

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
April 11, 2018, San Mateo, CA**

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

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

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Holober said that during closed session, the Board will (1) hold a conference with legal counsel regarding three cases of existing litigation and one case of potential litigation as listed on the printed agenda, and (2) hold a conference with labor negotiators as listed on the printed agenda.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to closed session at 5:01 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 6:13 p.m.

Board Members Present: President Richard Holober, Vice President Maurice Goodman, Trustee Dave Mandelkern, Trustee Thomas Mohr, Trustee Karen Schwarz, Student Trustee Alfredo Olguin Jr.

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

PLEDGE OF ALLEGIANCE

DISCUSSION OF THE ORDER OF THE AGENDA

None

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (18-4-1A)

It was moved by Trustee Schwarz and seconded by Trustee Mandelkern to approve the items in the report. The motion carried, all members present voting Aye.

STUDY SESSION

DISCUSSION OF GUIDED PATHWAYS (18-4-1C)

Aaron McVean, Interim Vice President of Planning, Research and Institutional Effectiveness, said that Guided Pathways is part of a broader national movement focused on increasing student success, primarily on-time completion. He said the Guided Pathways framework has now come to California but is not new to the District. Skyline College implemented Guided Pathways a little more than two years ago. The Board approved a contract with the Career Ladders Project and part of that contract was to expand Guided Pathways across the three Colleges. The District recognized early on that Guided Pathways is a mechanism to increase on-time completion. Therefore, the District has been ahead of most colleges and districts in the state in the development and implementation of Guided Pathways.

Vice President McVean said the concept behind Guided Pathways is to give students a clear set of classes that, if taken in the correct sequence provided, will lead to completion in a timely manner. The Guided Pathways framework is more

intentional than the traditional Associate Degree for Transfer framework in that it specifies every course to take, including general education courses, to achieve the 60 units required for the Associate Degree. Vice President McVean said it is not only a sequence of courses that make up the Guided Pathways framework. He said it should be considered part of a comprehensive college redesign through which the District is intentionally integrating efforts regarding how students choose their majors, how to integrate academic and student support services, and how to integrate curriculum innovation, pedagogy and effective teaching practices. He said Guided Pathways is an inclusive framework that is influencing almost all of the work being done on the campuses.

Trustee Schwarz asked if the Guided Pathways framework is applicable only for Associate Degrees for Transfer. Vice President McVean said it addresses completion with all markers that are important to students, from certificates to Associate Degrees for Transfer and other associate degrees that students need to transfer.

Trustee Mandelkern asked if the new agreement between the California Community Colleges and the University of California regarding a guaranteed transfer path will be addressed in the context of Guided Pathways. Vice President McVean said the agreement is very new and is not included in this presentation. However, he said it will be part of the transfer information provided to students.

Cañada College

Phillip King, Interim Vice President of Student Services at Cañada College, said the College is predominantly in the Pre-Adoption phase of Guided Pathways and their process will be based in inquiry and exploration. The College began an inquiry process in the spring of 2017. The process started with a team of seven and grew to a 24-member oversight committee with good cross-representation of classified staff and faculty. The oversight committee will split into three teams which will focus on:

1. Curricular Exploration and Meta-Major Inquiry
2. Business Process Analysis and Academic-Student Services Integration Inquiry
3. Student-Integrated and Community Voices Inquiry

Marisol Quevedo, Program Supervisor for the Promise Program at Cañada College, discussed the Student and Community Voices Inquiry. She said the Inquiry will focus on equity and will seek information from six focus groups targeting students who have had different experiences:

- Focus Group 1 – students participating in programs such as EOPS, Puente, CalWorks, STEM and SparkPoint
- Focus Group 2 – students who have left the College
- Focus Group 3 – Equity gaps student groups
- Focus Group 4 – Academic and Student Services integration
- Focus Group 5 – Community-based constituents
- Focus Group 6 – High school partners, Upward Bound, Middle College

Ms. Quevedo said the College's focus group work will build upon the work of College of San Mateo and Skyline College which have gone through a similar inquiry of student voices.

