AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STUDY SESSION OF THE BOARD OF TRUSTEES
July 14, 2021
Closed Session at 5:00 p.m.; Open Session at 6:00 p.m.
This meeting will be held telephonically via Zoom.
Members of the public should **NOT** come to District Office to participate.
Join this Zoom Meeting – https://smccd.zoom.us/j/86274864803
Dial-In: 1-669-900-9128 – Webinar ID: 862 7486 4803

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

Observing the Meeting
Members of the public who wish to observe the meeting may do so by accessing the link or calling the following telephone number above at the beginning of the meeting.

Providing Public Comment During the Meeting on NON-AGENDA Items
To make a comment regarding a non-agenda item, members of the public, once in the Zoom meeting (via above link), can utilize the "raise hand" function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who "raise their hand" will be called upon in the order they appear. Members of the public making comment are reminded of the 3-minute time limit for comment.

For members of the public who do not have access to a computer or smart device, time will be allotted at the end of public comments for members of the public to comment using a phone.

Providing Public Comment During the Meeting on AGENDA Items
To make a comment regarding an item on the published agenda, members of the public, once in the Zoom meeting (via above link), can utilize the "raise hand" function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who "raise their hand" will be called upon in the order they appear. Members of the public making comment are reminded of the 3-minute time limit for comment.

For members of the public who do not have access to a computer or smart device, time will be allotted at the end of public comments on the agenda item for members of the public to comment using a phone.

Accommodations
Persons with disabilities who require an accommodation or service should contact the contact the Chancellor's Office at (650) 358-6877 at least 24 hours prior to the Board meeting.

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. Conference with Labor Negotiator
   Agency Designated Representative: Michael Claire
   Employee Organization: AFSCME, AFT, CSEA, Unrepresented Employees

3. Liability Claims: Gov. Code § 54956.95
   Workers' Compensation Claim: One Case
   Agency Claimed Against: San Mateo County Community College District

4. Employee Discipline, Dismissal, Release

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

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

21-07-01A   Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel *(Time Allotted: 5 minutes)*

Other Recommendations

21-07-101B   Approval of District Equal Employment Opportunity Plan *(Time Allotted: 5 minutes)*

STUDY SESSION

21-07-01C   Marketing and Outreach Operations Update and Discussion *(Time Allotted: 45 minutes)*

21-07-02C   Career Education Programming Update and Discussion *(Time Allotted: 60 minutes)*

INFORMATION ITEMS

21-07-03C   Review of Draft Interim Board Policy Regarding COVID-19 Vaccination Requirement *(Time Allotted: 30 minutes)*

21-07-04C   Update on District Fall 2021 Return to In-Person Work Preparations *(Time Allotted: 30 minutes)*

COMMUNICATIONS

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

San Mateo County Community College District   July 14, 2021

BOARD REPORT NO. 21-07-01A

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: David Feune, Director, Human Resources

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APPROVAL OF PERSONNEL ITEMS

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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.   <u>**ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT**</u>

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<u>**Cañada College**</u>

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Manuel Perez   Acting College President   Office of the President

Appointed Acting College President, effective July 1, 2021, replacing Jamillah Moore who resigned. This is a reassignment from Vice President of Student Services (Grade AB of the Management Salary Schedule 20; Salary Range: $180,804 - $232,260) to College President at Grade EC of the Executive Salary Schedule 10; Salary Range: $249,912 - $311,088.

Ariela Villalpando   Acting Director of High School Transition   Office of the Vice President of
                                Dual Enrollment (Grant Funded)   Student Services

Reassigned from a full-time Program Services Coordinator - Promise (Grade 27 of the Classified Salary Schedule 60; Salary Range: $68,580 - $87,504) into this full-time 12-month position at Grade 193E of the Academic-Classified Exempt Supervisory Salary Schedule 35; Salary Range: $135,240 - $171,324, effective July 15, 2021, replacing Mayra Arellano who is on leave.

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<u>**College of San Mateo**</u>

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Alexandra Luicharoenwatthana   Director of Pathways and Promise (NP)   Office of the Vice President of
                                                                                Student Services

Reassigned from a full-time Interim Director of Guided and Transition Pathways (Grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule 35; Salary Range: $122,688 - $155,388) into this full-time 12-month position at Grade 193E of the same salary schedule; Salary Range: $135,240 - $171,324, effective July 15, 2021. This position was previously Board approved on April 15, 2021.

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<u>**Skyline College**</u>

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Nicole Porter   Acting Dean of Social Science/Creative Arts   Social Science/Creative Arts

Reassigned from faculty (Faculty Salary Schedule (80)) into this administrative assignment at Grade AD of the Management Salary Schedule (20); Salary Range $169,668 - $215,580, effective July 15, 2021, replacing Danni Lapuz-Redding who was reassigned.

B.   PUBLIC EMPLOYMENT

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

Cañada College

Marcos Chacon, Jr.*   Personal Counselor   Counseling

New Contract I status academic employment, effective August 16, 2021, replacing Gena Rhodes.

Eddy Harris*   Kinesiology Instructor   Kinesiology, Athletics & Dance

New Contract I status academic employment, effective August 16, 2021, replacing Mike Garcia who retired.

Michael Limm*   Biology Instructor   Science and Technology

New Contract I status academic employment, effective August 16, 2021, replacing Carol Rhodes who retired.

Jose Manzo*   EOPS Counselor   Counseling

New Contract I status academic employment, effective August 16, 2021. This position was previously Board approved on March 24, 2021.

College of San Mateo

Leonardo Cruz   Promise Scholars Counselor   Counseling

New Contract II status academic employment, effective August 16, 2021. This position was previously vacant.

Manuel Delgado Soler   Promise Scholars Counselor   Counseling

New Contract II status academic employment, effective August 16, 2021. This position was previously vacant.

Doris Garcia   Promise Scholars Counselor   Counseling

New Contract II status academic employment, effective August 16, 2021. This position was previously vacant.

Jorge Gomez   Promise Scholars Counselor   Counseling

New Contract II status academic employment, effective August 16, 2021. This position was previously vacant.

Sunny Martin   Promise Scholars Counselor   Counseling

New Contract II status academic employment, effective August 16, 2021. This position was previously vacant.

District Office

Tyrone Armstrong*   Supervisor of Custodial Operations   Facilities

New full-time, 12-month classified supervisory employment (Grade 189E of the Academic-Classified Exempt Supervisory Salary Schedule 35; Salary Range: $105,696 - $133,884), effective July 19, 2021, replacing Ignacio Carlos who will be retiring.

2.   **Re-Employment**

None

C.   **REASSIGNMENT THROUGH THE HIRING PROCESS**

College of San Mateo

Marisol Quevedo   Instructional Technologist (NP)   Academic Support &
                                                                                                                                Learning Technologies

Reassigned from Program Supervisor (Grade 180S of the Classified Professional/Supervisory Salary Schedule 40; Salary Range: $78,936 - $100,860) into this full-time, 12-month position at Grade 190S of the same salary schedule; Salary Range: $84,840 - $108,648, effective July 15, 2021. This position was previously Board approved on March 10, 2021.

Skyline College

Rachel Cunningham   Instructor, Geography (NP)   Social Science/ Creative Arts

Reassigned from Assistant Project Director (Grade 26 of the Classified Salary Schedule 60; Salary Range: $66,912 - $85,512) into a new Contract I status academic employment (Regular Faculty Schedule 80), effective August 16, 2021. This position was previously Board approved on March 24, 2021.

D.   **TRANSFER/ADMINISTRATIVE REASSIGNMENT**

District Office

Maria Alcala   Custodian   Facilities

Transferred from a Custodian (Grade AA of the Buildings and Grounds Salary Schedule 70; Salary Range: $50,604 - $62,736) at College of San Mateo into this full-time 12-month position at Cañada College at the same grade level of the same salary schedule, effective August 1, 2021.

E.   **CHANGES IN STAFF ALLOCATION**

None

F.   **PHASE-IN RETIREMENT**

None

G.   LEAVE OF ABSENCE

None

H.   PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1.   Retirement

District Office

Shell Chen   Senior Programmer II   ITS

Retirement effective September 30, 2021, with 17 years of District service. Not eligible for District retiree benefits.

2.   Post-Retirement

None

3.   Resignation

Cañada College

Jamillah Moore   College President   Office of the President

Resignation effective June 30, 2021, with 6 years of District service.

District Office

Cheng Yu Hou   Chief Human Resources Officer   Human Resources

Resignation effective July 5, 2021, with 6 months of District service.

Skyline College

Bianca Pineda   Admissions & Records Assistant III   Enrollment Services

Resignation effective July 12, 2021, 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

Location	Division / Department	No. of Pos.	Start and End Date		Services to be performed
Cañada College	Kinesiology / Athletics / Dance	1	08/02/2021	12/31/2021	**Division Assistant:** Exchanges information with college staff and others regarding division services, serves as liaison between various department faculty, staff, District Office, and Building 1 enterprises, Screens calls, visitors and electronic inquiries to provide policy and procedural information and/or to take messages and make appropriate referrals, sets up and maintains various complex management calendars, uses a database and a variety of spreadsheet and other computer software to set up, track and maintain a wide variety of data and files. Requesting Manager: Matthew Lee
Cañada College	TRiO Upward Bound	1	08/01/2021	12/17/2021	**Retention Specialist:** TRIO Upward Bound (UB) is grant funded through the US Dept. of Education for low-income, first-generation, and at-risk high school students. The Retention Specialist position is to support these students as they transition into concurrently enrolled classes while Canada's courses are virtual. TRIO UB students are struggling in concurrent enrollment courses online and need additional follow-through as their home high school transitions back to in-person work while SMCCD courses remain virtual. Retention Specialist work closely with faculty, program staff, and additional support programs to help retain TRIO UB students. Requesting Manager: Manuel Perez

San Mateo Community College District   July 14, 2021

BOARD REPORT NO. 21-07-101B

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: David Feune, Director of Human Resources

APPROVAL OF DISTRICT EQUAL EMPLOYMENT OPPORTUNITY PLAN

Section 53003(a) of California Code of Regulations, Title 5, requires each community college district to develop and adopt an Equal Employment Opportunity (EEO) Plan, which focuses on equal employment opportunity in recruitment and hiring policies and practices. The District's current plan was adopted by the Board effective July 1, 2018. Pursuant to Title 5, Section 53003(b) the District must review its plan at least every three years and, if necessary, revise and submit to the State Chancellor's Office. The District's plan has been updated after a canvassing of the community college school districts plans across the state and adding in recommendations identified through working with the EEO Advisory Committee and the Antiracism Council which are made up of faculty, classified staff and management staff. This inclusive stakeholder engagement aligns with the District's ongoing commitment to diversity, inclusion, equity, belonging, antiracism, and social justice.

The updated EEO Plan showcases an enhanced visualization of our workforce diversity data, gender-neutral pronouns, innovative District EEO efforts, as well as a proactive approach to address the upcoming proposed regulatory changes to the Title 5, Section 53003 from the California Community Colleges Board of Governors. This plan will be reviewed regularly by the EEO Advisory Committee and updated plans will be brought to the Board for its consideration.

RECOMMENDATION

It is recommended that the Board of Trustees approve the District's Equal Employment Opportunity Plan dated July 1, 2021 – June 30, 2024.

EQUAL EMPLOYMENT OPPORTUNITY PLAN

The San Mateo County Community College District's Equal Employment Opportunity Plan reflects the District's commitment to diversity, equity, inclusion, anti-racism, and belonging as well as equal, fair, and accessible employment opportunity.

July 1, 2021 – June 30, 2024

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

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Plan Components

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY PLAN

1.   INTRODUCTION FROM THE CHANCELLOR

This year, in furthering the work of the District's Strategic Plan, which centers on Student's First: Success, Equity, and Social Justice and in keeping with the District's commitment to diversity, equity and inclusion, the District fully embraced the Black Lives Matter and the Stop Anti-Asian Hate movements. With this, I am excited to present the San Mateo County Community College District Equal Employment Opportunity 2021-2024 Plan (the "Plan"). The Plan reflects the District's unwavering commitment to equal employment opportunity. I firmly believe in taking proactive and intentional steps to solidify equal employment opportunities and nourishing a professional and academic environment to which we can all belong. Through a transformative educational experience in an inclusive environment where we can all belong, students will be prepared to thrive in a truly global society. To properly attract, serve and sustain a diverse population, the District is committed to hire and retain equity-minded faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student demographic it serves.

The Plan's unwavering focus is the equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.). The Plan contains an analysis of the demographic makeup of the District's workforce population and an analysis of the type of underrepresentation for certain groups. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an equal employment opportunity advisory committee; methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the Plan.

The Plan will be reviewed by the District annually and be revised as necessary and submitted to the State Chancellor's Office. The State Chancellor's Office retains the authority to review plans on a case-by-case basis.

_____   _____
Michael Claire, Chancellor   Date

2.   DEFINITIONS[1]

a.   **Adverse Impact:** means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures"[2]).

b.   **Cultural Competency**: encompasses successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Cultural" therefore refers to more than race and ethnicity.

c.   **Diversity:** means a condition of broad inclusion in an employment environment offering equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.

d.   **Equal Employment Opportunity:** ("EEO") means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:
   (1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
   (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position; and
   (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

e.   **Equal Employment Opportunity Plan:** is a written document that describes a district's EEO program. A district's EEO plan shall include: 1) analysis of the district's work force; and 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

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[1] Title 5 section 53001. All subsequent references are also to Title 5 unless otherwise specified.
[2] https://www.law.cornell.edu/cfr/text/29/part-1607.

f.   **Equal Employment Opportunity Programs:** refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.

g.   **Ethnic Group Identification**: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

h.   **In-house or Promotional Only Hiring:** hiring means that only existing district employees are eligible for a position.

i.   **Job categories**: includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

j.   **Monitored Group:** means the groups for which districts must provide demographic data pursuant to section 53004

k.   **Person with a Disability:** means any person who: (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities: (2) has a record of such an impairment; or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

l.   **Reasonable Accommodation:** means the efforts made by the district in compliance with Government Code section 12926.

m.   **Screening or Selection Procedures:** means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques.

n.   **Significantly Underrepresented Group**: means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category.

3.   POLICY STATEMENT[3]

The San Mateo County Community College District is committed to the principles of equal employment opportunity, diversity, inclusion, anti-racism, belonging, and respectful work

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[3] Section 53002.

environment and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, gender, gender identity, gender expression, physical disability, mental disability, ancestry, sexual orientation, citizenship status, transgender status, parental status, marital status, military and veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to individuals in legally protected categories to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

The District believes that in order to effectively address and comply with state and federal mandates as well as the District's goals on equal employment opportunity and diversity, the Board of Trustees, administration, faculty and classified staff must recognize that equal employment opportunity and diversity, equity, inclusion, anti-racism, and belonging are shared responsibilities.

This Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles conform to state and federal laws.

4.   DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE[4]

It is the goal of the District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

Governing Board

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District and college operations, and for ensuring equal employment opportunity as described in the Plan. The Board of Trustees is responsible for adopting a plan that is in compliance with Title 5 of the California Code of Regulations.

Chancellor
The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees regarding statewide policy emanating from the Board of Governors of the California

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[4] Section 53020.

Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

Equal Employment Opportunity Officer

The District has designated the Chief Human Resources Officer as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committees

The District has an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate. A member from each college advisory committee shall serve as a member of the District-wide committee.

Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of this Plan. A good faith effort is one that is honest and taken with sincere intent.

5.   ADVISORY COMMITTEE[5]

The District has established a District-wide equal employment opportunity advisory committee (the "Advisory Committee") to assist the District in developing, revising, and implementing its programs and plans. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and

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[5] Section 53005.

procedures as well as diversity, equity, inclusion, anti-racism, and belonging. The Advisory Committee may sponsor events, training, or other activities promoting equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Advisory Committee shall receive training in all of the following:

- the requirements of Title 5 and of state and federal nondiscrimination laws;
- identification and elimination of bias in hiring;
- strategies for implementing diversity, equity, inclusion, anti-racism, and belonging; and
- the role of the advisory committee in drafting and implementing the District's EEO plan.

The committee shall be composed of a diverse membership and include members from district stakeholder groups. A substantial good faith effort to maintain a diverse membership is expected. If the District is unable to maintain a diverse membership, it will document that efforts were made to recruit advisory committee members who are members of historically underrepresented groups.

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity, equity, inclusion, anti-racism, and belonging efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

6. COMPLAINTS[6]

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

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[6] Section 53026.

A complainant may not appeal the District's determination pursuant to section 53026 to the State Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by section 53026. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: https://www.ccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/Guidelines-Policies-and-Forms (Guidelines, Policies, and Forms).

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Chief Human Resources Officer is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination and sexual harassment complaint procedures are summarized in Administrative Procedure 2.19.2.

7.   NOTIFICATION TO DISTRICT EMPLOYEES[7]

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity   and diversity, equity, inclusion, anti-racism, and belonging is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan.

The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will

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[7] Section 53003(c)(3).

be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the District office will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The policy statement will be printed in the college catalogs and class schedules. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
2. Where complete copies of the Plan are available, including in every campus library, on the college and District internet site and the Office of Human Resources.

8.   TRAINING FOR SCREENING/SELECTION COMMITTEES[8]

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall – prior to their participation – receive training that includes, but is not limited to:

- the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.) and of state and federal nondiscrimination laws;
- the educational benefits and strategies for enacting workforce diversity, equity, inclusion, anti-racism, and belonging;
- the elimination of bias in hiring decisions; and
- best practices in serving on a selection or screening committee.

Persons serving in the above capacities will be required to receive in person training within the 24 months prior to service. This training is mandatory: individuals who have not received this training will not be allowed to serve on screening/selection committees. The Office of Human Resources is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District's respective Equal Employment Opportunity Plan.

9.   ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS[9]

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The

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[8] Section 53003(c)(4).
[9] Section 53003(c)(5).

notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources.

10.   ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL[10]

The District shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of this Plan and to provide data needed for the reports required by this Plan. For purposes of the data collection and reports required to be made, each applicant or employee shall be afforded the opportunity to identify their gender (including the non-binary option), ethnic group identification and, if applicable, their disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Korean, Vietnamese, Asian Indians, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories.

The data collection instrument will clearly notify applicants/employees that this information is kept confidential; is not utilized in making any individual employment decisions or viewed by those making such decisions; and is separated from the applications that are forwarded to the screening/interview committee and hiring managers.

The District shall gather information and conduct a periodic, longitudinal data analysis of its employees, employee trends, and applications, broken down by numbers of individuals in each of the following seven job categories:

      (1) executive/administrative/managerial;
      (2) faculty and other instructional staff;
      (3) professional nonfaculty;
      (4) secretarial/clerical;
      (5) technical and paraprofessional;
      (6) skilled crafts; and
      (7) service and maintenance.

The District shall annually report to the State Chancellor, in a manner prescribed by the State Chancellor, this data for the results of its annual survey of employees at each college in the district. The data is attached to this report as Exhibit A.

Pursuant to section 53006, the District shall assess the information gathered to identify and determine the cause of any underrepresentation, of monitored groups, across all phases of the employment process, including recruitment to applicant pools, hiring, retention, and promotion. Where the District determines that significant underrepresentation of adverse

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[10] Section 53003(c)(6): Section 53004.

impact of one or more monitored groups in recruitment may be the result of non-job related factors, it shall implement additional strategies in its EEO plan designed to mitigate promptly the underrepresentation or adverse impact. The District will review this information annually.

11.   ANALYSIS OF DEGREE OF UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION[11]

This component cannot be completed until such time as the State Chancellor's Office provides workforce availability data. At the time that such data is provided, the District will revise this component of the Plan.

12.   METHODS TO ADDRESS UNDERREPRESENTATION[12]

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination by developing and offering diversity, equity, anti-racism, inclusion and belonging information sharing and implementation programs. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.

This Plan component cannot be completed until such time as the State Chancellor's Office provides workforce availability data referenced in Title 5 section 53003(c)(7). At the time that such data is provided, the District will revise this component of the Plan.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures consistent with the following:

Recruitment

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. College Equal Employment Opportunity Advisory Committees are encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements will state that the district is an "Equal Employment Opportunity Employer."

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[11] Section 53003(c)(7).
[12] Section 53003(c)(8).

Job Announcements

The District actively seeks equity-minded individuals who will support the District's strategic goals of student success, equity and social justice. The District's job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination, and a commitment to participating in District designed/organized professional development on bias (unconscious and explicit) and educational equity. All faculty and administrative positions will state as a preferred or desired qualification familiarity with educational equity and prior training in cultural proficiency. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment Opportunity Employer."

For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

Applicant Pool Reviews[13]

The application for employment shall provide for self-identification of the applicant's gender non-binary option, ethnic group identification and, if applicable, disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the district's equal employment opportunity program, or another similar purpose authorized by law.

All initial applications shall be screened to determine which candidates satisfy the job specifications. The candidates who meet the job specifications shall constitute the "qualified applicant pool."

Districts shall conduct an initial demographic review of the qualified applicant pool before an application deadline for a district position closes. If the pool's candidate diversity is not consistent with the diversity goals of the EEO Plan, the district may extend the search period. The composition of the qualified applicant pool shall be reviewed and compared to the

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[13] Section 53023.

composition of the initial applicant pool. If the EEO Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, appropriate action shall be taken. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

Screening/Selection Committee Procedures[14]

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

All screening and/or and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

> (1) provided to the State Chancellor upon request;
> (2) designed to ensure that for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
> (3) based solely on job-related criteria; and
> (4) designed to avoid an adverse impact, as defined above, and monitored by the EEO officer to detect and address any adverse impact which does occur for any monitored group.

The District may not designate or set aside positions or job classifications for members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law.

The District shall review all of its job specifications to ensure that seniority or length of service may be taken into consideration only if they are relevant to posted job qualifications consistent with the requirements of this Plan.

Selection testing for employees shall follow procedures outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

The Board of Trustees or their designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a

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[14] Section 53024.

screening committee. The Board of Trustees may reject all candidates and order further review by the screening committee, or reopen the position where necessary to further achievement of the objectives of the EEO plan or to ensure equitable consideration lending itself to fulfilling the obligations mandated as equal employment opportunity.

13.   ADDITIONAL MEASURES TO SUPPORT DIVERSITY AND ENSURE EQUAL EMPLOYMENT OPPORTUNITY[15]

The District shall review the information gathered pursuant to Title 5 section 53003(c)(6) (Component 10) to determine if significant underrepresentation of a particular group may be the result of non job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

> (1) longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
> (2) analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
> (3) analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

Where the review described above identifies that significant underrepresentation of a particular group may be the result of non-job related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

> (1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
> (2) consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;
> (3) determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
> (4) review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job- related and consistent with:

>> (A) any requirements of federal law; and

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[15] Section 53006.

(B) qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or

(5) discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (1)(4) of this subdivision; and
(6) continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4)   and be expected to have a less exclusionary effect; and
(7) consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For purposes of this section, "a reasonable period of time" means annually, or such longer period as the State Chancellor may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the District Chancellor, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures.

14.   STRATEGIZING FOR ACHIEVING INSTITUTIONAL DIVERSITY[16]

The District recognizes that establishing and maintaining a richly diverse and equitable workforce is an on- going process that requires continued institutionalized effort. The District shall implement effective strategies to achieve its institutional commitment to diversity detailed in this plan. Equal employment opportunity strategies shall be selected according to the individualized challenges to diversity faced by each institution within the District and that the District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

Having a District that has accepted principles of diversity, multiculturalism, and interculturalism can make implementation and maintenance of an effective equal employment

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[16] Section 53003(c)(9); Section 53024.1.

opportunity program much easier. For that reason, institutionalizing a diversity, equity, inclusion, anti-racism, and belonging program that is well-planned, well- funded, and supported by the leadership of the District can be of great value.

The District sponsors cultural events and speakers on issues dealing with diversity, equity, inclusion, anti-racism, and belonging and explores how to infuse diversity, equity, inclusion, anti-racism, and belonging into the classroom and curriculum. The District promotes the concept of cultural proficiency and has developed an evaluation form that integrates diversity into the evaluation of employees. The District also promotes learning opportunities and personal growth in the area of diversity, equity, inclusion, anti-racism, and belonging and evaluates how the physical environment can be responsive to its diverse employee and student populations.

This District shall continue to develop, and implement on a continuing basis, indicators of its institutional commitment to pre-hiring, hiring, and post-hiring diversity, equity, inclusion, anti-racism, and belonging such as:

    a. conducting surveys of campus climate on a regular basis, and implements concrete measures utilizing the information drawn from the surveys;

    b. conducting exit interviews with employees voluntarily leaving the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular underrepresented groups, and implements concrete measures utilizing this information;

    c. providing training on elimination of bias in hiring and employment;

    d. providing cultural awareness training to members of the campus community;

    e. maintaining a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities;

    f. auditing and/or maintenance of job descriptions and/or job announcements;

    g. providing training the board of trustees receives on the elimination of bias in hiring and employment at least once every election cycle;

    h. timely and thoroughly investigating all harassment and discrimination complaints, and takes appropriate corrective action in all instances where a violation is found;

    i. timely complying with the requirements of Government Code section 12950.1 (AB1825), and includes all forms of harassment and discrimination in the training;

    j. having District publications and the website convey its commitments to diversity, equity, inclusion, anti-racism, and belonging as well as equal employment opportunity;

    k. having a mission statement conveying its commitment to diversity, equity, inclusion, anti-racism, and belonging and recognition that a diverse, equitable, inclusive, anti-racist, and welcoming workforce promotes its educational goals and values;

    l. requiring applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community

college students in a manner specific to the position;

m. encouraging staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity, equity, inclusion, anti-racism, and belonging enhancement;

n. maintaining updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline;

o. addressing issues of inclusion/exclusion in a transparent and collaborative fashion;

p. attempting to gather information from applicants who decline job offers to inquire why, records this information, and utilizes it;

q. conducting longitudinal analysis of various employment events by underrepresented group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline;

r. highlighting the District's equal employment opportunity and diversity, equity, inclusion, anti-racism, and belonging policies in job announcements and in its recruitment, marketing, and other publications;

s. conducting diversity, equity, inclusion, anti-racism, and belonging dialogues, forums, and intercultural workshops;

t. recognizing and valuing staff and faculty who have promoted diversity, equity, inclusion, anti-racism, and belonging and equal employment opportunity principles by awarding a yearly diversity, equity, inclusion, anti-racism, and belonging recognition award;

u. establishing an "Equal Employment Opportunity Diversity, Equity, Inclusion, Anti-Racism, and Belonging" online presence by highlighting the District's diversity, equity, inclusion, anti-racism, and belonging and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics;

v. promoting various cultural celebrations on campus;

w. recognizing multilingualism and knowledge of multiculturalism for the engagement of positive intercultural experiences as a desired, and when appropriate, required skill and qualification for community college employees;

x. having a formal diversity, equity, anti-racism, and belonging program on campus that is visible, valued and adequately funded;

y. developing leadership opportunities with current staff focusing on diversity, equity, inclusion, anti-racism, and belonging;

z. ensuring that top administrative staff support diversity, equity, inclusion, anti-racism, and belonging objectives and that the diversity, equity, and/or equal employment opportunity officer position is maintained as a cabinet or cabinet-adjacent high-level administrative position;

aa. seeking direct contact with student, professional, community and other organizations representing the diverse community we serve. These organizations can serve as resources for referring potential candidates; and

bb. collaborating with the District Antiracism Council to implement the Initiative in Diversity, Equity, Antiracism and Leadership (the "IDEAL") Program—a comprehensive, certificated Professional Development program. The IDEAL Program will cover a wide-range of topics related to equity and justice. These

distinct topics are held together by a critical, inter-sectional analytical framework. This framework is designed to aid IDEAL participants in better understanding the root causes of the institutionalized inequities embedded within our policies, practices, procedures, and pedagogies. IDEAL is district-wide precisely because while we are, admittedly, three distinct campuses, we do share the same overarching goal- to respectfully serve our students and be supportive colleagues.

15.   ACCOUNTABILITY AND CORRECTIVE ACTION[17]

The District shall annually certify to the Chancellor that it has timely complied with all of the following:

> (1) recorded, reviewed and reported the data required regarding qualified applicant pools and longitudinal data;
> (2) reviewed and updated, as needed, the Strategies Component of the Plan;
> (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of Title 5; and
> (4) expended equal employment opportunity funds in accordance with the purpose set forth in subdivision (c) of section 53030.

Upon review of the District's certification, data reports, or any complaint filed under the accountability and corrective action portion of this plan, the Chancellor may review the District's EEO plan and implementation to assess the District's ongoing efforts to support diversity and/or the District's compliance. Where the Chancellor finds that the District's efforts have been insufficient, the Chancellor will inform the District of specific area(s) of concern, and direct the District to adopt a revised Equal Employment Opportunity plan within 120 days. Upon review of the revised Equal Employment Opportunity Plan, in the 90-days period before adoption, the Chancellor will either:

> (1) determine the revisions are sufficient, and provide a timetable for any subsequent review of the District implementation; and
> (2) determine the revisions are insufficient, and direct the District to implement specific strategies and provide a timetable for subsequent review of the District's implementation.

16.   PERSONS WITH DISABILITIES: ACCOMMODATIONS

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

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[17] Section 53024.2.

The Office of Human Resources is responsible for handling requests from applicants and employees seeking reasonable accommodations.

17.   GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them in completing their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

EXHIBIT A

SMCCCD Total Staffing: 2016 – 2021

	2016 - 2017	2016 - 2017	2017 -2018	2017 - 2018	2018 - 2019	2018 - 2019	2019 - 2020	2019 - 2020	2020 - 2021	2020 - 2021
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Educational Administrator	42	2.77 %	38	2.50 %	45	2.82 %	43	2.71 %	45	2.89 %
Academic, Tenured/Tenure Track	338	22.31 %	353	23.19 %	362	22.70 %	354	22.33 %	354	22.75 %
Academic, Temporary	542	35.78 %	522	34.30 %	556	34.86 %	544	34.32 %	515	33.10 %
Classified	593	39.14 %	609	40.01 %	632	39.62 %	644	40.63 %	642	41.26 %

SMCCD Total Staffing
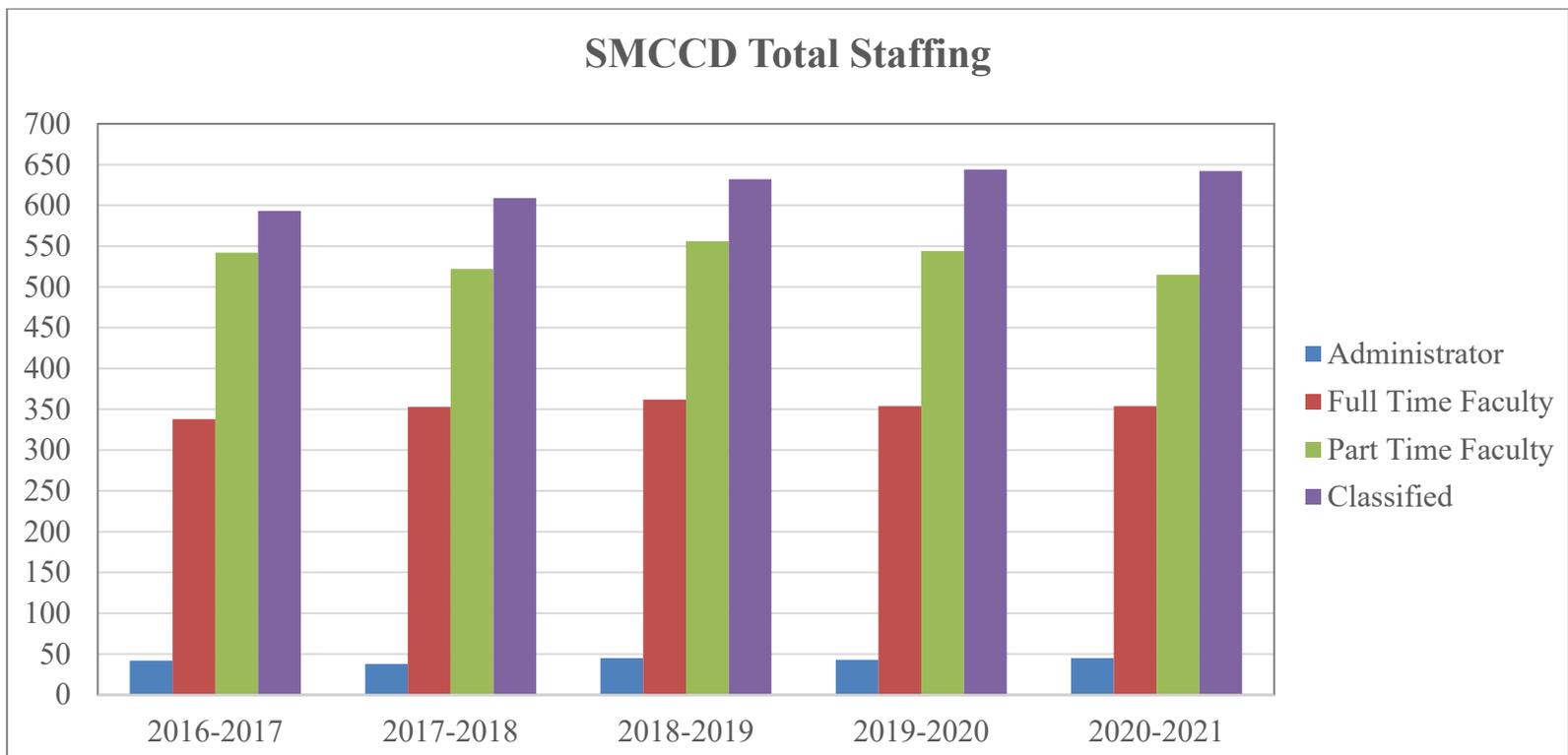
Colleges and District Services Total Staffing: 2016 – 2021

	2016 - 2017 Employee Count	2016 - 2017 Employee Count (%)	2017 - 2018 Employee Count	2017 - 2018 Employee Count (%)	2018 - 2019 Employee Count	2018 - 2019 Employee Count (%)	2019 - 2020 Employee Count	2019 - 2020 Employee Count (%)	2020 - 2021 Employee Count	2020 - 2021 Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
San Mateo CCD Office Total	238	15.71 %	242	15.90 %	254	15.92 %	267	16.85 %	265	17.03 %
Educational Administrator	4	1.68 %	4	1.65 %	5	1.97 %	4	1.50 %	5	1.89 %
Academic, Tenured/Tenure Track		0.00 %		0.00 %	1	0.39 %		0.00 %	1	0.38 %
Classified	234	98.32 %	238	98.35 %	248	97.64 %	263	98.50 %	259	97.74 %
Canada Total	325	21.45 %	324	21.29 %	329	20.63 %	335	21.14 %	310	19.92 %
Educational Administrator	9	2.77 %	8	2.47 %	12	3.65 %	10	2.99 %	12	3.87 %
Academic, Tenured/Tenure Track	82	25.23 %	84	25.93 %	84	25.53 %	82	24.48 %	78	25.16 %
Academic, Temporary	140	43.08 %	132	40.74 %	135	41.03 %	142	42.39 %	120	38.71 %
Classified	94	28.92 %	100	30.86 %	98	29.79 %	101	30.15 %	100	32.26 %
San Mateo Total	450	29.70 %	451	29.63 %	488	30.60 %	483	30.47 %	490	31.49 %
Educational Administrator	13	2.89 %	12	2.66 %	13	2.66 %	13	2.69 %	12	2.45 %
Academic, Tenured/Tenure Track	126	28.00 %	133	29.49 %	144	29.51 %	142	29.40 %	145	29.59 %
Academic, Temporary	174	38.67 %	169	37.47 %	185	37.91 %	184	38.10 %	189	38.57 %
Classified	137	30.44 %	137	30.38 %	146	29.92 %	144	29.81 %	144	29.39 %
Skyline Total	502	33.14 %	505	33.18 %	524	32.85 %	500	31.55 %	491	31.56 %
Educational Administrator	16	3.19 %	14	2.77 %	15	2.86 %	16	3.20 %	16	3.26 %
Academic, Tenured/Tenure Track	130	25.90 %	136	26.93 %	133	25.38 %	130	26.00 %	130	26.48 %
Academic, Temporary	228	45.42 %	221	43.76 %	236	45.04 %	218	43.60 %	206	41.96 %
Classified	128	25.50 %	134	26.53 %	140	26.72 %	136	27.20 %	139	28.31 %

