

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES

September 28, 2016

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 and potential or existing litigation. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are tape recorded; tapes are kept for one month.*

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

5:00 p.m. Call to Order

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Labor Negotiator
Agency Negotiator: Kathy Blackwood
Employee Organizations: AFT and CSEA
2. Conference with Legal Counsel regarding one case of pending litigation:
Friends of the College of San Mateo Garden v. San Mateo County Community College
District et al.; Case No. S214061

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m. Call to Order

Roll Call / Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

MINUTES

16-9-2 [Approval of the Minutes of the Meeting of August 24, 2016](#)

16-9-3 [Approval of the Minutes of the Meeting of September 14, 2016](#)

STATEMENTS FROM EXECUTIVES

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

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

16-9-3C [College of San Mateo – Investing in Our Student Veterans](#)

NEW BUSINESS

16-9-3A [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.

16-9-1CA [Approval of Curricular Additions – Skyline College](#)

16-9-2CA [Acceptance of MSEIP Grant from the Department of Education for Cañada College](#)

16-9-3CA [Acceptance of ¡ESO Adelante Project! Grant from the Department of Education for Cañada College](#)

16-9-4CA [Ratification of Community College League of California \(CCLC\) and California Community College Athletic Association \(CCCAA\) Membership Dues, 2016-17](#)

Other Recommendations

16-9-1B [Approval of Accreditation Midterm Reports – Cañada College, College Of San Mateo and Skyline College](#)

16-9-2B [Approval of Special Report – Baccalaureate Degree](#)

16-9-101B [Public Hearing of the 2016-17 Final Budget](#)

16-9-102B [Adoption of the 2016-17 Final Budget](#)

16-9-103B [Approval of Sole Source Purchase of FATV GetSAP and GetAnswers from CareerAmerica, LLC](#)

16-9-104B Authorization for Use of the State Department of General Services' Naspo Contract with WW Grainger for Purchase of Facilities Maintenance Supplies, Products and Tools

INFORMATION REPORTS

16-9-4C Discussion of By-Trustee Area Elections / Presentation by Cooperative Strategies on Potential Trustee Area Boundaries

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO OPEN SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION (if necessary)

ADJOURNMENT

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
August 24, 2016, San Mateo, CA**

The meeting was called to order at 5:00 p.m.

Board Members Present: President Dave Mandelkern, Vice President Thomas Mohr, Trustees Maurice Goodman, Richard Holober and Karen Schwarz

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Mandelkern said that during Closed Session, the Board will hold a conference with Agency Labor Negotiator Eugene Whitlock; the employee organizations are AFT and CSEA.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 5:02 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:05 p.m.

Board Members Present: President Dave Mandelkern, Vice President Thomas Mohr, Trustees Maurice Goodman, Richard Holober and Karen Schwarz, Student Trustee Dennis Zheng

Others Present: Chancellor Ron Galatolo, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

Pledge of Allegiance

President Mandelkern said the Board was sad to learn that Patricia Brannock, Emeritus Professor of Business at College of San Mateo, passed away recently. Professor Brannock retired in December 2012 after 30 years of service at College of San Mateo. She was an outstanding faculty member who gave much to her students and to the College during her tenure. The Board agreed unanimously to adjourn the meeting in Professor Brannock's memory.

DISCUSSION OF THE ORDER OF THE AGENDA

None

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Mandelkern said that the Board took no reportable action during Closed Session.

STATEMENTS FROM EXECUTIVES

Cañada College President Moore announced that the College has received a \$3.2 million HSI (Hispanic Serving Institutions) grant. Gregory Anderson, Vice President of Instruction, said the grant will help students achieve success in transfer. He said the grant is in partnership with San Francisco State University.

District Academic Senate President Shaw said she looks forward to working with the Board and Chancellor Galatolo. She thanked them for their support.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (16-8-2A)

It was moved by Trustee Holober and seconded by Vice President Mohr to approve the actions in the report. The motion carried, all members voting Aye.

RECOMMENDATION FOR ADMINISTRATOR EMPLOYMENT CONTRACT RENEWALS (16-8-3A)

It was moved by Trustee Schwarz and seconded by Vice President Mohr to approve the contract renewals. The motion carried, all members voting Aye.

APPROVAL OF CONSENT AGENDA

President Mandelkern said that staff has requested the addition of Board Report 16-8-8CA, Renewal of Agreements with American Institute for Foreign Study (AIFS), 2016-17. The final agreement was not received until after the publication of the board packet; however, approval of the agreement is timely because the students enrolled for the fall program in London are scheduled to leave prior to the next Board meeting. It was moved by Trustee Holober and seconded by Trustee Goodman to add Board Report 16-8-8CA to the consent agenda. The motion carried, all members voting Aye.

President Mandelkern said the consent agenda consists of board reports 16-8-1CA through 16-8-8CA as listed on the printed agenda and with the addition noted above. It was moved by Vice President Mohr and seconded by Trustee Holober to approve the items on the consent agenda. The motion carried, all members voting Aye.

Other Recommendations

ADOPTION OF RESOLUTION NO. 16-19 IN SUPPORT OF THE REDWOOD CITY ELEMENTARY SCHOOL DISTRICT PARCEL TAX MEASURE (16-8-101B)

It was moved by Trustee Schwarz and seconded by Trustee Holober to adopt Resolution No. 16-19. The motion carried, all members voting Aye. President Mandelkern said he believes it is important to support fellow educators in the County.

APPROVAL OF REVISION TO ADMINISTRATIVE PROCEDURE 2.45.2, CONFLICT OF INTEREST CODE, AND ADOPTION OF RESOLUTION NO. 16-20 FORMALLY ADOPTING THE AMENDED CODE (16-8-102B)

It was moved by Trustee Holober and seconded by Vice President Mohr to approve the revisions as shown in the report and to adopt Resolution No. 16-20. The motion carried, all members voting Aye.

RATIFICATION OF THE PURCHASE OF NISSAN VEHICLES TO UPDATE FACILITIES' SERVICE TRUCK FLEET (16-8-103B)

It was moved by Trustee Schwarz and seconded by Trustee Holober to ratify the purchase as detailed in the report. President Mandelkern said he observed the vehicles being delivered and noted that Board approval was not obtained. He asked that the auditors spot check contract purchases to ascertain if there are additional items that have not been approved. Executive Vice Chancellor Blackwood said the procedure is to obtain Board approval; however, the request for approval was overlooked in this particular case. Trustee Schwarz said she is pleased that new vehicles are being provided for the Facilities staff as the condition of the vehicles that were replaced was deplorable. After this discussion, the motion carried, all members voting Aye.

APPROVAL OF PURCHASE AND SALE AGREEMENT FOR THE SALE OF 6± ACRES OF REAL PROPERTY AND ENTITLEMENT AND CONSTRUCTION OF 28± APARTMENTS FOR FACULTY AND STAFF ON THE ADJACENT 2± ACRE SKYLINE COLLEGE PARCEL B (16-8-104B)

It was moved by Vice President Mohr and seconded by Student Trustee Zheng to approve the purchase and sale agreement as detailed in the report. Trustee Schwarz said she is pleased that the District is able to sell the property at a fair market price and she applauded the District negotiators. However, she said it is disturbing to her that the developer will have the option to pay an extra \$2.8 million to the District in exchange for not having to provide a prevailing wage to workers for the construction of the single family dwellings. She said that over many years, the Board has talked about prevailing wage as a way to guarantee an acceptable, decent wage. Trustee Schwarz said that without prevailing wage, the project could result in activities that the District would not want to see across from Skyline College and across from its own housing development, such as picketing, workers without proper training, and workers coming from far away and

perhaps living in cars. She said she is aware that the District cannot impose its requirements on a developer but is very disappointed about this option in the contract.

President Mandelkern said he agrees with Trustee Schwarz's comments and sentiments. He said the Board has been clear in its desire that this be a prevailing wage project at the very least; he said this aligns with the Board's commitment to social justice. He said he would expect staff to encourage the City of San Bruno to make prevailing wage a requirement as part of the entitlements. President Mandelkern said he is pleased to see the District moving ahead with the third faculty and staff housing project, making housing available at each of the Colleges. He said this is a tremendous benefit to faculty and staff and also frees up housing units in the County that District employees might otherwise have rented.

Trustee Holober said he concurs with the principles stated by Trustees Schwarz and Mandelkern. He said the Board has put the District on record as consistently being in favor of prevailing wage and has also expressed its commitment to project labor agreements. However, when the District sells land to a private developer, it is not allowed to dictate that the developer abide by terms that apply to government contracts. Trustee Holober said he believes the District did the best it could under the circumstances by having the agreement include a financial penalty if the developer decides not to pay prevailing wage. He said he sees this as a good, creative way to incentivize the developer because a large part of what they would save by cutting the wage and benefit package would not result in extra money in their pocket.

Student Trustee Zheng asked what the \$2.8 million would be used for if the developer opts to not pay prevailing wage and how it would benefit students. President Mandelkern said proceeds gained from the sale of a capital asset may be spent only on capital-related projects. Chancellor Galatolo noted that general fund money that might otherwise have been used for capital projects would be freed up for other uses.

Vice President Mohr said he supports the statements expressed by Trustees Schwarz, Mandelkern and Holober. He said the District will continue to own the land on which the faculty and staff apartments will be constructed and the Board counts on that being a prevailing wage project. Vice President Mohr asked for information about negotiations for construction of the apartments. Barbara Christensen said that according to the contract, the District team of herself, Eugene Whitlock and Tom Shannon will negotiate a construction agreement during the 60-day feasibility period. She said the price will not be negotiated because the District does not yet have the bids, but the team will work on finalizing the quality of construction that is expected, the prevailing wage agreement, and other matters. She said the team hopes to bring the construction agreement to the Board before the expiration of the feasibility period. Ms. Christensen said SummerHill Homes did the most extensive job of estimating what they believe it will cost to construct the apartments. She said the District has had a good partnership with SummerHill Homes when working with them in the past.

Trustee Goodman said he concurs with the comments of his colleagues regarding prevailing wage. He congratulated the District for moving forward on faculty/staff housing and being a model for districts, cities and municipalities throughout the state. Trustee Goodman said construction of the apartments for faculty and staff is on a more accelerated schedule than the single family homes and there has been some concern about underdeveloped property being next to the apartments. He said the Purchase and Sale Agreement specifies that "Buyer shall substantially complete the construction of the Single Family Houses within 7 years after the Close of Escrow under this Agreement." However, there does not appear to be a penalty if construction is not completed within seven years. Vice Chancellor Whitlock said there is no specific penalty for breach of the terms of the contract. He said the District would have to seek legal remedies and determine the value of that breach.

Trustee Schwarz said she hopes the District does not receive the \$2.8 million from the developer in exchange for not paying prevailing wage for the construction of the single family homes. In that spirit, Trustee Schwarz said she will vote her conscience and vote no on the approval of the purchase and sale agreement. President Mandelkern said he also hopes that the District does not receive the \$2.8 million. He said he will vote yes and he intends to go to the City of San Bruno along with the building trades to try to get entitlement language to make it a prevailing wage project.

After this discussion, the motion carried, with Trustees Goodman, Holober, Mandelkern and Mohr voting Aye and Trustee Schwarz voting No.

INFORMATION REPORTS

REPORT ON SELECTION PROCESS FOR CAÑADA COLLEGE BUILDING 1N, NEW KINESIOLOGY AND WELLNESS / AQUATICS CENTER DESIGN-BUILD PROJECT (16-8-2C)

José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, said the Cañada College Kinesiology and Wellness / Aquatics Center project includes demolition and reconstruction of the existing Building 1. The new approximately 85,000 square foot facility will include classrooms, faculty offices, a NCAA regulation gymnasium, group exercise and dance studios, locker rooms, a competition swimming pool and instructional swimming pool.

Vice Chancellor Nuñez reviewed the status of the first wave of projects in the Capital Improvement Program Phase 3 (CIP3). In addition to Cañada College Building 1N, the projects are: Environmental Science (B12N) at Skyline College, Math/Science/Technology (B23N) at Cañada College, Parking Lot L expansion at Skyline College, Student Life and Learning Communities (B17) at College of San Mateo, Pacific Heights (B19) at Skyline College, Humanities and Arts (B3) at College of San Mateo, and the Center for Emerging Technologies (B19) at College of San Mateo (pending Supreme Court ruling). Trustee Holober asked if the CEQA process that was completed for CIP3 encompassed all of these projects. Vice Chancellor Nuñez said all projects were included except the College of San Mateo B19 project because some of this project area is involved in litigation which has not been finalized. Chancellor Galatolo said an EIR was previously done and it would have been presumptuous to complete another EIR before the case is settled. He said no further action will be required if the District prevails. If the District does not prevail, an EIR will be done for the project area.

Chris Strugar-Fritsch, Director of Capital Projects, discussed Design-Build methodologies. He said that he, Vice Chancellor Nuñez, Karen Powell and representatives from Swinerton attended a Design Institute of America workshop and also consulted with Dave Umstot, a professional engineer who was previously with the San Diego Community College District. He said that as a result, the team saw opportunities to utilize the Design-Build methodology in a different way than was done before. In past industry practice, the architect developed the criteria or bridging documents and the RFP process was used to select the design-build entity. This practice included design competition and had an Early Guaranteed Maximum Price (GMP). In contrast, current industry practice uses an RFP Qualifications/Best Value Selection Process. There is no design competition as the design is completed with College/District input. The GMP is established after the design is fully developed and the agency permit processes and buyout are completed. The process incorporates two steps: (1) a Request for Statement of Qualifications (RFSOQ) is issued and SOQs are reviewed and shortlisted to three Design-Build entities, and (2) an RFP is issued to the three shortlisted entities. Mr. Strugar-Fritsch said the benefits to implementing current industry practice are an increased integrated design process with input from the College/District, known financial risks, and improved speed to market.

Mr. Strugar-Fritsch said the team for the Cañada College B1N project consisted of:

District representatives: José Nuñez, Chris Strugar-Fritsch, Contracts Manager Yanely Pulido, Energy and Sustainability Manager Joe Fullerton

Cañada College representatives: President Jamillah Moore, Vice President of Administrative Services Michelle Marquez, Interim Facilities Manager Karen Pinkham

Swinerton Management & Consulting: Program Director Anne Daley, Campus Construction Manager Greg Cheifetz

Mr. Strugar-Fritsch outlined the RFSOQ and RFP selection process schedules for the project, beginning with the issuance of the RFSOQ invitation on May 2 and culminating with a request to the Board to approve a contract on September 14. During confidential conferences, firms were told that the work will be conducted on an occupied campus and that safety will be of paramount importance, along with maintaining the integrity of the academic process. Firms were also advised that the awarded contractor must adhere to the Project Labor Stabilization Agreement and were informed of the Trades Introduction Program (TIP) requirements.

Yanely Pulido, Contracts Manager, discussed the RFSOQ process for the project. The Statements of Qualifications that were received from pre-qualified design-build entities were evaluated by five evaluators who assigned scores in ten categories without knowing the names of the entities. Scores were tabulated and averages were calculated, after which an RFP was issued to three shortlisted firms: Blach/ELS, Sundt/LPA and DPR/LPAS.

Vice Chancellor Nuñez said the RFP process is similar to that of the RFSOQ. Scores were tabulated based on two evaluation criteria – Technical Proposal and Fee Proposal. In accordance with the language in the RFP, stating that “The winner will be the Proposer with the highest combined technical and fee scores,” staff will recommend to the Board that Blach/ELS be granted the contract. Vice Chancellor Nuñez introduced Dan Rogers, Executive Vice President and Chief Operating Officer of Blach Construction, and Clarence Mamuyac, President of ELS.

Vice Chancellor Nuñez displayed and discussed the design concept sketches submitted by the three shortlisted firms. The Board briefly discussed the design concepts, including the size of the College name on the building, how the building will fit in with other buildings on the campus, and elevations. Chancellor Galatolo noted that these renderings are not intended to be final designs. He said there is flexibility to work with the selected firm on the design and the Board’s input is welcome. Vice President Mohr said he believes the opinions of the faculty and staff at Cañada College are of paramount importance because they work in the environment day-to-day.

Trustee Holober noted that some recent buildings on the campuses include inspirational quotations and he requested that the Board be informed of any suggestions for the new building. Vice Chancellor Nuñez said that if a quotation is considered for the building, the suggestion(s) will be brought to the Board.

DISCUSSION OF BY-TRUSTEE AREA ELECTIONS / PRESENTATION BY COOPERATIVE STRATEGIES ON POTENTIAL TRUSTEE AREA BOUNDARIES (16-8-3C)

Larry Ferchaw, Executive Director at Cooperative Strategies, reviewed the criteria considered when drawing district boundaries, District demographics, and a potential implementation calendar. President Mandelkern said that since the Board voted to move the election of Board members from November 2017 to the general election in 2018, there is more time for analysis and it is not necessary that the Board select a trustee area map in February 2017 as shown on the proposed calendar. He suggested that the first public hearing be held in conjunction with the October 13, 2016 joint meeting with the Cabrillo Unified School District which will be held in Half Moon Bay. He suggested that the other public hearings be held in conjunction with 2017 Board meetings; dates and locations will be determined at a later time. The Board agreed with President Mandelkern’s suggestions.

Mr. Ferchaw reviewed the four drawings of possible trustee areas (Scenarios A through D) and the demographics associated with each scenario that he presented at the Board meeting of July 27. In response to Board comments and suggestions at that meeting, he developed four new scenarios (Scenarios E through H). Scenarios E, F and G contain five trustee areas and Scenario H contains seven areas.

Mr. Ferchaw said that Scenario E follows the County supervisorial districts more closely than the previous scenarios, with some alterations to accommodate Board comments. This scenario has a 52.88% Asian American Citizen Voting Age Population (CVAP) in Area 1 and a 27.71% Hispanic/Latino CVAP in Area 4. Scenario F also follows supervisorial districts closely, but differs from Scenario E in the South County where all of Menlo Park and East Palo Alto are kept together in Area 4 and Portola Valley, Hillsborough, Atherton, Woodside and Half Moon Bay are together in Area 5. President Mandelkern noted that in Scenario F, North Fair Oaks is located in Area 5. In Scenario E, North Fair Oaks is combined with East Palo Alto and East Menlo Park in Area 4; President Mandelkern said this might be a more natural demographic grouping and also keeps a larger percentage of the Hispanic/Latino CVAP in Area 4. Mr. Ferchaw said he will move North Fair Oaks to Area 4 in a new drawing and make accompanying adjustments in other areas. He said Scenarios E and F will be basically the same and will be combined into a new scenario (Scenario E/F).

Mr. Ferchaw said that Scenario G is provided for illustration purposes in response to the Board’s interest in seeing a scenario using school district boundaries. He said it is not a viable scenario because it does not include an Asian American CVAP majority in any area. He said that if a district is able to create an area in which members of a protected class make up a majority of the CVAP, it is required to do so. He said that not doing so would be frowned upon by the courts and potential plaintiffs. President Mandelkern noted that Scenario G also has two incumbents in the same area.

Mr. Ferchaw said that Scenario H, showing seven trustee areas, keeps many K-12 school districts together; however, some larger districts are split and no high school districts are contained within one area. Trustee Goodman said the spirit of the law is to be more representative and inclusive. Accordingly, he would like to entertain Scenario H because it provides a representational increase for African Americans and Pacific Islanders as well as the Hispanic/Latino and Asian American populations.

The Board discussed the potential advantages and disadvantages of having a five vs. seven district Board. They agreed that it is not necessary to make a decision at this time. Mr. Ferchaw recommended that the question be left open and that the community be invited to provide input on this issue. The Board agreed to consider further the original Scenario B, the revised Scenario E/F, and Scenario H. The discussion will be continued at the Board meeting of September 28. Trustee Holober asked that the Board be provided voting age populations by city at that time.

ANNUAL REPORT ON THE DISTRICT'S SECOND LOAN PROGRAM, FACULTY AND STAFF HOUSING, AND CLOSING COST GRANT (16-8-4C)

Chancellor Galatolo said the second loan program is incredibly successful. He said he applauds the Board for supporting the program and staff for administering it. President Mandelkern said that when District faculty and staff housing was first offered, the rents were 25% below market rate. He said that currently the units are offered for at least 50% below market rate, providing substantial savings for the purpose of enabling residents to purchase homes. Trustee Schwarz agreed that the program is working well. She added that she receives notices about workshops being offered to help people learn more about home purchasing.

Trustee Holober concurred that the second loan program is worthwhile and successful. He asked that the Board be provided the annualized rate of return; Chancellor Galatolo said he will forward this information to the Board.

Vice President Mohr said he has heard comments from time to time from faculty and staff who wish they could stay in the units for as long as ten years. Chancellor Galatolo said that at any given point, there is a wait list of 70 to 80 people and consideration must be given to whether it would be fair to deny those who have been waiting an opportunity to participate in the program. He said the District offers savings programs and economic advising programs to try to help residents who want to save for a home purchase. He said if the wait list were to get to zero, it would be appropriate to extend the time that residents are allowed to occupy the units. Trustee Schwarz said the Educational Housing Board extended the occupancy limit from five to seven or nine years because of the housing market. Trustee Holober said it is difficult to balance between current residents and those who are waiting for units. He said he would tend to be in favor of providing an opportunity for faculty and staff who have not yet been given the opportunity. President Mandelkern said an extensive wait list may show a need to expand the housing program and to consider building additional housing at the campuses in order to meet demand, while being cautious to not overbuild and have unoccupied units. Chancellor Galatolo said the District owns additional land at each site on which housing could be constructed.

COMMUNICATIONS

None

STATEMENTS FROM BOARD MEMBERS

Trustee Goodman thanked staff who were present at the meeting. He said the Board appreciates the work they do to conduct Board meetings and other events and to answer Board members' questions.

Vice President Mohr said California Assembly 1985, currently before the Senate, would require all community colleges to honor advanced placement scores of 3 or higher. He said this is important because it can expedite the speed with which students move through general education requirements.

Vice President Mohr said that at a recent Rotary meeting, a chancellor from a neighboring district reported that they receive \$28 million in income due to international students. The chancellor also said they have a strategic goal to close their graduation gap by up to 5%. Vice President Mohr said this is an important reminder that the Board should continue to discuss its goals regarding success and completion.

Regarding cars that are assigned to the Colleges, Vice President Mohr said that in terms of leadership, he believes it is important to minimize symbols of status. He said those who conduct teaching and learning are partners of the administration and he believes that if privileges are given to one entity more than to another, it sends the wrong message. Vice President Mohr said he would ask the Colleges to be balanced in how they use the privilege of having cars assigned to their campuses. President Mandelkern said it is important to make sure that the cars are used only for business purposes and that they are available for all employees to use for business purposes. Presidents Stanback Stroud, Moore and Claire all said they will make sure that their policies indicate that the use of the cars is open to anyone needing them to conduct business. President Mandelkern said it might be helpful to review the costs of having assigned District-owned cars vs. giving mileage reimbursement for the use of personal cars.

Vice President Mohr said he would like to honor the memory of Mary Griffin. He said she was a member of the Board of Supervisors for 13 years and was an educator and champion of early childhood education.

Trustee Schwarz said she worked at the Foundation golf tournament as a volunteer and enjoyed the event. Trustee Schwarz said that a collection of College of San Mateo Astronomy Professor Mohsen Janatpour's paintings will be on display until August 30 in the Art Commission galleries at 400 County Center in Redwood City. She said Professor Janatpour would like the Board to hold another meeting in the College of San Mateo Planetarium, as they have done in the past.

Trustee Holober thanked Vice President Mohr for his comments regarding the use of cars. He said it takes courage to talk about things that are sensitive and that deal with values and image, such as the perception of privilege.

Student Trustee Zheng said he and two other students attended the Foundation golf tournament, allowing attendees to get a sense of who they are helping through the fundraising event. Trustee Schwarz said it was husband Frank's idea to have students present at the golf tournament and it was very well-received. Student Trustee Zheng thanked Trustee Schwarz for agreeing to attend meetings of the student governments. Student Trustee Zheng said the Skyline Shuttle program is operating successfully.

President Mandelkern said Virginia Medrano Rosales, a former Student Trustee and Skyline College student, received her bachelor's and masters degrees from San Francisco State University and is now a counselor at Skyline College. He said it is gratifying to see her come full circle.

President Mandelkern said he was invited by President Claire to meet with several deans and faculty members regarding the Digital Media program. They discussed the status of the current program, creative ways that it might be expanded, and what might occur regarding KCSM-TV and KCSM-FM. President Mandelkern said he looks forward to a study session on this topic in 2017.

President Mandelkern said he attended the Foundation golf tournament. He said it was good to have students there to interact with those who donate to the Foundation. He said the scholarships provided by the Foundation make a great difference to students in terms of being able to be full-time students.

President Mandelkern said the Skyline College Success Summit will be held on September 23 and he hopes everyone will be able to attend. He said one of the sessions will focus on Promise Plans.

ADJOURNMENT

The meeting was adjourned by consensus at 9:10 p.m. in memory of Professor Patricia Brannock.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the September 28, 2016 meeting.

Thomas Mohr
Vice President-Clerk

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
September 14, 2016, San Mateo, CA**

The meeting was called to order at 5:00 p.m.

Board Members Present: President Dave Mandelkern, Vice President Thomas Mohr, Trustees Maurice Goodman, Richard Holober and Karen Schwarz

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Mandelkern said that during Closed Session, the Board will (2) hold a conference with agency labor negotiator Eugene Whitlock; the employee organizations are AFT and CSEA, and (2) hold a conference with legal counsel regarding one case of existing litigation as listed on the printed agenda.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 5:01 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:13 p.m.

Board Members Present: President Dave Mandelkern, Vice President Thomas Mohr, Trustees Maurice Goodman, Richard Holober and Karen Schwarz, Student Trustee Dennis Zheng

Others Present: Chancellor Ron Galatolo, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

President Mandelkern said he would like to comment in light of the current controversy surrounding standing for the Pledge of Allegiance or the national anthem. He said he supports freedom of expression and applauds a professional athlete who takes seriously his responsibility as a role model. He said he personally disagrees that failure to stand for the Pledge or anthem shows disrespect for the military; he said he believes this is an unrelated topic. President Mandelkern said he understands that some may find that there is hypocrisy in the Pledge of Allegiance, with the last line reading “. . . indivisible, with liberty and justice for all.” He said it is clear that the nation is divided and, arguably, that not all members of society receive equal justice at this time. He said he understands why some would feel a need to protest and they have a right under our Constitution to exercise that protest. He said that while he understands and sympathizes with those concerns, he personally will choose to stand for the Pledge of Allegiance and he also stands for the national anthem at athletic events. President Mandelkern said he sees the Pledge and national anthem as aspirational for what we hope to become as one united nation. He said the Preamble to the Constitution begins with “In order to form a more perfect union.” He said the founders of the country did not state that they had created a perfect union. He said he believes the country is a work in progress. He said we have made terrible mistakes as a nation, some of which are indeed reprehensible in hindsight. However, as a nation we correct our mistakes, make amends, and move forward together to build a better country. President Mandelkern said that in his mind, this is not a case of trying to make America great again, but that our greatest days are ahead of us when we work together as one country. He said he believes in the America of tomorrow being a better America than what we have today. In that spirit, President Mandelkern said he is proud to stand to recite the Pledge of Allegiance. He said others may choose to join or not join him and he will respect each individual’s decision.

Pledge of Allegiance

Following recitation of the Pledge of Allegiance, there was a brief discussion regarding the controversy about which President Mandelkern spoke.

DISCUSSION OF THE ORDER OF THE AGENDA

None

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Mandelkern said the Board took no reportable action during closed session.

MINUTES

It was moved by Vice President Mohr and seconded by Trustee Schwarz to approve the minutes of the study session of August 18, 2016. The motion carried, all members voting Aye.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

Alfredo Olguin, Jr., a student at Skyline College and College of San Mateo, said he is part of the Solidarity Initiative which was formed in response to the public safety review that is currently taking place on the campuses. He said the group is adamant about not arming campus security personnel and about not having police officers on campus. He said having guns will not resolve issues and he believes the Board has the ingenuity to find ways to address the issues that do not involve guns. Mr. Olguin said the use of guns has sparked issues in society as a whole and it is time to find other ways to move forward.

Daniel Casillas O'Campo, a student at College of San Mateo, said he feels strongly that guns do not present a solution to problems on the campuses. He said he believes the District public safety officers are not well-trained in some areas such as diversity and racial profiling. He said he believes training should be offered to students, faculty and staff, including de-escalation training which is done at several other institutions. He said he believes that the presence of police officers on campus would make matters worse and would create a hostile environment rather than a safe learning environment. Mr. Casillas O'Campo said students were not given sufficient notice of the public forums that were held to discuss the issue of public safety.

President Mandelkern said the Board appreciates hearing students' concerns. He encouraged Mr. Olguin and Mr. Casillas O'Campo and their fellow students to continue to be involved as the process moves forward and to continue to engage the Board. President Mandelkern requested that staff make sure that adequate notice of public forums is provided to all members of the District community.

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (16-9-1A)

It was moved by Trustee Holober and seconded by Vice President Mohr to approve the actions in the report. The motion carried, all members voting Aye.

RATIFICATION OF RENEWED COLLECTIVE BARGAINING AGREEMENT BETWEEN THE DISTRICT AND THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME), AFL-CIO, LOCAL 829, COUNCIL 57 (16-9-2A)

It was moved by Trustee Schwarz and seconded by Trustee Goodman to ratify the agreement. The motion carried, all members voting Aye.

Other Recommendations

APPROVAL OF CONTRACT AWARD FOR CAÑADA COLLEGE BUILDING 1N, NEW KINESIOLOGY AND WELLNESS / AQUATICS CENTER DESIGN-BUILD PROJECT (16-9-100B)

It was moved by Vice President Mohr and seconded by Trustee Goodman to approve the contract award as detailed in the report. The motion carried, all members voting Aye. Vice President Mohr said this is a very exciting project which will have a positive impact for South County residents and Cañada College.

INFORMATION REPORTS

HIGH COST PROGRAMS (16-9-1C)

Cañada College

Cañada College President Moore said the Associate Degree Radiologic Technology Program has been graduating x-ray technologists in San Mateo County since 1970. The program maintains a 100% pass rate on the credentialing

examination. The program at Cañada College currently accepts 20 students each year for the 25 month program. There are two cohorts of students on campus each semester.

Trustee Schwarz asked if this program is similar to the program at Skyline College. President Stanback Stroud said Skyline College offers a respiratory therapy program but not a Radiologic Technology program. She said these programs are part of the Career Advancement Academies which are located at each College and which offer reciprocity and identical prerequisites.

Vice President Mohr said the Radiologic Technology program is impacted and difficult to get into. He asked if students are advised of the competition they will face when applying for the program. President Moore said students understand that only 20 students are accepted into the program each year. Chancellor Galatolo said that some students who initially intend to apply do not do so because they do not complete the prerequisites.

President Mandelkern asked how many students typically apply for the program. Gregory Anderson, Vice President of Instruction, said he will provide the number. President Mandelkern asked if students are selected by lottery; President Moore said they are. President Mandelkern asked what the expense per FTES is and how it compares to the average class at Cañada College. Michelle Marquez, Vice President of Administrative Services, said the average for the College is \$4,000 per FTES and this program is slightly higher. Vice President Anderson said the cohort for this program is mandated to remain at 20 whereas the general number to run a course effectively is 35. He said this puts the program in the realm of a higher cost program.

Trustee Holober asked if there are limitations on the student to instructor ratio for clinical education. Vice President Anderson said there are restrictions similar to those for nursing and dental hygiene programs. He said that 50% of the faculty load must be for clinical education outside the classroom. Trustee Holober asked if radiologic technology programs are offered at other institutions in the Bay Area. Vice President Anderson said programs are offered at Foothill College, Merritt College, Kaiser Permanente School of Allied Health Sciences, Santa Rosa Junior College, and the Peninsula Medical Center in Burlingame. President Mandelkern asked if any private, for profit institutions in the area offer the program. Vice President Anderson said that Gurnick Academy of Medical Arts in Concord offers a radiologic technology program.

President Mandelkern asked if anything is being done to recruit more clinical opportunities. Vice President Anderson said job demand is limiting the program rather than clinical opportunities. President Moore said the program is currently affiliated with ten clinical sites.

Vice President Mohr said the camaraderie among students in the program, along with students' respect and appreciation for faculty, are remarkable.

College of San Mateo

College of San Mateo President Claire presented information on the College's Nursing and Dental Assisting programs.

Nursing Program

President Claire said he previously reported on the difficulty of finding full-time faculty and securing clinical placements. He said he is pleased to report that the program is back at full force in terms of faculty. There is a full-time nursing director and four full-time faculty, one of whose sole responsibility is to run the simulation lab. Trustee Holober said the nursing profession offers better pay and benefits than it did in the past and nurses can often earn more working in a hospital than they can teaching nursing. President Claire agreed and said those who teach nursing do so for the love of teaching.

President Claire said the first class of students in the Associate Degree Nursing Program graduated in 1965 and more than 2,000 nurses have been placed. He said students must pass the National Council Licensure Examination (NCLEX) and the College's students' pass rate is often higher than four-year institutions. The College has a partnership with San Francisco State University through which the College's graduates receive priority enrollment and are often able to earn a bachelor's degree in one year.

President Claire said the costs for the program are driven by the need to meet accreditation standards, including having a full-time Nursing Director, which is an Academic Supervisor position, as well as a full-time staff assistant and instructional aide support. The required clinical ratio is 12 to 1; however, the College's partners require a 10 to 1 ratio.

The costs have increased significantly in the past few years, partly due to the loss of a grant from the Mills-Peninsula Foundation, necessitating a reduction in the number of students accepted into the program and causing the cost per student to increase. The average cost per FTES is two to three times higher than that of the College as a whole. President Claire said the Nursing program increases overall enrollment because students must take the prerequisite courses first and these tend to be relatively low cost.

President Claire said hospitals and skilled nursing facilities are hiring the College's graduates, some with the understanding that they will earn a bachelor's degree within two to three years.

Trustee Holober asked how long it takes a student to complete the prerequisites prior to applying for the program. President Claire said it takes a full-time student two years. Trustee Schwarz asked how many students finish the prerequisites and apply for the program but do not get in through the lottery system. President Claire said there are 250 to 300 applications for the 50 available spots per year. Applicants who do not get into the program are allowed to reapply. President Mandelkern asked if those who wish to apply again are able to get employment as an LVN or other health care worker while they are waiting. President Stanback Stroud said this depends on a student's trajectory; for example, some already work in a health-related field and could continue to be employed.

Vice President Mohr asked how many graduates of the Nursing program enter a program to earn bachelor's degrees. President Claire said he will research this and provide the answer.

President Mandelkern asked about the status of the San Francisco State University bachelor's degree program at Cañada College. President Moore said the program is still in effect and will be funded by the Sequoia Healthcare District for another one and one-half years. Approximately 40 San Francisco State students participate in the program. Funding by the Sequoia Healthcare District is being reduced and the program is in peril because San Francisco State has made it clear that the program will be phased out if funding is lost. Vice President Mohr said he believes the main rationale for the Sequoia Healthcare District's decision is that many of the program's graduates are not seeking employment in the immediate area, which was the original purpose of the funding.

Dental Assisting Program

President Claire said the Dental Assisting Program at College of San Mateo has been existence for more than 50 years. Twenty-four students are accepted into the program every fall for the ten-month full-time program. The program is fully accredited. There is a high pass rate for the licensing exam. There is one full-time faculty member, half of whose load is teaching and half coordinating. Other faculty members are part-time. The cost per student depends on enrollment which is affected by economic conditions. Currently, the program is not at full capacity.

Trustee Schwarz asked if students learn new and modern practices occurring in dental offices currently. President Claire said the program has an active advisory committee which does focus on new procedures. A robust program review process is also applied to the program.

Trustee Holober asked if there might be a way to decrease costs as enrollment decreases, e.g. by reducing overhead costs. President Claire said it is difficult to reduce costs because this is a cohort program and courses must be run in sequence. There are also accreditation standards that must be met. Trustee Holober asked if there are ways that more students could be drawn to the program. President Claire said the College is working with local high schools as potential places to draw students.

President Mandelkern asked what other local institutions offer a dental assisting program. President Claire said College of San Mateo is one of the few programs in the area. He noted that individuals are not required to complete a dental assisting program in order to work as dental assistants, but can be trained on the job.

Trustee Schwarz said the Board might consider whether keeping the dental assisting program is a good decision. Chancellor Galatolo said the greatest opportunity is to market the program in the high schools through the partnerships that are being developed. President Mandelkern said he believes the program should be monitored carefully.

President Mandelkern asked for an update on the status of a potential Dental Hygiene program. President Claire estimated that the annual cost to run a program would be \$580,200; this would include a full-time director at the academic supervisor level, at least two full-time faculty members along with adjunct faculty, and supplies and

miscellaneous expenses. The estimated FTES is 48 and the estimated cost per FTES is \$12,088. There would also be a one-time cost of an estimated \$1.5 million to build a laboratory in the available space in Building 5.

President Mandelkern asked if there is student demand for a dental hygiene program. President Claire said demand is variable. He said that when there is an oversupply of dentists, some newer dentists begin their careers as hygienists. President Mandelkern said some dentists have also downsized their practices and do hygienist work themselves.

Trustee Holober said the Board discussed dental hygiene program possibilities approximately ten years ago and the decision was made to not move forward because of the cost factors. He said the Board would need to know that things are different now in order to reconsider the program.

The Board agreed to receive further information on the dental assisting and dental hygiene programs at a future study session, along with discussion regarding the use of the space in Building 5.

Skyline College

President Stanback Stroud presented information on the College's Respiratory Care and Automotive Technology programs.

Respiratory Care

President Stanback Stroud said the Respiratory Care program has issues similar to nursing, i.e. clinical requirements in terms of ratios, fixed cohorts, competitive process, fixed costs, and other standards presented by external accreditation bodies. The cost per FTES is \$6,203. This is driven primarily by the salaries of the individuals that the program is required to employ.

President Stanback Stroud said the program maintains a 100% pass rate on the credentialing examination, a 92% program completion rate, and an 84% placement rate into respiratory care positions. Over the past three years, degrees have been awarded to 21 of the 25 students in each cohort. President Stanback Stroud said that in the Bay Area, the average annual salary of a respiratory therapist is \$90,000. Demand for the program fluctuates over time.

President Mandelkern asked if it is known why FTES has dropped over the last three years. President Stanback Stroud said she is not certain of the answer but speculated that it could be associated with a change in the regulations on Hours by Arrangement (having to do with how hours spent outside the classroom – in labs, clinical education, etc. – are counted for apportionment purposes). Having attained community-supported status, the District no longer claims these hours but students are still required to complete hours outside the classroom that are required to meet the objectives of the class.

Automotive Technology Program

President Stanback Stroud said the Automotive Technology program is an equipment intensive program and this contributes to its high cost. Due to safety standards, it is also similar to the nursing program in terms of student to instructor ratios. Productivity has decreased and President Stanback Stroud said this is an impetus to examine whether restructuring of the curriculum is called for. The cost per FTES has increased over the last three years, due primarily to increased spending on supplies and equipment. The program has a good completion rate. A higher number of certificates are awarded than are degrees as it is an industry in which certificates are the currency. The program is part of a Career Advancement Academy and is very deliberate and intentional in terms of offering stackable certificates.

President Mandelkern asked if the drop in FTES is due to a drop in student interest in the program. President Stanback Stroud said the drop is related to the end of grants from the Department of Labor and from the Bay Area Workforce Funding Collaborative which helped with the creation of the Career Advancement Academies. The grants allowed an increase in students at the beginning levels. The grant funding did not go directly to the program, but was used to support SparkPoint services, outreach to increase the number of women in the program, and other services.

Trustee Holober asked if most of the students in the program are part-time students. President Stanback Stroud said that on average, the number of units students take College-wide is six to nine; this is due to the high number of students who also hold jobs.

President Mandelkern said that in programs that have high demand, such as nursing, the Board might explore ways to add revenue in order to increase capacity to meet the demand. He said increasing capacity could help some students avoid accruing a large amount of debt by attending for-profit institutions, some of which are predatory. He said one idea

could be to have students who are in programs that lead to a high income stream agree to pay back some costs over time. Trustee Holober said plans that charge students additional money raise deeper philosophical questions regarding access to everyone at a low cost. Vice President Mohr said the single greatest obstacle for students to complete their education is financial inability. He said any plans should be assessed in terms of the Board's and District's values. He said Silicon Valley provides tremendous opportunities which should be explored. Chancellor Galatolo said another idea might be to ask the Foundation to contribute resources. President Mandelkern said one of the pillars of the Gordon and Betty Moore Foundation is nursing education; he said discussing insights and ideas with this Foundation could be worthwhile. Trustee Schwarz said she supports continuing discussion of this issue.

FOUNDATION UPDATE (16-9-2C)

Stephani Scott, Executive Director of the Foundation, introduced:

Gus Petropoulos, who is co-directing the Foundation until Ms. Scott returns to her position on a full-time basis
 Tykia Warden, Development Director
 Jeff Peterson, Business Manager
 Prusela Phillips, Alumni Relations Manager
 Kelsey Harrison, Program Services Coordinator

Ms. Scott said the Foundation's first master agreement with the District was approved in 2007. Since that time, developments have included the annual campaign remodel, planning a giving program, active endowment management, the first annual golf tournament, planning for support equity in education attainment, and the Kruttschnitt Aspire Scholarship Program (KASP). A second master agreement was signed in 2012.

Ms. Scott said an RFP for a Foundation strategic plan was developed; however, the Foundation Board of Directors opted to have an analysis done by the Harvard Business School (HBS) Community Partners as a first step; this analysis was done on a pro bono basis.

Ms. Scott discussed endowment growth. From 2009 to 2016, the average growth was \$1.1 million per year, representing a 12% annual increase. The emphasis on planned giving increased the endowment growth. President Mandelkern asked what the influx of new capital is in each year. Ms. Scott said it is \$200,000 to \$300,000 per year.

Ms. Scott discussed the District's Return on Investment (ROI). From 2010 to 2016, the net cost to the District increased by 4% annually, while scholarships and program support increased by 14% annually. Foundation support provided to the District in 2015-16, consisting of assets/services, reimbursement, KASP program management, and support for student programs, totaled \$1,519,000. District support provided to the Foundation, consisting of salary/benefits and donated facilities, totaled \$436,000. The net benefit to the District of \$1,083,000 equals a 148% average ROI. The 2016-17 totals are \$1,935,300 in Foundation support provided to the District and \$543,000 in District support provided to the Foundation; the net benefit to the District is \$1,392,300, representing a 200% ROI. Vice President Mohr said the Board was given a different set of numbers at an earlier time; Ms. Scott said she will look into the discrepancy.

Ms. Scott discussed added benefits to the District, including restricted funds held for future benefits, campaign support for propositions and ballot measures, and provision of emergency funds.

Ms. Scott said the Foundation's role goes beyond student access. She said there is momentum to provide full-time, supportive pathways to support student persistence and success. Research shows that full-time students are three times more likely to continue their education. For freshmen, the persistence rate is 82% at the fourth semester for full-time students and 25% for part-time students. Equity in attainment is also an imperative. Students from families in the wealthiest quartile in the country attain a degree by age 24 at a much higher rate than others, with those in the lowest quartile earning the fewest degrees. Ms. Scott said that in order to increase student persistence and completion, the Foundation must support students financially at a higher level. She said that in 2015-16, the Foundation received the completed peer review by HBS, completed a SWOT (Strengths, Weaknesses, Opportunities and Threats) assessment, and identified future direction.

The benchmarking metrics provided by HBS, comparing the Foundation to others in similar environments, indicates that the Foundation can do better in terms of total contributions and total income. The quantitative model provided by HBS indicates that contributions increase as administrative expenses increase; each incremental dollar of expenditure raises contributions an average of \$2.67. Ms. Scott said there is a need for the Foundation to develop a marketing and

communications position to go out into the community. She said a recommendation to approve the position will be brought to the Board at its next meeting.

Ms. Scott said the Foundation's path is to support equity in education attainment by significantly increasing the scholarship amount for students with the highest financial need so that they may have the financial means to achieve their goals in a timely manner. The following items support this path:

- Districtwide collaboration for a comprehensive campaign
- KASP Program
- Feasibility study in fall 2016
- Further campaign development
- Aligning business practices with the direction of the Foundation
- Marketing position, pending Board approval
- Master Agreement five-year review in 2017

Ms. Scott outlined the 2016-17 budget, showing total support of \$3,066,927 and total expenses of \$2,885,697. Net assets are \$12,137,950 in endowed scholarship and programs, \$2,371,342 in the unrestricted category, and \$2,201,061 in non-endowed scholarships and programs. Vice President Mohr said the District's contribution is very important. He said the amount of money a student needs to attend school full-time and be successful is approximately \$6,000 per year. Mr. Petropoulos said the Foundation awards a greater amount in scholarships than most other Foundations.

Vice President Mohr said that as a Board member he believes the following must be addressed if the District is to continue to support the Foundation:

1. There must be transparency. In the audit, the District support is listed as in-kind donations without explanation of what this is; the average person should be provided more specific information.
2. There should be a plan for the future, including goals, vision and a strategic plan.
3. There is a need for more engagement by the Foundation Board on goals, vision and tactics.

Mr. Petropoulos agreed that the Foundation Board members need a level of commitment greater than that which has existed. He said he believes the Foundation Board became more engaged due to the HBS report and he believes they are interested in moving forward. He said the District has a good history of responding to conditions, such as economic troubles, by adjusting its mission. He said the most recent change was the addition of a statement regarding student success. He said this will change behavior, including behavior of the Foundation. He said the Foundation has the capacity to provide support so that all students who come to the District can be full-time students if they choose.

Ms. Scott said the Foundation Board delayed the development of a strategic plan as they wanted to first see what HBS would provide. She said there is a need to get back to consideration of a strategic plan.

Trustee Schwarz said there is generally a low turnout of Foundation Board members at meetings. She said it seems that members are not completely aware of the Foundation's direction. She said she believes the Foundation should be more forceful in letting Board members know what is expected of them. She said she believes the Foundation wants to move in the right direction. She said the Kruttschnitt scholarships are a wonderful means of supporting students and said the Foundation might consider looking more to the community for support. Trustee Schwarz said that when the master agreement comes to the Board in 2017, she would like to have a discussion about when the Foundation expects to become self-supporting.

Trustee Holober asked for clarification on whether District support for salaries and benefits are reported as expenses in the budget. Mr. Petropoulos said the support is not shown as an expense. He said paychecks for Foundation staff come from the District as part of its contribution and the Foundation returns a portion to the District. He said this arrangement is embedded in the master agreement.

President Mandelkern asked if the District Board receives copies of the Foundation audit. Executive Vice Chancellor Blackwood said the Foundation is a separate 501(c)(3) organization and the audit cannot be brought to the District Board for approval. Chancellor Galatolo said future audits will be provided to the Board for information.

Trustee Holober asked what the actual return on investment is. Mr. Peterson said it is approximately 7%. Trustee Holober asked if there is a formula for how much of the money received from donors goes to growing the endowment. Ms. Scott said this amount is based on donors and is unpredictable year to year.

Chancellor Galatolo said there is a need to generate a greater amount of revenue if the Foundation is to underwrite programs as has been suggested. He said that in order to generate the revenue, a strategic plan and a fully engaged Board of Directors are needed. He said he believes that planned giving is an important part of increasing revenue.

Vice President Mohr said he applauds the report presented by Ms. Scott in many ways. He said the Foundation has a right to be proud of its progress but he believes there is an opportunity that can be developed only if there is a strategic plan and an engaged Board of Directors.

Student Trustee Zheng suggested that there be a student representative on the Foundation Board. President Mandelkern agreed that this is an excellent suggestion. He said there was a time when the Foundation Board was too independent of the District's goals and plans. He said there is a need to work together and he believes that having the voice of a student on the Foundation Board would be an important addition.

President Mandelkern thanked Ms. Scott for the progress that has been made since 1977. He said there is now an opportunity to take the Foundation to another level. He thanked Mr. Petropoulos for stepping in when needed to keep the momentum going. President Mandelkern said he believes that:

- Having a strategic plan prior to trying to design a campaign plan is imperative; time should be taken to develop a strategic plan and have both the Foundation Board and the District Board agree to it.
- The nature of scholarships must be changed from awarding small checks to providing enough support for students to be successful by being able to attend school full-time. This ties in with Promise plans.
- There is an opportunity and need to emphasize program endowment more than is currently done. This frees money from the general fund budget, providing long-term stability.

Trustee Schwarz asked if percentages for scholarships and programs are identified. Ms. Scott said there are no set percentages. She said the Foundation has not actively sought program funding because the concentration has been on scholarships.

President Mandelkern thanked Ms. Scott for her report.

STATEMENTS FROM BOARD MEMBERS

Student Trustee Zheng said the Associated Students were delighted to see some Board members at their meetings.

Trustee Schwarz said she was pleased to attend Associated Student meetings at Cañada College and College of San Mateo. She said the students are well-informed. Trustee Schwarz reminded everyone of the upcoming San Mateo County School Boards Association meeting to be held at Skyline College on September 26. Billy Vernon, Executive Director of the California School Boards Association, will share his vision for the future of education in California in terms of equity and the achievement gap. Trustee Schwarz said she attended the grand opening of the Dream Center at Cañada College. She said she is happy to see the resources that are available to the students. Trustee Schwarz said she attended the scholarship ceremony for international students and enjoyed the event.

Trustee Schwarz said she admired President Mandelkern's earlier statement regarding recitation of the Pledge of Allegiance. She said she would be interested in knowing if reciting the Pledge is offensive to anyone who attends Board meetings. Vice President Mohr said he would be interested in hearing how students feel in terms of exercising their freedoms and exploring what liberty means. The Board agreed that this topic will be discussed further if it is raised during the discussion on the "Impact of Race and Class on Equity, Opportunity and the Educational Process" at the meeting of October 26.

Vice President Mohr said he and Trustee Goodman attended the Silicon Valley Leadership Group's 2016 Education Summit. At the summit, he had a good discussion with Dr. Jeremiah Sims, Director of Equity at Skyline College. He said Dr. Sims is an expert in pedagogy as it relates to race, class and privilege. He suggested that the Board consider having the Equity Directors from the Colleges come to a meeting to discuss their perceptions with the Board. He suggested that the Board also have discussions with students regarding counter truth and food insufficiency. Vice President Mohr said he attended two Associated Students meetings, two Public Safety forums, and the scholarship ceremony for international

students. Vice President Mohr said he hopes the Board will have a discussion with the College Presidents regarding strategic goals 1, 2 and 3 in the near future.

Vice President Mohr said Judy Litkey passed away recently at age 74. He said she was the MESA Director at Cañada College for several years and did remarkable work with students. He said he attended her memorial service at which many people talked about how she made people believe in themselves. She was a leader in the Sanctuary Movement and was a social activist. Vice President Mohr said Ms. Litkey was a woman of immense courage and strength.

Trustee Goodman thanked the College Presidents for their reports on high cost programs and Ms. Scott for her presentation on the Foundation. He requested that background information on scheduled reports be provided prior to Board meetings if it is available. Trustee Goodman said he attended the “Respect Day” event at College of San Mateo. He said students were given the opportunity to be part of a conversation about what is happening in their community.

President Mandelkern said he was pleased to have students come to address the Board. Trustee Schwarz asked Student Trustee Zheng to convey the message to students that they are always welcome to attend Board meetings.

President Mandelkern said there was an article in *The Almanac* regarding the Board’s discussion on by-trustee area elections. He asked that staff forward a link to the article to the Board. President Mandelkern said he attended the scholarship event for international students and was impressed with the group of students. He also attended a roundtable discussion this afternoon with Dr. Jill Biden, the mayors of San Jose and Oakland, Martha Kanter, Chancellor Debbie Budd of the San Jose-Evergreen Community College District, San Jose State University President Mary Papazian, and others. The topic was America’s College Promise Challenge. The group discussed how community college education is a key element of success, as well as the need for Promise Programs. President Mandelkern said he would like the Board to consider whether there might be a way to build a coalition in the County regarding a Promise Program, which might include the Board of Supervisors, City Councils, K-12 school districts, and the business community along with the three Colleges. President Mandelkern said there seems to be a uniform set of metrics that is presented in conjunction with discussions of Promise Programs: how many high school graduates go on to college, how many go to community college, and how many graduate from college within five years. Trustee Mandelkern asked that staff seek this data for San Mateo County.

ADJOURNMENT

The meeting was adjourned by consensus at 10:25 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the September 28, 2016 meeting.

Thomas Mohr
Vice President-Clerk

President's Report to the Board of Trustees

Dr. Regina Stanback Stroud



White House Initiative on Educational Excellence for African Americans.

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 28, 2016

WHITE HOUSE SUMMIT TO BE HOSTED AT SKYLINE COLLEGE



Skyline College and the White House are working together to open up the dialogue about education and African Americans.

The college is gearing up to host the 2016 White House Initiative's Summit on Educational Excellence for African Americans on Friday, September 30, 2016 from 1:00 p.m. to 5:00 p.m. The event will provide a platform for experts and black students to discuss the accomplishments they have made in higher education and the support that is needed to succeed both in school and in life. The event will help identify best practices and allow participants to learn from both the successes and failures of the past in order to influence the future.

The White House Initiative was created through an Executive Order by President Barack Obama in 2012. The Initiative works to restore the United States to its role as the global leader in education; strengthen the Nation by improving educational outcomes for African Americans of all ages; and help ensure that African Americans receive a complete and competitive education that prepares them for college, and productive citizenship. Among the things most important to the Initiative is centering the experiences of young people—those impacted by the decisions made by adults, educators, school leaders etc. The AfAmEdSummit is a way to accomplish this goal while supporting communities in responding to the needs of students.

Hosting the summit at Skyline College will provide a powerful forum to disrupt the status quo as well as negative stereotypes that surround Black students. The event will propel increased collaboration with high schools on the peninsula and surrounding areas. Additionally, Skyline College will partner with other colleges in the region to open the dialogue about the needs of Black students.

Article by Cherie Colin and Connor Fitzpatrick.

SKYLINE COLLEGE LAUNCHES BACHELOR OF SCIENCE IN RESPIRATORY CARE PROGRAM



Skyline College launched the new Bachelor of Science in Respiratory Care Degree program on August 8, 2016. This pilot program is one of 15 approved in the state of California. The program will allow current students and recent graduates a pathway to complete a four-year degree without having to transfer and licensed Respiratory Care Practitioners (RCP) to return for degree completion. This bachelor's degree offers students a greater ability to advance into management and leadership roles within the profession, to conduct research, and to become educators.

The cohort is comprised of 33 students. They are a mixture of new graduates continuing on from our associate degree program, new graduates from other associate degree programs, and current practitioners from the Respiratory Care community.

The cohort will take courses over seven terms. Each term includes two courses delivered in hybrid format over nine weeks. Students will complete coursework online and meet on campus each Saturday. Faculty teach synergistically from the paired courses weaving content together and provided a rich teaching and learning environment. The first cohort will complete the program and receive their bachelor degree in May 2018.

Article by Ijaz Ahmed and Ray Hernandez. Photo by Ricardo Flores.

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 28, 2016

MIDDLE COLLEGE AT SKYLINE COLLEGE (MCSC) OFFERS A TUITION-FREE PATHWAY TO HIGHER EDUCATION



The Middle College at Skyline College (MCSC) began its second year with a new educational partnership. In June, the San Mateo Union High School District (SMUHSD) Board of Trustees approved a Memorandum of Understanding with the San Mateo County Community College District that allows Capuchino High School students to attend the MCSC. The Middle College at Skyline College, Director Raymond Jones is thrilled with SMUHSD's willingness to give its students the option to attend the middle college that is closest to them.

SMUHSD joins with the South San Francisco Unified School District to offer high school students living in North San Mateo County the unique opportunity to develop their talents, abilities and skills; pursue their academic goals; explore career and major options; cultivate their leadership skills; and give back to their communities.

This fall semester a new cohort of 11th- grade students entered the MCSC, joining the founding 2015-16 cohort now in the 12th grade. The MCSC currently serves 85 students, of which 80% are first-generation and 91% are historically underrepresented students. These students decided to take the advantages that MCSC offers, saving thousands of dollars in tuition and fast-tracking their journey toward achieving academic and career goals.

MCSC students spend their last two years of high school on the Skyline College campus, taking high school grade-level classes based on California Common Core Standards along with transfer-level college courses. As a result, these students will earn their high school diploma along with a minimum of 24 units that can be applied toward Career Technical Training certificates, an Associate degree or transfer to a four-year university. The MCSC is committed to the "Skyline College Promise" accelerated pathway to support students entering higher education.

Article and photo by Kim Saccio-Kent and Raymond Jones.

DILLARD UNIVERSITY STEM PROFESSOR VISITS SKYLINE COLLEGE



On Monday, August 29, 2016, Skyline College began the inaugural talk for the Science in Action Seminar series. Visiting our campus was the wonderful Dr. Abdalla Darwish, Professor of Physics from the School of Science, Technology, Engineering and Mathematics (STEM) at Dillard University, New Orleans, Louisiana. He informed us that as a result of the devastating effects of Hurricane Katrina over 10 years ago, his lab has been totally revamped. Dr. Darwish is unabashedly pro STEM. He stated that the world revolves around STEM students! STEM students are the ones who make the phones. STEM students are involved in building cars and machinery that entertains, feeds and takes care of us.

Professor Darwish's lecture lasted over an hour and he talked about making a goal and sticking to it. He stated, "Never tell yourself that you cannot do it; don't accept from anyone else that you cannot do it. Prove it to yourself!" He extolled all of the STEM students to be a part of the STEM movement for the good of us humans. He also stated that you need to do something not just for you or your future but for humanity. As a STEM student you are here to make the world a better place.

Dr. Darwish exuded confidence as he stood in front of us, but he told us a story that this was not always the case. He told of getting a zero on an exam in graduate school and thinking of quitting. He talked about how his family told him to stick it out and continue with school. In a typical scientific manner, he stated that people should always be honest, tell the truth in whatever you do, work hard and the good jobs and opportunities will come to you. After extolling the virtues of STEM, Dr. Darwish shared with us some of his research. Specifically his work in the field of thin film fabrication. This process is used to make the IC chips that we use in our computers and many new methods are in use.

Article and photos by Cheryl Ajitotutu and Tammy Robinson.

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 28, 2016

PUENTE WELCOMES FAMILY AND FRIENDS AT ANNUAL NOCHE DE FAMILIA

The Puente Learning Community has grown to two cohorts for the first time since the inception of the program at Skyline College, and the families and friends of all 52 Puentistas were invited to its annual Noche de Familia. This event is held in recognition of the vital role that families and friends play in our students' success. It provides an opportunity for families to meet instructors, gain a better understanding of the learning community, College resources, program events and requirements, and it also provides a safe space for students to discuss their need for support.



The event, which provided support for Spanish-only speakers, began with a welcome from Dr. Luis Escobar, Dean of Counseling, and welcoming remarks from Mary Gutierrez, Dean of Language Arts. An overview of the Puente Learning Community was then provided with emphasis on the three-part model, calendar of events, and success rates of past Puente students nation-wide. Afterwards, families and friends learned of a few College resources available to students and/or community members that would aid in the academic success of our Puentistas. A HUGE thanks to Raymon Gutierrez, Retention Specialist at The Learning Center, Chad Thompson, Interim Director of SparkPoint at Skyline College, and Jorge Murillo, Program Services Coordinator of EOPS/CARE/CalWORKs who presented the benefits of their respective programs to our Puente families. The information provided was valuable to both our students and their family members who looked to gain more information at the end of the event.

Towards the end of the evening, families and students broke out into separate groups to brainstorm ideas that would ensure student success. The students came up with a wish list of things they need from their families/friends in order to succeed in college, while the family members and friends came up with a separate list identifying what they could provide to support student success and growth. When both groups shared their respective lists, they found that both groups identified similar things such as understanding, study time and a quiet space at home, food, and love.

Over 100 people were in attendance, and the success of the event could not have taken place without the support of the Counseling and Language Arts division deans, Learning Communities Coordinator, Marisa Thigpen, fellow Puente faculty who co-facilitated the event, Lucia Lachmayr, Alberto Santellan, Paula Silva, and Counseling Intern, Rocio Aguilar-Pedroza. Thank you also to all Puente faculty members including Luciana Castro, Denise Hum, John Ulloa, and Mustafa Popal.

Article and photos by Melanie Espinueva+Aure.

DON'T THINK SMALL. THINK GLOBAL WITH THE BAY AREA ENTREPRENEUR CENTER (BAEC) ENTREPRENEUR INCUBATOR PROGRAM

The Bay Area Entrepreneur Center (BAEC) is launching its first intensive entrepreneur incubator program. We are excited to welcome guest instructor Leah Goold-Haws to our inaugural Business Incubator Program starting October 11, 2016. This 10-week program is designed to provide focused training that assists entrepreneurs in identifying powerful and actionable ways to move their business forward.



Some topics to be covered include:

- Go from idea to execution
- Making prototypes and market testing
- Learn adaptability
- Marketing & brand building from scratch & brand expansion
- Find finances and funding
- Participants for the program should be active entrepreneurs with the desire and ability to grow an existing business.

Article by Terri Wade.

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 28, 2016

2016 DISTRICTWIDE CLASSIFIED STAFF PROFESSIONAL DEVELOPMENT RETREAT A SUCCESS!



The Districtwide Classified Staff Professional Development Retreat was held on June 2, 2016 at the beautiful Thomas Fogarty Winery Conference Center, with a theme of “Tag, You’re It!” The goal was understanding our work roles, our personal value, and our impact on our campus communities. Recently, the Districtwide Classified Staff Professional Development Retreat was reimagined as a one-day retreat with the goal of bringing together Classified Staff Districtwide for a day of learning, growing, and getting to know our colleagues from other campuses and the District Office.

The District Classified Staff Professional Development Retreat Committee was made up of Classified Senate Leadership from Skyline College and Cañada College, and staff leaders from College of San Mateo and the District Office. Many hours of diligent work went in to making sure that the event hosted engaging professional development sessions, while reflecting the essence of a retreat outside of our respective daily work areas.

Our day started off with the keynote speaker, one of Skyline College’s own, Biology Professor Shari Bookstaff. Professor Bookstaff shared her story of survival and determination after surviving a major brain injury. She motivated attendees to work hard to achieve their goals no matter what obstacles may be in the way, and shared her wisdom about unexpected, life-altering bumps in the road.

After lunch, attendees were split up into three rotating groups made-up of individuals from all over SMCCCD. Former Skyline College students Sonya Pope and Leo Rosales shared first-hand experiences of what the support from classified professionals meant to them as students, and how that support directly benefited their families and their futures.

Susie Lunardi from the San Mateo Athletic Club presented a workshop on Office Wellness, teaching us all techniques not

only for stretching and breathing while at our desks, but also managing stress and relieving anxiety in our everyday situations.

Finally, Misha Maggi, Student Life and Leadership Manager at Cañada College, presented the “True Colors” workshop, utilizing a research-based approach to understanding human behavior and motivation. Staff discovered their own colors and learned about tools to recognize their own unique strengths, needs, and causes for frustration while gaining a better understanding in improving collaboration and increasing productivity working as teams. This awesome day was wrapped up with an hors d’oeuvres mixer and live entertainment by the Blue Flamingo Quartet before heading back for the evening.

Article and photo by the District Classified Staff Professional Development Retreat Committee: Roxanne Brewer (District Office), Juanita Celaya (KCSM), Michele Haggar (Skyline), Fauzi Hamadeh (CSM), Maria Huning (Cañada), Debbie Joy (Cañada), Annette Perot (District/ITS), Jo’an Rosario Tanaka (Cañada), Jeanne Stalker (Cañada), and Alana Utsumi (Skyline).

SKYLINE COLLEGE STUDENTS SPEND THEIR SUMMER DOING COMMUNITY SERVICE



The Skyline College Beta Theta Omicron members had a busy summer volunteering in the community. They initiated several community service projects during the spring semester and continued the projects throughout the summer. Continuing their Computer Literacy and Internet Competency for Seniors (CLICS) program, our students held training sessions at Magnolia Senior Center to help senior citizens learn to use their smartphones and tablets. Chapter president Karen Lai said she “felt a strong sense of accomplishment when seniors learned to send their first text message, or post their first

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 28, 2016

picture on Facebook. Their excitement and happiness motivates me to continue volunteering.”

Beta Theta Omicron continued their precollege outreach at the Boys and Girls Club of North San Mateo County. Chapter members encouraged children to learn science with a fun, edible lab on making ice cream.

Chapter members also participated in established community service events including Habitat for Humanity in San Francisco and the San Francisco Food Bank.

Article and photo by Christine Case.

ADJUNCT FACULTY GEAR UP FOR ACADEMIC YEAR 2016-2017 AT 2ND ADJUNCT FACULTY TEACHING & LEARNING SYMPOSIUM



Energized Skyline College adjunct faculty gathered on Saturday, August 13, for a full-day of teaching and learning activities at the 2nd Skyline College Adjunct Faculty Teaching & Learning Symposium. The Symposium was designed to provide adjunct faculty the opportunity to engage in workshops and collaborative activities that help promote “meaningful and culturally relevant learning experiences” (The Skyline College Promise), particularly geared towards addressing first and second semester student success.

President, Dr. Regina Stanback Stroud, Vice President of Student Services, Dr. Angélica Garcia, Interim Vice President of Instruction, Aaron McVean, and Professional Development Coordinator, Nina Floro, kicked the day by welcoming adjunct faculty with words of empowerment and encouragement. Following the welcome, Dr. Amelito Enriquez, Professor of Engineering and Mathematics at Cañada College, delivered an inspiring Symposium keynote, “Confessions of a Reluctant Community College Instructor.” Dr. Enriquez exemplary achievements include serving as the Principal Investigator for over \$12 million in grants funded, funded by the National Science Foundation, US Department of Education,

NASA, and Department of Labor, among others. He has also received numerous local, regional, and national awards, including but not limited to the 2016 American Society for Engineering Education Outstanding Teaching Award and the prestigious Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM) presented by President Obama in 2011. Dr. Enriquez’s narrative-based keynote emphasized the importance of faculty mentoring of students, especially those who are vulnerable and at risk.

Symposium workshops led to lively discussions and engaging teaching and learning activities. They included:

- “Get Up and Get Moving: Easy Ways to Add Kinesthetic Learning to the College Classroom,” presented by Jessica Hurless, Communication Studies Professor
- “Student Learning Styles & Metacognition: Fostering Students’ Self-Awareness As Learners,” presented by Sarita Santos, Early Childhood Education (ECE) Professor
- “Herding CATs: Using Classroom Assessment Techniques to Understand Student Learning,” presented by Dr. Bianca Rowden-Quince, Instructional Designer
- “Beyond Talk: Moving into Action/Critical Thinking with First-Day Ice Breakers & Lesson-Driven Community Building Strategies,” presented by Nina L. Floro, Professional Development Coordinator/English Professor
- “Teamwork Makes the Dream Work: A Student Services Overview,” presented by Lasana Hotep, Dean for Student Equity & Support Programs; Dr. Luis Escobar, Dean of Counseling; and Dr. William Minnich, Dean of Enrollment Services Instructional

After lunch, the Symposium concluded with an interactive, informational panel moderated by Interim Vice President of Instruction, Aaron McVean. The panel featured student services such as the Disabilities Resource Center (Melissa Matthews, DRC Coordinator), the SparkPoint at Skyline College (Chad Thompson, SparkPoint Director), the CARES Program (Dr. Luis Escobar, Dean of Counseling), and the Learning Commons (David Reed, Learning Center Manager).

Overall, participants reported they plan to implement newly learned strategies and ideas in their classes this fall semester. They are looking forward to next year’s Skyline College Adjunct Faculty Teaching & Learning Symposium, which they hope will continue to provide them with innovative ways to foster student success.

Article by Nina Floro. Photo by Ricardo Flores.

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 28, 2016

SKYLINE COLLEGE RAMPS UP PROGRAMS AND SERVICES IN THE NEW FABRICATION LABORATORY



This Fall 2016, Skyline College's new Fabrication Laboratory has kicked into gear with new courses and programs utilizing the inspiring space for innovation made possible through Skyline College's partnership with Base11. Twenty to seventy-five students access the Fab Lab daily for lecture and laboratory courses in Physics and Engineering including PHYS 106, PHYS 270, ENGR 100, ENGR 260, and ENGR 261. Students in the Engineering lab courses are gearing up for new design experiences now possible with the Fab Lab equipment. In ENGR 261 – Circuits Laboratory, students learn how to design a printed circuit board (PCB) and how to manufacture and assemble the PCB using the Fab Lab's precision milling machine and electronics prototyping equipment. To further support engineering lab instruction, the Fab Lab now boasts a set of modern electronics test equipment in addition to a 60-user site license for SolidWorks 3D modeling software to design and manufacture products on the Fab Lab's rapid prototyping equipment.

The Fab Lab is also hosting a new STEM Entrepreneur Accelerator Program that was launched by the Bay Area Entrepreneur Center (BAEC) of Skyline College in partnership with Base 11. Through the 10-week program, students will learn how develop a STEM business model, build their resume, and pitch their ideas to investors. The program includes a laboratory component in which students gain their design experience in electronics, design with the laser cutter, and programming, all leading toward the development of a STEM oriented product or service. At the end of the program, students get the opportunity to pitch their company in front of investors and catalyze STEM career.

Article by Nicholas Langhoff and Marco Wehrfritz. Photo by William Nacouzi.

BASE11 STEM ENTREPRENEUR ACCELERATOR PROGRAM AT THE BAY AREA ENTREPRENEUR CENTER (BAEC)



The Bay Area Entrepreneur Center (BAEC) is holding an exciting 10-week STEM Entrepreneur Accelerator Training Program! All class sessions will be held at the BAEC in downtown San Bruno. Hands-on activities are conducted in the Fabrication Laboratory (Fab Lab) which is located on the Skyline College campus. Class begins Monday, September 19, 2016.

This program delves into the mechanics of entrepreneurship and teaches participants to develop soft skills and learn to create prototypes in the new, state-of-the-art Fab Lab. The course will culminate with a business pitch competition. This will allow a unique opportunity for students to pitch their business ideas in front of investors.

This program is an industry collaboration between Skyline College and Base11. This program is open to all potential entrepreneurs and intrapreneurs who want to stand out as leaders in the STEM industry.

Article by Terri Wade.

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 28, 2016

UPCOMING EVENTS

WHITE HOUSE SUMMIT ON EDUCATIONAL EXCELLENCE FOR AFRICAN AMERICANS

Friday, September 30, 2016
1:00 p.m. – 5:00 p.m.
Theater

SKYLINE COLLEGE DANCE FESTIVAL

Saturday, October 1, 2016
10:00 a.m. – 6:00 p.m.
Gymnasium, Building 3

TRANSFER ADVOCATE PANEL PRESENTATION

Wednesday, October 5, 2016
11:10 a.m. – 12:30 p.m.
Building 6, Room 6-206 and 6-204

ASTEP FAMILY NIGHT

Wednesday, October 5, 2016
4:00 p.m. – 6:30 p.m.
Multicultural Center, Building 4

MANUFACTURING DAY 2016

Friday, October 7, 2016
Morning Session 8:30 a.m. – 12:00 p.m.
Evening Session 12:30 p.m. – 4:00 p.m.
Building 6, Second Floor

SKYLINE COLLEGE LECTURE SERIES:

SONIA NAZARIO

Monday, October 10, 2016
11:30 a.m. – 1:00 p.m.
Building 6, Room 6-202

DISCOVER ASTEP SHADOW DAY

Thursday, October 13, 2016
9:00 a.m. – 2:00 p.m.
Building 6, Room 6-202

PUENTE PROGRAM: TRANSFER MOTIVATIONAL CONFERENCE

Saturday, October 15, 2016
8:00 a.m. – 4:30 p.m.
UC Davis - 1 Shields Ave, Davis, CA 95616

DRONE EDUCATOR CONFERENCE (STEM CAREERS)

Saturday, October 22, 2016
8:30 a.m. – 5:00 p.m.
Building 6, Room 6-202

ESL REGISTRATION DAY

Saturday, October 22, 2016
9:00 a.m. – 3:00 p.m.
Building 5, Room 5-100

ENTREPRENEURIAL SUSTAINABILITY EVENTS

Tuesday, October 25, 2016
11:25 a.m. – 12:25 p.m.
Building 7, Room 7-115

Monday, October 31, 2016
6:30 p.m. – 7:30 p.m.
Building 8, Room 8-306

Thursday, November 3, 2016
4:00 p.m. – 6:00 p.m.

Bay Area Entrepreneur Center (BAEC)
458 San Mateo Ave, San Bruno, CA 94066

UMOJA XII CONFERENCE

November 4 – 5, 2016
Hilton LAX
Los Angeles, CA 90045



College of San Mateo

President's Report to SMCCCD Board of Trustees

Respect Forum

The college held an open forum September 23, which focused on how to respond to social events that affect our students, and how faculty, classified staff and administrators can be involved in programs that provide cultural awareness to promote access, equity, and opportunity for all students. The following programs were highlighted as part of the discussion:

- SafeZone- Professional Development program to provide LGBTQ+ awareness and ally training workshops
- Educational Equity – Professional Development opportunities to assess and evaluate curriculum and program practices through an equity framework
- AB540/Undocumented Task Force – Task force dedicated to understanding the needs of AB540/Undocumented students and providing resources for students
- Title IX- Proactive and reactive approaches to ending sexual assault and violence

CSM Volleyball Team Makes History

On August 31, the first volleyball team in the history of the college opened in style with a straight set win over Consumes River College. The Bulldogs are off to a great start. The team has enjoyed straight set wins over local rivals Skyline College as well as perennial favorite Foothill College. The team also won its own invitational tournament. With a record of 6-2 the team is currently ranked 17th in the state. The Lady Bulldogs are led by Coach Katie Goldhahn, a former setter for Stanford's national championship team
<http://collegeofsanmateo.edu/volleyball/>.



CSM Small Business Development Center Produces for San Mateo County

CSM's Small Business Development Center (SBDC) released their *2013-15 Economic Impact Report*, which was prepared by the Small Business Administration. According to the report over 4,200 individuals attended SBDC training events, 428 new jobs were created by small businesses specifically attributed to SBDC assistance, and \$11.2m in new capital was raised specifically attributed to "access to capital" events offered by the SBDC. CSM is the only SBDC site in San Mateo County and partners with Skyline and Cañada College to offer assistance throughout San Mateo County <http://sanmateosbdc.org/>

Transfer Day Draws 1,000 Students

On September 7 representatives from over 50 universities were on hand to answer questions about transfer. Approximately 1,000 students attended the event. Several faculty brought their classes to the event so that students would have access to transfer representatives. CSM has a strong transfer program and was recognized as one of the top two Northern California community colleges for transfer in a *USA Today* article last year.
<http://collegeofsanmateo.edu/transfer/>

Career Services Provides Enhanced Services

Autumn Newman, CSM's new career services coordinator, has worked hard to connect with as many students as possible. For example, Autumn has conducted a number of standing workshops such as "Tackle Your Classes Tuesday", "Pop-Up Career Services Wednesday", and "Resume Thursday". In addition, Career Services sponsored a "Fall in Love with Your Major Fair" where faculty, classified staff, and administrators were available to answer student questions about majors and receive advice about career paths. Finally, Career Services has partnered with a number of local employers to provide on-campus hiring events for students seeking employment.

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

Political Science Department hosts Local Officials

CSM's Political Science Department has a tradition of inviting locally elected officials to campus to speak with students. Recently, San Mateo Deputy Mayor David Lim and San Mateo Councilmember Diane Papan met with students. State Senator Hill and Assemblymember Mullin are scheduled to visit classes in October and November.

Veterans Voices

CSM's local chapter of the Student Veterans of America recently sponsored a panel discussion regarding the student veteran experience and how veteran students create diversity and equity on campus and in the classroom. Student veterans Tiannia Romero, Jose Cortes, Radarius Brown and Stephen McReynolds also discussed the challenges that they have faced and why the Veterans Resource Opportunity Center is so important to their success.

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

CSM Accounting Faculty Hosts CalCPA Meet the Firms Night

CSM's accounting faculty is well-connected to local CPA firms and other employers that hire CSM accounting graduates. For the fourth year in a row, CSM hosted the CalCPA Meet the Firms Night in the Bayview Dining Room. Local CPA firms along with professional organizations and staffing agencies were on hand to talk with 300 CSM accounting students who attended the event.

<http://www.collegeofsanmateo.edu/calendar/events/index.php?com=detail&eID=17906>

Student Connections Fair

CSM hosted its annual Student Connections Fair in the Bay View Dining Room. This event is designed to help make students aware of the many student support services available to them. Several faculty brought their classes to the event. Hourly workshops were held on preparing to transfer, creating and maintaining an education plan, choosing a major, and obtaining financial aid. Representatives from Transfer Services, Counseling, Health Services, Career Services, MANA, Puente, Umoja, EOPS/CARE, the Learning Center, the Multicultural Center, and the Disability Resource Center were also available to assist. A variety of student clubs and the college's student ambassadors also participated.