Vice President King said a major component of the College's work during this year will be the design of an Experience Room that will convey continuous information expressed as narratives, survey results and videos. The Experience Room will be available during all open hours of the campus.

College of San Mateo

Kim Lopez, Vice President of Student Services at College of San Mateo, introduced the team from the College: Lizette Bricker, Dean of Enrollment Services; Anniqua Rana, Interim Dean of Academic Support and Learning Technologies; Heidi Diamond, Dean of Business and Technology; Bryce Martens, Computer Science instructor, who is also conducting K-14 outreach for the Strong Workforce Program; and Ashley Phillips, Interim Director of Workforce Development.

Vice President Lopez said three main areas have been identified that fall under the Guided Pathways redesign:

1. The self-assessment that was completed and submitted to the State Chancellor's Office, identifying priority areas for 2018-19.
2. Redesign of the Dual Enrollment program.
3. The Year One Promise Program.

Dean Rana said the College of San Mateo Guided Pathways team has begun inquiry to help redesign the college experience. She said that during the fall semester, the team focused on learning from their partners at Skyline College

and also attended local conferences. For 2018-19, the team will scale up efforts in cross-sectional Inquiry in collaboration with the Career Ladders Program. The Inquiry will include voices of students, faculty and staff and will identify shared metrics for evidence-informed decision making. Meetings with students are helping to create the vision at the College. Faculty and staff members attended training focused on leadership for institutional change. The Guided Pathways Team and the Guided Pathways Steering Committee meet regularly. The Steering Committee will meet three times over the summer to plan for next year.

Dean Bricker said that starting in fall 2017, the College met with high school principals, vice principals, counselors and staff. The high schools reported that they are pleased with the College's outreach efforts and support services; however, Dual Enrollment is a challenging area and needs more intentional agreements. Data on concurrently enrolled students and first-year students at the College were analyzed and compared to the high school partner student population. Disparities in the data has led to a redesign of Dual Enrollment pathways under AB 288 to strengthen the transition from high school to college for all students, with a focus on underrepresented student groups. The following principles will guide the redesign of high school to college agreements:

1. Adopt an Equity Framework by focusing on high school students who may not already be college bound or who are underrepresented in higher education.
2. Develop seamless pathways from high school to college for career technical education or preparation for transfer.
3. Establish a College Dual Enrollment team for each feeder high school.

Dean Diamond said that as part of the Strong Workforce Program Initiative, College of San Mateo has been fortunate to lead a Regional Joint Venture (RJV) for K-14 Pathways in the Bay Area. The objectives of the RJV team are to broaden and enhance career exploration and planning, as well as work-based learning opportunities for students, and to develop industry-informed career pathways that prepare students for jobs needed in the regional market. The College also leads a CTE Transitions initiative that supports secondary and postsecondary transition, student success and student transition to the workplace. CTE Transition Coordinator Bryce Martens is partnering with the high schools and attending advisory board meetings, and is actively engaged in K-14 conversations about establishing these pathways. Dean Bricker said another opportunity is to have partnerships that include career courses taught by high school counselors in order to provide early exposure to careers.

Vice President McVean said Guided Pathways is a comprehensive redesign occurring on each of the campuses. He said there is very clear intention about how to strengthen pathways in order to get more students to completion on time. There is intentional integration of efforts including Strong Workforce and Dual Enrollment. Vice President McVean said Guided Pathways is fundamentally guided by an equity perspective.

Trustee Schwarz asked how high school students are guided to declare a major and how open the schools are to students' desire to change their majors. Dean Bricker said there are various models. She cited Santa Barbara City College, which focuses on career versus major. They use the *Get Focused...Stay Focused!*® program, which is designed to provide every student with the necessary information and experiences to develop college and career readiness skills. Students develop a ten-year plan in ninth grade and receive classroom-based lessons throughout the remainder of high school to ensure they stay focused on their goals. Vice President Lopez said high schools report that students who have gone through the ten-year planning process have better attendance and graduation rates and fewer disciplinary and truancy issues.