District Services - Total Staffing

Legend: Administrator, Full Time Faculty, Classified
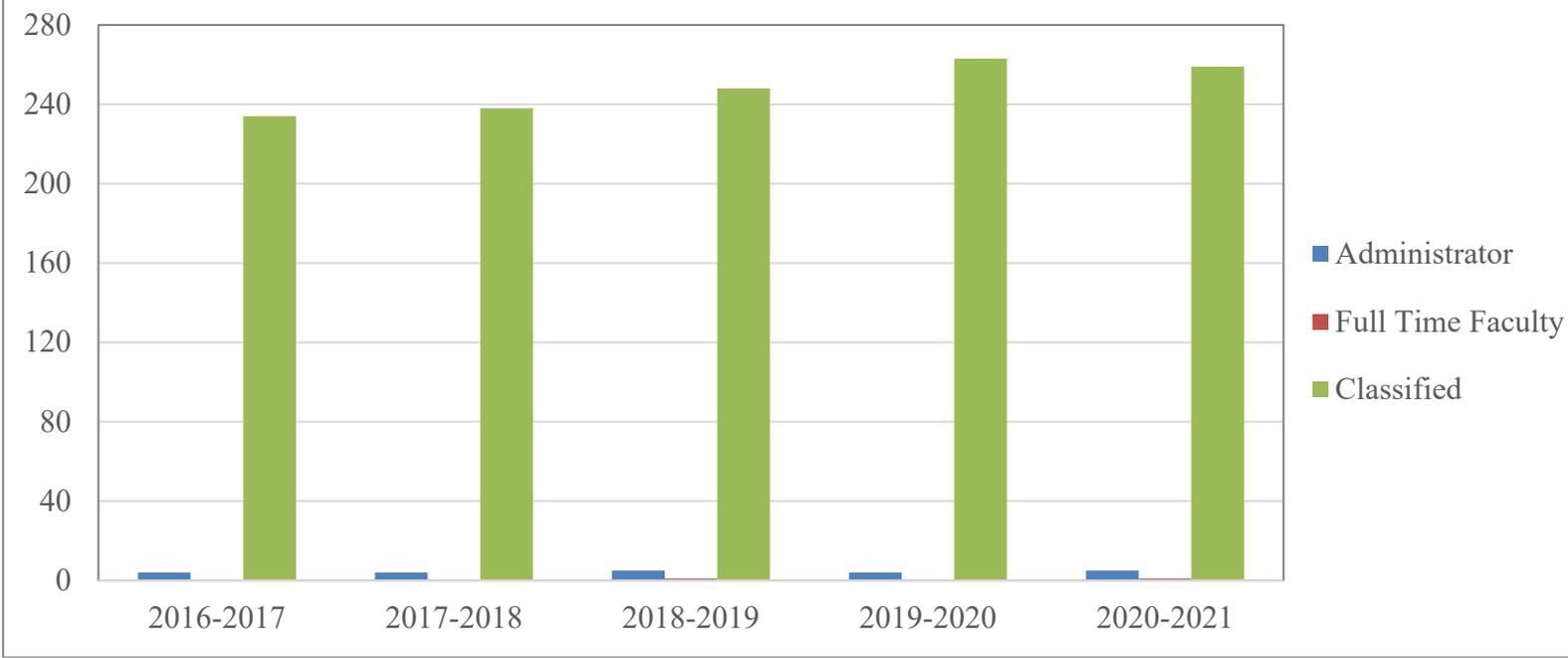
Closer Look: District Services - Total Staffing

Legend: Administrator, Full Time Faculty
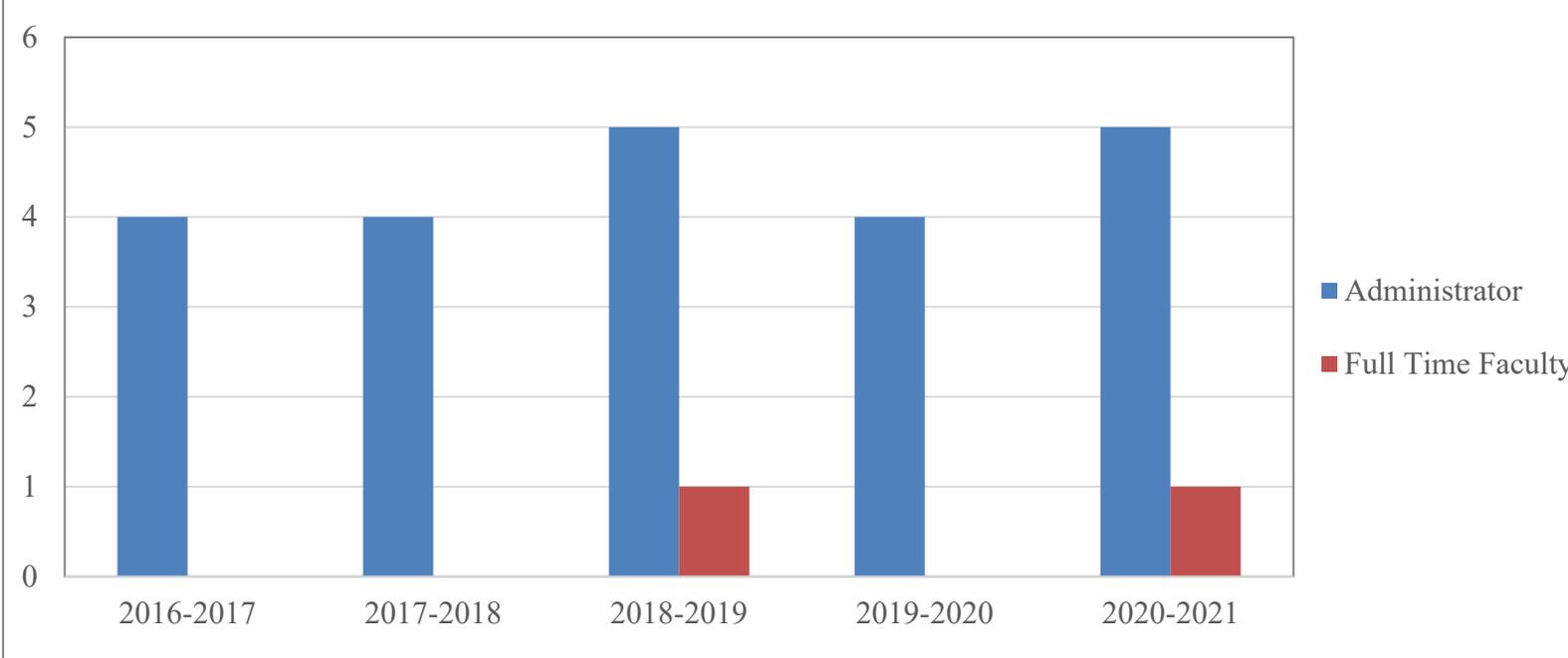
Cañada College - Total Staffing
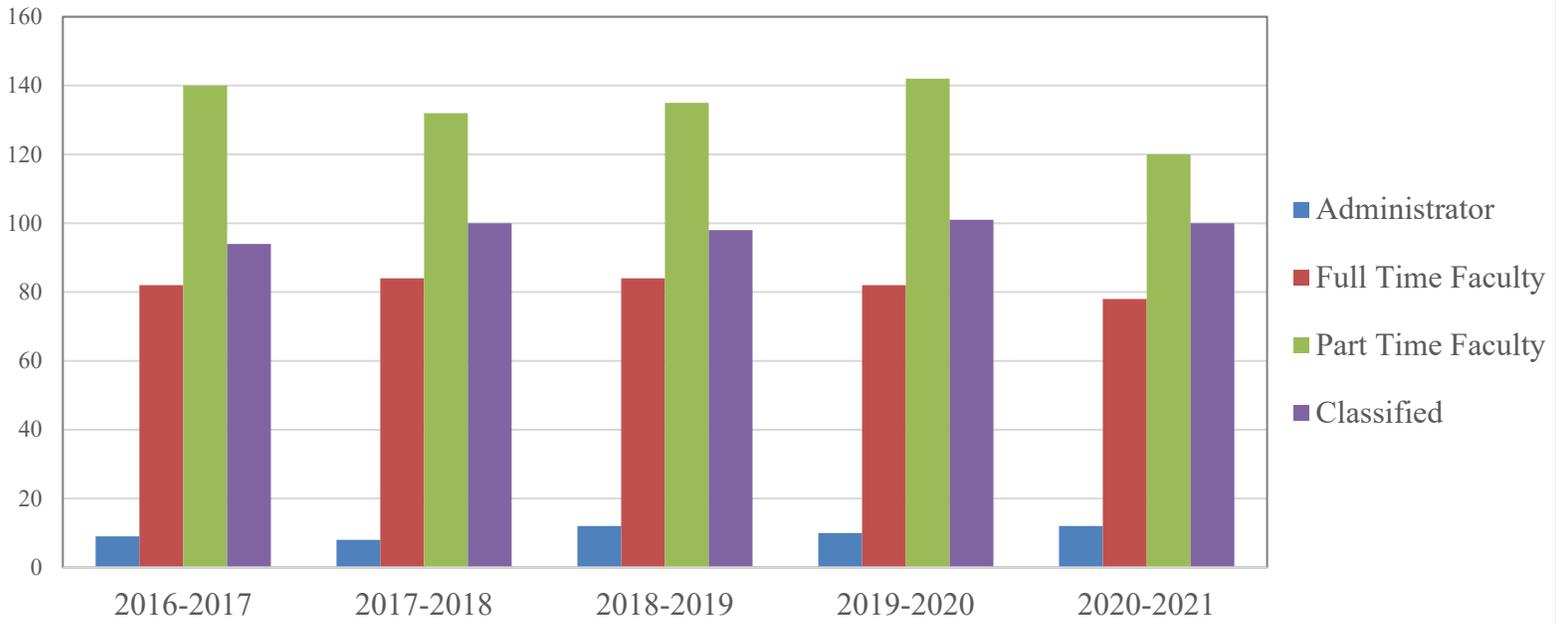
College of San Mateo - Total Staffing
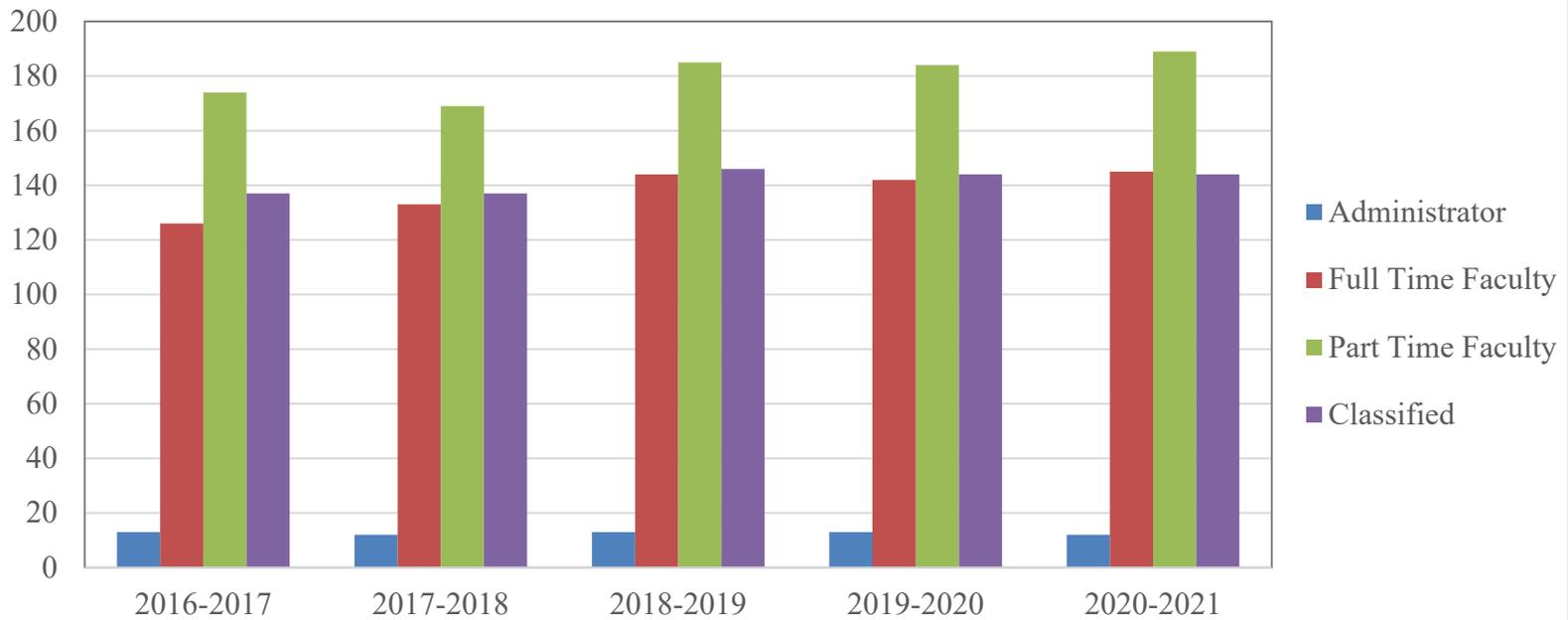
Skyline College - Total Staffing
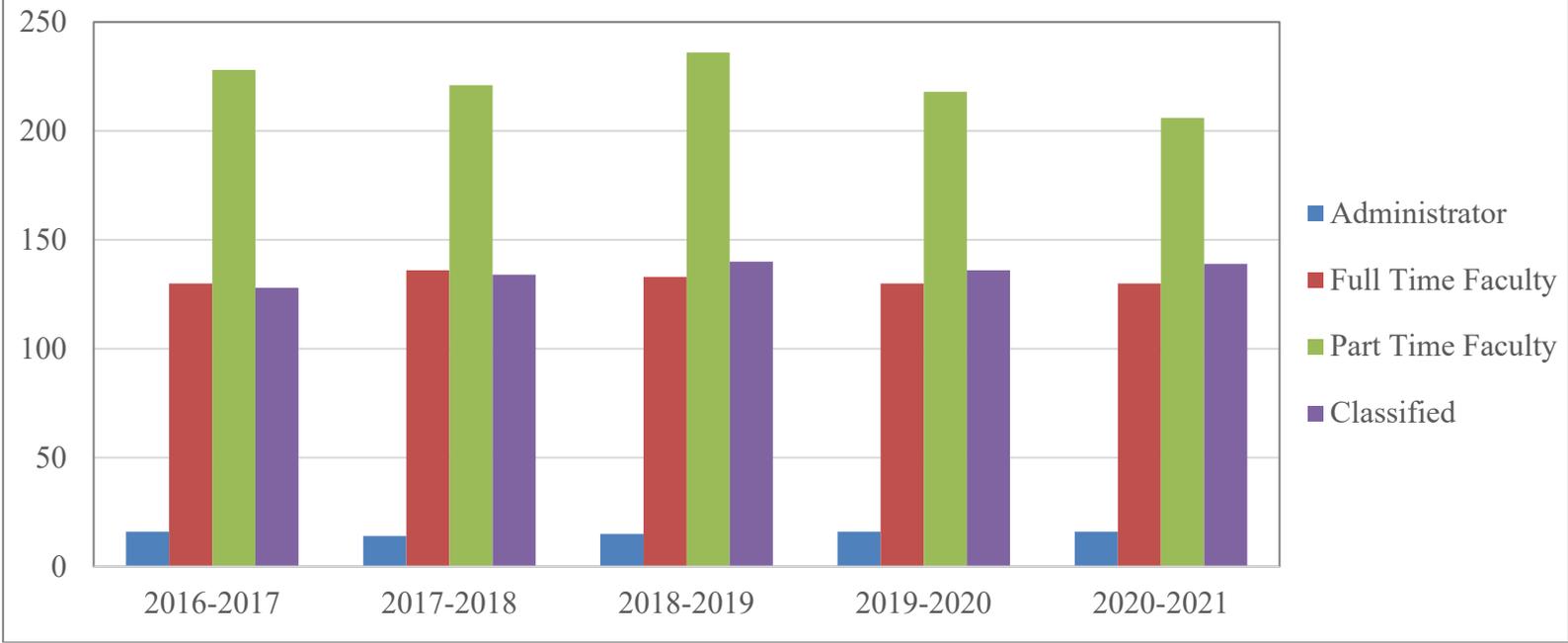
Age Distribution: 2016 – 2021

	2016 - 2017 Employee Count	2016 - 2017 Employee Count (%)	2017 - 2018 Employee Count	2017 - 2018 Employee Count (%)	2018 - 2019 Employee Count	2018 - 2019 Employee Count (%)	2019 - 2020 Employee Count	2019 - 2020 Employee Count (%)	2020 - 2021 Employee Count	2020 - 2021 Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Educational Administrator	42	2.77 %	38	2.50 %	45	2.82 %	43	2.71 %	45	2.89 %
18 to 34	1	2.38 %	1	2.63 %		0.00 %		0.00 %	1	2.22 %
35 to 39	4	9.52 %	3	7.89 %	7	15.56 %	5	11.63 %	5	11.11 %
40 to 44	3	7.14 %	5	13.16 %	11	24.44 %	7	16.28 %	9	20.00 %
45 to 49	7	16.67 %	5	13.16 %	6	13.33 %	7	16.28 %	6	13.33 %
50 to 54	11	26.19 %	12	31.58 %	6	13.33 %	11	25.58 %	9	20.00 %
55 to 59	3	7.14 %	3	7.89 %	7	15.56 %	6	13.95 %	11	24.44 %
60 to 64	8	19.05 %	5	13.16 %	4	8.89 %	4	9.30 %	2	4.44 %
65 to 69	4	9.52 %	4	10.53 %	4	8.89 %	3	6.98 %	1	2.22 %
70+	1	2.38 %		0.00 %		0.00 %		0.00 %	1	2.22 %
Academic, Tenured/Tenure Track	338	22.31 %	353	23.19 %	362	22.70 %	354	22.33 %	354	22.75 %
18 to 34	34	10.06 %	36	10.20 %	40	11.05 %	44	12.43 %	41	11.58 %
35 to 39	51	15.09 %	53	15.01 %	47	12.98 %	43	12.15 %	44	12.43 %
40 to 44	33	9.76 %	38	10.76 %	51	14.09 %	53	14.97 %	56	15.82 %
45 to 49	48	14.20 %	50	14.16 %	42	11.60 %	37	10.45 %	43	12.15 %
50 to 54	50	14.79 %	48	13.60 %	54	14.92 %	56	15.82 %	49	13.84 %
55 to 59	48	14.20 %	46	13.03 %	48	13.26 %	53	14.97 %	56	15.82 %
60 to 64	40	11.83 %	41	11.61 %	42	11.60 %	38	10.73 %	36	10.17 %
65 to 69	25	7.40 %	27	7.65 %	19	5.25 %	13	3.67 %	13	3.67 %
70+	9	2.66 %	14	3.97 %	19	5.25 %	17	4.80 %	16	4.52 %
Academic, Temporary	542	35.78 %	522	34.30 %	556	34.86 %	544	34.32 %	515	33.10 %
18 to 34	75	13.84 %	65	12.45 %	62	11.15 %	58	10.66 %	54	10.49 %
35 to 39	60	11.07 %	65	12.45 %	76	13.67 %	64	11.76 %	61	11.84 %
40 to 44	49	9.04 %	54	10.34 %	53	9.53 %	59	10.85 %	59	11.46 %
45 to 49	74	13.65 %	61	11.69 %	78	14.03 %	67	12.32 %	68	13.20 %
50 to 54	54	9.96 %	58	11.11 %	55	9.89 %	67	12.32 %	70	13.59 %
55 to 59	66	12.18 %	56	10.73 %	63	11.33 %	61	11.21 %	60	11.65 %
60 to 64	68	12.55 %	65	12.45 %	66	11.87 %	61	11.21 %	60	11.65 %
65 to 69	60	11.07 %	53	10.15 %	47	8.45 %	48	8.82 %	36	6.99 %
70+	36	6.64 %	45	8.62 %	56	10.07 %	59	10.85 %	47	9.13 %
Classified	593	39.14 %	609	40.01 %	632	39.62 %	644	40.63 %	642	41.26 %
18 to 34	155	26.14 %	164	26.93 %	175	27.69 %	166	25.78 %	165	25.70 %
35 to 39	82	13.83 %	85	13.96 %	82	12.97 %	77	11.96 %	76	11.84 %
40 to 44	56	9.44 %	65	10.67 %	81	12.82 %	93	14.44 %	103	16.04 %
45 to 49	62	10.46 %	65	10.67 %	66	10.44 %	73	11.34 %	67	10.44 %
50 to 54	79	13.32 %	70	11.49 %	61	9.65 %	68	10.56 %	71	11.06 %
55 to 59	76	12.82 %	76	12.48 %	82	12.97 %	82	12.73 %	67	10.44 %
60 to 64	58	9.78 %	56	9.20 %	52	8.23 %	51	7.92 %	57	8.88 %
65 to 69	20	3.37 %	23	3.78 %	26	4.11 %	28	4.35 %	30	4.67 %
70+	5	0.84 %	5	0.82 %	7	1.11 %	6	0.93 %	6	0.93 %

Age Distribution 2016 - 2021
Administrator
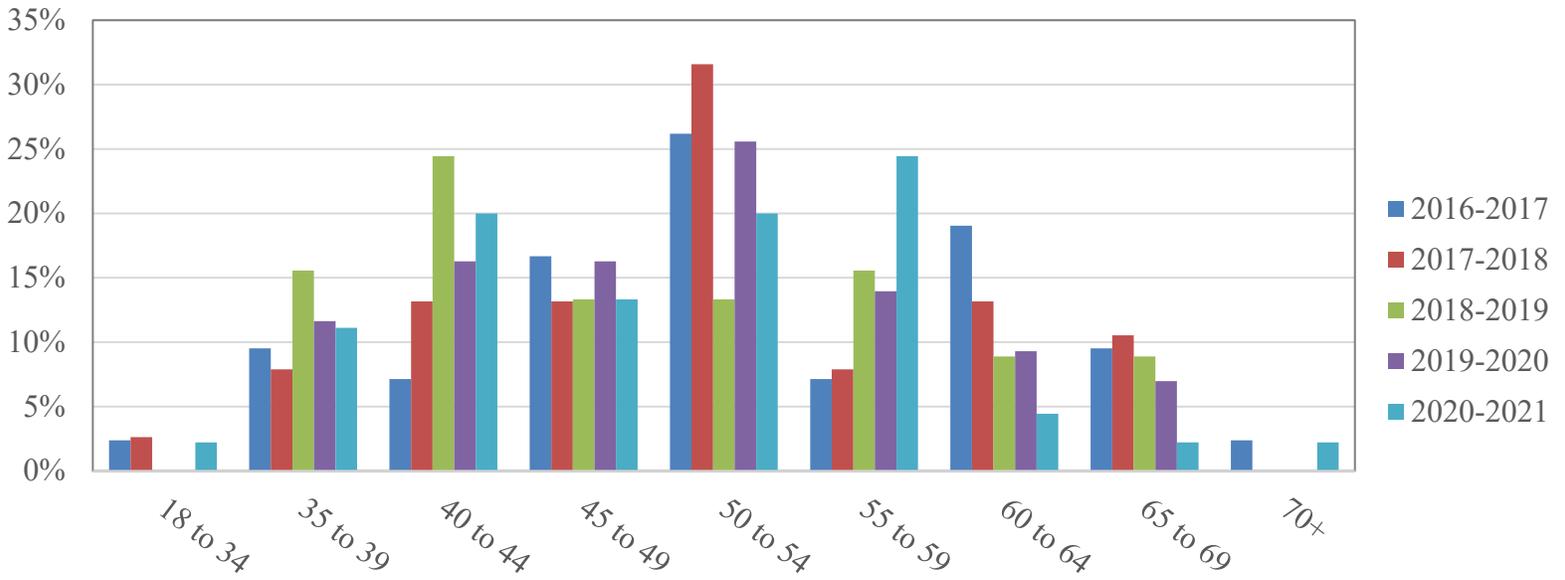
Age Distribution 2016 - 2021
Full Time Faculty
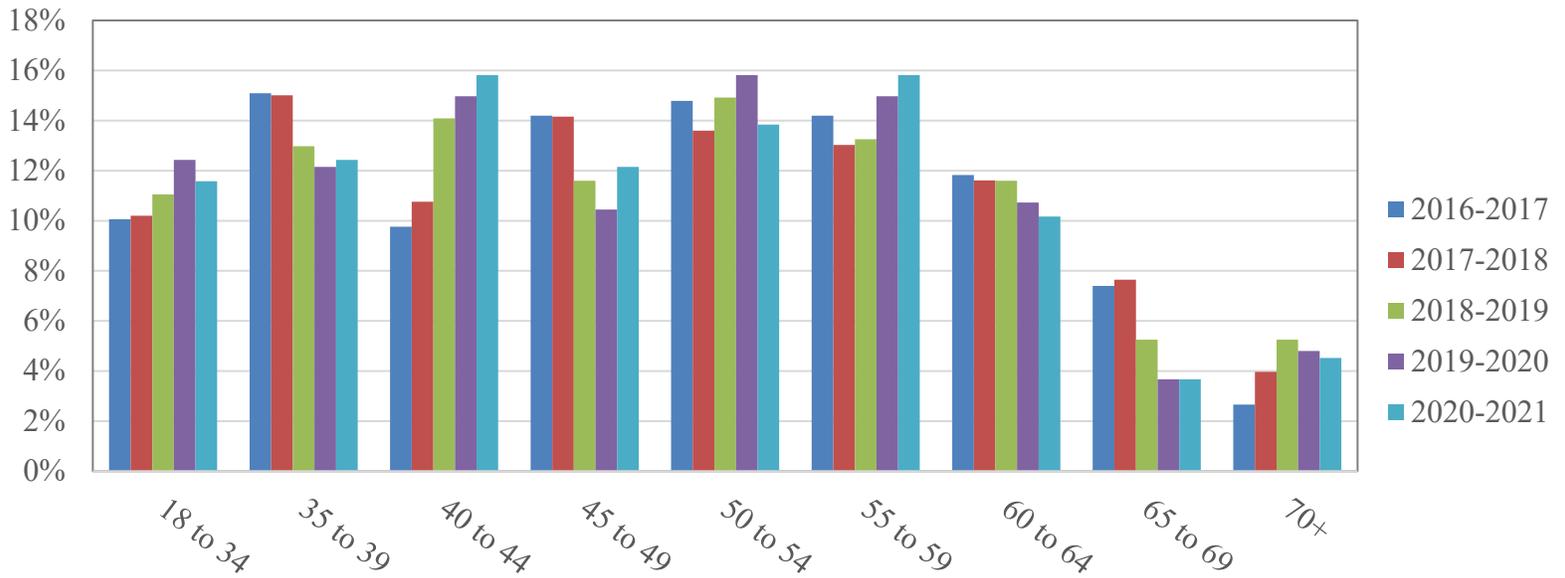
Age Distribution 2016 - 2021
Part Time Faculty
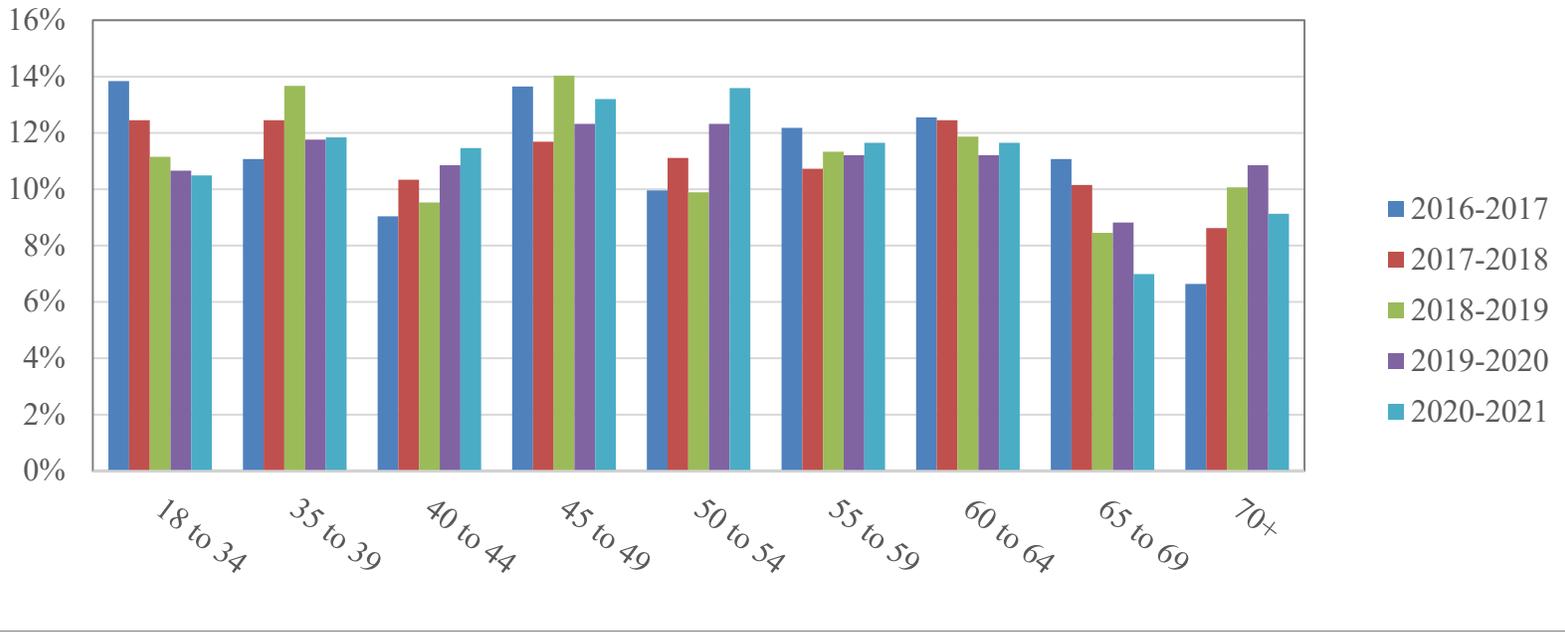
Age Distribution 2016 - 2021
Classified
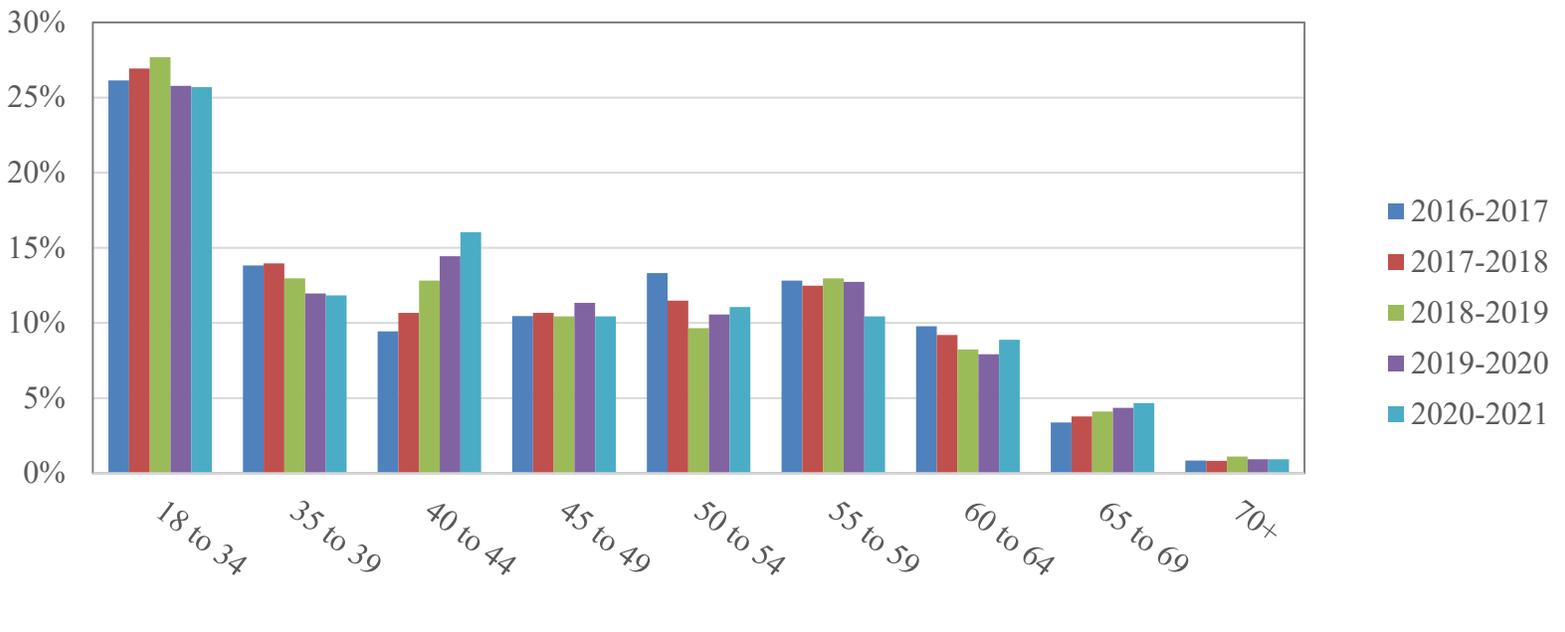
Gender: 2016 – 2021

	2016 - 2017 Employee Count	2016 - 2017 Employee Count (%)	2017 - 2018 Employee Count	2017 - 2018 Employee Count (%)	2018 - 2019 Employee Count	2018 - 2019 Employee Count (%)	2019 - 2020 Employee Count	2019 - 2020 Employee Count (%)	2020 - 2021 Employee Count	2020 - 2021 Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Educational Administrator	42	2.77 %	38	2.50 %	45	2.82 %	43	2.71 %	45	2.89 %
Female	25	59.52 %	22	57.89 %	27	60.00 %	24	55.81 %	23	51.11 %
Male	17	40.48 %	16	42.11 %	18	40.00 %	19	44.19 %	22	48.89 %
Academic, Tenured/Tenure Track	338	22.31 %	353	23.19 %	362	22.70 %	354	22.33 %	354	22.75 %
Female	192	56.80 %	203	57.51 %	209	57.73 %	207	58.47 %	206	58.19 %
Male	146	43.20 %	150	42.49 %	153	42.27 %	147	41.53 %	148	41.81 %
Academic, Temporary	542	35.78 %	522	34.30 %	556	34.86 %	544	34.32 %	515	33.10 %
Female	293	54.06 %	279	53.45 %	300	53.96 %	302	55.51 %	280	54.37 %
Male	249	45.94 %	243	46.55 %	256	46.04 %	242	44.49 %	235	45.63 %
Classified	593	39.14 %	609	40.01 %	632	39.62 %	644	40.63 %	642	41.26 %
Female	347	58.52 %	353	57.96 %	370	58.54 %	367	56.99 %	364	56.70 %
Male	246	41.48 %	256	42.04 %	262	41.46 %	277	43.01 %	278	43.30 %

Gender 2016 - 2021
Administrator
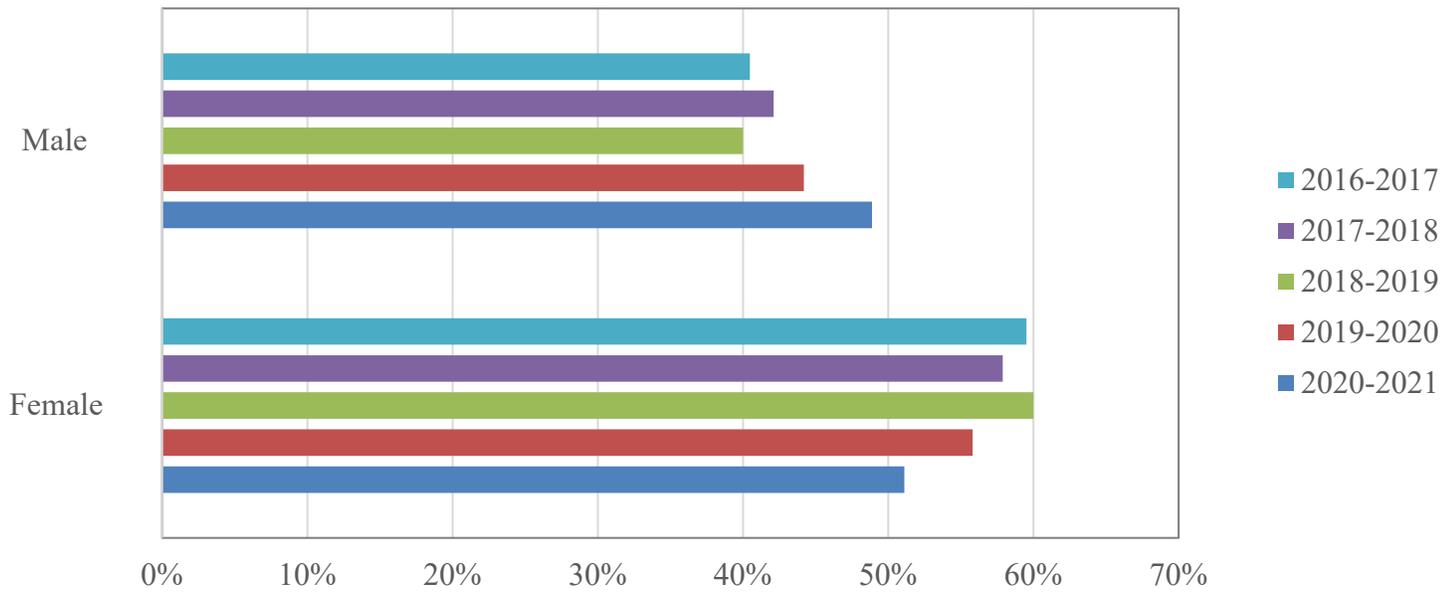
Gender 2016 - 2021
Full Time Faculty

