

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STUDY SESSION OF THE BOARD OF TRUSTEES
October 10, 2019

Closed Session at 5:00 p.m.; Open Meeting at 6:00 p.m.
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

CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two cases
2. Employee Discipline, Dismissal, Release
3. Conference with Labor Negotiator
Agency Negotiator: Mitchell Bailey
Employee Organizations: AFT and CSEA

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

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

19-10-1 [Approval of the Minutes of the September 11, 2019 Special Closed Session Meeting](#)

19-10-2 [Approval of the Minutes of the September 11, 2019 Regular Meeting](#)

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

19-10-1A [Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

Other Recommendations

19-10-100B [Adoption of Resolution No. 19-16 in Support of Measure I, the Cabrillo Unified School District Parcel Tax Renewal Measure](#)

19-10-101B [Selection of Search Firm for Chancellor Search](#)

STUDY SESSION

19-10-1C [The District Strategic Plan – Students First: Success, Equity and Social Justice Annual Update and Review](#)

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO CLOSED SESSION (if necessary)

RECONVENE TO OPEN SESSION (if necessary)

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

ADJOURNMENT

**Minutes of the Special Closed Session of the Board of Trustees
San Mateo County Community College District
September 11, 2019, San Mateo, CA**

The meeting was called to order at 3:15 p.m.

Board Members Present: President Maurice Goodman, Vice President Karen Schwarz, Trustee Richard Holober, Trustee Dave Mandelkern, Trustee Thomas Nuris

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Goodman said that during closed session, the Board will discuss “Public Employee Appointment: Interim Chancellor”

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 3:16 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 3:40 p.m.

REPORT OF ACTION TAKEN DURING CLOSED SESSION

President Goodman said the Board voted unanimously to appoint Michael Claire to the position of interim chancellor, effective immediately.

President Goodman said the Board also directs staff to agendize the finalization of compensation and contract amendment for Mr. Claire for the Board’s meeting of September 25, 2019.

ADJOURNMENT

The meeting was adjourned by consensus at 3:42 p.m.

Submitted by

Michael Claire, Secretary

Approved and entered into the proceedings of the October 10, 2019 meeting.

Karen Schwarz
Vice President-Clerk

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
September 11, 2019, San Mateo, CA**

The meeting was called to order at 3:30 p.m.

Board Members Present: President Maurice Goodman, Vice President Karen Schwarz, Trustee Richard Holoher, Trustee Dave Mandelkern, Trustee Thomas A. Nuris, Student Trustee Jordan Chavez

NEW BUSINESS

**INTERVIEW REPRESENTATIVES FROM SERACH FIRMS FOR CHANCELLOR SEARCH
(19-9-1B)**

The Board interviewed the following individuals: Dr. Joan Smith, Community College Search Services; Mr. Stan Arterberry, Arterberry Blue & Associates, LLC; and Dr. Bruce Leslie, Association of Community College Trustees Searches.

Board members asked each interviewee the same series of questions having to do with hiring a chancellor for a district that is experiencing controversy; measures used to ensure a diverse pool of applicants and finalists; the potential impact if there are internal candidates; the unique environment that California presents for community college CEOs; and the optimal timing of the search.

The interviewees provided additional input, including recommended timing of recruitment and hiring, reference checks and background searches, optimal size and composition of a screening committee, setting the compensation level for the position, whether the search should occur concurrently with the search for the Skyline College president, and examples of previous searches they have conducted.

After the interviews were conducted, the Board briefly discussed their reactions to the interviewees' responses. Dr. Michael Reiner, a former District employee, also gave his opinion about some of the responses. The Board agreed that they will consider the search firms further and make a decision at a future time.

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 5:20 p.m.

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Goodman said that during closed session, the Board will (1) hold a conference with legal counsel regarding one case of anticipated litigation as listed on the printed agenda, (2) hold a conference with legal counsel regarding one case of existing litigation as listed on the printed agenda, (3) consider public employee discipline, dismissal, release, and (4) hold a conference with the agency labor negotiator as listed on the printed agenda.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY: None

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:42 p.m.

Board Members Present: President Maurice Goodman, Vice President Karen Schwarz, Trustee Richard Holoher, Trustee Dave Mandelkern, Trustee Thomas A. Nuris, Student Trustee Jordan Chavez

Others Present: Acting Chancellor Michael Claire, Chief Financial Officer Bernata Slater, Skyline College Interim President Jannett Jackson, College of San Mateo Vice President of Administrative Services Micaela Ochoa, Cañada College President Jamillah Moore, District Academic Senate President Jeramy Wallace

PLEDGE OF ALLEGIENCE

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Goodman said the Board voted unanimously to approve a settlement in the amount of \$475,000 regarding the estate of Thomas Kutras, Case. No. 18STPB01247.

DISCUSSION OF THE ORDER OF THE AGENDA

President Goodman announced that item 19-9-2C, "Reminder of CalPERS Vesting Requirements and Actions Taken by the Board in June 2015," will be removed from the agenda and will be placed on the agenda for the meeting of September 25.

MINUTES

APPROVAL OF THE MINUTES OF THE APRIL 24, 2019 REGULAR MEETING (19-9-2)

It was moved by Trustee Mandelkern and seconded by Vice President Schwarz to approve the minutes as presented. The motion carried, all members voting Aye.

APPROVAL OF THE MINUTES OF THE MAY 3, 2019 SPECIAL CLOSED SESSION MEETING (19-9-3)

It was moved by Trustee Nuris and seconded by Trustee Mandelkern to approve the minutes as presented. The motion carried, all members voting Aye.

APPROVAL OF THE MINUTES OF THE MAY 15, 2019 REGULAR MEETING (19-9-4)

It was moved by Vice President Schwarz and seconded by Trustee Mandelkern to approve the minutes as presented. Trustee Hoberer said that at this meeting, he expressed displeasure that the meeting agenda did not include the specific topic, Homelessness and AB 302, under the ongoing presentation on Race, Class Gender, Privilege and Equity. He asked that this statement be included in the minutes. With this correction, the motion carried, all members voting Aye.

APPROVAL OF THE MINUTES OF THE JUNE 12, 2019 STUDY SESSION (19-9-5)

It was moved by Vice President Schwarz and seconded by Trustee Nuris to approve the minutes as presented. The motion carried, all members voting Aye.

APPROVAL OF THE MINUTES OF THE JUNE 19, 2019 SPECIAL CLOSED SESSION MEETING (19-9-6)

It was moved by Trustee Mandelkern and seconded by Trustee Hoberer to approve the minutes as presented. The motion carried, all members voting Aye.

APPROVAL OF THE MINUTES OF THE JUNE 26, 2019 REGULAR MEETING (19-9-7)

It was moved by Trustee Mandelkern and seconded by Trustee Nuris to approve the minutes as presented. The motion carried, with Vice President Schwarz abstaining and all other members voting Aye. Vice President Schwarz said she was absent for this meeting. She said she supports the concept of the Board holding joint meetings with other partnering organizations which was discussed at the meeting.

APPROVAL OF THE MINUTES OF THE JULY 10, 2019 STUDY SESSION (19-9-8)

It was moved by Trustee Hoberer and seconded by Trustee Nuris to approve the minutes as presented. The motion carried, all members voting Aye.

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS – CONTEMPORARY CONVERSATION REGARDING RACE, CLASS, GENDER, PRIVILEGE AND EQUITY: PRESENTATION OF STUDENT EQUITY PLANS – CANADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE (19-9-1C)

Aaron McVean, Vice Chancellor of Educational Services and Planning, said Education Code 78220 outlines the requirements for colleges to develop and adopt a student equity plan that uses campus-based research in order

to identify groups of students who are disproportionately and negatively impacted on specific student success metrics, and to then engage in planning and action to reduce and eliminate success gaps. The five metrics included are:

- Number of students who transferred to a 4-year institution
- Number of students who attained the Vision Goal completion definition
- Number of students who completed both transfer-level math and English within the District in the first year
- Number of students retained from fall to spring at the same college
- Number of students enrolled in the same college

Vice Chancellor McVean said colleges have been required to have a student equity plan as a condition of receiving student success and support funding. Colleges were required to use the statewide NOVA platform to submit their plans, which is the same system they were required to use for the Local Vision Goals. That means that the data included in that system also comes from the state and has the same issues that were discussed at previous meetings. Vice Chancellor McVean assured the Board that the groups the colleges have identified as in need of additional supports have been verified by campus based research.

Vice Chancellor McVean said that equity is part of the District's mission and values. He said it is explicit in the strategic plan and is reflected in the work at each of the colleges.

Vice Chancellor McVean called on each college to present and highlight the major points of their respective equity plans.

David Reed, Dean of Academic Support and Learning Technologies at Cañada College, discussed the college's Student Equity Plan: Creating Pathways for Student Success. He said student equity is aligned with the overarching principles reflected in Guided Pathways implementation and other strategic priorities. Initiatives linked with student equity include: course schedule optimized for equity, career exploration and job placement, First Year Experience, success teams aligned with interest areas, redesigning academic support, early college experiences, and equity in online education. Focusing on redesigning academic support, Dean Reed said the college is leveraging equity funding to provide embedded tutors for AB 705 impacted courses (Math 200 and English 105). There are also plans to scale up the Peer Mentor Program to align with Success Teams, as well as to replicate the CUNY Accelerated Study in Associate Program (ASAP) within the Promise Program as part of the equity planning process and Guided Pathways implementation.

