

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES RETREAT

February 11, 2017, 9:00 a.m.

College of San Mateo, College Center (Bldg. 10), City View Conference Room, 4th Floor

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
 - *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
 - *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.*
 - *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
 - *Regular Board meetings are recorded; recordings are kept for one month.*
 - *Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*
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9:00 a.m. ROLL CALL

DISCUSSION OF THE ORDER OF THE AGENDA

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

INFORMATION REPORTS

- | | |
|---------|--|
| 17-2-1C | <u>Review of Enterprise Reserve and Allocation of Surplus Funds</u> |
| 17-2-2C | <u>Discussion of Strategic Plan Metrics and Data Tools</u> |
| 17-2-3C | <u>Presentation of District/College Promise Initiatives</u> |
| 17-2-4C | <u>Discussion of District Promise Proposals</u> <ul style="list-style-type: none">- SMCCCD Trustee Grant (BOGG+)- Open Educational Resources- Food Insecurity- Transportation- Student Housing |
| 17-2-5C | <u>Discussion of Staff Hiring Positions Hiring Summary, 2013-14 through 2016-17</u> |
| 17-2-6C | <u>Discussion of Future Study Session Topics</u> |

ADJOURNMENT

BOARD REPORT NO. 17-2-1C

To: Members of the Board of Trustees

From: Ron Galatolo, Chancellor

Prepared by: Tom Bauer, Vice Chancellor, Auxiliary Services (650) 358-6782

REVIEW OF ENTERPRISE RESERVE AND ALLOCATION OF SURPLUS FUNDS

Every successful business has a cash reserve it uses as a financial cushion in bad times and to fund needs that exceed its operational revenue each year. The District Auxiliary and Enterprise Operations are no different. Each operation has generated a financial reserve thanks to the hard work and commitment of the staff. The reserve is critical for cash flow needs and equipment replacement. While it is expected that the operations generate a surplus each year and add to the reserve (as has been the case in eleven of the last twelve years), the reserve is also very important to give the operations a financial cushion in years where the operation could potentially lose money due to a number of adverse factors including declining enrollment. The District Auxiliary and Enterprise Operations, including the three campus bookstores, cafeterias, vending operations, Community, Continuing and Corporate Education (CCCE) and the San Mateo Athletic Club (SMAC) at the College of San Mateo, are self-sustaining enterprises. All income generated covers the total salaries and expenses generated by these operations. General fund dollars are not used to subsidize District enterprise operations which makes it very important that each operation be successful. The activities of all of the District's enterprises tie directly to Strategic Goal 4 that supports the District's entrepreneurial activities to not only provide essential services to the college community and community at large but also to generate resources that help support students.

The attached cash flow analysis illustrates each operation's financial position through December 31, 2016. The capital represented in the "County Pool" is what each operation uses to fund its monthly cash flow needs including accounts payable, salary and benefit costs, equipment costs and other general expenses. The capital represented by "CD and Others" is what each operation has in long term investments. It is intended that these funds not only provide a financial cushion for the operations but also for equipment replacement which has considerable financial impact. Equipment needs and depreciation are noted at the bottom of the worksheet appending this report.

The SMAC reserve will also be important as we come closer to opening the new location at Cañada College. The reserve for SMAC will enable us to bring up operations at Cañada without impacting any other district resource while the new community based fitness facility grows and becomes financially independent. The equipment and program needs for both operations will be substantial as the facility supports the academic programs of each college and the community members and a strong and stable reserve will be required to support the needs of both programs.

Throughout the year, numerous requests are made by the three colleges to support an event, a club, a fundraiser or some other need. Most of the requests are generally small but aggregated represent a significant financial commitment to the colleges. We are proud to support the students and faculty in this way. These requests are made to the operation's managers and referred to the Vice Chancellor of Auxiliary Services for approval. In addition to these requests, larger requests are made by the colleges for support of essential programs that tie directly to the District Strategic Plan. As our funding is limited and we fund

these requests from our operating income rather than the reserve, it is important to note that at some point in time, the reserve may be needed to fund these types of requests as well. The requests are made by the college President to the Vice Chancellor and the Chancellor. These requests are brought to the Board of Trustees each year at the annual Board Retreat for review and discussion.

For the fiscal year ending June 30, 2017, requests have been made to fund the following programs:

Skyline College President's Innovation Fund	\$100,000	District Bookstores
CSM First Year Initiative (Promise)	\$200,000	SMAC
Cañada College Stay Strong (Promise)	\$100,000	SMAC
PTK Membership Fee	\$30,000	District Bookstores/Food Serv.

Each of these programs has a direct tie to the Strategic Plan. This year's requests will be funded from the operating income of the enterprises and will not impact the reserve at this time. At the Board Retreat, the college Presidents will share how the funds received last year were utilized as well as their plans for this year's allocation.

**San Mateo County Community College District
Enterprise Funds**

Preliminary Income Statement for the 6 months from July to December 2016

	Bookstore	Café	SMAC	CCCE	Aux Total
	Actual To Date 12-31-16				
Income					
Federal Income	\$0	\$0	\$0	\$0	\$0
State Income	0	0	0	0	0
Local Income	3,638,481	192,329	2,431,456	495,142	6,757,408
Total Income	\$3,638,481	\$192,329	\$2,431,456	\$495,142	\$6,757,408
Expenses					
Cost of Sales	\$1,956,772	\$0	\$0	\$0	\$1,956,772
Certificated Salaries	0	33,239	0	297,882	331,121
Classified Salaries	998,536	7,650	109,603	104,662	1,220,451
Employee Benefits	296,747	39,201	33,123	54,809	423,880
Materials & Supplies	8,232	34,756		319,380	362,368
Operating Expenses	319,017	0	1,730,059	0	2,049,076
Capital Outlay	0	0	0	0	0
Total Expenses	\$3,579,304	\$114,846	\$1,872,785	\$776,733	\$6,343,668
Transfers & Other					
Transfers In	\$0	\$0	\$0	\$0	\$0
Other Sources	0	0	78,029	0	78,029
Transfers out	0	0	0	0	0
Contingency	0	0	0	0	0
Other Out Go	0	0	(88,812)	0	(88,812)
Total Transfers/Other	\$0	\$0	(\$10,783)	\$0	(\$10,783)
Fund Balance					
Net Change in Fund Balance	\$59,177	\$77,483	\$547,888	(\$281,591)	\$402,957
Beginning Balance, July 1	8,196,896	570,455	2,591,539	1,051,745	12,410,635
Adjustments to Beginning Balance		0	0	0	0
Net Fund Balance, Dec. 31	\$8,256,073	\$647,938	\$3,139,427	\$770,154	\$12,813,592

San Mateo County Community College District
AUX. SERVICES CASH FLOW SUMMARY (Preliminary)
FOR THE SIX MONTHS ENDING December 31, 2016

	Bookstore	Café	SMAC	CCCE	Total AUX
	2016	2016	2016	2016	2016
Beg. Cash Balance	43,894	-	519,622	-	563,516
Cash inflow from operations:					
Year-to-date Income	3,638,481	192,329	2,509,485	495,142	6,835,437
Accounts Receivable	(34,616)	3,065	(7,656)	80,922	41,715
Advances / Inventory	(769,291)		(1,801)	-	(771,092)
Total Incoming Cash	2,878,468	195,394	3,019,650	576,064	6,669,576
Cash outflow for operations:					
Year to date expenditure	3,579,304	114,846	1,961,598	776,733	6,432,481
Less: depreciation			(19,919)	-	(19,919)
Account Payable	(565,670)	49,585	6,682	252,603	(256,800)
Cash Balance From Operations	(135,166)	30,963	1,071,289	(453,272)	513,814
Other Cash inflow					
Prior yr conversion				-	-
Beg. Investment Balance					
LAIF Balance		-			
County Pool Balance	1,065,955	591,576	1,194,192	1,376,140	4,227,863
CD. & Others	3,993,848	34,753	2,293,445	-	6,322,046
Total Beg. Balance	5,059,803	626,329	3,487,637	1,376,140	10,549,909
Y.T.D. Investment Balance					
LAIF Balance		-			
County Pool Balance	840,851	622,255	1,607,634	922,768	3,993,508
CD. & Others	4,054,461	35,037	2,067,997	-	6,157,495
Y.T.D. Balance	4,895,312	657,292	3,675,631	922,768	10,151,003
Net Cash changes from Investment	164,491	(30,963)	(187,994)	453,372	398,906
Cash Balance	29,325	-	883,295	100	912,720
Proential annual cash needs					
Equipment fund reserve:					
Current equipment	754,947	895,525	1,529,057	-	3,179,529
5years sinking fund	150,989	179,105	305,811	-	635,906
Cost of living increase 3%	4,530	5,373	9,174	-	19,077
Equipment fund needed	155,519	184,478	314,986	-	654,983

BOARD REPORT NO. 17-2-2C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

DISCUSSION OF STRATEGIC PLAN METRICS AND DATA TOOLS

Staff will discuss the operational definitions/data elements from the District's Strategic Plan, the relationship between the Strategic Plan and the Promise Programs, as well as the proposed cycle of evaluation of the plan and the promise programs. Background information is included in the Board Packet. In addition, at the retreat staff will share the current data for each college and the district, as well as the new user-friendly data dashboard being developed for these metrics.