Legend: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021
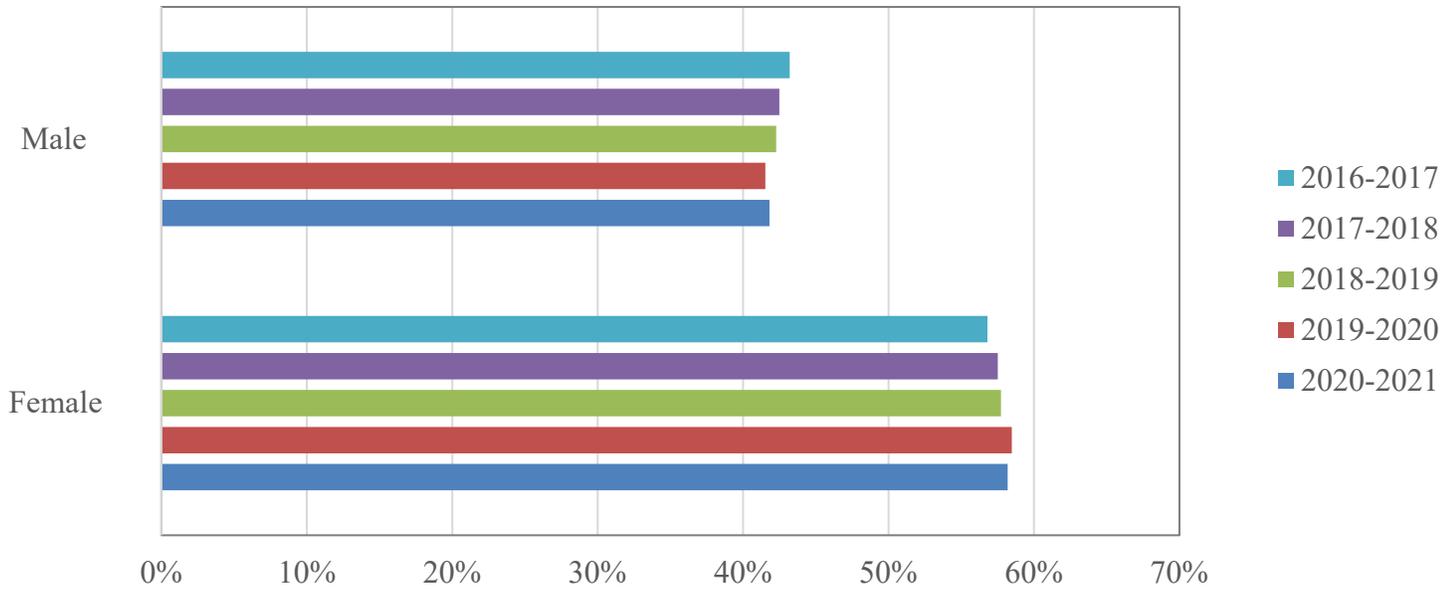
Gender 2016 - 2021
Part Time Faculty

Legend: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021
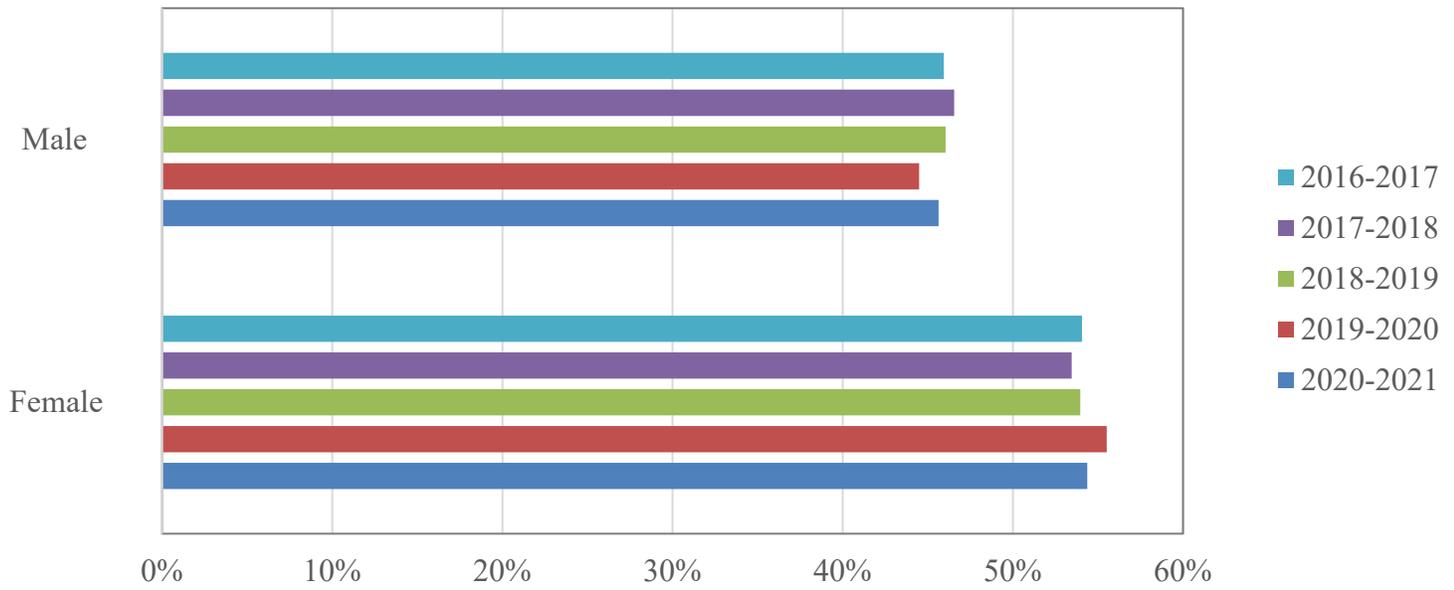
Gender 2016 - 2021
Classified

Legend:
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021
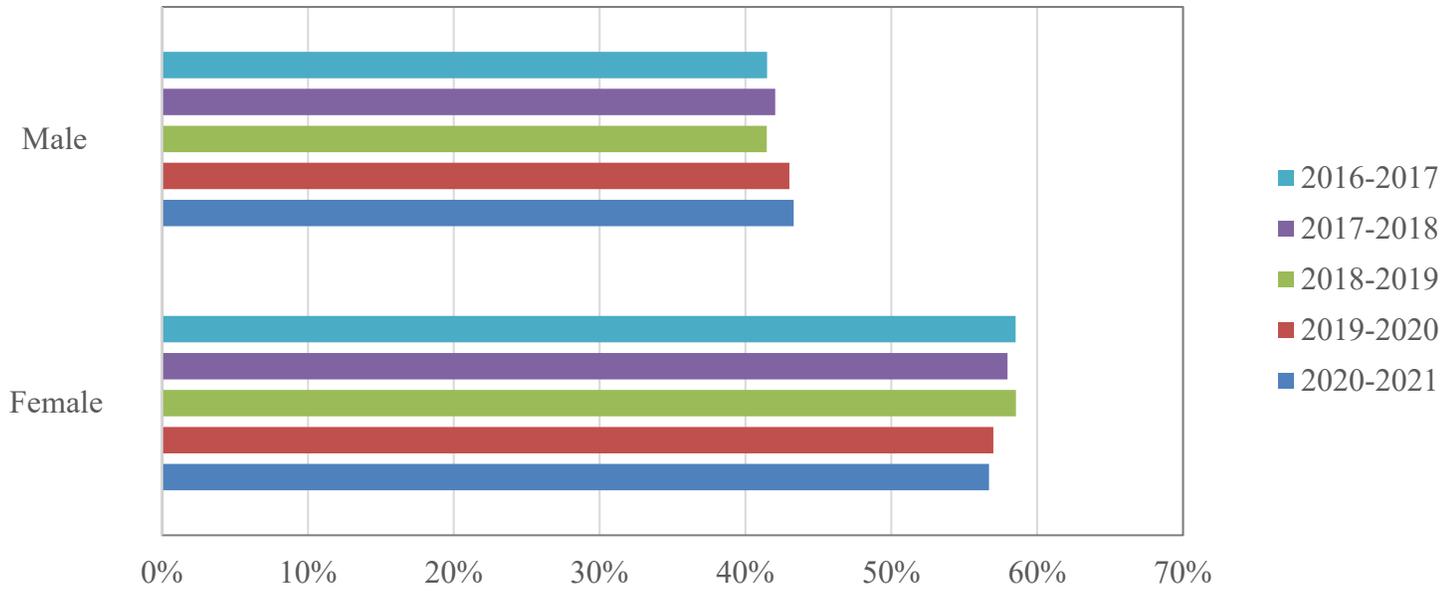
Ethnicity: 2016 – 2021

	2016 - 2017 Employee Count	2016 - 2017 Employee Count (%)	2017 - 2018 Employee Count	2017 - 2018 Employee Count (%)	2018 - 2019 Employee Count	2018 - 2019 Employee Count (%)	2019 - 2020 Employee Count	2019 - 2020 Employee Count (%)	2020 - 2021 Employee Count	2020 - 2021 Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Educational Administrator	42	2.77 %	38	2.50 %	45	2.82 %	43	2.71 %	45	2.89 %
African-American	4	9.52 %	6	15.79 %	7	15.56 %	7	16.28 %	7	15.56 %
Asian	5	11.90 %	4	10.53 %	4	8.89 %	2	4.65 %	3	6.67 %
Hispanic	6	14.29 %	4	10.53 %	7	15.56 %	9	20.93 %	8	17.78 %
Multi-Ethnicity		0.00 %	1	2.63 %	1	2.22 %		0.00 %		0.00 %
Unknown	11	26.19 %	2	5.26 %	2	4.44 %	4	9.30 %	4	8.89 %
White Non-Hispanic	16	38.10 %	21	55.26 %	24	53.33 %	21	48.84 %	23	51.11 %
Academic, Tenured/Tenure Track	338	22.31 %	353	23.19 %	362	22.70 %	354	22.33 %	354	22.75 %
African-American	23	6.80 %	31	8.78 %	31	8.56 %	31	8.76 %	28	7.91 %
American Indian/Alaskan Native	1	0.30 %	1	0.28 %	2	0.55 %	1	0.28 %	1	0.28 %
Asian	54	15.98 %	59	16.71 %	69	19.06 %	63	17.80 %	64	18.08 %
Hispanic	48	14.20 %	51	14.45 %	54	14.92 %	61	17.23 %	62	17.51 %
Multi-Ethnicity	2	0.59 %	2	0.57 %	3	0.83 %	1	0.28 %	2	0.56 %
Pacific Islander		0.00 %		0.00 %	1	0.28 %	1	0.28 %	1	0.28 %
Unknown	40	11.83 %	20	5.67 %	20	5.52 %	25	7.06 %	29	8.19 %
White Non-Hispanic	170	50.30 %	189	53.54 %	182	50.28 %	171	48.31 %	167	47.18 %
Academic, Temporary	542	35.78 %	522	34.30 %	556	34.86 %	544	34.32 %	515	33.10 %
African-American	25	4.61 %	34	6.51 %	31	5.58 %	34	6.25 %	30	5.83 %
American Indian/Alaskan Native	1	0.18 %	2	0.38 %	1	0.18 %	1	0.18 %		0.00 %
Asian	88	16.24 %	89	17.05 %	97	17.45 %	70	12.87 %	90	17.48 %
Hispanic	33	6.09 %	48	9.20 %	51	9.17 %	36	6.62 %	53	10.29 %
Multi-Ethnicity	1	0.18 %	2	0.38 %	4	0.72 %	1	0.18 %	4	0.78 %
Pacific Islander	9	1.66 %	4	0.77 %	2	0.36 %	3	0.55 %	5	0.97 %
Unknown	91	16.79 %	29	5.56 %	44	7.91 %	54	9.93 %	44	8.54 %
White Non-Hispanic	294	54.24 %	314	60.15 %	326	58.63 %	345	63.42 %	289	56.12 %
Classified	593	39.14 %	609	40.01 %	632	39.62 %	644	40.63 %	642	41.26 %
African-American	30	5.06 %	38	6.24 %	32	5.06 %	30	4.66 %	31	4.83 %
American Indian/Alaskan Native		0.00 %		0.00 %		0.00 %		0.00 %	1	0.16 %
Asian	141	23.78 %	142	23.32 %	146	23.10 %	149	23.14 %	146	22.74 %
Hispanic	152	25.63 %	174	28.57 %	186	29.43 %	200	31.06 %	201	31.31 %
Multi-Ethnicity	8	1.35 %	8	1.31 %	11	1.74 %	11	1.71 %	13	2.02 %
Pacific Islander	10	1.69 %	11	1.81 %	11	1.74 %	12	1.86 %	15	2.34 %
Unknown	63	10.62 %	40	6.57 %	42	6.65 %	49	7.61 %	57	8.88 %
White Non-Hispanic	189	31.87 %	196	32.18 %	204	32.28 %	193	29.97 %	178	27.73 %

Ethnicity 2016 - 2021
Administrator

Legend:
- African-American
- Asian
- Hispanic
- Multi-Ethnicity
- Unknown
- White Non-Hispanic

Ethnicity 2016 - 2021
Full Time Faculty

Legend:
- African-American
- American Indian/Alaskan Native
- Asian
- Hispanic
- Multi-Ethnicity
- Pacific Islander
- Unknown
- White Non-Hispanic

Closer Look: Ethnicity 2016 - 2021
Full Time Faculty

Legend:
- African-American
- American Indian/Alaskan Native
- Asian
- Hispanic
- Multi-Ethnicity
- Pacific Islander
- Unknown

Ethnicity 2016 - 2021
Part Time Faculty

Legend:
- African-American
- American Indian/Alaskan Native
- Asian
- Hispanic
- Multi-Ethnicity
- Pacific Islander
- Unknown
- White Non-Hispanic

Closer Look: Ethnicity 2016 - 2021
Part Time Faculty

Legend:
- African-American
- American Indian/Alaskan Native
- Asian
- Hispanic
- Multi-Ethnicity
- Pacific Islander
- Unknown

Ethnicity 2016 - 2021
Classified

Legend:
- African-American
- American Indian/Alaskan Native
- Asian
- Hispanic
- Multi-Ethnicity
- Pacific Islander
- Unknown
- White Non-Hispanic
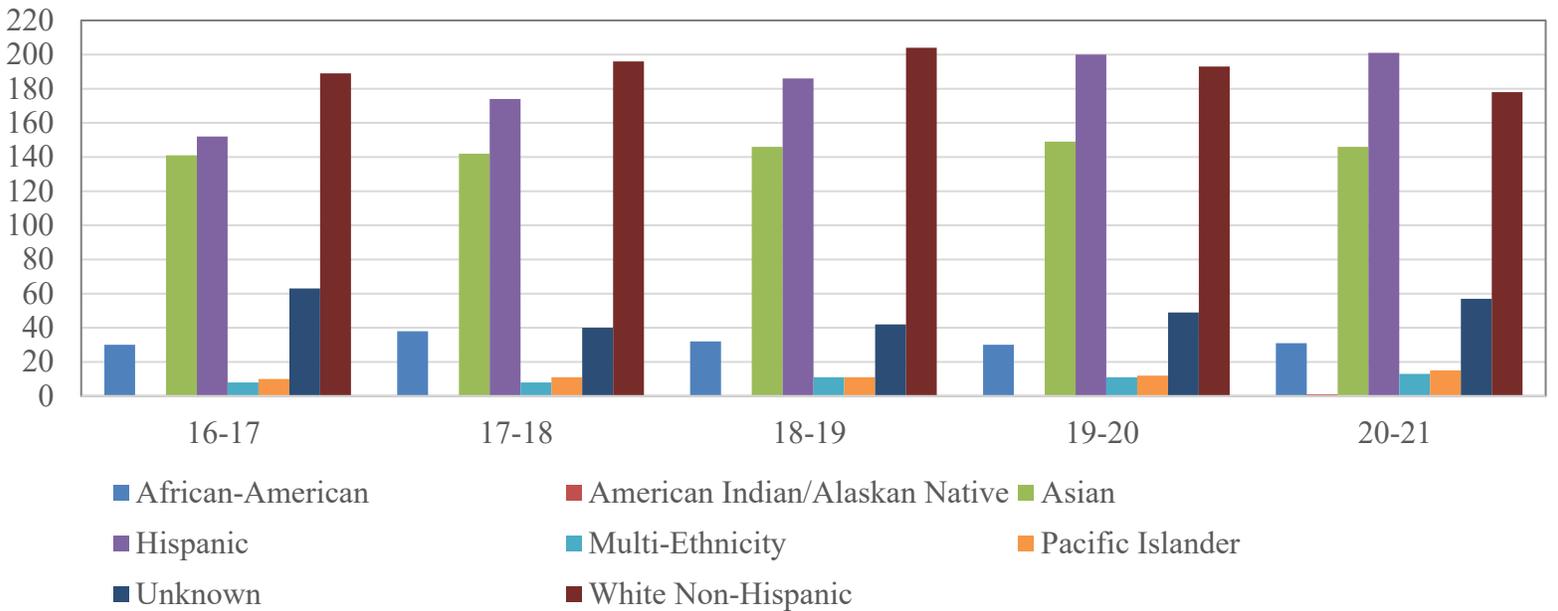
EEO 6 Occupational Activity Headcount: 2016-2021

	2016 - 2017	2016 - 2017	2017 - 2018	2017 -2018	2018 - 2019	2018 - 2019	2019 -2020	2019 - 2020	2020 - 2021	2020 - 2021
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Executive / Administrative/ Managerial	53	3.50 %	46	3.02 %	54	3.39 %	52	3.28 %	55	3.47 %
Faculty	880	58.09 %	875	57.49 %	918	57.55 %	898	56.66 %	869	54.83 %
Professional (Non-Faculty)	93	6.14 %	96	6.31 %	96	6.02 %	105	6.62 %	108	6.81 %
Clerical/ Secretarial	190	12.54 %	244	16.03 %	254	15.92 %	255	16.09 %	253	15.96 %
Technical/ Paraprofessional	194	12.81 %	151	9.92 %	153	9.59 %	142	8.96 %	143	9.02 %
Skilled Crafts	17	1.12 %	19	1.25 %	18	1.13 %	21	1.32 %	19	1.20 %
Service/ Maintence	88	5.81 %	91	5.98 %	102	6.39 %	112	7.07 %	109	6.88 %
Instruction/ Research Assistants	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %

Executive/ Administrative/ Managerial (EEO 6)

Legend:
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021

Bar chart values: 2016-2017: 53, 2017-2018: 46, 2018-2019: 54, 2019-2020: 52, 2020-2021: 55

Executive/ Administrative/ Managerial (EEO 6)

Line chart values: 2016-2017: 53, 2017-2018: 46, 2018-2019: 54, 2019-2020: 52, 2020-2021: 55

Faculty (EEO 6)

■	2016-2017
■	2017-2018
■	2018-2019
■	2019-2020
■	2020-2021
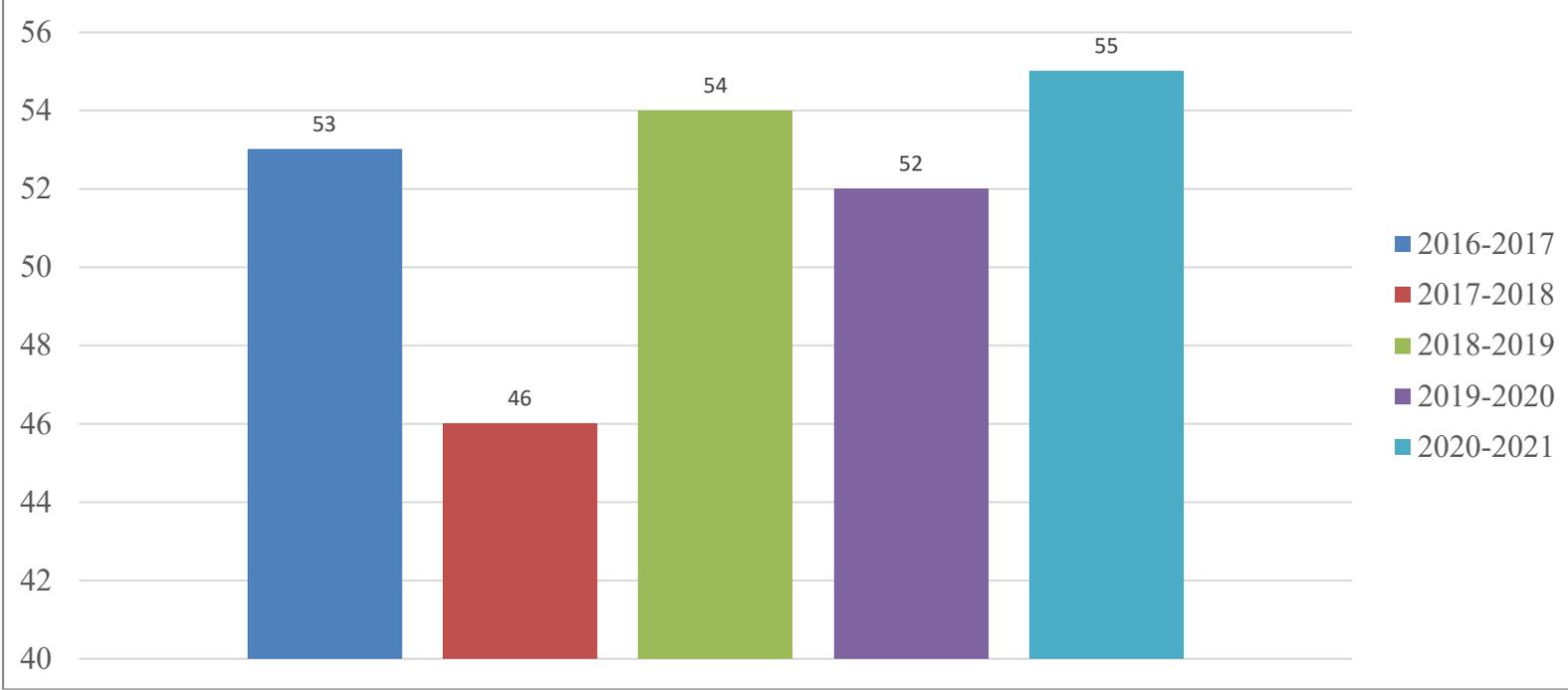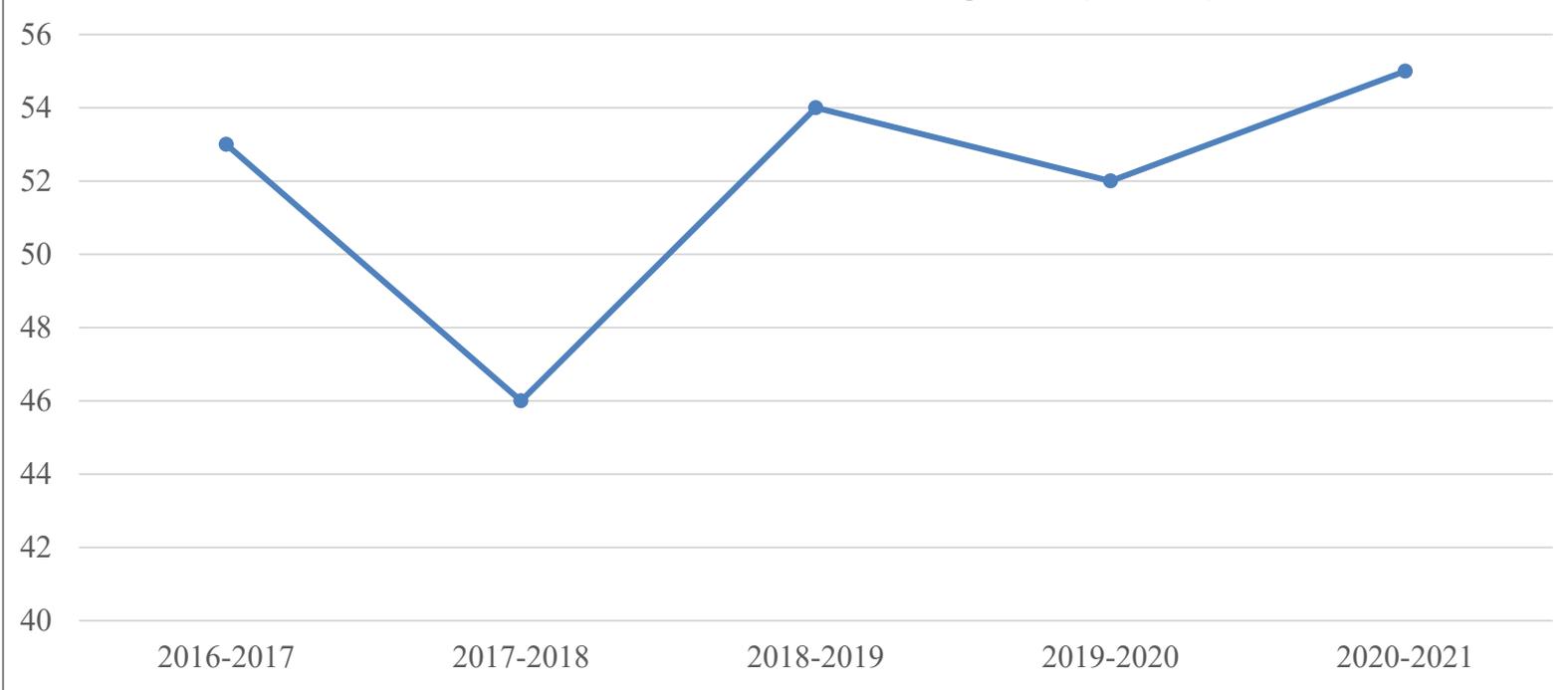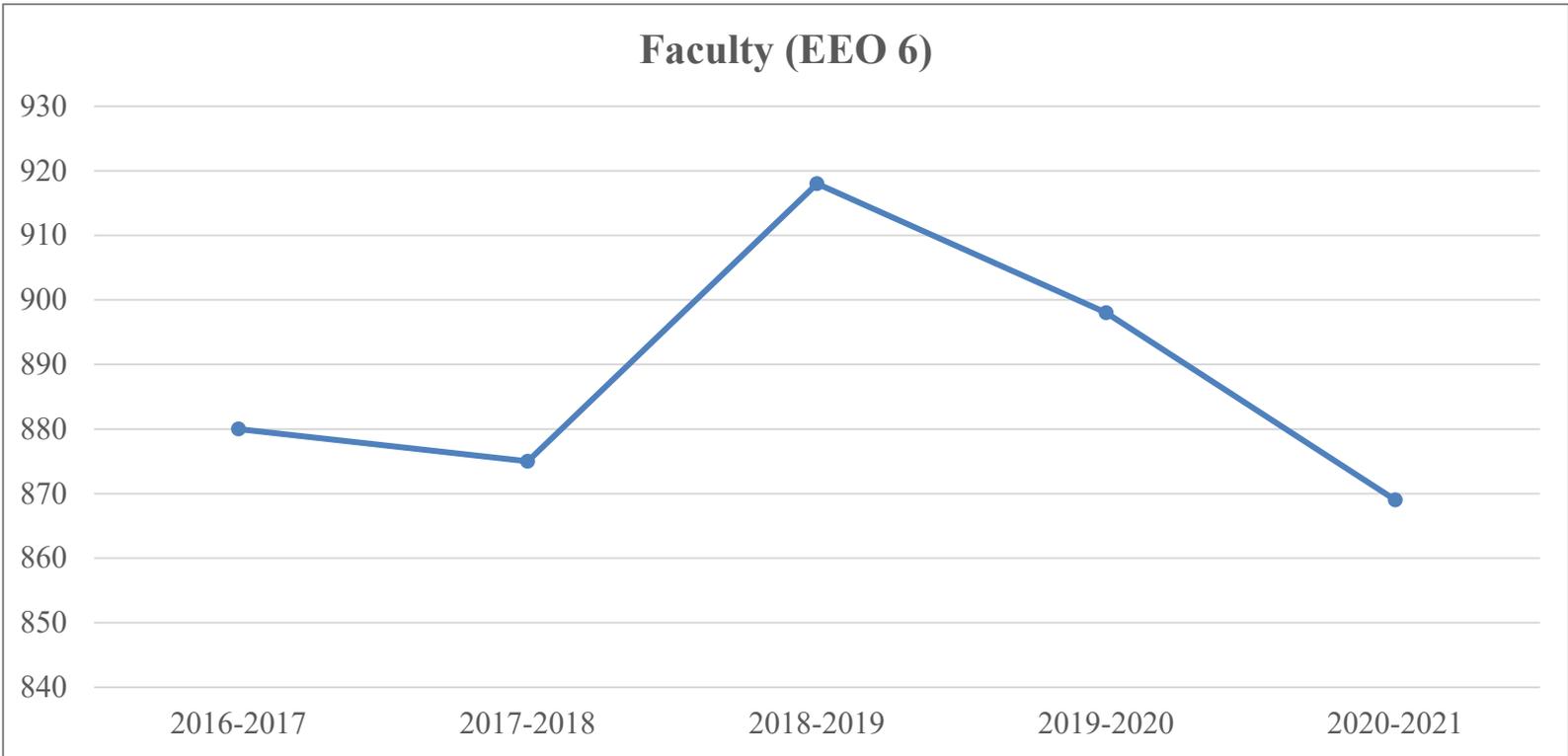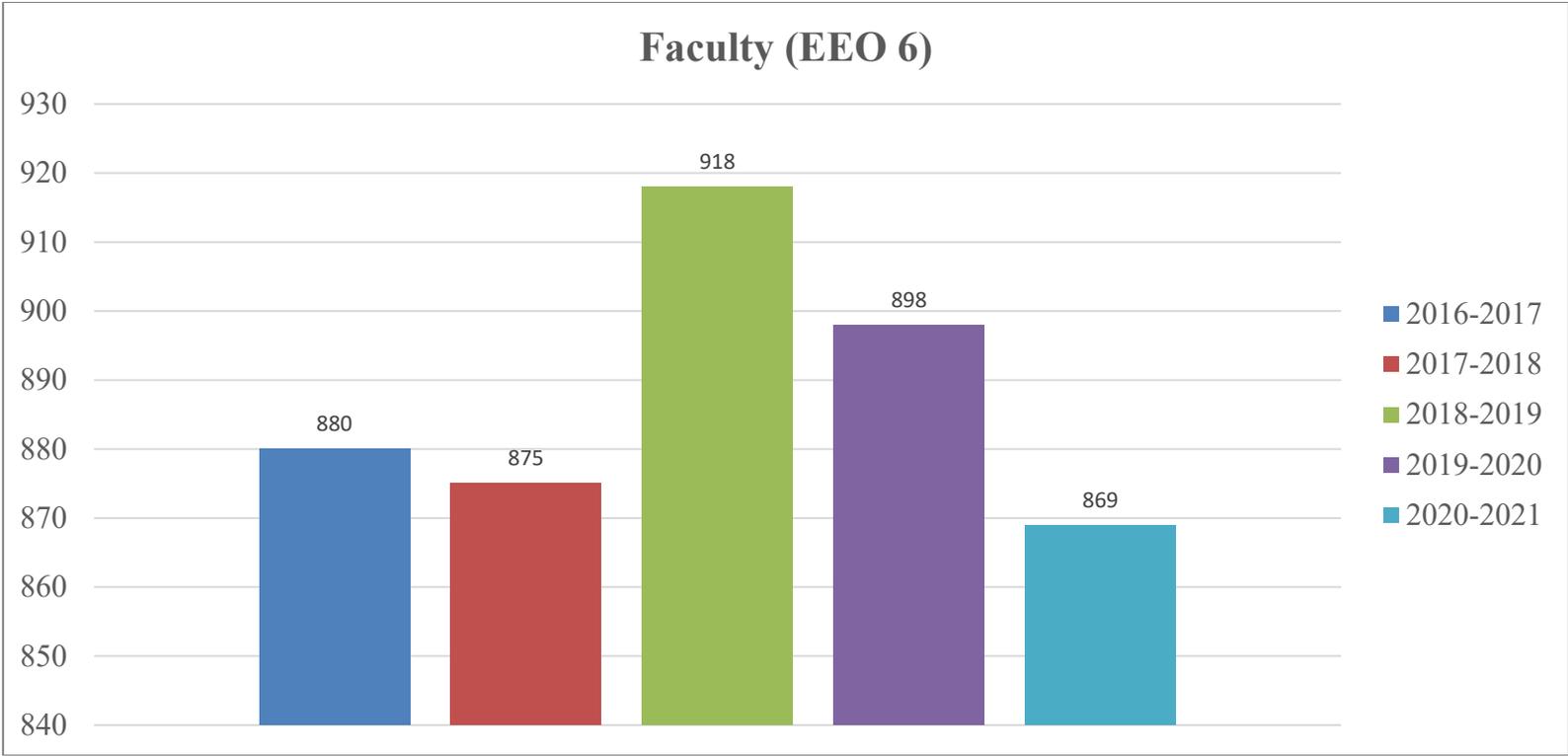
Faculty (EEO 6)

Professional Non-Faculty (EEO 6)

■	2016-2017	
■	2017-2018	
■	2018-2019	
■	2019-2020	
■	2020-2021	

Professional Non-Faculty (EEO 6)

Clerical/ Secretarial (EEO 6)

Legend:
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021

Bar chart values: 190, 244, 254, 255, 253

Clerical/ Secretarial (EEO 6)

