

**AGENDA**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**BOARD OF TRUSTEES RETREAT**  
**Saturday, February 8, 2020**  
**9:00 a.m.**  
**College of San Mateo, 1700 Hillsdale Blvd., San Mateo, CA 94402**  
**Building 10, College Heights Conference Room (4<sup>th</sup> 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 and potential or existing litigation. No more than 20 minutes will be allocated for this section of the agenda. Speakers will be limited to three minutes each. 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.*

*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.      Call to Order

**DISCUSSION OF THE ORDER OF THE AGENDA**

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

**RETREAT - INFORMATIONAL AND DISCUSSION ITEMS**

- |         |   |
|---------|---|
| 20-2-1C | <a href="#"><u>Review of Environmental Scan of Factors Potentially Impacting the District in the Coming Year(s)</u></a>   |
| 20-2-2C | <a href="#"><u>Overview of Current Major Student-Focused Strategic Initiatives</u></a> <ul style="list-style-type: none"><li>(a) Strategic Plan</li><li>(b) Promise Scholars Program</li><li>(c) Guided Pathways</li><li>(d) Constituent Relationship Management System</li><li>(e) Dual Enrollment</li><li>(f) Project Change</li><li>(g) Food Insecurity</li><li>(h) Transportation</li><li>(i) Student Housing</li></ul> |

- 20-2-3C [Discussion of Long-term Financial Plan](#)
- 20-2-4C [Discussion of Board Vision and Values for:](#)  
(a) Student Access and Success  
(b) Stewardship  
(c) Culture
- 20-2-5C [Discussion of Future Study Session and Information Report Topics](#)

**ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION**

1. Conference with Labor Negotiator  
Agency Negotiators: Michael Claire and Mitchell Bailey  
Employee Organizations: AFT and CSEA

**PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY**

**RECESS TO CLOSED SESSION**

**RECONVENE TO OPEN SESSION**

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

**ADJOURNMENT**

**BOARD REPORT NO. 20-2-1C**

TO: Members of the Board of Trustees  
FROM: Michael Claire, Interim Chancellor  
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

**REVIEW OF ENVIRONMENTAL SCAN OF FACTORS POTENTIALLY IMPACTING THE DISTRICT IN THE COMING YEAR(S)**

There are a number of internal and external factors that will potentially impact the District's operations, policies and relationships in the year(s) ahead. The Chancellor will engage the Board in a discussion of these potential factors.

**BOARD REPORT NO. 20-2-2C**

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510  
Dr. Aaron McVean, Vice Chancellor for Educational Services and Planning, 358-6803

**OVERVIEW OF CURRENT MAJOR STUDENT-FOCUSED STRATEGIC INITIATIVES**

The District has a number of student-focused strategic initiatives underway that are designed to support and enable student success and completion and provide needed services that allow students to learn, grow and thrive while attending the District's three colleges.

An overview of this substantial portfolio of initiatives is provided in this report and provide a high-level review and update on the following priority areas:

- A. Strategic Plan
- B. Promise Scholars Program
- C. Guided Pathways
- D. Constituent Relationship Management (CRM) System
- E. Dual Enrollment
- F. Project Change
- G. Food Insecurity
- H. Transportation
- I. Student Housing

# PORTFOLIO OF DISTRICT STRATEGIC INITIATIVES

## A. DISTRICT STRATEGIC PLAN

### District Strategic Plan Review, Assessment, and Update Cycle

The regular review, assessment, and revision of the District Strategic Plan is outlined below. The plan is in the process of being updated 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
<a href="#">SMCCCD Strategic Plan 2015-2020</a>	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)

### Steering Committee Membership

The following individuals are serving on the Steering Committee for the update of the District Strategic Plan.

Name	Title	Affiliation
Aaron McVean (Chair)	Vice Chancellor, Educational Services and Planning	District Office
Dave Mandelkern	Trustee	SMCCCD
Tom Nuris	Trustee	SMCCCD
Jordan Chavez	Student Trustee	CSM
Jamillah Moore	President	Cañada
Jeremy Wallace	District Academic Senate President, English Faculty	CSM
Golda Margate	CSEA Representative, Executive Assistant	Skyline
Karen Engel	Dean of Planning, Research and Inst. Effectiveness	Cañada
Hilary Goodkind	Dean of Planning, Research and Inst. Effectiveness	CSM
Ingrid Vargas	Dean of Planning, Research and Inst. Effectiveness	Skyline

## **B. SMCCCD PROMISE SCHOLARS PROGRAM (PSP)**

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 bookstore voucher for books and course materials, and access to loaned laptops.