Dr. Manuel Alejandro Perez, Vice President of Student Services, said Cañada College is trying to close the equity gap, specifically for disproportionately impacted communities at the college. He discussed what it means for Cañada College to be a Hispanic Serving Institution (HSI) in a larger conversation around closing that gap and being intentional in strategizing interventions and resources for students. Vice President Perez displayed artwork created by student leaders and explained in detail the meaning of the various symbols on the image, including the monarch butterfly which symbolizes immigration and migration being a beautiful act.

Vice President Perez said the ESCALA Program from New Mexico has been invited to the campus on October 9 to talk with faculty, staff, administrators and students about what it means to have an equity lens and framework to the college's pedagogy and service to students. The college has also invited Dr. Alejandro Covarrubias from the University of San Francisco's Higher Education and Student Affairs Program to talk about what it means to be LatinX and what it means to be Hispanic from a federal government lens as well as in our own communities.

Vice President Schwarz said she saw a movie showing the parade in Redwood City at which the artwork was displayed. She said she appreciates getting a better understanding of what the artwork means.

Trustee Nuris asked if there is an opportunity to integrate other parts of the Redwood City community by sharing these thoughts and programs with governmental agencies and school districts. Vice President Perez said there are conversations about looking at data to understand what has been done so far and where the gaps are in terms

of engaging with the community. He said the college has hosted, and will continue to host, tabletop conversations in different community organization spaces, at which administrators, faculty, staff, recruiters and students go out into the community, solicit feedback on what the community identifies as their needs, and inform the community about opportunities at the college such as the Promise Program and Guided Pathways. Vice President Schwarz asked if there are additional plans to become more involved in Redwood City. Vice President Perez said there have been conversations with the Sequoia Union High School District regarding dual and concurrent enrollment. In addition, staff are scheduled to meet with the North Fair Oaks Community Council to discuss how the community would like to engage with Cañada College more strategically. Dean Reed added that the college is working to increase opportunities specifically at Redwood High School, such as dual enrollment and Middle College.

Tabitha Conaway, Interim Director of Equity at College of San Mateo, referenced a handout provided to the Board that highlights how the student equity plan and activities are connected to the strategic priorities that are discussed in the educational master plan. She said the data in the student equity plan identifies disproportionately impacted groups. She said this is not an anomaly as the groups are similar throughout the District and throughout the state. To address this, College of San Mateo is transforming and expanding the culture to create an inclusive and culturally engaging campus. Ms. Conaway said research shows that hyper-marginalized students thrive in an environment that validates their experiences and sense of belonging, that accepts their culture and music, that humanizes their educational experiences, that provides holistic support, and that practices cultural familiarity. She said the college's goal is to continue to move toward the vision of a culturally engaging campus. One of the main ways to do this is by linking the equity plan to innovative teaching and learning, which is one of the major priorities in the educational master plan. As a result, there have been changes in program review to reflect how equity is being incorporated into programs. The SLO coordinators are working on how SLOs can be used as a tool to improve practices inside the classroom. The college will be hosting workshops throughout the rest of the fall and spring that are designed to help faculty and staff create their own research projects and questions as a tool to improve their practices. Dr. Regina Garcia has been invited to discuss how to change from a Hispanic enrolling institution to a Hispanic Serving Institution.

Ms. Conaway said part of being a culturally engaging campus is understanding that students' culture involves their families. She said it is important to encourage families to come onto campus for activities and events and to make them feel part of the campus community.

Lasana Hotep, Dean of Student Equity and Support Programs at Skyline College, said the student equity plan is a mandated report and the approach is based on metrics set by the State Chancellor's Office. He said Skyline College understands that there is a compliance piece to equity but there is also a cultural climate piece and they do not necessarily always go hand in hand. He said Skyline College is very deliberate about its framework and its understanding of what equity is. The framework deals with three areas: make sure the approach is anti-racist, is anti-sexist, and is in alignment with the college's queer brothers and sisters.

Dean Hotep said that in four of the five categories used in the state's metrics, foster youth (male and female) and African American males are identified as disproportionately impacted student groups. Therefore, the 2019-2022 equity plan includes efforts to engage differently around these communities. He highlighted four programs that support these efforts.

- **Guardian Scholars.** This program works with current and former foster youth. The equity plan addresses retention from fall to spring. It includes the provision of clipper cards and food vouchers, as well as supporting a full-time retention specialist. The program is assessed each semester by monitoring the success of current and former foster youth.
- **Educational Access Center.** This new initiative is a collaborative effort between the Disability Resources Center, the Teaching and Learning Center, the English Department and the Math Department. The equity plan addresses transfer level math and English and is one response to AB705. It includes self-paced modules developed by math and English faculty and expansion of the Disability Resource Center access to assistive technology. The program is assessed each semester by monitoring completion of transfer-level math and English.

- Brothers Achieving Milestones (BAM). This program was originally funded by the President's Innovation Fund and is now receiving some equity funding. The equity plan addresses the goal of completion. It includes reassigned time for a faculty math tutor who tutors students twice a week, community building opportunities and leadership development, and campus tours. The program is assessed each semester by monitoring male students completing academic goals (certificate, associate degree, transfer).
- Intercultural Center. This center is in the early stages of development. The equity plan addresses retention from fall to spring. The development of the Center is in part the result of an equity resolution that was adopted by the Academic Senate and the Associated Students in response to an incident that occurred on campus a few years ago. The Intercultural Center is designed to be culturally responsive and to provide a safe space. It will also house the Pride Center. It will be assessed annually by monitoring retention numbers for disproportionately impacted populations.

Trustee Nuris asked if the three colleges work together and share ideas on successful initiatives. Dean Hotep said most collaborative conversations have taken place at the vice president level but he looks forward to more intentional collaboration in the future. He said an outreach effort began last year through which the colleges collaborate on high-level speakers and share some of the costs.

STATEMENTS FROM EXECUTIVES

Interim Chancellor Claire thanked the Board for taking action on the position of Interim Chancellor. He said he looks forward to working with the Board and the campus communities. Interim Chancellor Claire introduced Micaela Ochoa, Vice President of Administrative Services at College of San Mateo.

Vice President Ochoa said the Science-in-Action speaker series had its first presentation, with Charlotte King speaking on "My Journey from a Liberal Arts College to Aerospace Engineering." Future presentations in the series will include College of San Mateo students sharing summer STEM internship experiences and a student speaking about his journey from being a community college student to being a second year medical student at Stanford University.

Cañada College President Moore said the college is excited about the upcoming accreditation site visit. She said Dr. Stephanie Droker, Senior Vice President of the ACCJC, gave an excellent presentation at the college, as well as at College of San Mateo and Skyline College. President Moore said the second annual President's Luncheon will be held at the Hiller Aviation Museum on October 22.

Skyline College Interim President Jackson said the college has made significant strides in all five of the metrics mandated by the State Chancellor's Office for the student equity plans. Interim President Jackson announced that the State Chancellor's Office Vice Chancellor of Governmental Affairs has asked Skyline College to host a legislative site visit on October 16 from 8:00 a.m. to 3:00 p.m. She said it is an honor to be selected. She said she would like to introduce the Board and Interim Chancellor Claire if they are able to attend the first part of the site visit.

District Academic President Wallace said the Academic Senate held its first meeting of the academic year on September 9 and created a list of goals for the academic year.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

Dr. Michael Reiner, former District employee, read an excerpt from Board Policy 2.17: "Executives who retire from the District through PERS or STRS and who have served in an executive position for ten years or more in the District shall earn the title of 'Emeritus'; e.g., Chancellor Emeritus, Vice Chancellor Emeritus or President Emeritus." He said this is in keeping with the tradition in academia around the country of honoring significant retirees with the title emeritus. He said no salary is involved. Dr. Reiner said State Senator Jerry Hill and Assemblymember Kevin Mullin wrote a letter on April 10, 2019 to Senator Holly Mitchell, Chair of the State Budget Committee, requesting \$1 million to sponsor "an independent feasibility study and plan for the creation and successful implementation of a permanent CSU, Silicon Valley" at Cañada College's existing campus." Dr. Reiner said that as a resident of San Mateo County, he is concerned how taxpayer dollars are spent. He said he would like to see the state and California State University System let the District alone fund the feasibility study

before the District pays an annual salary of \$469,000 for the next two and one-half years to the Chancellor Emeritus for work related to “development and administration” of whatever eventually happens at the Cañada College campus.

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (19-9-1A)

David Feune, Director of Human Resources, said there was a request to remove an item from Section E, Changes in Staff Allocation, which reads: “Recommend a change in salary level for the Director of Public Safety from Grade 193E to Grade 196E of the Academic/Classified Exempt Supervisory Salary Schedule (35), effective July 1, 2019. Accordingly, recommend a corresponding adjustment in grade for the incumbent, William Woods, effective July 1, 2019. The recommended change reflects an increase in scope of work and responsibility.” Mr. Feune said there are also two corrections regarding hire dates: The hire date for Mathitha Rao should be August 12 and the hire date for Kimiko Petsche should be August 26.