<http://www.collegeofsanmateo.edu/calendar/events/index.php?com=detail&eID=18057&year=2016&month=09>

CSM Event Calendar

<http://collegeofsanmateo.edu/calendar/events/>

College Events

September 29

Lecture: Art at the Intersection of Tech and Environment
12:15-1:15 pm
10-163

September 29

Year One Parent and Family Night
6:00-7:30 pm
Bay View Dining Room

October 5

Q&A With Assemblymember Pro Tem Kevin Mullin
11:10 am-12:00 pm
16-209

October 8

Student Veteran Leadership Conference
7:00 am-8:00 pm
Bay View Dining/Various

October 8

Family Science and Makerspace Festival
2:00 pm- 11:00 pm
Building 36

October 14

The Sky Tonight: Planetarium Show
7:30-9:30 pm
CSM Planetarium

Athletic Events

September 30

CSM Water Polo - Bulldog Mini-Tournament
3:30 pm
CSM Pool

October 5

CSM Volleyball vs. Monterey Peninsula College
6:30 pm
CSM Gym

October 15

CSM Football vs. De Anza College
1:00 pm
College Heights Stadium

October 19

CSM Volleyball vs. Cabrillo College
6:30 pm
CSM Gym

October 21

CSM Water Polo vs Ohlone College
3:30 pm
CSM Pool

October 21

CSM Volleyball vs. CCSF
6:30 pm
CSM Gym

October 26

CSM Volleyball vs. Hartnell
6:30 pm
CSM Gym



Cañada College

report to the
SMCCCD Board of Trustees

September 28, 2016

in this issue:

- COLTS Academy Helps Students Start Strong, Stay Strong, and Finish Strong pg. 2,3
- Classified Staff Districtwide Enjoy the Annual Professional Development Retreat pg. 4,5
- Outreach Department Participates in the Facebook Farmer's Market pg. 5
- DREAM Center Grand Opening pg. 6,7
- Cañada College Awarded \$3.2 Million Federal Grant to Support Hispanic Students pg. 8
- STEM Student Participated in Authentic NASA Experience pg. 9
- Sequoia Adult School Scholars: Making College a Reality for Adults who Never Considered it a Possibility pg. 10
- Redwood City Coastal Cleanup Day pg. 11



pg. 2



pg. 7



pg. 10

COLTS Academy Helps Students Start Strong, Stay Strong, and Finish Strong



More than 100 students participated in the COLTS (Community of Leadership and Transfer Success) Academy program this past summer to strengthen their abilities to navigate through college, identify strategies for success, and connect with the campus community. COLTS Academy is a mini-bridge summer program funded by the U.S. Department of Education through the ESO (Expanding Student Opportunities) and A2B (Associates to Bachelor's) Title V grants. COLTS Academy is designed to support different cohorts of Cañada students from the first year students who recently graduated from high school, continuing students, to students who are close to graduation. Its mission is to help students start, stay, and finish strong at Cañada through the following academies:

- COLTS Academy 1: Start Strong: For new, incoming Cañada students who recently graduated from high school
- COLTS Academy 2: Stay Strong: For continuing Cañada students
- COLTS Academy 3: Finish Strong: For students who are close to completion, transfer, and/or graduation.

Each COLTS Academy provided students with 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.
- Succeed – walk away equipped with tools and resources for college success and beyond.

As students started each COLTS Academy, they had many questions and concerns about the transitions in college which was addressed through workshops focused on the college experience, their learning styles, course preparation, and academic success. It was a lively session full of interactive workshops and activities facilitated by Cañada continuing students, staff, and faculty from different departments including: Admissions and Records, Outreach, Financial Aid, Counseling, TRIO SSS, Transfer Center, A2B, BTO (Bridge to Opportunities) Peer Mentorship Program, STEM, SparkPoint, Career Center, Student Life, Learning Center, and more.

Additionally, students received support from the BTO Peer Leaders who facilitated engaging activities and shared their own college experiences. By the last day of each academy, COLTS Academy students were a cohesive group who were thrilled to take on their college experiences equipped with academic tools and a new community to support them.

Colts Academy (cont.)

The COLTS Academy Planning Committee would like to thank all of the students, faculty, staff, and administrators who participated this year. The committee hopes to maintain this strong collaborative network and looks forward to making COLTS Academy even more successful next year.



Classified Staff Districtwide Enjoy the Annual Professional Development Retreat



Classified Staff came together Districtwide on June 2 for a one-day Professional Development Retreat at Thomas Fogarty Winery Conference Center. This year's theme was "Tag, You're It! Understanding your work roles, your personal value, and your impact on our campus communities." Staff enjoyed getting to know individuals from the other campuses and the District Office while taking advantage of the amazing mountain scenery, delicious catered lunch, and four staff-focused professional development sessions throughout the day.

The retreat was planned by a committee made up of Classified Senate leadership from Cañada College and Skyline College, and staff leaders from CSM and the District Office. Members of the District Classified Staff Professional Development Retreat Committee put in many volunteer hours planning out this event, making sure that the professional development sessions were both relevant and enjoyable, while retaining the feel of a retreat from their respective office environments. Staff were treated to workshops including Biology Professor Shari Bookstaff, sharing her story of survival from a major brain injury. She motivated attendees to "Strive to Thrive," using work hard to achieve their goals no matter what obstacles they may endure. Former SMCCCD students Sonya Pope and Leo Rosales led the "You, Inspire!" workshop, telling staff what their support meant to them as students, for themselves, as well as their families.

Student Life and Leadership Manager at Cañada College, Misha Maggi, led the "True Colors" workshop. True Colors is a research-based behavior and personality quiz in which the staff discovered their personality "colors," which can help them to better understand their own work and learning style. Knowing their own strengths and weaknesses can help everyone improve collaboration and increase productivity at work. Finally, Susie Lunardi, a trainer at San Mateo Athletic Club, taught staff some techniques for stretching, breathing and relieving daily anxiety all while working at their desks in an office environment. After a day of learning and insight, the retreat ended with an appetizer mixer with the Blue Flamingo Quartet providing some great live entertainment.

Classified Staff Districtwide Enjoy the Annual Professional Development Retreat (cont.)

The committee is thankful for the great attendance and the success of the event in bringing a sense of comradery amongst the campuses and District Office staff. Our thanks especially go to the Leadership and Administration of SMCCCD and our respective campus Presidents and supervisors for their support.

Cañada College Outreach Department Participates in the Facebook Farmer's Market

Cañada College Outreach Department is excited to be a part of the Facebook Farmers Market, which happens every Saturday and serves the East Palo Alto, Menlo Park and Redwood City residents. At the most recent farmer's market, the team informed more than 200 families about the great programs and services the College has to offer.

Facebook Headquarters: 1 Hacker Way, Menlo Park, CA 94025



DREAM Center Grand Opening

On Tuesday, August 30, Cañada College celebrated the Grand Opening of the DREAM Center, an idea initiated last year by the DREAMers Task Force that materialized this summer in Room 9-219B, with a full program of speakers from 11 a.m.-3 p.m. and 5-7:00 p.m. A safe space for dreamers and allies, the DREAM Center offers resources with an emphasis on services for undocumented students, such as immigration legal counseling.

Vice President Gregory Anderson gave the opening welcome, emphasizing the importance of serving our dreamer population, followed by a few remarks by DREAMers Task Force Co-Chair and Professor Kristen Parks who welcomed Cañada alum Sarahi Espinoza Salamanca as the keynote speaker. Sarahi shared her personal story, encouraging students in the standing room only audience to persevere with their studies and goals. Next to presenter was Angelica Esquivel, who reminded the listeners about the significance of being responsible consumers and practicing economic citizenship. To conclude the morning program, Gerardo Pacheco, a Cañada alum and now Cañada professor and published poet, assumed the stage with an interactive poetry workshop after moving the audience with his story and poems.

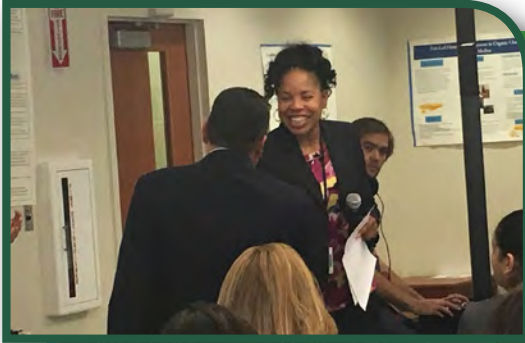
In the evening, Vice President Kim Lopez welcomed the audience and President Jamillah Moore, who shared a few words of inspiration. The Honorable Mayor John Seybert of Redwood City followed suit and offered several takeaways about the positive impact the DREAM Center has on not only students, but hardworking and contributing residents of the community. Documentary Living Undocumented was screened to contextualize the dreamer movement, followed by a student panel of four courageous and proactive dreamers and allies in the Bay Area. Professor Amira Abedrabbo facilitated the panel in English and Spanish. To conclude the grand opening event, attorney Valicia Trowbridge gave an informative presentation about legislation pertaining to deferred action.

#10 Ten Things You Can Do To Help Support Undocumented Students

- KNOW CAMPUS RESOURCES**
 Visit the DREAM Center (Bldg. 9, Room 219B in the Learning Center) and familiarize yourself with the resources that are available there.
 Online: [LibGuides](#) and [Cañada DREAMers Task Force web pages](#).
 For questions / general inquiries: candreamers@smccd.edu
- MAKE YOUR SUPPORT VISIBLE**
 Post a "migration is beautiful" butterfly sticker and/or an "I am an Unafraid Educator" poster in your office or workspace.
- COMMUNICATE YOUR SUPPORT EFFECTIVELY TO STUDENTS**
 - Don't pressure disclosure.
 - Be mindful of your language; say "undocumented" rather than "illegal".
 - Be inclusive: when addressing students, consider that they might be [AB 540](#) or [undocumented](#) (without singling anyone out).
 - Don't assume anything. Immigration is diverse; it is not a Latina/o issue. There is not one undocumented experience.
 - Put the student first and listen.
 - Practice patience and work to build trust.
 - If a student confides in you then ask them how they would like to be supported.
 - Be proactive, resourceful and reliable. Try to help meet their need and if you can't, then consult or refer out. Follow through and check-in.
- SUPPORT STUDENTS HELPING OTHER STUDENTS**
 - Refer students to the DREAM Center (9-219B) and candreamers@smccd.edu
 - Support the DREAMers Student Club.
 - Follow them on Facebook: <https://www.facebook.com/canadadreamersclub/>
 - Encourage students to seek peer mentoring through Bridge to Opportunities (BTO). Make sure they know there is support for all students.
- DEVELOP AND SHARE CULTURALLY RESPONSIVE CURRICULUM**
 - Incorporate curriculum that addresses issues related to immigration and the immigrant experience.
 - Encourage students to build their own meaning and identity through shared narratives, creative expression and storytelling.
 - Tell us what you are doing: candreamers@smccd.edu

- LEARN MORE AND STAY INFORMED ABOUT CHANGING LAWS AND POLICIES**
 Attend additional trainings and events sponsored by the DREAMers Task Force & DREAM Center, including the Grand Opening events scheduled for Aug. 30 2016.
- REVIEW POLICIES IN YOUR WORK AREA**
 - Identify policies and procedures that might privilege students who are legal residents or citizens.
 - Identify resources that are available to all students, regardless of immigration status.
 - Clarify procedures for non-resident immigrants and be sure to always include that information.
- LEVERAGE YOUR ALLYSHIP**
 Advocate for positive change and opportunity of access on behalf of undocumented students.
- JOIN THE DREAMERS TASK FORCE**
 Task Force meetings are held the last Thursday of every month, 3:00 - 4:00 PM in the Social Sciences Hub (9-307). Next meeting: August 25th, 2016!
- COME TO THE GRAND OPENING OF THE NEW DREAM CENTER ON AUGUST 30!!!**
 - Promote and participate in all our special events and programming.
 - October: "DREAMers CAN Transfer" event.
 - Spring 2017: Undocumented Student event in the Main Theater.

PHOTOCOLLAGE: DREAM Center Grand Opening



Cañada College Awarded \$3.2 Million Federal Grant to Support Hispanic Students



The US Department of Education awarded a \$3.2 million grant to Cañada College to significantly improve the college transfer and completion rates of its Hispanic and other high need students over the next five years. “As a designated Hispanic Serving Institution (HSI), we are committed to ensuring that all our students start strong with their educational journey, get connected to pathways to transfer, stay strong on that road to success, and finish strong through their transfer to four year institutions,” stated Dr. Jamillah Moore, Cañada College President.

The grant will fund Cañada College’s Expanding Student Opportunity (¡ESO!) Adelante Project, which in collaboration with San Francisco State University (SFSU), will support the creation and implementation of academic pathway programs designed to encourage the successful completion and transfer of Cañada’s Hispanic and other high-need students. The ¡ESO! Adelante Project will support student participants even after they transfer to SFSU in pursuit of their Bachelor’s Degree. The ¡ESO! Adelante Project will develop extensive and comprehensive use of peer mentors at Cañada College to encourage entering students to participate in academic preparation programs; encourage them to use academic support services; guide them along developed academic transfer pathways, and support them before and after transfer.

The ¡ESO! Adelante Project will also create and develop a staff and faculty professional development program called “Roadblock Summits” to develop the pathways and create a transfer hybrid course that will be available at both campuses to complete the transfer education process. The grant is funded through the U.S. Department of Education’s Hispanic-Serving Institutions (HSI) Program, whose purpose is to expand educational opportunities for, and improve the academic attainment of, Hispanic students; and to expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.

STEM Student Participated in Authentic NASA Experience



Cañada College STEM student, Fernando Lorenzo, was one of the first students in his school to be accepted into the National Community College Aerospace Scholars, also known as the NCAS program. There, he flew to Palmdale, Calif. to visit the Armstrong Research Center inside Edwards Air Force base, which is operated by NASA. Fernando was selected as a project manager for “Redolution,” where he was charged with administering an 11-person team, and was ultimately awarded a “contract” for winning a four-day long competition at the end of the trip.

The NCAS program allows community college students to have an authentic NASA experience, all while encouraging them to finish a Bachelors degree at a four-year university as an engineering-related major. The program is very competitive on a national scale with thousands of applicants vying for a few hundred spots; but once students are accepted, they become enriched in an interactive online learning opportunity, which is then highlighted by a three-night trip to NASA.

On site, students were given the opportunity to interact with NASA engineers in their field area of interest such as Math, Science, Engineering or Computer Science. NASA Community College Aerospace Scholars is a project funded in part by the Minority University Research and Education Program, or MUREP, which is committed to the recruitment of underrepresented and underserved students in science, technology, engineering and mathematics (STEM) to sustain a diverse workforce. “The experience was quite fierce, and many people, including myself, barely had any sleep for this,” stated Fernando. “The invigorating atmosphere and openness of everyone coming from many unique backgrounds felt like the perfect place to be free. The program has been built to change students’ lives like mine to create and share amazing opportunities the world has yet to see.”

After Cañada, Fernando plans to transfer to a four-year university in the Fall of 2017 to obtain a Bachelor’s degree in Bioengineering and ultimately a MBA/JD law degree. He hopes for more people to consider and pursue an Engineering degree so that they can inspire others to create a more innovative world.

Sequoia Adult School Scholars: Making College a Reality for Adults who Never Considered it a Possibility



More than 180 Cañada students are receiving funds for books and transportation to college — and well as additional support — thanks to an innovative non-profit called Sequoia Adult School Scholars or SASS. The vast majority of SASS recipients are immigrants who came to the United States as adults and are now working minimum wage jobs. As its tagline says, “SASS makes college a reality for adults who never considered it a possibility.”

Cañada ESL Coordinator and Professor Jenny Castello says that SASS has a significant impact on students’ ability to thrive in college. “SASS students are among our most successful because they have an additional level of support to help ensure their success,” Castello says.

SASS is funded by contributions from close to 150 individual donors as well as by grants from foundations such as the Silicon Valley Community Foundation, Philanthropic Ventures, and the Palo Alto Community Fund.



Amado Flores, who is one of four SASS recipients who received an Associate degree from Cañada last May, is now attending Cal Poly San Luis Obispo to study Civil Engineering. “What is amazing to me about SASS is it is made up of people who are willing to help people they don’t know, without judging them, without saying, ‘Oh, you are undocumented. Oh, you are Mexican. Oh, you are too old to go to school’.” Amado says, “Thanks to these people, I have been able to achieve what I didn’t believe I could achieve.”

Cañada in Your Community: Redwood City Coastal Cleanup Day



The Coastal Cleanup Day is an annual initiative that happens every year in the fall and spring semester around the Peninsula. This event brought more than 200 volunteers to Redwood City where many teams worked together to clean up different locations in the city. As part of the campus initiative, “Cañada in Your Community” the Cañada Outreach team, students, faculty and staff participated and chose feeder high school, Sequoia High School, as the selected spot to beautify. Thank you for those who came out to the Coastal Cleanup Day and supported the preservation of our great community.



BOARD REPORT NO. 16-9-3C

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

COLLEGE OF SAN MATEO – INVESTING IN OUR STUDENT VETERANS

There is no printed board report for this agenda item.

BOARD REPORT NO. 16-9-2A

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.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT

District Office

Mitchell Bailey Chief of Staff Community/Government Relations

New administrative employment, effective October 1, 2016, replacing Barbara Christensen who retired.

B. PUBLIC EMPLOYMENT

1. New Hires

District Office

Mynor Regalado Custodian Facilities

This item is a correction to the September 14, 2016 Board report. At the prior meeting, the Board approved Mynor Regalado's employment as "Lead Custodian." The correction is to change the position title to Custodian.

Skyline College

Cassidy Ryan Cosmetology Instructor/Coordinator Business, Education and Professional Programs

New Contract I status academic employment, effective October 3, 2016, replacing Kym Jackson who resigned.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS**Cañada College****Maria Huning**

Project Director (Upward Bound)

Student Services

Reassigned from a full-time, 12-month Program Services Coordinator position (Grade 27 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 175S of the Classified Professional/Supervisory salary schedule (40), effective September 6, 2016.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION**Cañada College**

1. Recommend creation of a new classification titled, "Director of Post-Secondary Success and Completion (Funded by the ESO Adelante Project Grant)" at Grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule (35), effective September 29, 2016. In addition, recommend a change in staff allocation to add one full-time, 12-month Director of Post-Secondary Success and Completion position in the Office of the President, effective September 29, 2016. This position is a temporary, grant-funded position, effective September 29, 2016 through the expiration of the grant funding.
2. Recommend creation of a new classification titled, "Program Services Coordinator – Post-Secondary Success and Completion (Funded by the ESO Adelante Project Grant)" at Grade 27 of the Classified Salary Schedule (60), effective September 29, 2016. In addition, recommend a change in staff allocation to add one full-time, 12-month Program Services Coordinator – Post-Secondary Success and Completion position in the Office of the President, effective September 29, 2016. This position is a temporary, grant-funded position, effective September 29, 2016 through the expiration of the grant funding.

District Office

1. Recommend creation of a new classification titled "Administrative Assistant – District Office (Funded by Measure H)" at grade 193E of the Confidential Salary Schedule (50). In addition, recommend a change in staff allocation to add one full-time, 12-month Administrative Assistant – District Office (Funded by Measure H) position at the District Office, effective September 29, 2016. This position is a temporary, externally funded position, effective September 29, 2016 through the expiration of the funding.
2. Recommend a change in staff allocation to add one full time, 12-month Groundskeeper position (Grade CC of the Buildings and Grounds Salary Schedule 70) in the Facilities department, effective September 29, 2016.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**1. Retirement****College of San Mateo****Charlotte Deline**

Professor

Mathematics & Science

Retired as Professor Emerita, effective August 1, 2016 with 21 years of service. Eligible for District retiree benefits.

District Office**Bernard Calloway**

Public Safety Office

Public Safety

Retired effective April 23, 2016 with 15.5 years of service. Not eligible for District retiree benefits.

2. Resignation**District Office****Daniel Servatius**

Public Safety Officer

Public Safety

Resigned effective September 16, 2016.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. 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>
College of San Mateo	Business Technology - Cosmetology	1	07/19/2016	06/30/2017	Instructional Aide II: The Bart Grant provides funds specifically for tutoring support for the students participating in the grant funded program. This tutoring assistance is needed more in the earlier classes since most of the students have been away from formal learning environments for a significant period of time. This tutoring support will be used intermittently on an as needed basis.
College of San Mateo	Personal Counseling and Wellness Services	1	10/01/2016	12/31/2016	Mental Health Educator: Provide training and supervision for the peer educators. Educator will work approximately 10 hrs per week each semester.

Skyline College	Global Learning Programs and Services (Bay Area Entrepreneur Center (BAEC))	1	10/04/2016	11/04/2016	Project Director: Duties include overseeing the BAEC operations, client relations, programming, short-term projects, and staff and volunteers.
-----------------	---	---	------------	------------	--

BOARD REPORT NO. 16-9-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kimberlee Messina, Interim Vice Chancellor, Educational Services and Planning,
358-6887

**APPROVAL OF CURRICULAR ADDITIONS
SKYLINE COLLEGE**

The addition of five courses to the College catalog is proposed by Skyline College at this time. Additionally, three 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 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 Skyline College catalog.

San Mateo County Community College District

September 28, 2016

PREPARED BY: Aaron McVean, Interim Vice President, Instruction
Skyline College

APPROVED BY: Adam Windham, 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

ENERGY SYSTEMS TECHNOLOGY MANAGEMENT

880SD OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION CONSTRUCTION INDUSTRY TRAINING (OSHA 10) (1.0) (day or evening)

Justification: This experimental course supports the Construction Management certificate. This course will provide students with the opportunity to prepare for and challenge the OSHA10 Certification exam so students may be awarded an OSHA 10 Construction Industry Certification.

Prerequisite: None.

Recommended Preparation: None.

Description: Occupational Safety and Health Administration (OSHA) standards, policies, and procedures in the construction industry. Topics include scope and application of the OSHA Construction Standards, construction safety and health principles, and special emphasis on those areas in construction which are most hazardous. Upon course completion students will have the ability to define construction terms found in the OSHA Construction Standards, identify hazards which occur in the construction industry, locate and determine appropriate OSHA Construction Standards, policies, and procedures, and describe the use of the OSHA Construction Standards and regulations to supplement an ongoing safety and health program. Also listed as MGMT 880SD.

Classification: AA/AS Degree; Certificate; not transferable.

880SE PROJECT MANAGEMENT SITE EXPLORATION (0.5) (day or evening)

Justification: This experimental course supports the Construction Management certificate. This course is designed to provide students access to active construction sites where they will apply the knowledge learned in ESTM/MGMT 450 – Fundamentals of Construction Management.

Prerequisite: ESTM/MGMT 450 or equivalent.

Recommended Preparation: None.

Description: Project management site exposure and perspective by visiting active construction worksites and engaging with construction management professionals in the field. Students will be exposed to a variety of construction projects so they may better understand the types of construction and the management methods employed. Also listed as MGMT 880SE.

Classification: AA/AS Degree; Certificate; not transferable.

ENVIRONMENTAL SCIENCE & TECHNOLOGY**680SP CLIMATE RESILIENCE: COMMUNITY-BASED APPLICATION (1.0) (day or evening)**

Justification: This experimental course will prepare students for climate resilience work in their communities.

Prerequisite: None.

Recommended Preparation: None.

Description: Prepares students to engage with their community through reviewing science and policy around water, energy and waste in the California region. Students review climate resilience indicators and learn to use tools and methods including assessments, inventories, and climate action plans. Professional training covers community engagement models through public outreach campaigns and project-based learning in K-12 schools.

Classification: AA/AS Degree; CSU transferable.

MANAGEMENT**880SD OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION CONSTRUCTION INDUSTRY TRAINING (OSHA 10) (1.0) (day or evening)**

Justification: This experimental course supports the Construction Management certificate. This course will provide students with the opportunity to prepare for and challenge the OSHA10 Certification exam so students may be awarded an OSHA 10 Construction Industry Certification.

Prerequisite: None.

Recommended Preparation: None.

Description: Occupational Safety and Health Administration (OSHA) standards, policies, and procedures in the construction industry. Topics include scope and application of the OSHA Construction Standards,

construction safety and health principles, and special emphasis on those areas in construction which are most hazardous. Upon course completion students will have the ability to define construction terms found in the OSHA Construction Standards, identify hazards which occur in the construction industry, locate and determine appropriate OSHA Construction Standards, policies, and procedures, and describe the use of the OSHA Construction Standards and regulations to supplement an ongoing safety and health program. Also listed as ESTM 880SD.

Classification: AA/AS Degree; Certificate; not transferable.

880SE PROJECT MANAGEMENT SITE EXPLORATION (0.5) (day or evening)

Justification: This experimental course supports the Construction Management certificate. This course is designed to provide students access to active construction sites where they will apply the knowledge learned in ESTM/MGMT 450 – Fundamentals of Construction Management.

Prerequisite: MGMT/ESTM 450 or equivalent.

Recommended Preparation: None.

Description: Project management site exposure and perspective by visiting active construction worksites and engaging with construction management professionals in the field. Students will be exposed to a variety of construction projects so they may better understand the types of construction and the management methods employed. Also listed as ESTM 880SE.

Classification: AA/AS Degree; Certificate; not transferable.

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE

BUSINESS

101 Human Relations at Work

PSYCHOLOGY

268 Black Psychology

SOCIOLOGY

100 Introduction to Sociology

BOARD REPORT NO. 16-9-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor- Superintendent

PREPARED BY: Janet L. Stringer, Dean, Science and Technology, Cañada College, 306-3322

**ACCEPTANCE OF MSEIP GRANT FROM THE DEPARTMENT OF
EDUCATION FOR CAÑADA COLLEGE**

Cañada College has been awarded a grant through the Minority Science and Engineering Improvement Program (MSEIP) at the Department of Education. The proposed program “Implementing New Strategies and Programs for Improving Retention and Enhancing Success (INSPIRES) is an institutional proposal.

The goals of the project are: to increase the number of underrepresented ethnic minorities, particularly minority women, in STEM courses in the college; to improve student retention and success in these courses; and to increase the number of students who receive their associates degrees and transfer to four-year universities to pursue baccalaureate degrees in STEM fields. INSPIRES will achieve these goals through a combination of faculty professional development activities that address the three learning domains—cognitive, metacognitive, and affective—coupled with student support services designed to strengthen student academic preparation, develop college success skills, enhance student self-efficacy and grit, and promote the development of STEM identity.

The full award is for \$750,000 over a three year period from October 1, 2016 through September 30, 2019 with \$250,000 awarded for the first year.

RECOMMENDATION

It is recommended that the Board of Trustees accept the award to Cañada College from the Department of Education as specified above.

BOARD REPORT NO. 16-9-3CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor- Superintendent

PREPARED BY: Jamillah Moore, President, Cañada College, (650) 306-3239

**ACCEPTANCE OF ¡ESO ADELANTE PROJECT! GRANT FROM THE DEPARTMENT OF
EDUCATION FOR CAÑADA COLLEGE**

Cañada College has been awarded a discretionary educational grant for research and development through the Higher Education Institutional Aid Division of the United States Department of Education. The proposed program, “¡ESO Adelante Project! (Expanding the Student Opportunities Adelante Program)” is an institutional proposal.

This will increase postsecondary success and completion at Cañada College. Specifically, the goals of the grant are to increase the number of underrepresented ethnic minorities gain access, improve student retention, success and completion. Cañada College will increase postsecondary success and completion through the ¡ESO Adelante Project!

The goals of the project are: to address the low transfer rates at Cañada College and the low baccalaureate completion rates at San Francisco State University for Hispanic and other high-need students. Through the grant both institutions will address the systematic issues that directly impact completion of Hispanic and other high need students. The grant will develop extensive and comprehensive use of peer mentors to 1) encourage entering students to participate in academic preparation programs, 2) encourage them to use academic support services, 3) guide them along developed transfer pathways, and 4) support them before and after transfer.

The full five-year award is for \$3,209,892 from October 1, 2016 through September 30, 2021, with 623,368 awarded for the first year. Its budget periods are as follows:

Period 1	10/1/2016 – 9/30/2017	\$623,368
Period 2	10/1/2017 – 9/30/2018	\$645,178
Period 3	10/1/2018 - 9/30/2019	\$645,744
Period 4	10/1/2019 - 9/30/2020	\$645,691
Period 5	10/1/2020 – 9/30/2021	\$645,911

The award includes a subcontract to San Francisco State University of \$151,259 per year for a five year total of \$756,295.

RECOMMENDATION

It is recommended that the Board of Trustees accept the award to Cañada College from the United States Department of Education.

BOARD REPORT NO. 16-9-4CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6790

**RATIFICATION OF COMMUNITY COLLEGE LEAGUE OF CALIFORNIA (CCLC) AND
CALIFORNIA COMMUNITY COLLEGE ATHLETIC ASSOCIATION (CCCAA)
MEMBERSHIP DUES, 2016-17**

The Community College League of California (CCLC) was formed in 1990 as the result of the merger of the California Association of Community Colleges (CACC), the California Community College Trustees (CCCT), and the Chief Executive Officers of the California Community Colleges. The CCLC staff provides assistance to its members in the areas of education services, research, and policy analysis, governmental relations, communications, athletics and association operations as well as facilitation of Board retreats and sponsorship of workshops and seminars.

The District has been a member in good standing of the CCLC since its inception in 1990 and was a member of the CACC and CCCT for many years prior to the merger.

The CCLC assesses its dues annually in conjunction with the dues for the California Community College Athletic Association (CCCAA) which is part of the CCLC. For 2016-17, the total being assessed by CCLC/CCCAA for the District's annual membership is \$52,548.

Payment of the CCLC portion of the dues \$33,548 is prorated among the Board of Trustees, the Chancellor's Office, and the three Colleges. Payment of the CCCAA portion of the dues, \$19,000, is prorated among the three Colleges only.

RECOMMENDATION

It is recommended that the Board approve payment of Community College League of California membership dues, including dues for the California Community College Athletic Association, in the amount of \$52,548 for 2016-17.

BOARD REPORT NO. 16-9-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Sandra Stefani Comerford, Accreditation Liaison Officer, College of San Mateo
Chialin Hsieh, Accreditation Liaison Officer, Cañada College
Aaron McVean, Accreditation Liaison Officer, Skyline College

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

In the third year following the Accreditation external site team visits in 2013, all three Colleges are required by the Accrediting Commission for Community and Junior Colleges (ACCJC) to submit a Midterm Report by October 15, 2016 demonstrating a resolution of the recommendations noted by ACCJC in its action letters to the Colleges dated February 7, 2014. The Midterm Report provides narrative information and supporting evidence regarding the progress made on addressing each of the recommendations of the external site visit team.

The Accreditation Liaison Officers at the three colleges and appropriate District staff have met to update each College on their progress of developing the Midterm Report and to discuss and collaborate on any tasks, including collection of evidence. To address the District recommendations noted in the ACCJC action letters, District staff have coordinated with the three Colleges to document progress and draft responses, which have been included in the Colleges' reports.

The Midterm Reports are now completed and were delivered to the Board for review on September 23, 2016.

RECOMMENDATION

It is recommended that the Board approve the Midterm Reports prepared by Cañada College, College of San Mateo and Skyline College, to be submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) by October 15, 2016.



Cañada College

Midterm Report 2016





Midterm Report 2016

To

Accrediting Commission for Community and junior Colleges

Western Association of Schools and Colleges

Submitted by

Cañada College

4200 Farm Hill Boulevard

Redwood City, CA 94061

650.306.3100

www.canadacollege.edu

September 2016

Midterm Report 2016 – Certification Page

Date: September 2016

This Midterm Report 2016 is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of School (ACCJC/WASC) for the purpose of fulfilling the Commission's requirement to produce a Midterm Report in the third year after the College's comprehensive evaluation.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of Cañada College.

Signed:

Dave Mandelkern, President, Board of Trustees

Ron Galatolo, Chancellor

Jamillah Moore, Ed.D. College President

Douglas Hirzel, President, Academic Senate

Debbie Joy, President, Classified Senate

Cindy Streitenberger, President, Associated Students of Cañada College

Chialin Hsieh, Ed.D. Accreditation Liaison Officer/Dean of Planning, Research and Institutional Effectiveness

Table of Contents

Midterm Report 2016 – Certification Page	3
Report Preparation	6
Background	6
Preparation of the Midterm Report 2016	6
Acknowledgements	7
Response to 2013 Visiting Team Recommendations.....	9
College Recommendation #2.....	9
Actions Completed to Fully Address Recommendation.....	9
Follow-Up Report 2014	9
Continuous Improvement.....	9
Conclusion	10
Evidence.....	11
College Recommendation #1.....	12
Background	12
Actions Completed to Fully Address Recommendation.....	12
Documenting Human Resource Allocations.....	13
Documenting Space Allocation Decisions.....	13
Documenting Continual Improvement of Program Review	14
Documenting Discussions on Enrollment Management.....	14
Documenting Reassigned Time	15
Conclusion	15
Evidence.....	15
District Report Preparation	16
District Response to Commission Action Letter	17
District Recommendation #1.....	17
Conclusion	17
Evidence.....	17
District Recommendation #2.....	18

Conclusion	20
Evidence.....	20
District Recommendation #3.....	21
Conclusion	22
Evidence.....	22

Report Preparation

Background

Cañada College submitted its Self Evaluation Report in July 2013, which was followed by an evaluation team visit on October 22-24, 2013. On February 7, 2014, the Accrediting Commission for Community and Junior Colleges (the Commission) reaffirmed the College's accreditation with the requirement of a Follow-Up Report due October 15, 2014, which would address resolution of recommendation relating to the following specific area:

College Recommendation 2

In order to meet the Standard, the College must review its system for identifying course outlines of record that are out of date to improve and implement a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained. (II.A.2.e)

The College submitted its Follow-Up Report 2014 to the Commission on October 8, 2014, which was followed by an evaluation team visit on November 12, 2014. On February 6, 2015, the Commission found that the College had addressed 2013 Recommendation 2, resolved the deficiencies, and met Standard II.A.2.e.

Preparation of the Midterm Report 2016

In March 2015, the College began preparations for this Midterm Report which serve to update the Commission on the College's progress on all recommendations noted in the [ACCJC reaffirmation letter](#).

College Recommendation 2 (which was addressed via the Follow-Up Report and a visit in 2014 resulting in the reaffirmation from the Commission resolving the deficiencies and meeting Standard II.A.2.e.)

In order to meet the Standard, the College must review its system for identifying course outlines of record that are out of date to improve and implement a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained. (II.A.2.e)

The following are additional recommendations for both the College and the District.

College Recommendation 1

In order to improve institutional effectiveness the College should provide evidence of the robust dialogue that exists at the College between planning councils and governance groups, particularly the exchanges that relate to planning and resource allocation outcomes and processes. (I.B.4)

District Recommendation 1

In order to increase effectiveness the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes, and ensure that the process is fully implemented. (III.A.1.c)

District Recommendation 2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.1.f)

District Recommendation 3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations. (IV.B.3.b, IV.B.3.g)

In order to prepare this report, the College President led a College-wide conversation about the recommendations for improvement, established a timeline for the report's completion, identified responsible parties for each recommendation, reviewed processes, provided adequate support, and finalized the details of the preparation plan in fall 2015. The ad hoc committee, Accreditation Oversight Committee (AOC) under The Planning and Budgeting Council (PBC), was established with members serving as liaisons to, and providing support for, specific committees assigned to address each recommendation. Further, the College President emphasized to the AOC members that the completion of the Midterm Report 2016 required broad participation from constituent groups, including participatory governance committees, faculty, staff, and students.

During the month of April 2016, the final draft of the Midterm Report 2016 was disseminated for feedback to members of the Academic Senate, the Classified Senate, the Student Senate, all the Planning Councils, and the President's Cabinet. Planning and Budgeting Council approved the report at their meeting on May 4, 2016. The approved report was sent to the Chancellor's Council for review and approval.

Lastly, the Midterm Report 2016 was submitted to the Board of Trustees who approved it on September, 28, 2016.

The final Midterm Report 2016 was submitted to the Commission by **October 10, 2016**.

Acknowledgements

We wish to thank all members of the College and the District who have generously contributed to the preparation of this report:

College Recommendation 1

Academic Senate President/Planning and Budgeting Council co-chair Professor Doug Hirzel, Classified Senate President/Planning and Budgeting Council co-chair Debbie Joy, Instructional Planning Council co-chairs Jessica Kaven, EdD and Gregory Anderson, EdD, Student Services Planning Council co-chairs Ruth Miller and Kim Lopez, Administrative Planning Council chair Chialin Hsieh, EdD, Vice President of Administrative Services, Michelle Marquez, Dean of Science and Technology Janet Stringer, MD, PhD, and all planning council members.

College Recommendation 2

Curriculum Committee Chair Dani Behonick, PhD, Academic Senate President/Planning and Budgeting Council co-chair Professor Doug Hirzel, Vice President of Instruction Gregory Anderson, EdD, Dean of Science and Technology Janet Stringer, MD, PhD, and all members of the Curriculum Committee.

District Recommendation 1

Vice Chancellor of Human Resources Eugene Whitlock, JD and District Educational Services and Planning Division

District Recommendation 2

Interim Director of Community/Government Relations Gohar Momjian

District Recommendation 3

Director of General Services Susan Harrison and District Educational Services and Planning Division

Response to 2013 Visiting Team Recommendations

Letter from ACCJC of Affirmation of Accreditation (February 7, 2014)

College Recommendation #2

In order to meet the Standard, the College must review its system for identifying course outlines of record that are out of date to improve and implement a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained. (2.A.2.e)

Actions Completed to Fully Address Recommendation

Follow-Up Report 2014

The College submitted its Follow-Up Report 2014 to the Commission on October 8, 2014, which was followed by an evaluation team visit on November 12, 2014. On February 6, 2015, the Commission found that the College has addressed 2013 Recommendation 2, resolved the deficiencies, and met Standard II.A.2.e.

[ACCJC letter regarding Follow-Up Report with visit on Recommendation Two \(February 6, 2015\)](#)

Continuous Improvement

In October and early November 2013, faculty and administration worked in earnest to update out-of-date curriculum. Concurrently, the Curriculum Committee engaged in a series of discussions to create a new policy and procedure for updating curriculum. The draft of this policy, Resolution for ongoing review and update of prerequisites, corequisites, advisories and course outlines of record, was first reviewed by the Curriculum Committee on November 8, 2013. The Curriculum Committee provided revisions at this meeting and the revised draft was circulated to the faculty as part of the attachments for the November 14, 2013 Academic Senate meeting. The Senate made comments on the draft document and provided those to the Curriculum Committee. The final document was approved by the Curriculum Committee on November 22, 2013, endorsed by the Academic Senate on December 12, 2013, and was included in the Cañada College Curriculum Handbook for the 2014-2015 academic year on pages 40-41.

The 2014-2015 academic year was the first year of full implementation of this new curriculum policy. This policy was communicated to campus faculty directly (through electronic communication and presentations to faculty by the Curriculum Committee Chairperson at Instructional Division meetings) and was included in the Curriculum Handbook. Two hundred and forty four (244) courses were identified as needing review/update during the 2014-2015 academic year; of these, 22 courses (9.02%) were not updated. According to the policy in place, discipline faculty responsible for these courses could petition the Curriculum Committee for a 1-

year extension of their curriculum update based on extenuating circumstances. Five disciplines, responsible for 11 of these 22 outdated courses, submitted extension requests; the Curriculum Committee granted 3 of these requests. The remaining 8 courses, along with the 11 outdated courses for which no extension was requested, were banked, removed from any applicable degrees/certificates and removed from the 2015-2016 college catalog and Fall 2015 Schedule of Classes by the Curriculum Committee.

Following the first year of its implementation, this policy was revised further and this revised draft was reviewed and approved by the Curriculum Committee on September 11, 2015. This revised policy is included in the Cañada College Curriculum Handbook for the 2015-2016 academic year on pages 47-48. In particular, the process to identify Course Outlines of Record (CORs) that are out of date was revised to reflect the timeline used during the 2014-2015 academic year.

Each June the Office of Instruction generates a list of all Career and Technical Education (CTE) courses that have reached their two-year review cycle and a separate list of all other courses that have reached their five-year review cycle. These lists are distributed to all faculty, the Curriculum Committee, division deans, and posted online no later than the first week of July. Faculty members have one academic year to update all courses (and programs where necessary/appropriate) that still remain active. For example, in July 2015, a list of courses was generated that needed to be updated for inclusion in the fall 2016-spring 2017 catalogue. These courses (and associated programs, where necessary/appropriate) were updated, reviewed and approved at one of the Curriculum Committee meetings during the 2015-2016 academic year, which in turn, remain active in the 16-17 college catalogue.

The revised policy eliminates the option for faculty to request a one-year extension to their curriculum updates based on extenuating circumstances. Beginning in the 2015-2016 academic year, all courses that are scheduled for update during an academic year that are not updated were banked (i.e., removed from the catalog) by the Curriculum Committee (and removed from degrees/certificates, the College catalog, and, as applicable, from the Schedule of Classes) at the end of that academic year. A series of materials was also created to assist Instructional Deans in guiding their faculty through this Curriculum Update process.

Conclusion

The College has met the directive of the Visiting Team's recommendation outlined in the External Evaluation Report by making the following changes:

1. Curriculum review (regular update of courses and programs) is no longer part of the Instructional Program Review process, but rather occurs as a separate process overseen by the Curriculum Committee.
2. A policy was developed and implemented that both identifies CORs that are out of date and ensures timely review and currency of curriculum. This policy was communicated to

faculty both directly (e.g. by presentation at Instructional Division meetings and email notification) and through inclusion in the Curriculum Handbook.

3. Following the first year of implementation, this policy was revised to reflect an updated procedural timeline and to simplify the process.

As a result of the College's effort to streamline its course review process with a new and revised policy (include Number and Title), the College will continue to ensure a timely implementation of this policy. We believe no additional action is necessary to further review our system or implement additional processes. The system is well-established and integrated into the curriculum process.

The College has met College Recommendation 2 in full.

Evidence

[See evidence for College Recommendation 2.](#)

College Recommendation #1

In order to improve institutional effectiveness the college should record the robust dialogue that exists at the College between planning councils and governance groups, particularly the exchanges that relate to planning and resource allocation outcomes and processes. (I.B.4)

Background

The College sincerely appreciated the commendation made by the Visiting Team about “imbuing a culture of inclusion by fostering a high level of participation in the decision making process leading to outstanding collegiality and collaboration among the faculty, staff, students, and administration.” The College community recognizes that it is our responsibility to communicate the outcomes of the various conversations resulting from this high level participation through minutes, campus-wide notifications via postings on our website, etc. As the Visiting Team noted on page 31 of the *External Evaluation Report*, “The College demonstrated robust dialogue to the Visiting Team; however providing a record of the dialogue and resource decisions could be better communicated.”

Of particular concern to the Visiting Team was the communication of information in our primary resource allocation activity – the new position proposal process. In this process, the dialogue among the four participatory governance groups was robust, and although we captured the comments, these were not posted or distributed campus-wide. In addition, when the President made the decision about which positions to fund, an all-campus email; however, this communication was not documented in the minutes of the Planning and Budgeting Council meetings nor posted to the website.

The College recognizes the need to improve our processes and make certain that campus-wide conversations are recorded, circulated among the campus communities, and documented on the website. We have taken action and implemented processes which are described below and have now fully addressed this recommendation.

Actions Completed to Fully Address Recommendation

Beginning in November 2013, the College established an enhanced standard for documenting and communicating planning and resource allocation processes, dialogue and decisions. The College now creates dedicated web pages to document the dialogue that occurs during the development of new or revised processes (e.g., space allocation, program review processes) as well as dedicated pages to document the discussions and decisions related to funding and new staffing positions. On these web pages, links are provided in chronological order to relevant documents including: process, timelines, discussion notes, meeting minutes, and college-wide communications. By collating documentation that exists in disparate locations we are able to

show clearly the evidence of dialogue and communication that occurs among our participatory governance groups and the campus.

This section of the website provides evidence of college-wide budget and resources allocation discussions implemented to reinforce the actions implemented to address this recommendation.

Below are several examples that illustrate our new documentation and communication standards.

Documenting Human Resource Allocations

The College's Participatory Governance Manual delineates the process for proposing and prioritizing the funding of faculty/staff/administrative positions. The process varies depending upon the funding source, type of position, and whether it is a new or replacement position. The College evaluates new general fund positions twice yearly. Each semester a dedicated web page is constructed that delineates the steps of the process. Links to relevant documentation, such as proposals, presentations, meeting minutes and emails are added to each step. Every effort is made to capture in the minutes the rich dialogue that occurs. The president announces and explains the rationale for the decision both at the Planning and Budgeting Council and through the President's newsletter, the Olive Hill Press. By providing this compilation of documents in chronological order, all employees and the public at large are afforded the ability to easily follow the process and better understand the rationale that led to the outcomes.

For greater clarity, please view our 2015-16 New Position Process at:

<http://canadacollege.edu/planningbudgetingcouncil/staffing-1516.php>

The college employs a different decision-making process and standard of documentation for decisions related to categorical- or grant-funded positions, temporary positions, and replacement of general fund vacancies. These decisions do not require college-wide participation. Rather, the discussion occurs in Cabinet, Academic Senate, and/or the classified staff collective bargaining unit. Documentation of the dialogue occurs within the meeting minutes of those entities. In all cases, the final decision is announced at the College's Planning and Budgeting Council through its regular "Staffing Updates" agenda item.

Documenting Space Allocation Decisions

The College relies upon its Participatory Governance Manual (PGM) to codify the processes by which decisions are made and how employees can participate through their respective governance groups. The PGM is an online web-based living document that is continually revised in response to feedback and assessments made at the end of a decision process. When gaps are identified, new processes are created and added to the manual. One such example occurred in fall 2015 with a proposal to relocate our transfer and career centers into spaces currently occupied by an art gallery and meeting room. There was no existing process in the PGM for this type of space allocation. So the Planning and Budgeting Council (PBC) constructed a web page

to document the steps this proposal would follow. These are found on this URL http://canadacollege.edu/planningbudgetingcouncil/career_transfer_relocation.php

As input from the participatory governance groups was being gathered, the PBC began crafting guiding principles for space allocation and a new process by which future space allocation decisions would comply. This development of the principles and process is documented here <http://canadacollege.edu/pgm/space-substantive.php>

Documenting Continual Improvement of Program Review

The Academic Senate established a goal to revise and improve the Program Review and resource request process, forms, and timeline. This process would involve dialogue with the four planning councils—Instructional Planning Council (IPC), Student Services Planning Council (SSPC), Administrative Planning Council (APC) and Planning and Budgeting Council (PBC). To ensure that the process was transparent, inclusive, and communicated, the Senate recorded detailed minutes of meetings and posted all relevant documentation online in chronological order at <http://www.canadacollege.edu/academicsenate/programreview.php>

The College continually strives to improve its program review process and document the dialogue on the website listed above. In order to evaluate the program review process and the assessment effort, PBC established the Assessment Advisory Group. Members include PBC, IPC, SSPC, APC chairs, Curriculum chair, and an instructional deans. The charges of this group are to (a) evaluate the strengths and weaknesses of the College's program review and assessment effort and provide recommendations to PBC; (b) provide the Institutional Learning Outcome Report to PBC, (c) ensure that Cañada meets ACCJC standards with regards to Student Learning Outcomes and provide recommendations to PBC, (d) update/evaluate Assessment Manual and provide recommendations to PBC, (e) complete/update ACCJC Annual Report and provide recommendations to PBC. These recommendations were accepted by PBC in fall 2015 and implemented in spring 2016.

Documenting Discussions on Enrollment Management

Through careful enrollment management, the College successfully provides a schedule of course offerings that meet student needs balanced with institutional priorities and financial constraints. Extensive communication and education, especially of faculty, is key to ensuring that enrollment management and class cancelation decisions are seen as a collaborative and collegial process. Due to the extensive and protracted nature of discussions around this topic, the Academic Senate compiled and maintained records of meeting minutes, reports, and educational presentations at this URL <http://www.canadacollege.edu/academicsenate/enrollment.php>. This page records the robust dialogue that occurred among the faculty, Academic Senate Governing Council, instructional and student services deans, and the Office of Instruction about these important decisions.

Documenting Reassigned Time

The Academic Senate Governing Council (ASGC) identified as one of its 2013-14 goals, the need to create a transparent process for awarding reassigned time to faculty for completing non-instructional assignments. Some of these non-instructional assignments are stipulated by AFT contract or external accreditation requirement. The remaining awards are more discretionary in nature and include time for program coordination. Decisions about which programs and faculty receive non-instructional assignments are best made in a consistent, fair and transparent manner. During 2013-14 the faculty and administration of the College engaged in dialogue which is documented in chronological order on the following URL.

<http://www.canadacollege.edu/academicsenate/noninstructional.php>

Conclusion

The College has enhanced its system of documenting dialogue, especially those related to planning and resource allocation, and is currently implementing this process.

The College has met College Recommendation 1 in full.

Evidence

[See evidence for College Recommendation 1.](#)

District Report Preparation

The San Mateo County Community College District works closely and collaboratively with all three Colleges to facilitate an excellent teaching and learning environment. The District began its activities to address the “District Recommendations” made in the 2014 Commission Action Letters as soon as the District staff became aware of the areas noted for improvement. Following is an update on the progress made to date on these recommendations.

The individuals assigned to address the recommendations included:

Recommendation	Contact office	Summary of Actions Taken
District Recommendation #1 Broadly communicate the faculty evaluation process	Human Resources	The evaluation process for faculty has been revised over the past two years and the new, approved document is included in the Appendices.
District Recommendation #2 Develop goals for professional development & orientation of new Trustees	Office of Communication	Developed goals for professional development and oriented new Trustee. Documented actions taken.
District Recommendation #3 Establish regular cycle of evaluation of services and document outcomes	Office of General Services	Enhanced/Revised regular cycle of evaluation, timeline, and procedures. Documented services outcomes and actions taken.

District Response to Commission Action Letter

District Recommendation #1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes, and ensure that the process is fully implemented. (III.A.1.c)

In the last report dated October 14, 2014, the District reported on how it fully responded to this recommendation by implementing a new evaluation process which incorporated, among other enhancements, student learning outcomes as an integral part of that evaluation process. District Staff and faculty representatives worked together to revise faculty evaluation procedures over a period of two years. Changes were communicated to faculty several times during the revision process, with the final new procedures being introduced to and approved by all faculty in August and September 2014.

The new procedures have been well-received and in the first year of implementation (2014-15), to date (November 2015), the new procedures have been used to evaluate 538 out of approximately 1200 (45%) full and part time faculty and staff across the three Colleges of the District. (Each faculty member is evaluated at least once every three years.) As we have begun using these procedures, District staff and faculty representatives have continued to work together to refine and improve the process based on input from those who use the new procedures most frequently: faculty and deans. For example, based on feedback, the District has now included an online component for students to provide feedback on classes as part of the evaluation process. This collaborative approach has increased everyone's understanding and acceptance of the new procedures.

Conclusion

The District has met District Recommendation 1 in full.

Evidence

[See evidence for District Recommendation 1.](#)

District Recommendation #2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.1.f)

Three members of the Board of Trustees have served SMCCCD in their elected capacity ranging from 12 years to 20 years; one Board member has served for two years and a newly elected Trustee took office this year.

Since the last update report, each Trustee has attended many conferences and workshops to enhance their knowledge and awareness of a wide variety of academic, fiscal, legislative and governance matters. The conferences and meetings attended by Trustees in 2015 are included in the Evidence section. The Student Trustee typically attends the bi-annual Statewide Student Senate General Assemblies (Fall and Spring) as well as the Student Leadership Conference hosted by the California Community College Student Affairs Association. Also, all newly elected Student Trustees attend a Student Trustee workshop sponsored by the Community College League of California. Often, Student Trustees attend the National Student Advocacy Conference hosted by the American Student Association of Community Colleges in Washington DC.

[Board Policy 1.10](#), Duties and Responsibilities of the Board, specifically references Trustee professional development activities. It lists, as one of the responsibilities of the Board: “To engage in ongoing development as a Board and to attend trustee education programs that includes a new trustee orientation. The Board will conduct study sessions, provide access to reading materials and support conference attendance and other activities that foster trustee education.” 1.01 (2) (h)

In March 2016, the Board amended Board Policy 1.10 by adding item 2.i. which specifically states, "To provide a comprehensive new trustee orientation program for newly elected or appointed trustees that may include attendance at a statewide “New Trustee” orientation program; one on-one interviews with the Chancellor, Presidents and Executive Vice Chancellor; discussions with representatives of employee groups, the Academic and Classified Senates and student leaders; delivery of the Trustee Handbook prepared by the Community College League of California (CCLC); and review of the CCLC’s comprehensive online education program titled “Elected/ Appointed Trustees: Next Steps.”

For the 2014-15 year, the Board incorporated in its Board Goals a commitment to increase its participation in professional development activities and ensure newly elected Trustees receive orientation training. The District also developed a program for New Trustee Orientation that was

used when a new Trustee joined the Board in late 2013 and will be used for the Trustee elected in Nov 2015.

The Board conducts an annual self-evaluation process in a public Board meeting in which they review the Board's performance on a number of items, including Board Operations, Chancellor/Trustee Relations, Faculty/Student/Classified Relations, and Community and Governmental Relationships. The most recent evaluation was conducted in late October, 2015.

Board members regular attend both College and community events regarding educational matters and report the highlights of these meetings at each Board meeting under the "Board Comments" section of the agenda. Board member s also attend CCLC and CCCT Trustee conferences and occasionally participate in national trustee conferences.

On each regular Board meeting agenda (except during summer months), there is a topic titled "Board Series Presentation—Innovations in Teaching, Learning and Support Services." These presentations--offered by faculty, staff and students--highlight new or innovative aspects of programs and services provided by the Colleges and serve as a means to keep the Board well informed about activities at the Colleges. Recent presentations have covered Project Change, an innovative program at CSM that brings college classes to juvenile detention facilities; The Educator Preparation Institute at Skyline College; ¡ESO! (Expanding Student Opportunities) Grant and Cañada College's Role as a Hispanic Serving Institution; BØO: Skyline College Phi Theta Kappa Honors Society; *CSM Cares* – A Program Designed To Address the Mental Health Needs of Students; Skyline College – Entering the CIPHER: Fresh Techniques, Hip Hop Elements, and Edutainment in the Classroom; Collaboration Across Boundaries for Equity and Success: Cañada College's Student Success and Equity Projects; and the Small Business Development Center at College of San Mateo. Also at each Board meeting, there is an "Executive Report" in which the Chancellor, Presidents and Academic Senate President update the Board on recent happenings at the Colleges.

New Trustee Orientation

The new Trustee elected in November 2015 was asked to complete the following tasks:

- Meet with the President to discuss the current issues the District Board is facing. (completed, spring 2016)
- Meet the Chancellor and Executive Staff to receive an overview of District operations, budget and governance. (completed, spring 2016)
- Meet with each of the three College Presidents to gain an understanding about the College programs, strengths and weaknesses (in progress)
- Meet with the District Academic Senate President
- Attend the CCLC "New Trustee Orientation" program that is offered annually. (completed, spring 2016)

- Review Chapter 1 of District Policy and Procedures to gain an understanding about the duties and responsibilities of the Board, organizational structure of the Board, expectations for Board decorum and Board meeting protocols. (completed, spring 2016)

Conclusion

The District has met District Recommendation 2 in full.

Evidence

See evidence for [District Recommendation 2](#).

District Recommendation #3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations. (IV.B.3.b, IV.B.3.g)

Regular Cycle: Although the District Office regularly and continuously evaluates the services to the Colleges and documents its findings to improve such services, the schedule for these evaluations had not been presented in written form. After discussing the schedule and activities among the various District Departments, a program review calendar was established in October, 2014. The calendar was reviewed and revised again by administration and the districtwide accreditation team during the 2015 program review cycle. The review cycle was adjusted slightly to align with the District's accreditation cycle. Additionally, several district programs, including District International Education, Education Services and Planning, Public Safety, Emergency Preparedness, Community Education, Auxiliary and Enterprise Services, and the Chancellor's office were added to the Calendar. The new Calendar is as follows:

Unit	Review Date	Responsible Individual
IT	March 2016	Vaskelis
Public Safety	March 2016	Nunez
Emergency Preparedness	March 2016	Nunez
Education Services and Planning	March 2016	Moore
Accreditation Mid-term Report 2016		
HR	March 2017	Whitlock
Auxiliary and Enterprise Services	March 2017	Bauer
Community Education	March 2017	Bauer
Chancellor's Office	March 2017	Galatolo
District International Education	March 2018	Luan
Administrative Services (Accounting, Payroll, Purchasing)	March 2018	Blackwood
Facilities Planning, Maintenance and Operations	March 2018	Nunez
IT	March 2019	Vaskelis
Public Safety	March 2019	Nunez
Emergency Preparedness	March 2019	Nunez
Education Services and Planning	March 2019	Messina
Accreditation Self Study 2020		

District Programs: The program review cycle is ongoing and is aligned with the District's accreditation cycle. District Office Program Review process is scheduled in March of each year. The following units are reviewed on a rotating basis once every three years: Administrative Services (including Accounting, Payroll, Purchasing) Facilities, Public Safety, Emergency Preparedness, Information Technology, Human Resources, International Education, Community

Education, Education Services and Planning, Auxiliary and Enterprise services and the Chancellor's Office.

The program review is typically conducted via a survey administered to all District Employees. The units most recently added to the process may choose another audience to survey or use another methodology to assess their units. Part of the process for these newly added units will be to develop the tool(s) most appropriate for their unit. The survey tool supported by IT is NoviSurvey. Prior surveys, survey results and executive summaries of the program review are located on the [DO Program Review](#) site.

Program Review Process/Timeline:

January-February: Review/Revise Prior survey questions

February: Revise/develop/test survey in NoviSurvey (contact IT for an administrative logon, access to prior surveys and/or technical support.)

March: Deliver survey tool to all district employees via email.

April - June: Review/summarize results and post reports, including narrative pertinent to accreditation, to Program Review Sharepoint site.

Documentation of the Outcomes: Each department will prepare a Program Review which encompasses the following elements:

Program Review Template:

1. Executive Summary
2. Unit description
3. Describe major accomplishments since last review
4. Current state of the Unit
 - a. Describe the current state of the unit (May include strengths and challenges).
 - b. What changes could be implemented to improve your unit?
5. Action plan. Describe how opportunities for improvement will be addressed
6. Needs: Equipment, Professional Development, Facilities, Staffing, Research (when appropriate)

The 2016 program review cycle was completed in July 2016. Information Technology, Public Safety, Emergency Preparedness and Educational Services and Planning were evaluated. Executive summaries of the review process are located at the [DO Program Review](#) site.

Conclusion

The District has met District Recommendation 3 in full.

Evidence

[See evidence for District Recommendation 3.](#)

Midterm Report September 28, 2016



Submitted by

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

to
Accrediting Commission
for Community and
Junior Colleges

October 15, 2016
Submission



College of San Mateo



Table of Contents

Report Preparation.....	2
Background	2
Development of the 2016 Midterm Report.....	2
Development of District Responses in Midterm Report	3
Contributors to Recommendations	3
College Recommendations.....	5
College Recommendation 1: [Administrative Program Review and Planning]	5
College Recommendation 4.2: [Administrative Program Review and Planning]	5
College Recommendation 2: [Planning Cycle]	6
College Recommendation 3: [SLOs and Learning Support Centers]	7
Recommendation 4: [Three Parts]	9
College Recommendation 4.1: Distance Education	9
College Recommendation 4.2 [Administrative Program Review and Planning]	13
College Recommendation 4.3: [Assessing CTE Needs]	14
College Recommendation 5: [Assessing Technology Planning]	17
College Recommendation 6: [Planning Manual]	20
District Recommendations	21
District Recommendation 1	21
District Recommendation 2.....	21
District Recommendation 3.....	23
Plans for Improvement (2013).....	25
Standard 1.A.1	25
Standard 1.B.2	25
Standard 1.B.4	26
Standard II.A.2	28
Standard II.A.3.a.....	28
Standard II.A.5	28
Standard II.C.1	29
Standard IV.A.1	30
Standard IV.A.2.a.....	30
Certification of Continued Compliance with Eligibility Requirements.....	31
Appendix A: Evidence and References	36



Certification of Midterm Report October 15, 2016

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

From: Michael Claire, President
College of San Mateo
1700 W. Hillsdale Blvd.
San Mateo, CA 94402

I certify there was broad participation by the campus community and I believe this report accurately reflects the nature and substance of this institution.

Signatures:

Dave Mandelkern	President, Board of Trustees San Mateo County Community College District	Date
Ron Galatolo	Chancellor, San Mateo County Community College District	Date
Michael Claire	President, College of San Mateo	Date
Sandra Comerford	Accreditation Liaison Officer Vice President of Instruction	Date
David Laderman	President, Academic Senate	Date
Annette Perot	Classified Staff Representative	Date
James Roe	President, Associated Students	Date



Narrative

Report Preparation

Background

In October 2013, a ten-person evaluation team visited College of San Mateo (CSM) for the purpose of making recommendations to the ACCJC regarding the validation of its 2013 *Institutional Self Evaluation Report* and its compliance with accreditation standards and policies ([PREP-1](#)).¹ The team made six College recommendations and three District recommendations ([PREP-2](#)). After the 2013 team visit, the College submitted to the ACCJC, *Supplemental Information*, dated December 17, 2013 ([PREP-12](#)). Subsequently, on February 7, 2014 the ACCJC issued an action letter to reaffirm accreditation for the College ([PREP-3](#)). ACCJC also requested a Follow-Up Report be submitted to the Commission by October 15, 2014 in order to document full resolution of Recommendation 3:

College Recommendation 3

In order to meet the Standards, the team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes. Further, the team recommends implementing multiple modes of assessment for certificates and degrees. The College should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with the instructional programs. (II.A.1.a,c; II.A.2.a,b,c,e,f,h,i; II.A.6; II.A.3.a; ER 10)

In October 2014, the College submitted its 2014 *Follow-Up Report* addressing Recommendation 3 ([PREP-4](#)). On February 6, 2015, ACCJC issued an action letter indicating that CSM had fully resolved deficiencies cited in Recommendation 3 and that a Midterm Report would be required by October 15, 2016 ([PREP-5](#)). (Even though Recommendation 3 is resolved, updates to Recommendation 3 are included in the section, "College Recommendations.")

Development of the 2016 Midterm Report

Since receiving the recommendations, CSM has engaged in a variety of activities which have resulted in their full resolution. Work on addressing the recommendations began immediately upon their receipt in February 2014 as directed by the College President.

The Vice Presidents have regularly updated the President about progress in addressing these recommendations. They have worked with the instructional and student services deans who have collaborated with relevant faculty to implement improvements. The role of the Accreditation Liaison Officer (ALO) has been filled since 2014 by both the Vice President of Student Services and beginning in December 2015, by the Vice President of Instruction. The ALO chairs the [Accreditation Oversight Committee](#), and has also updated the committee about progress in addressing this recommendation; membership in this group reflects the various participatory-governance constituencies. The President has consulted with the Academic

¹ **About the Evidence:** Parenthetical hyperlinks (e.g. ([PREP-1](#))) are linked directly to the supporting documentation. They are coded according to sections in the narrative. For example. PREP=Preparation, CREC=College Recommendations, DREC= District Recommendations, PLAN=Plans for Improvement, ELIG= Eligibility Requirements. All evidence references are also listed and hyperlinked in [Appendix A](#).



Senate leadership and kept them abreast of activities. In addition, in August and September 2016, the *2016 Midterm Report* was reviewed by the Accreditation Oversight Committee, Associated Students' leadership, Academic Senate's Governing Council, and the Institutional Planning Committee (IPC), which has been the College's primary participatory governance group since 2014 ([PREP-6](#), [PREP-7](#), [PREP-8](#), and [PREP-9](#)). The College community at large was also invited to provide feedback via an online survey in August and September 2016 ([PREP-10](#) and [PREP-11](#)).

Development of District Responses in Midterm Report

The San Mateo County Community College District (SMCCCD) works closely and collaboratively with all three Colleges to facilitate an excellent teaching and learning environment. The District began its activities to address the District Recommendations made in the 2014 ACCJC Action Letters as soon as the District staff became aware of the areas noted for improvement. The section, "District Recommendations," is an update on the progress made to date on these recommendations.

Note: For more info about District units assigned to response areas, please see document: [SMCCCD Units Assigned to Address District Recommendations](#).

Contributors to Recommendations

Subject-Matter Expertise

With active participation and oversight from the President and President's Cabinet, the College Recommendations have required subject-matter expertise from a variety of College faculty, staff, and administrators, along with pertinent governance entities and external experts. They include, among others:

Administrative Support

- The [Office of Community Relations & Marketing](#) has provided a variety of visual communications, web, and other technical expertise which supported not only the development of the *2016 Midterm Report* but activities which address many of the recommendations.
- The [Office of Planning, Research, and Institutional Effectiveness \(PRIE\)](#) has provided organizational support, including document preparation, data collection, web management of resources, and quantitative and qualitative analysis. PRIE's Coordinator of Planning served as the lead writer. PRIE's Dean, Research and Planning Analyst, and Administrative Assistant have all been contributors.
- [Office of Vice President of Instruction \(VPI\)](#), including Curriculum and Instructional Systems Specialist.
- [Office of Vice President of Student Services \(VPSS\)](#).

Governance and Groups

- Academic Senate leadership
- Accreditation Oversight Committee
- College Assessment Committee (CAC)
- Distance Education and Educational Technology Committee (DEETC)



- Institutional Planning Committee (IPC)
- Instructional Administrators Council
- Learning Support Centers Coordination Committee (LSC)

Key Individuals

- Dean, Academic Support and Learning Technologies
- Faculty from the divisions of Business & Technology; Creative Arts & Social Science; Kinesiology, Athletics, & Dance; Language Arts; and Mathematics & Science
- Faculty SLO Coordinator
- Instructional Technologist
- Learning Center Manager

San Mateo County Community College District (SMCCCD) Contributors

- Director of Community and Government Relations (retired)
- Director of General Services
- Interim Vice Chancellor of Educational Services
- Information Technology Services (ITS)
- ITS Chief Technology Officer
- Vice Chancellor of Human Resources



College Recommendations

College Recommendation 1: [Administrative Program Review and Planning]

In order to increase effectiveness, the team recommends that the college complete its stated planning agenda to align its administrative services program review model to its mission based on the guidelines/criteria established by the IPBC in spring 2013 program review cycle. (I.A.1 and II.A.2.)

College Recommendation 4.2: [Administrative Program Review and Planning]

The College align the administrative program review with the new program review guidelines for instruction, student services, and learning support centers. (II.A.1; II.A.2)

Response

These recommendations have been fulfilled.

Background

These Recommendations largely mirror CSM's own Planning Agenda, Plans for Improvement #1 (Standard I.A.1) and #4 (Standard II. A.2). (See pp. 25-30.)

In 2011-2012 the College piloted its first cycle of program reviews for administrative services ([CREC-17](#), [CREC-18](#)). These encompassed the administrative functions which reported directly to the President: Instruction; Student Services; Administrative Services/Operations (unit added in 2013); Planning, Research, and Institutional Effectiveness; and Community Relations and Marketing. The pilot program review template was based upon a best practices' review of several administrative models among the State's community colleges. Where appropriate, sections of the administrative program review template were structured to be parallel to those used by Instruction, Student Services, and Learning Support Centers at the time. (All administrative program review reports and templates are accessible [online](#).)

As a follow-up to the 2011-2012 pilot, the Plans for Improvements expressed the intention to reorganize or "align" the administrative program review template so that it would serve both the unique functions of administrative services and more consistently address similar content areas as the program review guidelines for Instruction, Student Services, and Learning Support Centers. For example, all program review templates, regardless of function, commonly delineate goals and require that program review authors address the unit's relationship to CSM's Institutional Priorities (now called Strategic Goals). In other words, program review templates, regardless of program function, which share key common elements, are considered to be "aligned."

Progress

The Academic Senate has purview over program review for Instruction, Student Services, and Learning Support Centers. Referred to in Recommendation #1, the Institutional Planning Committee (IPC) does not review or approve guidelines for the format of program review for any area in the College. (Note: At the time of the *Self Evaluation* and team visit IPC was named the Institutional Planning and Budget Committee (IPBC)).



The Academic Senate annually evaluates the program review process within its purview and made significant changes in the program review forms/templates for 2013 and 2014. In addition, in 2015 it made the decision to alter the program review cycle from annual submissions required each Spring, to reviews to be conducted every other year (biennially) with submissions due in Fall semesters beginning with Fall 2016. (See program review site for [resources](#).)

In 2013-2014 the instructional administrators implemented a pilot for program review in a format appropriate for their respective areas ([CREC-19](#)). This pilot explicitly addresses one element of the Plans for Improvement. (See administrative program review site for [Instructional Administrators submissions](#).)

In addition, in 2015, as a result of an evaluation of the administrative services program review template, President's Cabinet revised the template for units reporting to the President ([CREC-20](#)). Where appropriate, this new template contains sections "aligned" with sections of the most recent program review templates for Instruction, Student Services, and Learning Support Centers.

Beginning in Fall 2016, instructional administrators, student services administrators, and administrative units reporting to the President will adopt the biennial cycle of submissions, updating their respective program review templates as appropriate. Both the format and the cycle will continue to be appropriate aligned with other CSM program areas.

College Recommendation 2: [Planning Cycle]

To increase the effectiveness in meeting the Standard, the team recommends that the College immediately complete the process of assessing and evaluating its activities of the 2008-2013 planning cycle for the purpose of improving student learning and student achievement. (I.B.1.B.1, 1.8.2, 1.8.3, 1.8.4, 1.8.5, I.B.6, and 1.8.7)

Response

This recommendation has been fulfilled.

Progress

As noted in the section, "Background," after the 2013 team visit, the College submitted to the ACCJC a report of *Supplemental Information*, dated December 17, 2013 ([CREC-1](#)). *Supplemental Information* noted that the College had completed an assessment of the 2008-2013 planning cycle, the *Institutional Effectiveness Audit* ([CREC-2](#)). It also published a Decision Matrix, illustrating how decisions to fund and provide other resources in support of key initiatives resulted from the assessment analyses for this period ([CREC-3](#)).

As part of the assessment process, the College has assessed and has closed out all of its Institutional Plans for the 2008-2013 planning cycle including its *Technology Plan* (see College Recommendation #5 below). These activities were originally scheduled to be completed by the end of the Fall 2013 semester in accordance with the planning cycle schedule adopted by the College. The College adhered to its planning cycle for that period, which is fully documented in its 2013 *Self-Evaluation Report* ([CREC-4](#)). The College's primary participatory governance committee at the time, College Council, evaluated the *Institutional Effectiveness Audit* ([CREC-9](#), [CREC-10](#), [CREC-11](#)). The Institutional Planning and Budgeting Committee (IPBC) conducted a



final review of the report in January 2014 ([CREC-5](#), [CREC-6](#)). (Note: IPBC is now called Institutional Planning Committee (IPC).)

CSM regularly assessed and evaluated its planning activities and processes throughout the 2008-2013 planning period. The College has developed institutional plans and initiatives, has allocated resources, and has changed its planning processes as a result of its ongoing assessment activities.

Note: For more information to recent changes in the planning structure, please see: [Planning Structure Changes In Brief, 2013-2016](#).

College Recommendation 3: [SLOs and Learning Support Centers]

In order to meet the Standards, the team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes. Further, the team recommends implementing multiple modes of assessment for certificates and degrees. The College should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with the instructional programs. (II.A.2.a, b, c, e, f, h, i; II.A.6; II.A.3.a; ER 10)

Response

This recommendation has been fulfilled.

As noted in the "Background" section of this narrative, College of San Mateo was required by the ACCJC to submit a Follow-Up Report by October 15, 2014 in order to document full resolution of Recommendation #3 ([CREC-75](#)). In October 2014, the College submitted the 2014 *Follow-Up Report* addressing Recommendation 3 ([CREC-76](#)). On February 6, 2015, ACCJC issued an action letter indicating that CSM had fully resolved deficiencies ([CREC-77](#)).

Even though Recommendation 3 is resolved, updates are included here. The "Quick Facts" section lists key activities which address the Recommendation. More detail is provided in the narrative summaries linked below which are organized by topic.

Quick Facts Organized by Recommendation's Components

Section addressed:	Status as of August 2016
<i>"The team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes."</i>	<ul style="list-style-type: none"> • 100% of active courses have SLOs • 100% of courses have been assessed, or are scheduled to be assessed according to College's assessment schedule • 100% of active instructional (certificates and degrees) programs, Student Services, and Learning Support Centers have SLOs



	<ul style="list-style-type: none"> 100% of SLOs for active instructional programs (certificates and degrees), Student Services programs, and Learning Support Centers have been assessed 100% of all course and program SLOs are now aligned with Institutional Learning Outcomes (General Education SLOs)
<i>"Further, the team recommends implementing multiple modes of assessment for certificates and degrees."</i>	<p>The College employs the following modes of assessment for programs' certificates and degrees:</p> <ul style="list-style-type: none"> <u>Program Review</u> The program review process requires assessment of multiple quantitative and qualitative measures. <u>Mapping Course SLO to Program SLOs</u> 100% of course SLOs were mapped to program SLOs in 2014. Mapping will be updated in Fall 2016 as CSM fully implements this feature in the newly-designed TracDat. Analysis of course-to-program SLO alignment is now also a feature of program review. <u>Assessment of Licensing Exam Results</u> Where applicable, mandated licensing exams serve as methods of program assessment. This mode assessment is fully implemented. <u>Survey of Award Earners</u> From 2012-2014, CSM surveyed award earners and applicants regarding the achievement of SLOs for all programs as defined by associate degrees and certificates. This mode of assessment was discontinued in 2015 after evaluation of its feasibility.
<i>"The college should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with instructional programs."</i>	<ul style="list-style-type: none"> All discipline-level Learning Support Centers are directly managed by discipline faculty. CSM's academic support services are integrated with instructional programs. The Learning Support Center program review requires assessment of SLOs and multiple quantitative indicators. CSM has adopted additional assessments such as a Best Practices Inventory for Learning Support Centers.

**Summary of Key SLO Planning Activities**

Note: For an update related to CSM's SLO program planning, please see: [Summary Update, Key SLO Planning Activities, 2016](#).

Summary of Capacity-Building Activities

Note: For an update related to SLO capacity building, please see: [Summary Update, SLO Program, Capacity-Building Activities, 2016](#).

Course SLOs and Assessments: Summary of Key Activities

Note: For an update related to CSM's activities in assessing Course SLOs, please see: [Summary Update, Course SLOs Assessment, 2016](#).

Program SLOs and Assessments: Summary of Key Activities

Note: For an update related to CSM's activities in assessing program SLOs, please see: [Summary Report, Program SLO Assessment, 2016](#).

General Education SLOs

Note: For an update related to CSM's activities in assessing GE SLOs, please see: [Summary Report, GE SLO Assessment, 2016](#).

Learning Support Centers

Note: For an update related to CSM's Learning Support Centers and SLOs, please see: [Summary Update, Learning Support Centers, 2016](#).

Recommendation 4: [Three Parts]

Recommendation 4 consists of three parts preceded by "In order to increase effectiveness, the team recommends that...."

Note: We have organized the Recommendation into three different Recommendations: 4.1, 4.2, and 4.3.

College Recommendation 4.1: Distance Education

In order to increase effectiveness, the team recommends that...the College update the assessment plan for Distance Education by using data to develop interventions to close the achievement gap between face-to-face traditional courses and distance course in required core courses and provide academic support services to students enrolled in distance education. (II.A.1.b; II.C.1.a)

Response

This recommendation has been fulfilled.

Progress

Since CSM's *Self Evaluation* (2013) was published the College and the District have together made enormous strides in improving the institutional capacity to deliver distance education



effectively and to adopt best practices' strategies to support online students with the ancillary supports needed for them to succeed. The efforts reflect a commitment to effective integrated planning, implementation assessment, and continuous quality improvement.

In summary, as a result of analyzing a variety of data, CSM has been implementing the following strategies and tasks to improve student achievement:

- Expanded cross-disciplinary membership in CSM's Distance Education and Educational Technology Committee (DEETC)
- Appointment of a full-time Instructional Technologist at CSM
- Established a new division, Academic Support and Learning Technologies (ALST), with the Dean responsible for distance education at CSM
- Expanded professional development opportunities for online faculty
- Completed action plan for CSM's *Distance Education Plan: 2013-2014 to 2016/2017*
- Revised course scheduling and assignments for distance education courses
- Appointment of a District Accessibility Support Specialist (planned for Fall 2016)
- Use of resources offered through the [Online Education Initiative \(OEI\)](#), including:
 - Adoption of a new Learning Management System (LMS), Canvas
 - Adoption of the OEI Online Course Quality Rubric
 - Participation in training offered by @One Standards for Quality Online Teaching
 - Implementation of OEI's partner, *NetTutor* (24/7 on demand tutoring)
 - Planned adoption of *Student Readiness Modules* (for 2016/2017)
 - Planned adoption of *Online Counseling* (Cranium Café), *Test Proctoring* (Proctorio), and *Accessibility* (Learning Ally) (for 2016/2017)

Improved Capacity Building at CSM

CSM has addressed several key areas related to strengthening the College's capacity to ensure student successes in online courses: 1) strengthening planning and committee structure; 2) improving operational structure and staffing; and 3) providing evidence to address achievement gaps (institutional research).

1) Strengthening Planning and Committee Structure

Since Fall 2014, [the Distance Education and Educational Technology Committee \(DEETC\)](#), which reports to CSM's primary participatory governance entity IPC, has expanded its membership to encourage broader college participation than in earlier years as well as better coordination with the District: CSM's ALST Sean and the SMCCCD Director of Web Services have served as co-chairs. DEETC has also been critical in advising and support for the District's effort to adopt resources from OEI.