Line chart with years: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021
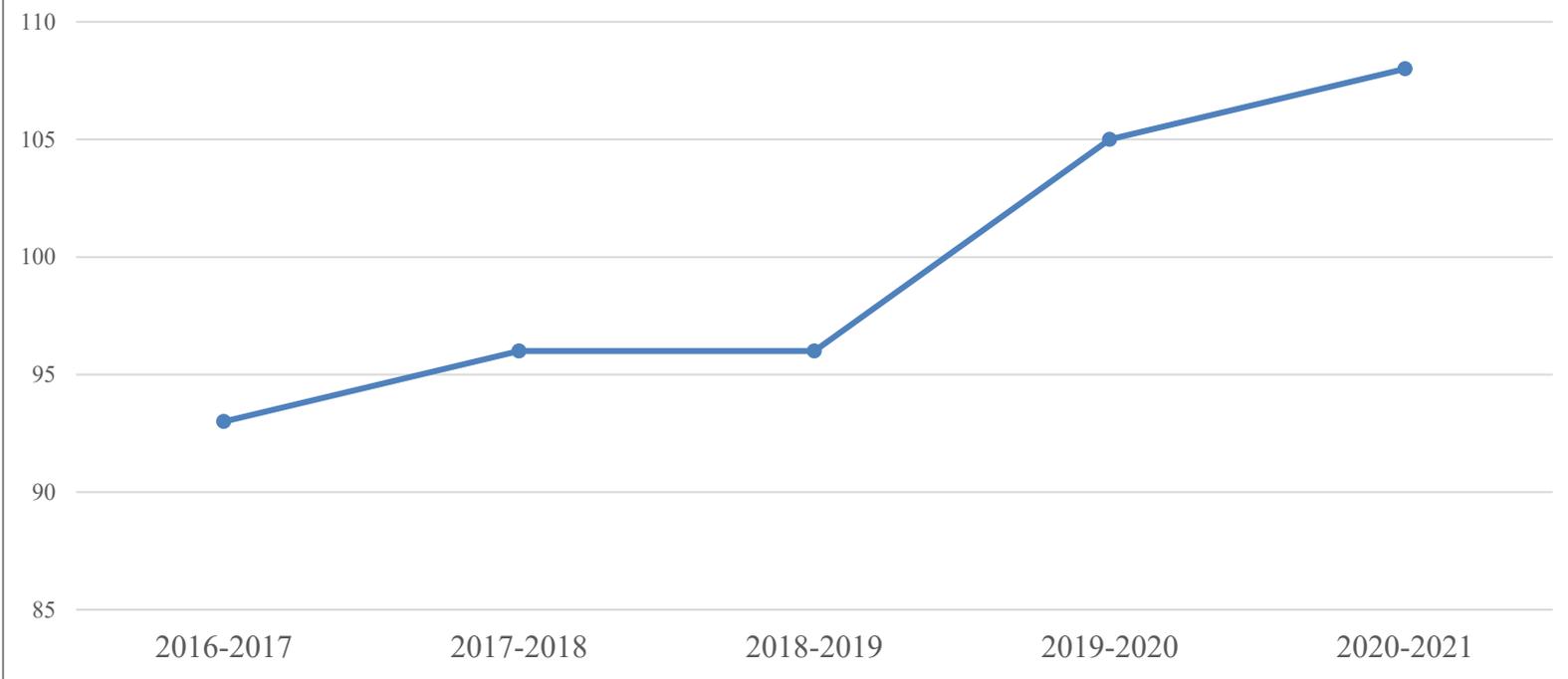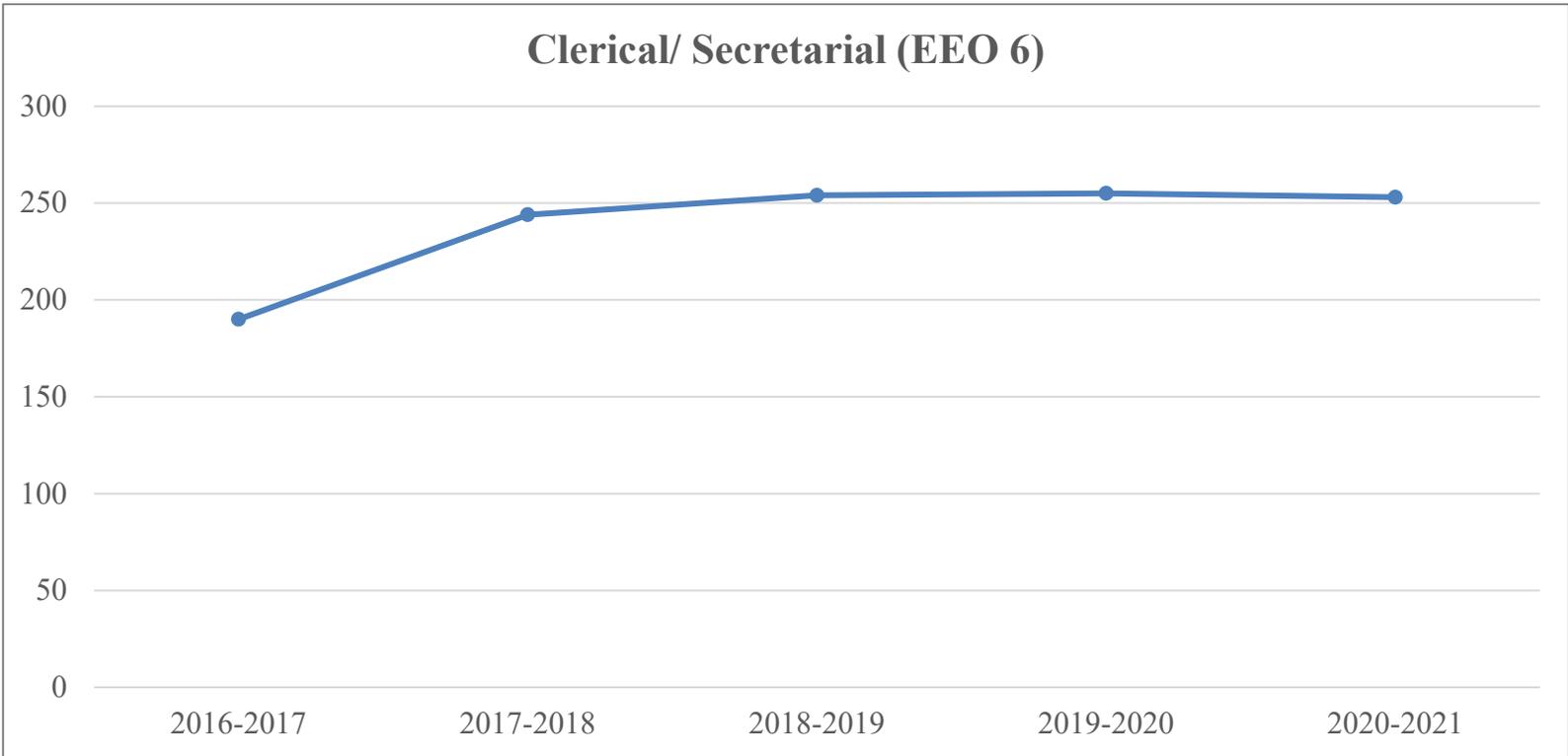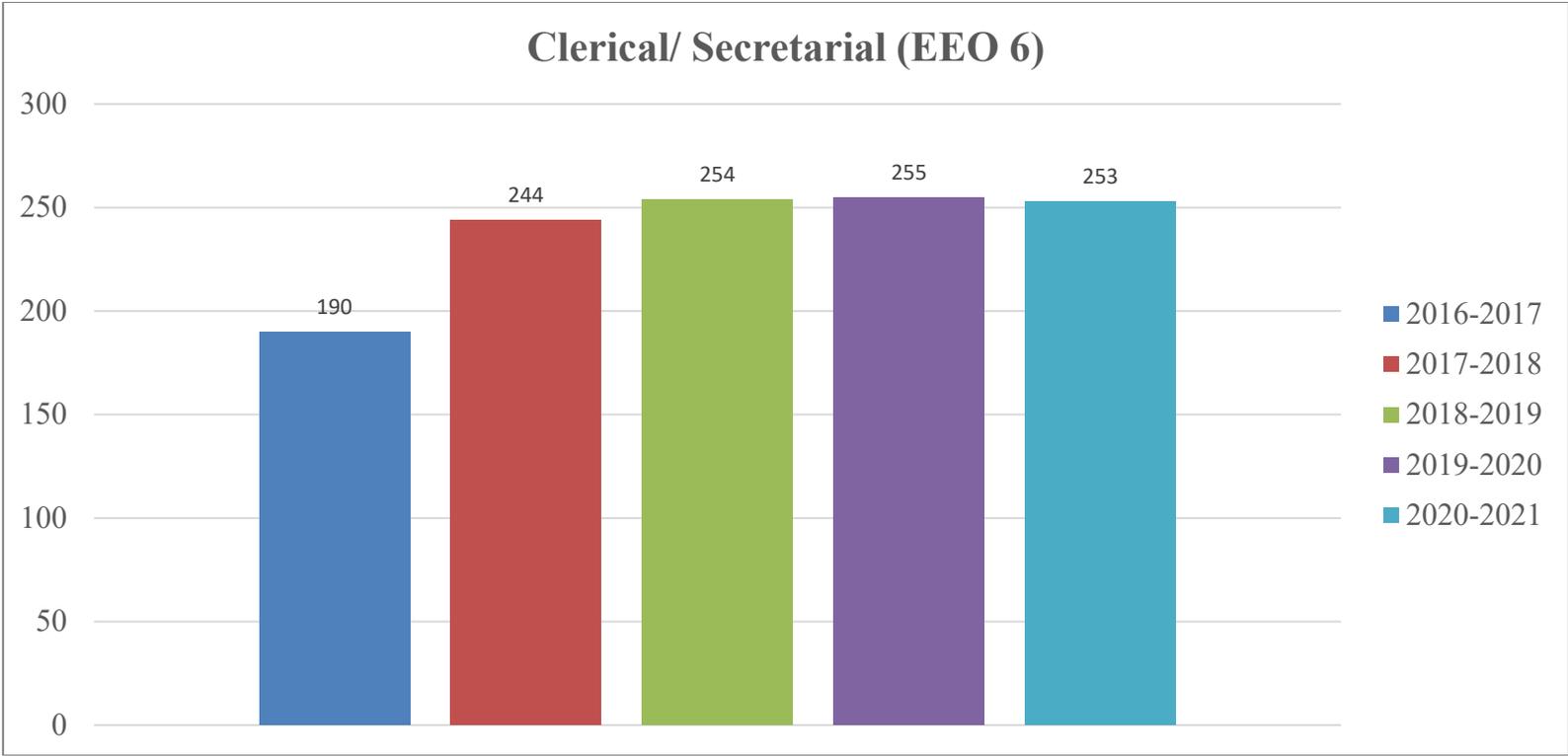
Technical/ Paraprofessional (EEO 6)
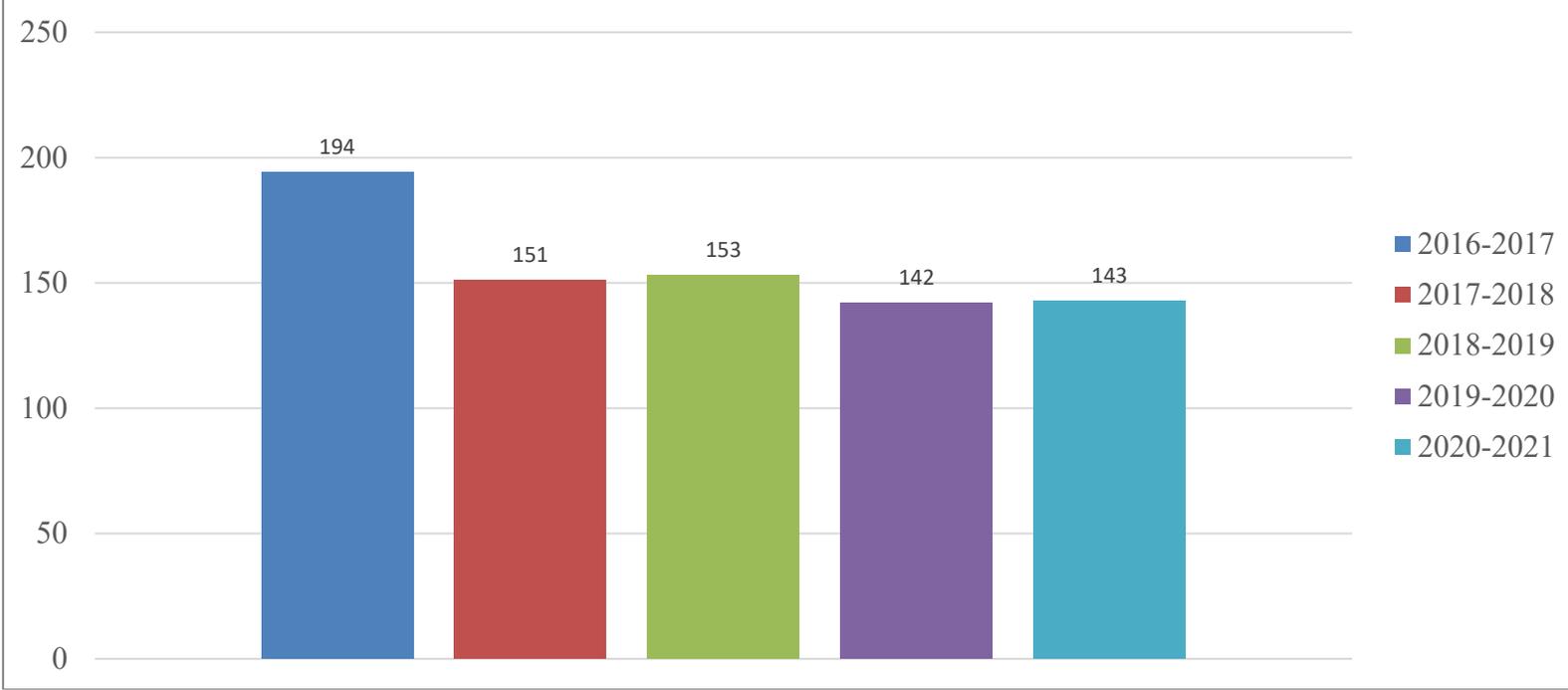
Technical/ Paraprofessional (EEO 6)
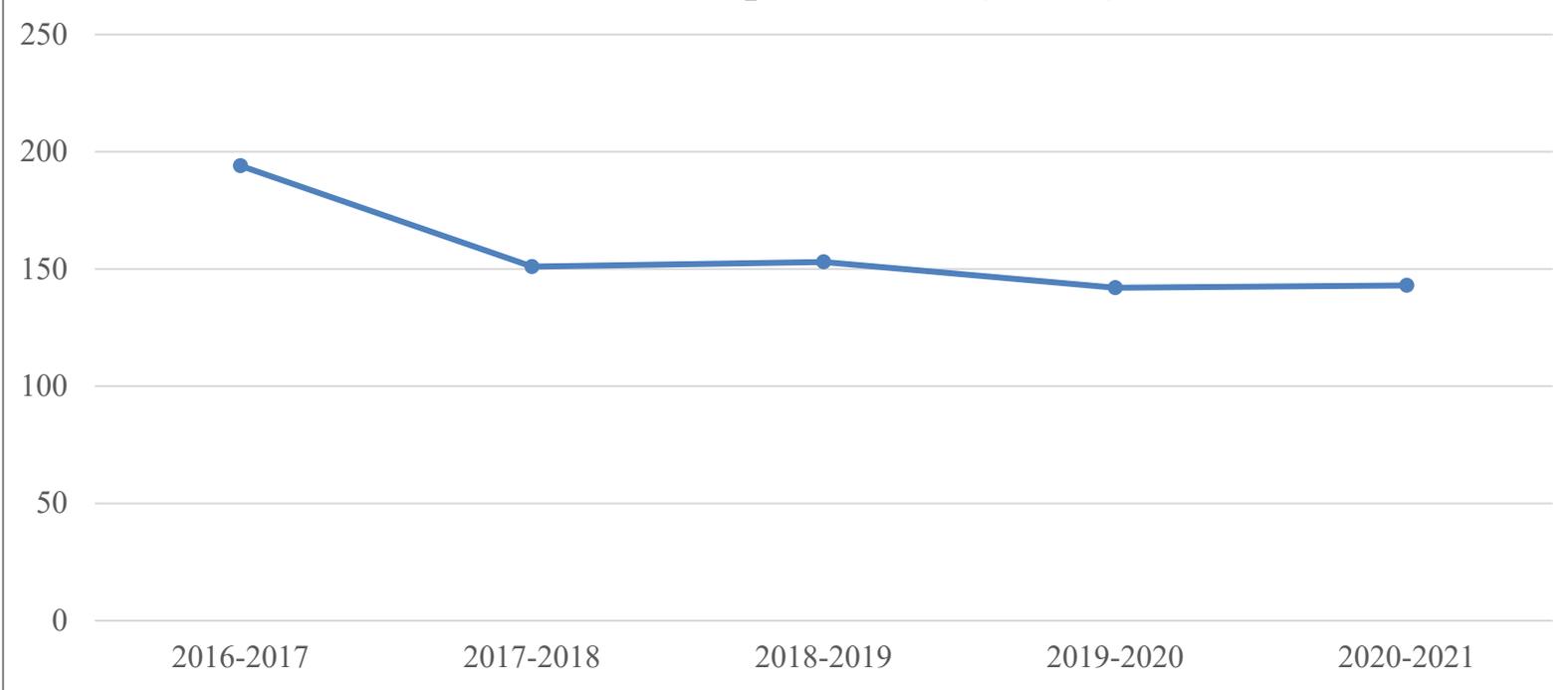
Skilled Crafts (EEO 6)
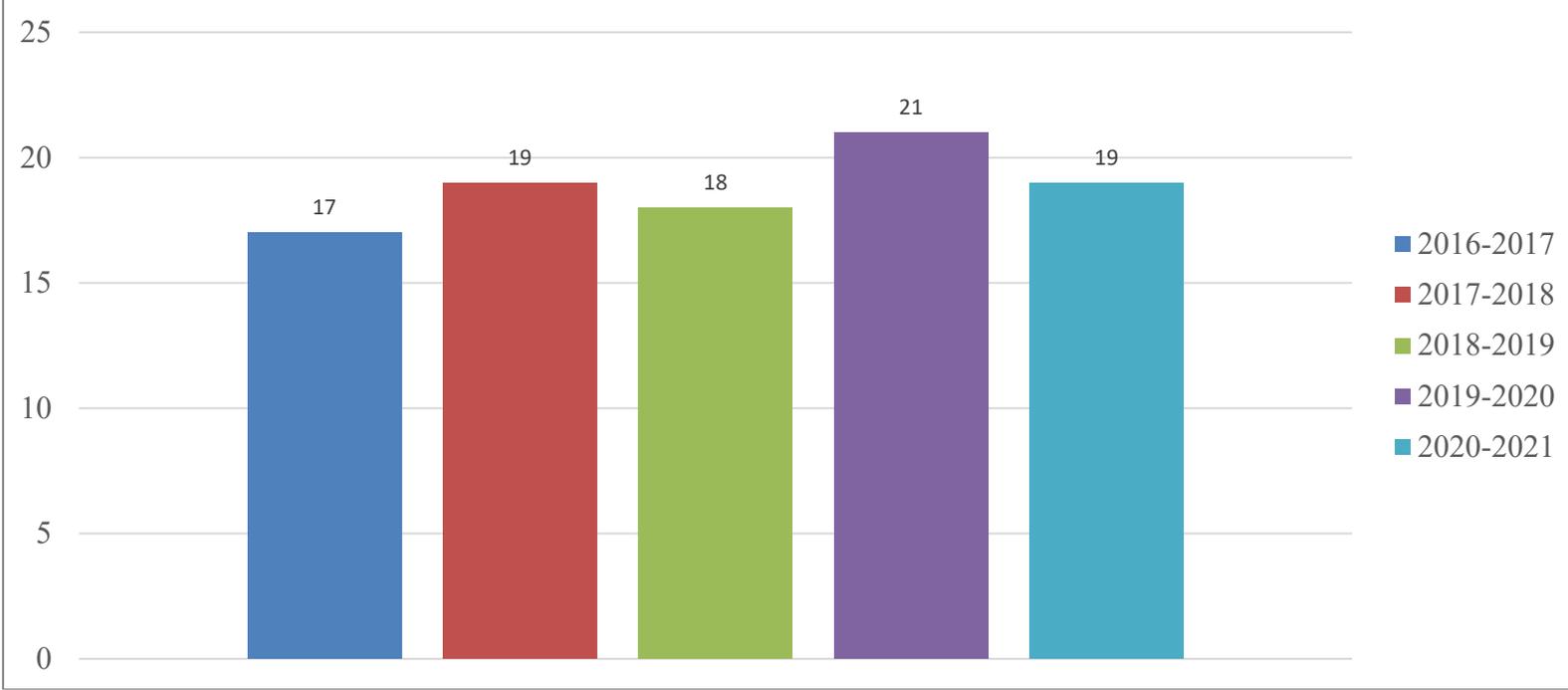
Skilled Crafts (EEO 6)
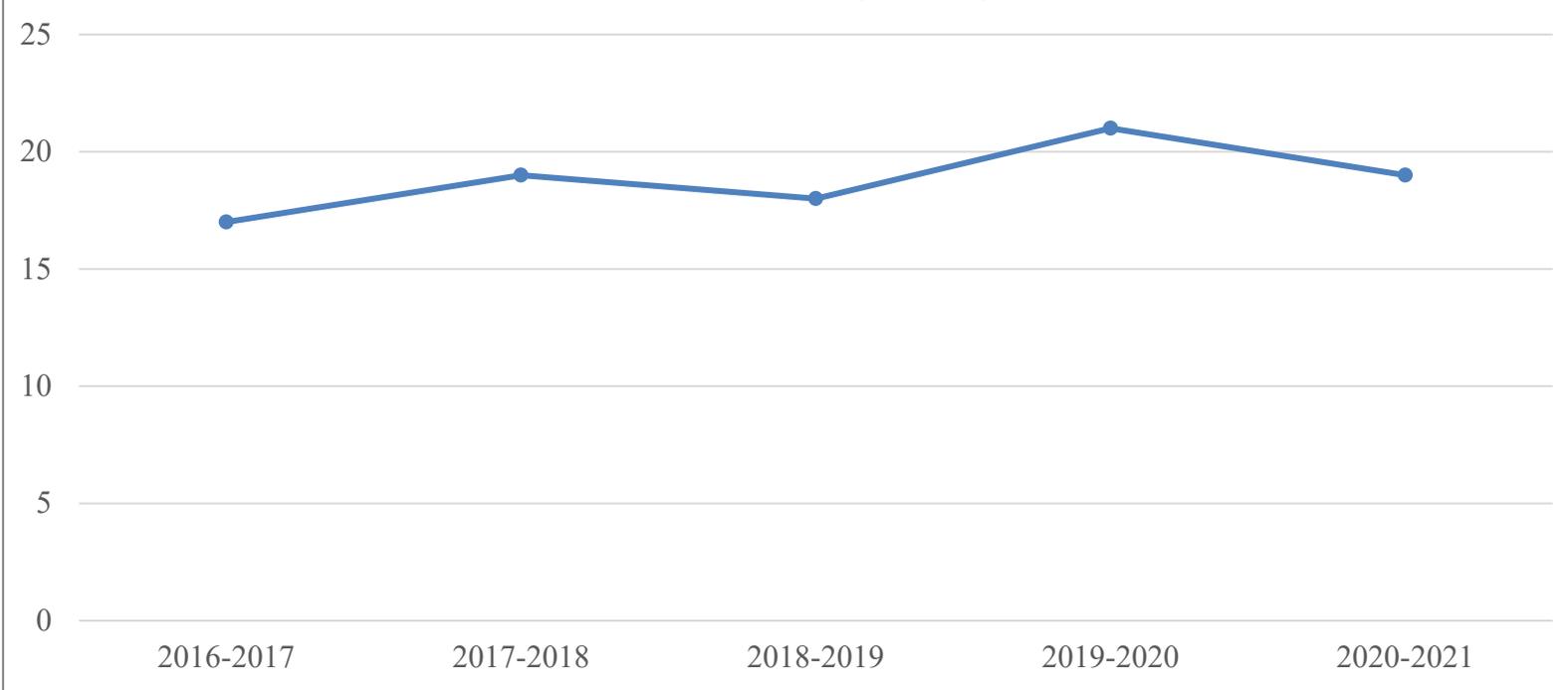
Service/ Maintenance (EEO 6)

Legend:
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021

Bar chart values:
- 2016-2017: 88
- 2017-2018: 91
- 2018-2019: 102
- 2019-2020: 112
- 2020-2021: 109

Service/ Maintenance (EEO 6)

Line chart values:
- 2016-2017: 88
- 2017-2018: 91
- 2018-2019: 102
- 2019-2020: 112
- 2020-2021: 109

Instruction/ Research Assistants (EEO 6)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

San Mateo County Community College District   July 14, 2021
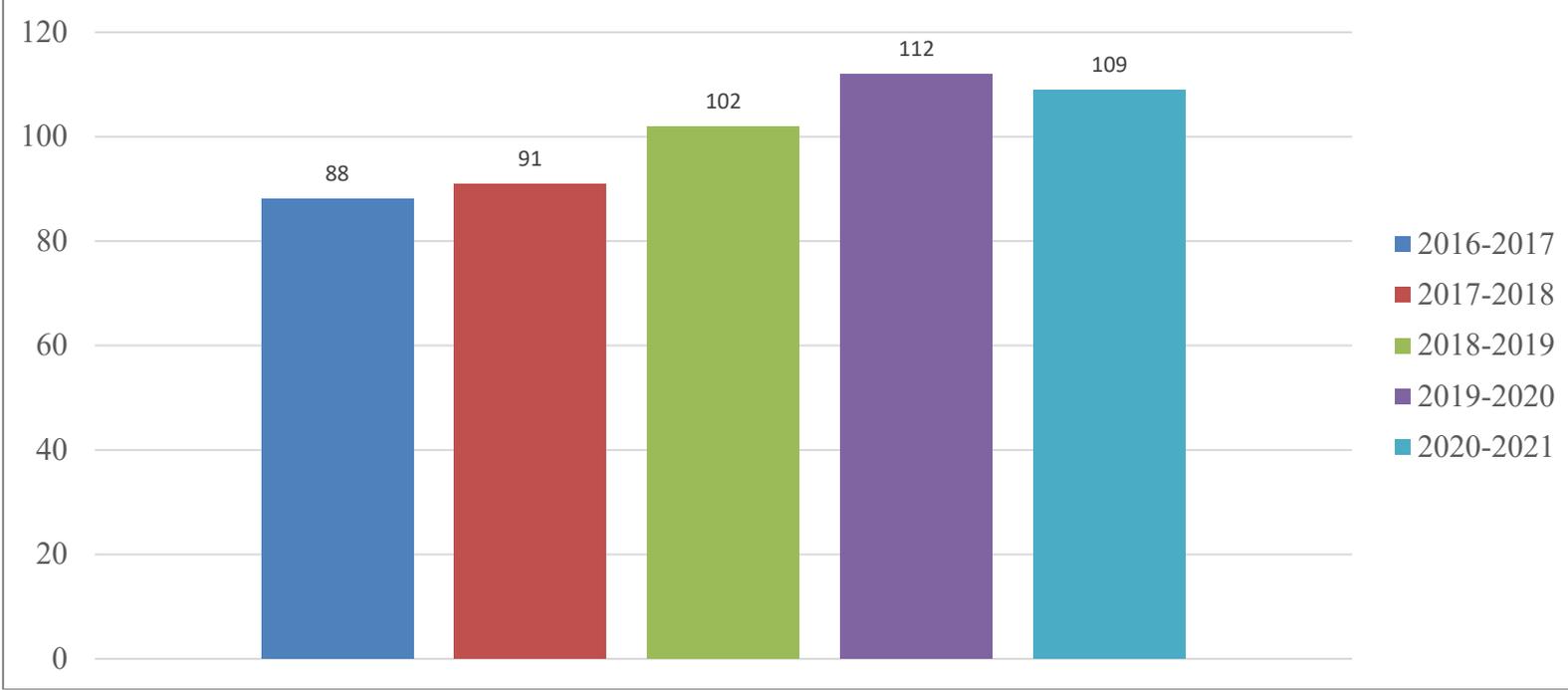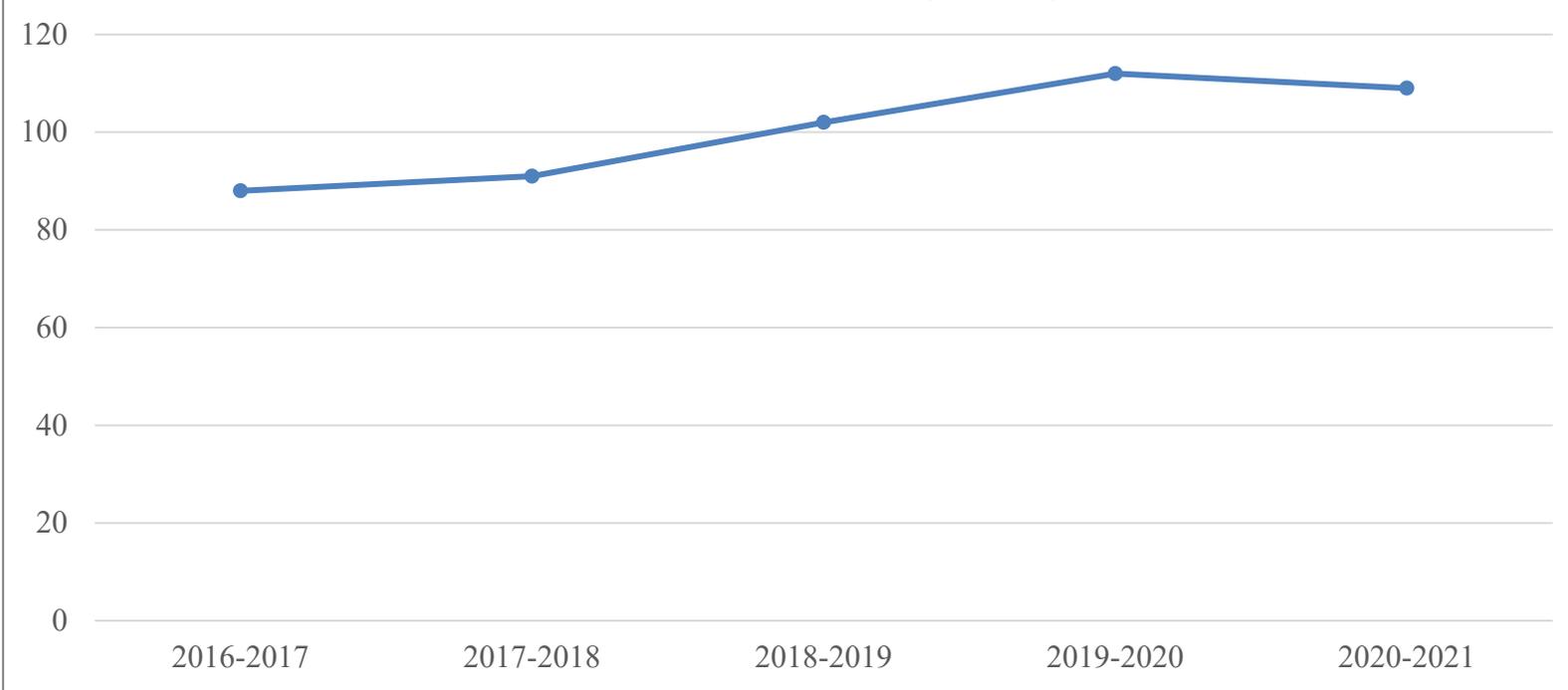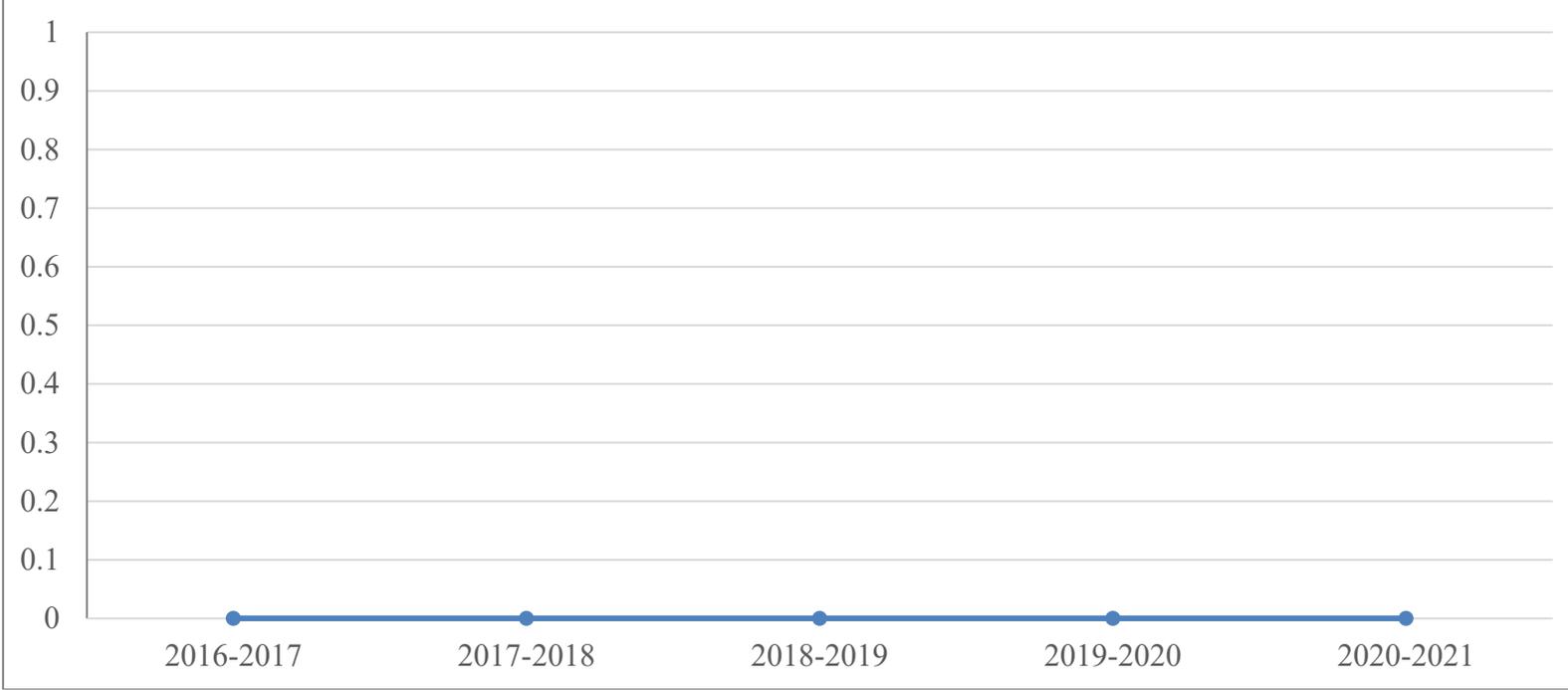
BOARD REPORT NO. 21-07-01C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff
                 Megan Rodriguez Antone, Director of Community Relations and Marketing,
                 Cañada College
                 Cherie Colin, Director of Community Relations and Marketing, Skyline College
                 David McLain, Acting Director of Community Relations and Marketing, College
                 of San Mateo

MARKETING AND OUTREACH OPERATIONS UPDATE AND DISCUSSION

At prior meetings, the Board has expressed interest in learning more about and discussing the campuses' marketing and outreach efforts. This study session topic will provide the Board with an overview of those efforts and highlight recent work during the COVID-19 pandemic.

As background information for the Board, included in this report is summary information relating to the colleges' community relations and marketing and outreach offices, staffing, budgets and general duties. Also included is a summary of recent county-wide marketing campaigns conducted jointly by the colleges.

COLLABORATION AND COORDINATION
The college community relations and marketing offices have had a successful history of collaborating and coordinating efforts to maximize resources and leverage talents. Over the course of the last year and a half – during the pandemic – the offices have taken this collegial approach to a new, more integrated, effective and strategic level that has yielded critical results for the colleges and the District. The teams meet twice weekly and also engage the web services team from the IT office to create content, coordinate projects and distribute collective resources. This collaborative approach has been a model for the District and will be utilized well after the pandemic recovery has concluded.

DUTIES OF COMMUNITY RELATIONS AND MARKETING DEPARTMENTS
The college community relations and marketing offices have a broad and important portfolio of duties that support college-wide communication efforts, along with individual programs and offices, including:

- **Visual Communications:** This includes (but not limited to): video production, photography, print and social media advertising, brochures, posters, flyers, logos and business cards. This includes layout and design of college-wide plans/reports such as Educational Master Plans and Accreditation Self-Report. Also, working in collaboration with the Office of Instruction, the Marketing team produces the digital course catalog and class schedules.

- **Marketing:** This includes creating the overall Marketing Plan that is developed, executed, and assessed by the Marketing Department under the direction of the Office of the President. The plan includes (but is not limited to): website, print and electronic marketing materials, media relations, special event marketing, social media, media buying and community relations.

- **Brand Management and Awareness:** This includes establishing and guiding the college voice and look to ensure consistency across communication channels. This is done through logo, design, and editorial oversight and guided by project request systems, campus training sessions, and visual/editorial style guides.

- **Internal/External Communications:** This includes maintaining primary college social media handles (i.e. Facebook, Twitter, etc.). Additionally, the community relations and marketing offices work with departments around their respective campuses to distribute employee and student messages; this includes developing the message and targeting the audience. In addition, campus communications related to emergency or urgent notifications are facilitated by the department.

- **Public/Media Relations:** Media relations are coordinated through the Director of Community Relations & Marketing, in association with college and District administration. This includes emergency management and crisis communications, the preparation and distribution of news releases/statements, coordination of on-campus media events and responding to media inquiries.

- **Web:** This includes maintaining the college websites, consisting of over 10,000 webpages each and tens of thousands of files and documents, along with ongoing maintenance that involves daily content updates, page redesigns, updating changing technologies throughout the site, improvements in search engine optimization, and ensuring that our web content continues to be accessibility compliant to users with disabilities. This also includes collaborating on the online class schedules, building the digital course catalogs, and liaising with District ITS regarding best practices and new technologies. The departments are also responsible for maintaining the digital screens that are displayed across campus to promote campus events and services available to students.

- **Community Relations:** This includes serving as a lead for college presence at major community events. The teams work diligently to discover and cultivate new partnerships with educational institutions, and local corporate and non-profit organizations. These efforts have generated new opportunities for the colleges to not only hold a stronger presence in the community, but connect with potential students and guide them to the colleges.

- **Special Events (in person and virtual):** This includes (often in collaboration with other departments) planning, organizing and executing campus-wide events such as groundbreaking and ribbon cutting ceremonies, employee service awards, retiree celebrations, speaker series, Connect to College events and Commencement. During COVID, this has also included campus-wide virtual events such as: Flex Day, Collegewide Town Halls, Special Speaker Series and Virtual Commencements. The department also serves as a point of contact to community members/organizations that hold events on the campuses.

DEPARTMENT STAFFING
Staffing varies from college-to-college community relations and marketing departments. All three offices are led by directors who report to the college presidents. Below is a brief summary of the permanent staff allocation for each college office:

Cañada College	College of San Mateo	Skyline College
• Director of Community Relations & Marketing • Visual Communications Coordinator • Web Programmer Analyst*	• Director of Community Relations & Marketing** • Communications Manager* • Web Programmer Analyst	• Director of Community Relations & Marketing • Communications Manager • Web Programmer Analyst

	• Web Content Coordinator	• Visual Communications Coordinator • Staff Assistant

*Notes: *Vacant, ** Acting*

2020-2021 DEPARTMENT BUDGETS

As with staffing structures, the departmental budgets also vary by college. Below is a brief summary of the 2020-2021 budgets for the three offices, and as is presented, the overwhelming majority of the budget is allocated to staffing costs.

	Cañada College	College of San Mateo	Skyline College
Staffing:	$498,659	$554,204	*$689,455
Marketing/Advertising:	$47,734	$10,985	$64,428
Operational:	$4,541	**$41,560	$56,282

*Notes: *Web Programmer and 1 student Assistant position were vacant for a portion of the year; **Includes outreach expenses*

OVERVIEW OF OUTREACH STRUCTURE

Each of the District's colleges has an Outreach function that works closely with college programs to bring useful in-person information about the colleges to prospective students in the local community. The bulk of this work is done by the College Recruiter for each campus and a team of student ambassadors who are assigned to visit local high schools and other locations/organizations/events in their respective areas at regular intervals. These teams target all populations of students, but especially those who are disadvantaged educationally, economically, and who need assistance in applying to the local community college. The Outreach team provides informational sessions, advises students about the matriculation steps, and walks them through the process. It also provides additional information on academic and student programs and services available to them such as career programs and or Promise, EOPS, etc.

Since the start of the pandemic and the switch to virtual operations, the Outreach teams have adapted quickly and have been even more efficient with their informational sessions and workshops. The gains in time that arise from lack of commuting has allowed Outreach efforts to serve more students on more frequent schedules. Further, the Outreach teams have focused on student retention activities, working collaboratively with departments across the colleges to retain current students through one-on-one outreach. The respective college Outreach teams also work collaboratively across colleges and regularly co-present to groups and broadly recruit for the District.

Note: The Outreach team at College of San Mateo is embedded with the Community Relations and Marketing office; at Cañada College and Skyline College, the Outreach teams are embedded in Student Services (reporting to the Vice President of Student Services and Dean of Enrollment Management respectively).

OVERVIEW OF RECENT COUNTY-WIDE CAMPAIGNS

For the first time known to those responsible for the work, the District coordinated a county-wide marketing and awareness campaign when the shelter-in-place orders were issued in 2020 for the summer and fall terms (2020). This campaign, Here for You, included a series of direct mail pieces to each household in the county, a new landing page (https://smccd.edu/hereforyou/), coordinated social media (Twitter, Facebook, Instagram), and ad buys on YouTube, Spotify and streaming TV apps. A second Here for You campaign was conducted for the spring 2021 semester that mirrored parts of the original campaign. A third campaign is underway that will include targeted outreach for English as a Second Language (ESL) learners, Promise Scholars Program recruitment, general District/colleges awareness/enrollment, and workforce and career pathway programs.

San Mateo County Community College District   July 14, 2021

BOARD REPORT NO. 21-07-02C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Dr. Tammy Robinson, Vice President of Instruction, Cañada College
                Andrea Vizenor, Dean of Strategic Partnership and Workforce Development, Skyline
                College
                Julian Branch, Director of Workforce Development, Cañada College
                Alex Kramer, Director of Workforce Development, College of San Mateo
                Jonathan Bissell, Executive Director, Community, Continuing and Corporate Education

CAREER EDUCATION PROGRAMMING UPDATE

The three colleges of the San Mateo County Community College District offer innovative and relevant career education programming designed to prepare students for in-demand careers in the Bay Region. This report is designed to provide an overview of what career education is, the process by which programs are designed, and program types offered across the San Mateo County Community College District. The report also discusses career education funding, data tools and metrics, efforts to support career readiness and job placement across the colleges, opportunities for making a larger impact and a look ahead.

A portfolio of rich and responsive career education offerings across the three colleges is found in the Appendix and demonstrates the breath of opportunities available for students as they consider educational options in preparation for vibrant careers.