SMCCCD Strategic Plan: Completion and Success Metrics

Operational Definitions

Strategic Goal Number One: Develop and strengthen educational offerings, interventions, and support programs that increase student access and success

1.1

Percentage of FFTFT (Fall first-time full-time) students completing SEP

- Types of SEP's differentiated
 - Comprehensive
 - Abbreviated
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP

Same as above for FFTPT (Fall first-time part-time) students.

1.1a

Fall-to-Spring Persistence of FFTFT students

- Disaggregate:
 - Ethnicity
 - Gender
 - ISP

Same as above for FFTPT (Fall first-time part-time) students

1.2, 1.4, and 1.5

Percentage of FFTFT students enrolling at various levels of Math and English

- Basic skills (i.e., units not Degree applicable)
- Degree applicable
- Transfer level
 - Additional transfer level differentiation: STEM Math
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP

Same as above for FFTPT (Fall first-time part-time) students

Progression of FFTFT initially enrolling below transfer level placements: subsequent completion of transfer level Math and English.

- Track 3 cohorts/2 years
 - Fall 2014 > Summer 2016
 - Fall 2013 > Summer 2015
 - Fall 2012 > Summer 2014

- Disaggregate:
 - Ethnicity
 - Gender
 - ISP

Same as above for FFTPT (Fall first-time part-time) students

1.1.1

Modality Comparison: Distance Ed vs. Face-to-Face Success Rates

- ‘Comparable’ DE vs. Face to Face only (e.g., ENGL 100 DE vs. all FTF sections)
 - Success (ABC/P)
 - W rates
 - Disaggregate:
 - Ethnicity
 - Gender
 - ISP
 - DE = Online only + Hybrid
 - Note: Some DE courses no comparable FTF course

1.6. 1.7. 1.8 and 1.9 Degree/Certificate Awards

- AA/AS/AS-T/AA-T (combined)
- Certificates of Achievement
- Certificates of Specialization
- 3 years (Fall + Spring + Summer awards)
- Unduplicated count
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP

1.6. 1.7. 1.8 and 1.9 Degree—FFFT and FFTPT Completion Rate/Time to Completion

- AA/AS/AS-T/AA-T (combined)
- Track 3 FFFT Cohorts 3 years (use US Dept Ed 150% of ‘normal time’ metric)
 - Fall 2013 > Summer 2016
 - Fall 2012 > Summer 2015
 - Fall 2011 > Summer 2014
- Track 3 FFTPT Cohorts 3 years (use US Dept Ed 150% of ‘normal time’ metric)
 - Fall 2013 > Summer 2016
 - Fall 2012 > Summer 2015
 - Fall 2011 > Summer 2014
- Full-time and part-time students separate cohorts for tracking
- Unduplicated count award earners
- Count first award earned in each reporting year

- Disaggregate:
 - Ethnicity
 - Gender
 - ISP
- Report in enrolled semester time—Summer term = 0.5 semester. Maximum time = 7.5 semesters
- Include transfers without Degree Completion vis NSC data match

Strategic Goal Number Two: Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County

2.3/2.4

The proportion of San Mateo County public high school graduates who successfully transition to SMCCCD colleges following graduation.

- Existing SMCCCD reports prepared by CSM—5year take rate data
- Disaggregate:
 - Ethnicity
 - Gender
 - BOG Recipient

2.5 The number of certificates awarded annually in the District.

2.6 The number of associates degrees awarded annually in the District.

- Both addressed in 1.6 – 1.9

2.7

The number of students who transfer to in-state private or out-of-state four-year post-secondary institutions of higher learning annually.

- National Student Clearinghouse (NSC) data match
- Completion of 15 units at SMCCCD prior to subsequent enrollment at 4-year institution
- Use cohorts identified in Degree completion rate metric for NSC data match
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP

2.8

The number of students who transfer to the California State University (CSU system) annually.

- CSU reporting aggregate data only

2.9

The number of students who transfer to the University of California (UC system) annually.

- UC reporting aggregate data only

Strategic Goal Number Three: Increase program delivery options, including the expanded use of instructional technology, to support student learning and success

3.1

The number of students annually who complete an initial associate degree that includes at least one successfully completed distance education course.

- DE = fully online + hybrid
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP
- AA/AS Degree earners—3 years, 2013/14, 2014/15, 2015/16
- Unduplicated count

3.2

The number of students annually who complete a certificate (CA + CS) that includes at least one successfully completed distance education course

- DE = fully online + hybrid
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP
- Certificate earners—3 years, 2013/14, 2014/15, 2015/16
- Unduplicated count

3.3

Number of associate degrees completed annually where 100% of the coursework delivered via distance education

- DE = fully online + hybrid
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP
- AA/AS Degree earners—3 years, 2013/14, 2014/15, 2015/16
- Unduplicated count

3.4

Number of certificates (CA + CS) completed annually where 100% of the coursework delivered distance education

- DE = fully online + hybrid
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP
- CA/CS Award earners—3 years, 2013/14, 2014/15, 2015/16
- Unduplicated count

3.xxx Distance education enrollments

- DE = fully online + hybrid
- Duplicated enrollment/head count (Fall + Spring + Summer)
 - 3 years, 2013/14, 2014/15, 2015/16
- Disaggregate:
 - Ethnicity
 - Gender
 - ISP

Strategic Goal Number Four: 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

4.1 Increase Entrepreneurial ventures to enhance revenue opportunities

- CCCE's community and continuing education offerings are evaluated annually based on offerings, revenue and expenses. The evaluation is included in their annual report.
- Silicon Valley Intensive English Program, a new program, is evaluated annually based on growth projections, revenue projections and expenses. The evaluation is included in their annual report.
- SMAC is evaluated annually based on its growth, revenue and expenses. The evaluation is included in the annual report.

4.2 International Students Program

- The District is developing a strategic plan for ISP that is aligned with The District's Strategic Plan. The ISP department, in collaboration with IT and Educational Services and Planning, is integrating Salesforce, Banner, and other systems to facilitate data collection and analysis. The program will be defining goals and timelines as part of the strategic plan. All student success and completion metrics as defined in sections 1-3 are currently available in the new data dashboard, disaggregated by international student status. Upon completion of the Strategic Plan, the program will report annually on the goals and evaluation using the student success metrics and the additional elements below.

Other Data elements:

- Student capture rate by country at each college and districtwide (number of applications received, number accepted, number of students registered)
- Student capture rate by recruitment activity (employee travel, agents, partner schools, webinars, advertisements, etc.)
- Student retention by country and by recruitment activity
- Return on investment reports (defined as cost of recruitment efforts/staff and revenue per student)

4.3 Grants Increase Overall Grant Capacity within the District

- Number of grants applied for and awarded per college annually
- Number of grants applied for and awarded to the district annually
- Total grant revenue per college and district annually
- Annual grant related expenses per college and district

Notes:

- Part-time student = 6.0 – 11.5 units
- STEM Level Math = MATH 251 (Calculus w/ Analytic Geometry I) or higher
- Degree/Certificate award counts 3 years
 - Fall 2013/Spring 2014/Summer 2014
 - Fall 2014/Spring 2015/Summer 2015
 - Fall 2015/Spring 2016/Summer 2016

