populations. In collaboration with the MESA faculty coordinator, the Transfer Center faculty and staff will ensure that one of the additional tours focuses on disproportionately impacted students who are also STEM majors. It is critical for this student population to learn within the first two semesters the requirements for transfer into a STEM program at the four-year colleges and universities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016 – Spring 2020	\$15,000	General Fund - \$21,500

• **Link to Goal**

College Tours provide students with an experiential opportunity to visit and learn information about transfer to a CSU, UC, and/or Private non-profit colleges and universities. They promote transfer and provides students with an opportunity to learn

key information to make an informed decision about their academic program and about transfer as soon as possible, thereby increasing the successful transfer rates for the disproportionately impacted student groups.

• **Evaluation**

- Quantitative data on successful transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**E.3**

• **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.3	Filipino	200
	Hispanic	200

• **Activity Implementation Plan**

The campus based research for transfer highlights how two of the largest student populations (Filipino and Hispanic students) are disproportionately impacted in successful transfer rates. Skyline College plans to engage in a multiple methods research to assess what institutional barriers, if any, are contributing to this transfer gap. As part of the Hispanic Serving Institution network, Skyline College has access to secure support, via contract services, with colleagues and experts on how to address this gap with Hispanic students. Similarly, Skyline College meets the eligibility criteria to become recognized as an Asian American and Native American Pacific Islander Serving Institution and plan to engage with colleagues at nearby community colleges and learn about effective programs to support transfer for this student population.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016 – Fall 2016	\$18,000	Grant Funds - \$22,000

- **Link to Goal**

Engaging in a multiple methods research in the first year to learn about what institutional barriers, if any, are contributing to the disproportionate impact will allow for Skyline College to identify activities for addressing this disproportionate impact.

- **Evaluation**

- Final report of the findings with recommendations will be completed by December 2016.

#### E.4

- **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.4	Foster Youth	55

- **Activity Implementation Plan**

The Guardian Scholars Program was designed to provide foster youth and former foster youth with intrusive and wrap-around services that are similar to programs such as EOP&S and TRiO Student Support Services. Foster youth received dedicated counseling support through SSSP funds and a program services coordinator through an external grant. However, research supports that students who receive intensive, wrap-around services similar to case management are more likely to persist term to term. Therefore, the Guardian Scholars Program will hire a retention specialist whose primary responsibility is to provide the intensive follow-up and case management for foster youth in the program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Fall 2015 – Spring 2020	\$85,000	Grant Funds - \$7,000

- **Link to Goal**

The retention specialist will supplement what students receive from the counseling faculty, by assisting students with progression throughout the indicators, including focusing on transfer. With increased support to guide students through multiple success indicators, including transfer, the rates of foster youth transferring are likely to increase.

- **Evaluation**

- Quantitative data on successful transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, foster youth, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

# Other College- or District-wide Initiatives Affecting Several Indicators

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

### ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

#### F.1

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group	# of Students Affected
F.1	Disproportionately impacted groups in each success indicator	N/A

• **Activity Implementation Plan**

The Planning, Research, and Institutional Effectiveness office will support all planned activities through research and evaluation for each of the success indicators.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015 – Spring 2020	\$8,000	General Fund - \$75,000

• **Link to Goal**

Research and evaluation is necessary in order to determine impact of all proposed activities.

• **Evaluation**

- Information required to accurately evaluate the implementation and impact of proposed activities will be provided on a regular cycle to support the implementation of the student equity plan.
- Will provide annual updates on progress towards achieving stated goals.

**F.2**

• **Indicators/Goals to be affected by the activity:**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.2	Disproportionately impacted groups in each success indicator	N/A

• **Activity Implementation Plan**

Skyline College is committed to student success and equity by valuing students’ success in achieving their goals and strengthening their voices as they transform their lives through their educational experience. Skyline College aims to close gaps that results in inequitable outcomes by ensuring that each student has the opportunity to succeed. From this perspective, Skyline College has a commitment to a comprehensive diversity framework that promotes social justice throughout all policies, procedures, and practices of the College. Therefore, the development of the Director for Student Equity and Success will serve as the academic administrator to provide leadership and direction in campus functions related to the academic, personal, and social needs of students from culturally and ethnically diverse backgrounds. Under the direction of the Vice President for Student Services, the Director will provide leadership and development for students, staff, faculty, and managers to continue to become culturally fluent in equity work and precise about how to improve overall student success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016 – Spring 2010	\$142,000	General Fund- \$10,000; Grant Funds - \$4,000

• **Link to Goal**

Intentional and intrusive engagement across the college community is critical for moving the needle when it comes to student success. The Director for Student Equity and Success will be the academic administrator responsible for ensuring the successful implementation and evaluation of Skyline College’s student equity plan, as well as integrating the Student Success & Support Program plan and the Basic Skills Initiative plan into the college’s institutional work for addressing equity gaps in student success. The combination of these efforts, via the Director of Student Equity and Success, will address the success gaps in multiple success indicators.