Staff will provide the Board with a summary presentation and engage in a discussion on the topic.
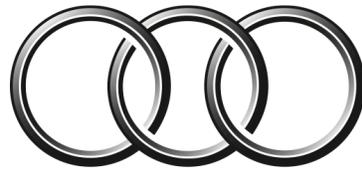
CAREER EDUCATION

The three colleges in the **San Mateo County Community College District** offer critical career education programming designed to prepare students for in-demand careers in the Bay Region.

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CAREER EDUCATION PROGRAMMING
IN THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

The three colleges in the San Mateo County Community College District offer innovative and relevant career education programming designed to prepare students for in-demand careers in the Bay Region. Annually, the three colleges award approximately 1710 degrees and certificates and serve 21417 students in Career Education Pathways and Workforce Development Training Programs.

This report is designed to provide an overview of what career education is, the process by which programs are designed, and program types offered across the San Mateo County Community College District. A portfolio of the rich and responsive career education offerings across the three colleges is found in the Appendix and demonstrates the breath of opportunities available for students as they consider educational options in preparation for a vibrant career.

Next, the report will highlight credit and not-for-credit workforce and economic development strategies that shape career education and workforce training program development, employer and stakeholder engagement and regional and statewide collaboration.

Lastly, the report discusses career education funding, data tools and metrics, efforts to support career readiness and job placement across the colleges, opportunities for making a larger impact and a look ahead.

WHAT IS CAREER EDUCATION?

Our dynamic economy depends on having a large and skilled workforce, and that means SMCCCD colleges must continually support and refine its efforts at providing workers with the skills and knowledge valued in the workplace. Given the wide range of regional and county needs, ensuring our workforce has the training to keep up with labor market demands is ever-changing and remains a top priority.

Career education provides students with hands-on training while building the comprehensive skill sets needed for success in the jobs of today and well into the future. Career Education courses often embed preparation for industry recognized certifications or licensures necessary for employment in the pathway. Career Education Programs have mandatory advisory groups/board requirements that influence curriculum design, ensure programming remains current and provides students with relevant skills.

PROGRAM TYPES

Career Education programs across the colleges serve the long-term, short-term and immediate career goals of SMCCCD students. Our colleges serve a myriad of students with varying degrees of professional experience and education. Our colleges are committed to ensuring that students have access to a variety of training opportunities that truly meet their individual needs.

Associate and Baccalaureate degree programs across the colleges support the achievement of long-term workforce outcomes which may require a higher level of educational attainment to enter the workforce or the need to continue post-secondary education, including master's level coursework, to be adequately prepared to enter the workforce.

Certificate awards across each college offer opportunities for students to achieve short-term workforce outcomes for students that desire to enter the workforce or change careers and focus solely on courses designed to prepare students with certifications, credentials and critical skills to enter the workforce. Certificates are often stackable and allow for students to return in a deliberate way to advance their education when appropriate for the student to further their educational journey and increase opportunities for advancement and promotion in their careers.

Not-for-credit programming provides an opportunity for students to achieve immediate workforce outcomes through low cost training that may be required to prepare for an entry-level or middle skill career.

LONG-TERM PROGRAMS

Baccalaureate Degree Program

The Baccalaureate Degree Program from the California Community Colleges was created to make it easier and more affordable for students to get their bachelor's degree and to create more employment opportunities.

On September 28, 2014, California Governor Jerry Brown signed Senate Bill 850 (Block, 2014) authorizing the California Community Colleges Board of Governors to establish the statewide baccalaureate degree pilot program at 15 California community colleges. The first Bachelor's Degree Program graduates received their degrees in spring 2018.

The baccalaureate degree programs offered at 15 community colleges were selected based on careers that are in high-demand in those areas. After graduation, students will often be able to find jobs in the same area they went to school.

Achieving public higher education for Californians is the main goal, but this program was brought to life for community college students. With more employment opportunities available for more graduating students, this program helps to set students up for successful futures.

Associate Degree Programs

Programs can be completed in approximately two years. Students will earn college credit and an Associate Degree from the college in core disciplines that prepare students for in-demand career areas.

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SHORT-TERM PROGRAMS

Certificate Programs

Programs can be completed in six to 12 months. Students will earn college credit and a Certificate of Achievement from the college.

Certificate of Specialization

Certificate of Specialization (generally 8 to 15.5 units) is awarded in certain occupational fields upon satisfactory completion (minimum 2.0 grade point average) of a specific course of study in a locally-approved program. Certificates of Specialization are not posted to a student's transcript.

Skills or Career Certificate

Skills or Career Certificate: (generally fewer than 8 units) is awarded upon successful completion of designated courses in a specific occupational field. Skills and Career Certificates are not posted to a student's transcript.

IMMEDIATE PROGRAMS

Short-term For-Credit Training Programs

Programs can be completed in as little as five to 10 months. Students earn college credit and will earn a Certificate of Achievement, Specialization or Skills Certificate.

Short-term Not-for-Credit Training Programs

Programs can be completed in as little as one to six months. Participants will earn a Certificate of Completion however, no college credit will be awarded.

HOW ARE CAREER EDUCATION PROGRAMS DEVELOPED?

Career Education programs are developed by faculty with the added expertise of major employers, students and workforce specialists. Strategic Partnerships and Workforce Development Deans and Directors within the colleges facilitate connections with faculty across operational areas along with the myriad of stakeholders necessary to build innovative, responsive and high-quality career education programs.

The **Curriculum Consultation Committee** is a function on campuses that faculty and program design teams meet with to discuss their interests in creating a new educational program. This engagement provides initial consultation and connection with the Curriculum Committee to prepare them for programs that are being designed, their intended purpose, connection to other programs and the timeline for which courses will be proposed for consideration.

Career Technical Education Faculty Liaison positions as part of the Academic Senate also supports engagement across campuses to advance career education initiatives and program partnerships.

Additional stakeholders that may be involved in the development of new career education programs include Instructional Deans across Disciplines, Vice Presidents of Instruction, Office of Planning, Research and Institutional Effectiveness, along with Marketing and Outreach functions.

Community, Continuing and Corporate Education (CCCE) partnerships may be established to support not-for-credit workforce preparation course opportunities with the colleges and to support the workforce needs of public and private-sector employers.

While predominantly offered for-credit, workforce-ready programs do not always require college credit to create strong employment opportunities for students or displaced workers. In these situations, short-term not-for-credit offerings provided in collaboration with CCCE provide a ready solution. CCCE's Community Education provides options within the District's repertoire of responses to the needs of displaced workers and to those seeking educational outcomes not provided through existing for-credit programming.

ADVISORY BOARDS AND THEIR ROLE

Career Education Advisory Committees are made up of volunteers who agree to serve as advisors to one or more career programs. Members include representatives from business, labor, community agencies, faculty, students and other members.

The primary purpose of advisory committees is to provide direction and guidance for the specific career and technical area within the college to strengthen and enhance the success of college programs. By working closely with the business and labor communities, colleges continue to provide high quality workforce training and education to our students so they will succeed in the ever-changing job market. The committees support and strengthen the partnership between business, labor, the community, and education. The committees make recommendations that will strengthen and help to expand the curriculum to improve the quality of program(s). Members provide valuable input in areas such as curriculum development, student recruitment and placement, staff development, equipment and software recommendations.

Extensive **labor market research** is also conducted using Burning Glass and other tools such as the Centers of Excellence to gather data and information that ensures there is sufficient demand in the workforce for careers a particular program is preparing students for and that they pay a livable wage. Research provides insight as to what key skills are necessary for major careers, top employers in the county/region, related jobs in the pathway and projected job growth.

ADDITIONAL WORKFORCE AND ECONOMIC DEVELOPMENT STRATEGIES THATSHAPE CAREER EDUCATION

An extensive portfolio that highlights Career Education Programs at each college can be found in the appendix.

PILOT TESTING NEW PROGRAMMING

For-credit courses are offered with a quick turn around using an "experimental" course option. Experimental courses are where the curriculum is new and under development, and faculty want to offer the course in order to gauge the need or determine feasibility of the course or program.

Through collaboration among CCCE's Community Education and colleges, short-term not-for-credit workforce courses can be identified, designed, and delivered rapidly, effectively and affordably. This provides critical support for those in need and leads to longer-term engagement for future educational needs.

Examples of not-for-credit collaborative workforce offerings include the AWS Cloud Computing offered in partnership with CSM, and the CompTIA Cybersecurity, Dispensing Opticians, and Water Treatment and Distribution programs offered with Cañada. These collaborative offerings provide the colleges the opportunity to rapidly serve industry needs through pilot programming.

ENROLLMENT PIPELINES

Dual Enrollment and Adult Education Bridge Programs provide seamless connections to SMCCCD colleges in key career education pathways. Thoughtful engagement and dual enrollment partnership development across the four high school districts in San Mateo County has led to increased access to college, early workforce preparation and significant enrollment increases over the last three years.

College, career and workforce education leadership are members of the Adult Education College and Career Educational Leadership "ACCEL" consortium, a coalition of adult schools, community colleges, and partners throughout the region with the mission to support adult education students' transition to college and or career. ACCEL is the planning body of San Mateo County responsible for carrying out the charge and opportunity of AB 86. ACCEL is collaboratively rethinking and redesigning Adult Education to accelerate student success. Andrea Vizenor, Dean of Strategic Partnerships and Workforce Development at Skyline College is the Co-Director for ACCEL.

Dynamic and responsive bridge programming has been designed in partnership with Adult Education Programs in San Mateo County that include the use of I-Best Practices, embedded tutoring and culturally relevant pedagogy. Programs offered in partnership with Skyline College and South San Francisco Adult School include Child Development/Education and Hospitality and Tourism Pathways with a Networking Engineering Pathway that will launch in Fall 2021 at Jefferson Adult School.

Pipelines for students to enter for-credit courses and programs is yet another benefit provided by collaborative not-for-credit programming with Community Education. Faculty and division leaders seeking to enhance enrollments or to reverse declining enrollments in credit-bearing courses or programs have the opportunity to partner with Community Education to deliver and market not-for-credit courses designed to generate interest amongst community members and create affordable pipelines into credit programming.

Examples of this type of collaborative pipeline to credit-courses are the not-for-credit Unity User Certification proposed by Cañada College workforce and faculty to increase enrollment in their credit program, as well as the not-for-credit Facilities Maintenance course provided in collaboration with College of San Mateo to increase interest and enrollment in for-credit offerings. These collaborative offerings are designed to drive students towards for-credit offerings offered by the colleges.

COMPLIMENTARY PROGRAMMING

Career Education faculty and industry may also request Community Education to provide complimentary programming to supplement professional development needs of industry, particularly in cases where a professional need exists but the college does not wish to provide credit-bearing instruction.

An example of this type of collaborative complimentary program is the not-for-credit Green Building Certificate, recommended by CSM faculty to be offered to industry through CCCE, which serves professionals in the industry.

WORKFORCE AND ECONOMIC DEVELOPMENT

Career and Workforce Development Leaders across the district lead councils and engage across many boards as they serve as a critical resource and partner in shaping economic and workforce development responses across the region and the state.

REGIONAL AND STATE ENGAGEMENT

Colleges Career and Workforce Leadership work closely with the Bay Area Community College Consortium (BACCC). The BACCC is a consortium focused on the advancement of career education and workforce strategies across the 28 Bay Area community colleges. The consortium work focuses on enhancing the coordination and alignment of regional career/workforce programs, moving forward regional priorities and serving as a vital link between the college's Career Education programs, Economic and Workforce Development Initiative and the Chancellor's Office.

COUNCIL AND BOARD MEMBERSHIP OF SMCCD WORKFORCE LEADERS

San Mateo County Workforce Recovery, Design Team
San Mateo Area Chamber of Commerce, Board
San Mateo County Economic Development Association (SAMCEDA) Public Policy Committee
California Community Colleges, Contract Education Technical Assistance Provider, Advisory Committee
San Mateo Chamber of Commerce Development & Public Policy Committee

Northern California Small Business Development Center Steering Committee
Skills for California Leadership Council

INDUSTRY LEADERSHIP COUNCIL AT SKYLINE COLLEGE

The Industry Leadership Council at Skyline College was launched in 2021 to bring together key employers to assist the college and work with faculty in shaping workforce and economic development strategies and investments across the college. The 27 person council provides expertise, insight and acts as a thought partner in our response to best meet the needs of the workforce and in designing programs and services necessary to ensure students at Skyline College are being prepared to be the next generation of industry professionals and leaders across the Bay Area. Companies represented in the council include: Salesforce, IBM, Tesla, THX ltd, Madison Reed, City of Pacifica, Price Water Coopers, Cytokinetics, Enterprise Holding and Lawrence Livermore Labs to name a few.

THE BAY AREA ENTREPRENEURSHIP CENTER OF SKYLINE COLLEGE

This business accelerator provides students and community members business management guidance, technical and targeted business assistance, networkinging opportunities, one-on-one consulting, workshops and space for budding entrepreneurs and small business owners.

COMMUNITY, CONTINUING AND CORPORATE EDUCATION (CCCE)

CCCE's Contract Education serves as the rapid-response training arm of SMCCCD to public and private-sector organizations. Also known as Corporate Education, Contract Education provides economic development support to San Mateo County and the region by providing business, nonprofit and public employers with customized training and services that meet the workforce training needs of each organization.

With the pandemic-induced shift to a remote workforce, CCCE's Corporate Education rapidly responded to the changing needs of employers, leaders and employees in the workforce by providing highly relevant and accessible training impacting over 2,000 employees across a range of nonprofits, business and public entities. These trainings helped employers and employees meet the challenges and uncertainties of this new environment, including learning strategies for effective remote leadership, employee engagement, productivity, and coaching skills for leaders.

For its work in Contract Education, the California CE TAP recognized CCCE with the 2020 Star Performer award for Leadership, awarded to contract education programs making exceptional contributions to the field of workplace education and training. CCCE's support for industry has also been recognized internationally through selection of the CCCE Executive Director by the International Facility Management Association

(IFMA) Foundation to receive an IFMA Foundation 2020 Award of Excellence at the December 2020 IFMA World Workplace 2020 conference for Contract Education work to train Google Facilities Managers.

DATA TOOLS AND METRICS

Three data platforms exist that illustrate outcomes of career education and workforce strategies outside of college data collection tools; they include the following: 1.) Data Mart, 2.) Launchboard and 3.) the CTE Outcomes Survey.

DATA MART

Data Mart provides information about students, courses, student services, outcomes, faculty and staff. The emphasis is to answer the questions of administrators, educators, parents, students, state leaders and professional organizations.

LAUNCHBOARD

Launchboard is a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data to California community colleges on enrollment, progress, success and employment outcomes for all community college pathways. It includes dashboards and planning tools specific to the Adult Education Program, Strong Workforce Program, K-14 CTE Pathways, Guided Pathways and the Simplified Metrics, as well as a program review tool called the Community College Pipeline.

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CTE EMPLOYMENT OUTCOMES SURVEY

The CTE Employment Outcomes Survey is a statewide study to assess employment outcomes of students who have participated in career technical education coursework at California Community Colleges. Data tables and visualizations allow the public to access survey results.

A variety of metrics are currently being measured across career education programs. Metrics examine the following: the number of short-term career educations students enrolled in a Community College, course success rates, earn 9+ career education units, transitioned to a post-secondary or earned an award (adult education students), job closely related to field of study, median annual earnings, median change in earnings, attained a living wage, job related to field of study, number of certificates and degrees awarded and other employment data.

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OVERVIEW OF FUNDING

STRONG WORKFORCE PROGRAM

To develop more workforce opportunities and lift low-wage workers into living-wage jobs, California took a bold step in 2016 to create one million more **middle-skill** workers. At the recommendation of the California Community College Board of Governors, the Governor and Legislature approved the Strong Workforce Program, adding a new annual recurring investment of $248 million to spur career technical education (CTE) in the nation's largest workforce development system of 116 colleges.

Each college receives an annual allocation which supports multiple positions and new initiatives throughout the district. This new ongoing funding is structured as a 60 percent Local Share allocation for each community college district and a 40 percent Regional Share determined by a regional consortium of colleges to focus on the state's seven macro-economic regions.

Both the Local and Regional Share require local stakeholders to collaborate, including industry and local workforce development boards. As much as possible, this program builds upon existing regional partnerships formed in conjunction with the federal Workforce Innovation and Opportunity Act, state Adult Education Block Grant and public school CTE programs.

COLLEGE	ALLOCATION
Cañada College	$649,996
College of Mateo	$835,054
Skyline College	$871,893
San Mateo County Community College District	**$2,356,943**

College of San Mateo will continue to invest Strong Workforce Program funds in infrastructure support including the Workforce Hub team, as well as faculty-driven efforts to update or align existing programs with industry trends, and develop new career education programs in various modalities. In addition, the college is committed to supporting the ongoing development of enrollment pipelines with K12 and adult school partners to provide seamless pathways to CSM's career education programs.

With the investment of the Strong Workforce Program Funds Skyline College was intentional in designing a new division, Strategic Partnerships and Workforce Development that brings together programs and services that build seamless connections to college and careers. Initial Investments were made in the following positions: Dean of Strategic Partnerships and Workforce Development, Career Readiness and Job Placement Coordinators by Meta Major and Career Education Coordinators.

Additionally, Skyline College aligned funding and efforts in a way that avoids duplication while providing more expertise and customized support for students. The Strategic Partnerships and Workforce Development

Division includes: Dual Enrollment, Adult Bridge Programming, Cooperative Education/Work Experience, the Women's Mentoring and Leadership Academy, Middle College, Career Readiness and Job Placement, External and Internal Partnership Development and the advancement of Career and Workforce Programming under one operational area. Through this thoughtful design, Skyline College has been able to launch and grow extensive high school partnerships in Dual Enrollment adding over 3500 new enrollments annually in less than 3 years.

Strong Workforce Funding at Cañada College is housed under the Vice President of Instruction. The funds are used across the entire college for programs and projects that aline with the More and Better outcomes outlined in the State Chancellors office. For example, projects that have been funded in the past are new computers for the Digital Arts and Interior design programs under the Business and Workforce Division, new program development like Funeral Education and Optics in the Science and Technology division, and career counseling support in the Counseling Division. Additionally, strong workforce funding is used to support multiple position like the Director of Workforce Development and other program support staff.

CARL PERKINS

Perkins V is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

COLLEGE	TOTAL BASE + INCENTIVE ALLOCATION
Cañada College	$114,299
College of Mateo	$172,003
Skyline College	$188208
San Mateo County Community College District	**$474,510**

MENLO PARK CITY REDEVELOPMENT FUNDS

Cañada College at Menlo Park is supported by a grant provided by the Community of Development Agency of Menlo Park, which has been running since 1992 and will expire in 2031. The current allocation for the 20/21 year is $356,605 which is used to pay for the centers bills, pay for instructional not-for-credit classes and positions.

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EFFORTS TO SUPPORT CAREER READINESS AND JOB PLACEMENT

WORKFORCE HUB AT COLLEGE OF SAN MATEO

The Workforce Hub at College of San Mateo serves as a resource for students in career education pathways who are seeking internship or employment opportunities within their field of study. "The Hub" offers industry-focused career exploration opportunities through ongoing company site tours, on-campus and virtual employer panel discussions, career fairs, and mentoring support in partnership with local community partners. One example of this work includes Google campus tours, led by a CSM alumna and Googler, for accounting students that are interested in employment opportunities at Google.

In addition, students can earn college credit toward a certificate or degree via experiential work opportunities offered through CSM's Cooperative Education program, which partners with local employers to embed learning outcomes into a student's internship or job. Further, the Hub ensures that regional workforce needs are met via ongoing support of faculty and industry advisories and connections to employer partners and associations.

The Hub also offers one-on-one support for career education students preparing to enter the workforce, including in-person and virtual career preparation workshops, resumé, cover letter and LinkedIn profile assistance, and mock interviews with employer partners. Finally, the Workforce Hub recently introduced a new job search tool, JobSpeaker, which uses artificial intelligence to recommend relevant and in-demand career opportunities to students that are aligned with the skills they earn from each course, certificate, or degree completed at CSM.

CAREER SERVICES AT CAÑADA COLLEGE

The primary goal of career services at Cañada College is to assist students to develop and carry out both short- and long-term employment and career goals. Services provided include: resume creation, cover letter help, workshops, self assessments, advising, job search, and access to career related websites.

CAREER READINESS AND JOB PLACEMENT AT SKYLINE COLLEGE

Skyline College redesigned and disrupted traditional career services functions to include a strategy that provides a job placement coordinator by Meta Major to directly support students in career readiness and job placement activities. Monthly "Get Work" Now sessions are offered with major employers to connect students to open positions and to engage regular communication across the campus share out paid internships opportunities and job openings by Meta Major.

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Whether students are interested in short- or long-term career planning/preparation, the Career Readiness & Job Placement team offers a variety of services and activities to assist students with their specific career needs. Job Placement Coordinators work collaboratively with Career Counselors and can help students develop a personalized plan to land their dream job or explore majors and career choices based on students' passions and strengths.

Job Placement Coordinators provide extensive support with job search, resume design and development, interview preparation, and networking skills based on career interests.   Additionally, they support students with the creation of a robust LinkedIn profile and activation of LinkedIn Learning accounts paid for through the Strong Workforce Program.

OPPORTUNITIES TO MAKE A LARGER IMPACT

For many years, workforce development and career education strategies were grant driven and often felt like a "flavor of the month" approach to workforce development as they did not allow for the employment of strategic and dynamic planning.

Strong Workforce Program Funding has started to change this strategy. An opportunity exists to invest in and design the proper infrastructure necessary to carry out expansive and consistent workforce development functions across the colleges. This will provide the stabilization necessary to ensure staffing is in place to serve the many functions necessary to engage stakeholders regularly, support new program design and investments necessary for continuous improvement.

The need for marketing and outreach to the community across career education and workforce training programs is also necessary to ensure the communities we serve are aware of the many offerings and how they will support their development for high wage in-demand careers.

Lastly, expanding data that is available to better understand and support career education programs and workforce training programs would be beneficial.

WHAT'S NEXT

A look ahead at our efforts to continue to advance the work of preparing students for the workforce of the future includes:

Cañada College

Over the next 12 months, Cañada College will be looking to support our existing career education programs by working closely with the tri-chair committee to support each programs' advisory board. This will ensure we are meeting the needs of our local employers and ensure our students have the relevant skills needed to enter the workforce. For new programs, we have two which will be welcoming their first students. In the Science and Technology Division, we have a certificate in Laser and Optics, and a new AS degree in Funeral Education. We are in the final stages of buying equipment and have started to promote the programs.

Additionally, we are looking to expand further the programs and services offered at Menlo Park. Here we are bringing the best of Cañada College to the heart of our service area. Last, our goal is to hire a Job Placement Coordinator to support our students further as they transition from being a student to a working professional.

College of San Mateo

Looking ahead, College of San Mateo will focus on growing and scaling its Workforce Hub services to reach more students across the college's career education programs. As the college fully transitions to the guided pathways model, the workforce team is working to tailor services for students in each Academic and Career Community (ACC) to ensure access to relevant labor market resources, industry-specific events and workshops, internship and career opportunities, and 1-on-1 assistance to support students as they transition to the workforce. As such, the college is dedicated to ensuring that students create and pursue plans to achieve their professional goals, and is working to implement career readiness training that prepares students for targeted high-demand, entry-level and middle-skill occupations across the Bay Area.

Further, the college will continue to develop accelerated, flexible academic pathways that serve the varying retraining and upskilling needs of working adults in San Mateo County. In support of faculty efforts to build programs, the CSM workforce team will continue to forge partnerships with local and regional employers, and liaise with the Bay Area Community College Consortium to ensure that programs meet regional industry needs.

Finally, the workforce team is committed to scaling the tremendous work of our faculty in establishing industry connections for students. For example, CSM's Accounting faculty recently partnered with the "Big 4" accounting firms (PwC, Deloitte, KPMG, and Ernst & Young) to provide internship opportunities for under-represented students. As a result, 14 CSM students secured internships at PwC and Deloitte, which will create a lasting impact in students' lives and career trajectories.

Skyline College

Skyline College continues to explore ways to increase access to high wage careers for students across our career education programs and offerings. We are excited to launch the Alternative Pathways to Tech programming courses and certificates in fall 2021 and spring 2022 that will prepare students for the following roles: Jr. Applied AI Specialist/Architect, Jr. Full-Stack Developer, Data Analyst, Technology Sales Lead, Cloud Developer and Dev Ops.

Programming integrates critical competency development of skills necessary in major tech roles, hands-on and project-based learning instructional strategies and development of a tech portfolio that provides opportunities for students to demonstrate their abilities in key areas and prepare for tech interviews.

Innovative partnerships with the AI Education Project, Qwasar of Silicon Valley and employer partner Nvidia make this program a one-of-a-kind offering in the state. Thoughtful bridge programming with Adult Education and Dual Enrollment partners ensure this program connects to K-12 and adult disproportionately impacted students and individuals in our community to these exciting workforce development preparation options.

Additionally, Skyline College is working with Career Education Faculty to expand accelerated for-credit programming in emerging career areas while also working to advance the integration of applied technology into existing in-person and online teaching and learning experiences focusing on Augmented and Virtual Reality, hand-held applied learning devices and other simulation based learning experiences that engage students in ways they will experience training and development and day-to-day interactions on the job.

Cañada College

APPENDIX A
CAREER EDUCATION PROGRAMS
Cañada College

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OVERVIEW
CAÑADA COLLEGE

CAREER EDUCATION PROGRAMS

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INTEREST AREA: BUSINESS

BUSINESS ADMINISTRATION/MANAGEMENT

The Business Administration Associate in Science degree provides the foundation for students planning to transfer to a four-year college or university and includes core requirements in accounting, economics, and information systems.

This degree provides students with an understanding of basic business practices, including operations, methods, and purpose, and an introduction to the major functional areas within business. These programs expose advanced topics in the field of management, business, human relations, marketing, human relations, accounting and economics. Top employers Include: Google, Apple, and Ernst & Young.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Business Analyst	$60,346	5150
Project Manager	$51,000	4852
Sales Manager	$48,000	3623

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Business Administration	AS, AS-T	60 units	2 years
Business Administration	Certificate	19 units	1 year
Business Assistant	Certificate	18 units	1 year
Business Assistant	AS	60 units	2 years
Business Information Worker	AS	60 units	2 years
Business Management	AS	60 units	2 years
Business Management	Certificate	19 units	1 year
Entrepreneurship and Small Business Management	AS	60 units	2 years
Entrepreneurship and Small Business Management	Certificate	24 units	1 year
Human Relations in the Workplace	Certificate	18 units	1 year
Marketing	AS	60 units	2 years
Marketing	Certificate	18 units	1 year

Program Headcount: Business

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Business and Commerce, General	722	769	670	**2161**
Business Management	30	59	68	**157**
Small Business and Entrepreneurship	39	42	78	**159**
International Business and Trade	31	51	50	**132**
Marketing Distribution	45	84	94	**223**
Office Technology - Computer App	431	437	448	**1316**

Certificates and Awards Issued Each Year: Business

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Business Administration	AS	11	15	13	5	–	**44**
Business Administration (Associate Degree)	AS	–	–	–	2	14	**16**
Business Administration (Associate Degree-Transfer CSU)	AS-T	–	–	–	25	28	**53**
Business Administration (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	8	17	**25**
Business Administration (Certificate)	Certificate	–	–	–	–	2	**2**
Business Administration Certificate	Certificate	1	–	2	–	–	**3**
Business Administration: Transfer CSU GE	AS-T	20	29	27	6	–	**82**
Business Administration: Transfer IGETC CSU GE	AS-T	3	4	14	–	–	**21**
Business Adm-Transfer AS	AS	–	–	–	1	–	**1**
Business Assistant (Certificate)	Certificate	–	–	–	–	1	**1**
Business Information Worker (Certificate)	Certificate	–	–	–	–	1	**1**
Business Management (Associate Degree)	AS	–	–	–	1	2	**3**
Entrepreneurship & Small Business Management AS	AS	1	2	1	–	–	**4**
Entrepreneurship & Small Business Management (Associate Degree)	AS	–	–	–	2	–	**2**
Entrepreneurship & Small Business Management (Certificate)	Certificate	–	–	–	1	2	**3**
Entrepreneurship & Small Business Management Certificate	Certificate	1	–	2	1	–	**4**

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ACCOUNTING

Accounting deals with financial records and figures and helping organizations make efficient decisions based on financial analysis. The accounting AS degree is designed to give students enough practical experience so that they can secure a position in either the public, governmental or private accounting sector. A two-year associate degree in accounting builds foundational skills in math, business, and accounting principles, preparing you to enter the workforce or transfer into a bachelor's program.With an associate's degree, graduates will still be able to get jobs at the entry level, such as bookkeeper and accounting clerk.

The Certificate of Achievements are designed for those individuals that are interested in job opportunities at the entry level in bookkeeping, payroll and or computerized accounting data entry. Those students that are interested in becoming professional bookkeepers may apply some of the course work in the accounting A.S. degree. Top employers Include: Pricewaterhouse Coopers (PwC), Deloitte, and Ernst & Young.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Accounting Clerk	$37,904	1264
Accounts Payable Specialist	$45,500	1209
Bookkeeper	$38,500	1675

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Accounting	AS	60 units	2 years
Accounting	Certificate	27.5 units	1 year
Entry Level Bookkeeper	Certificate	12 units	1 year
Payroll Specialist	Certificate	18 units	1 year

Program Headcount: Accounting

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Accounting	257	325	405	**987**
Tax Studies	15	30	–	**45**

Certificates and Awards Issued Each Year: Accounting

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Accounting	AS	14	4	5	8	–	**31**
Accounting	Certificate	7	5	7	7	–	**25**
Accounting (Associate Degree)	AS	–	–	–	4	8	**12**
Accounting (Certificate)	Certificate	–	–	–	3	8	**11**
Accounting: Entry Level Bookkeeper	Certificate	5	3	4	4	–	**16**
Accounting: Entry Level Bookkeeper (Certificate)	Certificate	–	–	–	2	6	**8**
Accounting: Payroll Specialist	Certificate	–	–	2	1	–	**3**
Accounting: Payroll Specialist (Certificate)	Certificate	–	–	–	2	2	**4**

PARALEGAL

The Paralegal Program was developed in cooperation with the San Mateo County Bar Association and the San Mateo County Legal Secretaries Association to train personnel to assist attorneys in both civil and criminal matters. Instruction centers on assisting the attorneys in interviewing clients and preparing legal documents. Courses must be evaluated by a letter grade, not by the Pass grade.

The Litigation Certificate is designed for students who want to specialize in litigation, pursue a higher education degree related to law and the legal system, prepare for law school, or prepare foreign attorneys for a Masters in Law (LLM) program, which must be completed in order to take the California Bar Exam. The Litigation Certificate is a unique offering that enables our students to be more competitive and be better prepared for current industry needs. Top employers Include: Thomas J. Henry Law, PLLC, Lexington Law, and McDermott Will & Emery.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Legal Assistant	$30,000	1153
Legal Secretary	$41,600	924
Paralegal	$51,000	1205

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Litigation	Certificate	27 units	1 year
Paralegal	AS	60 units	2 years
Paralegal	Certificate	18 units	1 year

Program Headcount: Paralegal

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Paralegal	78	136	134	**348**

Certificates and Awards Issued Each Year: Paralegal

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Paralegal	AS	8	4	1	–	–	**13**
Paralegal	Certificate	10	7	1	–	–	**18**
Paralegal (Associate Degree)	AS	–	–	–	2	1	**3**
Paralegal (Certificate)	Certificate	–	–	–	2	5	**7**

COMPUTER BUSINESS OFFICE TECHNOLOGY

This Certificate and Degree offering prepares the person to perform high-level administrative support tasks such as compiling correspondence, preparing statistical reports, scheduling appointments, assisting clients in person and over the phone, arranging conference calls, taking and distributing minutes of meetings, handling information requests, organizing and maintaining paper and electronic files. These positions require the employee to interact effectively with coworkers and multitask. This person may train and supervise lower-level clerical personnel. Top employers Include: IAAP and Indeed Jobs.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Administrative Assistant	$43,000	1264
Executive Assistant	$60,000	1209
Secretary	$35,000	1675

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Administrative Assistant	AS	60 units	2 years
Administrative Assistant	Certificate	27 units	1 year
Administrative Support Assistant	AS	60 units	2 years
Administrative Support Assistant	Certificate	23.5 units	1 year

Program Headcount: Computer Business Office Technology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Office Technology-Computer App	453	463	487	**1403**

Certificates and Awards Issued Each Year: Computer Business Office Technology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Computer Business Office Technology: Administrative Assistant	AS	–	1	–	–	–	**1**
Computer Business Office Technology: Administrative Assistant	Certificate	–	1	1	–	–	**2**
Computer Business Office Technology: Administrative Support Assistant	AS	1	1	1	–	–	**3**
Computer Business Office Technology: Administrative Support Assistant	Certificate	1	1	–	–	–	**2**
Computer Business Office Technology: General Office	Certificate	2	2	1	–	–	**5**

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INTEREST AREA: SCIENCE AND HEALTH

COMPUTER SCIENCE

Completion of the AS-T in computer science prepares students for transfer to a four-year institution to complete their Bachelor's degree in computer science or computer science engineering. This degree can be completed in either C++ or JAVA programming languages. Other certificates include Cloud Computing and SWIFT. Students will need to determine which language is preferred by the transfer institution. Top employers include: Computer Sciences Corporation (CSC), App Labs, and General Dynamics.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
DevOps Engineer	$80,000	4,047
Java Developer	$58,000	8,420
Software Development Engineer	$60,745	34,152

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Cloud Computing	Certificate	15 units	1 year
Computer Science	AS	60 units	2 years
Computer Science - C++	AS	16 units	1 year
Computer Science - Java	Certificate	16 units	1 year
Computer Science - Swift	Certificate	16 units	1 year

Program Headcount: Computer Science

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Computer Infrastructure and Su	–	14	36	**50**
Computer Programming	413	408	436	**1257**
Website Design and Development	35	36	39	**110**

Certificates and Awards Issued Each Year: Computer Science

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Computer Information Systems: C++ Programming	AS	1	2	–	–	–	**3**
Computer Information Systems: Java Programming	AS	–	–	1	1	–	**2**
Computer Science (Associate Degree-Transfer CSU)	AS-T	–	–	–	3	3	**6**
Computer Science (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	4	2	**6**
Computer Science C++ (Certificate)	Certificate	–	–	–	1	3	**4**
Computer Science: C++ Certificate	Certificate	–	3	4	4	–	**11**
Computer Science:CSU Transfer	AS-T	–	–	4	1	–	**5**
Computer Science: Java Certificate	Certificate	–	–	2	3	–	**5**
Computer Science Swift Certificate	Certificate	–	–	–	1	–	**1**
Computer Science: UC Transfer	AS-T	–	1	4	–	–	**5**
Web Design (Certificate)	Certificate	–	–	–	1	–	**1**

ENGINEERING

Engineering is one of the largest professions in the United States with over one million jobs in fields ranging from airplane design to pollution control. The four largest branches are civil, computer, electrical and mechanical engineering. All engineering branches place a heavy emphasis on problem solving. Engineering education focuses on teaching mathematical, scientific and engineering principles and their application to the creative and effective solution of problems. Top employers include: Google, Microsoft, and Boeing.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Industrial Engineer	$68,837	137
Quality Engineer	$67,000	560
Supplier Quality Engineer	$70,456	217

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Engineering	AS	60 units	2 years
Engineering	Certificate	32-36 units	1 year

Program Headcount: Engineering

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Engineering, General	98	97	140	**335**

Certificates and Awards Issued Each Year: Engineering

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Engineering	AS	5	9	9	4	–	**27**
Engineering	Certificate	–	–	2	3	–	**5**
Engineering (Associate Degree)	AS	–	–	–	6	12	**18**
Engineering (Certificate)	Certificate	–	–	–	3	5	**8**

KINESIOLOGY, ATHLETICS, AND DANCE

The Kinesiology, Athletics and Dance Department offers a variety of activity classes designed for lifetime enhancement of fitness, recreation and leisure time. Classes in dance, individual sports, fitness and team sports are offered at various levels of performance. Beginning classes introduce an activity; intermediate to advanced courses are designed to improve an already existing skill level.

The Kinesiology Department offers a Kinesiology transfer curriculum to a four-year university, and an AS Degree and certificate in Fitness Professional. The Fitness Professional AS degree and certificate programs are designed to give students enough practical and formal training so that they can obtain a job as a personal trainer in the fitness industry.

The demand for fitness professional jobs continues to remain high. Top employers include: Marshall University and CSU Fullerton.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Coach	$38,086	3012
Commercial Dancer	$65,000	54
Fitness Trainer	$32,000	3353

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Dance	AA	60 units	2 years
Kinesiology	AA, AA-T	60 units	2 years

Program Headcount: Kinesiology, Athletics, and Dance

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Kinesiology	128	106	98	**332**

Certificates and Awards Issued Each Year: Kinesiology, Athletics, and Dance

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Kinesiology	AA	4	–	4	3	–	**11**
Kinesiology (Associate Degree)	AA	–	–	–	–	2	**2**
Kinesiology (Associate Degree-Transfer CSU)	AA-T	–	–	–	3	8	**11**
Kinesiology: CSU Transfer	AA-T	5	5	4	2	–	**16**
Kinesiology: UC Transfer	AA-T	–	1	–	1	–	**2**
Physical Education	AA	–	1	–	–	–	**1**

MEDICAL ASSISTING

The ability to work well with people, be well organized, and be emphatic in dealing with patients are essential qualities in a medical assistant. The Medical Assisting program at Cañada is designed to provide the finest training and experience available.