This past year, DEETC completed its work in updating and detailing the activities articulated in *College of San Mateo's Distance Education Plan: 2013-2014 to 2016/2017* ([CREC-43](#), [CREC-44](#)). With assistance in its development by PRIE's Coordinator of Planning, the plan specifically addresses implementing the appropriate best practices in capacity-building, operational activities, professional development efforts, and support services necessary to address achievement gaps among distance education students. The plan's goals and activities are consistent with ACCJC policies ([CREC-74](#)). They also are consistent with goals cited in *College of San Mateo Strategic Goals 2013/2014-2015/2016* as well as the SMCCCD's *Students First: Strategic Plan, 2015-2020* ([CREC-7](#), [CREC-8](#)). Updates to CSM's *Distance Education Plan* have also been approved by CSM's Institutional Planning Committee (IPC) ([CREC-38](#), [CREC-65](#)).



2) Improving Operational Structure and Staffing

In Spring 2014 a new instructional division was established, Academic Support and Learning Technologies (ASLT), whose Dean is charged with providing support for distance education, among other areas of oversight ([CREC-63](#), [CREC-64](#)). The ASLT Dean serves as CSM's official Distance Education Coordinator, reporting directly to the Vice President of Instruction. She also coordinates efforts with the Distance Education Coordinators at CSM's sister colleges as well as the District. In addition, in April 2016, CSM hired a fulltime Educational Technologist expanding the scope of the previously part-time instructional designer position ([CREC-46](#)). The Educational Technologist is responsible for providing professional development support for online faculty, which includes training in the course management application, the pedagogical principles of technology-mediated learning, and new tools adopted by CSM as part of the SMCCCD's participation in OEI ([CREC-46](#)).

3) Providing Evidence to Address Achievement Gaps

Since reorganizing its research and planning functions in 2008, CSM has systematically expanded its capacity to publish a range of qualitative and quantitative data regarding distance education through its Office of Planning, Research, and Institutional Effectiveness (PRIE). PRIE publishes extensive reports annually as part of CSM's [instructional program review process](#). These data have been critical in identifying achievement gaps and particular areas of concern while tracking improvements and the effects of program interventions. Summarizing key data annually, the [Distance Education Fast Facts](#) provide a snapshot of typical data now available routinely.

The latest program review data indicate, for example, that for Fall 2015, the overall successful course completion rate in online coursework was 65.6%, while the corresponding rate of success in comparable face-to-face courses was 63.0%—an improvement from previous years ([CREC-73](#)). *Note:* the overall course complete rate for Fall 2015 cited here is greater than in the comparable face-to-face mode courses.

The student achievement data for online coursework to support program review are comprehensive: student success data are disaggregated by student demographics and reported for the institution as a whole and individual disciplines. Delivery-mode success data comparisons between online courses and face-to-face mode courses are provided to all instructional disciplines offering distance education coursework. (See program review [College Summary Reports](#) as well [individual instructional departments](#) for course-level reports.)

In addition, summary comparative data are published which rank courses according to successful course-completion and retention rates in online courses as compared to face-to-face coursework ([CREC-62](#), [CREC-68](#), [CREC-69](#)). These data are critical to identify differentials in performance related to gender, age, and ethnicity. Illustrations of their use and how they inform planning are addressed below in the section, "Activities to Address Achievement Gaps."

Since 2007 CSM has also conducted surveys of students enrolled in online coursework. Student survey feedback provides information regarding students' decisions to enroll in online coursework as well as their satisfaction with the various aspects of online curriculum, teaching, student learning, and support services ([CREC-66](#)). In addition, students who withdraw from online courses have been surveyed each semester since Spring 2012. Students provide feedback regarding reasons for withdrawing, educational objectives associated with taking online



coursework, readiness for online coursework, and use of online support services, and likelihood of enrolling in future online coursework ([CREC-60](#)). (See [Online Students: Satisfaction Surveys, Spring 2007-Spring 2016](#) and [Surveys of Online Students Who Withdraw, Spring 2012-Spring 2016](#).)

Capacity Building throughout SMCCCD

The magnitude and quality of district-level resources available to support distance students have greatly increased, along with plans to continuously improve the quality of those resources. These plans are consistent with goals and objectives articulated in CSM's Distance Education Plan and other college efforts, including results of program review. Through leveraging resources districtwide, and coordinating an approach to address the consistent quality of SMCCCD programs, individual colleges are benefiting from the considerable economies of scale. The Dean of Academic Support & Learning Technologies and the Vice President of Instruction have led the CSM efforts to coordinate resources with the District.

Since Summer 2015, SMCCCD has been implementing tools and resources available through OEI in order to improve student success in online courses ([CREC-28](#), [CREC-31](#), [CREC-34](#)). The District is currently in the process of implementing a new course learning management system (Canvas) and a variety of training for faculty and staff ([CREC-28](#), [CREC-37](#), [CREC-35](#), [CREC-36](#), [CREC-39](#), [CREC-48](#), [CREC-49](#)). The District has also adopted the OEI Online Course Quality Rubric, approved by the SMCCCD Academic Senate, to support best practices, including those articulated in @One Standards for Quality Online Teaching ([CREC-26](#), [CREC-27](#), [CREC-30](#)). And the District has plans this year to hire an Accessibility Support Specialist who will coordinate faculty training with the colleges' instructional designers and help evaluate college sites and web resources for accessibility ([CREC-33](#)).

In addition, the District and the College are in the process of implementing several other resources which address improving student achievement offered through OEI:

- *NetTutor*
OEI's partner, NetTutor, is an on-demand, 24/7 live tutoring service in most subjects, which will greatly expand the learning resources for students using CSM's learning support centers and labs ([CREC-40](#), [CREC-41](#), [CREC-42](#)). Pilot implementation occurred at CSM in Summer 2016 through the CSM's Learning Support Center and continued implementation is planned for 2016/2017 (See Plan for Improvement #7 for more detail.)
- *Student Readiness Modules* (implementation of Quest planned for 2016/2017)
- *Additional Faculty Training* (based upon @One Webinar: Creating Accessible Online Courses, @One: Introduction to Teaching with Canvas, and @One: Applying the OEI Course Design Rubric)
- *Additional Tools*: Online Counseling (Cranium Café), Test Proctoring (Proctorio), and Accessibility (Learning Ally) ([CREC-45](#)).

Activities to Address Achievement Gaps

The capacity-building efforts described above are necessary to implement well-accepted strategies that enhance student achievement in online courses. However, there have been several key college processes which have informed the direction of those strategies, creating a climate of change and support for new practices.



Importantly, considerable work has been accomplished at the course level by faculty and deans and other leadership to improve instruction and include the following areas:

Program Review

As noted above, a variety of data are available to identify achievement gaps and their impact on subpopulations of students. Both the student services and instructional program review templates require that courses or services offered through distance and various non-traditional modes be assessed and improvements proposed.) See [program review reports](#) submitted by individual programs.)

In addition, both IPC (as CSM's chief participatory governance entity) and instructional and student services administrators (as a management group) review and evaluate program review reports annually to identify institutional themes and trends and related needs for resources. This process has culminated in highlighting the need for college resources dedicated to supporting distance education, including the need for a fulltime Instructional Technologist, among other areas ([CREC-24](#), [CREC-25](#), [CREC-47](#), [CREC-67](#)). (Also see [IPC Review Process](#).)

Deans' Analyses of Program Review Data

Since designing a class schedule and course assignments of faculty are under the purview of the relevant instructional deans, the deans analyze the program review mode-comparison data in order to recommend strategies or scheduling changes to improve course outcomes. During the last program review process cycle (2015), all the instructional divisions and the Library participated in this process. Their work results in plans to address deficiencies. ([CREC-51](#), [CREC-52](#), [CREC-53](#), [CREC-68](#)).

DEETC Review of Distance Education Program Review Data

During this past academic year the expanded Distance Education and Educational Technology Committee engaged in intensive analysis of both [quantitative and qualitative data](#) and findings published by PRIE. PRIE staff also participated in these discussions, serving as a resource ([CREC-54](#), [CREC-55](#), [CREC-56](#), [CREC-57](#), [CREC-58](#), [CREC-59](#), [CREC-61](#)). This analysis has informed faculty support for implementing the expanded distance education resources, participating in OEI, and piloting a number of other new resources.

College Recommendation 4.2 [Administrative Program Review and Planning]

In order to increase effectiveness, the team recommends that...the College align the administrative program review with the new program review guidelines for instruction, student services, and learning support centers. (II.A.1; II.A.2)

Response

This recommendation is fulfilled and fully addressed as part of Recommendation #1. See above.



College Recommendation 4.3: [Assessing CTE Needs]

In order to increase effectiveness, the team recommends that...the College develop a comprehensive plan for assessing the information needs of CTE programs, including evaluating student perceptions, job trends, emerging industry needs, and the feasibility of new programs (II.A.2.a.)

Response

This recommendation is fulfilled.

San Mateo County Employer Needs Assessment

In 2013 and 2014, the SMCCCD conducted an extensive assessment of San Mateo County business needs ([CREC-127](#)). Conducted by the Cenetri Group, the assessment of business needs stemmed from a recognition that CTE offerings must be “demand driven,”— i.e., responsive to the needs of an increasingly complex global workplace and diverse population of students.

Assessment findings were distributed to the Board of Trustees and were intended to help guide District leaders and faculty in the design of new programs and modify existing programs that meet industry needs. The assessment focused on five employment sectors with high demand/high wage career pathways for students:

1. Health Care ([CREC-128](#), [CREC-134](#), [CREC-133](#))
2. Biotechnology ([CREC-129](#), [CREC-133](#))
3. Accounting ([CREC-130](#), [CREC-135](#), [CREC-136](#))
4. Digital Arts, Media and Graphics ([CREC-131](#), [CREC-135](#), [CREC-136](#))
5. Computer Information Systems ([CREC-132](#))

Work groups were assigned to each sector that included faculty and deans from various CTE disciplines at each college. Labor market data provided the basis for research that was then supplemented with a combination of interviews, focus groups, and surveys.

Research Findings and Actions

One key finding of the research was that the dominant employer in San Mateo County is the sector of small businesses. Thus small businesses provide the greatest job opportunities for graduates with associate degrees and certificates.

CSM took action on this finding by engaging the Cenetri Group to assist in further clarifying small business needs and to recommend new programs and curricular changes to CTE offerings. Based upon research specific to the College and in consultation with faculty and other CSM personnel, the Cenetri Group recommended a comprehensive program which would include the development of a Small Business Enterprise Center ([CREC-138](#)).

The Center is designed to link CSM educational programs with regional small businesses development and address opportunities that offer mutual benefit to the small businesses and CSM ([CREC-139](#)). The Center would also support San Mateo County's innovation economy, which is the focus of the City of San Mateo's economic development efforts. The Center would provide internship opportunities for students and offer certificates and training specifically suited to local small business needs. By providing lab and office space, and the Center would serve as



fertile ground for networking and development. Among the types of collaborations explored were Incubators, Co-Working, Maker Spaces, and Fab Lab Models ([CREC-140](#), [CREC-141](#), [CREC-142](#), [CREC-143](#), [CREC-144](#), [CREC-145](#), [CREC-146](#), [CREC-147](#), [CREC-148](#)).

The College has already established a [Small Business Development Center](#), which is formally recognized by the Small Business Administration as a direct result of the research. In addition, the College has begun program planning for a new facility to support the recommendations of the research findings.

Assessing Student Perceptions

Since 2010, the SMCCCD colleges each administers a common survey targeting students enrolled in CTE coursework ([CREC-149](#)). The survey was developed to satisfy CTE program evaluation needs and federal Perkins Legislative requirements regarding an annual assessment of the needs of CTE populations. Campus-specific reports are provided to the CTE Deans and shared with discipline CTE faculty and staff ([CREC-150](#), [CREC-151](#), [CREC-152](#), [CREC-153](#)). CTE students provide feedback regarding their English language preparation, their career educational objectives, factors influencing their CTE program choice, and other areas.

Beginning Spring 2016, CSM began participation in the CCC Statewide Annual CTE Employment Outcomes Survey (CTEOS) ([CREC-154](#)). The survey asks both currently enrolled and former CSM CTE students about their employment status, whether their job is related to their field of CTE study while enrolled at CSM, and current earnings. CTEOS survey results are shared with the CTE Dean and faculty for program evaluation and accountability ([CREC-155](#)). College-specific CTEOS results are posted on the [CTE Launchboard](#) as part of the CTE Data Unlocked Initiative—a collaborative effort between Cal-PASS+ and the [California Community College Chancellor's Office 'Doing What Matters for Jobs and the Economy' initiative](#).

In addition to surveys targeting CTE students, CSM has also surveyed both the general student population and the larger population of San Mateo County residents. A Spring 2014 student campus climate survey included a probe of currently enrolled student interest in CTE programs not offered at CSM ([CREC-156](#)). A telephone survey of San Mateo County residents was conducted in 2013 in order to assess community residents' needs, including on the job training, interest in completing degree or certificate CTE programs, satisfaction with CTE coursework, the importance of current CTE offerings, and identification of CTE programs not offered ([CREC-157](#)).

Note: For more detail about CTE survey assessment, see: "[Summary of CTE Surveys](#)."

Measuring and Assessing Student Success: Indicators

Perkins

CTE performance and program accountability measures were established by the U.S. Department of Education, Carl Perkins Vocational and Applied Technology Education Amendments of 1998 and 2006. Data are available through the [California Community College Chancellor's Office](#). These indicators are used by CSM and SMCCCD to establish CTE program outcome and future performance targets. Each year, CSM reviews each of the six [Perkins Core Indicator](#) data sets, which include indicator trend data over several time spans ([CREC-158](#), [CREC-159](#), [CREC-160](#), [CREC-161](#), [CREC-162](#)). In addition, CSM reviews aggregate college data and CTE program-specific data ([CREC-163](#), [CREC-164](#)).



Three of the Perkins Core Indicators (1, 2, and 3 below) are incorporated into CSM's [College Index](#), which contains a variety of quantitative data or indicators related to measuring institutional effectiveness. A type of college "report card," the College Index indicators are also aligned with the five Strategic Goals articulated in CSM's [Strategic Goals 2013/14 to 2015/16](#). As indicators for institutional effectiveness, they help measure CSM's progress in addressing the Goals along with the objectives associated with those Goals.

[Perkins Core Indicators](#) are as follows:

1. Technical Skill Attainment
2. Credential, Certificate, or Degree Attainment
3. Student Persistence or Transfer
4. Student Job Placement and Employment
5. & 6. Nontraditional Participation and Completion

Other CTE Data

Beginning Fall 2016, CSM will begin using a new data source, "[CTE Data Unlocked](#)," part of the CCCCO Strong Workforce Task Force recommendation. This data dashboard will assist CSM CTE programs to find, understand, and use all available CTE data sources at the local, state, and federal level. Once fully developed, this database will allow CSM access to the official longitudinal system of education data for California that connects student level data across educational and workplace systems.

Note: For more detail about college use of CTE Indicators see: "[Summary of CTE Indicators](#)."

Assessing Program Effectiveness: CTE Program Review

[Program Review](#) is a systematic and evidence-based process of self-study, evaluation, planning, and improvement of CSM instructional programs. All Instructional programs, including CTE programs, receive a common data set for analysis from CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE). These data include a variety of core program indicators as well as disaggregated student success and achievement data.

Beginning with the Fall 2016 cycle, PRIE publishes additional occupational data posted on the individual CTE program review sites. Data include various labor market data and projections derived from EMSI databases. Nineteen programs receive these data sets ([CREC-174](#)).

In addition to reviewing the standard instructional program review metrics, CTE program review authors complete a program review form unique to CTE disciplines ([CREC-165](#)).

Additional CTE-specific areas for program review analysis include:

- An update of CTE course outlines every two years to ensure currency
- A review of [U.S. Department of Education's Gainful Employment Disclosure Data](#)
- An examination of current and available external community and labor market data
- A review and update (if necessary) of the program's Advisory Committee information
- A review of CTE-related factors that may impact the program, including changes in student populations, employment rates, anticipated labor demand, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, and community needs



CSM Industry Advisory Councils: Role in Program Review

An essential dimension of CTE program planning and improvement is found in active partnerships with industry and business leaders through [Advisory Councils](#). CSM has a long history of working with industry partners to develop curriculum and programs that lead to high demand, high wage employment for our students. Advisory group members support programs with curriculum development, intelligence regarding developments in their industries, and feedback regarding the skills required of CTE students in order to be successful ([CREC-172](#), [CREC-173](#))

External Community Demographics and Labor Market Information: Program Review

Beyond gathering information about CTE student needs, satisfaction, and employment outcomes for individual CTE programs used in the CTE Program Review process, CSM systematically examines data on regional job trends in order to align CTE program offerings with projected labor market needs. Data are published on the PRIE research to which the program review form is linked ([CREC-167](#), [CREC-168](#), [CREC-169](#), [CREC-170](#), [CREC-171](#)).

Note: For more detail about information resources available to support CTE program review, see: "[Resources to Support CTE Program Review](#)."

External Accreditation and other External Compliance Requirements

Many of the College's CTE programs are subject to external accreditation requirements and other external compliance requirements. For instance, the College's allied health programs such as Nursing and Dental Assisting must meet their own external accreditation standards. Other programs such as Administration of Justice, Fire Technology, Cosmetology, and Building Inspection must meet external requirements codified in a variety of state laws. The external requirements help to ensure that programs reflect employer and student needs.

Summary

The College relies on a rich dataset from both external and internal sources to inform short-term as well as strategic decisions regarding CSM's CTE offerings. By acting upon the research findings for new programs, reviewing labor market data, assessing students success through program review, and meeting with advisory groups, CSM has demonstrated that it has established a systematic, robust process to meet CTE student needs and assure currency in its CTE offerings.

College Recommendation 5: [Assessing Technology Planning]

In order to increase effectiveness, the team recommends the college evaluate technology planning. The evaluation process should include assessing the manner in which technology planning is documented, and assuring that technology needs in program and service areas are met effectively. (III.C.1.c, III.C.2)

Response

This recommendation has been fulfilled.

Progress

The following response to this Recommendation includes information provided in reports to the Commission subsequent to the team visit as *Supplemental Information, 2013* and as *Response to Evaluation Team Report: Errors of Fact, 2014* ([CREC-1](#) and [CREC-12](#).) Updates are also provided below.



The College and the District have developed and have executed multiple methods to assess both the efficacy of the technology planning process and the extent to which the College is meeting technology needs in its programs, services, and operational areas. The College identifies technology needs both at the program planning level and at the institutional planning level. The District assesses common technology infrastructure and support needs across the three colleges. The results of assessments lead to program improvements and inform decisions regarding the allocation of resources.

Types of Assessments and Program Evaluation Processes (2013-2016)

- Planning Processes are Evaluated at Regular Intervals
The College evaluates the efficacy of all of its planning processes on a regular basis, which includes technology. For example, the Institutional Planning and Budgeting Committee (now named Institutional Planning Committee) made the decision to merge the Technology Committee and the Distance Education Committee in 2012 as a direct result of assessing its planning processes ([CREC-2](#)).
- The College Technology Plan has been Assessed
The College completed a full assessment of its 2008-2013 Technology Plan as part of its 2009-2013 institutional plan assessment process. The assessment included a final report analysis of the status of the plan's goals as well the *Institutional Effectiveness Audit, 2013* ([CREC-13](#) , [CREC-2](#)) (Also see College Recommendation #2 above).
- Documented Process for Resource Allocation
The College has a well-defined and documented process for resource allocation with respect to technology needs. It is grounded in program review (see below), has been established for the last 15 years, is executed consistently annually, and is well-understood by all constituencies. These processes are described in [Summary of College of San Mateo Technology and Planning and Allocation Processes, July 2016](#) ([CREC-15](#)).
- Role of Program Review
At CSM [program review](#) is the primary and long-established venue through which programs evaluate their resource needs and request resources, including equipment and other technology. Program areas include Instruction, Student Services, Learning Support Centers, and Administrative Services.

Annually, in joint meetings of Student Services and Instructional administrators, the Deans and Directors prioritize requests which determine a rank order for purchases, subject to the availability of funds. IPC also evaluates these resource requests in a compiled form and makes recommendations to President's Cabinet for allocation. As part of its planning process the Institutional Planning Committee (formerly IPBC) compiles and analyzes a summary of the year's program review reports in Trends and Themes in order to determine the extent to which needs are met at an institutional level. (See webpage, [Institutional Planning Committee \(IPC\) Review Process](#).)

At the district-level, program review also occurs regularly for administrative and operational areas, such as Information Technology Services (ITS). ITS conducts regular program reviews informed by a variety of qualitative and quantitative data that identify



areas for improvement and priorities to govern implementation of those improvements. The most recent evaluations were completed in 2012 and 2016 ([CREC-21](#), [CREC-22](#)).

Assessing the development process for the *District Strategic Plan for Information Technology 2012-2016* (ITS Strategic Plan) resulted in a recommendation articulated in the 2016 ITS program review: an Administrative Technology Taskforce, with membership from all three colleges, will contribute to the development of the next iteration of the ITS Strategic Plan as well as address the need for common administrative tools ([CREC-16](#), [CREC-22](#)).

- Multiple Assessment Methods

The College and the District rely on several other assessment instruments to evaluate whether technology needs in program and service areas are met effectively. One method through which the College regularly assesses the success of its technology deployment and planning is through its annual [Student Campus Climate and Satisfaction Surveys](#) (2010-2016) and through two types of [Employee Campus Climate and Satisfaction Surveys](#) (2010, 2011, 2013, and 2016). Employee surveys address both academic and administrative use of technology.

The District ITS also conducts systematic surveys of its users, results of which lead to improvements in quality of services and technology planning. All ITS technology support/HelpCenter contacts are evaluated by an online feedback survey inviting staff users to assess the effectiveness of the service.

In addition, comprehensive customer service surveys of all District employees have been conducted in 2012 and 2016, specifically focused on ITS and the deployment of technology. The 2012 survey led to many improvements, including:

- Increasing Banner training
- Providing DegreeWorks training
- Conducting student survey on IT tools such as student email, WebSMART, webschedule, etc.
- Creating an online system for users to give ITS feedback on wireless reception
- Working with District distance education/technology committee on the long-term strategy for our Learning Management System (LMS)
- Improving the ITS website with tutorials and making it a resource for its users
- Enhancing information for employees about connecting to the "facstaff" wireless network

In addition, a 2015 survey of faculty users of WebAccess informed the decision to migrate to Canvas as the Learning Management System (LMS) and adopt other tools offered through the statewide Online Education Initiative (OEI) ([CREC-23](#)). The Spring 2016 survey informed the recommendations articulated in the program review conducted by ITS ([CREC-113](#)).

The ITS Strategic Plan also contains a summative evaluation of technology services. One section in particular, "Assessment of Support and Services," summarizes findings, pp. 24-26 ([CREC-16](#)).



- College and District Ongoing Collaboration

Technology needs are identified not only through program review at the college level but through the many districtwide committees in which the Colleges and ITS jointly participate, including the newly-formed Administrative Technology Taskforce. Examples of venues in which there is joint College and District ITS participation and where program and operational technology needs are identified include: Chancellor's Council; District Research Council; Enrollment Services Committee; Business and Finance Officers Group; Financial Aid Advisory Committee; Distance Education Advisory Committee; Facilities, Planning and Operations; District, Safety and Security Committee; Network Advisory Group; and Technology Planning Committee, among others ([CREC-16](#)).

Much of the time of ITS' senior staff is dedicated to technology planning done in collaboration with the colleges. They include the Chief Technology Officer and the ITS Director of Administrative Systems, Director of Web Services, Director of Administrative Services, and Director of Technical Support Services, among others.

College Recommendation 6: [Planning Manual]

In order to enhance its effectiveness, the College should complete its planning agenda items related to its new Planning and Decision-Making Manual. The contents of the document should be expanded to:

- 1) *clarify the relationships between the institutional planning, program planning, and budget allocation processes; (IV.A.1, IV.A.2, IV.A.2.a).*
- 2) *clarify the resource allocation processes (including the criteria that is used in these processes); (IV.A.1, IV.A.2, IV.A.2.a).*
- 3) *clarify the linkages between the College and District planning and decision-making processes (where appropriate); (IV.A.1, IV.A.2, IV.A.2.a).*
- 4) *describe the process and timeline by which the College evaluates its processes under the proposed Institutional Effectiveness Audit process currently under development and the review off committee charges. (IV.A.5)*

Response

This recommendation has been fulfilled.

Progress

The Planning Manual is complete and addresses the processes identified in the recommendation ([CREC-181](#)).



District Recommendations

District Recommendation 1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes and ensure that the process is fully implemented. (III.A.I.c)

Note: This section regarding District Recommendations contains text from 2014 ACCJC reports and needs to be updated and evidence added.

Response

This recommendation has been fulfilled.

In the last report dated October 14, 2014, the District reported on how it fully responded to this recommendation by implementing a new evaluation process which incorporated, among other enhancements, student learning outcomes as an integral part of that evaluation process. District staff and faculty representatives worked together to revise faculty evaluation procedures over a period of two years. Changes were communicated to faculty several times during the revision process, with the final new procedures being introduced to and approved by all faculty in August and September 2014.

The new procedures have been well-received and in the first year of implementation (2014-2015), to date (November 2015), the new procedures have been used to evaluate 538 out of approximately 1200 (45%) full and part time faculty and staff across the three Colleges of the District. (Each faculty member is evaluated at least once every three years.) As we have begun using these procedures, District staff and faculty representatives have continued to work together to refine and improve the process based on input from those who use the new procedures most frequently: faculty and deans. For example, based on feedback, the District has now included an online component for students to provide feedback on classes as part of the evaluation process. This collaborative approach has increased everyone's understanding and acceptance of the new procedures. ([DREC-1](#), [DREC-2](#), and [DREC-3](#)).

District Recommendation 2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.I.f)

Response

This recommendation has been fulfilled.

Three members of the Board of Trustees have served SMCCCD in their elected capacity ranging from 12 years to 20 years; one Board member has served for two years and a newly-elected Trustee took office this year.



Since the last update report, each Trustee has attended many conferences and workshops to enhance their knowledge and awareness of a wide variety of academic, fiscal, legislative and governance matters. The conferences and meetings attended by Trustees in 2015 are included in "Evidence" ([DREC-5](#)). The Student Trustee typically attends the bi-annual Statewide Student Senate General Assemblies (Fall and Spring) as well as the Student Leadership Conference hosted by the California Community College Student Affairs Association. Also, all newly elected Student Trustees attend a student trustee workshop sponsored by the Community College League of California. Often, Student Trustees attend the National Student Advocacy Conference hosted by the American Student Association of Community Colleges in Washington DC.

[Board Policy 1.10](#), Duties and Responsibilities of the Board, specifically references Trustee professional development activities. It lists, as one of the responsibilities of the Board:

To engage in ongoing development as a Board and to attend trustee education programs that includes a new trustee orientation. The Board will conduct study sessions, provide access to reading materials and support conference attendance and other activities that foster trustee education ([DREC-4](#)).

In March 2016, the Board amended Board Policy 1.10 by adding item 2.i., which states:

To provide a comprehensive new trustee orientation program for newly elected or appointed trustees that may include attendance at a statewide "New Trustee" orientation program; one on-one interviews with the Chancellor, Presidents and Executive Vice Chancellor; discussions with representatives of employee groups, the Academic and Classified Senates and student leaders; delivery of the Trustee Handbook prepared by the Community College League of California (CCLC); and review of the CCLC's comprehensive online education program titled "Elected/ Appointed Trustees: Next Steps" ([DREC-4](#)).

For the 2014-2015 year, the Board incorporated in its Board Goals a commitment to increase its participation in professional development activities and ensure that newly elected Trustees receive orientation training ([DREC-11](#)). The District also developed a program for New Trustee Orientation that was used when a new Trustee joined the Board in late 2013 and will be used for the Trustee elected in November 2015.

The Board conducts an annual self-evaluation process in a public Board meeting in which they review the Board's performance on a number of items, including Board Operations, Chancellor/Trustee Relations, Faculty/Student/Classified Relations, and Community and Governmental Relationships. The most recent evaluation was conducted in late October 2015.

Board members regular attend both college and community events regarding educational matters and report the highlights of these meetings at each Board meeting under the "Board Comments" section of the agenda. Board members also attend CCLC and CCCT Trustee conferences and occasionally participate in national trustee conferences ([DREC-5](#)).

On each regular Board meeting agenda (except during summer months), there is a topic titled "Board Series Presentation—Innovations in Teaching, Learning and Support Services." These presentations--offered by faculty, staff and students--highlight new or innovative aspects of programs and services provided by the colleges and serve as a means to keep the Board well informed about activities at the colleges. During the last several years presentations have



covered Project Change, an innovative program at CSM that brings college classes to juvenile detention facilities; The Educator Preparation Institute at Skyline College; ¡ESO! (Expanding Student Opportunities) Grant and Cañada College's Role as a Hispanic Serving Institution; BΘO: Skyline College Phi Theta Kappa Honors Society; CSM Cares – A Program Designed To Address the Mental Health Needs of Students; Skyline College – Entering the CIPHER: Fresh Techniques, Hip Hop Elements, and Edutainment in the Classroom; Collaboration Across Boundaries for Equity and Success: Cañada College's Student Success and Equity Projects; and the Small Business Development Center at CSM. Also at each Board meeting, there is an "Executive Report" in which the Chancellor, Presidents, and Academic Senate President update the Board on recent happenings at the colleges ([DREC-6](#), [DREC-7](#), [DREC-8](#), [DREC-9](#), [DREC-10](#), and [DREC-13](#)).

New Trustee Orientation

The new Trustee elected in November 2015 will be asked to complete the following tasks:

- Meet with the President to discuss the current issues the District Board is facing (completed, Spring 2016)
- Meet the Chancellor and Executive Staff to receive an overview of District operations, budget and governance (Completed, Spring 2016)
- Meet with each of the three College Presidents to gain an understanding about the College programs, strengths and weaknesses (in progress)
- Meet with the District Academic Senate President
- Attend the CCLC "New Trustee Orientation" program that is offered annually. (Completed, Spring 2016)
- Review Chapter 1 of District Policy and Procedures to gain an understanding about the duties and responsibilities of the Board, organizational structure of the Board, expectations for Board decorum and Board meeting protocols (Completed, Spring 2016)

District Recommendation 3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations. (IV.B.3.b., IV.B.3.g)

Response

This recommendation has been fulfilled.

Regular Cycle

Although the District Office (DO) regularly and continuously evaluates the services to the colleges and documents its findings to improve such services, the schedule for these evaluations had not been presented in written form. After discussing the schedule and activities among the various District departments, District personnel established a program review calendar in October 2014. The calendar was reviewed and revised again by administration and the districtwide accreditation team during the 2015 program review cycle. The review cycle was adjusted slightly to align with the District's accreditation cycle. Additionally, several District programs, including District International Education, Education Services and Planning, Public Safety, Emergency Preparedness, Community Education, Auxiliary and Enterprise Services, and the Chancellor's office were added to the calendar.

The new calendar is online [here](#) ([DREC-12](#)).



District Programs

The program review cycle is ongoing and is aligned with the District's accreditation cycle. There is District Office Program Review process scheduled in March of each year. The following units are reviewed on a rotating basis once every three years: Administrative Services (including Accounting, Payroll, Purchasing) Facilities, Public Safety, Emergency Preparedness, Information Technology, Human Resources, International Education, Community Education, Education Services and Planning, Auxiliary and Enterprise Services and the Chancellor's Office.

The program review is typically conducted via a survey administered to all District Employees. The units most recently added to the process may choose another audience to survey or use another methodology to assess their units. Part of the process for these newly added units will be to develop the tool(s) most appropriate for their unit. The survey tool supported by ITS is NoviSurvey.

Prior surveys, survey results and executive summaries of the program review are located on the [DO Program Review](#) site.

Program Review Process and Timeline

January-February:	Review/Revise prior survey questions
February:	Revise/develop/test survey in NoviSurvey (contact ITS for an administrative logon, access to prior surveys and/or technical support.)
March:	Deliver survey tool to all district employees via email.
April - June:	Review/summarize results and post reports, including narrative pertinent to accreditation, to Program Review Sharepoint site.

Documentation of the Outcomes: Each department will prepare a Program Review which encompasses the following elements:

Program Review Template

1. Executive Summary
2. Unit description
3. Describe major accomplishments since last review
4. Current state of the Unit
 - a. Describe the current state of the unit (May include strengths and challenges).
 - b. What changes could be implemented to improve your unit?
5. Action plan. Describe how opportunities for improvement will be addressed
6. Needs: Equipment, Professional Development, Facilities, Staffing, Research (when appropriate)

The 2016 program review cycle was completed in July 2016. Information Technology Services, Public Safety, Emergency Preparedness, and Educational Services and Planning were evaluated. Executive summaries of the review process are located at the [DO Program Review](#) site.



Plans for Improvement (2013)

The following Plans were proposed by CSM in its [2013 Self Evaluation](#). See the 2013 Self Evaluation for more detail. The Plans for Improvement are listed in [Volume 3, Appendix 3, Planning Agenda](#), pages 75-79.

Standard 1.A.1

1. Plan for Improvement

The College began the implementation of a program review pilot for administrative services in 2011 [I.A-28]. By fall 2013, the College will revise the administrative services program review model to align, where appropriate, with the new program review guidelines for instruction, student services, and learning centers implemented in the spring 2013 program review cycle. The College will also evaluate the feasibility of using the administrative program review model for instructional division offices by spring 2014. The administrative services program review model will be fully implemented in the spring 2014 program review cycle.

Note: This Plan for Improvement is repeated in Standard II.A.2 as Plan for Improvement #4.

Response

Plans for Improvement #1 and #4 have been fully addressed in the responses to ACCJC Recommendations #1 (pp. 5-6) and # 4.2. The Recommendations mirror CSM's own Planning Agenda.

Standard 1.B.2

2. Plan for Improvement

The 2008-2013 planning cycle is now complete. To fully assess the activities that occurred during the 2008-2013 planning period, the Institutional Planning Committee will prepare a comprehensive institution-wide assessment report that addresses the results of all planning activities for the 2008-2013 planning period. A draft of the report will be completed no later than fall 2013. As part of its role in the audit of institutional effectiveness, College Council will review and accept the final report no later than spring 2014. This assessment activity will close the 2008-2013 planning cycle.

Response

This Plan for Improvement has been successfully addressed in the response to Recommendation #2 (pp. 6-7). Recommendation #2 largely mirrors this Plan.



Standard 1.B.4

3. Plan for Improvement

Improve campus understanding of institutional planning processes. The College will take several actions to provide additional information and resources regarding the participatory governance and planning processes:

- *A draft of the College's Planning and Decision Making Manual will be completed and distributed to the College for review and comment in fall 2013. The Institutional Planning Committee and College Council will take action on the Planning and Decision Making Manual in the 2013-14 academic year.*
- *The Institutional Planning Committee and College Council will take action on the Roles and Responsibilities for Decision Making in fall 2013-14.*
- *The Institutional Planning Committee will conduct a training session for all members of institutional planning committees and Academic Senate committees early in the fall 2013 semester.*
- *During the 2013-14 academic year, the Institutional Planning Committee will conduct several information sessions on participatory governance and College planning processes. These information sessions will be open to any interested member of the college community.*
- *During the 2013-14 academic year the College will develop enhanced, yet simplified, communication and information sharing methods. These systems will be designed to provide timely information about College decisions.*

Response

Note: This plan for improvement is repeated in Standards IV.A.1 and IV.A.2.a.

Progress

The 2013 Self Evaluation was developed during the period Fall 2011 through Spring 2013 ([PLAN-18](#)). Since this Plan for Improvement was proposed, CSM's institutional landscape has changed in several ways. It has undergone changes to its organization, planning structure, and committee composition. Thus this update addresses those changes, actions to address the Plan, and proposed new activities for 2015-2016.

Organizational Changes

Since the Plan was originally proposed, College Council was dissolved after an assessment of its functions and the Institutional Planning Committee (IPC) assumed the role as CSM's primary participatory governance entity. Several other planning committees originally described in the Planning Manual were combined or disbanded (e.g. Distance Education, Technology, and Enrollment Management Committees) ([PLAN-16](#)). A new Vice President of Administrative Services position was created with oversight over operational functions. A new academic division, Academic Support & Learning Technologies, was created, reporting to the Vice President of Instruction. There have also been several structural changes in Student Services in order to support emerging student success initiatives. New Director-level positions have been created for Workforce Development and Equity, among other new staff appointments ([PLAN-19](#), [PLAN-20](#), [PLAN-21](#)).



Summary of Activities: 2012-2016

- The Planning Manual is completed and contains a section which addresses "Roles and Responsibilities for Decision-making" ([PLAN-17](#)). (However, this version will need to be updated to reflect the current organizational structure and the mandate to educate a large proportion of new employees.)
- Throughout 2015, IPC, as the primary planning body, explored the "Six Circle Model" as a method for improving communication amongst its members ([PLAN-22](#), [PLAN-30](#), [PLAN-31](#), [PLAN-32](#), [PLAN-33](#)).
- IPC has assessed its purpose and proposed revisions to its own mission and goals, 2015-2016 ([PLAN-27](#), [PLAN-29](#), [PLAN-30](#), [PLAN-31](#), [PLAN-34](#), [PLAN-36](#), [PLAN 24](#))
- CSM assessed the effectiveness of planning and internal communication via Campus Climate and Satisfaction Surveys conducted of employees in 2012 ([PLAN-32](#)).
- IPC addressed participatory governance training ([PLAN-35](#), [PLAN-32](#), [PLAN-33](#)).
- IPC assessed developing a new survey and focus groups to facilitate participatory governance ([PLAN-31](#), [PLAN-32](#), [PLAN-33](#)).
- CSM has fully implemented a subscription listserv to facilitate internal communication. Topic areas include ([PLAN-24](#), [PLAN-25](#))
 - Academic Senate
 - Timely College Issues and Decisions
 - Budget
 - Construction
 - Institutional Planning Committee (and other committees)
 - Messages to Students
 - CSM Event Calendar
 - College News and Announcements

Activities Proposed for 2016-2017

- Update Planning Manual to reflect changes to new institutional planning and organizational structure
- Finalize revised IPC Mission and Goals, Fall 2016 ([PLAN-36](#))
- Conduct employee Campus Climate and Satisfaction Surveys, Fall 2016
- Conduct participatory governance surveys and training, Fall 2016-2017 (as informed by Climate Survey results)
- Implement new internal communication subscription and other methods, appropriate for mobile devices and coordinated with migration to more response web pages



Standard II.A.2

4. Plan for Improvement

Note: This Plan for Improvement is the same as Plan #1 (Standard I.A.1.).

Response

Plans for Improvement #1 and #4 have been fully addressed in the responses to ACCJC Recommendations #1 (pp. 5-6) and # 4.2. The Recommendations mirror CSM's own Planning Agenda.

Standard II.A.3.a

5. Plan for Improvement

To ensure that students who complete the College's General Education requirements will also meet its institutional (General Education) student learning outcomes, the College will clarify the relationship between SLOs for courses that satisfy General Education requirements and the College's institutional SLOs. During the 2013-14 academic year, Committee on Instruction, with assistance from the College Assessment Committee, will review the General Education requirements and the institutional SLOs and, as necessary, revise the College of San Mateo's General Education Handbook to clarify the relationship between course SLOs, General Education requirements, and institutional SLOs.

Response

This Plan has been successfully addressed.

Progress

CSM clearly delineates the fact that at this college Institutional SLOs (ISLOs) are General Education SLOs. Descriptions of all course, program, and General Education SLOs are [online](#).

In September 2013, the Committee on Instruction (COI) approved and published an update to the *College of San Mateo General Education Handbook* ([PLAN-1](#)). The handbook clearly makes a distinction between General Education SLOs and General Education degree and transfer requirements. It also provides guidelines for creating and recommending to COI courses to satisfy General Education requirements.

Standard II.A.5

6. Plan for Improvement

By the end of fall 2014, develop a comprehensive plan for assessing the information needs of CTE programs, including evaluating student perceptions, job trends, emerging industry needs, and the feasibility of new programs. The plan to collect information and research may consider the use of follow-up surveys of graduates of CSM vocational programs as a source of data for assessing program effectiveness. Using the CSM Nursing Program Graduates' Survey as a model, for example, survey designers could illicit feedback



that would assess not only job placement and wages, but also the extent to which vocational program curricula prepares students to meet employer expectations and professional competencies. The plan will be implemented in spring 2014, and research results will be shared with IPC, the IPC Task Force focused on the needs of working adults, key CTE staff, and appropriate staff and faculty preparing program reviews.

Based upon the needs articulated by faculty, staff, and administrators who deliver CTE programs and others, the Office of Planning, Research, and Institutional Effectiveness could provide annual reports to vocational programs regarding regional and statewide employment trends in related industries, or other reports as determined.

Response

This Plan has been successfully addressed in the response to ACCJC Recommendation 4.3.

In summary, the District has conducted extensive occupational analyses over the last several years. CSM's Office of Planning, Research, and Institutional Effectiveness also provides labor market specific to each CTE program as part of the program review process. (See [instructional program review sites](#).) Effective Spring 2016, CSM began using the Santa Rosa Junior College/CCCCO survey of graduates and former CTE students. Survey contents are fully described in the narrative for Recommendation 4.3.

Standard II.C.1

7. Plan for Improvement

By fall 2013, College of San Mateo will conduct a comprehensive inventory of all learning support centers' strategies to support students enrolled in online and hybrid courses. By spring 2014, the College will develop and begin piloting a plan to implement additional learning support center interventions to support online students that are appropriate to the individual centers. The College will fully implement new strategies by fall 2014.

Response

This Plan has been successfully addressed.

Progress

As addressed fully in Recommendation #4.1 [Distance Education], the magnitude and quality of college-level and district-level resources available to support distance students have greatly increased, along with plans to continuously improve the quality of those resources. These plans are consistent with goals and objectives articulated in CSM's Distance Education Plan 2013/2014-2016/2017 ([PLAN-6](#), [PLAN-7](#)).

In summary, since Summer 2015, SMCCCD has been implementing components of the statewide Online Education Initiative (OEI) in order to improve student success in online courses ([PLAN-9](#), [PLAN-11](#), [PLAN-12](#)). The District is currently in the process of implementing a new course management system (Canvas) and a variety of training for faculty and staff ([PLAN-11](#)). The District has also adopted the OEI Online Course Quality Rubric, approved by the SMCCCD Academic Senate, to support best practices. ([PLAN-8](#), [PLAN-10](#)).

SMCCCD is currently implementing OEI's partner, NetTutor, through reduced purchasing rates secured by the [Foundation for California Community Colleges](#). NetTutor is an on demand, 24/7



live tutoring service, covering most subjects, which will greatly expand the learning resources for students using Learning Support Centers and labs ([PLAN-2](#), [PLAN-3](#), [PLAN-4](#)). Many programmatic gaps at CSM in resources for distance students will be addressed via NetTutor, among other tools.

Pilot implementation for it occurred at CSM in Summer 2016 through the CSM's Learning Support Center and included the following subjects:

- Math
- Physics
- Chemistry
- Biology
- Nursing
- Psychology
- Intro to Philosophy
- Prin. of Microeconomics
- Prin. of Macroeconomics

Implementation planned for Fall 2016 is expected to include these additional subjects:

- Writing Support
- Accounting
- U.S. History
- Administration of Justice
- Intro to Sociology
- Information Technology & Computer Science

Full implementation is expected to support all courses through the academic year 2016-2017 ([PLAN-12](#)). The Learning Support Center Coordination Committee (LSC3) is addressing how NetTutor will complement their programs ([PLAN-14](#), [PLAN-15](#)).

In addition, the College plans to adopt the OEI's learner readiness assessment modules (Quest) once it concludes the OEI's pilot process anticipated to conclude by Fall 2016 ([PLAN-12](#)).

The Dean of Academic Support & Learning Technologies, who has college oversight for distance education, in July 2016 convened an ad hoc group of members of the Distance Education and Educational Technologies Committee (DEETC) and key stakeholders to make recommendations to DEETC and the College regarding other resources to support student success in online courses. In addition to NetTutor, the group is considering additional student supports for implementation in 2016-2017, namely applications for online counseling (Cranium Café), Test Proctoring (Proctorio), and Accessibility (Learning Ally) ([PLAN-13](#)).

Standard IV.A.1

8. Plan for Improvement

Note: This plan for improvement is the same as Plan #3 (and repeated in Standards I.B.4 and IV.A.2.a).

Standard IV.A.2.a

9. Plan for Improvement

Note: This plan for improvement is the same as Plan #3 (and is repeated in Standards I.B.4 and IV.A.1).



Certification of Continued Compliance with Eligibility Requirements

College of San Mateo (CSM) continues to meet each of the 21 eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges. Factual updates as well as their status in relation to the proposed program are included below:

1. Authority

College of San Mateo's authority to operate as a degree granting institution rests upon its continuous accreditation by the Accrediting Commission for Community and Junior Colleges. This Commission is recognized by the Commission on Recognition of Postsecondary Accreditation and by the United States Department of Education. This authority is noted on the Table of Contents page of [CSM's Catalog, 2016-2017](#) and the College's accreditation status is also posted on its own [webpage](#).

2. Operational Status

College of San Mateo was established in 1922. Approximately 9,500 students are enrolled each semester in a variety of traditional-mode and distance education courses. One fourth of CSM students enroll in online courses. Programs lead to Associate degrees and Certificates of Achievement and Specialization and include general education preparation for transfer to baccalaureate institutions. Nearly 80% of all courses are transferable, of which 20% are designated Career and Technical Education (CTE). Each year approximately 850 students transfer, 650 students earn Associate's degrees, and 1,000 students earn certificates.

3. Degrees

[CSM's Catalog, 2016-2017](#) lists 129 different programs as defined by degrees or certificates awarded ([Elig-1](#)). Associate degrees typically require 60 units and are two academic years in length. Associate degrees also include Associate of Arts (AA-T) and Associate of Science (AS-T) offered in 17 programs as transfer pathways to CSU. As described in the catalog, the College also awards Certificates of Achievement (upon completion of 18 designated units) which appear on transcripts, and Certificates of Specialization (fewer than 18 units) ([Elig-2](#)). Degree and certificate requirements are consistent with Title 5.

4. Chief Executive Officer

The Chief Executive Officer of the College is appointed by the Board of Trustees. College of San Mateo's Chief Executive Officer is President Michael Claire, whose primary responsibility is to the institution. He also reports directly to the SMCCCD Chief Executive Officer, Chancellor Ron Galatolo. President Claire was appointed in 2007.

5. Financial Accountability

An independent, certified public accounting firm conducts year-end audits of the San Mateo County Community College District, which includes College of San Mateo. All audits are publically available ([Elig-3](#)). These audits, conducted in accordance with generally accepted audit standards, include a review of the previous year's recommendations, financial documents, expenditures, and internal control processes. If an audit yields an exception, the exception is responded to in a report to the auditors and to the Board of Trustees.



6. Mission

Both the College's and District's mission statements are regularly reviewed through a participatory governance process which evaluates the needs of the community they serve. The SMCCCD Board of Trustees approved the last major revision to the SMCCCD's [Mission Statement](#) in May 2012 ([Elig-23](#)). [CSM's Mission and Diversity Statements](#) are congruent with the SMCCCD Mission.

In March 2015, the Board of Trustees approved CSM's revisions to the College Mission Statement, which included incorporating the latest Institutional Priorities into the statement as a result of recommendations by CSM's Institutional Planning Committee (IPC) ([Elig-4](#)). To better align with district-wide planning vocabulary, in September 2015, IPC approved a change of terminology for its planning documents: the phrase "Institutional Priorities" is now replaced by "Strategic Goals" ([Elig-24](#)). Both CSM's Mission and Diversity Statements and the SMCCCD Mission Statement are included in CSM's [Catalog, 2016-2017](#) ([Elig-22](#)). CSM's Mission and Diversity Statements are also accessible through the online directory for CSM's website and are displayed on a dedicated [page](#) of CSM's website.

7. Governing Board

The San Mateo County Community College District (SMCCCD), which includes College of San Mateo, is governed by a six-member [Board of Trustees](#) which derives its authority to operate a degree-granting institution from California Education Code §§ 70900- 70902 ([Elig-5](#)). Five trustees are elected at large by county voters and one student trustee is elected by the colleges' associated students' entities. The Board normally meets twice a month; generally one of these meetings is a study session. On each Board agenda there is the opportunity for presentations or statements from the public as well as for statements from various college constituents. The Board adheres to its conflict of interest policy ([Elig-6](#)). To the best of the College's knowledge, no board member has employment, family, or personal financial interests related to the College or the District.

8. Administrative Capacity

In general, College of San Mateo has sufficient administrative staff to support its mission and purpose. The administration at the College is comprised of the President, the Vice President of Administrative Services, the Vice President of Instruction, the Vice President of Student Services, nine deans, and six directors. Appropriate administrative preparation and experience are addressed as part of the employment process ([Elig-7](#)). College of San Mateo's organizational charts are available [online](#) ([Elig-15](#), [Elig-16](#), and [Elig-17](#)).

9. Educational Programs

College of San Mateo's educational programs are congruent with its Mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degree, certificate, and transfer-preparation programs offered. All instructional programs have identified student learning outcomes (SLOs) indicated in the catalog. Comprehensive information about its programs, courses, and transfer agreements is updated annually in CSM's catalog (available [online](#) and in hard copy.) Committee on Instruction-approved course descriptions are posted [online](#) for all courses.



10. Academic Credit

The awarding of academic credit at College of San Mateo is based on Title 5, Section §55002.5 of the California Code of Regulations ([Elig-8](#)). All curricula are reviewed by CSM's [Committee on Instruction](#) (COI) every six years while CTE courses are reviewed every two years. COI advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional procedures.

11. Student Learning Achievement

College of San Mateo is actively engaged in defining, publishing, and assessing expected student learning and achievement outcomes (SLOs) for each course and program and for institution-level (General Education) ISLOs. CSM assesses SLOs through a variety of methods and there is dialog about assessment results throughout the institution. Through regular and systematic assessment, CSM is demonstrating that students achieve these outcomes.

Course outlines list relevant [SLOs online](#). Instructional program SLOs (for degrees and certificates) are listed in the "Major Requirements" section of CSM's [Catalog, 2016-2017](#). Instructional, Student Services, and Learning Support Centers' program SLOs have been aligned with General Education SLOs (also known as ISLOs) which are listed on page 3 of CSM's [Catalog, 2016-2017](#). Program assessment results are available at the [program review pages](#) for each program. A variety of tools and resources for assessing SLOs are maintained by the College's [College Assessment Committee \(CAC\)](#), including the latest course and program [SLO descriptions](#).

12. General Education

College of San Mateo incorporates into its degree programs general education distributed among five major areas of knowledge; these areas ensure breadth of outlook and contribute to a balanced education. CSM's [Catalog, 2016-2017](#) details CSM's philosophy of general education along with information about the general education competency requirements in mathematics/quantitative reasoning, information competency, and English ([Elig-9](#)). The general education component is consistent with Title 5 degree requirements and statewide standards (§Section 55061) ([Elig-10](#)).

13. Academic Freedom

The San Mateo County Community College District, which includes College of San Mateo, is dedicated to maintaining a climate of academic freedom and encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses the College's belief in inquiry, informed debate, and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. A comprehensive statement regarding academic freedom within SMCCCD is included in [CSM's Catalog, 2016-2017](#) ([Elig-11](#)). It is consistent with SMCCCD Board policies No. 6.35 and 6.35.1, *Academic Freedom* ([Elig-12](#) and [Elig-13](#)).

14. Faculty

The College of San Mateo faculty, as of Fall 2015, is comprised of 128 full-time faculty and 223 adjunct faculty. Similar numbers are projected for academic year 2016-2017. Information regarding the degrees and length of service for full-time faculty is included in [CSM's Catalog, 2016-2017](#) ([Elig-18](#)). Faculty responsibilities include the development and



review of curriculum and assessment of learning. Responsibilities are articulated in CSM's *Faculty Handbook 2015-2016* and in the SMCCCD faculty contract with the AFT ([Elig-19](#) and [Elig-20](#)).

15. Student Services

College of San Mateo acknowledges the importance of providing appropriate student services and student development programs to its diverse student body in order to facilitate access, progress, and success. Student Services uses a student-centered service model. Major areas of student services include: Admissions and Records, Advising and Matriculation, Articulation, Assessment and Placement Testing, CalWORKs, Career Services, Child Development Center, Counseling Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Financial Aid and Scholarships, Health Services Center, High School Enrollment Programs, International Student Center, Learning Center, Multi-Cultural Center, Psychological Services, Puente Project, Student Employment, Student Life, Transfer Services, and Veterans Services. The College's services and programs for students are consistent with its mission and information is accessible [online](#).

16. Admissions

The College of San Mateo's admissions policies and practices are consistent with its mission, SMCCCD Board of Trustees' policy, the California Education Code, and Title 5 regulations. Information about admission to programs with limited enrollment is found in the Admissions section of CSM's [Catalog, 2016-2017](#) and in every term's [Schedule of Classes](#). Application. Course registration processes are [online](#). Distance education students are governed by the same admissions' policies as face-to-face mode students.

17. Information and Learning Resources

College of San Mateo and San Mateo County Community College District support students and employees with a wide range of information and learning resources. The CSM library, through its physical facilities and collections and through its online resources, provides students with access to information in electronic and printed form. Library course offerings, librarians, and online tutorials provide support to students as they use this information. The library also works closely with faculty to ensure that they and their students are aware of physical and electronic resources relevant to specific courses. In addition, the multi-purpose CSM Learning Center and the 12 discipline-specific Learning Support Centers and labs provide students with tutoring, computer access, specialized software applications, subject-matter resources, and specialized equipment. Information for learning resource centers and labs is available [online](#).

18. Financial Resources

College of San Mateo's financial resources, through the San Mateo County Community College District, include several sources: the State of California, local taxes, tuition, grants, federal funds, and a variety of revenue-generating auxiliary services. As a "Basic Aid" district, SMCCCD holds a community-supported status and thus its primary funding is through local property taxes. Both the District and College maintain contingency reserves to ensure budget stability. The College has sufficient resources to support its Mission and to monitor and improve institutional effectiveness.

Budget planning takes place at both the District and College levels. At CSM, administrators, faculty, classified staff, and students have opportunities to participate in budget development.



As part of an integrated planning model, budget planning is the charge of the Institutional Planning Committee (IPC) whose mission includes the charge to ensure: "that budget allocations are based on institutional planning priorities and are relevant to the current fiscal environment" ([Elig-25](#)). Although the budget development process is a collaborative participatory governance process, the College President bears ultimate responsibility for assuring the fiscal integrity of CSM. The Board of Trustees formally approves all District and College budgets in a public Board meeting. Budget information for the College and the District are also made available to the public ([Elig-21](#)).

19. Institutional Planning and Evaluation

College of San Mateo employs an evidence-based integrated planning model that is supported through participatory governance. Institutional effectiveness is routinely measured by CSM's success in addressing the principles embodied in the college Mission and Diversity statements and by achieving its Strategic Goals (previously termed "Institutional Priorities") ([Elig-26](#) and [Elig-27](#)). Its systemic planning, implementation, and evaluation processes are designed to ensure continuous improvement of institutional effectiveness. CSM systemically addresses student needs by establishing, measuring, and assessing Student Learning Outcomes (SLOs) and by analyzing student achievement using quantitative and qualitative data. Through regular program review and other self-evaluation, resources are aligned so that the College can achieve its Strategic Goals and objectives ([Elig-28](#)). Planning resources and research data to support the evaluation of institutional effectiveness are available [online](#).

20. Integrity in Communication with the Public

College of San Mateo annually reviews and publishes its [catalog](#) and continuously updates its [website](#) to provide comprehensive, accurate information. This information encompasses the areas of General Information, Requirements, and Major Policies Affecting Students as defined by this Eligibility Requirement. Major policies affecting students' rights and privileges are available [online](#) along with detailed [academic policies](#). The [Mission Statement](#) addresses the College's purposes and objectives. The catalog, schedule of classes, and other informational resources are also available online via the college [website](#). (For a list of the mandated information included in CSM's [Catalog, 2016-2017](#), see [Elig-14](#).)

21. Integrity in Relations with the Accrediting Commission

The SMCCCD Board of Trustees assures that College of San Mateo adheres to the Eligibility Requirements, Accreditation Standards, and policies of the Accrediting Commission for Community and Junior Colleges; describes itself in the same manner to all its accrediting agencies; communicates changes, if any, in its status; and discloses accurate and complete information required by the Commission. College of San Mateo maintains contact with the ACCJC through CSM's President and Accreditation Liaison Officer (ALO).



Appendix A: Evidence and References

Report Preparation

PREP-1	2013 Self Evaluation Report
PREP-2	External Team Evaluation Report, February 2014
PREP-3	ACCJC Action Letter, February 7, 2014
PREP-4	2014 Follow-up Report
PREP-5	2014 Follow-up Report ACCJC Action Letter, February 6, 2015
PREP-6	Accreditation Oversight Committee, Agenda, August 24, 2016
PREP-7	Institutional Planning Committee (IPC), Meeting Summary, 9-2-2016
PREP-8	Academic Senate Governing Council, Agenda, 9-13-2016 (Note: Midterm is addressed as part of IPC update)
PREP-9	Institutional Planning Committee (IPC), Agenda, 9-2-2016
PREP-10	Midterm Report Campus Review Survey, Comments and Suggestions
PREP-11	Midterm Report, Webpage of Resources
PREP-12	College of San Mateo Supplemental Information, Submitted to ACCJC, 12-17-2013

College Recommendations

CREC-1	College of San Mateo Supplemental Information, Submitted to ACCJC, 12-17-2013
CREC-2	Institutional Effectiveness Audit, December 16, 2013
CREC-3	CSM Decision Matrix: Key College Initiatives, 2017-2013, December 16, 2013
CREC-4	2013 Self Evaluation Report
CREC-5	Institutional Budget and Planning Committee, Agenda, 1-24-2014
CREC-6	Institutional Budget and Planning Committee, Meeting Summary, 1-24-2014
CREC-7	College of San Mateo Strategic Goals 2013/2014-2015/2016
CREC-8	Students First: SMCCCD Strategic Plan, 2015-2020
CREC-9	College Council, Agenda, 2-5-2014
CREC-10	College Council, Agenda, 12-4-2013
CREC-11	College Council, Meeting Summary, 12-4-2013
CREC-12	Response to Evaluation Team Report: Errors of Fact, 2-13-2014
CREC-13	CSM Technology Plan, Final Report, September 2013
CREC-14	SMCCCD Equipment Replacement and Support, Board Report, 2-7-2009
CREC-15	Summary of College of San Mateo Technology and Planning and Allocation Processes, July 2016
CREC-16	SMCCCD ITS Technology Strategic Plan, 2012-2016
CREC-17	Administrative Services Program Review Guidelines, 2011-2012
CREC-18	Administrative Services Program Review Template, 2011-2012
CREC-19	Instructional Administrators Program Review Template, 2013-2014
CREC-20	Administrative Services Program Review Template, 2015
CREC-21	SMCCCD ITS Program Review, 2012
CREC-22	SMCCCD ITS Program Review, August Draft, 2016
CREC-23	ITS Faculty/Staff Satisfaction Survey with WebAccess Tools, 2015
CREC-24	Program Review, Themes and Trends, Synopsis, 2015
CREC-25	Program Review, Themes and Trends, Unabridged, 2015



CREC-26	SMCCCD DE Course Design Rubric Standard (adopted SMCCCD Academic Senate, 11-23-2015)
CREC-27	OEI Course Design Rubric
CREC-28	OEI SMCCCD Open Forum, 10-16-2015
CREC-29	OEI Campus Implementation Teams
CREC-30	@ONE Standards for Distance Education
CREC-31	Online Education and Professional Development Enhancement Timeline, DE Deans, SMCCCD, 7-9-2015
CREC-32	Online Education and Professional Development Enhancement Implementation Proposal, SMCCCD Vice Chancellor, Final 8-10-2015
CREC-33	SMCCCD Accessibility Specialist Proposed Job Description, Draft 4-2016
CREC-34	Canvas Online Implementation, Report to the SMCCCD Board of Trustees, NO.16-1-4C, 1-13-2016
CREC-35	CSM Implementation of Canvas Update, Email from President, 2-29-2016
CREC-36	All SMCCCD College Emails, Implementation of Canvas Update, College Presidents, 3-1-2016
CREC-37	SMCCCD ITS Canvas Implementation Timeline, 2016-2017, 1-7-2016
CREC-38	Canvas Implementation Timeline with DE Data (distributed at IPC, 4-8-2016)
CREC-39	Canvass Implementation of Cohorts
CREC-40	OEI: Tutoring Pilot and Evaluation Report, RP Group, Fall 2015
CREC-41	CollegeBuys Online Tutoring Services Supporting OEI
CREC-42	NetTutor Student Equity Flyer
CREC-43	CSM DE Plan, Workplan of Activities, 5-24-2016
CREC-44	CSM DE Plan: 2013/14-2016/17, 5-5-2014
CREC-45	Online Learning Support Subcommittee, Agenda, 7-14-2016
CREC-46	Position Description, CSM Educational Technologist, 2015-2016 (Hire: April 2016)
CREC-47	Program Review, IPC Review, Themes and Trends, 2014
CREC-48	Campus Updates about Canvass, Summer and Fall 2016 Pilot, 5-23-2016
CREC-49	Email from Academic Senate President Regarding Canvass, 10-14-2015
CREC-50	Email to IAC Regarding Research Questions Posed at October DEETC meeting, 11-30-2015 (McConnell-Tuite)
CREC-51	Email to IAC Regarding Differential Data for 12-1-2015 Meeting, 11-30-2015 (Comerford)
CREC-52	Instructional Administrators, Agenda, 12-1-2015
CREC-53	Delivery-Mode Analysis by Instructional Administrator (based upon Program Review Data, 2015/2016)
CREC-54	Findings for Research Questions related to Withdraws, 11-30-2014 (McConnell-Tuite)
CREC-55	DE Courses, Student Success Sorted by Differential, Fall Semesters 2012-2014. 11-20-2015
CREC-56	DE Courses, Student Success Differential, Narrative Analysis, John Sewart, 11-20-2015
CREC-57	Bar Graph, Percent Differential, Mode Comparison for Program Review, John Sewart
CREC-58	Online Withdraw Survey, Summer 2015
CREC-59	Online Withdraw Survey, Spring 2015
CREC-60	Online Withdraw Survey, Spring 2016
CREC-61	Email Regarding Research Questions Posed at October meeting, 11-30-2015
CREC-62	Success Ranking, Online Course Work Mode Comparison, Fall 2013, Fall 2014, Fall 2015
CREC-63	College of San Mateo Organizational Chart, 2016-2017



CREC-64	College of San Mateo Organizational Chart, Instructional Programs, 2016-2017
CREC-65	Institutional Planning Committee, Meeting Summary, 4-8-2016
CREC-66	College of San Mateo, Distance Learning Surveys 2007-2016
CREC-67	Program Review, IPC Review, Themes and Trends, Unabridged 2015
CREC-68	Success Ranking, Online Course Work Mode Comparison, Fall 2012, Fall 2013, Fall 2014
CREC-69	Success Ranking, Online Course Work Mode Comparison, Fall 2011, Fall 2012, Fall 2013
CREC-70	Surveys of Online Students Who Withdraw, 2012-2015 (with findings' analyses)
CREC-71	Distance Learning Courses, Withdraw Ranking, Fall Semesters 2012-2014
CREC-72	Distance Learning Courses, Retention Ranking, Fall Semesters 2012-2014
CREC-73	Program Review, College Summary, Delivery Mode Course Comparison, Fall 2013, Fall 2014, Fall 2015
CREC-74	Guide to Evaluation Distance Education and Correspondence Education, ACCJC, June 2013
CREC-75	ACCJC Action Letter, February 7, 2014
CREC-76	2014 Follow-up Report
CREC-77	2014 Follow-up Report ACCJC Action Letter, February 6, 2015
CREC-78	College Assessment Committee Website
CREC-79	Committee on Instruction Course Submission Guidelines and CurricUNET
CREC-80	CSM Active Courses with SLO Assessment Status, Fall 2011-Spring 2016, 6-21-2016
CREC-81	CSM Active Courses with SLO Assessment Schedule, Sorted by Date, 6-21-2016
CREC-82	CSM Active Courses, F11-Sp16, Assessment Schedule, Sorted by Course, 6-21-2016
CREC-83	Banked and Unscheduled Courses: SLO Schedule, 6-20-2016
CREC-84	Instructional Programs (Degrees and Certificates), 2016-2017
CREC-85	Committee on Instruction
CREC-86	Student Services SLOs
CREC-87	Student Services SLOS Updates, 2016
CREC-88	Learning Support Centers SLOs
CREC-89	LSC SLOS Updates, 2016
CREC-90	Assessment of Instructional Program SLOs, Organized by Divisions
CREC-91	Instructional Programs Program Review
CREC-92	SLO Assessment Results SLO Site
CREC-93	Instructional Programs Survey Assessment Data 2012-2014
CREC-94	Program Review Forms
CREC-95	Board of Barbering and Cosmetology
CREC-96	Commission on Dental Accreditation
CREC-97	Board of Registered Nursing
CREC-98	Summary Report, Course to GE SLOs Alignment, 2014
CREC-99	Summary Report, Instructional Program SLOs to GE SLOs Alignment, 2014
CREC-100	Summary Report, Student Services Program SLO to GE SLOs Alignment, 2014
CREC-101	Summary Report, Learning Support Centers SLO to GE SLOs Alignment, 2014
CREC-102	Alignment with General Education (Institutional) SLOs Section, Recommendation 3 [SLOs]
CREC-103	Instructional Programs Listing (Degrees and Certificates) 2016-2017
CREC-104	Year-end Assessment Summary, Faculty Assessment Coordinator, Distributed Campuswide, 5-17-2016



CREC-105	New TracDat Launch, Faculty Assessment Coordinator, Distributed to Faculty Department Coordinators, 4-26-2016
CREC-106	SLO Flex Workshop, Future of Assessment at CSM, Fall 2015, 8-14-215
CREC-107	SLO Flex Workshop, Beyond Compliance, 1-21-2015
CREC-108	SLO Presentation, Fall 2015 (Word Doc)
CREC-109	Workshop Agenda, GE Assessments, 1-21-2016
CREC-110	GE Quantitative Reasoning Workshop, Agenda, 5-5-2016
CREC-111	SLO Flex Workshop, SLOs Without Tears, 8-26-2016
CREC-112	Content for SLO Online Toolkit
CREC-113	ITS Faculty/Staff Satisfaction Survey, 2016
CREC-114	Academic Senate, Agenda, 9-23-2014
CREC-115	GE SLO Assessments (Campus Climate and Satisfaction Student Surveys)
CREC-116	Instructional Course SLOs Mapped to Program SLOs
CREC-117	Program Review Forms, Fall 2016 Cycle
CREC-118	General Education (SLOs Institutional SLOs)
CREC-119	GE SLO 1 Effective Communication, Workshops Summary Report of Findings, Fall 2015-Spring 201
CREC-120	GE SLO 2 Quantitative Reasoning, Workshops Summary Report of Findings, Spring 2016
CREC-121	CSM Campus Climate and Satisfaction Student Surveys
CREC-122	Program Review: Instruction, Student Services, and Learning Support Centers
CREC-123	Learning Support Centers Faculty Coordinators, Spring 2016
CREC-124	Learning Support Center Program Review Form, Fall 2016
CREC-125	Survey of Faculty Assessment Practices, 2016
CREC-126	Learning Support Center Coordination Committee Bylaws, Spring 2016
REC-127	Districtwide Findings (Summary), Presented to the Board 6-11-2014
CREC-128	Health Care Employer Needs Assessment, Presented to the Board 10-23-2013
CREC-129	Biotechnology Employer Needs Assessment, Presented to the Board 10-23-2013
CREC-130	Financial Services Employer Needs Assessment, Presented to the Board 6-11-2014
CREC-131	Digital Arts, Graphics, and Media Employer Needs Assessment, Presented to the Board 6-11-2014
CREC-132	Computer Information Science Employer Needs Assessment, Hillary Goodkind, Presented to the Board 11-14-2014
CREC-133	SMCCCD Board of Trustees Agenda, 10-23-2013
CREC-134	SMCCCD Board of Trustees Report 13-10-3C, 10-23-2013
CREC-135	SMCCCD Board of Trustees Report 14-6-1C, 6-11-2014
CREC-136	SMCCCD Board of Trustees Agenda, 6-11-2014
CREC-137	SMCCCD Board of Trustees Report for CIS, 11-24-2014
CREC-138	Research on Prospective Small Business Enterprise Center at CSM, Hillary Goodkind, March 2015
CREC-139	Community College Incubators, Summary, 2015
CREC-140	Co-working Options, Summary, 2015
CREC-141	Maker Spaces, 3 Bay Area Counties, Summary, 2015
CREC-142	MIT Fab Lab Model, Summary, 2015
CREC-143	Small Business Models, 3-27-2015
CREC-144	Community College Incubators, 4-10-2015
CREC-145	Microenterprise Agenda Items, 4-15-2015



CREC-146	Microbusiness Center, 5-1-2015
CREC-147	Entrepreneurial and Microbusiness Models, 5-22-2015
CREC-148	Implementing Microbusiness Concepts, 6-30-2015
CREC-149	CTE SMCCCD Annual Student Survey Instrument, Fall 2014
CREC-150	CTE SMCCCD Annual Student survey, CSM Findings, Fall 2015
CREC-151	CTE SMCCCD Annual Student Survey, CSM Findings, Fall 2014
CREC-152	CTE SMCCCD Annual Student survey, CSM Findings, Fall 2013
CREC-153	CTE SMCCCD Annual Student Survey, CSM Findings, Fall 2010
CREC-154	CSM CTE Student Employment Outcomes Survey Instrument
CREC-155	CSM CTE Student Employment Outcomes Survey, Spring 2016
CREC-156	SMCCCD Summary Report, Campus Climate Surveys, Spring 2014
CREC-157	Survey of Community Residents, Godbe Research, Presented to the Board 10-23-2013
CREC-158	CSM CTE Perkins Indicators, Collegewide Targets, 2016
CREC-159	CSM CTE Perkins Indicators, Collegewide Targets, 2015
CREC-160	CSM CTE Perkins Indicators, Collegewide Targets, 2014
CREC-161	CSM CTE Perkins Indicators, Collegewide Targets, 2013
CREC-162	CSM CTE Perkins Indicators, Collegewide Targets, 2012
CREC-163	CSM CTE Perkins Indicators, Accounting Performance Detail, 2016
CREC-164	CSM CTE Perkins Indicators, Collegewide Performance Summary by TOP Code, 2016
CREC-165	CTE Program Review Form, Fall 2016 Cycle
CREC-166	CTE Program Employment and Labor Market Data
CREC-167	San Mateo County Map
CREC-168	San Mateo County Selected Characteristics
CREC-169	California Population Projections by County
CREC-170	Occupation Projections, San Mateo County
CREC-171	Labor Market Information Summary, San Mateo County
CREC-172	CSM Advisory Council Mission Statement
CREC-173	CSM CTE Advisory Councils
CREC-174	CSM Programs Receiving Occupational Data Sets for Program Review, Fall 2016
CREC-175	LSCHE Best Practices for Learning Support Centers in Higher Education
CREC-176	Inventory of Best Practices for Learning Support Centers in Higher Education
CREC-177	Learning Support Centers, Inventory of Best Practices, College of San Mateo, Summary of Findings, Spring 2014
CREC-178	Learning Support Centers Coordination Committee, Agenda, 9-2-2014
CREC-179	Learning Support Centers Coordination Committee, Agenda, 10-7-2014
CREC-180	Learning Support Centers Coordination Committee, Meeting Summary, 9-2- 2014
CREC-181	College of San Mateo Planning Manual, 2015-2016

District Recommendations

DREC-1	Regarding Email Communication to Faculty, 3-10-2014
DREC-2	Summary Faculty Evaluation Procedures (Implemented AY 2014-2015)
DREC-3	Faculty Evaluation Procedures (Implemented AY 2014-2015)
DREC-4	SMCCCD, Board of Trustees Policy, No. 1.10
DREC-5	SMCCCD Board of Trustees' Attendance at Conferences, 2015



DREC-6	SMCCCD Board of Trustees, Agenda, 1-28-2015
DREC-7	SMCCCD Board of Trustees, Agenda, 4-29-2015
DREC-8	SMCCCD Board of Trustees, Agenda, 5-13-2015
DREC-9	SMCCCD Board of Trustees, Agenda, 7-22-2015
DREC-10	SMCCCD Board of Trustees, Agenda, 9-30-2015
DREC-11	SMCCCD Board of Trustees, Board Goals, 2014-2015
DREC-12	SMCCCD District Functions, Program Review Calendar
DREC-13	SMCCCD Board of Trustees, Agenda, 8-28-2015

Plans for Improvement

PLAN-1	College of San Mateo General Education Handbook, 9-26-2013
PLAN-2	OEI: Tutoring Pilot and Evaluation Report, RP Group, Fall 2015
PLAN-3	CollegeBuys Online Tutoring Services Supporting OEI
PLAN-4	NetTutor Student Equity Flyer
PLAN-5	OIE Statewide Initiative
PLAN-6	College of San Mateo's Distance Education Plan 2013/2014-2016/2017
PLAN-7	College of San Mateo's Distance Education Plan, Activity Workplan, 2013/2014-2016/2017
PLAN-8	OEI Course Design Rubric
PLAN-9	OEI SMCCCD Open Forum, 10-16-2015
PLAN-10	SMCCCD DE Course Design Rubric Standard (adopted SMCCCD Academic Senate, 11-23-2015)
PLAN-11	Canvas Online Implementation, Report to the SMCCCD Board of Trustees, NO.16-1-4C, 1-13-2016
PLAN-12	Online Education and Professional Development Enhancement Timeline, DE Deans, SMCCCD, 7-9-2015
PLAN-13	Online Learning Support Subcommittee, Agenda, 7-14-2016
PLAN-14	Learning Support Center Coordination Committee, Meeting Summary, 5-3-2016
PLAN-15	Learning Support Center Coordination Committee, Meeting Summary, 4-5-2016
PLAN-16	Compendium of Committees, Spring 2016 (See section, "Archive," pp, 20-25)
PLAN-17	College of San Mateo Planning Manual, 2015-2016
PLAN-18	College of San Mateo 2013 Self Evaluation
PLAN-19	College of San Mateo Organizational Chart, 2016-2017
PLAN-20	Instructional Programs, 2016-2017
PLAN-21	Student Services, 2016-2017
PLAN-22	Six Circle Model, Summary, Distributed to IPC 10-27-2015, 11-30-2015, 12-4-2015
PLAN-23	Employee Campus Climate and Satisfaction Surveys, 2012
PLAN-24	Institutional Planning Committee, Meeting Summary, 9-2-2016
PLAN-25	Announcement, Internal NEW Internal Communication Listserv Subscription Center, 1-11-2011
PLAN-26	Internal Listserv Communications, Subscription Center
PLAN-27	Institutional Planning Committee, Agenda, 4-22-2016
PLAN-28	Institutional Planning Committee, Meeting Summary, 9-18-2015
PLAN-29	Institutional Planning Committee, Meeting Summary, 10-2-2015
PLAN-30	Institutional Planning Committee, Meeting Summary, 10-16-2015



PLAN-31	Institutional Planning Committee, Meeting Summary, 12-4-2015
PLAN-32	Institutional Planning Committee, Meeting Summary, 2-5-2016
PLAN-33	Institutional Planning Committee, Meeting Summary, 3-11-2016
PLAN-34	Institutional Planning Committee, Meeting Summary, 4-8-2016
PLAN-35	Institutional Planning Committee, Meeting Summary, 8-28-2015
PLAN-36	Institutional Planning Committee, Meeting Agenda, 9-2-2016

Eligibility Requirements

Elig-1	College of San Mateo Catalog, 2016-2016, page 72
Elig-2	College of San Mateo Catalog, 2016-2016, page 68
Elig-3	SMCCCD, Approved Audit Reports, 2007-2008 to 2014-2015
Elig-4	SMCCCD Board Report, No. 15-3-3B, Revised CSM Mission, 3-25-2015
Elig-5	California Education Code, California Community Colleges, §§ 70900- 70902
Elig-6	SMCCCD Board of Trustees, Board Policy No. 1.35, Board Conduct
Elig-7	SMCCCD Board of Trustees, Board Policy No. 2.10, Section Procedures
Elig-8	Title 5, § 55002.5, Barclays Official California Code of Regulations, Westlaw Next
Elig-9	College of San Mateo Catalog, 2016-2016, pages 67-71
Elig-10	§ 55061. Philosophy and Criteria for Associate Degree and General Education, Barclays Official California Code of Regulations, Westlaw Next
Elig-11	College of San Mateo Catalog, 2016-2016, pages 4-5
Elig-12	SMCCCD Board Policy, No. 6.35, Academic Freedom
Elig-13	SMCCCD Board Policy, No. 6.35.1, Academic Freedom
Elig-14	Audit of College of San Mateo Catalog, 2016-2017, Information Requirements of ACCJC Eligibility Requirement #20
Elig-15	College of San Organizational Chart, 2016-2017
Elig-16	College of San Organizational Chart, Instructional, 2016-2017
Elig-17	College of San Organizational Chart, Student Services, 2016-2017
Elig-18	College of San Mateo Catalog, 2016-2016, pages 221-227
Elig-19	Faculty Handbook, 2015-2016
Elig-20	SMCCCD-AFT, Faculty Contract, 2013-2016
Elig-21	SMCCCD Financial Services, Mission and Goals
Elig-22	College of San Mateo Catalog, 2016-2016, pages 3-5
Elig-23	SMCCCD Board Policy, No.1.01, District Mission
Elig-24	Institutional Planning Committee (IPC), Meeting Summary, 9-18-2015
Elig-25	Integrated Planning Committee (IPC) Mission, 2015-2016
Elig-26	College of San Mateo Mission and Diversity Statements
Elig-27	CSM Strategic Goals 2008-2016
Elig-28	Program Review Resources

Midterm Report



Skyline
COLLEGE
ACHIEVE



Midterm Report

Respectfully Submitted by:

Skyline College

San Mateo Community College District

3300 College Dr.

San Bruno, CA 94066

Submitted to:

Accrediting Commission for Community and Junior Colleges (ACCJC),

Western Association of Schools and Colleges (WASC)

Approved by the San Mateo Community College District Board of Trustees

October XX, 2016

Submitted to the ACCJC

October 15, 2016

FOLLOW-UP REPORT – CERTIFICATION PAGE

To: Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges (WASC)

From: Dr. Regina Stanback Stroud, President
Skyline College
3300 College Dr.
San Bruno, CA 94066

This Midterm Report for Skyline College is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirements in connection with its action to reaffirm the College's accredited status. We certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of Skyline College.