• **Evaluation**

- Quantitative data on improved success of Access, Course Completion, ESOL/Basic Skills Completion, Certificate/Degree completion rates, and Transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**F.3**

• **Indicators/Goals to be affected by the activity:**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.2	Disproportionately impacted groups in each success indicator	N/A

• **Activity Implementation Plan**

The Director for Student Equity and Success will provide leadership and development for students, staff, faculty, and managers to continue to become culturally fluent in equity work and precise about how to improve overall student success. The Director will be responsible for collaborating with faculty and staff of key institutional initiatives/programs, such as learning communities, TRiO Student Support Services, EOP&S, CTE programs and others, to develop culturally relevant activities to support student success. Activities that promote and support the recruitment and retention of disproportionately impacted and historically

under-represented student groups to campus programs will be critical to closing the success gaps. Therefore, the Director will be able to provide the leadership and funding to support activities and student leadership opportunities that foster a supportive and inclusive environment for all students, faculty, and staff through programming efforts, trainings, and advocacy.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016 – Spring 2010	\$18,000	General Fund- \$8,000; Grant Funds - \$15,000

• **Link to Goal**

Intentional and intrusive engagement across the college community is critical for moving the needle when it comes to student success. The Director for Student Equity and Success will have an operating budget that will allow for programming activities to meet the immediate sociocultural programming needs of students. Student engagement is critical for feeling a sense of belonging in a college setting. Collaboration with key faculty and staff in programs including, but not limited to ASTEP (Academic Success Through Excellence and Persistence) Learning community for African-American students, CIPHER (Center for Innovative Practices through Hip Hop Education & Research), Career Advancement Academies, and the Learning Communities 2.0, is critical in developing an inclusive community.

• **Evaluation**

- Quantitative data on improved success of Access, Course Completion, ESOL/Basic Skills Completion, Certificate/Degree completion rates, and Transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

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# Summary Budget

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Excel Spreadsheet following this cover page.

<b>2015-16 Student Equity Plan Summary Budget</b>
San Mateo CCD
Skyline College

**Part I: Student Equity Funding**

*Enter whole numbers only*

Total 2015-16 College Student Equity Allocation \$ 719,925

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 719,925

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.**

**Part I: Funding**

**Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
  - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
  - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
  - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**



<b>2015-16 Student Equity Plan Summary Budget</b>
San Mateo CCD
Skyline College

**Part II: Planned Student Equity (SE) Expenditures**

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Benefits - Director		\$ 3,187	\$ 1,594	\$ 3,187	\$ 15,936	\$ -	\$ 6,374	\$ -	\$ 1,594	31,872
	Benefits - Retention Specialist		\$ -	\$ 25,284	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,284
	Benefits - Financial Coach, Sparkpoint		\$ -	\$ 15,926	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,926
	Benefits - SI Staff - Vertical Integration		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,543	\$ -	2,543
	Benefits - Peer Tutors - Vertical Integration		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 248	\$ -	248
	SI Staff - ESL/Basic Skills		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,565	\$ -	1,565
	Peer Tutors - ESL/Basic Skills		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 158	\$ -	158
	Benefits - Faculty - CTTL Emerging Practices		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,418	\$ -	\$ -	2,418
	Benefits - Faculty - Summer Scholars/Bridge		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,835	\$ -	\$ -	4,835
	Benefits - Faculty - Math Jam		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,219	\$ -	5,219
	Benefits - Faculty - Learning Communities		\$ -	\$ -	\$ -	\$ -	\$ 4,835	\$ -	\$ -	\$ -	4,835
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 3,187	\$ 42,804	\$ 3,187	\$ 15,936	\$ 4,835	\$ 13,627	\$ 9,733	\$ 1,594	\$ 94,903
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Middle School Outreach Project		\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	VRC Outreach Materials/Activities		\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	20,000
	Supplies for Equity activities		\$ 1,800	\$ 1,800	\$ 1,800	\$ 9,000	\$ -	\$ 1,800	\$ -	\$ 1,800	18,000
	Summer Scholars Bridge Materials		\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,000	\$ -	20,000
	Transfer Conference Activities Materials		\$ -	\$ 1,705	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,705
	Brothers and Sisters Enhancement		\$ 1,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,200
	Learning Communities		\$ 2,500	\$ 2,500	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	15,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 36,500	\$ 6,005	\$ 11,800	\$ 9,000	\$ -	\$ 1,800	\$ 19,000	\$ 1,800	\$ 85,905
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	College Tours- Transportation		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	15,000
	Research Contract Services		\$ -	\$ -	\$ 18,000	\$ -	\$ -	\$ -	\$ -	\$ -	18,000
	Contract Services for Faculty & Equity PD		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Brothers and Sisters Enhancement		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,800	\$ 5,000	28,800
	Transfer Conference Activities		\$ -	\$ 24,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	24,000
	Early Alert Program Software		\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