Through the expertise of a talented faculty and exposure to professionals in the field, students can expect to learn administrative duties such as medical/financial records management, medical report transcription, patient appointment scheduling, and clinical duties including preparation of patients for examination, assistance with minor surgery, giving injections, and operating electrocardiographs.
Top Employers Include: Kaiser Permanente and Sutter Health.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Chiropractic Assistant	$35,360	3623
Medical Assistant	$30,692	5150
Office Assistant (Medical)	$42,240	4852

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Medical Administrative Assistant	Certificate	21 units	1 year
Medical Assisting	AS	60 units	2 years
Medical Assisting	Certificate	35 units	1-2 years
Medical Billing Specialist	AS	60 units	2 years
Medical Billing Specialist	Certificate	21 units	1 year
Medical Coding Specialist	Certificate	18 units	1 year

Program Headcount: Medical Assisting

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Administrative Medical Assisting	60	60	81	**201**
Clinical Medical Assisting	102	113	192	**407**
Medical Assisting	15	13	15	**43**

Certificates and Awards Issued Each Year: Medical Assisting

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Medical Administrative Assistant (Certificate)	Certificate	–	–	–	4	9	**13**
Medical Assisting	AS	12	9	11	3	–	**35**
Medical Assisting	Certificate	14	18	17	6	–	**55**
Medical Assisting: Administrative Medical Assistant	Certificate	33	12	11	2	–	**58**
Medical Assisting (Associate Degree)	AS	–	–	–	4	7	**11**
Medical Assisting (Certificate)	Certificate	–	–	–	5	7	**12**
Medical Assisting: Medical Billing Specialist	AS	3	4	3	–	–	**10**
Medical Assisting: Medical Billing Specialist	Certificate	3	11	5	–	–	**19**
Medical Assisting: Medical Coding Specialist	Certificate	8	15	5	–	–	**28**
Medical Billing Specialist (Associate Degree)	AS	–	–	–	1	5	**6**
Medical Billing Specialist (Certificate)	Certificate	–	–	–	2	4	**6**
Medical Coding Specialist (Certificate)	Certificate	–	–	–	4	6	**10**

MORTUARY SCIENCE

The Funeral Service Profession is a growing field that connects all people, offering a multitude of opportunities for entry level positions and career growth. Market research indicates that the number of deaths is on the rise and is out growing practitioner availability. Currently, there are only two on-campus options available in California that offer American Board of Funeral Service Education (the accrediting body of Funeral Service Programs, hereafter called ABFSE) accredited curriculum.

The program ranges from core disciplines such as Biology and Anatomy to Management, Law and Psychology. Successful students place into funeral homes as Funeral Arrangers, Embalmers, Funeral Directors, Funeral Attendants, Funeral Home Management, Morgue Attendants, Crematorium attendants, and anatomical specimen preparation technicians.

Some students will path toward Forensics and work with the Coroner's Office as an autopsy technician. The Funeral Service career placement offers professional and personal growth. Many funeral homes offer tuition reimbursement, offering the potential to continue education. The Bay area does not currently have a Funeral Service Education program.Top employers include: Hillenbrand, Inc and Service Corp. International (SCI).

Interest Area: Science and Health, Cañada College 30

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Funeral Director	$56,000	4852
Funeral Service Manager	$48,000	3623
Mortician	$45,940	680

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Mortuary Science	AS	60 units	2.5 years

PHOTONICS AND LASER TECHNOLOGY

Photonics is the technology of generating and harnessing light and other forms of radiant energy whose quantum unit is the photon. This technology can be applied to numerous other fields of technology – alternative energy, manufacturing, health care, telecommunication, environmental monitoring, homeland security, aerospace, solid-state lighting, and many others.

Due to its diverse applications, photonics occupational group split into primary photonics occupations and secondary photonics occupations to illuminate job opportunities available to all students with photonics skills (Center of Excellence, 2019). Over the past year, industry members from the Optics and Photonics Manufacturing sector in Silicon Valley have worked closely with Engineering Faculty and College administration to present their long-standing need for a training program that generates technicians for this industry.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Photonics Engineers	$50,750	5150
Photonics Technicians	$47,500	4852

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Advanced Photonics and Laser Technology	Certificate	27 units	1 year
Photonics and Laser Technology	Certificate	18 units	1 year

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RADIOLOGIC TECHNOLOGY

The Radiologic Technology program offers a comprehensive curriculum for an AS degree and qualifications for employment in medical facilities throughout the country. Students participate in classroom instruction and clinical education in our affiliated hospitals.

Program graduates must take the licensure examination required by the State of California and the certification examination given by the American Registry of Radiologic Technologists. Prospective students must complete a separate application to the program (available in November for the following fall entrance) in addition to the regular college application. Top employers include: medical and diagnostic laboratories, general medical and surgical hospitals, and offices of physicians.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Mammography Technologist	$65,858	45
Radiologic Technologist	$60,000	145
Radiology Technician	$44,860	51

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Radiologic Technology	AS	60 units	2 years

Program Headcount: Radiologic Technology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Radiological Technology	73	76	48	**197**

Certificates and Awards Issued Each Year: Radiologic Technology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Radiologic Technology	AS	19	17	16	19	–	**71**
Radiologic Technology (Associate Degree)	AS	–	–	–	–	19	**19**

Interest Area: Science and Health, Cañada College 32

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INTEREST AREA: ART, DESIGN, AND PERFORMANCE

DIGITAL ART AND ANIMATION

The Digital Art and Animation program has been training students in digital media related fields since 1998. Taught by faculty with extensive academic, professional, and industry experience; students are guided through the department's project based courses to develop the knowledge and skills needed to incorporate the principles of visual communication in their work. The program has grown to include several degree options, including 3D Animation and Video Game Art, Graphic Design, and Video Game Design.

✨ *Student Success Story: Emily Carson*

Cañada College Digital Art and Animation alumna Emily Carson has landed a job as a production assistant at Walt Disney Television Animation. Emily is working on "Tangled: Before Ever After," which debuted in February 2017 on The Disney Channel. After completing her studies at Cañada, Emily finished her education at Woodbury University in Burbank, Calif., studying in their Animation degree program. In addition to her new job at Disney, Emily also interned at Frederator Studios, the studio behind shows like The Fairly Oddparents and Adventure Time. She also has a very popular YouTube channel which she has run for many years.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Graphic Designer	$48,000	1844
Interaction Designer	$68,000	503
Visual Designer	$46,523	1109

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
3D Animation and Videogame Art	AA	60 units	2 years
3D Animation and Videogame Art	Certificate	42 units	1 year
Digital Art and Animation	AA	60 units	2 years
Digital Art and Animation	Certificate	27 units	1 year
Graphic Design	Certificate	19.5 units	1 year
Video Game Design	Certificate	33 units	1-2 years

Program Headcount: Digital Art and Animation

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Animation	118	144	171	**433**
Digital Media	22	15	24	**61**
Multimedia	143	125	150	**417**

Certificates and Awards Issued Each Year: Digital Art and Animation

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
3D Animation & Videogame Art (Associate Degree)	AA	–	–	–	4	1	**5**
3D Animation & Videogame Art (Certificate)	Certificate	–	–	–	3	–	**3**
Digital Art & Animation AA	AA	–	1	2	2	–	**5**
Digital Art & Animation (Associate Degree)	AA	–	–	–	3	2	**5**
Digital Art & Animation Cert	Certificate	–	–	1	1	–	**2**
Digital Art & Animation (Certificate)	Certificate	–	–	–	2	1	**3**
Graphic Design (Certificate)	Certificate	–	–	–	1	2	**3**
Multimedia: 3D Animation & Videogame Art	Certificate	–	4	2	–	–	**6**
Multimedia: 3D Animation/ Videogame Art	AA	–	3	1	–	–	**4**
Multimedia Art & Tech Cert	Certificate	2	–	1	2	1	**6**
Multimedia Art & Technology AA	AA	4	3	1	2	1	**11**
Multimedia: Graphic Design	Certificate	–	2	2	3	–	**7**
Multimedia: Web Design	Certificate	3	4	6	1	–	**14**

FASHION DESIGN AND MERCHANDISING

Fashion merchandising requires the combination of the creative and business skill sets. Strategy and marketing know-how are essential for the skilled professional. Fashion merchandising requires good analytical, communication, and visual skill sets.

Interest Area: Art, Design, and Performance, Cañada College 34

The Fashion Department also gives students a thorough introduction to apparel design and manufacturing. Students are prepared to find employment in an apparel design firm or to start their own business.

They will develop essential skills and techniques in sketching, fabric selection, sewing, draping, and pattern making. Business skills are learned through an entrepreneurship course, and students learn to write a business plan. Top Employers Include: FIDM and H&M Retail.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Fabric and Apparel Patternmakers	$47,050	132
Fashion Designer	$48,000	624
Merchandising Manager	$61,000	6391

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Custom Dressmaking/Small Business Oriented	AS	60 units	2 years
Custom Dressmaking/Small Business Oriented	Certificate	34 units	1 year
Fashion Design Merchandising	AS	60 units	2 years
Fashion Design Merchandising	Certificate	18 units	1 year
Technical (Apparel Industry Oriented)	AS	60 units	2 years
Technical (Apparel Industry Oriented)	Certificate	33 units	1 year
Theater Costuming	AS	60 units	2 years
Theater Costuming	Certificate	28 units	1 year

Program Headcount: Fashion Design and Merchandising

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Fashion	223	196	201	**544**
Fashion Design	247	219	201	**667**
Fashion Merchandising	35	23	13	**71**

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Certificates and Awards Issued Each Year: Fashion Design and Merchandising

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Fashion Design:Custom Dress Making Small Business	AS	3	5	–	3	–	**11**
Fashion Design:Custom Dress Making Small Business	Certificate	4	7	3	3	–	**17**
Fashion Design: Fashion Merchandising	AS	4	2	3	2	–	**11**
Fashion Design: Fashion Merchandising Certificate	Certificate	3	6	2	2	–	**13**
Fashion Design Merchandising AS	AS	1	–	1	1	–	**3**
Fashion Design Merchandising (Associate Degree)	AS	–	–	–	1	4	**5**
Fashion Design Merchandising (Certificate)	Certificate	–	–	–	1	6	**7**
Fashion Design Merchandising Certificate	AS	–	–	–	1	–	**1**
Fashion Design: Technical (Apparel Industry Oriented)	AS	2	3	4	–	–	**9**
Fashion Design: Technical (Apparel Industry Oriented)	Certificate	2	4	6	–	–	**12**
Fashion Design: Theater Costuming	AS	2	2	1	–	–	**5**
Fashion Design: Theater Costuming Certificate	Certificate	4	3	3	–	–	**10**
Technical Apparel Industry Oriented (Associate Degree)	AS	–	–	–	1	4	**5**
Technical Apparel Industry Oriented (Certificate)	Certificate	–	–	–	3	4	**7**
Theater Costuming (Associate Degree)	AS	–	–	–	1		**1**
Theater Costuming (Certificate)	Certificate	–	–	–	–	1	**1**
Custom Dressmaking-Small Business Oriented (Associate Degree)	Associate in Science	–	–	–	1	2	**3**
Custom Dressmaking-Small Business Oriented (Certificate)	Certificate Program	–	–	–	–	2	**2**

INTERIOR DESIGN

The Interior Design Department offers courses designed for individuals interested in preparing for careers in the professional fields of interior design. Included in the program are a transfer program, an AS degree, and three certificate programs. The Kitchen & Bath Design Certificate is affiliated with the NKBA (National Kitchen & Bath Association).

The AS degree and Interior Design Certificate of Achievement meet the minimum education qualifying requirements for ASID (American Society of Interior Designers) allied membership. These, as well as the Kitchen & Bath Design Certificate and the Residential & Commercial Design Certificate fulfill the educational requirement for the IDEX exam to become a Certified Interior Designer (CID) in California.

Completion of the Kitchen and Bath Design Certificate prepares students for the AKBD (Associate Kitchen & Bath Design) exam, and along with sufficient work experience in the field, the CKD (Certified Kitchen Designer) and the CBD (Certified Bath Designer) exams. If a student has a Bachelor's Degree, they need to see a counselor regarding courses completed during the first two years of college that may be substituted for core requirement courses. Top employers include: Studio O+A, ICRAVE, and Diva Interior Design.

✨ *Student Success Story: Carmen Zhou*

Carmen Zhou has worked in the Office Administration field for 10 years. She realized it wasn't her true calling and she wanted a career change. She has always been fascinated by interior design, so she took a leap of faith and graduated from the Interior Design program in fall 2017. Throughout her two years at Cañada, she has received multiple scholarships, student life leadership recognitions, and was on the Dean's honor list for both academic years. Carmen is currently on her post-completion practical training as an Design Assistant at a well-known luxury home furnishing company.

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Design Consultant	$51,000	37
Interior Designer	$44,000	305
Kitchen Designer	$41,000	115

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Home Staging	Certificate	24 units	1 year
Interior Design	AS	60 units	2 years
Interior Design	Certificate	40 units	1-2 years
Kitchen and Bath Design	Certificate	41 units	1-2 years

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Program Headcount: Interior Design

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Interior Design-Merchandising	238	239	301	**778**

Certificates and Awards Issued Each Year: Interior Design

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Home Staging (Certificate)	Certificate	–	–	–	3	6	**9**
Interior Design	AS	6	5	22	4	–	**37**
Interior Design	Certificate	11	13	30	4	–	**58**
Interior Design (Associate Degree)	AS	–	–	–	6	6	**12**
Interior Design (Certificate)	Certificate	–	–	–	10	14	**24**
Interior Design: Home Staging Certificate	Certificate	–	–	8	–	–	**8**
Interior Design: Kitchen & Bath Design	Certificate	4	2	13	1	–	**20**
Interior Design: Residential & Commercial Design	Certificate	3	–	–	–	–	**3**
Kitchen & Bath Design (Certificate)	Certificate	–	–	–	6	6	**12**
Re-Design & Home Staging Certificate	Certificate	7	6	4	–	–	**17**

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INTEREST AREA: HUMAN BEHAVIOR AND CULTURE

EDUCATION AND HUMAN DEVELOPMENT:
EARLY CHILDHOOD EDUCATION/EDUCATION

Knowledge of human growth and development gives a student an advantage in any pursuit that includes working with others. Majors explore growth and development from multiple perspectives in this interdisciplinary degree. The coursework is designed to meet the needs of people planning to transfer for further studies in the interdisciplinary field of Child and Adolescent Development, and to transfer to a CSU into programs in Child Development, Human Development, Child and Adolescent Development, Family and Consumer Sciences, and Liberal Studies (Child Development). Top employers include: First 5 Education.

✦ *Student Success Story:* **Shirley Chen**

"After graduating with a B.A. in Psychology, I found my passion teaching young children. When I started as a Teacher Assistant at my first center, I was encouraged to take ECE courses to further my understanding of working with children 0-5 years of age. Most of my ECE courses were taken at Cañada College and my first impression of ECE (many thanks to the great professors!) greatly inspired me to wonder and delve deeper not only into my career goals but into myself as a person."

Labor Market Data

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21
Infant Teacher	$27,100	345
Instructional Assistant	$34,580	680
Preschool Teacher	$30,100	1650

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS	LENGTH
Child and Adolescent Development	AA-T	60 units	2 years
Early Childhood Education	AS, AS-T	60 units	2 years
Early Childhood Education	Certificate	27 units	1 year
Elementary Teacher Education	AA-T	60 units	2 years
Inclusion Support	Certificate	27 units	1 year
Youth and After School	Certificate	10 units	6 months

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Program Headcount: Early Childhood Education/Education

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Child Dev-Eary Care and Education	778	623	323	**1966**
Child Development Administration	83	53	50	**186**
Children with Special Needs	116	111	120	**347**
Infants and Toddlers	43	61	42	**146**

Certificates and Awards Issued Each Year: Early Childhood Education/Education

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Early Childhood Education (Associate Degree)	AS	–	–	–	2	4	**6**
Early Childhood Education (Associate Degree-Transfer CSU)	AS-T	–	–	–	–	7	**7**
Early Childhood Education (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	1	–	**1**
Early Childhood Education (Certificate)	Certificate	–	–	–	7	9	**16**
Early Childhood Education: Child Development	AS	25	31	33	24	25	**138**
Early Childhood Education: Child Development	Certificate	54	64	41	32	14	**205**
Early Childhood Education/Child Development: CSU	AS-T	12	13	6	7	5	**43**
Early Childhood Education/Child Development: UC	AS-T	2	2	3	1	–	**8**
Early Childhood Education: CSU	AS-T	–	1	10	–	–	**11**
Early Childhood Education:Family Development Skill Certificate	SC	–	1	–	–	–	**1**
Early Childhood Education: IGETC CSU	AS-T	–	–	3	–	–	**3**
Early Childhood Education/Teacher	Certificate	–	–	1	2	3	**6**
Child & Adolescent Development (Associate Degree-Transfer CSU)	AS-T	–	–	–	1	5	**6**
Child & Adolescent Development (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	1	–	**1**
Child & Adolescent Development:IGETC CSU	AS-T	–	–	–	1	–	**1**

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CAÑADA COLLEGE AT MENLO PARK

Cañada College at Menlo Park is supported by a grant provided by the Community of Development Agency of Menlo Park, which has been running since 1992 and will expire in 2031. The purpose of the grant is to support community development through education.

Here at Menlo Park we offer board approved, not-for-credit, continuing education classes as well as other services such as student counseling, computer labs, and various student resources. We are establishing pathways where students can complete a career based program in order to obtain an industry license, certification, or training experience in order to begin a new career. We work with various organizations and partners who often sponsor or recruit our students during their time in the program.

The 2019/2020 year has been a year of new developments, relationships, programs for our Menlo Park Campus. The most significant circumstance that has affected campuses worldwide has been navigating a new reality through the COVID-19 pandemic. With the help of our resilient instructors, we have been able to successfully transition all courses to online learning in order for our students to successfully finish their courses in the safety of their homes. The pandemic has changed the reality of our students and instructors. We have continued our efforts to build new academic and continuing education programs to be housed at the Menlo Park Campus, as well as welcome aboard a new staff member to help support this process.

DISPENSING OPTICIANS TRAINING PROGRAM

The Optician Program at Cañada College in partnership with the Community, Continuing and Corporate Education (CCCE) and the San Mateo Adult school a 15- week program that prepares students for their ABO examination through continuing education. This includes instruction for students of anatomy of the eye, learn how to interpret prescription eye examinations, measure consumer pupillary distance, help select eyeglass frames; recommend lens design and lens treatments, create work orders, HIPAA, adjust eyewear to ensure good fit, repair or replace broken eyeglass frames, and business tasks by keeping patient records/maintaining inventory.

The program is currently running from October 6, 2020 - February 4, 2021 and has 23 students enrolled. Students will be able to come an Ophthalmic Dispenser, Optical Laboratory Manager, branch Manager and more.

PROGRAM TYPE: Not-for-Credit, Certificate
LENGTH: 3 months
PARTNERS: Target, Walmart, Lens Crafter, Warbly Park and local optician shops

DISPENSING OPTICIANS TRAINING PROGRAM STATISTICS

📝 23 ENROLLED

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WATER TREATMENT AND DISTRIBUTION PROGRAM

The goal of the Water Treatment and Distribution System courses is to prepare students for the California Water Treatment (T2) and Distribution (D2) Operator Certification Exams. Successful completion of the course establishes eligibility to take the Water Distribution Grade 2 exam in 2021. After passing the exam, students will have the opportunity to apply for their certificate and license to become a California Grade 2 Water Treatment or Distribution Operator.

Students will learn water treatment and distribution system operator duties, procedures for operating and maintaining clear wells and storage tanks, perform basic water laboratory procedures, components and characteristics of distribution system facilities.

The course is currency running from July 7, 2020 - November 25, 2020 and has 30 students and is in partnership with the Community, Continuing and Corporate Education (CCCE).

PROGRAM TYPE: Not-for-Credit, Certificate
LENGTH: 3 months
PARTNERS: CalWater, San Francisco Power Water & Sewer

WATER TREATMENT AND DISTRIBUTION PROGRAM STATISTICS

30 ENROLLED

COMPTIA CYBERSECURITY+ PROGRAM

Cañada College presents its first Cybersecurity Continuing Education program, in coordination with the world's leading tech association, CompTIA and in partnership with the Community, Continuing and Corporate Education (CCCE). This certificate program will focus on continued education and training for individuals already in the IT industry.

This is a seven week program focused on bringing individuals outside the realm of IT into the fold, students with an IT or computer background will have a head start. This program will be based on the ICT-Digital Media Sector's curriculum and by the end of the program students will have been exposed to many of the concepts tested on by a number of industry standard certifications. This will allow the students in the program to take the CompTIA Security+ exams with confidence and receive the associated certificates. The program is currently running from October 14, 2020 to December 9, 2020 and has 16 students.

PROGRAM TYPE: Not-for-Credit, Certificate
LENGTH: 2 months
PARTNERS: CompTIA

COMPTIA CYBERSECURITY+ PROGRAM STATISTICS

16 ENROLLED

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BUSINESS AND DATA ANALYSIS PROGRAM

In partnership with Cañada College, Pathstream, Silicon Valley Bank, and Tableau, this partner-supported program is offered at a heavily subsidized rate to participants and consists of a series of 4 courses: Business Analytics Fundamentals, SQL for Analytics I, Data Visualization with Tableau, and Statistics for Analytics.

Each course will run for six weeks, with a one-week break in between. The program will run from October 17,2020 to April 24, 2020 and has eight students. This program is in partnership with the Community, Continuing and Corporate Education (CCCE).

PROGRAM TYPE: Not-for-Credit, Certificate
LENGTH: 6 months
PARTNERS: CISCO, Silicon Valley Bank, and Tableau

BUSINESS AND DATA ANALYSIS PROGRAM

8 ENROLLED

COVID-19 & SMALL BUSINESS – INNOVATION

COVID-19 has dramatically affected small businesses in the Bay Area. They need the assistance now more than ever to receive training that will help get them stay afloat. This program will allow businesses to partake in a three-part workshop to give them the knowledge needed to run a successful business during this pandemic. The three sections are; Finding your Niche in COVID, Online Marketing Strategies, and Funding and Measuring your Strategy. This program is designed to be applicable to the community providing a resource to local small businesses to thrive during the global pandemic. Launch date early February. This program will be in partnership with the Community, Continuing and Corporate Education (CCCE).

PROGRAM TYPE: Not-for-Credit, Certificate
LENGTH: 3 months
PARTNERS: --*Pending*--

APPENDIX B
CAREER EDUCATION PROGRAMS
College of San Mateo

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OVERVIEW
COLLEGE OF SAN MATEO

CAREER EDUCATION PROGRAMS

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ACADEMIC AND CAREER COMMUNITIES: BUSINESS AND PUBLIC SERVICE

ACCOUNTING

College of San Mateo's Accounting program offers a robust array of certificate and degree options that allow students to earn gainful employment in the field, and achieve higher educational attainment at four-year institutions. Notably, the program offers a Volunteer Income Tax Assistance (VITA) program that provides experiential work opportunities to students by offering free tax preparation services to underserved areas of San Mateo County. Further, the Accounting team has established industry partnerships with the "Big 4" accounting firms, leading to internship and employment opportunities for CSM students.

According to labor market analysis tool Burning Glass, the Accounting program prepares students for employment in the following areas:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Accountants	$72,369	9,647	+10.9%
Bookkeeping, Accounting, and Auditing Clerks	$45,085	7,480	+0.4%
Payroll and Timekeeping Clerks	$51,863	1,835	+1.1%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Accounting	AA	60 units
Accounting	CA	23.5 units
Accounting Assistant	CS	10 units
Accounting Essentials for Business Professionals	CS	6 units
CPA Exam Prep: Accounting Foundation	CS	11 units
CPA Exam Prep: Auditing and Attestation (AUD)	CS	6 units
CPA Exam Prep: Business Environment and Concepts (BEC)	CS	13 units
CPA Exam Prep: Financial Accounting and Reporting (FAR)	CS	15 units
CPA Exam Prep: Regulation (REG)	CS	13 units
Enrolled Agent Exam Preparation	CS	13 units
Individual Tax Professional	CS	15.5 units
Personal Financial Planning	CS	6 units
Preparation for a Master's Degree in Accounting	CS	14 units

Preparation for a Master's Degree in Taxation	CS	14 units
Tax Preparer I	CS	11 units
Tax Preparer II	CS	15.5 units

EMPLOYER PARTNERS: Cal CPA, Deloitte, Ernst & Young, KPMG, PwC, and Center for Audit Quality.

Program Headcount: Accounting

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Accounting	2003	1710	1611	**5324**
Tax Studies	185	169	148	**502**

Certificates and Awards Issued Each Year: Accounting

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Accounting	AA	28	25	30	13	–	**96**
Accounting	Certificate	46	33	36	19	–	**134**
Accounting Assistant	Certificate	19	11	15	16	–	**61**
Accounting Assistant (Certificate)	Certificate	–	–	–	5	10	**15**
Accounting (Associate Degree)	AA	–	–	–	17	28	**45**
Accounting (Certificate)	Certificate	–	–	–	6	16	**22**
Accounting: CPA Exam Preparation: Business Environment & Regulation	Certificate	–	3	1	1	–	**5**
Accounting: CPA Exam Preparation: Financial Accounting & Auditing	Certificate	4	7	2	3	–	**16**
Accounting: Enrolled Agent Exam Preparation	Certificate	1	1	2	2	–	**6**
Accounting Essentials for Business Professionals (Certificate)	Certificate	–	–	–	2	1	**3**
Accounting: Tax Preparer I	Certificate	9	6	3	1	–	**19**
Accounting: Tax Preparer II	Certificate	1	5	5	–	–	**11**
Preparation for a Master's Degree in Accounting (Certificate)	Certificate	–	–	–	1	1	**2**
Tax Preparer I (Certificate)	Certificate	–	–	–	1	1	**2**
Tax Preparer II (Certificate)	Certificate	–	–	–	–	1	**1**

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ADMINISTRATION OF JUSTICE AND POLICE ACADEMY

The Administration of Justice Program prepares students for jobs in the field of criminal justice. The program at CSM is designed to educate students on the many aspects of justice administration – from the human, social and moral problems to the larger scope of justice systems.

Through the expertise of the faculty, and the exposure to professionals in the criminal justice system, students are prepared for employment in various municipal, county and state agencies in California. Bay Area occupation demand includes:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Detectives and Criminal Investigators	$80,711	558	4.8%
Police and Sheriff's Patrol Officers	$61,714	635	5.0%
Private Detectives and Investigators	$62,079	526	13.5%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Administration of Justice	AS	60 units
Administration of Justice	AS-T	60 units
Administration of Justice	CA	24 units
Basic Police Academy (AJPS)	CA	22 units

Program Headcount: Administration of Justice and Police Academy

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Administration of Justice	310	303	379	**992**
Police Academy	31	19	5	**55**
Forensics Evidence and Investigation	19	27	20	**66**

Certificates and Awards Issued Each Year: Administration of Justice and Police Academy

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Administration of Justice	AS	21	15	24	8	–	**68**
Administration of Justice	Certificate	26	12	17	9	–	**64**
Administration of Justice (Associate Degree)	AS	–	–	–	6	16	**22**
Administration of Justice (Associate Degree-Transfer CSU)	AS-T	–	–	–	12	28	**40**
Administration of Justice (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	11	10	**21**
Administration of Justice (Certificate)	Certificate	–	–	–	4	9	**13**
Administration of Justice - Transfer CSU GE	AS-T	25	28	31	10	–	**94**
Administration of Justice - Transfer IGETC/CSU GE	AS-T	5	15	17	3	–	**40**
Basic Police Academy	Certificate	–	10	2	32	–	**44**

EMPLOYER PARTNERS: Atherton Police Department (PD), BART PD, Belmont PD, Brisbane PD, Broadmoor PD, Burlingame PD, Colma PD, Daly City PD, East Palo Alto PD, Foster City PD, Fremont PD, Hillsborough PD, Menlo Park PD, Pacifica PD, Redwood City PD, San Bruno PD, San Francisco PD, San Mateo PD, San Jose PD, South San Francisco PD, and San Mateo County.

BUSINESS AND MANAGEMENT

CSM prepares students for careers in management, marketing, human resources, operations, administration, international business, finance, accounting, and economics. Students gain an understanding of the functional areas of business including marketing, advertising, finance, management, operations, business information systems, business law and human resources. The 'Entrepreneurship - The Start Up' certificate delivers cutting-edge curriculum for student entrepreneurs that want to hone their mindset and skills, understand how to create an entrepreneurial idea and design and launch a small business around it.

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
General and Operations Managers	$97,804	18,474	+11.5%
Management Analysts	$94,995	12,109	+13.2%

| Project Managers | $92,248 | 45,248 | +10.9% |
| Sales Managers | $96,845 | 16,393 | +9.6% |

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
21st Century Office Management	CS	15 units
Business Administration	AS, AS-T	60 units, 60 units
Business Information Worker	CS	15 units
Business Management	AA	60 units
Business Management	CA	21 - 22 units
Entrepreneurship - The Start Up	CS	13.5 units
Facility Management	CS	14 - 15 units
Human Resources Management	CS	9 units
Marketing Management	CA	24 units
Marketing Specialist	CS	15 units
Project Management	CS	15 units
Small Business Management	CS	15 units

EMPLOYER PARTNERS: CitiVentures, LinkedIn, Zendesk, Deloitte, Adobe, Tesla, City of San Mateo, San Mateo Chamber of Commerce, San Mateo County Small Business Development Center, and Innowise.

Program Headcount: Business and Management

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Business and Commerce, General	994	1097	1147	**3238**
Business Management	151	116	194	**461**
International Business and Tra	9	72	121	**202**
Small Business and Entrepreneu	58	51	77	**186**
Office Technology-Computer App	351	303	325	**979**

Certificates and Awards Issued Each Year: Business and Management

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Business Administration (Associate Degree-Transfer CSU)	AS-T	–	–	–	27	44	**71**
Business Administration (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	56	48	**104**
Business Administration: Non-transfer	AA	8	5	9	7	9	**38**
Business Administration: Transfer	AA	29	21	19	30	27	**126**
Business Administration - Transfer CSU GE	AS-T	28	37	43	15	–	**123**
Business Administration - Transfer IGETC/CSU GE	AS-T	52	48	49	20	–	**169**
Business Info Processing: Microcomputer/Data Base & Spread-sheet Functions	Certificate	–	1	–	1	–	**2**
Business Information Processing: Microcomputer/Data Base & Spread-sheet Functions	AA	–	–	–	1	–	**1**
Business Information Processing: Microcomputer/Office Assistant	AA	1	1	–	–	–	**2**
Business Information Processing: Microcomputer/Office Assistant	Certificate	1	–	1	–	–	**2**
Business Information Processing: Microcomputer/Office Assistant (Associate Degree)	AA	–	–	–	1	–	**1**
Business Information Processing: Microcomputer/Office Assistant (Certificate)	Certificate	–	–	–	1	–	**1**
Business Management (Associate Degree)	AA	–	–	–	1	8	**9**
Business Management (Certificate)	Certificate	–	–	–	–	2	**2**
Business Merchandising - Management	AA	–	1	–	–	–	**1**
Business Merchandising - Management	Certificate	–	1	–	–	–	**1**
Business: Office Assistant I	Certificate	4	1	1	4	–	**10**
Business: Office Assistant II	Certificate	3	1	1	3	–	**8**
Management: Business Management	AA	3	5	7	5	–	**20**
Management: Business Management	Certificate	10	9	6	7	–	**32**
Management: Human Resources Management	Certificate	34	20	16	13	–	**83**
Management: Marketing Management	AA	2	3	2	3	–	**10**
Management: Marketing Management	Certificate	4	5	3	5	–	**17**
Management: Project Management	Certificate	3	3	3	–	–	**9**
Marketing Management (Associate Degree)	AA	–	–	–	1	3	**4**
Marketing Management (Certificate)	Certificate	–	–	–	–	2	**2**

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COSMETOLOGY

The CSM Cosmetology program embraces a student-centered approach to collaborative team teaching and delivers current and comprehensive curriculum via modern technologies, individual training, group projects, and supervised practice on the public; linking theoretical knowledge to hands-on (practical) experiences.

An exceptional faculty and staff deliver instruction on hair styling and cutting, chemical applications (hair color, curling, and straightening), nail, facial, and makeup services, specialty classes, and portfolio preparation culminating in a professional photo shoot. The Cosmetology program prepares students for the following high-demand employment opportunities across the Bay Area:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Hairdressers, Hairstylists, and Cosmetologists	$50,023	1,766	+19.5%
Manicurists and Pedicurists	$50,575	153	+20.7%
Skincare Specialists	$49,139	250	+16.7%

Source: Labor Insight (Burning Glass Technologies)

✦ *Student Success Story: Erin Gruman*

College of San Mateo Cosmetology alumna Erin Gruman is currently entering her 10th year as an Instructional Aide in CSM's Cosmetology Department. After graduating in 2007 with an AA in Cosmetology, she spent the next 10 years working behind the chair. While maintaining close relationships with her former instructors she worked toward her goal of returning to the college to teach. She currently aspires to hold a faculty position in the department.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Cosmetology	AA	60 units
Cosmetology	CA	57 units

EMPLOYER PARTNERS: European Wax Center, Renew Salon, Cosmoprof, Strands Salon, Goldwell, X.L. Salon, Tuel, Bria Salon, Alexander's Aesthetics, L Salon, and Rouge Salon.

Program Headcount: Cosmetology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Cosmetology and Barbering	79	75	65	**219**

Certificates and Awards Issued Each Year: Cosmetology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Cosmetology	AA	1	4	4	2	–	**11**
Cosmetology (Associate Degree)	AA	–	–	–	–	3	**3**
Cosmetology (Certificate)	Certificate	–	–	–	12	20	**32**
Cosmetology, Certificate	Certificate	64	35	37	22	–	**158**

FIRE TECHNOLOGY AND FIRE ACADEMY

Students develop entry-level expertise in the areas of fire suppression, fire prevention, training and administration. Opportunities also exist with private industry safety programs, insurance companies, and fire equipment manufacturing firms. The Fire Technology field offers enhanced opportunities for employment to students who have completed CSM's program.

Through the expertise of the faculty and the exposure to professional fire service personnel, students can expect to be trained in the latest theories and techniques of fire technology, firefighting skills, and emergency medical training.

The Fire Technology and Fire Academy program prepares students for the following high-demand employment opportunities across the Bay Area:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Fire Inspectors and Investigators	$58,732	144	N/A
Firefighters	$54,486	111	+5.1%
First-Line Supervisors of Fire Fighting and Prevention Workers	$88,629	133	+4.5%

Source: Labor Insight (Burning Glass Technologies)

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Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Fire Technology	AS	60 units
Fire Technology	CA	33 - 37 units

EMPLOYER PARTNERS: San Mateo Consolidated Fire Department, Central County Fire Department, and South San Francisco Fire Department.

Program Headcount: Fire Technology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Fire Academy	39	39	43	**121**
Fire Technology	257	257	209	**723**
Wildland Fire Technology	36	30	32	**98**
Emergency Medical Services	58	65	51	**174**

Certificates and Awards Issued Each Year: Fire Technology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Fire Technology	AS	18	26	17	12	–	**73**
Fire Technology	Certificate	16	19	13	4	–	**52**
Fire Technology (Associate Degree)	AS	–	–	–	10	20	**30**
Fire Technology (Certificate)	Certificate	–	–	–	–	6	**6**

REAL ESTATE

The Real Estate program allows students to meet the requirements for the California Real Estate License Exam. Students learn to define the role and responsibilities of a real estate agent in California. They also learn how to critically analyze how real estate is acquired, held, used, regulated, taxed, and transferred. The real estate salesperson certificate prepares the students to take the Real Estate Salesperson licensing examination.

The license is required of individuals who conduct licensed real estate activities as described by Real Estate Law in California. Licensed Real Estate Salespersons work under the supervision of a licensed broker. The program prepares students for the following high-demand employment opportunities across the Bay Area:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Appraisers and Assessors of Real Estate	$51,075	362	+9.3%
Property, Real Estate, and Community Association Managers	$48,357	4,959	+9.0%
Real Estate Agents	$49,062	4,421	+13.4%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Real Estate	AA	60 units
Real Estate	CS	9 units

EMPLOYER PARTNERS: Berkshire-Hathaway, Compass Premier Realty, Signature Real Estate, and Kidder Matthews.

Program Headcount: Real Estate

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Real Estate	150	162	156	**468**

Certificates and Awards Issued Each Year: Real Estate

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Real Estate	AA	1	1	4	–	–	**6**
Real Estate (Associate Degree)	AA	–	–	–	–	1	**1**
Real Estate Salesperson	Certificate	81	46	23	18	–	**168**
Real Estate Salesperson (Certificate)	Certificate	–	–	–	2	34	**36**

ACADEMIC AND CAREER COMMUNITIES: ART AND MEDIA

DIGITAL MEDIA

College of San Mateo's Digital Media program provides students of digital media with specialized knowledge in the foundations of the digital design landscape, concepts and theoretical background in digital media. The program is designed to prepare students with the skills and industry experience they will need to enter the digital media world. Upon completion of this program, students will be prepared for entry-level employment in the digital media industry.

Broadcast and Electronic Media

CSM's Broadcast and Electronic Media program is helping to train the next generation of media makers, equipping them with technical skills, an ethical conscience, and an understanding of how media affects society. This 21st century program prepares students for a career in broadcasting through professional hands-on training and media studies. Students in Broadcast and Electronic Media may choose from an AA Degree, AS-T, or a Certificate of Specialization; students are welcome to take individual courses to earn transfer credit or build career skills. Students can explore a variety of possible career choices, such as TV and video producing, directing, lighting, camera operation, video editing, scriptwriting, on-air talent, audio recording and mixing, and radio programming.