San Mateo County Community College District

February 11, 2017

BOARD REPORT NO. 17-2-3C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

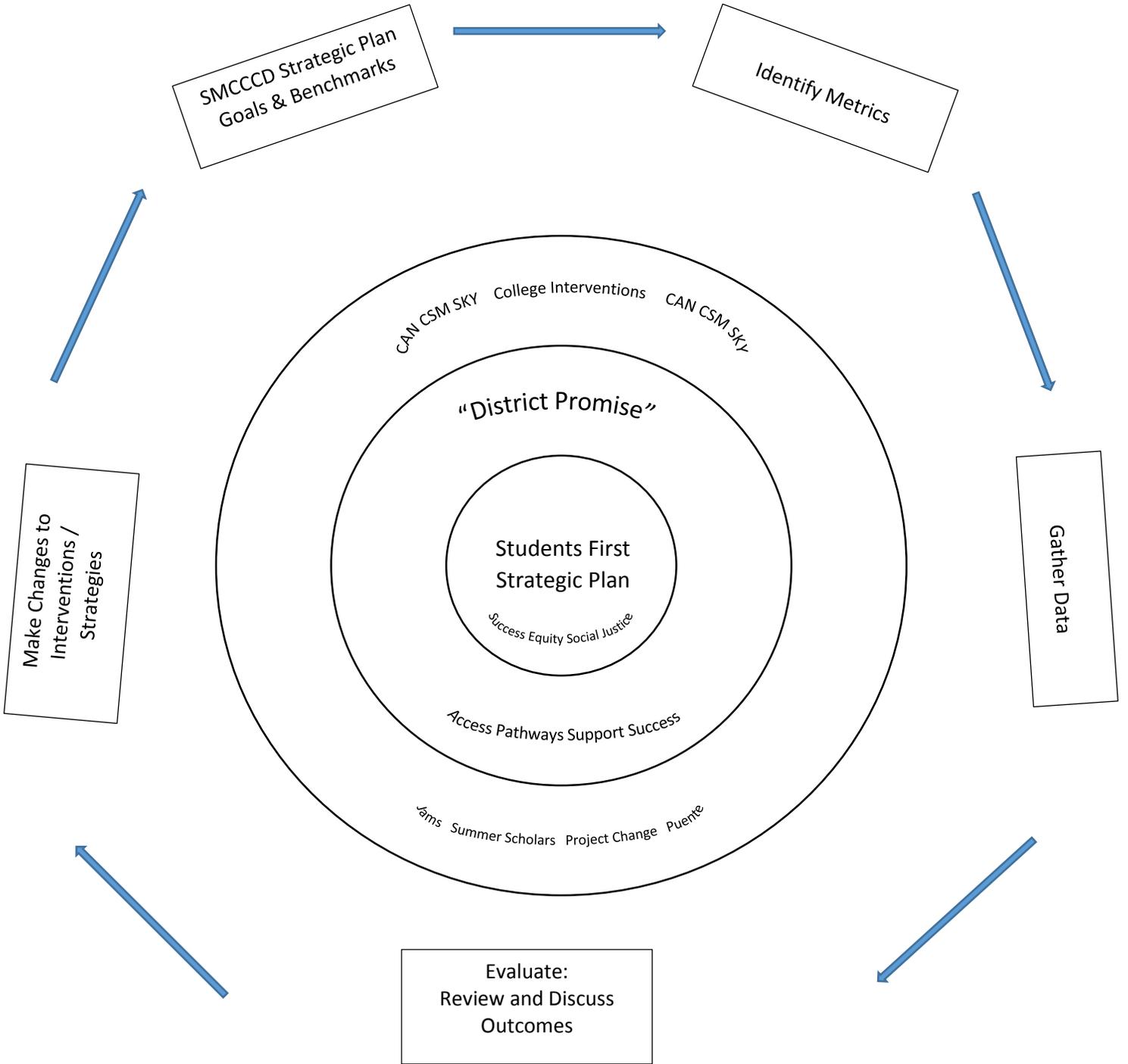
PREPARED BY: Kimberlee Messina, Interim Vice Chancellor of Educational Services and Planning, 358-6887

DISCUSSION OF DISTRICT/COLLEGE PROMISE INITIATIVES

The Vice Chancellor of Educational Services and Planning, along with the College Presidents, will present information on the District and College Promise Initiatives.

Supporting documentation is attached to this report.

CONTINUOUS IMPROVEMENT AND EVALUATION CYCLE
SMCCCD STRATEGIC PLAN



SMCCCD's Strategic Plan and the "District Promise"

Students First

- ❑ The Strategic Plan defines the metrics that the district will use to demonstrate improvement in student success, equity and social justice (Approved 9/30/2015)
- ❑ The colleges presented the core indicators they will use to measure student success (Fall to spring persistence/successful course completion/attainment of degree, certificate or transfer) to the Board of Trustees in June, 2016
- ❑ The colleges have collaborated and agreed upon operational definitions for each of the metrics identified in the strategic plan (November, 2016) in order to access and present data in a consistent manner
- ❑ The office of Educational Services and Planning worked with IT and a consultant to create automated reports and a common dashboard to improve access to data and to better track our progress at the college, district and BOT level (to be presented at February 11, 2017)
- ❑ In order to provide transparent and regular communication with the BOT re our progress on the Strategic Plan, our office has reinvented the District Fact Book (dormant for the last 4 years) as the District Scorecard identified in the Strategic Plan. This scorecard will be updated annually to reflect all of the core indicators and metrics, with three year trends, as well as other pertinent information about the district and the county. This scorecard will inform the annual presentations to the BOT on the Strategic Plan
- ❑ In order to best track our progress toward success, equity and social justice, as well as to inform accreditation, we suggest a cycle of evaluation that includes annual reports from all three colleges, with a three-year district comprehensive review of the plan and progress to date: Spring, 2017 annual, Spring 2018 annual, Spring 2019 comprehensive evaluation of the Strategic plan
- ❑ The Strategic Plan is the commitment to dedicate our fiscal and human resources to increase success, equity and social justice for all students
- ❑ The "District" Promise is the overarching framework with the goal of providing a commitment to students of: No tuition or fees based on financial need, financial aid and scholarships, assistance with transportation and food, low or no cost options for textbooks, access to technology, such as computers, tablets, calculators and high quality academic and support services
- ❑ Each college has its specific and unique "promise" that at a minimum fulfills the District promise. The college promise programs include initiatives and interventions that specifically address the Strategic Plan's Goals and Metrics, and are tailored for the student needs and demographics at each college
- ❑ The attached graphic provides a visual to this concept of integration of the Promise and the Strategic Plan, the evaluation of our programs, the specific goals for improvement, the reporting to the BOT, and the evaluation of the Plan as a continual cycle
- ❑ The goal is to provide maximum support and resources to the colleges, transparent communication to the BOT, and to document our progress in success, equity and social justice with the best tools possible