<b>2015-16 Student Equity Plan Summary Budget</b>
San Mateo CCD
Skyline College

**Part II: Planned Student Equity (SE) Expenditures**

											-
											-
											-
		<b>Subtotal</b>	\$ -	\$ 49,000	\$ 18,000	\$ -	\$ -	\$ -	\$ 23,800	\$ 20,000	\$ 110,800
<b>6000</b>	<b>Capital Outlay</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum/Course Dev. &amp; Adaption</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>7000</b>	<b>Other Outgo</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Other Student Services</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum/Course Dev. &amp; Adaption</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Learning Communities		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	15,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000
<b>Grand Total</b>			\$ 51,584	\$ 191,927	\$ 44,884	\$ 84,420	\$ 40,000	\$ 91,968	\$ 170,800	\$ 44,342	\$ 719,925

<b>2015-16 Student Equity Plan Summary Budget</b>
San Mateo CCD
Skyline College

**Part II: Planned Student Equity (SE) Expenditures**

**Student Equity Plan 2015-16 Budget  
Part II: Planned SE Expenditures  
Other Instructions**

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCC website at <http://extranet.cccc.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

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# Summary Evaluation

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The evaluation of the Skyline College Student Equity Plan (SEP) will consist of the regular update and review of the campus-based research for each of the performance indicators contained within the plan. Particular attention will be given to the student groups identified in the plan that are experiencing disproportionate impact. For each of these groups, as outlined in the sections above, the goal is to reduce and in some cases eliminate the gap in performance on each of the indicators.

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## SUMMARY EVALUATION SCHEDULE AND PROCESS

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The review of the SEP will be conducted on an annual cycle in accordance with the existing annual program planning (APP) and comprehensive program review (CPS) processes already established at Skyline College. The Stewardship for Equity, Equal Employment and Diversity (SEED) Committee will continue to serve in its capacity as the planning and advisory committee for the plan. This cycle consists of an update to the campus-based research (CBR) each summer following the conclusion of the previous academic year and a review in the fall of progress made toward goals.

<b>Term</b>	<b>SEP Activity</b>	
	<b><u>Update CBR</u></b>	<b><u>SEED Committee Review</u></b>
<b>Summer 2016</b>	X	
<b>Fall 2016</b>		X
<b>Summer 2017</b>	X	
<b>Fall 2017</b>		X
<b>Summer 2018</b>	X	
<b>Fall 2018</b>		X
<b>Summer 2019</b>	X	
<b>Fall 2019</b>		X

Individual programs and departments that have direct responsibility for implementing the activities outlined to achieve the goals for each of the performance indicators will have relevant metrics embedded within the APP process. The vertical integration of student equity evaluation metrics, such as the P-Index and 80% Rule, into the regular evaluation reporting of the College will allow for the assessment of individual activities on an actionable level.

At the highest level, the San Mateo County Community College District (SMCCCD) Strategic Plan includes a focus on ensuring equity in student success and achievement. The Skyline College Strategic Plan will be revised in AY 2015-16 and will explicitly align SEP goals with both the District and the College's strategic goals and objectives.

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## Attachments

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The following are links to documents referenced in the student equity plan.