Trustee Mandelkern said he is glad to hear that different models have been examined. He asked if there could be value in beginning the Guided Pathways process in middle school. Dean Bricker said some models do begin in middle school and this is worth examining.

Trustee Mandelkern asked if the three Colleges share information on their Guided Pathways programs with each other, e.g. Dual Enrollment at College of San Mateo. Vice President Lopez said there has been a collaborate effort on Dual Enrollment among the Colleges, and Cañada College and Skyline College have drafted AB 288 agreements. Vice President McVean said the Colleges have worked as a team through the Vice Presidents Council to draft one master agreement with all high school districts. On a broader level, Vice President McVean said the District has submitted a grant application for expansion of the Promise Scholars Program that finalizes the concept of structured collaboration among the three Colleges. Trustee Mandelkern said feedback from the community indicates that it is important that programs be fundamentally equivalent across the Colleges.

Trustee Mohr said it appears that work is being done to have some college courses taught at the high school campuses; he said this is an important accomplishment. Dean Bricker said College staff have been contacted by high school partners about classes being taught on the high school campuses. She said she understands that high schools will now get points added to their scorecards if they have Dual Enrollment or Concurrent Enrollment partnerships in their schools.

Trustee Mohr quoted the following sentence from the College of San Mateo report: “Subsequently, data of concurrently enrolled students and first-year students at CSM have been analyzed and compared to the high school partner student population.” He said it could be powerful to build pathways with the understanding of who the students are, along with knowledge of their level of preparation and what their goals appear to be.

Trustee Mohr noted the substantial increase in the percentage of students’ initial enrollment in transfer level Math from 2012 to 2016, as shown in the report, along with the targeted increase of one percent in 2017-18 and five percent in 2019-20. He said pathways will take time to get into place but he believes the numbers will change rather quickly due to working with the high schools. He said this is related to equity because the students most affected are from underrepresented populations.

Regarding the principle to “Develop seamless pathways from HS to CSM for career technical education. . .” as stated in College of San Mateo’s report, Trustee Mohr asked if this means that some courses associated with a technical certificate could be taught on the high school campuses, with more advanced courses being taught at the Colleges. Chancellor Galatolo said he discussed this concept during a meeting with the Superintendent of the San Mateo Union High School District. For example, high school students who express an interest in a nursing career could take college-level courses (biology, chemistry, math) at the high school to complete prerequisites and be on an accelerated path to a bachelor’s degree in nursing rather than an associate degree. Dean Bricker said it is important that a Dual Enrollment team work with each feeder high school. President Claire said it is important to be intentional when designing pathways at the high schools to ensure that courses will not need to be repeated.

Vice President Goodman asked if the District can ensure equity across the County when working with the high schools. Dean Bricker said there is currently a lack of structure and the high school student populations that come to the Colleges, as well as underrepresented high school populations, are not being served. She said the District wants an equity focus and intentionality as the Colleges approach pathways. Trustee Mandelkern said outreach is important to make sure that Dual Enrollment opportunities are equally presented to all students in the County. President Stanback Stroud said there will be equitable, but not necessarily identical, opportunities because of the different programs offered at the Colleges and the different populations that are served. Trustee Mandelkern said his concern is that outreach be presented equally to all student populations in order to address the gap, rather than outreach about specific programs.

Vice President Goodman said that some high school students who utilize Dual Enrollment programs see community college as a resource while others view it as a last resort. He asked if there is a marketing component to the redesigned pathways programs to help the community see the Colleges as a resource. Dean Bricker said there is a large Dual Enrollment movement in the community that is already providing information. Dean Rana said a marketing strategy is being built and the Community Relations and Marketing Director is included in all discussions. Vice President Garcia said the Colleges are doing work collaboratively, with cross-functional teams of faculty, staff, students and the community. She said the image of community colleges is changing but is a work in progress.