Trustee Holober said the Board was being asked to approve several positions retroactively. He said he has previously stated his belief that this is not good practice. He said he will vote to approve the items on this report, but does not in the future plan to vote for retroactive employment unless there are exigent circumstances.

President Goodman asked about the status of the Director of Wellness position at Cañada College. Mr. Feune said that position was approved by the Board on May 15 and went through the hiring process. He said he believes an individual has been identified to fill the position and it will be brought for approval at the meeting of September 25. President Goodman said the position was scheduled to start on September 16 and, to President Goodman’s point, should have been on the report for this meeting rather than placing it retroactively on the September 25 report. President Moore said she believed the paperwork necessary to place the item on the report for this meeting had been submitted on time, but found it had not. She said the start date can be changed to come after Board approval.

It was moved by Trustee Mandelkern and seconded by Trustee Holober to approve the actions in the report as amended per Mr. Feune. The motion carried, all members voting Aye. Trustee Nuris noted that Melanie Berzon retired with 25.5 years of service and Sandra Comerford retired with 29 years of service. He asked that the Board acknowledge their service to the District and thank them for it.

APPROVAL OF CONSENT AGENDA

President Goodman said the consent agenda consists of Board Reports 19-9-1CA and 19-9-2CA. It was moved by Vice President Schwarz and seconded by Trustee Mandelkern to approve the items on the consent agenda. The motion carried, all members voting Aye.

Other Recommendations

PUBLIC HEARING OF THE 2019-20 FINAL BUDGET (19-9-100B)

It was moved by Trustee Holober and seconded by Trustee Nuris to hold the public hearing. The motion carried, all members voting Aye. The public hearing was called to order at 7:46 p.m.

Chief Financial Officer Slater acknowledged individuals who were instrumental in preparing the budget: District Budget Officer Peter Fitzsimmons, Controller Nicole Wang, College Business Officers, Vice Presidents of Administrative Services, Accounting and Purchasing staff, and staff across the colleges.

CFO Slater outlined budget highlights:

- The District will be able to expand the Promise Scholars Program to serve 2,000 students
- The District is community-supported
- Property taxes are projected to increase 7.12% over 2018-19
- The short-term and long-term financial outlook remains solid

- The reserves are, as planned, at 15%
- Categorical and grant support remains strong

CFO Slater said budget guidelines address Board goals and the District strategic plan, address community needs, balance budget projections in each of the next three years, and use one-time funds for one-time expenses.

CFO Slater said the Governor signed the state budget into law on June 27, 2019. The following items in the state budget impact community colleges:

- Changes to recently implemented Student Centered Funding Formula (does not affect the District)
- California College Promise expansion
- Cal Grants expansion
- Buy down portion of the liability for both CalPERS and CalSTRS / reduction in employer rates
- Capital Outlay Projects funding under Proposition 51

CFO Slater said there are differing opinions on an impending recession and staff will be preparing for this when developing the budget for the next year.

CFO Slater said she used the following assumptions when developing the budget:

- Property tax increase: 7.12%; represents approximately 84 percent of the District's revenue
- Enrollment fees: Resident FTES 16,321 (4.12% projected decline from 2018-19)
 - Resident Tuition: \$46/unit - no increase
 - Prop 55 (EPA): Ongoing \$100/FTES
 - Lottery: \$153/FTES
 - Mandated Cost Block Grant: \$30.16/FTES
 - Non-resident Tuition: \$265/unit (plus \$8 capital outlay fee)
 - Inflation: 3.33% based on CA CPI
 - State FTES Access/Growth: .55%; State COLA: 3.26% (does not apply to the District with the exception of categorical programs)

CFO Slater discussed the year to year comparison for the general fund (Fund 1) revenue and expenses. Revenue from property taxes is projected to increase while revenue from student fees is projected to decrease due to a decrease in enrollment and waiver of fees for Promise Program students. Salaries and benefits expenses are projected to increase due to steps, columns and negotiated increases. Materials and operating expenses are expected to increase; some of the increase reflects carryover from the previous year, along with some increase in operating expenses. The 2019-20 budget is balanced, with total projected revenue and total projected expenses both at \$201,540,815.

CFO Slater identified 2019-20 initiatives. The Promise Scholars Program is expanding to serve 2,000 students. The Constituent Relationship Management System (CRM) is being implemented currently. Additional initiatives are the Equity Institute and the food insecurity initiative.

CFO Slater said the increases in PERS and STRS rates have been dramatic and cumulative over the past several years. The projected employer cost for 2019-20 is \$22 million, which is close to a 170 percent increase over 2013-14. In 2021-22, the cost is expected to go up to \$27 million, which is a 230 percent increase over 2013-14. CFO Slater said this reduces the purchasing power of the District.

CFO Slater said that although the District is a basic aid district, it receives state money for categorical programs. Categorical programs that are granted COLA are Apprenticeship, CalWORKS and DSPS/EOPS/Foster/CARE. One of the most important categorical programs for the District is AB19 (Promise). The funding for this program almost doubled over last year.

CFO Slater discussed capital outlay. She said the District is spending down general obligation bond funds. The District received funding for three projects totaling approximately \$76 million: campus water tank replacement at College of San Mateo, Building 13-Multiple Program Instructional Center at Cañada College, and Building

2-Workforce and Economic Development Prosperity Center at Skyline College. The District must match the funding for these projects. The District also received \$185,549 for scheduled maintenance which will be used for Skyline College Building 3 envelope repairs.

CFO Slater said the portfolio value of the Retirement Trust Fund-OPEB as of June 30, 2019 is \$123,079,056. Last year, the District's retiree health liabilities were 95 percent funded and preliminary indications are that they will be 100 percent funded this year.

In summary, CFO Slater said:

- The 2019-20 budget is balanced
- The budget is aligned with the District strategic plan
- The budget provides resources for students, employees and the community
- The short-term and long-term financial outlook remains solid
- The reserves are, as planned, at 15 percent
- Categorical and grant support remains strong

Following Chief Financial Slater's report, President Goodman asked if there were questions or comments from the public. Hearing none, he declared the public hearing closed at 8:10 p.m.

ADOPTION OF THE 2019-20 FINAL BUDGET (19-9-101B)

It was moved by Vice President Schwarz and seconded by Trustee Mandelkern to adopt the final budget as presented. Trustee Mandelkern asked, assuming the actuarial calculations and the value of the retirement trust are correct, what the impact on Fund 1 would be in terms of not having to spend money for retiree benefits from that fund. CFO Slater said the total pay as you go is approximately \$7.5 million, half of which is paid from the general fund and half from the retirement fund. She said this is the first year in which the District is in a position of being fully funded and this will be discussed by the Retirement Board of Authority.

Trustee Mandelkern said that under "Adopted Budget Assumptions" in CFO Slater's report, the resident FTES is 16,321, down approximately four percent from the previous year. He asked what the number of actual unique individual students is. Vice Chancellor McVean said the number is 31,705.

Trustee Hoyer asked if the Reserve for Post-Retirement Benefits (Fund 8) and the general fund are still being used to pay for current employee retirement health and welfare benefits. CFO Slater said this is the case. She said the District charges itself 5 percent of salaries to put toward future benefit costs for current employees. This money is put into Fund 8 and a portion of the funds that are moved into Fund 8 will be used to cover approximately one-half of the premium cost for current benefits. Trustee Hoyer asked if it is correct that money flows into Fund 8 from other funds, some flows out to pay a portion of the current costs and some flows into the Future Other Post-Employment Benefits (OPEB) Trust to continue to build up. CFO Slater said this is correct. She said the District may not need to make payment to the Trust any longer and this is being discussed by the Retirement Board of Authority.

Trustee Hoyer said the written discussion on International Education discusses a new initiative, the Global Online Advanced Learning Program, which enables international students to take courses wherever they are in the world, with the District receiving the tuition fees. He asked if this is included in the budget assumptions. CFO Slater said it is not included because the Global Online Advanced Learning Program is a small pilot program at this time.

Trustee Hoyer said he raised the issue of the failure to conform with the 50 Percent Law during discussion of the preliminary budget. He said the final budget does not address this issue. He asked if there is a projection of how close the District will come to closing the gap to conform with the law based on the budget the Board is being asked to approve. Interim Chancellor Claire said the District is not likely to come into conformance this year. He said he believes there is a need for long-term financial planning with the Board. He said some of the issue centers around the levels of full-time faculty. He said the bulk of the funding at the campuses does go to teaching and learning. Interim Chancellor Claire said he understands the concern about the 50 Percent Law and

would welcome a conversation with the Board on the issue, perhaps at the annual retreat. Trustee Holober expressed appreciation that Interim Chancellor Claire does not wish to engage in a debate at a Board meeting. He asked if there is any change in the ratio of full-time to part-time faculty in this budget. President Claire said he believes the current ratio is 70 percent to 30 percent. He said that moving forward, there can be discussions about the goals the Board would like to set when developing the budget. Trustee Mandelkern said the Board had previously provided direction to have conversations between the administration and faculty, primarily AFT, regarding implementation of the 50 Percent Law. He said he hopes this will take place, preferably prior to the Board retreat. CFO Slater said staff reached out several times but she believes Paul Rueckhaus' departure from the District caused communication to drop off. She said staff has reached out to the current AFT leadership and she believes they are deciding whether to meet. Interim President Claire said he will personally reach out to faculty. Academic Senate President Wallace asked that the Academic Senate also be included in the discussions. Trustee Mandelkern said the Academic Senate was included in the Board's directive.