Mission-Vision-Values: <http://www.skylinecollege.edu/aboutskyline/mission.php>

Comprehensive Diversity Framework:

[https://skylinecollege.edu/seed/assets/diversity\\_framework/Skyline%20Diversity%20Framework%20Draft-1.pdf](https://skylinecollege.edu/seed/assets/diversity_framework/Skyline%20Diversity%20Framework%20Draft-1.pdf)

Annual Program Plan (APP) process and cycle (page 17 of this

<http://skylinecollege.edu/accreditationselfevaluation/assets/documents/skyline-accreditation-update-and-quick-guide-finalweb-01Oct2013.pdf>)



## Skyline College Learning Communities

### **Cultural Learning Communities**

- African-American Success Through Excellence and Persistence (ASTEP)
- Center for Innovative Practices through Hip Hop Education & Research (CIPHER)
- Kababayan
- Puente

### **Interest-Based Learning Communities**

- Proficiency in American Culture and English (PACE)
- First Year Experience
- Scholar Athlete
- Social Justice League

### **Career-Based Learning Communities- Career Advancement Academies**

- Allied Health
- Automotive
- Early Childhood Education
- Legal Careers



**Skyline College**  
**Transfer Advisory Committee Membership**

<b>Member Name</b>	<b>Campus Representation</b>
Donna Bestock	Dean, Social Sciences & Creative Arts
Amory Cariadus	Director, Student Development & Leadership
Jacqueline Escobar	Counseling Faculty, Articulation Officer
Luis Escobar	Interim Dean of Counseling
Stephen Fredricks	Faculty, MESA Director
Angélica Garcia	Vice President of Student Services
Kent Gomez	Counseling Faculty
Mary Gutierrez	Dean, Language Arts
Michele Haggar	Transfer Center Program Services Coordinator Classified Senate President
Raymond Hernandez	Dean, Science, Math, & Technology
Raymond Jones	Director, Middle College
Joyce Lee	Counseling Faculty, Honors Program
Jessica Lopez	Counseling Faculty, TRiO
Golda Margate	Executive Assistant to Vice President Student Services
Aaron McVean	Dean, Planning, Research, & Institutional Effectiveness
Joseph Morello, Jr.	Dean, Kinesiology, Athletics, & Dance
Nathaniel Nevado	Counseling Faculty, CIPHER
Jesse Raskin	Faculty, Social Sciences
Christine Roumbanis	Dean, Business, Education, & Professional Programs
John Ulloa	Faculty, Social Sciences, Honors Program
Rob Williams	Faculty, Language Arts
Jackson Yan	Faculty, Language Arts
Lavinia Zanassi	Counseling Faculty, Career Services Center
Dennis Zheng	Associated Students of Skyline College, President

**BOARD REPORT NO. 15-12-103B**

To: Members of the Board of Trustees

From: Ron Galatolo, Chancellor

Prepared by: Bruce Griffin, Chief Technology Officer, (650) 358-6722  
Susan Harrison, Director, General Services, (650) 358 6879

**AUTHORIZATION OF SOLE SOURCE PURCHASE OF  
CISCO EQUIPMENT FROM AT&T**

The District maintains a wide-area-network (WAN) to efficiently carry data among its locations. AT&T is the service provider for the District's WAN. The District seeks to upgrade the AT&T circuit to a faster Etherswitch service in anticipation of future needs. The upgrade requires new Cisco equipment and services as specified and sold by AT&T. As the service provider, AT&T requires that the District purchase all equipment and installation services directly from AT&T to ensure their ability to service the WAN according to their standards and to ensure the integrity of the network. Equipment costs are estimated to be \$120,454. Service costs are estimated to be \$5,706.

**RECOMMENDATION**

It is recommended that the Board approve a sole source purchase of Cisco Equipment for the District's WAN from AT&T, along with the required installation services, in an amount not to exceed \$135,000.

**BOARD REPORT NO. 15-12-104B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jan Roecks, Vice President of Administrative Services, College of San Mateo,  
574-6480

**SPECTRUM AUCTION UPDATE AND APPROVAL OF AUTHORIZED DISTRICT AGENTS  
IN THE FCC SPECTRUM AUCTION**

KCSM-TV, a full power non-commercial UHF transmission facility licensed by the Federal Communications Commission (FCC), has been on the College of San Mateo campus for almost 50 years. The Board of Trustees determined that no more general fund money would go into supporting KCSM-TV and made the decision to sell KCSM-TV in June 2011.