Signed: _____
Dave Mandelkern, President, Board of Trustees

Ron Galatolo, Chancellor

Dr. Regina Stanback Stroud, President, Skyline College

Kate Browne, President, Academic Senate

Michele Hagggar, President, Classified Senate

Dylan O'Shea, President, Associated Students of Skyline College

Aaron D. McVean, Accreditation Liaison Officer, Interim Vice President, Instruction (VPI)

SKYLINE COLLEGE

MIDTERM ACCREDITATION REPORT 2016

TABLE OF CONTENTS

Follow-Up Report – Certification Page	2
Skyline College Report Preparation	4
Background	4
Preparation of the Midterm Report	4
Acknowledgements	4
Response to Team Recommendations and the Commission Action Letter	5
College Recommendation 1	5
Conclusion	6
Evidence Cited	6
College Recommendation 2	6
Conclusion	7
Evidence Cited	7
College Recommendation 3	8
College Response	8
Conclusion	10
Evidence Cited	10
District Report Preparation	11
District Response to Commission Action Letter	11
District Recommendation #1	11
Conclusion	12
Evidence	12
District Recommendation 2	12
District Response	12
Conclusion	14
Evidence	14
District Recommendation #3	14
Conclusion	16
Evidence	16

SKYLINE COLLEGE REPORT PREPARATION

BACKGROUND

Skyline College submitted its Self Evaluation Report in July 2013, which was followed by an evaluation team visit in October 21-24, 2013. On February 7, 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC; the Commission) reaffirmed the College's accreditation with the requirement of a Follow-Up Report due October 15, 2014, which would address resolution of recommendation relating to the following specific area:

College Recommendation 1

In order to meet the Standard and ensure quality instruction, the team recommends that the College adhere to its systematic and regularly scheduled process of performance evaluations for all adjunct faculty members (Standard III.A.1.b).

The College submitted its Follow-Up Report to the Commission on October 8, 2014. In its letter dated February 6, 2015, the Commission found that the College had fully resolved the deficiencies in College policies, procedures, and practices which led to noncompliance with Standard III.A.1.b.

PREPARATION OF THE MIDTERM REPORT

In March 2015, the College began preparations for this Midterm Report which serve to update the Commission on the College's progress on all recommendations noted in the [Letter of Accreditation Reaffirmation](#). The preparation of the Skyline College Mid-Term Report was led by the Dean of Planning, Research, and Institutional Effectiveness (PRIE) who also serves as the Accreditation Liaison Officer (ALO). There are three primary areas that are addressed in the report, and the ALO coordinated with the responsible administrator from each area to provide narrative and evidence of the efforts that have taken place related to the College Recommendations. Those efforts included the work of several governance committees, as well as faculty, staff, and administration from across the College.

The Midterm Report outlines the results of these efforts below and provides appropriate evidence. The report itself was vetted through the Skyline College participatory governance process. The report was reviewed by the President's Cabinet, Accreditation Oversight Committee (AOC) and was accepted by the College Governance Council (CGC) to recommended approval to the President at its September 21st meeting, before being adopted by the Board of Trustees on September 28th, 2016.

ACKNOWLEDGEMENTS

We wish to thank all members of the College and the District who have generously contributed to the preparation of this report.

RESPONSE TO TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER

COLLEGE RECOMMENDATION 1

In order to meet the Standard and ensure quality instruction, the team recommends that the College adhere to its systematic and regularly scheduled process of performance evaluations for all adjunct faculty members (Standard III.A.1.b).

COLLEGE RESPONSE

In accordance with District policy adjunct faculty are evaluated in the first semester of service. Subsequently, adjunct faculty are evaluated at least once every six (6) semesters and the evaluation is completed by the end of the semester in which it is begun. The Division Dean facilitates and the Instruction Office monitors the adjunct faculty evaluations to assure compliance with the District policy and procedures (see Table 1 for listing of Divisions).

The adjunct faculty receive a peer evaluation by a tenured faculty and an evaluation from the Division Dean. With the peer evaluator, the Division Dean then forwards the joint evaluation recommendation to the Vice President of Instruction. At the beginning of each Fall and Spring semester, the Division Dean provides an updated “Part-Time Faculty Evaluation Tracking” spreadsheet to the Office of the Vice President of Instruction. The tracking spreadsheet provides information on which adjunct faculty have completed their evaluation or will be evaluated at the end of each semester. This tracking spreadsheet assists the Division Deans to be in compliance with the evaluation timelines. (Evidence – 1.1, 1.2)

Immediately following the Fall 2013 visit when the deficiency was noted, Skyline College addressed the issue by making current all adjunct evaluations and putting a procedure in place to ensure a systematic

Table 1 : Divisions

Business, Education, & Professional Programs (BEPP)
Kinesiology, Athletics, & Dance (KAD)
Language Arts & Learning Resources (LA/LR)
Science, Math, & Technology (SMT)
Social Sciences & Creative Arts (SS/CA)

and regularly scheduled process of performance evaluations moving forward.

The process for collecting and tracking the information is documented as follows:

1. At the beginning of each semester, Instructional Deans and the Counseling Dean fill out PT Faculty tracking spreadsheet (standard format for all divisions).
2. Deans forward their completed tracking spreadsheets to the Instruction Office SharePoint site and upload into appropriate folders by the end of the second week of each semester. The spreadsheet indicates faculty start dates, when evaluations are due, and when each is completed.
3. The Vice President of Instruction (VPI) reviews the tracking charts during the third and fourth weeks of each semester and provides feedback to the deans.

4. At the end of each academic year, the VPI will prepare a summary report to the College President.

As described in the Skyline College Follow Up report submitted in October of 2014, by the end of the Fall 2013 semester, the Divisions had completed the evaluations at the following rates: (1) BEPP – 96% (2) LA/LR – 91%; (3) KAD – 100% (4) SMT – 100% and (5) SS/CA – 70%, for an average of 91.4% completion of evaluations by the end of the fall 2013 semester as scheduled. The deficiency has therefore been fully addressed and will be maintained in the subsequent semesters. The procedures, process, and schedules for these evaluations are now part of the Instruction Office Operations SharePoint site, available to all Division Deans. At the completion of the 2015-16 academic year, evaluations were completed at the following rates: (1) BEPP – 92% (2) LA/LR – 98%; (3) KAD – 100% (4) SMT – 100% and (5) SS/CA – 86%. (Evidence – 1.2, 1.3, 1.4, 1.5)

CONCLUSION

Skyline College has fully addressed the noted deficiency and meets the Standard III.A.1.b.

EVIDENCE CITED

1.1 – Part-Time Faculty Evaluation Tracking – EXAMPLES

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_1.1.pdf)

1.2 – Part-Time Faculty Evaluation Process

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_1.2.pdf)

1.3 – Faculty Evaluation Form (<http://www.smccd.edu/evaluation-procedures/>)

1.4 – Evaluation Summary Form (<http://www.smccd.edu/evaluation-procedures/>)

1.5 – Faculty Evaluation Procedures (<http://www.smccd.edu/evaluation-procedures/>)

COLLEGE RECOMMENDATION 2

In order to improve and increase effectiveness, the team recommends that the College complete a systematic review of its integrated planning and resource allocation cycle, in its entirety as a holistic process, and to do so in a purposeful and well documented manner to promote transparency and sustainability (Standards I.B, I.B.6, I.B.7).

COLLEGE RESPONSE

Skyline College made a significant change to its committee structure at the beginning of the 2014/15 academic year, with the formation of the Strategic Planning and Allocation of Resources Committee (SPARC), which merged the Institutional Planning Council (IPC) and the College Budget Committee (CBC) to form SPARC. The intent of this merger was to more formally integrate planning and resource allocation through structure and process. This committee, as part of its charge, took the lead in addressing this recommendation to improve effectiveness.

As part of its regular cycle of evaluation, Skyline College conducted the Employee Voice Survey, a biennial survey effort designed to assess practices, processes, and procedures related to institutional effectiveness. The survey was divided into two areas of focus: Integrated Planning and Resource Allocation Cycle (IPRAC) and Equity and Leadership. The questions on the survey were designed to assess the IPRAC addressed issues such as involvement in the process, familiarity with the process, effectiveness of the process, access to information, clarity, timing, and alignment of planning and resource allocation (Evidence – 2.1).

Results from the survey were shared with the Institutional Effectiveness Committee (IEC) and the Strategic Planning and Allocation of Resources Committee (SPARC). The overall response rate was strong, with 43% of regular Skyline College employees responding to the survey. Two areas emerged that led to additional dialogue: engagement and communication. Just under half of the respondents indicated they were involved in processes directly related to planning and resource allocation. Additionally, a stronger feedback loop, in particular on resource allocation decision-making processes, was a common theme (Evidence 2.2, 2.3).

The results of the survey and subsequent discussions led to the revision and clarification of the integrated planning and resource allocation process. The Dean of PRIE, working with the Vice President of Administrative Services, first outlined all of the regular planning processes of the college and identified the points in time where it would be logical to inform resource allocation decisions. This included the program review components of Annual Program Plans (APPs) and Administrative Leadership Unit Reviews (ALURs), as well as other processes such as the Full-Time Equivalent Faculty Allocation Committee (FTEFAC) process. A draft alignment model was developed and presented to the SPARC. Following input, the IPRAC Model was revised and finalized before being officially approved by SPARC in the Spring of 2016 (Evidence 2.4, 2.5).

These efforts contributed to the College's application to the California Community College Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) for technical assistance in the areas of integrated planning and resource allocation and enrollment management. As a result of that technical assistance an implementation plan was developed that included an action item to implement software that will better automatize the submission of planning documents, aggregation of resource requests, and provide a better feedback loop after allocation decisions are made. The College received a grant for \$150,000 that, in part, will be used to identify and implement this software (Evidence 2.6, 2.7).

CONCLUSION

Skyline College has addressed this recommendation.

EVIDENCE CITED

2.1 – Employee Voice Survey – IPRAC

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_2.1.pdf)

2.2 – Employee Voice Survey Results

(<http://www.skylinecollege.edu/prie/assets/surveyresults/employeecommunityfeedback/2015employeevoicesurvey.pdf>)

2.3 – SPARC Minutes – Survey Results Discussion

(<http://www.skylinecollege.edu/sparc/assets/agendaminutes/2015-16/20151029sparcminutes.pdf>)

2.4 – SPARC Minutes – IPRAC Model Approval

(<http://www.skylinecollege.edu/sparc/assets/agendaminutes/2015-16/20160324sparcagenda.pdf>)

2.5 – IPRAC Model

(<http://www.skylinecollege.edu/sparc/assets/agendaminutes/2015-16/20160324sparcappendixiii.pdf>)

2.6 – IEPI Letter of Interest

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_2.6.pdf)

2.7 – IEPI Approved Implementation Plan

(<http://www.skylinecollege.edu/sparc/assets/agendaminutes/2015-16/20160324sparcappendixiv.pdf>)

COLLEGE RECOMMENDATION 3

In order to improve and promote quality instruction, the team recommends that the college adhere to its policy ensuring that all Distance Education courses are effectively facilitating student learning by providing continuous, regular and substantive faculty interaction with students (Standards II.A.1.b, II.A.2, II.A.2.a, II.A.2.e.).

COLLEGE RESPONSE

In response to this recommendation, Skyline College modified its organizational structure and enhanced resources devoted to supporting Distance Education.

Academic Support & Learning Technologies Division

In summer 2014, the College created the division of Academic Support & Learning Technologies and hired a Division Dean to provide leadership to Distance Education. In addition, the staffing allocation for the Center for Transformative Teaching and Learning (CTTL) was modified to provide additional support for faculty teaching Distance Education courses. Duties related to Media Services were shifted from the Instructional Technologist to allow him to focus 100% of his time in support of faculty, a .4 FTE Program Services Coordinator position was hired to support Distance Education compliance and student support services for Online Courses, a .48 FTE Accessibility Specialist was hired to work with faculty teaching online, and a 1.0 FTE Instructional Designer (Faculty) was hired.

DE Steering Committee

In Spring 2015 the College formed a Distance Education (DE) Steering Committee. The DE Steering Committee was formed in conjunction with the CTTL to enhance the already successful distance education program at the College. The Steering Committee meets monthly during the academic year and is comprised of full-time and part-time faculty representatives from Instruction and Student Services who currently teach online, the CTTL staff, and administration. The Steering Committee is co-chaired by the faculty DE Coordinator and the Dean of Academic Support & Learning Technologies. The Steering Committee has developed and reviewed the Online Course Standards document, the Distance

Education Handbook and has provided substantive feedback on the decision to work with the California Community College's Online Education Initiative to migrate to the Canvas Learning Management System and adopt other tools to support success in online courses.

Online Course Standards

In Fall 2014, the CTTL Staff began work on the development of a Distance Education Faculty Certification and Re-Certification Program in response to the ACCJC DE recommendation. This program focused on requiring initial and ongoing professional development for faculty teaching online, the adoption of a course quality rubric that assure continuous, regular and substantive faculty interaction with students, and a new program of peer review for all online courses. In November 2014 and February 2015, the Instructional Leadership Team reviewed this proposal and provided feedback. The revised proposal was presented to the Skyline College Academic Senate on April 2, 2015 with a follow up discussion on April 16, 2015. Senate feedback was addressed at the DE Steering Committee meetings in April and May 2015. The outcome of this initial discussion through the participatory governance process was a modification from a certification program to a set of Online Course Standards. The Online Course Standards revised document was presented to Academic Senate on October 1, 2015 and approved on November 19, 2015.

Online Course Review

CTTL staff regularly review online courses to assure that courses are effectively facilitating student learning by providing continuous, regular and substantive faculty interaction with students and that faculty are following the guidelines and procedures for online courses at Skyline College. If problems are noticed, CTTL staff work directly with faculty to make necessary corrections. If corrections have not been made, academic Deans and the Vice President of Instruction are notified. All online faculty are encouraged to participate in training that is focused on online course quality that includes best practices for regular and effective contact with students. The College has adopted the use of the OEI Course Quality Rubric as the design standard for all online and hybrid courses. This rubric is used as a guide for all faculty teaching online and for the regular review of online courses by CTTL staff.

DE Handbook

During the 2015-2016 academic year, the Skyline College DE Handbook was revised and modified to reflect the College's migration to the Canvas LMS and the adoption of the Online Course Standards. The DE Coordinator in the CTTL redesigned the handbook and presented the new draft to the DE Steering Committee at the March 14, 2016 meeting. The Steering Committee provided input and suggestions during the March and April meetings in preparation for the draft to be reviewed by Academic Senate at their May 18, 2016 meeting.

Professional Development

The professional development program supporting Distance Education was modified in Spring 2016 with the announcement that Skyline College would be adopting the Canvas course management system

starting in Summer 2016. The CTTL will be providing training for faculty using Canvas course materials that have been developed by @ONE in partnership with the OEI and Canvas. Training will include an orientation to course design using the OEI course quality rubric. The Academic Senate adopted the rubric as the standard for online and hybrid courses taught at Skyline College. This training integrates the application of best practices for assuring regular and effective contact in online courses. In addition to training, one-on-one consultations are available to online faculty to support course quality.

CONCLUSION

Skyline College has addressed this recommendation.

EVIDENCE CITED

3.1 – Distance Education Steering Committee – Invitation Email

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_3.1.pdf)

3.2 – Meeting Agendas

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_3.2.pdf)

3.3 – Online Course Standards

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_3.3.pdf)

3.4 – Online Course Standards –Academic Senate minutes

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_3.4.pdf)

3.6 – Update on Integration of Online Education Initiative

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_3.6.pdf)

3.7 – DE Handbook

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_3.7.pdf)

3.8 – Professional Development

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_3.8.pdf)

3.9 – CTTL Canvas Training Plan

(http://skylinecollege.edu/accreditation/assets/documents/midterm_report/Evidence_3.9.pdf)

DISTRICT REPORT PREPARATION

The San Mateo County Community College District works closely and collaboratively with all three Colleges to facilitate an excellent teaching and learning environment. The District began its activities to address the “District Recommendations” made in the 2014 Commission Action Letters as soon as the District staff became aware of the areas noted for improvement. Following is an update on the progress made to date on these recommendations.

The individuals assigned to address the recommendations included:

Recommendation	Contact office	Summary of Actions Taken
District Recommendation 1 Broadly communicate the faculty evaluation process	Human Resources	The evaluation process for faculty has been revised over the past two years and the new, approved document is included in the <u>Appendices</u> .
District Recommendation 2 Develop goals for professional development & orientation of new Trustees	Office of Communication	Developed goals for professional development and oriented new Trustee. Documented actions taken.
District Recommendation 3 Establish regular cycle of evaluation of services and document outcomes	Office of General Services	Enhanced/revised regular cycle of evaluation, timeline, and procedures. Documented services outcomes and actions taken.

DISTRICT RESPONSE TO COMMISSION ACTION LETTER

DISTRICT RECOMMENDATION #1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes, and ensure that the process is fully implemented. (III.A.1.c)

In the last report dated October 14, 2014, the District reported on how it fully responded to this recommendation by implementing a new evaluation process which incorporated, among other enhancements, student learning outcomes as an integral part of that evaluation process. District Staff and faculty representatives worked together to revise faculty evaluation procedures over a period of two years. Changes were communicated to faculty several times during the revision process, with the final new procedures being introduced to and approved by all faculty in August and September 2014.

The new procedures have been well-received and in the first year of implementation (2014-15), to date (November 2015), the new procedures have been used to evaluate 538 out of approximately 1200 (45%) full and part time faculty and staff across the three Colleges of the District. Each faculty member is evaluated at least once every three years. As we have begun using these procedures, District staff and faculty representatives have continued to work together to refine and improve the process based on input from those who use the new procedures most frequently: faculty and deans. For example, based on feedback, the District has now included an online component for students to provide feedback on classes as part of the evaluation process.

This collaborative approach has increased everyone's understanding and acceptance of the new procedures.

CONCLUSION

The District has met District Recommendation 1 in full.

EVIDENCE

[See evidence for District Recommendation 1.](#) (Website)

DISTRICT RECOMMENDATION 2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.1.f)

DISTRICT RESPONSE

Three members of the Board of Trustees have served SMCCCD in their elected capacity ranging from 12 years to 20 years; one Board member has served for two years and a newly elected Trustee took office this year.

Since the last update report, each Trustee has attended many conferences and workshops to enhance their knowledge and awareness of a wide variety of academic, fiscal, legislative, and governance matters. The conferences and meetings attended by Trustees in 2015 are included in the Evidence section. The Student Trustee typically attends the bi-annual Statewide Student Senate General Assemblies (Fall and Spring) as well as the Student Leadership Conference hosted by the California Community College Student Affairs Association. Also, all newly elected Student Trustees attend a Student Trustee workshop sponsored by the Community College League of California. Often, Student Trustees attend the National Student Advocacy Conference hosted by the American Student Association of Community Colleges in Washington, D.C.

[Board Policy 1.10](#), Duties and Responsibilities of the Board, specifically references Trustee professional development activities. It lists, as one of the responsibilities of the Board: "To engage in ongoing development as a Board and to attend trustee education programs that includes a new

trustee orientation. The Board will conduct study sessions, provide access to reading materials and support conference attendance and other activities that foster trustee education.” 1.01 (2) (h)

In March 2016, the Board amended Board Policy 1.10 by adding item 2.i. which specifically states, "To provide a comprehensive new trustee orientation program for newly elected or appointed trustees that may include attendance at a statewide “New Trustee” orientation program; one on-one interviews with the Chancellor, Presidents and Executive Vice Chancellor; discussions with representatives of employee groups, the Academic and Classified Senates and student leaders; delivery of the Trustee Handbook prepared by the Community College League of California (CCLC); and review of the CCLC’s comprehensive online education program titled “Elected/ Appointed Trustees: Next Steps.”

For the 2014-15 year, the Board incorporated in its Board Goals a commitment to increase its participation in professional development activities and ensure newly elected Trustees receive orientation training. The District also developed a program for New Trustee Orientation that was used when a new Trustee joined the Board in late 2013 and was used for the Trustee elected in November 2015.

The Board conducts an annual self-evaluation process in a public Board meeting in which they review the Board’s performance on a number of items, including Board Operations, Chancellor/Trustee Relations, Faculty/Student/Classified Relations, and Community and Governmental Relationships. The most recent evaluation was conducted in late October 2015.

Board members regularly attend both College and community events regarding educational matters and report the highlights of these meetings at each Board meeting under the “Board Comments” section of the agenda. Board members also attend CCLC and CCCT Trustee conferences and occasionally participate in national trustee conferences.

On each regular Board meeting agenda (except during summer months), there is a topic titled “Board Series Presentation—Innovations in Teaching, Learning and Support Services.” These presentations--offered by faculty, staff and students--highlight new or innovative aspects of programs and services provided by the Colleges and serve as a means to keep the Board well informed about activities at the Colleges. Recent presentations have covered Project Change, an innovative program at CSM that brings college classes to juvenile detention facilities; The Educator Preparation Institute at Skyline College; ¡ESO! (Expanding Student Opportunities) Grant and Cañada College’s Role as a Hispanic Serving Institution; BØO: Skyline College Phi Theta Kappa Honors Society; *CSM CARES – A Program Designed To Address the Mental Health Needs of Students*; Skyline College – Entering the CIPHER: Fresh Techniques, Hip Hop Elements, and *Edutainment* in the Classroom; Collaboration Across Boundaries for Equity and Success: Cañada College’s Student Success and Equity Projects; and the Small Business Development Center at College of San Mateo. Also at each Board meeting, there is an “Executive Report” in which the Chancellor, Presidents and

Academic Senate President update the Board on recent happenings at the Colleges.

New Trustee Orientation

The new Trustee elected in November 2015 was asked to complete the following tasks:

- Meet with the President to discuss the current issues the District Board is facing. (completed, spring 2016)
- Meet the Chancellor and Executive Staff to receive an overview of District operations, budget, and governance. (completed, spring 2016)
- Meet with each of the three College Presidents to gain an understanding about the College programs, strengths, and weaknesses (in progress)
- Meet with the District Academic Senate President (ongoing)
- Attend the CCLC “New Trustee Orientation” program that is offered annually. (completed, spring 2016)
- Review Chapter 1 of District Policy and Procedures to gain an understanding about the duties and responsibilities of the Board, organizational structure of the Board, expectations for Board decorum and Board meeting protocols. (completed, spring 2016)

CONCLUSION

The District has met District Recommendation 2 in full.

EVIDENCE

[See evidence for District Recommendation 2.](#) (Website)

DISTRICT RECOMMENDATION #3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations. (IV.B.3.b, IV.B.3.g)

Regular Cycle: Although the District Office regularly and continuously evaluates the services to the Colleges and documents its findings to improve such services, the schedule for these evaluations had not been presented in written form. After discussing the schedule and activities among the various District Departments, a program review calendar was established in October 2014. The calendar was reviewed and revised again by administration and the districtwide accreditation team during the 2015 program review cycle. The review cycle was adjusted slightly to align with the District’s accreditation cycle. Additionally, several district programs, including District International Education, Education Services and Planning, Public Safety, Emergency Preparedness, Community Education, Auxiliary and Enterprise Services, and the Chancellor’s office were added to the Calendar. The new Calendar is as follows:

Unit	Review Date	Responsible Individual
IT	March 2016	Vaskelis
Public Safety	March 2016	Nunez
Emergency Preparedness	March 2016	Nunez
Education Services and Planning	March 2016	Moore
Accreditation Mid-term Report 2016		
HR	March 2017	Whitlock
Auxiliary and Enterprise Services	March 2017	Bauer
Community Education	March 2017	Bauer
Chancellor's Office	March 2017	Galatolo
District International Education	March 2018	Luan
Administrative Services (Accounting, Payroll, Purchasing)	March 2018	Blackwood
Facilities Planning, Maintenance and Operations	March 2018	Nunez
IT	March 2019	Vaskelis
Public Safety	March 2019	Nunez
Emergency Preparedness	March 2019	Nunez
Education Services and Planning	March 2019	Moore
Accreditation Self Study 2019		

District Programs: The program review cycle is ongoing and is aligned with the District's accreditation cycle. District Office Program Review process is scheduled in March of each year. The following units are reviewed on a rotating basis once every three years: Administrative Services (including Accounting, Payroll, Purchasing) Facilities, Public Safety, Emergency Preparedness, Information Technology, Human Resources, International Education, Community Education, Education Services and Planning, Auxiliary and Enterprise services and the Chancellor's Office.

The program review is typically conducted via a survey administered to all District Employees. The units most recently added to the process may choose another audience to survey or use another methodology to assess their units. Part of the process for these newly added units will be to develop the tool(s) most appropriate for their unit. The survey tool supported by IT is NoviSurvey.

Prior surveys, survey results and executive summaries of the program review are located on the [DO Program Review Sharepoint](#) site. (login and password required).

Program Review Process/Timeline:

January - February: Review/Revise prior survey questions

February: Revise/develop/test survey in NoviSurvey (contact IT for an administrative logon, access to prior surveys and/or technical support.)

March: Deliver survey tool to all district employees via email.

April - June: Review/summarize results and post reports, including narrative pertinent to accreditation, to Program Review SharePoint site.

Documentation of the Outcomes: Each department will prepare a Program Review which encompasses the following elements:

Program Review Template:

1. Executive Summary
2. Unit description
3. Describe major accomplishments since last review
4. Current state of the Unit
 - a. Describe the current state of the unit (May include strengths and challenges).
 - b. What changes could be implemented to improve your unit?
5. Action plan. Describe how opportunities for improvement will be addressed
6. Needs: Equipment, Professional Development, Facilities, Staffing, Research (when appropriate)

The 2015 program review cycle was completed in June 2015. Administrative Services, Facilities, and International Education were evaluated. Executive summaries of the review process are located at the [DO Program Review SharePoint](#) site. (login and password required)

CONCLUSION

The District has met District Recommendation 3 in full.

EVIDENCE

[See evidence for District Recommendation 3.](#) (Website)

BOARD REPORT NO. 16-9-2B

To: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Aaron McVean, Accreditation Liaison Officer, Skyline College,
(650) 738-4436

APPROVAL OF SPECIAL REPORT – BACCALAUREATE DEGREE

Skyline College is one of 15 California Community Colleges participating in the Baccalaureate Degree Pilot Program. Skyline College submitted a Substantive Change Proposal for the Baccalaureate Program in Respiratory Care to the Accrediting Commission for Community and Junior Colleges (ACCJC) in April of 2015 that was subsequently approved. On July 21, 2016, Skyline College received a letter from the ACCJC outlining the requirement for a Special Report to be provided to the Commission by October 1, 2016, with a site visit to be scheduled and conducted within six months of the program starting. The Baccalaureate Program admitted its first cohort in the Fall semester of 2016.

The Special Report is now completed and was delivered to the Board for review on September 23, 2016.

RECOMMENDATION

It is recommended that the Board approve the Special Report for the Baccalaureate Program prepared by Skyline College, to be submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) by October 1, 2016.

Special Report – Baccalaureate Degree





Special Report – Baccalaureate Degree

Respectfully Submitted by:

Skyline College

San Mateo Community College District

3300 College Drive

San Bruno, CA 94066

Submitted to:

Accrediting Commission for Community and Junior Colleges (ACCJC),

Western Association of Schools and Colleges (WASC)

Approved by the San Mateo Community College District Board of Trustees

September XX, 2016

Submitted to the ACCJC

October 1, 2016

Special Report – Certification Page

To: Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges (WASC)

From: Dr. Regina Stanback Stroud, President
Skyline College
3300 College Drive
San Bruno, CA 94066

This Special Report for Skyline College is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirements in connection with the initiation of the Baccalaureate Program. We certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of Skyline College.

Signed: _____
Dave Mandelkern, President, Board of Trustees

Ron Galatolo, Chancellor

Dr. Regina Stanback Stroud, President, Skyline College

Kate Browne, President, Academic Senate

Michele Haggard, President, Classified Senate

Dylan O'Shea, President, Associated Students of Skyline College

Aaron D. McVean, Accreditation Liaison Officer, Interim Vice President, Instruction (VPI)

Table of Contents

Special Report – Certification Page.....	2
Eligibility Requirements	5
I.A. 1 Authority:.....	5
Mission.....	5
Standard I.A.....	5
Standard I.A.2.....	6
Standard I.A.3.....	7
Assuring Academic Quality and Institutional Effectiveness.....	7
Standard I.B.2.....	7
Standard I.B.3.....	9
Standard I.B.7.....	10
Institutional Integrity	11
Standard I.C.1.....	11
INSTITUTIONAL INTEGRITY.....	12
Standard I.C.3.....	12
Standard I.C.4.....	14
Instructional Programs.....	14
Standard II.A.1.....	14
INSTRUCTIONAL PROGRAMS	16
Standard II.A.3.....	16
Standard II.A.5.....	17
Standard II.A.6.....	20
Standard II.A.9.....	22
Standard II.A.10.....	23
Standard II.A.11.....	24
Standard II.A.12.....	26
Standard II.A.13.....	28
Standard II.A.14.....	29
Library and Learning Support Services.....	30
Standard II.B.1.....	30
Student Support Services.....	32
Standard II.C.6.....	32

Human Resources	33
Standard III.A.1.....	33
Standard III.A.2.....	34
Standard III.A.7.....	35
Physical Resources	36
Standard III.B.3.....	36
Technology Resources	37
Standard III.C.1.....	37
Financial Resources.....	38
Standard III.D.1	38
Decision-Making Roles and Processes	39
Standard IV.A.4	39
Catalog Requirements.....	40
Commission Policies.....	42
Standards and Performance with Respect to Student Achievement	42
Credits, Program Length, and Tuition	43
Transfer Policies.....	43
Distance Education and Correspondence Education.....	44
Institutional Disclosure and Advertising and Recruitment Materials.....	44

Eligibility Requirements

I.A. 1 Authority:

I.A. 1	Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution's authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.
---------------	--

Descriptive Summary

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors (BOG) of California's Community Colleges, in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. The Board of Governors was charged to develop a process for selection of the pilot programs. Skyline College submitted an application for the Baccalaureate Degree Pilot Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) System formally approved the pilot programs on March 17, 2015. Skyline College will be offering a baccalaureate program in Respiratory Care beginning the Fall semester of 2016.

Self-Evaluation

The College meets the eligibility requirement.

Evidence

1.1 – CCCCCO Program Approval Letter

(<http://www.skylinecollege.edu/accreditation/assets/archivedreports/baccalaureateprogram/2015BASubChangeLetter-CCCCCO.pdf>)

1.2 – ACCJC Substantive Change Approval Letter – Baccalaureate Program

(<http://www.skylinecollege.edu/accreditation/assets/archivedreports/baccalaureateprogram/2015BASubChangeLetter-ACCJC.pdf>)

Mission

Standard I.A.

IA.1	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
-------------	--

Descriptive Summary

The stated mission of Skyline College is:

“To empower and transform a global community of learners.”

Further, the Vision and Values of Skyline College reinforce this mission (referred to as the Mission, Vision, Values; or MVV), as follows:

Vision Statement: “Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, and economic personal fulfillment.”

Values Statement: “Education is the foundation of our civilized democratic society.”

A Baccalaureate Degree program in Respiratory Care is perfectly aligned with the MVV, not only empowering students, but furthering their education toward the fulfillment of their intellectual, cultural, social, and, in particular, economic goals.

The MVV was reviewed by the Institutional Effectiveness Council in the Fall of 2015 as part of the regular process. The Values section was modified to include, among other changes, the addition of the baccalaureate degree as one of the college’s programs supporting Academic Excellence. This change was subsequently approved by the Strategic Planning and Resource Allocation Committee (SPARC) and College Governance Council (CGC), which recommended approval of the change to the President. (Evidence 1.3, 1.4, 1.5, 1.6)

Self-Evaluation

The College meets these standards.

Evidence

1.3 – Skyline College MVV (<http://www.skylinecollege.edu/aboutskyline/mission.php>)

1.4 – IEC Minutes (<http://skylinecollege.edu/iecommittee/assets/agendas/2015-2016/20150928minutes.pdf>)

1.5 – SPARC Minutes (<http://skylinecollege.edu/sparc/assets/agendaminutes/2015-16/20151029sparcminutes.pdf>)

1.6 – CGC Minutes
(<http://www.skylinecollege.edu/collegegovernancecouncil/assets/documents/agendasminutes/cgcapprovedminutes012716.pdf>)

Standard I.A.2

I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
--------------	---

Descriptive Summary

Skyline College uses data to determine how effectively it is accomplishing the goals, objectives, and activities designed to accomplish its mission. For example, the Skyline College Balanced Scorecard (BSC) makes use of a set of core indicators that define and measure institutional effectiveness. This effectiveness is viewed from four perspectives, each with a balance of financial and non-financial indicators and measures: Internal Stakeholders, External Stakeholders, Financial and Operational Performance, and Growth and Innovation. The BSC incorporates a balance of lead indicators that identify what the college puts into the system to drive performance, and lag indicators that identify

outputs or explanations of institutional performance. These outcomes are reported through a Scorecard that tells how well the College is performing.

The BSC uses benchmarks that were established through a collaborative process of research, analysis and negotiation among the various constituency groups across the college. These benchmarks provide the means for assessing goals and adjusting strategies for meeting these goals designed to accomplish the mission of Skyline College. (Evidence 1.7)

Self-Evaluation

The College meets this standard.

Evidence

1.7 – Skyline College Balanced Scorecard (<http://www.skylinecollege.edu/prie/balancedscorecard.php>)

Standard I.A.3

I.A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
--------------	--

Descriptive Summary

The programs and services are aligned with the mission of the College through the processes and structure of the Integrated Planning and Resource Allocation process of Skyline College. Guided by the MVV, the College uses its Strategic Plan and Strategic Priorities to direct resource allocation. The component processes of Annual Program Plans (APPs), Annual Leadership and Unit Reviews (ALURs) and Comprehensive Program Review (CPR) are aligned and integrated with resource allocation processes. These include the Staffing Allocation and Prioritization Processes, allocation of Instructional Equipment, and other resource allocations as outlined in the IPRAC Model for Skyline College. (Evidence 1.8)

Self-Evaluation

The College meets this standard.

Evidence

1.8 – IPRAC Model (<http://www.skylinecollege.edu/sparc/assets/agendaminutes/2015-16/20160324sparcappendixiii.pdf>)

Assuring Academic Quality and Institutional Effectiveness

Standard I.B.2

I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
--------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.*

- *Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.*

Descriptive Summary

Skyline College has a continuous, sustainable assessment process for course, program, institutional, and support services student learning outcomes. The assessment process includes identifying student learning outcomes, assessing and reflecting on those outcomes, and implementing changes for improvement as needed. Skyline College has developed its student learning outcome assessment cycle (SLOAC) into a robust process involving every department on campus and has expanded its focus from course-level assessment to program-level and institutional-level assessment across the College, including student support services. The program student learning outcomes (PSLOs) are published in the catalog and online on the program websites. (Evidence 1.9, Evidence 1.10)

The SLOAC Steering Committee developed the SLOAC Framework: An Implementation Guide for the Student Learning Outcomes and Assessment Cycle. The Framework was most recently revised in 2012-2013. Since its inception, the SLOAC Steering Committee has informed the evaluation and improvement of every course and program on campus associated with student learning; its primary elements are course-level assessment, program level assessment, certificate/degree (institutional) assessment, and administrative assessment. College decision making and program improvement is directly informed by Comprehensive Program Review, Annual Program Plans and the annual Administrative Leadership and Unit Review, all of which require inclusion of student learning outcomes data (Evidence 1.11, 1.12, 1.13).

Course-Level Assessment

Upper division courses strongly emphasize the higher levels of learning. They are designed to extend the knowledge and intellectual maturity of students at the baccalaureate level. The courses are intended for students who are capable of analyzing, exploring, questioning, evaluating, and synthesizing knowledge. The courses are built on the prerequisite background of lower division courses and have one or more of the following characteristics:

- They are built on a foundation of prerequisite lower division courses in a discipline or related field of study.
- They synthesize knowledge from several specific areas in a discipline or from related disciplines.
- They are courses designed to integrate knowledge and skills from different areas of a discipline.

Evaluation of student performance at this level stresses such outcomes as the ability to solve problems and to integrate knowledge. The official Course Outline of Record identifies the specific student learning outcomes and methods of evaluation for each course.

Program-Level Assessment

Upon completion of the Baccalaureate Degree requirements, students will be able to:

1. Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach.
2. Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care.

Completion of this degree will provide advancement opportunities in positions such as advanced level practitioner, researcher, case manager, supervisor, manager, director, and/or educator. (Evidence 1.14)

Self-Evaluation

The College meets this standard.

Evidence

- 1.9 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)
- 1.10 – Respiratory Care Baccalaureate Degree Program Learning Outcomes (<http://skylinecollege.edu/respiratorycarebachelors/programlearningoutcomes.php>)
- 1.11 – Skyline College Comprehensive Program Review (<https://skylinecollege.edu/comprehensiveprogramreview/>)
- 1.12 – Annual Program Planning (<http://www.skylinecollege.edu/annualprogramplanning/index.php>)
- 1.13 – Administrative Leadership and Unit Review (<http://skylinecollege.edu/alur/>)
- 1.14 – Course Outline for RPTH B10 - Advanced Cardiopulmonary Care (http://www.curricunet.com/SMCCCD/reports/course_outline_html.cfm?courses_id=7471)

Standard I.B.3

I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
--------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The Institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.*
- *Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.*

Descriptive Summary

Skyline College engages in ongoing, systematic evaluation and integrated planning to establish and assess its institution-set standards for student achievement. Achievement data as well as learning outcomes at the course, program and institutional level— including general education and service units—are systematically evaluated and integrated into planning. Results obtained from this ongoing assessment are integrated in the College’s overall planning and budgeting processes. In keeping with the MVV, Skyline College ensures that, through continuous assessment, student learning is at the center of its key processes and allocation of resources. The college’s planning cycle is described in the Integrated Planning and Participatory Governance for Student Success handbook (Evidence 1.15).

Upper division course and program level student learning outcomes for the Baccalaureate program require students to engage in greater depth of study. Informed by theory, students in the Respiratory Care baccalaureate program apply their knowledge in their coursework and in clinical settings, integrate

knowledge and experience gained from earlier studies, and complete assignments that emphasize analysis, evaluation, and synthesis. One of the PSLOs requires students to complete coursework through a capstone project developed in collaboration with faculty and community members and aligned with student areas of interest. All PSLOs are listed on the Baccalaureate Degree Respiratory Care website.

Skyline College strives to improve outcomes and to make results available to internal and external constituents. In addition to posting the student learning outcomes assessments through program review, the college also sets benchmarks and tracks overall student success through the Skyline College Balanced Scorecard. Results of course, program, and unit assessment are publically available on the PRIE website under the Comprehensive Program Review Data tab and the overall assessment is posted in the Balanced Scorecard (Evidence 1.16, 1.17).

Self-Evaluation

The College meets this standard.

Evidence

1.15 – Integrated Planning and Participatory Governance for Student Success

(<https://skylinecollege.edu/participatorygovernance/assets/documents/handbook.pdf>)

1.16 – Program Data (2011/12 through 2015/16)

(<http://www.skylinecollege.edu/prie/programdata.php>)

1.17 – Balanced Scorecard

(<http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php>)

Standard I.B.7

I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
--------------	---

Descriptive Summary

Skyline College regularly evaluates its policies and practices across all areas of the institution to ensure and improve their effectiveness in supporting the accomplishment of the mission. The evaluation of programs and services is accomplished through an integrated planning process that includes Annual Program Plans (APPs), Comprehensive Program Reviews (CPRs), and Administrative Unit and Leadership Reviews (ALURs). Additionally, the Office of Planning, Research, and Institutional Effectiveness (PRIE) engages in a regular cycle of assessment through the use of standard survey instruments, including the Community College Survey of Student Engagement (CCSSE) and the SENSE Survey, as well as the Skyline College Employee Voice Survey. The CCSSE and SENSE are designed to assess several factors that impact student success and provide essential information to inform programs and services. The Employee Voice Survey is designed to provide regular assessment of internal college processes, including governance, planning and resource allocation, as well as optional topics that are based on current Strategic Priorities, such as Equity and Leadership. (Evidence 1.18, 1.19, 1.20)

The Baccalaureate Program at Skyline College will be included in the regular processes for evaluating programs and services. Additionally, the Baccalaureate Program will be required to participate in a separate program evaluation that is under development by the California Community Colleges Chancellor's Office (CCCCO).

Self-Evaluation

The College meets this standard.

Evidence

1.18 – PRIE Office website (<http://www.skylinecollege.edu/prie/>)

1.19 – PRIE Office Planning website (<http://www.skylinecollege.edu/prie/planning.php>)

1.20 – PRIE Office Institutional Effectiveness website
(<http://www.skylinecollege.edu/prie/institutionaleffectiveness.php>)

Institutional Integrity

Standard I.C.1

I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
--------------	--

Descriptive Summary

Through many methods, Skyline College assures that clarity, accuracy, and integrity of information is available to students. Updated and published annually in hard copy as well as posted online, the College Catalog contains current information regarding the mission statement, learning outcomes, educational programs, and student support programs. Information concerning individual programs, including where appropriate, the relationship to career opportunities, is also available through each department's website (Evidence 1.21, 1.22).

Faculty members publish course syllabi and distribute to students in every section of courses taught. Faculty may post course syllabi within the college's learning management systems. Each syllabus provides specific course requirements in alignment with the official Course Outline of Record, including course-level student learning outcomes. Course syllabi are regularly reviewed by division deans and department faculty to ensure that required information such as course-level student learning outcomes is included and that each faculty member provides a syllabus for each course (Evidence 1.23 pg. 75-77). Requirements for course syllabi including student learning outcomes are delineated in the Skyline College Faculty Handbook (Evidence 1.23, page 62-69).

Skyline College provides accurate information to students and the public about its accreditation status with all accreditors including ACCJC and other external accrediting bodies relevant to the various instructional and training programs (Evidence 1.24).

The Bachelor of Science in Respiratory Care information is published in the printed and online catalog as well as the Respiratory Care website ensuring clarity, accuracy, and integrity to current and prospective students. Linked webpages provide program learning outcomes, program and admissions requirements, and student support services supporting baccalaureate cohort students (Evidence 1.21, 1.22).

The College maintains accurate and updated information regarding college and program specific accreditation. Skyline College was awarded reaffirmed accreditation by ACCJC in February 2014. The Associate of Science in Respiratory Care program maintains accreditation yearly with a site visit to occur in 2018.

Self-Evaluation

The College meets this standard.

Evidence

1.21 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

1.22 – Respiratory Care Bachelor’s Degree Website
(<http://skylinecollege.edu/respiratorycarebachelors/>)

1.23 – Faculty Handbook
(<https://skylinecollege.edu/participatorygovernance/assets/documents/handbook.pdf>)

1.24 – Skyline College Accreditation Website (<http://skylinecollege.edu/accreditation/index.php>)

INSTITUTIONAL INTEGRITY

Standard I.C.3

I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
--------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The assessment results of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.*

Descriptive Summary

Skyline College is committed to continuous improvement and to informing its internal and external constituencies on matters of quality assurance. The College systematically evaluates its programs and services using a variety of qualitative and quantitative research/assessment methods. These documented assessment results are then used to communicate matters of quality assurance to the appropriate constituencies, including current and prospective students and the public. The baccalaureate program also employs these practices.

Research initiatives to assess the quality of programs and services provided to students and the community are developed and executed at the District and institutional level. Skyline College highly values data-informed decision making and works to ensure that data is available to faculty and staff for planning and to support efforts to increase student learning and success.

Published institutional reports related to the quality of programs and services that are provided to students and other constituencies which are available and posted on the PRIE website, include, but are not limited to, the following:

- Completion of degrees and certificates
- Completion of career and vocational certificates
- Success and retention rates
- Transfer numbers
- Student engagement survey
- Student satisfaction surveys

The outcomes assessment and achievement data, analysis and subsequent action plan proposals are integrated in to regularly scheduled institutional reports that include, but are not limited to:

- Comprehensive Program Review
- Annual Program Plan
- Administrative Leadership and Unit Review

The means by which the College makes public its data and analyzes internally and externally are as follows:

- Skyline College website
- A redesigned PRIE website
- District and College councils and committee agendas and minutes
- Campus wide forums
- Visitations to the community
- Invitation to the community for campus events (e.g., tours of the campus, informational workshops for students and families, orientation for new students, etc.)
- Annual reports of the District and College (e.g., Annual Budget Report) (I.B.50)
- Skyline Shines, a weekly message from the President of Skyline College
- President's board reports

The College assesses how effectively it communicates information about institutional quality in several ways. Internally, the Employee Voice Survey serves as one instrument to assess 1) whether or not enough data and information is provided to evaluate the quality of institutional programs and services, and 2) whether or not individuals feel they have adequate opportunities to engage in conversations regarding institutional quality (e.g. through participation on College committees). Externally, Skyline College engages the community in many different ways. One example is the Community Needs Assessment survey. Data was gathered regarding both the quality of institutional programs and services as well as the awareness levels of them by community members (Evidence 1.25).

Self-Evaluation

The College meets this standard.

Evidence

1.25 – Planning, Research and Institutional Effectiveness Website (<http://skylinecollege.edu/prie/>)

Standard I.C.4

I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
--------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.*

Descriptive Summary

The institution describes its certificates and degrees in purpose, content, course requirements, and expected learning outcomes. Information is published in the printed and online catalog and program website (Evidence 1.26, 1.27, 1.28).

Specifically, for the Bachelor in Science in Respiratory Care, purpose, content, course requirements, and program level learning outcomes are clearly stated in the catalog, program website, and student handbook. Course level student learning outcomes are identified in the course outline of record and to each course syllabus when the course is offered (Evidence 1.29, 1.30).

Self-Evaluation

The College meets this standard.

Evidence

1.26 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

1.27 – Skyline College Respiratory Care Bachelor's Degree Website

(<http://skylinecollege.edu/respiratorycarebachelors/>)

1.28 – Skyline College Respiratory Care Associate Degree Website

(<http://skylinecollege.edu/respiratorycare/>)

1.29 – Course Outline for RPTH B10 - Advanced Cardiopulmonary Care

(http://www.curricunet.com/SMCCCD/reports/course_outline_html.cfm?courses_id=7471)

1.30 – Example Course Syllabus

(http://www.skylinecollege.edu/accreditation/assets/documents/bacc_report/RPTH_B10_Syllabus.pdf)

Instructional Programs

Standard II.A.1

II.A.1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
---------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The baccalaureate degree field of study aligns with the institutional mission.*
- *Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.*

Descriptive Summary

The Skyline College Mission-Vision-Values (MVV) Statement clearly articulates the College's educational purposes, the students it serves, and its commitment to student learning and student success (MVV webpage). Integrated with the mission statement are the College's vision and values statements—all combined to create one comprehensive statement of purpose, vision and values that guides direction and decision making. The statement provides a representation of the College, shapes institutional planning and acting, and leads directly to the College goals. The College directly links the MVV with the data-informed Balanced Scorecard, the College goals and priorities, and planning.

Instructional programs and fields of study align directly to the institutional MVV and articulated college goals:

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.
2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication and participatory governance.
3. Fulfill the college's role as a leading academic and cultural center for the community.
4. Provide human, physical, technological and financial resources to ensure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.
5. Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.
6. Play a central role in the preparation of the region's workforce and expand networks and partnerships with businesses, the community and non-profit organizations.
7. Establish and maintain fiscal stability and alignment of programs and services to the core Mission - Vision - Values of the college.
8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

The Bachelor in Science in Respiratory Care and its field of study clearly aligns with the mission of the college "to empower and transform a global community of learners." Moreover the degree directly addresses the following college goals 1, 3, 5, and 6 stated above. The degree provides academic preparation opportunity leading to career advancement for Associate in Science in Respiratory Care graduates. (Evidence 2.1)

Self-Evaluation

The College meets this standard.

Evidence

2.1 – Skyline College MVV website (<http://www.skylinecollege.edu/aboutskyline/mission.php>)

INSTRUCTIONAL PROGRAMS

Standard II.A.3

II.A.3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.
--------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.*

Descriptive Summary

Skyline College has well-established procedures to identify learning outcomes for, approve, administer, deliver and evaluate courses, programs, certificates and degrees. This same procedure also applies to baccalaureate programs.

The curriculum review and approval process occurs in clearly documented, identifiable stages. Faculty members with subject matter expertise develop curriculum and work with their dean and Curriculum Committee representatives to prepare the materials for committee review. The review process ensures that student learning outcomes are appropriately identified, that the new curricula reflect the College’s MVV, and that the quality, currency, delivery and rigor of the course are appropriate. A well-developed website contains the handbook and resources supporting all aspects of curriculum development and review. Faculty enter new or modified curriculum into the CurricUNET website for review by the dean and technical review by a subcommittee composed of representatives with expertise in student learning outcomes, Title 5 regulations, matriculation requirements, prerequisites policies, degree requirements, distance education, library needs and matriculation requirements. The technical review subcommittee reviews the curriculum, makes comments, and follows up with faculty members to assist them in preparation for review by the dean and the Curriculum Committee discussion. The faculty member who developed the curriculum then presents it to the Curriculum Committee where questions are addressed and the items are approved with a vote by the committee members. The approved course outline is then posted in CurricUNET as part of the College’s curriculum inventory. All curricula are approved by the Board of Trustees and are submitted to the California Community College System office for approval and entry into the System’s curriculum inventory (Evidence 2.2, 2.3, 2.4).

The College utilizes a Comprehensive Program Review and Annual Program Plan process as a primary way for evaluating programs and courses. To assure the quality of programs, faculty members undertake a comprehensive self-study of their program every six years. Comprehensive Program Review occurs on a six-year cycle with Annual Program Plans taking place yearly between the review cycles. In addition to

reviewing and updating course outlines, faculty analyze and reflect on course and program student learning outcomes results as well as data provided by the PRIE office. They then write and present their findings to the Curriculum Committee, the IPC and the College Governance Council. The responsibilities for each of these reviews are highlighted in the Comprehensive Program Review (Evidence 2.5, 2.6)

In between the six-year Comprehensive Program Reviews, each program undergoes an Annual Program Plan. Among other data, programs analyze and reflect on the current year's course student learning outcomes results since all courses are expected to be assessed within a three-year cycle. These yearly reports provide a longitudinal basis for the six year reviews. The goal of these self-studies is to enable each program to improve its level of performance and its contribution to overall institutional effectiveness by identifying its strengths and needs. The process is ongoing and cyclical in nature, not linear, prompting in some cases the redesign or addition of courses in a given program, which are then assessed and evaluated in the next cycle. All Course Outlines of Record have student learning outcomes and undergo assessment on a regular three-year cycle. PSLOs are identified for degree and certificate bearing instructional programs. In every class section, students receive a course syllabus that includes learning outcomes from the official course outlines of record. As articulated in the Faculty Handbook, faculty are advised to include SLOs, among other items; the example illustrates this practice (Evidence 2.7, 2.8, 2.9, pp. 69- 77).

Self-Evaluation

The College meets this standard.

Evidence

2.2 – Skyline College Curriculum Committee (<http://www.skylinecollege.edu/curriculumcommittee/>)

2.3 – Skyline College CurricUNET (<http://www.curricunet.com/SMCCCD/>)

2.4 – CCCC Curriculum Inventory (<http://cccco.curricunet.com/>)

2.5 – Comprehensive Program Review Schedule

(<http://skylinecollege.edu/comprehensiveprogramreview/assets/documents/programreviewschedule.pdf>)

2.6 – Annual Program Planning Website

(<http://www.skylinecollege.edu/annualprogramplanning/index.php>)

2.7 – Comprehensive Program Review Website –

(<http://skylinecollege.edu/comprehensiveprogramreview/>)

2.8 – Deep Three Year Assessment Plans

(<http://skylinecollege.edu/sloac/deptthreeyearassessmentplans.php>)

2.9 – Faculty Handbook (<http://skylinecollege.edu/aboutskyline/facultyhandbook.php>)

Standard II.A.5

II.A.5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
---------------	---

Descriptive Summary

Skyline College degrees and programs at both the Associate and Baccalaureate degree levels are in alignment with practices in higher education. High-quality instruction is delivered to students with appropriate breadth, depth and rigor specific to each discipline. Faculty members, as discipline experts, are vital to the delivery of high-quality instruction. Skyline College demonstrates high-quality instruction through the following processes:

- Hiring, evaluation, and retention of qualified faculty.
- Verification of course rigor through curricular approval and regular program review.
- Ongoing assessment and analysis of institutional, program, and course student learning outcomes.
- Review of course and program integrity and effectiveness through annual planning and program review processes.

The Curriculum Committee is responsible for ensuring that all courses and programs meet Title 5 requirements of the California Code of Regulations, the California Education Code, as well as requirements set forth by the CCCC and ACCJC. The Curriculum Committee approves new programs; degrees and certificates; approves the recommended general education requirements; coordinates with the District Curriculum Committee; and provides college-wide curriculum direction. The Curriculum Committee also maintains these requirements and quality through the Comprehensive Program Review. The Office of Instruction provides updates on Title 5 regulations, CCCC regulations, and legal opinions to Curriculum Committee members. These members receive regular training on Title 5 regulations and rely on guidance provided by the Curriculum Committee Handbook (Evidence 2.10).

Skyline College also maintains a rigorous course and program approval process following the guidelines established in the CCCC's Program and Course Approval Handbook. The Skyline College Curriculum Committee Handbook and *Guidelines for Writing the Course Outline of Record (COR)* provides guidelines on creating quality courses and programs. To assure that courses have the appropriate depth, breadth, rigor and sequencing, each course and program are required to submit forms and an official Course Outline of Record which:

- Identify if the courses are part of a program of study
- Recommend transfer and general education intentions
- Describe the need for or change of a course or program
- Identify all courses objectives and student learning outcomes
- Provide a detailed outline of the course content that shows explicit alignment with the course-level student learning outcomes
- Align course student learning outcomes with PSLOs
- Identify the prerequisites, co-requisites and/or recommended preparation
- Explain teaching methods
- Provide information regarding distance education delivery, if applicable
- Provide assignment examples that align with the course-level student learning outcomes
- Identify current level-appropriate materials, such as textbooks
- Identify resources needed by the College to support the course, such as library holdings

- Incorporate critical thinking and academic rigor, especially in the SLOs, course content, instructional methods, assignments, and evaluation methods

Through the curriculum processes the Curriculum Committee, comprised of faculty, administrators, classified staff, and students, reviews these requirements to ensure course quality and thoroughness.

At Skyline College, all Associate and Baccalaureate degree programs include focused study in at least one area of inquiry or established interdisciplinary core. The requirements for the Skyline College degrees are published in the College Catalog. These requirements include completion of:

1. A minimum of 60 units in prescribed courses for an Associate degree and 120 units in prescribed courses for a Baccalaureate degree;
2. A minimum of 50 percent of the units required for the major must be completed at Skyline College for an Associate degree;
3. A minimum of 50 percent of the upper division units required for the major must be completed at Skyline College for a Baccalaureate degree;
4. A grade point average of 2.0 or better in all College courses;
5. Major curriculum approved by the Skyline College Curriculum Committee of at least:
 - a. 18 units lower division coursework for the Associate degree
 - b. 40 units upper division coursework for the Bachelor degree;
6. Completion of general education requirements:
 - a. 19 units in alignment with CSU and Title 5 general education requirements for an Associate degree
 - b. 37 UC (IGETC) or 39 CSU and Title 5 general education requirements for a Baccalaureate degree

The Bachelor of Science in Respiratory Care program allows current students and recent graduates a pathway to complete a four-year degree without having to transfer. The program also enables licensed Respiratory Care Practitioners (RCP) to return for degree completion.

Skyline College currently offers a well-established Associate's degree program in Respiratory Care that is externally accredited by the Committee on Accreditation for Respiratory Care (CoARC). Lower division coursework requires 48.5 major units and a minimum of 19 units of general education in alignment with CSU G.E. requirements. Most graduates of CoARC accredited Associate Degree Respiratory Care programs have completed 30 or more CSU and UC general education pattern requirements (Evidence 2.10, 2.11).

The Bachelor of Science in Respiratory Care was developed by discipline faculty with input from the Respiratory Care Advisory Committee, industry employers, and region practitioners. A minimum of 26.5 units of upper division major course work builds upon the lower division major course work. The degree also includes a minimum of 15 units of upper division general education courses in alignment with California State University guidelines. Courses require students to engage in greater depth of study and focus on theory and methods with greater specialization within discipline areas, integrate knowledge and experience gained from earlier studies, and complete assignment that emphasize synthesis and critical thinking. As mentioned previously, students complete coursework through a capstone project

developed in collaboration with faculty and community members and aligned with student areas of interest (Evidence 2.12).

Skyline College's Curriculum Committee, a subcommittee of the Academic Senate, researched other accredited four year universities and developed guidelines and requirements for upper division coursework. These guidelines and requirements, once approved were utilized in development of curriculum for the Bachelor of Science in Respiratory Care. Consultation from the Academic Senate Curriculum Committee was provided throughout the process of development to final approval (Evidence 2.13).

Students entering the Associate of Science in Respiratory Care program complete the program within two years once accepted. The Bachelor of Science in Respiratory Care program is a degree completion program. Eligible students enter as juniors and must have completed a CoARC accredited Respiratory Care program equivalent to an Associate of Science in Respiratory Care and a minimum of 30 units of the CSU or UC general education pattern. The degree completion program is delivered in 7 terms and completed within two years (Evidence 2.14).

Self-Evaluation

The College meets this standard.

Evidence

2.10 – Curriculum Handbook

(<http://www.skylinecollege.edu/curriculumcommittee/assets/documents/CurriculumHandbook.pdf>)

2.11 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/>)

2.12– Respiratory Care Baccalaureate Degree Program Outline

(http://www.curricunet.com/SMCCCD/reports/program_report.cfm?programs_id=963)

2.13– Common Characteristics of Upper Division Courses

(<http://www.skylinecollege.edu/curriculumcommittee/assets/resources/Common%20Characterisitcs%20of%20Upper%20Division%20Courses.pdf>)

2.14 – Tentative Calendar of Respiratory Care Baccalaureate Degree Course offerings

(<http://skylinecollege.edu/respiratorycarebachelors/assets/documents/BSRCPCalendar1618.pdf>)

Standard II.A.6

II.A.6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)
---------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.*

Descriptive Summary

Course scheduling at Skyline College is planned to ensure that offerings are available for students to meet degree requirements in an appropriate time. Enrollment management is used at the division- and instruction-office level to ensure that an adequate number of course sections are offered to meet both day and evening student needs. The Annual Program Plan and Comprehensive Program Review also ask program faculty to review curriculum offerings for sequencing and adequate offerings to meet degree and/or certificate requirements (Evidence 2.15, 2.16).

The Bachelor in Science in Respiratory Care courses are scheduled in a pattern that allows students to complete their degree through cohort modeled instruction, over 7 terms, and in two academic years (22 months). The following upper division core courses are required of all students to receive the Bachelor in Science in Respiratory Care. Students are admitted as a cohort, in junior status, and complete courses in a sequenced pattern.

1st Year – Term 1:

RPTH B10	Advanced Cardiopulmonary Care	3 units
RPTH B20	Advanced Respiratory Case Management	3 units

1st Year – Term 2:

RPTH B30	Principles of Health Education	3 units
COMM B10	Health Communication	3 units

1st Year – Term 3:

RPTH B40	Health Care Research Design and Methodology	3 units
PHIL B10	Medical Ethics	3 units

1st Year – Term 4:

RPTH B50	Respiratory Care Leadership and Management I	3 units
SOSC B10	Public Health Policy	3 units

2nd Year – Term 5:

RPTH B52	Respiratory Care Leadership and Management II	3 units
COUN B10	Multicultural Human Relations	3 units

2nd Year – Term 6:

RPTH B15	Sleep Medicine and Respiratory Care	3 units
SOCI B10	Intersectionality and Citizenship	3 units

2nd Year – Term 7:

RPTH B60	Advanced Neonatal/Pediatric Respiratory Care	3 units
RPTH B90	Respiratory Care Capstone Project	2.5 units

Some students may be deficient up to 9 units of lower division coursework when they enter in junior status. The college schedules these courses as general offerings allowing students to meet requirements every semester (Evidence 2.17).

Self-Evaluation

This College meets this standard.

Evidence

2.15 – Annual Program Plan Website

(<http://www.skylinecollege.edu/annualprogramplanning/index.php>)

2.16 – Comprehensive Program Review Website

(<http://skylinecollege.edu/comprehensiveprogramreview/>)

2.17 – Tentative Calendar of Respiratory Care Baccalaureate Degree Course offerings

(<http://skylinecollege.edu/respiratorycarebachelors/assets/documents/BSRCPCalendar1618.pdf>)

Standard II.A.9

II.A.9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
---------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.*

Descriptive Summary

Every course at Skyline College has a Course Outline of Record, which contains specific standards for awarding credit based on content, objectives and student learning outcomes. Units awarded for courses reflect the hours indicated on the Course Outline of Record. The Course Outline of Record also states the student learning outcomes (Evidence 2.18). Units are based on generally accepted norms or equivalencies in higher education for semester-based institutions. Course Outlines of Record are initiated by faculty and approved by the Curriculum Committee. Course Outlines of Record are updated as course modifications are made or every six years during Comprehensive Program Review. Faculty publish evaluative processes, grading criteria, and course student learning outcomes on the course syllabus which is distributed to each enrolled student. Course credit, degrees and certificates are awarded based on student attainment of learning outcomes.

The Bachelor of Science in Respiratory Care assesses student learning outcomes for its courses, program, and institutional learning outcomes. Course and degree award is based on student attainment of these learning outcomes based on institutional policies stated in the College catalog. These policies

fully conform to the regulations of Title 5 of the California Education Code and the CCCC's Curriculum Standards Handbook.

Course and program level student learning outcomes for upper division coursework require students to engage in greater depth of study and focus on theory and methods with greater specialization within discipline areas, integrate knowledge and experience gained from earlier studies, and complete assignments that emphasize synthesis and critical thinking. These outcome measures are aligned with learning outcome standards at accredited four year institutions.

The grading policies and criteria for awarding credit for courses are published in the Skyline College Catalog. The catalog describes the College's grading system, credit by examination, policies on prerequisites, and other requirements. Units of credit are awarded consistent with norms in higher education. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses. Skyline College awards academic credit based on the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5. The College ensures consistency with these policies through institutional review by the Educational Policy Committee, Curriculum Committee, and the Office of Instruction (Evidence 2.19).

Self-Evaluation

The College meets this standard.

Evidence

2.18 – Course Outline for RPTH B10 - Advanced Cardiopulmonary Care

(http://www.curricunet.com/SMCCCD/reports/course_outline_html.cfm?courses_id=7471)

2.19 – College Catalog (<http://www.skylinecollege.edu/catalogschedule/>)

Standard II.A.10

II.A.10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
----------------	--

Descriptive Summary

Skyline College through the San Mateo County Community College District (SMCCCD) provides a policy and process to facilitate acceptance of transfer credits to fulfill degree requirements in alignment of college learning outcomes. Transcript Evaluation Service (TES) and Degree Works™ work together to provide SMCCCD students, counselors, and Admissions and Records Offices with an evaluation process for coursework completed outside the SMCCCD to apply to SMCCCD certificates, associate degrees, bachelor's degree, CSU GE certification and IGETC certification. (Evidence 2.20, 2.21)

Students with external coursework submit official transcripts from previous schools to the Admissions and Records Office of their home campus (Cañada College, College of San Mateo or Skyline College). The transcript evaluation is then requested *by the student* through their WebSMART account. The evaluation will post to Degree Works™ and serves as the official response from the district.

Students requesting the service must:

- Be currently enrolled in a class in a San Mateo County Community College District college
- Must have previously completed 6 units in the SMCCCD, or are currently enrolled in 6 units or, have a combination of previously completed and current enrollment that adds to at least 6 units
- Submit all official transcripts to the Admissions and Records Office of student's home institution
- Plan to complete a certificate, associate degree, bachelor's degree, CSU GE certification or IGETC certification within the SMCCCD
- Update student information on WebSMART with current and accurate educational goal

Students who have completed all their coursework within the SMCCCD do not need TES services. The transcript evaluation and credit process appropriately function to assist students with credit transfer certifying that the expected learning outcomes for transferred courses align to the learning outcomes of our own courses. A specific counselor has been assigned to oversee this process for evaluation for the baccalaureate program at Skyline College (Evidence 2.22).

Self-Evaluation

The College meets this standard.

Evidence

2.20 – Skyline College Transcript Evaluation website

(<http://skylinecollege.edu/catalog/grades/transcripts.php>)

2.21 – SMCCCD Transcript Evaluation Process (<http://smccd.edu/transeval/>)

2.22 – Respiratory Care website (<http://skylinecollege.edu/respiratorycarebachelors/contact.php>)

Standard II.A.11

II.A.11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
----------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.*

Descriptive Summary

Skyline College's general education curriculum leads students to develop skills that enable them to be productive individuals and lifelong learners. Students develop skills in oral and written communication, information competency, quantitative competency, analytic inquiry, ethical reasoning, the ability to engage diverse perspectives, and the ability to acquire knowledge through the general education and degree requirements. The College ensures that students develop these skills through the identified and

assessed student learning outcomes at the general education course and program levels as well as through the requirement of completing courses in the five defined general education areas: Effective Communication, Critical Thinking, Citizenship, Information Literacy, and Lifelong Wellness.

Each general education and baccalaureate course has the learning outcomes mapped to the general education learning outcomes. This mapping allows the College to ensure coverage of PSLOs through the distribution of courses. Additionally, the five required general education areas ensure concentrated work in general education skills areas. Oral and written communication and critical analysis requirements are addressed primarily through the six units in Area A: English Language and Critical Thinking. Quantitative competency requirements are addressed by requiring four units in the Area B: Scientific Inquiry. The ability to acquire knowledge through a variety of means is addressed through the breadth of the 19-unit General Education Program requirements.

Course and program level student learning outcomes for upper division coursework require students to engage in greater depth of study such as completing a capstone project. Informed by theory, students in the Respiratory Care baccalaureate program apply their knowledge in their coursework and in clinical settings, integrate knowledge and experience gained from earlier studies, and complete assignment that emphasize analysis, evaluation, and synthesis. These outcome measures are aligned with learning outcome standards at accredited four year institutions (Evidence 2.20).

Assessment of general education pertains to essential knowledge, skills, and values students need to succeed as lifelong learners. This assessment takes place at both the course and institutional level. At the course level, faculty collaborate on assessment methods, determine success criteria (i.e. performance standards) for course learning outcomes, and analyze the results to make decisions about how to improve student success in general education courses. If the assessment process finds that improvements are needed, programs use the Annual Program Plan and Comprehensive Program Review processes to request the resources needed to make those improvements. Action plans with timelines ensure that resources are allocated properly and changes made in a timely manner (Evidence 2.21, 2.22).

Self-Evaluation

The College meets this standard.

Evidence

2.20 – Common Characteristics of Upper Division Courses

(<http://www.skylinecollege.edu/curriculumcommittee/assets/resources/Common%20Characterisitcs%20of%20Upper%20Division%20Courses.pdf>)

2.21 – Annual Program Planning Directions and Forms

(<http://skylinecollege.edu/annualprogramplanning/directionsandforms.php>)

2.22 – Skyline College Comprehensive Program Review

(<http://skylinecollege.edu/comprehensiveprogramreview/>)

Standard II.A.12

II.A.12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)
----------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.*
- *At least 9 semester units or equivalent of upper division general education coursework is required.*
- *The general education requirements are integrated and distributed to both lower division and upper division courses.*

The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

Descriptive Summary

The Respiratory Care Associate and Baccalaureate degree programs' general education components are clearly stated in catalog. Lower division and upper division general education coursework are in alignment with California State University General Education (CSU-GE) and University of California (IGETC) Breadth requirements for the Bachelor in Science in Respiratory Care.

Skyline College requires a component of general education in all degrees, including career and technical degrees, as is reflected in Board Policy 6.10, Philosophy and Criteria for Associate Degrees and General Education. The General Education Handbook provides information regarding the General Education philosophy and area definitions for accepting courses into the general education program. The faculty has carefully considered its philosophy regarding general education as well as a process for review of all courses seeking inclusion in the general education curriculum. Under the leadership of the Curriculum Committee, the general education philosophy was developed and is clearly stated in the College Catalog (Evidence 2.23, 2.24).

Skyline College faculty have identified general education learning outcomes which mirror the institutional level student learning outcomes and are incorporated into course outlines for all general

education courses. General education learning outcomes include critical thinking, effective communication, citizenship, information literacy, and lifelong wellness (Evidence 2.25).

The Bachelor in Science in Respiratory Care requires completion of 120 semester units and includes 45 semester units of general education course work in alignment with the California State University General Education (CSU-GE) Breadth requirements and 75 major semester units in Respiratory Care.

To be eligible to enter in junior status, students must have completed the following:

- Lower division major coursework (or equivalent) to Skyline College CoARC accredited Associate of Science (AS) Degree in Respiratory Care: (48.5 units)
 - Coursework completed at another educational institution is evaluated for equivalency
- General Education Requirements lower division semester unit pattern (30 units)
 - Area A – English Language Communication and Critical Thinking
 - Area B – Scientific Inquiry and Quantitative Reasoning
 - Area C – Arts and Humanities
 - Area D – Social Sciences
 - Area E – Lifelong Learning

Students entering through cohort model instruction and in junior status complete the following:

- Upper division Major Coursework in Respiratory Care (26.5 units):
 - Advanced Cardiopulmonary Respiratory Care (3 units)
 - Sleep Medicine and Respiratory Care (3 units)
 - Advanced Respiratory Case Management (3 units)
 - Principals of Health Education (3 units)
 - Health Care Research Design and Methodology (3 units)
 - Respiratory Care Leadership and Management I (3 units)
 - Respiratory Care Leadership and Management II (3 units)
 - Advanced Neonatal/Pediatric Respiratory Care (3 units)
 - Respiratory Care Capstone Project (2.5 units)
- Upper Division General Education (15 units):
 - Medical Ethics (3 units)
 - Public Health Policy (3 units)
 - Communication in Health Care (3 units)
 - Multicultural Human Relations (3 units)
 - Intersectionality and Citizenship (3 units)

Self-Evaluation

The college meets this standard.

Evidence

2.23 – Board Policy 6.10 (https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/6_10.pdf)

2.24 – Skyline College Catalog

(http://www.skylinecollege.edu/catalogschedule/assets/documents/catalogs/16-17/SkylineCollege_Catalog_2016-17.pdf)

2.25 – General Education Handbook

(<http://www.skylinecollege.edu/curriculumcommittee/assets/documents/General%20Education.pdf>)

Standard II.A.13

II.A.13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
----------------	--

Descriptive Summary

All degree programs at Skyline College provide students with an introduction to broad areas of study in the general education courses and include focused study in at least one area of inquiry or in an established interdisciplinary core. The Bachelor of Science in Respiratory Care has been developed in alignment with these requirements and identifies student learning outcomes and competencies in alignment upper division coursework expectations. The requirements for the Skyline College degrees are published in the College Catalog. These requirements include completion of:

1. A minimum of 60 units in prescribed courses for an Associate degree and 120 units in prescribed courses for a Baccalaureate degree;
2. A minimum of 50 percent of the units required for the major must be completed at Skyline College for an Associate degree;
3. A minimum of 50 percent of the upper division units required for the major must be completed at Skyline College for a Baccalaureate degree;
4. A grade point average of 2.0 or better in all College courses;
5. Major curriculum approved by the Skyline College Curriculum Committee of at least:
 - a. 18 units lower division coursework for the Associate degree
 - b. 40 units upper division coursework for the Bachelor degree;
6. Completion of general education requirements:
 - a. 19 units in alignment with CSU and Title 5 general education requirements for an Associate degree
 - b. 37 UC (IGETC) or 39 CSU and Title 5 general education requirements for a Baccalaureate degree

In addition to required general education, students are required to complete at least one area of focused study or interdisciplinary core. The requirements are clearly posted in the College Catalog and on the College website (Evidence 2.26).

Self-Evaluation

The College meets this standard.

Evidence

2.26 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

Standard II.A.14

II.A.14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification
----------------	--

Descriptive Summary

Career and technical education programs at Skyline College have a competency-based curriculum that includes student learning outcomes and PSLOs. Faculty measure and evaluate the student learning outcomes and PSLOs by convening program meetings, advisory committee meetings, and documenting evidence in TracDat. All curriculum in the career and technical programs are submitted by program faculty to the Curriculum Committee for review and approval. Additionally, all career and technical programs complete Annual Program Plans and undergo Comprehensive Program Review allowing faculty to ensure program currency.

All career and technical programs including Respiratory Care have active advisory committees that give regular input to the program faculty that helps keep the curriculum current to industry needs. The advisory committees assist the programs by providing information and ideas that inform the program effectiveness. Subjects include job opportunities, facilities and program equipment, course content, instructional and learning experiences, and promoting education. The ability to demonstrate the technical and professional competency required by a licensing or certifying agency is stated in all course outlines as an expected student learning outcome. Certificates are awarded upon successful evaluation by written tests and practical demonstration of these abilities.

Curriculum is structured to prepare students for licensure or certification testing in their chosen field. Each vocational program follows the prescribed standards of instruction and course content required by the appropriate certification/licensing board and/or accrediting agency. The respective advisory committees play an important role in ensuring these standards are met.

Licensure in the state of California for Respiratory Care requires an Associate degree and successful completion of credentialing exam administered by the National Board for Respiratory Care (NBRC). Curriculum content and competencies are influenced by metrics set by the Committee on Accreditation for Respiratory Care (CoARC). Students entering the baccalaureate degree program will have completed a CoARC accredited Associate degree program meeting thresholds for certification and licensure in the state of California. While external accreditation is not required for the Bachelor of Science in Respiratory Care, student learning outcomes and competencies have been established based on advisory committee, employer, and professional organization input (Evidence 2.27).

Self-Evaluation

The College meets this standard.

Evidence

2.27 – Respiratory Care CTE Program Advisory Committees Website

(<http://www.skylinecollege.edu/respiratorycare/accreditation.php>)

Library and Learning Support Services

Standard II.B.1

II.B.1	The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
--------	---

Descriptive Summary

Through both robust library services and student learning support programs, Skyline College supports the quality of its instructional programs. The College ensures that learning support services are available to students regardless of location or means of delivery and that these services are sufficient in quantity, currency, depth and variety. The Library and the Learning Center, along with discipline specific support centers, provide students with accessible, high-quality support.

Skyline College librarians, faculty, and staff select and maintain a variety of current and authoritative materials that compliment and support every academic and vocational program offered at the College. In addition to supporting all instructional programs, the library's resources and services also support the College's intellectual, aesthetic, and cultural activities. The library houses over 50,000 titles, hosts a robust online database collection and has access to over 100,000 e-book titles. Selection of library resources is informed by the learning needs of students and in consultation with disciplinary faculty (Evidence 2.28).

There are several avenues through which the College assesses the effectiveness of the library's collection to ensure that it is of sufficient quantity, quality, depth and variety. The primary method of evaluating the collection is through the ongoing collection development activities of Skyline College librarians. Collection development is a continuous and systematic effort to ensure that the library offers current, authoritative books, journals, and databases that support and enhance the curriculum and meet the learning needs of students. This process involves selecting new materials by consulting bibliographies, literature reviews, publishers' catalogs, and reputable book review sources; discarding out-of-date materials; and staying abreast of current research trends in the academic disciplines taught on this campus.

All activities related to selecting, managing, and discarding library materials are guided by the Skyline College Library Collection Development Policy. This document is a guide for all those involved in

decisions regarding the collection so that coordination and consistency in materials management is developed and maintained. A part-time librarian with a health sciences subject specialty has been hired to assist with a systematic evaluation of current holdings, provide recommendations for new titles and resources, and provide information literacy instruction for the Baccalaureate Degree in Respiratory Care (BSRC) program. (Evidence 2.29)

The Library is staffed to assist students, including both onsite and distance learners, in the use of College resources. The Library has a wide area network of 84 computers available for public use. Thirty-eight computers are in the library's computer classroom and are used for information literacy workshops. The remaining 46 are in the main reading room and are available for daily use. In addition to accessing the Internet, these computers also offer Microsoft Office. For those with laptop and tablet computers, the library offers wireless Internet access and wireless printing. Full descriptions of library services, information literacy instruction, study spaces, equipment, and technology are available on its website.

In Spring 2016, BSRC program faculty and staff met with the Library to discuss support for the Baccalaureate Degree in Respiratory Care (BSRC) program. Additional library resources were added to support the BSRC program including:

- Dedicated library subscriptions to health science journals including new electronic subscriptions to *American Journal of Respiratory and Critical Care Medicine (AJRCCM)*, *The Lancet*, *Chest*, *Heart & Lung*.
- Dedicated information literacy and research support from health sciences librarian.
- BSRC textbooks were made available to students through Library faculty reserves
- Dedicated support for learning management system, Canvas, support for BSRC students
- New technology was added for students in the Library including PC laptops, high-resolution scanner

The Learning Center provides learning skills courses, workshops and tutoring for a wide array of Skyline College classes, including online classes, with individualized or group tutoring available in drop-in or scheduled appointments. Tutoring is available for a variety of subjects relevant to the BSRC program including writing, reading, math, sciences, and social sciences. Dedicated tutors for the BSRC program were added in the Learning Center and Allied Health Lab. Full descriptions of services, tutoring and workshop schedules are available in the center and on its website (Evidence 2.30).