Vice President Goodman asked if AB 288 would afford high school students the opportunity to take remedial courses at a college and get credit for them at their high schools. Dean Bricker said that this currently depends on each high school district’s policy. Vice President McVean said part of the intentionality is to have a formalized agreement in place which would make clear that credit will be given for such courses.

Skyline College

Vice President Garcia said the Skyline College community is clear that the District Strategic Plan focuses on success, equity and social justice. She said the College is clear that its mission is to empower and transform a community of global learners and that the College wants seventy-five percent of its students to get in, get through and graduate on time. She said this work did not start simply because funds were provided by the state. In 2013, Skyline College finalized a multi-year project to develop a comprehensive diversity framework. Recognizing that student success metrics were not satisfactory, the College looked at its own processes and practices that unintentionally set up barriers rather than asking what was wrong with students. Vice President Garcia said that on average, community college students attempt to

complete 120 units and successfully complete 100 units; however, only 60 units are needed to earn an associate degree, resulting in students staying at the college longer than needed. This was the impetus for Guided Pathways.

Vice President Garcia said the Guided Pathways work at Skyline College includes three significant components: the Promise Scholars Program, Meta Majors, and engagement in transformative teaching and learning. She said the focus for this presentation will be Meta Majors.

Jessica Hurless, Associate Professor of Language Arts, said Trustee Mohr recently attended an Academic Senate meeting and said the Board would like to know more about what faculty are doing. She said that in response, she, Professor Mustafa Popal and Professor Carla Grandy wanted to provide information on how faculty are leading the institution through the Meta Majors process. Professor Hurless said faculty are cognizant that the District and Board's vision regarding student access, success and equity, along with their decisions on the Career Ladders project, Multiple Measures, Dual Enrollment and Guided Pathways, allow faculty to be at this meeting to share the story of Meta Majors.

Professor Popal said that at a Flex Day meeting in January 2017, faculty, staff and administrators reviewed all degrees and certificates in hopes of creating Meta Majors. Questions and confusion arose and a redesigned Design Team, composed of five faculty and two administrators, was formed to scaffold campus-wide activities. While the process of creating Meta Majors was slowed down, the process on Guided Pathways was started.

Professor Popal said Guided Pathways is not simply an intentional sequencing of courses, but includes how student services are intentionally provided. He said departments and counselors developed course sequencing and through this process, recognized the inequity in how majors had been structured. A three-year program was developed as a starting point. The first semester was kept open; during that semester, students could take prerequisites and would not be penalized for changing majors.

Professor Hurless said that after doing the course mapping, the College conducted a shared course analysis which looked at core required courses in all degrees and certificates across the campus and showed where there are shared courses that degrees and certificates need. With a grouping of degrees and certificates that share like courses, students can move between them without losing units. Four groupings were identified and were taken to students to solicit their feedback and inform decision making. In the shared course analysis, it was found that career technical education tended to not fall within the four areas because of the specificity of the courses.

Professor Popal said the Comprehensive College Redesign uses design principles which are utilized to interrogate and evaluate proposals. Professor Hurless said design principles were used to name the four Meta Majors. Input was solicited from Middle College students in order to get a high school perspective, along with input from the Associated Students and Student Ambassadors who solicited feedback from prospective students and their parents. Feedback was also solicited at a breakfast for high school counselors and from faculty, staff and administrators. After two sets of names emerged, they were Beta tested before the final naming decision was made. Professor Popal said the results were shared with the design team, shared governance bodies, and the Logistics and Communication team which would determine how to implement Meta Majors and conduct outreach. He said Meta Majors will be in place beginning in fall 2018.