Trustee Holober said he will vote to adopt the budget even though the 50 Percent Law is not met because he has a great deal of confidence in Interim Chancellor Claire and his commitment to working collaboratively with faculty. He said he will offer Interim Chancellor Claire his full support. Trustee Nuris said that after the discussions are held, he would like to receive a thorough explanation on both sides of the issue. He said he knows it is a law but knows also that it was put into place decades ago. He said he would like to understand the impact of the law on the District, the colleges and the classrooms. President Goodman asked that background information be sent to the Board prior to the Board retreat.

Trustee Holober said that on page 71 of the budget report (Capital Projects Financial Summary), there are two separate line items from different funds for Cañada College Building 1 (\$24,300,000 and \$67,219,709.70). He asked if the combined total of these two lines is the total of the building. CFO Slater said the two line items combined reflect the total cost of the building.

Student Trustee Chavez asked for clarification about the \$32 increase for non-resident tuition. CFO Slater said every year the Board must vote on fees for international students. She said it is based on statute. Districts may decide on the method to determine the fees, using a list of options provided by the state. Because of competitiveness, the District generally looks at the fees charged by neighboring districts.

Trustee Nuris commended CFO Slater for her presentation. He said her clear understanding of the budget gives him a measure of comfort.

After this discussion, the motion to adopt the 2019-20 final budget carried, all members voting Aye.

ADOPTION OF RESOLUTION NO. 19-14 IN SUPPORT OF CALIFORNIA ASSEMBLY BILL 612 (19-9-102B)

It was moved by Trustee Holober and seconded by Trustee Mandelkern to adopt Resolution No. 19-14. The motion carried, all members voting Aye. Vice President Schwarz said she heard about a program whereby leftover food from college events is distributed by contacting a list of people who are in need of food. President Goodman said he believes this is done informally at the colleges. President Moore said Cañada College does not have a set process but leftover food is taken to places where students congregate, such as the Associated Students offices and the Learning Center. Trustee Mandelkern asked if Pacific Dining has a program in place to distribute leftover food. Tom Bauer, Vice Chancellor of Auxiliary Services and Enterprise Operations, said there are challenges to donating food from events because of laws. He said he has spoken with Vice President Perez about a program and asked him to elaborate on it. Vice President Perez said San Francisco State University uses an app through which students can use an opt-in function to receive notices when food is available and are given instructions on how to access it. Trustee Nuris said he is pleased to hear about this. He said it has become problematic for organizations to accept donated food because of liability issues, e.g. not knowing how and where the food was prepared.

APPROVAL OF STUDENT EQUITY PLANS – CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE (19-9-103B)

It was moved by Vice President Schwarz and seconded by Trustee Nuris to approve the Student Equity Plans as presented. The motion carried, all members voting Aye.

APPROVAL OF APPOINTMENTS TO BOND OVERSIGHT COMMITTEE (19-9-104B)

It was moved by Trustee Nuris and seconded by Vice President Schwarz to approve the appointments as recommended. Trustee Holober said he recently saw notices in the local newspaper seeking applicants for this committee. He asked if there were responses and if there will still be vacant seats if the Board approves the recommendations brought at this meeting. Vice Chancellor/Chief of Staff Mitchell Bailey said staff conducted two rounds of outreach, including notices in a local newspaper and contact with a large number of community leaders. He said one individual applied as a result of that outreach. At the Board's direction, staff conducted a second round of outreach. As of the morning of this meeting, there were no additional applicants; however, one application was received in the afternoon and will be reviewed and submitted to the Board for approval at a subsequent meeting.

Vice Chancellor Bailey said the District's bond oversight committee has members representing the business community and a senior citizens organization, as required by law. He said the recommendations brought to this meeting include a new student member and a member of an affiliated organization. The only category not filled is a representative of a taxpayer organization. Vice Chancellor Bailey said this is the most difficult to fill for all public agencies that have bond oversight committees. He said he will continue conduct outreach to fill this position. He said the committee can have up to 15 members according to Board policy and he will continue to bring recommendations as applications are received.

Trustee Mandelkern asked if either of the two individuals who responded to the outreach efforts are listed on the recommendation brought to the Board at this meeting. Vice Chancellor Bailey said the applicant from the first outreach effort is listed and the second will be brought forward at a future meeting.

Student Trustee Chavez asked if a new student would be appointed to the committee if the student who is serving graduates and leaves the District. Vice Chancellor Bailey said a new student would be appointed. He said the appointment is for a two year term but students often do not serve for the entire term.

After this discussion, the motion to approve the appointments carried, all members voting Aye.

COMMUNICATIONS

None

STATEMENTS FROM BOARD MEMBERS

Trustee Nuris said he has attended several events and meetings recently.

Student Trustee Chavez said the District Student Council, composed of the Associated Students presidents and vice presidents, along with himself, held their first meeting of the semester. He said the group is ambitious, visionary and student oriented. He said they will meet periodically during the academic year. He said student reports will be presented to the Board beginning with the regular meeting in October.

Trustee Holober congratulated Interim Chancellor Claire on his appointment. He said he believes Interim Chancellor Claire is the perfect person to take the position and he wishes him success. Trustee Holober said the District is going through some turbulence but the focus will always be on providing the best quality education and support services for students. He said the Board earlier interviewed representatives from search firms for the chancellor search. One of the recommendations from a representative was to stop and take stock of where the District has been and where it should go in the future. He said he looks forward to taking time to reflect and make changes, recognizing that change is good.

Trustee Mandelkern noted that the settlement announced under “Announcement of Reportable Action Taken in Closed Session” was a settlement in favor of the District. Trustee Mandelkern thanked CFO Slater for her preparation and presentation of the budget, which he said was clear and concise. He congratulated Interim Chancellor Claire and said he looks forward to working with him. Trustee Mandelkern said he intends to attend the Cañada College President’s luncheon at the Hiller Aviation Museum, as well as the VIP reception. He said he will also attend the Skyline College President’s Council meeting, the Success Summit at Skyline College, and the ACCT Congress in San Francisco, at which the Board will receive an award. Trustee Mandelkern wished the colleges well on the upcoming accreditation visits.

President Goodman said he will attend the ACCT Congress in San Francisco. He said the award the Board will receive is the Phi Theta Kappa Board of Excellence Award, which will be presented at the luncheon on October 18. He said he believes it is beneficial for Board members to attend professional development conferences when they are held in nearby locations.

President Goodman requested a moment of silence in honor of those lost to the attacks that took place on September 11, 2001.

RETURN TO CLOSED SESSION

The Board returned to closed session at 8:45 p.m. to continue consideration of the items listed on the printed agenda.

**RECONVENE TO OPEN SESSION/ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN
CLOSED SESSION**

The Board reconvened to open session at 11:13 p.m. President Goodman said the Board took no action during the closed session.

ADJOURNMENT

The meeting was adjourned by consensus at 11:15 p.m.

Submitted by

Michael Claire, Secretary

Approved and entered into the proceedings of the October 10, 2019 meeting.

Karen Schwarz
Vice President-Clerk

BOARD REPORT NO. 19-10-1A

TO: Members of the Board of Trustees
FROM: Michael Claire, Interim Chancellor
PREPARED BY: David Feune, Director, Human Resources, 358-6775

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
(NP = New position, * = New Employee)

College of San Mateo

Tabitha Conaway Interim Director of Equity **President's Office**

Reassigned from an Instructional Aide II (Grade 22 of the Classified Salary Schedule 60) into this interim administrative assignment at Grade 193E of the Academic-Classified Exempt Supervisory Salary Schedule 35, effective August 19, 2019, replacing Jeremiah Sims who is on paternity leave.

Skyline College

New administrative assignment, effective October 21, 2019, replacing Lasana Hotep who was reassigned.

B. PUBLIC EMPLOYMENT

1. New Hires (NP = New Position, * = New Employee)

Skyline College

Elisabeth Osai Financial Aid Assistant Enrollment Services

New full-time, 12-month classified employment, effective September 30, 2019, replacing Patricia Flores who was reassigned.

Ursula Racca*	Office Assistant II (Funded by SSSP) (NP)	Counseling
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New full-time, 12-month temporary classified employment, effective September 16, 2019. This position was previously Board approved on August 21, 2019.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS

District Office

Aung Linn	Senior Programmer I	ITS
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Reassigned from a full-time, 12-month Programmer Analyst (Grade 37 of the Classified Salary Schedule 60) into this full-time position at Grade 210S of the Classified Professional/Supervisory salary schedule 40, effective September 25, 2019, replacing Lynn Kwan who was reassigned.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION

District Office

1. Recommend a change in salary level for the Director of Public Safety from Grade 193E to Grade 196E of the Academic/Classified Exempt Supervisory Salary Schedule (35), effective October 1, 2019. Accordingly, recommend a corresponding adjustment in grade for the incumbent, William Woods, effective October 1, 2019. The recommended change reflects an increase in scope of work and responsibility.