Self-Evaluation

The College meets the standard.

Evidence

2.28 – Skyline College Library Website (<http://skylinecollege.edu/library/>)

2.29 - Online research guide by Librarian, Kelly Kline (<http://guides.skylinecollege.edu/respiratorycare>)

2.30 - Skyline College Learning Center Website (<http://www.skylinecollege.edu/learningcenter>)

Student Support Services

Standard II.C.6

II.C.6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.
---------------	--

Descriptive Summary

The Admissions policies for the Skyline College Respiratory Care Program are clearly stated wherein selection to the BS in RPTH program is based on criteria approved by the Skyline College Administration and consistent with state regulations as specified on the application instructions. Qualifications of students for acceptance or those eligible to apply are:

1. Students currently enrolled in the AS Respiratory Care program at Skyline College and intend to continue to BS Respiratory Care program or
2. New graduates from other programs who have completed an accredited Respiratory Care program equivalent to an AS in Respiratory Care and are California licensure eligible or
3. Respiratory Care Practitioners who have completed an accredited Respiratory Care program equivalent to an AS in Respiratory Care and are California licensure eligible and completed minimum 30 units of the CSU General Education pattern.

Once admitted to the program, students complete eight terms, which include 46 units of upper division coursework. Upon completion of the 46 upper division units, students are awarded the BS degree in Respiratory Care. Students have access to Respiratory Care dedicated counseling services to ensure students are clear on courses in their pathway and on track to completion (Evidence 2.31).

Current and future students who desire to complete the BS Respiratory Care program are provided clear and current pathways to complete this degree as well as transfer. Each student in the program undergoes a comprehensive initial evaluation whereby all lower division coursework from any previous institution attended is reviewed. In accordance with existing policy, courses are accepted from any regionally accredited college/university/program. The coursework is applied to the California State University General Education pattern (CSU GE) or Intersegmental General Education Transfer Curriculum (IGETC for CSU) pattern to establish program eligibility. Students must complete a minimum of 30 of 39 units of the CSU GE pattern to be eligible for the program. Students who are deficient in completion of the pattern are notified early of any outstanding areas, as to give students the opportunity to complete courses within a timely manner and finish the program on time. In addition, students receive a comprehensive education plan which outlines term-by-term the required courses for the program and may also be submitted to access financial aid.

Self-Evaluation

The College meets the standard.

Evidence

2.31 – Respiratory Care Baccalaureate Degree Website
(<http://skylinecollege.edu/respiratorycarebachelors/>)

Human Resources

Standard III.A.1

III.A.1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
---------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.*

Descriptive Summary

Skyline College adheres to Board Policies and Procedures and the District Human Resources Department procedures for the hiring of personnel. The criteria, qualifications and procedures are clearly and publicly stated on the SMCCCD Human Resources website. Using the College's MVV, the College develops job descriptions that accurately reflect position duties, responsibilities, and authority. The College strives to hire the best personnel possible as qualified by appropriate education, training, and experience to provide support for institutional programs and services within the scope of its stated MVV. Faculty, including career and technical program faculty, meet the posted minimum qualifications for the position. Skyline College follows publicized hiring procedures regarding all employee groups. Guidelines regarding selection procedures are clearly described and posted on the District website (Evidence 3.1). These guidelines cover development of the job announcement, selection of the screening committee, development of the assessment plan, the screening of application materials, the screening of candidates, the recommendation of finalists, final interviews, reference checks, and the candidate approval process. Job descriptions have been written and advertised based on college, state, and accreditation requirements (Evidence 3.1).

Self-Evaluation

The College meets this standard.

Evidence

3.1 – San Mateo Community College District Human Resources Website
(<https://smccd.edu/humanresources/>)

Standard III.A.2

III.A.2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)
---------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.*
- *In cases where no Master's degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.*

Descriptive Summary

The Respiratory Care program is fully accredited by the Committee on Accreditation for Respiratory Care (CoARC) and employs faculty that meet this accreditation requirement. Respiratory Care Instructional Faculty assigned to this program hold the minimum qualifications to teach within the discipline per Minimum Qualifications for Faculty and Administrators in California Community Colleges as well as regional accreditation minimum qualifications. Faculty also hold industry expertise in the subject matter to which they are assigned. Faculty teaching upper division major and general education courses meets required minimum qualifications and experience. Faculty receive ongoing professional development for effective course and program student learning outcomes.

Skyline College currently employs one full time faculty who holds a Master's degree from an accredited university plus has the required experience in Respiratory Care. The full time faculty member also serves as Program Director for Respiratory Care and Allied health programs. The program also employs several adjunct faculty members who hold a minimum of a Master degree and direct professional experience in courses for which they will be assigned. Each faculty member has unique discipline expertise they bring which synergistically provides a comprehensive, enriching experience to the students in the program. Faculty are identified and assigned to teach courses focused in their area of expertise and are supported by the Program Director to ensure effective teaching and learning in meeting student learning outcomes. Baccalaureate faculty also hold appropriate state licensure, national credentials, and at minimum 4 years of professional experience.

Faculty who teach upper division general education courses hold either a PhD or Master degree and have minimum of 2 years' experience in their respective field (Evidence 3.2).

All baccalaureate faculty are also provided training in effective pedagogy and learning management system use. This is accomplished through Skyline College's Center for Transformative Teaching and Learning (CTTL) department. Coordinated trainings have been offered to support preparation and implementation of the Bachelor in Science in Respiratory Care. Faculty also have access for small group and one-to-one sessions with an instructional designer (Evidence 3.3).

Self-Evaluation

The College meets this standard.

Evidence

3.2 – Full-time Instructor Job Description

(http://www.SkylineCollege.edu/accreditation/assets/documents/bacc_report/Respiratory_Care_FT_Instructor_Job_Description.pdf)

3.3 – Center for Transformative Teaching and Learning (CTTL) Website (<http://skylinecollege.edu/ctl/>)

Standard III.A.7

III.A.7	The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.
---------	---

Descriptive Summary

Skyline College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. Recognizing the importance of maintaining qualified, fulltime faculty and staff, Skyline College remains committed to appropriate staffing to support the College Mission, Vision, Values.

The Respiratory Care Associate Program track, externally accredited by CoARC, employs two full-time faculty and four adjunct faculty who meet minimum qualifications and carry out responsibilities essential to the quality of educational programs and services (Evidence 3.4).

The Respiratory Care Baccalaureate Program track is currently employs one full-time faculty who meets minimum qualifications. Additionally, there are six discipline and general education adjunct faculty who are assigned to teach upper division courses focused on their area of expertise.

Through its resource allocation process, the college has approved has approved and is currently in the process of hiring an additional full-time tenure track faculty member who meets minimum qualifications and will support the responsibilities essential to the quality of the educational program and services (Evidence 3.5).

The Respiratory Care Program also has a dedicated Program Services Coordinator to provide student and administrative support.

Self-Evaluation

The College meets this standard. Skyline College has an ongoing process to ensure sufficient staff to meet the needs of the students and to achieve the MVV and goals of the College. There is sufficient full-time faculty to support the responsibilities essential to the quality of the educational program and services to achieve the institutional mission and purpose. There is adequate classified and administrative staff available to serve the needs of students and faculty.

Evidence

3.4 – Meet the Faculty Page, Respiratory Care

(<http://skylinecollege.edu/respiratorycarebachelors/staff.php>)

3.5 – Full-time Instructor Job Description

(http://www.SkylineCollege.edu/accreditation/assets/documents/bacc_report/Respiratory_Care_FT_Instructor_Job_Description.pdf)

Physical Resources

Standard III.B.3

III.B.3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
---------	---

Descriptive Summary

Institutional planning precedes and provides direction for physical resource planning. Skyline College has a robust, integrated planning process that includes reviewing and revising its MVV and institutional goals and priorities on a regular basis. These, in turn, guide institutional planning including the Education Master Plan, Comprehensive Program Review, Annual Program Plans, and Administrative Leadership and Unit Reviews are integral components of the College's integrated planning cycle. These planning documents provide both near- and long-term facilities and equipment requests linked directly with student learning outcomes. It is the institutional planning that provides guidance for physical resource planning (Evidence 3.6).

Skyline College and the District have integrated planning processes that guide institutional planning. These processes, which integrate physical resource planning with institutional planning, allow SMCCCD and Skyline College to systematically assess the effective use of physical resources and use the results of the evaluation as a basis for improvement. The Respiratory Care Program for both its Associate and Baccalaureate programs utilize these processes in supporting its instructional and supportive service needs (Evidence 3.7).

Self-Evaluation

The College meets this standard.

Evidence

3.6 – Planning, Research and Institutional Effectiveness - Planning Website

(<http://skylinecollege.edu/prie/planning.php>)

3.7 – Facilities Master Plan (<https://smccd.edu/facilities/masterplan.php>)

Technology Resources

Standard III.C.1

III.C.1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.
---------	--

Descriptive Summary

Skyline College has extensive technology resources that are used to support student learning programs and services and to improve institutional effectiveness. Up-to-date technology is available to faculty staff and students. Technology planning is integrated with institutional planning at both the College and the District level.

Skyline College utilizes appropriate technology resources to improve institutional effectiveness and to support student learning programs and services. Technology planning is integrated with institutional planning, and is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. In collaboration with the district, the College provides a robust technology infrastructure and technology resources that includes: smart classrooms; 100% campus wireless Internet access coverage; open student computer lab in the Library, program-specific instructional computer labs; Student Services, Career, and Transfer computer labs, and a comprehensive set of both administrative software services and student-enabling software services that support all learners.

The Skyline College Education Master Plan 2013-2019 and Skyline College Technology Plan provide the overarching doctrines for all decisions about technology. The identification of instructional and administrative technology needs and priorities is a collaborative process and is addressed throughout various stages of the integrated planning and budget cycle. District ITS also plays a critical role in identifying campus instructional and administrative needs and trends. The College provides ongoing capacity building and professional development opportunities for faculty and staff (Evidence 3.8, 3.9).

Self-Evaluation

The College meets this standard.

Evidence

3.8 – Technology Advisory Committee Website

(<http://www.skylinecollege.edu/technologyadvisorycommittee/>)

3.9 – Education Master Plan 2013-2019

(<https://www.skylinecollege.edu/prie/assets/documents/educationmasterplan/Skyline%20draft%20of%20EMP%20-%206.13.13%20with%20graphics.pdf>)

Financial Resources

Standard III.D.1

III.D.1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)
---------	---

Descriptive Summary

Skyline College is one of the three colleges in the San Mateo County Community College District (SMCCCD). The district utilizes a resource allocation model to distribute the general unrestricted fund among the sites. For FY 2016-2017, Skyline College has the highest share with a general fund allocation of \$39,325,980. In addition, it receives \$543,518 in unrestricted Prop 30 funds. New funding for categorical programs and grants total approximately \$8,455,854.

SMCCCD gained its community-supported status in 2012-2013 and derives a major portion of its general fund revenues from property taxes and enrollment fees. The property taxes in San Mateo County provide a more stable revenue stream compared to state apportionment. The District's Strategic Goal #4 is to "ensure necessary resources are available to implement the strategic plan through sound fiscal planning and management of allocations." The district's resource allocation model provides adequate funding to develop and strengthen educational offerings, and support programs that increase student access and success.

Beginning in FY 2015-2016, the district earmarked Innovation Fund dollars in the allocation model to carry out strategies in the district Strategic Plan. The Bachelor of Science in Respiratory Care program received ongoing Innovation funds in the amount of \$250,000 to launch the program in Fall 2016. This complements the program funds allocated by the college (estimated at \$308,000), as well as \$350,000 of one-time funds that the State provided as one of the pilots for the Baccalaureate degree. The total ongoing budget for the pilot BS degree program at Skyline College as of Fall 2017 is \$558,830.

The San Mateo County Community College District is fiscally stable. SMCCCD received the highest ratings possible from Standard & Poor's and Moody's Rating Services in 2014. It has earned the very strong support from San Mateo County residents and was the first California community college district to pass the parcel tax. This enabled the Colleges to maintain key courses and vital instructional and support services. In addition, the voters supported passage of three capital outlay bonds that allowed for the renovation and construction of state of the art facilities at the three campuses to create an outstanding learning and teaching environment for students, faculty, staff and the community. The district

undergoes external audits annually and, for the past two fiscal years, has not received any management findings.

Self-Evaluation

The San Mateo County Community College meets this standard. Financial resources are sufficient to support and sustain the BS degree Respiratory Care Program at Skyline College. The allocation of resources supports the development, maintenance, distribution and enhancement of programs and services. Both the district and the college have a Strategic Plan that ensures that SMCCCD's financial affairs are managed with integrity and in a manner that ensures financial stability.

Evidence

3.10 – SMCCCD Annual Budget Reports (<http://smccd.edu/financialservices/annualbudget.php>)

Decision-Making Roles and Processes

Standard IV.A.4

IV.A.4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
---------------	--

Descriptive Summary

Both the District and Skyline College have established written policies that provide for administrator, faculty, staff and student participation in decision-making processes including school policy, planning, and special-purpose bodies. The policies describe the manner in which individuals are able to bring forward ideas from their constituent groups and participate in dialogue that directs the future of the institution. The District and the Board of Trustees recognize the importance of participatory governance. This is evidenced by the policy that the Board has written to ensure participation of all constituent groups in the decision-making process and to establish the roles of those groups in that process. Board Policy 2.08, District Participatory Governance Process, states that “the Board of Trustees is committed to a participatory governance system which ensures faculty, staff, and students the right to participate effectively in District and College governance and the opportunity to express their opinions at the campus and District levels and to ensure that these opinions are given every reasonable consideration” (Evidence 4.1).

Administration, faculty, staff, and students contribute to the improvement of the College's practices, programs and services through the participatory governance processes. All constituents are encouraged to contribute through the participatory governance organizations detailed in the Compendium of Committees. These bodies include the Academic Senate, the Classified Senate, the Management Council, and Associated Students of Skyline College (ASSC); as well as campus leadership and multi-constituency planning groups such as the Strategic Planning and Allocation Resource Committee (SPARC), the College Governance Council, and the Institutional Effectiveness Committee (Evidence 4.2).

The Curriculum Committee is a subcommittee of the Academic Senate. The Curriculum Committee Handbook states that “Curriculum is the backbone of Skyline College,” where faculty carry out the responsibility of design, review, and oversight of all new and revised courses including means of delivery and location, new programs, and review of programs and services. Faculty members identify and initiate new programs locally through the curriculum process which requires alignment with College mission, vision, values, goals and evidence that the educational quality of the offerings are consistent with current higher education standards. Distance education offerings go through an additional level of scrutiny in which the faculty provide evidence that the quality, access and integrity of the course offered in this mode will be equal to that of the course offered face-to-face (Evidence 4.3).

Utilizing college policies and procedures, the Baccalaureate Degree program steering committee was established. The committee is comprised of representatives from every major area within the College that is expected to be impacted by the program. Areas included are Instruction, Student Support Services, Library and Learning Support, Facilities, and any other services needed to support the program. Each member of the Steering Committee is tasked with convening their operational areas to identify processes and resources required, implement them to effectively support the program, and make recommendations to appropriate decision-making groups.

Self-Evaluation

The College meets this standard.

Evidence

4.1 – District Policy 2.08 (https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/2_08.pdf)

4.2 – Compendium of Committees

(<http://www.skylinecollege.edu/participatorygovernance/currentcompendium.php>)

4.3 – Curriculum Handbook

(<http://www.skylinecollege.edu/curriculumcommittee/assets/documents/CurriculumHandbook.pdf>)

Catalog Requirements

The institution assures that the Catalog provides the following information about the baccalaureate degree program:

1. General Information
 - Course Program and Degree Offerings
 - Student Learning Outcomes for Programs and Degrees
2. Requirements for
 - Degrees, Certificates, Graduation and Transfer

Bachelor of Science with a major in Respiratory Care:

The Bachelor of Science in Respiratory Care program allows graduates of AS degree Respiratory Care programs and licensed Respiratory Care Practitioners (RCP) a pathway to complete their four-year degree without having to transfer to a four-year college or university. The bachelor degree curriculum

provides advanced scope of practice with emphasis on advanced cardiopulmonary pathophysiology, advanced respiratory case management, advanced respiratory neonatal/pediatrics, health education in respiratory care, research methodology, quantitative principles, respiratory care sleep medicine, and respiratory care leadership and management. Increasingly, Respiratory Care Practitioners are taking on responsibilities formerly conducted by physicians, requiring a greater level of critical thinking and analytical skills.

A minimum of 27.5 units of upper division major course work builds upon the lower division major coursework. The degree also includes a minimum of 18 units of upper division general education courses in alignment with California State University guidelines. Students will complete coursework through a capstone project developed in collaboration with faculty and community members that is aligned with student area of interest. The cost of tuition will be \$130 per unit for upper division coursework, much less than at a four-year institution.

Career Opportunities:

Completion of this degree will provide advancement opportunities in positions such as advanced level practitioner, researcher, case manager, supervisor, manager, director, and/or educator.

Program Student Learning Outcomes:

Upon completion of degree requirements, students will be able to:

- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach.
- Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care.

Admission Procedures and Requirements:

Admission to the Bachelors in Science in Respiratory Care is by special application and can be found on the college website:

<http://skylinecollege.edu/respiratorycarebachelors/>

The program accepts students into the program once a year. Approximately 40 students are admitted to the program per cohort. Selection procedures are based on criteria approved by the Skyline College Administration and consistent with state regulations.

Eligibility to the bachelor's degree program requires the following minimum entrance requirements:

- Students currently enrolled in AS Respiratory Care program at Skyline College and intend to continue to BS Respiratory Care program OR
- New graduates from other programs who have completed an accredited Respiratory Care program equivalent to an AS in Respiratory Care and are California licensure eligible OR
- Respiratory Care Practitioners who have completed an accredited Respiratory Care program equivalent to an AS in Respiratory Care and are California licensure eligible AND
- Complete a minimum 30 units of the CSU General Education pattern prior to program start.

Program Learning Outcomes:

Upon Completion of Degree requirements, students will be able to:

- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach
- Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care

For further information, please visit the program website or contact Dr. Ijaz Ahmed, Director of Respiratory Care and Allied Health at (650) 738-4457 or ahmedi@smccd.edu.

The baccalaureate degree program information is provided in the College catalogue at the link below:

http://www.skylinecollege.edu/catalogschedule/assets/documents/catalogs/16-17/SkylineCollege_Catalog_2016-17.pdf

Course work link:

<http://skylinecollege.edu/respiratorycarebachelors/courses.php>

For degree details:

<http://skylinecollege.edu/respiratorycarebachelors/degrees.php>

Commission Policies

In preparing its ISER, an institution with one or more ACCJC-accredited baccalaureate degrees must, for the evaluation criteria cited in the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies in the categories identified below, specifically address and provide evidence of its practices as to the baccalaureate degree and how those practices meet the criteria.

Standards and Performance with Respect to Student Achievement

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Compliance Statement

Skyline College has defined elements of student achievement across the institution. Through its Balanced Scorecard, the College has defined expected measures of performance. Additionally, the College has adopted the California Community Colleges Chancellor's Office (CCCCO) Institutional Effectiveness Framework of Indicators (IEFI), which includes standards for course completion (Evidence CP.1, CP.2).

The Skyline College Respiratory Care program has further standards for student achievement that include licensure exam pass rates as part of its external accreditation requirements. The baccalaureate degree program sets standards consistent with those of other Skyline College programs for successful course completion, persistence, and degree attainment (Evidence CP.3, CP.4).

Evidence

CP.1 – Institutional Effectiveness Performance Indicators website

(<http://www.skylinecollege.edu/prie/iepi.php>)

CP.2 – Skyline College Balanced Scorecard

(<http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php>)

CP.3 – CoARC Reports (<http://skylinecollege.edu/respiratorycare/accreditation.php>)

CP.4 – Respiratory Care (<http://skylinecollege.edu/respiratorycare/>)

Credits, Program Length, and Tuition

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Compliance Statement

Skyline College publishes information on degree program lengths, and credit hour assignments for classroom based courses, lab classes, distance education courses, and courses that involve clinical practice in the college catalog on appropriate program websites. Clock hour conversion adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. The cost of programs is also published in the catalog and on the website, separately for the baccalaureate degree program (Evidence CP.5, CP.6, CP.7)

This information is maintained by the Skyline College Office of Marketing, Community and Public Relations (MCPR) and Public Information Officer (PIO), and the Office of Instruction in collaboration with all Divisions of the campus and the District Office (Evidence CP.8, CP.9).

Evidence

CP.5 – Fees and Cashier's Office website (<http://www.skylinecollege.edu/fees/feetypes.php>)

CP.6 – College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

CP.7 – Skyline College BS website (<http://skylinecollege.edu/respiratorycarebachelors/degrees.php>)

CP.8 – MCPR Website (<http://www.skylinecollege.edu/mcpr/>)

CP.9 – Office of Instruction (<http://www.skylinecollege.edu/instructionoffice/>)

Transfer Policies

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Compliance Statement

Transfer policies are published in the college catalog on college website. Policies contain information on the criteria for transferring credits to Skyline College. (Evidence CP.10, CP.11, CP.12).

Evidence

CP.10 – College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

CP.11 – Skyline College Transfer Center (<http://www.skylinecollege.edu/transfercenter/>)

CP.12 – SMCCCD Transcript Evaluation (<http://skylinecollege.edu/catalog/grades/transcripts.php>)

Distance Education and Correspondence Education

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Compliance Statement

Skyline College publishes policies and procedures for classifying courses as offered by distance education in its Curriculum Committee Handbook. Courses that exceed 50% of contact hours online are identified as DE courses. Programs that can be completed more than 50% online are submitted through the substantive change process of the ACCJC. The college has a regular and consistent process for ensuring quality in distance education, including regular and substantive interaction with the instruction. The college uses commonly accepted verification protocols to verify the identity of students participating in distance education. As described in the Technology Master Plan, the technology infrastructure is sufficient to maintain DE offerings. (Evidence CP.13, CP.14, CP.15)

Evidence

CP.13 – Online Learning at Skyline College (<http://www.skylinecollege.edu/onlineeducation/>)

CP.14 – Skyline College DE Substantive Change
(<http://www.skylinecollege.edu/accreditation/archives.php>)

CP.15 – Skyline College Curriculum Handbook
(<http://www.skylinecollege.edu/curriculumcommittee/assets/documents/CurriculumHandbook.pdf>)

Institutional Disclosure and Advertising and Recruitment Materials

Compliance Statement

The Skyline College Office of Marketing, Community and Public Relations (MCPR) and Public Information Officer (PIO) coordinate all marketing and public relations materials. These materials represent Skyline College appropriately. The College publishes information in both its Catalog and on its website. The information maintained by the Office of Instruction in collaboration with all Divisions of the campus and the District Office. Recruitment is conducted under the direction of the Office of Enrollment Service through collaboration with specific programs (Evidence CP.17, CP.18, CP.19, CP.20).

Evidence

CP.16 – MCPR Website (<http://www.skylinecollege.edu/mcpr/>)

CP.17 – Office of Instruction (<http://www.skylinecollege.edu/instructionoffice/>)

CP.18 – College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

CP.19 – Skyline College Outreach (<http://www.skylinecollege.edu/outreach/>)

BOARD REPORT NO. 16-9-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

PUBLIC HEARING OF THE 2016-17 FINAL BUDGET

California Code of Regulations, Title V §58301, specifies that the proposed budget for the ensuing year be available for public inspection and that a public hearing be held.

The proposed 2016-17 budget to be presented for adoption has been available since September 23, 2016, and, in conformance with §58301, the public hearing has been scheduled for this meeting of September 28, 2016.

In accordance with the Code, notification of the dates and locations at which the proposed budget was available for inspection, as well as the date, time, and location of the public hearing, was published in the *San Mateo County Times*.

RECOMMENDATION

It is recommended that the Board of Trustees proceed with the public hearing on the proposed 2016-17 Final Budget for the San Mateo County Community College District.

BOARD REPORT NO. 16-9-102B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

ADOPTION OF THE 2016-17 FINAL BUDGET

Section No. 58305(c) of the California Code of Regulations, Title 5, requires that “the governing board of each district shall adopt a final budget.” The adoption of the budget will provide the District with a comprehensive financial plan of income sources and proposed expenditures for the 2016-17 fiscal year.

RECOMMENDATION

It is recommended that the Board of Trustees adopt the 2016-17 Final Budget in the amounts detailed below, and that the CCFS-311 report be submitted to the State Chancellor's Office.

Fund	2016-17 Budget	% of Total
Unrestricted General Fund	\$163,740,351	52.10%
Self-Insurance Fund	1,358,696	0.43%
Debt Service Fund	51,816,725	16.49%
Restricted General Fund	39,419,970	12.54%
Capital Projects Fund	20,660,000	6.57%
Bookstore Fund	7,277,000	2.32%
Cafeteria Fund	275,000	0.09%
San Mateo Athletic Club (SMAC)	3,973,000	1.26%
Community, Continuing, and Corp Ed	1,100,000	0.35%
Child Development Fund	1,235,087	0.39%
Trust Funds (Financial Aid)	19,272,416	6.13%
Reserve for Post-Retirement Benefits	4,150,000	1.32%
TOTAL	\$314,288,245	100.00%

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

C C
A O
Ñ L
A L
D E
A G
E

C....
O S
L A
L N
E....
G M
E A
T
O E
F O

S C
K O
Y L
L L
I E
N G
E E

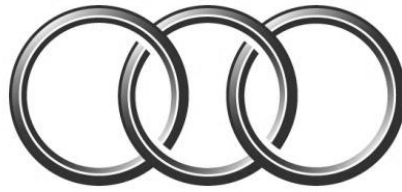


F
/
N
A
L

2
0
1
6
-
2
0
1
7

B
U
D
G
E
T

R
E
P
O
R
T



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

2016-17

Final Budget

Report

Board of Trustees

Dave Mandelkern, *President*
Tom Mohr, *Vice-President-Clerk*
Maurice Goodman
Richard Holoher
Karen Schwarz
Dennis Zheng, *Student Trustee, 2016-17*

Ron Galatolo, *District Chancellor*
Kathy Blackwood, *Executive Vice Chancellor*
Raymond Chow, *Chief Financial Officer*
Rachelle Minong, *District Budget Officer*

CHANCELLOR'S MESSAGE

Dear Colleagues,

As was reported last year, we have had an excellent year for California community college students and, with the improving economy, anticipate another year of increasing resources to fund community college education. Entering into our 6th year of community-supported status (also known as basic aid), the San Mateo County Community College District continues to benefit from the rising property values in our County. These resources provide much needed support to address the broad educational needs of our local community.

In particular, the increase in assessed valuation for the county was 7.62% for 2015/16. That means that the District will receive an increase in its property tax revenue for the coming year by that amount. Our Board continues to tie compensation increases to growth in the assessed valuation, which resulted in a total compensation increase of 5.32% for 2016/17. This amount, following last year's 4.78% increase and 14/15's 3.69% increase, puts our District at the top of California's community colleges for salary growth over the last several years.

Last year was the first year of implementing our five-year strategic plan. Approved by the Board of Trustees in the fall of 2015, this plan will guide us over the next five years. The four goals are:

- Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.
- Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.
- Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.
- Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.

These goals have districtwide strategies that impact our individual Colleges. This budget document addresses the funding that has been allocated specifically to implement the plan, although all areas of the colleges are focused on the new programs and services. The strategic plan can be found at the following link: <http://smccd.edu/strategicplanning/index.php>.

Pursuant to legislation finally permitting it, Skyline College competed for and was awarded the privilege of being one of 15 colleges to offer a baccalaureate degree program. Starting in Fall, 2016, Skyline College is offering a bachelor's degree in respiratory therapy.

The District continues to move forward with Phase 3 of the bond program. The current bond will be used to continue upgrading our facilities, including a Math/Science building and a Kinesiology building at Cañada College, a Kinesiology building and a Center for Innovation and Emerging Technologies building at College of San Mateo, and a Social Science/Creative Arts building and an Environmental Studies building at Skyline College.

During 2015/16, the District hired 119 new and replacement employees. Of them, 26 were faculty, 78 classified staff, 6 Buildings and Grounds, and 9 administrators/supervisors. We continue to hire excellent faculty and top notch staff to provide the best teaching and learning opportunities to our students as well as the community at large.

The future looks very bright for our District, and I look forward to working with the community to meet the educational needs of our students. It is a pleasure to welcome new faculty, staff, and students to our institutions, in addition to ensuring that our three Colleges offer a wealth of education and resources that greatly improve our lives within San Mateo County.

All my best,

Ron Galatolo, Chancellor

San Mateo County Community College District 2016-17 Final Budget Report

Contents

2016-17 Budget Summary.....	1
Innovation Fund Reports.....	4
2016-17 SMCCCD Budget.....	26
General Fund Revenues.....	28
2016-17 Unrestricted General Fund Revenue Assumptions	29
2016-17 Beginning Balance	30
2016-17 Unrestricted General Fund Expenditure Plan.....	31
2016-17 Budgeted Expenditures and Site Allocations	32
District Budget and Finance Committee members	33
Other Funds	34
Self-Insurance Fund (Fund 2).....	34
Debt Service Fund (Fund 25)	34
Restricted General Fund (Fund 3)	35
Capital Projects Fund (Fund 4).....	35
Auxiliary/Enterprise Funds (Associated Students, Bookstore, Cafeterias, SMAC,CCCE) ..	39
Child Development Fund (Fund 6).....	56
Trust Funds (Financial Aid—Fund 7)	57
Reserve for Post-Retirement Benefits Fund (Fund 8)	57
2016-17 Final Budget Summary	58
Budget Summary Tables.....	59
SMCCCD Funds Chart.....	61
2016-17 Final Budget.....	62
2015-16 Year-End Actuals	64
Unrestricted General Fund (Fund 1).....	67
2016-17 Final Budget – Unrestricted General Fund	
Cañada College.....	68
College of San Mateo	69
Skyline College	70
District Office.....	71
Central Services.....	72
Total District.....	73
Proposition 30 (EPA) funds.....	74
Internal Services Fund (Fund 2)	79
2016-17 Final Budget – Self-Insurance Fund.....	80
Debt Service Fund (Fund 25).....	81
2016-17 Final Budget – Debt Service	82
Restricted General Fund (Fund 3).....	83
2016-17 Final Budget – Specially Funded Programs	84
Cañada College.....	87
College of San Mateo	88
Skyline College	89
District Office.....	90
Total District.....	91

Capital Projects Fund (Fund 4)	93
2015-16 Capital Projects Financial Summary	94
2016-17 Final Budget – Capital Projects Fund	
Cañada College.....	96
College of San Mateo	97
Skyline College	98
Districtwide	99
Total District.....	100
Enterprise – Auxiliary Services (Fund 5)	101
2016-17 Final Budget - Bookstore Fund.....	102
2016-17 Final Budget - Cafeteria Fund.....	103
2016-17 San Mateo Athletic Club (SMAC)	104
2016-17 Community, Continuing and Corporate Education (CCCE).....	105
Special Revenue Fund (Fund 6)	107
2016-17 Final Budget – Child Development Fund (60)	
College of San Mateo	108
Skyline College	109
Total District.....	110
Expendable Trust Fund (Fund 7)	111
2016-17 Final Budget – Expendable Trust Fund	
Cañada College.....	112
College of San Mateo	113
Skyline College	114
Total District.....	115
Reserve Fund for Post-Retirement Benefits (Fund 8)	117
2016-17 Final Budget - Reserve Fund for Post-Retirement Benefits.....	118
Supplemental Information	119
Resource Allocation Model.....	121
Fund 1 Full Absorption Budget.....	123
Historical FTES Analysis	125
Associated Students of Cañada College Summary of Programs & Activities	127
Associated Students of College of San Mateo Summary of Programs & Activities	128
Associated Students of Skyline College Summary of Programs & Activities	130
Fourth Quarter CCFS-311Q Report (6/30/16).....	134
District Cash Flow Summary for Quarter Ending June 30, 2016.....	135
SMCCCD Debt Service Payment Schedules.....	136
County Treasurer Report of Pool Investments and Earnings	139

Acknowledgements:

Publication of this book is by the Skyline Graphic Arts and Production headed by Amanda Bortoli under the management of Kevin Chak.

This book is made possible by contributions from numerous District staff under the leadership of Executive Vice Chancellor Kathy Blackwood. Special thanks to Nettie Wong, Sue Harrison and Ginny Brooks for providing their expertise in editing.

2016-17 Final Budget Report

The California State enacted budget was signed by Governor Brown on June 27, 2016. The 2016-17 Budget Act authorizes \$170.9 billion from the General Fund and other State funds. This current budget is \$7.1 billion or 6% more than last year's budget.

In the Governor's budget summary regarding higher education in California, the State continues to advocate for and support efforts that focus on successful and "timely completion of college courses, robust career technical education pathways, and the use of technology to more directly address student needs." Transfer and degree completion remains a top priority by the State administration. According to the State, educational funding maintains affordability and strengthens the student's transition from education into the workforce. In keeping with this goal, colleges up and down the State continue to pursue and expand programs that are responsive to the diversity in student schedules and needs.¹

The only funding support the District receives from the State is the minimum funding provided by Proposition 30 Education Protection Account (EPA), lottery funding and State categorical programs that are designated for specific populations.

COMMUNITY COLLEGE BUDGET HIGHLIGHTS

The major components of the 2016-17 California Community Colleges budget include:

- \$114.7 million (2%) for increased access (approximately 50,000 more students)
- \$75 million in general operating expense funding
- \$31.7 million to cover lower than estimated 2015-16 property taxes
- Allows community-supported districts to receive their fair share of the \$62.3 million provided in the 2015-16 budget to increase the ratio of full-time faculty
- \$30 million to increase the existing Basic Skills categorical funding
- Restoration of CalWORKs (\$8.683 million), part-time faculty office hours (\$3.658 million), and the MESA and Puente (\$2.366 million) programs
- \$5 million increase for statewide activities necessary to support the Adult Education Block Grant program. Funds will be used to continue providing webinars, trainings, convenings, professional development, and technical assistance over the next three years (one-time)
- \$200 million for the Strong Workforce Program to improve and expand efforts for workforce, consistent with recommendations from the Workforce Task Force. Eliminates the 60% cap on ongoing expenditures, yet maintains the 60%/40% (college/region) split
- \$48 million for the CTE Pathways Program, budget language makes this program permanent, however, it will be folded into the Strong Workforce Program beginning in 2017-18
- \$12 million is added to the Telecommunications and Technology Infrastructure Program (TTIP) to support 10 Gig circuits throughout the system. Circuits will be procured for and managed centrally to take advantage of our systems economies of scale (\$7 million is one-time)
- \$5 million for the Zero-Textbook Cost Degree Program to incentivize programs that have no costs to students for the use of textbooks (one-time)
- \$49.2 million is provided for energy efficiency projects and workforce development consistent with the intent of Proposition 39
- \$184.6 million for deferred maintenance, instructional equipment, and drought response activities
- \$10 million for the Institutional Effectiveness Partnership Initiative (IEPI), in part to augment support of technical assistance to the colleges

¹ Governor's Budget Summary 2016-17 on Higher Education, page 33-34.

- Commencing in 2017-18, the apportionment restoration period for San Francisco CCD is extended from three years to five years and the restoration target is set at their 2012-13 level of funding
- \$15 million to fund California Promise Programs which will be implemented through AB1741 (Rodriguez) (one-time)
- \$2.2 million is added to the Full-Time Student Success Grant, to provide supplemental financial assistance to Cal Grant B and Cal Grant C recipients taking 12 units or more
- \$2 million increase for the Equal Employment Opportunity Program (EEOP). This is in addition to the \$2.3 million in one-time for FON (Faculty Obligation Number) penalties
- \$2.5 million to continue coordination and technical assistance efforts for inmate education programs across the state (one-time)
- \$2.5 million for the I Can Afford College Campaign to increase public outreach for baccalaureate pilot programs, non-English speaking households, and areas with declining enrollment
- \$25 million to fund Innovation Awards which provide grants related to innovative practices in community colleges. Changes the focus of the awards to address equity issues, encourages the use of technology, and increases students' access to financial aid (one-time)

State Overview

At the Budget Workshop held for Community College Business Officers on August 2, the State Chancellor's Office staff gave an update on the California Community College budget. The representative from the Legislative Analyst's Office presented an economic outlook noting that the State is experiencing one of the longest economic expansions in U.S. history, at 84 months so far and no recession in sight. The longest expansion was from April 1991 to March 2001. Neither the LAO nor the Governor's projections assume the extension of Proposition 30. If it were extended, operating deficits that were projected in a mild recession scenario would not occur. Without Proposition 30, the current reserves would not be sufficient to cover the deficits.

According to a new poll conducted by the UC Berkeley Institute of Governmental Studies (IGS), there is broad support for Proposition 55, the measure to extend the income tax portion of Proposition 30. The poll, released recently, found that 65.3% of respondents surveyed online supported the tax extension. The poll also revealed that support for the measure cut across all ethnic, age and education level categories. There was no category of respondents in which a majority opposed the measure. Surprisingly, even among high wage earners making more than \$100,000, support for the tax extension was 58.7%.²

The long-term future for California's economy remains bright: California is the major growth engine in the U.S. economy. The State has a larger percentage of residents having higher education relative to the nation, and the State has seen consistently stronger income and population growth. According to the July U.S. Department of Labor report, the largest job gains occurred in California, New York and Florida.³

Local Economy

Despite pessimistic views expressed by some economists, the U.S. economy appears to be doing well. There are positive trends in labor markets and housing, with only a slight increase in interest rates and commodity prices. Reports of turmoil in the market or talk of another bubble according to Christopher Thornberg, a founding partner of Beacon Economics only contributes to a case for "miserablism." He continues to say that "it turns out right now, we are actually far-and-away the driver of the U.S. economy."⁴

² New Poll Shows Strong Support for Tax Extension article by School Services of California, Vol. 36. No. 1, posted on 8/17/2016.

³ <http://www.bls.gov/news.release/laus.nr0.htm>

⁴ <https://caanet.org/tri-county-outlook-2016/> (January 2016)

As confidence in the economy is restored and consumer spending increases, growth is expected. Based on observation of our immediate area, surveying and driving major roadways in and around San Mateo County, expansion is apparent in the growth of housing and commercial real estate. Along Highways 101 and 92 and El Camino Real, it appears that building permits are up for commercial structures through the year. The sights of empty store fronts in downtown San Mateo, Burlingame, San Bruno and Redwood City have been lessening since the last recession. As a community-supported District, this trend is good news.

In June 2016, the Bureau of Labor and Statistics provided data reporting that San Mateo County has the highest percentage of employment in the State at 3.3% unemployment, with Marin and San Francisco Counties slightly behind with 3.5% each. Imperial County in Southern California had the highest unemployment at 23.7%.⁵

Although favorable signs abound, it is still good practice to exercise caution and fiscal prudence. The reality of a recession is not unusual as continued warnings are issued by the Governor and State Chancellor's Office.

District Status

District leadership remains vigilant in its efforts to protect its community-supported status because any legislative action to change the existing funding formula could be detrimental to the inflow of local taxes from our County. District officials play an active and vital role in policy and advocacy positions and participate in many Statewide committees to represent District views and interests.

As the District pursues different avenues and approaches to address community needs, which also include responding to the educational requirements of its student population, there is a strong commitment to maintain a prudent and stable financial position. The future continues to look promising with the addition of new faculty and staff to improve and enhance District goals.

These goals are aligned with the District Strategic Plan as programs are put in place and implemented. The allocation of Innovation funds to the Colleges and District Office in 2015-16 has already had a major impact in enhancing existing programs and in development of new programs.

Innovation Funds

In 2015-16, SMCCCD received a distribution of "one-time" mandated cost funds awarded by the State totaling \$9.9M. This money was in turn allocated to the sites according to proposals approved by Chancellor's cabinet. The list of approved projects was awarded based overall program objectives and alignment with District Strategic Plan goals. San Mateo County taxpayers could be assured that the Colleges are moving forward with the programs started and previously funded by the temporary Measure G funding to provide and deliver adequate services during a time of limited resources.

With the Innovation funding, the District has explored opportunities in many areas and invested in academic and community programs to meet the State's goal of transfer and completion. This combination of one-time and ongoing funding will assist the sites to continue efforts that meet the District Strategic Plan goals.

A following section lists key activities and uses of Innovation funding from the sites:

⁵ <http://data.bls.gov/map/> (June 2016)

Cañada College
2015-16 Innovation Funds Report
Summary

Innovation Funded Programs	District Strategic Goal(s)	Allocated Amount
<p style="text-align: center;"><u>SparkPoint Program</u></p> <p>Program Narrative: SparkPoint at Cañada College provides financial literacy to students and community members. In partnership with the Working Students Success Network (WSSN) and United Way of the Bay Area (UWBA), SparkPoint is working to meet the following three goals:</p> <ol style="list-style-type: none"> 1. Implementing WSSN services to serve increasingly large numbers of low-income students; 2. collecting and reporting data to strengthen the evidence base and provide a database for evaluation, and; 3) Catalyze culture change across campuses by embedding WSSN services into systems and structures of the college. SparkPoint focuses on seven service areas (Financial coaching, Financial Literacy/Benefits Access & Student Success Course, Expanding Career Workshops, Financial Services and Asset Building Workshops, Financial Aid and VITA Workshops, and Benefits Access) across three pillars: <ol style="list-style-type: none"> 1) Education and Employment; 2) Income and Work Supports; and 3) Financial Asset Building <p>SparkPoint has exceeded both its low- and high-touch goals for Year 2 (75-100 and 450 respectively) and continues to serve as a retention strategy for the District. A full listing of highlights, accomplishments, metrics and successes can be found in the 2016 WSSN Annual Grant Report.</p> <p>Program Accomplishments:</p> <ol style="list-style-type: none"> 1. SparkPoint has partnered with central core partners who assist low-income, at risk, first generation students including EOPS/CARE, CalWORKS, Dreamers, Puente and TRiO students. 2. SparkPoint has a deep partnership with the Financial Aid Office. Not only are events planned together but our Program Reviews are completed together and we share percentages of staff. 3. SparkPoint launched Cañada Cash. This incentivized savings program will lead students to following through with positive financial behaviors while earning up to \$100 in four equal \$25 payments. 4. SparkPoint is launching the new Free Legal Clinic designed to assist students seeking legal counsel for immigration, family law and housing concerns. During hours of operation, SparkPoint will extend information on public benefits and financial literacy while students wait for their appointments. 		<p style="text-align: center;">\$225,000</p> <p>EXPENDED:</p> <p>Salaries: \$94,936 <u>Benefits: \$35,484</u> TOTAL: \$130,420</p> <p>REMAINING: \$69,580</p> <p>Carry Forward Additional Funds: \$25,000</p>

<p>5. The SparkPoint Food Pantry has distributed almost 69,000 lbs. of nutritious food with a value of nearly \$114,500 to families facing food insecurities. The money saved by picking up food from the Pantry can then be used by individuals to offset other expenses not covered by special programs.</p> <p>6. SparkPoint is providing a Web Coding Class for low-income individuals seeking to obtain high paying jobs. SparkPoint has increased efforts to provide financial coaching and is now offering these sessions on-site, once a week.</p> <p>Program Metrics:</p> <p>1. Low touch students served in Education and Employment, Income and Work Supports & Financial Asset Building = 868</p> <p>2. High Touch students served</p> <p>a. Education and Employment = 23</p> <p>b. Income and Work Supports = 152</p> <p>c. Financial Asset Building = 105</p> <p>Proposed Changes in 2016-17:</p> <p>1. Expanding financial coaching services for students and community members by hiring a financial coach;</p> <p>2. Increasing/expanding financial coaching services at the Menlo Park Center and at adult schools (ACCEL);</p> <p>3. Expanding SparkPoint hours to serve evening students;</p> <p>4. Creating, "2Gen to College", collaboration between SparkPoint at Cañada College and SparkPoint Redwood City. This project would connect parents of K-12 students to community college opportunities.</p> <p>5. Pursuing the possibility of launching a Grove Scholars Program at Cañada College - 40-50 , \$2000 scholarships for students in CTE pathways</p>	<p>advances in teaching, learning, and effective use of technology.</p> <p>6. Share data and information, especially about student success, with community partners.</p> <p>7. Ensure student services are addressing the needs of all students including online students.</p>	<p>Budget:</p> <p>Professional Development \$225,000</p> <p>Guided Pathways Development \$400,000</p> <p>Facilities projects \$500,000</p> <p>Programs and Services \$375,000</p> <p>Subtotal <u>\$1,500,000</u></p> <p>Expense:</p> <p>Guided Pathways Development \$27,475</p> <p>Programs and Services \$5,263</p> <p>Subtotal <u>\$32,738</u></p> <p>REMAINING BALANCE Carried to 2016-17</p>
Total Cañada College Innovation Funds		\$1,500,000

Expenditures for one-time funds 2015-2016:

- Guided pathways: funds were used to add courses for College for Working Adults (CWA) cohort. \$27,476 expenditures for teaching salary (1110) and benefits
- Programs and services: funds were used to hire the Society for College and University Planning (SCUP) to provide one-day Educational Master Plan training to college staff, faculty, and administrators. \$5,263 expenditures as contract (5690)
- Note: \$700,000 moved to Reserves

The 2016-17 innovation fund allocations are for:

SparkPoint (\$200,000), College for Working Adults (\$300,000), Jams Programs (\$300,000) = \$800,000 total.

College of San Mateo
2015-16 Innovation Funds Report
Summary

Innovation Funded Programs	District Strategic Goal(s)	Allocated Amount
<u>Project Change</u>		\$150,000
<p>Program Narrative: Project Change is a unique program providing comprehensive educational services and resources to serve students and the community. The program's strong network of support provides incarcerated youth opportunity for career and postsecondary attainment at the College of San Mateo. Project Change is the first community college supported program in California to provide streamlined connections to wrap-around services, direct access to postsecondary education for incarcerated youth, and in-person college instruction inside juvenile youth facilities.</p> <p>Key Activities/Accomplishments:</p> <ul style="list-style-type: none"> Over the last three years the program has increased services rapidly to assist over 180 students. Developed services on campus and at the juvenile detention facilities including incarcerated students the opportunity to concurrently enroll in college courses. Collaborated with Probation to bring students out of the juvenile detention facilities onto campus for college orientation and enrollment. Provided the first in-person course for college credit offered to incarcerated youth in the county. Added full time staff member to support the program. <p>Proposed Additions:</p> <ul style="list-style-type: none"> Increase course offerings to students in the juvenile detention facilities (both online and in-person instruction). Offer counseling support and assessment to incarcerated students. Collaborate Districtwide to offer more comprehensive support for incarcerated students. 	<p>Strategic Goals: Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.</p> <p>Establish relationships with school districts, 4-year college partners, and community-based organizations to increase higher attainment in San Mateo County.</p>	<p>Salaries: \$75,000 Benefits: \$30,000 Operating: \$45,000 (Operating Expenses includes Events and Conferences)</p>
<p>Supplemental Instruction Program Description: Supplemental Instruction (SI) is a peer-facilitated program that supports traditionally difficult academic</p>	<p>Strategic Goals:</p> <ul style="list-style-type: none"> Develop and strengthen educational offerings, interventions, and support 	<p>\$100,000 Salaries: \$61,750 Benefits: \$33,250 Operating: \$5,000</p>

<p>subjects—those with high rates of D or F or W grades—and provides regularly scheduled, out-of-class, review sessions. SI sessions are open to all students in the course and are attended on a voluntary basis. SI is not considered remedial and does not seek to identify high-risk students, but rather identifies historically difficult classes and scaffolds a peer-support model onto existing supports.</p> <p>SI leaders are students who have demonstrated competence in the subject, been recommended by faculty and each receives 10 hours of training. During their review sessions SI leaders frequently integrate strategies for studying and mastering course material, e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation, as they review content material.</p> <p>Key Activities/Accomplishments:</p> <ul style="list-style-type: none"> Expanded SI from just MATH 811 funded through Basic Skills Initiative (BSI) to include Biology, Chemistry, ESL, Physics, Philosophy, Political Science, Art History and Nursing. <p>Proposed Additions: Continued assessment of SI and its effectiveness. Shift SI resources towards subjects where it demonstrates greatest positive impact. Experiment and pilot new subjects and peer assisted learning strategies through the SI program.</p> <p>Year One Initiative Program Description: The Year One Initiative at College of San Mateo is a first-year student success program that includes access to staff, faculty, resources and coursework tailored to fit students' needs as they persist and complete their educational goals. This first-year student success program supports students' transition from the end of their senior year of high school, through their first year at College of San Mateo.</p> <p>By providing first year students with a Summer Experience course and a range of activities during Fall & Spring semesters, such as Student Success coursework, workshops, speaker engagements, university trips and social events. Year One seeks to increase high school students' early awareness of college; improve persistence rates, increase student engagement, and decrease the number of students on academic probation; and increase graduation rates, certificate completion rates & transfer rates.</p> <p>Key Activities/Accomplishments:</p> <ul style="list-style-type: none"> Year One planning through 2015/16 resulted in a pilot program beginning in Summer 2016. During the summer session, 34 students attend either Pathway to College a one-week 	<p>programs that increase student access and success.</p> <ul style="list-style-type: none"> Systematically evaluate the effectiveness of existing programs in all areas and develop, strengthen or eliminate programs to support student success <p>Strategic Goals:</p> <ul style="list-style-type: none"> Establish relationships with school districts, 4-year college partners, and community-based organizations to increase higher attainment in San Mateo County. Develop and strengthen educational offerings, interventions, and support programs that increase student access and success. Preparing students to transfer to four-year colleges and universities. <ol style="list-style-type: none"> Provide clear and distinct pathways for all students, particularly those from underserved population, to accelerate program completion and successful transition to work or transfer. Support the College by providing resources for 	<p>\$250,000</p> <p><u>Math Jam programs</u> Instruction: Salaries and benefits \$30,000 Counseling: Salaries and benefits \$25,000 Tutors: Salaries and benefits \$20,000</p> <p><u>Year One Initiative</u> Staff Support: Salaries and benefits \$100,000</p> <p>Professional Development \$15,000</p> <p>Operating Expenses:</p>
--	--	--

<p>summer bridge program that familiarizes students with campus and prepares them for a successful first semester. Pathway to College exclusively focuses accessing resources on campus, preparing for coursework, study skills, and creating community among first-year students with the goal to increase students' access and awareness to campus services and supports in order to meet their academic goals.</p> <ul style="list-style-type: none"> • The College of San Mateo offered Math Jam at CSM for the first time the week of August 8 through August 12, 2016. Based on the national model, Math Jam at CSM is a one-week intensive math treatment offering students at the College the opportunity to improve their placement Test results in math and/or prepare for the math course they will be taking. Improved Placement Test scores usually mean the student can get into a higher math class, shortening their time to degree in any major, and particularly in STEM majors. Math Jam is free to all students and all required technology and materials are provided. This first offering had 135 students. There were 7 levels available to students. Student evaluations were all positive. In addition, 74 student signed up to retake the Placement Test, 22 tested up one level and 19 tested up two or more levels. • The Year One program offered faculty and staff a Flex day workshop to learn about Year One program objectives, recruitment, and how they can support the incoming first-year students through instruction and student services alike. Through creating Year One allies and advocates campus-wide, the program seeks to establish relationships with key partners both on and off campus. • Added full time staff member to support the program. <p>Proposed Additions:</p> <ul style="list-style-type: none"> • Recruitment paths within local high schools to increase student awareness about college. • In collaboration with the Counseling Department, support and strengthen relationships and systems between high school counselors and CSM faculty/staff as an effort to increase higher education attainment. • Increase awareness and implementation of MINDSET 4.0 principles throughout instruction & student services by providing professional development workshops focused on first-year student success. 	<p>teaching and support innovations that are designed to increase student success</p> <ol style="list-style-type: none"> 3. Continually explore and implement interventions that benefit all students, with particular emphasis on students with high potential and limited resources. 	<p>\$45,000</p> <p>Events: \$10,000</p> <p>Conferences: \$5,000</p>
---	---	---

<ul style="list-style-type: none"> • Increase Math Jam and other “Jam” offerings 		
Total College of San Mateo Innovation Funds		\$500,000

CSM received \$2.3m one time monies in 2015-16. The college plans to use this money over the next 5 years in several areas:

CSM will use approximately \$1,450,000 of the funds to help enrich programs and services in the CSM Learning Communities over the next five years. The Learning Communities provide a successful environment for traditionally underserved students by taking seriously their academic needs, interests, and unique backgrounds.

Currently CSM has the Learning Communities of Puente, Umoja, MANA, Writing in the End Zone, the Honors Project and Project Change. All of the Learning Communities have specific faculty coordination, counseling support, cohort classes, events, specific programs, and other needs that these monies will help address.

CSM will use approximately \$550,000 of the funds to hire a Workforce Development Director. This position will be responsible for visioning, planning, and directing workforce education programming; reviewing grant opportunities and grant writing and monitoring any grant opportunities; develop relationships with appropriate industry partners for each of the Career and Technical Education (CTE) disciplines and supporting each discipline in the with their Advisory Councils. The plan is to provide this seed money for the next couple of years until this position can become self-supporting.

Lastly CSM plans to use approximately \$300,000 of the funds to provide E textbooks or other textbook opportunities for students who might not be able to afford them otherwise.

CSM

Programs and Services such as Learning communities & Project Change	\$1,450,000
E textbook	\$300,000
Workforce development	\$550,000
Subtotal	\$2,300,000

For 2016-17, CSM submitted the following proposal for uses of the Innovation Fund:

CSM:

Fully establish a SparkPoint program at CSM
 Implement College Microbusiness/Innovation Center
 Fully fund Small Business Development Center
 Scale up the College's Year One program
 Staff College Professional Development Coordinator

\$600,000

**Skyline College
2015-16 Innovation Funds Report
Summary**

Innovation Funded Programs	District Strategic Goal(s)	Allocated Amount
<p style="text-align: center;"><u>Middle College Program</u></p> <p>Program Narrative: A Memorandum of Understanding between South San Francisco Unified School District (SSFUSD) and San Mateo County Community College District/Skyline College established the Middle College at Skyline College (MCSC) during Fall 2015.</p> <p>The MCSC offers 11th and 12th grade students a tuition-free, accelerated opportunity to earn a high school diploma, along with college credits that can be applied to certificates, an associate degree, or transfer to a four-year university.</p> <p>Middle College students are expected to complete 12 college units for the academic year and be in good academic standing.</p> <p>To foster student success, the MCSC staff emphasizes the value of students' talents, abilities, skills, and interests through a holistic view of self-centered development, emphasizing the social and emotional competencies of self-awareness, self-management, responsible decision-making, social awareness and relationship skills identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) as being critical to being a successful student, responsible citizen, and productive employee.</p> <p>Program Accomplishments: The Class of 2017</p> <ul style="list-style-type: none"> • 95% of the students are historically underrepresented students, • 55% are first-generation • 64% females and 36% males were in the Class of 2017 • 45 11th grade students were admitted • 39 students (86.6%) completed the academic year • 6 students did not complete the year for various reasons (death, moving out of district, poor fit) <p>Academics</p> <ul style="list-style-type: none"> • 82% students had a grade point average of 2.0 or better for their college courses: <ul style="list-style-type: none"> ○ 36% of students earned a 3.0 (B) grade point average or better in their college courses with 6 students being on the 		<p style="text-align: center;">\$600,000</p> <p>EXPENDED:</p> <p>Salaries: \$358,210 Benefits: \$99,765 Supplies: \$46,136 Operating: \$5,349 Books/Fees: \$14,334 TOTAL: \$523,793</p> <p>REMAINING: \$76,207 Carry Forward to 16/17</p>

Dean's List for academic achievement:

- 95% of students earned a 2.0 grade point average or higher in high school courses
 - 3 (7.6%) students earned a 4.00 (A) grade point average for their academic efforts
 - 20 (51.2%) students earned a 3.00 (B) grade point average or higher

Community Service

Through volunteer initiatives that highlighted civic engagement and social justice, MCSC students gave back to their communities by performing community service activities at the San Francisco/Marin Food Bank, Spruce Elementary Reading Partners, St. Anthony's Padua Dining Room in Redwood City, and St. Anthony's Dining Room in San Francisco.

Program Metrics:

- There are five program goals but only two are relevant, in the program's first year:
 - 90% of all Middle College cohort students will continue from one academic year to the beginning of the next academic year.

Attainment level: 86.6% of the students continued from one academic year to the beginning of the next year.

- 90% of all Middle College students will meet the 2.0 grade point average performance level required to stay in good academic standing.

Attainment level: 82.1% of the students were in good academic standing in 2015-16

- Integration of Chromebooks to improve student learning through the use of technology with an emphasis on project-based learning, along with developing 21st-century skills of communication, creativity, collaboration, and critical thinking
- Integration of MCSC with the SSFUSD student management system. i.e., Infinite Campus

Proposed Changes for 2016-17:

- Recruitment of 11th grade cohort of SSFUSD students for fall 2016
- Develop 12th grade high school curriculum, i.e., English, American Government, Economics, College & Career Readiness, and Student Life & Community Engagement
- Mentoring partnership between MCSC and the TRiO program is planned, first-generation TRiO student will mentor MCSC students to provide them general guidance and support, and promote personal responsibility for

academic success

- Collaborate with SparkPoint and Career and Workforce Development Programs, Business, Education and Professional Programs
- Offer college English courses, ENGL 100/105 and ENGL 110 that satisfy 12th Literature & Composition
- Establish memorandum of understanding with San Mateo Union High School District allowing 5-15 students attending Capuchino High School or living in the San Bruno area to attend MSCS.
- Expand community service program and relationships with community-based organizations, i.e., Rotary Club, Second Harvest, San Bruno Chamber of Commerce, Garden Project
- Establish electronic portfolio as assessment instrument for each student
- Integration of MCSC with the SMUHSD student management systems, i.e., Aeries

State legislation mandates that the middle college must be maintained and funded at the same level of support as other educational programs in the Districts. SSFUSD and SMUHSD Business Services administrators and the Skyline College Vice-President of Administrative Services will need to collaborate in order to develop and implement a financial model based on a per student spending to ensure a sustainable program.

Program Narrative:

SparkPoint at Skyline College implements a financial education and coaching model based on the Annie E. Casey Foundation's Centers for Working Families in order to mitigate poverty and increase college access and completion.

The program's goal is to provide bundled services and resources those students and other non-enrolled community members use to achieve financial stability and self-sufficiency in pursuit of their educational and economic goals.

SparkPoint services include:

- Financial Education
- Individualized Financial Coaching
- Access to Banking Services
- Credit Education
- Asset Development Programs
- Matched Savings Programs
- Free Income Tax Preparation Assistance
- Public Benefits Enrollment & Advocacy
- Food Pantry

SparkPoint

\$225,000

EXPENDED:

Salaries: \$163,485

Benefits: \$61,515

TOTAL: **\$225,000**

REMAINING: **\$0**

- Career & Employment Services
- The Community Legal Services Clinic
- The Grove Scholars Program

These services are vital for clients to achieve outcomes in four key areas: increasing income, improving credit, reducing debt, and building assets. This program is also committed to increasing college access, persistence rates, and completion rates for all students, especially low-income and non-traditional students as part of the equity and social justice framework that is so fundamental to Skyline College.

Throughout the past year, SparkPoint at Skyline College (SPSC) has focused on quality services and performance outcomes for our high touch financial coaching clients, as well as the dissemination of the SparkPoint model to other community colleges across the nation. We are entering into our fifth year of collecting quality data on the financial successes of our clients, during which time, we have been able to prove that the bundling of services does, in fact, have a strong positive impact on the financial outcomes of our client's as well as the likelihood that they will persist academically.

Program Accomplishments:

1. For years, SparkPoint at Skyline College has been a model center for United Way of the Bay Area to disseminate the SparkPoint mission and last year we joined Achieving the Dream's Working Student Success Network, which has amplified our status as a national leader in implementing financial capabilities work at the community college level. This year, we have hosted tours and site visits for over a dozen community colleges and non-profit organizations and our staff has presented on the SPSC model and outcomes at several prestigious conferences across the nation, including the Research and Planning Group for California Community Colleges' Strengthening Student Success Conference, Achieving the Dream's DREAM 2016 conference and the Corporation for Enterprise Development (CFED) Platforms for Prosperity Summit in Washington D.C. SPSC is also highlighted in The Federal Reserve Bank of San Francisco's new book titled, *What It's Worth: Strengthening the Financial Future of Families, Communities and the Nation*, which documents effective practices throughout the United States. These are just a few of the many examples that express SparkPoint at Skyline College's status as a national model and the impact that our program has on increasing the prevalence of

financial capability programs in community colleges.

2. Our strengthened partnerships with the Guardian Scholar Program and TRiO program proved to be great successes. Since both of these programs have funding requirements that necessitate financial literacy program components for their students, we worked closely with the GSP coordinator and TRiO Director to incorporate financial coaching and other SparkPoint services into their student agreement forms. Furthermore, we gave appointment booking capabilities to their staff and brought the financial coaches to their respective areas for appointments.
3. Although the Secured Credit Builder Program had a soft launch in spring of 2015, the official launch of the program is marked by the first email blast to financial aid applicants in early fall of 2015. Since then 56 students have enrolled in the program, surpassing our original goal of 30. After a minimum of 5 months, the average credit score for a participant with no previous credit history was 676. The average credit score improvement for a participant with credit history in that same time frame was 40 points.
4. SparkPoint at Skyline College held its first Client Celebration event, engaging the campus and faculty in recognizing the achievements of SparkPoint clients and the services it provides. We brought clients, faculty, staff, community members and community partners together to celebrate and recognize their accomplishments while also giving new clients and potential clients goals to which they can aspire.
5. SparkPoint at Skyline College was awarded the Ultimate Food Connector in San Mateo County award by Second Harvest Food Bank in recognition of our work as a food pantry partner as well as our efforts to support clients with their CalFresh benefits applications. This year we distributed over 81,646 pounds of food valued at over \$136,348 to Skyline College students and community members.
6. For the past 5 years, SparkPoint at Skyline College has recorded a consistent trend of high fall-to-spring persistence rates for students who participate in multiple SparkPoint services. This trend has continued in the 15-16 academic year, culminating in a 90.6% persistence rate for students participating in 3 SparkPoint services.

Program Metrics:

All metrics are listed for the 2015-16 academic year

- 86.79% of SparkPoint measurable clients* making 5% financial progress** (goal 85%)
- 81.13% of SparkPoint measurable clients making 30% financial progress (goal 75%)
- 201 financial coaching clients served
- 301 students received high touch public benefits support
- 49.29% financial coaching retention (Goal 50%)
- 2,098 students served with low-touch education and employment, income and work supports or financial asset building services
- Fall to spring persistence with 1 SparkPoint service: 78.6%
- Fall to spring persistence with 2 SparkPoint services: 74.4%
- Fall to spring persistence with 3 SparkPoint services: 90.6%

*A client can be a student or community member. A measurable client has had more than one financial coaching appointment

**Financial progress refers to any or all of the following: increased savings, asset building, debt reduction, credit improvement

Proposed Changes for 2016-17:

The data analysis from this year's Comprehensive Program Review has highlighted some populations that SparkPoint has underserved in the past. SparkPoint staff will be more intentional about making services available for evening and weekend students by establishing special service hours that cater to their needs. By offering online financial education workshops and resources, SparkPoint will also increase access for distance learners. Outreach strategies will also be tailored toward increasing SparkPoint's male participants and participants under 28 years of age.

SparkPoint has started 2 pilot programs last year as part of our focus on innovation. The Secured Credit Builder Program supports student efforts to build credit quickly and safely and the SparkPoint Plus program uses a cohort model to increase financial capability and employment opportunities for students in specific Career and Technical Education programs. These pilot programs have started with relatively small participation so far, but we plan to expand them in the coming year. The expansion of these programs will also be linked to new grant funding opportunities from current and new grant funders.

Currently, most of our major grants are focused on financial capability, financial literacy and, more

specifically, financial coaching, but SPSC provides a wide variety of important services that are tangential to those key areas. With that in mind, we plan to search for grant opportunities that focus specifically on supporting our current efforts (and/or facilitate innovative programs) as they relate to food security, benefits access, employment and academic success. Conversely, there are a lot of series that SPSC does not currently provide, but would be interested in pursuing if given the opportunity and funding to do so. Specifically, we will search for grant/funding opportunities that relate to connecting community members to housing and transportation, which we have found to be a crucial gap in our service provision. Finally, our strong partnerships with other programs on campus have enlightened us to the potential grant opportunities that may have financial literacy services as a requirement for a program targeting a specific population. In this scenario, multiple programs at Skyline College would apply for a grant together and share the funding according to service provision.

Total Skyline College Innovation Funds

\$825,000

Skyline College
2016-17 Proposed Uses of Innovation Funds

Innovation Funded Programs	District Strategic Goal(s)	Allocated Amount
<p style="text-align: center;"><u>SparkPoint</u></p> <p>Program Narrative: This year, SparkPoint at Skyline College will attempt to increase the number of financial coaching clients, as well as other high touch clients, while maintaining high quality services. This increase in service provision will be the direct result of additional outreach efforts and strengthened partnerships with other programs on campus. We will also be working more closely with the Skyline College Career Services Center by implementing quarterly meetings and Efforts-to-Outcomes (ETO) trainings, so that we can more carefully assess and measure clients' progress in career-related points of service. The co-location of these two centers should facilitate communication and cooperation, while also making it easier for clients to access multiple support services. We are confident that these innovative strategies will improve our ability to provide financial coaching services to more students and community members in the next fiscal year.</p> <p>Program Plans: SparkPoint at Skyline College (SPSC) will continue to be a model center for United Way of the Bay Area and Achieving the Dream's Working Student Success Network. We will continue to be a national leader in implementing financial capabilities work at the community college level by hosting tours and site visits for community colleges and non-profit organizations and presenting the SPSC model and outcomes at prestigious conferences and convenings across the nation. We will continue to strengthen our partnerships with the Guardian Scholar Program and the TRiO program, as well as other programs on campus, by removing as many barriers as possible, including those that are specific to these target populations. We will enroll a total of 90 students in the Secured Credit Builder Program by December 31st, 2016. In 2017, we plan to use the data we have collected to improve the program structure and potentially increase the capacity. SparkPoint at Skyline College will hold its second Client Celebration event, which will bring clients, faculty, staff, community members and community partners together to celebrate. By recognizing the accomplishments of our current clients, we give new</p>		<p style="text-align: center;">\$200,000</p>

clients and potential clients goals to which they can aspire. We will build on last year's success and increase overall attendance.

Program Metrics:

All metrics listed are goals for the 2016-17 academic year

- 85% of SparkPoint measurable clients* making 5% financial progress**
- 75% of SparkPoint measurable clients making 30% financial progress
- 250 financial Coaching clients served
- 325 students received high touch public benefits support
- 55% financial coaching retention
- 2,250 students served with low-touch education and employment, income and work supports or financial asset building services
- Fall to spring persistence with 1 SparkPoint service: 80%
- Fall to spring persistence with 2 SparkPoint services: 85%
- Fall to spring persistence with 3 SparkPoint services: 95%

*A client can be a student or community member. A measurable client has had more than one financial coaching appointment

**Financial progress refers to any or all of the following: increased savings, asset building, debt reduction, credit improvement

Total Skyline College Innovation Funds		\$200,000
--	--	-----------



OVERVIEW

Skyline College has undertaken the development of the **Skyline College Promise**, a commitment to be *the* College where students can “**Get in. Get through. Get out...on-time!**” This involves a two-pronged approach of 1) removing financial barriers that have limited **Access** to higher education through the **Promise Scholarship**, and 2) redesigning the processes, procedures, and programs of the college to increase student **Success, Persistence**, and on-time **Completion**.

GET IN

- Early college credit through dual credit programs located at local high schools that are aligned with specific CTE and transfer degree programs at Skyline College.
- Middle College at Skyline College that provides high school students with an exciting and challenging learning environment where they can take control of their own education, complete high school graduation, and begin accumulating college credits.
- Active outreach and recruitment guided by the **Access** indicator identified in the Skyline College Student Equity Plan and related strategic priorities.
- Summer Scholars Institute and other summer bridge programs that ensure students begin on a clear pathway to completion in transfer level course work.
(<http://skylinecollege.edu/summerscholars/>)
- Full-scale implementation of Multiple Measures alternatives to high stakes assessment testing (i.e., the use of high school transcripts, expansion of high school partnerships and articulation agreements).
- The Skyline College Promise Scholarship Program designed to remove barriers to **Access** and full-time enrollment for approximately 250 students in its inaugural year.
(<http://www.skylinecollege.edu/promise/>)

GET THROUGH. GET OUT...ON-TIME!

- Development and implementation of meta-majors and guided pathways that provide a structured set of course offerings that lead to certificate, degree, and transfer completion, on-time.
- Strengthening General Education for transfer students through meaningful assessment of student learning to enhance curricula and pedagogy.
- Comprehensive professional development for faculty and staff teaching and supporting the first year sequences to improve **Success** and **Retention**.
- Redesign of first year student support services to provide comprehensive advising and counseling, combined with peer support programs, that is both cohort and discipline specific, to improve **Success** and **Retention**.



- The culmination of these comprehensive redesign efforts creates an intentional focus on a **Completion** agenda, with no units wasted toward pursuit of a student's educational goal.

FUNDING AND SUPPORT

Skyline College submitted a proposal for Innovation Funding from the San Mateo County Community College District (SMCCCD) to initiate the Skyline College Promise. The college was awarded \$2.9 million in initial funding to begin the planning and development needed to implement the redesign of the college programs and services that will be needed in order to allow students to “get in, get through, and get out...on-time!”

Funding for the Skyline College Promise Scholarship specifically is currently provided by funds raised by the Skyline College President's Council for the President's Innovation Fund (<http://www.skylinecollege.edu/presidentsoffice/innovationfund.php>).

Intending to maximize multiple funding sources to support the various components of the Skyline College Promise, the leadership team of administrators, faculty, and staff are streamlining those services and activities that support the Promise from current planning efforts found in the Student Success & Support Program (SSSP), Student Equity Plan (SEP), and the Basic Skills Initiative (BSI).

THE SKYLINE COLLEGE PROMISE BUDGET

GET IN

\$800,000

- Pathways to Success (Get Focused...Stay Focused)
- Dual enrollment
- High school & Skyline College collaboration
- Multiple measures

GET THROUGH

\$1,500,000

- Skyline College Scholars Academy
- Summer Bridge Program
- Expanded student support services (EOPS & TRiO Models)
- Incentivizing full-time enrollment
 - Textbook support
 - Transportation support
 - Academic support
- Peer mentoring

GET OUT...ON-TIME

\$400,000

- Career Advancement Academies (CAAs)
- Metro Academy
- Learning communities

PROMISE SUPPORT AND SUSTAINABILITY

\$200,000

- Professional Development \$200,000

**SMCCCD District Office and Facilities
2015-16 Innovation Funds Report
Summary**

Innovation Funded Programs	District Strategic Goal(s)	Allocated Amount
<p style="text-align: center;"><u>Human Resources</u></p> <p>Purpose and Key Activities:</p> <ul style="list-style-type: none"> • New Employee needs such as Orientation Materials, additional fingerprinting services for short term and student employees, screening committee training on EEO/Diversity • High Speed Scanner and Live Scan machines for archives, ADA equipment reserve and ergonomic desks and computer set-ups, handheld projectors for recruiting, alcohol testing devices • HR Staff Training (Conflict Resolution/Communication Skills) • Ergonomics Training for HR staff, also Wellness Training and Wellness Program start-up • Museum of Tolerance post-Program funding and other diversity training • AIXTA Districtwide Membership for Title IX 		<p style="text-align: center;">\$264,000</p> <p>EXPENDED:</p> <p>Salaries: \$329 Supplies: \$4,339 Operating Exp: \$16,941 Equipment: \$13,379</p> <hr/> <p style="text-align: right;">TOTAL: \$34,987</p> <p>REMAINING: \$226,420</p>
<p style="text-align: center;"><u>International Program</u></p> <p>Purpose and Key Activities:</p> <ul style="list-style-type: none"> • Customer Relationship Management (CRM) Software for Applications and Tracking • Focus Group for International Student Experience • Website Graphic Design/eBrochure • Orientation Program Funding • Professional Photographer for Campus videos and marketing • High School Counselor Workshops • Intensive Recruitment effort in two new regions (Middle East and 1 other). This includes 4 one week long trips per year for 2 people • Convert to Online Math Placement Test • Local representative in China to provide “front desk” support for Asia • Orientation and recruiting programs 		<p style="text-align: center;">\$750,000</p> <p>EXPENDED:</p> <p>Salaries: \$31,505 Benefits: \$2,285 Supplies: \$2,668 Operating Exp: \$146,056</p> <hr/> <p style="text-align: right;">TOTAL: \$182,515</p> <p>REMAINING: \$567,486</p>

hosted Overseas (mostly in China) using current students and alumni		
<p align="center"><u>Information Technology Services</u></p> <p>Purpose and Key Activities: The District's Enterprise Resource Planning Software, Ellucian Banner version 8, requires an upgrade. The new version, called XE, runs on a more sophisticated platform, uses new programming languages and requires a single sign-on solution for users to login. XE will maintain our software currency, incorporate new features and improve the user experience with a more "web centric" interface than our current version. Implementing XE with its new architecture and redesign requires additional staff and training. Nearly all of the current system's customizations will need to be re-written and many pages must be "transformed" to the new version by hand.</p>		\$397,224
	<p>The ITS Funding request addresses Strategic Goals #1 and #3</p> <ul style="list-style-type: none"> Develop and strengthen educational offerings, interventions, and support programs that increase student access and success. Increase program delivery options, including the expanded use of instructional technology, to support student learning and success. 	<p>EXPENDED:</p> <p>Salaries: \$19,631 Benefits: \$9,175 Operating Exp: \$20,674 Equipment: \$12,044</p> <hr/> <p>TOTAL: \$61,524</p> <p>REMAINING: \$335,700</p>
<p align="center"><u>General Services</u></p> <p>Purpose and Key Activities:</p> <ul style="list-style-type: none"> Lease replacement of District mail van and a Skyline Athletics van including repairs and maintenance Replace District mail machine that is more than 20 years old 		\$50,000
	<p>The General Services Funding request addresses Strategic Goal #3</p> <ul style="list-style-type: none"> Increase program delivery options, including the expanded use of instructional technology, to support student learning and success. 	<p>EXPENDED:</p> <p>Equipment: \$9,594</p> <hr/> <p>TOTAL: \$9,594</p> <p>REMAINING: \$40,406</p>
<p align="center"><u>Facilities</u></p> <p>Purpose and Key Activities:</p> <ul style="list-style-type: none"> Lease vehicles for the Colleges and outfit Facilities vehicles as well as purchase a Genie aerial lift at Cañada College for use at College events 		\$120,000
	<p>The Facilities Funding request addresses Strategic Goal #3</p> <ul style="list-style-type: none"> Increase program delivery options, including the expanded use of instructional technology, to support student learning and success. 	<p>EXPENDED:</p> <p>Equipment: \$112,944</p> <hr/> <p>TOTAL: \$112,944</p> <p>REMAINING: \$7,056</p>
<p align="center"><u>Silicon Valley Intensive English Program</u></p> <p>Purpose and Key Activities:</p> <ul style="list-style-type: none"> Funding for this program will enable SVIEP to begin offering non-credit 		\$417,000
	<p>The SVIEP Funding request addresses Strategic Goals #1 and #3</p>	<p>EXPENDED:</p>

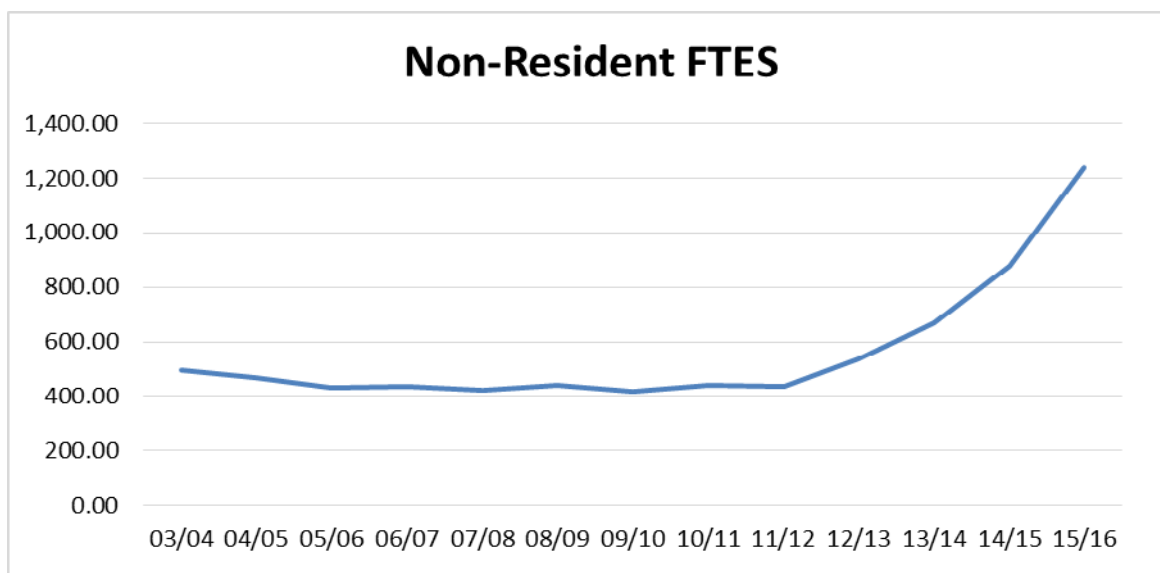
<p>intensive English programs at Skyline and Cañada Colleges. The courses are designed to provide opportunities for students to matriculate into one of our three Colleges upon successful completion of the program.</p> <ul style="list-style-type: none"> Students who complete up to one year of full-time enrollment at SVIEP level 4 will be assessed for placement into appropriate academic programs at Cañada College, Skyline College or College of San Mateo. The program can be found online at http://smccd.edu/sviep. 	<ul style="list-style-type: none"> Develop and strengthen educational offerings, interventions, and support programs that increase student access and success. Increase program delivery options, including the expanded use of instructional technology, to support student learning and success. 	<p>Salaries: \$115,540 Benefits: \$37,700 Supplies: \$8,573 Operating Exp \$87,455</p> <hr/> <p>TOTAL: \$249,268</p> <p>REMAINING: \$167,732</p>
<p style="text-align: center;"><u>District Research Office</u></p> <p>Purpose and Key Activities:</p> <ul style="list-style-type: none"> Funding is requested to staff a Districtwide Research Office 		<p style="text-align: right;">\$200,000</p> <p>EXPENDED: none</p> <p>REMAINING: \$200,000</p>
<p>Total District Office Innovation Funds</p>		<p style="text-align: right;">\$2,198,224</p>

For 2016-17, the District received an additional allocation of \$200,000 to fund a central District Research Office that addresses the Districtwide Strategy to develop a robust comprehensive research, planning and institutional effectiveness infrastructure Districtwide to produce actionable data for use in Districtwide decision making. Cost will include salaries and benefits.