In December 20, 2012, the District released an RFP soliciting qualified bidders under the FCC's rules to hold a non-commercial license as defined in the initial RFP, or to partner with SMCCCD in the FCC Broadcast Incentive Spectrum auction. In 2013 the District entered into an agreement with LocusPoint Networks, LLC (LPN) upon acceptance of their successful bid in which LPN committed to subsidizing station operations over an interim period in return for a percentage of proceeds from successful participation in a spectrum auction.

The FCC is planning to hold an Incentive Auction in 2016. The Incentive auction is a voluntary, market-based means of repurposing spectrum by encouraging full power and Class A television licensees to voluntarily relinquish their spectrum usage rights in exchange for a share of the proceeds from an auction of the repurposed spectrum. Participating broadcasters voluntarily agree to relinquish spectrum rights.

Before the auction begins, the FCC provides opening bid prices to all broadcasters reflecting individual station factors such as location, population served, and interference potential. Market forces will determine the amount of spectrum cleared and revenues raised. Broadcasters have three options: continue broadcasting, choose to move to a lower broadcast band, or cease broadcasting.

The Auction will consist of two parts: a reverse auction followed by a forward auction. In the reverse auction, the opening bid prices are adjusted downward using a descending clock. The price continues to drop until there is no excess of bidding stations, and the bidding then ends. Then the forward auction will begin using an ascending clock format. Commercial bidders such as Sprint, ATT, T-Mobile, Verizon, and more may bid on desired number of "generic" spectrum blocks in a market. Prices start low and are adjusted upward until there is no excess demand for the blocks of spectrum. The final stage is a two part rule that allows market forces to determine the amount of spectrum cleared versus revenue raised to ensure funding for station compensation and for the FCC repacking stations that would be necessary after the auction.

The auction process will begin December 8, 2015 with a reverse spectrum auction application window that closes January 12, 2016. This is followed by an anti-collusion rule requiring a "quiet period" that will last through the entire auction process, most likely into September 2016. Submittal of confirmation of preferred bidding option will be due by March 29. The reverse auction bidding is anticipated to begin in May and expected to take four weeks or more complete. At that point SMCCCD will know a provisional dollar bid

amount for the spectrum going into the forward auction. However, because this will occur during the “quiet period” this information will not be released by the District. The forward auction is set to take place starting after the reverse auction and should last two to four months. The auction will be successful once all of the bidding ends and the two part rule as previously described is met.

As part of the Bid Management Agreement that was executed between the District and LPN, the District agreed that LPN would appoint personnel to act on the District’s behalf during the auction. Following the execution of the Agreement, the FCC issued a new regulation, 47 C.F.R. § 1.2205, and related guidance (collectively, “Rule”) prohibiting communications between Auction participants and certain of their affiliates, on the one hand, and “covered television licensees” and “forward auction applicants” (as such terms are defined in the FCC’s Rules), on the other hand, regarding Auction bids and bidding strategies. This prohibition is applicable from the deadline for submitting applications to participate in the reverse auction portion of the Auction (“Application Deadline”) until the results of the Auction are announced by public notice (“Quiet Period”).

Beginning on January 12, 2016 and until the results of the incentive auction are announced (one estimate is about September 2016), all television licensees are prohibited from communicating directly or indirectly through a conduit any incentive auction applicant’s bids or bidding strategies to any other television license or to any forward auction applicant. The FCC takes very seriously any disclosure pertaining to bids or bidding strategy whether purposeful or accidental during the quiet period. There are very large potential penalties for violations, including forfeiting auction proceeds. Compliance is therefore absolutely essential. All District employees and the Board of Trustees may under the rule confirm whether the District has or has not applied to participate in the reverse auction but may not discuss any actions taken in the auction or bidding strategy or discuss status of participation. Please see the attached exhibit for more details of Prohibited Communications Overview. The distinctions between what may be communicated and what may not be communicated are subtle, and the best practice is not to speak with anyone outside of our auction team about the District’s auction plans or participation. Additional information and direction received regarding the quiet period rules will be shared with the Board of Trustees and employees as necessary.

As a result of the new FCC regulation, LPN and the District have amended the original Bid Management Agreement to modify LPN’s obligations during the Quiet Period to comply with the Rule. The amendment to the Agreement removes LPN qualified personnel to act as the District’s authorized bidders and instead states that the District will appoint qualified personnel to act as its authorized bidders to execute the contract terms.