BOARD REPORT NO. 17-2-4C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

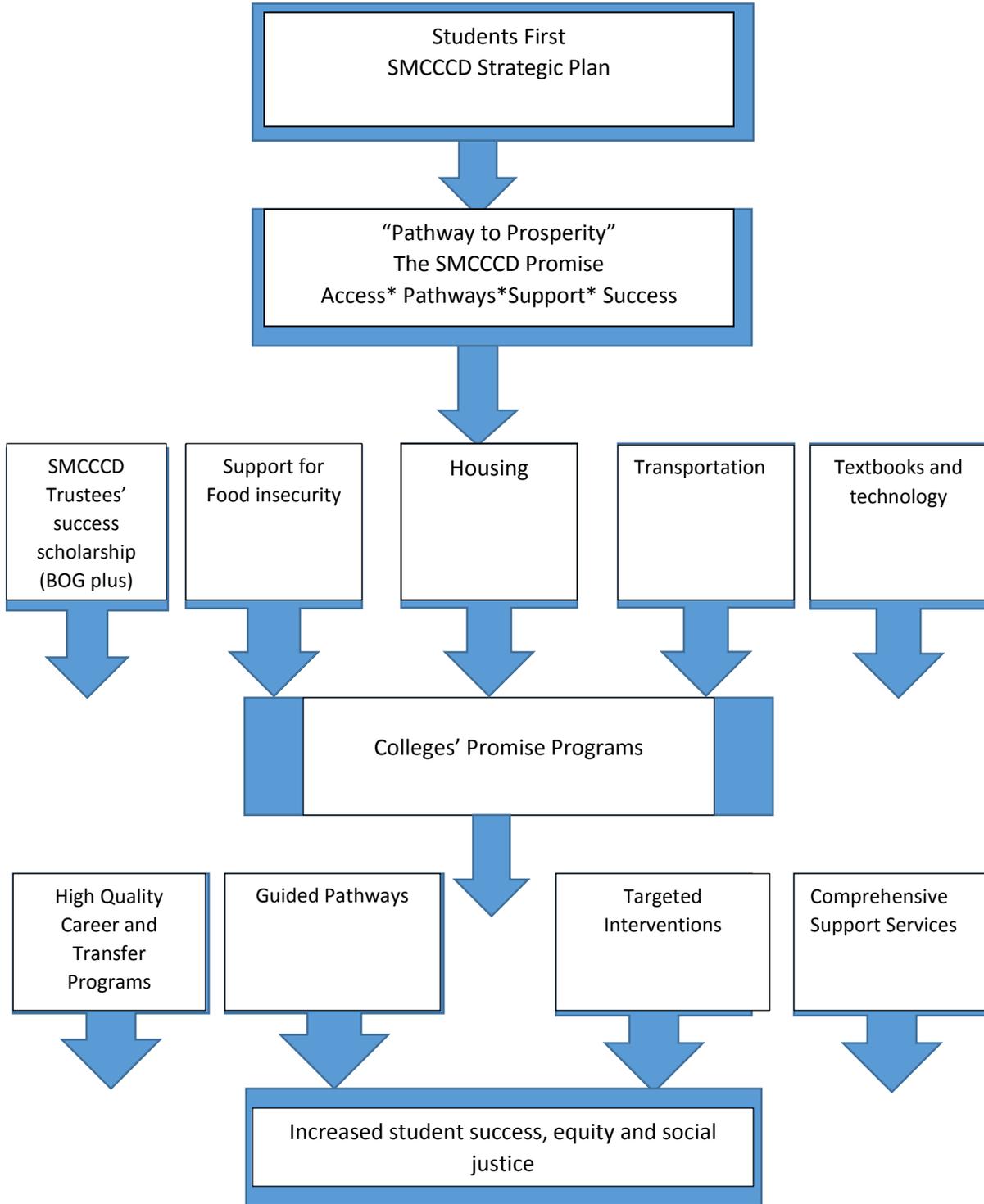
PREPARED BY: Kimberlee Messina, Interim Vice Chancellor of Educational Services and Planning, 358-6887

DISCUSSION OF DISTRICT PROMISE PROPOSALS

The Chancellor will present District Promise proposals, including:

- SMCCCD Trustee Grant (BOGG+)
- Open Educational Resources
- Food Insecurity
- Transportation
- Student Housing

Supporting documentation is attached to this report.



Existing Board of Governors' Grant Program

Waives enrollment fees only (excludes any health fees, parking fees, materials fees, etc.)

BOG waiver requirements: Must be a California Resident (AB 540 students qualify) and **Either...**

A)

1. Receive TANF/CalWORKS or Supplemental Security Income/State Supplemental Program or General Assistance/General Relief while enrolled.
2. Sign an application under penalty of perjury that he/she is a program recipient and provide documentation such as an Aid Verification Summary (TANF), copy of a Benefits Letter from the Social Security Administration Office, photocopy of the most recent public assistance payment.

B)

1. Meet the income standard described in the chart below:

2015-2016 Income Standards		2016-2017 Income Standards	
Family Size	2014 Income	Family Size	2015 Income
1	\$17,505	1	\$17,655
2	\$23,595	2	\$23,895
3	\$29,685	3	\$30,135
4	\$35,775	4	\$36,375
5	\$41,865	5	\$42,615
6	\$47,955	6	\$48,855
7	\$54,045	7	\$55,095
8	\$60,135	8	\$61,335
Each Additional Family Member	\$6,090	Each Additional Family Member	\$6,240

C)

1. Complete the Free Application for Federal Student Aid (FAFSA) and request the information be sent to the district college you plan to attend.

Special Classification

1. Have certification from the California Department of Veterans Affairs or the National Guard Adjutant General that you are eligible for a dependent's fee waiver; or
2. Have a certification from the Department of Veterans Affairs or the CA Victim Compensation and government Claims Board that you are eligible as a recipient of the Congressional Medal of Honor as a child of a recipient or a dependent of a victim of the September 11, 2001 terrorist attack; or
3. Have documentation that you are eligible as a dependent of a deceased law enforcement/fire suppression personnel killed in line of duty.

Academic requirements

Students must:

1. Maintain a cumulative GPA of 2.0 (*Academic Standard*)
2. Successfully complete at least 50% of all units attempted (*Progress Standard*)

SMCCCD Trustee's Success Grant (BOG +)

Proposed BOG + would include:

- 1) Expand the family income eligibility to better reflect cost of living in San Mateo County – accordingly, more students would receive a grant.
- 2) Provide financial incentive for students who exceed academic requirements (higher GPA/complete more units/accelerated progress toward educational goal). Provide those students a bookstore voucher to offset textbook purchase/rental(s).

Beyond the Trustee Success Grant, develop a “Pathway to Prosperity” SMCCCD District Promise which would provide free textbooks, technology (tablet, internet, etc.), convenient/affordable transportation, address food insecurity and student housing.

Funding options, as identified in the Strategic Plan Goal #4:

- 1) Utilize resources derived from CCEE/SVIEP/SMAC/International Education and other entrepreneurial activities. Dedicate those funds to underwrite/offset those needs.
- 2) Expand partnerships with corporate and governmental agencies to provide student assistance – both economic and regulatory.
- 3) Continue internal efforts to implement Open Educational Resources – possibly use collective bargaining to financially incentivize faculty who participate in the program.
- 4) Explore third party partners to develop affordable housing for our students. Use proceeds from international students' housing revenue to support native students.
- 5) Engage the Foundation to develop specific resources to underwrite these initiatives.

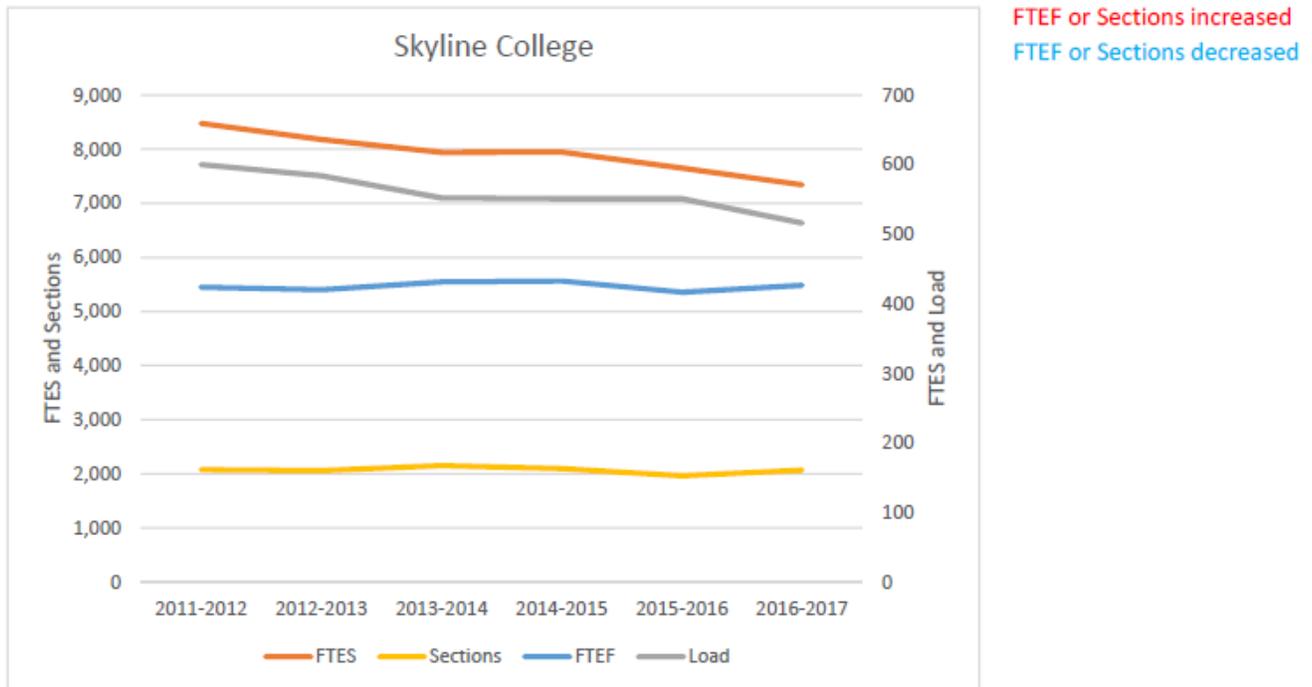
Review of Positions Added between 13/14 and 16/17

February 11, 2017

This report compares the funded positions that were in the 13/14 Adopted Budget and the 16/17 Adopted Budget and provides rationales for added positions. During this time, there was a lot of reorganization, so there is not a neat list of new positions, but rather a net number consisting of those positions added less those eliminated. Even if a position was approved by the Board in an earlier year, if it was not funded in the 13/14 Budget and then subsequently funded, it is counted as a new position for this analysis. Because adjunct faculty do not show up in Banner positions individually, it is more difficult to count them. The following tables and charts show data as of February 6, 2017. They show the total FTEF assigned to the classroom. This FTEF includes both full- and part-time faculty. The succeeding lists show only the full-time faculty.