International Education

Although the rate of growth in international students has slowed slightly since 2012-13, International student revenue continues to increase at a rate just under 50% per year. We are now educating over 1,000 international students in 2016-17. Due to the District's resident enrollment dropping with the decrease in unemployment, international students are able to fill empty seats in our classrooms. This means that the funding that would otherwise be used to teach international students is available for adding sections and student services for our resident students.

Having international students in the classroom brings "study abroad" to our campuses which adds diversity to the classrooms and enhances the learning experience, and prepares our students for multicultural and multinational experiences. Additionally, it creates an atmosphere of global learning and intercultural understanding.



An update of the International Education Program was presented to the Board of Trustees on June 8, 2016. During the presentation, Provost Jing Luan and Vice Chancellor Eugene Whitlock discussed the progress that has been made and the challenges that lie ahead.

The primary goal of the International Education Program at the District is to provide additional revenue in order to offer additional resources to local students. Being community-supported, the District has no enrollment cap and no local students are denied access to the Colleges because more international students enroll. Every 2.5 international students subsidize one additional section.

International students achieve academic success. They consistently outperform domestic students in terms of GPA and success rate. Most transfer to four-year institutions. In Spring 2016, 68 students from College of San Mateo transferred to four-year institutions. The majority transferred to UCs, with the largest number going to UC Berkeley.

To ease the transition with the growth of the number of international students, the campuses have created cohorts and adopted a model curriculum for students. They have also provided professional development opportunities, established International Education Committees, and promoted collaboration with faculty and staff.

International student enrollment has increased from 150 in spring 2012 to 827 this year. Projected enrollment for Spring 2017 is 1,123. The District currently ranks tenth in the State in the number of international students enrolled.

2016-17 SMCCCD Budget

The 2016-17 Tentative Budget was based on the most current revenue assumptions available in early summer. The Final Budget assumptions have been adjusted to reflect the State budget and our community-supported status. Changes have occurred since June that form the basis for revised revenue and expenditure budgets as follows:

2016-17 Tentative Budget Assumptions

1. Continuation of SB 361 funding as proposed at the State budget workshops. No fee increases.
2. 2015-16 FTES based on the District's P-2 (Second Principal Apportionment) report to the State as of April 30, 2016:

<u>Campus</u>	<u>FTES</u>
Cañada College	4,046
College of San Mateo	7,050
Skyline College	<u>7,718</u>
Total	18,814

3. 2016-17 FTES estimates based on the Colleges' goals in April 2016:

<u>Campus</u>	<u>FTES</u>
Cañada College	4,107
College of San Mateo	7,252
Skyline College	<u>7,782</u>
Total	19,141

4. State revenue COLA does not apply
5. Best guesses on fixed costs
6. No increase for full time faculty outside of what Colleges fund from their site allocations
7. Utilities and benefits are based on 2015-16 increase over 2014-15

Summary

Total Projected Revenue	\$156,355,270
Total Projected Expenses	<u>\$156,355,270</u>
Estimated Surplus	\$(-0-)

2016-17 Final Budget Assumptions

1. Continuation of SB 361 funding as proposed at the State budget workshops. No fee increases and an increase in BOG fee waivers.
2. 2015-16 FTES based on the District's P-A (Annual Principal Apportionment) report as on July 15, 2016:

<u>Campus</u>	<u>FTES</u>
Cañada College	4,051
College of San Mateo	6,909
Skyline College	<u>7,649</u>
Total	18,609

3. 2016-17 FTES are based on the Colleges' goals in 2016-17:

<u>Campus</u>	<u>FTES</u>
Cañada College	4,101
College of San Mateo	7,121
Skyline College	<u>7,718</u>
Total	18,940

4. 2016-17 Non-resident FTES based on new International Education Plan
5. State revenue projections do not apply to community-supported districts
6. Compensation adjustments based on negotiated agreements are still pending
7. Changes to full time faculty staff funded from their site allocations
8. Utilities and benefits based on current estimates

Summary

Total Projected Revenue	\$163,740,351
Total Projected Expenses	<u>\$163,740,351</u>
Marginal Deficit	\$(-0-)

NOTE: Beginning with the 2015-16 fiscal year, SMCCCD implemented the use of a new resource allocation model to reflect the District's community-supported status that prioritizes programs and services according to the needs of the local community as defined in our Strategic Plan.

The chart below was prepared for the first day of Fall 2016 classes. To make productivity reports more accurate, contract courses (attendance method=occupational courses) are excluded from Enrollment, FTES, WSCH, Load and Sections. Data from all prior terms still include these courses; however, the impact of this change is small. The Office of the Vice Chancellor of Educational Services and Planning can assist in providing detailed enrollment information.

The decline in enrollment is partially attributed to the slight improvement in the economy as more people find employment.

End of First Day of Classes

Monday, August 17, 2016

	Cañada		CSM		Skyline		SMCCCD	
Overview	Count	Change	Count	Change	Count	Change	Count	Change
Course Enrollments	13,396	-5.4%	22,491	2.1%	22,255	-1.4%	58,142	-1.0%
College Headcounts	6,319	-2.4%	8,881	1.5%	9,114	-2.0%	24,314	-0.8%
FTES*	1,680	-3.6%	2,987	-2.8%	2,984	-2.8%	7,652	-3.0%
Load**	461	0.06%	465	-4.6%	476	-8.8%	468	-5.1%

Sub-Populations	Count	Change	Count	Change	Count	Change	Count	Change
First-Time	522	-15.3%	1,214	-2.9%	863	-0.5%	2,599	-4.9%
First-Time Transfer	439	-4.4%	608	-0.8%	603	-8.1%	1,650	-4.5%
Returning	426	-16.3%	600	-5.8%	723	6.8%	1,749	-4.1%
Returning Transfer	375	-15.2%	493	-9.5%	514	-11.1%	1,382	-11.7%
Concurrent K-12	288	4.7%	272	17.8%	277	39.9%	837	18.9%
Continuing	4,269	2.3%	5,694	4.1%	6,134	-3.0%	16,097	0.8%
Internet Enrollments	2,407	2.1%	3,343	23.3%	3,326	-9.6%	9,076	3.8%

Source: Argos Enrollment Statistics Reports (End of First Day of Classes – Argos Report dated 8/17/16)
For this report, Course Enrollments, FTES, and Load are based on DESR-history files.

Note: Change refers to the difference in percentages from a comparable day a year ago.

*FTES: Full Time Equivalent Student. A full time equivalent student (FTES) represents 525 hours of class instruction.

**Load: Teaching Load is taken as the ratio of WSCH[□] to FTE^{□□}. It is point in time and will change as the semester progresses.

□ WSCH: Weekly Student Contact Hours[□]

□□ FTE: The Full-Time Equivalent faculty count is determined by a set of rules provided to each college at the time the data are requested. Generally, the figures are the decimal fraction of the teaching hours or units (whichever is standard at a given college) ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certificated personnel is not included.

General Fund Revenues

The General Fund consists of two segments – “Unrestricted” and “Restricted.” At SMCCCD, the Unrestricted General Fund is commonly referred to as “Fund 1” and the Restricted Fund is referred to as “Fund 3.” Approximately 80% of the General Fund is made up of the unrestricted portion of the General Fund budget and supports most of the general programs of the District.

The restricted portion of the General Fund (approximately 20%) accounts for federal, state, and local money that must be spent for a specific purpose by law, regulation or delegation. Examples of Restricted Funds include Student Success and Support Programs; Extended Opportunity Programs and Services (EOPS), and Disabled Students Programs and Services (DSPS).

Other funds come from foundations, fundraising and partnerships with industry, the community and grants from the state and federal governments.

The information in this report focuses primarily on the Unrestricted General Fund; however, the District’s other funds are also included.

2016-17 Unrestricted General Fund Revenue

Under State law, each district has a “revenue limit,” which is a maximum amount of the general purpose funding. Base revenue is drawn from three primary sources including local property taxes, student enrollment fees and State general apportionment.

However, since becoming community-supported, the District does not receive State general apportionment. Rather, the District receives the bulk of its unrestricted revenue from property taxes and redevelopment funds as well as student fees including non-resident tuition. These two primary sources represent more than 94% of the unrestricted revenues.

District Cash Flow and Reserves

With its currently being community-supported status, the District is no longer entirely dependent on State apportionment. This means that funding is more predictable. The majority of revenues are received twice a year, in December and April, when tax revenues are distributed by the County.

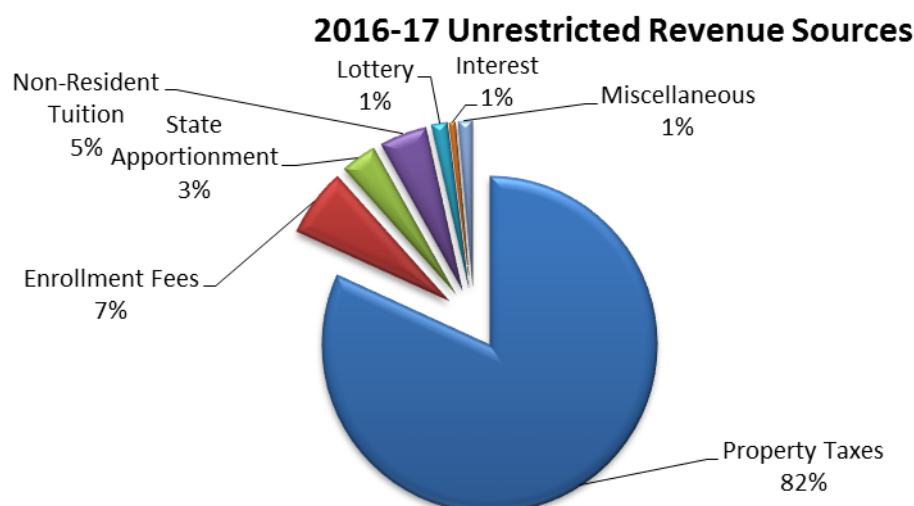
Between the months of July and December, without significant cash receipts, cash management is vital. In order to simplify the process and obtain the best pricing for issuance costs, the District participates in the California School Boards Association (CSBA) *California Reserve Program* for issuance of tax-exempt tax revenue anticipation notes (TRANs). It has been standard practice to issue TRANs to provide the necessary cash flow to fund District operations to meet payroll and other District obligations during the months before property taxes are available. The Board of Trustees approved and authorized the issuance of TRANs in May 2016 in an amount not to exceed \$30 million and \$25 million was issued in July.

This current budget reflects the recommendation to increase budgeted reserves from 9% to 11% of expenditures. For the current budget year, this translates to approximately two months’ of payroll. The plan is that this will gradually increase reserves for budget contingency, emergency management and cash flow to 15%. Establishing the appropriate level of reserves will be maintained in the District’s Unrestricted General Fund.

2016-17 Unrestricted General Fund Revenue Assumptions

2016-17 Final	REVENUE
\$144,775,615	Base Revenue –Includes property taxes, supplemental taxes, student enrollment fees, redevelopment (RDA) funds and no State general apportionment (as community-supported). Property Taxes (secured, unsecured, prior year)—\$127,063,321 RDA AB1290—\$256,353 RDA residual—\$6,646,913 Student Fees—\$10,809,028
1,732,048	Proposition 30 (EPA) —State allocation of sales taxes and personal income taxes calculated at \$100 per FTES.
2,494,149	Lottery – Projection is based on estimated receipts for 2016-17. Proposition 20 restricts a certain portion of lottery funding for the purchase of instructional materials which are included in the Restricted General Fund.
1,569,689	State allocations for Part-Time Faculty Parity for Office Hours and Medical reimbursements.
231,196	Apprenticeship – Programs at CSM and Skyline.
2,159,482	Mandated Costs – The District is claiming \$28 per FTES in 2016-17 plus additional one-time funds.
7,549,502	Non-Resident Tuition – The non-resident rate is \$213 per unit plus \$8 capital outlay fee which is now charged to all non-residents including out-of-state students and students of a foreign country (calculated based on State cost-related parameters and approved by the Board of Trustees). The total also reflects an increase in enrollment.
1,000,000	Interest – Combined short-term interest rates and investment interest projections based on improving economic climate.
2,228,670	Miscellaneous – Includes most current projections for cosmetology sales, facility use fees, library fines, class audit fees, transcript fees, community education, satellite dish income, and other miscellaneous student fees and income.
\$163,740,351	TOTAL PROJECTED REVENUE

The District Committee on Budget and Finance reviews and assists in formulating the District's revenue assumptions. The following pie chart illustrates the various sources of revenue.



2016-17 BEGINNING BALANCE

The 2016-17 beginning balance is \$32,185,620. The beginning balance includes reserves for specific projects and activities of the 2015-16 year that have been carried over into the new fiscal year as committed to those purposes.

The beginning balance also includes an increase to the District's contingency reserve to 11% and the 2015-16 site ending balances. The table below details the components of the District's 2016-17 beginning balance.

Project/Activity	Balance
Professional Development	\$383,958
Staff Development	220,994
Miscellaneous Designated Funds:	
Emergency Preparedness	429,588
Fleet Program	106,067
Telecommunications Contracts	406,212
Indirect Cost Pool (all sites)	235,078
Skyline various projects	683,298
Skyline special projects	466,065
CSM various projects	463,873
CSM special projects	500,000
Cañada various projects	322,650
Allocated Innovation Funds	
Cañada College	828,994
College of San Mateo	1,820,482
Skyline College	1,125,011
District Office	1,054,243
Miscellaneous Projects	1,381,900
Apprenticeship	74,546
Site Prior Yr Commitments (Encumb)	192,082
College Events Funds	73,935
Other Carryover	824,500
Site Ending Balances:	
Cañada College	610,776
College of San Mateo	155,107
Skyline College	889,658
District Office	133,946
Facilities	570,018
Contingency Reserve (11%)	18,011,439
Unallocated Reserve	221,200
Total	\$32,185,620

Reserves

The Board of Trustees has discussed the proposal to increase reserves and directed staff to draft a reserve policy.

In anticipation of Board approval, the 2016-17 Budget includes a District reserve of \$18,011,439 in its fund balance which has been increased from 9% to 11%. The State recommends a 5% minimum reserve.

The contingency reserve is not budgeted as a line item as there is no intention to expend these funds except in an emergency.

2016-17 Unrestricted General Fund Expenditure Plan

Expenditure projections are adjusted throughout the budget development process as new information becomes available.

The expenditure budget for the unrestricted portion of the general fund amounts to \$163,740,351 which represents an increase of \$4,385,081 from the tentative budget estimate of \$159,355,270. Changes were due in large part to the increases in anticipated compensation, District retirement contributions, staff development, Software/Hardware and Telephone and Museum of Tolerance expenses. To comply with GASB 45, benefit rates for permanent employees are reflected as part of the Post Retirement Reserve Fund.

Negotiations for all bargaining units including CSEA and AFT have been actively underway. Final agreement was reached with AFSCME and the Board approved the agreement in mid-September. The Non-Representative units are due for final agreement shortly.

2016-17 Unrestricted General Fund Expenditure Plan

2016-17 Final	EXPENDITURES
\$130,188,251	<p>Site Allocations – Includes allocations for salaries and benefits adjusted for growth per the allocation model, for step and column changes and longevity known to date. This also includes Proposition 30 (EPA) allocation. Please refer to the following page for details.</p> <p>Benefits – Includes benefit increases known to date. This also includes a benefit for the future cost for District paid retiree medical benefits to comply with GASB 45 requirements.</p>
6,831,474	Retiree Benefits – Includes benefit increases for more than 710 retirees' health premiums.
1,000,000	Other Benefit transfers for part time adjunct faculty medical reimbursement program and to the Parking fund for Facilities and Public Safety staff.
814,797	Formula Adjustments/Contracts – Cosmetology sales, facility use rental fees, and 8% of non-resident non-international student tuition. Expenditure budget corresponds with revenue assumption in Miscellaneous revenue. Also includes telecommunications satellite contracts and expenses.
231,196	Apprenticeship – Expenditure budget corresponds with revenue assumptions. Programs include automotive technology at Skyline College and continuing programs at CSM.
4,016,438	Miscellaneous – Includes audit fees, banking and credit card fees, bad debt, IRS fees to process 1098 and 1099 forms, AFT and Academic Senate release time, special events fund, CalPERS/STRS administrative fee, opening day and end of the year expenses and other miscellaneous fees. Includes three quarters of Locus Point payments totaling \$750K.
4,199,088	Utilities – Includes gas, electricity, water/irrigation, garbage, and other charges. The Facilities Department analyzes projected costs for new campus buildings as well as rate increases and offsets from the cogeneration plants.
11,752,774	Salary commitments – Includes anticipated COLA, step and column annual increases and adjunct office hours.
50,000	Managed Hiring – Includes resources necessary for the placement of staff into unfunded classified positions, thereby avoiding layoffs.
1,258,101	Insurance – Includes transfers to the Self-Insurance fund and property liability insurance coverage in the amount.
680,800	Consultant/Legal/Election – Includes \$63,800 for County Counsel, \$500K in legal fees, \$117K in consulting fees and none for election costs.
631,664	Staff Development – Includes annual allocation for Professional Development, Trustees and increases in Management Development and Classified Staff Development.
2,015,768	Software/Hardware/Telephone – Includes maintenance and operating costs for ITS software and hardware, as well as telephone charges. This line item covers Districtwide existing software and new contracts.
70,000	Museum of Tolerance – Renewal of funding for District staff attendance. Training scheduled for Fall 2016 and Spring 2017.
\$163,740,351	TOTAL PROJECTED EXPENDITURES

2016-17 BUDGETED EXPENDITURES

The total Unrestricted General Fund budget includes site allocations and the beginning balance as indicated in the following major uses:

Salaries **\$104,830,499**

The expenditure budget for salaries includes increases for step placement and longevity known to date without 2016-17 compensation increases to be finalized in the collective bargaining agreements. Salaries and benefits combined account almost 80% of the total budget.

Benefits **\$36,108,532**

Updates to benefit rates for 2016-17 are included. The budget includes the January 1, 2016 increases in non-capped premium rates for employees and retirees and increase in employee health premium caps when part of the negotiated settlements. This amount also includes a benefit for the future cost for District paid retiree medical benefits. Each site has the responsibility of managing its own benefit budget.

Supplies **\$6,151,421**

Projected expenditures in this category include all types of operating expenses for office supplies, subscriptions, printing, gas, oil and tires.

Other Expenses and Services **\$25,390,403**

The expenditure budget includes increases for utilities, including projections for increases in maintenance costs. Also included are projected expenditures for insurance, telephone service, and increases in computer hardware and software contracts.

Equipment **\$ 274,230**

Expenditures in this category include instructional equipment, library books, furniture, and site and building improvements. A large majority of the District's capital expenses are included in the Capital Projects Fund.

Transfers/Other **\$ 5,159,446**

The Unrestricted General Fund includes transfers to other District funds. The projected transfers include transfers to Self-Insurance and benefit costs in the Parking Fund. Other budgeted amounts include set-asides for contingency.

Total Expenditure Budget **\$177,914,531****

**This total includes site allocations, Prop 30, Transfers, Central Services expenses as well as committed or carryover funds from 2015-16.

Site Allocations

Cañada College

Site Allocation	\$23,545,836
Proposition 30 (EPA)	315,527
15-16 Ending Balance	<u>610,776</u>
Total	\$24,472,139

College of San Mateo

Site Allocation	\$38,481,306
Proposition 30 (EPA)	500,774
15-16 Ending Balance	<u>155,107</u>
Total	\$39,137,187

Skyline College

Site Allocation	\$39,325,980
Proposition 30 (EPA)	543,518
15-16 Ending Balance	<u>889,658</u>
Total	\$40,759,156

District Office

Site Allocation	\$14,974,077
Proposition 30 (EPA)	199,681
15-16 Ending Balance	<u>133,946</u>
Total	\$15,307,704

Facilities

Site Allocation	\$12,129,005
Proposition 30 (EPA)	172,548
15-16 Ending Balance	<u>570,018</u>
Total	\$12,871,571

Total

Site Allocations	\$128,456,204
Proposition 30 (EPA)	1,732,048
15-16 Ending Balance	2,359,505
Other	<u>-0-</u>
Total	\$132,547,757

The 2015-16 site ending balances will be used by the Colleges to cover unbudgeted items. Innovation funds are included in the site allocations.

Note: Additional allocations for basic skills programs, workforce development, career technical education and instructional supplies (Prop 20) are included in the Restricted General Fund.

Budget Summary

Revenue

Beginning Balance	\$ 32,185,620
2016-17 Revenue	<u>163,740,351</u>
Total	\$195,925,971

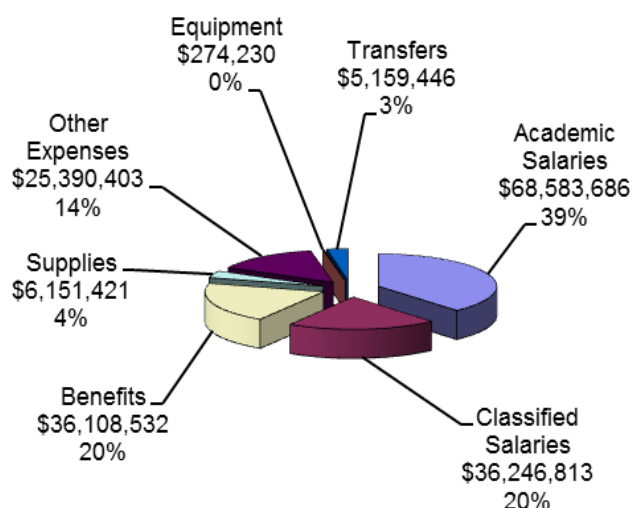
Expense

Site Allocations	\$130,188,252
Central Services	33,552,099
2016-17 Committed	<u>14,174,180</u>
Subtotal	\$177,914,531

Contingency 18,011,439

Balanced Budget \$ (0)

2016-17 Budgeted Expenditures By Account Type



District Committee on Budget and Finance

The District Committee on Budget and Finance is a subcommittee of the District Participatory Governance Council. Its main purpose is to focus on budget planning. The Committee reviews State budget proposals and assists in developing District income assumptions, budget goals and budget allocations. The Committee meets monthly and members receive regular updates on State and District budget and finance issues and actively contribute to the dissemination of information to their respective constituencies.

Members for 2016-17 include:

Kathy Blackwood, Executive Vice Chancellor,
Committee Chair

Eloisa Briones, Budget Office, Skyline

Ray Chow, Chief Financial Officer, District

Mary Chries Concha Thia, Budget Office, CAN

Doug Hirzel, Academic Senate, Cañada

Judy Hutchinson, Budget Office, Skyline

Barbara Lamson, Classified, Skyline

Steven Lehigh, AFT, CSM

Vincent Li, Academic Senate, CSM

Michelle Marquez, Budget Office, Cañada

Vickie Nunes, Classified, Cañada

Ludmila Prisecar, Budget Office, CSM

Jan Roecks, Budget Office, CSM

Linda Whitten, Academic Senate, Skyline

TBD, AFSCME and student representatives

OTHER FUNDS

SELF-INSURANCE FUND (FUND 2)

The District is entering into its tenth year of a more independent risk management program since withdrawing from the Bay Area Community College Joint Powers Agency (JPA) in 2005-06. The risk management program uses a combination of self-insured retention (SIR) amounts and insured limits. The current program permits the District to manage risk with greater flexibility to meet its needs associated with its size and complexity. After withdrawing from the JPA, the District contracted for independent coverage and administration of claims from insurance underwriters and third party claims administrators (TPA's). The largest risk programs are those for property, liability, and workers' compensation risk coverage. The District maintains a self-insured retention (SIR) to cover expected losses, and a combination of primary insurance and re-insurance levels to cover unexpected losses. The Self-Insurance fund is used to fund and manage the expenses associated with this risk management program.

Due to its favorable insured loss experience and current insurance market conditions, the District expects minimal changes to insurance rates for 2016-17. However, refurbished buildings have resulted in higher values that have, in turn, resulted in increased property insurance expense.

Workers' compensation costs have also remained low allowing the District to reduce the internal charge percentage from 0.96% to 0.74% of salaries. Keenan & Associates recently reviewed our costs, anticipating that they could provide us insurance at a cheaper rate than we were charging ourselves but they could not. They were surprised and we were pleased to find that our rates are exceedingly low, primarily due to very low claims. This is due in large part to the emphasis that the Facilities Department has placed on safety, resulting in an extraordinary low number of accidents and claims. The District uses an actuarially based program to determine its SIR for worker's compensation.

The District has recently reviewed its insurance requirements for contracts and has set requirements for insurance for our contractors and vendors. This has created some concerns from the vendors, but we are seeing overall increases in the amount of insurance required systemwide.

The Self-Insurance 2016-17 budget, detailed on Page 80, totals \$1,358,696. Estimated income is \$2,593,559 which consists of a transfer from Fund 1. The net beginning balance of the Self-Insurance Fund is \$7,478,245. This balance will cover incurred but not yet reported losses.

DEBT SERVICE FUND (FUND 25)

The purpose of the Debt Service Fund is to account for the accumulation of resources for, and the payment of, general long term debt. Revenue to this fund comes from the assessed property taxes to pay off the General Obligation Bonds.

The Debt Service Fund budget for 2016-17, shown on Page 82, totals \$51,816,725 which includes debt reduction principal and interest payments. Estimated income is projected at \$51,880,355. The net beginning balance is \$54,208,973. The schedule for long term debt can be found in the Supplemental Information section.

RESTRICTED GENERAL FUND (FUND 3)

The Restricted General Fund accounts for specially-funded federal, state or local grants or agreements which have specific purposes and must be spent accordingly. The 2016-17 Final Budget includes the most current data available. A list of the specific programs and grants can be found on Pages 84-85.

Included in the Restricted General Fund are the Health Services and Parking Programs. Health fee income is estimated at \$1,281,505. Parking fee income is estimated at \$3,440,527.

The Restricted General Fund budget for 2016-17, as shown on Page 91, is \$39,419,970. The net beginning balance in the Restricted General Fund is \$15,056,827.

CAPITAL PROJECTS FUND (FUND 4)

The Capital Projects Fund is a restricted fund and reflects estimated year-end data and funding carryover for projects approved but not completed in prior years. A project list can be found on Pages 94-95. Project expenditures as of June 30 were \$19,242,964.

The Bond Construction Fund, a sub-account of the Capital Projects Fund, was established for the deposit of proceeds from the sale of bonds. Deposits are used to meet the costs of property acquisition, facilities planning, inspections, surveys, new construction, modernization, and new equipment.

Capital Improvement Program

The District is nearing completion of the second phase of the Capital Improvement Program (CIP) with only a handful of projects remaining. To date, **Measure A** bond funds have generated \$33.8 million in interest, which increased the Measure A budget from \$468M to \$501.8 million. As of June 30, 2016, the District has expended \$498,721,919 and committed \$2,145,449 of Measure A funds - 98% of the total authorization.

Staff continues to revise and update the master schedule and the master budget of the Capital Improvement Program to match the funding and programming requirements. However, the District continues to experience a decline in State Capital Outlay funds for projects on all three campuses due to the fact that the State has failed to approve an educational facilities bond since 2006.

In November 2014, voters in San Mateo County voted (66.4% favorable) to pass **Measure H**, a \$388M bond measure that will allow the District to complete the modernization/construction/reconstruction of projects as envisioned in the 2015 Facilities Master Plan. Staff is working diligently to get the first wave of projects to market, and construction on some of the projects should begin in early 2017. As of June 30, 2016, the District expended \$3,965,925 and committed \$8,360,330 of Measure H funds which is 3% of the total authorized.

Compilations of site-specific activities, which have recently been completed or are currently in design, pre-construction, or construction, are listed below. Construction dates listed reflect currently planned schedules as of August 2016, but are subject to change.



Completed Projects – The following projects were completed during the 2015-16 fiscal year:

- New Team House – Structure

Active Construction Projects – The following projects are under construction:

- Parking Lot and Roadway Light Upgrade, Phase 2 (LED)
 - Anticipated Completion date: Fall 2016
- New Team House Utility Connections
 - Anticipated Completion date: Fall 2017

Projects In Planning – The following projects are in the planning and design stage:

- Building 1N Kinesiology and Wellness Center
- Building 23N Math/Science/Technology
- Campuswide American Disabilities Act (ADA) Mitigation
- Swing Space Planning for Construction

Future State Capital Outlay Funded Projects – The State has informed the District that the following project is approved for future State Capital Outlay funding contingent on the passing of a future educational facilities bond and subsequent confirmation of project priorities by the State Chancellor's Office:

- Building 13 Multiple Program Instructional Center (FPP)
- Building 3 Performing Arts Center Technology and Environmental Modernization (IPP)

College of San Mateo

Completed Projects – The following projects were completed during the second half of the 2015-16 fiscal year:

- New Synthetic Turf for Softball Field
- Marie Curie Parking Lot 5 Repaving
- Buildings 1, 14, 16 and Colonnades Reroofing
- Building 36 – New Fume Hoods

Active Construction Projects – The following projects are under construction:

- Parking Lot and Street Light Upgrade, Phase 2 (LED)
 - Anticipated Completion date: Fall 2016

Projects In Planning – The following projects are in the planning and design stage:

- Building 3 Humanities and Arts Renovation
- Building 6 Aquatics Center Pool System Upgrade
- Building 17 Student Life and Learning Communities Renovation
- Solar and Energy Storage

Future State Capital Outlay Funded Projects – The State has informed the District that the following projects are pending and may be approved for future State Capital Outlay funding contingent on the passing of a future educational facilities bond and subsequent confirmation of project priorities by the State Chancellor's Office:

- Building 9 Library Modernization (FPP)



Completed Projects – The following projects were completed during the 2015-16 fiscal year:

- Building 7 Fabrication Lab
- Building 2 Signage Upgrades
- New Team House

Active Construction Projects – There are currently no projects under construction.

Projects In Planning – The following projects are in the planning and design stage:

- Building 1N Social Science and Creative Arts
- Building 5 Learning Commons, Phase 2 New Technology-Enhanced Active Learning (TEAL) eClassroom and Signage Upgrades
- Building 12N Environmental Science
- Building 19 Pacific Heights Renovation
- Parking Lot Expansion and Parcel B ADA Access
- Swing Space Planning for Construction

Future State Capital Outlay Funded Projects – The State has informed the District that the following projects are pending and may be approved for future State Capital Outlay funding contingent on the passing of a future educational facilities bond and subsequent confirmation of project priorities by the State Chancellor's Office :

- Building 2 Workforce and Economic Development Prosperity Center (FPP)
- Building 5 Learning Resource Center Technology and Environmental Modernization (IPP)



Completed Projects – The following projects were completed of the 2015-16 fiscal year:

- District Office Deck Waterproofing Replacement
- Districtwide Disaster Response and Recovery for Ongoing Operations
- Districtwide Classroom Security Hardware Upgrade, Phase I

Active Districtwide Projects: The following projects are under construction:

- Districtwide Symetra UPS Device (MPOE) Replacement
 - Anticipated Completion date: Summer 2016
- Districtwide Telephone System Replacement
 - Anticipated Completion date: Summer 2016
- Districtwide Utility Measurement & Verification
 - Anticipated Completion date: Fall 2016
- Districtwide Network Core and Network Switch Upgrade
 - Anticipated Completion date: Fall 2016
- Districtwide UPS Device (MDF/IDF) Replacement
 - Anticipated Completion date: Fall 2016
- Districtwide Earthquake Preparedness Program
 - Anticipated Completion date: Fall 2016
- Districtwide Emergency Annunciation System Upgrade
 - Anticipated Completion date: Spring 2017
- Districtwide Classroom Security Hardware Upgrade, Phase 2
 - Anticipated Completion date: Spring 2017
- Districtwide Evacuation Map Upgrade
 - Anticipated Completion date: Spring 2017

Projects in Planning: The following projects are in the planning and design stage:

- Districtwide ADA Transition Plan Upgrade
- Districtwide Fire Alarm Panel Replacement
- Districtwide Electric Vehicle Charging Stations

AUXILIARY or ENTERPRISE FUNDS (FUND 5)**Associated Students**

The Student Bodies represent student interests at each of the Colleges. Associated Student Body reports, as submitted by the Colleges, are included on Pages 127-133 of this report. Total income and expenditures for the Associated Student Body (ASB) comparing fiscal years 2014-15 and 2015-16 are listed below:

Associated Students - Cañada	2015-16	2014-15	\$ Change	%Change
Net Income for the year	\$10,895	\$15,311	\$(4,415)	-28.8%
Beginning Fund Balance, July 1	287,844	272,533	15,311	5.6%
Ending Fund Balance, June 30	298,739	287,844	10,895	3.8%

Associated Students - CSM	2015-16	2014-15	\$ Change	%Change
Net Income for the year	\$(17,169)	\$841	\$ (18,010)	-2,141.5%
Beginning Fund Balance, July 1	377,693	376,852	841	0.2%
Ending Fund Balance, June 30	360,524	377,693	(17,169)	-4.5%

Associated Students - Skyline	2015-16	2014-15	\$ Change	%Change
Net Income for the year	\$(63,428)	\$241	\$(63,668)	-26,444.8%
Beginning Fund Balance, July 1	596,340	596,099	241	0.04%
Ending Fund Balance, June 30	532,912	596,340	(63,428)	-10.6%

Activity card sales are the major source of income for the Associated Students. Payment of the Student Body Fee supports many student-sponsored activities and programs and entitles students to a photo-ID student body card. Expenditures of the ASBs include normal operating expenses (office supplies, activity card, student assistant salaries and other miscellaneous expenses) as well as student programs, printing and publishing costs, scholarships and club assistance supporting campus life.

At Cañada College, the fiscal year 2014-15 increase in gross income continued in 2015-16 from 4.1% to 7.3% attributed to student fees and vending income. Overall, Cañada's Student Body Card income increased in 15-16. Student Life made very intentional efforts to make class presentations, TV/computer monitor advertisement slides, send numerous emails, create discount bookmarks, ensure checking of validated Student Body Cards at events, and making the investment of a mobile student body card cart to increase the number of Student Body Cards made throughout the year. With the addition of transportation assistance (half price on all bus tokens) more students felt inclined to add the Student Body Fee last year.

Due to the ASSC student center's advertising, outreach, and the various program offerings, Cañada's expenses increased. More clubs became active and had more programs because of publicity and training sessions offered to clubs to run successful events. The new 2015-16 Board had the idea and approved that they should involve more students from the senate to attend leadership conferences and retreats. With this initiative our attendance doubled with a very successful outcome. Office Supplies expenditures went up significantly due to the great increase in advertising Student Life's free printing services. Program and event spending also increased due to the numerous campus-wide events put on by student senate; such as, Spirit Thursdays and bus token discount, and the need to create a more robust event experience for all students.

The Associated Students at Skyline College also experienced a dip in income of 9.8% due to reduced student body card sales. Expenses increased by almost \$50,000 as a result of the ASSC's decision to use reserves, enabling the students to increase program activities and support some campus-wide events, such as the College Lecture Series. More

students were able to participate in team building and leadership development programs and conferences. Additionally, ASSC wrote off old receivables. As well, student assistant salaries increased compared to the prior year.

College of San Mateo recorded a minimal decrease in income of 1.2%. The overall expenses have increased by 10.9%. The increases in program activities include more events hosted by the Associated Students' Boards, including the Advocacy Board, the Cultural Awareness Board, and the Programming Board. Activities include such events as Hispanic Heritage Month, Diversity Week, and various events for Women's History Month. The student government also increased year-over-year support for student clubs and organizations and provided funding for additional students to attend the annual student leadership conference. The Associated Students also augmented their income by spending some funds from reserves. Event and associated costs (such as food and insurance) have increased, which have been slightly offset by a decrease in student assistant salaries.

The ASBs create a learning environment outside of the classroom. They provide services, programs, and information that promote leadership development. The organizations encourage students to participate in campus life through clubs, student government, and volunteer opportunities as well as support student success in leadership roles and processes.

Bookstores

The landscape of collegiate retailing continues to change at a rapid and dramatic pace. At one time, the college Bookstore was the one place students could go to purchase all of the required academic materials to achieve success. Today, nothing could be further from the truth. The reality is that the college bookstores of today have had to change their way of thinking and operating to compete in this electronically content driven economy. This paradigm, while not new, is still in its infancy but is growing at an incredible pace. Some colleges and universities are adopting a total electronic platform and have done away with textbooks altogether. Others have taken the more common hybrid approach, and while they still have textbooks for some of their classes, encourage faculty to seek out less expensive, electronic media for their classes. That is the case here in our District. A growing number of faculty are choosing to put the textbook to the side and are using on-line materials exclusively.

For a number of years now, our innovative and talented Bookstore team have worked hard to address the issue of textbook costs by creating one of the largest textbook rental programs in the country and investing in digital books, partnering with publishers to provide "no frills" textbooks at a lower cost, among a number of other cost saving measures. These efforts have helped our Bookstores maintain a competitive edge and although we have faced declining enrollment for the last several years, our textbook unit sales stayed equal to or slightly ahead of the enrollment decline. We were sustaining the business that so many other stores were losing because they were not addressing increasing textbook costs aggressively enough. Many of those college-run stores have since transferred their operations to management companies to take on these challenges. I am so proud of our store managers and staff for taking the lead and managing through this changing dynamic as effectively and successfully as they have over these last eleven years. Despite several years of flat to declining enrollment Districtwide, along with the switch to alternative content delivery methods, the College stores continue to identify new products and services to attract both our student and staff customers. Textbook rentals do still give us an edge despite a nationwide decline in textbook sales. Textbook rentals provide students who would not be able to afford college textbooks a low cost option that provides critical access to the course materials required for academic success. In addition to the textbook rental program, the investment made in transitioning significant portions of the retail space to our coffee and convenience shops has continued to strengthen the Bookstores' financial position as well dramatically increase the customer interactions on each campus with over 10,000 transactions each day. As we continue to add products and services, this category has allowed the Bookstore to return a surplus this year despite falling behind the enrollment decline in unit textbook sales. This year marks the first year that we have seen a marked decline in unit sales in the Bookstores. If we were not focusing our efforts in new categories, we would very likely have ended this year in deficit.

It is important that the Bookstores remain relevant and continue to address the changing needs of a dynamic student and staff clientele. Since 2005, the Bookstore team has risen to meet the challenges that have consumed most independently operated college Bookstores. This year, despite all of the challenges, **the Bookstores returned a surplus to its reserve of \$126,181!** While this falls well below the \$434,134 we returned last year, we were forecasting an overall loss this year, based on the sales declines in textbooks. One cannot overstate the fact that most college

bookstores faced with these mounting competitive challenges have been unable to continue operations as college-run bookstores. Due to the innovation, hard work and dedication of our team, we continue to remain profitable. The pressures will continue to grow, and we as retailers will continue to change and adapt to meet the needs of today's students.

Following are highlights of the successes and challenges this past year including financial performance.

Course Materials Sales

The sale of new and used textbooks, course packs, digital books, web codes and rental books are the core mission of the District Bookstores **but now only account for roughly 52% of the total sales and non-merchandise transactions** in the District Bookstores. Managers Jai Kumar from Cañada College, Kevin Chak from Skyline College and James Peacock from College of San Mateo, work very closely with our faculty and academic support staff as well as publishing company representatives to ensure that the Bookstores meet their goal in providing the right book at the best price at the exact time the student needs it. The store managers are charged with obtaining as many used textbooks as possible in an ever shrinking used textbook market as well as identifying titles to add to our textbook rental program. The managers work closely with the academic department support staff, faculty and Deans to coordinate constructive dialogue with publisher representatives to offer customized textbook packages as well as no-frills textbooks, free of fancy covers and illustrations, along with other incentives that result in lower prices for students and provide a useful customized product for the students' learning experience.

To date, there are three major used textbook wholesale companies in the United States and a few small ones. Every college and university in the country sends its textbook list to these wholesalers with the hope of obtaining as many used textbooks as possible. The key to success is getting the booklist from the faculty as early as possible to work with the companies for the longest period possible. Equally important and doubly beneficial to the student is our ability to buy back books at the end of each semester. When textbook orders are processed by the Bookstore on time and the textbook is being readopted in the same edition for the coming semester, the Bookstore can give the student a 50% cash return on his or her investment and further supplement the stock of used textbooks for future students.

Used textbooks represent the best overall savings to our students. Priced 25% less than new textbooks, used textbooks are obtained through a rigorous procurement process by each Bookstore manager. As the rental market grows along with more and more faculty using non textbook delivery methods, the used textbook market is shrinking at an incredibly rapid rate. Once the bellwether of a successful textbook department, used textbook sales are less impactful on a store's performance than they had been in years past when the market was flush. This category has been decreasing in our Bookstores and in bookstores nationwide for many years.

This year, total textbook unit sales, which includes new and used textbooks, rental books, web codes and course packets, dropped by 9% overall. This is significant as the decrease in full time equivalent students (FTES) for the same period was 3%. This is the first time that our unit sales decline has outpaced the decline in enrollment. Our stores are working with publishers and other partners to have web access codes and electronic access that is not open source access run through the Bookstores. These media cost significantly less than a traditional textbook, so in the future, we will need to refine how we measure success in sales and service.

Textbook Rental Program

The textbook rental program remains strong and serves as a model for college bookstores around the country. The Bookstores continue to add inventory to the program using our reserve dollars and have taken advantage of programs offered by industry partners to increase our access to rental books. The District Bookstores carry over 1,800 titles in the textbook rental program spanning most disciplines at the three Colleges.

The continuing strength of textbook rentals is good for the Bookstores and even better for our students! Textbooks rented Districtwide this year would have cost students in our District \$1,940,120 to purchase new. Students rented those textbooks for \$485,030 saving students in the San Mateo Community College District \$1,455,090 in

textbook costs this year. This effort on the part of the Bookstore management and classified team supports student access and student success at each of the three Colleges.

The textbook rental program has saved students in our District more than \$11 million since 2005 with recent inventory additions increasing that number exponentially. The chart below illustrates the comparison of sales and rentals this year against last year. It also displays the unit sales which is known as “New Text Equivalent” and essentially treats all content related sales as if they were new book sales to compare total unit sales. At the bottom of the chart, you will find the full time equivalent students Districtwide to compare NTE to FTES. Districtwide, every category is showing a decrease except for rental books which, as stated above, continues to increase year over year as investments in the program increase, and web access codes which is a growing category for the Bookstores and will be a focus area for the years to come. We remain committed to identifying additional funds to support the textbook rental program in the District as well as continuing to work with our business partners who have purchase rental programs in place.

2015-16 Course Materials Sales Comparison 2014-15 (LY) versus 2015-16 (TY)					
SMCCCD Bookstores					
CSM	Description	2014-15	2015-16	\$ Difference	% Difference
	New	\$ 982,845	\$ 857,965	\$ (124,880)	-13%
	Used	\$ 348,133	\$ 286,109	\$ (62,024)	-18%
	CoursePacks	\$ 49,144	\$ 53,597	\$ 4,453	9%
	Web Codes	\$ 15,101	\$ 25,079	\$ 9,978	66%
	Total Sales	\$ 1,395,223	\$ 1,222,750	\$ (172,473)	-12%
	<u>Rental Fees</u>	<u>\$ 91,892</u>	<u>\$ 84,673</u>	<u>\$ (7,219)</u>	<u>-8%</u>
	NTE (Unit Sales)	\$ 1,829,691	\$ 1,603,215	\$ (226,477)	-12%
	FTES	\$ 7,067	\$ 6,978	\$ (89)	-1.3%
SKYLINE	New	\$ 1,147,262	\$ 891,517	\$ (255,745)	-22%
	Used	\$ 303,063	\$ 269,991	\$ (33,072)	-11%
	CoursePacks	\$ 94,512	\$ 84,227	\$ (10,285)	-11%
	Web Codes	\$ 54,310	\$ 40,722	\$ (13,588)	-25%
	Total Sales	\$ 1,599,147	\$ 1,286,457	\$ (312,690)	-20%
	<u>Rental Fees</u>	<u>\$ 212,815</u>	<u>\$ 227,120</u>	<u>\$ 14,305</u>	<u>7%</u>
	NTE (Unit Sales)	\$ 2,456,916	\$ 2,200,707	\$ (256,209)	-10%
	FTES	\$ 7,942	\$ 7,559	\$ (383)	-4.8%
CANADA	New	\$ 718,040	\$ 606,314	\$ (111,726)	-16%
	Used	\$ 137,191	\$ 138,877	\$ 1,686	1%
	CoursePacks	\$ 28,514	\$ 26,707	\$ (1,807)	-6%
	Web Codes	\$ 34,066	\$ 62,875	\$ 28,809	85%
	Total Sales	\$ 917,811	\$ 834,773	\$ (83,038)	-9%
	<u>Rental Fees</u>	<u>\$ 171,028</u>	<u>\$ 173,237</u>	<u>\$ 2,209</u>	<u>1%</u>
	NTE (Unit Sales)	\$ 1,619,139	\$ 1,547,306	\$ (71,833)	-4%
	FTES	\$ 4,092	\$ 4,053	\$ (39)	-1%
Total District	New	\$ 2,848,147	\$ 2,355,796	\$ (492,351)	-17%
	Used	\$ 788,387	\$ 694,977	\$ (93,410)	-12%
	CoursePacks	\$ 172,170	\$ 164,531	\$ (7,639)	-4%
	Web Codes	\$ 103,477	\$ 128,676	\$ 25,199	24%
	Total Sales	\$ 3,912,181	\$ 3,343,980	\$ (568,201)	-15%
	<u>Rental Fees</u>	<u>\$ 475,735</u>	<u>\$ 485,030</u>	<u>\$ 9,295</u>	<u>2%</u>
	NTE (Unit Sales)	\$ 5,905,747	\$ 5,351,228	\$ (554,519)	-9%
	FTES Districtwide	\$ 19,100	\$ 18,590	\$ (510)	-3%
***NTE Updated to include both used books, web codes and rental books for the purpose of unit sales evaluation. NTE represents the value of all books at the new price to accurately measure unit sales.					

Student Employees

Student employees provide an essential perspective on the needs of students to the Bookstore management team and classified staff, provides essential services to the Bookstores, and learn how to work in a fast paced retail environment with a focus on exceptional customer service. Many of our student employees are so successful that the majority of the classified and professional supervisory staff working in the Bookstores today actually started as student employees.

Bookstore Contribution

The District Bookstores are required to be self-sustaining and cover all of their operational expenses. There is no Fund 1 operation expense support for the Bookstores or any other District enterprise. In addition, the Bookstores return money to the District as well as provide student support through scholarships.

Below are some of the highlights of this District support:

- \$69,310 in salary and benefit support to District which offsets Fund 1 expenses
- \$67,700 in support to Information Technology Services (ITS)
- \$6,000 per year in student textbook scholarships
- \$33,000 per year in product donations to campus causes
- \$15,000 in product to support the textbook rental program

In addition to the support mentioned above, with the support and approval of the District Board of Trustees, the Auxiliary and Enterprise Operations team were proud to once again be the **Premier Presenting Sponsor** with a second year, still record setting lead individual sponsorship of **\$50,000**.

Skyline College hosted the 16th Annual President's Breakfast on March 17, 2016 at the South San Francisco Convention Center, drawing a crowd of over 400 people for an early morning breakfast fundraiser. Attendees gathered from all across northern San Mateo County, including representatives from national, state and local government; the San Mateo Community College Board of Trustees; Skyline College's sister colleges and fellow educators; and the local business community. The President's Breakfast is the primary fundraiser for the President's Innovation Fund (PIF) which enables Skyline College to provide programs that expand students' world view, ultimately making them more informed, engaged and responsible members of our community. The breakfast, however, is much more than just a fundraising event; it is a chance for the College to showcase and celebrate the impact faculty and staff have made on the lives of students and the larger community as a result of the previous year's generous donations to the President's Innovation Fund. The contributions made at the President's Breakfast touch lives on a personal level, helping to transform educational experiences and create pathways to success for individual Skyline College students. The Bookstores are proud of the additional support it provides the Colleges. These contributions would not be possible if not for the continued efforts of the Bookstore teams.

Financial Information

The following data reflects Bookstore operations for the fiscal year beginning July 1, 2015 through June 30, 2016. It includes Fall 2015, Spring 2016 and Summer 2016 semesters.

Bookstore Sales	2015-16	2014-15	\$ Change	% Change
Regular Merchandise Sales	\$5,888,370	\$6,190,123	\$(301,752)	-4.9%
Computer Products Sales	230,050	131,631	98,420	74.8%
Total Merchandise Sales	6,118,421	6,321,754	(203,333)	-3.2%
Textbook Rental Income	568,938	556,127	12,811	2.3%
Production Service Income	444,039	348,288	95,751	27.5%

Total Sales	\$7,131,397	\$7,226,169	\$(94,772)	-1.3%
--------------------	--------------------	--------------------	-------------------	--------------

The Bookstore Fund budget for 2016-17 totals \$7,277,000 as indicated on Page 102. The net beginning balance for the Bookstore Fund is \$8,196,896. The budget includes provisions for increased annual cash flow requirements, inventory and full maintenance needs of the store facilities.

Regular merchandise sales decreased 4.9% this year compared to last year primarily due to the decrease in textbook sales discussed earlier in this report. The decrease in textbook sales is a result of lower enrollment, the impact of textbook rentals and web code sales on actual sales as well as all of the other competitive factors mentioned earlier. The sale of computers and computer products increased 74.8% over last year due to Skyline Bookstore's providing Chromebooks for students to rent and purchase at the College. In addition to the positive impact of our textbook rental program, another strong merchandise category for the Bookstores is our convenience store and coffee sales. This year, sales in this category increased by \$44,715 to \$1,678,145 compared to \$1,633,431 last year with a decrease in both FTES and headcount at all three Colleges. This is an area of continued focus for future growth at all three stores, offsetting other category losses. There were noteworthy increases in the sale of school and office supplies, course kits and gifts with an overall sales increase of \$112,000 over last year in these categories. We are also pleased with the growth of our Printing Services operating at each of the three Bookstores. We realized an increase of \$95,751 over last year in this category alone! Not only are we taking in more print jobs from each of the Colleges and the District Office, but we have also added Live Scan services at all three print shops and have welcomed our faculty and staff who need services. We have also entered into agreements with a number of K-12 districts throughout the Peninsula who send their staff to one of our Colleges for Live Scan services. We expect to open this service to the public in the coming year. The increases in all of these categories certainly help offset the declining textbook sales and are the reason why we were able to remain profitable this year.

Cost of sales decreased by 0.8% this year. Overall inventory shrinkage was less than 1% of sales again this year. The industry standard is 2%. Shrinkage has a direct impact on the net profit of the Bookstores. We have had consistently low shrinkage for the last several years due to increased efforts on the part of our staff on loss prevention as well as improvements in invoice processing. Total Operating Expenses increased 7.3% this year due to the impact of salary, benefit and step increases as well as the cost of renewing both software and hardware support and warranty services with our point of sale system provider. Interest and other income decreased minimally due to continued low interest rates on our investments.

Despite year over year reductions in textbook sales, the Bookstores managed to return a net surplus of \$126,181 to our reserve after the allocation of District expenses. This could not have been accomplished without the dedication of Bookstore employees. This is a significant accomplishment as we are faced with such a challenging business climate in an industry that has seen more and more college-run bookstores fail.

Below is a summary of comparative figures:

Bookstore Recap	2015-16	2014-15	\$ Change	%Change
Operations				
Merchandise Sales	\$6,118,421	\$6,321,754	\$(203,333)	-3.2%
Textbook Rental Income	568,938	556,127	12,811	2.3%
Production Service Income	444,039	348,288	95,751	27.5%
Cost of Goods Sold	3,912,565	3,946,100	(33,536)	-0.8%
Gross Profit from Operations	\$3,218,833	\$3,280,069	\$(61,236)	-1.9%
Total Operating Expenses	3,115,062	2,903,999	211,063	7.3%
Net Income/(Loss) from Operations	\$103,771	\$376,070	\$(272,299)	-72.4%
Interest and Other Income	236,246	237,273	(1,028)	-0.4%
Net Income Before Other Expenses	\$340,016	\$613,343	\$(273,327)	-44.6%
District Support				
In-Kind Donations Received	6,507	13,692	(7,185)	-52.5%

Admin Salary & Benefits	69,311	64,947	4,364	6.7%
Other Expenses	151,032	127,955	23,077	18.0%
Net Change in Fund Balance	\$126,181	\$434,134	\$(307,953)	-70.9%

It will continue to be a very challenging time for college bookstores in California in general as enrollments are trending lower and competition in course materials delivery is prevalent from on-line operators to alternative delivery methods. These challenges will put added pressure on the Bookstores' overall financial performance but should also provide us with opportunities to succeed.

All District Auxiliary and Commercial Operations are dependent on a strong, stable enrollment for continued success. The growth of the coffee and convenience shop operations as well as the promising future of the copy centers at both CSM and Skyline College is an example of the proactive measures we have taken to ensure the financial stability of the Bookstores during uncertain economic times. The Bookstores are committed to focusing on efforts to improve service, offer more used textbooks, continue to grow the rental program, further integrate digital textbooks at all three Colleges, increase the amount of custom and institutionally adopted textbooks Districtwide and further maximize the interest and other income potential of each College Bookstore.

Cafeterias

The Cafeteria Fund budget for 2016-17 totals \$275,000 as indicated on Page 103. The net beginning balance in the Cafeteria Fund is \$570,295.

Beverage, Snack and Food Service Vendors –

- The District's beverage vending service partner is Pepsi Bottling Group. The contract was awarded effective July 1, 2012, ending on June 30, 2017.
- The District's snack vending partner is Compass-USA (formerly known as Canteen), Inc. The contract was effective July 1, 2012, ending on June 30, 2017.
- The District's food service partner is Pacific Dining Services. The contract was awarded on July 1, 2012, through June 30, 2015 with an option for two one year renewals at the discretion of the District thereafter.

Pacific Dining continues to operate the food service at the three District campuses after initially being awarded the contract in June 2007. In addition to Pacific Dining's financial contribution to the District in terms of commissions on in-house and outside sales, the Colleges have come to appreciate and rely on in-kind services from the food service operator to subsidize their budgets and to be able to provide food for special events on campus. The details of Pacific Dining's in-kind services, which total \$23,500 annually in financial support to the Colleges are as follows:

- Sponsor two scholarships in the amount of \$1,000 annually totaling \$6,000 each contract year
- Sponsor annual Scholarship and Awards Banquet with in-kind catering services valued at \$4,500 totaling \$13,500 each contract year
- Co-sponsor with Student Life and Associated Students of each College four events each year of the contract up to \$500 annually totaling \$2,000 each contract year
- Co-sponsor with College president four events annually for faculty, staff, and managers up to \$500 totaling \$2,000 each contract year

Auxiliary Services and Pacific Dining continue to successfully manage the Bayview Dining Room at College of San Mateo as a location for those outside the College to host their special events. The response from the community continues to be remarkable with hundreds of events being held on the campus since 2011. To date, we have hosted banquets, bar mitzvahs, quinceañeras, weddings, reunions, birthday parties, memorial services, anniversaries and christenings, in addition to renting space for City firefighter testing, job fairs and community health fairs. We also host local school boards for their meetings and special events and have hosted large fund raising dinners for local non-profit organizations including Sustainable San Mateo County, the San Mateo Housing Leadership Conference, each of which has returned to the District for the last three years. We support our

local elected officials by making the dining room as well as our classrooms available for community outreach meetings. These rentals have not only brought in rental revenue to the District but have also increased food sales from which the District receives a commission. Our event rental income has increased slightly this year by 7.8% or \$5,493. These increases are notable for two reasons; first, we waive or have reduced rental fees for many of the events we host and we are limited to weekends for our events, respecting the rights of our students to use this space during the academic week. These event rental funds have become very important to helping us support the equipment maintenance and are put right back into the facility to keep it in optimal condition.

Food service income has increased slightly, with a 3.9% increase over last year. The increase is notable since decreases in enrollment, both in FTES and more notably in our headcount at all three Colleges do not generally favor auxiliary enterprise operations. The decreases notwithstanding, the increase is evidence that students “vote with their feet” and with where they choose to spend their time and money when they are at each of the Colleges. By providing our students a variety of tasty food options at a fair price in a clean and vibrant environment, all three dining facilities are thriving and packed with students each day as they make these places their “homes away from home.”

Vending income has increased significantly compared to last year by 15.9% or \$9,029 despite the overall decreases in enrollment. We attribute this increase to the increase in use of our facilities by outside groups as well as to the large number of people, children and adults who attend the San Mateo Athletic Club as members and as swim team participants, guests who attend the many events we host at SMAC, and all of the visitors who attend the Colleges’ special events held almost every day of the calendar year! Vending income is an important revenue stream for each of the three College Associated Students where all of the funds are directed each month. Total expenditures increased by 10% or \$24,643 over last year. Expenses related to the repair and maintenance of equipment at the three College dining locations have increased as our equipment ages. In addition, all of our events with over 100 people are staffed by District facilities and IT staff who receive overtime pay for supporting our events.

Income from food service and vending contracts enables the District to provide food and beverage services to the students. These combined resources, along with interest income, also provide a stable Cafeteria Fund not requiring support from the general fund. As part of the Enterprise Fund, the cafeteria and vending operations are fully self-supporting. The fund is also responsible for the long-term maintenance and upgrading of aging facilities and equipment, as well as all expenses relating to the ongoing operational requirements under the food service and vending contracts.

Cafeteria Fund summary:

Cafeteria	2015-16	2014-15	\$ Change	% Change
Revenues				
Food Service Income	\$ 187,206	\$ 180,261	\$ 6,945	3.9%
Vending Income	65,963	56,933	9,029	15.9%
Interest Income	4,817	4,810	7	0.1%
Event Rental	76,171	70,678	5,493	7.8%
Other Income	-	-	-	0.0%
Total Revenues	\$ 334,157	\$ 312,683	\$ 21,474	6.9%
Expenditures	\$ 270,882	\$ 246,240	\$ 24,643	10.0%
Prior Year Adjustment	\$ -	\$ 15,761	\$ (15,761)	100.0%
Net Change in Fund Balance	\$ 63,275	\$ 50,682	\$ 12,592	24.8%

The table below illustrates an increase in food service income overall. Food service income is up this year over last by \$22,706 or 12.6%. This increase is in spite of enrollment declines discussed earlier. The impressive facilities and the outstanding service provided by the entire Pacific Dining team are keeping students on campus more. Therefore, the food services are performing exceptionally well.

FOOD SERVICE INCOME	2015-16	2014-15	\$ Change	% Change
PACIFIC DINING				
Skyline	\$ 60,378	\$ 52,251	\$ 8,127	15.6%
Cañada	39,928	37,308	2,620	7.0%
CSM	81,833	81,170	663	0.8%
Le Bulldog	20,829	9,532	11,296	118.5%
Total Food Service Income	\$ 202,967	\$ 180,261	\$ 22,706	12.6%

Districtwide pouring rights provide comprehensive beverage services for all three College campuses and the District Office. These exclusive pouring rights extend to all beverage products sold at the three College Bookstores, Cafeterias, and the San Mateo Athletic Club and in all vending machines located throughout the District. The vendor is responsible for providing all product, labor, supplies, materials, and additional equipment necessary to meet the needs of all auxiliary operations. Pepsi has been our vendor since 2002 when they were awarded their first five year contract. They won the bid again in 2007. That contract expired on June 30, 2012 and once more, they were awarded another five year contract starting on July 1, 2012.

The total value of the Pepsi contract to the District exceeds \$510,000 over five years. Pepsi has provided exceptional service to the District since being awarded their first contract in 2002.

Highlights of the Pepsi partnership include:

- \$30,000 one-time signing bonus which was used for the textbook rental program as well as other projects that benefit students at all three Colleges
- \$35,000 donation each year of the five year contract used to support student related endeavors at the District level and the Colleges
- \$2,000 annual textbook scholarship dollars
- \$15,000 in donated product each year of the five year contract; each campus and the District Office receives 100 free cases of Pepsi product each year of the contract
- \$16,000 in support of the textbook rental program based on a \$1.50 per case rebate on sales through the Bookstores and Cafeterias (we receive this support each year)
- \$6,000 in marketing dollars per campus each year of the five year contract to support Bookstore, food service and Associated Students' endeavors
- 35% commission on vending machine sales paid monthly which is turned over to the Vending Commissions at each College to support many programs and services they offer

Districtwide snack vending machine rights provide comprehensive snack vending services for all three College campuses and the District Office. These exclusive rights extend to all snack vending machines located throughout each College. The vendor is responsible for providing all product, labor, supplies, materials, and additional equipment necessary to meet the needs of the District. Compass-USA is the District snack vending machine partner and along with Pepsi, commission from machines goes directly to each College's Associated Students as part their operating budgets.

San Mateo Athletic Club and the San Mateo Aquatic Center (SMAC)

The San Mateo Athletic Club budget for 2016-17 totals \$3,973,000 as indicated on Page 104. The net beginning balance is \$2,591,540.

The San Mateo Athletic Club is a professionally managed enterprise program sharing the fitness facility with the College of San Mateo. The San Mateo Athletic Club shares the instructional and training space on two levels of the Health and Wellness building that includes a large main floor along with four exercise studios on the second level and an aquatics complex with a 50 meter Olympic size competition pool, along with a 25 meter instructional pool for Adaptive Fitness and other group exercise classes. The San Mateo Athletic Club and its members enjoy this multi-use College of San Mateo facility that provides credit classes, non-credit classes, community education and adaptive fitness.

Operating as an enterprise through Auxiliary Services, the San Mateo Athletic Club is a revenue-generating, self-sustaining community-centered operation offering numerous service options to the San Mateo campus community and the community-at-large. The concept of a multi-use space enables the District to maximize the use of facility resources and consequently create a revenue stream that will supplement the College budgetary needs including equipment maintenance and replacement. The San Mateo Athletic Club provides our community broader access to the College of San Mateo and demonstrates in a very real way that the District is a community-based organization serving a wide spectrum of educational and training opportunities. Membership has grown largely by word of mouth with more than 65% being referred to the club by other members.

The financial performance of SMAC continues to be remarkable approaching the conclusion of a full sixth year of operations. Net Operating Income, prior to District and College Support, was \$1,214,473 versus \$1,084,080 last year, representing a 12% increase. Despite being a mature health club, SMAC continues to exceed budget expectations. SMAC membership is currently just over 5,800 members and month over month, we add more members than we lose to end the year with a 225 net member gain.

The revenue from the operations at SMAC pays for all of the direct expenses of the club and all expenses incurred by the CSM academic program including shared supplies, cleaning, equipment maintenance and repair as well as all facilities related costs. In addition to all of these expenses being allocated to SMAC, with the support and approval of the District Board of Trustees, an additional **\$200,000** of this year's operating profit was transferred to College of San Mateo to be used by the College President for programs important to the College. There was also a \$30,000 donation to KCSM.

This significant contribution back to College of San Mateo is only possible due to the partnership that exists between College of San Mateo and the Auxiliary Services teams. This is the third year where SMAC has made a \$200,000 transfer to the College for a total of \$600,000 in the last three years. The money is being used to support the First Year Initiative among other critical programs. Even with the absorption of previously allocated expenses and the contribution to CSM, SMAC returned \$655,465 to its reserve versus \$591,106 last year, representing a 10.9% increase overall.

The building of the financial reserve is critical as SMAC not only funds the maintenance and repair of every piece of equipment in the facility, but is also funding the replacement of equipment with an average lifecycle of between 5-7 years. This year, SMAC replaced all of the spin bikes in the spin studio and on the fitness floor, replaced and added a number of treadmills and elliptical units, replaced lane lines and flags for both pools and replaced a number of smaller items including stretching mattes, straps, balls and weights, all costing several hundred thousand dollars. Addressing these equipment needs benefits both the academic and community program and was funded completely by the SMAC reserve.

Below are just a few facts about SMAC (a full listing will appear in the Auxiliary Services 2015-16 Annual Report to be released in October 2016):

SMAC employs 128 individuals of whom:

- 33% are currently enrolled within the SMCCCD
- 23% have graduated from CSM
- 53% overall are active college/university students

Fun Facts

- 303,760 Member check-ins/use averaging 834 visits per day versus 268,800 check-ins/use last year averaging 740 visits per day

- Over 5,000 CSM Kinesiology student visits per month (CSM classes)
- The USA and Russian women's Olympic water polo teams practiced in our pool
- Wash, launder and fold over 1,000 towels per day

Notable Accomplishments:

- SMAC was able to participate in and complement the Bay Area Pathways Academy (BAPA) program by providing physical activity classes including: swimming, water polo, yoga, kickboxing, dance, X-fit and contributing to the program's success which resulted in a financially successful camp.
- SMAC member **Mohamed Lahna participated at the Paralympics** in Rio, Brazil where he competed in the first ever Paratriathlon. He represented his home country of Morocco and **won the bronze medal!**
- In honor of Deputy Vice Chancellor Jim Keller who passed away in January, 2016, this year's **SMAC Out Cancer** event was co-branded the **Jim Keller Memorial Pool Swim**. The annual event was held on May 1, 2016. The event raised \$86,500 for cancer research and the money was delivered to UCSF Benioff Children's Hospital and Children's Hospital, Oakland to fund critically important and successful research to help children suffering with cancer. Seven Olympians supported this event. We were proud to host Glenn Mills, Christine Magnuson, Susan Heon-Preston, Ellen Estes-Lee, Craig Beardsley, Roque Santos and Mike Bruner.
- Over 1,600 members participated in '**Winter Warrior**', back for its fourth season, where members earn prizes related to their attendance during specified dates.
- SMAC sends an electronic newsletter every month to over 9,200 people with an average open rate of 41% (e-marketing industry average 25.7%).
- We feature a member and their 'Journey' in every newsletter.

We continue to:

- Advertise for: Bay Area Pathways Academy, SMCCD Foundation, Campus Copy and Post, Bayview Pavilion and Community, Continuing and Corporate Education on club signage and in club e-newsletters.
- Contribute to CSM scholarships (5th year in a row).
- Participate in CSM events: Wounded Warriors football game, health fairs, and Connect to College.
- We are a donation location for CSM Associated Students' canned food and toy drives.
- SMAC assists with all emergency situations for classes held within SMAC and pool deck and in the majority of instances are the first responders.
- Provide raffle contributions (1-3 month memberships) to numerous campus departments.
- Maintain, repair, and replenish all equipment and supplies with SMAC. Provide all preventive maintenance for CSM classes held within SMAC including the adaptive studio.
- Provide all aquatic supplies (backstroke flags, class equipment).
- Provide lifeguards for all programs/classes held within pools.
- Issue all cosmetology parking permits for cosmetology patrons.
- Provide all cleaning chemicals and equipment maintenance for cosmetology laundry.

San Mateo Athletic Club and Aquatic Center financial summary:

San Mateo Athletic Club and Aquatic Center	2015-16	2014-15	\$ Change	%Change
Operating Revenues				
Registration & Membership	\$ 3,278,460	\$ 3,074,911	\$ 203,549	6.6%
Personal Training	365,872	317,949	47,913	15.1%
Aquatics	826,744	746,287	80,457	10.8%

Parking	81,932	79,451	2,481	3.1%
Group Exercise	115,560	87,502	28,058	32.1%
Retail	18,508	28,334	(9,826)	-34.7%
Other Income	24,096	14,347	9,749	68.0%
Total Operating Revenue	\$ 4,711,162	\$ 4,348,781	\$ 362,381	8.3%
Operating Expenses **	\$ 3,496,689	\$ 3,264,702	\$ 231,987	7.1%
Net Operating Income/(Loss), prior to District and College Support	\$ 1,214,473	\$ 1,084,079	\$ 130,394	12.0%
District Support Income				
Interest Income on Investments	66,499	45,581	20,918	45.9%
Operating Expenses charge back to District	88,891	97,291	(8,400)	-8.6%
Total District Support Income	155,390	142,872	12,518	8.8%
District Support Expense ***				
District Salaries and Benefits	272,354	227,212	45,142	19.9%
Equipment Use Fee and Depreciation	31,919	12,000	19,919	166.0%
Miscellaneous Expenses	11,650	33,331	(21,681)	-65.0%
Pool Maintenance	31,507	36,011	(4,504)	-12.5%
Adjustment	48,457	-	48,457	100.0%
Total District Support Expense	395,887	308,554	87,333	28.3%
Net Income/(Loss) after District Support, prior to College Support	\$ 973,976	\$ 918,397	\$ 55,579	6.1%
College Support Expense				
Operating Expense charge back waived	88,511	97,291	(8,780)	-9.0%
Donation to College	230,000	230,000	-	0.0%
Total College Support Expense	\$ 318,511	\$ 327,291	\$ (8,780)	-2.7%
Net Income/(Loss) after District & College Support	\$ 655,465	\$ 591,106	\$ 64,359	10.9%

**Operating expenses consists of salaries and benefits paid by EXOS.

***District Support Expense consists of SMCCCD Administrative salaries and benefits.

As a premier facility, SMAC strives to be a place to teach, learn and develop habits, impart knowledge, skills and abilities that will benefit all who step through its doors. Through its partnership with EXOS, SMAC has proven to be a successful endeavor for the District. EXOS has brought a wealth of industry experience and specialized club management expertise combined with a firm belief in health and fitness as a lifestyle. This partnership has resulted in SMAC, now known to be among the top fitness clubs in San Mateo County and the Bay Area working to improve people's daily lives.



Community, Continuing and Corporate Education (CCCE) *Education That Works*

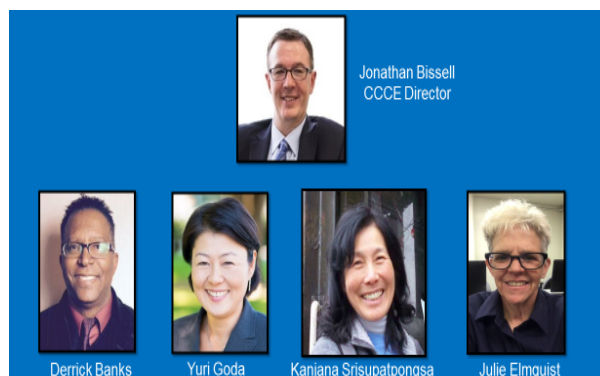
Another Incredible Year

As CCCE continues to lean into its mission of becoming a financially self-sustaining powerhouse of programs and initiatives creating impact for San Mateo County residents, families, businesses, nonprofits and government agencies – and for international students and groups seeking educational and training opportunities within the San Mateo County Community College District- - we are proud of what we have accomplished and optimistic for what the future holds.

With the development of innovative new educational offerings, the launch of new signature programs, and the delivery of custom-designed training for internationals, 2015-16 proved to be another incredible year for Community, Continuing and Corporate Education (CCCE) – and we’re just getting started!

Growing Our Team

The addition of new team members provides added expertise, experience and perspective. To that end, CCCE was delighted to add Derrick Banks to the team in November of 2015 as our new Project Director for the Silicon Valley Intensive English Program (SVIEP). With a Master’s degree in International and Intercultural Communication from California State University-Dominguez Hills and extensive international and community college experience, Derrick brings to CCCE a wealth of international program and recruiting experience, a deep understanding of intercultural issues, and a strong passion for international student success. Derrick joins our growing team alongside CCCE Director Jonathan Bissell, SVIEP Program Services Coordinator Yuri Goda, Community Education Coordinator Julie Elmquist, and CCCE Assistant Project Director Kanjana Srisupatpongsa. As we look towards the coming year, we envision the addition of more outstanding new staff in support of our efforts to enhance and innovate new initiatives and programs.



Telling Our Story

Creating awareness is the first step in enabling public access and engagement. To achieve this goal, CCCE

dramatically expanded its outreach to San Mateo County residents, families, businesses, nonprofits and government agencies through our redesigned fall and spring catalogs, with direct mailings to more than 180,000 residences and hand deliveries to numerous businesses and nonprofit locations.

In addition to these efforts, CCCE increased public awareness through newspaper advertisements, enhanced Constant Contact email marketing designed to alert community residents of upcoming classes and opportunities for personal, professional and youth programming, and the development and launch of two new websites for both domestic and international audiences – each designed to create awareness of and engagement with its target audience.



The evolving story of CCCE is best summarized in three short phrases: “*Innovative Education. Signature Programs. Global Impact.*” As seen below, our many accomplishments for 2015-16 reflect this evolving story of creating innovative educational programs, defining signature programs, and global impact for international students and groups – an exciting story that has only just begun.

Innovative Education

Innovation in education typically stems from creative and entrepreneurial partnerships both within the educational institution as well as with industry, nonprofits, and workforce/economic development agencies. The following select accomplishments are a testament to the power of these partnerships.

Interactive Advertising Bureau

- Introduced by the NOVA Workforce Investment Board as a result of its shared regional commitment to creating a diverse workforce, the Interactive Advertising Bureau’s (IAB) Education Foundation reached out to CCCE in 2015 with a request to create and pilot a first-of-its-kind in the nation Digital Advertising Program designed to increase racial, gender, economic, and cultural diversity in the digital media and marketing workforce by providing participants with industry-validated, entry-level technical and soft skills needed for future career advancement. Sponsored by the IAB Education Foundation’s iDiverse Initiative, the program will begin as a not-for-credit CCCE pilot program in Fall 2016 and transition to a for-credit offering of the College of San Mateo in Spring 2017. Designed by CSM Digital Media Professor Diana Bennett in collaboration with industry subject matter experts, the pilot program, also taught by Professor Bennett, will prepare students to take the IAB Digital Advertising Certification Exam, followed by IAB-supported interview-matching with potential employers among IAB member companies.



Human Services Agency

- This collaborative partnership between the San Mateo Human Services Agency and CCCE began with joint staff participation on an Education/Workforce Panel at the 2015 annual Progress Seminar hosted by SAMCEDA and the Redwood City Chamber of Commerce. Then, through a shared vision of creating innovative educational opportunities for career advancement, CCCE partnered with the Human Services Agency’s CalWORKs program to design and deliver a customized, multi-part administrative professional certificate program for its CalWORKs clients. Program design began in 2015, and the program was successfully launched and delivered in 2016 with instruction provided by professional CCCE trainers, hosting

provided by Skyline College, and strong administrative support provided by Human Services Agency and CCCE staff.

Professional Development Academy

- In response to a request from the District's Human Resources Department to provide professional development opportunities for campus and district staff, CCCE designed, developed and launched the District's first ever Professional Development Academy in Spring 2016. Taught by highly experienced professional trainers, engaging and skill-building training workshops were provided at each campus in areas such as: Leadership Development; Conflict Resolution & Communication; Supervisory Skills for New Managers, Team Building, Time Management, Excel, Word and PowerPoint. The program was highly rated by attendees and will launch again in Fall 2016 with a brand new series of workshops for both managers and staff.



Notre Dame Elementary School

- Selected by Notre Dame Elementary School through a competitive proposal process, CCCE created and delivered an exciting six-week "Stepping Stones to Programming 101" pilot course to students in grades 4 to 8. In addition to developing organizational, critical thinking and problem solving skills, this project-based course helped students learn the foundation of how to build web layouts using HTML, CSS and JS specifications by separating the page content from the visual presentation, as well as develop a web project following accepted design layout and World Wide Web Consortium (W3C) standards as they learn important web concepts, skills and scripting language. The program was well received and has been requested again for Fall 2016.



Manufacturing Solutions

- In response to a request for expert-level training to solve an immediate need, CCCE partnered with a Silicon Valley-based manufacturing company to provide a customized one-day training workshop in advanced Excel concepts for a technical team within the organization. As a result of the training, the team was able to regain usage of a database system with critical functions for the department.

Center for Excellence in Nonprofits

- Through its shared commitment to create the next generation of nonprofit leaders, CCCE partnered with the Center for Excellence in Nonprofits in 2015 to design a not-for-credit Nonprofit Leadership Program intended for executives, managers and emerging professionals from the nonprofit sector to enhance their ability to lead vibrant nonprofits that transform quality of life in our communities. Launched in the Spring of 2016 with 20 nonprofit professionals, the program was well received by participants and was a great success in enabling nonprofit leaders and emerging leaders to explore their leadership style and strengths while exploring practical ways to more effectively achieve their organization's mission. The program will continue in 2016 with a brand new cohort of nonprofit professionals.