The SMCCCD has the resources to support up to 2,000 students across the three colleges of the District. 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). 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.

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.

## **C. GUIDED PATHWAYS**

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. The implementation of Guided Pathways includes the integration of academic and student support services with explicit course sequences designed to lead to increases in student success, persistence, and the on-time completion of certificates, degrees, and transfer, with decreases in unnecessary unit accumulation. 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

### **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.

### **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.

## **D. SALESFORCE CRM IMPLEMENTATION**

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 Team Members, Success Navigators, Counselors, 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 Calendars; 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 intentional communication and support for students. There are roughly 50 functional units and twelve phases involved in the implementation of the CRM which is well underway in the implementation timeline.

The following is a general timeline of the upcoming 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	Implemented	Fall 2019
Phase 2	Matriculation and Enrollment	Development	Spring 2020
Phase 3	Counseling and Retention	Development	Fall 2020
Phase 4	Grant, Categorical, Additional Services	Not Started	Fall 2020
Phase 5	Workforce Development	Not Started	Spring 2021
Multiphase	Systems Integration	Ongoing	Ongoing

## E. DUAL ENROLLMENT (AB288)

[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.

The SMCCCD has entered into AB 288 CCAP Agreements with Jefferson Union High School District, San Mateo Union High School District, Sequoia Union High School District, and South San Francisco Unified School District, allowing dual enrollment courses to be developed and offered at any of the high schools located within those districts. Since CCAP inception in fall 2018 at Skyline College, and subsequently in fall 2019 at College of San Mateo, a total of 95 courses have been offered with 1,904

students enrolled in those courses. Highlights about the nearly 2,000 CCAP students served thus far are as follows:

- 37% are Hispanic
- 54% are male
- 45% are first generation college students
- 95% successfully completed courses in fall 2018 and spring 2019
- 51% enrolled in a course in biotechnology or automotive technology
- 152 students subsequently enrolled as a regular college student at one of the SMCCCD colleges.

## **F. PROJECT CHANGE**

Project Change at the College of San Mateo (CSM) is a comprehensive community college-funded program for current and formerly incarcerated youth. Project Change provides college programming to both high school students and graduates, ages 16-24, inside of the juvenile hall and on campus at CSM. Students enrolled in Project Change receive both high school and college credit simultaneously through in-person instruction inside the juvenile hall, which prepares them to take courses on campus with wrap-around support services once they leave the facility. This is a multiyear program, which begins providing outreach and college preparation to current and formerly incarcerated students as early as their sophomore and junior years of high school. The early outreach and postsecondary preparation is designed to more effectively transition students to college upon high school graduation and release from the detention facilities.

Students in the San Mateo County Juvenile Hall (YSC) in Project Change are enrolled in UC/CSU transferable courses for both college and high school credit. Courses are taught by professors from College of San Mateo and Skyline College. The Project Change program was used as the State model for most recent legislation (SB 716), facilitated by the Youth Law Center and signed into law by Governor Gavin Newsom in October 2019. SB 716 requires all probation departments across the state to offer higher education programming inside juvenile detention facilities. Project Change students and program founder, Katie Bliss, testified in front of California Senate and Assembly to advocate for passage of this momentous bill.

## **G. FOOD INSECURITY**

In spring 2018, the SMCCCD conducted a survey of  $N = 25,553$  students enrolled at its three campuses, with  $n = 1,997$  (8%) complete responses submitted. The survey was designed to document the extent of food and housing insecurity experienced by students. Nearly two-thirds of students reported experiencing some form of food or housing insecurity during the past 12 months. Survey results revealed the following challenges experienced by students with regard to their basic food needs due to income limitations.

- More than one-half (55%) of respondents indicated that the food they purchased “just didn’t last and I didn’t have money to get more.” 12% of students reported this as “often true” and another 33% reported this as “sometimes true.”
- 28% of students reported “cutting the size of meals or skipping meals” because there wasn’t enough money for food.
- Beyond the literal lack of food, the level of psychological insecurity is high: 41% of students report that “I worried whether my food would run out before I got money to buy more.”

In response and as part of its commitment to addressing the needs of students so that they can pursue and complete their educational goals, the SMCCCD allocated \$1million in funding for fiscal year (FY) 2019-20 to develop a pilot program to address issues of hunger and food insecurity. This pilot program is intended to expand the array of existing college services that are designed to provide for the basic needs of students throughout the District. Current services include the college SparkPoint centers, food pantries, and partnerships with community resources such as CalFresh and Second Harvest Food Banks.