Skyline College

2. Recommend creation of a new classification titled, "Equity Institute Manager (Funded by the Equity Institute)" at Grade 180E of the Academic-Classified Exempt Supervisory Salary Schedule 35, effective October 11, 2019. In addition, recommend a change in staff allocation to add one full-time, 12-month Equity Institute Manager (Funded by the Equity Institute) position in the Equity Institute, effective October 11, 2019. This is a temporarily-funded position.
3. Recommend creation of a new classification titled, "Program Service Coordinator (Funded by the Equity Institute)" at Grade 27 of the Classified Salary Schedule 60, effective October 11, 2019. In addition, recommend a change in staff allocation to add one full-time, 12-month Program Service Coordinator (Funded by the Equity Institute) position in the Equity Institute, effective October 11, 2019. This is a temporarily-funded position.

4. Recommend creation of a new classification titled, "Director of the Bay Area Entrepreneur Center" at Grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule (35), effective October 11, 2019. In addition, recommend a change in staff allocation to delete one Project Director position (2C0265) at Grade 175S of the Classified Professional / Supervisory Salary Schedule (40) and add one full-time, 12-month Director of the Bay Area Entrepreneur Center in the Business, Education and Professional Programs Division, effective October 11, 2019. Accordingly, recommend the reclassification of Pcyeta Stroud to the Director of the Bay Area Entrepreneur Center, effective October 11, 2019.
5. Recommend a change in staff allocation to delete one full-time, 12-month Office Assistant II position (2C0124) at Grade 18 of the Classified Salary Schedule (60) and add one full-time, 12-month Staff Assistant position at Grade 21 of the same salary schedule in the Marketing Department, effective October 1, 2019. In addition, recommend the reclassification of Brittney Sneed to the Staff Assistant position, effective October 1, 2019.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

None

2. Post-Retirement

None

3. Resignation

Cañada College

Sally Heath

Retention Specialist

Science and Technology

Resignation effective October 2, 2019 with 4 years of District Service.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

None

K. SHORT-TERM, NON-CONTINUING POSITIONS

None

BOARD REPORT NO. 19-10-100B

RESOLUTION NO. 19-16

**BY THE GOVERNING BOARD OF
THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

**RESOLUTION IN SUPPORT OF MEASURE I, THE CABRILLO UNIFIED SCHOOL
DISTRICT PARCEL TAX RENEWAL MEASURE**

WHEREAS, to protect the quality of education and instruction in their local schools, the Cabrillo Unified School District Governing Board voted unanimously to place a parcel tax renewal measure on the November 2019 ballot; and

WHEREAS, this measure would not increase taxes, but simply renew the existing parcel tax at \$150 per parcel for eight years to:

- Retain highly qualified teachers and staff
- Maintain strong academic programs in reading and writing
- Preserve strong academic programs in science, technology, engineering, arts, and math (STEAM)
- Prepare students to excel in high school, college, and careers
- Maintain school safety and security
- Protect programs to assist struggling students
- Maintain updated classroom technology; and

WHEREAS, the proceeds of the tax would be used only for the stated purposes and for no other purposes. No proceeds would be spent on administrators' salaries or benefits;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the San Mateo County Community College District supports Measure I, which will be on the ballot for the November 5, 2019 Consolidated Municipal, School and Special District Election.

REGULARLY PASSED AND ADOPTED this 10th day of October 2019.

Ayes:

Noes:

Abstentions:

Attest:

Karen Schwarz, Vice President-Clerk
Board of Trustees

BOARD REPORT NO. 19-10-101B

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

SELECTION OF SEARCH FIRM FOR CHANCELLOR SEARCH

The Board is undertaking a process to recruit and hire a new District Chancellor. To aid in this effort, the Board has determined that they wish to engage the services of a search consultant.

On September 11, 2019, the Board, in open session, interviewed representatives from the following three search firms:

- Community College Search Services
- Arterberry Blue & Associates, LLC
- Association of Community College Trustees Searches

RECOMMENDATION

It is recommended that the Board select a firm to assist with the District Chancellor search.

San Mateo County Community College District

October 10, 2019

BOARD REPORT NO. 19-10-1C

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Dr. Aaron McVean, Vice Chancellor of Educational Services and Planning, 358.6803

**THE DISTRICT STRATEGIC PLAN –
STUDENTS FIRST: SUCCESS, EQUITY AND SOCIAL JUSTICE
ANNUAL UPDATE AND REVIEW**

The San Mateo County Community College District Strategic Plan is explicit in its focus on Students First: Success, Equity, and Social Justice. This study session will provide an update on progress made toward achieving the strategic goals of the District, and will highlight specific efforts and programs that are identified as Districtwide strategies. The impact of strategic initiatives and state legislative mandates on key Strategic Plan metrics will be discussed.



THE DISTRICT STRATEGIC PLAN

ANNUAL UPDATE REPORT – FALL 2019

OVERVIEW

The [District Strategic Plan](#) 2015-2020 is explicit in its focus on **Students First: Success, Equity and Social Justice**. The plan outlines four Strategic Goals and specifies Districtwide Strategies that support their achievement. This annual update report is organized into four sections: Strategic Plan Metrics, State Legislative Impacts, Key Districtwide Initiatives, and the Timeline and Process for the Review and Update of the plan.

STRATEGIC PLAN METRICS

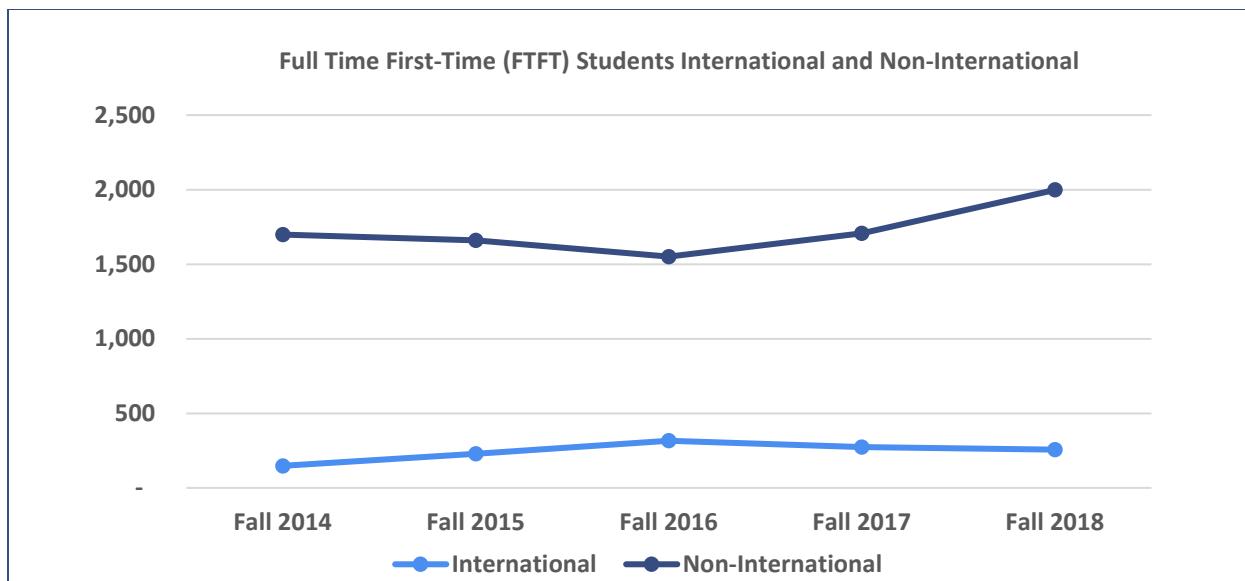
The assessment of the implementation of the District Strategic Plan (DSP) is supported by the Strategic Plan Metrics. The adopted metrics focus on the enrollment, persistence, and completion of full-time, first-time (FTFT) students at each of the colleges of the SMCCCD. For the most recent fall term, Fall 2018, there was a continued increase in the number of FTFT students, resulting in the largest cohort in more than five years. The number of FTFT students in each entering fall cohort has increased 22% over the last five fall semesters.

FALL FULL TIME FIRST-TIME STUDENTS	FA '14	FA '15	FA '16	FA '17	FA '18	19-20 Target
Cohort size (number of students)	1,846	1,888	1,867	1,981	2,255	2,054

Table 1

There are a number of efforts that have contributed to these increases. First and foremost, the implementation of the Promise Scholars Program (PSP), which removes financial barriers and incentivizes full-time enrollment in combination with structured academic and student supports is the largest contributing factor. Additionally, investments in outreach and intentional recruitment from local high schools, both for the PSP and other programs, has played an important role.

It is important to note that the growth in FTFT students over the past two years has not been due to increases in first-time international student enrollment, which has declined slightly since Fall 2016 (see Figure 1 below) due largely to changes in federal policy and administration, which is impacting international student enrollment nationally. This provides further evidence of the impact of the District's and Colleges' intentional efforts to increase the successful transition of local high school graduates into higher education.

**Figure 1**

In order for these FTFT students to start on a pathway that will lead to completion, placement into transfer level math and English is essential. Through the efforts of intentional curriculum redesign, changes to placement practices that place greater value on high school performance and other multiple measures, greater percentages of students are starting their path at the transfer level.