Public Safety Training

- In response to a request for customized, expert-led professional Conflict Resolution training, CCCE partnered with the SMCCCD Public Safety Department to provide intensive day-long training workshops for public safety officers. The training was highly rated by participants and included customized scenarios designed to enhance and facilitate officer training for real-world interactions.

Construction Management Program

- In response to a request from industry experts, Skyline College requested collaboration from CCCE on the development of a for-credit Construction Management program. Designed in collaboration with faculty member Bruce Greenstein of the Center for Sustainable Construction and the Deans of Science/Math/Technology and Business, the program was approved in Spring 2016 with an expected launch in Fall 2016. As a supplement to the Construction Management Career Certificate, CCCE partnered with industry experts to create complementary, not-for-credit Building Information Modeling (BIM) workshops designed to run alongside the Fall 2016 program.

**CCCE Signature Programs**

CCCE's signature programs for 2015-16 include the Bay Area Pathways Academy (BAPA) and the Silicon Valley Intensive English Program (SVIEP).

Bay Area Pathways Academy™ (BAPA)

- Formerly known as College for Kids, the Bay Area Pathways Academy (BAPA) was re-imagined and launched in the summer of 2016 as a comprehensive academic, enrichment and fitness summer program at the College of San Mateo for students entering grades 6 to 9. The program offered full and half-day options for students and provided Monday to Friday programming for up to three 2-week sessions. Designed to enable community youth of all backgrounds, including foster and underserved youth, to achieve success, this innovative program served over 350 children, awarded scholarships to dozens of underserved community youth, and achieved a 93%+ satisfaction rating from parents. The 2016 version of the program can be found online at <http://smccd.edu/bapa>.

*Silicon Valley Intensive English Program (SVIEP)*

- Designed and developed over the course of the 2015-16 academic year, the Silicon Valley Intensive English Program (SVIEP) received federal approval in Spring 2016 to issue its own I-20s to F1 international students, enabling SVIEP to begin offering not-for-credit Intensive English Programs at Cañada and Skyline Colleges beginning in Fall 2017. Initial funding of \$417,000 came from Innovation funds. SVIEP will offer exciting new programs of study for students seeking high-quality English instruction and the opportunity to matriculate into one of the District's three colleges upon successful completion of



the program. Students who complete up to one year of full-time enrollment at SVIEP level 4 will be assessed for placement into appropriate academic programs at Cañada College, Skyline College or College of San Mateo. The program can be found online at <http://smccd.edu/sviep>.

Global Impact

As a follow up to its successful 2015 customized training for senior University officials from Kazakhstan, CCCE continued to build international relationships in 2016 leading to innovative and entrepreneurial programming that creates global impact for participants.

Ocean Vista Education Group (China)

- Designed in collaboration with Skyline College Professor Walter Hanley, CCCE delivered a highly rated customized Network and Wireless Technologies Seminar to a group of 27 international students from China. During this 1-day seminar, students were given opportunities to explore and discuss the basic technologies which allow the Internet to work, as well as examine the various technical specialties held by the engineers who maintain these interconnected systems. The program was well received by participants and will serve as a model for connecting international students with select programs.



Doshisha International High School (Japan)

- Created in collaboration with Silicon Valley Intensive English Program (SVIEP) staff, CCCE designed a highly successful 10-day Innovation Summer Camp for 9 Japanese high school students with instruction in the history and spirit of Silicon Valley entrepreneurship, an understanding of innovation and design thinking, college-level academic study and critical thinking skills, and American culture training combined with homestays and visits to local Silicon Valley attractions. The Innovation Summer Camp was offered immediately following the Bay Area Pathways Academy (BAPA) and is designed to serve as a model for Innovation Camp requests from students and professionals from various countries.



Sneak Peek Ahead

Community, Continuing and Corporate Education has already begun work on several major new initiatives designed to create impact in 2016-17 for the local, regional and global communities we serve.

Here's a sneak peek at a select few exciting initiatives planned for 2016-17:

- Future Scholars Initiative at Skyline College
- *Innovation & Entrepreneurship Camp for International Students (**not official name*)
- *Coding Academy for Kids at Cañada College (**not official name*)
- *Spring Break Academy at College of San Mateo (**not official name*)
- *Teacher Training Camps for International Educators (**not official name*)
- *Coding Boot Camp for Adults (**not official name*)

CCCE financial summary:

Community, Continuing, and Corporate Education	2015-16	2014-15	\$ Change	% Change
Revenues	\$ 1,129,715	\$ 700,094	\$ 429,621	61.4%
Expenditures				
Salaries and Benefits	\$ 590,058	\$ 360,423	\$ 229,635	63.7%
Other Operating Expenses	755,730	315,419	440,310	139.6%
Total Expenses	\$ 1,345,788	\$ 675,843	\$ 669,945	99.1%
Other Transfers In/(Out)				
Transfers In	\$ 417,000	\$ -	\$ 417,000	100.0%
Transfers Out	\$ -	\$ -	\$ -	0.0%
Net Change in Fund Balance	\$ 200,927	\$ 24,251	\$ 176,676	728.5%

This year, we have been able to dramatically increase revenues and finished the year with a 61.4% increase over last year or \$429,621. The year ended with a \$33,195 surplus compared to \$24,251 last year for a 36.9% increase.

Creating the robust infrastructure required to fuel CCCE's evolving story of Innovative Education, Signature Programs and Global Impact has entailed early investment in the people and resources needed to create a sound operational and outreach ecosystem. To that end, CCCE has increased its revenue share for instructors; expanded marketing capacity through increased catalog/postcard mailings and increased online, newspaper and magazine advertisements; increased full and part-time staffing to support Community Education and CCCE operations; and increased staff/instructor support for the newly expanded Bay Area Pathways Academy.

The 2016-17 budget for Community, Continuing and Corporate Education totals \$1,100,000 detailed on Page 105. Estimated income is projected at \$1,175,000. The net beginning balance is \$884,013.

As we look forward to yet another exciting year, we remain energized by the future, inspired by our mission, and poised to continue our evolving story of Innovative Education, Signature Programs, and Global Impact. Stay tuned for more exciting news ahead.

CHILD DEVELOPMENT FUND (FUND 6)

The Child Development Fund detailed on Pages 108-110 maintains the required financial accounting for the District's Child Development Centers. The Fund was established by the Board of Trustees on April 8, 1981, to account for the Child Development Center (CDC) at College of San Mateo (Mary Meta Lazarus Child Development Center). During Spring 1996, the Skyline College Children's Center was established. Cañada College currently does not operate a Child Development Center.

The 2016-17 budget for the Child Development Fund totals \$1,235,087. Estimated income is projected at \$799,955. There is no net beginning balance for the Child Development Fund. Income and expenditures are based on 2015-16 amounts. The Board has approved a transfer from redevelopment (RDA) funds to cover deficits for the CDC that used to come from the General Fund.

TRUST FUNDS (FINANCIAL AID—FUND 7)

The Student Aid Fund detailed on Pages 112-115 includes the 2016-17 estimated allocations from the Federal government for Pell Grants (PELL), Supplemental Educational Opportunity Grants (SEOG) and Federal Direct Student Loans (FDSL), as well as estimated State funding for Cal Grants and scholarships from the SMCCC Foundation that are disbursed through District accounts.

The 2016-17 budget for the Student Aid Fund totals \$19,272,416. Estimated income in the Student Aid Fund is also \$19,272,416. The net beginning balance of the Fund is \$81,378.

State BOGG (Board of Governors Grant) funding is not reflected within this fund, but rather as an offset to enrollment fees within the Unrestricted General Fund.

The Fund does not include Federal Work Study payments, which are considered wages for work rather than financial assistance in the form of aid. Work Study funds are maintained in the Restricted General Fund. Direct financial aid payments to students from College EOPS and CARE grants typically are paid from the Student Aid Fund. Income and expenditures will be recognized in this Fund when these grants are finalized and amounts are determined for aid purposes.

RESERVE FUND FOR POST-RETIREMENT BENEFITS (FUND 8)

The Reserve Fund for Post-Retirement Benefits budget for 2016-17 totals \$4,150,000 as shown on Page 118. The net beginning balance in the fund totals \$11,312,734. The Fund consists of estimated interest income and transfers from other funds.

According to GASB 45 requirements, a district must determine its overall liability of post-retirement medical benefits plan regularly. An actuarial study uses assumptions for future medical costs. The District charges itself an amount to cover the future medical benefit costs for current employees. These charges appear as part of the benefit expenses in all funds, and are transferred to this fund. The next actuarial study is scheduled for Spring 2017.

In 2009, the District established an irrevocable trust, the Futuris Other Post-Employment Benefits (OPEB) Trust. Establishing the trust and the agreements does not obligate the District to place funds in the trust, and funds may be disbursed from the trust for any current retiree benefit expense. This tends to lessen the restrictive aspects of the trust and continues to allow the District cash management flexibility. The Trust enables the District to invest in longer term investments and receive a better return which in turn reduces our liability.

In 2015-16, the District deposited \$12 million into this irrevocable trust and the current budget allows for another \$8 million to be transferred into the trust by the end of June 2017.

The District's Investment Trust portfolio had an ending asset allocation in mutual funds of 48.5% in fixed income funds, 45.6% in equity funds (equity funds comprised 23.9% in domestic equity and 21.7% in international equity) and 5.9% in real estate. The value of the portfolio as of August 31, 2016 was \$83,014,982 and includes contributions during the year of \$12 million. At a liability amount of \$119,086,798 as of June 2015, we are now approximately 69.7% funded.

For more information on the District's retirement investments and minutes of the Retirement Board of Authority (RBOA), please go to the website at: <https://smccd.sharepoint.com/sites/dis/srba/default.aspx>

2016-17 FINAL BUDGET SUMMARY

The 2016-17 budgets for each fund include, for the most part, expenditure budgets. For fund balance information, please refer to the summary Pages 62-65. The relationship of each fund to the total Final Budget is illustrated in the following table:

Fund	2016-17 Budget	% of Total
Unrestricted General Fund	\$163,740,351	52.10%
Self-Insurance Fund	1,358,696	0.43%
Debt Service Fund	51,816,725	16.49%
Restricted General Fund	39,419,970	12.54%
Capital Projects Fund	20,660,000	6.57%
Bookstore Fund	7,277,000	2.32%
Cafeteria Fund	275,000	0.09%
San Mateo Athletic Club (SMAC)	3,973,000	1.26%
Community, Continuing, and Corp Ed	1,100,000	0.35%
Child Development Fund	1,235,087	0.39%
Trust Funds (Financial Aid)	19,272,416	6.13%
Reserve for Post-Retirement Benefits	4,150,000	1.32%
TOTAL	\$314,288,245	100.00%



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Budget Tables

Page 61 – SMCCCD Funds Chart

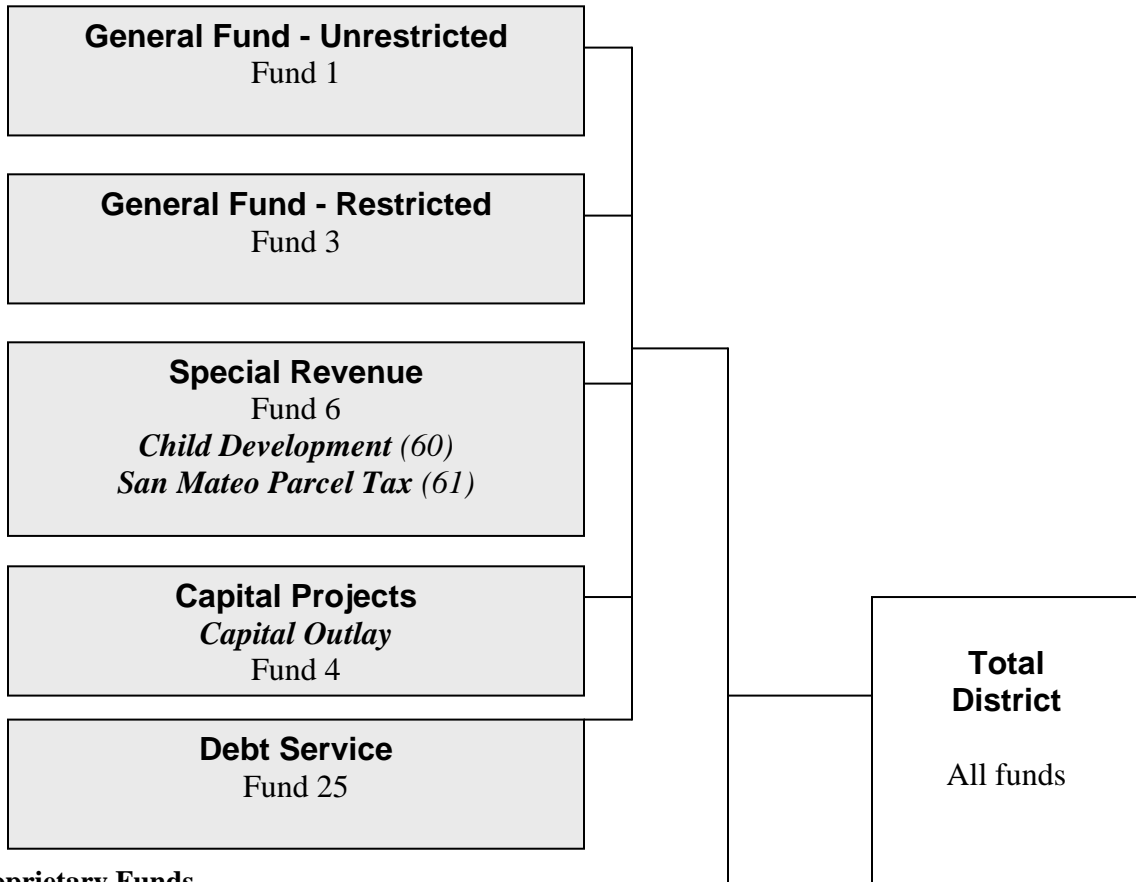
Page 62 – 2016-17 Adoption Budget

Page 64 – 2015-16 Year-End Actuals

This page intentionally left blank

San Mateo County Community College District Funds

Governmental Funds



San Mateo County Community College District
2016-2017



Final Budget - All Funds

Governmental Funds					Proprietary
Total General Fund		Special Revenue	Capital Projects	Debt Service	Enterprise Fund
Unrestricted	Restricted	Child Development	Capital Outlay	Debt Service	CCC Education

Revenue

1	Federal Revenue	0	8,524,064	73,000	0	1,200	0
2	State Revenue	8,930,564	20,775,141	172,000	2,820,900	237,000	0
3	Local Revenue	154,809,787	6,970,352	554,955	1,860,506	51,880,355	1,175,000
4	Total Revenue	163,740,351	36,269,557	799,955	4,681,406	52,118,555	1,175,000

Expenses

5	Cost of Sales	0	0	0	0	0	0
6	Certificated Salaries	68,583,686	6,238,951	224,800	0	0	0
7	Classified Salaries	36,246,813	11,904,237	590,531	2,700,000	0	460,000
8	Employee Benefits	36,108,532	6,564,657	329,833	960,000	0	132,000
9	Materials & Supplies	6,151,421	3,407,616	87,723	3,000,000	0	23,000
10	Operating Expenses	25,469,280	11,170,029	2,200	5,500,000	0	485,000
11	Capital Outlay	278,980	134,480	0	8,500,000	0	0
12	Total Expenses	172,838,712	39,419,970	1,235,087	20,660,000	0	1,100,000

Transfers & Other

13	Transfers In	0	3,619,761	435,132	0	0	0
14	Other Sources	0	0	0	0	0	0
15	Transfers out	(5,075,819)	0	0	(380,733)	0	0
16	Contingency/Deficit		0	0	0	0	0
17	Other Out Go	0	(1,170,828)	0	0	(51,816,725)	0
18	Total Transfers/Other	(5,075,819)	2,448,933	435,132	(380,733)	(51,816,725)	0

Fund Balance

19	Net Change in Fund Balance	(14,174,180)	(701,480)	0	(16,359,327)	301,830	75,000
20	Beginning Balance, July 1	32,185,619	15,056,827	0	247,271,256	54,208,972	1,051,745
21	Adjustments to Beginning Balance	0	0	0	0	0	0
22	Net Fund Balance, 6/30	18,011,440	14,355,347	0	230,911,929	54,510,802	1,126,745

***Note: Minor differences in dollar amounts due to rounding*

San Mateo County Community College District
2016-2017
Final Budget - All Funds

Proprietary Funds				Fiduciary Funds		Total District All Funds	
Enterprise Funds		Internal Service	Expendable Trusts				
Bookstore	Cafeteria	San Mateo Athletic Club	Self- Insurance	Trust Fund (Student Aid)	Retirement Reserve		
0	0	0	0	17,362,416	0	25,960,680	1
0	0	0	0	1,020,000	0	33,955,605	2
7,400,000	350,000	4,877,626	0	890,000	70,232	230,838,813	3
7,400,000	350,000	4,877,626	0	19,272,416	70,232	263,262,806	4
3,900,000	0	0	0	0	0	3,900,000	5
0	0	0	0	0	0	75,047,436	6
1,975,000	70,000	222,000	37,855	0	0	54,206,436	7
562,000	15,000	61,000	15,841	0	0	44,748,864	8
40,000	60,000	0	5,000	0	0	12,774,759	9
800,000	130,000	3,690,000	1,300,000	0	7,000	48,553,509	10
0	0	0	0	0	0	8,913,460	11
7,277,000	275,000	3,973,000	1,358,696	0	7,000	248,144,465	12
0	0	0	1,401,659	0	0	5,456,552	13
0	0	170,000	1,191,900	0	4,150,000	5,511,900	14
0	0	0	0	0	0	(5,456,552)	15
0	0	0	0	0	0	0	16
0	0	(370,000)	0	(19,272,416)	(8,000,000)	(80,629,969)	17
0	0	(200,000)	2,593,559	(19,272,416)	(3,850,000)	(75,118,069)	18
123,000	75,000	704,626	1,234,863	0	(3,786,768)	(59,999,728)	19
8,196,896	570,295	2,591,540	7,478,244	81,378	11,312,734	335,943,693	20
0	0	0	0	0	0	0	21
8,319,896	645,295	3,296,166	8,713,107	81,378	7,525,966	275,943,965	22

San Mateo County Community College District
2015-2016
Year End Actuals - All Funds



Governmental Funds					Proprietary Enterprise Fund
Total General Fund		Special Revenue	Capital Projects	Debt Service	
Unrestricted	Restricted	Child Development	Capital Outlay	Debt Service	CCC Education

Revenue

1	Federal Revenue	2,634	5,147,249	65,337	0	1,114	0
2	State Revenue	20,920,902	15,854,833	225,968	2,843,825	221,121	0
3	Local Revenue	145,618,783	6,601,999	553,402	20,230,788	46,930,190	1,129,715
4	Total Revenue	166,542,318	27,604,082	844,708	23,074,613	47,152,425	1,129,715

Expenses

5	Cost of Sales	0	0	0	0	0	0
6	Certificated Salaries	54,967,082	7,144,612	227,994	1,153	0	469
7	Classified Salaries	32,276,745	10,474,653	700,307	2,294,613	0	458,471
8	Employee Benefits	36,559,705	5,304,656	318,828	789,360	0	131,118
9	Materials & Supplies	1,845,893	2,240,644	88,907	4,448,702	0	22,670
10	Operating Expenses	12,101,919	4,751,767	1,977	2,677,416	0	733,060
11	Capital Outlay	589,814	419,408	0	9,031,720	0	0
12	Total Expenses	138,341,157	30,335,740	1,338,012	19,242,964	0	1,345,788

Transfers & Other

13	Transfers In	18,312	4,110,171	493,304	13,808,390	0	417,000
14	Other Sources	0	0	0	5,069,739	0	0
15	Transfers out	(18,222,547)	(782,824)	0	(388,646)	0	0
16	Contingency	0	0	0	0	0	0
17	Other Out Go	0	(724,312)	0	0	(36,331,792)	0
18	Total Transfers/Other	(18,204,235)	2,603,035	493,304	18,489,483	(36,331,792)	417,000

Fund Balance

19	Net Change in Fund Balance	9,996,926	(128,624)	0	22,321,133	10,820,633	200,927
20	Beginning Balance, July 1	22,188,692	15,185,451	0	224,950,123	43,388,339	850,818
21	Adjustments to Beginning Balance	0	0	0	0	0	0
22	Net Fund Balance, June 30	32,185,619	15,056,827	0	247,271,256	54,208,972	1,051,745

****Note:** Minor differences in dollar amounts due to rounding.

San Mateo County Community College District
2015-2016
Year End Actuals- All Funds

Proprietary Funds				Fiduciary Funds			
Enterprise Funds			Internal Service	Expendable Trusts			
Bookstore	Cafeteria	San Mateo Athletic Club	Self-Insurance	Trust Fund (Student Aid)	Retirement Reserve	Total District All Funds	
0	0	0	0	17,291,863	0	22,508,197	1
0	0	0	0	1,006,250	0	41,072,899	2
7,374,150	334,157	4,711,162	0	802,017	109,922	158,950,191	3
7,374,150	334,157	4,711,162	0	19,100,130	109,922	222,531,287	4
3,912,565	0	0	0	0	0	3,912,565	5
0	0	0	0	0	0	62,341,310	6
1,945,496	64,317	211,744	144,141	0	0	48,570,486	7
559,735	14,029	60,611	70,864	0	0	43,808,905	8
39,703	62,207	0	0	0	0	8,748,725	9
790,470	130,329	3,496,689	1,220,165	0	5,800	25,909,591	10
0	0	0	0	0	0	10,040,942	11
7,247,969	270,882	3,769,043	1,435,170	0	5,800	203,332,525	12
0	0	0	208,121	755,719	0	19,811,017	13
0	0	155,390	1,041,275	0	3,965,290	10,231,694	14
0	0	0	0	0	0	(19,811,017)	15
0	0	0	0	0	0	0	16
0	0	(442,043)	0	(19,904,721)	(12,000,000)	(69,402,868)	17
0	0	(286,653)	1,249,396	(19,149,003)	(8,034,710)	(59,171,174)	18
126,181	63,275	655,466	(185,774)	(48,873)	(7,930,588)	(39,972,413)	19
8,070,715	507,020	1,936,074	7,664,018	130,251	19,243,322	344,114,824	20
0	0	0	0	0	0	0	21
8,196,896	570,295	2,591,540	7,478,244	81,378	11,312,734	304,142,411	22

This page intentionally left blank



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Unrestricted General Fund (Fund 1)

*The **Unrestricted General Fund** is maintained to account for those monies that are not restricted in their use by external sources. This is one of the largest of the funds and the one we most commonly think of when discussing the budget.*

Proposition 30 (EPA) funds are included as part of Fund 1. The site allocation budgets are shown in detail following the General Fund pages in this section.

In general, there are no external restrictions imposed on the use of these monies; however, the District's Board of Trustees may designate portions of this fund as special allocations or set-asides for specific purposes. Examples of these designated allocations include the set aside for Faculty Professional Development or Classified Staff Development, which provides financing for efforts to enhance staff development skills.



San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 1) - Cañada College

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	306,691	309,943	309,943	315,527	0%	2
3 Local Revenue	2,676,609	2,586,544	3,460,962	3,296,247	3,625,570	92%	3
4 Total Revenue	\$2,676,609	\$2,893,235	\$3,770,905	\$3,606,190	\$3,941,097	92%	4
Expenses							
5 Certificated Salaries	\$9,874,203	\$10,246,309	\$11,406,222	\$11,492,967	\$12,875,541	52%	5
6 Classified Salaries	4,256,966	3,840,425	4,743,138	4,383,651	4,766,909	19%	6
7 Employee Benefits	4,395,132	4,154,850	4,887,971	4,706,459	5,472,829	22%	7
8 Materials & Supplies	340,456	136,684	391,078	132,774	328,460	1%	8
9 Operating Expenses	862,003	539,176	739,766	525,176	1,383,364	6%	9
10 Capital Outlay	10,000	0	0	0	0	0%	10
11 Total Expenses	\$19,738,760	\$18,917,443	\$22,168,175	\$21,241,027	\$24,827,103	100%	11
Transfers & Other							
12 Transfers In	\$0	1,205,263	\$0	0	\$0	0%	12
13 Other Sources						0%	13
14 Transfers out	(\$40,000)	(1,726,577)	(143,349)	(2,005,916)	(504,732)	100%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	(\$40,000)	(\$521,314)	(\$143,349)	(\$2,005,916)	(\$504,732)	100%	17
Fund Balance							
18 Net Change in Fund Balance	(\$17,102,151)	(\$16,545,522)	(\$18,540,619)	(\$19,640,754)	(\$21,390,738)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	(\$17,102,151)	(\$16,545,522)	(\$18,540,619)	(\$19,640,754)	(\$21,390,738)		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.



San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 1) - College of San Mateo

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budet	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	517,064	526,024	526,024	500,774	0%	2
3 Local Revenue	6,476,470	6,947,278	7,112,064	8,242,567	9,073,502	95%	3
4 Total Revenue	\$6,476,470	\$7,464,342	\$7,638,088	\$8,768,591	\$9,574,276	95%	4
Expenses							
5 Certificated Salaries	\$20,020,376	\$19,538,346	\$19,654,995	\$20,040,560	\$21,636,203	50%	5
6 Classified Salaries	6,590,192	6,286,123	6,932,842	6,815,767	7,376,672	17%	6
7 Employee Benefits	7,677,545	7,257,965	7,884,275	7,678,387	7,968,238	19%	7
8 Materials & Supplies	1,235,039	181,991	975,561	319,556	753,263	2%	8
9 Operating Expenses	(890,919)	920,457	434,092	970,803	5,108,432	12%	9
10 Capital Outlay	20,000	793	20,000	46,119	20,000	0%	10
11 Total Expenses	\$34,652,233	\$34,185,675	\$35,901,765	\$35,871,192	\$42,862,808	100%	11
Transfers & Other							
12 Transfers In	\$0	\$555,322	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(616,191)	(133,253)	(1,589,338)	(139,002)	100%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	(\$60,868)	(\$133,253)	(\$1,589,338)	(\$139,002)	100%	17
Fund Balance							
18 Net Change in Fund Balance	(\$28,175,763)	(\$26,782,202)	(\$28,396,930)	(\$28,691,938)	(\$33,427,534)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	(\$28,175,763)	(\$26,782,202)	(\$28,396,930)	(\$28,691,938)	(\$33,427,534)		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 1) - Skyline College



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	540,919	579,976	579,976	543,518	0%	2
3 Local Revenue	4,688,240	4,509,038	5,786,761	4,929,686	6,983,128	93%	3
4 Total Revenue	\$4,688,240	\$5,049,957	\$6,366,737	\$5,509,662	\$7,526,646	93%	4
Expenses							
5 Certificated Salaries	\$19,273,399	\$18,886,227	\$20,286,496	\$19,454,765	\$21,109,632	50%	5
6 Classified Salaries	6,600,602	6,418,142	7,464,691	7,199,560	7,848,018	19%	6
7 Employee Benefits	7,576,772	6,955,141	7,765,560	7,637,096	8,949,322	21%	7
8 Materials & Supplies	1,102,979	284,614	806,901	356,047	1,270,683	3%	8
9 Operating Expenses	383,216	1,029,711	2,159,205	1,068,689	2,669,206	6%	9
10 Capital Outlay	30,707	5,814	30,707	20,840	35,457	0%	10
11 Total Expenses	\$34,967,675	\$33,579,649	\$38,513,561	\$35,736,996	\$41,882,319	100%	11
Transfers & Other							
12 Transfers In	\$0	\$623,023	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(329,617)	(1,087,564)	(138,026)	(4,194,539)	(822,026)	100%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	(\$329,617)	(\$464,541)	(\$138,026)	(\$4,194,539)	(\$822,026)	100%	17
Fund Balance							
18 Net Change in Fund Balance	(\$30,609,052)	(\$28,994,233)	(\$32,284,849)	(\$34,421,874)	(\$35,177,699)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	(\$30,609,052)	(\$28,994,233)	(\$32,284,849)	(\$34,421,874)	(\$35,177,699)		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 1) - District Office

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	% of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	400,263	328,355	372,229	0%	2
3 Local Revenue	0	78,594	420,000	92,706	220,000	37%	3
4 Total Revenue	\$0	\$78,594	\$820,263	\$421,061	\$592,229	37%	4
Expenses							
5 Certificated Salaries	\$585,860	\$622,558	\$893,125	\$933,846	\$732,104	3%	5
6 Classified Salaries	13,608,410	13,173,305	13,693,634	13,253,989	14,632,458	54%	6
7 Employee Benefits	6,541,737	5,887,968	6,006,735	5,832,076	6,577,081	24%	7
8 Materials & Supplies	848,980	1,032,345	1,164,825	927,570	1,626,677	6%	8
9 Operating Expenses	1,885,664	2,026,910	2,901,279	1,843,624	3,497,662	13%	9
10 Capital Outlay	22,400	7,676	10,000	144,354	37,100	0%	10
11 Total Expenses	\$23,493,051	\$22,750,761	\$24,669,598	\$22,935,458	\$27,103,082	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(750,003)	0	(1,450,000)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	(\$750,003)	\$0	(\$1,450,000)	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	(\$23,493,051)	(\$23,422,170)	(\$23,849,335)	(\$23,964,397)	(\$26,510,853)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	(\$23,493,051)	(\$23,422,170)	(\$23,849,335)	(\$23,964,397)	(\$26,510,853)		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 1) - Central Services*

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	% of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$2,690	\$0	\$2,634	\$0	0%	1
2 State Revenue	6,145,053	5,909,603	14,440,425	19,176,604	7,198,516	5%	2
3 Local Revenue	114,686,998	120,302,365	123,767,004	129,057,578	134,907,587	95%	3
4 Total Revenue	\$120,832,051	\$126,214,658	\$138,207,429	\$148,236,815	\$142,106,103	100%	4
Expenses							
5 Certificated Salaries	\$4,388,051	\$2,721,123	\$4,900,173	\$3,044,945	\$12,230,205	34%	5
6 Classified Salaries	1,306,967	924,667	1,685,875	623,778	1,622,757	4%	6
7 Employee Benefits	8,699,736	7,212,073	10,475,715	10,705,687	7,141,062	20%	7
8 Materials & Supplies	3,878,251	173,854	3,390,185	109,946	2,172,338	6%	8
9 Operating Expenses	11,752,454	6,166,312	20,916,226	7,693,626	12,810,616	35%	9
10 Capital Outlay	17,623	101,157	15,299	378,501	186,423	1%	10
11 Total Expenses	\$30,043,082	\$17,299,184	\$41,383,472	\$22,556,483	\$36,163,401	100%	11
Transfers & Other							
12 Transfers In	\$40,180	\$6,918	\$0	\$18,312	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(2,145,944)	(11,113,701)	(1,828,605)	(8,982,754)	(3,610,059)	0%	14
15 Contingency	0	0	0	0	0		15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	(\$2,105,764)	(\$11,106,783)	(\$1,828,605)	(\$8,964,442)	(\$3,610,059)	0%	17
Fund Balance							
18 Net Change in Fund Balance	\$88,683,206	\$97,808,691	\$94,995,351	\$116,715,890	\$102,332,643		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$88,683,206	\$97,808,691	\$94,995,351	\$116,715,890	\$102,332,643		21

**Central Services includes most of the general fund revenue, contingency, funds for transfer (e.g. capital outlay, Parking and Health) retiree benefits and special allocation holding accounts. It does not include the District Office.*

San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 1) - Total District



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$2,690	\$0	\$2,634	\$0	0%	1
2 State Revenue	6,145,053	7,274,277	16,256,631	20,920,902	8,930,564	5%	2
3 Local Revenue	128,528,317	134,423,819	140,546,791	145,618,783	154,809,787	95%	3
4 Total Revenue	\$134,673,370	\$141,700,786	\$156,803,422	\$166,542,318	\$163,740,351	100%	4
Expenses							
5 Certificated Salaries	54,141,888	\$52,014,562	\$57,141,011	\$54,967,082	\$68,583,686	40%	5
6 Classified Salaries	32,363,138	\$30,642,662	\$34,520,181	\$32,276,745	\$36,246,813	21%	6
7 Employee Benefits	34,890,922	\$31,467,996	\$37,020,256	\$36,559,705	\$36,108,532	21%	7
8 Materials & Supplies	7,405,705	\$1,809,487	\$6,728,549	\$1,845,893	\$6,151,421	4%	8
9 Operating Expenses	13,992,418	\$10,682,565	\$27,150,568	\$12,101,918	\$25,469,280	15%	9
10 Capital Outlay	100,730	\$115,441	\$76,006	\$589,814	\$278,980	0%	10
11 Total Expenses	\$142,894,801	\$126,732,712	\$162,636,571	\$138,341,156	\$172,838,712	100%	11
Transfers & Other							
12 Transfers In	\$40,180	2,390,526	\$0	18,312	\$0	0%	12
13 Other Sources	0	0	\$0	0	\$0	0%	13
14 Transfers out	(2,515,561)	(15,294,035)	(\$2,243,234)	(18,222,547)	(\$5,075,819)	100%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	\$0	0	\$0	0%	16
17 Total Transfers/Other	(\$2,475,381)	(\$12,903,509)	(\$2,243,234)	(\$18,204,235)	(\$5,075,819)	100%	17
Fund Balance							
18 Net Change in Fund Balance	(\$10,696,812)	\$2,064,564	(\$8,076,383)	\$9,996,927	(\$14,174,180)		18
19 Beginning Balance, July 1	20,124,128	20,124,128	22,188,692	22,188,692	32,185,619		19
Adjustments to Beginning							
20 Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$9,427,317	\$22,188,692	\$14,112,310	\$32,185,619	\$18,011,440		21

*****The total expense amount shown includes Prop 30 (EPA) funds which is broken down by site on the following pages.*****

Includes combined total of Central Services, District Office, Cañada College, College of San Mateo, and Skyline College

San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 11002) - Cañada College
Proposition 30 (EPA)



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	342,368	306,691	309,943	306,691	315,527	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 Total Revenue	\$342,368	\$306,691	\$309,943	\$306,691	\$315,527	0%	4
Expenses							
5 Certificated Salaries	\$260,668	\$234,989	\$233,744	\$233,972	\$243,639	77%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	81,700	71,702	76,199	75,971	71,888	23%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$342,368	\$306,691	\$309,943	\$309,943	\$315,527	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	\$0	\$0		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

**San Mateo County Community College District
2016-2017 Final Budget**



***Unrestricted General Fund (Fund 11002) - College of San Mateo
Proposition 30 (EPA)***

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	577,214	517,064	526,024	526,024	500,774	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 Total Revenue	\$577,214	\$517,064	\$526,024	\$526,024	\$500,774	0%	4
Expenses							
5 Certificated Salaries	\$437,235	\$391,666	\$394,718	\$397,090	\$370,300	74%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	139,979	125,333	131,306	128,935	130,474	26%	7
8 Materials & Supplies	0	65	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$577,214	\$517,064	\$526,024	\$526,024	\$500,774	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	(\$0)	\$0	\$0	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0		0		0		20
21 Net Fund Balance, June 30	\$0	(\$0)	\$0	\$0	\$0		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 11002) - Skyline College
Proposition 30 (EPA)



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	603,844	540,919	579,976	579,976	543,518	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 Total Revenue	\$603,844	\$540,919	\$579,976	\$579,976	\$543,518	0%	4
Expenses							
5 Certificated Salaries	\$455,421	\$409,796	\$525,674	\$520,781	\$282,313	52%	5
6 Classified Salaries	0	0	0	0	200,000	0	6
7 Employee Benefits	148,423	131,123	54,302	59,195	61,205	11%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$603,844	\$540,919	\$579,976	\$579,976	\$543,518	63%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	\$0	\$0		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 11002) - District Office
Proposition 30 (EPA)

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	437,611	378,098	400,263	328,355	372,229	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 Total Revenue	\$437,611	\$378,098	\$400,263	\$328,355	\$372,229	0%	4
Expenses							
5 Certificated Salaries	\$12,397	\$12,325	\$0	\$0	\$0	0%	5
6 Classified Salaries	248,018	244,024	288,976	220,572	235,280	63%	6
7 Employee Benefits	125,258	121,748	111,287	107,783	136,949	37%	7
8 Materials & Supplies	51,938	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$437,611	\$378,098	\$400,263	\$328,355	\$372,229	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	\$0	\$0		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Unrestricted General Fund (Fund 1) - Total District
Proposition 30 (EPA)



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	1,961,037	1,742,772	1,816,206	1,744,298	1,732,048	100%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 Total Revenue	\$1,961,037	\$1,742,772	\$1,816,206	\$1,744,298	\$1,732,048	100%	4
Expenses							
5 Certificated Salaries	\$1,165,721	\$1,048,777	\$1,154,136	\$1,151,842	\$896,252	52%	5
6 Classified Salaries	248,018	244,024	288,976	220,572	435,280	25%	6
7 Employee Benefits	495,361	449,907	373,094	371,884	400,516	23%	7
8 Materials & Supplies	51,938	65	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$1,961,037	\$1,742,772	\$1,816,206	\$1,744,298	\$1,732,048	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	\$0	\$0		21

Includes combined total of Central Services, District Office, Cañada College, College of San Mateo, and Skyline College

Proposition 30 (EPA) funds are shown as part of the Unrestricted General Fund totals and are fully expended each fiscal year.



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Internal Service Fund (Fund 2)

*This fund is used to account for the financing of tangible goods provided by one department or agency to other departments or agencies on a cost-reimbursement basis. The **Self-Insurance Fund** is the fund designated to account for revenue and expense of the District's self-insurance programs, including both Property and Liability and Workers' Compensation insurance needs.*

An amount is transferred into this fund each year from the Unrestricted General Fund in anticipation of estimated losses. This is a reserve for current and future losses; it may or may not be depleted during the year.

**San Mateo County Community College District
2016-2017 Final Budget**

Internal Service - Self-Insurance Fund (Fund 2) - Central Services



	2014-15 Adoption Budget	2014 -15 Actual	2015-16 Adoption Budget	2015 -16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 Total Revenue	\$0	\$0	\$0	\$0	\$0	0%	4
Expenses							
5 Certificated Salaries	\$0	\$11,394	\$0	\$0	\$0	0%	5
6 Classified Salaries	33,032	63,609	35,023	144,141	37,855	3%	6
7 Employee Benefits	14,514	32,759	14,015	70,864	15,841	1%	7
8 Materials & Supplies	5,000	0	5,000	0	5,000	0%	8
9 Operating Expenses	2,164,316	13,172	705,000	1,220,165	1,300,000	96%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$2,216,862	\$120,934	\$759,038	\$1,435,170	\$1,358,696	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$208,121	\$1,401,659	54%	12
13 Other Sources	\$1,964,316	\$1,011,976	\$1,062,575	\$1,041,275	\$1,191,900	46%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$1,964,316	\$1,011,976	\$1,062,575	\$1,249,396	\$2,593,559	100%	17
Fund Balance							
18 Net Change in Fund Balance	(\$252,546)	\$891,041	\$303,537	(\$185,774)	\$1,234,863		18
19 Beginning Balance, July 1	6,772,977	6,772,977	7,664,018	7,664,018	7,478,244		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$6,520,431	\$7,664,018	\$7,967,556	\$7,478,244	\$8,713,107		21



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Debt Service Fund (Fund 25)

The Debt Services Fund is used to account for the accumulation of resources for, and the payment of general long-term debt.

*The fund which is used to record transactions related to the receipt and expenditure of the general obligation bond is called the **Bond Interest Redemption Fund**.*

San Mateo County Community College District
2016-2017 Final Budget
Debt Service Fund (Fund 25) - Central Services



	2014-15 Adoption Budget	2014 -15 Actual	2015-16 Adoption Budget	2015 -16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$120	\$867	\$0	\$1,114	\$1,200	0%	1
2 State Revenue	175,900	170,359	176,020	221,121	237,000	0%	2
3 Local Revenue	31,360,850	44,095,411	36,501,792	46,930,190	51,880,355	100%	3
4 Total Revenue	\$31,536,870	\$44,266,637	\$36,677,812	\$47,152,425	\$52,118,555	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$0	\$0	\$0	\$0	\$0	0%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(30,933,220)	(29,789,450)	(36,331,792)	(36,331,792)	(51,816,725)	100%	16
17 Total Transfers/Other	(\$30,933,220)	(\$29,789,450)	(\$36,331,792)	(\$36,331,792)	(\$51,816,725)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$603,650	\$14,477,187	\$346,020	\$10,820,633	\$301,830		18
19 Beginning Balance, July 1	28,911,152	28,911,152	43,388,339	43,388,339	54,208,972		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$29,514,802	\$43,388,339	\$43,734,359	\$54,208,972	\$54,510,802		21



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Restricted General Fund (Fund 3)

*The **Restricted General Fund** is maintained to account for those monies that are restricted in their use by law, regulations, donors, or other outside Federal, State, and Local agencies.*

Examples of restricted sources of monies include Extended Opportunity Programs and Services (EOPS), Matriculation, Disabled Students Programs & Services (DSPS), State Instructional Equipment, Federal Work-Study Program, KCSM grants and donations, Parking (includes parking permit and parking citation revenue), and Health Services.

A complete list of these specially funded programs showing project budgets which may not coincide with the fiscal year budget are detailed on the following pages.

San Mateo County Community College District

2016-17 FINAL BUDGET - SPECIALLY FUNDED PROGRAMS
New Funds for the Current Fiscal Year

<u>Fund</u>	<u>Program</u>	<u>Source</u>	<u>College of San Mateo</u>	<u>Cañada College</u>	<u>Skyline College</u>	<u>Chancellor's Office</u>	<u>Total</u>
30005	Work Study	Federal	106,385	83,799	262,102		452,286
30007	CTEA Perkins IV-1C	Federal	169,065	119,775	207,921		496,761
30057	Workability III CA Rehab	Federal			149,214		149,214
30105	CTE Transitions	Federal	43,748	43,748	43,748		131,244
30110	TRIO - Upward Bound	Federal		270,375			270,375
30111	HSI Cooperative A2B	Federal		714,042			714,042
30120	NSF CALSTEP	Federal		257,329			257,329
30121	HSI Institutional ESO	Federal		519,254			519,254
30125	CDFA Olive Fruit Fly Biocontrol	Federal		5,508			5,508
30127	TRIO - SSS	Federal			511,210		511,210
30128	TRIO - SSS	Federal		238,036			238,036
30129	Math Science Eng Improvement Prog - Coop	Federal		300,000			300,000
30133	Math Science Eng Improvement Prog - Inst	Federal		250,000			250,000
30134	HSI Cooperative ESO Adelante	Federal		623,368			623,368
31002	DSP&S	State	749,872	287,954	503,686		1,541,512
31003	EOP&S	State	636,119	531,533	559,809		1,727,461
31004	EOP&S/CARE	State	34,880	47,935	48,256		131,071
31009	Student Success and Support Program	State	1,435,104	1,003,777	1,400,674		3,839,555
31012	Foster Care Education	State		81,505			81,505
31016	AB602-Board Fin Asst Prog Adm Allow	State	293,868	241,244	341,204		876,316
31031	CalWORKs	State	122,853	130,601	136,248		389,702
31033	TANF	Federal	27,050	28,749	29,971		85,770
31045	Staff Diversity	State				60,000	60,000
31055	MESA/CCCP/FSS	State		50,500	50,500		101,000
31065	RCSD CBET	State		50,000			50,000
31078	Enrollment Growth AD Nursing	State	119,800				119,800
31128	UC Regents Puente Program	State	1,500				1,500
31135	CCCCO-CEP-Career Advancement Academy	State			725,000		725,000
31137	ECCCD Sector Navigator-Retail	State			13,400		13,400
31142	Student Equity Program	State	443,637	314,954	574,906		1,333,497
31157	UC Regents Puente Program	State		1,500			1,500
31158	Full-Time Student Success Grant	State	107,400	54,600	140,700		302,700
31168	CalSTRS On-Behalf Payments	State				246,079	246,079
31169	Basic Skills 2016-17 Allocation	State	90,000	90,000	90,000		270,000
31170	Assessment, Remediation AD Nursing	State	79,800				79,800
31171	Deputy Navigator-Global Trade	State			200,000		200,000
31172	Deputy Navigator-Retail	State			200,000		200,000
31173	Adult Ed Block Grant 2016-17	State	153,500	161,809	168,271		483,580
31174	SCCSD Innovation and Effectiveness	State			150,000		150,000
31175	RSCCD CTE Data Unlocked	State			50,000		50,000
31176	Strong Workforce Program	State				2,076,866	2,076,866
31177	Go-Biz HSUSPF	State	7,500				7,500
32003	Public Bdcst-CSG-TV	Local	225,000				225,000
32004	Public Bdcst-CSG-FM	Local	125,000				125,000
32005	Public Bdcst-CSG-Interconnect	Local	3,500				3,500
32017	Menlo Park Redevelopment	Local		279,000			279,000
32047	UC Regents Puente Program	Local			3,000		3,000
32063	SMCOE - First 5 Early Childhood - EQuIP	Local		149,680			149,680
32080	The Grove Foundation-CAN CBET	Local		27,500			27,500
32083	United Way Bay Area - Sparkpoint	Local			83,850		83,850
32102	Working Students Success Network	Local			75,000		75,000
32103	Working Students Success Network	Local		75,000			75,000
32106	UWBA Sparkpoint Canada	Local		20,000			20,000
32110	Public Bdcst-CSG-FM Restricted	Local	40,000				40,000
32111	Walter Johnson Foundation Guardian Schol	Local			125,000		125,000
32117	WSSN Financial Products Prototypes	Local			16,000		16,000
32118	WSSN Financial Products Prototypes	Local		13,000			13,000
32119	SMC TA Skyline College Express Shuttle	Local			449,436		449,436
35022	KCSM TV	Local	1,025,000				1,025,000
35023	KCSM FM	Local	1,819,000				1,819,000
35046	Peninsula Library System	Local				50,000	50,000
35060	District Innovation Fund-Sparkpoint	Local		247,782			247,782
38187	Middle College HS SSFUSD	Local			600,000		600,000
38188	Middle College HS Sequoia UHSD	Local		77,447			77,447
39001	Parking Fees	Local				3,440,527	3,440,527
39030	Health Service Fees	Local	468,002	379,503	434,000		1,281,505
Total 2016-2017 New Funds			\$8,327,583	\$7,770,807	\$8,343,106	\$5,873,472	\$30,314,968

San Mateo County Community College District

2016-17 FINAL BUDGET - SPECIALLY FUNDED PROGRAMS
Carry-over balances from the prior year for current fiscal year expenditures

<u>Fund</u>	<u>Program</u>	<u>Source</u>	<u>College of San Mateo</u>	<u>Cañada College</u>	<u>Skyline College</u>	<u>Chancellor's Office</u>	<u>Total</u>
30005	Work Study	Federal		4,624	(23,752)		(19,128)
30102	HSI STEM	Federal		1,002,344			1,002,344
30105	CTE Transitions	Federal	7,930				7,930
30110	TRIO Upward Bound	Federal		49,620			49,620
30111	HSI Cooperative A2B	Federal		756,165			756,165
30116	NSF-UNH	Federal		27,435			27,435
30117	NSF ASPIRES	Federal		372,323			372,323
30120	NSF CALSTEP	Federal		224,977			224,977
30121	HSI-ESO	Federal		473,911			473,911
30123	NASA - MUREP	Federal		1,242			1,242
30126	NSF BioBridge	Federal			138,884		138,884
30127	TRIO Student Support Services	Federal			80,714		80,714
30128	TRIO Student Support Services	Federal		42,126			42,126
30129	MSEIP Cooperative	Federal		144,828			144,828
30130	SBDC-HSUSPF	Federal	42,529				42,529
30132	BART FTA Transit Career Ladders	Federal	173,767				173,767
31030	T-Com and Technology	State			9,039	3,654	12,694
31045	AB1725 Staff Diversity	State				1,637	1,637
31046	Faculty and Staff Development	State			14,745		14,745
31069	Lottery -- Prop 20 -- Instr Matrls	State	327,086	141,957	476,539	(485)	945,097
31077	MESA/CCCP/FSS	State		19,954	11,306		31,259
31136	SMC HSA CalFresh	State			8,836		8,836
31144	Peralta CCD Prop 39 Prog Imp Funds	State	50,715		19,443		70,158
31145	CCCD CTE Enhance CAN	State		5,325			5,325
31146	CCCD CTE Enhance CSM	State	52,016				52,016
31149	FHDACCD-DSN Energy	State			12,000		12,000
31152	Deputy Navigator-Global	State			58,273		58,273
31153	Deputy Navigator-Retail	State			52,395		52,395
31154	Basic Skills 15-16 appropriation	State	62,851	57,690	73,407		193,948
31158	Full-Time Student Success Grant	State	27,673	2,900	23,305		53,878
31159	SJECED Calif Career Pathways Trust	State			329,026		329,026
31160	Cabrillo CCS DSN Sm Bus Mini-Grant	State		8,179			8,179
31161	Baccalaureate Pilot Degree Program	State			331,573		331,573
31162	SMUHSD - ACCEL Adult Ed Block Grant	State	58,035	90,738	74,621		223,394
31163	Student Success and Support Program	State	1,012,747	131,385	900,313		2,044,446
31164	Student Equity Program	State	303,667	334,962	796,288		1,434,917
31165	Cabrillo CCD DSN Freelance Mgmt	State		9,814			9,814
32011	Pen Com Fdt C/S Grant	Local		982			982
32045	SMCCCD Fdtn-New Gateway Project	Local		2,474			2,474
32059	SMCCC Fndtn/SBC Pacific Bell	Local			4,862		4,862
32080	The Grove Foundation-CAN CBET	Local		3,438			3,438
32081	SMCGS Grant - Canada Coll Library	Local		55			55
32083	United Way of the Bay Area	Local			846		846
32099	The Grove Fdtn. - SKY CTE Scholars	Local			13,774		13,774
32101	SVCF-EWAP	Local		55,011			55,011
32103	WFSN Grant	Local		10,904			10,904
32108	SF Fdtn-BAWFC-ICT	Local		19,873			19,873
32109	Cerritos College Fdtn	Local			73,624		73,624
32111	Johnson Fndtn Guardian Scholars	Local			37,421		37,421
32112	JobTrain ICT Career Pathway	Local		23,969			23,969
32113	Each One Reach One - Project Change	Local	50,941				50,941
32115	UWBA-SparkPoint Plus	Local			16,139		16,139
32116	Umoja Community Ed Fndtn	Local	1,066		4,000		5,066
35001	Miscellaneous Donations	Local	47,392	12,181	50,000		109,573
35004	General Instruction	Local		350	250		600
35014	Expand Your Horizons	Local			419		419
35021	Bookstore	Local			1,460		1,460
35029	Career Development	Local	10,966		2,111		13,077

San Mateo County Community College District

2016-17 FINAL BUDGET - SPECIALLY FUNDED PROGRAMS
Carry-over balances from the prior year for current fiscal year expenditures

<u>Fund</u>	<u>Program</u>	<u>Source</u>	<u>College of San Mateo</u>	<u>Cañada College</u>	<u>Skyline College</u>	<u>Chancellor's Office</u>	<u>Total</u>
35036	Bookstore PLS Support	Local				15,996	15,996
35037	Instrument Tech Consortium	Local	779				779
35041	Ctr for Int'l Trade Match	Local			19,520		19,520
35045	Financial Aid Admin Cost Allow	Local	8,357	9,219	9,949	22,109	49,633
35046	Peninsula Library System	Local				36,283	36,283
35048	SMCCC Fdntrn Donations	Local	288	739			1,027
35057	SBDC Program Income	Local	260				260
38001	Contract/Community Educ Indirect	Local		1,220	37,937	124,795	163,951
38187	SSFUSD Middle College at Skyline	Local			76,207		76,207
38190	City of San Mateo EDD CSM SBDC	Local	53,432				53,432
39024	Summer Camp Volleyball	Local			957		957
Total 2016-2017 Carry-over Funds			\$2,292,497	\$4,042,911	\$3,736,432	\$203,990	\$10,275,830
Total 2016-2017 Specially Funded Programs			<u>\$10,620,080</u>	<u>\$11,813,718</u>	<u>\$12,079,538</u>	<u>\$6,077,462</u>	<u>\$40,590,798</u>



San Mateo County Community College District
2016-17 Final Budget
Restricted General Fund (Fund 3) - Cañada College

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$4,381,778	\$3,062,395	\$5,703,837	\$3,416,220	\$6,548,953	59%	1
2 State Revenue	2,413,685	2,453,028	4,197,597	3,981,512	3,708,859	33%	2
3 Local Revenue	987,978	1,131,565	1,034,268	1,067,613	903,919	8%	3
4 Total Revenue	\$7,783,441	\$6,646,987	\$10,935,701	\$8,465,345	\$11,161,732	100%	4
Expenses							
5 Certificated Salaries	\$1,415,709	\$1,632,480	\$2,352,065	\$2,338,017	\$2,401,227	21%	5
6 Classified Salaries	2,419,959	2,406,897	3,843,110	2,899,978	4,064,749	36%	6
7 Employee Benefits	1,363,415	1,108,003	1,709,939	1,438,437	2,018,437	18%	7
8 Materials & Supplies	833,718	377,933	792,095	402,998	1,007,021	9%	8
9 Operating Expenses	1,235,457	1,051,878	1,714,307	1,152,058	1,682,919	15%	9
10 Capital Outlay	21,554	79,413	36,535	107,127	80,006	1%	10
11 Total Expenses	\$7,289,811	\$6,656,603	\$10,448,051	\$8,338,614	\$11,254,359	100%	11
Transfers & Other							
12 Transfers In	\$0	\$338,991	\$0	\$434,883	\$504,732	-1009%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	(135,000)	(280,932)	(170,887)	(383,827)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(252,910)	(276,143)	(316,764)	(334,144)	(554,735)	1109%	16
17 Total Transfers/Other	(\$387,910)	(\$218,085)	(\$487,651)	(\$283,089)	(\$50,003)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$105,720	(\$227,700)	\$0	(\$156,358)	(\$142,631)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$105,720	(\$227,700)	\$0	(\$156,358)	(\$142,631)		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*

San Mateo County Community College District
2016-17 Final Budget
Restricted General Fund (Fund 3) - College of San Mateo



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$410,825	\$420,292	\$445,124	\$462,008	\$575,098	6%	1
2 State Revenue	3,310,561	3,047,943	6,204,546	4,256,355	6,480,602	67%	2
3 Local Revenue	3,202,424	3,760,214	3,072,042	2,708,042	2,578,154	27%	3
4 Total Revenue	\$6,923,811	\$7,228,448	\$9,721,712	\$7,426,405	\$9,633,854	100%	4
Expenses							
5 Certificated Salaries	\$1,070,041	\$1,243,753	\$1,927,012	\$1,636,068	\$1,026,799	10%	5
6 Classified Salaries	2,722,803	2,894,607	3,202,764	3,110,486	2,838,704	27%	6
7 Employee Benefits	1,199,793	1,252,087	1,557,330	1,425,914	1,510,973	14%	7
8 Materials & Supplies	1,047,401	597,341	1,354,864	691,039	872,476	8%	8
9 Operating Expenses	1,628,040	1,759,232	2,378,427	1,481,291	4,212,031	40%	9
10 Capital Outlay	48,203	101,305	152,692	169,716	15,648	0%	10
11 Total Expenses	\$7,716,281	\$7,848,325	\$10,573,089	\$8,514,513	\$10,476,630	100%	11
Transfers & Other							
12 Transfers In	\$900,000	\$1,095,930	\$916,384	\$1,089,282	\$814,002	122%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	135,000	88,821	170,887	(20,513)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(145,000)	(138,380)	(235,895)	(186,182)	(148,073)	-22%	16
17 Total Transfers/Other	\$890,000	\$1,046,370	\$851,376	\$882,588	\$665,929	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$97,529	\$426,494	(\$0)	(\$205,520)	(\$176,847)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$97,529	\$426,494	(\$0)	(\$205,520)	(\$176,847)		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*

San Mateo County Community College District
2016-17 Final Budget
Restricted General Fund (Fund 3) - Skyline College



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$1,444,305	\$1,368,031	\$1,490,569	\$1,269,021	\$1,400,012	13%	1
2 State Revenue	4,999,690	3,561,152	8,198,171	6,425,437	8,067,225	74%	2
3 Local Revenue	983,361	1,694,728	1,285,760	1,012,600	1,451,762	13%	3
4 Total Revenue	\$7,427,356	\$6,623,911	\$10,974,500	\$8,707,059	\$10,918,999	100%	4
Expenses							
5 Certificated Salaries	\$2,042,834	\$2,371,083	\$3,046,487	\$3,170,528	\$2,810,925	24%	5
6 Classified Salaries	1,532,261	1,600,059	2,422,779	2,377,418	2,824,718	24%	6
7 Employee Benefits	963,497	954,184	1,523,133	1,369,272	1,875,033	16%	7
8 Materials & Supplies	994,503	850,717	1,020,699	987,423	1,251,367	11%	8
9 Operating Expenses	1,528,786	1,307,933	2,307,183	1,328,530	2,815,200	24%	9
10 Capital Outlay	3,583	35,233	116,761	142,565	34,275	0%	10
11 Total Expenses	\$7,065,463	\$7,119,209	\$10,437,041	\$9,375,735	\$11,611,518	100%	11
Transfers & Other							
12 Transfers In	\$0	\$464,541	\$0	\$1,123,251	\$684,000	317%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(239,038)	0	(378,484)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(325,347)	(203,138)	(537,458)	(203,986)	(468,020)	-217%	16
17 Total Transfers/Other	(\$325,347)	\$22,365	(\$537,458)	\$540,781	\$215,980	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$36,546	(\$472,934)	\$0	(\$127,895)	(\$476,539)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$36,546	(\$472,934)	\$0	(\$127,895)	(\$476,539)		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*

San Mateo County Community College District
2016-17 Final Budget
Restricted General Fund (Fund 3) - District Office

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	81,326	738,632	6,684	1,191,529	2,518,455	55%	2
3 Local Revenue	2,341,767	1,934,274	2,614,622	1,813,743	2,036,517	45%	3
4 Total Revenue	\$2,423,092	\$2,672,906	\$2,621,306	\$3,005,272	\$4,554,972	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	2,126,454	1,997,370	2,212,424	2,086,770	2,176,067	36%	6
7 Employee Benefits	822,015	784,114	874,427	1,071,034	1,160,215	19%	7
8 Materials & Supplies	843,060	120,838	263,661	159,185	276,752	5%	8
9 Operating Expenses	932,967	213,297	804,675	789,889	2,459,879	40%	9
10 Capital Outlay	(6,818)	0	(2,268)	0	4,550	0%	10
11 Total Expenses	\$4,717,678	\$3,115,619	\$4,152,919	\$4,106,877	\$6,077,462	100%	11
Transfers & Other							
12 Transfers In	\$1,205,944	\$1,213,701	\$928,605	\$1,462,754	\$1,617,027	100%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(247,798)	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$1,205,944	\$965,903	\$928,605	\$1,462,754	\$1,617,027	100%	17
Fund Balance							
18 Net Change in Fund Balance	(\$1,088,642)	\$523,190	(\$603,008)	\$361,149	\$94,537		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	(\$1,088,642)	\$523,190	(\$603,008)	\$361,149	\$94,537		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*

San Mateo County Community College District
2016-17 Final Budget
Restricted General Fund (Fund 3) - Total District



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$6,236,909	\$4,850,717	\$7,639,530	\$5,147,249	\$8,524,064	24%	1
2 State Revenue	10,805,262	9,800,755	18,606,997	15,854,833	20,775,141	57%	2
3 Local Revenue	7,515,530	8,520,780	8,006,692	6,601,999	6,970,352	19%	3
4 Total Revenue	\$24,557,700	\$23,172,252	\$34,253,219	\$27,604,082	\$36,269,557	100%	4
Expenses							
5 Certificated Salaries	\$4,528,583	\$5,247,316	\$7,325,565	\$7,144,612	\$6,238,951	16%	5
6 Classified Salaries	8,801,477	8,898,933	11,681,077	10,474,653	11,904,237	30%	6
7 Employee Benefits	4,348,720	4,098,388	5,664,828	5,304,656	6,564,657	17%	7
8 Materials & Supplies	3,718,681	1,946,829	3,431,318	2,240,644	3,407,616	9%	8
9 Operating Expenses	5,325,251	4,332,340	7,204,591	4,751,767	11,170,029	28%	9
10 Capital Outlay	66,521	215,951	303,719	419,408	134,480	0%	10
11 Total Expenses	\$26,789,233	\$24,739,756	\$35,611,100	\$30,335,740	\$39,419,970	100%	11
Transfers & Other							
12 Transfers In	\$2,105,944	\$3,113,162	\$1,844,990	\$4,110,171	\$3,619,761	148%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(678,948)	0	(782,824)	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(723,257)	(617,662)	(1,090,117)	(724,312)	(1,170,828)	-48%	16
17 Total Transfers/Other	\$1,382,687	\$1,816,553	\$754,873	\$2,603,035	\$2,448,933	100%	17
Fund Balance							
18 Net Change in Fund Balance	(\$848,846)	\$249,049	(\$603,008)	(\$128,624)	(\$701,480)		18
19 Beginning Balance, July 1	14,936,402	14,936,402	15,185,451	15,185,451	15,056,827		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$14,087,556	\$15,185,451	\$14,582,443	\$15,056,827	\$14,355,347		21

Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College, as well as entire beginning balance.

This page intentionally left blank



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Capital Projects Fund (Fund 4)

*The District's **Capital Outlay Fund** is used to account for construction and acquisition of major capital improvements. Included are the acquisition or construction of all major fixed assets. In addition, site improvements, buildings, and equipment purchased as part of a large facility project are included.*

*The **Revenue Bond Construction Fund**, which is included as a sub-account of the Capital Projects Fund, has been established for the deposit of proceeds from the sale of revenue bonds. The deposits are used to meet the costs of property acquisition, facilities planning, inspections, surveys, new construction, modernization, and new equipment.*

2015-2016 Capital Projects Financial Summary
Budget Expenditures as of June 30, 2016

LOCATION	PROJECT NAME	FUND NUMBER	ORIGINAL BUDGET	2015-16 BUDGET	EXPENDITURE YTD *	ENCUMBRANCE	AVAILABLE BALANCE *
CANADA	CAN Housing Maintenance Reserve	40303	667,000	993,843	418,862	128,619	446,362
CANADA	CAN Walkway Lighting	41322	93,000	170,324	116,709	4,752	48,863
CANADA	CAN FY1516 SMSR Projects	43340	0	706,457	561,436	145,020	0
CANADA	CAN Instructional Equipment	43383	1,177,715	1,577,715	22,747	0	1,554,968
CANADA	CAN Solar Photovoltaic System	44345	547,730	(2,216,833)	(2,216,833)	0	0
CANADA	CAN Parking Lot LED Project	44346	30,831	30,831	17,078	13,122	631
CANADA	CAN Bldg 1 Kinesiology and Wellness	44347	41,500,000	40,300,000	0	0	40,300,000
CANADA	CAN Bldg 1 Kinesiology and Wellness	45309	18,987,710	42,775,227	(1,541,035)	796,670	43,519,592
CANADA	CAN B23N Math/Science/Tech	45310	0	55,800,000	225,694	618,337	54,955,969
CANADA	CAN Emergency Building Repairs	45311	0	960,000	0	1,172	958,828
CANADA	CAN Technology and Equipment	45312	0	400,000	1,371	0	398,629
CANADA	CAN Access Compliance Corrective Items	45313	0	605,000	44,068	0	560,932
CANADA	CAN Small Projects	45322	0	600,000	21,197	158,411	420,392
CANADA	CAN Small Projects	47323	100,762	260,484	87,545	167,315	5,624
CANADA	CAN Emergency Building Repairs	47324	80,482	155,709	118,708	33,322	3,679
CANADA	CAN Instructional Equipment	47330	177,767	177,767	177,767	0	0
CANADA	CAN Solar PV System	47342	0	2,240,691	2,240,691	0	0
CANADA	CAN Parking Lot LED Project	47344	148,451	113,882	54,262	59,620	0
CANADA	CAN Bldg 1 Kinesiology and Wellness	47345	1,506,526	2,845,341	2,845,341	0	0
CANADA	Faculty/Staff Housing-Cañada Site	48310	161	161	0	0	161
CSM	CSM Housing Maintenance Reserve	40403	440,000	628,777	16,067	1,250	611,460
CSM	CSM Exterior Walkway Lighting	41421	208,888	329,965	323,687	6,279	0
CSM	CSM Equipment Recycling	42404	84,977	84,977	0	0	84,977
CSM	CSM Instructional Equipment	43483	1,191,996	1,591,996	12,056	0	1,579,940
CSM	CSM SMSR Projects	43486	1,096,504	1,116,806	1,116,806	0	0
CSM	CSM FY1516 SMSR Projects	43488	0	942,422	568,141	375,244	(963)
CSM	Ergonomic office furniture (completion)	44435	8,703	8,703	2,470	0	6,233
CSM	Haz. Mat. clean-up/disposal	44438	8,962	8,962	0	0	8,962
CSM	CSM Parking Lot LED Project	44456	87,994	87,994	61,481	6,860	19,653
CSM	CSM Claims Contingency	44457	0	0	(3,438,725)	438,725	3,000,000
CSM	CSM Bldg 36 Star Projector Replacement	45405	4,000,000	0	0	0	0
CSM	CSM Solar and Energy Storage	45406	600,999	0	0	0	0
CSM	CSM Bldg 3 Modernization	45407	4,946,245	13,396,245	344,827	1,290,371	11,761,047
CSM	CSM B17 Student Life/Learning Comm	45408	0	4,000,000	559,880	403,842	3,036,278
CSM	CSM B19 Center for Emerging Tech.	45409	0	3,000,000	97,582	91,781	2,810,637
CSM	CSM North Campus Safety Enhancement	45410	0	150,000	0	0	150,000
CSM	CSM Emergency Building Repairs	45411	0	1,020,000	1,761	8,317	1,009,922
CSM	CSM Technology and Equipment	45412	0	400,000	0	0	400,000
CSM	CSM Marie Curie Pkg Lot Renovation	45413	0	428,797	160,389	296,173	(27,766)
CSM	CSM Small Projects	45422	0	600,000	0	31,000	569,000
CSM	CSM North Gateway	47408	1,053,377	1,467,388	1,107,543	359,844	0
CSM	CSM Small Projects	47423	9,095	379,987	355,377	23,588	1,022
CSM	CSM Emergency Building Repairs	47424	91,280	378,331	369,253	9,079	0
CSM	CSM Instructional Equipment	47432	689,741	689,741	688,800	941	0
CSM	CSM Edison Lot Project	47433	340,382	0	0	0	0
CSM	CSM Bldg 6 Aquatic System Pool Upgrade	47449	599,190	481,658	79,052	79,100	323,506
CSM	CSM Bldg 36 Chemistry Ventilation	47452	122,755	0	0	0	0
CSM	CSM Parking Lot LED Project	47453	23,055	0	0	0	0
CSM	CSM B30 Plaza Renovation	47455	105,091	6,176	6,176	0	0
CSM	CSM Landscape Refresh and Irrigation	47456	135,164	115,448	100,243	15,205	0
CSM	CSM Waterproofing	47457	158,231	200,502	200,502	0	0
CSM	CSM Marie Curie Pkg Lot Renovation	47458	0	167,114	95,379	71,735	0
CSM	CSM Roof Replacement	47459	164,495	0	0	0	0
CSM	CSM B36 Star Projector Replacement	47460	0	1,438,963	1,438,963	0	0
CSM	CSM North Campus Safety Enhancement	47461	0	229,380	152,254	32,597	44,528
DISTRICTWIDE	General Capital Projects	40000	10,172,750	13,728,871	0	0	13,728,871
DISTRICTWIDE	College Contingency	40001	11,455,025	17,763,415	0	0	17,763,415
DISTRICTWIDE	College Housing Project	40003	530,414	0	0	0	0
DISTRICTWIDE	Post Bond Admin Fee Reserve	40005	113,486	4,650	4,650	0	0
DISTRICTWIDE	College One Time Fd Reserve	40006	4,500,000	4,500,000	0	0	4,500,000
DISTRICTWIDE	Aux Services Use Fee	40007	74,080	74,080	0	0	74,080
DISTRICTWIDE	DW Construction Planning Internal Svc Fund	40009	0	7,239	7,239	0	0
DISTRICTWIDE	DO Parking Lot Retaining Wall	42005	447,900	447,900	0	0	447,900
DISTRICTWIDE	DW Athletic Fields Replacement	42103	831,551	2,031,551	1,130,097	111,751	789,702
DISTRICTWIDE	Redevelopment Program	43001	2,464,376	2,368,508	340,967	0	2,027,541
DISTRICTWIDE	Property Management Study	44001	33,353	33,353	(21,837)	0	55,190
DISTRICTWIDE	PE Vans Purchase	44003	456,355	461,971	43,252	0	418,719
DISTRICTWIDE	District Facilities Projects	44102	754,576	1,762,425	133,056	158,905	1,470,464
DISTRICTWIDE	District Funded FCI Contingency	44103	2,000,000	2,992,761	11,742	0	2,981,019
DISTRICTWIDE	Energy Efficiency Projects Fund	44108	71,708	3,049,269	(12,796)	1,807	3,060,257
DISTRICTWIDE	DW CIP3 Master	45000	73,563,631	89,211,132	0	0	89,211,132
DISTRICTWIDE	DW CIP3 Planning	45001	5,158,704	6,921,385	1,334,335	1,700,387	3,886,663
DISTRICTWIDE	DW Network Core Switch upgrade	45002	0	500,000	10,414	0	489,586

* NOTE: All negative expenditures are offset by prior year expenditures. All negative balances will be cleared accordingly.

2015-2016 Capital Projects Financial Summary
Budget Expenditures as of June 30, 2016

LOCATION	PROJECT NAME	FUND NUMBER	ORIGINAL BUDGET	2015-16 BUDGET	EXPENDITURE YTD *	ENCUMBRANCE	AVAILABLE BALANCE *
DISTRICTWIDE	DW UPS Device(MDF/IDF) Replacement	45003	0	23,779	2,582	0	21,197
DISTRICTWIDE	DW Symetra UPS Device(MPOE) Replace	45004	0	250,000	71,462	2,592	175,946
DISTRICTWIDE	DW Network Firewall Switch Replacmt	45005	0	1,000,000	0	0	1,000,000
DISTRICTWIDE	DW Telephone System Replacement	45006	0	1,655,831	92,739	2,216	1,560,876
DISTRICTWIDE	DW Wireless Access Point(WAP) Repl	45007	0	659,435	2,446	0	656,990
DISTRICTWIDE	DW Network Switch Upgrade (10 GB)	45008	0	1,636,307	59,095	5,706	1,571,507
DISTRICTWIDE	DW Server Replacement	45009	0	2,000,000	0	0	2,000,000
DISTRICTWIDE	DW Fire Alarm Panels Upgrade	45010	0	1,500,000	13,076	106,114	1,380,810
DISTRICTWIDE	DW Classroom Security Hardware	45011	0	1,500,000	99,702	44,465	1,355,833
DISTRICTWIDE	DW EV Charging Stations Expansion	45012	0	591,651	17,598	37,242	536,811
DISTRICTWIDE	Facilities Excellence (Foundation)	46112	0	13,895	13,895	0	0
DISTRICTWIDE	IVES ITS Project	46113	6	6	0	0	6
DISTRICTWIDE	Bond Construction General	47000	460,620	546,027	0	0	546,027
DISTRICTWIDE	DW CIP2 Planning	47001	6,395,645	235,814	223,700	12,114	0
DISTRICTWIDE	DW Technology Upgrades	47002	32,353	22,582	22,582	0	0
DISTRICTWIDE	DW Contingency	47007	824,543	0	0	0	0
DISTRICTWIDE	DW Small Projects	47008	61,688	26,569	26,569	0	0
DISTRICTWIDE	DO Cooling Tower and Comp Replacement	47016	3,810	0	0	0	0
DISTRICTWIDE	DW Utility Consumption Measurement	47017	1,315,318	1,433,267	740,257	693,010	0
DISTRICTWIDE	DW Computer Lab Replacement Project	47019	945,414	947,164	947,164	0	0
DISTRICTWIDE	DW Banner/Emerg System Upgrades	47022	89,556	87,115	87,115	0	0
DISTRICTWIDE	DW Restroom Renovation	47023	20,083	1,322	1,322	0	0
DISTRICTWIDE	DW Onuma Integration	47024	106,505	109,771	48,099	61,672	0
DISTRICTWIDE	DW ESCO Multi Phase Project	47027	2,443,272	158,603	92,251	66,352	0
DISTRICTWIDE	DW ACAMS System Upgrade	47028	67,263	109,483	109,483	0	0
DISTRICTWIDE	DO Audio Video Upgrade	47029	18,324	9,299	9,299	0	0
DISTRICTWIDE	DW EV Charging Stations Expansion	47030	300,000	0	0	0	0
DISTRICTWIDE	DW UPS Device(MDF/IDF) Replacement	47031	0	226,221	183,337	42,884	0
DISTRICTWIDE	DW Symetra UPS Device(MPOE) Replace	47032	0	0	0	0	0
DISTRICTWIDE	DW Telephone System Replacement	47033	0	844,169	552,778	291,391	0
DISTRICTWIDE	DW Wireless Access Point(WAP) Repl	47034	0	340,565	340,565	0	0
DISTRICTWIDE	DW Network Switch Upgrade (10 GB)	47035	0	864,465	864,465	0	0
DISTRICTWIDE	DW EAS Upgrade	47036	0	125,000	90,042	3,802	31,156
DISTRICTWIDE	C.O.P. Projects	48001	9,764	9,764	9,374	0	390
SKYLINE	SKY Walkway Lighting	41225	203,887	519,752	465,226	12,039	42,487
SKYLINE	SKY Bldg 6 Servery	42206	146,095	225,399	25,662	0	199,737
SKYLINE	SKY Housing	42210	0	300,000	159,706	123,828	16,467
SKYLINE	SKY Small Projects	42211	0	500,000	0	5,895	494,105
SKYLINE	SKY SMSR Projects	43244	26,890	6,587	6,587	0	0
SKYLINE	SKY FY1516 SMSR Projects	43245	0	680,681	451,122	229,559	0
SKYLINE	SKY Instructional Equipment	43283	685,927	1,085,927	487,016	90,344	508,566
SKYLINE	SKY Bldg 1 Social Science/Creative Arts	45204	13,408,120	114,758,120	(228,813)	730,403	114,256,530
SKYLINE	SKY Bldg 12 Environmental Science	45205	2,467,501	2,467,501	222,114	737,097	1,508,290
SKYLINE	SKY Bldg 12 Career/Sustainable Tech	45206	2,730,025	(19,975)	(19,975)	0	0
SKYLINE	SKY Bldg 2 Workforce/Econ Development	45207	69,200	13,069,200	7,250	0	13,061,950
SKYLINE	SKY Lot L Expansion	45208	0	5,000,000	111,067	685,396	4,203,537
SKYLINE	SKY Bldg 19 and North Campus Improvements	45209	0	18,000,000	99,361	605,444	17,295,196
SKYLINE	SKY Emergency Building Repairs	45211	0	1,020,000	1,472	0	1,018,528
SKYLINE	SKY Technology and Equipment	45212	0	400,000	1,531	7,194	391,274
SKYLINE	SKY Small Projects	45222	0	600,000	0	0	600,000
SKYLINE	SKY Small Projects	47223	137,885	116,082	116,082	0	0
SKYLINE	SKY Emergency Building Repairs	47224	25,181	128,975	126,956	2,019	0
SKYLINE	SKY Instructional Equipment	47232	475,569	475,569	475,569	0	0
SKYLINE	SKY Bldgs 1, 3, 6-8 Wayfinding Signage	47240	0	0	0	0	0
SKYLINE	SKY Bldg 7 Cadaver Room Exhaust Upgrade	47251	90,943	0	0	0	0
SKYLINE	SKY Bldg 14 Replacement	47253	42,265	15,994	15,994	0	0
SKYLINE	SKY B5 Learning Commons Facelift	47254	0	95,514	95,514	0	0
SKYLINE	SKY B7 Fabrication Lab Setup	47255	0	276,967	130,162	106,384	40,421
SKYLINE	Sky B1 Social Science/Creative Arts	47256	0	980,117	966,642	13,475	0
SKYLINE	SKY B15N Career/Sustainable Tech	47257	0	209,035	209,035	0	0
TOTAL			227,416,816	505,544,988	19,242,964	12,359,777	473,942,247

* NOTE: All negative expenditures are offset by prior year expenditures. All negative balances will be cleared accordingly.