Film

CSM's Film, TV, and Electronic Media for Transfer (AS-T) will prepare students for transfer into bachelor's degree programs in broadcast, film, TV, and similar majors. The Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. Career opportunities include TV and video producing, directing, camera operation, video editing, script-writing, audio recording and mixing, and radio programming.

Graphic Design

The Graphic Design associate's degree prepares students for entry-level work in the visual media industry; the degree also serves the needs of students planning to transfer to study Graphic Design at a four-year school. The curriculum includes basic visual literacy and visual communication skills, the complete software package necessary for employment or transfer, typography, graphic design theory and application, and several production classes that offer real-world hands-on learning experiences.

The Digital Media program prepare students for the following high-demand employment opportunities across the Bay Area:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Graphic Designers	$69,364	2,465	+7.1%
Producers and Directors	$55,356	961	+8.3%
Multimedia Artists and Animators	$87,111	529	+9.7%
Sound Engineering Technicians	$78,665	232	+3.5%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Digital Media	CS	12 units
Digital Media: Applied Audio and Video Production	CS	9 units
Digital Media: Broadcast and Electronic Media	AA	60 units
Digital Media: Broadcast and Electronic Media	CS	12 units
Digital Media: Graphic Design	AA	60 units
Digital Media: Graphic Production	CA	21 units
Digital Media: Mobile App and Web Design	AA	60 units
Digital Media: Mobile App and Web Design	CA	21 units
Digital Media: Mobile App and Web Design	CS	12 units
Digital Media: Multimedia	CS	12 units
Film, Television, and Electronic Media	AS-T	60 units

EMPLOYER PARTNERS: Dreamworks, Visa, Adobe Systems, Flying Moose Pictures, Greb Inc., San Francisco Examiner, Daily Post, KR Productions, KRON 4, Duplex, Flying Colours Design, KCSM Jazz 91FM, Millbrae Community TV, and SF Giants Media.

Program Headcount: Digital Media

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Digital Media	834	771	793	**2398**
Applied Photography	88	71	23	**182**
Film Production	28	32	24	**84**
Radio	17	18	23	**58**

Certificates and Awards Issued Each Year: Digital Media

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
DGME:Applied Audio & Video Production	Certificate	–	–	2	2	–	**4**
DGME: Audio & Video Production	Certificate	–	19	7	2	–	**28**
DGME: Broadcast & Elect Media Cert	Certificate	–	19	10	13	–	**42**
DGME: Broadcast & Electronic Media	AA	9	6	6	1	–	**22**
DGME: Broadcast & Electronic Media: Digital Audio	AA	–	–	–	–	1	**1**
DGME: Broadcast & Electronic Media: Digital Audio (12 Units)	Certificate	–	–	–	–	1	**1**
DGME: Broadcast & Electronic Media: Digital Video Production	AA	1	–	3	–	–	**4**
DGME: Broadcast & Electronic: TV & Radio Broadcasting (15 Units)	Certificate	–	2	–	–	–	**2**
DGME: Broadcast & Electronic Video Journalism (15 Units)	Certificate	1	1	–	–	–	**2**
DGME: Film, Television & Electronic Media - CSU GE	AS-T	–	7	8	1	–	**16**
DGME: Film, Television & Electronic Media - IGETC GE	AS-T	–	3	5	–	–	**8**
DGME: Graphic Design	AA	5	1	5	4	–	**15**
DGME: Graphic Design	Certificate	–	–	1	–	–	**1**
DGME: Graphic Design (13 Units)	Certificate	4	1	1	–	–	**6**
DGME: Graphic Design: Production (12 Units)	Certificate	7	–	–	–	–	**7**
DGME: Graphic Production	Certificate	–	3	7	2	–	**12**
DGME: Journalism	AA	1	–	–	–	–	**1**
DGME: Journalism	AA	1	–	–	–	–	**1**
DGME: Multimedia	AA	–	1	–	–	–	**1**
DGME: Multimedia: Web Design	AA	1	1	–	–	–	**2**
DGME: Multimedia: Web Design	Certificate	1	–	–	–	–	**1**
DGME:TV Producing	AA	–	1	1	–	–	**2**
DGME: Web Design Developer (12 units)	Certificate	1	–	–	–	–	**1**
DGME: Web Design/Multimedia	AA	2	2	1	–	–	**5**
DGME: Web Design/Multimedia (12 Units)	Certificate	–	–	2	–	–	**2**
DGME: Web Design/Multimedia (21 Units)	Certificate	–	–	2	–	–	**2**

Digital Media: Applied Audio & Video Production (Certificate)	Certificate	–	–	–	–	1	**1**
Digital Media: Broadcast & Electronic Media (Associate Degree)	AA	–	–	–	–	6	**6**
Digital Media: Broadcast & Electronic Media (Certificate)	Certificate	–	–	–	–	4	**4**
Digital Media: Graphic Design (Associate Degree)	AA	–	–	–	10	6	**16**
Digital Media: Graphic Production (Certificate)	Certificate	–	–	–	3	1	**4**
Digital Media: Mobile App & Web Design (Certificate)	Certificate	–	–	–	–	1	**1**
Digital Media: Web Design/ Multimedia (Associate Degree)	AA	–	–	–	2	–	**2**
Film	AA	4	4	3	1	–	**12**
Film (Associate Degree)	AA	–	–	–	2	2	**4**
Film, Television and Electronic Media (Associate Degree-Transfer CSU)	AS-T	–	–	–	3	6	**9**
Film, Television and Electronic Media (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	5	11	**16**

ACADEMIC AND CAREER COMMUNITIES: HEALTH AND WELLNESS

ADDICTION STUDIES

The Addiction Studies program prepares students to work with the alcohol and other drug dependent population, and the family and employer of the addicted person. The program addresses community needs for trained substance use prevention and intervention specialists to work and volunteer in both public and private agencies in the Bay Area. The Addiction Studies program prepare students for the following high-demand employment opportunities across the Bay Area:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Community and Social Service Specialists	$47,047	347	+11.0%
Community Health Workers	$42,391	247	+13.4%
Social and Human Service Assistants	$42,495	972	+16.0%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Addiction Studies	AA	60 units
Addiction Studies	CA	39 units
Co-Occurring Disorders	CS	15 units

EMPLOYER PARTNERS: Anthem Blue Cross, Department of Veteran Affairs, and San Mateo County Health.

Program Headcount: Addiction Studies

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Alcohol, Controlled Substances	79	77	89	**237**

Certificates and Awards Issued Each Year: Addiction Studies

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Addiction Studies	AA	–	3	2	–	–	**5**
Addiction Studies	Certificate	6	4	6	3	–	**19**
Addiction Studies (Associate Degree)	AA	–	–	–	–	1	**1**
Addiction Studies (Certificate)	Certificate	–	–	–	4	3	**7**
Addiction Studies: Co-Occurring Disorders	Certificate	3	8	1	–	–	**12**
Alcohol & Other Drug Studies: Co-Occurring Disorders	Certificate	1	–	–	–	–	**1**

DENTAL ASSISTING

This program is accredited by the Commission on Dental Accreditation. The program provides a comprehensive education in clinical dental assisting as preparation to sit for both the State (Registered Dental Assistant) and National (Certified Dental Assisting) examinations. Clinical experience is arranged at the University of California San Francisco Schools of Dentistry, and in various dental offices in the local area. Registered Dental Assisting career opportunities are available in dental offices, private practice, and community clinics.

The Dental Assisting program prepare students for the following high-demand employment opportunities across the Bay Area:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Dental Assistants	$37,289	2,896	+16.5%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Dental Assisting	AS	60 units
Dental Assisting	CA	37.5 units

EMPLOYER PARTNERS: Including but not limited to Don Hermansen DDS, Woodside Dental, Bronzing Dental Group, Dr. Curia, San Carlos Dental Care, Endodontic Associate, Dr. Jonathan Lee Pediatric Dentistry, Dr. Jeffery Jang DDS, Orthodontist, Peninsula Periodontal, Serramonte Dental, and Family Dental.

Program Headcount: Dental Assisting

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Dental Assistant	18	32	24	**74**
Dental Occupations	0	23	18	**41**

Certificates and Awards Issued Each Year: Dental Assisting

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Dental Assisting	AS	14	4	5	2	–	**25**
Dental Assisting	Certificate	24	8	15	2	–	**49**
Dental Assisting (Associate Degree)	AS	–	–	–	3	3	**6**
Dental Assisting (Certificate)	Certificate	–	–	–	9	13	**22**

FITNESS TRAINER

College of San Mateo offers both an athletic coaching certificate and a group fitness instructor certificate. A Certificate in Athletic Coaching provide students with fundamental principles to enhance their coaching knowledge and abilities. The program is designed for all coaches at any level and exposes students to Principles of Coaching, Sports Psychology, First Aid/CPR, and some basic movement activities. The entire certificate can be done online.

The Group Fitness Instructor Certificate Program prepares students to teach group exercise classes. Students who complete the program will have the knowledge and experience to pass a Group Fitness Certification test. Upon completing the program and passing this test students will be able to teach at health clubs, fitness centers, and privately owned fitness studios. Students learn to teach a safe and effective group fitness class, no matter the type of modality.

✧ Student Success Story: Natasha Evans

"I developed new relationships in the CSM program which were invaluable after CSM. The network is strong and instructors have helped and supported each other in finding employment opportunities in the community. I was able to take everything I learned in the program and immediately apply them to my classes and my students have benefited greatly."

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Athletic Trainers	$47,270	122	+23.5%
Fitness Trainers and Aerobics Instructors	$44,312	1,662	+10.4%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Athletic Coaching	CS	9.5 - 11 units
Comprehensive Pilates Instructor	CS	13 units
Group Fitness Instructor	CS	6 units
Pilates Mat and Reformer Instructor	CS	10 units
Pilates Mat Instructor	CS	7 units
Specialized Pilates Instructor	CA	18 - 21 units
Yoga Teacher Training - 200 Hour	CS	10 units
Yoga Teacher Training - 300 Hour	CS	15 units

EMPLOYER PARTNERS: 24 Hour Fitness, YMCA, Peninsula Jewish Community Center (PJCC), San Mateo Athletic Club, Club Pilates, Equinox, Pilates ProWorks, Scoop, FLEXX Studios, Pilates Athletic Center, ReActive Movement, and How to Move.

Program Headcount: Fitness Trainer

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Fitness Trainer	62	49	55	**166**

Certificates and Awards Issued Each Year: Fitness Trainer

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
KINE: Comprehensive Pilates Instructor	Certificate	6	16	14	–	–	**36**
KINE: Pilates Mat Instructor	Certificate	22	15	6	1	–	**44**
KINE: Pilates Mat & Reformer Instructor	Certificate	22	3	15	1	–	**41**

Kinesiology (Associate Degree)	AA	–	–	–	–	1	**1**
Kinesiology (Associate Degree-Transfer CSU)	AA-T	–	–	–	4	6	**10**
Kinesiology (Associate Degree-Transfer CSU or UC)	AA-T	–	–	–	1	4	**5**
Kinesiology - Transfer CSU GE	AA-T	10	12	15	4	–	**41**
Kinesiology - Transfer IGETC/ CSU GE	AA-T	3	4	8	1	–	**16**
KINE: Specialized Pilates Instructor	Certificate	4	2	2	–	–	**8**
KINE: Yoga Instructor	Certificate	24	25	–	–	–	**49**
Pilates Mat Instructor (Certificate)	Certificate	–	–	–	7	2	**9**
Pilates Mat & Reformer Instructor (Certificate)	Certificate	–	–	–	–	6	**6**
Specialized Pilates Instructor (Certificate)	Certificate	–	–	–	–	3	**3**
Yoga Instructor (Certificate)	Certificate	–	–	–	21	17	**38**
Yoga Teacher Training-300 Hour (Certificate)	Certificate	–	–	–	16	–	**16**
Comprehensive Pilates Instructor (Certificate)	Certificate	–	–	–	–	3	**3**

NURSING

The College of San Mateo Nursing Program provides students with opportunities for learning at the College, local hospitals, and related health agencies. Clinical practice begins early in the first semester. Upon graduation, the candidate receives an Associate in Science degree and is eligible to take the National Council Licensing Exam (NCLEX). Graduates are also eligible to transfer to a four-year nursing program. Career opportunities are available in hospitals, physician's offices, clinics, labs, nursing and personal care facilities, public health and other government agencies, educational services, health and allied services, and outpatient care facilities. Many nurses specialize in areas such as cardiac care, geriatrics, intensive care, obstetrics, pediatrics, and surgery.

CSM's Nursing program actively progressed students to graduation throughout the pandemic, graduating a full cohort of 50 students this past May (a 100% pass rate). Approximately 30-40% of the cohorts are concurrently enrolled in the SFSU Nursing program and able to earn their BSN degree six months after completing the CSM program. These graduates and our traditional graduates are able to find employment and earn the top salaries in the Nation.

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Home Health Aides	$31,614	3,036	+41.0%
Licensed Practical and Licensed Vocational Nurses	$49,834	6,240	+17.0%
Nursing Assistants	$32,145	5,150	+15.4%
Registered Nurses	$75,727	47,578	+16.2%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Nursing	AS	78.5-79.5 units

EMPLOYER PARTNERS: San Mateo Medical Center, Seton Medical Center, University of California San Francisco (UCSF), Veterans Administration Palo Alto, Zuckerberg San Francisco General Hospital and Trauma Center, San Francisco State University, Mills Peninsula Hospital, Ravenswood Family Health Network, Kaiser Redwood City, and San Mateo County Consortium Hospital.

Program Headcount: Nursing

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Registered Nursing	269	244	339	**852**

Certificates and Awards Issued Each Year: Nursing

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Biology: Pre-Nursing	AS	12	17	24	4	–	**57**
Biology: Pre-Nursing (Associate Degree)	AS	–	–	–	11	18	**29**
Life Sciences: Pre-Nursing	AS	1	–	–	–	–	**1**
Nursing	AS	44	42	47	4	–	**137**
Nursing (Associate Degree)	AS	–	–	–	44	48	**92**

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NUTRITION AND DIETETICS

The AS-T major in Nutrition and Dietetics prepares students for transfer into bachelor's degree programs in Nutrition and Dietetics and similar areas. Completion of this AS-T meets minimum eligibility for transfer to the California State University system.

Career opportunities in health clubs, hospitals and clinics, public and private schools, government organizations, health and welfare agencies, health and welfare promotion organizations, businesses, industry, research facilities, and teaching, are available to graduates in the field of Nutrition and Dietetics.

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Dietetic Technicians	$32,210	162	14.3%
Dietitians and Nutritionists	$47,197	847	19.8%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Nutrition and Dietetics	AS-T	60 units

Program Headcount: Nutrition and Dietetics

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Nutrition-Foods-Culinary Arts	340	349	427	**1116**

Certificates and Awards Issued Each Year: Nutrition and Dietetics

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Nutrition & Dietetics (Associate Degree-Transfer CSU)	AS-T	–	–	–	1	1	**2**
Nutrition & Dietetics (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	2	3	**5**
Nutrition & Dietetics - CSU GE	AS-T	–	–	3	–	–	**3**

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ACADEMIC AND CAREER COMMUNITIES: SCIENCE AND ENGINEERING

ARCHITECTURE

CSM's Architecture program will teach students basic architectural principles in elementary two & three dimensional design problem-solving. Students will also learn how to use graphics, including freehand drawing and computer applications, and physical models to communicate three dimensional design concepts and alternatives throughout a basic project design process.

Students will also learn to describe architectural precedents and traditions, in particular the influences of the 20th and 21st century, as well as elementary climatic, technological, socioeconomic, and other cultural factors that impact the built environment and the practice of environmental design. The program also teaches students how to carry out both individual and collaborative work as a part of a design team.

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Architectural and Civil Drafters	$59,204	167	+9.9%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Architecture	AS	60 units

EMPLOYER PARTNERS: John Matthews Architects, Sun Architecture, Jacki Yahn Architects, Steinberg Hart, and the American Institute of Architects.

Program Headcount: Architecture

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Architectural Technology	141	168	190	**499**

Certificates and Awards Issued Each Year: Architecture

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Architecture	AS	3	7	6	2	–	**18**
Architecture (Associate Degree)	AS	–	–	–	1	8	**9**

BUILDING INSPECTION AND TECHNOLOGY

Building Inspection is a critical component in the construction and maintenance of residential, commercial, multi-unit and specialty buildings within California. Each area critical to the proper quality of construction, safety of operation and durability over an appropriate time, is separately inspected, tested and certified as compliant with the International Building Code. The responsibilities of building inspectors are reflected in the importance of their role in ensuring the safety of inhabitants during earthquakes, floods, and other emergency situations. The safety of firefighters entering buildings is increased by compliance with the building code requirements for proper installation of fire sprinklers and other safety measures.

Employment is primarily within city, county and state agencies with some opportunities with larger real estate or construction organizations and has remained steady during the last decade.

Our students are frequently hired into Building Inspection Departments in San Mateo County. The majority of our instructors graduated from the CSM program and are currently building inspectors in either San Mateo, San Francisco or Santa Clara counties.

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Construction and Building Inspectors	$63,841	488	+10.3%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Building Inspection	AS	60 units
Building Inspection	CA	34.5 - 36.5 units
Commercial Building Inspection	CS	13.5 units
Residential Building Inspection	CS	15 units

EMPLOYER PARTNERS: City of Redwood City, City of Foster City, City of San Francisco, City of Palo Alto, City of San Jose, and City of Belmont.

Program Headcount: Building Inspection and Technology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Construction Inspection	99	85	70	**257**

Certificates and Awards Issued Each Year: Building Inspection and Technology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Bldg Inspection Tech: Residential Building Inspection	Certificate	–	–	2	2	–	**4**
Building Inspection (Associate Degree)	AS	–	–	–	–	3	**3**
Building Inspection (Certificate)	Certificate	–	–	–	–	1	**1**
Building Inspection Technology	AS	–	1	1	1	–	**3**
Building Inspection Technology	Certificate	3	1	2	–	–	**6**
Residential Building Inspection (Certificate)	Certificate	–	–	–	–	4	**4**

COMPUTER AIDED DRAFTING

Drafting is common to all manufacturing and construction activities. The drafter interprets the engineer's ideas, presenting them in the language of manufacturing and construction. Recognized as one of the finest Drafting programs in the state, CSM's instructors have recent industry experience and classrooms are equipped with the latest equipment, including computer aided drafting (CAD) stations.

A graduate of CSM's Drafting Technology program may select from several enviable opportunities. The graduate may immediately enter industry as a draftsperson with the potential to become a designer or may opt to continue their education at a state university for a Bachelor's degree in Industrial Technology, becoming eligible for technical management positions.

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OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Architectural and Civil Drafters	$59,204	167	+9.9%
Drafters, All Other	$60,213	761	+8.3%
Electrical and Electronics Drafters	$98,216	812	+11.5%
Mechanical Drafters	$60,787	353	+7.5%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
CAD/Drafting Technology	AS	60 units
CAD/Drafting Technology	CA	18 units
Computer-Aided Design	CS	15 units

EMPLOYER PARTNERS: SLAC National Accelerator Lab, Fly SFO, Aeva, Concept Designs, and Pottery Barn.

Program Headcount: Computer Aided Drafting

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Drafting Technology	64	74	70	**208**

Certificates and Awards Issued Each Year: Computer Aided Drafting

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Computer Aided Design (Certificate)	Certificate	–	–	–	–	1	**1**
Computer Aided Drafting Technology (Associate Degree)	AS	–	–	–	1	4	**5**
Computer Aided Drafting Technology (Certificate)	Certificate	–	–	–	1	2	**3**
Drafting Technology: Computer-Aided Design	Certificate	1	–	–	–	–	**1**
Drafting Technology: Computer-Aided Drafting Technology	AS	2	–	2	1	–	**5**
Drafting Technology: Computer-Aided Drafting Technology	Certificate	2	2	–	–	–	**4**

Academic and Career Communities: Science and Engineering, College of San Mateo 70

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COMPUTER INFORMATION SCIENCE

Students in the Computer and Information Science program at CSM are trained primarily on PC microcomputers and receive the finest training and experience available in areas such as programming, data communications, applications development, network support, end-user support, and hardware/systems support.

This training is intended to lead to employment in the computing industry or transfer to a baccalaureate institution for continued study in the field and to provide advanced study for computing professionals. Computer and Information Science offers extraordinary career opportunities to individuals who possess fluency in the English language, solid keyboarding skills, and a desire to work with computers on a daily basis.

Career opportunities include applied scientist, communications technician, computer maintenance technician, computer operator, database specialist, documentation specialist, information specialist, Local Area Network (LAN) administrator, PC specialist, programmer, software engineer, software technician, systems analyst, systems test engineer, technician support representative, and as sales personnel skilled in marketing methods for computer systems. While some students secure employment following completion of the A.S. Certificates & Degrees, many transfer to four-year universities to complete a Bachelor's degree in a computer-related field.

Databases and Data Science

The Certificate of Specialization is designed to introduce students to Data Science and Big Data fundamentals. Students will learn data warehousing architecture, data extraction, management, and load. They will learn to design, develop and administer SQL and NoSQL databases. They will also learn to develop database applications using various programming languages and statistical methods. They will be introduced to Big Data architecture, technologies and analytics.

Other topics covered include Cloud computing, security management, machine learning, Agile methodology and Big Data tools. Students will learn to display data using graphics and data visualization. Career opportunities exist in numerous businesses and industries.

Web and Mobile App Development

Web and Mobile Application Development provides students with the specialized knowledge that is essential in the development of Web and mobile computer applications. Students will study and gain experience with the languages and frameworks that are most commonly used in developing these applications. They will also learn fundamental principles of Web and mobile development so that they will be prepared to work with current and emerging technologies. Career opportunities exist in numerous businesses and industries.

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Computer and Information Research Scientists	$114,352	5,306	+22.0%
Computer Network Architects	$108,982	4,064	+12.0%

Computer Network Support Specialists	$87,827	913	+11.9%
Computer Programmers	$100,496	3,673	-4.7%
Computer Systems Analysts	$99,487	10,936	+11.9%
Database Administrators	$109,594	8,669	+17.5%
Information Security Analysts	$109,605	7,191	+28.4%
Information Technology Project Manager	$113,024	11,619	+13.8%
Network and Computer Systems Administrators	$89,514	4,258	+9.2%
Software Developers, Applications	$111,815	83,169	+40.1%
Software Developers, Systems Software	$110,547	887	+13.2%
Web Developers	$105,841	17,857	+21.2%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Applied Python Programming	CS	15 units
C++ Programming	CS	8 units
Computer and Information Science	AS	60 units
Computer Science Applications and Development	AS	60 units
Computer Science Applications and Development	CA	30 - 34 units
Data Science and Big Data	CS	14 - 15 units
Database Programming	CS	14 - 15 units
Enterprise Cybersecurity	CS	15 units
Internet of Things (IoT) Programming	CS	15 units
Java Programming	CS	8 units
Web and Mobile Application Development	AS	60 units
Web and Mobile Application Development	CA	32 - 35 units
Web Programming	CS	13 units
Web/Mobile App Development	CS	15 units

EMPLOYER PARTNERS: Amazon Web Services, Apple, Google, GenapSys VMware, Pieraldi LLC, Cavendish Kinetics, County of San Mateo, and County of Santa Clara.

Program Headcount: Computer Information Science

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Computer Networking	55	61	69	**185**
Computer Programming	774	707	707	**2188**
Computer Software Development	12	15	0	**27**
Database Design and Administra	133	132	125	**390**
Information Technology General	288	266	324	**878**

Certificates and Awards Issued Each Year: Computer Information Science

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
CIS: Applications and Development	Certificate	9	10	9	5	–	**33**
CIS: Computer Forensics	Certificate	1	–	–	–	–	**1**
CIS: C++ Programming	Certificate	32	40	16	22	–	**110**
CIS: Database Programming	Certificate	–	–	1	5	–	**6**
CIS: Data Science & Big Data	Certificate	–	–	–	4	–	**4**
CIS: Internet Programming	Certificate	8	5	–	–	–	**13**
CIS: Java Programming	Certificate	29	47	37	54	–	**167**
CIS: Network Security Specialist	Certificate	1	–	–	–	–	**1**
CIS: Web & Mobile Application Development (CS)	Certificate	3	1	2	–	–	**6**
CIS: Web Programming	Certificate	–	–	1	1	–	**2**
Computer & Information Science	AS	16	9	11	6	–	**42**
Computer Information Science: Applications and Development	Certificate	2	–	–	–	–	**2**
Computer & Information Science: Applications Development	AS	8	7	8	5	–	**28**
Computer & Information Science (Associate Degree)	AS	–	–	–	12	17	**29**
Computer & Information Science: Computer & Network Forensics	AS	2	–	–	–	–	**2**
Computer & Information Science: Web & Mobile Application Development	AS	–	1	1	–	–	**2**
Computer Science Applications & Development (Associate Degree)	AS	–	–	–	1	2	**3**
C++ Programming (Certificate)	Certificate	–	–	–	–	2	**2**

Database Programming (Certificate)	Certificate	–	–	–	–	2	**2**
Data Science & Big Data (Certificate)	Certificate	–	–	–	–	5	**5**
DevOps (Certificate)	Certificate	–	–	–	–	1	**1**
Java Programming (Certificate)	Certificate	–	–	–	1	8	**9**
Web & Mobile Application Development (Associate Degree)	AS	–	–	–	–	1	**1**
Web & Mobile Application Development (Certificate)	Certificate	–	–	–	–	2	**2**
Web Programming (Certificate)	Certificate	–	–	–	–	1	**1**

ELECTRONICS TECHNOLOGY

The Electronics Technology program at CSM prepares a student for entry-level employment as an electronics technician. Entry-level employment opportunities exist in many segments of the electronics industry in the greater Bay Area.

Companies involved with circuit assembly and fabrication; installation, and support for food and pharmaceuticals processing, public utilities; component manufacturing; high-technology transportation; aerospace systems; automated process control; alternative energy and bio-tech all offer program graduates opportunities for entry-level employment.

Career opportunities in Electronics include work as an engineering aide, a technician, or a system operator. These individuals are involved with manufacturing, assembly, repair, upgrades, and service of a wide range of products or electrical systems.

Electronics is the pathway to the future in Northern California, with increasing demands to modify and update the current infrastructure of the electrical generation and transmission capabilities, integration of alternative energy sources and future technical needs of society, job growth is expected over the next decade.

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Electrical And Electronics Engineering Technicians	$52,810	1,825	+7.3%
Electro-Mechanical Technicians	$60,695	88	+8.3%
Electronics Engineers, Except Computer	$101,012	1,763	+8.5%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Advanced Electrical Power Systems and Instrumentation	CS	12 units
Electrical Technology: Electrical Power Systems and Instrumentation	CA	19 units
Industrial Electronics Technology	AS	60 units
Telecommunications Fundamentals	CS	8 units

EMPLOYER PARTNERS: Bay Area Rapid Transit (BART), Communications and Power Industries (CPI), Pacific Gas & Electric (PG&E), East Bay Municipal Utilities District (EBMUD), and San Francisco Public Utilities Commission (SFPUC).

Program Headcount: Electronics Technology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Industrial Electronics	22	28	12	**62**
Electrical	247	269	267	**783**
Electronics, Electric Technolo	60	51	68	**179**

Certificates and Awards Issued Each Year: Electronics Technology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Electrical Power Systems & Instrumentation (16 Units)	Certificate	6	27	44	10	–	**87**
Electrical Power Systems & Instrumentation (19 Units)	Certificate	23	29	43	10	–	**105**
Electrical Power Systems & Instrumentation (Certificate)	Certificate	–	–	–	8	13	**19**
Electrical Technology: Inside Wireman	AS	–	–	1	–	–	**1**
Electrical Technology: Inside Wireman	Certificate	–	16	–	–	–	**16**
Electronics Technology: Industrial Electronics	AS	1	–	–	–	–	**1**
Electronics Technology: Telecommunications Fundamentals	Certificate	1	1	–	–	–	**2**
Electronics Technology Telecommunications Fundamentals (Certificate)	Certificate	–	–	–	–	1	**1**

ENGINEERING TECHNOLOGY

Engineering Technology is that part of the engineering field which blends scientific and engineering knowledge with technical skills in research, development and production. CSM offers the General Education, mathematics, science, engineering, and many of the technical courses required to meet lower division requirements in Engineering Technology and prepare the student for transfer to a baccalaureate institution for a degree in Engineering Technology. The Associate degree alone prepares students for employment as engineering technicians, who work with or under the direction of engineers.

Career opportunities exist largely with manufacturers of electrical and electronic equipment, aircraft/aircraft parts, machinery, scientific instruments, chemical, motor vehicles, fabricated metal products, and primary metals. Non-manufacturing opportunities exist with engineering and architectural firms, research and testing facilities, and business services in which engineering work is done on a contract basis for organizations in other sectors of the economy. Additional opportunities for employment exist in the communications, utilities, and construction industries; and with federal, state and local government agencies.

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Electrical And Electronics Engineering Technicians	$52,810	1,825	+7.3%
Engineering Technicians, Except Drafters, All Other	$53,387	5,825	+8.2%
Industrial Engineering Technicians	$45,724	1,914	+7.5%

Source: Labor Insight (Burning Glass Technologies)

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Engineering	AS	60 units
Engineering Technology: General	AS	60 units

Program Headcount: Engineering Technology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Engineering, General	146	117	140	**403**

Certificates and Awards Issued Each Year: Engineering Technology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	5 YEAR TOTAL
Engineering	AS	11	9	9	–	–	**29**
Engineering (Associate Degree)	AS	–	–	–	2	12	**14**
Engineering Technology: General	AS	–	1	–	1	–	**2**

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ACCELERATED NOT-FOR-CREDIT PROGRAMMING

In response to the impact that the COVID-19 pandemic had on our local, regional, and national economies, College of San Mateo partnered with Community, Continuing, and Corporate Education to offer training opportunities to support displaced workers across San Mateo County, and the greater Bay Area. The following programs provided free and low-cost training opportunities for displaced workers seeking to earn industry-recognized certifications demanded by employers. Programs were offered virtually, and in support with employer partners.

AMAZON WEB SERVICES: CLOUD FOUNDATIONS PROGRAM

Cloud computing is a paradigm shift in the way applications and data are created, distributed, and maintained. Jobs requiring cloud computing skills and knowledge are the largest, and fastest-growing tech jobs in the Bay Area, with an estimated 16,000+ current openings with median earnings at over $100k. This 10-week, 60 hour virtual not-for-credit training is delivered using the Amazon Web Services (AWS) platform. Training will prepare students to sit for the AWS Cloud Practitioner Certification exam, the foundational certification in a series of employer-demanded certifications.

DATES OFFERED: Fall 2020, Spring 2021   **TOTAL PARTICIPANTS**: 41

FACILITIES MAINTENANCE JOB READINESS TRAINING

This 27-hour virtual training is designed to prepare participants with the knowledge, skills and certification required to enter the workforce as building and facilities maintenance workers. Training will focus on industry-informed skills including building and environmental awareness, communications and soft skills, Microsoft Office, safety training, work order management systems and troubleshooting skills. All training will be provided virtually and will lead to OSHA-10 certification, and a joint not-for-credit certificate of course completion from CCCE and CSM for all program participants that successfully complete training.

DATES OFFERED: Fall 2020   **TOTAL PARTICIPANTS**: 13

GREEN BUILDING TRAINING

The Green Building Training program provides an accelerated learning path for working professionals. Students will gain current and practical knowledge about sustainable development and green buildings with a focus on California codes and standards. The courses are designed to impart necessary knowledge to successfully pass the CALGreen Inspector/Plans Examiner (International Code Council) industry exam and the LEED Green Associate (US Green Building Council) industry exam.

DATES OFFERED: Summer 2021   **TOTAL PARTICIPANTS**: TBD; Course launches in July 2021

APPENDIX C
CAREER EDUCATION PROGRAMS
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OVERVIEW
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CAREER EDUCATION PROGRAMS

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META MAJOR: ARTS, LANGUAGES AND COMMUNICATIONS

UX DESIGN

The UX Design workforce training program launched in 2019 as part of the Strong Workforce Program and includes five courses that prepare students for entry-level and middle skill careers in User Experience Design.

The program was designed by faculty members who work in industry and with the input of major companies such as Salesforce and Apple. The Certificate of Achievement has received regional approval and is undergoing state approval at this time. Short-term training programs were offered during the pandemic.

According to Burning Glass, UX Designers in the bay region make an average of $72,000 per year and this field should see a 21% job growth rate over the next decade.

EMPLOYER PARTNERS: Salesforce, Apple, Nvidia, Adobe and EA Sports.

Program Headcount: UX Design

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Graphic Art and Design	0	41	45	**86**

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META MAJOR: BUSINESS, ENTREPRENEURSHIP AND MANAGEMENT

ACCOUNTING

Skyline College offers a robust program in Accounting and prepares students to work as public accountants, management accountants, government accountants, and internal auditors. Persons trained in accounting may also pursue careers as budget analysts and financial managers. The Accounting Program is accredited by the Accreditation Council of Business Schools and Programs (ACBSP). Skyline College was the first community college on the west coast to receive ACBSP accreditation.

✦ *Student Success Story: Isabel Caspillan*

"I wanted to let you know that I applied for the Price Water Coopers START summer internship. I got the offer! I utilized the tips that you gave me in preparing for interviews. I prepared for a week, I practiced by talking to a mirror and also recording myself. Thank you for introducing me to this opportunity and for the tips. Without your help, I would not have known about this opportunity or even landed this internship."

The Accounting Program at Skyline College offers degrees and certificates in the following areas: Accounting Associate Degree and certificates in Accounting, Computer Specialist and Individual Tax Preparer. The Accounting program prepares students for employment in the following areas:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Accountants	$72,369	9,647	+10.9%
Bookkeeping, Accounting, and Auditing Clerks	$45,085	7,480	+0.4%
Payroll and Timekeeping Clerks	$51,863	1,835	+1.1%

Source: Labor Insight (Burning Glass Technologies)

EMPLOYER PARTNERS: BPM Accounting and Consulting, Port of Redwood City, Bank of the West, Accountemps, Pharmozyme, EisnerAmber--Accounting and Fred A. Marcussen, CPA.

Program Headcount: Accounting

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Accounting	796	700	674	**2170**
Tax Studies	65	60	55	**180**

Certificates and Awards Issued Each Year: Accounting

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Accounting	AS	17	12	8	4	–	**41**
Accounting	CA	5	12	14	9	–	**40**
Accounting (Associate Degree)	AS	–	–	–	11	6	**17**
Accounting (Certificate)	CA	–	–	–	2	3	**5**
Accounting Computer Specialist	CC	–	–	–	–	2	**2**
Accounting: Computer Specialist	CC	3	4	2	1	–	**10**
Accounting: Indv. Tax Preparer	CC	–	1	–	–	–	**1**
Individual Tax Preparer (Certificate)	CC	–	–	–	1	2	**3**

BUSINESS MANAGEMENT

The dynamic Business Program at Skyline College provides challenging academic experiences in a wide variety of business specializations that prepare students with a foundation in business, entrepreneurship, economics, and data processing. The Business Program is accredited by the Accreditation Council of Business Schools and Programs (ACBSP).   Skyline College was the first community college on the west coast to receive ACBSP accreditation.

Skyline College offers Associate Degrees in Business Management and Business Administration for Transfer for students looking to continue on to a four-year institution.

Business Certificates are offered in the following areas: 1) Business Management, 2) Entrepreneurship and Small Business Management, 3) Office Assistant, 4) Entrepreneurship, and 5) Entry-Level Warehousing and Warehousing and Logistics.

EMPLOYER PARTNERS: Intel, NU Level Realty, Morgan Stanley, Wells Fargo, CVS, and Office Team Staffing.

ENTREPRENEURSHIP

The Entrepreneurship Program at Skyline College prepares existing or potential entrepreneurs in a wide variety of small business functions. The following areas are emphasized: Financial Management, Small Business Management, Marketing and Business Law. Students prepare a comprehensive business plan with up-to-date approaches to small business management including: financial management, marketing management, business law, and how to profitably operate a small business.