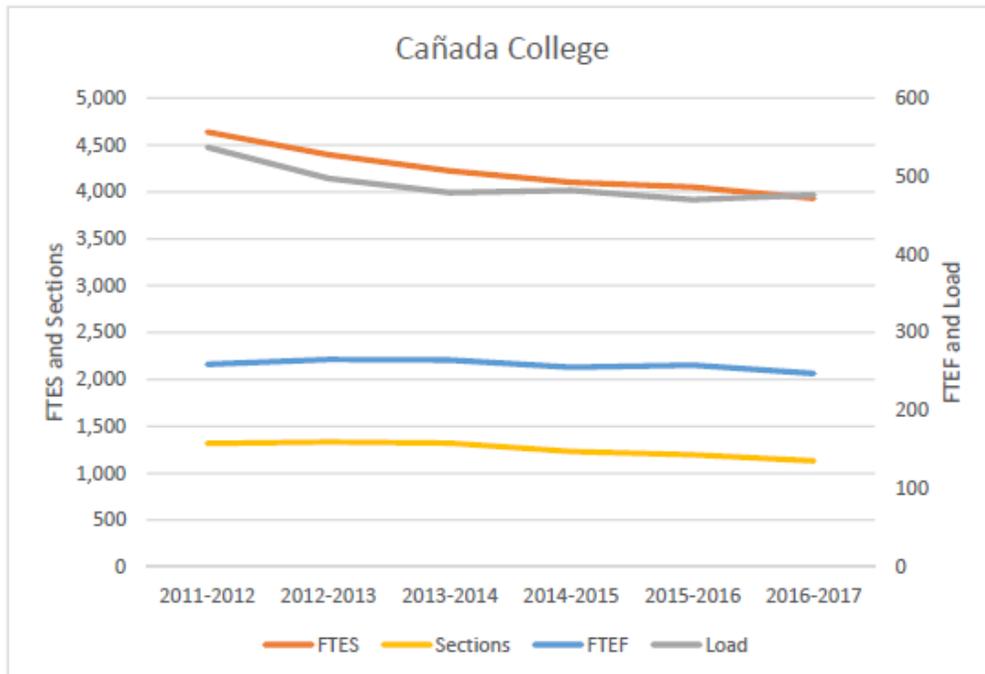
Load Data 2-6-2017

Year	Unique Census Headcount	Headcount Percent Change	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section	Section Fill Rate
2011-2012	17,845		423.8	8,476		600		2,079	31.7	76.93%
2012-2013	17,553	-1.64%	420.0	8,177	-3.53%	584	-2.64%	2,062	30.8	72.95%
2013-2014	17,461	-0.52%	431.3	7,939	-2.92%	552	-5.46%	2,153	29.5	65.88%
2014-2015	17,460	-0.01%	432.7	7,945	0.08%	551	-0.26%	2,098	29.8	67.93%
2015-2016	17,055	-2.32%	416.6	7,649	-3.73%	551	0.00%	1,963	30.9	66.16%
2016-2017	15,834	-7.16%	426.5	7,340	-4.04%	516	-6.28%	2,070	27.5	63.70%
5 Year Change			1%		-13%	-14%		0%		



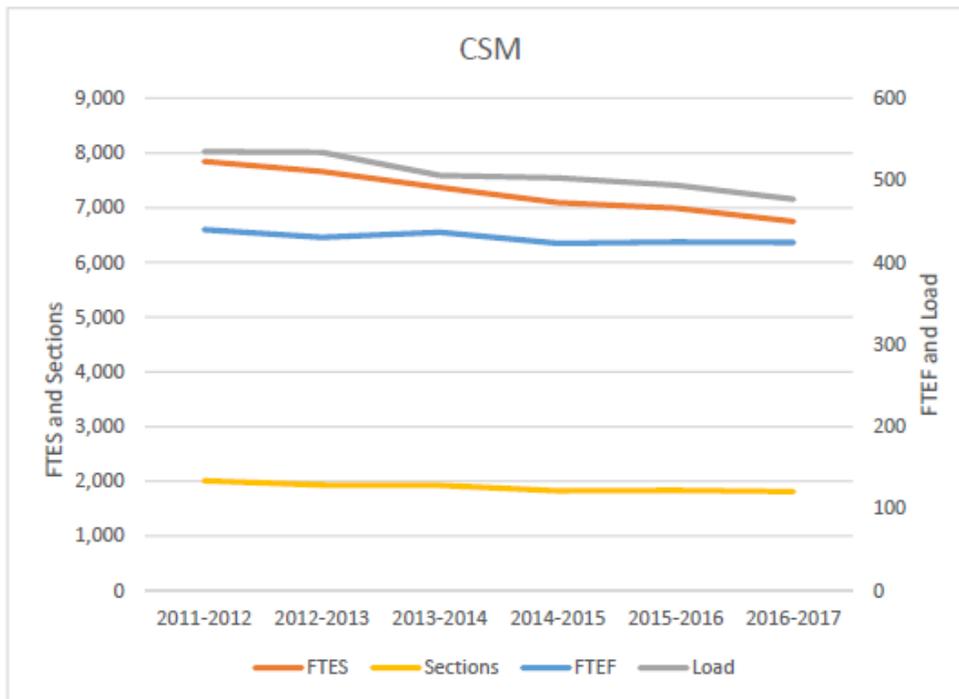
Year	Unique Census Headcount	Headcount Percent Change	FTEF		FTES		Load		Census Enroll / Section	Section Fill Rate
			FTEF	FTEF	Percent Change	Load	Percent Change	Sections		
2011-2012	11,506		259.2	4,637		537	1,318	29.9	70.32%	
2012-2013	11,408	-0.85%	265.5	4,395	-5.23%	497	1,333	28.7	64.05%	
2013-2014	11,446	0.33%	264.6	4,224	-3.87%	479	1,320	28.2	62.51%	
2014-2015	11,696	2.18%	255.4	4,102	-2.90%	482	1,231	29.4	63.92%	
2015-2016	11,643	-0.45%	258.3	4,051	-1.24%	470	1,197	29.8	70.46%	
2016-2017	11,116	-4.10%	247.5	3,930	-2.97%	476	1,131	28.8	66.94%	
5 Year Change			-5%		-15%	-11%	-14%			