San Mateo County Community College District
2016-2017 Final Budget
Capital Projects Fund (Fund 4) - Cañada College

	2014-2015 Adoption Budget	2014-2015 Actual	2015-2016 Adoption Budget	2015-2016 Actual	2016-2017 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	0	0	0	0	0	0%	3
4 Total Revenue	\$0	\$0	\$0	\$0	\$0	0%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	\$6,000	1,892	\$10,000	563,796	\$200,000	3%	6
7 Employee Benefits	\$0	0	\$0	215,814	\$70,000	1%	7
8 Materials & Supplies	\$700,000	344,949	\$100,000	202,458	\$200,000	3%	8
9 Operating Expenses	\$1,800,000	51,837	\$2,000,000	1,123,498	\$1,500,000	25%	9
10 Capital Outlay	\$1,494,000	56,228	\$9,000,000	1,090,040	\$4,000,000	67%	10
11 Total Expenses	\$4,000,000	\$454,906	\$11,110,000	\$3,195,606	\$5,970,000	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	(\$4,000,000)	(\$454,906)	(\$11,110,000)	(\$3,195,606)	(\$5,970,000)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	(\$4,000,000)	(\$454,906)	(\$11,110,000)	(\$3,195,606)	(\$5,970,000)		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Capital Projects Fund (Fund 4) - College of San Mateo



	2014-2015 Adoption Budget	2014-2015 Actual	2015-2016 Adoption Budget	2015-2016 Actual	2016-2017 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	257,425	0	0	0	0%	2
3 Local Revenue	0	400,000	0	0	0	0%	3
4 Total Revenue	\$0	\$657,425	\$0	\$0	\$0	0%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$1,153	\$0	0%	5
6 Classified Salaries	\$15,000	2,869	\$30,000	594,928	\$200,000	7%	6
7 Employee Benefits	\$0	0	\$0	212,295	\$70,000	3%	7
8 Materials & Supplies	\$200,000	170,169	\$400,000	794,747	\$500,000	18%	8
9 Operating Expenses	\$800,000	25,710	\$5,000,000	(1,344,811)	\$1,000,000	36%	9
10 Capital Outlay	\$1,485,000	78,046	\$5,000,000	4,161,651	\$1,000,000	36%	10
11 Total Expenses	\$2,500,000	\$276,794	\$10,430,000	\$4,419,963	\$2,770,000	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	(\$2,500,000)	\$380,631	(\$10,430,000)	(\$4,419,963)	(\$2,770,000)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	(\$2,500,000)	\$380,631	(\$10,430,000)	(\$4,419,963)	(\$2,770,000)		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.



San Mateo County Community College District
2016-2017 Final Budget
Capital Projects Fund (Fund 4) - Skyline College

	2014-2015 Adoption Budget	2014-2015 Actual	2015-2016 Adoption Budget	2015-2016 Actual	2016-2017 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	308,021	0	0	0	0%	2
3 Local Revenue	0	650,000	0	0	0	0%	3
4 Total Revenue	\$0	\$958,021	\$0	\$0	\$0	0%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	\$6,000	0	\$20,000	270,970	\$300,000	7%	6
7 Employee Benefits	\$0	0	\$0	101,839	\$120,000	3%	7
8 Materials & Supplies	\$400,000	249,460	\$400,000	774,403	\$500,000	11%	8
9 Operating Expenses	\$800,000	101,077	\$2,500,000	1,075,654	\$1,500,000	34%	9
10 Capital Outlay	\$1,294,000	82,470	\$5,000,000	1,702,413	\$2,000,000	45%	10
11 Total Expenses	\$2,500,000	\$433,007	\$7,920,000	\$3,925,279	\$4,420,000	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	(\$2,500,000)	\$525,014	(\$7,920,000)	(\$3,925,279)	(\$4,420,000)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	(\$2,500,000)	\$525,014	(\$7,920,000)	(\$3,925,279)	(\$4,420,000)		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Capital Projects Fund (Fund 4) - Districtwide



	2014-2015 Adoption Budget	2014-2015 Actual	2015-2016 Adoption Budget	2015-2016 Actual	2016-2017 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	532,775	1,979,646	0	2,843,825	2,820,900	60%	2
3 Local Revenue	18,507,419	126,792,056	1,686,884	20,230,788	1,860,506	40%	3
4 Total Revenue	\$19,040,194	\$128,771,702	\$1,686,884	\$23,074,613	\$4,681,406	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	\$700,000	908,475	\$2,300,000	864,920	\$2,000,000	27%	6
7 Employee Benefits	\$280,000	294,113	\$900,000	259,412	\$700,000	9%	7
8 Materials & Supplies	\$800,000	441,224	\$1,000,000	2,677,093	\$1,800,000	24%	8
9 Operating Expenses	\$1,800,000	8,201,935	\$3,000,000	1,823,074	\$1,500,000	20%	9
10 Capital Outlay	\$3,200,000	12,676,618	\$6,000,000	2,077,616	\$1,500,000	20%	10
11 Total Expenses	\$6,780,000	\$22,522,365	\$13,200,000	\$7,702,115	\$7,500,000	100%	11
Transfers & Other							
12 Transfers In	\$11,185,351	\$9,353,300	\$398,244	\$13,808,390	\$0	0%	12
13 Other Sources	0	1,107,000	708,756	5,069,739	0	0%	13
14 Transfers out	(12,905,348)	(2,643,028)	(250,312)	(388,646)	(380,733)	100%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	(\$1,719,997)	\$7,817,272	\$856,688	\$18,489,483	(\$380,733)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$10,540,197	\$114,066,609	(\$10,656,428)	\$33,861,981	(\$3,199,327)		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$10,540,197	\$114,066,609	(\$10,656,428)	\$33,861,981	(\$3,199,327)		21

Net Fund Balances totals do not include all State and Local revenue, most of which is located in the Central Services budget.

San Mateo County Community College District
2016-2017 Final Budget
Capital Projects Fund (Fund 4) - Total District



	2014-2015 Adoption Budget	2014-2015 Actual	2015-2016 Adoption Budget	2015-2016 Actual	2016-2017 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	532,775	2,545,092	0	2,843,825	2,820,900	60%	2
3 Local Revenue	18,507,419	127,842,056	1,686,884	20,230,788	1,860,506	40%	3
4 Total Revenue	\$19,040,194	\$130,387,148	\$1,686,884	\$23,074,613	\$4,681,406	100%	4
Expenses							
5 Certificated Salaries	0	0	0	1,153	0	0%	5
6 Classified Salaries	727,000	913,236	2,360,000	2,294,614	2,700,000	13%	6
7 Employee Benefits	280,000	294,113	900,000	789,360	960,000	5%	7
8 Materials & Supplies	2,100,000	1,205,802	1,900,000	4,448,701	3,000,000	15%	8
9 Operating Expenses	5,200,000	8,380,559	12,500,000	2,677,415	5,500,000	27%	9
10 Capital Outlay	7,473,000	12,893,362	25,000,000	9,031,720	8,500,000	41%	10
11 Total Expenses	\$15,780,000	\$23,687,072	\$42,660,000	\$19,242,963	\$20,660,000	100%	11
Transfers & Other							
12 Transfers In	\$0	22,845,775	398,244	13,808,390	0	0%	12
13 Other Sources	0	1,107,000	708,756	5,069,739	0	0%	13
14 Transfers out	(1,430,224)	(2,643,028)	(250,312)	(388,646)	(380,733)	100%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	(\$1,430,224)	\$21,309,747	\$856,688	\$18,489,483	(\$380,733)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$1,829,970	\$128,009,823	(\$40,116,428)	\$22,321,133	(\$16,359,327)		18
19 Beginning Balance, July 1	110,414,127	110,414,127	224,950,123	224,950,123	247,271,256		19
20 Adjustments to Beginning Balance							20
21 Net Fund Balance, June 30	\$112,244,097	\$238,423,950	\$184,833,695	\$247,271,256	\$230,911,929		21

Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College.



Enterprise Fund Auxiliary Fund (Fund 5)

The District maintains enterprise funds. These funds account for operations that the Board requires to be self-supporting. These funds are maintained independently of other District funds to facilitate the entrepreneurial nature of the activities involved and also provide the necessary flexibility to report the retail and operational requirements of these self-supporting services.

*The **Bookstore Fund** is used to account for revenues received and expenses made to operate the District's bookstores. The **Cafeteria Fund** is used to account for revenues received and expenses related to contracted food service and vending operations of the District. The **San Mateo Athletic Club (SMAC)** accounts for revenues received and expenses related to the operations of the athletic club and aquatic center. The **Community, Continuing, and Corporate Education (CCCE)** is the newest addition to the enterprise funds with the goal of increasing and meeting educational opportunities and needs in San Mateo County.*

San Mateo County Community College District
2016 - 2017 Final Budget
Enterprise Fund - Bookstore (Fund 5)



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Income							
1 Federal Income	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Income	0	0	0	0	0	0%	2
3 Local Income	8,000,000	7,477,135	7,500,000	7,374,150	7,400,000	100%	3
4 Total Income	\$8,000,000	\$7,477,135	\$7,500,000	\$7,374,150	\$7,400,000	100%	4
Expenses							
5 Cost of Sales	\$4,680,000	\$3,946,100	\$4,000,000	\$3,912,565	\$3,900,000	56%	5
6 Certificated Salaries	0	0	0	0	0	0%	6
7 Classified Salaries	1,725,000	1,789,291	1,800,000	1,945,496	1,975,000	25%	7
8 Employee Benefits	490,000	530,282	530,000	559,735	562,000	7%	8
9 Materials & Supplies	48,000	35,166	35,000	39,703	40,000	0%	9
10 Operating Expenses	750,000	742,162	800,000	790,470	800,000	11%	10
11 Capital Outlay	0	0	0	0	0	0%	11
12 Total Expenses	\$7,693,000	\$7,043,001	\$7,165,000	\$7,247,969	\$7,277,000	100%	12
Transfers & Other							
13 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	13
14 Other Sources	0	0	0	0	0	0%	14
15 Transfers out	0	0	0	0	0	0%	15
16 Contingency	0	0	0	0	0	0%	16
17 Other Out Go	0	0	0	0	0	0%	17
18 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	18
Fund Balance							
19 Net Change in Fund Balance	\$307,000	\$434,134	\$335,000	\$126,181	\$123,000		19
20 Beginning Balance, July 1	7,636,581	7,636,581	8,070,715	8,070,715	8,196,896		20
21 Adjustments to Beginning Balance	0	0	0	0	0		21
22 Net Fund Balance, June 30	\$7,943,581	\$8,070,715	\$8,405,715	\$8,196,896	\$8,319,896		22

San Mateo County Community College District
2016 - 2017 Final Budget
Enterprise Fund - Cafeteria (Fund 5)



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Income							
1 Federal Income	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Income	0	0	0	0	0	0%	2
3 Local Income	335,000	296,922	320,000	334,157	350,000	100%	3
4 Total Income	\$335,000	\$296,922	\$320,000	\$334,157	\$350,000	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	36,000	49,267	50,000	64,317	70,000	23%	6
7 Employee Benefits	9,500	9,835	9,000	14,029	15,000	4%	7
8 Materials & Supplies	55,000	68,933	60,000	62,207	60,000	27%	8
9 Operating Expenses	85,000	118,204	100,000	130,329	130,000	46%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$185,500	\$246,239	\$219,000	\$270,882	\$275,000	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$0	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	\$149,500	\$50,683	\$101,000	\$63,275	\$75,000		18
19 Beginning Balance, July 1	456,337	456,337	507,020	507,020	570,295		19
20 Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$605,837	\$507,020	\$608,020	\$570,295	\$645,295		21

San Mateo County Community College District
2016 - 2017 Final Budget
Enterprise Fund - San Mateo Athletic Club/CSM Fitness Center



	2014 -15 Adoption Budget	2014-15 Actual	2015 -16 Adoption Budget	2015-16 Actual	2016 -17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	4,200,000	4,348,781	4,500,000	4,711,162	4,877,626	100%	3
4 Total Revenue	\$4,200,000	\$4,348,781	\$4,500,000	\$4,711,162	\$4,877,626	100%	4
Expenses							
5 Cost of Goods Sold	\$0	\$0	\$0	\$0	\$0	0%	5
6 Salaries	170,000	184,933	185,000	211,744	222,000	5%	6
7 Employee Benefits	42,000	42,280	43,000	60,611	61,000	1%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses**	3,167,805	3,264,701	3,300,000	3,496,689	3,690,000	94%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$3,379,805	\$3,491,914	\$3,528,000	\$3,769,043	\$3,973,000	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$0	\$0	0%	12
13 Other Sources	70,000	142,872	150,000	155,390	170,000	-64%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(188,000)	(408,633)	(385,000)	(442,043)	(370,000)	164%	16
17 Total Transfers/Other	(\$118,000)	(\$265,761)	(\$235,000)	(\$286,653)	(\$200,000)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$702,195	\$591,106	\$737,000	\$655,466	\$704,626		18
19 Beginning Balance, July 1	1,344,968	1,344,968	1,936,074	1,936,074	2,591,540		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$2,047,163	\$1,936,074	\$2,673,074	\$2,591,540	\$3,296,166		21

**Operating expenses consists of salaries and benefits paid by EXOS

San Mateo County Community College District
2016 - 2017 Final Budget
Enterprise Fund - Community, Continuing, and Corporate Education (Fund 5)

	2014 -15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Income							
1 Federal Income	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Income	0	0	0	0	0	0%	2
3 Local Income	0	0	900,000	1,129,715	1,175,000	100%	3
4 Total Income	\$0	\$0	\$900,000	\$1,129,715	\$1,175,000	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$469	\$0	0%	5
6 Classified Salaries	0	0	315,000	458,471	460,000	39%	6
7 Employee Benefits	0	0	110,000	131,118	132,000	14%	7
8 Materials & Supplies	0	0	25,000	22,670	23,000	3%	8
9 Operating Expenses	0	0	350,000	733,060	485,000	44%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$0	\$0	\$800,000	\$1,345,788	\$1,100,000	100%	11
Transfers & Other							
12 Transfers In	\$0	\$0	\$0	\$417,000	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$0	\$0	\$0	\$417,000	\$0	0%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$100,000	\$200,927	\$75,000		18
19 Beginning Balance, July 1	0	0	850,818	850,818	1,051,745		19
Adjustments to Beginning							
20 Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$950,818	\$1,051,745	\$1,126,745		21

* CCCE was previously included in Fund 1 before it moved to Fund 5 in the 2015-16 fiscal year

This summary for CCCE was prepared for viewing purposes only as it was part of Fund 1 prior to 2015-16.

This page intentionally left blank



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Special Revenue Fund (Fund 6)

This fund is used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes.

Special Revenue Funds encompass activities that directly or indirectly relate to the educational program of the College such as providing services to students—and which may provide non-classroom instructional or laboratory experience for students.

*The District maintains the **Child Development Fund (60000)**, which is used to account for the activities of the child development centers at the Colleges.*

***Measure G** (San Mateo county wide parcel tax) passed by the voters in June 2010 is accounted for in this Fund **(61000)**. It is used primarily for instructional-related activities to preserve and maintain core academics and vocational programs.*

San Mateo County Community College District
2016-2017 Final Budget
Child Development Fund (Fund 60) - College of San Mateo



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$38,500	\$32,313	\$28,900	\$22,841	\$28,000	7%	1
2 State Revenue	37,800	31,368	34,100	45,574	21,000	5%	2
3 Local Revenue	362,296	311,522	373,672	373,222	374,132	88%	3
4 Total Revenue	\$438,596	\$375,202	\$436,672	\$441,637	\$423,132	100%	4
Expenses							
5 Certificated Salaries	\$111,682	\$111,682	\$116,912	\$116,912	\$117,392	19%	5
6 Classified Salaries	284,251	277,208	272,150	309,661	290,338	48%	6
7 Employee Benefits	154,381	142,761	145,699	153,057	159,635	26%	7
8 Materials & Supplies	47,800	29,438	36,800	33,253	36,500	6%	8
9 Operating Expenses	765	0	448	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$598,879	\$561,089	\$572,009	\$612,883	\$603,865	100%	11
Transfers & Other							
12 Transfers In	\$160,283	\$185,887	\$135,337	\$171,246	\$180,733	100%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$160,283	\$185,887	\$135,337	\$171,246	\$180,733	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19 Beginning Balance, July 1	0	\$0	\$0	\$0	\$0		19
20 Adjustments to Beginning Balance	0	0	\$0	0	\$0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	\$0	\$0		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*

San Mateo County Community College District
2016-2017 Final Budget
Child Development Fund (Fund 60) - Skyline College



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$109,000	\$127,859	\$92,000	\$42,496	\$45,000	12%	1
2 State Revenue	181,500	207,938	266,700	180,394	151,000	40%	2
3 Local Revenue	141,823	154,646	175,823	180,181	180,823	48%	3
4 Total Revenue	\$432,323	\$490,443	\$534,523	\$403,071	\$376,823	100%	4
Expenses							
5 Certificated Salaries	\$102,936	\$102,936	\$106,688	\$111,082	\$107,407	17%	5
6 Classified Salaries	338,418	328,224	304,498	390,645	300,193	48%	6
7 Employee Benefits	172,895	171,915	157,688	165,771	170,198	27%	7
8 Materials & Supplies	70,323	77,927	76,823	55,654	51,223	8%	8
9 Operating Expenses	2,150	3,285	3,800	1,977	2,200	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$686,721	\$684,288	\$649,497	\$725,129	\$631,221	100%	11
Transfers & Other							
12 Transfers In	\$254,399	\$193,845	\$114,975	\$322,058	\$254,399	100%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	0	0	0	0	0	0%	16
17 Total Transfers/Other	\$254,399	\$193,845	\$114,975	\$322,058	\$254,399	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	\$0	\$0		21

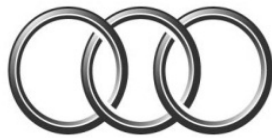
*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*

San Mateo County Community College District
2016-2017 Final Budget
Child Development Fund (Fund 60) - Total District



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$147,500	\$160,171	\$120,900	\$65,337	\$73,000	9%	1
2 State Revenue	\$219,300	\$239,306	\$300,800	225,968	\$172,000	22%	2
3 Local Revenue	\$504,119	\$466,168	\$549,495	553,402	\$554,955	69%	3
4 Total Revenue	\$870,919	\$865,645	\$971,195	\$844,708	\$799,955	100%	4
Expenses							
5 Certificated Salaries	\$214,618	\$214,618	\$223,600	\$227,994	\$224,800	18%	5
6 Classified Salaries	\$622,669	\$605,432	576,649	700,307	590,531	48%	6
7 Employee Benefits	\$327,277	\$314,676	303,387	318,828	329,833	27%	7
8 Materials & Supplies	\$118,123	\$107,365	113,623	88,907	87,723	7%	8
9 Operating Expenses	\$2,915	\$3,285	4,248	1,977	2,200	0%	9
10 Capital Outlay	\$0	\$0	0	0	0	0%	10
11 Total Expenses	\$1,285,600	\$1,245,376	\$1,221,507	\$1,338,012	\$1,235,087	100%	11
Transfers & Other							
12 Transfers In	\$414,682	\$379,731	\$250,312	\$493,304	\$435,132	100%	12
13 Other Sources	\$0	\$0	0	0	0	0%	13
14 Transfers out	\$0	\$0	0	0	0	0%	14
15 Contingency/Reserve	\$0	\$0	0	0	0	0%	15
16 Other Out Go	\$0	\$0	0	0	0	0%	16
17 Total Transfers/Other	\$414,682	\$379,731	\$250,312	\$493,304	\$435,132	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	\$0	\$0		18
19 Beginning Balance, July 1	\$0	\$0	0	\$0	0		19
20 Adjustments to Beginning Balance	\$0	\$0	0	\$0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	\$0	\$0		21

Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College, as well as entire beginning balance.



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Expendable Trust Fund

Student Financial Aid

(Fund 7)

Funds of this type account for assets held by the District as trustee. Funds in this category include financial aid such as Federal Student Aid PELL/SEOG, Federal Academic Competitiveness Grants, Cal Grants, and EOPS Direct Aid to Students.



San Mateo County Community College District
2016-2017 Final Budget
Student Aid Fund (Fund 7) - Cañada College

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$4,738,337	\$4,416,288	\$4,462,702	\$3,806,918	\$3,876,942	89%	1
2 State Revenue	239,000	239,113	245,000	201,458	205,000	5%	2
3 Local Revenue	220,000	200,780	200,000	208,733	250,000	6%	3
4 Total Revenue	\$5,197,337	\$4,856,180	\$4,907,702	\$4,217,109	\$4,331,942	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$0	\$0	\$0	\$0	\$0	0%	11
Transfers & Other							
12 Transfers In	\$0	\$100,932	\$0	\$198,023	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(8,063)	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(5,197,337)	(4,949,049)	(4,907,702)	(4,434,084)	(4,331,942)	100%	16
17 Total Transfers/Other	(\$5,197,337)	(\$4,856,180)	(\$4,907,702)	(\$4,236,061)	(\$4,331,942)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	(\$18,952)	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	(\$18,952)	\$0		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*



San Mateo County Community College District
2016-2017 Final Budget
Student Aid Fund (Fund 7) - College of San Mateo

	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$6,391,829	\$5,977,502	\$6,051,002	\$5,505,112	\$5,535,173	88%	1
2 State Revenue	393,000	392,795	396,000	328,690	335,000	5%	2
3 Local Revenue	310,000	374,504	375,000	371,190	390,000	6%	3
4 Total Revenue	\$7,094,829	\$6,744,801	\$6,822,002	\$6,204,992	\$6,260,173	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$0	\$0	\$0	\$0	\$0	0%	11
Transfers & Other							
12 Transfers In	\$0	\$48,164	\$0	\$180,124	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(779)	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(7,094,829)	(6,792,186)	(6,822,002)	(6,395,503)	(6,260,173)	100%	16
17 Total Transfers/Other	(\$7,094,829)	(\$6,744,801)	(\$6,822,002)	(\$6,215,379)	(\$6,260,173)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	(\$10,387)	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	(\$10,387)	\$0		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*

San Mateo County Community College District
2016-2017 Final Budget
Student Aid Fund (Fund 7) - Skyline College



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$9,731,481	\$9,055,906	\$9,141,376	\$7,979,833	\$7,950,301	92%	1
2 State Revenue	402,500	420,283	426,500	476,102	480,000	6%	2
3 Local Revenue	190,000	206,297	210,000	222,094	250,000	3%	3
4 Total Revenue	\$10,323,981	\$9,682,486	\$9,777,876	\$8,678,029	\$8,680,301	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$0	\$0	\$0	\$0	\$0	0%	11
Transfers & Other							
12 Transfers In	\$0	\$239,038	\$0	\$377,572	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	0	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(10,323,981)	(9,921,524)	(9,777,876)	(9,075,134)	(8,680,301)	100%	16
17 Total Transfers/Other	(\$10,323,981)	(\$9,682,486)	(\$9,777,876)	(\$8,697,562)	(\$8,680,301)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	(\$19,533)	\$0		18
19 Beginning Balance, July 1	0	0	0	0	0		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$0	\$0	\$0	(\$19,533)	\$0		21

*Net Fund Balance totals do not include all Federal, State, and Local revenue or beginning balance.
See Districtwide page for complete fund totals.*

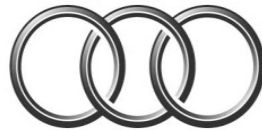
San Mateo County Community College District
2016-2017 Final Budget
Student Aid Fund (Fund 7) - Total District



	2014-15 Adoption Budget	2014-15 Actual	2015-16 Adoption Budget	2015-16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$20,861,647	\$19,449,696	\$19,655,080	\$17,291,863	\$17,362,416	90%	1
2 State Revenue	1,034,500	1,052,191	1,067,500	1,006,250	1,020,000	5%	2
3 Local Revenue	720,000	781,580	785,000	802,017	890,000	5%	3
4 Total Revenue	\$22,616,147	\$21,283,467	\$21,507,580	\$19,100,130	\$19,272,416	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	0	0	0	0	0	0%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$0	\$0	\$0	\$0	\$0	0%	11
Transfers & Other							
12 Transfers In	\$0	\$388,133	\$0	\$755,719	\$0	0%	12
13 Other Sources	0	0	0	0	0	0%	13
14 Transfers out	0	(8,842)	0	0	0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(22,616,147)	(21,662,759)	(21,507,580)	(19,904,721)	(19,272,416)	100%	16
17 Total Transfers/Other	(\$22,616,147)	(\$21,283,467)	(\$21,507,580)	(\$19,149,003)	(\$19,272,416)	100%	17
Fund Balance							
18 Net Change in Fund Balance	\$0	\$0	\$0	(\$48,873)	\$0		18
19 Beginning Balance, July 1	130,251	130,251	130,251	130,251	81,378		19
20 Adjustments to Beginning Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$130,251	\$130,251	\$130,251	\$81,378	\$81,378		21

*Includes combined total of District Office, Cañada College, College of San Mateo, and Skyline College,
as well as entire beginning balance.*

This page intentionally left blank



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Retirement Reserve Fund Expendable Trust (Fund 8)

*Also an Expendable Trust, the **Reserve for Post-Retirement Benefits** was established to reflect the District liability that has already been incurred and continues to incur as employees earn the right to health benefits at retirement.*

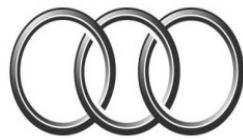
This Fund has been generated by transfers made from the Unrestricted General Fund. Effective July 2009, these transfers come from all funds and are now charged as part of the benefit expense in those funds. This reserve is minimal compared to the total liability already incurred, so current retiree benefits continue to be paid from the General Fund on a “pay as you go” basis. The goal is to eventually have enough funds in this reserve to pay the ongoing costs of retiree benefits.

**San Mateo County Community College District
2016-2017 Final Budget**

Reserve Fund for Post-Retirement Benefits (Fund 8) - Central Services



	2014-15 Adoption Budget	2014 -15 Actual	2015-16 Adoption Budget	2015 -16 Actual	2016-17 Adoption Budget	Percent of Total Budget	
Revenue							
1 Federal Revenue	\$0	\$0	\$0	\$0	\$0	0%	1
2 State Revenue	0	0	0	0	0	0%	2
3 Local Revenue	241,000	145,608	165,000	109,922	70,232	100%	3
4 Total Revenue	\$241,000	\$145,608	\$165,000	\$109,922	\$70,232	100%	4
Expenses							
5 Certificated Salaries	\$0	\$0	\$0	\$0	\$0	0%	5
6 Classified Salaries	0	0	0	0	0	0%	6
7 Employee Benefits	0	0	0	0	0	0%	7
8 Materials & Supplies	0	0	0	0	0	0%	8
9 Operating Expenses	5,000	13,000	5,000	5,800	7,000	121%	9
10 Capital Outlay	0	0	0	0	0	0%	10
11 Total Expenses	\$5,000	\$13,000	\$5,000	\$5,800	\$7,000	121%	11
Transfers & Other							
12 Transfers In	\$1,650,000	\$3,000,000	\$0	\$0	\$0	0%	12
13 Other Sources	0	4,469,389	4,500,000	3,965,290	4,150,000	-108%	13
14 Transfers out	0		0		0	0%	14
15 Contingency	0	0	0	0	0	0%	15
16 Other Out Go	(12,000,000)	(12,000,000)	(12,000,000)	(12,000,000)	(8,000,000)	208%	16
17 Total Transfers/Other	(\$10,350,000)	(\$4,530,611)	(\$7,500,000)	(\$8,034,710)	(\$3,850,000)	100%	17
Fund Balance							
18 Net Change in Fund Balance	(\$10,114,000)	(\$4,398,003)	(\$7,340,000)	(\$7,930,588)	(\$3,786,768)		18
19 Beginning Balance, July 1	23,641,325	23,641,325	19,243,322	19,243,322	11,312,734		19
20 Balance	0	0	0	0	0		20
21 Net Fund Balance, June 30	\$13,527,325	\$19,243,322	\$11,903,322	\$11,312,734	\$7,525,966		21



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Supplemental Information

Page 121 - **Resource Allocation Model**

Page 123 – **Absorption Budget**

Page 125 – **FTE Analysis**

Page 127 - **Associated Student Body Reports**

Page 134 - **CCFS-311Q Report (6/30/16)**

Page 135 - **Cash Flow Summary (6/30/15)**

Page 136 - **Debt Services Payment Schedule**

Page 138 - **County Interest and Investment
Pool Rates**

This page intentionally left blank

2016-17 Final Budget

Resource Allocation: 16/17 Budget Scenario

Worksheet A

1. Review Base Allocation and FTES Allocation (should be 80%/20% of funding). If a college should receive additional funding based on the review, allocate that.

Current Allocations are:

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
15/16 Site Allocations	\$ 36,021,919	\$ 20,911,698	\$ 33,188,996	\$ 13,233,924	\$ 11,435,674	\$ 40,195,004	\$ 154,987,215
	40.0%	23.2%	36.8%				
15/16 FTES	7,658	4,056	6,911				18,625
14/15 FTES	7,852	4,051	6,704				18,607
13/14 FTES	7,827	4,207	7,039				19,072
12/13 FTES	8,144	4,368	7,660				20,172
11/12 FTES	8,104	4,366	7,531				20,001
5 yr average	7,917	4,210	7,169				19,295
Percent of total	41.0%	21.8%	37.2%				

Adjustment #1 is the increases from the Site Allocations. No college gets a decrease. No further adjustments at this time.

Adjustment #1 \$ -

2. Allocate any increase in Central Services costs.

Based on 16/17 Budget

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Increased Costs						\$ (12,317,465)	\$ (12,317,465)

3. Allocate \$3.38 per square foot increase over previous year.

Change from Fall 15 to Fall 16 Space Inventory Report

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

4. Allocate growth based on increase (or decrease) in 3-year FTES average.

Based on FTES Goals for 16/17

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
16/17 FTES	7,718	4,101	7,121				18,940
New 5 yr average	7,840	4,157	7,087			0	19,083
Change in 5 yr average	(77)	(53)	(82)			0	(212)

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

Growth allocation						\$ -	\$ -
International Students	\$ 514,076	\$ 442,751	\$ 1,936,437				\$ 2,893,264
Total	\$ 514,076	\$ 442,751	\$ 1,936,437				\$ 2,893,264

5. District Office & Facilities gets 14% and 6% respectively of college growth allocations.

Calculate 15% and 6% of allocations in #4.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Growth allocation				\$ -	\$ -		\$ -
International Students				\$ 630,962		\$ (369,157)	\$ 261,805
Total	\$ -	\$ -	\$ -	\$ 630,962	\$ -	\$ (369,157)	\$ 261,805

6. Allocate any special amounts agreed upon.

Allocate 16/17 projected step and column increases. Allocate compensation where settled and reserve where not settled.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
Step & Column Compensation	\$ 484,505	\$ 296,716	\$ 383,716	\$ 182,819	\$ 100,718	\$ 7,499,718	\$ 1,448,474
							\$ 7,499,718

2016-17 Final Budget

CPI on non personnel	\$ 40,924	\$ 20,952	\$ 34,200	\$ 59,620	\$ 35,455		\$ 191,151
Other	\$ (413,561)	\$ 331,738	\$ 660,357	\$ 197,191	\$ 151,402	\$ 44,000	\$ 971,127
Innovation Fund	\$ 1,400,000	\$ 800,000	\$ 1,100,000	\$ 200,000	\$ -	\$ (1,500,000)	\$ 2,000,000
	\$ 1,511,869	\$ 1,449,406	\$ 2,178,273	\$ 639,630	\$ 287,574	\$ 6,043,718	\$ 12,110,470

7. Allocate any remaining funds across the board (plus or minus).

Assume the district receives growth and no budget stability. Hold aside unallocated resources.

Calculate new base revenue and what is left after allocations 1 through 6.

Prior Year Alloc	\$ 154,987,215	14/15 FTES	18,607	(Funded, includes NR & Appren)
Prop Tax Growth	\$ 8,996,678	15/16 FTES	18,038	(Estimated actual)
RDA Growth	\$ 1,130,361	Funded Growth	-	
Other Revenue	\$ (3,105,951)	Deficit budget		
16/17 Revenue	\$ 162,008,303	Reserve for futu	-	
Increase	\$ 7,021,088			
Plus deficit budget/less i	\$ 7,021,088			
Less allocations:				
1. Adjustment #1	\$ -			
2. Central Svcs	\$ (12,317,465)			
3. Square Footage	\$ -			
4. Growth	\$ 2,893,264			
5. DO & Facilities	\$ 261,805			
6. Special Allocations	\$ 12,110,470			
	\$ 2,948,074			
Available for allocation	\$ 4,073,014			

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
15/16 Site Allocations	\$ 36,021,919	\$ 20,911,698	\$ 33,188,996	\$ 13,233,924	\$ 11,435,674	N/A	\$ 114,792,211
% of Total	31%	18%	29%	12%	10%		100%
Adjustment #7	\$ 1,278,116	\$ 741,981	\$ 1,177,599	\$ 469,561	\$ 405,756	\$ -	\$ 4,073,014

8. Final allocations

Sum the 15/16 Site Allocations with all of the adjustments.

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
15/16 Site Allocations	\$ 36,021,919	\$ 20,911,698	\$ 33,188,996	\$ 13,233,924	\$ 11,435,674	\$ 40,195,004	\$ 154,987,215
1. Adjustment #1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fixed Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (12,317,465)	\$ (12,317,465)
3. Square Footage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Growth	\$ 514,076	\$ 442,751	\$ 1,936,437	\$ -	\$ -	\$ -	\$ 2,893,264
5. DO & Facilities	\$ -	\$ -	\$ -	\$ 630,962	\$ -	\$ (369,157)	\$ 261,805
6. Special Allocations	\$ 1,511,869	\$ 1,449,406	\$ 2,178,273	\$ 639,630	\$ 287,574	\$ 6,043,718	\$ 12,110,470
7. Adjustment #7	\$ 1,278,116	\$ 741,981	\$ 1,177,599	\$ 469,561	\$ 405,756	\$ -	\$ 4,073,014
Total Increase	\$ 3,304,061	\$ 2,634,137	\$ 5,292,310	\$ 1,740,153	\$ 693,331	\$ (6,642,904)	\$ 7,021,088
	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
16/17 Site Allocations	\$ 39,325,980	\$ 23,545,836	\$ 38,481,306	\$ 14,974,077	\$ 12,129,005	\$ 33,552,099	\$ 162,008,303

Prop 30/One Time	\$ 543,518	\$ 315,527	\$ 500,774	\$ 199,681	\$ 172,548		\$ 1,732,048
Total Allocation	\$ 39,869,498	\$ 23,861,363	\$ 38,982,079	\$ 15,173,757	\$ 12,301,553	\$ 33,552,099	\$ 163,740,351

Facilities Square Footage	1,620,579
50% of funds per sq. foot	\$ 3.53
50% of funds for growth	6.3%
District Office percentage	14.7%

Fund 1 Full Absorption Budget for 2016-17

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
16/17 Site Allocations	\$ 39,869,498	\$ 23,861,363	\$ 38,982,079	\$ 15,173,757	\$ 12,301,553	\$ 33,552,099	\$ 163,740,350
Central Services	\$ 9,496,061	\$ 6,756,520	\$ 10,988,443	\$ 3,134,154	\$ 3,176,921	\$ (33,552,099)	\$ -
Subtotal	\$ 49,365,560	\$ 30,617,883	\$ 49,970,523	\$ 18,307,912	\$ 15,478,474	\$ -	\$ 163,740,350
Facilities Allocation	\$ 5,155,551	\$ 3,360,895	\$ 6,724,797	\$ 237,230	\$ (15,478,474)		\$ -
Subtotal	\$ 54,521,111	\$ 33,978,778	\$ 56,695,320	\$ 18,545,142	\$ -	\$ -	\$ 163,740,350
District Office	\$ 6,095,999	\$ 4,289,584	\$ 6,394,381	\$ (16,779,965)			\$ -
Total	\$ 60,617,110	\$ 38,268,362	\$ 63,089,701	\$ 1,765,177	\$ -	\$ -	\$ 163,740,350
% of Total funding	37%	23%	39%				
FTES Goal for 16/17	7,718	4,101	7,121				18,940
% of Total FTES	41%	22%	38%				
\$ per FTES	\$ 7,854	\$ 9,332	\$ 8,860				\$ 8,645
\$ before absorption	\$ 5,166	\$ 5,819	\$ 5,474				
% of base amt/total	66%	62%	62%				

Detail of Allocations

Central Services:

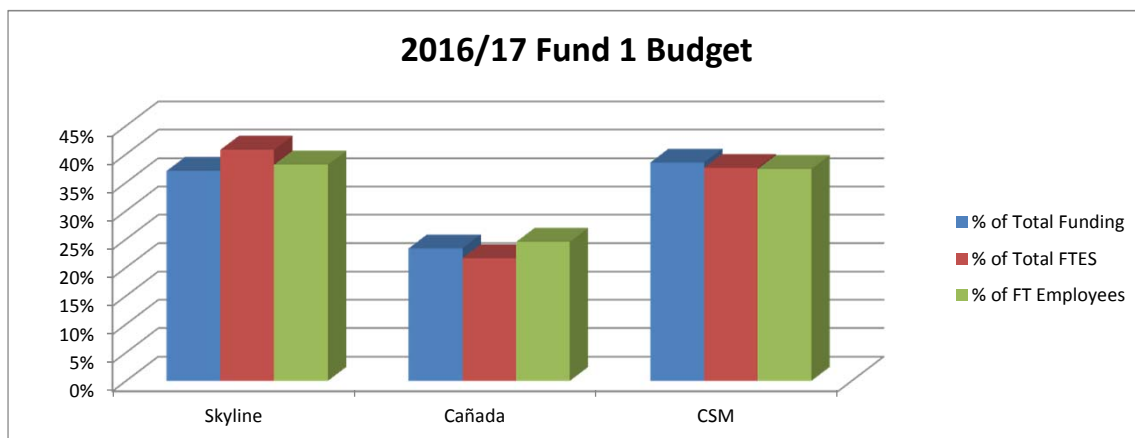
Utilities	33%	22%	43%	2%			
Square footage	541,764	353,175	706,666	24,929			1,626,534
	\$ 1,398,627	\$ 1,027,708	\$ 2,056,336	\$ 72,541		\$ (4,555,213)	
Retiree/other benefits	28%	18%	28%	11%	14%		
Number of FT employees	285	183	279	114	140		1,003
	\$ 1,942,868	\$ 1,250,019	\$ 1,904,280	\$ 779,297	\$ 955,011	\$ (6,831,474)	
Insurance	Based on square footage						
	\$ 419,047	\$ 273,176	\$ 546,596	\$ 19,282		\$ (1,258,101)	
Managed hiring	actual						
			\$ 21,000	\$ 29,000		\$ (50,000)	
Salary commitments	based on # of employees						
	\$ 3,342,483	\$ 2,150,516	\$ 3,276,096	\$ 1,340,692	\$ 1,642,987	\$ (11,752,774)	
Staff development	based on # of employees						
	\$ 179,645	\$ 115,581	\$ 176,077	\$ 72,057	\$ 88,304	\$ (631,664)	
Tele/Hard/Soft Maint	based on # of computers/smart classrooms						
PCs	1,125	1,012	1,049	289			
Macs	204	157	446	-			
Total	1,329	1,169	1,495	289			
Percentage	31%	27%	35%	7%			
	\$ 625,632	\$ 550,311	\$ 703,777	\$ 136,048		\$ (2,015,768)	
Legal/Election	Based on % of budget						
Percent of budgets	31%	18%	30%	12%	9%		
	\$ 208,492	\$ 124,779	\$ 203,851	\$ 79,349	\$ 64,329	\$ (680,800)	
Formula Adjustment	per college						
	\$ 120,000	\$ 295,500	\$ 880,000	\$ 130,000	\$ 49,500	\$ (1,475,000)	
Apprenticeship							
Per college	\$ 11,160	\$ 220,036				\$ (231,196)	
Miscellaneous & MOT							
Per college	\$ 52,228	\$ 31,257	\$ 51,065	\$ 19,877		\$ (154,427)	
Per employee	\$ 42,660	\$ 27,447	\$ 41,813	\$ 17,111	\$ 20,969	\$ (150,000)	
Per % of budget	\$ 1,153,221	\$ 690,188	\$ 1,127,553	\$ 438,899	\$ 355,821	\$ (3,765,683)	

Fund 1 Full Absorption Budget for 2016-17

	Skyline	Cañada	CSM	District Office	Facilities	Central Svcs	Total
District Office:							
General Services	based on operating budget						
	\$ 212,450	\$ 132,404	\$ 220,923	\$ (565,777)			
EVC/Business Serv/Acctng	based on operating budget						
	\$ 1,215,720	\$ 757,664	\$ 1,264,201	\$ (3,237,585)			
ITS	based on # of computers						
PCs	1,125	1,012	1,049	289			
Macs	204	157	446	-			
Total	1,329	1,169	1,495	289			
Percentage	31%	27%	35%	7%			
	\$ 1,785,698	\$ 1,570,716	\$ 2,008,743	\$ (5,365,157)			
HR	based on # of employees						
	\$ 647,453	\$ 416,564	\$ 634,593	\$ (1,698,609)			
Chancellor's Office/Found/Board	based on # of employees						
	\$ 685,599	\$ 441,107	\$ 671,982	\$ (1,798,688)			
VC Ed Serv	based on # of employees						
	\$ 163,356	\$ 105,101	\$ 160,111	\$ (428,568)			
Comm & Govt Rel	based on # of employees						
	\$ 119,761	\$ 77,053	\$ 117,382	\$ (314,196)			
Remaining alloc	based on operating budget						
	\$ 1,265,962	\$ 788,976	\$ 1,316,446	\$ (3,371,384)			

Total Absorption Budget Fund 1 2016/17

	Skyline	Cañada	CSM
% of Total Funding	37%	23%	39%
% of Total FTES	41%	22%	38%
% of FT Employees	38%	25%	37%



College of San Mateo

Canada College

Skyline College

Resident										
Fall & Spring	5,840	6,345	6,893	7,404	7,093	7,080	6,801	6,626	6,531	6,245
Fall & Spring (N/C)	-	-	47	68	67	71	76	37	81	55
Summer (N/C)				5	4	2	4	4	7	6
Summer	<u>844</u>	<u>868</u>	<u>1,087</u>	<u>1,253</u>	<u>976</u>	<u>1,164</u>	<u>1,130</u>	<u>998</u>	<u>1,067</u>	<u>1,025</u>
Total, Resident	6,684	7,213	8,027	8,730	8,139	8,317	8,011	7,665	7,686	7,331
Total, Apprenticeship	3	3	2	5	2	1	2	2	2	5
Flex-time	3	5	6	17	2	2	2	1	3	4
Non-Resident										
Fall & Spring	101	97	88	85	99	109	132	170	193	276
Fall & Spring (N/C)			1	1	1	2	-	1	4	2
Summer (N/C)					-	-	-	0	-	-
Summer	<u>10</u>	<u>12</u>	<u>16</u>	<u>14</u>	<u>10</u>	<u>18</u>	<u>21</u>	<u>18</u>	<u>23</u>	<u>31</u>
Total, Non-Resident	111	109	105	100	110	129	153	189	220	309
Skyline College Total	6,801	7,330	8,140	8,852	8,253	8,449	8,168	7,857	7,911	7,649

San Mateo County Community College District
FTES Analysis

	<u>Actual 2006-07</u>	<u>Actual 2007-08</u>	<u>Actual 2008-09</u>	<u>Actual 2009-10</u>	<u>Actual 2010-11</u>	<u>Actual 2011-12</u>	<u>Actual 2012-13</u>	<u>Actual 2013-14</u>	<u>Actual 2014-15</u>	<u>Actual 2015-16</u>
<i>District</i>										
Resident										
Fall & Spring	17,033	17,969	19,133	19,978	18,298	17,841	17,036	16,161	15,524	15,007
Fall & Spring (N/C)	27	35	85	109	118	104	100	63	109	74
Summer (N/C)	4	5	1	11	14	13	15	13	17	14
Summer	<u>2,180</u>	<u>2,262</u>	<u>2,486</u>	<u>2,858</u>	<u>2,314</u>	<u>2,483</u>	<u>2,453</u>	<u>2,247</u>	<u>2,312</u>	<u>2,193</u>
Total, Resident	19,244	20,271	21,705	22,956	20,744	20,441	19,604	18,484	17,962	17,288
Total, Apprenticeship	159	167	117	99	88	81	85	90	64	69
Flex-time	16	20	29	49	8	7	8	10	13	18
Non-Resident										
Fall & Spring	389	374	374	371	402	390	484	616	799	1,134
Fall & Spring (N/C)	1	1	2	2	2	3	1	2	7	5
Summer (N/C)	0	0	0	0	0	0	1	1	0	1
Summer	<u>38</u>	<u>34</u>	<u>41</u>	<u>44</u>	<u>38</u>	<u>42</u>	<u>54</u>	<u>51</u>	<u>70</u>	<u>94</u>
Total, Non-Resident	428	409	417	417	443	435	540	670	876	1,234
District Total	19,847	20,867	22,268	23,521	21,283	20,964	20,237	19,254	18,915	18,609

**Associated Students of Cañada College
4th Quarter Report
April 2016-July 2016**

The following is a summary highlighting the events and activities of ASCC this quarter:

Participatory Governance

The students continue to serve on **19** committees at Cañada College and the District.

Student Identification Cards

The Center for Student Life and Leadership Development continues to produce Student Body Cards for the student body. The Center produced **129** cards this quarter.

Inter-Club Council (ICC)

The ASCC continues to encourage students to become an active member on campus through their handouts, fliers, activities, social media and Inter-Club Council. This past quarter all **26** clubs remained active.

Events & Activities

- April 2016
 - Ongoing ASCC Meetings: Every Thursday from 3:30-5:30pm in CIETL
 - Ongoing ICC Meetings: Every Other Tuesday 3:30-4:30 in Building 2-10 throughout the semester
 - Community First Club Pass the Plate: April 6th, 5-6pm
 - Alcohol Awareness and Sexual Assault Awareness Week: April 11, April 12, April 13, April 14
 - Campus Voting and Polling Booths: April 19-21, 9am-4pm on the Upper Lawn
 - Student Senate Elections: April 18, 12:30-2:30pm
 - Freedom of Expression with Namaste and Civil Liberties: April 20th, 9am-1pm
 - Freedom of Expression with Namaste and Civil Liberties: April 20th, 9am-1pm
 - Business and Entrepreneurship Club Movie Night and Discussion: April 25th, 3:00pm-6:00pm
 - Community First Club's Professional Mixer: April 25th, 6-8pm
 - Colt Classic with Astronomy Club and Puente Club: April 26th, 12:00pm-2:00pm
 - Computer Science History Museum Visit: April 28th, 1-2pm
 - Connect to College Student panel: April 28th, 4pm-7pm
- May 2016
 - General Assembly of the Student Senate for California Community Colleges: All day April 29-3, Ontario, CA
 - Second Harvest Food Bank Volunteering Day: May 5th, 12pm-3pm
 - SHPE's Taco Thursday: May 5th, 11am-1pm
 - Sponsor Human Services Department Graduation - ice and drinks
 - District Student Council Mixer: May 6th, 3pm-5pm
 - Spring Star Party: May 6th, 8:30pm
 - Leadership Awards: May 12, 5-7pm
 - Connect to Culture: May 19, 9:00am-1:00pm
- June 2016
 - 4th of July Volunteer Float Building: Every Weekday, Theater Shop, 9am-5pm
 - Sponsor Human Services Department Graduation: June 14th
- July 2016
 - 4th of July Parade: July 4, Redwood City, 8:00am-2:00pm
 - Engineering and Design Club- ASEE Robotics Competition, July 28th

Associated Students of College of San Mateo 4th Quarter Report, April 2016 – June 2016

The Associated Students of College of San Mateo (ASCSM) has had a productive second quarter of the Spring 2016 semester. ASCSM has been able to successfully continue to participate in college governance and to create a lively and entertaining campus atmosphere for CSM students, faculty, staff, and administrators. Some of the highlights from the quarter of the are:

Ongoing Activities

In addition to participating in their weekly Student Senate meetings, the members of the ASCSM have also been actively involved with each of their standing committees, including the Executive Cabinet, the Advocacy Board, the Cultural Awareness Board, the Programming Board, and the Inter Club Council (ICC).

Members of the ASCSM Student Senate continued to participate in College and District governance committees. At the College level, student leaders are attending numerous committee meetings, including the Institutional Planning Committee (IPC), Faculty Academic Senate, Committee on Instruction, Diversity in Action Group, College Auxiliary Services Advisory Committee and the College Assessment Committee. At the District level, students are also involved in the District Participatory Governance Council, the District Committee on Budget & Finance, the District Auxiliary Services Advisory Committee and the District Student Council.

The ASCSM, in cooperation with the Center for Student Life and Leadership continued to issue credit card style Student ID Cards. To date, the A.S. has issued thousands of ID Cards to students. Due to the planned rollout of employee ID cards, the students have stopped producing ID cards for CSM faculty, staff, and administrators.

Events and Activities of Note

April 2016

- 4/4-4/8: Voter Registration Table, *CSM Democrats*
- 4/4: UCB Guest Speaker, *PTK*
- 4/8 & 4/9: Bay Area Chinese Student Basketball Association Game, *Chinese Student Association*
- 4/13 – 5/4: Book Drive, *Charity Club*
- 4/13 & 4/15: Krispy Kreme Labyrinth Fundraiser, *The Writer's Project*
- 4/14- Democratic Presidential Primaries Debate Watch, *CSM Democrats*
- 4/14- Former AGS Presidents' Roundtable, *AGS*
- 4/20: "The Cove" Film Screening, *Animal Volunteer Club*

- 4/20: Boba/Spam Musubi Sale, *AGS*
- 4/22: Business Plan Competition, *Business Club*
- 4/22: Open Mic Night, *AGS*
- 4/25: Jamba Juice Fundraiser, *PTK*
- 4/25 – 4/27: Pop-Up Business Fundraiser, *Business Club*
- 4/27: Animal Rights Film Screening, *Animal Volunteer Club*
- 4/26-4/28: Spring Fling!, *ASCSM*
- 4/29- Hovercraft Testing, *Physics Club*

May 2016

- 5/2- Study Strategies Workshop, *PTK*
- 5/4- Social Justice Day, *ASCSM*
- 5/6- Movie Night (The Big Short), *CSM Democrats*
- 5/6- Dance Concert, *Performance Dance Ensemble*
- 5/11- Cultural Awareness Day, *ASCSM*
- 5/12- Unity Day, *ASCSM*

June 2016

No Activities

**Associated Students of Skyline College
2015-2016: Budget Report for the 4th Quarter
Summary of Programs and Activities
June 30, 2016**

The following is a summary highlighting the events and activities of this quarter.

Participatory Governance

The students continue to serve on the following committees at Skyline College and the District:

Governance Committees

- Academic Senate Governing Council
- Accreditation Oversight Committee
- College Governance Council
- Curriculum Committee
- District Shared Governance Council
- Ed Policy
- Health and Safety Committee
- PEDAC
- SEED/Student Equity Committees
- Strategic Planning and Allocation of Resource Committee
- Institutional Effectiveness Committee
- Technology Advisory Committee

Task Forces

- Art on Campus Task Force
- SLOAC
- Outreach

Recruitment of Students

The ASSC continues to encourage student engagement in activities, events, and student government with the help of handouts, flyers, social media, and giveaways to increase participation and attendance. All of the elected positions in the Associated Student of Skyline College Governing Council are currently filled.

Student Identification Cards

The Center for Student Life and Leadership Development continues to produce Student ID Cards for the student body with assistance from the ASSC.

Skyline Organizations and Clubs (SOCC)

The ASSC members always encourage other students to become active on campus by their work through SOCC. They also encourage students who do not find a club that interests them to start their own.

Outreach

Tupperware Drive

4/4/16 – 4/29/16

ASSC hosted a campus wide Tupperware drive with Glide Memorial to assist those in need in San Francisco. There were over 300 Tupperware donated in less than a month.

Glide Memorial Volunteer

8/11/15 – 6/01/16

ASSC members have volunteered continuously at Glide Memorial in San Francisco to serve food to those in need.

Programs and Events

ASSC Meetings

8/11/15 - Present:

ASSC weekly meetings on Tuesdays from 4-6pm

SAAM Day of Action

4/5/16

ASSC gave out information about sexual assault facts, community resources and gifts.

“Documented” Film Screening

4/6/16

ASSC sponsored and assisted the film screening of the documentary, “Documented”, by Jose Antonio Vargas at the Skyline Theater.

Lecture Series: Jose Antonio Vargas

4/7/16

Students had the opportunity to meet Pulitzer Prize-winning journalist, filmmaker and media publisher Jose Antonio Vargas as part of the A Call to Consciousness College Lecture Series partly sponsored by ASSC.

Islam 101

4/11/16:

ASSC gave out traditional halal food and taught the students how to wear a hijab. Students were educated in Muslim culture and took stance against islamophobia.

Islamophobia Panel

4/13/16:

ASSC hosted a panel discussion on Islamic culture and Islam in America.

“Shine the Light” to End Sexual Violence

4/13/16:

Students were encouraged to pledge to stand against sexual violence and made luminaria bags to light up the nights.

Ukulele Performance by Ben Anh

4/18/16:

Ben Anh, a well-known ukulele musician, performed at the Fireside Dining Hall to kick off Asian American and Pacific Islander Heritage Month. ASSC also invited the Hula Sistas to give out kalua pig nachos.

AADP Bone Marrow Drive Registration Tabling

4/19/16:

ASSC worked with Asian American Donor Program to register Skyline students as possible donors.

Tattoo Lecture Series: Seymour Kaniho

4/26/16:

In Honor of Asian American & Pacific Islander Heritage Month, the ASSC invited Saymour Kaniho of A-Town Tattoo to give a lecture and presentation of his experience tattooing Polynesian cultural tattoos. Photos of Skyline College student, staff and faculty cultural tattoos were also displayed thanks to our Photography Club.

Tattoo Lecture Series: Seymour Kaniho

4/26/16:

In Honor of Asian American & Pacific Islander Heritage Month, the ASSC invited Saymour Kaniho of A-Town Tattoo to give a lecture and presentation of his experience tattooing Polynesian cultural tattoos. Photos of Skyline College student, staff and faculty cultural tattoos were also displayed thanks to our Photography Club.

Meet the Candidates

4/26/16:

Students and Skyline view attended the events to meet and interview the candidates and about their campaigns for the upcoming ASSC election.

Escalation Workshop

4/28/16:

As part of the Sexual Assault Awareness Month, ASSC alongside the Skyline Health Center hosted an Escalation workshop from the One Love Foundation.

Tournament of Champions

4/30/16:

ASSC hosted and sponsored the Tournament of Champions basketball game alongside faculty member Kwame Thomas. Student teams and faculty teams participated to win the championship and grand prices.

“Kumu Hina” Film Screening

5/2/16:

Kumu Hina is a powerful film about the struggle to maintain Pacific Islander culture and values within the Westernized society of modern day Hawai‘i. It is told through the lens of an extraordinary Native Hawaiian who is both a proud and confident mähū, or transgender woman, and an honored and respected kumu, or teacher, cultural practitioner, and community leader.

ASSC Election

5/3/16 – 5/5/16

ASSC had tabled and encouraged students to vote for their student government candidates. Election committee members also passed out It's-It ice creams to the voters.

District AS Mixer

5/6/16:

The three Associated Students hosted a district wide mixer where all 3 old council members and 3 new council members met and engaged in leadership activities.

Faces of Asia and the Pacific Islands Bazaar

5/9/16:

The ASSC held a bazaar featuring a variety of food, performances and close to 30 vendors and AAPI community partners displaying the many different cultures of Asia and the Pacific Islands. Another highlight of the event was the cultural regalia walk that showcased traditional regalia worn by the different cultures, with pieces lent to the ASSC and modeled by the student body.

Aimee Suzara, Spoken Word Event

5/11/16:

Our final AAPI event of the year was a spoken word event with renowned Filipino-American poet, playwright, and performer: Aimee Suzara. Aimee's mission is to create, and help others create, poetic and theatrical work about race, gender, and the body to provoke dialogue and social change.

If you need additional information please contact:

Amory Nan Cariadus
Director of Student Development
Skyline College
Phone: (650) 738-4334
Email: cariadusa@smccd.edu

Skip to: [CCCCO Home](#) | [California Gov Home](#)

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
[CA.GOV](#) |

- [INSTRUCTIONS](#)
- [EDIT DATA](#)
- [VIEW DATA](#)
- [CERTIFY](#)
- [LOG OUT](#)

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2015-2016

Quarter Ended: (Q4) Jun 30, 2016

District: (370) SAN MATEO

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2012-13	Actual 2013-14	Actual 2014-15	Projected 2015-2016
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	127,520,416	135,790,198	141,694,473	166,502,653
A.2	Other Financing Sources (Object 8900)	4,968,388	4,553,777	2,396,839	39,666
A.3	Total Unrestricted Revenue (A.1 + A.2)	132,488,804	140,343,975	144,091,312	166,542,319
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	115,718,817	119,336,708	126,732,713	137,053,786
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	16,667,798	20,586,908	15,294,035	19,491,605
B.3	Total Unrestricted Expenditures (B.1 + B.2)	132,386,615	139,923,616	142,026,748	156,545,391
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	102,189	420,359	2,064,564	9,996,928
D.	Fund Balance, Beginning	19,601,580	19,703,769	20,124,128	22,188,692
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	19,601,580	19,703,769	20,124,128	22,188,692
E.	Fund Balance, Ending (C. + D.2)	19,703,769	20,124,128	22,188,692	32,185,620
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	14.9%	14.4%	15.6%	20.6%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	19,614	18,578	17,975	17,306
-----	---	--------	--------	--------	--------

III. Total General Fund Cash Balance (Unrestricted and Restricted)

		As of the specified quarter ended for each fiscal year			
		2012-13	2013-14	2014-15	2015-2016
H.1	Cash, excluding borrowed funds		26,729,654	22,959,649	28,607,090
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1 + H.2)	34,485,892	26,729,654	22,959,649	28,607,090

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I. Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	156,803,422	156,915,866	166,502,653	106.1%
I.2	Other Financing Sources (Object 8900)	0	5,039,666	39,666	0.8%
I.3	Total Unrestricted Revenue (I.1 + I.2)	156,803,422	161,955,532	166,542,319	102.8%
J. Expenditures:					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	162,636,571	151,669,970	137,053,786	90.4%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	2,243,234	18,361,944	19,491,605	106.2%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	164,879,805	170,031,914	156,545,391	92.1%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-8,076,383	-8,076,382	9,996,928	
L.	Adjusted Fund Balance, Beginning	22,188,692	22,188,692	22,188,692	
L.1	Fund Balance, Ending (C. + L.2)	14,112,309	14,112,310	32,185,620	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	8.6%	8.3%		

V. Has the district settled any employee contracts during this quarter?

NO

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic		Classified	
	Total Cost Increase	% +	Total Cost Increase	% +	Total Cost Increase	% +
a. SALARIES:						
Year 1:						
Year 2:						
Year 3:						
b. BENEFITS:						
Year 1:						
Year 2:						
Year 3:						

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?

This year?
Next year?

NO
NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

San Mateo County Community College District
DISTRICT CASH FLOW SUMMARY
FOR THE QUARTER ENDING June 30, 2016

	GENERAL FUND	Payroll Fund	GENERAL RESTRICTED FUND	INSURANCE & Debt Services FUND	CAPITAL OUTLAY FUND	CHILD CARE FUND	STUDENT AID FUND	POST- RETIREMENT RESERVES
Beg. Cash Balance in County Treasury	3,196,633.73	3,403,320.36	16,359,694.53	50,193,309.86	223,097,594.99	28,630.03	185,710.26	-
Cash inflow from operations:								
Year-to-date Income	166,542,318.37		31,714,252.18	48,401,821.72	23,074,613.29	1,338,012.05	19,855,848.85	4,075,212.67
Accounts Receivable	(3,638,648.78)	(55,673.32)	(1,145,410.69)	2,946,805.16	(2,913,324.42)	(114,076.87)	(854,372.20)	2,878,190.96
Advances / Prepaid	(5,789.26)	(4,386.58)	119,072.21	1,175.00	563,297.96	247.50		
Cash awaiting for deposit	(2,495.47)							
Total Income	166,092,018.59	3,343,260.46	47,047,608.23	101,543,111.74	243,822,181.82	1,252,812.71	19,187,186.91	6,953,403.63
Cash outflow for operations:								
Year to date expenditure	156,545,391.43		31,842,875.98	37,766,961.29	22,321,132.39	1,338,012.05	19,904,721.36	12,005,800.00
Deferred Income	3,244,209.02	-	(1,386,852.91)	-	(29,343.00)	(5,606.00)	1,975.00	395.88
Account Payable	(4,919,595.48)	(130,564.57)	(39,257.15)	214,414.32	5,264,000.50	(100,898.04)	(879,365.47)	1,563.64
Cash Balance From Operations	11,222,013.62	3,473,825.03	16,630,842.31	63,561,736.13	216,266,391.93	21,304.70	159,856.02	(5,054,355.89)
Other Cash inflow								
Medical Flex Plan / Revolv. Fund	(500.00)			-				
TRANS	-							
Trusts (JPA & 3CBG)								
Beg. Investment Balance								
LAIF Balance	89,247.05							54,453.70
County Pool Balance	-							6,218,041.60
Special Bond					922.78			-
C.O.P. & Others	36,828,084.92			-	5,000.00			8,988,303.44
Total Beg. Balance	36,917,331.97			-	5,922.78			15,260,798.74
Y.T.D. Investment Balance								
LAIF Balance	425.21							-
County Pool Balance	-							8,408,897.47
Special Bond				-	1,125.78			-
C.O.P./Bank CD	39,516,001.23			-	5,000.00			1,771,212.82
Y.T.D. Balance	39,516,426.44			-	6,125.78			10,180,110.29
Net Cash changes from Investment	(2,599,094.47)			-	(203.00)			5,080,688.45
Net changes from unrealized gain / (loss)	(119,996.66)			(169,379.43)	(681,997.39)			(26,332.56)
Cash Balance in County Treasury	8,502,422.49	3,473,825.03	16,630,842.31	63,392,356.70	215,584,191.54	21,304.70	159,856.02	(0.00)
Net Cash (Excluding TRANS & Trusts)	8,502,422.49	3,473,825.03	16,630,842.31	63,392,356.70	215,584,191.54	21,304.70	159,856.02	(0.00)

San Mateo County Community College District
Debt Service Payment Schedules

	<u>2001 GO BONDS</u>	<u>2001 GO BONDS</u>	<u>2001 GO BONDS</u>	<u>2005 GO BONDS</u>	<u>2005 GO BONDS</u>	<u>2004 C.O.P.</u>
	<u>SERIES A</u>	<u>SERIES B</u>	<u>SERIES C</u>	<u>SERIES A</u>	<u>SERIES B</u>	
2003	\$ 6,645,013					
2004	6,976,628					\$ 515,790
2005	7,322,978	\$ 1,061,410				1,497,456
2006	4,695,828	3,072,488				2014-15
2007	4,818,977	2,441,288	\$ 1,299,763	\$ 13,347,694	\$ 5,773,125	(Defeasances
2008	5,067,178	2,788,088	1,203,865	15,066,138	8,313,300	on April 2006)
2009	5,325,963	2,944,088	1,239,615	7,506,738	8,313,300	
2010	5,597,119	3,089,688	1,298,138	7,824,138	8,783,300	
2011	5,880,869	3,240,038	1,363,306	8,159,538	9,276,850	
2012**	3,489,200	2,463,338	1,430,213	6,666,563	9,582,800	
2013	-	2,632,288	1,497,588	7,475,000	9,692,800	
2014	-	2,807,288	1,575,000	7,749,000	10,378,000	
2015	-	-	1,275,750	7,540,000	6,457,250	
2016	3,350,000	-	1,360,000	7,860,000	7,030,375	
2017	3,660,000	-	1,440,000	8,195,000	5,137,750	
2018	3,980,000	-	1,530,000	8,550,000	5,387,750	
2019	4,315,000	-	1,630,000	8,925,000	5,127,750	
2020	4,680,000	-	1,725,000	9,310,000	8,720,000	
2021	5,055,000	4,495,000	1,825,000	9,720,000	9,645,000	
2022	5,450,000	4,750,000	1,935,000	10,155,000	10,675,000	
2023	4,915,000	5,020,000	2,050,000	10,605,000	11,720,000	
2024	5,315,000	5,305,000	2,165,000	11,080,000	12,825,000	
2025	5,735,000	5,600,000	2,295,000	11,575,000	14,000,000	
2026	6,180,000	5,915,000	2,425,000	12,100,000	15,245,000	
2027	-	15,565,000	6,220,000	12,645,000	16,560,000	
2028	-	16,380,000	6,550,000	13,220,000	17,945,000	
2029	-	-	6,895,000	13,830,000	19,415,000	
2030	-	-	26,125,000	14,465,000	20,960,000	
2031	-	-	5,815,000	-	34,995,000	
2032	-	-	-	-	36,680,000	
2033	-	-	-	-	39,325,000	
2034	-	-	-	-	42,110,000	
2035	-	-	-	-	45,035,000	
2036	-	-	-	-	48,110,000	
2037	-	-	-	-	51,350,000	
2038	-	-	-	-	54,750,000	
2039					-	
2040					-	
2041					-	
2042					-	
2043						
2044						
2045						
Total	108,454,750	89,569,998	84,168,236	243,569,806	609,319,350	2,013,246

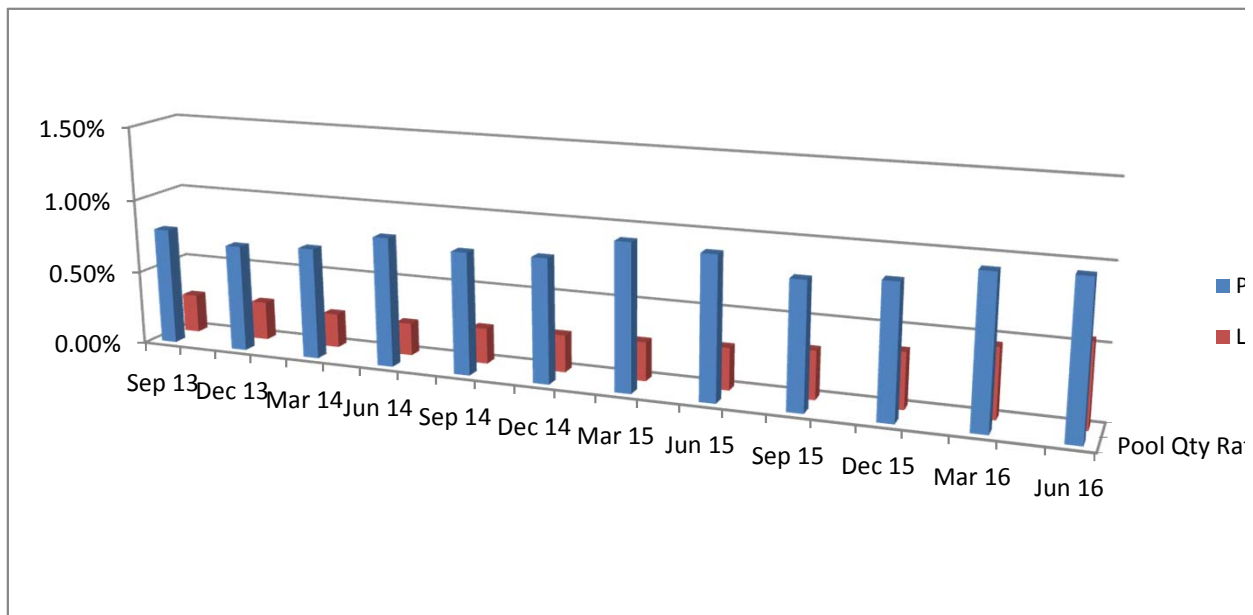
** 2012 GO Bond refunding.

San Mateo County Community College District
Debt Service Payment Schedules

<u>2012 GO</u>	<u>2014 GO</u>	<u>2015 GO BONDS</u>	
<u>Refunding Bonds</u>	<u>Refunding Bonds</u>	<u>SERIES A</u>	<u>Total Payment</u>
			\$ 6,645,013
			6,976,628
			8,384,388
			7,768,315
			27,680,846
			32,438,568
			25,329,703
			26,592,381
			27,920,600
1,024,831			24,656,943
8,398,490			29,696,165
8,764,457			31,273,745
11,233,225	6,014,274	3,717,642	36,238,141
8,486,025	5,753,600	17,976,725	51,816,725
16,565,325	5,753,050	18,755,825	59,506,950
17,393,325	6,165,350	14,463,500	57,469,925
18,778,625	5,743,300	3,977,156	48,496,831
11,380,825	5,741,200	4,135,438	45,692,463
7,344,025	5,741,000	4,135,438	47,960,463
7,364,500	5,889,538	4,335,313	50,554,350
8,388,438	5,743,275	4,500,563	52,942,275
4,734,000	8,900,550	4,671,438	54,995,988
4,872,125	8,871,550	4,973,813	57,922,488
5,007,125	9,022,438	5,036,563	60,931,125
	8,790,700	5,227,438	65,008,138
	8,724,825	5,426,063	68,245,888
	25,442,700	5,631,438	71,214,138
	7,732,325	5,879,094	75,161,419
	17,564,575	6,067,875	64,442,450
	10,611,575	6,300,000	53,591,575
	10,386,575	6,553,250	56,264,825
	10,148,200	6,788,000	59,046,200
	9,876,575	7,075,531	61,987,106
	9,606,363	7,307,575	65,023,938
	9,317,488	7,584,975	68,252,463
	9,010,475	7,870,206	71,630,681
		8,166,300	8,166,300
		8,476,025	8,476,025
		8,805,625	8,805,625
		9,134,125	9,134,125
		9,481,750	9,481,750
		9,840,875	9,840,875
		10,209,000	10,209,000
139,735,340	216,551,499	232,504,555	1,723,873,534

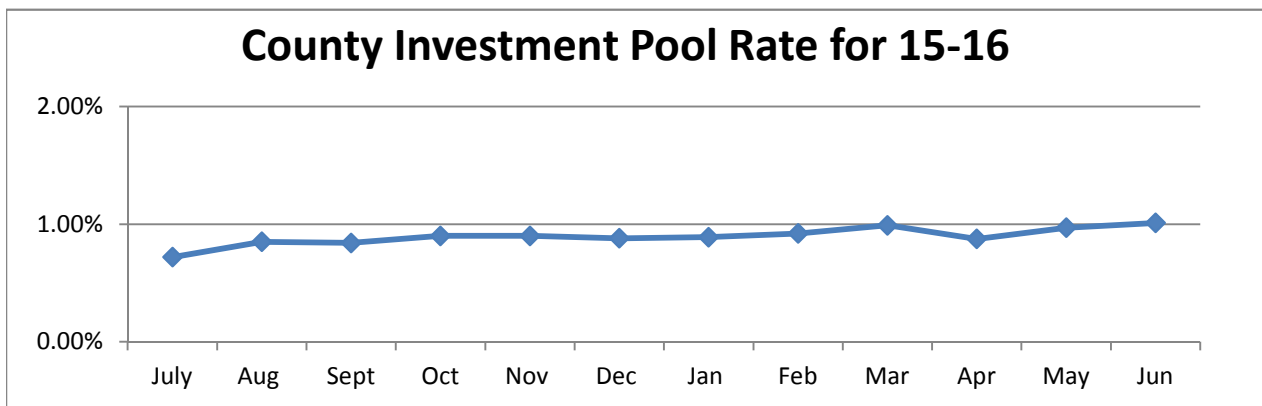
Quarterly Interest Rate for County Pool Vs Sacramento LAIF

	Pool Qty Rate	LAIF Rate
Sep 13	0.79%	0.26%
Dec 13	0.72%	0.26%
Mar 14	0.75%	0.23%
Jun 14	0.87%	0.22%
Sep 14	0.82%	0.24%
Dec 14	0.83%	0.25%
Mar 15	0.98%	0.26%
Jun 15	0.95%	0.28%
Sep 15	0.84%	0.32%
Dec 15	0.88%	0.37%
Mar 16	0.99%	0.46%
Jun 16	1.01%	0.55%



County Interest Rate <http://www.sanmateocountytreasurer.org/investmentReports.html>

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
July	3.20%	1.12%	1.25%	1.04%	0.77%	0.75%	0.70%	0.72%
Aug	3.00%	0.92%	1.48%	1.25%	0.88%	0.75%	0.77%	0.85%
Sept	3.44%	1.02%	1.64%	1.31%	0.98%	0.79%	0.82%	0.84%
Oct	2.30%	1.04%	1.25%	1.04%	0.88%	0.75%	0.80%	0.90%
Nov	2.45%	1.10%	1.25%	1.04%	1.00%	0.75%	0.80%	0.90%
Dec	2.54%	1.11%	1.04%	1.19%	0.97%	0.72%	0.83%	0.88%
Jan	2.05%	1.02%	1.10%	1.01%	0.75%	0.75%	1.00%	0.89%
Feb	1.92%	1.02%	1.15%	1.02%	0.75%	0.75%	0.88%	0.92%
Mar	1.60%	1.01%	1.12%	1.04%	0.84%	0.75%	0.98%	0.99%
Apr	1.77%	0.94%	1.07%	1.00%	0.73%	0.62%	0.65%	0.88%
May	2.15%	1.15%	1.10%	1.00%	0.73%	0.67%	0.80%	0.97%
Jun	2.42%	1.54%	1.35%	1.02%	0.73%	0.87%	0.95%	1.01%
Average	2.40%	1.08%	1.23%	1.08%	0.83%	0.74%	0.83%	0.90%



BOARD REPORT NO. 16-9-103B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jennifer Hughes, VP of Student Services, College of San Mateo 650-574-5034
Susan Harrison, Director of General Services, 650-358-6879

APPROVAL OF SOLE SOURCE PURCHASE OF FATV GETSAP AND GETANSWERS FROM CAREERAMERICA, LLC

The SMCCCD Financial Aid Offices counsel students daily on a wide and complex range of federal and state financial aid topics such as satisfactory academic progress, enrollment priorities, Board of Governor's fee waivers and the like. FATV, a service of CareerAmerica, LLC, specializes in custom online financial aid content. The Colleges seek approval for a sole source purchase of FATV's GetSAP and GetAnswers video-based software and counseling to help deliver this information to students.

The GetAnswers videos cover a wide range of federal and state financial aid topics that can be incorporated into orientations, workshops, and social media and are available to students, parents and educational partners 24/7. The GetSAP module offers custom online, video-based financial aid counseling tools that translate complex Federal Satisfactory Academic Progress (SAP) information into easy-to-understand videos that students and parents can access online anytime. GetSAP also offers modules regarding BOG Fee waivers and enrollment priorities. The content can be customized for each College to align with their specific programs and support services. Spanish and other foreign language content is included along with additional resources outside the financial aid office that students can access for help when they need it.

Skyline College has used the GetSAP module for the last three years and it has become a part of their student support tool kit. Based on Skyline College's positive experience, the Colleges agree it will be beneficial to adopt the product districtwide and purchase both GetSAP and GetAnswers licensing for all Colleges via a sole source purchase. To further support the sole source purchase decision, the Financial Aid and General Services Departments contacted colleagues at other community colleges to research the availability of tools that provide the same services, level of customization and extensive video libraries and there were none.

Pricing was negotiated to include a discount for the participation of all three Colleges as well as a discount based on a five-year contract term.

RECOMMENDATION

It is recommended that the Board approve the sole source purchase of CareerAmerica, LLC, FATV GetAnswers and GetSAP products for use Districtwide. The initial contract will be for three years with an option to renew for two additional one year terms. The total amount of the contract over five years is \$319,000. Assuming the Colleges continue to be pleased with the product after the initial five-year term, yearly license fees will continue.

BOARD REPORT NO. 16-9-104B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Susan Harrison, Director of General Services, 650-358-6879
Jose Nunez, Vice Chancellor of Facilities Planning, Maintenance & Operations,
650-358-6836

**AUTHORIZATION FOR USE OF THE STATE DEPARTMENT OF GENERAL SERVICES'
NASPO CONTRACT WITH WW GRAINGER FOR PURCHASE OF FACILITIES
MAINTENANCE SUPPLIES, PRODUCTS AND TOOLS**

The State Department of General Services offers contracts for the purchase of facilities maintenance, supplies, products and tools through its National Association of State Procurement Officials (NASPO) ValuePoint Contracts. One of the contracts of use to the District is with WW Grainger (Contract number 7-11-51-02). The contract is in effect through February 28, 2017. The District Facilities department uses Grainger Supplies in the course of its day-to-day operations and for other projects. As an example, the Grainger contract offers hardware such as locksets, cores and key blanks for use in the ongoing district-wide classroom security hardware project.

Public Contract Code (PCC) 20653 authorizes the governing board of any community college district to purchase materials, equipment or supplies through the State's Department of General Services. PCC Sections 10298 and 10299 authorize local government agencies and school districts, including community college districts, to use CMAS and other Department of General Services agreements without competitive bidding.

RECOMMENDATION

It is recommended that the Board authorize the use of the NASPO ValuePoint Contract with WW Grainger for purchases of facilities maintenance supplies, products and tools as needed through the life of the contract in an amount not to exceed \$500,000.

BOARD REPORT NO. 16-9-4C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

DISCUSSION OF BY-TRUSTEE AREA ELECTIONS / PRESENTATION BY COOPERATIVE STRATEGIES ON POTENTIAL TRUSTEE AREA BOUNDARIES

On June 22, 2016, the Board awarded a contract to Dolinka Group, now known as Cooperative Strategies LLC, to provide demographic services and develop redistricting maps to inform the Board's discussion on moving from an at-large election system to a by-trustee area election system.

Larry Ferchaw, Executive Director at Cooperative Strategies, attended the Board meeting of July 27 and presented four conceptual scenarios of voting districts. He discussed the criteria used in drawing district maps, as well as the implementation and community input processes should the Board decide to move to by-trustee area elections. The Board provided initial input and suggestions at that meeting.

In response to the Board's feedback, at a following Board meeting on August 24, Mr. Ferchaw presented revised conceptual scenarios. At this meeting, the Board narrowed down its preferences for the top three maps which could be further refined for future public hearings.

Mr. Ferchaw will present these final draft scenarios to the Board for its consideration in order for the District to begin the process of actively soliciting community input during upcoming public hearings.