Vice President Taylor-Mendoza said the Colleges are making a systems change, acknowledging inequities and dismantling a system that has been in place for years. She said that as a District, faculty, staff and administrators are addressing the obligation gap on the part of the institution. She said she feels fortunate to be in a district that collectively shares responsibility, is moving forward, and exhibits authentic care.

Trustee Mohr said the presentation made the concept of Meta Majors more coherent and clarified the connection with transformative teaching, pathways, etc. and how it is all connected with equity.

Student Trustee Olguin asked if there will be four Meta Majors at each campus. President Stanback Stroud said Cañada College and College of San Mateo do not yet know what they will find when they go through their process and might not have the same number of Meta Majors. President Claire said the College must first ask exactly what courses their students are taking and what degrees they are pursuing at the institution.

Student Trustee Olguin asked if the times at which classes are being offered will be examined. Professor Popal said scheduling and enrollment management will be part of the Guided Pathways process. Professor Hurless said the support services needed for the different Meta Majors will also be considered.

Student Trustee Olguin asked how the culture at the College might change with the introduction of Meta Majors. Vice President Garcia said she believes students will have a greater sense of control over their own education. Professor Popal said student interaction with all Skyline College employees is key, showing concern for the whole student.

Trustee Mandelkern said that if Meta Majors, or any other concept implemented at one College, is shown to positively impact student success, it is important that the other Colleges adopt and implement the concept as it makes sense on their campuses. President Claire and President Stanback Stroud both said the three Colleges work together, sharing the expertise they have built on their campuses.

Vice President Goodman asked if the District expects accountability from the high schools in terms of informing their students about what the community colleges are and what they can do. President Stanback Stroud said an upcoming meeting is scheduled with the Jefferson Union High School District superintendent and school principals to discuss strategies on how to increase the number of students who see Skyline College as a viable option and who see that the College can offer the first two years of education for students who want to attend a four-year institution. She said it is important to make sure that the high schools clearly understand the value of the community college experience. President Claire said that during conversations with two high school district superintendents, he has pointed out that forty-five to fifty percent of their students come to one of the District's Colleges. He said he respectfully asked what they are doing to help these students get the support and services they need. He said he believes that sharing this data has helped. Student Trustee Olguin said it would be helpful to have community college students return to their local high schools to talk about the robust programs and resources offered at the colleges.

Student Trustee Olguin said the discourse with high schools is important. He said he is grateful for the work that is being done at all three campuses and said it will be work that spans generations.

Trustee Schwarz said one of the most courageous statements she heard, specifically mentioned by Skyline College, was that the College looked at its own practices and procedures rather than questioning what might be wrong with its students. She said that what the Colleges are doing to try to help students is remarkable. She said she hopes the positive changes can be publicized. Trustee Schwarz thanked all involved for their commitment and hard work.

Trustee Mandelkern said he believes the public in San Mateo County understands what the Colleges do and that they are responsive to the needs of the community. He thanked the presenters for their excellent presentation and said he appreciated the use of the word "intentionality."

President Holoher asked if it is correct that one purpose of Meta Majors is to have a common curriculum within larger areas so that students will not have to repeat courses. President Stanback Stroud said this is an impact of Meta Majors. President Holoher noted that Meta Majors will be implemented this fall at Skyline College and asked if there is agreement on the core courses. Professor Popal said agreement was reached on the core courses. He said they are now working on the second phase, which is how to incorporate general education into the major.

Trustee Mohr said the work being done is brilliant. He said it relates to the District's values of equity and the ability of great teaching to cause students to fall in love with learning. He said there is a closer level of communication among the three Colleges than he has ever seen, with a gathering of great professionals with a unifying spirit of mission.

Vice President McVean said the intention of the presentation was to communicate to the Board the comprehensive nature of the redesign and transformation at the Colleges, and how it aligns with the District's focus on equity and social justice. He said he is full of admiration for the people deeply engaged in that work every day.