## H. TRANSPORTATION

In the spring of 2018, the District conducted an online survey of all students enrolled at each of its three campuses. A total sample of n = 2,084 students completed the survey for a response rate of 10%. The demographic profile of survey respondents closely approximated the total enrolled student population of the SMCCCD. The survey was designed to understand students’ commuting and transportation habits and attitudes connected to their campus commute. Students were asked about their preferences regarding various modes of public transportation and how likely they were to use those modes more if the identified obstacles were removed. The results from the survey have been used in SMCCCD’s work with regional transportation entities to address barriers to access for students including future consideration of ways to increase student utilization of public transit networks.

The District has been working to implement specific solutions in order to address transportation barriers faced by students. These solutions include direct shuttle service at Skyline College and Cañada College, and transportation support in the form of discounted passes and program engagement incentives, such as those included as part of the Promise Scholars Program. In partnership with SamTrans and its *Reimagine SamTrans* initiative, students of the District were eligible for a custom bus pass that allowed for unlimited rides on all SamTrans routes from August 14 through August 31 at the start of the fall 2019 semester. The District is currently exploring additional options to expand its partnership with SamTrans in order to remove transportation as a barrier to access.

## I. STUDENT HOUSING

In spring 2018, the SMCCCD conducted a survey (modeled on the HOPE Lab and CCEAL surveys) of all students enrolled at its three campuses (N = 25,553), with eight percent of students completing a response (n = 1,997). The survey questionnaire was designed to document the extent of food and housing insecurity experienced by students. Nearly two-thirds of students reported experiencing some form of food or housing insecurity during the past 12 months. A report addressing food insecurity was presented to the Board of Trustees in August 2018.

Select results related to students' experience of Housing Insecurity are presented below. For the purposes of this discussion, the District defined homeless as meaning that a student is without a place to live and is living in a vehicle, outside, or a shelter.

Each of the following conditions represents different aspects of the continuum of food and housing insecurity experienced by SMCCCD students. Housing insecurity encompasses a broad set of challenges such as worrying about the ability to pay rent, moving frequently, or feeling unsafe in a living situation.

- 42% of students experienced financial difficulty paying rent during the past 12 months.
- 29% of students report feeling “less than safe” in their current living situation.
- 7% of students report moving because they “felt unsafe” at home during the past 12 months.

Finally, students were also asked about the actual experience of being homeless.

- 1 of 17 students (6%) reported being homeless at some point in the past 12 months. Comments from students who reported being homeless indicated that the experience of homelessness was generally episodic, as opposed to chronic and long term.

The District is engaging a consultant to conduct a feasibility study to determine if there is a viable student market to support student housing. This study will be completed by the end of the 2020 spring academic semester.

The District also continues to better understand how other colleges and districts have addressed this issue. Staff have made a site visit to Orange Coast College to see progress on their new 823 bed/326 unit facility and staff and the Board will be visiting Santa Rosa Junior College in the coming weeks to learn more about their newly designed facility which will house 360 beds in 230 units.

**BOARD REPORT NO. 20-2-3C**

TO: Members of the Board of Trustees  
FROM: Michael Claire, Interim Chancellor  
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

**DISCUSSION OF LONG-TERM FINANCIAL PLAN**

The District had committed to a number of strategic initiatives to improve and support student success and completion. These commitments are in alignment with the District's "Students First" focus.

The Chancellor and staff will engage the Board in a discussion of the long-term impact these and other initiatives, operations and commitments are having and will have on the District's finances. Additionally, staff will outline additional financial needs and seek the Board's guidance and direction.

**BOARD REPORT NO. 20-2-4C**

TO: Members of the Board of Trustees  
FROM: Michael Claire, Interim Chancellor  
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

**DISCUSSION OF BOARD VISION AND VALUES FOR  
STUDENT ACCESS AND SUCCESS, STEWARDSHIP AND CULTURE**

The Board regularly engages in conversations relating to the District's priorities and values. Recent conversations have focused on race, class, gender, privilege and equity. The Board also routinely reviews the District's strategic priorities and has codified those conversations in the District's Strategic Plan.

The Board will engage in a discussion of its vision and values for three thematic areas which will frame future policy discussions and decisions for the Board and the District:

- (a) Student Access and Success
- (b) Stewardship
- (c) Culture

**BOARD REPORT NO. 20-2-5C**

TO: Members of the Board of Trustees  
FROM: Michael Claire, Interim Chancellor  
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

**DISCUSSION OF FUTURE STUDY SESSION AND INFORMATION REPORT TOPICS**

Throughout the course of the year, the Board holds a number of study sessions and receives informational reports on a variety of priority topics.

Based on topics mentioned by Board at recent meetings, staff will review with the Board a list of potential study session and information report topics.