The Bay Area Entrepreneurship Center of Skyline College provides students and community members business management guidance, technical and targeted business assistance, networkinging opportunities, one-on-one consulting, workshops and space for budding entrepreneurs and small business owners. The Business and Entrepreneurship pathways prepare students for the following high-demand employment opportunities across the Bay Area:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
General and Operations Managers	$97,804	18,474	+11.5%
Management Analysts	$94,995	12,109	+13.2%
Project Managers	$92,248	45,248	+10.9%
Sales Managers	$96,845	16,393	+9.6%

Source: Labor Insight (Burning Glass Technologies)

Program Headcount: Business Management

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Business Administration	37	64	44	**145**
Business and Commerce, General	823	800	863	**2486**
Business Management	118	129	174	**421**
Sales and Salesmanship	0	0	13	**13**
Small Business and Entrepreneurship	123	72	101	**296**
Marketing, Distribution	67	50	80	**197**

Certificates and Awards Issued Each Year: Business Management

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Business Administration (Associate Degree-Transfer CSU)	AS-T	–	–	–	44	61	**105**
Business Administration (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	29	74	**103**
Business Administration Cert	Certificate	–	1	6	2	–	**9**
Business Administration (Certificate)	CA	–	–	–	6	12	**18**
Business: Administrative Assistant (Ended Spring 2012)	AS	1	2	–	–	–	**3**

Business: Administrative Assistant (Ended Spring 2012)	CA	1	–	–	–	–	**1**
Business: Asian Business Practices	CA	1	2	1	–	–	**4**
Business: Business Admin. for Transfer, CSUGE	AS-T	53	59	59	25	–	**196**
Business: Business Admin. for Transfer, IGETC-CSU	AS-T	27	41	59	17	–	**144**
Business: Business Administration	CA	3	3	6	1	–	**13**
Business: Business Administration (Ended Spring 2013)	AS	3	7	–	1	–	**11**
Business: Business Information Systems (Ended Spring 2012)	AS	–	1	–	–	–	**1**
Business: Business Management	AS	1	3	3	3	–	**10**
Business: Business Management	CA	1	1	–	3	–	**5**
Business: Computer Information Specialist	CA	1	2	–	–	–	**3**
Business: Computer Information Specialist (Ended Spring 2012)	AS	1	1	–	–	–	**2**
Business: Entrepreneurship	CS	2	–	1	–	–	**3**
Business: Entrepreneurship and Small Business Management	CA	–	–	3	1	–	**4**
Business: International Business	CA	2	1	3	–	–	**6**
Business: International Logistics	AS	1	–	–	–	–	**1**
Business: International Trade	AS	1	–	1	1	–	**3**
Business: International Trade	CA	1	1	–	–	–	**2**
Business: Legal Aspects of International Business	CA	–	1	–	–	–	**1**
Business: Legal Secretary	AS	–	1	–	–	–	**1**
Business Management (Associate Degree)	AS	–	–	–	4	8	**12**
Business Management (Certificate)	CA	–	–	–	3	5	**8**
Business: Medical Billing & Coding Cert.	Certificate	–	–	1	–	–	**1**
Business: Medical Billing & Coding (Ended Spring 2014)	CA	2	1	–	–	–	**3**

Business: Medical Office Assistant (Ended Spring 2014)	CA	2	1	–	–	–	**3**
Business: Medical Office Receptionist	CA	1	3	2	–	–	**6**
Business: Medical Transcriptionist (Ended Spring 2014)	AS	2	1	–	–	–	**3**
Business: Multimedia Technology	AS	1	2	1	–	–	**4**
Business: Multimedia Technology	CA	2	–	–	–	–	**2**
Business: Office Assistant	CA	2	2	2	1	–	**7**
Business: Office Assistant (Ended Spring 2012)	AS	3	1	1	–	1	**6**
Business: Office Information Systems (Ended Spring 2012)	AS	–	1	–	–	–	**1**
Business: Office Management	AS	–	1	–	–	1	**2**
Business: Office Management	CA	2	1	1	–	–	**4**
Business: Web Developer	AS	1	–	–	–	1	**2**

Certificates and Awards Issued Each Year: Entrepreneurship

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Entrepreneurship and Small Business Management (Certificate)	CA	–	–	–	1	–	**1**
Entrepreneurship (Certificate)	CS	–	–	–	2	1	**3**

HUMAN RESOURCES MANAGEMENT

The short-term for-credit Human Resources Management workforce training program launched in 2019 as part of Strong Workforce Program efforts and includes six courses that prepare students for entry-level and middle skill careers. The Certificate of Achievement has received regional approval and is undergoing state approval at this time. According to Burning Glass, Human Resources Assistants and Specialists in the bay region make an average of $64,000 per year, with over 6500 positions available. This field should see an 11% job growth rate over the next decade.

SALES AND MARKETING MANAGEMENT

The short-term for-credit Sales and Marketing Management workforce training program launched in 2019 and includes five courses that prepare students for entry-level and middle skill careers. The certificate of achievement has received regional approval and is undergoing state approval at this time. According to Burning Glass, Sales Managers in the bay region make an average of $97,000 per year, and this field should see a nearly 10% job growth rate over the next decade.

COSMETOLOGY

The Skyline College Department of Cosmetology offers courses in Cosmetology and Esthetics that focus on theoretical foundation, practical skills, business knowledge, and the professional and ethical training needed for licensing through the State Board of Barbering and Cosmetology. Prepared with excellent entry-level skills, students are able to work in many facets of the beauty industry.

Skyline College offers one Associate Degree in Cosmetology and three Certificates of Achievement in Cosmetology, Cosmetology: Entrepreneurship, and Cosmetology: Esthetician.

The Cosmetology program is 1600 hours. Instruction includes hair design, basic and dimensional color, texture services, skincare and facials, manicures and pedicures, and special occasion styling.

The Esthetician training program is 600 hours, focusing on training in skin care treatment and techniques. Students learn basic and treatment facials, skin analysis, exfoliation and hair removal.

According to Burning Glass average salaries and projected growth is as follows:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Hairdressers, Hairstylists, and Cosmetologists	$50,023	1,766	+19.5%
Manicurists and Pedicurists	$50,575	153	+20.7%
Skincare Specialists	$49,139	250	+16.7%
Sales Managers	$96,845	16,393	++9.6%

Source: Labor Insight (Burning Glass Technologies)

EMPLOYER PARTNERS: Sephora, Wella, Dermalogica, Cosmoprof, L Salon, Studio Estrada, Poise and Xpress Spas.

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Program Headcount: Cosmetology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Cosmetology and Barbering	273	302	265	**840**

Certificates and Awards Issued Each Year: Cosmetology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Cosmetology	AS	2	5	5	1	–	**13**
Cosmetology	CA	33	19	27	23	–	**102**
Cosmetology (Associate Degree)	AS	–	–	–	1	2	**3**
Cosmetology (Certificate)	CA	–	–	–	2	7	**9**
Cosmetology Certificate	Certificate	1	6	1	1	–	**9**
Cosmetology: Esthetician	CA	25	21	46	22	–	**114**

HOSPITALITY AND TOURISM MANAGEMENT

The Hospitality & Tourism Management Program is designed for students interested in pursuing a vibrant career in the Hospitality & Tourism industry. Career Pathway Programs are available in the following areas: Food & Beverage Management, Meeting & Event Management, Hotel & Resort Management.

The program currently offers skills certificates in three areas. Three Certificate of Achievement and an Associate Degree are in the process of obtaining regional and state approval.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Food and Beverage Entry-Level Professional	SC	7 units
Guest Service Entry-Level Professional	SC	6.5 units
Meeting and Event Planning Entry-Level Professional	SC	6.5 units

S
alaries within these career trajectories vary widely depending on experience, location and sector. Customer Service Managers in California can expect to make a median salary of nearly $65,000 per year. Hotel general managers can expect to make from $52,000 to $188,000 per year. Banquet servers, an entry level job, can make between $17 and $26 per hour.

While the pandemic has had an incredible impact on this industry it is already in full recovery mode and the demand for travel, meeting and events and lodging will be at record levels very soon.

EMPLOYER PARTNERS: Marriott, SFO Airport, Hyatt Hotels, Westin, Ritz Carlton Hotels and Resorts, Bon Appetit and Guckenheimer

Program Headcount: Hospitality and Tourism Management

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Hospitality	44	174	984	1202
Restaurant & Food Srv & Mgmt	–	43	186	229
Lodging Management	–	–	13	13

Certificates and Awards Issued Each Year: Hospitality and Tourism Management

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Hospitality: Guest Service Entry-Level Professional	CC	–	1	2	9	–	**12**

REAL ESTATE

The Real Estate training program at Skyline College is designed for students to gain an introductory understanding of real estate practice and the practical application of real estate skills in the field and office environments. Students can expect to learn about mortgage loan brokering, energy efficiency, lending, and other selected real estate topics. Students prepare for the California Real Estate Exam by learning core topics such as real and personal property, tax implications, appraisal, financing, transfer of property, contracts, and broker responsibility. According to Burning Glass average salaries and increase in job growth data is as follows:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Appraisers and Assessors of Real Estate	$51,075	362	+9.3%
Property, Real Estate, and Community Association Managers	$48,357	4,959	+9.0%
Real Estate Agents	$49,062	4,421	+13.4%

Source: Labor Insight (Burning Glass Technologies)

Program Headcount: Real Estate

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Real Estate	91	99	173	363

META MAJOR: EDUCATION AND SOCIETY

ADMINISTRATION OF JUSTICE

The Administration of Justice Program at Skyline College provides a solid educational foundation in criminal justice studies, allowing students an opportunity to explore the varied aspects of the criminal justice field and prepare for a career. The program also allows those already working in the field to fulfill educational goals and career aspirations.

Through the commitment of faculty, and direct connections to police academy's and professionals in the criminal justice system, students are prepared for employment in various municipal, county and state agencies in California. Bay Area occupation demand includes:

OCCUPATION	AVERAGE SALARY	JOB POSTINGS 6/1/20 - 6/1/21	PROJECTED GROWTH OVER NEXT 10 YEARS
Detectives and Criminal Investigators	$80,711	558	+4.8%
Police and Sheriff's Patrol Officers	$61,714	635	+5.0%
Private Detectives and Investigators	$62,079	526	+13.5%

Source: Labor Insight (Burning Glass Technologies)

Skyline College offers a Certificate of Achievement that provides a head start on the road to employment and one Associate of Arts Degree and an Associate of Science Degrees for a clear path to transfer to a four-year institution.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Administration of Justice	AS	60 units
Administration of Justice	CA	24 units
Administration of Justice for Transfer	AS-T	60 units

EMPLOYER PARTNERS: San Mateo County Law Enforcement Training Managers Association, Bart Police, South San Francisco Police, Daly City Police, Belmont Police, Burlingame Police, Brisbane Police, Pacifica Police, San Bruno Police, SFO Airport Police and the San Francisco Police and the California Commission on Peace Officer Standards and Training.

Program Headcount: Administration of Justice

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Administration of Justice	346	270	309	925

Certificates and Awards Issued Each Year: Administration of Justice

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Administration of Justice	AA	16	9	7	–	–	32
Administration of Justice	CA	9	7	6	3	–	25
Administration of Justice (Associate Degree)	AA	–	–	–	4	6	10
Administration of Justice (Associate Degree-Transfer CSU)	AS-T	–	–	–	11	22	33
Administration of Justice (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	3	8	11
Administration of Justice Studies (Certificate)	CA	–	–	–	4	1	5
Administration of Justice - Transfer CSU GE	AS-T	24	22	21	11	–	78
Administration of Justice - Transfer IGETC CSU	AS-T	3	3	3	4	–	13
Adm. of Justice Certificate	Certificate	1	–	–	–	–	1

CHILD DEVELOPMENT/EDUCATION

The Early Childhood Education program is designed to meet the needs of individuals planning a career working with preschool aged children and/or are currently working with preschool aged children. The child from birth to school age is the primary focus.

Current research and practical applications are combined in order to assist students in planning their most effective role with children. Children's growth, developmentally appropriate practice, cultural diversity, family support and professional development within the ECE field are major components of the program in order to meet the varied needs of ECE students, courses are offered mornings, afternoons, evenings and weekends.

According to Burning Glass, there are over 20,000 jobs available in the child development sector in the bay region making an average of $43,000 per year and should see a 10% job growth over the next decade. With an advanced degree, teachers and professors make a median salary of $77,000 and can make up to $150,000 in the bay area.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Children With Special Needs Area of Specialization	CA	8 units
Early Childhood Education	AS	60 units
Early Childhood Education	CA	24 units
Early Childhood Education Administration	CA	8 units
Early Childhood Education for Transfer	AS-T	60 units
Early Childhood Special Education	CA	24 units
Elementary Teacher Education for Transfer	AA-T	60 units
Infant/Toddler Care Area of Specialization	CA	8 units

EMPLOYER PARTNERS: San Mateo County Office of Education, South San Francisco Unified School District, Jefferson Union High School Districts, Latchkey, Bright Horizons, 4 C's and Head Start.

Data Snapshot

According to the CTE Outcomes Survey, 91% of students in the Child Development/Education pathway reported being employed in a career directly connected to their field of study.

Program Headcount: Child Development/Education

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Child Development, Early Child Care and Eduction	704	782	753	**2239**
Child Development Administration	42	58	67	**167**
Children with Special Needs	43	44	73	**160**
Infants and Toddlers	36	33	60	**129**
The School Age Child	0	0	0	**0**

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Certificates and Awards Issued Each Year: Child Development/Education

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Early Childhood Education	AS	19	15	18	11	–	**63**
Early Childhood Education	CA	33	21	25	12	–	**91**
Early Childhood Education (Associate Degree)	AS	–	–	–	15	10	**25**
Early Childhood Education (Associate Degree-Transfer CSU)	AS-T	–	–	–	11	15	**26**
Early Childhood Education (Associate Degree-Transfer CSU or UC)	AS-T	–	–	–	1	4	**5**
Early Childhood Education (Certificate)	CA	–	–	–	13	13	**26**
Early Childhood Education: Early Intervention Assistant	CA	–	1	–	–	–	**1**
Early Childhood Education for Transfer, CSUGE	AS-T	16	23	17	9	–	**65**
Early Childhood Education for Transfer, IGETC CSU	AS-T	1	–	1	1	–	**3**
Early Childhood Education: Foundations	CC	3	1	1	3	–	**8**
Early Childhood Education: Fundamentals	CC	–	3	1	–	–	**4**
Early Childhood Education: Special Education	CA	3	2	5	1	–	**11**
Early Childhood Special Education (Certificate)	CA	–	–	–	2	2	**4**
Elementary Teacher Ed. - Transfer CSU GE	AA-T	–	–	1	–	–	**1**
Foundations in Early Childhood Education (Certificate)	CC	–	–	–	3	1	**4**
Fundamentals In Early Childhood Education (Certificate)	CC	–	–	–	3	2	**5**

PARALEGAL STUDIES: LEGAL ASSISTANT

The Paralegal Studies Program at Skyline College is American Bar Association(ABA)-approved and prepares students for a rewarding and highly supportive academic experience that will assist in the development of skills necessary to excel as a legal professional.

Meta Major: Education and Society, Skyline College 94

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Skyline College offers a Certificate of Achievement which provides a head start on the road to employment and an Associate Degree for a clear path for transfer to a four-year institution.

The program is recognized by Accreditations, Approvals, and Affiliations with the following entities: American Bar Association, American Association for Paralegal Education (AAFPE), San Francisco Paralegal Association (SFPA) and the Paralegal Association of Santa Clara County (PASCO).

According to Burning Glass Paralegal Assistants make up to $75,000 per year and should see a 18% job growth.

EMPLOYER PARTNERS: Morgan, Lewis & Bockius LLP, San Francisco's District Attorney's Office, Legal Aid Society of San Mateo, Law Offices of Jonathan D. LaRose APC, Phillips, Spallas & Angstadt LLP, Law Offices of Susanne B. Cohen, San Mateo County Law Library, Robert Half Legal, Law Offices of Dennis P. Isaac, API Legal Outreach, Capcom USA and People's Legal Docs, Inc.

Program Headcount: Paralegal Studies: Legal Assistant

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Paralegal	94	74	146	**314**

Certificates and Awards Issued Each Year: Paralegal Studies: Legal Assistant

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Paralegal, Legal Assistant	AA	5	7	4	2	–	**18**
Paralegal, Legal Assistant (Associate Degree)	AA	–	–	–	1	3	**4**
Paralegal, Legal Assistant (Certificate)	CA	–	–	–	4	6	**10**
Paralegal, Legal Asst Cert	Certificate	–	1	–	–	–	**1**
Paralegal/Legal Asstistant	CA	3	7	13	1	–	**24**

META MAJOR: SCIENCE, HEALTH AND TECHNOLOGY

ALLIED HEALTH

The Allied Health Science program provides students with foundational knowledge necessary for health careers and for transfer programs to four-year colleges and universities. Students take courses that are taught with contextualized instruction to bring students in step with healthcare occupational practices, while providing hands-on instruction. Students also have the benefit of an Allied Health learning community to support their academic success.

Careers in Allied Health professions are among the fastest growing in Northern California. A degree in Allied Health prepares students for further education and for careers in a broad array of health careers.

Skyline College Allied Health Sciences now has a new Simulation Laboratory located in Building 7, Room 7211. The lab features state-of-the-art Gaumard adult, infant and premie tetherless simulators. The lab also includes full patient monitors, beds, standard clinical supplies and a video recording system.

Patient simulators provide vital signs, including heart & respiratory rates, pulses, lung sounds, pupil response and oxygen saturation. The manikins are able to realistically simulate virtually any medical problem or condition, including cardiac, respiratory, neurological, musculoskeletal and metabolic issues The patient simulators provide a total hands-on experience in which students are able to see the results of their actions in real time. Currently, the Simulation Lab is used for training students in the Emergency Medical Care, Surgical Technology, Respiratory Care, Anesthesia Technology, and Central Services Technology programs.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Allied Health Science	AS	60 units

Certificates and Awards Issued Each Year: Allied Health

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Allied Health Science	AS	71	93	88	55	–	**307**
Allied Health Science (Associate Degree)	AS	–	–	–	50	97	**147**

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EMERGENCY MEDICAL TECHNICIAN (EMT)

The EMT Program at Skyline College represents the first phase of training in the Emergency Medical Technician career structure. The program provides the student with a broad foundation of knowledge in anatomy, physiology, pathophysiology, and emergency care procedures in addition to didactic and skills training, observation in a local hospital Emergency Room and a ride-along rotation with a local ambulance company. The program meets National EMS Education Standards and 2010 AHA guidelines. View the program approval by the County of San Mateo Health System.

Becoming an EMT provides a strong foundation for students entering other careers involving pre-hospital emergency medical care such as para-medicine, fire-fighting, or law enforcement and also provides pertinent education for those considering other health fields including medicine, nursing, and physician assistant. EMTs and paramedics careers are expected to see a 22% job growth. On average, EMTs and paramedics in California make an annual wage of $45,310 according to Burning Glass.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Emergency Medical Technology	Certificate	8 units

EMPLOYER PARTNERS: San Mateo County EMS, Sequoia Hospital and Dignity Health.

Program Headcount: Emergency Medical Technician (EMT)

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Emergency Medical Services	257	241	182	**680**

Certificates and Awards Issued Each Year: Emergency Medical Technician (EMT)

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Emergency Medical Tech Cert	Certificate	–	52	–	20	–	**72**
Emergency Medical Technology	CC	49	21	58	25	–	**153**
Emergency Medical Technology (Certificate)	CC	–	–	–	22	63	**85**

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RESPIRATORY CARE

The Respiratory Care Program at Skyline College is an accredited two-year program that provides the instruction and clinical practice needed to be a successful Respiratory Care Provider. Students learn from dedicated instructors who have practical experience in the field and gain valuable hands-on experience through over 800 hours of clinical exposure and practice coordinated with sites in San Francisco and San Mateo Counties.

The program offers an Associate of Science Degree in Respiratory Care which allows a graduate to become a licensed Certified Respiratory Therapist and also affords the opportunity to attain a higher level of credentialing (Registered Respiratory Therapist) as well. Additionally, Skyline College offers a 4-year Baccalaureate Degree in Respiratory Care.

Students who complete the Respiratory Care program will be eligible to take the NBRC Examination and, upon passing, must apply for a professional Respiratory Care Practitioner license through the state of California. Completing these requirements are a necessary step in obtaining employment. The Respiratory Care Program at Skyline College is accredited by the Committee on Accreditation for Respiratory Care (CoARC).

Most respiratory therapists participate in three phases of patient care: diagnosis, treatment and patient management. While many respiratory therapists work in hospitals, some work in nursing care facilities or travel to patients' homes.

Demand for respiratory therapists is high, and employment is expected to grow 25% over the next decade according to the U.S. Department of Labor thanks in part to a growing aging population. In California, respiratory therapists make an average of $75,870 per year and in the San Francisco Bay Area specifically, therapists can make an average of $90,230 per year according to Burning Glass.

✦ *Student Success Story: Sikinio Nadal*

Sikinio Nadal graduated from the ASRC Program in May 2020 and was hired by University of California, San Francisco (UCSF) as a Registered Respirator Care Practitioner.

EMPLOYER PARTNERS: San Mateo Medical Center. California Pacific Medical Center, Veteran Affairs Palo Alto, Palo Alto Medical Foundation, Stanford Health Care, Lucile S. Packard Children's Hospital at Stanford, Mission Bernal Sutter Health, Zuckerberg San Francisco General Hospital, Veteran Affairs San Francisco, St. Francis Hospital, University of California San Francisco, Kaiser Permanente San Francisco and Mills-Peninsula Health Services.

🚩 *Data Snapshot*

In 2020, the Respiratory Care Program achieved 100% retention of students in the program and a job placement rate of 100%.

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According to Lauchboard Data, In 2017/2018 (most recent data available) students median annual earnings in the Respiratory Care Program was $94, 268.

Program Headcount: Respiratory Care

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Respiratory Care/Therapy	217	215	191	**623**

Certificates and Awards Issued Each Year: Respiratory Care

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Respiratory Care	AS	20	20	18	1	–	**59**
Respiratory Care (Associate Degree)	AS	–	–	–	26	22	**48**
Respiratory Care (Bachelor Degree CSU)	BS	–	–	–	6	8	**14**
Respiratory Care Bachelor of Science	BS	–	–	18	–	2	**20**

CENTRAL SERVICE AND STERILE PROCESSING

Central Service and Sterile Processing Technicians, process and distribute sterile equipment and other supplies throughout the medical facility. The CST (Central Services Technology) Program consists of three semesters including a classroom course, a skills lab course, and an externship providing hands-on experience in a hospital setting.

The externship is offered to those successfully completing the classroom and lab classes. The hospital externship and the lab skills class are designed to provide the number of clinical hours required by the International Association of Hospital Central Service Materiel Management to meet eligibility for taking the national certification exam. Graduates receive an industry recognized Certificate of Completion from Skyline College, which qualifies the graduate to take the national exam.

Central Services Technology offers an interesting work environment where medical facilities rely on well-trained personnel to ensure all medical equipment is ready for optimal patient care.

According to Burning Glass, Central Service Technicians will grow in demand by 24%. Average annual incomes for the Bay Area is $47,528.

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EMPLOYER PARTNERS: Kaiser Permanente, Sutter Healthcare and Dignity Health Systems, the Veterans Affairs system, University of California, Stanford University, St. Joseph Healthcare system, San Francisco County General, San Mateo County General, Marin County General, as well as a number of surgery centers all over the Bay Area.

Data Snapshot

According to Launchboard, in 2017/2018, exiting students from the Central Services Technology Pathway program who did not transfer to a four-year institution earned nearly $54,000.

Program Headcount: Central Service and Sterile Processing

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Hospital Central Sv Technician	19	19	21	**59**

ANESTHESIA TECHNOLOGY

Skyline College's Anesthesia Technology Program combines academic and clinical instruction that includes learning to prepare, maintain, and troubleshoot complex anesthesia equipment and suction fluids, and assembling complex equipment. Skyline College offers an 18-month program admitting one cohort each fall semester, and includes clinical practice.

As a new program, the anesthesia technology program at Skyline College has been issued a Letter of Review by the Committee on Accreditation for Anesthesia Technology Education (CoA-ATE). This letter is NOT a CAAHEP accreditation status; it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through Letter of Review application materials and other documentation. Letter of Review is recognized by the American Association of Anesthesia Technologists & Technicians (ASATT) for eligibility to take the credentialing exam. However, it is NOT a guarantee of eventual accreditation.

A typical day for an Anesthesia Technologist starts at 7:00 am. The AT reports to the anesthesia workroom, reviews the patients and plans how to assist the Anesthesia Care Providers for the day. Anesthesia Technologists may work in a variety of clinical settings, including general medical and surgical hospitals, and outpatient care centers.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Anesthesia Technology	AS	60 units
Anesthesia Technology	CA	30 units

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Central Service Technology With Clinical Practice	CA	11.5 units
Surgical Technology	AS	60 units
Surgical Technology	CA	34 units

According to Burning Glass, Anesthesia Technicians will continue to grow in demand by 24%. Average annual income for the bay area is nearly $60,000.

EMPLOYER PARTNERS: Kaiser Permanente, Sutter Healthcare and Dignity Health Systems, the Veterans Affairs system, University of California, Stanford University, St. Joseph Healthcare system, San Francisco County General, San Mateo County General, Marin County General, as well as a number of surgery centers all over the Bay Area.

Program Headcount: Anesthesia Technology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Surgical Technician	111	102	102	**315**

Certificates and Awards Issued Each Year: Anesthesia Technology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Anesthesia Technology (Associate Degree)	AS	–	–	–	–	7	**7**
Anesthesia Technology (Certificate)	CA	–	–	–	–	7	**7**
Surgical Technology: AS Degree Skyline	AS	1	6	5	–	–	**12**
Surgical Technology (Associate Degree)	AS	–	–	–	6	6	**12**
Surgical Technology: Central Service Technology (Ended Spring 2013)	CC	–	1	2	–	–	**3**
Surgical Technology: Central Service Tech With Clinical Practice	CC	1	–	2	–	–	**3**
Surgical Technology (Certificate)	CA	–	–	–	6	4	**10**
Surgical Technology: Certificate Skyline	CA	9	6	19	–	–	**34**

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BIOTECHNOLOGY

Skyline College's Biotechnology Program aims to prepare students to enter the workforce in the biotechnology field. Students in the program have access to fully stocked and functional labs where they will take courses and gain hands-on experience working with the tools and materials they'll need when they enter the workforce.

Skyline College offers an Associate Degree in Biotechnology for students who are looking for a clear path for transfer to a four-year institution in addition to the BioBridge Program, which offers a two-semester program that develops students' workforce readiness and soft skills so they can obtain hands-on work experience. The Skyline College Biotechnology Manufacturing program is also an excellent resource to prepare students on their path to a four-year degree.

The Skyline College Biotechnology Manufacturing Program prepares students to find work in a variety of jobs, including bioprocessing technicians and engineers, researchers and research associates, lab technicians, bioscientists, as well as jobs in materials handling and quality assurance and quality control (QAQC).

The biotechnology sector is growing fast and potential employers include biotechnology and pharmaceutical companies, as well as clinical laboratories in hospitals, universities, government, and independent settings.

Biological technicians in the bay area can make up to $64,300 per year according to Burning Glass. For students who choose to continue their education, Biochemists and Biophysicists in California make an average of $101,750 per year.

EMPLOYER PARTNERS: Genentech, University of California, Gillead, Amgen Inc, and Cytokinetics Inc.

Program Headcount: Biotechnology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Biotechnology, Biomedical Tech	511	830	1031	**2372**

Certificates and Awards Issued Each Year: Biotechnology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Biotechnology	AS	5	2	–	1	–	**8**
Biotechnology (Associate Degree)	AS	–	–	–	1	–	**1**

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Biotechnology: Entry Level Biotechnology Manufacturing (Ended Spring 2013)	CC	–	1	–	–	–	**1**
Biotechnology Manufacturing Assistant	CA	–	–	–	2	1	**3**
Biotechnology Mnfct Tech. - AS	AS	–	–	–	–	2	**2**

AUTOMOTIVE TECHNOLOGY

Skyline College Automotive Technology programs offer students a well-equipped, modern facility, a large fleet of late model vehicles, and extensive hands-on training. Domestic and import car manufacturers provide substantial support of the programs offered by Skyline College. We currently offer a global career track training program designed for intermediate and entry-level students.

Certificate and AS degree courses are offered during the day and evening. There are a number of advanced evening courses designed for working technicians and advanced level students.
Skyline College is nationally certified by the Automotive Service Excellence (ASE) Education Foundation. This organization certifies automobile technician training programs offered by high schools, post secondary trade schools, technical institutes, and community colleges. ASE Educational Foundation certification signifies that the program meets uniform national standards for instructional facilities, equipment, staff credentials, and curriculum.

Skyline College is also a proud partner with Subaru University, Audi Educational Partnership, Nissan and Infinity Technician Training Academy, Ford ACE, and Mercedes Benz MB Campus to ensure the latest curriculum and competencies are integrated into teaching and learning in the program.

According to Burning Glass Automotive Technicians remain in high demand with over 26,000 open positions and an expected growth rate of nearly 8% over 10 years. Median salary for an Automotive Technician in the bay area is $42,000 and can pay upto $65k.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Alignment and Brake Technology	CA	19 - 20 units
Asian Engine Performance Technology	CA	19 - 20 units
Automotive Advanced Engine Performance Technology	CA	19 - 20 units
Automotive Chassis	CA	19 - 20 units
Automotive Drive Train Technology	CA	19 - 20 units
Automotive Electricity/Electronics	CA	19 - 20 units
Automotive Engine Performance Technology	CA	19 - 20 units
Automotive Engines Technology	CA	19 - 20 units

Automotive Technician	AS	60 units
Automotive Technology	AS	60 units

EMPLOYER PARTNERS: Audi, Toyota, Tesla, Royal Auto Group, Serramonte Ford, Nissan North America, Acura, Subaru, Towne Ford, Enterprise Holdings, Snap-on Industrial, Autotrend Diagnostics and SF Water Department.

⚑ *Data Snapshot*

The Automotive Technology Program maintains a 100% job placement rate. According to Launchboard Data, the median annual salary for students in the Automotive Technology Program is nearly $59,000.

Program Headcount: Automotive Technology

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Automotive Technology	853	963	465	**2281**

Certificates and Awards Issued Each Year: Automotive Technology

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Auto Adv Engine Perf Tech Cert	Certificate	–	–	1	1	–	**2**
Auto Engine Perf Tech Cert	Certificate	–	–	1	–	–	**1**
Auto Engines Technology Cert	Certificate	–	–	1	–	–	**1**
Automotive Advanced Engine Performance Technology (Certificate)	CA	–	–	–	11	3	**14**
Automotive Chassis, Alignment & Brake Technology (Certificate)	CA	–	–	–	14	27	**41**
Automotive Drive Train Technology (Certificate)	CA	–	–	–	21	25	**46**
Automotive Electricity/ Electronics (Certificate)	CA	–	–	–	20	35	**54**
Automotive Engine Performance Technology (Certificate)	CA	–	–	–	–	19	**19**
Automotive Engines Technology (Certificate)	CA	–	–	–	19	31	**49**
Automotive Technician - Entry Level	CA	–	12	4	–	–	**16**
Automotive Technician - Entry Level (Certificate)	CS	–	–	–	2	1	**3**

Meta Major: Science, Health and Technology, Skyline College 104

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Automotive Technology	AS	5	2	8	2	–	**17**
Automotive Technology: Advanced Engine Performance Tech	CA	12	24	12	–	–	**48**
Automotive Technology: Asian Engine Performance Tech	CA	14	8	1	10	–	**32**
Automotive Technology (Associate Degree)	AS	–	–	–	6	4	**10**
Automotive Technology: Chassis Technology	CA	42	30	10	5	–	**87**
Automotive Technology: Drive Train Technology	CA	35	28	27	12	–	**102**
Automotive Technology: Electricity/Electronics	CA	52	20	26	19	–	**117**
Automotive Technology: Engine Performance	CA	14	19	12	12	–	**57**
Automotive Technology: Engines Technology	CA	40	33	11	21	–	**105**
Automotive Technology: Technician	AS	3	–	1	–	–	**4**

NETWORK ENGINEERING

The Network Engineering Technology Program provides students with entry-level and advanced training in the fields of Network Technology and Security, including LAN Technology, cabling, fiber optics, routing, firewalls, server administration, desktop support and PC configuration and repair. The curriculum is industry driven, centered on the current technologies of the Networking industry and related fields; it is designed to serve students entering the field as well as students who are seeking to upgrade their skills in specific areas.

Skyline College offers one Associate of Science Degree in Network Engineering for a clear path to transfer to a four-year institution. Also offered areCertificates of Achievement in a variety of concentrations, below is an overview.

Certificates & Degrees

CERTIFICATES & DEGREES	AWARD TYPE	UNITS
Advanced Computer User Support	CA	15 units
Entry-Level Computer User Support	CA	10 units
Network Engineering	AS	60 units
Network Engineering	CA	37 units
Wiring and Installation	CA	10 units

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Jobs in Information Tech, Telecommunications and Network Technology are growing at a steady pace as organizations and companies rely ever more heavily on IT to support their day-to-day activities.

New bridge programming in the Network Engineering pathway is being developed in partnership with the Jefferson Adult School and will launch in Fall 2021.

According to Burning Glass, there are over 10,000 Network and Computer Systems Administrators positions available and there is a projected growth of over 16% over the next decade, making an average of $85,580 per year. Computer Support Specialists will see a 17% job growth rate over the next ten years, faster than the national average, and specialists in the Bay Area can average $59,050 per year.

Program Headcount: Network Engineering

DESCRIPTION	'18 - '19 ACADEMIC YEAR	'19 - '20 ACADEMIC YEAR	'20 - '21 ACADEMIC YEAR	TOTAL
Computer Networking	–	18	–	**18**

Certificates and Awards Issued Each Year: Network Engineering

PROGRAM	AWARD TYPE	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'20 - '21	5 YEAR TOTAL
Entry Level Computer User Support	CC	–	–	–	1	–	**1**
Entry Level Computer User Support (Certificate)	CC	–	–	–	–	4	**4**
Advanced Computer User Support	CC	–	–	–	3	1	**4**
Network Engineering (Associate Degree)	AS	–	–	–	3	4	**7**
Network Engineering Cert	Certificate	2	1	1	1	–	**5**
Network Engineering (Certificate)	Certificate	–	–	–	–	4	**4**
NETX: Advanced Computer User Support	SC	–	–	–	1	1	**2**
NETX: Entry Level Computer User Support	CC	–	–	1	1	–	**2**
NETX: Network Engineering	AS	–	1	4	–	–	**5**
NETX: Network Engineering Cert	Certificate	–	–	4	1	–	**5**
NETX: PC Configuration and Repair Cert	CC	–	4	4	3	–	**11**
NETX: Wiring and Installation Cert	CC	–	1	4	–	–	**5**

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NEXT: Basic Networking Cert	CC	–	1	2	–	–	**3**
Telecom & Network Info Tech: Basic Networking	CS	1	–	–	–	–	**1**
Telecom & Network Info Tech: Network Engineering	AS	5	4	11	4	1	**25**
Telecom & Network Info Tech: Network Engineering	CA	1	–	3	1	–	**5**
Telecom & Network Info Tech: PC Configuration & Repair	SC	1	–	–	–	2	**3**
Telecom & Network Info Tech: Telecom & Wireless Tech (Ended Spring 2013)	AS	1	–	–	–	–	**1**
Telecom & Network Info Tech: Wiring & Installation	CS	–	1	–	–	–	**1**

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NEW PROGRAMS UNDER DEVELOPMENT

Skyline College is excited to launch an Alternative Pathways to Technology Program in Fall 2021/Spring 2021 that will prepare individuals for careers in the following:

TECHNOLOGY SALES   **JR. FULL-STACK ENGINEER**   **DATA SCIENCE ANALYST**

JR. APPLIED AI SPECIALIST/ SOLUTIONS ARCHITECT   **DEV OPS**   **CLOUD DEVELOPER**

In January 2021, a dynamic team of faculty, industry professionals, students, project-based learning specialists and workforce development leaders was formed to design the Alternative Pathways to Tech Program that will offer for-credit programming for students to prepare for high-demand careers in the bay area and Silicon Valley in 6 to 9 months.

Programming integrates critical competency development of skills necessary in major tech roles, hands-on and project-based learning instructional strategies and development of a tech portfolio that provides opportunities for students to demonstrate their abilities in key areas and prepare for tech interviews.

Innovative partnerships with the AI Education Project, Qwasar of Silicon Valley and employer partner Nvidia will make this program a one-of-a-kind offering in the state.

Thoughtful bridge programming with Adult Education and Dual Enrollment partners ensure this program connects to K-12 and adult disproportionately impacted students and individuals in our community to these exciting workforce development preparation options.

San Mateo County Community College District   July 14, 2021

BOARD REPORT NO. 21-07-03C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

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

REVIEW OF DRAFT INTERIM BOARD POLICY REGARDING COVID-19 VACCINATION REQUIREMENT

At its meeting on June 23, 2021, the Board of Trustees ratified the Chancellor's COVID-19 Recovery Framework, which included a vaccination requirement for District employees and students. At that same meeting, the Chancellor provided the Board with sample vaccination policy outlines and received feedback about a potential interim vaccination policy for the District.

Staff is presenting the attached draft policy for the Board's review and feedback. This policy is in draft form and is not being presented for action at this time.

DRAFT

Interim Board Policy Regarding COVID-19 Mandatory Vaccination
(Adapted from Foothill DeAnza Community College District Board Policy 3507)

The San Mateo County Community College District (District) is committed to protecting the health and well-being of students, faculty, staff, administrators, and the communities we serve, as well as maintaining higher education access and attainment for our students. As we work toward the safe resumption of increased on-campus learning, working and other activities, we embrace a comprehensive strategy designed to reduce the likelihood of transmission of the COVID-19 virus.

In light of the evidence established to date regarding the safety and effectiveness of available COVID-19 vaccines, the District hereby requires that:

> (1) all District employees who access campuses, the District office, District facilities, and/or participate in off-site work in-person for the District, must be fully vaccinated against COVID-19, unless approved as exempt due to verified medical or religious reasons (as defined in federal or state policy);

> (2) all students attending classes, programs, utilizing services or participating in any activity on any campus be must be fully vaccinated against COVID-19, unless approved as exempt due to verified medical or religious reasons (as defined in federal or state policy).

Employees and students who qualify as exempt, or who decline to state their vaccination status may be subject to other safety measures in accordance with Cal/OSHA regulations.

This vaccine requirement is effective the later of (1) the first day of the fall semester (August 16, 2021); or (2) when a COVID-19 vaccine receives full U.S. Food & Drug Administration (FDA) approval and is readily available.

Visitors to campuses, the District office or other District facilities (e.g. those individuals not considered students or employees of the District) must comply with Cal/OSHA safety guidelines and other policies in place by the District and outlined in an administrative procedure associated with this policy.

The Chancellor shall establish administrative procedures to implement this policy.

San Mateo County Community College District   July 14, 2021

BOARD REPORT NO. 21-07-04C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

UPDATE ON DISTRICT FALL 2021 RETURN TO IN-PERSON WORK PREPARATIONS

Staff has provided the Board of Trustees with periodic updates on the District's COVID-19 response and recovery efforts. The focus of this particular update will be on physical site preparation and personal protection efforts including physical space assessment, distribution of personal protection equipment, installation of barriers, and an overview of building ventilation systems, assessment of ventilation system functionality, and systems monitoring.