FALL FULL TIME FIRST-TIME STUDENTS	FA '14	FA '15	FA '16	FA '17	FA '18		19-20 Target
% initial enrollment in basic skills MATH	35%	31%	26%	17%	5%		20%
% initial enrollment in basic skills ENGLISH	25%	18%	8%	3%	2%		5%
% initial enrollment in transfer level MATH	30%	35%	44%	48%	45%		50%
% initial enrollment in transfer level ENGLISH	34%	42%	66%	78%	79%		75%

Table 2

As shown in Table 2 above, the colleges of the District have made steady progress toward ensuring that entering cohorts of FTFT students are increasingly beginning their educational pathway in transfer level math and English. Indeed, because of the innovation that has already occurred, the colleges were well positioned to meet the mandates created by [AB 705](#) that all incoming students are placed to maximize the likelihood that they successfully complete transfer level math and English in their first academic year.

The ultimate goal of these combined efforts is to increase the on-time completion rates for FTFT students. The most recent data available is for the Fall 2014 FTFT cohort and shows an on-time Associate Degree completion rate of 18% for the District. Through the efforts of the colleges, including the

replication of the Promise Scholars Program (PSP) across the three colleges that is partially supported by the \$3 million Innovation Award for Higher Education grant received by the District, these rates are expected to more than double beginning with the incoming Fall 2018 cohort.

FALL FULL TIME FIRST-TIME STUDENTS	FA '14	FA '15	FA '16	FA '17	FA '18	19-20 Target
Cohort size (number of students)	1,846	1,888	1,867	1,981	2,255	2,054
% of students completing a degree within 150% of normal time	16%	18%	18%	-	-	45%
Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	6.0	5.7	5.7	-	-	6.0

Table 3

We can also expect to see increases in all ultimate completion outcomes, including certificates, degrees, and transfer to four-year universities, through the implementation of Guided Pathways. While transfer metrics are also impacted by external factors such as capacity in the CSU system, efforts are nonetheless aligned to continue to see increased completion metrics.

OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19	19-20 target
Associate Degree Completers	1,502	1,551	1,660	1,712	1,801 ¹	1,788
Certificate Completers	1,654	1,529	1,388	1,244	1,216 ¹	1,500
OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19	19-20 target
CSU transfers	889	989	995	1,125	-	1,095
UC transfers	332	335	413	535	-	453
San Mateo County high school take rate	48%	46%	45%	-	-	55%

Table 4

STATE LEGISLATIVE IMPACTS

There are two pieces of state legislation that have directly impacted both the operations of the Colleges and the metrics of the strategic plan. State Assembly Bills (AB) 705 and AB 1805 have significantly

¹NOTE: Data as of September 30, 2019. Awards are finalized by October 15th for the previous academic year.

changed the assessment and placement of students into the English, math, and ESL/ESOL sequences. Additionally, AB 288 has accelerated the formation of dual enrollment pathways from local high schools. Both of these bills and their impacts are described below.

AB705 – MATRICULATION: ASSESSMENT IMPLEMENTATION

District Strategic Goal(s) Supported: 1, 2

Assembly Bill (AB) 705 “Student Success Act of 2012: Matriculation: Assessment” was passed in October of 2017. AB705 requires that a “community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.” In plain language, AB 705 requires the use of high school transcripts for placement into English and math sequences for students who have an educational goal of earning a certificate or degree, or transferring, in a manner that maximizes the likelihood they will complete transfer level coursework in one year. In practice, this will result in significantly more students being placed directly into transfer level courses, and requires innovation in both the curriculum and the academic and student supports in transfer level English and math.

According to the California Community College Chancellor’s Office (CCCCO), AB 705 is designed to accomplish several outcomes:

1. Increase the number of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.
2. Minimize the disproportionate impact on students created through inaccurate placement processes.
3. Increase the number of students completing transfer-level English within three years.

The CCCCO issued a [memorandum on July 11, 2018 RE: Assembly Bill \(AB\) 705 Implementation](#) that included guidance to colleges in order to comply with the bill. Colleges are required to use high school transcript information to place students in their initial English and math course. The memorandum also outlined a set of default placement rules for colleges to consider, as well as requirements for validation of any alternative rules that colleges chose to adopt. Colleges are required to comply with AB 705 beginning fall 2019 for English and math, with additional compliance for credit English as a Second Language (ESL) required by fall 2020. The colleges of the District formally adopted the default placement rules provided by the CCCCO in a memorandum provided to the State Chancellor’s Office on July 1, 2019.

AB 705, AB 1805, AND CREDIT ESL/ESOL

AB 705 and AB 1805 both recognize that English as a second language (ESL) is not basic skills or remedial instruction. Rather, it is foreign language acquisition for students who already know one or more languages: Instruction ESL is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require

support to successfully complete degree and transfer requirements in English, or require both of the above (Section 1.(a) (7)).

Under AB 705, colleges are strongly urged to integrate ESL/ESOL curriculum to “maximize the probability” that students enrolled in ESL/ESOL credit coursework will enter and complete transfer-level English composition requirements within three years. The use of evidence-based placement measures, including the use of high school transcripts, guided self-placement, and other multiple measures for placement is also required by AB 705, although not all ESL/ESOL will have high school transcript data to inform placement. ESL/ESOL students coming from high schools with four complete years of high school performance data (approx. 20-25% of ESL students system-wide) may be eligible for direct placement into an English course sequence based on their high school grade point average (GPA), using rules that are similar to the default placement rules above.

Neither AB 705 nor AB 1805 require the elimination of placement tests for ESL/ESOL at this time, nor does the law prohibit the use of placement tests for students. However, per AB 1805, as a condition for receiving Student Equity and Achievement Program (SEAP) funding, colleges are required to inform students of their rights to access transfer-level coursework and credit ESL/ESOL coursework “in language that is easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information related to students assessment on the community college’s Internet Website, and any written communication by a college counselor to a student about the student’s course placement options.” ([AB 1805 Section 1.78221.5 \(a\) \(2\)](#)).

During the current 2019-20 academic year, the Colleges are working in collaboration with the District to collect and review ESL/ESOL throughput data for the purpose of determining the best placement options for the credit ESL/ESOL sequences. Faculty from all three colleges are working to develop guided self-placement options, and will be involved in the creation of a District Adoption Plan, if required, to submit to the CCCCO by July 1, 2020.

AB288 – COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) DUAL ENROLLMENT

District Strategic Goal(s) Supported: 2

[Assembly Bill \(AB\) 288](#) was passed in October of 2015. AB 288 addresses College and Career Access Pathways (CCAP) dual enrollment programs established between community college districts and high school and unified school districts that allow high school students to earn college and high school credit simultaneously while taking courses as part of their regular high school schedule in their junior and senior years. AB 288 makes significant changes to previous practices, allowing high school students to earn up to 15 college units per term in designated academic programs that lead to a degree or certificate. The implementation and expansion of AB 288 CCAP Dual Enrollment opportunities is a priority of the SMCCCD colleges, as well as for feeder high school and unified districts.

Each of the colleges in the District is in the process of expanding dual enrollment options. Beginning in Fall 2018, Skyline College moved its dual enrollment program under the umbrella of the District CCAP

Agreements. For Fall 2018 there were 439 CCAP enrollments across 12 high schools, and as of Fall 2019 there are 592 enrollments. College of San Mateo launched its CCAP dual enrollment program in Fall of 2019 and currently has 52 enrollments. Cañada College is working to launch its own CCAP program in the upcoming academic year.

The SMCCCD has entered into AB 288 CCAP Agreements with Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, and Sequoia Union High School District, allowing dual enrollment courses to be developed and offered at any of the high schools located within those Districts.

KEY DISTRICTWIDE INITIATIVES

There are three Districtwide initiatives that encompass multiple goals of the District Strategic Plan and align with several of the identified Districtwide strategies. These three key initiatives are summarized below and will be the focus of the October 10, 2019 Board Study Session.

PROMISE SCHOLARS PROGRAM

District Strategic Goal(s) Supported: 1, 2

INTRODUCTION

The Promise Scholars Program (PSP) provides financial, academic and personalized student services for first time, full-time SMCCCD students whose educational goal is to earn a certificate or associate degree. The PSP intentionally removes barriers that too often prevent students from successfully completing those goals. The program includes the Promise Scholarship, a dedicated counselor delivering personalized academic and socio-cultural support, and performance-centered interventions. Promise Scholars also receive a monthly incentive (either transportation support or meal plan support), a voucher for books and course materials, and access to loaned laptops.

The SMCCCD Promise Scholars Program (PSP) is a replication of the City University of New York's Accelerated Studies for Associates Program (ASAP) – a proven model that significantly increases three-year graduation rates for full-time students. The PSP launched two pilot cohorts in Fall 2016 and Fall 2017 at Skyline College. The fall 2018 semester was the first Districtwide launch of the Promise Scholars Program at College of San Mateo (CSM) and Cañada College, with full-scale replication expected by fall 2021 across the entire SMCCCD.

Below are some quick facts about the SMCCCD Promise Scholars Program to date.

FINANCIAL CONSIDERATIONS

Based on the current program size, the cost per PSP student annually is approximately \$3,200. This includes the combination of \$1,600 in direct resources to students (fee waivers, textbooks, monthly incentive) and \$1,600 programmatic support (staffing, evaluation, and operational costs). The SMCCCD has committed the resources to support up to 2,000 students across the three colleges of the District.