Jan Roecks, Vice President of Administrative Services at College of San Mateo and Eugene Whitlock, Vice Chancellor of Human Resources and General Counsel, have both been deeply involved in with KCSM for the last five years, including the creation and management of the LocusPoint agreement. Ms. Roecks and Mr. Whitlock have been in continual communication with Larry Miller who specializes in FCC law with the law firm Schwartz, Woods and Miller for SMCCCD, and the LocusPoint team to prepare for the Spectrum Auction. These two are the most qualified personnel to act on the District’s behalf as authorized bidders. The District is allowed to have up to three bidders and Kathy Blackwood, Executive Vice Chancellor, is the recommended alternate.

The authorized bidders will comply with all terms set forth by the FCC during the quiet period and will not be disclosing information to other District employees or the Board of Trustees except for permitted communication.

## **RECOMMENDATION**

It is recommended that the Board of Trustees approve Jan Roecks, Eugene Whitlock, and Kathy Blackwood as authorized bidders in the FCC Spectrum Auction to with full authority and signatory rights.

## Prohibited Communications Overview

Beginning on January 12, 2016 and until the results of the incentive auction are announced, all television licensees are **prohibited from communicating directly or indirectly any incentive auction applicant's bids or bidding strategies** to any other television licensee or to any forward auction applicant.

### Permitted Communication

#### Confirmation of *whether* a licensee has or has not applied to participate in the reverse auction

- A licensee may communicate the fact that it has applied to participate in the auction; mere communication about that fact does not constitute a violation of the rule

#### Communication of bidding strategy to third-party advisors

- A covered party may disclose the details of its bidding strategy to counsel, consultants, or lenders, but care should be taken to ensure that these entities do not become conduits of information to other covered parties
- If these entities represent other bidders, it would be prudent to avoid communicating details of bids or bidding strategy to avoid the potential for an allegation that the rules were violated

#### Routine business communications

- Circumstances make it unlikely that non-auction related communications could allow another party to reliably infer details about a licensee's bidding strategies

### Prohibited Communication

#### Communication – public or to another covered party – of *how* a TV licensee will participate in the auction

- Conveying information to another TV licensee or to a forward auction bidder, either directly or indirectly, about actions taken in the auction or the bidding strategy being pursued, or about the current status of participation (e.g., "we have dropped out of the auction"), is prohibited
- Licensees should use caution when discussing participation; communication that a broadcaster is "not bidding," in contrast to "not an applicant" may constitute a violation of the rule

#### Convey bidding strategies from one covered party to another through a third-party

- Auction participants should take measures to ensure that third-party counselors, consultants, or lenders do not convey bidding information to other TV licensees or to forward auction applicants
- Information firewalls or equivalent procedures are encouraged

#### Coordination across multiple licensees or markets

- Communications among parties that are commonly owned must be confined to the commonly owned parties
- A licensee that owns multiple licenses must execute separate CSAs for each of its stations that will be channel sharing with a different licensee, and each licensee must refrain from communicating bidding information to its parent

**MINUTES**

**BOARD OF DIRECTORS OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
FINANCING CORPORATION**

**December 10, 2014**

The meeting was called to order at 8:14 p.m. by President Schwarz.

Present: President Karen Schwarz, Vice President Ron Galatolo, Secretary Patricia Miljanich, Treasurer Kathy Blackwood, Director Richard Holober, Director Dave Mandelkern, Director Tom Mohr

Approval of Minutes of the December 11, 2013 meeting

It was moved by Secretary Miljanich and seconded by Director Holober to approve the minutes as presented. The motion carried, all members voting Aye.

Naming of Officers for 2015

President Schwarz said that in accordance with the bylaws of the Financing Corporation, the officers for 2015 will be:

President – Board of Trustees President Patricia Miljanich  
Vice President – District Chancellor Ron Galatolo  
Secretary – Board of Trustees Vice President-Clerk Dave Mandelkern  
Treasurer – District Executive Vice Chancellor Kathy Blackwood

It was moved by Director Holober and seconded by Director Mohr to approve the new officers. The motion carried, all members voting Aye.

It was moved by Director Holober and seconded by Director Schwarz to adjourn the meeting. The meeting was adjourned at 8:16 p.m.

Submitted by

Dave Mandelkern  
Secretary