STATEMENTS FROM BOARD MEMBERS

Vice President Goodman told the College Presidents that their faculty and staff made them look good tonight with their presentations. Vice President Goodman said that at the last meeting, the Board mentioned several items that they would like to have included on the April 25th Board meeting agenda. He asked if that meeting will be a study session or strictly a business meeting. Chancellor Galatolo said it will be a business meeting but might be in a study session format.

Trustee Mohr said he attended the Sustainable San Mateo County awards dinner at which Energy and Sustainability Manager Joe Fullerton was honored. He said Mr. Fullerton is an excellent employee and has done tremendous work on energy conservation for the District. Trustee Mohr said he attended a Skyline College Academic Senate meeting and was impressed with the sense of mission, listening and learning from each other that was evident in the room. Trustee Mohr

said he also attended a Public Safety forum at Skyline College, at which a staff member talked about not having cell phone reception on some areas of the campus. He said this reminded him of the importance of having an advisory committee of faculty, staff and students to advise the Public Safety teams about issues and concerns. Trustee Mohr asked that the equity teams from each College be invited to a future Board meeting to continue the discussion on race, class and privilege.

Student Trustee Olguin said that in response to the “Punish a Muslim Day” that was addressed by Public Safety via email, he and a fellow student chalked “United Against Islamophobia” on the Skyline College campus. He said they were told by Public Safety that this was graffiti. Student Trustee Olguin said he does not believe he and the other student violated any policy and said there must be better communication. He said work on social justice should be respected at all levels. Vice President Goodman asked Student Trustee Olguin to send photos of the chalking to the Board.

Student Trustee Olguin said he talked with an immigrant student who has no income and wants to work and reach his goal, but is losing faith every day. Student Trustee Olguin said one step to help such students would be to open parking lots so that they can safely sleep in their cars. Trustee Mandelkern said he would like to consider short-term solutions to help homeless individuals immediately while continuing to work on more comprehensive solutions. He said one short-term solution would be to provide the ability for students to park their vehicles in safe places on campus and to have access to bathroom and shower facilities. It was agreed that this item will be placed on the agenda for a future meeting.

Trustee Mandelkern said he appreciates faculty members attending this meeting. He said they and their colleagues are always more than welcome to attend Board meetings. Trustee Mandelkern thanked President Stanback Stroud for arranging a meeting with the San Bruno Community Foundation to discuss a County-wide College Promise Program. Trustee Mandelkern said he and several other Board members will attend the upcoming Progress Seminar.

Trustee Schwarz shared an article about the availability of paid summer internships for college students for the San Mateo County Libraries’ “Inspiring Summers Program.” Staff will forward this information to the Colleges.

President Holoher said SB 1348 by Senator Pan passed the Education Committee last week and he was able to be at the meeting and say that the Board adopted a resolution in support of the bill. He said there was opposition from for-profit colleges that believe they already provide their students with data and transparency.

President Holoher said the Board will conduct its annual self-evaluation at an upcoming meeting. He said that at the Board Retreat held on April 7, the Board discussed developing a questionnaire to get feedback from people who attend Board meetings. Board members agreed to submit a list of questions they believe should be included in the questionnaire. The Board will then review the items and develop a survey. President Holoher said the Board also discussed soliciting voluntary feedback from members of the public who speak at Board meetings to gauge their satisfaction with the experience. The Board will submit suggestions for questions, e.g. were the speakers treated politely, etc.

President Holoher reviewed topics for the next meeting, including the Foundation Agreement, thoughts on publicizing the election in November, resolutions on bond and parcel tax measures for local school districts, and a resolution on Full and Fair Funding of California’s Public Schools which has been circulated by the San Mateo County School Boards Association. He said Dr. Jerome Hunter, who acted as Facilitator at the retreat, has drafted a summary with other to-do items for the Board.

ADJOURNMENT

The meeting was adjourned by consensus at 9:00 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the May 16, 2018 meeting.

Maurice Goodman, Vice President-Clerk