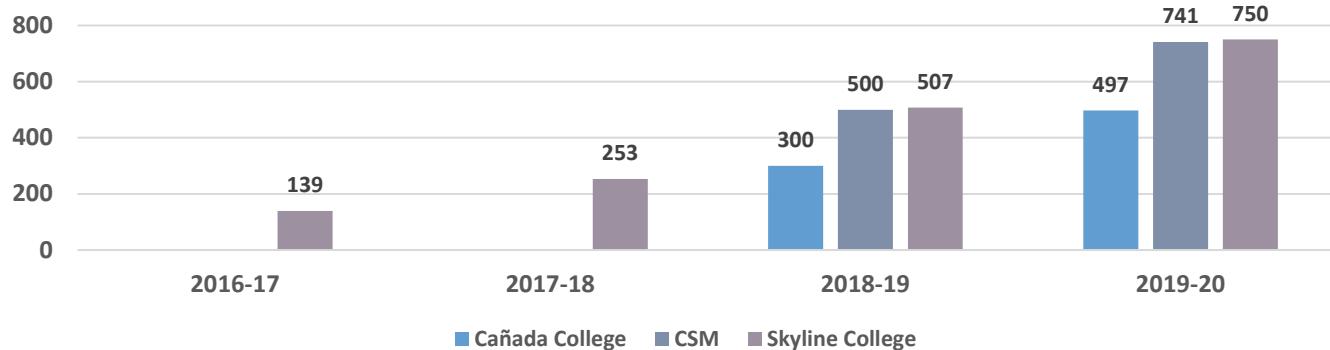
However, there is substantially greater need for additional resources as the District has the demand to support 5,000 students each year. To meet that demand the SMCCCD needs to identify sustainable dedicated funding of approximately \$16,000,000 per year.

PROGRAM GROWTH

The Promise Scholars Program (PSP) began at Skyline College in the fall 2016 semester. After two years of pilot cohorts, the PSP was expanded Districtwide in fall 2018 using state innovation grant funding.

Beginning in fall 2019, the SMCCCD will support up to 2,000 total students across the three colleges in the PSP (see Figure 2 below).

FIGURE 2: PROMISE SCHOLARS PROGRAM GROWTH



DEMOGRAPHICS

The PSP is intentionally designed to reach students in the communities served by the SMCCCD who have been historically marginalized. Students of color, first generation students, and students with financial need make up the majority of students served by the PSP.

**FIGURE 3: FALL 2019 PROMISE SCHOLARS
PROGRAM COHORT ETHNICITY**

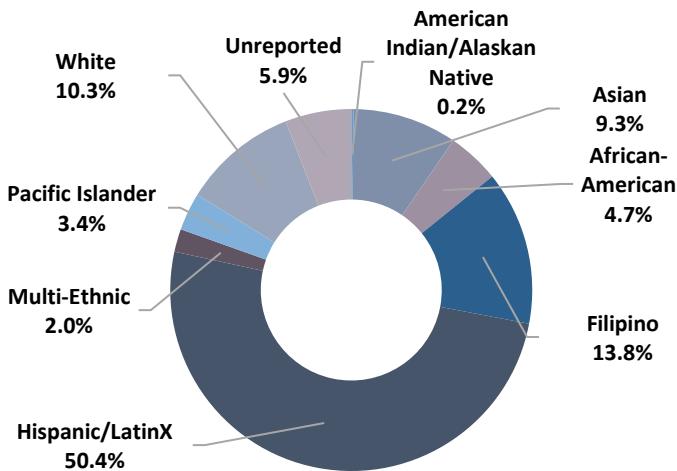


FIGURE 4: NOTABLE METRICS

1,988	Promise Scholars
	(Fall 2018 & 2019 Cohorts)
959	Fall 2019 Cohort
69%	First Generation
	College Students
	(Fall 2019 Cohort)
86%	Low Income
	(Fall 2019 Cohort CCPG Eligible)

EARLY SUCCESS

Students enrolled in the PSP have begun to demonstrate early successes in both fall-to-spring fall-to-fall persistence across the District. For example, Skyline College fall 2018 students have an 83% fall-to-fall persistence rate in comparison to the 72% full-time comparison group. Similarly, in Cañada College's PSP are also exceeding full-time comparison persistence rates at 78% and 69.5%, respectively. College of San Mateo's fall-to-fall persistence rate is 80% and meets the CUNY ASAP fall-to-fall persistence benchmark.

The primary goal of the Promise Scholars Program is to triple the current two-year and three-year graduation rates of students. Based on our early success in increasing persistence rates, and with continued financial support, we are confident that PSP will achieve those graduation rates.

GUIDED PATHWAYS

District Strategic Goal(s) Supported: 1, 2

The implementation of Guided Pathways across the three Colleges of the District is part of a broader movement in California community colleges and higher education nationally to provide greater clarity and a more structured approach to student success and completion. Guided Pathways integrates academic and student support services with explicit course sequences designed to promote greater on-time completion of students' educational goals, from certificates to degrees to transfer. While there are different ways to describe the Guided Pathways framework, there are consistent **domains** that are examined and redesigned as part of any implementation.

CLARIFY PATHWAYS

The "mapping pathways" domain aims to clarify the college enrollment process and degree program options and requirements for incoming and current students. Skyline College, for example, has organized its degree and certificate programs into meta majors, a student facing component of their Guided Pathways implementation that helps students to choose a major and to understand how specific programs and degrees fit into career-focused programs. While meta majors are not necessarily required as part of the Guided Pathways framework, they can help reduce confusion for students as they enter a pathway.

HELP STUDENTS ENTER A PATHWAY

The "helping to choose" domain aims to assist students as they select which program or degree to concentrate on as they work toward completion. This aspect of Guided Pathways is where students are able to decide on their specific educational and career goal and establish an educational plan that will allow them to achieve that goal on-time. This involves distinguishing between students who have a clear and distinct goal and those who may need additional information to make a final decision on which pathway to follow to completion. Typically, that decision is made at the end of the first semester of enrollment for students who were still engaged in exploration. Regardless of the specific path, if a student has an educational goal of earning a degree or transferring, enrollment in English and math in the first semester is encouraged.

HELP STUDENTS STAY ON A PATH

The “keeping on path” domain aims to assist students staying in college by providing additional resources that reduce and/or remove the barriers and obstacles typically encountered which may disrupt their educational journey and force students to drop out temporarily or permanently. Counselors and student services staff monitor students’ progress toward completing program requirements, based on their specific pathway. The Guided Pathways framework promotes a shift from a general counseling approach to a more individualized approach that underlines consistent guidance. Helping students stay on their path also involves course scheduling intentionally designed to increase student enrollment and completion, which is made easier by specifying which courses should be taken, and in what sequence, in order to complete on-time.

ENSURE LEARNING

The “ensuring learning” domain aims to assess the extent to which students acquire the knowledge and skills necessary to promote achievement through college and beyond. This requires a renewed focus and greater intention for the inclusion of General Education (GE) courses in any given pathway. This also involves greater alignment of degree and certificate program learning outcomes to employment outcomes, and providing structured educational opportunities that aim to deepen and broaden students’ knowledge and skills. Specific programs can include internships, co-op education, clinical placements, study abroad opportunities, and service learning.

Transformative Teaching and Learning is the last critical component of the Guided Pathways Framework. The Colleges’ investments in teaching and learning centers focused on developing experiences for faculty, staff and administrators are essential to ensure learning along a student’s pathway. Professional development is seen as integrated with the implementation of a Guided Pathways framework.

Each of the Colleges is in different phases of their respective Guided Pathways implementation. Ultimately, implementation is expected to lead to increases in success, persistence, and the on-time completion of degrees and certificates, with decreases in unnecessary unit accumulation. Guided Pathways are an essential districtwide strategy of the District Strategic Plan, and their impact will be measured by the metrics of the plan.

CRM IMPLEMENTATION

District Strategic Goal(s) Supported: 3

The implementation of the District’s Constituent Relationship Management (CRM) system was approved as a strategy to integrate technological systems to ensure a seamless and efficient experience for students. The CRM utilizes historical and ongoing data to manage relationships with students as the system of engagement for the District. Some of the capabilities include the ability to:

- Engage (and reengage) prospective, current and stop-out students through both automated and manually generated, customized email and text messages;

- Assign Success Team members, i.e. Recruiters, Financial Aid Technicians, Success Navigators, Counselors, Instructional Faculty, Program Staff, etc. automatically through specified criteria;
- Allow Counselors to receive Alerts from Instructional Faculty and put into place Success Plans to get students on track for successful course completion;
- Make appointments with Success Team Members online, through a Welcome Center, or through a Drop In Schedule while sending appointment reminders and integrating Outlook and Google Calendar functionality;
- Create Chatbots on College webpages to answer questions they may have about general information for the college, or specific information about their student records;
- Integrate with the various systems used by employees and students to allow for a Single Sign On (SSO) experience for easy information access, dashboards and reports.

The CRM brings together functional units from across the district to provide seamless communication and support for students. There are roughly 50 functional units and ten phases involved in the implementation of the CRM which is well underway in the implementation timeline.