FTEF or Sections increased
 FTEF or Sections decreased

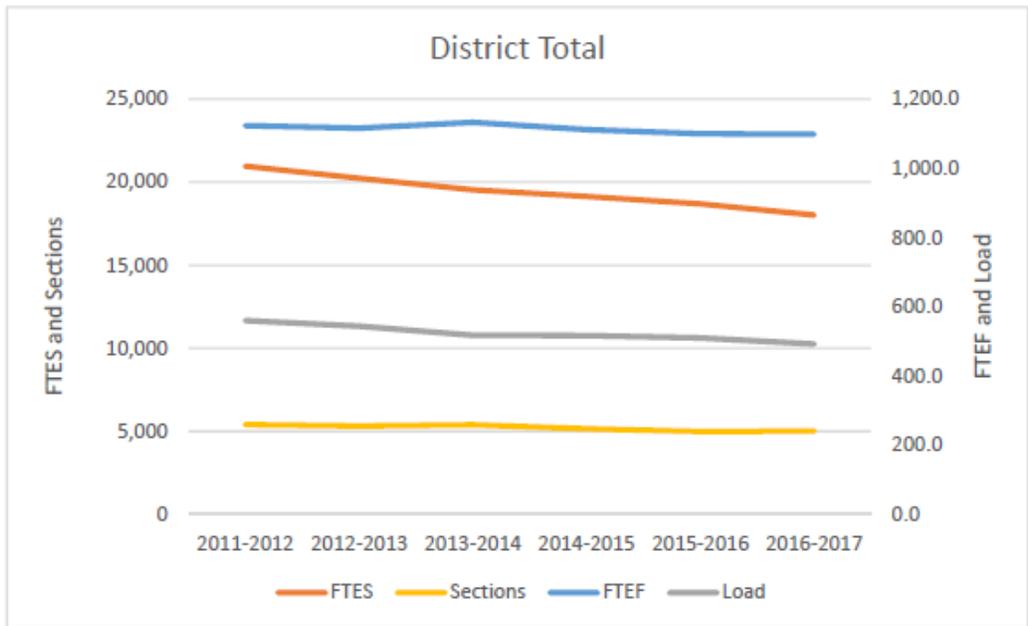


CSM	Unique Census	Headcount Percent	FTEF		FTES		Load		Sections	Census Enroll / Section	Section Fill Rate
Year	Headcount	Change	FTEF	FTES	Change	Load	Change	Sections			
2011-2012	16,613		439.8	7,845		535		2,007	29.4	81.63%	
2012-2013	15,981	-3.80%	430.5	7,661	-2.35%	534	-0.24%	1,930	29.5	79.17%	
2013-2014	15,644	-2.11%	436.7	7,369	-3.82%	506	-5.17%	1,924	29.2	74.31%	
2014-2015	15,249	-2.52%	423.2	7,093	-3.74%	503	-0.69%	1,823	29.6	71.54%	
2015-2016	14,914	-2.20%	424.8	6,992	-1.42%	494	-1.79%	1,830	28.7	72.32%	
2016-2017	14,795	-0.80%	424.3	6,748	-3.49%	477	-3.77%	1,810	29.0	68.60%	
5 Year Change			-4%		-14%		-11%				

FTEF or Sections increased
 FTEF or Sections decreased



District	Unique Census Headcount	Headcount Percent Change	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections
2011-2012	45,964		1,122.8	20,958		560		5,404
2012-2013	44,942	-2.22%	1,116.0	20,233	-3.46%	544	-2.87%	5,325
2013-2014	44,551	-0.87%	1,132.6	19,532	-3.46%	517	-4.88%	5,397
2014-2015	44,405	-0.33%	1,111.3	19,140	-2.01%	517	-0.13%	5,152
2015-2016	43,612	-1.79%	1,099.7	18,692	-2.34%	510	-1.31%	4,990
2016-2017	41,745	-4.28%	1,098.3	18,018	-3.61%	492	-3.48%	5,011
5 Year Change			-2%		-14%	-12%		-7%



FTEF or Sections increased
 FTEF or Sections decreased

FTEs in Position Control	13/14	14/15	15/16	16/17	3 Year Incr.	Percent Incr.
1A Presidents	3.00	3.00	3.00	3.00		
1C Executives	3.00	3.00	3.00	3.00		
2A Academic Admin	28.41	32.00	32.00	31.23		
2C Classified Admin	15.30	14.00	14.00	14.30		
Subtotal Admin	49.71	52.00	52.00	51.53	1.82	3.7%
3F Faculty Sups	15.00	14.00	16.00	24.00		
4E Classf Sup Exempt	43.00	42.00	51.00	57.45		
4F Class Sup Non Exempt	68.60	66.38	60.38	61.80		
5F Confidential	6.40	7.00	7.00	8.00		
Subtotal NonReps	133.00	129.38	134.38	151.25	18.25	13.7%
6F Classified	294.78	312.19	316.04	363.81		
6P Class <50%	13.77	15.02	16.50	17.53		
6S Class Timesheet	1.29	0.40	0.29	0.69		
Subtotal Classified	309.84	327.62	332.83	382.03	72.18	23.3%
7F AFSCME	83.50	85.00	86.00	91.00	7.50	9.0%
8A Faculty Non-Instruct	49.74	54.80	57.80	59.20		
8F Faculty Instructional	273.23	280.28	274.87	286.34		
Subtotal Faculty	322.97	335.08	332.67	345.54	22.57	7.0%
TR Trustees	6.00	6.00	6.00	6.00	-	
Total	905.02	935.08	943.88	1,027.34	122.32	13.5%

FTEs in Position Control	13/14 Fund 1	16/17 Fund 1	3 Year Incr.	Percent Incr.	13/14 Other Funds	16/17 Other Funds	3 Year Incr.	Percent Incr.
1A Presidents	3.00	3.00	0.00		0.00	0.00	0.00	
1C Executives	3.00	3.00	0.00		0.00	0.00	0.00	
2A Academic Admin	27.89	30.00	2.11	0.71	0.52	1.23	0.71	
2C Classified Admin	11.70	10.80	-0.90	-0.10	3.60	3.50	-0.10	
Subtotal Admin	45.59	46.80	1.21	2.7%	4.12	4.73	0.61	14.7%
3F Faculty Sups	9.98	15.50	5.52	3.48	5.02	8.50	3.48	
4E Classf Sup Exempt	33.17	35.10	1.93	12.52	9.83	22.35	12.52	
4F Class Sup Non Exempt	56.68	50.84	-5.84	-0.96	11.92	10.96	-0.96	
5F Confidential	6.40	7.30	0.90	0.70	0.00	0.70	0.70	
Subtotal NonReps	106.23	108.74	2.51	2.4%	26.77	42.51	15.74	58.8%
6F Classified	189.08	221.23	32.15	36.87	105.70	142.57	36.87	
6P Class <50%	11.03	13.37	2.34	1.42	2.74	4.16	1.42	
6S Class Timesheet	1.00	0.40	-0.60	0.00	0.29	0.29	0.00	
Subtotal Classified	201.11	235.01	33.89	16.9%	108.73	147.02	38.29	35.2%
7F AFSCME	78.01	83.96	5.95	7.6%	5.49	7.04	1.55	28.2%
8A Faculty Non-Instruct	32.41	31.53	-0.88	10.34	17.33	27.67	10.34	
8F Faculty Instructional	267.14	276.16	9.02	4.09	6.09	10.18	4.09	
Subtotal Faculty	299.55	307.69	8.14	2.7%	23.42	37.85	14.43	61.6%
TR Trustees	6.00	6.00	0.00	0.0%	0.00	0.00	-	
Total	736.49	788.20	51.70	7.0%	168.53	239.14	70.61	41.9%

Cañada College

Cañada College position increases fall into four main categories: Innovation Projects, Increased Workload, Grant/Categorical Programs, and Legal Requirements.

Innovation Projects

Innovation projects at Cañada support District Strategic Goals #1, #2, and #3

SparkPoint

District Innovation funds provided the opportunity for the College to institutionalize and expand the SparkPoint program. SparkPoint provides services that help students achieve financial self-sufficiency. Services provided include financial education workshops, financial coaching, financial educational services, food pantry, and career services. The program added 2.0 FTE.

College for Working Adults

District Innovation funds allowed the College to institutionalize and expand the CWA program. College for Working Adults is the only cohort-based program in the Bay Area designed for students to complete an Associate Degree in 3 years while working full-time. The program added 2.0 FTE.

Jams Programs

The Jam Programs at Cañada (Math, Word, and Physics Jams) provide academic preparation for students to increase student success and retention. Each Jam program is a one-week intense program prior to the start of the semester that involves faculty, instructional support staff, and counselors working directly with students to increase success in their upcoming courses. The Jams added 1.0 FTE.

Total FTE increase for Innovation Projects: 5.0 FTE.

Increased Workload

Increased focus on student access, success, and retention resulted in a need for higher-touch services and instruction for students. To provide our students with the appropriate level of instruction and services, 17.48 FTE were added. The position increases were in areas such as counseling, faculty, instructional technology, and instructional support services.

Total FTE increase for Increased Workload: 17.48 FTE

Grant/Categorical Programs

Cañada has won several federal grant awards, including A2B, CalStep, and Eso. Additionally, with the addition of new state categorical funds such as SSSP, Student Equity, and the Adult Education Block Grant, the college has been able to expand direct services to students. In order to successfully implement our grant and categorical programs, the college had to increase staffing, resulting in an increase of 13.8 FTE

Total FTE increase for Grant/Categorical Programs: 13.8 FTE

College of San Mateo

The College of San Mateo changes in positions fall into a variety of categories: Newly created positions to support college initiatives, growth and increased workload; replacement of eliminated positions in a newly structured way to support current programmatic needs; and safety and compliance requirements. All positions are linked to specific SMCCCD strategic goals and strategies, as well as CSM's Strategic Goals, as noted with each position. Some positions are funded by categorical programs.