IMPLEMENTATION TIMELINE

The following is a general timeline of the different phases and areas of the Salesforce CRM implementation. Timeframes subject to change based on unforeseen circumstances.

Phase	Area	Status	Expected Completion
Phase 1	Recruitment and Marketing	Implementation	Fall 2019
Phase 2	Matriculation and Enrollment	Development	Spring 2020
Phase 3	Counseling and Retention	Discovery	Fall 2020
Phase 4	Grant, Categorical, Additional Services	Not Started	Fall 2020
Phase 5	Workforce Development	Not Started	Spring 2021
Multiphase	Systems Integration	Implementation	Ongoing

Table 5

DISTRICT STRATEGIC PLAN REVIEW, ASSESSMENT, AND UPDATE CYCLE

The regular review and assessment of the District Strategic Plan is outlined below. The plan is scheduled for a comprehensive update to take place during the 2019/20 academic year, with the intention of bringing a revised plan to the Board for adoption in Fall 2020 that will guide efforts over the next five year cycle.

District Strategic Plan Review Cycle						
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
<u>SMCCCD Strategic Plan 2015-2020</u>	Plan Completed (Year 1)	Implement (Year 2) — Review — Assess	Implement (Year 3) — Mid-Term Review — Assess	Implement (Year 4) — Review — Assess	Plan Update (Year 5) — Review — Assess	Comprehensive Plan Update Completed (Year 1)

Table 6

STEERING COMMITTEE MEMBERSHIP

The following individuals have been invited to serve on the Steering Committee for the update of the District Strategic Plan. The Deans of Planning, Research and Institutional Effectiveness (PRIE) will help facilitate campus engagement from all constituent groups.

Name	Title
Aaron McVean (Chair)	Vice Chancellor, Educational Services and Planning
Jamillah Moore	President (Cañada)
Jeramy Wallace	District Academic Senate President (CSM)
Michelle Haggar	Classified Senate President (Skyline)
Jordan Chavez	Student Trustee (CSM)
Karen Engel	Dean of PRIE (Cañada)
Hilary Goodkind	Dean of PRIE (CSM)
Ingrid Vargas	Dean of PRIE (Skyline)

Table 7

Current schedule of engagement opportunities for the update of the District Strategic Plan (DSP). As needed, additional engagement opportunities will be scheduled.

Date	Activity	Location
2019		
October 15 th	First meeting of the DSP Steering Committee	District
December TBD	Second meeting of the DSP Steering Committee (District Mission Review)	District
2020		
January TBD	Third meeting of the DSP Steering Committee (Strategic Goal and Districtwide Strategies Review)	District
February TBD	Fourth meeting of the DSP Steering Committee (District Strategic Plan Metrics Review)	District

March 4th	Planning and Budget Council (PBC)	Cañada
March 10th	Integrated Planning Council (IPC)	CSM
March 12th	Strategic Planning and Allocation of Resources Council (SPARC)	Skyline
March-April	Academic Senates Classified Senates Associated Students	Cañada CSM Skyline
May TBD	Final meeting of the DSP Steering Committee (Final Review of Updated District Strategic Plan)	
October TBD	Board Study Session and Adoption of Updated District Strategic Plan 2020-2025	District

Table 8

APPENDIX A – DISTRICT STRATEGIC PLAN (DSP) METRICS

San Mateo County Community College District
Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '14	FA '15	FA '16	FA '17	FA '18		19-20 target
	Cohort size (number of students)	1,846	1,888	1,867	1,981	2,255		2,054
1.1,1.2	% of students completing SEP	83%	85%	90%	91%	95%		100%
1.6-1.9	Fall-to-Spring persistence	91%	91%	90%	90%	90%		95%
1.5	% initial enrollment in basic skills MATH	35%	31%	26%	17%	5%		20%
1.4	% initial enrollment in basic skills ENGLISH	25%	18%	8%	3%	2%		5%
1.5	% initial enrollment in transfer level MATH	30%	35%	44%	48%	45%		50%
1.4	% initial enrollment in transfer level ENGLISH	34%	42%	66%	78%	79%		75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	18%	21%	18%	15%	-		30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	54%	57%	40%	31%	-		75%
1.6-1.9	% of students completing a degree within 150% of normal time	16%	18%	18%	-	-		45%
1.6-1.9	Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	6.0	5.7	5.7	-	-		6.0
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19		19-20 target
2.4-2.7	Associate Degree Completers	1,502	1,551	1,660	1,712	1,801 ¹		1,788
2.4-2.7	Certificate Completers	1,654	1,529	1,388	1,244	1,216 ¹		1,500
2.8	CSU transfers	889	989	995	1,125	-		1,095
2.9	UC transfers	332	335	413	535	-		453
2.3	San Mateo County high school take rate	48%	46%	45%	-	-		55%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19		19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-6%	-4%	0%	3%	5%		0%

1. Data as of September 30, 2019

College of San Mateo

Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '14	FA '15	FA '16	FA '17	FA '18		19-20 target
	Cohort size (number of students)	880	897	879	880	1,038		967
1.1, 1.2	% of students completing SEP	82%	84%	88%	91%	95%		95%
1.6-1.9	Fall-to-Spring persistence	92%	92%	91%	92%	92%		95%
1.5	% initial enrollment in basic skills MATH	28%	25%	22%	20%	1%		20%
1.4	% initial enrollment in basic skills ENGLISH	7%	3%	3%	1%	0%		3%
1.5	% initial enrollment in transfer level MATH	39%	45%	53%	49%	47%		60%
1.4	% initial enrollment in transfer level ENGLISH	33%	35%	63%	79%	81%		75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	13%	21%	21%	19%	-		30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	30%	26%	32%	43%	-		50%
1.6-1.9	% of students completing a degree within 150% of normal time	18%	20%	21%	-	-		50%
1.6-1.9	Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	5.9	5.9	5.8	-	-		5.9
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19		19-20 target
2.4-2.7	Associate Degree Completers	559	602	634	704	721 ¹		695
2.4-2.7	Certificate Completers	961	957	768	593	655 ¹		844
2.8	CSU transfers	324	352	379	426	-		417
2.9	UC transfers	167	164	203	251	-		223
2.3	San Mateo County high school take rate	27%	26 %	25%	-	-		32%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19		19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	0%	8%	7.1%	7.4%	9%		0%

1. Data as of September 30, 2019

Cañada College

Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '14	FA '15	FA '16	FA '17	FA '18		19-20 target
	Cohort size (number of students)	294	364	305	303	391		336
1.1, 1.2	% of students completing SEP	74%	80%	90%	90%	95%		100%
1.6-1.9	Fall-to-Spring persistence	87%	87%	89%	83%	88%		95%
1.5	% initial enrollment in basic skills MATH	34%	25%	19%	16%	17%		15%
1.4	% initial enrollment in basic skills ENGLISH	20%	17%	13%	5%	5%		5%
1.5	% initial enrollment in transfer level MATH	33%	38%	43%	43%	45%		46%
1.4	% initial enrollment in transfer level ENGLISH	32%	52%	65%	72%	75%		70%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	14%	18%	17%	8%	-		25%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	31%	30%	33%	7%	-		39%
1.6-1.9	% of students completing a degree within 150% of normal time	16%	16%	16%	-	-		19%
1.6-1.9	Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	5.8	5.4	5.4	-	-		5.8
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19		19-20 target
2.4-2.7	Associate Degree Completers	343	380	382	379	379 ¹		390
2.4-2.7	Certificate Completers	271	206	239	320	218 ¹		240
2.8	CSU transfers	157	166	167	184	-		175
2.9	UC transfers	60	51	64	119	-		70
2.3	San Mateo County high school take rate	16%	16%	16%	-	-		20%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19		19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-7%	-7%	-4.2%	-1.0%	2%		0%

1. Data as of September 30, 2019

Skyline College

Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '14	FA '15	FA '16	FA '17	FA '18		19-20 target
	Cohort size (number of students)	672	627	683	798	826		751
1.1, 1.2	% of students completing SEP	89%	91%	93%	92%	95%		100%
1.6-1.9	Fall-to-Spring persistence	92%	91%	89%	91%	88%		95%
1.5	% initial enrollment in basic skills MATH	46%	43%	35%	15%	4%		20%
1.4	% initial enrollment in basic skills ENGLISH	51%	39%	13%	5%	3%		5%
1.5	% initial enrollment in transfer level MATH	16%	20%	32%	50%	44%		50%
1.4	% initial enrollment in transfer level ENGLISH	36%	48%	70%	78%	77%		75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	24%	23%	16%	13%	-		30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	62%	68%	45%	38%	-		75%
1.6-1.9	% of students completing a degree within 150% of normal time	15%	15%	16%	-	-		50%
1.6-1.9	Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	6.2	5.6	5.7	-	-		6.0
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19		19-20 target
2.4-2.7	Associate Degree Completers	611	581	651	637	713 ¹		703
2.4-2.7	Certificate Completers	428	368	382	333	345 ¹		417
2.8	CSU transfers	408	471	449	518	-		494
2.9	UC transfers	105	120	146	165	-		160
2.3	San Mateo County high school take rate	24%	24%	24%	-	-		30%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	14-15	15-16	16-17	17-18	18-19		19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-10%	-8%	-1.4%	1.1%	3%		0%

1. Data as of September 30, 2019