New Positions to Support College Initiatives, Growth, and Increased Workload

Academic Support and Learning Technologies Division

SMCCCD Strategic Goal #1: Strategies: Establish a dedicated budget for program development (including personnel, professional development, and technology). Invest in resources and support actions that will ensure quality teaching and learning.

- Division Assistant (Support for new Academic Support and Learning Technologies Division) **Net 1.0 FTEF**

SMCCCD Strategic Goal #2: Strategy: Expand student services, student clubs and learning communities for the benefit of all students but especially underrepresented or other at-risk students; CSM Strategic Goal #3: Develop Responsive, High-Quality Programs and Services.

- Program Services Coordinator – Project Change **Net 1.0 FTEF (Funded with Innovation funds)**

Business and Technology Division

SMCCCD Strategic Goal #4: Strategy: Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies. SMCCCD Strategic Goal #1: Strengthen the alignment of career and technical programs with projected workforce needs.

- Director of Workforce Development (partially funded with grants) **Net 1.0 FTEF**
- Instructional Aide II- Electronics (previously eliminated during budget crisis) **Net .48 FTEF**

Math and Science Division

SMCCCD Strategic Goal #1: Strategies: Increase the number of students who utilize support services that enable them to stay in school and succeed; Invest in resources and support actions that will ensure quality teaching and learning.

- Instructional Aide II - Mathematics (previously eliminated during budget crisis) **Net 1.0 FTEF**
- Lab Technician – Nursing **Net .52 FTEF**

Counseling Division

SMCCCD Strategic Goal #2: Strategy: Expand student services, student clubs and learning communities for the benefit of all students but especially underrepresented or other at-risk students; CSM Strategic Goal #3: Develop Responsive, High-Quality Programs and Services.

- Counselor -**Net 1.0 FTEF (SSSP Funded)**
- Prerequisite and Assessment Specialist) **Net 1.0 FTEF (SSSP funded)**

International Students Program

SMCCCD Strategic Goal #1: Strategies: Expand the globalization of education as a critical means for graduates to engage and thrive in an increasingly small world; Systematically evaluate the effectiveness of existing programs in all areas and develop, strengthen or eliminate programs to support student success; SMCCD Strategic Goal #4: Strategy: Increase entrepreneurial actions across the District to provide new revenue sources; CSM Strategic Goal #3: Develop Responsive, High-Quality Programs and Services.

- Office Assistant II for International Students Program **Net 1.0 FTEF**
- Retention Specialist for International Students Program **Net 1.0 FTEF**

Student Equity and SSSP Funded positions

SMCCCD Strategic Goal #1: Strategies: Increase the number of students who utilize support services that enable them to stay in school and succeed; Invest in resources and support actions that will ensure quality teaching and learning.

- Elimination of 6.76 positions and an addition of 8 new positions such as the Director of Student Equity, Counselors, and Degree Audit Coordinators **Net 1.33 FTEF**

Replacement of Eliminated Positions

When positions are vacated, there is an opportunity to review these positions and change or modify them to ensure alignment with current institutional needs. In some instances, as a result of limited financial resources, higher level positions replace lower level positions which encompass a greater scope of responsibility.

Faculty

Strategic Goal #1: Strategy: Systematically evaluate the effectiveness of existing programs in all areas and develop, strengthen or eliminate programs to support student success.

- The College's process regarding full-time faculty is to balance anticipated retirements with new faculty positions. While this process has resulted in a net 12.45 FTE in full-time faculty over the last three years, if the 2012/2013 retirements are included, that reduces the net to 2. The college prioritizes specific positions based upon anticipated enrollment demand and other factors.

Academic Support and Learning Technologies Division

SMCCCD Strategic Goal #4: Strategy: Review allocations so that they align with District goals and strategic actions; SMCCD Strategic Goal #1 Establish a dedicated budget for program development (including personnel, professional development, and technology). Invest in resources and support actions that will ensure quality teaching and learning. CSM Strategic Goal #1: Improve Student Success; CSM Strategic #3: Develop Responsive, High-Quality Programs and Services.

- Dean of Academic Support and Learning Technologies (Eliminated Dean of Coastside position; created new division) **Net Zero**
- Instructional Technologist – (Eliminated Instructional Technology faculty position) **Net Approx.5 FTEF**
- Learning Center Manager (Eliminated Director of Learning Center) – **Net Zero**

Business and Technology Division

SMCCCD Strategic Goal #4: Strategy: Review allocations so that they align with District goals and strategic actions; SMCCD Strategic Goal #1: Strategy: Invest in resources and support actions that will ensure quality teaching and learning; CSM Strategic Goal #3: Develop Responsive, High-Quality Programs and Services.

- Staff Assistant (Cosmetology; Replacement of Vacancy) **Net Zero**

Math/Science Division

SMCCCD Strategic Goal #4: Strategy: Review allocations so that they align with District goals and strategic actions; SMCCD Strategic Goal #1: Strategy: Invest in resources and support actions that will ensure quality teaching and learning; CSM Strategic Goal #1: Improve Student Success; CSM Strategic Goal #3: Develop Responsive, High-Quality Programs and Services.

- Lab Technician (Nursing; Replacement of Vacancy) **Net Zero**

Student Services

SMCCCD Strategic Goal #1: Strategies: Systematically evaluate the effectiveness of existing programs in all areas and develop, strengthen or eliminate programs to support student success; Expand the globalization of education as a critical means for graduates to engage and thrive in an increasingly small world; CSM Strategic Goal #3: Develop Responsive, High-Quality Programs and Services.

- Manager of International Education (Eliminated Director of International Education) **Net Zero**

SMCCCD Strategic Goal #2: Strategy: Expand student services, student clubs and learning communities for the benefit of all students but especially underrepresented or other at-risk students; CSM Strategic Goal #3: Develop Responsive, High-Quality Programs and Services.

- Director of Disabled Students (Eliminated Director of Student Support) **Net Zero**

SMCCCD Strategic Goal #1: Strategy: Ensure student services are addressing the needs of all students including online students; SMCCD Strategic Goal #4: Strategy: Review allocations so that they align with District goals and strategic actions; CSM Strategic Goal #3: Develop Responsive, High-Quality Programs and Services.

- Admissions and Records III (4 positions) Eliminated Admissions and Records II – **Net Zero**
- Office Assistant II, Counseling - funded by SSSP (**absorbed managed hire position**) **Net Zero**

Administrative Units (Office of Instruction, Administrative Services and President's Office)

SMCCCD Strategic Goal #4: Strategy: Review allocations so that they align with District goals and strategic actions.

- Instructional Support Assistant (Eliminated Executive Assistant to president) - **Net Zero**
- Business Operations Analyst (Eliminated Financial Accounting Tech II – **Net zero**)
- Administrative Assistant – PRIE (Eliminated Office Assistant II position) - **Net Zero**

Safety and Compliance Issues

SMCCCD Strategic Goal #1: Strategies: Invest in resources and support actions that will ensure quality teaching and learning.

- Lab Technician (Ceramics) **Net .48 FTEF**
- Lab Technician (Photography) **Net .48**

Skyline College

Over the past three years, Skyline College engaged in a focused and deliberate transformation of the institution to meet its strategic goal to help students to “Get in, Get through and Get out On Time”. One of the ways the institution can meet this goal is to be intentional in the creation of the appropriate faculty, staff and administrator positions. In some instances, this meant repurposing existing positions to create new ones that would best meet institutional and programmatic needs. There were others that were created through external funding like grants and state programs such as SSSP, Student Equity, Basic Skills & others.

The staffing increases at Skyline College are presented under the following categories: Strengthening Organizational Structure, Innovation Projects, and Increased Workload. These positions are linked to the SMCCCD Board goals in the District’s Strategic Plan as well as the Skyline College Strategic Priorities.

Strengthening Organizational Structure

Academic Support & Learning Technology Division (6.0 FTE)

Strategic Goal #1: Strategies: Provide professional development resources for faculty, staff, and administration to ensure program viability and excellence in teaching; Invest in resources and support actions that will ensure quality teaching and learning.

Strategic Goal #3: Strategies: Expand program delivery options, including accelerated completion options, for all students including online students; Increase technology use in the classroom and develop the overall District technology infrastructure to improve student success; Develop a strategic distance education plan to increase the development and delivery of quality, fully online and hybrid classes and degree programs.

During the state budget cuts, Skyline College eliminated the Instructional Technology and Learning Resources Division and assigned the Library, Learning Center, Media Services and the CTL to other divisions. The Academic Support & Learning Technologies Division (ASLT) was formed to consolidate the Learning Commons (Library & Learning Center), Media Services and incorporated the Center for Transformative Teaching & Learning (CTTL), all under one administrative unit. The Division supports academic support programs that are designed to enhance student success. The CTTL provides comprehensive professional development support for faculty and staff. The ASLT coordinates with District ITS on issues related to computer software and hardware at the college.

Global Learning Programs & Services Division (4.48 FTE)

Strategic Goal #1: Strategy: Expand the globalization of education as a critical means for graduates to engage and thrive in an increasingly small world.

Strategic Goal #3: Strategy: Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.

The Global Learning and Programs & Services (GLPS) Division was created to support cultural awareness, appreciation of diversity and the globalization of Skyline College and its community. This division oversees the International Student Program (ISP) at Skyline College and administers the districtwide Study Abroad Program, the Center for International Trade Development (CITD) and the Bay Area Entrepreneur Center. The number of international students at Skyline College has grown from 37 to 240 over the past 3 years. The District Study Abroad program has gained recognition as one of the top 10 community college Study Abroad programs across the United States. More recently, the SMCCCD has been selected to participate as a host college for the Mandela

Washington Young African Leaders Initiative. Skyline College is the only community college among renowned four-year institutions across the country.

Student Equity and Special Programs Division (7.44 FTE)

Strategic Goal #2: Strategy: Expand student services, student clubs & learning communities for the benefit of all students but especially underrepresented or other at-risk students.

The Student Equity and Special Programs Division is responsible for the administration of the college's Student Equity Plan, including extensive collaboration with the divisions and departments to enhance the professional development opportunities for cultural fluency of faculty, staff, administration, and students. The division also oversees the programmatic and operational components of the Disability Resource Center, EOP&S, CARE/CalWorks, the Guardian Scholars Program, and TRIO Student Support Services.

Innovation Projects

Over the past two years, ongoing district Innovation Funds were made available to the colleges and the district office. Skyline College was awarded seed money for the programs below. This funding made possible the creation of positions to implement and provide oversight for these programs.

The Middle College at Skyline College (3.17 FTE)

Strategic Goal #2: Strategy: Increase Middle College & Early College Opportunities.

The Middle College at Skyline College was established in Fall 2015 as an alternative education program offered by the South San Francisco Unified School District in collaboration with 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. The Middle College is located on the Skyline College campus.

Baccalaureate Degree in Respiratory Care (3.0 FTE)

Strategic Goal #1: Strategy: Strengthen the alignment of career and technical programs with projected workforce needs.

Skyline College was selected in January 2016 as one of only fifteen colleges in the California Community College system to be part of the Baccalaureate Degree Pilot Program. 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, and licensed Respiratory Care Practitioners (RCP) to return for degree completion. Positions for a Respiratory Care faculty, a Program Services Coordinator and a Lab Technician were added to support the program.

Institutionalization of SparkPoint at Skyline College (2.0 FTE)

The SparkPoint Center at Skyline College was founded using grant funds. Over the years, the need to create a sustainable funding source for this vital program became apparent. Grants continue to fund some of the operational and program costs of the Center.

Program & Other Institutional Needs

A number of positions were eliminated during the period of state budget cuts. Measure G made it possible to temporarily reinstate most of these positions. With the increases in state categorical funding, and most importantly SSSP (formerly Matriculation), the College was able to restore some of the unfunded positions after Measure G went away.

Strategic Goal #1: Strategy: Increase the number of students who utilize support services that enable them to stay in school and succeed.

Strategic Goal #2: Strategy: Support seamless transitions to College for secondary school students.

To meet students' needs and remain compliant with state legislation connected to the Student Success & Support Programs (SSSP), the Counseling Division has developed counseling faculty and staff positions to successfully administer the core services of this program. Formerly known as the Matriculation Program, SSSP is the program that ensures that new and returning students receive timely and appropriate services to be eligible for registration and remain in good academic standing.

A total of 7 FTE was added to support these activities.

Strategic Goal #1: Strategy: Systematically evaluate the effectiveness of existing programs in all areas and develop, strengthen or eliminate programs to support student success.

Skyline College uses an annual process as part of its integrated planning and resource allocation cycle to identify needs for new faculty and staff in its instructional programs. Growth in enrollment, innovation, and new program development are all factors that are considered as part of this process.

A total of 6.63 FTE was added to meet this goal.

Strategic Goal #4: Strategy: Review allocations so that they align with District goals and strategic actions.

Each of the three colleges created a College Business Officer position to provide fiscal and operations oversight. With the growing need for financial accountability, an Accounting Technician position was also added to meet this need and at the same time provide administrative support during evening hours.

1.52 FTE was added to meet this goal.

District Office

The District Office increases fall into three main categories: Innovation Projects, Increased Workload and Legal Requirements. The Innovation Projects funded positions at the District that are linked to the goals in the District's Strategic Plan. These positions include:

Innovation Projects

Strategic Goal #4; Strategy: Develop internationally recognized, revenue-generating Intensive English Programs for students, educators, administrators and executives.

Silicon Valley Intensive English Program

The SVIEP was jump-started with Innovation funds, and is now fully permitted and operational. There is an increase of 3 FTE.

International Education

With the growth in international education from 341 to 1081 students, the position of Vice Chancellor, Educational Resources and Planning was restored to full time and a position was created in International Education. Additionally, the Deputy Chancellor position was eliminated.

Districtwide Strategies: Develop a robust and comprehensive research, planning and institutional effectiveness infrastructure Districtwide to produce actionable data for use in Districtwide decision-making.

Educational Resources and Planning

In order to fully integrate our data into our planning, the addition of a Director of Planning and Research is very welcome in this program. The position has been upgraded to a Vice President position but is awaiting the permanent Vice Chancellor, Educational Resources and Planning, before hiring.

Increased Workload

Foundation

The Foundation has both increased programs (i.e. KASP) and reorganized. Of the net 2.0 FTE in new positions (Alumni Relations Manager and Program Services Coordinator), the District is paying for 52% of the Program Services Coordinator (KASP) position and the Foundation is paying for the other 48%. The others are covered under the Foundation and District agreement, which stipulates that the Foundation reimburse the District up to \$120,000 per year for a portion of the salaries and/or benefits of the Foundation staff who are District employees.

Facilities

With the completion of CIP2, the District has added 448,756 square feet of buildings. In order to clean and maintain these buildings, Facilities has added a net of 7.8 FTE in custodians, groundskeepers and engineers. With the additional complexity of our building environmental management systems and electronic security systems, Facilities added a Facilities Systems Manager. Prior to 13/14, we added an Energy and Sustainability Manager who has been paid out of the utility budget, and has been so successful in reducing our utility costs that we added a Utility and Sustainability Specialist to assist him.

Facilities/Bond

As we move into CIP3, the District has added over time 12.7 FTE that is charged to the Bond.

ITS, HR and Business Services

All three departments have reorganized and are sharing administrative resources. In addition to adding a portion of an FTE for administrative support, IT has reorganized. The net increase is just over 1 FTE.

Legal Requirements

As requested districtwide and managed by ITS, the District has added an Accessibility Specialist that will ensure that our webpages are ADA compliant.

BOARD REPORT NO. 17-2-6C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

DISCUSSION OF FUTURE STUDY SESSION TOPICS

The Board of Trustees has expressed interest in discussing topics that they would like to address at future Study Sessions. The following topics, listed in random order, have been suggested by trustees and staff:

Potential Study Session Topics

Closing the achievement gap: underserved/underrepresented populations relative to teaching and learning
Promotion of Colleges' success in community
Dynamics and support of excellent teaching, including professional development
2 + 2 CSU partnership
Foundation MOU
Student housing
Public Safety (may require two sessions)
Enrollment management
Future of KCSM – TV and FM
STEM Pipeline-partnerships with K-12
Data collection systems at the colleges and district-analytical tools
Distance Education
Open educational resources (free/low-cost textbooks)

In addition, the following topics are suggested as information items at regular Board of Trustees meetings:

Proposed Information Reports at Regular Meetings

Board evaluation and professional development
Graduation requirements uniformity and course equivalency
Policy regarding partnerships with for-profit schools
Potential health concerns related to artificial turf
Internet availability-extended campus hours